

Umatilla-Morrow Head Start Lesson Plan

Classroom:
Rule Review:

Theme: **Trees: What are the characteristics of trees?**
Drill/Date/Time: **Oct. 31- Nov. 3**
**EPP: Ensure October drills have been practiced, plan for November drills*

Individual Goals Addressed

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

Small Group List

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

Plans for the week of:

Activity	Monday	Tuesday	Wednesday	Thursday
<p><u>Group Activity/story</u> (Comp)</p> <p>Follow up to story</p> <p>Transition</p>	<p>Welcome Song Morning Routine</p> <p>Brainstorm parts of a tree & draw as each is discussed to create picture (Use words like: seedling, roots, trunk, crown, branch, leaf, etc)</p>	<p>Welcome Song Morning Routine</p> <p><u>A Grand Old Tree Book Discussion Card #16</u></p>	<p>Welcome Song Morning Routine</p> <p><u>Our Tree Named Steve</u> Using our senses: Can you think of a tree near your house? What does it look, smell, feel like?</p> <p>Chart: place name to chart <i>tall</i> or <i>short</i> or descriptive words of your choice</p>	<p>Welcome Song Morning Routine</p> <p><u>Trees Count</u> Have children count with you as you read & discuss numbers & math in nature (4 leaf clovers, shapes, etc.) What can we count while outside today?</p>
<p><u>Meal Times Conversation</u> (Comp)</p> <p>Transition</p>	<p>Does our breakfast fruit grow on a tree? How does it form/connect to tree? Brainstorm fruits that grow on trees <u>Mealtime Routine</u></p>	<p>Do you have a producing tree at your house?</p> <p><u>Mealtime Routine</u></p>	<p>What fruits/vegetables grow in our area? Why?</p> <p><u>Mealtime Routine</u></p>	<p>What fruits and vegetables don't grow in our area, but do in another? Why? <u>Mealtime Routine</u></p>
<p><u>Small Group Activity</u> (Comp)</p> <p>Transition</p>	<p>"Twig" activity Creativity with twigs/pipe cleaners & glue to piece of paper! (create something they can connect with)</p> <p>Group 1: Group 2: Group 3:</p> <p>Write Name</p>	<p><u>Measure & Compare M12</u> Measure child using yarn and cut to child's height</p> <p>Compare to potted/artificial tree & each other (taller, shorter?)</p>	<p><u>"Observational Drawing" LL45</u> Set out clipboards with paper, drawing utensils, etc. next to science area with nature items or next to window</p> <p>Have child explain what they observed & depict on drawing</p>	<p><u>"Which has more?" M19</u> Trays/ice cube sorting trays w/ bags of various tree materials (nuts, seeds, leaves, etc)</p> <p>Group 1: Group 2: Group 3:</p> <p>Have child count & compare; predict & use comparison terms (more, less)</p>

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Free Choice Activity (Comp)	Block area: pictures of wooden houses, buildings, tree houses, animal homes, animal & people figurines Dramatic Play: animal/people puppets, puppet stand or felt board	Writing area: poetry books on display, magazine pictures to create collages, paper & writing utensils; rulers & measuring tools	Art area: leaves, branches, pictures of trees, paint, crayons Dramatic Play: artificial food, gardening magazines, aprons, plastic gardening & food prep tools, pots, artificial flowers	Science area: leaves & pictures of trees; crayons/paper/magnifying glasses; sorting trays with seeds, nuts Block area: build towers & use size words
Transition	Clean-up Routine	Clean-up Routine	Clean-up Routine	Clean-up Routine
Group Activity (Comp)	Have each child share twig letter/number <u>A Tree is for...</u> Can you think of something made from a tree?	<i>M31 Lining it Up:</i> Have children line up from tallest to shortest & place yarn piece with child name on wall as visual; Have children stand back-to-back: if shorter, if taller of two...	Have each child share observational artwork & explain	<i>More or Fewer Towers M59:</i> Have children help in building different sized towers (could even use different modes-Legos vs. wood blocks)
Transition				
Outside Activity (Comp)	Rakes and collection buckets Rake leaves, twigs, etc. and have children place items they want to add to classroom in buckets	Measuring trees/nature items: individual yarn pieces, rulers, using body to measure (body lengths, arm lengths, etc)	Art easels outside and/or butcher paper on fence; chalk with water/paint brushes; crayons for leaf rubbings; Cameras to take pictures of nature; Clipboards with paper and writing utensils (can create checklist with nature items!)	Bring collection jars for children to fill; clipboards with paper and writing utensils (can create checklist with nature items!) Cameras to take pictures of nature and quantities (ex. 2 pinecones on a branch, 5 leaves on a sprig)
Transition	Clean-up/line up countdown	Clean-up/line up countdown	Clean-up/line up countdown	Clean-up/line up countdown

- **Send a letter home to families!** Let them know that their kiddos will be little investigators of trees & the change of the seasons (see pg. 6 of “Trees Study” Teaching guide for reference). Letter should not only be informative, use it to engage families (ask families to send leaves, tree bark, pinecones, etc. with their child for classroom; send pictures or leaves of different trees).
- **Get creative with your crafty self!** Can your teaching team create a tree for your environment? Grab cardboard tubes, paper, and get creative! Can add throughout the month to your tree (apples, nests, animals, etc)!
- **Set up your science area** so kiddos can explore items from nature all day long: pictures of trees, trays to hold pinecones for sorting and classifying, magnifying glasses!
- **Plan a field trip** for November: nature walk (can be in your own outdoor area), visit local community garden/farm