Huguenot Nursery School Lesson Plan Summary: 2018 - 2019

Teacher: Class:

Month: Investigations:

Please describe what **new** activities you will be introducing this month and explain how it is consistent with HNS’s goals and objectives for the children. . For ideas, see the key words in each area. These are to help you understand what each category includes.

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| **Goals in Language Arts and Literacy**: storytelling, poems, rhymes, vocabulary, puppets, diverse literature, dramatic play scripts, books, circle time reading and flannel board stories.New Activities: Reflections: |
| **Goals in Science & Nature**: collections, experiments, observations, charts, exploration, inquiry, growing thingsNew Activities:Reflections: |
| **Goals in Math**: numbers, numerals, shape, size, measurement, estimations, patterns & relationships, geometry, problem solving, comparison, graphing, one to one correspondence, passage of time( calendar & schedule)New Activities:Reflections: |
| **Goals in Social Studies**: community, responsibility, mindfulness, school community, the worldNew Activities: Reflections: |
| **Goals in Fine Motor**: writing tools, weaving, play-dough/clay, lacing, puzzles, finger strength & coordinationNew Activities:  |
| **Goals in Gross Motor**: muscle strength & coordination, movement games, running, jumping, climbing, walkingNew Activities:  |
| **Goals in Free Art Activities**: paint, texture, tools, play-dough/clay, collage, sculpture, drawing, provocationsNew Activities: Reflections: |
| **Goals in Teacher Directed Art**: Face replication, intended outcome (animal, planet, person), any art that requires step by step instructionNew Activities: |
| **Goals in Music**: marching, singing, finger plays, chanting, dancing, creative movement, beat & rhythm, instrumentsNew Activities : |
| In your classroom observation last month, what do you think the children would like to investigate next? Why? How might you begin this? |

**Please be VERY specific as to what new activities you will be doing. i.e. do not say cutting, but say what and why you are cutting. I assume children have opportunities to cut and paint every day, I want to know what new goals and objectives you have so that each child is challenged at their level as well as what adaptations you are planning for any child who needs them.**

**What is an “Investigation”?**

An investigation is the current topic of research that has evolved through an emergent process as a collaboration of the children and teachers through provocations, observations and conversations. Or it may be introduced by the teachers through literature, experiments, and hands on opportunities during planned activities.

The investigation may take one week or a month (even longer at times). This lesson plan summary will assist in documenting the progress of your classroom investigation through its various stages from the first spark until its closure.

**What are Goals? How do you list them?**

Stated goals reflect what you are hoping the children get out of your lesson. Goals do not simply state the activity. Some sample goals could be:

1. Children will learn that a book has an author and learn what an author does.
2. Children will begin to explore color mixing and learn that when you mix two colors you get a new color
3. Children will gain basic understanding and knowledge of 3 shapes
4. Children will gain a basic understanding of what makes something float or sink
5. Children will begin to understand one to one correspondence

**How do you list activities?**

Stated activities of intentional learning should be listed and briefly described. The curriculum director can ask questions if she does not understand what the activity is. Some sample activities could be:

1. At circle time we will spend some time looking at the cover of the book and discuss what we see
2. Children will finger-paint using two colors of their choice
3. There will be glue, paper and cut out squares on the table for children to explore
4. There will be various objects for children to put in the water table as they investigate what floats and sinks. The teacher will encourage conversation about why the objects floats or sinks
5. Children will have the opportunity to match objects to a written numeral

**What to write for Reflections on Emergent Curriculum**

1. What emergent opportunities did you observe last month that you could use to create a theme of research inspired by the children?
2. How will you follow up on these observations?

An example of this might be:

 While observing children playing in the blocks this past month, I noticed a reoccurring theme of “Skyscrapers and office buildings” This theme seemed to be sustained by a few children, but many others joined in during free play.

This month I will put books about cities and tall buildings on the book shelf as well as some props on the block shelf. We will read some non –fiction books about buildings and discuss buildings at circle time. I will ask the children what they know about cities and buildings and what they might want to learn about them. Using loose parts and other materials we can build our own city to play with each child making one structure to add to the city scape.

These are just examples, but I am hoping that this year the lesson plans will be well written and clearly state the goals and activities.