

Umatilla-Morrow Head Start Lesson Plan

Classroom:  
Rule Review: **Be Safe**

Theme: All about me  
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>
<u>SOCIAL/EMOTIONAL</u>	<u>TECHNOLOGY</u>	
<u>NUTRITION</u>	<u>PARENT</u>	<u>OTHER (WIC, IFSP, etc.)</u>

**Small Group List**

Group 1:  
Group 2:  
Group 3:

**Plans for the week of:**

Activity 8:30	Monday	Tuesday	Wednesday	Thursday
<p><b><u>Welcome &amp; Story(follow up to story) take pics for class schedule &amp; portfolio entries.</u></b></p> <p><b><u>Decide on specific jobs offered in your classroom. Let children choose their jobs when possible.</u></b></p> <p>Transition</p>	<p><b>MM77-Sing-Hello Bingo</b> Introduce your class job chart and explain what that means. Talk about each learning center &amp; review how many friends can be in each learning center. <b>SE09-</b> Review class rules -Be safe, Be a Friend, Be a worker &amp; class schedule. <b>Read- Bright Eyes, Brown Skin.</b> Show children the front cover and introduce main character. Ask children What do you think is happening on the front cover? Tell children what they are eating for breakfast. Read your class menu.</p> <p><b>MM20-I can make a circle.</b></p>	<p><b>MM77-Sing-Hello Bingo</b> Introduce your class job chart and explain what that means. Talk about each learning center &amp; review how many friends can be in each learning center. <b>SE09</b> Review class rules- Be safe, Be a Friend, Be a worker &amp; class schedule. <b>Read- What I like about me.</b> Show children the front cover of book and introduce main characters. Ask children to predict what they think the story is about. Tell children what they are eating for breakfast. Read your class menu.</p> <p><b>Sing : I am special</b> I am special, I am special. If you look, you will see, someone very special, someone very special, That is me, That is me.</p>	<p><b>Sing- If your happy and you know it.</b> Discuss job chart. Encourage children to add their ideas to their job chart. Review how many friends can be in each learning center. <b>SE09-</b> Review class rules- Be Safe, Be a Friend, Be a worker &amp; class schedule. <b>Read- I like me.</b> Show front cover and introduce main character. How do you think the character might be feeling? How can you tell? Tell children what they are eating for breakfast. Read your class menu.</p> <p><b>MM38- Spatial Patterns-</b> Sing and perform body motions.</p>	<p><b>Sing- I'm a little teapot.</b> Discuss jobs and encourage children to tell group class rules and class schedule. Be Safe, Be a Friend, Be a worker. Read: <b>What I like about me</b> .Introduce the front cover and introduce main character. What do you think the characters are doing on the front cover? Why do you think that? Tell children what they are eating for breakfast. Read your class menu.</p> <p><b>Sing : I am special</b></p>
<p>8:50-Breakfast &amp; conversations. Children choose where they want to sit. <b>Model manners</b></p> <p>Take pics for</p>	<p>Teachers model manners. Please, Thank you, Excuse me and Your Welcome. Encourage children to pass serving bowls and taste different foods offered. Talk about how eating healthy foods helps our bodies grow.</p>	<p>Teachers model manners. Please, Thank you, Excuse me and Your Welcome. Encourage children to pass serving bowls and taste different foods offered. Talk about how eating healthy foods helps our bodies</p>	<p>Teachers model manners. Please, Thank you, Excuse me and You're Welcome. Encourage children to pass serving bowls and taste different foods offered. Talk about how eating healthy foods helps our bodies be strong.</p>	<p>Teachers model manners. Please, Thank you, Excuse me and Your Welcome. Encourage children to pass serving bowls and taste different foods offered. Talk about how eating healthy foods keeps our bodies</p>

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class schedule		grow.		strong.
Transition	Students raise their hands to be excused from the table. Student is shown where dishes go and remind children to wash hands.	Students raise their hands to be excused from the table. Student is shown where dishes go and remind children to wash hands.	Students raise their hands to be excused from the table. Student is shown where dishes go and remind children to wash hands.	Students raise their hands to be excused from the table. Student is shown where dishes go and remind children to wash hands.
<p><u>9:15 Free choice</u></p> <p>Take pics for class schedule and portfolio entries. Begin september child observations.</p> <p>*Display children's artwork.</p>	<p>Review your class management system to your students.</p> <p><b>Water exploration</b> in sensory table. (use aprons) (include water wheels, measuring cups, foam letters, kid counters and food coloring.</p> <p>Science center- Color discovery &amp; liquid tubes, magnetic wands, magnifiers, measuring spoons, jumbo test tubes, colored paddles. Science books, writing boxes filled with a variety of writing tools,paper and small clipboards. Pinecones, rocks, soft wood, acorns, leaves and twigs.</p> <p><b>Life size me</b> - Have students lay down on a piece of butcher paper and trace them. Encourage children to color their body tracing. Offer shatterproof safety mirrors.</p> <p>10 min clean up warning, 5 min clean up warning. Turn lights off and sing a clean up song.</p>	<p>Review class management system with your students.</p> <p><b>Water exploration</b> in sensory table. (use aprons) (include water wheels, measuring cups, foam letters, kid counters and food coloring.</p> <p><b>LL08-Memory games</b> Use a memory game with 2-3 children.</p> <p><b>Continue with Life size me</b></p> <p>10 min clean up warning, 5 min clean up warning. Turn lights off and sing a clean up song.</p>	<p>Review class management system.</p> <p><b>Computer- Sammy Science "Let's make a movie"</b>.</p> <p><b>LL15-Textured Letters-</b> Encourage children to explore various textured letters. Introduce vocabulary words. Bumpy, scratchy and soft to talk about the way each letter feels.</p> <p><b>Continue with Life size me-</b> encourage children to color their body tracing.</p> <p>10 min clean up warning, 5 min clean up warning. Turn lights off and sing clean up song.</p>	<p>Review class management system.</p> <p><b>Water exploration</b> in sensory table. (use aprons) (include water wheels, measuring cups, foam letters, medicine droppers &amp; whisks.<b>Add food color to water. Add kid counters.</b></p> <p>Dramatic Play- Dollhouse, multicultural soft and poseable families and dollhouse furniture. Puppet Theater and Kid Puppets. All about me books and writing boxes filled with a variety of writing tools and variety of paper. Colored scarfs and/or wrist ribbons.</p> <p>10 min clean up warning , 5 min clean up warning. Turn lights off and sing clean up song.</p>
Transition				
10:05 Small group	<p><b>Paper plate faces</b> - offer scissors, glue, crayons, assorted yarn and collage materials. How do you feel today? Talk about how the main character might of been feeling in the book " I like me". Bring the book to your small groups. If possible have more than 1 copy available.</p> <p><b>LL41 Our Names, Our Things</b> Invite children to find their names throughout their classroom.</p> <p><b>Height Chart</b> and graph Measure each child's height and create a graph to</p>	<p><b>Feelings painting-</b> to relaxing soft music. Finger paint paper, aprons and different colored paints. Predict how fingerpaint might feel on your fingers? Ask students to tell you about their pictures. Write down what they say. <b>Display children's artwork.</b></p> <p><b>Eye Color chart</b> and graph -Count and record the number of children that have brown eyes. Repeat for blue, green and hazel. Graph the</p>	<p><b>SE26-Mural Art</b> - offer crayons, markers, dot markers and colored chalk. Designate child's coloring area on butcher paper using painters tape. Encourage children to practice writing their name using name cards for handwriting.</p> <p><b>LL21- Buried Treasure</b> Bury magnetic letters under a light layer of sand. Children hunt for letters using magnets.</p>	<p><b>LL29 Making My Name</b> Invite children to join you in a name game.</p> <p><b>LL50 Making Shiny Paint-</b> Create recipe chart. Measure ingredients and mix. Explain what Shiny</p>
*Display children's work.				

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<p>Transition <b>Count children before they go outdoors. Take attendance roster and first aid fanny pack with you outdoors.</b></p>	<p>represent the children's height in your class.</p> <p>5 min warning, 2 min warning. Turn lights off and sing clean up song. Sit down in a line by door for outdoor transition. <b>Quietly sing Head Shoulders, Knees and toes.</b></p>	<p>results and take a picture of each student's eye's.</p> <p>5 min warning, 2 min warning. Turn lights off and sing clean up song. Sit down in a line by door for outdoor transition. <b>Quietly sing Head, Shoulders, Knees and toes.</b></p>	<p>5 min warning, 2 min warning. Turn lights off and sing clean up song. Sit down in a line by door for outdoor transition. <b>Quietly sing- 1,2 Buckle my shoe.</b></p>	<p>means. Paper, brushes and art aprons.</p> <p>5 min warning, 2 min warning. Turn lights off and sing clean up song. Sit down in a line by door for outdoor transition. <b>Quietly sing -1,2 Buckle my shoe.</b></p>
<p><b>10:20 Outdoor activity</b></p> <p>Transition <b>Count children before you go inside. Bring in attendance roster and first aid fanny pack..</b></p> <p><b>10:50 Music &amp; movement</b></p>	<p>Introduce Ipad. Explain to children you are going to record their listening walk and at group time everyone can listen to your class video. Gently pass Ipad around to each student to touch. Teacher leads the listening walk. Follow the leader. Walk inside your playground. Discuss turn taking rules, trading and playing together before offering outdoor toys. Offer sidewalk chalk for writing and drawing pictures. Explain to children they will take turns on bikes and ensure children wear bike helmets for safety. Encourage running and demonstrate motor activities. Hopping like a bunny 5 x, walking backwards, and jumping as high as you can 5 x. Practice soft soccer drills with small group. (dribble and kick soccer balls).</p> <p>Give 10 min, 5 min warning. Children line up sitting at back door. <b>Sing: Hickory Dickory Dock and ABC song.</b></p> <p>Review class rules - Remind children they will be listening for sounds from the <b>Listening Walk recording</b>. Encourage children to make predictions and teacher will write those down on teaching easel. Listen to video and write down the sounds children say they heard.</p>	<p>Teacher leads follow the leader listening walk. Discover the outdoor environment, point out safety rules and turn taking rules before offering outdoor toys. Offer sidewalk chalk for writing and drawing pictures. Take turns on bikes and ensure children wear bike helmets. Encourage running,(demonstrate motor activities) galloping like a horse 5 x, walking backwards, and jumping as high as you can 5 x. Dribbling and kicking soccer balls with peers.</p> <p>Give 10 min, 5 min warning. Children line up sitting at back door. <b>Sing: MM38 Spatial Patterns-</b> sing and perform body motions.</p> <p>Review class rules - Excuse your lunch helpers. <b>Sing: Jack be nimble, Jack be quick, Jack jump over the candlestick.</b> Encourage children to sing and clap with you. Call each child's name-offer them option of jumping over a cylinder block placed in the middle of the circle carpet.</p>	<p>Discover the outdoor environment, point out safety rules. Review turn taking rules, trading and playing together before offering outdoor toys. Offer sidewalk chalk for writing and drawing pictures. Take turns on bikes and ensure children wear bike helmets. Encourage running, (demonstrate motor activities) hopping like a bunny 5 x,(count in spanish) flying like a bird and jumping jacks 10x( count in spanish). Bouncing and catching utility balls with peers.</p> <p>Give 10 min, 5 min warning. Children line up sitting at back door. <b>MM29 Sing-Baa,Baa, Black Sheep.</b></p> <p>Review class rules - Excuse your lunch helpers. Explain to students they have their own open space for movement. <b>MM25 Freeze</b> - play "Freeze song" dance music. Children freeze when music stops and pretend to be a statue.</p>	<p>Teacher leads follow the leader listening walk. Discover the outdoor environment, point out safety rules before offering outdoor toys. Offer sidewalk chalk for writing and drawing pictures. Take turns on bikes and ensure children wear bike helmets. Encourage running, flying like a bird,, walking sideways, and jumping jacks 10 x. Bouncing and catching utility balls with peers.</p> <p>Give 10 min, 5 min warning. Children line up sitting at back door. <b>Sing: MM70 The Kids Go Marching In</b></p> <p>Review class rules - Explain your class <b>Marching Band</b> rules. Pass musical instrument tub around the circle. Teacher names instruments as tub is passed around. Encourage a musical parade in your classroom. Model under, over, behind and front.</p>

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<p><u>Transition</u></p> <p><b>11:10 Lunch &amp; conversations.</b></p> <p><u>Transition</u></p>	<p><b>MM02-Just Like Mine</b></p> <p>Encourage children to serve themselves and encourage them to try foods offered. Talk about how healthy foods help our bodies grow and become strong.</p> <p>Students raise hands to be excused and are shown where dishes go. Offer children jobs to help with cleanup.(washing tables, chairs, sweeping, sorting serving bowls and pitchers.) Offer books for children during transition too.</p>	<p>Excuse children to wash hands as they jump over block. Children can jump in pairs.</p> <p>Encourage children to serve themselves and encourage them to try foods offered. Talk about how healthy foods help our bodies grow.</p> <p>Students raise hands to be excused and are shown where dishes go. Offer children jobs to help with cleanup.(washing tables, chairs, sweeping, sorting serving bowls and pitchers.) Offer books for children during transition too.</p>	<p><b>MM97-Shape Hunt</b></p> <p>Encourage children to serve themselves and encourage them to try foods offered. Talk about how healthy foods help our bodies grow and become strong.</p> <p>Students raise hands to be excused and are shown where dishes go. Offer children jobs to help with cleanup. (washing tables, chairs, sweeping, sorting serving bowls and pitchers.) Offer different books for children during transition too.</p>	<p><b>MM36 -Body Patterns</b></p> <p>Encourage children to serve themselves and encourage them to try foods offered. Talk about how healthy foods help our bodies grow.</p> <p>Students raise hands to be excused and are shown where dishes go. Offer children jobs to help with cleanup. (washing tables, chairs, sweeping, sorting serving bowls and pitchers.) Offer books for children during transition too.</p>
<p>11:45 Tooth brushing</p> <p><b>Use tooth brushing visual/poster for tooth brushing. If available use the learn to brush demo kit.</b></p> <p><u>Transition</u></p> <p><b>Opportunities for teacher to help children recognize their first names and identify letters and letter sounds.</b></p> <p>12:00 Home Count children before exiting your classroom and building. Teacher helps teacher assistant to load children</p>	<p>Students are shown where there toothbrushes are labeled with their first name on tooth brush rack. Children reach for their own colored toothbrush. Toothbrushing cups are passed out by adult. Teachers model toothbrushing. Students are asked to pick up their toothbrushes and scoop toothpaste on their toothbrushes. Introduce brushing top and bottom of teeth in a gentle circular motion. Also brush outside and inside of teeth. Encourage children to spit in their cups and brush their tongues.</p> <p>Excuse students by tables- children are shown how to stand in line (review Be Safe safety rules), rinse toothbrush, tap brush and return brush to labeled toothbrush rack. Students wash hands.</p> <p>Children line up sitting down at door. Teachers sing Goodbye song. Teacher leads the pedestrian safety walk to bus safety zone outside.</p>	<p>Students are shown where there tooth brushes are labeled on toot brush rack. Children reach for own toothbrush. Tooth brushing cups are passed out by adult. Teachers model toothbrushing. Students are asked to pick up their toothbrushes and scoop toothpaste on their toothbrushes. Introduce brushing top and bottom of teeth in a gentle circular motion. Also brush outside and inside of teeth. Encourage children to spit in their cups and brush their tongues.</p> <p>Excuse students by tables- each table are shown how to stand in line, rinse toothbrush, tap brush and return brush to labeled toothbrush rack. Students wash hands.</p> <p>Children line up sitting down at door. Teachers sing Goodbye song. Teacher leads the pedestrian safety walk to bus safety zone outside.</p>	<p>Students are shown where there toothbrushes are labeled on toothbrush rack. Children reach for own toothbrush. Toothbrushing cups are passed out by adult. Teachers model toothbrushing. Students are asked to pick up their toothbrushes and scoop toothpaste on their toothbrushes. Introduce brushing top and bottom of teeth in a gentle circular motion. Also brush outside and inside of teeth. Encourage children to spit in their cups and brush their tongues.</p> <p>Excuse students by tables- each table are shown how to stand in line, rinse toothbrush, tap brush and return brush to labeled toothbrush rack. Students wash hands.</p> <p>Children line up sitting down at door. Teacher sings Goodbye song. Teacher leads the pedestrian safety walk to bus safety zone outside.</p>	<p>Students are shown where there toothbrushes are labeled on toothbrush rack. Children reach for own toothbrush. Toothbrushing cups are passed out by adult. Teachers model toothbrushing. Students are asked to pick up their toothbrushes and scoop toothpaste on their toothbrushes. Introduce brushing top and bottom of teeth in a gentle circular motion. Also brush outside and inside of teeth. Encourage children to spit in their cups and brush their tongues.</p> <p>Excuse students by tables- each table are shown how to stand in line, rinse toothbrush, tap brush and return brush to labeled toothbrush rack. Students wash hands.</p> <p>Children line up sitting down at door. Teacher sings Good bye song. Teacher leads the pedestrian safety walk to bus safety zone outside.</p>

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on bus.				
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daily plans  
Revised/Reviewed 8/19/15