

Preschool 1 Unit Lesson: The Spirit of Christmas
Ms. Teresa **Date: December 15th -19th**

	Monday	Tuesday	Wednesday	Thursday	Friday
Story Time	Bear Stays Up for Christmas	Merry Christmas, Big Hungry Bear	Tiny Baby Jesus	Bear Stays Up for Christmas/Merry Christmas, Big Hungry Bear	
Areas Centers / Small Groups	Literacy- Answer questions about the story. Retelling and sequencing activity. Vocabulary words from the story. Science- Talk about how animals adapt in the winter compared to people. Art-Make quilt.	Literacy- Answer questions about the story. Social/Emotional- Talk about how the Mouse felt throughout the story. Math- Sizing up presents with wrapping paper. Prepositional words	Children's Church We will share about the life and teachings of Jesus from birth to our grown Savior.	Compare the two stories Social studies- Talk about who makes the holidays special in our community like mail carrier, bakers, etc. Social/emotional- discuss how we can help our friends and family during the holidays.	Party and PJ Day
TN-ELDS	PK.ESS3.01b. Observe and discuss how humans and animals respond to changes in weather.	PK.RL.KID1 With modeling, prompting, and support ask and answer questions about a story read aloud.	PK.RL.RRTC.10 Listen and responds to stories and poems of appropriate complexity for pre-K.	PK.RL.IKI.9 With prompting and support, orally compare and contrast the experiences of characters in a story to personal experience or to the experiences of characters in another familiar story.	PK.SL.CC. Demonstrates appropriate conversational interactions including taking turns, listening, speaking, answering questions and wait time.
Developmental Standards	Lang/Comm- Answers simple questions about a book or story after it has been read to them.	Lang/Comm- Tells a story they heard or made up with at least two events.	Cognitive- Pays attention for 5 to 10 minutes during activities.	Lang/Comm- Says sentences with four or more words.	Social/Emotional- Cooperates with other children.
Content/Skill/Objectives	Comprehension Retelling/Sequencing Vocabulary Comparison	Comprehension Emotions Sizing Prepositional words	Listening Comprehension Cooperation	Compare and contrast two stories Community helpers	Listening Following directions Cooperation

Daily Routine: Each day will consist of calendar time, Bible time, weather, classroom helpers, center time, and gym/outside time. Gym/outside time promotes **Physical Development** through gross motor activities such as running, climbing, jumping, walking, riding bikes, and play games. Each day the children have opportunities to engage in activities to obtain **Fine Motor Development** such as writing, cutting, lacing, coloring, puzzles, and many more. Throughout the week we will be doing activities to incorporate all learning domains – math, literacy, language, and social/emotional.

Media time: 30 minutes a week. Sid the Science Kid, Leap Frog, Heidi's Songs, Curious George, Dr. Seuss, Holiday DVD's, Magic School Bus etc.

Health topic for the month: Sleep **Safety topic for the month:** Train Safety **Outdoor/Gym Gross Motor Activity:** Dancing

Parent Encouragement/Involvement-We encourage our parents to help their child color/decorate pictures that coordinate with our health & safety topic for the month to hang on the office door. We also send home weekly Bible story sheets to share with parents the Bible story we are learning about in class.