



# New Mexico PreK Weekly Lesson Plan

Program/School  NM PreK

Date  9/7-9/11

Teacher(s)  Dorothy and Marie

On-going Project (optional) \_\_\_\_\_

<p><u>Blocks</u> Indicator: EI 19.1 Cares for Possessions</p> <p>Additional plan:</p> <p>Teacher support: Help children put blocks in piles to designate who picks up which blocks</p> <p>Vocabulary Word(s):</p>	<p><u>Art</u> Indicator: EI 2.2 Fine Motor Manipulatives</p> <p>Additional plan: add chalk and chalk boards</p> <p>Teacher support: Watch children grasp as the handle the chalk to draw</p> <p>Vocabulary Word(s):</p>	<p><u>Math Center</u> Indicator: EI 10.1 Shapes</p> <p>Additional plan: Magnet tiles</p> <p>Teacher support: Model correct shape names while building with children</p> <p>Vocabulary Word(s):</p>
<p><u>Dramatic Play</u> Indicator: EI 25.3 Role Plays</p> <p>Additional plan: Add props aprons, different note pads and writing tools, menus, pizza boxes (different sizes)</p> <p>Teacher support: Add complexity to children's play by discussing roles in a restaurant</p> <p>Vocabulary Word(s): waiter/waitress/menu/order</p>	<p><u>Class Library</u> Indicator: EI 7.1 Book Enjoyment</p> <p>Additional plan:</p> <p>Teacher support: Spent time reading to children individually and in small groups note which books children ask for most frequently</p> <p>Vocabulary Word(s):</p>	<p><u>Science Center or Sensory Table</u> Indicator: EI 14.1 Senses</p> <p>Additional plan: make new playdough</p> <p>Teacher support: discuss the different attributes of the play dough and ask questions like "What does it feel/smell/look like" "what does it remind you of?"</p> <p>Vocabulary Word(s): sticky smooth</p>
<p><u>Manipulatives</u> Indicator: EI 20.2 Social Problem Solving</p> <p>Additional plan:</p> <p>Teacher support: Encourage children to do puzzles in pairs</p> <p>Vocabulary Word(s):</p>	<p><u>Other Center</u> Indicator:</p> <p>Additional plan:</p> <p>Teacher support:</p> <p>Vocabulary Word(s):</p>	<p><u>Writing Center</u> Indicator: EI 8.3 Writing</p> <p>Additional plan: Add white boards/markers and erasers</p> <p>Teacher support: Introduce letter/word wall and show children how they can copy letters or their names</p> <p>Vocabulary Word(s):</p>



**Large Group  
(as long as children are engaged; usually 15-20 mins.)**

**MONDAY**

Indicator: EI 5.3 Letter Sound, Beginning Sound

Activity & Strategy: Hickety Pickelty and Clap a Friends Name Promote clapping out syllables and learning the names of children

**TUESDAY**

Indicator: EI 5.2 Follows Directions, Receptive Language

Activity & Strategy: Follow Follow music and movement. One child is the leader and the rest follow along

**WEDNESDAY**

Indicator: EI 9.2 One to One Correspondence

Activity & Strategy: Graph the number of boys and girls at school

**THURSDAY**

Indicator: EI 14.1 Senses

Activity & Strategy: Pass around mystery box for children to feel objects and guess what might be

**FRIDAY**

Indicator: EI 27.1 Focus

Activity & Strategy: Read “The Big Green Monster” Help keep engaged by encouraging child to help tell the story

**Small Group  
(if done during play, done as a choice for children)**

Indicator: EI 13.1 Creativity

Activity & Strategy: Read “Big Green Monster” and offer collage materials and paint to create their own individualized monster

Indicator: EI 5.2 Follows Directions, Receptive Language

Activity & Strategy: Make a batch of playdough with children allowing them to measure out ingredients with measuring cups and spoons

Indicator: EI 8.3 Writing

Activity & Strategy: Talk about menus with children and demonstrate how they can write words from the menu or draw pictures of the food

Indicator: EI 20.2 Social Problem Solving

Activity & Strategy: Read “Will you be my friend?” Discuss picture book and

Indicator: EI 13.1 Creativity

Activity & Strategy: Making playdough monster with toothpicks



### Plans for Meals & Transitions

Rotate helpers for setting the table at meal time. Assist children in counting and 1 to 1 correspondence.

Keep track of the number of transitions.

### Outdoor Environment & Explorations

EI 201. Cooperative play  
Assist children in taking turns on the swings and bikes.

### Plans for Small Group and/or Individual Reading

Try out Popsicle stick system to make sure each child gets read to on a weekly basis.

### Plans for Family Involvement

Ask families to bring in photos from home to post in the classroom.

Mateo's dad coming in to play the guitar with children.

### Modifications for Individual Children

Added support during pick up time- Brandon, Mateo, and Paula

Encourage cooperative ideas sharing during puzzle play and in dramatic play Mateo and Brandon

Reflections: What worked? What didn't? What did you learn about individual children and group interests?

Children played more with the playdough when they made it themselves.

Consider ways to support children more with EI 20.2 social problem solving. Do activities to promote social problem solving outside of times when you are helping with this in the moment.

Plans: What will you do next week?

Plan follow up activity related to measurement (obs. for portfolios)

Display and discuss photos that families bring in note children's quotes

Science experiment making elephant tooth paste record quotes for 14.1 Senses