

Umatilla-Morrow Head Start Lesson Plan

Classroom:

Theme: Community and Buildings (Month)

Our Homes and Our Neighborhood

Rule Review: **Be a Worker**

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 & 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**

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Plans for the week of:

Activity	Monday	Tuesday	Wednesday	Thursday
<p><u>Welcome group Activity</u></p> <p>Transition</p>	<p>Learning a new welcome song: <i>Chant and clap: "Hello, _____, how are you? Who is sitting next to you? (child may need to be prompted to say friend's name) Repeat the name and say, "Hello, ____...until you have gone around the circle.</i></p> <p>Introduce <i>The Neighborhood Song</i> Book to the children by singing it to them</p> <p><i>Ask each child how they "travel around their neighborhood and to school" Make a list of their answers L/Lit</i></p>	<p>Learning a new welcome song: <i>Chant and clap: "Hello, _____, how are you? Who is sitting next to you? (child may need to be prompted to say friend's name) Repeat the name and say, "Hello, ____...until you have gone around the circle.</i></p> <p>Sing <i>The Neighborhood Song</i> with the big book</p> <p><i>Ask each child who takes care of them in their neighborhood. Make a list of their answers. L/Lit</i></p>	<p>Learning a new welcome song: <i>Chant and clap: "Hello, _____, how are you? Who is sitting next to you? (child may need to be prompted to say friend's name) Repeat the name and say, "Hello, ____...until you have gone around the circle.</i></p> <p>Sing <i>The Neighborhood Song</i> with the big book</p> <p><i>Ask each child who works in their neighborhood. Make a list L/Lit</i></p>	<p>Learning a new welcome song: <i>Chant and clap: "Hello, _____, how are you? Who is sitting next to you? (child may need to be prompted to say friend's name) Repeat the name and say, "Hello, ____...until you have gone around the circle.</i></p> <p>Sing <i>The Neighborhood Song</i> with the big book</p> <p><i>Ask each child where they shop to buy food or buy clothes in their neighborhood L/Lit</i></p>
<p><u>Meal Time(breakfast or snack) Conversation</u></p> <p>Transition</p>	<p>*See attached explanation of how to plan mealtime conversations</p>			
<p><u>Large Group Activity/story (Comp)</u></p> <p>Follow up to story</p> <p>Transition</p>	<p>Read <u>Buildings, Buildings, Buildings</u></p> <p>Name some buildings you have been to in your community/ record answers LC/L</p> <p><i>Excuse from circle by those who have been to a store, a hospital, a post office, etc. L</i></p>	<p>Read <u>House, Sweet House</u></p> <p>Discussion and graphing: "Do you live in a house or an apartment?" LC/M</p> <p><i>Excuse those who live in a house, on a farm, in an apartment, etc. L</i></p>	<p>Read <u>Neighborhood Song</u></p> <p>Retell the story by singing to the tune of "This is the Way we Wash our Hands..." LC</p> <p><i>Ask children who else lives in their neighborhood L</i></p>	<p>Read <u>The Three Little Pigs</u></p> <p>Pose the question: "How could the first two little pigs have made their houses stronger?" Record answers LC/L/AL</p> <p><i>Excuse children by asking what they want to make their houses out of and graph answers with three different colors of unifix cubes L/M</i></p>

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<p><u>Outside Activity</u> (Comp)</p>	<p>Field trip: <i>Going for neighborhood walk and look for shapes in houses and buildings/ have children take pictures so you can make a book</i> <i>PH/AL</i></p>	<p>Bouncing a Ball and Catching- Intentional Teaching Card P19</p> <p>Riding Trikes PH</p> <p>Blowing Bubbles PH</p> <p>Building sandcastles PH/AL</p>	<p>Hopping- Intentional teaching Card P21</p> <p>Bouncing and catching Balls (practicing skills from yesterday) PH</p> <p>Digging and pouring in the Sand PH</p> <p>Painting the building with paintbrushes in buckets of water PH</p>	<p>Ways to Travel- Intentional Teaching Card P23</p> <p>Outdoor Easel Painting PH/AL</p> <p>Making houses with cardboard blocks, with sticks, with “straw” (maybe from hay bale or dried grasses?) AL</p>
<p><u>Small Group Activity</u> (Comp)</p> <p>Transition</p>	<p>Building with Legos: PH Duplo size group 1 Regular size group 2 Smallest group 3</p>	<p>Journal writing/Drawing:</p> <p>Have children draw a picture of a community building they go to- a store, post office, etc. Label with the words they describe it with PH/SE/Lit/L</p>	<p>Stringing Necklaces</p> <p>Use colored pasta (liquid watercolor, undiluted, dyes pasta well) and yarn or string. Encourage children to make patterns and identify the colors they are using. PH/AL/M</p>	<p>Sorting and Patterning: M Group 1- sort counters by color and size Group 2- make patterns with colored wood attribute beads or Unifix cubes Group 3- use patterning blocks to make pictures</p>
<p><u>Free Choice Activity</u> (Comp)</p> <p>Transition</p>	<p>Making community building blocks for your block area by taping photos of real buildings in your community over blocks* SE/PH</p> <p>Building with Legos sets PH</p> <p>Making a collage of houses and buildings with torn paper and scraps PH/AL <i>Clean up song</i></p>	<p>Having children draw pictures of the home they live in AL</p> <p>Use manipulatives like crystal magnet builders to make houses or buildings AL/PH</p> <p>Manipulating Play doh with tools PH <i>Clean up song</i></p>	<p>Building a neighborhood in the block area AL</p> <p>Building house at tool bench with wood scraps, hammer, nails or glue AL/PH</p> <p>Easel painting where I live PH/SE <i>Clean up song</i></p>	<p>Having materials for children to build a house of straw, of “bricks” (legos) or sticks (twigs) AL</p> <p>Finding matching colors with strips of paint colors from the hardware store (thank you to Angie H.) AL</p> <p>Making sandcastles in the sensory table AL/PH <i>Clean up song</i></p>
<p><u>Meal time (lunch) Conversation:</u></p>	<p>*See attached explanation of how to plan mealtime conversations</p>			
<p><u>Goodbye Group Activity</u></p>	<p>Putting together a puzzle in the circle area PH/AL</p>	<p>Reading books in the circle area Lit</p>	<p>Writing in journals in the circle area Lit</p>	<p>Reading books in the circle area Lit</p>

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

*thanks to Shawna G. for this great idea!

***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

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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.

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Revised/Reviewed 8/19/15