

# Start-up Guide

*Curriculum Overview and Support  
for Lesson Planning*



**CIRCLE**  
**PRE-K**  
**CURRICULUM**

by the  
**Children's Learning Institute**



Children's Learning Institute  
McGovern Medical School at UTHealth  
7000 Fannin Street | Suite 2300 | Houston, Texas 77030

E: [CLIsolutionsgroup@uth.tmc.edu](mailto:CLIsolutionsgroup@uth.tmc.edu)

W: [CLIsolutionsgroup.org](http://CLIsolutionsgroup.org)

# CIRCLE Pre-K Curriculum Overview

.....

The CIRCLE Pre-K Curriculum Features:

- Comprehensive coverage of skill domains supporting cognitive and social and emotional development
- Balance of teacher-directed lessons and child-initiated activities
- Daily playful and purposeful experiences across whole group, small group, and center time
- Lesson scripting that follows a teaching and learning cycle
- Flexible *Theme Guides* for building language and background knowledge through meaningful and relevant experiences
- Scaffolds and teacher tips for modifying lessons
- Authentic videos of lessons in action (available through the online CIRCLE Activity Collection)
- English and Spanish versions

## CURRICULUM COMPONENTS

The CIRCLE Pre-K Curriculum is comprised of a variety of resources designed to support your weekly planning and delivery of instruction.



- *Scope and Sequences*
- *Theme Guides*
- Supplemental resources

The CIRCLE Pre-K Curriculum includes *Scope and Sequences* and *Theme Guides* for addressing all aspects of the prekindergarten day throughout the school year. These components are supported by a comprehensive bank of high-quality lessons housed in the CIRCLE Activity Collection (CAC) on CLI Engage. Lessons are scripted, providing guidance for teachers to move through a cycle of modeling, guided practice, and independent practice. Many of the lessons are accompanied by videos showing demonstrations of the lessons in authentic settings. Lessons also include Teacher Tips, which provide ideas for extensions and changes, and Scaffolds, which suggest ways to adjust lessons based on children’s individual needs. These ideas for

how to differentiate instruction help teachers deliver lessons that are appropriate and targeted for the children in their group or class, whether children are three- or four-years-old, or need more foundational or more advanced support.

The *Scope and Sequences* and *Theme Guides* work together to provide weekly instruction that comprehensively supports the cognitive, social, and emotional development of prekindergarten children. As teachers use these resources to plan lessons for a week, they have the ability to select fewer lessons to teach, and to adjust how quickly they move from one week of content to the next. This flexibility will be especially helpful for teachers with more three-year-olds, who may move through the curriculum more slowly, and for teachers of half-day programs, who will include fewer of the curriculum components in their lesson plans.

**SCOPE AND SEQUENCE:** The *Scope and Sequence* is the primary curriculum component. It addresses skills in a sequence that ensures progression of skills across the school year. The *Scope and Sequences* cover 35 weeks of instruction. Lessons are organized into the following categories with other skill domains integrated:

<p><b>WEEK 3</b> Whole Group &amp; Small Group</p> <p><b>Book &amp; Print Reading</b></p> <p><b>Target Lessons</b></p> <p><b>Focus:</b> Add new words to speaking vocabulary. Use the classroom library and handle books with care. Retell stories read aloud.</p> <ul style="list-style-type: none"> <li>Acting Out Words</li> <li>Caring for Books</li> <li>Read Aloud Retell</li> </ul> <p>See <i>Theme Guide</i> for read aloud titles.</p> <p>TPG I.B.1.b., II.D.1., II.D.5., III.D.1., III.A.2.</p> <p><b>Step It Up!</b></p> <ul style="list-style-type: none"> <li>See Scaffolding and Teacher Tips noted on lessons.</li> </ul> <p><b>Additional Lessons</b></p> <p><b>Focus:</b> Recognize names and other familiar print in the environment. Read a rhyme while attending to concepts of print.</p> <ul style="list-style-type: none"> <li>Environmental Print Interactive Chart</li> <li>Little Red Box</li> </ul> <p>TPG II.C.3., III.A.3., III.C.1., III.E.2. EL TPG II.C.3.</p> <p>2 © 2020 The University of Texas Health Science Center at Houston. All rights reserved.</p>	<p><b>WEEK 3</b> Whole Group &amp; Small Group</p> <p><b>Phonological Awareness</b></p> <p><b>Target Lessons</b></p> <p><b>Focus:</b> Separate sentences into individual words.</p> <ul style="list-style-type: none"> <li>Listening for Words</li> <li>Sentence Hopscotch</li> <li>Word Toss</li> </ul> <ul style="list-style-type: none"> <li>Children enjoy hearing their names. Use children as the subject of sentences. For early instruction and practice, plan sentences with only two to four words.</li> </ul> <p>TPG III.B.1., IX.A.2.</p> <p><b>Step It Up!</b></p> <ul style="list-style-type: none"> <li>Move to Words</li> <li>Word Squares</li> </ul> <p>TPG III.B.1.</p> <p><b>Additional Lessons</b></p> <ul style="list-style-type: none"> <li>Rhyme Time Transition</li> <li>Willoughby Wallaby Woo</li> </ul> <p>TPG III.B.6.</p> <p>3 © 2020 The University of Texas Health Science Center at Houston. All rights reserved.</p>
<p><b>WEEK 3</b> Whole Group &amp; Small Group</p> <p><b>Language &amp; Communication</b></p> <p><b>Target Lessons</b></p> <p><b>Focus:</b> Practice answering questions and engage in conversation. Use descriptive vocabulary. Listen to and identify locations of sounds.</p> <ul style="list-style-type: none"> <li>Question of the Day</li> <li>Toss and Tell</li> <li>Find the Sound</li> </ul> <ul style="list-style-type: none"> <li>Prompt children to engage in partner talk during <i>Question of the Day</i> and other circle time and small group experiences.</li> </ul> <p>TPG II.B.3., II.C.1., II.D.1.</p> <p><b>Step It Up!</b></p> <ul style="list-style-type: none"> <li>Guess the Voice</li> <li>Pictures Need a Thousand Words</li> </ul> <p>TPG II.A.1., II.C.1., II.D.1., X.A.1., X.A.3.</p> <p><b>Additional Lessons</b></p> <ul style="list-style-type: none"> <li>Hear It, Say It</li> </ul> <ul style="list-style-type: none"> <li>Look for many opportunities during the day to engage children in talk. Strive to have a minimum of one back-and-forth conversation with every child by the end of the week.</li> </ul> <p>TPG II.A.1., II.D.4.</p> <p>4 © 2020 The University of Texas Health Science Center at Houston. All rights reserved.</p>	<p><b>WEEK 3</b> Whole Group &amp; Small Group</p> <p><b>Alphabet Knowledge</b></p> <p><b>Target Lessons</b></p> <p><b>Focus:</b> Name, recognize, and produce sounds for letters.</p> <ul style="list-style-type: none"> <li>Alphabet Hokey Pokey</li> <li>Grab Bag</li> </ul> <p><b>Featured Letters:</b> Mm, Ss, Kk Letter Introduction Routine</p> <ul style="list-style-type: none"> <li>Repeat Letter Introduction Routine with each featured letter.</li> </ul> <p>TPG II.C.3., III.C.1., III.C.2., III.C.3., IV.C.2. EL TPG II.C.3.</p> <p><b>Step It Up!</b></p> <ul style="list-style-type: none"> <li>Words We Know Alphabet Book</li> </ul> <p>TPG III.C.1., III.C.2., III.C.3.</p> <p><b>Additional Lessons</b></p> <ul style="list-style-type: none"> <li>Sentence Strip Name Book</li> </ul> <ul style="list-style-type: none"> <li>Address a variety of letters in meaningful, playful ways throughout the day, every day.</li> </ul> <p>TPG III.C.1.</p> <p>5 © 2020 The University of Texas Health Science Center at Houston. All rights reserved.</p>
<p><b>WEEK 3</b> Whole Group &amp; Small Group</p> <p><b>Writing</b></p> <p><b>Target Lessons</b></p> <p><b>Focus:</b> Value different ways of writing (e.g., scribble-like marks, symbols, pictures). Engage in model writing experiences.</p> <ul style="list-style-type: none"> <li>People Write in Different Ways</li> <li>Modeled Daily News</li> <li>Morning Message</li> <li>Skywriting</li> </ul> <p>TPG IVA.1., IV.B.1.</p> <p><b>Step It Up!</b></p> <ul style="list-style-type: none"> <li>Shared Daily News</li> </ul> <ul style="list-style-type: none"> <li>Return to the Daily News and Morning Message to allow children to reread the writing and add illustrations that match the message.</li> </ul> <p>TPG IV.B.1., IV.B.3.</p> <p><b>Additional Lessons</b></p> <ul style="list-style-type: none"> <li>Skywriting—Lines</li> <li>Skywriting—Curves and Circles</li> </ul> <ul style="list-style-type: none"> <li>Skywriting lines, curves, and circles is an engaging way to familiarize children with the vocabulary and motions associated with letter features and formations.</li> </ul> <p>TPG IVA.1.</p> <p>4 © 2020 The University of Texas Health Science Center at Houston. All rights reserved.</p>	<p><b>WEEK 3</b> Whole Group &amp; Small Group</p> <p><b>Mathematics</b></p> <p><b>Target Lessons</b></p> <p><b>Focus:</b> Rote count 1–5. Count 1–3 with one-to-one correspondence. Organize data in graphs.</p> <ul style="list-style-type: none"> <li>Counting Throughout the Day</li> <li>Counting Transitions</li> <li>Number Line Dance</li> <li>Yes or No Graphs</li> </ul> <p>TPG VA.1., VA.2., VA.3., VA.5., VE.2.</p> <p><b>Step It Up!</b></p> <ul style="list-style-type: none"> <li>One Little, Two Little</li> </ul> <ul style="list-style-type: none"> <li>Based on children's current counting skills, go beyond numbers 1–5 using the Target Lessons.</li> </ul> <p>TPG VA.4., VIII.B.1.</p> <p><b>Additional Lessons</b></p> <ul style="list-style-type: none"> <li>What's the Same?</li> </ul> <p>TPG VE.1., VIA.1.</p> <p>5 © 2020 The University of Texas Health Science Center at Houston. All rights reserved.</p>
	<p><b>WEEK 3</b> Whole Group &amp; Small Group</p> <p><b>Science</b></p> <p><b>Target Lessons</b></p> <p><b>Focus:</b> Use a balance to compare the weights of objects.</p> <ul style="list-style-type: none"> <li>Using a Balance</li> </ul> <ul style="list-style-type: none"> <li>Incorporate theme related objects when teaching <i>Using a Balance</i>. Children's interactions with the objects in this lesson will create opportunities to hear and use object names in meaningful ways. Refer to the <i>I'm Me! I'm Special!</i> Theme Guide for ideas.</li> </ul> <p>TPG V.D.3., VI.A.3.</p> <p><b>Review, Repeat, Adapt</b></p> <p>Every child is unique, and every class or group of students is different. Customizing support for diverse learners and special populations is critical to ensure the success of all students. Based on formal and informal assessments of students' needs, teachers should review, repeat, and adapt lessons (from this week or a previous week) with students who need additional support. Refer to the Scaffolding and Teacher Tips noted in activities for ways to modify lessons for understanding and mastery.</p> <p><b>Family Engagement</b></p> <p>The following hands-on family activities complement and support skills addressed in the classroom this week.</p> <ul style="list-style-type: none"> <li>Name Hopscotch / Rayuela con nombres: Families playfully interact with children to increase familiarity with the letters in their child's name and the spelling of their child's name.</li> <li>Pet Care / Cuidado de mascotas: Families use a stuffed animal to practice caring for a pet and its needs.</li> </ul> <p>5 © 2020 The University of Texas Health Science Center at Houston. All rights reserved.</p>

- Book and Print Reading
- Phonological Awareness
- Language & Communication
- Alphabet Knowledge
- Writing
- Mathematics
- Science
- Social & Emotional Development

See the *Teacher’s Manual* for detailed information on each of the above categories to learn the skills addressed and the progression of skills.

The *Scope and Sequence* indicates the names of lessons designated for the week. Lesson names are always indicated in colored font. You can view the detailed lesson at [CLIEngage.org](http://CLIEngage.org) or in the printed *Scope and Sequence* book.

The image shows two pages from a curriculum book. The left page is titled "WEEK 3 Whole Group & Small Group" and is divided into two columns: "Writing" and "Mathematics". The "Writing" column lists target lessons like "People Write in Different Ways" and "Modeled Daily News", along with additional lessons like "Skywriting—Lines" and "Skywriting—Curves and Circles". The "Mathematics" column lists target lessons like "Counting Throughout the Day" and "Counting Transitions", along with additional lessons like "One Little, Two Little" and "What's the Same?". The right page is titled "People Write in Different Ways" and provides detailed information for this lesson, including alignment with standards (Head Start, PreK Guidelines, Kindergarten TEKS), materials (easel, chart paper, markers, etc.), preparation (easel with chart paper), and introduction ("Anytime that you write a story or a message to a friend, you are being a writer...").

**Note:** Lesson names are indicated on the *Scope and Sequence*. Fully detailed lessons are available at [CLIEngage.org](http://CLIEngage.org) and in the printed *Scope and Sequence* books.

The flexible design of the *Scope and Sequence* allows you to select the day of the week and setting (whole or small group) for each lesson. Lessons can be used multiple times across the week as concepts are introduced, practiced, and reinforced. You determine which lessons to repeat and the number of times. The table below describes the three categories of lessons indicated on the *Scope and Sequence*.

Target Lessons	Use each Target Lesson with all children one or more times during the week to ensure skill coverage and progression. Repeat lessons across the week as needed or desired.
Step It Up	Use these <b>optional lessons</b> with children who might benefit from more challenging tasks than those included in the Target Lessons.
Additional Lessons	Additional Lessons are Target Lessons from previous weeks in the curriculum. Use these <b>optional lessons</b> to address a greater range of skills and to revisit previously taught lessons. Repeat lessons across the week as needed or desired.

A Family Engagement section is also included in every *Scope and Sequence*. These activities can be provided to families as a way to enhance the family-school partnership and encourage families to engage in playful learning experiences. Through these activities, families become involved in supporting the skills children are learning that week in school. Learn more in the Family Engagement section of this *Teacher’s Manual*.

**THEME GUIDE:** *Theme Guides* work in partnership with the *Scope and Sequence* to organize meaningful, hands-on lessons and experiences around a common theme. While the *Scope and Sequence* ensures systematic coverage of all skill domains, the *Theme Guide* enhances the *Scope and Sequence*. Each theme is designed to address concepts and experiences that build important background and content area knowledge. In addition to supporting the skill domains from the *Scope and Sequence*, *Theme Guides* address:

- Fine Arts
- Physical Development
- Social Studies
- Technology



Using a *Theme Guide* in conjunction with the *Scope and Sequence* ensures comprehensive coverage of all skill domain areas while addressing all aspects of the prekindergarten schedule.

Within each theme is a set of topics, or subthemes. Each topic addresses approximately one week of activities and lessons for all aspects of the prekindergarten day. Topics are flexible, allowing teachers to spend more or less than one week on a topic, if desired.

**Welcome to Pre-K!** is an integrated *Scope and Sequence* and *Theme Guide* designed specifically to address the particular needs of young children during the first two weeks of prekindergarten.

Integrated Scope and Sequence and Theme Guide	Topics	Weeks
Welcome to Pre-K!	My School	Week 1
	My Friends	Week 2


Beginning with week 3 of school, teachers can use themes in any order or follow the suggested sequence provided below.

Theme	Topics	Scope & Sequence
I'm Me! I'm Special!	My Home and Family My Amazing Body My Five Senses My Important Feelings	Weeks 3-6
All Around My Community	Places in My Community People and Jobs in My Community Getting Around in My Community Construction in My Community	Weeks 7-10
It's Harvest Time!	Signs of Fall Harvest Harvesting Crops Bringing the Harvest Home	Weeks 11-13
The Sky Above Me	The Cloudy Sky The Sunny Sky The Night Sky The Seasonal Sky	Weeks 14-17
Animals All Around	Animal Bodies and Movements Animal Homes and Habitats Animal Babies and Diets Animal Adaptations and Habits	Weeks 18-21
I'm Healthy! I'm Safe!	My Safe and Active Body My Safe and Healthy Eating Habits My Healthy Body and Teeth	Weeks 22-24
Get Moving!	Moving Through Air Moving on Land Moving on Water	Weeks 25-27
The Earth Around Me	Land All Around Plants All Around Water All Around Caring All Around	Weeks 28-31
Creepy Crawly Critters	Critter Bodies and Movements Critter Homes and Habitats Critter Life Cycle and Diet Critter Adaptations and Habits	Weeks 32-35

*Theme Guides* are organized into three sections to support lesson planning and implementation. The three sections are described below.

Whole Group and Small Group Theme Lessons	Additional whole group and small group lessons which may not be included in the <i>Scope and Sequence</i> . These supplemental lessons appear in the <i>Theme Guide</i> because they directly connect to theme concepts.
Theme Extenders	Suggestions for ways to integrate theme vocabulary, read aloud books, and activities with the <i>Scope and Sequence</i> activities and lessons.
Learning Centers	Recommendations for adding thematic materials and activities to supplement or replace your classroom’s existing center materials and activities.

Like the *Scope and Sequence*, the *Theme Guide* indicates the names of lessons designated for the topic. Lesson names are always indicated in colored font. You can view the detailed lesson at [CLIEngage.org](http://CLIEngage.org) or in the printed *Theme Guide* book.



## My Amazing Body

**Essential Ideas:**

- My body grows and changes.
- I have important parts on the inside and outside of my body.
- My body is the same as others’ bodies, but it is also different.
- Germs can make my body sick.

**Note:** This topic is focused on building a general understanding of the body. Germs have been included within this topic to set the stage for good personal hygiene while at school. Later, you will find the theme I’m Healthy! I’m Safe! This theme will go into greater depth about caring for our bodies.

**Whole Group & Small Group Theme Lessons**

Select from these whole and small group lessons to supplement those indicated on the *Scope and Sequence*.

<div style="background-color: #fff9c4; padding: 2px; border: 1px solid #ccc; margin-bottom: 5px;"> <p style="text-align: center; margin: 0;"><b>Alphabet Knowledge</b></p> <p style="margin: 0;">▶ <b>Name Sort</b></p> <p style="margin: 0;">TPG III.C.1.</p> </div> <div style="background-color: #fff9c4; padding: 2px; border: 1px solid #ccc; margin-bottom: 5px;"> <p style="text-align: center; margin: 0;"><b>Language &amp; Communication</b></p> <p style="margin: 0;">● <b>Teddy Bear, Teddy Bear</b></p> <p style="margin: 0;">To support children learning English, pre-teach the English instructions for body movements, modeling and having the children practice.</p> <p style="margin: 0;">TPG II.A.2., IX.A.2. EL TPG II.A.2.</p> </div>	<div style="background-color: #fff9c4; padding: 2px; border: 1px solid #ccc; margin-bottom: 5px;"> <p style="text-align: center; margin: 0;"><b>Physical Development</b></p> <p style="margin: 0;">● <b>Germs, Germs, Germs!</b> This activity includes a nonfiction read aloud about germs. The book <i>Germs! Germs! Germs!</i> by Bobbi Katz is suggested.</p> <p style="margin: 0;">● Model and practice good habits of personal health to use in the classroom and at home. Examples: cough and sneeze into elbow, wash hands after using the restroom.</p> <p style="margin: 0;">TPG IX.C.2.</p> </div> <div style="background-color: #fff9c4; padding: 2px; border: 1px solid #ccc;"> <p style="text-align: center; margin: 0;"><b>Science</b></p> <p style="margin: 0;">● <b>Me and My Amazing Body</b></p> <p style="margin: 0;">● Brainstorm different body parts with children, and have them draw the</p> </div>
---	--

© 2020 The University of Texas Health Science Center at Houston. All rights reserved. 29

## Me and My Amazing Body

Children will learn the names of body parts and what they do by listening to a read aloud.

<p style="text-align: center; font-weight: bold; font-size: small;">Head Start Alignment</p> <p style="font-size: x-small;">Goal P.SCI.1. Child observes and describes observable phenomena (objects, materials, organisms, and events).</p>	<p style="text-align: center; font-weight: bold; font-size: small;">PreK Guidelines Alignment</p> <p style="font-size: x-small;">VI.B.1. Child observes, investigates, describes and discusses the characteristics of organisms. IX.C.2. Child practices good habits of personal health and hygiene.</p>	<p style="text-align: center; font-weight: bold; font-size: small;">Kindergarten TEKS Alignment</p> <p style="font-size: x-small;">§115.2(b)(4)(B) name major body parts and their functions §116.2(b)(2)(A) identify selected body parts such as head, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes</p>
--	--	---

**Materials**

- book about the body (see suggested titles below)
- My Body* by Jill McDonald
- My Body/Mi cuerpo* by Gladys Rosa-Mendoza
- Scholastic *Discover More: My Body/Scholastic explora tu mundo. Mi cuerpo* by Andrea Pinnington
- From Head to Toe/De la cabeza a los pies* by Eric Carle

**Preparation**

None

**Directions**

Before reading

“Today we are going to read a book about our bodies. The name of our book is \_\_\_\_\_. In this book, we’re going to learn about the important parts of our body. Listen to see if you can find the different body parts.”

42 © 2020 The University of Texas Health Science Center at Houston. All rights reserved.







Refer to the Them Guide Overview section on the Theme Guide curriculum website page or at the front of each printed *Theme Guide* for additional information to support implementation of particular themes.

**SUPPLEMENTAL RESOURCES:** Some lessons use picture cards or workmats that may be included with the curriculum materials. Digital curriculum users can download and print these supplemental resources using the download PDF link within the lesson. Users of the print curriculum receive these print resources as companions to the *Scope and Sequence* books. In the event that supplemental resources are lost or damaged, additional copies are available for download and print by visiting the digital lessons at [CLIEngage.org](http://CLIEngage.org).

Some lessons require materials not included as supplemental resources. In these cases, directions are provided for creating the resource.



## Understanding Icons

-  Identifies lessons with **English video demonstrations**. Visit the digital lesson in the CIRCLE Activity Collection at [CLIEngage.org](https://CLIEngage.org) to view these lessons in action with children.
-  Identifies lessons with **Spanish video demonstrations**. Visit the digital lesson in the CIRCLE Activity Collection at [CLIEngage.org](https://CLIEngage.org) to view these lessons in action with children. English videos may be available when Spanish videos are not. To view the lesson in English, visit the Spanish digital lesson, then click the “View Activity in English” button.
-  Indicates lessons recommended for use in a **small group** setting. Most lessons are appropriate in either whole group or small group settings. Teachers determine the setting based on children’s needs, materials, and classroom management considerations.
-  Indicates **notes or tips** for preparing and delivering lessons or activities.
-  Reminds you to always select and use a **Theme Guide** in conjunction with this *Scope and Sequence*.
-  Indicates **songs and rhymes** found in *The Complete Book of Rhymes, Songs, Poems, Fingerplays, and Chants* by Jackie Silberg and Pam Schiller for English curriculum users or in *The Bilingual Book of Rhymes, Songs, Stories, and Fingerplays* por Pam Schiller, Rafael Lara-Alecio, y Beverly J. Irby for Spanish curriculum users. Most songs and rhymes can also be found through an online search.

## LESSON PLANNING

This section provides lesson planning guidance for new users of the curriculum. A teacher’s approach to lesson planning is a unique process informed by a variety of factors, including the daily schedule and children’s developmental needs. Curriculum components flexibly meet the needs of full- and half-day prekindergarten programs, as well as those serving three- and four-year-old children.

The *Scope and Sequence* and *Theme Guide* are used together to comprehensively plan how children will engage in whole group (circle time), small groups, and centers during a week. Teachers can easily plan for a full-day schedule, while the flexible design allows half-day programs to select fewer lessons and activities when planning. To address the different developmental and instructional needs of the children, teachers can select from Target Lessons, Additional Lessons, and Step It Up! lessons. Within each lesson, Teacher Tips can adjust or extend the activity and Scaffolds can simplify the task or support understanding. Teachers should plan each week using the flexible features of the *Scope and Sequence* and *Theme Guide* to meet the specific needs of the children in the class.

### Steps for Planning

#### Step 1: Gather Materials

1. *Scope and Sequence* for the week you are planning—for example, use the Week 3 *Scope and Sequence* for the third week of the year
2. *Theme Guide*—a recommended theme sequence is included in the Theme Guide section of this *Start-up Guide*
3. Any preferred lesson plan document or tool—a sample template is included to use or modify as needed
4. Assessment data—formal and informal data are critical considerations throughout the planning process and should be considered in each step

## **Step 2: Review *Scope and Sequence* Lessons**

Identify the skills addressed this week. Look at the lessons indicated in colored font and briefly review the detailed/scripted version of each lesson. For each lesson, determine the following:

- Will I use the lesson?

Note: Use of all Target Lessons ensures comprehensive skill coverage and progression. Lessons in the Step It Up! and Additional Lessons sections are optional.

- If you will use the lesson:
  - Will the lesson be used with all children or only some children?
  - Will the lesson take place in whole group or small group(s)?

## **Step 3: Plan using the *Scope and Sequence***

Add *Scope and Sequence* lessons to your lesson plan according to decisions made in Step 2.

## **Step 4: Review *Theme Guide* Lessons and Activities**

Review the three sections for the Topic: 1) Whole Group and Small Group Theme Lessons, 2) Theme Extenders, and 3) Learning Centers.

Determine the following:

- Will I use the lesson or activity?
- If so, will it take place in whole group or small group(s)?  
Note: Demonstrate center activities during whole group or small group(s) before adding to centers.

## **Step 5: Plan using the *Theme Guide***

- Add *Theme Guide* lessons and activities to your lesson plan according to decisions made in Step 4.
- Document any adaptations you will make to *Scope and Sequence* lessons in order to incorporate the theme into your lessons.

## **Step 6: Review and Reflect**

Review the lesson plan carefully to ensure all components of the school day have been addressed. For example:

- Are all learning domains addressed?
- Is each component of the daily schedule accounted for?
- Is it necessary to back up to earlier lessons for any skills?  
Note: This may apply to the whole class, or particular children who may benefit from targeted small group instruction.
- Have you determined which transitions you will use?
- Do you know what books and materials are needed?

These steps provide a general overview of how to use each component of the CIRCLE Pre-K Curriculum to plan for a week of instruction. Effective planning is a detailed process that includes planning for teacher-led and child-initiated experiences, preparing and gathering materials, and adjusting the physical environment to support language and learning.

Themes are most successful when teachers begin to plan for them in advance. Identify your upcoming theme and carefully review the *Theme Guide* to identify resources and materials that may take time to gather or prepare. *Theme Guides* offer detailed information to support effective implementation.

# **Lesson Planning Appendix**

.....



Teacher:	Mr. Planful	S&S Week:	18	Theme Guide:	Animals All Around – Topic 1	
<b>Focus Skills</b>						
Book & Print Reading		Phonological Awareness		Language & Communication		
TPG II.D.2., II.D.4., II.D.5., III.A.1., III.D.1., III.D.3., IV.C.2., VII.D.3. EL TPG II.D.6. 1. Think about self-generated text questions 2. Retell songs and rhymes 3. Learn new vocabulary from books		TPG III.B.5. 1. Segment words into syllables		TPG I.C.1., II.A.2., II.B.3., II.D.4., VIII.A.1., IX.A.2., IX.B.1. EL TPG II.A.2. 1. Demonstrate understanding of new vocabulary 2. Listen and repeat series of directions 3. Answer questions in conversation		
Alphabet Knowledge TPG III.C.1, III.C.2, III.C.3. 1. Name, recognize, and produce sounds for letters		Writing TPG I.B.2.b., IV.A.1., IV.B.1., IV.C.2., IV.C.4. 1. Write about personal experiences Engage in and contribute to shared writing		Mathematics TPG V.A.1., V.A.3., V.A.8., V.B.1. 1. Rote count to 20 2. Count 1-10 objects with one-to-one 3. Add 0-3 objects 4. Subitize 0-3 objects		
Science TPG VI.B.1. 1. Identify and compare animals by shape and size 2. Understand animals have different coverings and body parts to help them survive		Social & Emotional Development TPG I.A.2., I.B.1.a., I.B.2.b., I.B.2.a., I.B.2.c., I.D.1.a., II.B.4., II.D.4. 1. Understand feelings have different levels and fluctuate 2. Identify when to manage feelings		Social Studies TPG VII.B.3. Understand the job of a veterinarian and clinic staff		
<b>Lesson Plan</b>						
<b>Learning Blocks</b>		<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Morning Arrival Routine</b> (10 min)		<ul style="list-style-type: none"> <li>• <b>How I Feel Right Now/ Home-</b> school sign-in</li> <li>• Check helper chart</li> <li>• Daily schedule</li> <li>• Partner Talk about favorite animal</li> </ul>	<ul style="list-style-type: none"> <li>• <b>How I Feel Right Now/ Home-</b> school sign-in</li> <li>• Check helper chart</li> <li>• Daily schedule</li> <li>• <b>Question of the Day</b> w/ Partner</li> </ul> Talk: Have you ever touched a lizard?	<ul style="list-style-type: none"> <li>• <b>How I Feel Right Now/ Home-</b> school sign-in</li> <li>• Check helper chart</li> <li>• Daily schedule</li> <li>• <b>Our Favorite Songs and Rhymes:</b> Display 2 poem charts from past themes. Vote by</li> </ul>	<ul style="list-style-type: none"> <li>• <b>How I Feel Right Now/ Home-</b> school sign-in</li> <li>• Check helper chart</li> <li>• Daily schedule</li> <li>• <b>Question of the Day</b> with Partner</li> </ul> Talk: Do you have a pet?	<ul style="list-style-type: none"> <li>• <b>How I Feel Right Now/ Home-</b> school sign-in</li> <li>• Check helper chart</li> <li>• Daily schedule</li> <li>• Partner Talk about new animal learned this week</li> </ul>

				placing a small sticky note on favorite. Count to identify the winner. Add chart to Classroom Library.	
<b>Transition/Movement</b>	Welcome Song and <b>Teddy Bear, Teddy Bear</b>				
<b>Circle Time</b> (10-20 min) Writing & Reading	<p><b>Morning Message</b></p> <ul style="list-style-type: none"> <li>Think aloud and model writing: “We are going to learn all about animals. It will be so much fun!”</li> </ul> <p>Write interactively listening for some phonemes children can identify and write.</p>	<p>Poem: “The Elephant Goes” (in song book)</p> <ul style="list-style-type: none"> <li>Model using elephant pointer to read poem with pictures on chart paper. Include movements.</li> <li>Use equity sticks to select children to retell</li> <li>Add to Classroom Library</li> </ul>	<p><b>Drawing with Details</b></p> <ul style="list-style-type: none"> <li>Use the following think aloud with lesson: “Once I saw a giraffe at the zoo. It had a long neck and a long black tongue to reach leaves in trees.”</li> <li>Use animal border paper</li> <li>Add to Writing Center</li> </ul>	<p>Poem: “Gray Squirrel” (in song book)</p> <ul style="list-style-type: none"> <li>Model using squirrel pointer to read poem with pictures on chart paper. Include movements.</li> <li>Use equity sticks to select children to retell</li> <li>Add to Classroom Library</li> </ul>	<p><b>Drawing with Details</b></p> <ul style="list-style-type: none"> <li>Decide the drawing as a group by prompting to pick an animal and tell its covering and other features</li> </ul>
<b>Transition/Movement</b>	ABC & Name Games - <b>If Your Name Starts With</b> or <b>Where is My Name</b> (in week 16 S&S)				
<b>Journals</b> (5-10 min)	Show/name a variety of animals using pictures. Draw a favorite animal on small paper square, write name, and place in basket for math graph. Write in journal about animal if time allows.	Write about a time you saw an animal outside your house.	Detailed drawing about a time you saw an animal’s tongue. Encourage thinking through the drawing as modeled by teacher.	Write about a time you were able to pet a cat or other pet.	Detailed drawing about a time you played with student of the week - Marcus. Encourage thinking through the drawing as modeled by teacher.

Hokey Pokey	
<b>Transition/Movement</b>	<ul style="list-style-type: none"> <li>Letter Introduction Routine: Rr</li> <li>Fish for Letters (Theme Guide): Rr, Aa, Tt, Dd Add to ABC Center</li> </ul>
<b>Circle Time</b> (5-15 min) Alphabet Knowledge and PA	<ul style="list-style-type: none"> <li>Syllable Sort</li> <li>Words: elephant, raccoon, goat, fox, turtle, iguana, dog</li> <li>Add to ABC Center</li> </ul>
	<ul style="list-style-type: none"> <li>Letter Introduction Routine: Ee</li> <li>Alike or Not Alike: Ee, Rr, Dd, Jj</li> </ul>
	<ul style="list-style-type: none"> <li>Letter Sound Picture Match</li> <li>Letters: Hh, Ee, Rr, Pp, Tt, Dd, Cc</li> <li>Match to animal pics: horse, elephant, rabbit, pig, tiger, duck, cat</li> </ul>
	<ul style="list-style-type: none"> <li>Letter Introduction Routine: Yy</li> <li>Alike or Not Alike: Yy, Ee, Gg, Hh</li> </ul>
<b>Transition/Movement</b>	<b>I Spy an Animal</b>
<b>Small Groups</b> (50-60 min center block, 8-10 min per group)	<ul style="list-style-type: none"> <li>Tier 1-Alphabet: Words We Know Alphabet Book</li> <li>Tier 2-PA: How Many Syllables in a Name?</li> <li>Step It Up-Lang: Silly Sentence Game</li> </ul>
	<ul style="list-style-type: none"> <li>Tier 1-Alphabet: Words We Know Alphabet Book</li> <li>Tier 2-PA: Snap Together Names</li> </ul>
	<ul style="list-style-type: none"> <li>Tier 1-Alphabet: Words We Know Alphabet Book</li> <li>Tier 2-PA: Letter-Sound Picture Match</li> <li>Tier 2-PA: Snap Together Names</li> </ul>
	<ul style="list-style-type: none"> <li>Tier 1-Alphabet: Words We Know Alphabet Book</li> <li>Tier 2-PA: Syllable Shopping (using shorter words)</li> <li>Step It Up-PA: Say the Last – Syllable Segmenting</li> </ul>
	<ul style="list-style-type: none"> <li>Tier 1-Alphabet: Words We Know Alphabet Book</li> <li>Tier 2-Alphabet: Letter-Sound Picture Match</li> <li>Tier 2-PA: Shopping (use 1-3 syllable words)</li> </ul>
<b>Outside Time</b>	<b>Red Rover, Where is the Bear?, or Search for Animals (bring tablets to take pictures)</b>
<b>Circle Time</b> (15-20 min) Interactive Read Aloud	<ul style="list-style-type: none"> <li>Book- <i>Biggest, Strongest, Fastest</i> by S. Jenkins</li> <li>Read Aloud Vocabulary</li> <li>Routine: vocab= strong, flexible</li> <li>Model making paper bowl turtle from story</li> <li>Add craft to Creativity Center</li> </ul>
	<ul style="list-style-type: none"> <li>Book- <i>Biggest, Strongest, Fastest</i> by S. Jenkins</li> <li>Read Aloud Vocabulary</li> <li>Routine: vocab= graze, danger</li> <li>Model animal hunt using craft stick with animal glued to top (snake, elephant, octopus, giraffe)</li> <li>Add book and</li> </ul>
	<ul style="list-style-type: none"> <li>Book- <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i> by D. Fleming</li> <li>Read Aloud Vocabulary</li> <li>Routine: vocab= hidden, disguise</li> <li>Draw attention to and compare size and coverings of</li> </ul>
	<ul style="list-style-type: none"> <li>Book- <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i> by D. Fleming</li> <li>Asking and Answering Questions with Hey, Little Ant (substitute book in scripted lesson) Plan where to think</li> </ul>
	<ul style="list-style-type: none"> <li>Book- <i>Zoo Looking</i> by M. Fox</li> <li>Read Aloud Vocabulary Routine</li> <li>vocab= hump, gobbie</li> <li>Model hunting for animals using craft sticks with zebra, gorilla, and koala.</li> <li>Add book and craft stick to</li> </ul>

			craft stick to Library Center	mouse and bear	aloud/ask questions on sticky notes to put on book pages. Include Partner Talk. • Add book to Library Center	Library Center
<b>Transition/Movement</b>	Clap syllables in names or theme vocabulary (fur, slither, feather, shell, gallop, wings, slippery, danger, hidden, beak)					
<b>Circle Time</b> (10-20 min) Math	<ul style="list-style-type: none"> <li>Favorite Animal Graph (Theme Guide): Use pictures of favorite animals drawn during journal time. Count and discuss results.</li> <li>Book- <i>One Duck Stuck</i> by P. Root Add to Math Center</li> </ul>	<ul style="list-style-type: none"> <li><b>Addition Stories</b></li> <li>Use downloadable forest workmat and animals</li> <li>Add to Math Center</li> </ul>	<ul style="list-style-type: none"> <li>Book- <i>One Is a Snail. Ten is a Crab</i> by A.P. Sayre and J. Sayre</li> <li><b>Addition Stories:</b> Use log and frog manipulatives Add to Math Center</li> </ul>	<ul style="list-style-type: none"> <li>Roll and Add (Theme Guide)</li> <li>Make barn workmat and farm animals</li> <li>Roll a 1, 2, or 3 dot die to add farm animals on barn workmat</li> <li>Add to Math Center</li> </ul>	<ul style="list-style-type: none"> <li>Roll and Add (Theme Guide)</li> <li>Use downloadable forest workmat and animals.</li> <li>Roll a 1, 2, or 3 dot die and add animals on forest workmat</li> </ul>	
<b>Transition/Movement</b>	Count (1-20) and step: squeaky mouse voice and tip toe or deep bear voice and stomp					
<b>Circle Time</b> (10-20 min) Science and Social Studies	<ul style="list-style-type: none"> <li><b>Guess the Animal:</b> Add to Science Center after</li> <li>Building Animals: Model how to observe and think about characteristics of an animal and build it out of blocks. Add to Construction Center.</li> </ul>	<ul style="list-style-type: none"> <li>Book- <i>I Want to be a Vet</i> by D. Liebman (Theme Guide)</li> <li>Read book and ensure understanding of <i>veterinarian</i></li> <li>Look at and discuss purpose of vet tools that will be added to Pretend and Learn Center</li> <li>Add book and</li> </ul>	<ul style="list-style-type: none"> <li>Animal Coverings Exploration (Theme Guide)</li> <li>Use sample animal coverings to explore with senses: fur, hair, shells, scales, feathers</li> <li>Add to Science Center</li> </ul>	<ul style="list-style-type: none"> <li><b>Reptile Pile—Body Coverings</b></li> </ul>	<ul style="list-style-type: none"> <li>Animal Body Parts (Theme Guide)</li> <li>Use woodpecker, anteater, porcupine, and turtle pics to discuss body parts and parts that help with survival.</li> <li>Model building a porcupine with pattern blocks. Include its</li> </ul>	



		tools to Pretend and Learn			special features. Add to Construction Center with animal pictures.
<b>Transition/Movement</b>  <b>Small Groups</b> (45-55 min center block, 8-10 min per group)	Letter Wall - play a variety of letter wall games across the week to review letters Rr, Ee, Yy, Hh, Gg <ul style="list-style-type: none"> <li>• Tier 2: <b>How Many Do You Have?</b> (wk 16 S&amp;S)</li> <li>• Tier 2: <b>Say the Number</b></li> <li>• Pretend and Learn: Support role-playing the job of the vet using stuffed animals and use of thematic language</li> </ul>	<ul style="list-style-type: none"> <li>• Tier 1: <b>Sculpting Animals:</b> In Creativity Center.</li> <li>• Tier 2: <b>Adding Using Counters</b> (use animal counters - scaffold down)</li> <li>• Pretend and Learn: Continue supporting vet role-play and thematic language</li> </ul>	<ul style="list-style-type: none"> <li>• Tier 1: <b>Sculpting Animals:</b> In Creativity Center.</li> <li>• Tier 2: <b>Say the Number</b></li> <li>• Pretend and Learn: Support role-playing the job of the vet</li> <li>• Classroom Library: Book- <i>Sheep in a Jeep</i> by M. Apple. Read to children in that center.</li> </ul>	<ul style="list-style-type: none"> <li>• Tier 1: <b>Sculpting Animals:</b> In Creativity Center.</li> <li>• Tier 2: <b>Adding Using Counters</b> (use animal counters - scaffold down)</li> <li>• Pretend and Learn: Support role-playing the job of the receptionist</li> </ul>	<ul style="list-style-type: none"> <li>• Tier 1: <b>Sculpting Animals.</b> In Creativity Center.</li> <li>• Step it Up!: <b>Grid It Game</b></li> <li>• Classroom Library: Book- <i>Sheep in a Jeep</i> by M. Apple. Read to children in that center.</li> </ul>
<b>Outside Time</b>	Move like an animal or Free Choice				
<b>Circle Time</b> (10-15 min) Social and Emotional and Theme Experiences	<b>Student of the Week</b> <ul style="list-style-type: none"> <li>• Marcus</li> </ul>	<b>Big and Small Feelings</b>	<b>I Spy an Animal</b>	<b>Feelings Can Change</b>	<b>I Spy an Animal</b>
<b>Transition/Movement</b>	Recite “The Elephant Goes” or “Gray Squirrel” poem from chart using movement				
<b>Circle Time</b> (10-20 min) Interactive Read Aloud	Book- <i>We’re Going on a Bear Hunt</i> by H. Oxenbury and M. Rosen <ul style="list-style-type: none"> <li>• <b>Repetitive Text Read Aloud– We’re Going on a Bear Hunt</b></li> </ul>	Book- <i>I Went Walking</i> by S. Williams <ul style="list-style-type: none"> <li>• <b>Using Illustrations to Make Predictions</b></li> <li>• <b>Include Partner Talk.</b></li> </ul>	Book- <i>What Do You Do with a Tail Like This?</i> by S. Jenkins! <ul style="list-style-type: none"> <li>• <b>Using Illustrations to Make Predictions</b></li> </ul>	Book- <i>Feathers and Hair, What Animals Wear</i> by D. Fleming <ul style="list-style-type: none"> <li>• <b>Read Aloud Vocabulary Routine</b></li> </ul> vocab= tough,	<ul style="list-style-type: none"> <li>• Book- <i>T is for Tiger</i> by Laura Watkins</li> <li>• Add book to Library Center</li> </ul>

	<ul style="list-style-type: none"> <li>• Add book to Library Center</li> </ul>	<ul style="list-style-type: none"> <li>• Add book to Library Center</li> </ul>	<p>Plan where to think aloud/ask questions on sticky notes to put on book pages. Include Partner Talk.</p> <ul style="list-style-type: none"> <li>• Add book to Library Center</li> </ul>	<p>slippery</p> <ul style="list-style-type: none"> <li>• Add book to Library Center</li> </ul>	
<b>Transition/Movement</b>	Blend phonemes in simple theme words using arm or body scaffold (rat, bear, shell, tail, cow, beak)				
<b>Circle Time</b> (10-15 min) Closing Reflections	<p><b>Interactive Daily News</b></p> <ul style="list-style-type: none"> <li>• Partner Talk about the day. Kevin and Jadah share.</li> <li>• Prompt to identify some phonemes and letters.</li> </ul>	<p><b>Interactive Daily News</b></p> <ul style="list-style-type: none"> <li>• Partner Talk about the day. Tara and Abigail share.</li> <li>• Prompt to identify some phonemes and letters.</li> </ul>	<p><b>Interactive Daily News</b></p> <ul style="list-style-type: none"> <li>• Partner Talk about the day. Marcus and Lisa share.</li> <li>• Prompt to identify some phonemes and letters.</li> </ul>	<p><b>Interactive Daily News</b></p> <ul style="list-style-type: none"> <li>• Partner Talk about the day. Jack and Sahana share.</li> <li>• Prompt to identify some phonemes and letters.</li> </ul>	<p><b>Interactive Daily News</b></p> <ul style="list-style-type: none"> <li>• Partner Talk about the day. Hanna and Jorge share.</li> <li>• Prompt to identify some phonemes and letters.</li> </ul>
<b>Book List by Day</b>	<ul style="list-style-type: none"> <li>• <i>Biggest, Strongest, Fastest</i> by S. Jenkins</li> <li>• <i>One Duck Stuck</i> by P. Root</li> <li>• <i>We're Going on a Bear Hunt</i> by M. Rosen and H. Roxenbury</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Biggest, Strongest, Fastest</i> by S. Jenkins</li> <li>• <i>I Want to be a Vet</i> by D. Liebman</li> <li>• <i>I Went Walking</i> by S. Williams</li> </ul>	<ul style="list-style-type: none"> <li>• <i>One Is a Snail. Ten is a Crab</i> by A.P. Sayre and J. Sayre</li> <li>• <i>Sheep in a Jeep</i> by M. Apple</li> <li>• <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i> by D. Fleming</li> <li>• <i>What Do You Do with a Tail Like This?</i> by S. Jenkins</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i> by D. Fleming</li> <li>• <i>Feathers and Hair, What Animals Wear</i> by D. Fleming</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Sheep in a Jeep</i> by M. Apple</li> <li>• <i>T is for Tiger</i> by Laura Watkins</li> <li>• <i>Zoo Looking</i> by M. Fox</li> </ul>

## Centers Planning

<b>ABC</b>	<p><b>Materials to Add in Advance:</b> die-cut letter from zebra print paper (Bb, Nn, Aa, Tt, Dd, Rr, Ee, Yy)</p> <p><b>Monday</b></p> <ul style="list-style-type: none"> <li>Fishing for Letters: Rr, Aa, Tt, Dd fish</li> </ul> <p><b>Tuesday</b></p> <ul style="list-style-type: none"> <li><b>Syllable Sort</b></li> </ul> <p><b>Wednesday</b></p> <ul style="list-style-type: none"> <li>Fishing for Letters: add Ee fish</li> </ul> <p><b>Friday</b></p> <ul style="list-style-type: none"> <li>Fishing for Letters: add Yy fish</li> </ul>	<b>Classroom Library/ Listening</b>	<p><b>Monday</b></p> <ul style="list-style-type: none"> <li>Book- <i>We're Going on a Bear Hunt</i></li> </ul> <p><b>Tuesday</b></p> <ul style="list-style-type: none"> <li>"Elephant" rhyme chart and pointer</li> <li>Book- <i>I Went Walking</i></li> </ul> <p><b>Wednesday</b></p> <ul style="list-style-type: none"> <li>Hang rhyme chart for winning song/rhyme from vote</li> <li>Audio version of <i>What Do You Do with a Tail Like This?</i></li> <li>Book- <i>What Do You Do with a Tail Like This?</i></li> </ul> <p><b>Thursday</b></p> <ul style="list-style-type: none"> <li>"Gray Squirrel" rhyme chart and pointer</li> <li>Book- <i>Feathers and Hair, What Animals Wear</i></li> </ul> <p><b>Friday</b></p> <ul style="list-style-type: none"> <li>Book- <i>T is for Tiger</i></li> </ul>
<b>Construction</b>	<p><b>Materials to Add in Advance:</b> animal books/magazines, animal pics</p> <p><b>Monday</b></p> <ul style="list-style-type: none"> <li>Building Animals</li> </ul> <p><b>Friday</b></p> <ul style="list-style-type: none"> <li>Animal Body Parts</li> </ul>	<b>Creativity</b>	<p><b>Materials to Add in Advance:</b> animal books/magazines, collage materials for making animals pics</p> <p><b>Monday</b></p> <ul style="list-style-type: none"> <li>Paper bowl turtle materials</li> </ul> <p><b>Wednesday</b></p> <ul style="list-style-type: none"> <li><b>Sculpting Animals</b></li> </ul>
<b>Math</b>	<p><b>Materials to Add in Advance:</b> animal counters, dot dice, book- <i>1, 2, 3 to the Zoo</i></p> <p><b>Monday</b></p> <ul style="list-style-type: none"> <li>Hang Favorite Animal Graph</li> <li>Book- <i>One Duck Stuck</i></li> </ul> <p><b>Tuesday</b></p> <ul style="list-style-type: none"> <li><b>Addition Stories</b> with forest workmat</li> </ul> <p><b>Wednesday</b></p> <ul style="list-style-type: none"> <li>Book- <i>One Is a Snail. Ten is a Crab</i></li> </ul> <p><b>Thursday</b></p> <ul style="list-style-type: none"> <li>Roll and Add with barn workmat and farm animals</li> </ul>	<b>Pretend &amp; Learn</b>	<p><b>Setting:</b> Veterinarian's Clinic- Use <b>Pretend Veterinarian's Office</b> and Theme Guide for set-up, materials, and roles</p> <p><b>Monday</b></p> <ul style="list-style-type: none"> <li>Introduce using <b>Pretend Veterinarian's Office</b></li> </ul> <p><b>Tuesday</b></p> <ul style="list-style-type: none"> <li>Book- <i>I Want to be a Vet</i></li> <li>Vet tools</li> </ul>

<p style="text-align: center;"><b>Science</b></p>	<p><b>Materials to Add in Advance:</b> animal picture cards, informational animal books, hand lenses, plastic animals</p> <p><b>Monday:</b></p> <ul style="list-style-type: none"> <li>• <b>Guess the Animal</b></li> </ul> <p><b>Wednesday</b></p> <ul style="list-style-type: none"> <li>• Animal Coverings Exploration (Theme Guide)</li> </ul> <p><b>Thursday</b></p> <ul style="list-style-type: none"> <li>• Roll and Add with barn workmat and farm animals</li> </ul>	<p><b>Writer's Corner</b></p>	<p><b>Materials to Add in Advance:</b> pencils and markers with animal toppers, animal vocabulary cards with pics, photo cards, animal books/magazines, hang completed <b>Drawing with Details</b> giraffe story (on Wed.), animal border paper (on Wed.)</p> <p><b>Prompt(s):</b></p> <ul style="list-style-type: none"> <li>• Favorite Animals- make into class book at end of week</li> <li>• Draw with Detail- use books and picture cards for inspiration</li> </ul>
---	---	-------------------------------	---

Sample Lesson Plan Template

<b>Teacher:</b>	<b>S&amp;S Week:</b>	<b>Theme Guide:</b>			
<b>Focus Skills</b>					
Book & Print Reading	Phonological Awareness	Language & Communication			
Alphabet Knowledge	Writing	Mathematics			
Science	Social & Emotional Development	Social Studies			
<b>Lesson Plan</b>					
<b>Learning Blocks</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Morning Arrival Routine</b>					
<b>Transition/Movement</b>					
<b>Circle Time</b>					

<b>Transition/Movement</b>				
<b>Journals</b>				
<b>Transition/Movement</b>				
<b>Circle Time</b>				
<b>Transition/Movement</b>				
<b>Small Groups</b> (during centers)				
<b>Outside Time</b>				
<b>Circle Time</b>				

<b>Transition/Movement</b>				
<b>Circle Time</b>				
<b>Transition/Movement</b>				
<b>Circle Time</b>				
<b>Transition/Movement</b>				
<b>Small Groups</b> (during centers)				
<b>Outside Time</b>				

<b>Circle Time</b>					
<b>Transition/Movement</b>					
<b>Circle Time</b>					
<b>Transition/Movement</b>					
<b>Circle Time</b>					
<b>Book List by Day</b>					