

Brain Based Learning Curriculum



BLUE RIBBON RESULTS ACADEMY

September Unit Plan: Mary Had a Little Lamb

Memory Verse: "In the beginning God created the heavens and the earth." Genesis 1:1

WEEK 1

PK2 Standard: Students will Express initiative and build relationships with other adults.

PK 2 & 3 Standard: Show interest and curiosity in learning new concepts and trying new activities and experiences.

PK 2 & 3 Standard: Initiate and sustain interactions with other children.

PK 3 & 4: Standard: Express feelings through appropriate gestures, actions, and words.

PK 3 & 4: Standard: Engage in turn taking exchanges/rules of polite conversation with adults and peers.

Monday - Friday

Morning Meeting/Circle Time

Greeting: Teachers will greet children with a Good Morning Song (To the tune of Frere Jacques):

Good morning, boys and girls.

Good morning, boys and girls

How are you?

How are you?

Glad you came to school today

to work, to laugh, have fun and play.

I love you, yes I do (nodding head).

Prayer Time: Select 1 child to pray for the teachers, friends, anyone who is absent, lesson, parents and to thank God for Jesus. Ask children if there is anything they would like to pray about. Ask children to tell a friend, "I am glad that you are here" or "thank you for being my friend." The teacher will make sure that all children are included.

Show-and-Tell (Tuesdays Only) Students will bring a picture of you and your family. Ask students to use your five senses to describe the item. Teacher will model by sharing a personal picture. Name the object and describe the color, shape, textures, feel, size, and weight.

Standard 1: Follow one-step directions.

Standard 2: Engage cooperatively in whole and small group activities with adults and peers.

Small Talk Time

Standard - Listen with increasing understanding of conversations and directions.

Standard - Use expanding vocabulary with increasing frequency and sophistication to express and describe feelings, needs, and ideas.

Standard -Participate in back and forth exchanges and rules of polite conversations with peers and adults in both small and large groups about topics and text read aloud

Boys and girls, I am so excited that it is September because I get to start teaching all of my little friends. This month, September is a Fall month and the first month that we get to go apple picking. The harvest is ripe! I hope that you children, our harvest, are ready for learning! There is so much to learn this month, and we will make learning super fun! By the way, have you ever taken a mouse to school? We are going to read a book about a mouse who goes to school. Let's put on our looking eyes, listening ears, and learning brains to read, *If You Take a Mouse To School* by Laura Numeroff.

Read Aloud: *If You Take a Mouse To School* by Laura Numeroff [▶ if you take a mouse to school Read Aloud](#)

Standard 1: Conduct picture walks and identify characters, objects, and actions in texts.

Music and Movement: Teachers will select one to two songs. [▶ Good Morning Song | Songs for Kids | Morning Song for Kindergarten | The Kiboomers](#)

[▶ The Number Rock](#) [▶ Best Kids Songs - "Drive My Car " by Laurie Berkner \(The Ultimate Laurie Berkner Band CD\)](#) [▶ ABC ROCK By Greg & Steve](#)

Attendance:

Standard 1: Make connections that he/she is a member of a family and classroom community:

Standard 2: Collect information to answer questions of interest to children.

PK 2 Teacher will say, *When I call your name, please say present, that means I am here. The teacher will engage the children in spelling at least 4 students' names each day. The teacher will say, _____, we just spelled your name. Your name is _____. Let's continue to see who else is present.*

PK 3 & 4 - *Let's find out who is present and absent today. We can do that by taking attendance. Say the word, attendance. Let's clap the word. How many parts or syllables does it have? (Prek 3 & 4). Yes, it has three parts.*

- Daily hold up each child's name, show the name, and help children to identify their written name. Saying this is your name and spelling a few.
- How many kids are in class today? - How many boys and girls are in school today (Prek 4- K)
- Ask 1 student to count the number of students with you.
- Ask another student to find that number on the Calendar.
- Are there more students present or absent?

Closure: Review daily schedule, school rules and expectations of Stations. *Are you ready?*

Transition Song: [▶ Open Shut Them | Super Simple Songs](#)

[Calendar Math](#)

Standard 1: Count forward to 10 or more. Count backward from 5.

Standard 2: Use ordinal numbers (first through fifth) when describing the position of objects or groups of children in a sequence.

Standard 3: Know the correct names for the standard tools used for telling time and temperature, and for measuring length, capacity, and weight (clocks, calendars, thermometers, rulers, measuring cups, and scales)

Standard 4: Match and sort similar shapes (circle, triangle, rectangle, and square). Find shapes in the environment.

Teacher will share, *Boys and girls, it is time for Calendar Math. This week we are going to Count forward and backwards, identify patterns, and discuss*

Fall.

1. Attributes of the Calendar(point to calendar)

PK 2: -(Circle Time Center) Boys and girls, I am pointing to this calendar, which is a type of **graphic organizer**. The calendar gives us the month, days of week and dates. Sometimes there are shapes and picture patterns on calendars. Read the "Today is" sentence. Then review the Days of the Week. Next sing "There are Seven Days in a Week". Say, *Did you know that Saturday and Sunday are weekend days and we don't go to school.* Next, review the weather and clothing that should be worn in the wintertime. Last, the teacher will add a gumball to the machine according to the number on the calendar. For example: October 1, put one gumball. Each day add and count the number of gumballs that should match the number of dates on the calendar. *Ask children, What color is this round circle? This round circle is a pretend gumball and they are different colors. ..red, green, yellow, orange, purple, and blue. Ask, which color would you like to add?* Each day say that you are adding one more bubble gumball. *Our focus shapes for the month are: Circle and Triangle. This week, we are going to learn about a round circle. It has no lines, and goes round and round like a wheel. Let's pass the circle around so everyone can see and feel it.* You may chant a song as the children pass the circle. To the tune of a Tisket a Tasket.

**A circle, a circle, a round, round circle.
We pass it, we pass it. Round and around.**

When students sing round and around, the teacher will model using arms to make circles. Teacher will move to Weather and Seasons Review. Before Shared Reading, review the Alphabet of the Week and words that begin with that letter. I suggest that you wait until Quarter 2 to introduce rhyming words.

PK 3 & 4: *Now that we know who is here, let's take a look at the big graphic organizer called a calendar.*

Pointing to the calendar. *Boys and girls, What is the name of this graphic organizer that gives us information about the year, months, days of the week, and the dates. On a calendar, we can discover patterns and so much more!*

What does the calendar tell us? Well, It gives us information like the month of the year, days of the week, and the dates, shapes, colors, patterns, seasons, and special occasions. The calendar reminds me of my birthday. Raise your hand if your birthday is in October.

2. Month Review: *The name of this month is _____. The name of the month that comes after October is _____. Let's spell it while you stomp your feet, or clap your hands. After November comes _____. Sing the months of the year song while pointing to each month. Next, count how many months there are in a year. When we get to the number 12, 12 means that there are 12 months in a year. Every month is made up of days.*

3. Days of Week Review: *Yesterday was _____, today is _____ tomorrow will be _____. Sing the "Days of the Week" song. The first day of the week is Sunday. What is the 2nd, 3rd, 4th, and 5th day? (Ordinal Numbers) How many days are there in a week? Yes 7. Point to numeral 7 on the number line or 100s Chart. Are there more months in a year or days in a week? Write on the dry erase board 12 is more than 7. You can also write $12 > 7$ (and explain that the mouth is open to eat number 12 because it is bigger, and he wants to eat the most food).*

4. Date: *The date is November ____, 20__.* (Explain that when counting on a calendar we use ordinal numbers). Let's blast off like a rocket ship! We will count backwards from 10 and pretend to be rocket ships, and when we get to one, say "Jesus loves me!" (Do this 2 times...*On Wednesday, say "WACKY" and make a wacky face, Thursday - Friday, say the month of the year.*)

5. Seasons Review: *Who can name the four seasons? What season is it? Which season comes after Fall? And after Winter? Let's sing the season song.*

SEASONS SONG (Repeat the song 2x)

Winter, Spring, Summer, Fall

Those are the seasons

And we've named them all

6. Weather Review:

Thursday: *Why do you think it is important to know the weather conditions during a season? Explain your answer. In the Winter, what kind of weather do we have? Cold, rainy, snowy, sunny, cloudy, partly cloudy. What is the weather like today? Is it hot, cold, warm, freezing? What does the sky look like? Do you see the sun, clouds, stars? The teacher will chart the weather as the children identify the temperature and weather conditions. .*

Friday: The teacher will call on several students to share the similarities and differences between the kind of clothing worn during the winter and spring. The teacher will chart the weather as the children identify the temperature and weather conditions. .

Transition: Sing Twinkle, Twinkle, Little Star as the children gather on the carpet for Shared Reading

Shared Reading

Standard 1: Listen attentively to stories in a whole-class setting

Standard 2: Introduce the front and back cover of a book. Incorporate ideas and vocabulary from stories and books throughout the day.

Standard 3: Correctly identifies characters, objects, and actions in a picture book, as well as stories read aloud, and begin to comment about each

Standard 4: Identify words that rhyme, generate simple rhymes.

Standard 5: Increase in Phonological Awareness and Alphabet Knowledge

Standard 6: Identify where reading begins on a page (first word).

MONDAY:

Materials: *Mary Had a Little Lamb* book

1. Now, it is time for shared reading. This is a time where we dive deep into a story and take a close look at what's going on. All this month, we are going to be talking about the story *Mary Had a Little Lamb*.
2. The teacher will lead the students through a picture walk.
 - a. The teacher will ask the students who and what they see in the pictures.
 - b. The teacher will ask the students what they think is happening.

TUESDAY:

Materials: *Mary Had a Little Lamb* book

1. Now, it is time for shared reading. This is a time where we dive deep into a story and take a close look at what's going on. All this month, we are going to be talking about the story *Mary Had a Little Lamb*.
2. The teacher will lead the students through a picture walk.
 - c. The teacher will ask the students who and what they see in the pictures.
 - d. The teacher will ask the students what they think is happening.

WEDNESDAY:

Materials: *Mary Had a Little Lamb* book

1. Holding up the book, the teacher will ask, *what am I holding up in the air?*
2. Tapping the front cover, the teacher will ask, *what do you call this part of the book?*
3. The teacher will flip to the back cover and ask the same question.
4. The teacher will run their hand down the spine and ask, *What do we call this part of the book?*
5. *Who can tell me the purpose of the front, back cover, and the spine?*
 - a. *Yes, they hold the book together and protect the pages.*
6. *Let's look at the front cover. What do you see?*
 - a. Letters, words, pictures etc.
 - b. *This is the title, *Mary Had a Little Lamb**

7. The teacher will give the name of the person who wrote the story and say, he or she is the author.
8. The teacher will read the first half of the book.
9. Today, we read the beginning of our story. Tomorrow we will read the beginning AND the end.

THURSDAY:

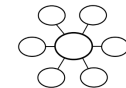
Materials: *Mary Had a Little Lamb* book, cards with the following letters on them: a, b

1. Holding up the book, the teacher will ask, *what am I holding up in the air?*
2. Tapping the front cover, the teacher will ask, *what do you call this part of the book?*
3. The teacher will flip to the back cover and ask the same question.
4. The teacher will run their hand down the spine and ask, *What do we call this part of the book?*
5. *Who can tell me the purpose of the front, back cover, and the spine?*
 - a. *Yes, they hold the book together and protect the pages.*
6. *Let's look at the front cover. What do you see?*
 - a. Letters, words, pictures etc.
 - b. *This is the title, *Mary Had a Little Lamb**
7. The teacher will give the name of the person who wrote the story and say, he or she is the author.
8. The teacher will read the entire book.
9. *Today, we read the beginning and the end of our story. We read the whole thing.*
10. *What did you think about the story? Did you like it? What did you like about it?*
11. The teacher will flash the cards with letters "a" and "b" on them, letting students know these are our focus letters.
12. *Does anyone see these letters on the front cover?*
13. The teacher will allow students to come to the front cover and point out the letters.

FRIDAY:

Materials: *Mary Had a Little Lamb*, whiteboard with a thought web drawn on it with "characters" written in the middle, cards with the following letters on them: a,b


1. *Today, as you listen to the story, I want you to listen out for characters. The characters are the "who" in a story. So I want you to listen to figure out who is in the story. I want you to name ALL the characters. Do you think you can do it? I know you can!*
2. The teacher will read the story.
3. The teacher will write the class' answers around the thought web of who is in the story.
 - a. The teacher may give a response or ask questions to prompt students' thinking.
4. The teacher will flash the cards with the letters "a" and "b" on them, reminding students that these are the focus letters.
5. *Does anyone see these letters on the front cover?*
6. The teacher will allow students to come to the front cover and point out the letters.







Work Stations/ Small Group Time

Civics & Citizenship, Self Regulation, Approach to learning

This week, the teacher will introduce, model, and allow children to practice working in each station. The teacher should divide the children equally into two groups. While

one group is at the one station, the other group will be introduced to another station. Set the timer for 30 minutes and once the time goes off, let children know that means station time is over and that it is time to clean up. Play the clean up song.  [Clean Up Song for Children - by ELF Learning](#) After stations are cleaned, provide specific and positive feedback to the children. Then let students know that they are going to explore a different station. A timer will be set for 30 minutes. Once the timer goes off, it is time for the children to clean up. The teacher will ask all children to return to circle time to discuss Station Time expectations.

Follow these instructions Monday through Friday.

Book:   [Accept And Value Each Person](#)  [Read Aloud Story Books For Kids|Kids Books Read Aloud](#)  [Accept and Value Each Person by Cheri J. Meiners](#)

Monday & Tuesday: (Block/Dramatic Play Station)

The teachers will introduce and allow students to explore the Block Station and Dramatic Play Station. The teacher will introduce all of the objects within the station, demonstrate how to use them, and provide opportunities for children to practice taking blocks out, building, and putting them away. Model how to use all tools within the station: hammer, screwdriver and other tools and how to safely carry and return them to the tool box. Show children how to put on and take off costumes, remove and return items from the kitchen area.

Wednesday & Thursday: (Manipulatives (Brain Station) and Science Station

Friday: Art and Reading Station