

Lesson Plans Summer 2016

ASTATE Child Development and Research Center-A

Teacher: Ms. Mandi

<p>Date: June 6th, 2016-June 17th, 2016</p> <p>Theme: Pond Life</p> <p>Books: <i>Jo MacDonald saw a pond</i> by Quattlebaum Easy QU <i>Katie and the waterlily pond: a magical journey through five Monet masterpieces</i> by Mayew Easy MA <i>In the small, small pond</i> by Fleming – ASU Resource room <i>Song of the water boatman: and other pond poems</i> by Sidman <i>Turtle Splash! Countdown at the pond</i> by Falwell Easy FA <i>One frog sang</i> by Parenteau <i>There was an old monkey who swalled a frog</i> by Ward WA <i>There was an old lady who swallowed a frog!</i> By Colandro CO <i>Fish is fish</i> by Lionni –personal collection <i>The ugly duckling</i> by Holland Easy AN The ugly duckling returns by Bradman BRADMAN The ugly duckling by Mitchell nonfiction 398.2 ANDERSON <i>What do you find in the pond?</i> By Kopp nonfiction 578 K <i>Pond wildlife</i> by hibbert nonfiction 551.48 HIBBE <i>At the pond</i> by Lindeen Easy reader LI <i>Welcome to the pond</i> by Owen nonfiction 577.6 OWEN <i>Pond food chains</i> by Kawa nonfiction 577.6 KAWA <i>Beyond the pond</i> by Keufler Easy KU <i>What's in the pond, dear dragon?</i> By Hillert Easy Readers HI <i>Plip-Plop Pond!</i> Pixton MK <i>Pond Circle</i> b Franco Easy FR <i>On the duck pond</i> by Stockland nonfiction 636 S <i>Just a day at the pond</i> by Mayer Easy MA <i>Animals at the pond</i> by Lambilly-Bresson nonfiction 591 L <i>Rudi's pond</i> by Bunting Easy B nonfiction 811 Si1 <i>Frog's lucky day</i> by Bunting Easy BU <i>Five Little Ducks</i> by Lewis MK <i>Duck's Day out</i> by Alborough MK <i>Five little ducks</i> by Bates Easy B <i>10 little rubber ducks</i> Eric Carle by CA</p>	<p>Book: <i>And Then It's Spring</i> by Fogliano <i>What If You Had Animal Feet?</i> By Markle <i>Froggy</i> collection by London <i>Frog and Toad</i> by Label <i>Frog or toad?</i> by Ryndak 597.8 RYNDA <i>From tadpole to frog</i> by Anderson 597 A <i>The frog prince</i> by brothers Grimm/Cowley CO <i>Prince of a frog</i> by Urbanovic <i>Princess frog</i> by Richemont RI <i>By Mouse and Frog</i> by Freedman FR <i>Frog on a log?</i> Gray GR <i>I don't want to be a frog</i> by Petty PE <i>Tree Frog</i> by Phillips 597.8 PHILL <i>Noisy frog sing-along</i> by Himmelman 597 H <i>The frog and the ox: can bragging get you in trouble?</i> AE <i>Frog and friends: frog saves the day</i> by Bunting BU <i>I spy a funny frog/rhymes</i> by Marzollo 793 M <i>Bog Frog Hop</i> by Mewburn ME <i>Frog and Friends: party at the pond</i> Bunting BU <i>Frog of toad? How do you know?</i> Stewart 597.8 Stewa <i>Where is my frog?</i> Orshoski OR <i>City Dog, Country Frog</i> Willems WI <i>Foo, the flying frog of washtub pond</i> by Yang YA <i>Green Wilma, frog in space</i> by Arnold AR <i>The frog with the Big Mouth</i> by Bateman BA <i>Bradley McGogg, the very fine frog</i> by Beiser BE <i>Beware of the frog</i> by Bee BE <i>Bee frog</i> by Waddell W <i>Oscar and the frog: a book about growing</i> Waring 591 W <i>The frog who wanted to see the sea</i> Billout B <i>The frog prince</i> by Grimm/Wargin 398.2 WARGI <i>The frog princess: a Tlingit legend from Alaska</i> by Kimmel 398.2 Ki57 <i>5 little ducks: an old rhyme</i> Papparone Easy P <i>The rabbit and the turtle and other Aesop's fables</i> by Eric Carle Easy CA <i>Turtle crossing</i> by Chrustowski Easy CH <i>We're going to feed the ducks</i> by Cruickshank MK</p>	<p>Vocabulary/Language: <i>Pond</i> <i>Lily pad</i> <i>Algae</i> <i>Frog</i> <i>Toad</i> <i>Turtle</i> <i>Tortoise</i> <i>Duckling</i> <i>Gosling</i> <i>Tadpole</i> <i>Spring</i> <i>Pollywog</i></p> <p><i>Chart: KWL chart, what do we know about pond life? What do we want know? What have we learned?</i></p> <p><i>Chart: Favorite Pond creature (Duck, Frog, Fish, Tadpole). Children stick their name labels in column they choose (adaptation: older children can write their names). Which has most votes? Least votes?</i></p> <p><i>Chart: Venn diagram Frog vs. Toad (look at live frog and toad, children give responses).</i></p> <p><i>Chart: Favorite color fish: children stick their name labels in color column they choose (adaptation: older children can write their names). Which color got the most/least votes?</i></p>
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<p>Finger plays:</p> <ul style="list-style-type: none"> • Lizard fingerplay • Turtle • My Turtle • Five Speckled Frogs • 5 Little Frogs • Five lil' froggies • Turtle Action Poem • Snapping Turtle • 5 Ducks 	<p>Songs/Music:</p> <ul style="list-style-type: none"> • Wooden frog musical instrument • Old MacDonald had a pond: students make pond animal sounds (frog, duck, goose, fish, turtle, snake, mosquito, etc.) • Pond-related songs 	<p>Stories, Puppets, Flannel or Magnetic Stories:</p> <ul style="list-style-type: none"> • Frog puppet • Frogs on a log (Velcro attaches them) • Ugly Duckling felt story • Summer Days Story
<p>Math Center:</p> <ul style="list-style-type: none"> • Frogs on a log prop (subtraction) • Ellis Cut frogs of three different sizes to identify, order by size, and pattern • Frog, dice, lily pad board game (roll dice, hop that many lily pads with frog character). • Roll dice and “feed” teacher-made frog “bugs” (pom poms) corresponding to number of dice. • Frog manipulative box (#ed lily pads, frogs) • Fish manipulative box (#ed aquariums, fish) 	<p>Science Center:</p> <p>Turtle Fish Frog, toad Life Cycle Wheel Talk Pictures of fish, pond related images (open ended questions presented) Realistic Frog toys to examine (feel bumps, recognize parts) Labeled fish parts</p>	<p>Art Center:</p> <p>Make duck footprints with spatulas Draw a frog after talking about parts of a frog Feathers, glue Play-doh cookie cutters (ducks, frogs, etc. pond related) Show children how to “roll” play-doh into balls and pinch out to make pollywogs. Hang children’s art for backdrop of fish and turtle tanks.</p>
<p>Large Motor:</p> <p>Wear frog pool toy and jump patterns (short jump, long jump, short jump, long jump...) Wear frog pool toy and count jumps (it took 5 jumps to get to the end of the carpet..) Wear frog pool toy and compare first jump with second jump (lay down markers for visual comparison..) Ducks in a pond movements (Swim, waddle, fly, shake) Outside jump from chalk-drawn lily pad to lily pad</p>	<p>Small Motor:</p> <p>Pom pom “bugs” into teacher-made frog mouth Picking up small frogs for frogs-in-a-box game Hole puncher to make “bugs” or “flies” for frog to eat Scissors, encourage to cut out lily pads and then stamp frogs onto them using fingers on ink or paint Fish manipulatives box</p>	<p>Outside Play:</p> <p>Hop from chalk drawn lily pad to lily pad Pretend the woodchip padded area is a pond and the haystack is a lily pad. Jump off into the pond (pretend frogs and ducks). Wear frog pool toy and compare first jump to second jump (among other jumping games).</p>
<p>Blocks Center:</p> <p>Plastic ducks, frogs, bugs, turtles. Make a pond and trees using blocks People figures to visit the pond</p>	<p>Dramatic Play Center:</p> <p>Headbands with frog eyes to dress up as frogs Basket or box to put on back like a turtle Teacher-made fishing poles to go fishing at the pond (use basket/box for waterhole). Magnet on end of line to “catch” paper fish with paperclips on end. Encourage children to “cook” the fish they caught and serve it. Picnic blanket for picnic at the pond.</p>	<p>Sand and Water Center:</p> <p>Lily pads made from foam sheets – balance frogs on them (how many will fit?). Frogs, bugs, ducks, turtles figures. Droppers of various sizes Containers, funnels People in sand to go to the pond. Teacher-made fishing poles for the people (twigs with string tied to end). Blue foam circle to represent pond in sand play.</p>

Frameworks and WSS

Social Studies	Language & Literacy	Mathematical Thinking	Scientific Thinking	Personal and Social Development
<p>Goals: WSS.V.D.1 Shows beginning awareness of their environment</p>	<p>Goals: WSS.II.A.1 Gains meaning by listening</p>	<p>Goals: WSS.III.A.2.Processes and Practices: reasons quantitatively. WSS.III.B.1. Number: shows interest in counting. WSS.III.B.2.Number: shows interest in quantity.</p>	<p>Goals: WSS.IV.A.2.Uses senses and simple tools to explore WSS.IV.C.1. Explores the characteristics of living things.</p>	<p>Goals: WSS.I.B.1. Follows simple classroom rules and routines with guidance.</p>
<p>Activities: The students will demonstrate awareness of pond life creatures through discussion and art activities (such as feathers to make ducks, fingerprints on lilypads to represent frogs).</p> <p>Evaluation: Given 5 items, the student will identify 3 that belong in a pond setting.</p>	<p>Activities: The students will demonstrate listening skills by recanting what happens in the beginning, middle, and end of a story read aloud.</p> <p>Evaluation: Given three cards pertaining to read aloud story events, the student will put the cards in order from beginning to end.</p>	<p>Activities: The students will count frogs on a log, removing one and counting again through song/stories such as 5 speckled frogs.</p> <p>Evaluation: Given the Velcro log with 5 frogs prop, the student will orally give the number of frogs left after the teacher sings the part of the song, "one jumped into the pond, now there are ___ (pause for response) green speckled frogs..." The student may count them as needed.</p>	<p>Activities: The students will use magnifying glasses to explore real pond creatures (fish, turtles, frogs) and sense of touch to explore realistic plastic creatures to feel bumps and smooth.</p> <p>Students will use a life cycle wheel about frogs.</p> <p>Evaluation: The student will be provided a frog, toad, and magnifying glasses. The student will give an observation that will be recorded on the Venn Diagram-one for the frog and one for the toad (or name a shared characteristic).</p>	<p>Activities: The students will echo back the visually represented rules for handling classroom pets with emphasis on washing hands after handling them.</p> <p>Evaluation: The student will be asked individually, away from the other students what was the "very important rule" about animals. (Wash hands after handling animals). It is admissible for child to refer to chart posted by pets for reminder.</p>
The Arts	Physical Development, Health, Safety GROSS MOTOR	Physical Development, Health, Safety FINE MOTOR	Physical Development, Health, Safety SELF-CARE, HEALTH, SAFETY	Conscious Discipline
<p>Goals: WSS.VI.A.1. Participates in group music experiences.</p>	<p>Goals: WSS.VII.A.1. Moves with some balance and control.</p>	<p>Goals: WSS.VII.B.1. Begins to use strength and control to perform simple tasks.</p>	<p>Goals: WSS.VII.C.1.Begins to perform self-care tasks.</p>	<p>Goals: The students will learn self-calming methods and using words.</p>
<p>Activities: The students will engage in morning songs and theme related songs.</p> <p>Evaluation: The student participates in theme related song (through echo if child hesitates to ensure lack of participation was due to lack of remembrance of words).</p>	<p>Activities: The students will jump from chalk drawn lily pad to lily pad.</p> <p>Evaluation: Student is able to lift feet off of ground during a jump and land from one chalk drawn lily pad to another chalk drawn lilypad.</p>	<p>Activities: The students will pick up small frogs and sort them. The students will pick up small frogs and place them on mats with corresponding numbers.</p> <p>Evaluation: Student is able to pinch fingers to pick up small frogs to place on mats. In this activity correct number correspondence is not evaluated.</p>	<p>Activities: The students will be guided to washing their hands for 20 seconds with displayed procedure after handling pets.</p> <p>Evaluation: Student follows procedure of 1. Turn on water, get hands wet. 2. Soap and lather 20 seconds. 3. Rinse and turn off sink with paper towel.</p>	<p>Activities: The students will engage in breathing exercises, duck style: lift arm wings while inhaling and lower arm wings as exhale. 3x.</p> <p>Evaluation: Student breathed in as arm wings went up, student breathed out as arm wings went down. Student did activity 3 times.</p>

Photos of use of Pets in the Classroom



This female child was not speaking when she first began the program. You see the aquarium theme at this time was Chica-Chica-Boom-Boom with palm trees and letters. The child chose to go to the science center where she would point to letters that were in her name. She saw a ghost shrimp walking on the letters and showed excitement as she turned to shuffle through the baskets of science materials. She held up the glass encased ghost shrimp and pointed to the shrimp. When I said, "ghost shrimp," she repeated it. It felt victorious to see her open up, make a connection to an item she saw in the baskets on a previous occasion, and actually speak aloud.



These two boys were talking about the colors of the fish and which was their favorite. (Red, white, and yellow). The students had submitted possible names for the fish and then voted on them. The red one is Catboy, the yellow is Popsicle, and the white is Ghost.



What is pond life without some frogs and toads? This child is studying the frogs and toads that the children have brought to the classroom. We talked about what we needed to put in the tank to make them happy in their temporary home (water, a place to hide, crickets and bugs for food, etc.). We created a Venn Diagram during a whole group activity to compare frogs and toads: everything from the number of legs they had, to if they were bumpy or smooth.

Photos of our Classroom Pets and Activities



This child is using a frog instrument where you take the wooden stick and stroke the frog's bumpy back to make a croaking sound. She is seeing if it will make the frog "talk to (her)."



This boy is using the "frogs on a log" prop to sing songs ("5 green and speckled frogs"). It promotes math skills as one is taken away and he names how many are left. The log is a paper towel tube with lines on it to simulate a log and has 5 Velcro pieces to match to each frog. After singing the song, I listened to him tell a story about the frogs. He wasn't aware anybody was observing him.



The children took turns jumping as they wore the inflatable frog. They compared their first jump to the second jump (which was farther).

The next day we jumped from one end of the carpet to the other to see how many jumps it took us.



We used frogs to sort and make patterns.



The tablet in the center of the table is a book we created called, "what we would see at the pond." The children drew a picture and I wrote what they said.



Lily pads were drawn on the sidewalk and the children hopped from one to another for gross motor activities. They were numbered for those that wanted to do them in order and recognize numerals.

Photos from Pets in the Classroom and Activities



Lily pads made from foam sheets to balance frogs and other pond creatures on for the waterplay center.



This little girl is using the balance and finding that the turtle weighed more than the grasshopper.

In the background you see the boy has finished playing with the game board (roll dice and your frog hops that many lily pads) and has begun reading science books with pond life theme.



Playing the frog-hop game outside and using markers to mark the first and second jumps. The children are learning to take turns, interact socially, and compare jumps.



We used yarn to measure the length of this toy turtle (fine motor skills=cutting) and compare it to the smaller turtle. We talked about which was "longer" and which was "shorter."

For this pond theme the students brought turtles, frogs, toads, and bugs. Moms, dads, grandparents, aunts, and uncles interact and talk about their adventures of obtaining the show-and-tell creatures with the class with events such as this. We have classroom fish, snails, and shrimp that stay in the classroom-changing the scenery with the themes. We hang the students' artwork for aquarium backdrops, circulating them and making sure each child has a chance to showcase their work for the pets. We talk about how to care for animals and the environment as well as how to be sanitary and safe for ourselves as we handle them. The children read to the pets, use them for whole group charting and discussion activities, and more.