

Umatilla-Morrow Head Start Lesson Plan

Classroom:  
 Rule Review: **Be a Friend**

Theme: Family and Friends : **How Can I Be a Friend?**  
 Drill/Date/Time:

**Individual Goals Addressed**

<u>SCIENCE</u>	<u>MATH</u>	<u>LITERACY</u>
<u>LD/ELD</u>	<u>APP. TO LEARNING</u>	<u>PHYS. HEALTH &amp; DEV.</u>
SOCIAL/EMOTIONAL	TECHNOLOGY	
<u>NUTRITION</u>	<u>PARENT</u>	<u>OTHER (WIC, IFSP, etc.)</u>

**Small Group List**

<p>Group 1:</p> <p>Group 2:</p> <p>Group 3:</p>
---

**\*Children are grouped into three groups by ability level- three similar activities are provided with a domain focus each day:**

- **Monday- Small Motor**
- **Tuesday- Literacy**
- **Wednesday- Science or Creative Arts**
- **Thursday- Math**

Umatilla-Morrow Head Start Lesson Plan

Plans for the week of:

Activity	Monday	Tuesday	Wednesday	Thursday
<p><u>Welcome group Activity</u></p> <p>Transition</p>	<p>Sing Welcome Song (<b>Hello Friends Mighty Minute #78</b>)</p> <p>Ask children how they think they can be a friend this week- give each a chance to contribute to the conversation</p> <p><i>Choose helpers for the week- make sure everyone has a job</i></p>	<p>Sing Welcome Song (<b>Hello Friends Mighty Minute #78</b>)</p> <p>Sing last week's YouTube video song</p> <p><i>Have a child pick a friend to go wash hands with them</i></p>	<p>Sing Welcome Song (<b>Hello Friends Mighty Minute #78</b>)</p> <p>Play music and "Freeze Dance"</p> <p><i>Have each child show you a dance move as they go to wash their hands</i></p>	<p>Sing Welcome Song (<b>Hello Friends Mighty Minute #78</b>)</p> <p>Children choose 2 songs to sing</p> <p><i>Excuse children by the type of clothing they have on: "everyone wearing jeans," etc.</i></p>
<p><u>Meal Time(breakfast or snack) Conversation</u></p>	<p><b>*See attached explanation of how to plan mealtime conversations</b></p>			
<p><u>Large Group Activity/story (Comp)</u></p> <p>Follow up to story</p> <p>Transition</p>	<p>Read <b><u>Charlie Anderson</u></b></p> <p><b><u>Use Book discussion #17: Social-Emotional Development question on making friend</u></b> "What do you do to make your friends feel you like them?" Record answers on whiteboard <i>SE/LC/L</i></p> <p><i>Excuse by how shoes fasten- laces, Velcro, slip-on, etc.</i></p>	<p>Read Eric Carle's <b><u>Friends</u></b></p> <p><b><u>Let each child take a selfie with a friend using iPad</u></b></p> <p>Briefly show the children the pictures they've taken</p> <p><i>Excuse by color of shirt</i></p>	<p>Read <b><u>The Doorbell Rang by Pat Hutchins</u></b></p> <p><b><u>Retell the story,</u></b> focusing on <i>counting</i> children as they arrive (have children help count/<b>tally</b> on whiteboard)<i>M</i></p> <p><i>Excuse by color and length of hair</i></p>	<p>Re-read Eric Carle's <b><u>Friends</u></b></p> <p><b><u>Discussion Question:</u></b> "What kind of things do you do with your friends?" (record answers on whiteboard)<i>SE/LC/L</i></p> <p><i>Excuse by color of eyes</i></p>
<p><u>Outside Activity (Comp)</u></p>	<p><b>Play follow the Leader (Intentional teaching Card P22) PH/SE</b></p> <p>Trikes <b>PH</b></p> <p><b>Pedestrian Safety</b> - talk about and practice how to safely cross the street</p> <p>Draw pictures of friends with sidewalk chalk <b>PH/SE</b></p>	<p><b>Balls for throwing P05</b></p> <p>Trikes <b>PH</b></p> <p>Using spray bottles with liquid watercolor (or watered down tempera) to paint on large sheets of mural paper or old sheets <b>AL/PH</b></p>	<p><b>Play follow the leader again, making sure that children who did not get a turn to be a leader on Monday get a turn this time(Intentional teaching Card P22) PH/SE</b></p> <p>Digging and pouring toys for sand play <b>PH</b></p> <p>Playing running games <b>PH</b></p>	<p>Balls for kicking <b>PH</b></p> <p>Trikes <b>PH</b></p> <p>Looking for leaves that are changing color <b>S</b></p>

Umatilla-Morrow Head Start Lesson Plan

<p><u>Small Group Activity</u> (Comp)</p>	<p><b>Puzzles at table area:</b></p> <p><b>Group 1:</b> puzzles with knobs or just a few pieces</p> <p><b>Group 2:</b> Puzzles with 12+ pieces</p> <p><b>Group 3:</b> Use 3 floor puzzles and have a set of two children work on each together as friends who help each other <b>SE/PH/AL</b></p>	<p><b>Writing in journals PH/SE</b></p> <p><b>Group 1-</b> have children draw a picture of their friend/ask them who they drew and label with the friend's name</p> <p><b>Group 2- and Group 3-</b> ask children to draw a picture of a friend, ask them who the friend is</p>	<p><b>Intentional Teaching card SE26:</b> <i>Divide into three groups, 1 at each table- give each table a large piece of mural paper and art materials/ ask them to work together to make a picture of their friends SE/AL</i></p>	<p><b>Using counters and Unifix cubes</b></p> <p><b>Group 1:</b> using counters, have children sort by color, by size</p> <p><b>Group 2:</b> using counters, have children place 3 counters on index cards with a certain number of items on them# 3, 5 on #5, If they are unable to do this, verbally ask for 3 counters and show them the #3, etc.</p> <p><b>Group 3:</b> Use the same process as Group 2, but have the children do it with Unifix cubes <b>M/AL</b></p>
<p><u>Free Choice Activity</u> (Comp)</p>	<p><b>Block area- Use SE 25</b> <i>two children building together, taking turns SE/PH</i></p> <p>Making a collage with photos, scraps of paper and ribbon, found materials <b>AI/SE/PH</b></p> <p>Sharing floor puzzles and working together <b>SE/AL/PH</b></p>	<p>Using Play doh and tools <b>PH</b></p> <p>Writing friends names: In writing center, provide index cards for each child with picture and name on it. Encourage children to try to write letters in a friend's name <b>SE/PH</b></p> <p>Easel painting <b>PH</b></p>	<p>Making handprints with stamp pads, children's hands (teachers use these to construct a "friendship wreath for your door or walls) <b>SE/PH</b></p> <p>Working with a friend to build a Lego structure <b>PH/SE</b></p> <p>Making breakfast for a friend in dramatic play <b>SE/AL</b></p>	<p><b>Table Area-</b> With pictures take at Tuesday's Read Aloud and printed off after class, help children make a "class book of friends" (using 3 ring binder, cardstock to mount printed pictures on) Have children tell you about the picture they took, their friend. Write what they say by the picture. <b>(L/Lit/SE)</b></p> <p>Hammering and building with wood scraps <b>PH</b></p> <p>Sensory play in sand with pouring and scooping toys <b>PH</b></p> <p><i>Clean up song</i></p>
<p><u>Transition</u></p>	<p><i>Clean up song</i></p>	<p><i>Clean up song</i></p>	<p><i>Clean up song</i></p>	<p><i>Clean up song</i></p>
<p><u>Meal time (lunch)</u> <u>Conversation:</u></p>	<p><b>*See attached explanation of how to plan mealtime conversations</b></p>			
<p><u>Goodbye Group Activity</u></p>	<p>Puzzles on the Circle Carpet <b>PH/AL</b></p>	<p>Re-read the book Friends by Eric Carle- have children help you tell the story <b>L/Lit</b></p>	<p>Buddy Reading on the Circle Carpet <b>L/Lit</b></p>	<p>Go through the "Class Friends" book you made with the children during free choice today <b>L/Lit/SE</b></p>

\*Initials after activities indicate domains addressed. See above goal area.

## Umatilla-Morrow Head Start Lesson Plan

### **\*For mealtime conversations-**

*Mealtime is meant to be a time of learning and socialization, as well as a time of nutrition. Plan a target question or skill for each mealtime utilizing the Menu that is sent to teachers at the beginning of each month. At the beginning of each week, look at the menu for breakfast/snack and lunch. Based on what is being served, decide on a question that will help children think about what they are eating, where it comes from, how it is prepared. For example, for lunch the children are having pizza. One good question to ask each child is what they like on their pizza. Another would be to ask them how they think pizza is made. When the menu includes vegetables and fruits, ask them where they think they grow. You can talk about colors, shapes, and unique tastes. Teaching staff can also target social emotional skills like sharing or passing food and physical skills like pouring milk, serving oneself with a spoon or learning to use a pincer grasp when using tongs.*

I:\Administration\Administration - Final Public Copy\Forms\HS\_EHS\Education\Curriculum and classroom  
daily plans

Revised/Reviewed 8/19/15