

Weekly Planning Form

Week of: Nov 30, 2016 Study/Project: Spiders Teacher(s): Kozeta Pano

	Monday	Tuesday	Wednesday	Thursday	Friday
Interest Areas	<p>Blocks: pictures of spider and their webs taped on blocks of different sizes and shapes</p> <p>Library: books about spiders and their webs in English and Spanish</p>	<p>Toys & Games: toy spiders for counting, ordering, sorting, etc.</p> <p>Art: black paint and white construction paper to make spiders and spider webs</p>	<p>Toys & Games: life cycle of a spider puzzle</p> <p>Art: paper plates and yarn to make spider webs</p>	<p>Art: construction paper wiggly eyes pom poms pipe cleaners for making insect headbands for Miss. Spider's Tea Party</p> <p>Computer: homemade spider games - spider size sort for SMART board</p>	<p>Toys & Games: Get to my web! board game</p> <p>Outdoors: magnifying glasses, clipboards for observing and drawing spiders and spider webs</p>
Large Group	<ul style="list-style-type: none"> Morning meeting. Description: Question of the day: How do we feel about spiders? Graph responses. Make a happy face for those who like spiders and a sad face for those who don't like spiders or are afraid of them. Attach the faces to a graph titled, "How Do You Feel About Spiders?" Count and compare findings. Explain to the children that there are different types of spiders. Use the SMART board to show images of them. Encourage children to compare the most two interesting spiders. Help them organize thoughts on a Venn Diagram. Notes: 0.4.1; SL.PK.1b; 5.1.3; 5.3.1 Objectives / Dimensions: 2c , 10a , 25 Children: All Music and movement. Description: Play music from different collections and observe the children while they act out spider actions, such as spinning a web, ballooning, camouflage, etc. Notes: 1.1.1; 1.1.2 Objectives / Dimensions: 35 Children: All 	<ul style="list-style-type: none"> Morning meeting. Description: Question of the day: Where do spiders live? Record responses. Explain to the children that spiders can thrive and live in almost any place: on the edges of the ocean, on plants, under rocks, in trees, in caves and even over the water. The only places that spiders cannot inhabit are the oceans, the highest mountains and the polar regions. Spiders are seen on almost every continent. Use SMART board to show images. Invite the children to sing and act out "Little Miss Muffet" (have story character felt pieces available for them to use). Little Miss Muffet sat on a tuffet, Eating her curds and whey, Along came a spider who sat down beside her, And frightened Miss Muffet away! Notes: L.PK.5a; RF.PK.2a; 5.1.4; 5.1.3; 1.2.1 Objectives / Dimensions: 10a , 15a , 24 , 25 , 34 Children: All See Monday's Music and Movement activity. Notes: Objectives / Dimensions: None Children: None 	<ul style="list-style-type: none"> Morning meeting. Description: Question of the day: What do spiders eat and drink? Record responses. Explain to the children that spiders will eat nearly any sort of insect. Some spiders hunt the insects that they eat, while others may spin a web or wait in a burrow until an insect walks by or flies in. Spiders drink water from natural sources. Invite the children to participate in the "Itsy Bitsy Spider" finger play: The itsy, bitsy spider, climbed up the water spout. Down came the rain and washed the spider out. Out came the sun and dried up all the rain, So the itsy, bitsy spider went up the spout again. Discuss some words from the finger play: "spider", "rain", etc. Encourage children to spell each word, try to sound them out, clap out syllables, etc. Notes: RF.PK.2a; RF.PK.2b; RF.PK.3a; RF.PK.2c; 5.1.3; 1.2.4 Objectives / Dimensions: 15a , 15c , 16a , 16b , 25 , 34 Children: All Music and movement. Description: Invite Kazmira's mom to sing with the children Un Elefante Se Balanceaba - Spanish Nursery 	<ul style="list-style-type: none"> Morning meeting. Description: Question of the day: Can spiders fly? Record responses. Explain to the children that spiders do not fly with wings as some insects and birds are able. However, they are able to travel through the air by sending out a bit of silk which captures a breeze. Invite the children to work on s-words list. Include different words such as squirrel, spider, snake, sock, star, etc. Children will be asked to vote for their favorite "The little old lady..." stories (we will be reading two stories during large group reading). Discuss voting results. Notes: SL.PK.1b; RF.PK.3c; RL.PK.5; Objectives / Dimensions: 10a , 15b , 17a Children: All Music and movement. Description: Sing with children "Be nice to spiders" http://www.youtube.com/watch?v=uiJe5q7Ewo Notes: 0.4.1; SL.PK.1b; 5.1.3; 5.3.1 Objectives / Dimensions: 25 , 34 Children: All 	<ul style="list-style-type: none"> Morning meeting. Description: Question of the day: How does a spider begin life? Record responses. Explain to the children the life cycle of a spider. A spider starts life inside an egg. The mother spider lays many eggs. They usually hatch in a very short time. The baby spider is soon able to spin its own web and capture its own food. When the baby spider, or spiderling, grows too big it must shed its skeleton. Then the spider steps out of it. This soft, new skeleton soon grows hard. The spider is now an adult. Spider vocabulary Discuss with children new words such as abdomen (the rear section of the spider where the heart, liver, lungs, and silk-producing glands are found), exoskeleton (all spiders have this hard outer shell that covers and protects their bodies), spiderling (a baby spider), etc. Notes: 0.1.4; SL.PK.1b; SL.PK.4; 5.3.1 Objectives / Dimensions: 9a , 10a , 12a , 25 Children: All See Thursday's Music and Movement activity. Notes: Objectives / Dimensions: None

			<p>Rhyme</p> <p>http://www.youtube.com/watch?v=T5KvKCj-h0g Notes:</p> <p>Objectives / Dimensions: 34 , 35 Children: All</p>		Children: All
Small Group	<ul style="list-style-type: none"> Smack that spider! Description: Group 1. We will be using alphabet spider cards and a fly swatter to play this game. Teacher will be calling out a letter and the children should be able to smack (with the fly swatter) the spider with the letter teacher has called out. Children in this group will be asked to work with letters in their names. Group 2. This group of children will be working with other letters and letter sounds? Notes: Objectives / Dimensions: 16a , 16b Children: All 	<ul style="list-style-type: none"> Clip cards. Description: Group 1. Using clothespins, we will ask the children to clip the number that matches the number of spiders on the card. For this game children will be using spider cards and clothespins. They will be working with numbers 1-5. Group 2. Children in this group will be challenged to work with higher numbers 1-10. Notes: Objectives / Dimensions: 20a , 20b , 20c Children: All 	<ul style="list-style-type: none"> Spin and graph. Description: Group 1. Children in this group will be playing with a spider spinner (with 4 different spider/spider web pictures on it). They will be asked to graph the results on paper. At the end of the activity, children should be able to count and compare results. Group 2. Children in this group will be asked to work in pairs. Notes: Objectives / Dimensions: 11a , 20a , 22 Children: All 	<ul style="list-style-type: none"> Spelling puzzle. Description: Group 1. Children in this group will be asked to match the uppercase letters to the playing mat spells. "SPIDER" is the word they will be working with. Group 2. Children in this group will be asked to work with lowercase letters. Letter sounds will also be reviewed. Notes: Objectives / Dimensions: 11a , 16a , 16b Children: All 	<ul style="list-style-type: none"> Spider patterns. Description: Group 1. Children will be asked to use spider cards to create a simple pattern of choice. They should be able to read their pattern as well as their friend's pattern. Group 2. Children in this group will be encouraged to work on more complicated patterns. Notes: Objectives / Dimensions: 11a , 11b , 23 Children: All
Read Aloud	<ul style="list-style-type: none"> "The very busy spider" by Eric Carle Description: Book discussion Why do spiders make webs? What do you like to build? Which animals visited the spider while it was making a web? How did spider feel at the end of the story? Which one is your favorite book illustration? Why do you like it? Notes: RI.PK.5; RF.PK.1 Objectives / Dimensions: 17a , 17b Children: All 	<ul style="list-style-type: none"> "The little old lady who swallowed a fly" Description: Book discussion Who was the Old Lady? What was her name? Where did she come from? What happened to the Old Lady? Why did the Old Lady swallow the fly? Why did she die? Which one is your favorite part in the story? Why? Notes: RF.PK.2a; SL.PK.2 Objectives / Dimensions: 18a , 18b , 18c Children: All 	<ul style="list-style-type: none"> "Anansi the spider: A Tale from the Ashanti" by Gerald McDermott Description: Book discussion How many sons did Anansi the spider have? Where did Anansi got lost during its journey? What did each of its sons do to rescue the father? Why the great globe of light was placed in the night sky? Do you remember what that light represents? Notes: RF.PK.3a; RF.PK.4 Objectives / Dimensions: 17a , 17b Children: All 	<ul style="list-style-type: none"> "Miss Spider's Tea Party" by David Kirk Description: Book discussion What is Miss Spider setting up to do? How many beetles did she invite? What kind of tea did she brew for the six ants? How many cups did Miss Spider set for her tea party? What did Miss Spider do after everyone flew away? What did they all eat and drink at the party? Notes: RF.PK.1d; RF.PK.2c Objectives / Dimensions: 17a , 17b Children: All 	<ul style="list-style-type: none"> Aaaarrgghh! Spider! by Lydia Monks Description: Book discussion Why do you think the spider wanted to be a family pet? What animals can be pets? Can a spider dance? What are some things spider did to show that he is better than other pets? What did the spider do at the end of the story? How did everyone in the family feel when they saw lots of spiders by their doorstep? Are you afraid of spiders? Why/why not? Notes: RL.PK.10; RI.PK.7; RL.PK.2 Objectives / Dimensions: 17a , 17b Children: All
Outdoor Experiences	<ul style="list-style-type: none"> Gym. Description: Jumping Game: See how far children can jump on a floor spider web (made with tape)! Notes: 2.4.3 Objectives / Dimensions: 4 , 5 Children: All 	<ul style="list-style-type: none"> See Monday's gross motor activity. Notes: Objectives / Dimensions: None Children: None 	<ul style="list-style-type: none"> Gym. Description: Sticky Spider Web: Throw newspaper balls at a sticky spider web! How many can children get to stick? Notes: Objectives / Dimensions: 6 Children: All 	<ul style="list-style-type: none"> See Wednesday's gross motor activity. Notes: Objectives / Dimensions: None Children: All 	<ul style="list-style-type: none"> Gym. Description: A Spy Game: Bring 2 dividers (or more) in the gym. Create a tunnel using the wall and both dividers. Tape up a 'spider web' for children to crawl through. Stick pom poms or cotton balls to it for them to pick up (and count) along

					the way. Notes: Objectives / Dimensions: 20a , 4 Children: All
Special Activities	<ul style="list-style-type: none"> Spider counting book Description: This book can be illustrated by the children during interest area time, so the number of spiders on the page matches the text. Use spider rubber stamps, spider stickers, or hand-drawn spiders to complete the book. Notes: 4.1.1; 4.1.4 Objectives / Dimensions: 20a , 20b , 20c Children: All 		<ul style="list-style-type: none"> Character Ed. Description: Sad (large group) Children will be able to begin to identify and verbalize the feeling of sad. Read the book "My friend is sad" by Mo Willems. Show children the picture of sad child and ask "How does the child feel?" Invite children to make a list of things that make them feel sad. Later, children will work on a happy and sad collage with pictures from magazines. Notes: 0.3.1; 9.4.3; SL.PK.2; 0.2.4; 0.4.1; 9.1.3; RL.PK.10 Objectives / Dimensions: 1a , 2c , 2b , 8a , 11a , 18a , 29 Children: All 	<ul style="list-style-type: none"> Character Ed. Description: Sad (large group) Children will be able to identify what to do when they are feeling sad. Follow the short story using the Zippy and Moe puppets and group discussion questions. Follow the role play with puppets. Introduce the solution station. Have children demonstrate a solution for Zippy and Moe's problem. Notes: 0.3.1; 9.4.3; 0.2.4; SL.PK.2; SL.PK.6 Objectives / Dimensions: None Children: All 	<ul style="list-style-type: none"> Character Ed. Description: Sad (small group) Children will be to identify and draw what makes them sad. Children will be provided pictures to begin open discussion on activities that make them sad. The teacher will provide directions and materials to begin creating a classroom "sad" book. Children will be asked to share "What makes them sad?" They will begin to draw their picture and asked to provide a response of what they created. Notes: 0.3.1; SL.PK.2; RF.PK.1; W.PK.1; 6.1.1; 1.4.4 Objectives / Dimensions: None Children: All
Materials					

Family Partnership	<ul style="list-style-type: none"> Remind families for Parent - Teacher conferences. Send home "My day at preschool" 				
To-Do List	<ul style="list-style-type: none"> Morning Meeting. Sing "Hello" song in different languages. Discuss calendar and weather (SMART board). Sing the "Weather" song in English and Spanish. Estimate then count and compare the number of toy spiders inside two same size jars. Write a math sentence. Discuss the letter "S". Analyze two or three s-words. Participate in "Today I am feeling..." chart. Afternoon Meeting. Discuss our day. Talk about favorite activity or experience. Sing "Goodbye" song in English and Spanish. 				
Reflecting on the Week					