

Time	Monday 4/12	Tuesday 4/13	Wednesday 4/14	Thursday 4/15	Friday 4/16
Large Group/ Opening Activity  9:00-9:20	Activity: Gather /Greet Jobs/Attendance/Weather/ Calendar <b>Message:</b> <b>Question of the day:</b> <b>Vocabulary:</b> <b>English:</b> <b>Spanish:</b> GELDS:  No School!!	Activity: Gather /Greet Jobs/Attendance/Weather/ Calendar <b>Message:</b> How can we plan and care for our garden? <b>Question of the day:</b> What is a fruit or vegetable you like to eat? <b>Vocabulary:</b> <b>English:</b> fruit, vegetable <b>Spanish:</b> fruta, verdura GELDS: S:APL5.4b, CLL.4.4c, CLL8.4d	Activity: Gather /Greet Jobs/Attendance/Weather/ Calendar <b>Message:</b> How can we plan and care for our garden? <b>Question of the day:</b> What grows in a garden? <b>Vocabulary:</b> <b>English:</b> soil, pots, planters <b>Spanish:</b> suelo, macetas GELDS: S:APL5.4b, CLL.4.4c, CLL8.4d	Activity: Gather /Greet Jobs/Attendance/Weather/ Calendar <b>Message:</b> How can we plan and care for our garden? <b>Question of the day:</b> What do you see in this garden? <b>Vocabulary:</b> <b>English:</b> flower garden, vegetable garden, container garden. <b>Spanish:</b> jardines de flores, jardines de contenedores, huertos GELDS: S:APL5.4b, CLL.4.4c, CLL8.4d	Activity: Gather /Greet Jobs/Attendance/Weather/ Calendar <b>Message:</b> Review/ How can we plan and care for our garden? <b>Question of the day:</b> Are you ready to make a garden? <b>Vocabulary:</b> <b>English:</b> Review <b>Spanish:</b> Review GELDS: S:APL5.4b, CLL.4.4c, CLL8.4d
9:20-9:30	Book #1: GELDS:	Book #1: It's Our Garden (From seeds to Harvest in a school garden) GELDS: CLL1,4c, CLL4.5c, CLL8.4e, CLL5.4d, CLL1.4a	Book #1: Sunflower House (Sunflower seeds were sown in a circle- and watered, weeded, and watched- eventually grow into a beautiful sunflower house with lots of room inside for three friends and their imagination.) GELDS: CLL1,4c, CLL4.5c, CLL8.4e, CLL5.4d, CLL1.4a	Book #1: Chicka Chicka Bom Boom (A Story about the alphabet letters climbing a coconut tree)  GELDS: CLL1,4c, CLL4.5c, CLL8.4e, CLL5.4d, CLL1.4a	Book #1: Grandmas Garden (Little Critter and his sister go to grandma's house to help her plant her garden. Find out all of the different things they can put in their garden!) GELDS: CLL1,4c, CLL4.5c, CLL8.4e, CLL5.4d, CLL1.4a
9:30-9:40	Music with Movement:  GELDS:	Music with Movement : Bounce. Bounce, Bounce Explore different dance and movement concepts (sing to the tune of "row, row, row your boat.")  GELDS: CR3.4a, PDM5.4a	Music with Movement: Shapes (Using shape props) GELDS: S: PDM5.4a, CR3.4a	Music with Movement: Happy Dance GELDS: S: PDM5.4a, CR3.4a	Music with Movement: We're Great (Use alphabet props)  GELDS: CR3.4a, PDM5.4a
10:50	Activity: GELDS:	Activity: Mighty minutes 70 "The Kids Go Marching In."  GELDS: S: CLL1.4b, PDM5.4a	Activity: Mighty minutes 21 "Hully Gully". GELDS: S:CLL1.4b, PDM5.4a, SC3.4c	Activity: Mighty minutes 56 "I had a Little Nut Tree" GELDS: S:CLL1.4b, PDM5.4a, SC3.4c	Activity: Mighty minutes  GELDS: S: CLL1.4b, PDM5.4a

2:50-3:05	Large Group Literacy: GELDS:	Large Group Literacy: Write the finger play on chart paper. have the children act out the motions of the finger play. First, we'll dig a little hole (move hands in digging motion). Then drop in seeds we want to grow (drop seeds). Cover them gently with some dirt (pat hands). Now they're safe and won't get hurt! Sprinkle water on the top (sprinkle fingers). Not too much or they will rot! Check and water the seeds each day. Our seeds are sprouting! Hooray! (M) GELDS: CLL 5.4d, CLL5.4e, CLL5.4b, CD-CR4.4a	Large Group Literacy: Garden Walk Review the question of the day discuss and chart children's responses. (M) GELD: CLL, 5.4d, CLL5.4e, CLL5.4b	Large Group Literacy: Types of Gardens Review the question of the day. Explain to the children that people grow different types of gardens. Introduce the different types of gardens. EX: flower garden, vegetable garden, container garden. Create a chart for the gardens introduced. give different names and let the children decide which garden it belongs to. (M) GELDS: CLL, 5.4d, CLL5.4e, CLL5.4b	Large Group Literacy: Read and act out "The Little Red Hen" using props. (M) GELDS: CLL 5.4d, CLL5.4e, CLL5.4b, CD-CR4.4a
12:35-12:55	Phonological Awareness: GELDS:	Phonological Awareness: "One. Two. Buckle my Shoe." Recite the rhyme to the class. Create new rhymes with each line. EX: One, two, cry boo hoo, Three, four, sit on the floor. (M) GELDS: CLL6.4b	Phonological Awareness: "all" word families Children will produce the beginning sounds. (M) GELDS: CLL6.4c	Phonological Awareness: Review beginning letter sounds. Show different fruit pictures and have the children give the beginning sound. (M) GELDS: CLL6.4c	Phonological Awareness: Mr. Forgetful Tell the following story: Once upon a time, there was a very forgetful man. He forgot everything: where he placed his keys, whether he brushed his teeth, and where he parked his car. Some people called him Mr. Forgetful. Sometimes Mr. Forgetful would forget to say the end of a word. Instead of saying "football", he would just say "foot" Have the children guess how Mr. Forgetful might say each word on the list. EX: meat, straw, ice, dough, and basket  GELDS: CLL6.4a
12:55-1:10	Book #2: GELDS:	Book #2: Two little Gardeners (A brother and sister who plant seeds that will results, after hard work and patience.) GELDS: CLL5.4d	Book #2: Little seeds (Learn the steps of planting seeds and caring for them as they grow) GELDS: CLL5.4d	Book #2:A Fruit is Suitcase for Seeds (Learn how fruits are designed to protect a plant's seeds and	Book #2: What's in the Garden? (Learn where food comes from. part cookbook, part Gardening book.)

				also to help the plant spread its seeds to new places.)  GELDS: CLL5.4d	GELDS: CLL5.4d
3:20-4:00	Closing Activity: GELDS:	Closing Activity: The number Rock counting song using guitars. Daily news, Goodbye poem GELDS: CD-CR3.4a, CLL1.4a, APL5,4b	Closing Activity: If you're happy and you know it, dance. Use the binoculars to recall the day Daily news, Goodbye poem GELDS: CD-CR3.4a, CLL1.4a, APL5,4b	Closing Activity: Review rhyming words. Use the microphone to recall the day Daily news, Goodbye poem GELDS: CD-CR3.4a, CLL1.4a, APL5,4b	Closing Activity: Name that Shape. Toss bean bag to recall the day. Daily news, Goodbye poem  GELDS: CD-CR3.4a, CLL1.4a, APL5,4b

Materials and or activity choices for outdoor play:

<b>Planning for Additional Instructional Activities</b> (storytimes, music/movement, transitions, large group meetings, etc) This space is provided for optional use to document additional instructional activities planned throughout the week.					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
3:05-3:20	Activity: Writing in Journals  GELDS: CLL3.4a, CLL3.4b, CLL9.4a	Activity: Writing in Journals  GELDS: CLL3.4a, CLL3.4b, CLL9.4a	Activity: Writing in Journals  GELDS: CLL3.4a, CLL3.4b, CLL9.4a	Activity: Writing in Journals  GELDS: CLL3.4a, CLL3.4b, CLL9.4a	Activity:  GELDS:
	Activity:  GELDS:	Activity  GELDS:	Activity:  GELDS:	Activity:  GELDS:	Activity:  GELDS:
	Activity:  GELDS:	Activity:  GELDS:	Activity:  GELDS:	Activity:  GELDS:	Activity:  GELDS:

\*Refer to the daily schedule for center time, clean-up time, breakfast, lunch, snack, rest time, outdoor playtimes, and activities such as art, music, and PE.

\*Small Group Instruction: See the small group lesson plan page for the current week.

\*Documentation of plans for the collection of assessment will be reflected on the lesson plan or optional *Planning for Assessment Template*.

**Small-Group Template Three**      Teacher: Mrs. Wilfork      Week of: [April 12th-16th](#)

**Suggested use: two teacher-directed activities with two independent activities. As children grow independent they can work alone without consistent teacher support, allowing teachers to plan more needs-based activities with both adults providing guidance**

.\*\*Refer to the FAQ for Planning Instruction and the FAQ for Small Groups for further explanation.

\*\*Documentation of small group reading (book title with brief description of the follow-up activity) is required one time weekly but may be planned more often.

Group	Monday 4/12	Tuesday 4/13	Wednesday 4/14	Thursday 4/15	Friday 4/16
Teacher directed Mrs. Wilfork	Activity: Students: GELDS:	Activity: Which has more?	Activity: Which has more? Prepare five bags, each with a different type and number of objects.	Activity: Which has more? Prepare five bags, each with a different type and number of objects.	Activity: Which has more?

		<p>Prepare five bags, each with a different type and number of objects. EX: Put one counter in one bag, two counters in a bag, three counters in a bag, and so on. Invite children to join in on counting and comparing games. Talk about the words more, fewer, and same. (M) Group 2 Cornelius, Aubree, De'Adre, Valeria GELDS: CD-M1.4d</p>	<p>EX: Put one counter in one bag, two counters in a bag, three counters in a bag, and so on. Invite children to join in on counting and comparing games. Talk about the words more, fewer, and same. (M) Students: Group 3 Bryson, Levi, Tyleigh, Daneyah GELDS:CD-M1.4d</p>	<p>EX: Put one counter in one bag, two counters in a bag, three counters in a bag, and so on. Invite children to join in on counting and comparing games. Talk about the words more, fewer, and same. (M) Students: Group 4 La'Trez, Hope, Aaqil, AvaD., Kamarious GELDS: CD-M1.4d</p>	<p>Prepare five bags, each with a different type and number of objects. EX: Put one counter in one bag, two counters in a bag, three counters in a bag, and so on. Invite children to join in on counting and comparing games. Talk about the words more, fewer, and same. (M) Students: Group 1 Amiyah, Ava p., Bryant , Nalej, Faith GELDS: CD-M1.4d</p>
Teacher directed	<p>Activity: Students: GELDS:</p>	<p>Activity: Read "The Tiny Seed," By: Eric Carle Have the children draw a Picture to sequence how a flower grows. (WS) Students: Group 3 Bryson, Levi, Tyleigh, Daneyah GELDS: CLL5.4b, CD-SC4.4a</p>	<p>Activity: Read "The Tiny Seed," By: Eric Carle Have the children draw a Picture to sequence how a flower grows. (WS) Students: Group 4 La'Trez, Hope, Aaqil, AvaD., Kamarious GELDS: CLL5.4b, CD-SC4.4a</p>	<p>Activity: Read "The Tiny Seed," By: Eric Carle Have the children draw a Picture to sequence how a flower grows. (WS) Students: Group 1 Amiyah, Ava p., Bryant , Nalej, Faith GELDS: CLL5.4b, CD-SC4.4a</p>	<p>Activity: Read "The Tiny Seed," By: Eric Carle Have the children draw a Picture to sequence how a flower grows. (WS) Students: Group 2 Cornelius, Aubree, De'Adre, Valeria GELDS: CLL5.4b, CD-SC4.4a</p>

Independent	<p>Activity One: Students: GELDS:</p> <p>Activity Two: Students:</p> <p>Gelds:</p>	<p>Activity One: Writing Children will practice writing letters in their last name. (WS) Students: Group 4 La'Trez, Hope, Aaqil, AvaD., Kamarious</p> <p>GELDS:CLL9.4a, CLL9.4c, CLL9.4b, CLL9.4d</p> <p>Activity Two: Exploring in the library. Children will be able to look through books of choice. (P) Students: Group 1 Amiyah, Ava p., Bryant , Nalej, Faith Gelds: CLL7.4a, CLL8.4a, CLL8.4b, CLL8.4c</p>	<p>Activity One: Writing Children will practice writing letters in their last name. (WS) Students:Group 1 Amiyah, Ava p., Bryant , Nalej, Faith GELDS:CLL9.4a, CLL9.4c, CLL9.4b, CLL9.4d</p> <p>Activity Two: Exploring in the library. Children will be able to look through books of choice. (P) Students: Group 2 Cornelius, Aubree, De'Adre, Valeria</p> <p>Gelds: CLL7.4a, CLL8.4a, CLL8.4b, CLL8.4c</p>	<p>Activity One: Writing Children will practice writing letters in their last name. (WS) Students: Group 2 Cornelius, Aubree, De'Adre, Valeria</p> <p>GELDS: CLL9.4a, CLL9.4c, CLL9.4b, CLL9.4d</p> <p>Activity Two: Exploring in the library. Children will be able to look through books of choice. (P) Students: Group 3 Bryson, Levi, Tyleigh, Daneyah</p> <p>Gelds: CLL7.4a, CLL8.4a, CLL8.4b, CLL8.4c</p>	<p>Activity One: Writing Children will practice writing letters in their last name. (WS) Students: Group 3 Bryson, Levi, Tyleigh, Daneyah</p> <p>GELDS:</p> <p>Activity Two: Students: Group 4 La'Trez, Hope, Aaqil, AvaD., Kamarious Gelds:</p>
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<b>Planning for Individualization (use this space as needed)</b>					
Planning for individualization may be documented below or on the main page of the Lesson Plan Template					
9:45-10:00	Student(s): Activity/Skill: Student(s): Activity/Skill:	Student(s): Tyleigh, La'Trez Activity/Skill: Letter Recognition Student(s): Activity/Skill:	Student(s): Nalej Activity/Skill: Number Recognition Student(s): Activity/Skill:	Student(s): Kamarious, Faith Activity/Skill: Letter Recognition Student(s): Activity/Skill:	Student(s): Bryant Activity/Skill: Number Recognition Student(s): Activity/Skill:

