

BYU-Idaho Preschool Lesson Plan

Lesson Plan #15

Lab Number #6

Dogs

Monday

Date: Monday, June 10th, 2019

Supervisor: Xxxxx

Lead Teacher: Xxxxx Xxxxx, 3rd Lesson

Children Receiving Specific Focus Today:

1. Xxxxx (Outdoor)
2. Xxxxx (Sensory)
3. Xxxxx (Sensory)
4. Xxxxx (Sensory)
5. Xxxxx (Creative Art)

Preassessment and Findings:

I have been able to assess the children and find out what they know about dogs, and some of their misconceptions about dogs. As I assessed **Xxxxx** I found that he doesn't know where dogs live. But Xxxxx told me that he really likes dogs because they are fun to play with. Xxxxx knows that there are different dogs that he has seen. He doesn't know why they are different, he just knows that they can be different colors and sizes. Xxxxx said that he didn't know why they ate dog food, but that they couldn't have human food. He wants to know more about dogs and why they are different. **Xxxxx** was at the block area holding a toy dog when I assessed him. I asked him what animal he was holding and he replied, "A dog!" I asked him about where dogs live and he didn't say anything back to me. I don't know if it was because he was unsure or he didn't understand what I was asking. I asked Xxxxx what he thought a dog's purpose was and he said "Fun." Although I didn't get very much out of Xxxxx, he is aware of what a dog is. He will learn more about where dogs live and what they are able to do for humans. As I assessed **Xxxxx**, I wasn't able to get many words out of her because she was replying in Portuguese. But I did do a few things that let me more aware of what she knows. I held up a dog in the block area and I barked like a dog, she grabbed another dog that was nearby and she barked while holding up the dog. I asked her where a dog lives and she replied back to me in Portuguese. I will be teaching Xxxxx more about where dogs live. She will be able to have a first-hand experience as we bring in my dog. As I assessed **Xxxxx**, I wasn't able to get any answers out of him since he is mainly nonverbal. But I was able to do a puzzle with him that had a dog on it, and I would point to the dog and say "bark bark" or I would ruff. He didn't make eye contact with me, although I was trying to get him to look at my mouth. **Xxxxx** was able to tell me many things that she knows about dogs. She told me that she has seen a dog before. She has also gotten to touch a dog before, and it was really big. She told me that she thinks dogs live outside. "But then they would get too cold." Xxxxx told me that dogs live for 5 years. This might be a misconception that could be cleared up.

I want to teaching about what dog's responsibilities are. They each have a role that they play whether it is to help someone, be someone's friend, or work. The children showed a lot of interest when I was talking about dogs. They all seemed to have a positive thing to say about dogs. I will plan to teach them these things as I bring a real dog in and show them what they are able to do. I will show them where my dog sleeps at night and what she does during the day.

Ideas to be Emphasized and Overall Developmental Focus:

1. Dogs can live/sleep in different places such as homes, farms/ kennels, dog beds, outside.

2. Dogs have different jobs such as, house dog/friend, emotional support/ blind, and hunting.
3. Today's activities will be focused on fine motor skills, the children will be strengthening their fingers, toes, and hand eye coordination.

BYU-Idaho Preschool Lesson Plan

Lesson Plan #16

Lab 6

Dog care

Wednesday

Date: June 12, 2019

Supervisor: Xxxxx

Lead Teacher: Xxxxx Xxxxx, 3rd lesson

Children Receiving Specific Focus Today:

1. Xxxxx (outdoor)
2. Xxxxx (dramatic play)
3. Xxxxx (manipulatives)
4. Xxxxx (dramatic play)
5. Xxxxx (small group)
6. Xxxxx (small group)

Preassessment and Findings:

From the home visits we discovered that many children are interested in animals. Talking to parents as well, multiple parents said their children liked dogs. These parents included Xxxxx's, Xxxxx, Xxxxx's and Xxxxx's parents. We have seen this confirmed in lab multiple times. Children have sought out stuffed animals and plastic animals. Specifically, many children have sought after the plastic dogs and moved them across the floor and built houses for them. When talking with Xxxxx, he said that "small dogs are nice, big dogs are scary." When I asked where dogs live, he said, "dogs live on the farm and shoo away the animals." He also said, "dogs bite." Xxxxx also said, "dogs live on the farm." When a child next to Xxxxx said dogs and cats can play together because they are nice, Xxxxx said, "no, dogs and cats are not nice to each other." Xxxxx recognized the plastic animals and was heard calling them dogs and puppies. Xxxxx said his favorite animal was a dog. When I asked what kind of dogs he said, "black and white." I also talked with Xxxxx and asked if he had pets. He said "yes." I said what pets do you have? He said, "everyone." I asked where he got them from. He said "a pet store and they grew." I asked how you take care of pets. He said, "feeding them and teaching them how to do tricks like this." (he jumped off the jumparoo) When I asked, where do dogs live. He said, "pens, so they don't crush people." I said I have a dog and he said, "where." I said my house and he said "where."

The Assessment shows that children are interested in dogs and can recognize dogs/puppies. Some children understand that dogs live on farms and that dogs can be bought at the pet store. In addition, children understand that feeding dogs is part of taking care of them. Some things they but don't know include that taking care of dogs involve giving them water, baths, brushing their hair and shots. Another thing the children don't understand is that people can breed dogs and sell them from their home and not just the pet store. Today, children will have the opportunity to learn how to take care of dogs, including feeding, brushing, bathing, and giving them shots. Children will also have the opportunity to learn that dogs can be bought at the pet store but also from people who breed dogs at home.

Ideas to be Emphasized and Overall Developmental Focus:

1. Dog care includes feeding dogs, giving them water, baths, brushing their hair and taking them to the veterinarian to get shots.
2. We can buy dogs from the pet store, but we can also buy dogs from people who breed them at home.

3. Today the activities will focus on fine motor skills as children use their hands and fingers in multiple ways at different activities.

BYU-Idaho Preschool Lesson Plan
Lesson Plan #17
Lab Number 6
Dog Characteristics/Teaching Dogs Tricks
Friday

Date: Friday, June 14, 2019

Supervisor: Xxxxx

Lead Teacher: Becca, 3rd lesson

Children Receiving Specific Focus Today:

1. Xxxxx (Outdoor)
2. Xxxxx (Outdoor)
3. Xxxxx (Literacy)
4. Xxxxx (Outdoor)
5. Xxxxx (Science)
6. Xxxxx (Blocks)

Preassessment and Findings:

Throughout the last couple of weeks, the children have shown great interest in animals especially dogs. This was indicated as children such as Xxxxx and Xxxxx spontaneously playing with dog toys and dog puppets three days in a row. In addition, Xxxxx and Xxxxx asked me to read books about dogs with them. Xxxxx spontaneously told me that he loves dogs. While reading with Xxxxx, I asked her to tell me about the dogs in a Clifford book. She said that Clifford was big and that the other dogs were small. I asked her what kinds of dogs she thought they were and she said small and then described them by their colors and whether or not they had spots. I asked her if she knew of anything cool that dogs could do and she said no.

When I asked Xxxxx what she knew about dogs she said that they bark and are big. Several children including Xxxxx, Xxxxx, Xxxxx, and Xxxxx said that dogs bark when I asked them what dogs do. While Xxxxx was on the playground, I overheard him talking about how dogs do tricks. When I asked how dogs do tricks he said "they just do them." Later I asked him if dogs need to learn to do tricks he said "no." Later I asked Xxxxx what kind of dog he has and he said a "a big lab one." I have observed that Xxxxx smiles and points to animals both living and toy when he sees them. In addition, his mother told a teacher that he really likes all different kinds of animals including dogs.

After assessing the children, it is evident that the children are interested in dogs and most of them have experiences with dogs. In addition, they understand some of the basic differences in types of dogs such as color and spots or no spots but didn't seem to understand when I called dogs by their breeds (pug, Labrador, St Bernard etc.). In addition, several children didn't know that dogs can do tricks or that dogs need to learn tricks. Today the children will have the opportunity to learn that there are different breeds of dogs and that they need to learn tricks before they can do them. In addition, they will learn that it is easier to train puppies than it is full-grown dogs.

Ideas to be Emphasized and Overall Developmental Focus:

1. Dogs have different characteristics that makes them unique (neck thickness, long or short hair, leg length).
2. People usually teach dogs how to do tricks when they are puppies.
3. Today's activities will focus on helping children learn new vocabulary words as they learn about different breeds of dogs and what makes them unique.

BYU-Idaho Preschool Lesson Plan

Lesson Plan Week #6

Lab 6

Monday – Where dogs live/ different jobs they do

Wednesday-Dog care

Friday-Dog Characteristics/Teaching Dogs Tricks

Assignments Monday:

_____ Everyone _____ Self-Selected _____ Xxxx _____ Check-in/Check-out
_____ Xxxx _____ Small/Focus Groups _____ Xxxx_ / _Xxxx_ Handwashing/Cubbies
Xxxx / _Becca_ Outdoor play _____ Xxxx _____ Photographer
_____ Xxxx _____ Snack

Monday Snack: Apple Slices (3), Peanut Butter (1 TBSP), water

Special instructions for the day:

Assignments Wednesday:

_____ Everyone _____ Self-Selected _____ Xxxx _____ Check-in/Check-out
_____ Becca _____ Small/Focus Groups _____ Xxxx_ / _Becca_ _____
Handwashing/Cubbies
_____ Xxxx _____ / _Xxxx_ Outdoor play _____ Xxxx _____ Photographer
_____ Xxxx _____ Snack _____ Other

Wednesday Snack: ½ cup yogurt, ¼ cup granola, water

Special instructions for the day:

Assignments Friday:

_____ Everyone _____ Self-Selected _____ Xxxx _____ Check-in/Check-out
Xxxx Small/Focus Groups _____ Becca_ / _Xxxx_ Handwashing/Cubbies
Xxxx / _Xxxx_ Outdoor play _____ Xxxx _____ Photographer
_____ Xxxx _____ Snack _____ Other

Friday Snack: Graham crackers (3), 4 oz smoothie (take blender into lab)

Special instructions for the day: The first part of gathering time will be outside at a slightly earlier time than normal. The children will then go inside and clean-up and we'll do the second activity before doing small group and closing circle like normal.

SELF-SELECTED ACTIVITIES 1:20 – 2:50 p.m.
Books: <i>My Buddy</i> by Audrey Ososky (O5)

<p>How Much Is That Doggie in the Window? By Iza Trapani (T7)</p> <p>There Was an Old Lady Who Swallowed a Fly by Simms Taback (T11)</p> <p>Harry the Dirty Dog by Gene Zion (Z3)</p> <p>Clifford's Puppy Days by Norman Bridwell (B30)</p> <p>Dogs by Emma Helbrough (H31)</p> <p>A boy, a dog, and a frog by Mercer Mayer (M16)</p> <p>Guinea Pigs by Julie Mancini (M38)</p> <p>Going to the Dentist by Anne Civardi (C13)</p> <p>Pancakes, Pancakes! By Eric Carle (C3)</p> <p>Pete's a Pizza by William Steig (S34)</p> <p>If You Give A Moose a Muffin by Laura Joffe Numeroff (N5)</p>		
Activity Name	Description/Activity Objective	Materials, Special Set-up
<p>*Creative Art:</p> <p>Dog Prints</p> <p>Xxxxx (3)</p>	<p>Activity Description: The children will have the opportunity to use materials in the art area to create dogs, there will be cotton balls, pom poms, and googly eyes that will give their dogs unique characteristics. There will be pictures of dogs around the table that the children can practice drawing. There will also be different houses that they can draw that the dogs will live in. Set the materials around the table. Scatter the materials around the table.</p> <p>Xxxxx will be interested in this activity because she has an interest in coloring. One of Xxxxx's strengths is fine motor activities.</p> <p>Child Objective:</p> <p>The children will gain fine motor skills as they practice drawing with various materials. They will be able to use their imagination to draw a dog.</p> <p>IELG D2 G18: uses various drawing materials (markers, crayons)</p> <p>Intentional Teaching: The teachers should further the children's learning by asking children what parts a dog has. They can do this as children are drawing. They can also explain to children how there are different kinds of breeds of dogs.</p>	<p>Markers (in classroom),</p> <p>Crayons (in classroom),</p> <p>Googly eyes (RR1, Art supplies),</p> <p>Stickers (RR1, cabinet 20, drawer 2),</p> <p>Cotton Balls (RR1, orange, cabinet 1),</p> <p>Pom Poms (RR1, art supplies, 17),</p> <p>Pictures of dogs (IWP)</p>
<p>Language/Literacy Activity:</p> <p>Letter I Spy</p> <p>Becca</p> <p>(3)</p>	<p>Activity Description: Paper towel tubes with letters written on them will be available in the literacy area. Children will match stickers with letters to the corresponding letters on the paper towel tubes and can put them on the tubes. In addition, they will recognize the letters they are familiar with and find them on the paper towel tubes and stickers as well as in books.</p> <p>This activity will be good for Xxxxx to practice seeing the letter A in words other than her name.</p> <p>Child Objective: IELG D5 G57: Children will start recognizing letters in their name especially beginning letters as they verbally say the names of the letters they see.</p>	<p>Paper towel tubes with letters written on them (IWP),</p> <p>stickers with letters written on the, (IWP).</p>

	Intentional Teaching: Teachers can say the letter names, sounds, and then point out when they see specific letters in books.	
Manipulatives: Xxxxx (3)	<p>Activity Description: Children will have the opportunity to turn screws into different materials such as circles and squares.</p> <p>Xxxxx enjoys construction and teachers can encourage him to invite another peer to the activity with him. They can also encourage and help him share materials.</p> <p>Child Objective: Children will use their fine motor skills as they turn screws into circles and squares. IELG D2 G18 Manipulates small objects with ease (strings beads, fits small objects into holes).</p> <p>Intentional Teaching: Teachers can model how to turn the screw into the different holes. Teachers can also encourage and model sharing. T</p>	Construction set in a box (RR1 W#52)
Math: Xxxxx	<p>Activity Description: Children will have the opportunity to place different items down a ramp to see which goes fastest.</p> <p>This activity can help Xxxxx practice labeling and simple words such as fast and slow. Teachers can model and use parallel and child talk.</p> <p>Child Objective: Children will explore mathematical principles such as faster and slower as they put different objects down the ramp and try different angle lengths and vehicles.</p> <p>Intentional Teaching: Teachers can model putting the items down the ramp and by asking questions about which is faster and slower.</p>	Blocks (classroom) Plastic car (RR2 B #176) Bottle (Beatiful junk) Square colored block (RR2 B #179) Nifty system blocks (1 circle) RR2 B#184)
Science: Becca @ (3)	<p>Activity Description: The science area will have a collection of furs, and bugs in crystals, that children can examine using magnifying glasses.</p> <p>Teachers can invite Xxxxx to the activity and encourage him to talk by asking him questions about what kinds of bugs he sees and what the furs feel and look like.</p> <p>Child Objective: IELG D1 G12: Children will ask why questions as they verbalize hypotheses about animals the furs came from and what kinds of bugs are in the crystals</p> <p>Intentional Teaching: Teachers can ask questions such as "I wonder what animal this came from" or "why do you think this bug has six legs and that one has eight?"</p>	Bug in crystals collection (RR1 P76), animal furs (RR1 P87), magnifying glasses (RR1 P81).
Sensory Table: Sensory Marbles Xxxxx (3)	Activity Description: The sensory table will be filled with sensory water marbles. The children will have the opportunity to fill, dump, and scoop using	Sensory Water Marbles (RR2, green, 126),

	<p>scoops and buckets.</p> <p>Xxxxx, Xxxxx, and Xxxxx are planned for this activity. The teachers can use his goal of speaking at this activity. By using simple words to describe what they are doing such as dump, pour, down, bounce. We can also use words with Xxxxx such as suave, mole, and cores. Xxxxx will have his own sensory bucket set up so that he can drop certain items in the water. We will work on being consistent with the items he can use in this area.</p> <p>Child Objective: The children will use sensory exploration as they scoop up water marbles and dump them into buckets.</p> <p>IELG D2 G19: Improves hand eye coordination for precise movement (dumping into a bucket).</p> <p>Intentional Teaching: Teachers will ask open ended questions such as "How do the water marbles feel?" to help their sensory exploration. This will help to expand the children's vocabulary.</p>	<p>3 scoops (RR2, green, 120)</p> <p>2 buckets (RR2, green, 120)</p>
<p>*Blocks: Becca (5)</p>	<p>Activity Description: The block area will be set up like a runway for dogs and other animals to have a pet show. There will be signs on the wall saying "pet show" and plastic and puppet toy animals for children to walk along the runway. In addition, they can teach the animals tricks for the performance part of the show.</p> <p>This activity is planned for Xxxxx. Teachers can encourage him to build blocks and work on his goal of interacting with other children by verbally encouraging them to work together to enact a pet show.</p> <p>Child Objective: IELG D1 G16: Children will use objects such as blocks to represent real items for a pet show.</p> <p>Intentional Teaching: Teachers can use this activity to help emphasize the ITBE's for the week. There are different kinds of dogs and they have specific characteristics, dogs can learn tricks when they are puppies, proper pet care etc. In addition, they can model how to use blocks as items other than blocks.</p>	<p>Large animal pets especially dogs (RR2 B177), small animal pets (RR2 B177), blocks our classroom, pet show signs (IWP), 3-4 red wagons (RR2 B182).</p>
<p>Dramatic Play: Xxxxx</p>	<p>Activity Description: Children will have the opportunity to pretend to buy animals at a pet store dramatic play setting, take them home and take them on walks. There will also be materials set up to take care of animals as well.</p> <p>Xxxxx and Xxxxx are interested in animals and dogs. This activity will help Xxxxx to interact with</p>	<p>Pet Care (RR2 Y #247)</p> <p>Dogs/cats (WR shelf 3)</p>

	<p>peers and work on his speech as he asks and answers questions. This activity will help Xxxxx stay at the activity longer as teachers engage in the pretend play and asks questions. Teachers can help Xxxxx by using parallel, child talk and asking questions to encourage him to use speech. Teachers can model pretend play with the animals and involving Xxxxx to brush an animal or feeding the animals.</p> <p>Child Objective: Children will use peer interaction as they pretend to buy and sell animals in a pet store setting and share materials.</p> <p>Intentional Teaching: Teachers can ask questions to extend play such as, "would you like to buy a dog today at the pet store.? Which dog would you like.?"</p>	
Alternatives:		
<p>Creative Art: Finger Painting Xxxxx</p>	<p>Description: The children will have the opportunity to explore with finger painting. There will be 3 trays of different colored paints. They will have the option to paint on the art cart, a separate paper (laid out), or they can use it different canvas such as a paper bags.</p>	<p>3 Paint Trays (RR1, Cabinet 19, Drawer 2), Paint (RR1, paint), 10 Paper Bags, (RR1, art supplies 10), 5 Aluminum Foil (RR1, art supplies 18), 10 Colored Paper (Art cart)</p>
<p>2nd: Xxxxx</p>	<p>Description: Children will have the opportunity to put together and take apart bend and extend tubes.</p>	<p>Bend and Extend Tubes (RR1 W #49)</p>
<p>3rd: Becca</p>	<p>Description: Children can connect and build structures with the star builder.</p>	<p>Star Builder(RR1, Manipulative, White, 48)</p>
<p>ROTATING SNACK 2:00 – 2:30 p.m. Monday- apples, peanut butter, and water Wednesday Friday-Graham crackers and smoothie</p>		
<p>OUTDOOR PLAY 2:00 – 2:45 p.m. Location: North Playground</p>		
<p>*Gross Motor: Building a Dog House Xxxxx</p>	<p>Activity Description: Children will have the opportunity to build a dog house with the building blocks that will be placed outside. They can build it depending on how big of a dog they want to build it for.</p> <p>Xxxxx is planned for this activity because he has an interest in building things with Legos. Xxxxx can</p>	<p>Large Legos (GG, Shelf 7)</p>

	<p>also work on listening to simple instructions when teachers tell him to do something, this will work towards his goal.</p> <p>Child Objective: Children will develop their gross motor skills by using their legs and arms while building with the blocks. They will bend down to get the blocks and carry the blocks.</p> <p>IELG D1 G16: Uses blocks for imaginative settings and extended play.</p> <p>Intentional Teaching: Teachers can model for the children how they can build a home for a dog. They can use language such as walls, roof, and firm to describe their structures.</p>	
<p>2nd: Bubbles Xxxxx</p>	<p>Activity Description: Children will have the opportunity to blow and chase bubbles.</p> <p>Xxxxx enjoys bubbles and will be able to engage with peers as she can blows bubbles or can chase after them. Additionally, teachers can encourage Xxxxx to invite another child to blow bubbles with her.</p> <p>Child Objective: Children will use their fine and gross motor skills to blow bubbles and chase after them.</p> <p>IELG D2 G21 Participates in different physical activities (walking, climbing, throwing, dancing) with varying levels of engagement.</p> <p>Intentional Teaching: Teachers can offer prompts to children to invite other peers to the activity.</p>	<p>Bubble Machine Bubble wands Bubble solution (RR1 C21 Drawer 1)</p>
<p>3rd: Car Wash Becca</p>	<p>Activity Description: Buckets of water with sponges will be available next to the trees by the large shed for children to wash rideable cars with. Fill buckets with several inches of water and put a little bit of dish soap in to make bubbles.</p> <p>Child Objective: IELG D2 G21: Children will have the opportunity to initiate a structured activity as they spontaneously start washing cars.</p> <p>Intentional Teaching: Teachers can model how to appropriately use sponges to encourage</p> <p>Xxxxx and Xxxxx to participate and use materials appropriately and work on their goals of sharing and not throwing things.</p>	<p>2 Galvanized tubs (GG Floor near outside wall), dish soap (our classroom) 2 rideable cars.</p>

Monday

CLEAN UP 2:50 – 3:00 p.m. Play the “clean up” song, all of the children will clean up and the teachers will sing. The teachers will hand out the colored tags to the children.		
Transition to Gathering Time	Teacher will play the song, “How much is that doggy in the window.” The children will gather and sit on a dog paw.	Music (IWP) Dog Paw Prints (IWP)
GATHERING TIME 3:00 – 3:10 p.m.		
Activity Name	Description	Materials
1. Dog House Dogs Live in Different Places	<p>“Hello boys and girls, today we are going to be learning about dogs and where they live. Does anyone know where dogs live?” <i>Let children guess.</i></p> <p>Dogs can live in different places such as in homes (I will show a picture) or they can live on farms where they sleep outside (show a picture). This is my dog, Sophie. She is about 10 months old. She is a Yorkie breed. She will stay this small all of her life. She lives in a house, where she sleeps in a dog bed at night. This is her dog bed. (I will show the children the dog bed and how she lays down in it.) She also has a kennel that we put her in if we leave our house. This keeps her safe. We are able to carry the kennel when we go on vacations. (I will show the children how she goes inside the kennel and how I can carry it around). At night she also can choose to sleep in her kennel. Sometimes if she does something bad and she gets in trouble, she will run inside her kennel so that we can't find her. She feels safe inside her kennel.”</p>	Dog (IWP) Pictures (IWP)
2. Dog Jobs Dogs have different jobs/responsibilities	<p>“Dogs also have different jobs that they do. Some dogs are pets that are used for playing. Other dogs are used for hunting. This is when they take the dogs in the mountains and the dog helps to catch animals. (Show picture) Some dogs that live on farms can herd other animals such as sheep. This means that the sheep will follow the dogs lead. (Show picture) Dogs are very helpful animals that can do different things. Some dogs are trained to help lead people who can't see out of their eyes. The person holds onto a leash, and the dog protects the person from harm or dangerous things.” (Show Picture)</p> <p>“Now I will let all of you pet the dog while I hold her.” <i>Each of the children will pet the dog and say “hello”.</i></p>	Pictures (IWP)

Transition to Small Focus	"bubble song". When the teacher dismisses the children, she needs to have the children copy the dance moves that she does and then she will dismiss them.	Colored Tags, Large Colored Paper Posters
SMALL FOCUS GROUP 3:10 – 3:25 p.m.		
List Names of Children in Group 1: Xxxx Xxxx Xxxx Xxxx Xxxx	List Names of Children in Group 2: Becca Xxxx Xxxx Xxxx Xxxx Xxxx	List Names of Children in Group 3: Xxxx Xxxx Xxxx Xxxx Xxxx List Names of Children in Group 4: Xxxx Xxxx Xxxx Xxxx Xxxx
Your Activity	Description & Objective	Materials
Creating a Special Home Separate Parts of the Room	<p>Description: In small groups, the children will create some kind of a home for the dog given to them. They will be given many blocks to work together to make this home. While they are making the home, they will take into consideration the size of their dog. This will give children the opportunity to construct ideas on how they can create a safe home for their dog. Children will be able to use descriptive language at this area, while strengthening their fine motor skills. This activity is planned for ALL of the children. They will all be working on various goals such as sharing, language, communication, and involvement.</p> <p>Child Objective: The children will learn more about creating a safe home for a dog. They will develop their fine motor skills by building with the blocks that are provided.</p> <p>IELG D2 G18: children will build with blocks using their hands and fingers.</p> <p>Intentional Teaching: The teachers will ask children questions such as "How can we make a safe home for the dog?" "What parts of the home should we build?" This will let the children come up with ways that they can solve this problem.</p>	Blocks Dogs by Emma Helbrough (H31), Harry the Dirty Dog by Gene Zion (Z3), (2) Dogs in Space by Nancy Coffelt (P C16)
CLOSING CIRCLE 3:25 – 3:40 p.m.		
Transition to Closing Circle	Teacher will play the song "baby shark" the children will gather around and dance to the song.	
Activity Name	Description	Materials

Movement Activity	Dancing with scarves: children will dance with scarves to music. They will follow the movements that the teacher does.	Music (IWP) Scarves (RR2)
Phonemic Awareness	"Hey Diddle Diddle". Teacher will read the poem, and will have pictures of each of the rhyming words such as (moon, spoon,	Pictures (IWP)
Music Activity or Song or Fingerplay	"5 Little Monsters Jumping on the Bed". Teacher will have monster finger puppets and sing "5 Little Monsters" the children will sing along.	Monster Finger Puppets (IWP)
Story (non-book)	"Jack and the Beanstalk", the teacher will tell the story to the children.	None
Age Appropriate Game	Colored Dots: the teacher will call out a color and the children will run to the colored dots that are placed around the room. They have to be on the right colored dot.	Colored Dots (WR)
Other	Balancing: The children will walk across the line a tape on the ground to see if they can stay on and get all the way across without touching off of the lines.	Tape (Classroom)
Other		

Wednesday

CLEAN UP 2:50 – 3:00 p.m.		
Clean up song		
Transition to Gathering Time	Shake your sillies out will play and teachers will do the movements	Speaker phone
GATHERING TIME 3:00 – 3:10 p.m.		
Activity Name	Description	Materials
1. Dog care includes feeding dogs, giving them water, baths, brushing their hair and taking them to the veterinarian to get shots.	(my husband will be here with our dog) "Boys and girls we have a surprise guest today! My husband Justin brought our dog with him today! His name is Cal. Everyone say, "hi cal!" (Hi cal!) Cal also sayd hi in a different way. Everyone put you listening ears on. (I will howl then Cal will howl) We taught him to howl. Do you want to howl with Cal too? Okay everyone say, "ohhhuhhhh" (have chidlren howl with me.) He is a small dog but he is 2 years old. In this bag I have some different things I need to take care of him. Can anyone tell me, how do you take care of dogs? What do you need? (wait for answer) Okay let's see! (bring items out of bag one at a time. Food- he needs food! You are right! Dogs can't live without food. Did you know that dogs can't eat just any food? They have to have specific food that gives them what they need (have teachers show dog food to children) Bowls- They need bowls to put their food and water in! (have children pretend to scoop food and pour water into the bowls) Leash- So you can take your dog on walks! They need the exercise to stay healthy Shampoo- Dogs needs to be washed so they can stay clean, but they need to have a special dog shampo. (have children pretend to wash the dog) Brush: dogs also need to be brushed so they don't get knots in their hair. (brush the dog in front of children and have everyone pretend to brush a dog as well) Something they also need is to go to the animal doctor. An animal doctor is called a veterinarian. Every once in while, you have to take your dog in to get shots so they won't get sick. (show picture of a veterinarian) Bed-a dog needs somewhere to sleep!	Bag (IWP) Dog care items (IWP)
2. We can buy dogs from the pet store, but we can	I want to tell you a story about a little boy. His name was David (put boy up on the board). He wanted a dog soooooo badly. He asked his	Felt board (WR) Cutouts (IWP)

also buy dogs from people who breed them at home.	parent if he could get a dog. (Put parents up) They said he could, but that he had to earn some of the money. So David asked what jobs he could do to make money. He vacuumed the floor (put vacuum up- have children do the motions and sound). He swepted the floor (put sweeper up and have children do motions and sound). He also washed the counters (repeat). After a couple week of doing this, he had earned some money. So, he went to his parents again and said, "Can we go get a dog now? I've earned some money!" His parents said, "Okay! Lets go to the pet store." They drove to the pet store(everyone pretend to drive) (put pet store up) and guess what? There were no dogs! He asked the pet store owner why there were no dogs and he said that they had sold all of the dogs." David was sad and started to cry.(have children pretend to cry) He really wanted a dog. His parents came over and hugged him and said, David you don't have to be sad! The pet store isn't the only place to find dogs." "It isn't?" David said. His parents told him that people breed their dogs at home and wait until the mom has puppies. Then they sell them at home. Another way is you can go to the animal shelter, and adopt a dog." David and his parents went on the computer and found people that were close to where they lived and went to go see the dogs. (put the car up) They drove to their house and saw the puppies (put the puppies up) David chose his favorite one (put puppy to the side) and named her Rosie.		
Transition to Small Focus	Teachers will say their groups and gather children.		
SMALL FOCUS GROUP 3:10 – 3:25 p.m.			
List Names of Children in Group 1 Xxxxx Xxxxx Xxxxx Xxxxx	List Names of Children in Group 2 Xxxxx Xxxxx Xxxxx Xxxxx Xxxxx	List Names of Children in Group 3 Xxxxx Xxxxx Xxxxx Xxxxx	List Names of Children in Group 4 Xxxxx Xxxxx Xxxxx Xxxxx
Your Activity	Description & Objective	Materials	
Dogs	Description: Children will have the opportunity to pour dog food and water into little bowels and make a dog bed with blankets. Children will also	Paper bowls (IWP)	

	<p>have the opportunity to explore play dough. Additionally, children will be given the opportunity to pet and brush a stuffed animal and a real dog.</p> <p>Xxxxx likes dogs and this will allow her to interact with peers and teachers as she does. Xxxxx also likes dogs and this will allow her to share and take turns petting and brushing the dog</p> <p>Child Objective: IELG D2 G18 Uses various drawing and art materials (crayons, brushes, finger paints). Children will use their fine motor skills to pour food and water into bowls and brush a dog.</p> <p>Intentional Teaching: Teachers can provide a first-hand experience as each child gets a chance to brush a dog. Teachers can also ask questions about how we take care of dogs.</p>	<p>Dog food (IWP) Pitchers (kitchen) Mini pitchers (kitchen) Blankets (RR2 Y) Brush(IWP) playdough (Classroom)</p>
CLOSING CIRCLE 3:25 – 3:40 p.m.		
Transition to Closing Circle	Baby shark will be played	
Activity Name	Description	Materials
Movement Activity	Freeze dance	
Phonemic Awareness	"We are going on a lion hunt" story with the children. Children will do movements with the teacher.	
Music Activity or Song or Fingerplay	Baby Shark	
Story (non-book)	Little Red Hen	WR drawer 7
Age Appropriate Game	Sleeping lion- children will pretend to sleep as the hunters come and try to make the lions laugh. If they laugh, then they become hunters as well.	
Other	Row, row, row your boat	
Other	"Who likes rain" story on the felt board.	WR drawer 7

Friday

CLEAN UP 2:50 – 3:00 p.m.			
Clean-Up song (phone or kindle)			
Transition to Gathering Time	The children and teachers will dance and sing along to <i>Shake Your Sillies Out</i> as they gather on the mat outside or the block area inside.		<i>Shake Your Sillies Out</i> (Played on phone or kindle).
GATHERING TIME 3:00 – 3:10 p.m.			
Activity Name	Description	Materials	
1. Dog in Training You can teach dogs tricks when they are puppies.	(Xxxxx will be here with his dog) Alright boys and girls! This is Xxxxx and his friend Xxxxx. Xxxxx is a special dog she knows some tricks. Xxxxx will you tell us how Xxxxx knows how to do tricks? Xxxxx: Of course (has Xxxxx do tricks). I got Xxxxx when she was puppy. I started teaching her to do tricks soon after I got her. First, I had to help her do the tricks until she could do it by herself. I gave her treats when she did the tricks until she learned how to do them. Now I just have to tell her what to do and she does it. (Demonstrates some more tricks). Everyone, say thank you Xxxxx! When a dog is a baby, or puppy, it's easier to teach them tricks because they are still learning how to do new things. When they get older it's a little bit harder to teach them to do tricks because they've already learned how to do things.	Xxxxx and his dog Xxxxx, one gymnastics flat blue mat (GG Shelf 5 or 6) (We will be in the small playground. The blue mat will be for the children to sit on and placed on the grass near the gate)	
2. Dogs, dogs, and more dogs? Dogs have different characteristics that makes them unique (neck thickness, long or short hair, leg length).	(Have dog puppet and talk as if the puppet) Boys and girls, I've lost my mommy. Will you help me find her? There are lots of different dog breeds, or kinds of dogs so it's going to be hard to find her. Some have long hair that needs to be brushed like this dog (hold up picture) and others have short hair like this one (hold up picture). Did Xxxxx have long or short hair (long). Some have long legs and others short (hold up pictures). Alright let's see if we can find my mommy! Is this my mommy? No! Why isn't she my mommy? (She has a big head and you have a small one). (Repeat with other dog pictures making sure to describe characteristics that make that breed of dog unique.) Is this my mommy? Yes! She looks like me. She is the same breed or kind of dog as me.	Pictures of different kinds of dogs (from animal folder of pictures next to the preschool books), stuffed animal dogs (I will provide).	
Transition to Small Focus	Teachers and students will sing the bubble song. When the bubbles pop, lead teacher will dismiss children by group color.		
SMALL FOCUS GROUP 3:10 – 3:25 p.m.			
Xxxxx Xxxxx	Xxxxx Xxxxx	Xxxxx Xxxxx	Xxxxx Xxxxx

Xxxxx Remi Xxxxx	Xxxxx Xxxxx Xxxxx	Xxxxx Xxxxx Xxxxx	Xxxxx Xxxxx Xxxxx Xxxxx
Your Activity	Description & Objective	Materials	
What's Your Dog? Various Tables around the classroom	Description: The Children will create their own unique breeds of dogs using clay and art supplies such as beads and pompoms. Dog pictures from gathering time will be available for teachers and children to discuss the different characteristics as they create their own dogs. Child Objective: IELG D4 G46: Children will develop their fine motor skills to mold clay into their own unique dogs or animal of their choice. Intentional Teaching: Teachers can model how to put materials into the clay and talk about different dog characteristics. Give Xxxxx clay and show him how to put beads into it.	Clay (IWP), pompoms and yarn (RR1 Cabinet 17), beads and buttons (RR1 cabinet 9), cotton balls (RR1 cabinet 5), muffin tins to put art supplies in (RR1 cabinet 19). Dogs by Emma Helbrough (H31) Puppies are Like That by Jan Pfloog (P P9) Puppies and Piggies by Cynthia Rylant (PR14) Clifford's Puppy Days by Norman Bridwell (B30)	
CLOSING CIRCLE 3:25 – 3:40 p.m.			
Transition to Closing Circle	I will start playing <i>Baby Shark</i> and start dancing and inviting the children to come to closing circle.		
Activity Name	Description	Materials	
Movement Activity	Children will march to <i>We are the Dinosaurs</i> .	Phone with We Are The Dinosaurs	
Phonemic Awareness	Read <i>Brown Bear Brown Bear</i> and have the children make the noises the animals do.	<i>Brown Bear Brown Bear, What do you See</i> By Eric Carle (WR, B C11).	

Music Activity or Song or Fingerplay	We will sing <i>The Wheels on the Bus</i> and do the actions.	None
Story (non-book)	I will tell the story of <i>The Three Pigs</i> .	None
Age Appropriate Game	Charades: I will tell a child what animal they should pretend to be. The other children have to guess which one they are.	None
Other	Bug in a Rug- the teacher will choose a child to be a bug while all of them are hiding their eyes. They will put the blanket over the child and have the rest of the children guess who's the bug.	2 Blankets
Other	The children and will sing and do the actions along to the song <i>Row, Row, Row Your Boat</i> .	None

Monday

WORDS TO SONGS & FINGERPLAYS *(must provide):*

5 little monsters jumping on the bed, one fell off and bumped his head, mama called the doctor and the doctor said, no more monsters jumping on the bed (repeat until there are no more).

Hey Diddle diddle the cat and the fiddle.

The cow jump over the moon.

The little dog laugh to see such fun and the dish ran away with the spoon.

RESOURCES *(must provide):*

Other lesson plans.

Materials *(optional):*

None

Wednesday

WORDS TO SONGS & FINGERPLAYS *(must provide):*

For the other teachers so we can all learn about them; also include source (website, book, etc.).

RESOURCES *(must provide):*

Where you found your ideas (people, books, websites,)

Materials *(optional):*

If you would like to make a list of the materials you need you can but it is not required.

Friday

WORDS TO SONGS & FINGERPLAYS *(must provide):*

I've gotta shake, shake, shake my sillies out

Shake, shake, shake my sillies out

Shake, shake, shake my sillies out

And wiggle my waggles away.

Lyrics retrieved from: <http://www.learningstationmusic.com/blog/2014/06/03/shake-sillies-action-songs-children-lyrics/>

RESOURCES *(must provide):*

Pinterest, other lesson plans, Xxxx

Materials *(optional):*