Georgia’s Pre-K Program

**Teacher:**       **Week of:**       **Topic:** *Hey, Georgia* book written by Malcolm Mitchell Weekly Lesson Plan

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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) |
| Time:      | Activity: Introduce the unit of study, Georgia. Tell the students that you will be talking about Georgia all week. Ask if any of the students know what Georgia is? Pull up a Map of the United States and show them the state of Georgia. Discuss the difference between a country and a state. If possible, point out Georgia on a globe, as well.GELDS: SS3.4b | Activity: Pull up the map of Georgia and show the class the city that they live in. Place a heart with the name of the city on it on the correct spot on the map. Review the concepts discussed yesterday about country and state, adding city and county or community.GELDS: SS3.4b | Title: Discuss the different geographic regions of Georgia. Have some native wildlife picture cards ready from each region and talk about where the different animals may live.GELDS: SC3.4a | Title: Prior to lesson, request pictures that the families of students may have from adventures in Georgia. Discuss the places where they have lived and visited in Georgia. Place pictures on a map or chart if possible.GELDS: SS3.4a | Activity: Read the non-fiction book titled, “Coca-Cola” on <https://www.getepic.com/> . You may want to preview and pick out some text to leave out when reading to keep the text age appropriate. Be sure to add a label to the GEORGIA map in your classroom showing the Coca-Cola Corporate Headquarters in Atlanta, GEORGIA.GELDS: SS3.4b |
| Activity: Who is the author we will be studying about this week? Watch this short [Scholastic Video](https://www.youtube.com/watch?v=g6HgIhWj2wQ) about Malcolm MitchellGELDS: CLL8.4e | Activity: Make a graph of the different types of housing the students live in. in which the students live or are in your community. Discuss the data. Talk about the differences between houses, apartments, condominiums, mobile homes, city, country, etc.GELDS: MA2.4d | Title: Question of the Day? Would you rather visit the mountains or the beach? Count the number of responses and write the totals. Talk about which group had more or fewer people. There may be an equal number of people in each group. GELDS: MA2.4d | Title: Question of the Day? Do you like Crunchy or Smooth Peanut Butter? Count the number of responses and write the totals. Talk about which group had more or fewer people. There may be an equal number of people in each group. GELDS: MA2.4d | Activity: Tell the children that you are going to use coke and mentos to conduct a science experiment. If you have a class set of goggles and clipboards pass them out to your scientists so they can make observations while you are in the "field" conducting your [experiment](https://www.123homeschool4me.com/mentos-and-soda-experiment/).GELDS: SC3.4c |

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| **A minimum of two (2) reading opportunities planned daily** |
| Time:      | Title: Hey, Georgia! by Malcolm MitchellPurpose: [First START Read](https://files.coxcampus.org/firststartreadteachingaid.pdf)Read the book without stopping. The purpose is to state the main theme of the book and to highlight themes, vocabulary, and overall ideas. GELDS: CLL8.4a | Title: Hey, Georgia! by Malcolm MitchellPurpose: [Second START Read](https://files.coxcampus.org/secondstartreadteachingaid.pdf)During this read you are going to stop at unfamiliar vocabulary words and make connections to words that are more familiar. Pg. 6-rowdiest, pg. 21-kaledioscope, pg, 24- falcon & hawk, Pg. 11- What can you do to make things better? GELDS: CLL2.4b | Title: Hey, Georgia! by Malcolm MitchellPurpose: [Third START Read](https://files.coxcampus.org/thirdstartreadteachingaid.pdf)During this read you are going to ask more open-ended questions about the main idea. Ask the children to describe the regions and some of the highlights in the story about Georgia. GELDS: CLL5.4c | Title: [PB&J Hooray](https://www.youtube.com/watch?v=aayWcF-W7s4) by Janet NolanPurpose: Stop and talk about the various steps that go into getting all the PB& J ingredients to the grocery store. GELDS: SS4.4c | Title: [My Favorite Book in the Whole Wide World](https://www.youtube.com/watch?v=3f7rFCGrSI8) by Malcolm MitchellPurpose: Tell the students that the author of this book is Malcolm Mitchell, the football player who also wrote the book *Hey, Georgia!* that you have been reading all week. GELDS: CLL8.4e |
| Time:      | Title: [Georgia](https://www.getepic.com/app/read/32679) by Mari Kesserling(<https://www.getepic.com/>)Purpose: This is a non-fiction text. Point out the real photos used and the factual information in the book that let’s you know that it’s a non-fiction book. GELDS: SS3.4b | Title: [What’s Great about Georgia?](https://www.getepic.com/app/read/8952) by Audrey Wang (<https://www.getepic.com/>)Purpose: As you are reading, ask the children if they would like to see if there are any places nearby that they would like to visit and explore.GELDS: SS4.4b | Title: [Jimmy Carter](https://www.getepic.com/app/read/45828) by Emma E. Haldy (<https://www.getepic.com/>)Purpose: Learn about Jimmy Carter and how he grew up in Georgia and became the President of the US. Then watch a [virtual tour](https://www.youtube.com/watch?v=PyVLSH85yg4) of Jimmy Carter’s boyhood farm. GELDS: SS4.4b | Title: [Peanut Butter and Jellyous](https://www.getepic.com/app/read/72919) by Michael Genhart, PhD (<https://www.getepic.com/>)Purpose: As you read, talk about friendships and jealousy.GELDS: SED5.4c | Title: *Hey, Georgia* by Malcolm MitchellPurpose: After re-reading the story, discuss and summarize all of the fun things you have learned about Georgia this week. Write the information on a chart to display in the classroom. GELDS: SS3.4b |

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| **A minimum of one (1) large group phonological awareness activity is planned daily**  |
| Time:      | Activity: Challenge the class to move like some of the animals in Georgia: buzz like a bumblebee, walk on all fours like a dog, fly like a red bird, etc. Make the animal noises while you move. See who can mimick the animal noises most closely. Play a [sound clip](https://g.co/kgs/9U3z4E) of various animals for the children to identify. GELDS: CLL6.4a | Activity: *Georgia teams syllable clappin*g-Say the name of a sports team and shows a picture of the team logo/mascot. Lead the children in clapping and counting the syllables in the team names. (Bulldogs, Yellow Jackets, Falcons, Braves, etc.)GELDS: CLL6.4e | Activity: Read [Little Georgia](https://www.getepic.com/app/read/11594) by Carol Crane. (<https://www.getepic.com/>) Highlight the rhyming pairs as you read. GELDS: CLL6.4b | Activity: Follow the Rhythm: Make a beat with hands, feet, etc. and ask the children to copy. Choose children who are following along to take turns leading the beat. GELDS: CLL6.4a | Activity: [Rhyming Tag](https://www.scholastic.com/parents/books-and-reading/raise-a-reader-blog/rhyming-tag.html)GELDS: CLL6.4b |

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| **A minimum of one (1) large group literacy activity planned daily** |
| Time:      | Activity: Read [Mrs. Wishy Washy’s Farm](https://www.youtube.com/watch?v=_2XutYb919U) by Joy Cowley. If you don’t have a copy of the book, pause the video frequently to ask the children questions to check for understanding. Follow up with these [retelling cards](https://www.makinglearningfun.com/themepages/MrsWishyRetelling.htm) from Making Learning Fun. Prompt the students to join you in reading the words “Wishy-Washy” throughout the story.GELDS: CLL5.4b | Activity: Play the video entitled [Five Little Seeds](https://www.youtube.com/watch?v=Vzn6HaZM9Q4) (available on Best Practices’ YouTube site). Replay, having the children act out or retell using pictures or flannel board pieces.GELDS: CLL5.4b | Activity: Read [If I Ran for President](https://youtu.be/jYtFJfI9KMA) by Catherine StierRemind the children that Jimmy Carter grew up on a farm in Georgia and became the President of the United States. Ask them to tell you what they would do if they became president and chart their responses. GELDS: CLL5.4c, CLL8.4b | Activity: Read: [How is Peanut Butter Made?](https://www.getepic.com/app/read/59361) by Grace Hansen (getepic.com)Note: This activity might be best done over a couple of days. Watch [Exact Instruction Video](https://www.youtube.com/watch?v=Ct-lOOUqmyY) then discuss with the children the silliness of the video and the importance of having clear directions. Lead the children in writing a recipe for making a peanut butter and jelly sandwich. If possible, make sandwiches using the instructions and let the children sample their creations. GELDS: CLL8.4b | Activity: Read the Nursery Rhyme “[Little Boy Blue”](http://2.bp.blogspot.com/-l66Jf4tpRJQ/UHmAJ1EnFxI/AAAAAAAAAOI/d93WVs1SN9Y/s1600/Slide1.JPG) as a class. Use [picture vocabulary cards](https://www.prekinders.com/nurseryrhymes/littleboybluecards.pdf) to help the children read along. Reread several times allowing different children to act it out. GELDS: CLL8.4b |

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| **A minimum of one (1) music with movement activity daily** |
| Time:      | Music with movement: [Wishy Washer Woman](https://www.youtube.com/watch?v=1k2aD2XGXwM)GELDS: CR3.4a  | Music with movement: [I’m Gonna Catch You](https://www.youtube.com/watch?v=VD6SCq-OlhI&t=18s) GELDS: CR3.4a | Music with movement: [Samba nana](https://www.youtube.com/watch?v=4BPoLsm3r1c)GELDS: CR3.4a | Music with movement: [Peanut Butter and Jelly](https://www.youtube.com/watch?v=klDHM_sxYxs)GELDS: CR3.4a | Music with movement: [Dance and Freeze with Encanto](https://www.youtube.com/watch?v=GijvdTwX0Vk)GELDS: CLL6.4a |

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| **Closing Activity** |
| Time:      | Activity: Using a small ball, toss the ball to individual children. Ask the chiild to name something they learned about Georgia as they catch the ball from a friend.GELDS: SS3.4a | Activity: Remind the children what they have learned about the differences between a country, state, and city. Discuss where they live and name the country, state, and city. Using a Georgia map and globe (if you have one), locate your city, your state, and the United States. GELDS: SS3.4a  | Activity: Virtually tour the [Predators of the Deep](https://www.youtube.com/watch?v=AcMtCY7iGKI) at the Georgia Aquarium. If time permits, view the video [Ocean Voyager](https://www.youtube.com/watch?v=zJg9D8a3vGs). GELDS: SC3.4a | Activity: [Georgia’s Golden Isles](https://www.youtube.com/watch?v=lWAb7FvLfrU)Talk with the children about the beaches and other sights you saw in the video describing Georgia’s coast. GELDS: SS3.4a | Activity: [Waterfalls in Georgia](https://www.youtube.com/watch?v=rfEMuoV02u4)Lead children in a discussion comparing the differences between the mountain and waterfall scenery in today’s video versus the coastal scenery in the video from yesterday. Remind children that both videos were of places in Georgia.GELDS: SS3.4a |

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| Materials and or activity choices for outdoor play: footballs |
| **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: [A Visit to the Jekyll Sea Turtle Center](https://www.youtube.com/watch?v=GeQ0Jlo-10U)GELDS: SC3.4a | Activity: [Providence Canyon](https://www.youtube.com/watch?v=pEHpRlX8cRA)GELDS: SS3.4a | Activity: [Pecan Harvesting](https://www.youtube.com/watch?v=0jFWvefEc9k)GELDS: SC3.4a | Activity: [Sweet Georgia Peaches: From Picking to Packing](https://www.youtube.com/watch?v=zXG_XAGyCA4)GELDS: SC3.4a | Activity: [Virtual Rock City Tour](https://www.youtube.com/watch?v=DalYvNdlPYU)GELDS: SS3.4a |
|       | Activity: [Apple Picking in North Georgia](https://www.youtube.com/watch?v=1oCSwxDl3xU)GELDS: SC3.4a | Activity: [Georgia on my Mind](https://www.youtube.com/watch?v=qIp9TwSEgFg) GELDS: CR2.4c | Activity:  [1996 Olympics in Atlanta, GEORGIA](https://www.youtube.com/watch?v=33RjA8vRbjM)GELDS: SS3.4a | Activity:      GELDS:       | Activity:      GELDS:       |
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| Refer to schedule for center time, clean up time, breakfast, lunch, snack, rest time, outdoor play times and activities such as art, music, and PE |

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| **Planning for Individualization** (use this space as needed) |
| Planning for individualization may be documented below or on the main page of the Lesson Plan Template |
|   | Student(s): Activity/Skill: If a student does not bring in a picture, help them create a sticky note to place on the map | Student(s):      Activity/Skill:      Student(s):      Activity/Skill:       | Student(s):      Activity/Skill:      Student(s):      Activity/Skill:       |  Student(s):      Activity/Skill:      Student(s):      Activity/Skill:       | Student(s):      Activity/Skill:      Student(s):      Activity/Skill:       |

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| **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 one time weekly but may be planned more often. |
| **Group** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Teacher directed** | **Activity:** Print a copy of the*Hey, Georgia V*ocabulary Cards found on the website below the Hey, Georgia lesson plans. (You may want to add additional pictures with landmarks and places in your own community.) Work with the children to clap, pat, or count the syllables in the words and create a graph showing the number of syllables each word has. Have number cards available to label the total in each column of the graph. (Assessment: Note)**Students: Group 1****GELDS:** CLL6.4e |  **Activity:** Use the Georgia vocabulary cards with 1, 2, and 3 syllable words and have the children clap, pat, or count the syllables in the words and sort them into piles. Have the children sort the cards independently and offer support by having the group count the syllables together when needed. (Assessment: Note)**Students: Group 2****GELDS:** CLL6.4e |  **Activity:** Use the Georgia vocabulary cards with 1, 2, and 3 syllable words and as a group, count the syllables in each vocabulary card. When everyone seems to understand and is comfortable with counting the syllables, give each at least one turn counting independently. Offer support as needed.(Assessment: Note)**Students: Group 3****GELDS:** CLL6.4e |  **Activity:** Use the Georgia vocabulary cards with 1, 2, and 3 syllable words. As a group, count the syllables in each vocabulary card word.Use the following rhyme: Pickle-dy, pickle-dy bumble bee can you count this word with me? **Geor-gia, Clap it****Geor-gia, Pat it****Geor-gia, Snap it****Geor-gia, Count it!****Geor-gia** (When you count it, hold up a finger for each syllable.)Ask children how many fingers they are holding up and tell them that’s how many syllables are in the word. **(**Assessment: Note)**Students: Group 4****GELDS:** CLL6.4e | **SMALL GROUP LITERACY:** Read [Mrs. Wishy Washy’s Farm](https://www.youtube.com/watch?v=_2XutYb919U&t=100s). If possible, secure a copy of the book. While reading the book, pause frequently to check for understanding. If using the video version of the book, pause the video to check for understanding. Print a copy of the [retelling cards](https://www.makinglearningfun.com/themepages/MrsWishyRetelling.htm) from Making Learning Fun and use to help children retell the story.**Students:** Choose students who may not have been engaged in the large group setting or did not show an understanding during the large group literacy activity on Monday. Write their names into the plans. **GELDS:** CLL5.4b |

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| **Teacher directed** | **Activity:** Explore animals native to Georgia using photos of sea animals, forest animals, and many animals native to Georgia Spend time sorting the animals in different ways: habitats, classification of animal, etc.**Students: Group 4****GELDS:** SC3.4a | **Activity:** Explore animals native to Georgia using photos of sea animals, forest animals, and other animals native to Georgia Spend time sorting the animals in different ways: habitats, classification of animal, etc.**Students: Group 1****GELDS:** SC3.4a |  **Activity:** Explore animals native to Georgia using photos of sea animals, forest animals, and other animals native to Georgia Spend time sorting the animals in different ways: habitats, classification of animal, etc.**Students: Group 2****GELDS:** SC3.4a | **Activity:** Explore animals native to Georgia using photos of sea animals, forest animals, and other animals native to Georgia Spend time sorting the animals in different ways: habitats, classification of animal, etc.**Students: Group 3****GELDS:** SC3.4a | **Activity:** Read the social story, “[Cali is a Super Friend](https://bestpractices.gsu.edu/document/cali-is-a-super-friend/?ind=1564539234463&filename=scripted-stories-cali-is-a-super-friend.pdf&wpdmdl=389&refresh=631bacb8f3e5b1662758072)” and practice asking to play with others, as well as share and trade toys**Students:** choose children who need help with social skills to participate in this group.**GELDS:** SED5.4b |
| **Independent**Students may not be able to write Georgia so you can write Georgia for them on their paper. If children are given a journal activity like this with the same expectations weekly it will become familiar, and you will see progress over the course of the school year. Remember four year children are still developing their fine motor skills so offer help and support as needed. | **Activity:** Journaling: Have the children write the word Georgia (student is given the word Georgia on a strip of paper) and draw a picture of the things you have learned. Teachers can take dictation after small group time is complete. (Assessment: Work Sample)**Students: Group 3****GELDS:** CLL9.4a | **Activity:** Journaling: Write the word Georgia (student is given the word Georgia on a strip of paper) and draw a picture of the things you have learned. Teachers can take dictation when small groups are over. (Assessment: Work Sample)**Students: Group 4****GELDS:** CLL9.4a |  **Activity:** Journaling: Write the word Georgia (student is given the word Georgia on a strip of paper) and draw a picture of the things you have learned. Teachers can take dictation when small groups are over. (Assessment: Work Sample)**Students: Group 1****GELDS:** CLL9.4a | **Activity:** Journaling: Write the word Georgia (student is given the word Georgia on a strip of paper) and draw a picture of the things you have learned. Teachers can take dictation when small groups are over. (Assessment: Work Sample)**Students: Group 2****GELDS:** CLL9.4a | **Activity:** working with play dough and cookie cutters or other play dough tools**Students:** students not participating in teacher-led groups will need to be placed into the two independent groups**GELDS:** PDM6.4a |
| **Independent** | **Activity:** sorting beads by color with tweezers (or you can substitute a fine motor skill such as stringing beads) **Students: Group 2****GELDS:** CLL9.4a | **Activity:** sorting beads by color with tweezers (or you can substitute a fine motor skill such as stringing beads)**Students: Group 3****GELDS:** CLL9.4a |  **Activity:** sorting beads by color with tweezers (or you can substitute a fine motor skill such as stringing beads)**Students: Group 4****GELDS:** CLL9.4a | **Activity:** sorting beads by color with tweezers (or you can substitute a fine motor skill such as stringing beads)**Students: Group 1****GELDS:** CLL9.4a | **Activity:** pattern blocks and cards**Students:** students not participating in teacher-led groups will need to be placed into the two independent groups**GELDS:** MA6.4b |

# Groups are based on the student’s ability to segment syllables using data from WSO.

**Differentiating just one of the teacher directed groups may be helpful when starting out with differentiation. It may also be helpful to choose a skill that you want to work on with all students and change the main activity up to meet the needs of each set of learners.**

Group 1: Advanced group/ Segments 1-4 syllable words-group will graph the words by number of syllables

Group 2: Segments 1-3 syllable words- group will need little or no teacher assistance so they will need more words with which to work

Group 3: Teachers help with 1-3 syllable words- these students can count the syllables in words independently but it’s not yet consistent

Group 4: Students will sort 1-3 syllable words as a group with teacher guidance

**Independent groups may be more successful if each student is given their own materials and a familiar task or materials they have previously used.**