Dragonflies Lesson Plan Week of November 16th

Week 15 **Theme:** Community Helpers/Firefighters

**Vocabulary**: rescue emergency courage **Letters of the Week:** Oo, Ii

**High Frequency Words:** it, in **Shape:** **o**ctagon

**Songs/Nursery Rhymes:**  Drive My Car by Laurie Berkner

**Books**: Firefighter Duckies by Frank W. Dormer I Can Be a Police Officer by Audrey Charles Police Officers on Patrol by Kersten Hamilton Courage by Bernard Weber

**Arizona Early Learning Standards: Language and Literacy Strand 3: Emergent Writing Concept 1: Early Writing**

b. With modeling and support, uses a combination of drawing, dictating and emergent writing to communicate an idea or opinion about an experience.

d. Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas or to tell a story.

**Strand 2: Emergent Literacy Concept 5: Comprehension**

c. With prompting and support, asks and answers a variety of questions about books or stories told or read aloud.

g. With modeling and support, begins to demonstrate an understanding of the differences between fiction and non-fiction.

h. With modeling and support, identifies the topic of informational text that has been read aloud.

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|  | **November 16th** | **Tuesday, November 17th** | **Wednesday, Nov. 18th** | **Thursday, November 19th** |
| **Free Play**  8:15 – 8:55 | Tennis rackets and balloons and nerf balls to hit | Tennis rackets and balloons and nerf balls to hit | Tennis rackets and balloons and nerf balls to hit | Tennis rackets and balloons and nerf balls to hit |
| **Circle Time**  8:55 – 9:15 | Introduce theme, vocabulary, sight words, letters of the week. Shared writing: What do you already know about firefighters? What do you want to know more about? Children will make up a story about rescuing people. | Review theme, vocabulary, sight words, letters of the week. Children will take a virtual field trip to a fire station. We will add what we learned to our chart. Science experiment: What will happen to a candle when a glass is placed over? Share our predictions and what we think happened. | Review theme, vocabulary, sight words, letters of the week. We will read a non-fiction book about firefighters. Did we learn anything from the book? What was this book about? Shared writing: Children will write a group letter to our local firefighters. | Review theme, vocabulary, sight words, letters of the week. Read Courage. Children will make connections to the text. Daisy and Freddy (puppets) will model helping each other to have courage. |
| **Activity Time**  9:15 – 9:40 | Children will  \*Write and illustrate a story  \*Trace 0’s to make circle art  \*Trace and cut an **O**ctagon and draw an **O**ctopus and send to a PO pal  \*STEM: make a staircase out of different materials so a firefighter can reach the second story of a house | Children will  \*Write and illustrate a story  \*Trace 0’s to make circle art  \*Trace and cut an **O**ctagon and draw an **O**ctopus and send to a PO pal  \*STEM: make a staircase out of different materials so a firefighter can reach the second story of a house | Children will  \*Write and illustrate a story  \*Trace 0’s to make circle art  \*Trace and cut an **O**ctagon and draw an **O**ctopus and send to a PO pal  \*STEM: make a staircase out of different materials so a firefighter can reach the second story of a house | Children will  \*Write and illustrate a story  \*Trace 0’s to make circle art  \*Trace and cut an **O**ctagon and draw an **O**ctopus and send to a PO pal  \*STEM: make a staircase out of different materials so a firefighter can reach the second story of a house |
| **Snack Time**  9:40 – 10:10 | Conversation starter: We will talk about our weekends! | Conversation starter:  Would you want to be a firefighter when you grow up? | Conversation starter: Can you make up a sentence with the word *it*? How many words were in your sentence? | Conversation starter: When have you had courage? |
| **Music and Movement**  10:10 – 10:15 | Drive My Car  Children will pretend to drive a police car and do motions to song. | Drive My Car  Children will pretend to drive a police car and do motions to song. | Drive My Car  Children will pretend to drive a police car and do motions to song. | Drive My Car  Children will pretend to drive a police car and do motions to song. |
| **Read Aloud**  10:15 – 10:25 | Firefighter Duckies  Children will say repeated phrase in the story. | I Can Be a Police Officer  Was this story real or made up? How can you tell? What was this book about? | Police Officers on Patrol  Children will make predictions and tell ways that police officers help people. | Police Officers on Patrol  Children will say repeated phrase in the story. |
| **Choice Time**  10:25 – 11:25 | Children may choose from different centers.  **Block center**: Children may build with blocks, play with cars, and/or trains. Children will be encouraged to build a *community*  **Pretend play center:** Children may pretend to be a firefighter or a person who needs help  **Easel:** paint and spray bottles to extinguish the flames/paint  **Rectangle Table:** counting drops of blue playdough to put out “fire”  **Sensory Table:** STEM - water and different shapes and lengths of pipes to build with. Can you build a long pipe so the water will flow all the way through?  **Teaching Table:** writing and drawing in journals | Children may choose from different centers.  **Block center**: Children may build with blocks, play with cars, and/or trains. Children will be encouraged to build a *community*  **Pretend play center:** Children may pretend to be a firefighter or a person who needs help  **Easel:** paint and spray bottles to extinguish the flames/paint  **Rectangle Table:** counting drops of blue playdough to put out “fire”  **Sensory Table:** STEM - water and different shapes and lengths of pipes to build with. Can you build a long pipe so the water will flow all the way through?  **Teaching Table:** writing and drawing in journals | Children may choose from different centers.  **Block center**: Children may build with blocks, play with cars, and/or trains. Children will be encouraged to build a *community*  **Pretend play center:** Children may pretend to be a firefighter or a person who needs help  **Easel:** paint and spray bottles to extinguish the flames/paint  **Rectangle Table:** counting drops of blue playdough to put out “fire”  **Sensory Table:** STEM - water and different shapes and lengths of pipes to build with. Can you build a long pipe so the water will flow all the way through?  **Teaching Table:** writing and drawing in journals | Children may choose from different centers.  **Block center**: Children may build with blocks, play with cars, and/or trains. Children will be encouraged to build a *community*  **Pretend play center:** Children may pretend to be a firefighter or a person who needs help  **Easel:** paint and spray bottles to extinguish the flames/paint  **Rectangle Table:** counting drops of blue playdough to put out “fire”  **Sensory Table:** STEM - water and different shapes and lengths of pipes to build with. Can you build a long pipe so the water will flow all the way through?  **Teaching Table:** writing and drawing in journals |
| **Closing Circle**  11:25 – 11:35 | Children will guess what is in the mystery bag. We will talk about our day and sing our good-bye song. | Children will guess what is in the mystery bag. We will talk about our day and sing our good-bye song. | Children will guess what is in the mystery bag. We will talk about our day and sing our good-bye song. | Children will guess what is in the mystery bag. We will talk about our day and sing our good-bye song. |
| **Parent Pick Up**  11:35 – 11:45 | | | | |

At Home Activities:

1. We will be working on writing activities this week. This is the perfect time of year to send some Thanksgiving cards or letters to relatives. Have your child dictate a letter to you to send to a relative. Your child can help write one sentence. For some, this might be writing the first letter of each word. Others may be ready to add middle and/or ending sounds.

2. Have your child make name cards for your Thanksgiving meal so everyone will know where to sit!

3. Last week we learned a song from the tv show, “Daniel Tiger’s Neighborhood.” The song helps kiddos calm down when they are mad. Once calm, children can think of ways to solve the problem. You can watch the episode here: <https://www.youtube.com/watch?v=923WfmDgQMc> The first five minutes will be enough if you don’t want to watch the whole episode. Studies have shown that children who watch Daniel Tiger WITH a grown-up have better social skills. Interestingly, there was not the same improvement if children watched it alone!