

Weekly Lesson Plans: Plants, April 6 -10

| <u>Monday</u> | <u>Tuesday</u> | <u>Wednesday</u> | <u>Thursday</u> | <u>Friday</u> |
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| <p>Theme Video: https://www.youtube.com/watch?v=ie0zgo_Zsr4&list=PL_XTzpfJVMII4Bti7LGkrlzb2w46lFcwR&index=2</p> | <p>Plant Activity https://theimaginationtree.com/growing-beans-on-cotton-balls/</p> | <p>Planting Seeds Song https://www.youtube.com/watch?v=cRhG0dqWIIo&feature=youtu.be</p> | <p>Needs of a Plant Song https://www.youtube.com/watch?v=dUBIQ1fTRzI&feature=youtu.be</p> | <p>Virtual Field Trip for Plants https://www.youtube.com/watch?v=E1GrO6UbaXY</p> |
| <p>Skill Video: https://www.youtube.com/watch?v=WVLowq-j9QQ&list=PL_XTzpfJVMII4Bti7LGkrlzb2w46lFcwR Boom Chicka Boom book</p> | <p>Letters to a “Tee” Activity See picture below</p> | <p>Walk a Letter Activity See picture below</p> | <p>Alphabet Book Activity See picture below</p> | <p>Math Follow up Activity: Go on a nature walk and count how many plants or trees you have in your yard. Write or trace the number that you counted to.</p> <p><u>Optional Activity:</u> Send/Share a Video or Picture of your Child Practicing the Skill</p> |
| <p><u>Social Emotional Daily</u> Optional activity below “Daily Routines”</p> | <p><u>Social Emotional</u> Optional activity below “Daily Routines” and Bread & Butter video https://www.youtube.com/watch?v=VAMAab8xBxU&list=PL_XTzpfJVMII4Bti7LGkrlzb2w46lFcwR&index=15</p> | <p><u>Social Emotional</u> Optional activity below “Daily Routines” and Bread & Butter video https://www.youtube.com/watch?v=VAMAab8xBxU&list=PL_XTzpfJVMII4Bti7LGkrlzb2w46lFcwR&index=15</p> | <p><u>Social Emotional</u> Optional activity below “Daily Routines” and Bread & Butter video https://www.youtube.com/watch?v=VAMAab8xBxU&list=PL_XTzpfJVMII4Bti7LGkrlzb2w46lFcwR&index=15</p> | <p><u>Social Emotional</u> Optional activity below “Daily Routines” and Bread & Butter video https://www.youtube.com/watch?v=VAMAab8xBxU&list=PL_XTzpfJVMII4Bti7LGkrlzb2w46lFcwR&index=15</p> |
| <p><u>Physical</u></p> | <p><u>Physical</u> See Physical Education Lesson Plans on Pine Level Website</p> | <p><u>Physical</u> See Physical Education Lesson Plans on Pine Level Website</p> | <p><u>Physical</u> See Physical Education Lesson Plans on Pine Level Website</p> | <p><u>Physical</u> See Physical Education Lesson Plans on Pine Level Website</p> |

Objective/ Standard/ Skill for the week:

Science and Technology : 25- demonstrates knowledge of the characteristics of living things_27 – Knowledge of Earth’s Environment

Literacy :16a knows and recognizes letters 16b-letter sounds

Social Emotional -1b follows limits and expectations

Social Emotional Activity-“Daily Routines” – See below for activity

Math:20a counts, 20c numerals with amounts (recognizing the actual number and matching it to the amount)

Physical/Counseling/Music: See Pine Level Website for these activities or Pine Level Elementary School Youtube Channel

Letters to a Tee

Primary Objectives

7a. Uses fingers and hands

16a. Identifies and names letters

Why It's Important

Children are often anxious to learn about letters so they can use them in their everyday activities. You can reinforce your child's understanding of letter shapes through this tactile activity. Helping her "feel" each letter is a good way to teach her to recognize it in print.

Materials

Colored construction paper; markers; golf tee or dull pencils for poking holes in paper; carpet squares or foam rubber

What You Do

1. Invite your child to learn a "magical way" of writing with you. Let her know that you are going to experiment with making letters by punching holes.
 2. Using a marker, write one letter on each sheet of construction paper. Talk with your child about the letters she knows. Pay particular attention to the letters in her name. Adjust the letters used for the activity as appropriate for your child.
 3. Model how to place the construction paper on the carpet square or foam. Show your child how to safely use the golf tee to punch along the outline of the letter. Talk with her about the letter's name and what it looks like. *The letter S curves around like a snake.*
 4. Show your child how she can use a marker to connect the holes. Invite her to write other letters or shapes and punch them on her own.
 5. When she is finished, talk with your child about the attributes of the letters she made. Continue the activity for as long as she is interested.
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Walk a Letter

Primary Objectives

- 4. Demonstrates traveling skills
- 16a. Identifies and names letters

Why It's Important

Children often are eager to learn about letters so they can use those letters in their everyday activities. You can increase your child's understanding of a letter's features and the way in which it is formed through this motor activity. Reinforcing letter concepts will help him identify and write letters.

Materials

Masking tape; letter manipulatives or small cards with one letter on each that spells your child's name

What You Do

1. Invite your child to choose one or two letters from the collection of cards. Ask your child to identify the letter(s) he has chosen. Talk about each letter's features. *Yes, this is an N. It has three straight lines.*
2. Explain to your child that you will use the masking tape to make a large version of the letter on the floor. Ask your child to assist you in creating the masking-tape letter.
3. Next, invite him to move along the tape. Think of various ways for your child to move along the lines. *Can you walk along the line with one foot in front of the other?*
4. Continue the activity by creating additional letters. Each time you add a letter, prompt your child to identify it and talk about its features.
5. Invite your child to move creatively along the various letters. Continue the activity for as long as he is interested.

Alphabet Book

ALPHABET BOOK

Primary Objectives

- 16. Identifies names and letters
- 16b. Identifies letter–sound correspondences

Why It's Important

Books that illustrate letters help your child understand and recognize the letters of the alphabet. Reading a book about the alphabet with children brings letters to life with pictures, sounds, and words.

Materials

Any illustrated alphabet book

What You Do

1. Invite your child to read a book with you in a quiet area.
 2. As you read each page, point to the featured letter as you say it. Ask questions that prompt him to notice the illustrations that highlight that letter. *Here is the letter P. What sound does it make? That's right! It makes a /p/ sound. What do you see on this page that starts with the /p/ sound?*
 3. Encourage your child to say the letter sound as you point to each subsequent letter. Invite him to come up with additional words that start with *P*. *Can you tell me some other words that begin with P?*
 4. Point to any remaining objects on the page that start with the featured letter. *What is this animal? That's right, it's a pig. What sound does the word pig start with? Can you tell me what letter makes that sound?*
 5. Make sure the book is accessible for your child to look at later.
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Daily Routines

Primary Objectives

1b. Follows limits and expectations

Why It's Important

Providing predictable, consistent routines throughout the day will help your child feel comfortable in his surroundings and understand what to expect.

Materials

Large piece of paper; markers

What You Do

1. Watch your child as you go through your daily routines. Does he follow procedures properly? How does he behave during transition times? What does he do when it is time to clean up?
 2. Talk with your child about specific procedures that he follows during the course of a typical day. *Before lunch, we wash our hands. Why do you think we need to do this?* Invite your child to talk about other familiar routines.
 3. Make a big "daily routine" schedule to hang on the wall. Use pictures and words to represent the different parts of the day. Invite your child to create his own pictures to illustrate what happens during the day.
 4. Read the schedule each day, and talk about unexpected changes in routines ahead of time. For example, start talking about an upcoming trip to the zoo a few days before it occurs.
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