

# ANNA'S BANANAS

## DAYCARE & PRESCHOOL

### Pre-K/Four's Daily Lesson Plans

**Theme:** "Ready for Kindergarten: We Can Count!"

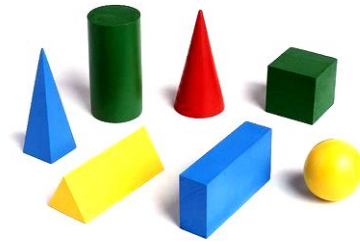

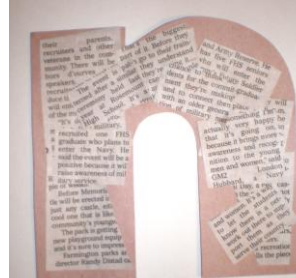

**Letter Focus:** Nn

**Concept Words:** count, fewest, learn, most, numbers

**Sight Words:** look

**Parent Involvement:** Please read THEME 10: Ready for Kindergarten (Week 2 Newsletter)

**Special Note to Parents:** This week preschool classrooms are collecting newspapers for special activities. Thank you for your old newspaper donations! Congratulations to the Preschool Graduates!!!

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Meeting Time</b> (Calendar, Weather, Songs, Activities)	<p><b>Thematic Song:</b> "Kindergarten" It's almost time for Kindergarten. We are ready now! We've learned to do so much this year. It's time to take a bow.</p> <p><b>Oral Language and Vocabulary:</b> <b>Ready for Kindergarten!</b> Materials: - Oral Language Card 64 - shapes - Marker and paper</p> <ul style="list-style-type: none"> <li>• Display Oral Language Card 64. Ask what the teacher and children are doing in the photograph.</li> <li>• Remind children that they go to school to learn about letters, words, numbers, and shapes.</li> <li>• Display shapes and have children name them.</li> </ul> <p><b>Shared Writing:</b> Write numbers 1 through 10. Ask children to illustrate each number with the corresponding number of objects.</p>	<p><b>Thematic Song:</b> "Kindergarten"</p> <p><b>Phonological Awareness:</b> <b>Blending</b> Materials: - Picture Cards: bug, net, pan, yam</p> <ul style="list-style-type: none"> <li>• Display and name Picture Card: bug. Say: <b>listen to the beginning sound in bug. Say bug with me. What's the beginning sound? Yes, /b/. What other words start like bug?</b></li> <li>• Repeat with remaining Picture Cards.</li> </ul> <p><b>Transition to Kindergarten:</b> <b>Isolating Ending Sounds</b> Display and name Picture Card bug. Say: <b>Now listen carefully. Tell me the sound you hear last in bug.</b> Repeat with remaining Picture Cards.</p>	<p><b>Thematic Song:</b> "Kindergarten"</p> <p><b>Math: Review Ordinal Numbers</b> Math Vocabulary: first, second, third, fourth, fifth Materials: Math Concept Cards 18</p> <ul style="list-style-type: none"> <li>• Display Math Concept Card 18. Count the dogs with children.</li> <li>• Review the ordinal numbers first through fifth. Connect the number words with the ordinal numbers. Point to the first dog and ask children to name the position. Repeat with second, third, fourth, and fifth.</li> <li>• Ask different children to line up by saying: <b>(Gavin), please line up first.</b> Repeat with second, third, fourth, and fifth.</li> </ul> <p><b>Think &amp; Talk:</b> How many children are in the line? Is (Gavin) first or fourth? Who is fifth in line?</p>	<p><b>Thematic Song:</b> "Kindergarten"</p> <p><b>Phonological Awareness:</b> <b>Blending</b> Materials: - Picture Cards: dog, dig, goat, jam, zip</p> <ul style="list-style-type: none"> <li>• Display Picture Card dog. Name it and emphasize the beginning sound.</li> <li>• <b>What other words start like dog?</b></li> <li>• <b>What sound do you hear first in dog?</b></li> </ul> <p><b>Transition to Kindergarten:</b> <b>Isolating Ending Sounds</b> Display and name Picture Card dig. Say: <b>Now listen carefully. Tell me the sound you hear last in dog?</b> Repeat with remaining Picture Cards.</p>	<p><b>Thematic Song:</b> "Kindergarten"</p> <p><b>Math: Review 3-D Shapes</b> Materials: - 3-D Shapes- cube, cone, cylinder, sphere. Examples of 3-D Shapes in Environment: cube (block), cone (safety cone or party hat), cylinder (cup or can), sphere (ball)</p> <ul style="list-style-type: none"> <li>• Display 3-D Shapes. Ask children to name each shape.</li> </ul> 
<b>Story</b>	Thematic Story	Thematic Story	Math Link: "Graphing Coins" Social Studies Link: "Numbers All Around"	Thematic Story	Thematic Story
<b>Centers/Art Time</b>	<p><b>Language Arts/Visual Arts:</b> <b>'Nn' is for Night Time</b> Materials: - black or dark blue construction paper - yellow paper moon and star cut-outs - scissors - glue</p> 	<p><b>Writing Center: Letter 'Nn' Hunt</b> Children will practice identifying the letter 'Nn' by searching through a newspaper. Each time they find the letter 'Nn,' they must highlight them with a marker or highlighter.</p> <p>Materials: - markers or highlighters - newspaper - children safety scissors</p>	<p><b>Language Arts/Visual Arts:</b> <b>'Nn' is for Newspaper</b> Materials: - gray construction paper - newspaper - scissors - glue</p> 	<p><b>Sensory Table:</b> Children will practice their scissor skills by cutting an old newspaper with children safety scissors.</p> <p>Materials: - sensory table - newspaper - children safety scissors</p>	<p><b>Language Arts/Visual Arts:</b> <b>'Nn' is for Noodle Necklace</b> Materials: - yarn or pipe cleaner - noodles - construction paper 'Nn' necklace charm - marker (to write 'Nn' on charm) - scissors</p> 

**Letter Time: Focus on N**

- Materials:  
 - Nyle Noodle song card  
 - Alphafriends CD
- Cover the lowercase *n* on the song card with a self-stick note. Hold it up and introduce the Alphafriends character to the children. Say: **This is Nyle Noodle. Nyle Noodle's name begins with capital N, so that's his favorite letter.**
  - Sing Nyle Noodle song several times, tracing the letter *N* as children skywrite it.
  - **Say this capital letter's name with me... Does anyone here have a name that starts with capital N? Hold up your name card and point to the letter N.**
  - Ask children to describe the N's shape. *(It has three lines and the middle one is slanted.)*

**Think & Talk:**  
 How many points does capital *N* have?  
 How will you remember this pointy letter's name?



**Letter Time: Focus on N**

- Materials:  
 - Nyle Noodle song card  
 - Alphafriends CD  
 - Alphafriends Big Book
- Cover the lowercase *l* on the song card with a self-stick note and hold it up. Ask: **Who remembers this letter's name? Say it with me: Capital N! Capital N!**
  - Together, sing *Nyle Noodle* song and skywrite the letter.
  - Read the *Nn* page of the *Alphafriends Big Book*. As you sing again, ask children to point to the pictures named.
  - Add *Nyle Noodle* and *N* names from the class to the ABC Wall.
  - Say: **Nyle and Noodle start with this sound: /n/. We write N for /n/. Say that with me: N for /n/.**

**Think & Talk:**  
 Which name starts with capital *N*, *Ned* or *Sam*?  
 Where else do you see capital *N* in this room?

**Oral Language and Vocabulary:**

- Materials:  
 -Oral Language Card 67
- Explain that *height* tells how tall someone or something is.
  - Display Oral Language Card 67. Tell children that the teacher is measuring the girl's height on the growth chart.
  - Post a classroom growth chart. Invite individuals to stand beside it as you measure their height.
  - Ask children if and how they measure their height at home.
- Think & Talk:**  
 When was the girl taller, when she was a baby or now?  
 Do you get taller or shorter as you grow up?

**Letter Time: Focus on n**

- Materials:  
 - Nyle Noodle song card  
 - Alphafriends CD  
 - cards or magnetic letter *Dd*  
 - paper bag
- Hold up song card. Ask: **Who remembers the name and sound for this letter? Say its name and sound with me: capital N, /n/! capital N, /n/!**
  - Say: **Nyle Noodle likes another letter. It's called small n.**
  - Sing *Nyle Noodle's* song several times, modeling how to trace the small letter *n* as children skywrite it.
  - **Say this letter's name with me: small n. Who can find a book that has a small n in it. Point to it.**

- Describe capital *N* and *n* in turn. Have children tell which one you are describing.
- Put the magnetic letters or letter cards *N* and *n* in a bag. Have each child in turn pull out a letter and identify it as small *n* or capital *N*.

**Think & Talk:**  
 How many bumps do you make when you write small *n*?  
 How many points do you make when you write capital *N*?

**Letter Time: Focus on n**

- Materials:  
 - Nyle Noodle song card  
 - Alphafriends CD
- Hold up song card. Ask: **Who remembers this letter's name? Say it with me: small n! small n!**
  - Together, sing *Nyle Noodle* song and skywrite the letter.
  - Tell children that capital *N* and small *n* stand for the /n/ sound. Ask what words in the song start with /n/.

**Think & Talk:**  
 Which word starts with *n*, *letter* or *number*? *two* or *nine*? How do you know?

**Oral Language and Vocabulary:**

- Materials:  
 -Oral Language Card 68
- Display Oral Language Card 68. Ask children what they see in the photograph.
  - Discuss how the two clocks are alike and different. Tell children that some things look different now than they did in the past.
- Think & Talk:**  
 What numbers do you see on this clock?  
 Have you ever seen a clock like this? Where?

**Letter Time: Focus on Nn**

- Materials:  
 - Nyle Noodle song card  
 - Alphafriends CD
- **What are Nyle Noodle's favorite letters? That's right, it's Nn!**
  - **What sound do capital N and small n stand for? What names with capital N are on our ABC Wall? What other words start with /n/?**
  - Add the Picture-Word Cards for *n* to the ABC Wall.
- Think & Talk:**  
 How are capital *N* and small *n* the same? different?  
 Who can match the capital *N* and small *n* to letter on our ABC Wall?

**Language Arts:** *Zaner-Bloser Handwriting Book*, The Letter *Nn*, pg 81-82

**Writing:** Children will write their name on the June page in their name book.

**Math:** *Write Number Words Learning Page*

**Sight Word Book:** Each student will get their own copy of the book **My Look Book** Students will also highlight the sight word *look*. Students will practice reading and pointing to each word with their reading finger.

**Math:** Writing Numbers 0-10 with white boards and dry erase markers.

**Language Arts:** *Sight Words- Cut, Glue, Write Learning Page*(sight words: *see, like, can, and*)