

	Circle Time/Large Group	Small Group/ Individualization	Story Time & Recall
<b>M O N D A Y</b>	<b>Discussion Topic:</b> What is a forest? (Answer: A thick growth of trees and underbrush) Have the children pretend to be trees blowing in the wind.	<b>Group 1:</b> color recognition (blue & green)	<b>Read:</b> <u>We're going on a Bear Hunt</u>  Pretend to go on a bear hunt with the children
<b>T U E S D A Y</b>	<b>Discussion Topic:</b> What kind of animals live in the forest? (Answer: foxes, deer, owls, bats, rabbits, bears, squirrel, skunk) Show the children pictures of each forest animal.	<b>Group 2:</b> rhyming words  fox + sox cat+ bat+ rat	<b>Read:</b> <u>Fox in Sox</u>  Have children name the rhyming words in the book
<b>W E D N E S D A Y</b>	<b>Discussion Topic:</b> Nocturnal animals are animals that sleep during the day and are up at night. Some forest animals are nocturnal(owls, opossum, bats). Show pictures of each nocturnal animal.	<b>Group 3:</b> Sorting beads according to shape, color and size	<b>Read:</b> <u>Stellaluna</u>  Questions: What kind of animal is Stellaluna? What other kinds of animals were in the story? Is Stellaluna a nocturnal animal? How can we tell?
<b>T H U R S D A Y</b>	Take a walk with the children to a wooded area. Quietly observe the squirrels with the children.	<b>Group 4:</b> onset and rime b + ear = bear f+ ox = fox b + at = bat	<b>Read:</b> <u>A Squirrels Life</u>
<b>F R I D A Y</b>	Review discussion topics of the week	<b>Individual goals:</b> James- letter recognition (T) Thomas- name writing Marci- shape recognition (triangle, square)	<b>Read:</b> <u>Br'er Rabbit and Bre're Fox</u>  <b>Questions:</b> What happened in the story? Can animals really talk?

*TEACHER DIRECTED ACTIVITIES*

SAMPLE

*CHILD-DIRECTED ACTIVITIES (INDOOR)*

<b>Music &amp; Creative Expression</b>	<b>Blocks</b>	<b>Dramatic Play</b>
<p><b>Activity:</b> Forest Animal Collage</p> <p><b>Materials needed:</b> magazines, glue, scissors, construction paper</p>	<p><b>Activity:</b> Creating Forest Animal Habitats</p> <p><b>Materials needed:</b> plastic trees, plastic forest animals</p>	<p><b>Activity:</b> Pretend to Live Like A Forest Animal</p> <p><b>Materials needed:</b> See Large Scale Changes to Dramatic Play</p>
<b>Language/ Listening Center</b>	<b>Fine Motor</b>	<b>Science/Discovery/Sensory</b>
<p><b>Activity:</b> 1. Book on Tape- We're Going on a Bear Hunt, 2. Rhyming word game</p> <p><b>Materials needed:</b> Rhyming word game, book on tape</p>	<p><b>Activity:</b> Sorting and Counting Bears</p> <p><b>Materials needed:</b> Bear Counters</p>	<p><b>Activity:</b> Observing Squirrels in their Habitat</p> <p><b>Materials needed:</b> Small notebooks for children to record observations</p>

*CHILD-DIRECTED ACTIVITIES (OUTDOOR)*

<b>Art</b>	<b>Blocks</b>	<b>Dramatic Play</b>
<p><b>Activity:</b> Easel Painting</p> <p><b>Materials needed:</b> Easels, Paint, Paper, Brushes</p>	<p><b>Activity:</b> Building with Milk Carton Crates</p> <p><b>Materials needed:</b> Milk Carton Crates</p>	<p><b>Activity:</b> Goldilocks and the Three Bears- children will act out this story</p> <p><b>Materials needed:</b> weatherproof story book</p>
<b>Sand/Fluid Play</b>	<b>Gross Motor/Outdoor Games</b>	<b>Field Trip/Special Activity</b>
<p><b>Activity:</b> Searching for Nuts- the children will dig through the dirt (forest floor) to collect nuts like the squirrels do.</p> <p><b>Materials needed:</b> soil, leaves, rocks, nuts, small buckets, shovels, and strainers</p>	<p><b>Activity:</b> Rabbit and Hare Races</p> <p><b>Materials needed:</b> N/A</p>	<p><b>Activity:</b> N/A</p>