Georgia’s Pre-K Program

**Teacher:**       **Week of:**       **Topic:** A Magnificent Field Trip to the Governor’s Mansion Weekly Lesson Plan Template #2

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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:    Time: | Activity: Have you ever been on a tour?  Discussion – What is a tour? What do you see? What do you do?  GELDS: CLL1.4a | Activity: The Governor’s Mansion has bee boxes in the garden. What do you know about Bees? Start a KWL Chart  (Know, Want to Know, What I Learned)  GELDS: CLL2.4b | Activity: Watch [Busy Bees! Bumblebees and Honeybees](https://youtu.be/ta154f5Rp5Y?feature=shared) (YouTube)  Recall information / add to KWL  GELDS: CLL4.4c. | Activity: Try a spoonful of honey. (Check for allergies.)  Do you like honey? (Yes/No)  Graph and discuss the responses on chart paper.  GELDS: MA2.4d | Activity: Revisit the KWL Chart about bees. What have we learned?  GELDS: SC3.4a |
| Activity:  GELDS: | Activity:  GELDS: | Activity:  GELDS: | Activity:  GELDS: | Activity:  GELDS: |
|  | The second block of activities during large group/opening is a good time to include rituals and routines such as morning greetings, We Wish You Well, or introducing any changes to the class schedule for the day. This time can also be used to explicitly teach social emotional skills. | | | | |

**STORY TIME BOOKS: When possible, use the actual book. If the recorded version will allow, read the book like it is a real book instead of using the option for it to read to the class. It is very important for children to see teachers read the books and point out the concepts of print such as directionality, punctuation etc. It is much easier to check for understanding, make predictions, or draw inferences when the teacher is reading the book.**

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| **A minimum of two (2) reading opportunities planned daily (It is important to include a purpose or focus for each planned read aloud and a corresponding GELDS.)** | | | | | |
| Time: | (First Read)  Title: “A Magnificent Field Trip to the Governor’s Mansion” by Malcolm Mitchell  Discuss (or list) things you saw at the Governor’s Mansion.  GELDS: CLL5.4c | Title: [If I Built a House](https://youtu.be/5G3XOtCpD3I?feature=shared) by Chris Van Dusen (YouTube)  After reading, facilitate a discussion - if you built a house, what is one special room you would include?  GELDS: CLL5.4d | (Second Read)  Title: “A Magnificent Field Trip to the Governor’s Mansion” by Malcolm Mitchell  Discuss vocabulary (enormous, magnificent, glimpse, uniform, mansion, gazed)  GELDS: CLL4.4d | Title: [Please, Please the Bees](https://storylineonline.net/books/please-please-bees/) by Gerald Kelley (Storyline Online-select SchoolTube or YouTube)  Focus on facts about bees. Add to the KWL chart.  GELDS: SC3.4a | (Third Read)  Title: “A Magnificent Field Trip to the Governor’s Mansion” by Malcolm Mitchell    Extend the story… What else would you want to do before you leave the Mansion?  Chart student responses.  GELDS: CLL5.4e |
| Time: | Title: [Governor](https://youtu.be/xg3FsIqxRdA?si=Npdms0FSiaN6dgtW) by Julie Murray (EPIC or YouTube)  Open discussion- What would you do if you were governor?  GELDS: SS4.4a | Title: [I am a Good Citizen](https://www.youtube.com/watch?v=UBFJI9aq2I8) by Jenny Fretland VanVoorst (YouTube)  What can you do to help your community?  GELDS: SS4.4a | Title: [V is for Voting](https://www.youtube.com/watch?v=o_8aKextwPk) by Kate Farrell (YouTube)  Talk about what voting is.  GELDS: SS3.4b | Title: [My Dog Bob](https://youtu.be/220L3Wr_OV8?feature=shared&t=15) by Richard Torrey (YouTube)  Read and discuss everyone's strengths and weaknesses.  GELDS: SS1.4b | Title: [Hey, Georgia](https://youtu.be/aTHtaUy5IGM?feature=shared) by Malcolm MItchell (YouTube)  Ask the children to describe the regions and some of the highlights in the story about Georgia.  GELDS: SS3.4b |

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| **A minimum of one (1) large group phonological awareness activity is planned daily** | | | | | |
| Time: | Activity: [Rocco the Rhyming Rhino](https://youtu.be/nAUdQZ8Xivw?feature=shared) (YouTube)  Encourage students to recognize and produce rhyming pairs. .  GELDS: CLL6.4b | Activity: Pack for a picnic in the mansion’s garden.  What would you take? Choose a letter and alliterate.  (example: A – Apples, B – Bananas, C – cups, D – donuts)  **Assessment: Note**  GELDS: CLL6.4c | Activity: [Bumblebee (Buzz Buzz](https://youtu.be/1VAd4eGdV_g?feature=shared))(YouTube)  Help the children to notice how their mouth may tickle when they produce the BZZZZZ sound  GELDS: CLL6.4f | Activity: [What's Inside My Egg?](https://gelds.decal.ga.gov/Activity/Detail/3730) (GELDS toolbox)  Place small objects inside colorful plastic eggs and give one to each child.  Make a list so you know what object is in each egg.  (Tune: Who’s Afraid of the Big Bad Wolf?”)  What comes out of the little yellow egg? The little yellow egg?  The little yellow egg?  What comes out of the little yellow egg...that will rhyme with scare?   (BEAR)  Accept all answers that rhyme, then say “Let’s see.”  Child opens egg and shows object.  GELDS: CLL6.4b | Activity: Count syllables with vocabulary words from “A Magnificent Field Trip to the Governor’s Mansion” by touching your head, shoulders, knees, and toes as needed  Vocabulary - enormous, magnificent, glimpse, uniform, mansion, gazed  GELDS: CLL6.4e |
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| **A minimum of one (1) large group literacy activity planned daily** | | | | | | |
| Time: | Activity: Create a Venn Diagram comparing the Governor’s Mansion to your house.  What is a mansion? How is it the same/different from your house?  GELDS: SS3.4b | Activity: Take a picture walk of “A Magnificent Field Trip to the Governor’s Mansion”.  Brainstorm and chart all the different community helpers found throughout the story. (officer, governor, first lady, chef, beekeeper, gardener)  GELDS: SS4.4b | Activity: Modeled Writing-  Recall information from video watched during opening activity. Ask, “How do bees make honey?” Facilitate discussion and chart responses (accept all responses).  **Assessment: Note**  GELDS: SC1.4b | Activity: Watch [How do bees make honey?](https://www.youtube.com/watch?v=A4YIpGQiD3w)  (6 minutes duration). Reread chart created during Large Group Literacy on Wednesday. Ask, “Do we need to add any details to our chart?”.  GELDS: SC3.4a | Activity: Write a class letter to the Governor and First Lady (modeled writing)  Constituent Services  206 Washington Street  Suite 203, State Capitol  Atlanta, GA 30334  GELDS: CLL9.4b | |

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| **A minimum of one (1) music with movement activity daily** | | | | | |
| Time: | Music with movement: [Wheels on the Bus Dance Remix](https://www.youtube.com/watch?v=IakxxOWOsLY)  Follow gross motor movements in video. (Round and round, swish, beep, etc.)  GELDS: CR3.4a | Music with movement: [Cookie Boogie](https://www.youtube.com/watch?v=VPkrrDfWC0o)- Go Noodle  Allow children to accompany the music video with instruments.  GELDS: CR3.4a | Music with movement: [Think Like a Scientist](https://www.youtube.com/watch?v=DChofjUH488)  Follow gross motor movements in video.  GELDS: CR3.4a | Music with movement: [Seed in the Ground](https://youtu.be/iHHz_Ru6CPQ)  Wave scarves to the beat of the music.  GELDS: CR3.4a | Music with movement: Sing and dance to “The Hokey Pokey” and “Baby Shark.”  Provide paper plates to increase engagement.  GELDS: CR3.4a |

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| **Closing Activity** | | | | | |
| Time: | Activity: Pass the Ball (or other item)  What would be your favorite thing to do at the governor’s mansion?  GELDS: CLL1.4a | Activity: Begin watching [Virtual Tour of Governor’s Mansion](https://www.youtube.com/watch?v=IA94ZuXXn1M.)  (stop video at 4:17, after Mrs. Kemp describes the Cherokee Rose).  Review and add new ideas to Venn Diagram created Monday  GELDS: SS2.4c | Activity: Continue watching [Virtual Tour of Governor’s Mansion](https://youtu.be/IA94ZuXXn1M?feature=shared&t=257)  (begins in the state drawing room, stop at 8:27, after Mrs. Kemp discusses the Declaration of Independence)  Review and add new ideas to Venn Diagram created Monday  GELDS: SS2.4c | Activity: Complete watching [Virtual Tour of the Governor's Mansion](https://youtu.be/IA94ZuXXn1M?feature=shared&t=508)  (begins in the family sitting room)  Review and add new ideas to Venn Diagram created Monday  GELDS: SS2.4c | Activity: Pass the Ball (or other item)  Name a community helper we have discussed and what they do.  GELDS: SS3.4b |

To differentiate instruction, Groups 1-4 are leveled for math ability, see note in the: The Doorbell Rang Activity row. Tailor the groups and activities based on your class needs. Students’ names or initials will need to be typed into the template. It is important to vary the activities based on the student’s needs and skill level.

**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 once weekly but may be planned more often.

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| **Group** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Teacher directed  **DI- Differentiated Instruction** | Activity: Read “The Doorbell Rang” by Pat Hutchins, then discuss division with small cookies. Re-tell story with exact numbers from book.  **DI: (high level math learners)**  Students: Group 1  **Assessment: NOTE**  GELDS: MA7.4b | Activity: Read “The Doorbell Rang” by Pat Hutchins, then discuss division with small cookies. Re-tell story with exact numbers from book.  **DI: (high level math learners)**  Students: Group 2 **Assessment: NOTE**  GELDS: MA7.4b | Activity: Read “The Doorbell Rang” by Pat Hutchins, then discuss division with small cookies. Re-tell story with 10 cookies.  **DI: (mid-level math learners)**  Students: Group 3 **Assessment: NOTE**  GELDS: MA7.4b | Activity: Read “The Doorbell Rang” by Pat Hutchins, then discuss division with small cookies. Re-tell story with 6 cookies.  **DI: (emergent math learners)**  Students: Group 4 **Assessment: NOTE**  GELDS: MA7.4b | SMALL GROUP LITERACY: [Chicks and Chickens](https://youtu.be/Mwwu3TiQyZI?feature=shared)  (nonfiction) (YouTube) or any nonfiction chicken book  Activity: retell stages of chicken life cycle  Students:  (List students who need more background knowledge on living things, their needs and environments)  **Assessment: NOTE**  GELDS: SC3.4a, CLL5.4b |
| Teacher directed    This group can be modified to be an independent group if you are more comfortable with 1 teacher led group and 3 independent groups with 1 teacher rotating between the independent groups to monitor.  Independent    **Assessment- PHOTO** | Activity:  Build the community map throughout the week.  **DI**: Give students pre-cut shapes and offer pictures of places from the community as guides.  Students: Group 4  GELDS: SS3.4a | Activity:  Build the community map throughout the week.  **DI**: Have students cut out shapes from paper and describe the location and place that they create.  Students: Group 1  GELDS: SS3.4a | Activity:  Build the community map throughout the week.  **DI:** Have students cut out shapes from paper and describe the location and place that they create.  Students: Group 2  GELDS: SS3.4a | Activity:  Build the community map throughout the week.  **DI**: Give students pre-cut shapes to create locations.  Students: Group 3  GELDS: SS3.4a | Activity: Play doh mats and play doh  Students:  (List students who need to work on fine motor skills.)  GELDS: PDM6.4a |
| Independent | Activity:   Work together to do a floor puzzle (Fire Truck/ or whichever floor puzzle you may have).  Students: Group 3  GELDS: SED5.4a | Activity:   Work together to do a floor puzzle (Fire Truck/ or whichever floor puzzle you may have).  Students: Group 4  GELDS: SED5.4a | Activity:   Work together to do a floor puzzle (Fire Truck/ or whichever floor puzzle you may have).  Students: Group 1  GELDS: SED5.4a | Activity:   Work together to do a floor puzzle (Fire Truck/ or whichever floor puzzle you may have).  Students: Group 2  GELDS: SED5.4a | Activity:  Tangrams with Picture Cards  Students:  GELDS: MA6.4b |
| Independent | Activity:  Work together in the Block Center to build a mansion… Using unit blocks, hollow blocks, real/found materials, etc.  Students: Group 2  GELDS: PDM6.4b, SED5.4b | Activity:  Work together in the Block Center to build a mansion… Using unit blocks, hollow blocks, real/found materials, etc.  Students: Group 3  GELDS: PDM6.4b, SED5.4b | Activity:  Work together in the Block Center to build a mansion… Using unit blocks, hollow blocks, real/found materials, etc.  Students: Group 4  GELDS: PDM6.4b, SED5.4b | Activity:  Work together in the Block Center to build a mansion… Using unit blocks, hollow blocks, real/found materials, etc.  Students: Group 1  GELDS: PDM6.4b, SED5.4b | Activity:  Write the room, including vocabulary from the book. Encourage students to add illustrations to represent the words they write.  Students:  GELDS: CLL9.4c |

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| Materials and or activity choices for outdoor play: | | | | | | |
| **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:  GELDS: | Activity:  GELDS: | Activity:  GELDS: | Activity:  GELDS: | Activity:  GELDS: | |
|  | Activity:  GELDS: | Activity:  GELDS: | Activity:  GELDS: | Activity:  GELDS: | Activity:  GELDS: | |
|  | Activity:  GELDS: | Activity:  GELDS: | Activity:  GELDS: | Activity:  GELDS: | Activity:  GELDS: | |
| 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 | | | | | | |

# \*Small Group Instruction: See small group lesson plan page for the current week.

**\*Documentation of plans for collection of assessment will be reflected on lesson plan *or* optional *Planning for Assessment Template.***

**Changes to the Environment Form (Template One) Teacher**

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The rotation of learning center materials helps maintain student interest. Enough changes should be made to clearly reflect the current topic of study. Refer to the IQ Guide for the Environment for examples and further clarification of appropriate material choices.

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| **Current Topic of Study:       Beginning Date for Topic of Study:** | | | | | | | | | |
| **Reading Area** | | **Writing Area** | | | **Science Area** | | **Math Area** | | |
| Topic related books added to reading area:  Other rotated books reflecting various genres:  Materials to promote alphabetic principal:  Materials to promote literacy development:  Flannel Board: | | Topic related materials: **picture/ word cards from book**  Vocabulary cards:  Writing instruments:  Stamp/stamp pads:  Stencils:  Real/found items:  Other changes: | | | **pollination activity**  Topic related materials:  Basic materials:  Discovery materials:  Pictures:  Nature collections:  Living items:  Sensory table material (includes tools to use with sensory material such as scoops, funnels, cups):  Materials to promote literacy development: | | Topic related materials:  Puzzles:  Counting:  Sorting:  Recognizing shapes:  Hand-eye coordination:  Measuring materials:  Math games:  Real and found:  Materials to promote literacy development: | | |
| **Art Area** | | **Listening Area** | | | **Dramatic Play Area** | | **Block Area** | | |
| Topic related materials:  Collage materials:  3D materials:  Materials to promote literacy development: | | Books with corresponding tape/CD: | | | Topic related materials: **Chef Station: (hats, jackets, rolling pins, cookie sheets, bowls and whisks, bakery menu and checkout.**  Dramatic play setting and props (when setting changes):  Prop box/additional play theme:  Real/found items:  Materials to support literacy development: | | Topic related materials: **large cardboard wheels so they can pretend to build a bus, pictures of mansions**  Block accessories:  Additional type block:  Real/found **large cardboard tubes**  Materials to support literacy development: | | |
| **Changes to the environment based on the interests of students (complete as needed):** | | | | | | | | |
| Literacy | Dramatic Play | | Math | Science | | Block | | Art |
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| **Changes to the environment based on the developmental needs of students (complete as needed):** | | | | | | | | |
| Literacy | Dramatic Play | | Math | Science | | Block | | Art |
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**This template is optional *IF* you include planning for assessment throughout your plans with a note or code such as M (for Matrix) within the plans**

**Planning for Assessment Template**

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| Teacher: |

* Required documentation of plans for collecting assessment throughout the instructional day can be noted on the lesson plan template or by using the following format.
* Spontaneous collection of documentation (such as photos, notes and collection of work samples) will occur throughout each day, therefore there will be no evidence of planning for many items collected.

**Indicate specific activities below.** Not all spaces are expected to be filled in weekly. This is an organizational tool to help with weekly planning and preparation for collecting assessment documentation. See sample online at [www.decal.ga.gov](http://www.decal.ga.gov).

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| **MATRIX** | | | **PHOTOS with descriptor** | **OBSERVATIONAL NOTES** | | **WORK SAMPLES** |
| Monday |  | |  |  | |  |
| Tuesday |  | | Plans for Assessment are noted in Bold throughout the plans. |  | |  |
| Wed. |  | |  |  | |  |
| Thursday |  | |  |  | |  |
| Friday |  | |  |  | |  |
|  | | | | | | **Notes, comments & reminders** |
| Many teachers find it helpful to document the functional component and the performance indicators on assessment documentation. This information helps to clearly define the area in which the information is most relevant. | | | | | |  |
| PS = Personal and Social Development  LL = Language and Literacy | | M = Mathematical Thinking  S = Scientific Thinking  SS = Social Studies | | | A = The Arts  PDH = Physical Development and Health |