

Pre-K Weekly Lesson Plan

Class: Miss Sunshine Date Range: Oct 18 - 22

Big Idea: Physical properties help us to understand the World.

Essential Questions/Objectives: Can I name rock characteristics? Can I describe characteristics of rocks? Can I sort rocks based on one characteristic? Can I sort rocks based on two characteristics? Can I identify rocks in various forms?

Learners will:

1. Name rock characteristics: color, size, texture.
2. Describe rocks using characteristics: color, size, texture.
3. Sort rocks based on color.
4. Sort rocks based on color and size.
4. Name various ways rocks can be used.

Activity	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Breakfast & Transition 8:30 – 9:00	MM – pouring SO – counting napkins 10.5.2; 2.1.1	BB – clean up after self		SM – hand washing	
Morning Mtg. 9:00 – 9:20	<p>Instructional Procedures : Chart responses to the question “What do you know about rocks?”</p> <p>Introduce & explain characteristics: color, size, shape & texture. Show children real rocks and discuss the characteristics.</p> <p>What’s one thing you learned about rocks?</p> <p>Standards Alignment: 3.3a.2; 1.2.2</p> <p>Children’s goals: SF – retell a key point from chart BH – show interest in topic</p>	<p>Instructional Procedures: Recall/Review Monday’s lesson.</p> <p>Explain scavenger hunt objectives. Take children outside – 5 minutes to gather a rock. Once inside, gather children back into a group. Have each child describe their rock using characteristics introduced on Monday.</p> <p>Standards Alignment: 15.1.1; 15.2.1</p> <p>Children’s goals: BH- staying with group; on task SF – following directions</p>	<p>Instructional Procedures: Show/Explain graphic organizer (sorting rocks by color)</p> <p>Explain activity objectives. Give each child a rock and allow them to place it in a category. Model. Transfer data to graph. Draw conclusions from the graph through questions and discussion.</p> <p>How did we sort our rocks today? By what characteristic?</p> <p>Standards Alignment: 2.6.1; 2.6.2; 2.6.3</p> <p>Children’s goals: SO- count number of rocks in categories</p>	<p>Instructional Procedures: Show/Explain graphic organizer (sorting rocks by color and size)</p> <p>Explain activity objectives. Give each child a rock and allow them to place it in a category. Invite children to explain the reasoning behind their choice. Model.</p> <p>How did we sort our rocks today? By what two characteristics?</p> <p>Standards Alignment: 2.5.2; 1.6.4</p> <p>Children’s goals: TF-participate with greater confidence</p>	<p>Instructional Procedures: Chart responses to the question “What sorts of things can be made from rocks?”</p> <p>Show children pictures of jewelry, roads, statue and a home. Use questioning strategies and discussion to further inquiry and understanding of concepts.</p> <p>If you were surprised by some of the things made from rock, put your finger on your nose.</p> <p>Standards Alignment: 3.3a.1; 1.6.1</p> <p>Children’s goals: BH – show interest in topic</p>
Curriculum Integration / Key Learning Areas 9:20 – 10:20	<p>Environment – hang pictures of various rocks around room</p> <p>Science/Library – include books with real pictures of rocks</p> <p>Standards Alignment: 1.2.2; 1.1.1</p>	<p>Science-rock collection & hand lenses out</p> <p>Art- pet rock painting</p> <p>Sensory – pebbles in sand table</p> <p>Standards Alignment: 9.1c.1; 15.1.2’ 3.1a.9</p>	<p>Science -rock sorting activity</p> <p>Math –rock graphing sheets</p> <p>Standards Alignment: 2.6.5 3.1a.9</p>	<p>Dramatic Play –Encourage children to play out the role of geologists. Include various rocks, bucket, headlamp etc.</p> <p>Standards Alignment: 9.1b.1</p>	<p>Blocks –Encourage children to pretend the blocks are rocks. Have them build various structures and discuss their creations.</p> <p>Standards Alignment: 9.1b.1</p>

	Children's goals LO – engage in reading during free play	Children's goals BH – use senses to explore rocks	Children's goals BO – sort rocks by color	Children's goals SF – Act out role of geologist with assistance	Children's goals JM – use rock props and imagination to create
Small group 10:20-10:40 Transition 10:4 – 10:50	Instructional Procedures: Ask children what they already know about rocks and discuss. Place a variety of rocks on table with hand lenses. Encourage children to examine the rocks, paying close attention to color, size, texture and shape. Discuss observations, similarities, and differences. Did you learn anything new about rocks? Standards Alignment: 9.1a.9; 1.6.1; 1.6.3 Children's goals: BH – stay on task SF – cooperate w/ peers	Instructional Procedures: Give each child a Ziploc baggie with their name on it and a plastic spoon. Explain activity – outside, children are to collect a sampling of what lies under a rock using their plastic spoon. Record children's predictions to: What will we find under a rock? Take children outside for 5 minutes to gather sampling. Once inside, collect bags and store for tomorrow's small group. Standards Alignment: 3.1a.9; 3.3a.6; 25.2.2 Children's goals: BH – staying on task	Instructional Procedures: Recall/Review predictions from Tuesday. Have children empty contents of baggies and discuss observations. Allow children to explore further using hand lenses. Are there any observable differences using the hand lenses vs. just the eye? Discuss. What sorts of things did we find under a rock? Standards Alignment: 3.1a.9; 3.3a.2 Children's goals: SF – ask questions about observations	Instructional Procedures Chart “What would rock candy look like?” Discuss and use questioning strategies to further inquiry. Have children help make rock candy using recipe. Engage in discussion and questioning throughout. Carefully set aside for observation and eating during Friday's small group. Standards Alignment: 2.3.6 15.1.2 Children's goals: MM – participate in stirring	Instructional Procedures Recall/Review chart from Thursday. Observe the rock candy and discuss. Engage children in predictions about taste and discuss. Have children eat the candy and talk about its taste.. Use as an opportunity to talk about healthy vs. unhealthy food choices. Give me a thumbs up, if you like the way rock candy tastes. Standards Alignment: 3.1a.9; 10.1-3.4 Children's goals: KB – Recall prediction from yesterday
Gross Motor 10:50-11:30 Transition 11:30-11:40	Hopscotch using rock as marker Standards Alignment: 10.4.3 Children's goals KB – balance & coordination	Bag O' Balls outside Standards Alignment: 10.4.1 Children's goals AR – catch a ball	Obstacle course Standards Alignment: 10.4.3 25.4.2 Children's goals MM –participate in movement games	Red light, Green light Standards Alignment: 10.4.1 Children's goals MW – run with control	Tri-cycles and helmets out Standards Alignment: 10.4.1 Children's goals JD – climbing on jungle gym
Lunch 11:45 – 12:15 Transition 12:15-12:25	Standards Alignment: 10.1-3.2 Children's goals MO- using fork and spoon properly	Standards Alignment: 25.3.1 Children's goals MM – eating some of food before drinking all of drink	Standards Alignment 10.5.2 Children's goals: JD – pouring	Standards Alignment: 25.4.2 Children's goals MM – discussion with peers at table	Standards Alignment: 25.2.2 Children's goals: MO – using good table manners
Story 12:25 – 12:40	<i>Rocks</i> by Brenda Parkes Discuss how rocks take various	<i>Under One Rock</i> by Anthony D. Fredericks	<i>Stone Soup</i> by Ann McGovern	<i>Let's Go Rock Collecting</i> by Roma Gans	<i>Everybody Needs A Rock</i> by Byrd Baylor

	<p>shapes on out in the World.</p> <p>Standards Alignment: 1.2.1; 1.2.3; 1.6.1; 1.6.2</p> <p>Children's goals BB - answer question relating to story</p>	<p>Talk about items uncovered under rocks from this morning small group.</p> <p>Standards Alignment: 1.6.1; 1.6.2; 1.6.3</p> <p>Children's goals SF – focused attention during story</p>	<p>Standards Alignment: 1.6.2 3.1a.1</p> <p>Children's goals TB – recognize difference between living vs. non-living objects</p>	<p>Standards Alignment: 3.1a.1 1.6.3</p> <p>Children's goals AR – discuss illustrations</p>	<p>Standards Alignment: 1.6.1; 1.6.2</p> <p>Children's goals LO- answer questions related to the story w/ success</p>
<p>Rest 12:45-2:15 Transition 2:15-2:30</p>			<p>** MM – getting picked up @ 2 for Dentist appt.**</p>		
<p>Snack 2:30-2:50 Transition 2:50-3:00</p>	<p>Standards Alignment: 10.5.2; 2.2.4</p> <p>Children's goals CG – estimation with snack JD – pouring</p>	<p>Standards Alignment: 2.1.1</p> <p>Children's goals SF – count napkins while passing them out</p>	<p>Standards Alignment: 1.6.1</p> <p>Children's goals BH - Participate in discussion at the table</p>	<p>Standards Alignment: 25.3.1</p> <p>Children's goals CG – cleaning tables after</p>	<p>Standards Alignment: 10.5.2</p> <p>Children's goals JD - pouring</p>
<p>Afternoon Mtg 3:00-3:15</p>	<p>Instructional Procedures</p> <p>Play “hot potato” (using rock) cooperatively w/ friends.</p> <p>Encourage children to practice self regulation when it is their turn to be out</p> <p>Standards Alignment: 25.4.1; 25.2.1; 25.2.2; 9.1b.2</p> <p>Children's goals MO – self regulation</p>	<p>Instructional Procedures</p> <p>Children will bring pet rocks to circle</p> <p>Go around the circle and have the children share the name they gave their pet rock and why they named it so.</p> <p>Chart responses.</p> <p>Standards Alignment: 1.6.1 1.6.2 1.6.4</p> <p>Children's goals TT – contribute to class discussion</p>	<p>Instructional Procedures</p> <p>Rock hunt in the classroom</p> <p>Children will be given 3 – 5 minutes to locate one rock in the classroom and bring it back to the circle.</p> <p>Children will describe their rocks</p> <p>Standards Alignment: 1.6.1 1.6.2 1.6.4</p> <p>Children's goals BB – following 2 step directions</p>	<p>Instructional Procedures</p> <p>Classroom visitor:</p> <p>Linda Supine from Environment and Ecology Department will come in and talk to children about rocks.</p> <p>Standards Alignment: 1.6.2</p> <p>Children's goals CG – Ask questions related to topic</p>	<p>Instructional Procedures</p> <p>Have children reach their hand inside of a feely box.</p> <p>Using only the sense of touch, describe its size, weight and shape.</p> <p>Children can then pull the rock out and see how close their descriptions were.</p> <p>Standards Alignment: 3.1a.9</p> <p>Children's goals JD – participating in a new activity</p>
<p>Curriculum Integration/ Key Learning</p>	<p>Art – put out writing blocks</p>	<p>Sensory – pebbles in sand table</p>	<p>Language- Encourage children to draw contents of baggie from small group.</p>	<p>Science – Samplings from Tuesday small group out for independent exploration using</p>	<p>Blocks –Encourage children to pretend the blocks are rocks. Have them build various</p>

Areas 3:15 – 4:15 Transition 4:15 – 4:25	Standards Alignment: 1.5.3 10.5.1 Children’s goals SF – fine motor control	Standards Alignment: 15.1.2 Children’s goals BO – participating in a new activity	Transcribe spoken language to print. Standards Alignment: 1.5.2; 10.5.1 Children’s goals MO – fine motor control	hand lens. Standards Alignment: 3.1a.9 Children’s goals BB – using senses to further inquiry (rocks)	structures and discuss their creations. Standards Alignment: 1.6.3 Children’s goals TT – communicate using detail (after building structures)
Gross Motor 4:30-5:10 Transition 5:10-5:20	Jump ropes Standards Alignment: 10.4.3 Children’s goals BH – jump using both feet	Sidewalk chalk Standards Alignment: 9.1c.1 10.5.1 Children’s goals SF- fine motor control	Ring toss Standards Alignment: 10.5.1 Children’s goals MM –eye hand coordination	Walking on tip toes around playground Standards Alignment: 10.4.3 Children’s goals KB – balance & coordination	Bag O Balls Standards Alignment: 10.4.1 Children’s goals BO – catch and throw a ball
Puzzles and Manipulatives 5:20-6:00					

Teacher Reflection:

Children continue to show GREAT interest in this topic. Continue with rock activities into next week furthering inquiry.

S.F. – begin journaling incidences of behavior with time and description next week.

Materials and Resources:

(M) Rocks by Brenda Parks (T) Ziploc bags

(Th) Rock Candy ingredients (F) Rocks for feely box

Vocabulary:

Most	Texture
Least	Different
Equal	Same

Routines: Transition:

(T) Transition children from morning meeting to breakfast by having them walk as if they were as heavy as a rock.

(Th) Transition children from story time to rest by throwing them a “soft, foam” rock and having them throw it back.

Differentiation/Strategies/Assessment:

Modeling, Active Engagement
Use observation and questioning strategies to determine children’s understanding of concepts.

Anecdotal records this week: Language and Literacy Domain: Speaking & Writing

Update anecdotal into WSS on-line.

“Organizing is what you do before you do something, so that when you do it, it is not all mixed up” ~ A.A. Milne