Georgia’s Pre-K Program

**Teacher:**       **Week of:**       **Topic:** Every Amazing Story! Weekly Lesson Plan Template #2

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| **Time** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |

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| **Large Group/Opening Activity** (may include but is not limited to one of the two story times, phonological awareness, music with movement, literacy activity) |
| The second block of activities during large group/ opening is a good time to include rituals and routines such as morning greetings, we wish you well, or introducing any changes to the class schedule for the day. You could also use this time to explicitly teach social and emotional skills time |
| Time:      | Activity: Read *Every Amazing Story* and tell the children that you will be talking about Elements of a Story throughout the week. Introduce the vocabulary words: characters, setting, plot, beginning, middle, end, etc.GELDS: CLL5.4c | Activity: Review the vocabulary word **collaborate**. Have the children hold a parachute or round tablecloth and balance a ball on it. Ask them to roll it in different directions. Remind them to **collaborate** to accomplish the directions. GELDS: CLL4.4d, SED5.4b | Activity: Discuss the difference between fiction and non-fiction books. Show the children some examples of some of each that you have read over the year. Create a graph showing the children’s preference for fiction or non-fiction books.GELDS: MA2.4c, CLL8.4a | Activity: What is your favorite book? Have an open-ended discussion with the children. Ask them if they have books at home, or if anyone reads to them? Do they like books about a certain topic, etc.GELDS: CLL8.4a | Activity: Give the students scenarios from some of the Fairy Tales that were read over the week and ask them to tell you if they were at the Beginning, Middle, or End of the story. (Example: Goldilocks ran away, the little pig’s mother told them to go build houses)GELDS: CLL5.4b |
| Activity: GELDS:       | Activity:      GELDS:       | Activity:      GELDS:       | Activity:      GELDS:       | Activity:      GELDS:       |

**When possible, please substitute these for physical books or if Epic will allow read the book like it is a real book instead of using the option for it to read to the class. It is very important for children to see teachers read the books and point out the principles of text such as left to right, top to bottom, etc. Also, stopping to check for understanding, make predictions, or drawing inferences is much easier when you are reading.**

**It is also important to include a purpose or focus for each planned read aloud and a corresponding GELDS.**

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| **A minimum of two (2) reading opportunities planned daily** |
| Time:      | Title: [A Squiggly Story](https://www.getepic.com/app/read/46471) Focus: Letters make words! And words make sentences!Remind children that they can tell stories through pictures and with the help of the teachers. Their ideas are important even if they don’t know how to write all of the words. GELDS: CLL8.4b | Title: [The Three Little Pigs](https://www.getepic.com/app/read/33077)Focus: Discuss Characters, Setting, Beginning, Middle, and EndGELDS: CLL5.4c | Title: [The Three Little Fish and the Big Bad Shark](https://www.youtube.com/watch?v=h1w4qlg3vIs)Focus: Discuss Characters, Setting, Beginning, Middle, and End (compare it to *The Three Little Pigs* story that was read yesterday)GELDS: CLL5.4c | Title: [Goldilocks and the Three Bears](https://www.getepic.com/app/read/67172)Focus: Discuss Characters, Setting, Beginning, Middle, and EndGELDS: CLL5.4c | Title: [Believe Me, Goldilocks Rocks!](https://www.getepic.com/app/read/6903)Focus: Discuss Characters, Setting, Beginning, Middle, and End (compare it to *The Three Little Pigs* story that was read yesterday)GELDS: CLL5.4c |
| Time:      | Title: *The Day the Crayons Quit* by Drew DaywaltFocus: Vocabulary - IllustratorReview what the job of an illustrator is when creating a book or story. Create a list with children of different ways that they can use crayons to create drawings (yellow for sun, green for grass, pink dinosaur).GELDS: CLL2.4b | Title: *The Three Billy Goats Gruff* by Paul Galdone Focus: Characters Remind children of what a character is in the story (the star of the story – Coy and Malcolm in “Every Amazing Story”). Discuss who the characters in The Three Billy Goats Gruff are. (Tip: Use the story element symbols to provide children with a visual reminder – a star.)GELDS: CLL 5.4c | Title: *Stellaluna* by Janelle Cannon Focus: Vocabulary and BMERemind child of the vocabulary “conflict” and “resolution” the class has used throughout the week for storytelling. Review the beginning, middle, and end of the story. (Tip: Use the story element symbols to provide children with a visual reminder – a question mark and a toolbox)GELDS: CLL 5.4b | Title: *Cloudy with a Chance of Meatballs* by Judi BarrettFocus: Vocabulary and Story SettingRemind child of the vocabulary the class has used throughout the week for storytelling “setting”. Have children recall the setting of the story. (Tip: Use the story element symbols to provide children with a visual reminder – picture of the world)GELDS: CLL 5.4c | Title: *Harold and the Purple Crayon* by Crockett JohnsonFocus: Problem/SolutionCreate a list with children of ways that Harold solved problems throughout the book.GELDS: CLL 5.4b |

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| **A minimum of one (1) large group phonological awareness activity is planned daily**  |
| Time:      | Activity: [Guess the Environmental Sound](https://www.youtube.com/watch?v=4b__7WpD7Ng) Focus: Listening GELDS: CLL6.4a | Activity: Listen and DoFocus: onset/rimeBegin by introducing the concept of onset and rime. Listen for the onset and rime and act it out. “Boys say /h/ and girls say /op/, ready? Boys /h/, girls /op/, boys /h/, girls /op/ What word? HOP!” Do this several times with different action words such as: sit, clap, tap, wink, jump, snap, danceGELDS: CLL6.4c | Activity: [Clapping Rhythms](https://www.youtube.com/watch?v=jYkT0hGTYJM) Focus: listening GELDS: CLL6. 4a | Activity: Cheer for RhymesFocus: RhymeUsing words from Every Amazing Story, the teacher will share word pairs. The students will cheer if the word pair rhymes.Coy / BoySing / RingGuitar / GorillaMalcolm / MomRun / FunFast / LastJourney / JungleFrog / LogKoala / KangarooTop / PopTune / JuneGELDS: CLL6.4b | Activity: [Learning Station- Listening Song](https://www.youtube.com/watch?v=CdM_rrHTYDU&list=RDCdM_rrHTYDU&start_radio=1) (only play the audio with no visual and have the student follow directions)Focus: listening GELDS: CLL6.4a |

Large Group Literacy should have a rotation of Shared Reading, Shared Writing, and Shared Retelling

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| **A minimum of one (1) large group literacy activity planned daily** |
| Time:      | Activity: First Read: Take a picture walk through *Every Amazing Story.* Read through the entire book. Have children brainstorm and chart all the different characters they saw.GELDS: CLL 5.4a | Activity: Second Read: Reread *Every Amazing Story*Using the noticing technique (point out items you “notice” in the text and pictures in the story). Have child identify what they notice in the text and pictures. GELDS: CLL 4.4b | Activity: Modeled Writing: Tell children that they will be going on a pretend adventure to Mount Storymore. Ask: What will we need to bring in our backpack on our trip? Record student responses on chart paper. Model moving from left to right while writing down student responses and spaces between words.GELDS: CLL 8.4b | Activity: Retelling: Read *The Paper Bag Princess* by Robert Munsch.Create a story elements chart with children (characters, setting, plot, resolution, beginning/middle/end). GELDS: CLL 5.4c | Activity: Modeled Writing: Review all the elements of a story and story writing with students. Have the children “collaborate” and create a class story about what would happen if the class pet escaped in the classroom.Be sure to focus on all components of storytelling. GELDS: CLL 5.4d |

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| **A minimum of one (1) music with movement activity daily** |
| Time:      | Music with movement: [Cosmic Kids: Yoga Quest Map 1](https://www.youtube.com/watch?v=2G7lPfv0Hns&list=PL8snGkhBF7ng6WUUGkeTlYyb2EREkjaoW&index=2)GELDS: CLL1.4b | Music with movement: [Go Danny Go! Sharks in the Water](https://www.youtube.com/watch?v=uqD_MftRRx4&list=RDuqD_MftRRx4&start_radio=1)GELDS: CR1.4a | Music with movement: [Gracie’s Corner: Going on a Bear Hunt](https://www.youtube.com/watch?v=QDPyyrtmtrw&list=RDQDPyyrtmtrw&start_radio=1)GELDS: CLL1.4b | Music with movement: [Head, Shoulder, Knees, and Toes](https://www.youtube.com/watch?v=S2eRNzsAZg4&list=RDS2eRNzsAZg4&start_radio=1) with DJ RaphiGELDS: PDM5.4b | Music with movement: [Freeze Dance](https://www.youtube.com/watch?v=2UcZWXvgMZE&list=RDQMgVNbBUe_e1k&start_radio=1)GELDS: CLL1.4b |

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| **Closing Activity** |
| Time:      | Activity: In the book, *Every Amazing Story*, the characters go on an adventure – they take a trip! If you could take a trip anywhere, where would you go? GELDS: CLL2.4b | Activity: In the book, *Every Amazing Story,* Coy brings his guitar on the adventure. If we were going on a trip to an island, what is the one thing you would bring? (Ask each child to name an item they would bring with them.) GELDS: CLL5.4d | Activity: Coy and Malcom’s adventure takes place on a mountain. Compare Mountain and Beach Climate and Terrain. Talk about what you would see, what would it feel like? What type of activities do you do at those locations? GELDS: SC2.4 | Activity: Review vocabulary in *Every Amazing Story*.Illustrator - means to draw the pictures in the book.Ask students define and give examples of Illustrating.GELDS: CLL4.4d | Activity: Review vocabulary in *Every Amazing Story*.Collaborate- means to work together to create something wonderful.Ask students if they collaborated with someone at school today or this week. Ask who and how they collaborated.GELDS: SED5.4b |

**Small Group Template Two Teacher:**       **Week of:**

**Suggested use: one teacher directed activity while second teacher monitors two independent groups; or two teacher directed activities with one independent group. This form may support children as they mature toward independence yet still need teacher guidance and support to remain on task.**

\*\*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 once weekly but may be planned more often.

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| **Group** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Teacher directed | Activity: GELDS Teacher Toolbox activity card #110 Book lesson- *Mouse Shapes* by Ellen Stoll Walsh (YouTube)Follow-up activity: Provide children with a variety of cut paper shapes or foam shapes to make their own character(s) or settings. Have children recognize and identify 2-D shapes and describe the parts and attributes as they work. DI: (mid-level math learners)Students: Group 1**Assessment: MATRIX**GELDS: MA6.4a-b | Activity: GELDS Teacher Toolbox activity card #110 Book lesson- *Mouse Shapes* by Ellen Stoll Walsh (YouTube)Follow-up activity: Provide children with a variety of cut paper shapes or foam shapes to make their own character(s) or settings. Have children recognize and identify 2-D shapes and describe the parts and attributes as they work.DI: (mid-level math learners)Students: Group 2**Assessment: MATRIX**GELDS: MA6.4a-b | Activity: GELDS Teacher Toolbox activity card #110 Book lesson- *Mouse Shapes* by Ellen Stoll Walsh (YouTube)Follow-up activity: Provide children with a variety of cut paper shapes or foam shapes. Have students sort the shapes by type. Have students trace the edges of some of the shapes with their fingers. Identify together the shape names and attributes. Allow students to use shapes to make their own character(s) or setting.DI: (emergent math learners)**Assessment: MATRIX**Students: Group 3GELDS: MA6.4b and MA4.4b | Activity: GELDS Teacher Toolbox activity card #110 Book lesson- *Mouse Shapes* by Ellen Stoll Walsh (YouTube)Follow-up activity: Provide children with a variety of 3-D wooden unit blocks. Have children identify and recognize parts and attributes of these blocks. Allow students to make their own character(s) or settings using the unit blocks.DI: (high level math learners)**Assessment: MATRIX**Students: Group 4GELDS: MA6.4a-b | Activity: SMALL GROUP LITERACY Read *The Gingerbread Man* or any repetitive, familiar children’s book.Activity: Focus on story elements of the book by making a chart with student comments and noting the characters, setting, plot, and conflict resolution after reading the story.Students: Choose students who may not have been engaged when reading *Every Amazing Story* earlier in the week or did not show understanding of story elements. Write their names into the plans.**Assessment: NOTES**GELDS: CLL5.4c |
| Teacher directed      | Activity: Drumming syllables- Give each child an aluminum pie plate, upside down paper plate or a solo cup, and an unsharpened pencil or popsicle stick. Call out a word of a character, setting, plot, or conflict resolution from a familiar story.As you call out the word (example, Goldilocks), have the children beat out the syllables on their drum acting like the drum playing koalas from *Every Amazing Story.*“Gold-i-locks. How many beats did you count?”Students: Group 4**Assessment: MATRIX**GELDS: CLL6.4e | Activity: Drumming syllables-Give each child an aluminum pie plate, upside down paper plate or a solo cup, and an unsharpened pencil or popsicle stick. Call out a word of a character, setting, plot, or conflict resolution from a familiar story.As you call out the word (example, Goldilocks), have the children beat out the syllables on their drum acting like the drum playing koalas from *Every Amazing Story.*“Gold-i-locks. How many beats did you count?”Students: Group 1**Assessment: MATRIX**GELDS: CLL6.4e | Activity: Drumming syllables-Give each child an aluminum pie plate, upside down paper plate or a solo cup, and an unsharpened pencil or popsicle stick. Call out a word of a character, setting, plot, or conflict resolution from a familiar story.As you call out the word (example, Goldilocks), have the children beat out the syllables on their drum acting like the drum playing koalas from *Every Amazing Story.*“Gold-i-locks. How many beats did you count?”Students: Group 2**Assessment: MATRIX**GELDS: CLL6.4e |  Activity: Drumming syllables-Give each child an aluminum pie plate, upside down paper plate or a solo cup, and an unsharpened pencil or popsicle stick. Call out a word of a character, setting, plot, or conflict resolution from a familiar story.As you call out the word (example, Goldilocks), have the children beat out the syllables on their drum acting like the drum playing koalas from *Every Amazing Story.*“Gold-i-locks. How many beats did you count?”Students: Group 3**Assessment: MATRIX**GELDS: CLL6.4e | Activity: Cutting practice- provide non-paper item(s) for children to practice cutting (ie. cardboard rolls, ribbon, playdough, straws, foam, or other). Focus on using efficient hand placement when holding scissors.Students: List students who need to work on cutting.GELDS: PDM6.4a |
| Independent | Activity One: Using copied pictures from *Every Amazing Story* (Coy, Malcolm, cartwheeling frogs, Karaoke-singing koalas, and the golden book) students can make up a story using table top blocks, real/found materials, or hollow blocks using the story pieces.Students: Group 3GELDS: CLL5.4c APL5.4a | Activity One: Using copied pictures from *Every Amazing Story* (Coy, Malcolm, cartwheeling frogs, Karaoke-singing koalas, and the golden book) students can make up a story using table top blocks, real/found materials, or hollow blocks using the story pieces.Students: Group 4GELDS: CLL5.4c APL5.4a  | Activity One: Using copied pictures from *Every Amazing Story* (Coy, Malcolm, cartwheeling frogs, Karaoke-singing koalas, and the golden book) students can make up a story using table top blocks, real/found materials, or hollow blocks using the story pieces.Students: Group 1GELDS: CLL5.4c APL5.4a | Activity One: Using copied pictures from *Every Amazing Story* (Coy, Malcolm, cartwheeling frogs, Karaoke-singing koalas, and the golden book) students can make up a story using table top blocks, real/found materials, or hollow blocks using the story pieces.Students: Group 2GELDS: CLL5.4c APL5.4a | Activity One: Make your own book. Each child will be given a handmade book with a cover and a variety of writing utensils to make their own story. After completing the story, students can share their story with a teacher and/or friend(s).Students: Students not participating in teacher-led groups will need to be placed into the two independent groups.GELDS: CLL9.4c |
| Independent | Activity Two: Watercolor painting of a setting using large paper (ie. forest, beach, bedroom, kitchen, other).Students: Group 2GELDS: CR2.4a | Activity Two:Watercolor painting of a setting using large paper (ie. forest, beach, bedroom, kitchen, other).Students: Group 3GELDS: CR2.4a | Activity Two: Watercolor painting of a setting using large paper (ie. forest, beach, bedroom, kitchen, other)Students: Group 4GELDS: CR2.4a | Activity Two:Watercolor painting of a setting using large paper (ie. forest, beach, bedroom, kitchen, other)Students: Group 1GELDS: CR2.4a | Activity Two: Patterns with unifix cubes.Students: Students not participating in teacher-led groups will need to be placed into the two independent groups.GELDS: MA4.4c |

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| Materials and or activity choices for outdoor play:       |
| **Planning for Additional Instructional Activities** (story times, 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** |
|       | Activity:      GELDS:       | Activity:      GELDS:       | Activity:      GELDS:       | Activity:      GELDS:       | Activity:      GELDS:       |
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**Changes to the Environment Form**

The rotation of learning center materials help maintain student interest. Enough changes should be made to clearly reflect the current topic of study. Refer to the IQ Guide for Environment for examples and further clarification of appropriate material choices.

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| **Current Topic of Study:** *Every Amazing Story* **Beginning Date for Topic of Study:** |
| **Reading Area** | **Writing Area** | **Science Area** | **Math Area** |
| Topic related books added to reading area: Add familiar books that students can identify the characters, setting, plot, and conflict resolution.Other rotated books reflecting various genres:      Materials to promote alphabetic principal:      Materials to promote literacy development:      Flannel Board:      Additional changes:       | Topic related materials: Add handmade books with yellow (pretend gold) covers so the children can make their own book like the golden book in 'Every Amazing Book'.Vocabulary cards:      Writing instruments:      Stamp/stamp pads:      Stencils:      Real/found items:      Additional changes:       | Topic related materials: Create a snow sensory bin. You can use baking soda and conditioner OR cornstarch and shaving cream. Add some scoops and cups to use with this soft, moldable mixture. Basic materials:      Discovery materials:      Pictures: Add pictures of real koalas and frogs to your science center.Nature collections:      Living items:      Sensory table material (includes tools to use with sensory material such as scoops, funnels, cups):      Materials to promote literacy development:      Additional changes: Display plastic frogs should you have some. | Topic related materials:      Puzzles:      Counting:      Sorting:      Recognizing shapes:      Hand-eye coordination:      Measuring materials:      Math games:      Real and found:      Materials to promote literacy development:      Additional changes:       |
| **Art Area** | **Listening Area** | **Dramatic Play Area** | **Block Area** |
| Topic related materials: Allow students to paint with shaving cream and glue pretending they are painting with snow.Collage materials:      3D materials:      Materials to promote literacy development:      Additional changes:       | Books with corresponding recordings:      Additional changes: Add puppets or flannel board pieces of familiar stories that children can use to retell and discuss the characters, setting, plot, and conflict resolution. | Topic related materials:      Dramatic play setting and props (when setting changes): Allow students to pick a setting change and make/collect items for this new dramatic play setting ie. restaurant (students could make open/closed signs, menus, other), Three bears story retell (students could collect 3 sizes of bowls and chairs), other.Prop box/additional play theme:      Real/found items:      Materials to support literacy development:      Additional changes:       | Topic related materials: Add laminated pictures of Coy, Malcolm, cartwheeling frogs, karaoke-playing koalas, and the golden book to the block area for retelling Block accessories:      Additional type block:      Real/found:      Materials to support literacy development:      Additional changes: Make a stage with hollow blocks and allow students to find something to be a pretend microphone (ie. cylinder unit block or paper towel roll, other). Play familiar songs that students can sing karaoke to like the koalas in 'Every Amazing Story'.  |