

# Toddler Preschool Weekly Learning Plan

Class- Polar Bear Week of 9/7- 9/11 2015

## CT Framework Early Learning Standards

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| Cog 9 | Understands and Participates in Conversations | PS3 | Participates in Teacher Led Activities | PS1 | Shows Self Direction with a Variety of Materials |
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**Character Development: Our Goal is that children will** CHR 4 - Children use **critical thinking** to make decisions

CHR 1 - Children **communicate** effectively

CHR 5 - Children **take risks** in order to learn from experience

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| <b>Topic Studies</b> | <b>Kicking off our FANTASTIC new year together!</b> | <b>Topic Questions for Investigation</b> | <b>What does the word "team" mean? Can you think of ways we can be a team together? Have you ever been part of a team?<br/>How are you feeling in your new classroom and starting in the Polar Bear class?</b> |
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CHR 2 - Children **collaborate** with others

CHR 6 - Children act with **self-control** and **integrity**

CHR 3 - Children **engage** and **persevere** in problem solving

CHR 7 - Children adapt to change with **resilience**

|  | Monday    | Tuesday   | Wednesday  | Thursday   | Friday  |
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| <b>Group Meeting</b><br>Greeting, Calendar<br>Weather, Jobs,<br>Lesson | LABOR DAY | Welcome to our room!<br>Getting to know you -<br>Introductions.<br>Intro meeting time and our<br>morning routine.   | Introduce the weekly<br>password. A great way to<br>incorporate and introduce<br>new vocabulary and<br>practice<br>listening/directional skills.<br>Share daily schedule -<br>sequence/centers/activities<br>and all it means. | Begin Helper of the Day!<br>What does it mean? What<br>are your responsibilities<br>and "jobs"? Intro helper<br>beads, the morning<br>message and what it all<br>means and how we'll use it<br>daily.                          | Recap our first week.<br>Revisit the password -<br>definition, where we heard<br>or said it.<br>What were some activities<br>you enjoyed?<br>Can you think of words to<br>describe how you feel<br>about school ? |
| <b>Literature &amp;<br/>Language</b><br>Book and Objective             |           | <u>Wemberly Worried</u> - Henkes<br>Read/discuss Wemberly's<br>feelings. How are you<br>feeling on your first day?<br>What are some ways we<br>can help each other as we<br>start school? | <u>Jack's Talent</u> -<br><u>Cocca-Leffler</u><br>What was Jack's special<br>talent? What does the word<br>"Talent" mean? Let's write<br>a list of our talents and<br>share them. Find common<br>letters in the words we list. | <u>Beatrice Doesn't Want To</u><br><u>- Numeroff</u><br>What does "Try" mean?<br>Discuss trying and learning.<br>Share things you've tried<br>and learned how to do?<br>What are things you'd like<br>to try in our classroom? | <u>Louder Lily</u> - Choldenko<br>Read/share ideas of ways<br>to lend helping hands to<br>friends and teachers?<br>Discuss what classroom<br>guidelines ("rules") and<br>how they help keep us safe<br>and happy. |
| <b>Music &amp;<br/>Movement</b><br>Activities and<br>Musical Concepts  |           | Getting to know some of<br>our daily classroom songs.<br>Hello Everybody - musical<br>listening and movement<br>game.   | <u>Let's Find a Friend</u> - song<br>and action game. ( see<br>attached)   | <u>If You Want to Be a Friend</u><br>( see attached) We'll sing<br>and keep the beat.<br>Children will name<br>movements for their friends<br>to follow.   | <u>Dance Party Friday</u> - Polar<br>Bear style! We end our<br>week with some movin' and<br>groovin' games and dances.<br>We vary the tempos and<br>styles of music to move to!                                   |
| <b>Outdoor &amp;<br/>Gross Motor</b>                                   |           | Nature Walk to discover<br>and discuss our outdoor<br>space. Share observations<br>as well as safety guidelines<br>and their importance.  | <u>Teacher Tag!</u><br>We'll create our own<br>version/rules/safe zones.<br>Learn and practice soft<br>touch one hand tagging.   | <u>Front Lawn Fun</u> -<br><u>Parachuting Polar Bears!</u><br>We'll play a variety of<br>parachute games! Games<br>will reinforce listening and<br>following directions.   | <u>Teacher Tag Twist</u> -<br>Once tagged, children are<br>frozen until a friend soft<br>touch tags them.<br>Reinforcing safe tagging<br>and following directions.  |
|  |           | Begin creating Quiet<br>Critters using pomp oms.  | We're practicing fine motor<br>skills and drawing ourselves  | Writing names to label our<br>helper tags. Letter  | We'll sequence steps to<br>make classroom play-doh,   |

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| <b>Topic-Related Projects/Activities</b> |  | This critter will be each child's class pet and join into activities when listening is most important. | to create our Helper of the Day tags. Tripod writing grip is the focus as well as proper scissor grip to cut. | recognition and counting letters in our first/last names. | vote and tally to decide the color and each friend will complete a step to help make our doh. GO TEAM! |
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### Exploring the Learning Environment ~ Facilitated Play (Provocations, Investigations, Materials to Add for Inspiration)

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| <b>Art Center</b>     | <p><b>Free expression:</b> Art materials will always be readily available to create with. Crayons, colored pencils, pastels, scissors and paper of varied sizes and textures.</p> <p><b>Art Skills:</b> Fine motor skills, scissor and writing grip.</p>  | <b>Blocks</b>                   | <b>Let's explore the block center!</b> Blocks in varying size, shapes and weights are always available for our builders. In addition, we'll explore "add in" materials such as fabric, cardboard, wood scraps and natural items. Can't wait to see what transpires!   |
| <b>Dramatic Play</b>  | <p><b>Soup's On!</b><br/>Our dramatic play area is a fully stocked kitchen this week complete with various types of cooking utensils and tools, as well as various types of food. We're looking forward to taste testing our chefs' masterpiece dishes!</p>   | <b>Sensory Experience</b>       | <b>Water, water everywhere!</b> The beautiful weather is the perfect setting to pull this center outside! Tubes, a pulley, chutes and inclines will surely entice our scientists to experiment with height, speed, volume and buoyancy. We'll have plenty of interesting materials on hand to add in daily in hopes of sparking great discovery and experimentation!  |
| <b>Science Center</b> | <p><b>Textures and Nature</b><br/>Our center is loaded with found treasures such as rocks, sticks, shells, sand, seeds...to name a few. Using our sense of touch, we'll explore textures, similarities and differences. Scales, paper and magnifiers are on hand to investigate nature more closely. Throughout the week, our children's nature finds will be added in as we compare, sort, count and talk about all we're discovering!</p> | <b>Writing Center</b>           | <p>Drawing ourselves as we create our Helper Tags!</p> <p>Alphabet Mix Up – this is a leveled activity where children participate where they are most comfortable. Upper case letter match/sort/write, Upper and lower case match/sort/write, and find and sort letter games will be on hand.</p>   |
| <b>Music Center</b>   | <p><b>Music and story CDs to listen to with headphones.</b><br/><b>Scarves to use for music CDs as we listen and enjoy!</b></p>   | <b>Math &amp; Manipulatives</b> | <b>Pattern Block Palooza</b> – using pattern blocks and corresponding picture cards, children will match shapes to re-create a chosen picture. In addition, we'll have sorting by color, shape and size trays for the blocks. This enables the activity to be a leveled one which will suit children individually. They will have the opportunity as well, to tally the blocks used, and match it to a magnet number. |

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| <b>Small Group &amp; Individual Work</b> | <b>NO SCHOOL</b> | <b>Social</b> – Classroom tour! Each group will visit areas and discuss materials and activities found there. We'll come together after to discuss clean up and how we set up and leave centers | <b>Math/Social – Color Bear Counting.</b> As we read Teddy Bear Counting, children will use their own set of colored bears to add/take away, and count as we follow the directions on each page. | <b>Social/ Fine Motor</b> – My Friend. Children will pick a name card of a classmate and bead a friendship bracelet for him/her. We'll work to write the name of each special friend and draw a picture of him/her. | <b>Social</b> – Presenting our friendship gifts. Each child will take a turn and share their special gift with their chosen friend. We'll discuss friendship and our new class family/team! |
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| <b>Teaching through</b> | <b>We're building our daily routine:</b><br>Coming into the classroom each day and hanging up our belongings, washing hands and preparing for meeting time. | <b>Family</b> | A great way to learn about your child's day in detail is to ask specific questions relating to our classroom activities. Ask |
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| <b>Routines</b> | Self-serve snack process – wash hands, set place, count out food and pour water.<br>Our daily schedule and all the fun we'll be having together.<br>Stop, look and listen signals between teachers and classmates! | <b>Connections</b> | which centers they visited, who they sat next to during meeting or lunch, a song we sang, what made them laugh during the day, what colors they chose when coloring or painting, etc. |
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### **Let's Find a Friend – sung to the tune of Farmer in the Dell**

Let's find a friend, Oh let's find a friend  
Heigh Ho, the Derry O  
Let's find a friend

(Pick a child to start in the center)

(\_\_\_\_\_) find a friend,  
(\_\_\_\_\_) find a friend,  
Heigh Ho, the Derry O  
(\_\_\_\_\_) find a friend,

***Adults stand on the outside to make up the remainder of the circle so all the children can get inside.***

We all found a friend,  
We all found a friend,  
Heigh Ho, the Derry O  
We all found a friend!  
**GO POLAR BEARS!**

### **If You Want to Be a Friend**

If you want to be a friend, clap your hands.  
If you want to be a friend, clap your hands.  
A friend is someone who is always kind to you.  
If you want to be a friend, clap your hands.

***\*(Take turns and have each child call out a movement)***