

April 2024

Mon 29

Tue 30

Wed 1

Thu 2

Fri 3

Pets - Investigation 5 - How do pets make us feel? - Day 2

Pets - Investigation 5 - How do pets make us feel? - Day 3

Pets - Investigation 5 - How do pets make us feel? - Day 4

Pets - Celebrating Learning - Celebrating Learning - Day 1

Pets - Celebrating Learning - Celebrating Learning - Day 2

Question of the Day

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Question of the Day

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Choice Time

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As you interact with children in the interest areas, make time to do the following:

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Observe children as they look at the photos that were added to the Dramatic Play area.

With children, explore the books in the Library area about animals with jobs.

Ask open-ended questions that encourage children to think about what they see in the photos. See *Intentional Teaching Experience SEES, "Character Feelings"*.

Invite children to take their families through each area of the classroom and to share what they have learned.

Invite children to incorporate the photos into their play. For example, say, "I notice in this photo that the hamster is running in a wheel. Can we make a similar wheel for our toy hamster?"

Explain new vocabulary from the books.

Pay attention to what children know, what they find interesting, and what questions they ask about animals with jobs. Record their ideas.

Help the children describe their feelings by reinforcing vocabulary words such as *safe, secure, warm, cozy, and happy*.

Encourage children to talk with family members and other visitors about their work that is displayed around the room.

Encourage children to continue generating ideas for ways to show affection for the classroom pet and toy pets in the Dramatic Play area. Record their ideas.

Encourage children to consider jobs that pets in your Dramatic Play area could be trained to perform.

Suggest that the children write their observations or emotion words next to the photos. Offer support for writing words on sticky notes.

Ask children questions that encourage them to recall what they have learned.

Large Group

Large Group

Large Group

Large Group

Opening Routine

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Sing a welcome song and talk about who's here.

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Encourage children to talk with family members and other visitors about their work that is displayed around the room.

Song, Movement, or Game

Song, Movement, or Game

Song, Movement, or Game

Song, Movement, or Game

Use

Use

Use

Use

Mighty Minutes 28, "Counting Callisthenics"

Mighty Minutes 03, "Purple Pants"

Mighty Minutes 26, "Echo Clapping"

Encourage children to talk with family members and other visitors about their work that is displayed around the room.

Follow the guidance where you alter the volume of your voice.

Follow the guidance where you ask questions about the clothing worn by the children.

Follow the guidance where more complex movements are added.

Encourage children to talk with family members and other visitors about their work that is displayed around the room.

Discussion and Shared Writing:

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How Can We Show Our Pet That We Love It?

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Ask, "How do you know that these people love you? What do they do to show you that they love you?" Invite children to share their experiences.

Introduce the word *affection* and define it as "the feeling of liking and caring for another person or thing." Offer examples, such as when a parent hugs a child to show affection.

Say, "I wonder what we can do to show our classroom pet that we love it." Record the children's ideas on a sheet of chart paper. Encourage children to demonstrate how to show affection with a toy animal.

Remind children that not all animals want to receive the kind of affection that people enjoy—for example, fish and birds do not like to be touched. Suggest other ways to show affection, such as offering treats or toys, talking to the pet, or playing with the pet.

Explain that it is safer to pet animals with two fingers to avoid overstimulating or annoying the animals.

Review the question of the day.

Ask how receiving affection from a pet makes us feel. Record children's ideas.

Before transitioning to interest areas, explain that children may explore the photos of people interacting with pets in the Dramatic Play area.

Read-Aloud

Choose a book about pets as friends from your classroom collection to share with the children.

Invite children to share their ideas. Record their comments on a sheet of chart paper.

Show a collection of pictures of service animals or pets with jobs (e.g., service dogs, police horses, goats wearing packs).

Allow children to explore the images and share their observations.

Talk about how pets can sometimes help us feel safe. Introduce the term *service animal* and define it as "an animal that has a job to help people."

Ask, "What is it about these dogs that make them able to help people who can't see? Why are horses able to help police officers in large crowds?"

Post the photos on a sheet of chart paper and record children's observations next to each photo.

Introduce a book about animals with jobs. Do a picture walk through the images to see examples of animals with jobs. Explain that many animals can be trained to help people. Define *train* as "teach to do something special."

Point out that some animals, such as service dogs and therapy animals, have the job of helping people feel safe and calm. In other jobs, animals use their physical characteristics to help people—for example, police horses allow police officers to be up higher and see better in crowds, and dogs' sensitive noses smell things that people can't smell.

Encourage children to notice whether special equipment (e.g., vests, saddles, harnesses) is needed for pets' jobs.

Invite children to share stories about the pets they love.

Introduce a book that features the relationship between a pet and its owner by previewing the pictures.

Ask children to predict what the story is about by looking at the book cover. Turn the pages slowly and encourage the children to talk about what they see.

After the picture walk, invite children to make a connection between the story and their own experiences. For example, say, "In the story, the little girl says that her pet is her best friend because it goes everywhere with her. How does your pet make you feel?"

Record the children's responses on a chart titled "Pets Make Us Feel..."

Distribute to each pair or small group of children photos of pets showing affection to their owners and owners showing affection to their pets.

Invite each pair or small group of children to describe what they see, including the body language that indicates the feelings between the people and the pets.

Before transitioning to interest areas, explain that children may continue to explore the photos of people and pets in the Library area.

Read-Aloud

Reread the book from Day 2.

After reading, lead a discussion about how the people in the story feel about having a pet.

Large Group
Opening Routine

Sing a welcome song and talk about who's here.

Song, Movement, or Game

Use

Mighty Minutes 55, "Mr. Forgetful"

Make the experience more complex by using the guidance where Mr. Forgetful forgets the beginning of the word.

Discussion and Shared Writing:
Planning the Celebration

Explain, "We have learned so much about pets. It's time to celebrate all our hard work! When you celebrate something, such as a birthday or holiday, you enjoy it in a special way."

Review the question of the day. Ask, "What would you like to share with our guests about the study at tomorrow's celebration?" Define guests as "visitors who will be coming to our celebration."

Record children's responses. Say, "Now is a great time to collect all our donations from the animal-shelter supply drive. We can invite our families to join us tomorrow to take the donations to the shelter."

Before transitioning to interest areas, tell children that you will help them gather the items from the supply drive and create displays and activities for family and friends to see at tomorrow's celebration.

Large Group
Opening Routine

Sing a welcome song and talk about who's here.

Song, Movement, or Game

Use

Mighty Minutes 20, "Can Make a Circle"

Encourage children to work with family members to make shapes in the air or with their bodies.

Discussion and Shared Writing:
Sharing With Families

Welcome families to the classroom. Review the question of the day.

Encourage children to explain the animal-shelter supply drive to their families. Invite families to take part in delivering the donated items to the shelter.

Ask, "What do you think we'll see at the shelter?" Record children's responses.

Look at the collection of donated items and encourage children to group them. Ask, "What groups can we create from our donations?" Label the groups as children sort the items.

Lead a discussion about how the animals at the shelter will be able to use their new supplies.

Before transitioning to interest areas, explain that children will have an opportunity to share what they've learned during the study.

Read-Aloud

Choose a fiction book about pets from your classroom collection to share with the children.

Small Group

We will be reviewing our letter, number, color and shape of the week. (Ww, 17, blue, diamond).

Small Group:
Silly Names

Review

Intentional Teaching Experience L1.19
"Silly Names"

Invite children to come up with a silly name for the classroom pet.

Small Group

Letter Ww. What sound does Ww make, what words start with Ww, how to write Ww.

Mighty Minutes®

Use

Mighty Minutes 62, "Where Can He Be?"

Invite children to lead the activity. Refer to the various types of pets in the classroom pet store.

Outdoors

Use

Intentional Teaching Experience P36
"Tapa Tapa"

Large-Group Roundup

Recall the day's events.

Review the list of ways to show affection that was generated throughout the day.

Invite children to notice how they feel when they see and interact with pets.

Bible Lesson

Read the bible story to the children. Rejoice in the Lord always. I will say it again. Rejoice! Philippians 4:4

the book about animals with jobs will be available in the Library area.

Read-Aloud

Read *The Stray Dog*.

Before Reading
Recall the characters and the problem.

"We're going to read *The Stray Dog* again. You may remember that this is a story about a little dog named Willy who doesn't appear to have a home. He meets a family in a park one day and has lots of fun playing with the boy and girl. Who remembers what happens when the family comes back to the park a week later? How do the boy and girl help Willy?"

While Reading

Expand vocabulary by using more verbal explanations:

stay, dog, warden, appeared

Reinforce some previously introduced words by pointing to pictures and dramatizing:

scarf, collar, leash

Comment on and ask follow-up questions about the other characters.

"When the family is home during the week, they can't stop thinking about Willy. What are they thinking about him?"

"The little dog eats, drinks water, and plays with the boy and girl all day. It looks as if they are having a lot of fun. I think the boy and girl are very happy that Willy appeared."

"The days go by: Monday, Tuesday, Wednesday, Thursday, Friday. Look at the expressions on their faces. They look a little sad. I think they miss Willy."

After Reading

Invite explanations, wonder aloud, and ask follow-up questions.

Small Group
Measure & Compare

Review

Intentional Teaching Experience M12
"Measure & Compare"

Small Group

What items in nature can you think of that are like?"

Mighty Minutes®

Use

Mighty Minutes 81, "Stumpy Dumpy"

Follow the guidance where children read or sing the rhyme and keep a steady beat with shakers or maracas.

Large-Group Roundup

Recall the day's events.

Review the question of the day and ask, "How do you feel when you are with a pet that you love?"

Show the photos with the emotion words or comments. Invite the children to talk about their experiences with looking at the photos.

Family Partnerships

Invite families to help take the donated items to the animal shelter.

Read-Aloud

Read *The Stray Dog*.

Before Reading
Encourage children to recall the problem and solution.

"We're going to read a book we've read two times before. Who can tell us the title of this book? In this story, why can't the children take Willy home to be their dog when they first meet him? What happens when the children go back to the park?"

While Reading

Expand vocabulary:

picnic, scarf, n, appeared

Guide children to reconstruct the story as you turn the pages.

Read a few pages and allow the children to reconstruct parts of the story. Occasionally ask questions such as "What is happening here?" or "What happens next?" that help children recall the events of the story. Encourage children to explain what characters are thinking and feeling.

After Reading

Wonder aloud and ask follow-up questions.

"I wonder if Willy once belonged to someone who wasn't able to take care of him anymore. If you had to find a new home for your dog, what would you do?"

"The mother thinks that Willy may belong to somebody. What could they have done to find out if Willy does belong to somebody?"

"The family took Willy, a stray dog, and gave him a home. How do you think Willy feels now that he has a home? Do you have a pet or have you ever brought a pet to live in your home?"

Mighty Minutes®

Use

Mighty Minutes 59, "Clap the Beat"
Follow the guidance where the children move to the beat.

Large-Group Roundup

Recall the day's events.

Review the question of the day. Invite children to describe the variety of pets available in the classroom pet store.

Write a group thank-you note to the guests to thank them for attending the celebration. Post the note in the classroom.

Reflection

Congratulations on completing the *Pets* study! Reflect on these experiences, to refine your teaching practice as you introduce future studies.

What were the most engaging parts of the study?

If I were to change any part of the study, what would it be?

How can I use what I learned in this study as I plan for the next one?

Bible Lesson

Coloring Page.

easy, but the boy and girl seem to know what to do. How do you think they knew how to play with Willy and teach him to sit up?"

"The dog warden lets the boy and girl take Willy home with them. Do you think the dog warden believes that Willy is their dog?"

"The boy and girl take Willy to a neighborhood dog park to meet other dogs. What else do they do to help Willy enjoy his new home?"

Small Group

Rhyming Chart

Review

Intentional Teaching Experience LL10, "Rhyming Chart"

Small Group

Number 17, Writing the number 17 in shaving cream.

Choice Time

April Showers craft

Mighty Minutes®

Use

Mighty Minutes 36, "Body Patterns"

Follow the guidance where you show X and Q, which represent different movements.

Large-Group Roundup

Recall the day's events.

Invite children who explored books in the Library area about animals with jobs to share their discoveries.

Ask children to look for animals with jobs on their way home.

Small Group

Friendship & Love Cards

Review

Intentional Teaching Experience SE19, "Friendship & Love Cards"

Invite children to make cards for the animals at the shelter.

Explain that the children will be able to give their cards to the shelter staff members during tomorrow's celebration.

Small Group

Diamond, Make diamond shaped kites.

Mighty Minutes®

Use

Mighty Minutes 21, "Holly Gully, How Many?"

Invite children to lead the activity.

Outdoors

Use

Intentional Teaching Experience P19, "Bounce & Catch"

Large-Group Roundup

Recall the day's events.

Remind the children of the special celebration tomorrow.

Family Partnerships

Remind families to attend the end-of-study celebration.

Bible Lesson

Sing: "I've got the joy down in my heart."

Bible Lesson

What does Jesus do to give us joy?

