### Weekly Planning Form

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

#### Interest Areas

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>Blocks: pictures of spiders and their webs taped on blocks of different sizes and shapes</td>
<td>Toys &amp; Games: toy spiders for counting, ordering, sorting, etc.</td>
<td>Toys &amp; Games: life cycle of a spider puzzle</td>
<td>Art: construction paper wiggly eyes pompoms pipe cleaners for making insect headbands for Miss. Spider’s Tea Party</td>
<td>Toys &amp; Games: Get to my web! board game</td>
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<tr>
<td>Library: books about spiders and their webs in English and Spanish</td>
<td>Art: black paint and white construction paper to make spiders and spider webs</td>
<td>Art: paper plates and yarn to make spider webs</td>
<td>Computer: homemade spider games - spider size sort for SMART board</td>
<td>Outdoors: magnifying glasses, clipboards for observing and drawing spiders and spider webs</td>
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#### Large Group

- **Monday**
  - **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.
    - **Notes:** Add the faces to a graph titled, “How Do You Feel About Spiders?” Count and compare findings.
    - **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

- **Tuesday**
  - **Morning meeting.**
    - **Description:** Question of the day: Where do spiders live? Record responses.
    - **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

- **Wednesday**
  - **Morning meeting.**
    - **Description:** Question of the day: What do spiders eat and drink? Record responses.
    - **Notes:** RF.PK.2a; RF.PK.2b; RF.PK.3a; RF.PK.2c; 5.1.3; 1.2.4
    - **Objectives / Dimensions:** 10a, 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
    - **Notes:**
    - **Objectives / Dimensions:** None

- **Thursday**
  - **Morning meeting.**
    - **Description:** Question of the day: Can spiders fly? Record responses.
    - **Notes:** SLP.K.1b; RF.PK.3c; RL.PK.5;
    - **Objectives / Dimensions:** 10a, 15b, 17a
    - **Children:** All
    - **Music and movement.**
    - **Description:** 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:** http://www.youtube.com/watch?v=UJleQ7T5Iwo
    - **Objectives / Dimensions:** 10a, 12a, 25
    - **Children:** All
    - **See Thursday’s Music and Movement activity.**
    - **Notes:**
    - **Objectives / Dimensions:** None

- **Friday**
  - **Morning meeting.**
    - **Description:** Question of the day: How does a spider begin life? Record responses.
    - **Notes:**
    - **Objectives / Dimensions:** 9a, 0.1.4; SL.PK.1b; SL.PK.4; 5.3.1
    - **Children:** All
    - **Music and movement.**
    - **Description:** Sing with children “Be nice to spiders”
    - **Notes:**
    - **Objectives / Dimensions:** 9a, 10a, 12a, 25
### Small Group

- **Small Group**
  - 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

- **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

- **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 , 16a , 16b
    - **Children:** All

- **Sticky Spider Web:**
  - **Description:**
  - Throw pompoms or cotton balls to it for children to crawl through. Stick using the wall and both dividers.

### Read Aloud

- **“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

- **“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

- **“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 get 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

- **“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 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

### Outdoor Experiences

- **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

- **Gym.**
  - **Description:**
  - See Monday’s gross motor activity.
  - **Notes:**
  - **Objectives / Dimensions:** None
  - **Children:** None

- **Gym.**
  - **Description:**
  - See Wednesday’s gross motor activity.
  - **Notes:**
  - **Objectives / Dimensions:** None
  - **Children:** All

- **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 pompoms or cotton balls to it for them to pick up (and count) along
### Special Activities

<table>
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<tr>
<td>Spider counting book</td>
<td>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. <strong>Notes:</strong> 4.1.1, 4.1.4</td>
<td>20a, 20b, 20c</td>
<td>All</td>
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<tr>
<td>Character Ed.</td>
<td>Sad (large group) Children will be able to begin to identify and verbalize the feeling of sad. Read the book &quot;My friend is sad&quot; by Mo Willems. Show children the picture of sad child and ask &quot;How does the child feel?&quot; 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. <strong>Notes:</strong> 0.3.1, 9.4.3, SL.PK.2, 0.2.4, 0.4.1; 9.1.3; RL.PK.10</td>
<td>1a, 2c, 2b, 8a, 11a, 18a, 29</td>
<td>All</td>
</tr>
<tr>
<td>Character Ed.</td>
<td>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. <strong>Notes:</strong> 0.3.1, 9.4.3, 0.2.4, SL.PK.2; SL.PK.6</td>
<td>None</td>
<td>All</td>
</tr>
<tr>
<td>Character Ed.</td>
<td>Sad (small group) Children will be able 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 &quot;sad&quot; book. Children will be asked to share &quot;What makes them sad?&quot; They will begin to draw their picture and asked to provide a response of what they created. <strong>Notes:</strong> 0.3.1; SL.PK.2; RF.PK.1; W.PK.1; 0.3.1; 6.1.1; 1.4.4</td>
<td>None</td>
<td>All</td>
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### Materials

- Remind families for Parent - Teacher conferences.
- Send home "My day at preschool"

### Family Partnership

- Morning Meeting.

### To Do List

- 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.

### Reflecting on the Week

- Afternoon Meeting. Discuss our day. Talk about favorite activity or experience. Sing "Goodbye" song in English and Spanish.