Module 10: EDUCATIONAL
Preschool/Pre-K Lesson Plans

Doodle Bugs!
Children’s Learning Academy

Training Workbook
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Accessing Lesson Plans

Once you’ve completed the “Accessing Lesson Plans” training video, use your training iPad to pull up today’s PSPK lesson plan. Write down a summary of the Sensory activity provided for today:

List 2 other lesson plan resources that you can find in Google Drive:

PSPK Lesson Plans: Introduction

Before beginning the lesson plan walkthrough, take a moment to review the PSPK lesson plan provided for you on the following 3 pages. Write down any questions that you may have about PSPK curriculum.
Unit 4: Amazing Animals – Water Habitats I

Circle Time Activities
These activities should be implemented in several brief circle times/group gatherings throughout the day (both AM and PM) to accommodate varied attention spans and multiple interests.
Objective: Uses language to express thoughts and needs.

Classroom Conversations
“Has anyone ever been to the ocean or beach before? What was it like? What can you do there? What might you see? What plants or animals can you find at the beach and in the ocean? The place where the ocean meets the sand is called the beach! Lots of animals live in the salty water of an ocean habitat, and many plants live there, too. The ocean has lots of salty water, and the water is very deep. Ponds have water too, but the water is shallow and not salty. We call the kind of water in ponds and lakes fresh water; ponds, lakes, and oceans all have water, but they are very different.”

Question of the Day: What do you know about oceans and beaches?

Large Group Activity
Ocean Animals
Choose one or two of these amazing ocean animal videos to watch with children today. Talk about what you see in the habitat surrounding them – are there other animals or plants there?
Sharks
Sea Turtles
Fish
Sea Otters

Language and Literacy
“At the Seaside”
When I was down beside the sea
A wooden spade they gave to me
To dig the sandy shore.
My holes were empty like a cup.
In every hole the sea came up,
Till it could come no more.

As you read this poem, invite children to listen for any rhyming words.

HWT – Wet-Dry-Try Demo
On one of the slate chalk boards, pre-draw the letter S. Introduce the activity “Wet, Dry, Try” by asking children what letter you have written on your board. Complete this activity per your Teacher Manual instructions for Wet-Dry-Try.

Sign Language
ASL Names Display – Building Fluency
Continue giving focus to your ASL names display, ensuring every child’s name and photo is displayed along with the signs that build their name. Play a series of games this week that encourage participation with ASL. Ideas below:
“If your name starts with the letter L, show us the letter L sign in the air!” (continue with other letters so each child gets a chance to show their sign).
Pair Name Signing – Invite pairs of friends to practice signing their names to each other saying each letter out loud as they sign.
Continue to encourage children to spell their names using American Sign Language as they play, during transitions, or during a meal.

Social-Emotional
Drain Breathing (video example here)
This breathing technique incorporates the tightening and releasing of muscles, giving added attention to body awareness and coordination.
Begin in a standing position. Demonstrate lifting your arms and making fists in front of you, and squeezing the muscles in the arms, face, and legs. Then, take a deep breath and release muscles with a “shhhh” noise as you slowly drop your arms.

Adapted from www.ConsciousDiscipline.com 800-842-2846

MSA Moments: MSA Indicator 5.1c: Children have equal, accessible opportunities to learn and participate in appropriately challenging activities and in skill-reinforcing activities.
# Unit 4: Amazing Animals – Water Habitats I

## Learning Centers

Children need a variety of interesting and engaging places to play all day long that are well balanced according to their interests and learning styles. Activities that are to be implemented during specific times of the day are marked as such.

<table>
<thead>
<tr>
<th>ALL DAY</th>
<th>ANYTIME</th>
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</table>

### Easel

**Crayon Rubbings**

As children approach the easel today, show them how to place paper on top of sandpaper and rub the side of a crayon over it. What shows up on the paper? How does it look and feel?

This exercise builds core strength, dexterity, and offers a sensory-rich lesson in cause and effect.

**Objective:** Explores the visual arts.

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### Gross Motor

**Parachute Play**

Provide children with a parachute to enjoy – you can play with them at first, reminding them how to move the parachute up and down, fast and slow, around in circles, etc. Encourage children to play with it independently when you feel they’re ready to try in small groups.

**Objective:** Demonstrates gross motor skills.

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### Dramatic Play

Use your Unit 4 prop box materials.

Here is one way to set it up:

**Objective:** Demonstrates knowledge about self.

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### Blocks

**Habitat Building Extension**

Extend the blocks center by inviting children to take pictures of their sand castles and sculptures to put into a book. Guide them in using the tablets to take photos, combine into an album, print, and discuss! You can also keep a binder of these photos near the blocks center for future inspiration.

**Objective:** Demonstrates positive approaches to learning.

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### Art & Craft

Choose an option from the [Unit 4 Art & Craft Guide](#). Many of these can be extended into 2-3 day projects, and can even be taken outside! Remember, one open-ended art center should always be open – if you choose a craft, the easel should have an open-ended option.

Art experiences should be facilitated in small groups, allowing for important individualized attention and relationship building.

**Objective:** Explores the visual arts.

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### Sensory

**Waves in a Bottle**

Have children help you fill a clear plastic bottle halfway with cooking oil. Add water to fill the bottle three-quarters of the way, and add a few drops of blue food coloring and ocean objects, beads, and/or glitter. **Teacher ONLY** – Hot glue the cap onto the bottle. As you turn the bottle on its side, watch the ocean waves roll gently!

**Objective:** Participates cooperatively and constructively in group situations.

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### Library

**Letter Finders**

Introduce children to the letter finder tools you prepared in advance. Demonstrate how to isolate one letter, describe its characteristics, name it, and say its sound.

Some children may only be ready for describing it, while others may be ready for just naming it. Encourage independent exploration and guide as needed in a playful, open-ended way (avoid skilling and drilling).

**Objective:** Demonstrates knowledge of print.

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### STEAM

**Salt Water & Fresh Water: Sink or Float**

Why do some things sink in fresh water and float in salt water?
Provide children with the two containers of water that you prepared along with the materials you gathered.
First, ask children to make a guess about which water the materials will float in, and which they will sink in. They can record their answers (predictions), and then begin experimenting!

**PS. Salt makes the water heavier, allowing things that would normally sink to float.**

**Objective:** Uses scientific inquiry skills.
Unit 4: Amazing Animals – Water Habitats I

Learning Centers
Children need a variety of interesting and engaging places to play all day long that are well balanced according to their interests and learning styles. Activities that are to be implemented during specific times of the day are marked as such.

<table>
<thead>
<tr>
<th>PRESCHOOL</th>
<th>PRE-K</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PS Literacy</strong></td>
<td><strong>PK Literacy</strong></td>
</tr>
<tr>
<td>Ocean Journaling</td>
<td>HWT – Wet-Dry-Try (Teacher Led Center)</td>
</tr>
<tr>
<td>Invite children to draw, cut, and glue pictures into their journals and “write” about them. They may be interested in cutting a piece of a salt painting from earlier in the week and adding it to their journal with an explanation of the experience!</td>
<td>On one of the chalk boards, pre-draw the letter S. Introduce the “Wet-Dry-Try” by asking children what letter you have written on your board. Be sure to narrate through all of your actions. Complete this activity per your Teacher Manual instructions for Wet-Dry-Try.</td>
</tr>
<tr>
<td><strong>Objective: Demonstrates emergent writing skills.</strong></td>
<td>Access the Unit 4 HWT Guide for an overview of Unit 4.</td>
</tr>
<tr>
<td><strong>Objective: Demonstrates emergent writing skills.</strong></td>
<td><strong>PK Math</strong> Review Unit 4 learning goals here.</td>
</tr>
<tr>
<td><strong>PS Math</strong> Review Unit 4 learning goals here.</td>
<td><strong>PK Math</strong> Review Unit 4 learning goals here.</td>
</tr>
<tr>
<td><strong>Shape Recognition – Fishing for Shapes</strong></td>
<td>Fluency Practice – Build and Break a Stick</td>
</tr>
<tr>
<td>Use construction paper to make several fish of varying colors and sizes. Add simple shapes (you may want to laminate for durability) and attach a paper clip to each fish. Create a fishing pole from classroom materials (yarn tied onto the handle of a magnet wand works well).</td>
<td>Gather a group of 4 children and provide each child with a stick of 5 unifix cubes to:</td>
</tr>
<tr>
<td>Children use the pole to catch fish, then sort them by shape, color, and/or size.</td>
<td>- Touch and count the cubes of your stick. (Pause to allow for response.) Now, let me hear you counting as you build! (1, 2, 3, 4, 5) Now add 1 more! (Repeat until children have built a stick of 7 cubes.)</td>
</tr>
<tr>
<td><strong>Objective: Compares and measures.</strong></td>
<td>- Break your stick apart in different ways and then put it back together again. How many cubes are in your stick when you put it back together?</td>
</tr>
</tbody>
</table>

Doodle Fitness

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Session 2</th>
<th>Classroom Yoga</th>
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<tbody>
<tr>
<td><strong>Rolling Experiments</strong> – Provide an assortment of pom pom balls and playground balls that roll (tennis balls, 5” red balls, etc.) with a target to roll them into. Guide children with open-ended questions as they discover which ones roll better and why. Extend by inviting pairs to play catch.</td>
<td><strong>Hand Striking Introduction</strong> – You’ll need playground balls and cones.</td>
<td></td>
</tr>
<tr>
<td><strong>Confidence Builders</strong> – Create a “center” with a few options that children typically find success with. Whether it’s a jumping station, an obstacle course to run through, or a place for kicking or tossing, design it with the goal of “building confidence” in mind.</td>
<td><strong>Purpose</strong> – “Learning how to strike something takes great hand-eye coordination, balance, and control! This game will help build those skills for things like playing baseball, volleyball, and other fun sports.”</td>
<td></td>
</tr>
<tr>
<td><strong>I Do, You Do</strong> – Show children how to balance a playground ball on top of a cone and then strike with your hand, observing how far it goes. This is a great opportunity to check personal space before striking. Then, let children practice as you guide as needed. Extend by adding a measuring component.</td>
<td><strong>It is also a great transition tool during all parts of the day – ask a veteran teacher for some suggestions!</strong></td>
<td></td>
</tr>
</tbody>
</table>

PreS + PreK Thursday, January 23rd, 2020
Circle Time Activities

Classroom Conversations
What is one way to incorporate Classroom Conversations into your daily routine?

Large Group Activity
What is one thing you noticed about the way that Miss Chelsea presented this large group activity to her children?

Language and Literacy
Jot down a few activities that you might find in the “Language and Literacy” portion of the lesson plan.

Spanish & ASL
List 2 ways that teachers can incorporate Spanish into their daily routines:
1.
2.

Social-Emotional
Explain in your own words why it is important to introduce social-emotional activities to children while they are content.
**Easel**

At Doodle Bugs!, we value **process art over product**. List two characteristics of each:

<table>
<thead>
<tr>
<th>Product Art</th>
<th>Process Art</th>
</tr>
</thead>
</table>

**Dramatic Play**

What is the name of this box?

What purpose does it serve in the Dramatic Play Center?

**Blocks Center**

Name something that you learned about the Blocks Center:

**Library**

In what way did this demonstration bring value to the library?
All Day Centers

Rice Bin
Describe the importance of having the rice bin open all day in the classroom:

Once you’ve completed the “All Day Centers” training video, visit a PSPK classroom and read a book from the library with a child or small group of children.

What is one thing you noticed about reading with young children?

Anytime Centers

Anytime Centers are expected to be open and available for children to play at for at least ___ hour(s) in the morning and ___ hour(s) in the afternoon.

Gross Motor
Place an X through the photo that does not exemplify a gross motor activity:

Art & Craft
Would this activity be placed in the art guide or in the craft section of the lesson plan? Why?
Anytime Centers

Sensory

Circle all of the senses that this sensory bottle activity stimulated:

- Smell
- Touch
- Hearing
- Taste
- Sight

STEAM

Complete the STEAM acronym:

S
T
E
A
M

Anytime Centers cont’d—Literacy

Fill in the components of our Doodle Bugs! Preschool and Pre-K Literacy Portfolios:

<table>
<thead>
<tr>
<th>Preschool</th>
<th>Pre-K</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
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<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td></td>
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</tbody>
</table>
Anytime Centers cont’d— Literacy

Once you’ve completed the Literacy video, visit any PSPK Classroom and facilitate journaling with a small group of children. Use the lesson plan excerpt below for reference.

**PS Literacy — Journals**

Begin introducing journaling. Explain that their journal is a special place to use their imagination to draw or write whatever they want. You can ask about their creations when they're finished and write down everything they tell you to help build an understanding of how the spoken word and text can be connected. This is an important concept for young children and helps build their love for literacy.

*Objective: Demonstrates emergent writing skills.*

What were some of the topics that the children enjoyed journaling about?

Anytime Centers cont’d— Math

Fill in the blanks for the concepts of the scope and sequence as you follow along with our Doodle Bugs! Math Program:

<table>
<thead>
<tr>
<th>Preschool and Pre-K Math Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1— Introduction to _______ _________, Counting and Numeral _________</td>
</tr>
<tr>
<td>Unit 2— Set _______ and Cardinality, _________</td>
</tr>
<tr>
<td>Unit 3— _________ Quantities, Spatial _________</td>
</tr>
<tr>
<td>Unit 4— Addition, _________, _________ Numbers</td>
</tr>
<tr>
<td>Unit 5— _________, Classification &amp; _________</td>
</tr>
<tr>
<td>Unit 6— _________ &amp; _________</td>
</tr>
<tr>
<td>Unit 7— Reinforcement and practice of all previous concepts</td>
</tr>
</tbody>
</table>
Once you’ve completed the Math video, visit any PSPK Classroom and set out a bin of math manipulatives. Engage with children while they explore the materials you’ve provided.

**PS Math**

**Introducing Math Manipulatives**

Set up a math center that features dice and a counting manipulative like the one pictured, or similar.

Invite children to explore openly while you simply ask, “what can you do with these?” Children may count, sort, pattern, etc. As the week progresses, teach them a game they can play with them using one die – rolling the die and counting out the same number of manipulatives as the dots showing on the top of the die.

*Objective: Given a dot card 1-10 counts the correct number of objects to match.*

Jot down one way that the children chose to explore the math manipulatives:

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**Doodle Fitness**

Doodle Fitness Sessions are facilitated by ________________.

Each Doodle Fitness Session is expected to be implemented ____ time(s) per week.

Visit a PSPK classroom and lead a small group of children in a few yoga poses! Pull up the yoga guide from Google Drive for reference.

**What did you take away from your experience leading yoga?**

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**PSPK Lesson Plans: Conclusion**

Jot down something new that you took away from the Preschool/Pre-K Lesson Plans, or any questions that you still may have:
Supply Prep

Why is it important to prep curriculum supplies one week ahead of time?

Once you have completed the training video on Supply Prep, pull up the supply prep list for next week on Google Drive. Choose one activity, gather the materials from the supply closet, and prep as instructed.

Which activity did you prepare?

Setting up your Classroom

In your own words, describe what an invitation to play is:

Circle (at minimum) 5 areas of the classroom where lesson plan activities can be set up in a PSPK Classroom:

Visit a PSPK classroom and jot down 3 learning centers that they currently have set up in their classroom, with a description of the activity that they have provided for each.

1.)
2.)
3.)