



Week 2 1350 - 1400 March 30 – April 3

Monday March 30

- Gather Together: "Welcome to the Zoo"
- Learn Together: "Monkey Trouble"
- Brain Waves: Occipital Lobe "Visual/Mental Rotation: Normal, Not Normal"

Tuesday March 31

- Gather Together: "Please Feed the Animals"
- Create Together: "Paper Plate Snake"
- Brain Waves

Wednesday April 1

- Learn Together: "Asleep at the Zoo"
- Share Together: "Snort or Not"
- Brain Waves

Thursday April 2

- Learn Together: "Map the Zoo"
- Math Small Group: "Which Holds the Most?"
- Brain Waves

Friday April 3

- Outdoor Adventure: "Leap Frog"
- Share Together: "Zoo Box"
- Brain Waves



WEEK 2 1350 – 1400 SERIES CURRICULUM

MATERIALS NEEDED

- Animal pictures (included in packet)
- paper plates
- Stapler
- Colored pencils
- Crayons
- Empty cartons or boxes
- Crayons, color pencils
- Tape
- Glue
- Scissors

Gather Together

Welcome to the Zoo



Materials: chart paper, marker, theme-related book such as *If I Ran the Zoo* by Dr. Seuss or *Put Me In the Zoo* by Robert Lopshire, WOTW poster

Preparation: Pre-read the selected book.

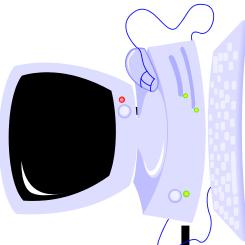
Learning Goal

Domain: Communication, Language, and Literacy
Strand: Expressive/Receptive
 increase vocabulary through everyday communication

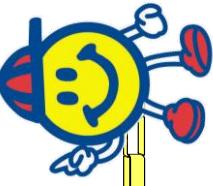


Technology Connection

The Philadelphia Zoo was America's first zoo. It opened July 1, 1874. You can discover more about the zoo on an appropriate website.

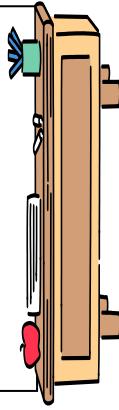


Lesson Vocabulary
responsibility
zookeeper



Teacher Tips

As part of your circle routine, you could review children's classroom **responsibilities** for the day or week. Praise them for contributing to the classroom community by doing their jobs well.



Learn Together

Monkey Trouble

Materials: primate pictures (ape, baboon, chimpanzee, gorilla, lemur, monkey, orangutan)

Preparation: Pre-read the book.

Activity:

1. Gather with a song such as "Come to Group Time."
2. Show children the various primate pictures. Allow time for their questions and thoughts about the pictures. Share with children that all these animals are a special kind of mammal called primates. They have arms, legs, fingers, and toes. They can walk standing up, and many can swing by their tails.
3. Continue sharing that monkeys are very mischievous mammals. The **zookeeper** is always trying to keep the monkeys from hiding things. Monkeys like to mimic other monkeys and people. That means they like to copy what they see.

4. Tell children they will play a game called Monkey Trouble. Tell children you will do an action, clap a pattern, say some words, or make some sounds. They should pretend to be monkeys and mimic what you do. Have fun and reverse roles (let children be the teacher).
Five little monkeys jumping on the bed.
One fell off and bumped his head.
Mother called the doctor, and the doctor said,
"No more monkeys jumping on the bed."
5. Conclude the activity reading and dramatizing one or all the monkey rhymes (see Teacher Tips).

Lesson Vocabulary

mimic
mischiefous
primate



Learning Goal

Domain: Creative Development

Strand: Drama

re-create a familiar story using action and objects (props) individually or cooperatively



Social-Emotional Connection

You can help build children's confidence and pride by providing opportunities for them to tell stories, recite poetry, and participate in drama events.



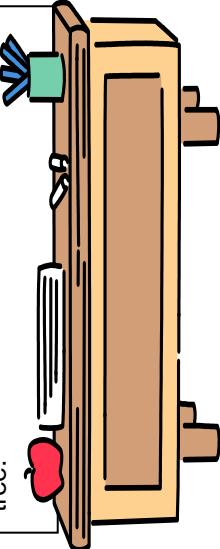
Teacher Tips

Monkey Rhymes

Five little monkeys living at the zoo
Eating a banana, wouldn't you?
Zookeeper said, "No more for you."
So one little monkey cried, "Boo-hoo."

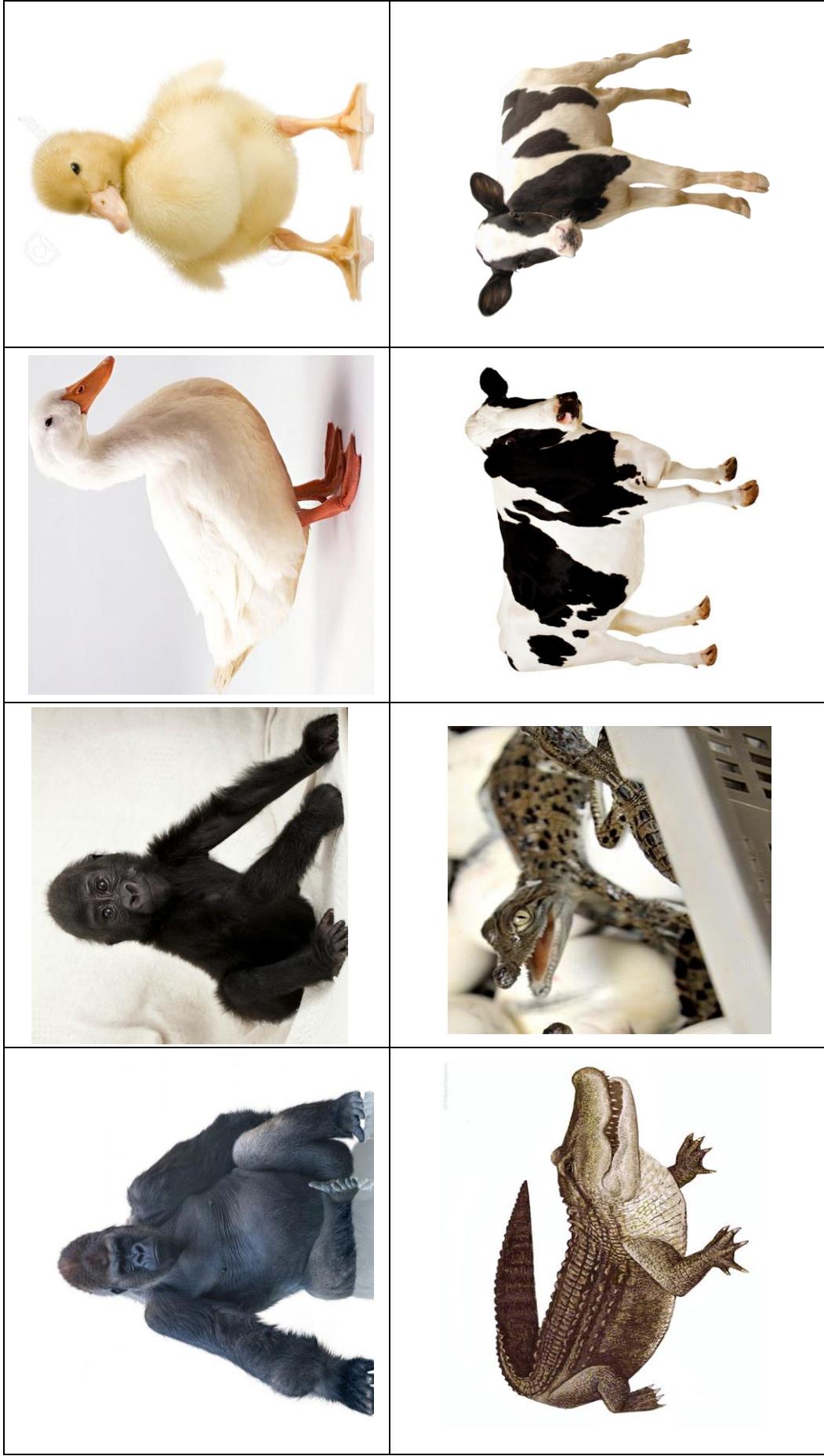
Five little monkeys jumping on the bed.
One fell off and bumped his head.
Mother called the doctor, and the doctor said,
"No more monkeys jumping on the bed."

Five little monkeys swinging in the tree,
Teasing Mr. Alligator, "Can't catch me."
Along came Mr. Alligator quiet as can be
And snapped that monkey out of that tree.



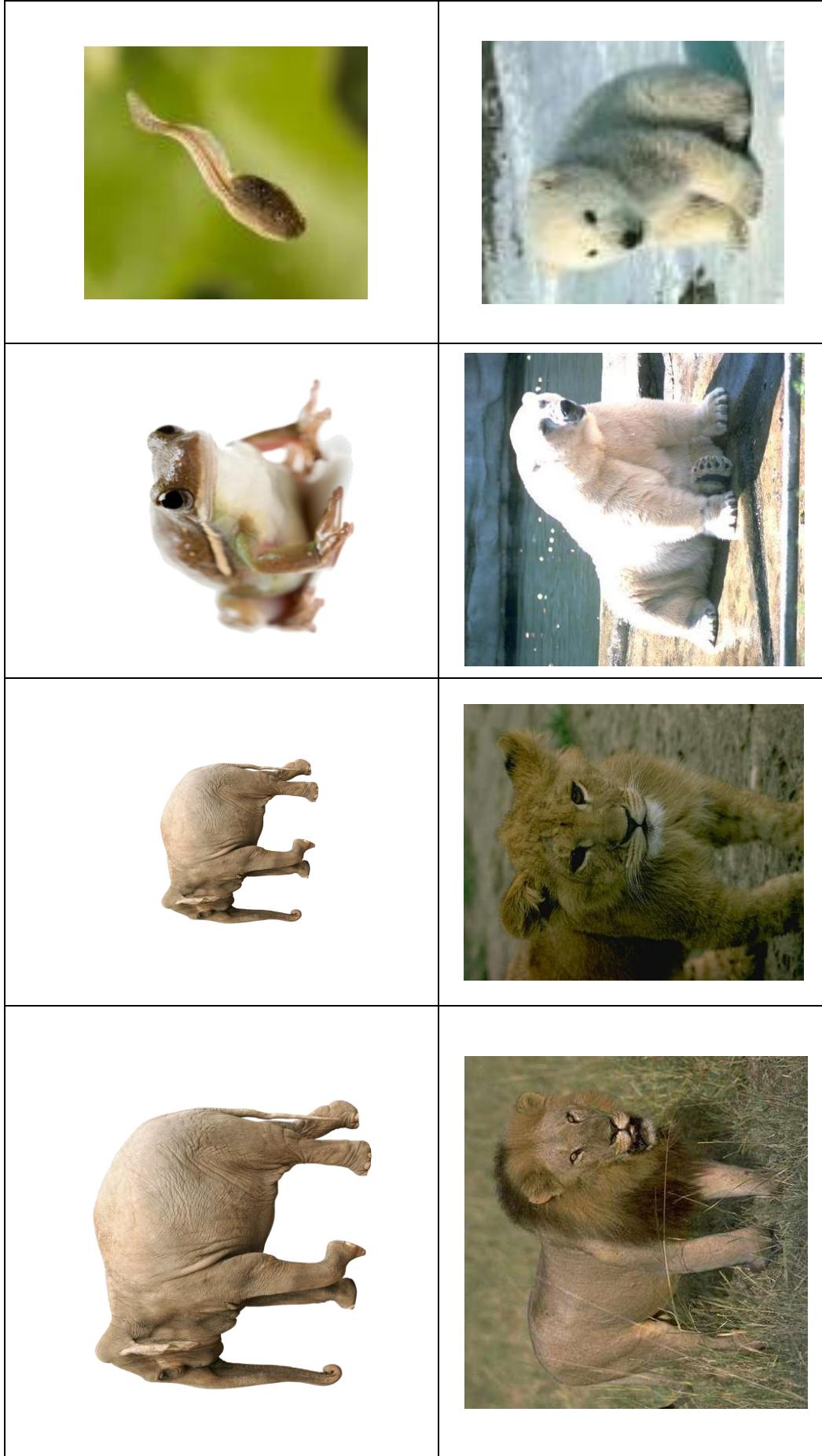
Teacher Tool

Zoo Babies



Teacher Tool

Zoo Babies (Continued)





Visual/Mental Rotation

Normal, Not Normal

Materials: index cards, marker

Preparation: Create several pairs of number cards, one with the numeral right side up and the other with the same numeral sideways, backward, or upside down.

Teacher Instructions:

- ✓ Gather children. Tell them they will play a game called Normal or Not Normal.
- ✓ Show children two numbers. Ask them to observe and tell whether they are "normal" or "not normal."
- ✓ Show the numbers individually or in pairs.
- ☆ Mental rotation activities challenge the ability to recall the correct formation or orientation of an object, even when it changes directions.

Activity Variation: Do this with letters F, G, J, and R. For added difficulty, ask children to respond as quickly as possible. Make copies of other pictures that feature items that can be shown in various orientations. Place in the Brain Station for individual play.

Gather Together



Please Feed the Animals

Materials: animal pictures, clean environmental print food containers, tape

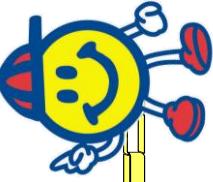
Preparation: Tape the animal pictures to something that will stand up. Collect environmental food pictures that represent foods animals would like to eat such as water, fruits, vegetables, oats, seeds, sugar cubes, meat.

Activity:

1. Gather with a song such as "Come to Group Time."
2. Do your circle routine. Check to see if children have accomplished their classroom **responsibilities** for this day or week.
3. Show and discuss the animal pictures. Place them on display.
4. Show and discuss the environmental print food containers.
5. Tell children that animals, like people, need nourishment.
6. Define "nourishment" as food and water.
7. Engage in conversation about why living things need nourishment.
8. Tell children they can select a food to feed an animal. As they feed the animal, make a statement about why the food would be good for the animal. Children can set the food next to the animal.
9. Praise children for a great job of feeding the animals.
10. Conclude singing "I Like to Eat Apples and Bananas."

Lesson Vocabulary

nourishment



Domain: Science

Strand: Living Things

- recognize there are basic requirements for all life forms

Learning Goal



Teacher Tips

Sing each line twice.

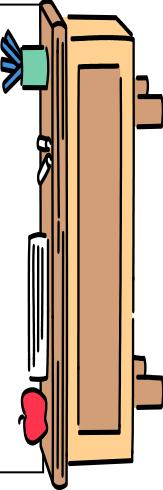
I like to eat, eat, eat apples and bananas.

I like to ate, ate, ate ay-ples and ba-nay-nays.

I like to eat, eat, eat ee-ples and bee-nee-nees.

I like to ote, ote, ote oh-ples and ho-no-nos.

I like to oot, oot, oot oo-ples and boo-noo-noos.



Creation Station

Paper Plate Snake

Materials: craft supplies, crayons, glue, markers, ribbon, scissors, stapler, white paper plates (large, one per child)

Activity:

1. Gather a small group of children.
2. Demonstrate how to draw a spiral on the paper plate starting from the edge of the plate moving to the center. Define “spiral” as a line that keeps going around and around.
3. Make materials accessible to children. They can draw their spirals. Assist them if needed.
4. Children can decorate their plates with crayons or markers.
5. Children can cut their plates along the spiral.
6. Children can lay the plates flat again and glue on craft supplies.
7. Children can cut a length of ribbon and staple to the center of the paper plate. Assist if needed.
8. Engage children in conversation about the details of their snake.
9. Continue this activity with groups of 3 to 6 children until everyone has had the opportunity to participate.

Learning Goal

Domain: Creative Development

Strand: Visual Arts

- share ideas about personal creative work



Social-Emotional Connection

Identify an area of your classroom where children can select to display their creative artwork. This is a great way to boost self-esteem.



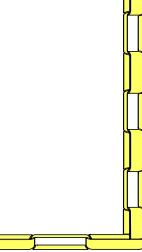
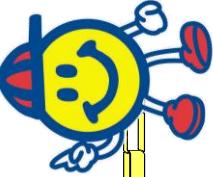
Social-Emotional Connection

Creative expression through art is good. It develops the whole brain. It provides an outlet for the natural curiosity and eagerness of children. It helps them feel good as they demonstrate and talk about what they have created.



Lesson Vocabulary

spiral





Visual/Mental Rotation

Normal, Not Normal

Materials: index cards, marker

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Activity Variation: Do this with letters F, G, J, and R. For added difficulty, ask children to respond as quickly as possible. Make copies of other pictures that feature items that can be shown in various orientations. Place in the Brain Station for individual play.

Learn Together

Asleep at the Zoo



Materials: animal pictures, suggested theme-related book such as *Good Night, Gorilla* by Peggy Rathmann, *Sleepy Bears* by Mem Fox, or *Time for Bed* by Mem Fox

Preparation: Pre-read the selected book.

Learning Goal

Domain: Science

Strand: Living Things

- recognize there are basic requirements for all life forms



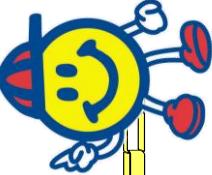
Diversity Connection

We must learn to appreciate diversity and to have respect for life and the environment. Knowing that all life forms have the same requirements helps to underscore our similarities.



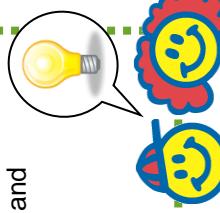
Lesson Vocabulary

nourishment
requirement



Brain Waves

Gross-motor activity is a great brain booster. Using large and small muscles strengthens the body and engages specific areas of the brain that govern body movement and balance.



Share Together

Short or Not?

Materials: chart paper, marker, WOTW poster

Preparation: Prepare a list of words with and without short e (é) such as: wet, bed, den, red, hen, ten, bean, teen, beep. Make two columns on the chart labeled “short e (é) words” and “other.”

Activity:

1. Gather students using your favorite transition activity.
2. Show students the Word of the Week poster. Read word, definition, and sentence. The Spanish word for **pond** is la alberca (lah ah-LEHHR-cah). Show students the ASL signs for the letters Ee, Ff, and Oo. Ask students to make the sounds /e/, /f/, and /o/.
3. Ask students to listen for the short e (é) sound in the words as you read. If it is short, ask them to say, “Short!” If it is not short, ask them to say, “Not!”
4. Review the sound prior to saying the words. Write the words on the chart. Have student volunteers underline the “e” in each of the short e (é) words.
5. Review the lists when you finish.
6. Check for understanding by saying words that do and do not include the short e (é) sound. Have students clap once when they hear words with the short e (é) sound.
7. To extend the lesson, students could write lists of words with the short e (é) sound in their journals.



Learning Goal

Domain: Communication, Language, and Literacy

Strand: Reading

with prompting and support, recognize and name some upper and lower case letters of the alphabet.

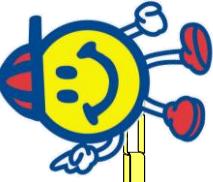
Family Involvement

Students and families can locate pictures of ponds on the internet or in magazines. Have them bring them to school to share with the whole class.

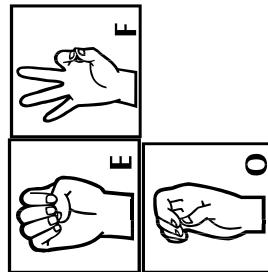


Lesson Vocabulary

short e (é) words



Inclusion Connection



Brain Waves

The ability to review things learned requires children to search their memory banks for stored information.





Visual/Mental Rotation

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Activity Variation: Do this with letters F, G, J, and R. For added difficulty, ask children to respond as quickly as possible. Make copies of other pictures that feature items that can be shown in various orientations. Place in the Brain Station for individual play.

Learn Together

Map the Zoo



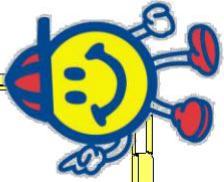
Materials: crayons, marker, stickers (animals and nature), variety of maps, white butcher paper or poster board

Activity:

1. Gather with a song such as "Come to Group Time."
2. Begin the activity by telling children their help is needed to make a map of a zoo. Define "map" as a paper with words and/or pictures to show you how to get from one place to another. Show the various maps you have collected.
3. First, ask children to brainstorm things that need to be on the map. Record their dictations on chart paper. Lead children to know they need a place to enter and exit.
4. Once all the venues have been identified, begin to make the map.
5. Have children tell where to locate the entrance and exit. If children have difficulty with positional words, have them physically come to the poster board and touch where the entrance and exit should go. After this, give them words such as, "Okay, we'll put the entrance here at the bottom right corner of the poster board." Continue in this way until all venues have been located on the map. Label the venues as you draw a square shape labeled "lions" for the lion's den. Draw the paths from venue to venue.
6. Children can use stickers to identify the venues and other details such as trees, ponds, etc.
7. Praise children for being great cartographers. Define "cartographer" as a map maker.
8. Children can transition chanting "Map Maker" (see Teacher Tips).

Lesson Vocabulary

cartographer
map



Learning Goals

Domain: Social Studies
Strand: People and Community

- create simple representations of home, school, or community
- use and respond to words to indicate directionality, position, and size



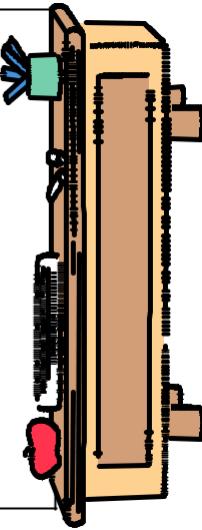
Teacher Tips

Visit your community zoo, park, highway rest area, or travel center and get several maps. Let children know they can build a map in the Construction Station.

Map Maker

Map maker, map maker, make me a map.
Make me a map with a zappity-zap.
Mark it and draw it and set it up right.
When it's all done, we'll fold it up tight.

"Zappity-zap" means really fast like lickety-split.



Math Small Group

Which Holds the Most?

Materials: containers (various shapes and sizes), measuring cups, pitcher of water, vinyl tablecloth

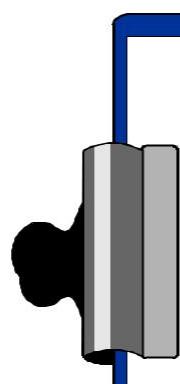
Preparation: Put tablecloth on table.
Pour water in pitcher.

Activity:

1. Gather 3 – 6 students.
2. Give each a container. Ask, “Which of these containers do you think will hold the most water? Why do you think this?”
3. One at a time, have students fill their containers using a measuring cup. Have all students count the number of cups required to fill each container.
4. Ask, “Which container holds the most water? Are you surprised?”
5. Continue as time and interest allow with different containers.
6. Continue with groups of 3 – 6 students until everyone has the opportunity to participate.



Daily



Learning Goals

Domain: Mathematics
Strand: Measurement and Comparison

- use a variety of techniques and standard and nonstandard tools to measure and compare length, volume (capacity), weight, height



<p>Science/Sensory Station</p> <p>What's the Capacity?</p>	<p>★ Learning Goals use a variety of techniques and standard and nonstandard tools to measure and compare length, volume (capacity), weight, height</p>	
<p>★ Station Enhancements</p> <ul style="list-style-type: none"> • bucket • containers • measuring cups • paper • pencils 	<p>★ Students can...</p> <ul style="list-style-type: none"> • use measuring cups to fill containers with either sand or water • record the number of cups needed to fill containers • determine which container has the greatest capacity • order containers from least to greatest capacity 	<p>★ Teacher can...</p> <ul style="list-style-type: none"> • assess students' ability to order containers on the basis of capacity • assist children in recording their findings



Visual/Mental Rotation

Normal, Not Normal

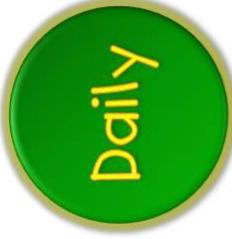
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Activity Variation: Do this with letters F, G, J, and R. For added difficulty, ask children to respond as quickly as possible. Make copies of other pictures that feature items that can be shown in various orientations. Place in the Brain Station for individual play.



Learning Goal

Domain: Physical Development and Motor Skills Strand: Motor Skills (Gross)

coordinate movements to perform more complex tasks




Outdoor Adventure Leap Frog

Materials: none

Activity:

1. Gather students on playground.
2. Encourage students to pretend to be frogs and leap.
3. Invite students to have a leaping race. They could leap like frogs from start to finish lines, or they could have a leap frog relay.
4. Continue as time and interest allow.

Share Together

Zoo Box

Materials: animals (miniature wooden or plastic), box, crayons

Preparation: Color a small box so it looks like an animal cage.

Activity:

1. Gather with a song such as "Come to Group Time."
2. Begin the activity by showing children the zoo box. Show all the animals, and see how quickly children can name them. Place all animals into the box.
3. Now, remove an animal from the box, make the animal sound, and have a child or all children imitate the sound. Define "imitate" as to make the same sound.
4. Reverse roles, and allow children to be the teacher.
5. When finished, have children count with you as you replace all animals in the zoo box.
6. Children can transition to the next activity making their favorite animal sound.

Learning Goals

Domain: Communication,

Language, and Literacy

Strand: Phonological Awareness

differentiate sounds that are the same and different

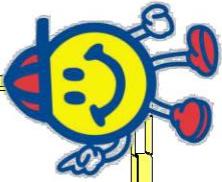
Strand: Reading

demonstrate the ability to quickly label or identify letters, numbers, words, pictures, or objects (rapid naming)



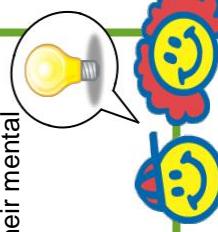
Lesson Vocabulary

imitate



Brain Waves

Rapid Naming (Rapid Automatized Naming – RAN) has been found to be a predictor of reading success. Children should be able to pull words from their mental dictionary.





Visual/Mental Rotation

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Activity Variation: Do this with letters F, G, J, and R. For added difficulty, ask children to respond as quickly as possible. Make copies of other pictures that feature items that can be shown in various orientations. Place in the Brain Station for individual play.

Daily

Play & Learn Ostrich Walking

Materials: none

Activity:

1. Game can be played inside or outside.
2. Demonstrate how to walk like an ostrich. Bend forward, and grab your ankles with your hands. Stretch your neck in and out as you walk.
3. Children can walk like an ostrich as often and as long as they wish.

Learning Goal

Domain: Physical Development and Motor Skills

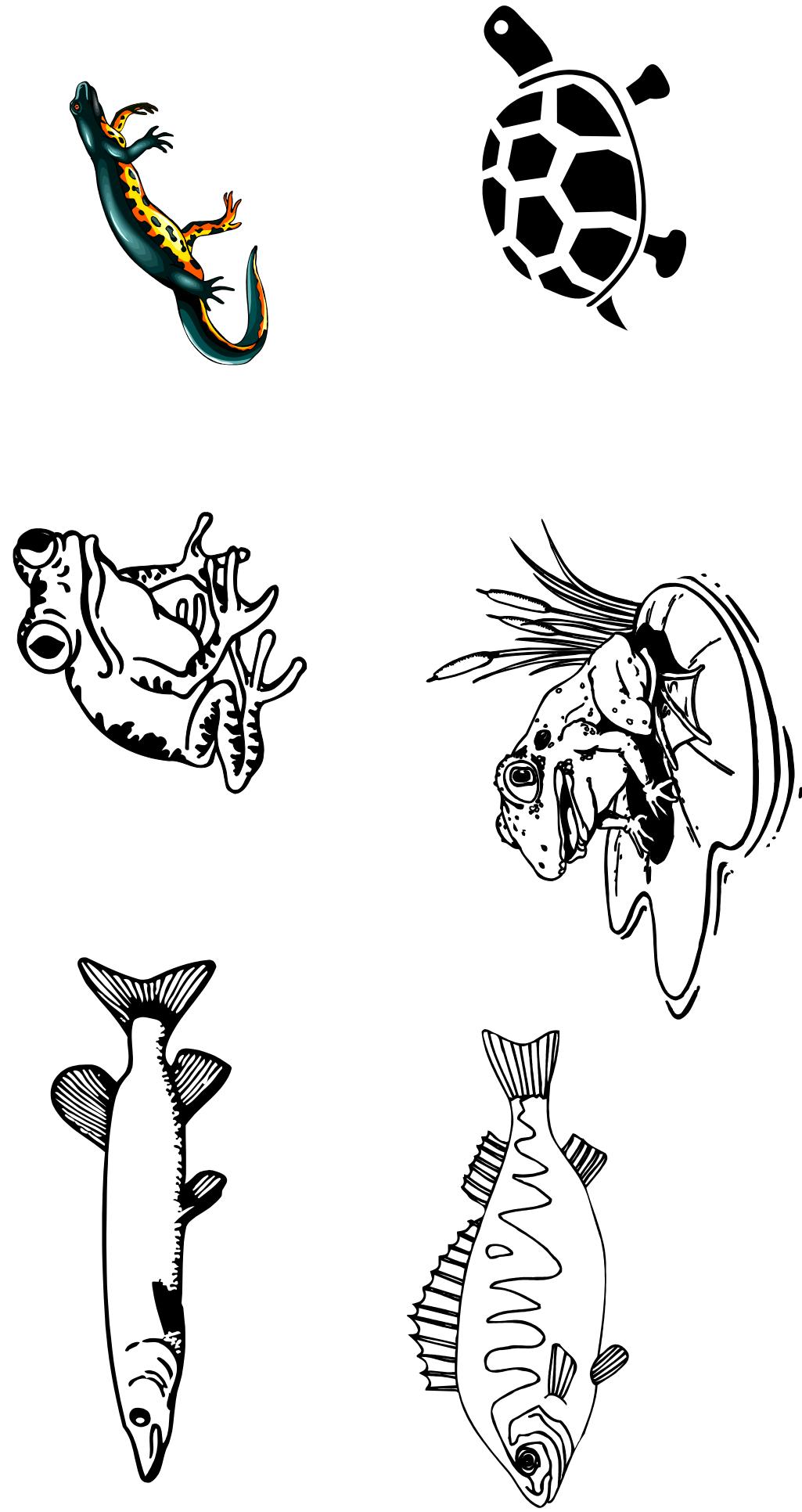
Strand: Motor Skills (gross)
 participate in a variety of indoor and outdoor activities that increase strength, flexibility, and endurance



A rectangular card with a blue border. At the top, there are three small cartoon smiley faces. In the center, the word "Learning Goal" is written in large, bold, black letters. Below it, the text "Domain: Physical Development and Motor Skills" and "Strand: Motor Skills (gross)" is listed. To the right of the text is a checkbox followed by the goal statement. At the bottom, there are three more cartoon smiley faces, one on each side and one at the bottom center.

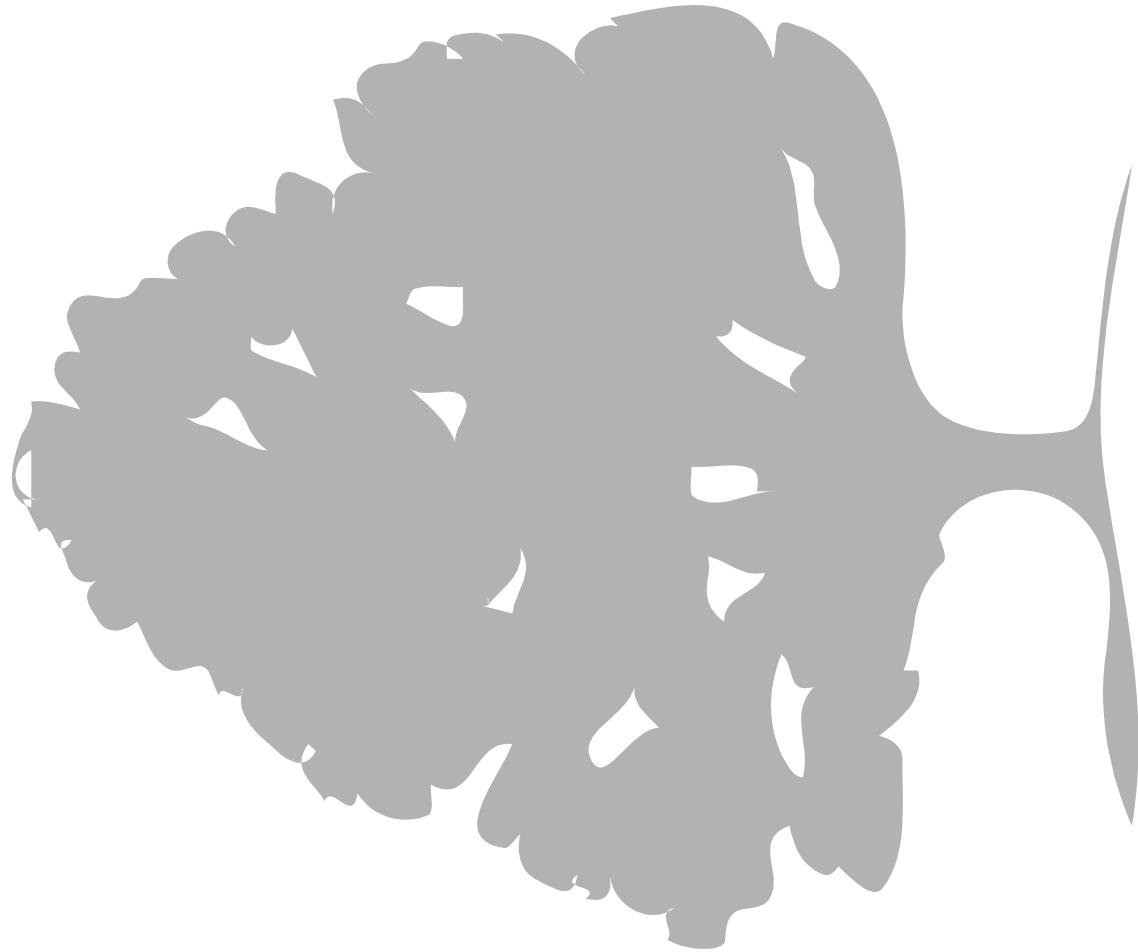
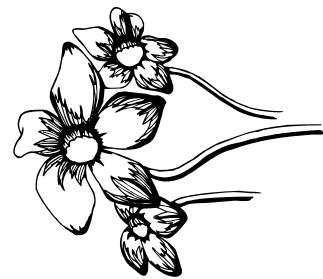
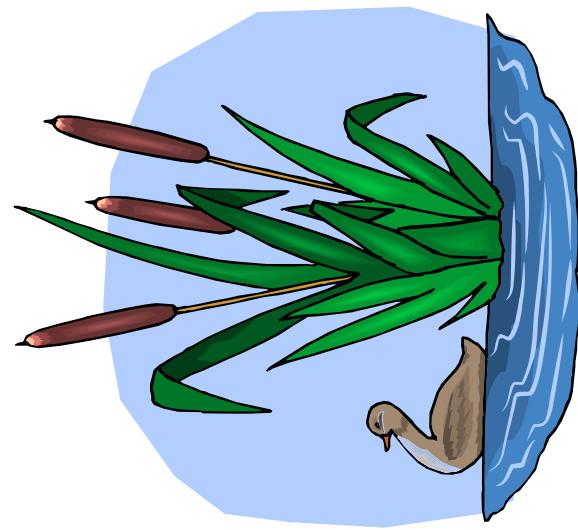
Teacher Tool

Pond Life

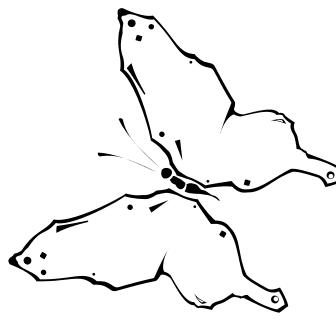


Teacher Tool

Pond Life (Continued)

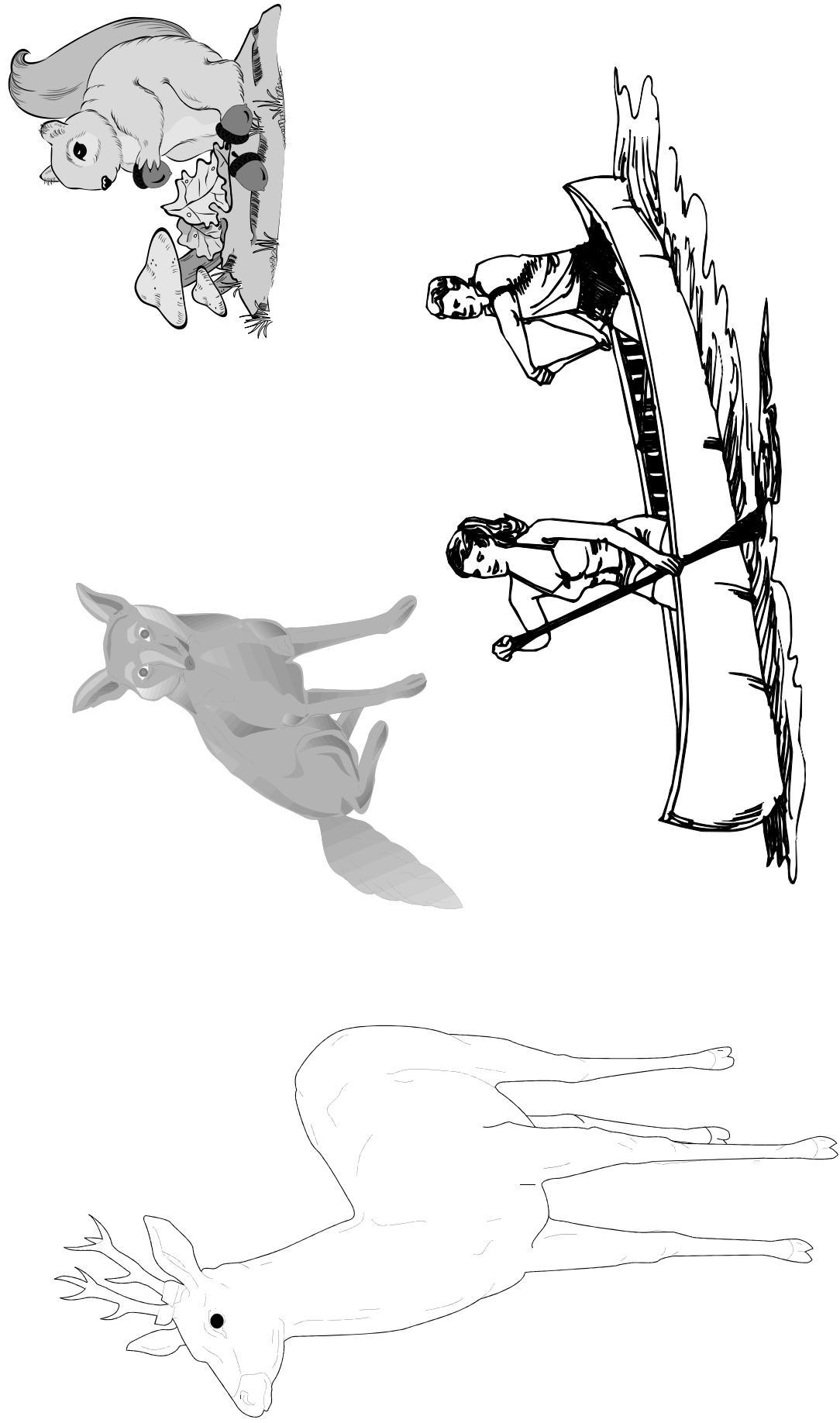


Pond Life (Continued)



Teacher Tool

Pond Life (Continued)



Word of the Week

pond – a body of water smaller than a lake



They went canoeing on the pond.

Spanish – la alberca (*lah ah-l-BAYR-cah*)

Songs and Poems

Five Little Ducks

Five little ducks went to the pond to play. 1, 2, 3, 4, 5, they all swam away. Mother duck said, "Quack, quack, quack, quack, quack." Only four little ducks came back. Four little ducks went to the pond to play. 1, 2, 3, 4, they all swam away. Mother duck said, "Quack, quack, quack." Only three little ducks came back. Three little ducks went to the pond to play. 1, 2, 3, they all swam away. Mother duck said, "Quack, quack, quack." Only two little ducks came back. Two little ducks went to the pond to play. 1, 2, they both swam away. Mother duck said, "Quack, quack." Only one little duck came back. One little duck went to the pond to play. 1, the duck swam away. Mother duck said, "Quack." No little ducks came back.

One, Two, Three, Four, Five

One, two, three, four, five, Once I caught a fish alive. Six, seven, eight, nine, ten, But I let it go again. Why did I let it go? Because it bit my finger so! Which finger did it bite? It bit the little one on the right!