

Umatilla-Morrow Head Start Lesson Plan

Classroom:  
Rule Review: Be a Friend

Theme: Family and Friends : What is 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>
<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>
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**\*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**

**Plans for the week of:**

Activity	Monday	Tuesday	Wednesday	Thursday
<u>Welcome Group</u>	<p>Sing Welcome Song <b>(Hello Friends Mighty Minute #78)</b></p> <p><i>Introduce children to “The More We Get Together” YouTube, TheLearningStations</i></p> <p><i>Sing another song, such as “Twinkle Twinkle, ABC Song, Wheels on the Bus”</i></p>	<p>Sing Welcome Song <b>(Hello Friends Mighty Minute #78)</b></p> <p><i>Introduce children to “The More We Get Together” YouTube, TheLearningStations</i></p> <p><i>Sing another song, such as “Twinkle Twinkle, ABC Song, Wheels on the Bus”</i></p>	<p>Sing Welcome Song <b>(Hello Friends Mighty Minute #78)</b></p> <p><i>Introduce children to “The More We Get Together” YouTube, TheLearningStations</i></p> <p><i>Sing another song, such as “Twinkle Twinkle, ABC Song, Wheels on the Bus”</i></p>	<p>Sing Welcome Song <b>(Hello Friends Mighty Minute #78)</b></p> <p><b><u>Discussion Question:</u></b> What do you do with your friends?</p> <p><i>Sing another song, such as “Twinkle Twinkle, ABC Song, Wheels on the Bus”</i></p>
Transition	<i>Excuse children as they name a friend</i>	<i>Excuse children by naming a child and having them pick a friend to go wash hands with them</i>	<i>Excuse children by color they are wearing</i>	<i>Excuse children wearing a shirt, a dress, jeans, a sweater, etc.</i>

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<p><u>Meal Times</u> (breakfast/snack) Conversation</p> <p>Transition</p>	<p><b>*See attached explanation of how to plan mealtime conversations</b></p>			
<p><u>Large Group Activity/story</u></p> <p>Follow up to story</p> <p>Transition</p>	<p>Read <b>Friends</b> by Helme Heine</p> <p><b>Discussion:</b> “what kind of things did Charlie rooster, fat Percy and Johnny Mouse do together? Re-tell story if needed to prompt <b>*LC</b></p> <p><i>Ask each child what kinds of things they do with their friends-write down their ideas (save for tomorrow’s journal activity)</i></p>	<p>Read <b>Is Your Mama a Llama?</b></p> <p><b>Discussion:</b> Lloyd the llama was looking for his mama. Where did he go and who did he ask? Re-tell story if needed to prompt <b>*LC</b></p> <p><i>Ask each child if they ever list something-how did they find it?</i></p>	<p>Re-read <b>Friends</b> by Helme Heine</p> <p><b>Discussion:</b> When the perch in the henhouse broke, what else could the friends do? Record answers <b>*LC/L/AL</b></p> <p><i>Ask each child if they ever broke something and what did they do</i></p>	<p>Re-read <b>Is Your Mama a Llama?</b></p> <p><b>Explain that rhyming are words that sound alike.</b> Ask children to listen for words that are rhyming <b>*L/AL</b></p> <p><i>Make up a silly word for each child’s name- this is a great place for “the Name Game” song(try YouTube )</i></p>
<p><u>Outside Activity</u> (Comp)</p> <p>Transition</p>	<p>Riding Trikes</p> <p>Going on a Bear Hunt (use ideas from the book)</p> <p>Sidewalk chalk with a friend</p> <p><i>Hop over to line up</i></p>	<p>Play Stop and Go (red Light, Green Light)</p> <p>Riding trikes</p> <p>Digging and pouring toys for the sand</p> <p><i>Skip over to line up</i></p>	<p>Riding Trikes</p> <p>Mixing colors of paint at the outdoor easel</p> <p>Bouncing and kicking balls</p> <p><i>Gallop like a horse to line up</i></p>	<p>Navigating an Obstacle Course</p> <p>Looking for “specimens” with a friend (leaves, pinecones, worms, rocks)</p> <p><i>Walk with a friend to line up (in pairs, so you line up 2 x 2)</i></p>
<p><u>Small Group Activity</u> (Comp)</p> <p>=Transition</p>	<p><b>P08-Cutting with scissors</b> <b>Group children by developmental level- use magazines, scissors for everyone PH</b></p> <p><b>Group 1-</b> focus on children being able to hold scissors appropriately and snip <b>Group 2-</b> are children able to cut our around a picture on a line? <b>Group 3-</b> are children able to cut out around a picture using the shape of the picture as a guideline?</p> <p><i>Use classroom management system to move children into free choice</i></p>	<p>Journal entries about family. Have children draw a picture of something they do with a friend and “write” about it- can be dictated writing <b>L/Lit</b></p> <p><b>All groups-</b> draw picture, attempt to write letters of their name-ask child what their picture is about and write it down</p> <p><i>Use classroom management system to move children into free choice</i></p>	<p>Mixing paint colors: <b>S/AL</b> <b>Group 1-</b> have 4 colors of tempura and encourage children to mix as they paint and see what colors it makes <b>Group 2-</b> same as above, but use watercolors <b>Group 3-</b> have children use eyedroppers with liquid watercolors or food color to drop colors into bowls of milk, watching it mix and spread (then paint)</p> <p><i>Use classroom management system to move children into free choice</i></p>	<p><b>M05- using the back of the activity card:</b> <b>Group 1-</b>have a basket of balls. Have children help you sort them in two groups- those that are red and those that aren’t/ start over with another color <b>Group 2-</b> follow directions on back of activity cards for green group by giving children two or three kinds of writing tools and have them sort - which have more? <b>Group 3-</b> follow card for blue- have children look at their shoes and decide if they have laces, Velcro or zippers. Graph <b>M/AL</b></p> <p><i>Use classroom management system to move children into free choice</i></p>

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<p><u>Free Choice Activity</u> (Comp)</p>	<p><b>Use Intentional Teaching Card SE19-</b> <i>provide cardstock, envelopes, markers and crayons for children to make a card for their friend</i> <b>AL/SE</b></p> <p>Play doh and tools (emphasize sharing with friends) <b>PH/SE</b></p> <p>Cooking dinner for friends in dramatic play <b>SE/Nutrition</b></p>	<p>Putting together a floor puzzle with a friend <b>SE/AL</b></p> <p>Building houses with a friend in blocks <b>PH/SE</b></p> <p>Easel painting with a friend <b>AL/SE</b></p>	<p>Collage art <b>AI/SE</b></p> <p>Sensory play with soap and water in table- wash dolls <b>SE</b></p> <p>Measure a friend's shoes with Unifix cubes* *and other math manipulatives <b>M</b></p>	<p><b>Watercolor painting AL</b></p> <p>Create a collection in the science area. Encourage children to bring in leaves or pinecones from outdoors and examine, measure and compare. <b>M/AL/S</b></p> <p>Experimenting with measuring tools in the classroom (measuring tape, rulers) <b>M</b></p>
<p>Transition</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 Times (lunch)</u></p> <p>Conversation</p>	<p><b>*See attached explanation of how to plan mealtime conversations</b></p>			
<p>Transition</p>				
<p><u>Good Bye Group</u></p>	<p>Buddy Reading</p>	<p>Re-Read Is Your Mama a Llama</p>	<p>Puzzles</p>	<p><u>Review of the week-</u> discuss how we talked about friends and what friends do</p>

\*Initials after activities indicate domains addressed (see goal section on top)

**\*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.*

**\*Thanks, Becky S., for this great math activity! Have children measure how long their shoes are with a stack of unifix cubes. Then have them trace the stack onto a piece of mural paper and label with name. You've created a graph of how children's shoe sizes compare and contrast.**