# VPK Lesson Plan

**Theme:** All About B

## Monday
- **Circle Time Routines**
  - I. B. 2
  - III. A. a. 1, 2
  - III. A. b. 1, 3
  - III. B. a. 1
  - III. B. b. 1
  - V. C. d. 1, 2
  - V. D. c. 1
- **Focus Activities**
  - Sample – List your own lesson 
  & standards

## Tuesday
- **Books to be Read**
  - *Bears at the Beach* by N. Yekta
    - Focus on Counting between 10-20
  - *Busy, Busy Town* by Richard Scarry
    - Introduce vocabulary:
      - Stock clerk, harbor
- **Small Group Activity**
  - The Bear Hunt
    - Chart the Hunt: Identify the places gone, what was seen & use directional words (behind, below, above)

## Wednesday
- **Language & Reading Readiness**
  - Recognize upper and lowercase “Bb”. Listen to and repeat the sound represented by “B”
  - Identify words beginning with the “B”. List on chart paper.
- **Science & Fluid Play**
  - Create bubbles in water tub. Add glycerin to make bubbles stronger. Identify shapes created by masses of bubbles.
  - Find objects in sand: bottle, bear, bunny, bug, bee, etc.

## Thursday
- **Language & Reading Readiness**
  - Add words to chart. Identify objects in the bag used yesterday starting with “B” sound.
  - Scavenger hunt on playground for items which begin with “B” (set out items including ball, bucket, book, butterfly, bug, bus)
- **Science & Fluid Play**
  - Interact with observation bottles. Describe what is seen and heard.
  - Play with Oobleck. Compare how long different amounts will extend.

## Friday
- **Books to be Read**
  - *Brown Bear, Brown Bear, What do You See?* by Bill Martin
  - *Bartholomew the Oobleck* by Dr. Suess
  - *Brown Bear, Brown Bear, What do You See?* by Bill Martin
- **Small Group Activity**
  - Show-and-Tell: Items starting with the letter “B”. Add words to the “B” chart. Look at additional objects in a bag which also begin with the “b” sound.

## Standards:

- **Books to be Read**
  - I. E. 1. a, 2.a, b
  - IV. F. 1. a, b, c
  - V. A. 1. a, 5.b

- **Small Group Activity**
  - I. D. 1, 2
  - V. C. b. 1
  - II. D. 1
  - IV. E. 1

- **Language & Reading Readiness**
  - I. A. 2, 3
  - II. A. 1
  - V. B. a. 1
  - V. B. b. 1

- **Science & Fluid Play**
  - I. A. 2, 3
  - II. A. 1
  - V. B. a. 1
  - V. B. b. 1

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**Week of:**

**Teacher(s):**
### VPK Lesson Plan

**Theme:** All About B  |  **Week of:**  |  **Teacher(s):**
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<table>
<thead>
<tr>
<th><strong>Math Readiness</strong></th>
<th><strong>Monday</strong></th>
<th><strong>Tuesday</strong></th>
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<tbody>
<tr>
<td>Sort counting bears by color. Place each color in separate sections of tray. Count how many of each color. Which has more/less?</td>
<td>Count blue bears in bin. Match numeral cards to number of bears.</td>
<td>Sort washcloths by color. Stack by creating a repeating pattern of colors. Identify which color comes next in the pattern.</td>
<td>Identify shape of wash cloths. Fold square into rectangle. Match shape of cloth to wooden puzzle pieces.</td>
<td>Observe triangular folding of wash cloth. Identify shape. Practice folding and identifying each shape.</td>
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<tr>
<td>Standards:</td>
<td>V. A. a. 1a, 2a, 3a</td>
<td>V. A. a. 1a, 4a</td>
<td>V. A. c. 1. a, 1b</td>
<td>V. A. d. 1</td>
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<tr>
<th><strong>Creative Expression</strong></th>
<th><strong>Monday</strong></th>
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<tbody>
<tr>
<td>Draw with blue scented marker. Discuss what the smell is. Compare to unscented marker.</td>
<td>Create blue watercolor pictures on newsprint. Describe what happens as water is sprayed over picture.</td>
<td>Create picture with blue tempera paint, using stencil and toothbrushes. Discuss textures created.</td>
<td>Create collage with blue items on contact paper. Describe picture.</td>
<td>Create blue marble art pictures. Discuss what happens when the size of the marble is changed.</td>
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<tr>
<td>Standards:</td>
<td>I. D. 2, 3</td>
<td>I. D. 2, 3, 2a, 3a</td>
<td>I. D. 2, 3</td>
<td>I. D. 2, 3</td>
<td>I. D. 2, 3, 2a, 3a</td>
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<tr>
<th><strong>Outdoor Creative Imaginative</strong></th>
<th><strong>Monday</strong></th>
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<tbody>
<tr>
<td>Blow bubbles</td>
<td>Beach scene</td>
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<td>Add different size balls</td>
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<tr>
<td>Standards:</td>
<td>I. A. 2, 3</td>
<td>I. A. 2, 3</td>
<td>I. A. 2, 3</td>
<td>V. A. a. 1b</td>
<td>V. A. c. 2</td>
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<th><strong>Food Experience</strong></th>
<th><strong>Monday</strong></th>
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<tbody>
<tr>
<td>Standards:</td>
<td>I. A. 10</td>
<td>I. B. 10</td>
<td>V. D. b. 1</td>
<td>V. D. b. 1</td>
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**Assessment Data Focus:**

- **Print Knowledge:** In small group together – extra time with J.D., K.S., D.R.
- **Phonological Awareness:** During small group – extra time with Bb E.K., M.A., I.D., D.M.
- **Oral Language/Vocab:** Individual time talking with while at play R.J., A.M.
- **Math Readiness:** In small group together – extra time with J.D., K.S., D.R., E.K.

**Child(ren):**

- **Small Group**: X
- **Large Group**: X

**Centers set-up/Materials needed:** In addition to materials on the plan: "B" books in literacy center. Bongo drum, banjo, hand bells, pictures of/CDs with instruments during Music/Movement. Different sizes, colors, & textured balls in Math Center along with bead stringing, different sized boxes & buttons, baskets & brooms. Displays of “Bb” words around room as well as children’s art. “Beach” sign posted on playground.

**Modifications:** J.D. may need the obstacle course changed/more time to complete. ELL & D/LLs = Introduce 5 key vocab words from B books in small group before reading aloud. What are the words in their language? Make the connection.