

Pre-K Lesson Plan
Theme: Rabbits

Area of Instruction	Monday	Tuesday	Wednesday	Thursday	Friday
Physical Development	“Rabbit Hole” Using both feet to hop in and out of hula hoop	Cutting out pictures with scissors	Pouring with funnels and measuring cups. Stringing caps to create a toy.	Labeling emotions for self and friends	Writing recognizable letters and shapes using crayons and markers
VPK Standard	I.C.2.	I.D.3.	I.D.2.	I.A.6.	I.D.3.
Social and Emotional Development	Each student is encouraged to share about what they did over the weekend.	Discussion about pets at home: “How do you care for your pet?”	Discussion about Dash: “How do we keep Dash safe?”	Discussion about what the rabbit in the story feels like based on facial features.	Discussion about “Who is your bestfriend?” “How do you help your best friend?”
VPK Standard	IV.E.3, III.B.a.1.	IV.E.3., III.B.a.1.	III.B.b.1.	III.B.b.3., III.A.a.2.	III.B.b.2.
Language Communication and Emergent Literacy	<u>The Little Rabbit</u> By: Judy Dunn Vocab: *Hutch *Daffodils *Violets *kits	<u>Safety with Pets</u> By: Growing up Safe Series Creating a list from the story about what was safe	<u>The Classroom Pet</u> By: Grace Maccarone Ordinal numbers: What happened 1st 2nd 3rd...etc.	<u>The ABC Bunny</u> By: Wanda Ga’g ABC Hunt: Matching items from inside/outside to alphabet cards	<u>Will you be my friend?</u> By: Nancy Tafuri Positions: up down over under beside next to
VPK Standards	IV.C.1.	IV.A.1., IV.D.2.	IV.D.2.	IV.C.1.	IV.C.1, V.A.e.1.

<p>Cognitive Development and General Knowledge: Math & Science</p>	<p>Counting how many kits were born in the story.</p> <p>Life cycle of Rabbits</p>	<p>Create a “care” chart and track who helps with Dash.</p>	<p>Making organic treats for Dash!</p> <p>*Measuring *Pouring *Rolling *Time</p>	<p>Tasting carrots, banana, kale, and mint to describe sweet/sour and to understand the tongue is the organ involved.</p> <p>*These are yummy snacks that our class rabbit loves to eat.</p>	<p>Creating a “nest” with material from outside to simulate rabbit nests.</p> <p>Digging holes in the sand to create “burrows.”</p>
<p>VPK Standards</p>	<p>V.A.a.1., V.B.c.2.</p>	<p>V.B.c.1., V.B.c.2.</p>	<p>V.A.f.1., V.B.b.1.</p>	<p>V.B.c.3.</p>	<p>V.B.d.2.</p>
<p>Cognitive Development and General Knowledge: Social Studies and Arts</p>	<p>Wild vs. Pet</p> <p>Observing similarities and difference between wild and pet rabbits.</p>	<p>Collage of “safe” pets and “dangerous” pets</p>	<p>Creating toys for Dash out of safe, recycled materials.</p> <p>*Twine *Recycled caps and lids *apple slices</p>	<p>“Tracking” the rabbit prints around school.</p> <p>Using a stencil made out of cardboard, shake flour to create “tracks.” Students will follow these tracks until they find the “prize” and the end: yummy snacks!</p>	<p>Create a picture of you and your best friend! Write one sentence about him/her.</p>
<p>VPK Standards</p>	<p>V.B.c.2.</p>	<p>V.D.a.3.</p>	<p>V.D.a.1.</p>	<p>V.C.b.1.</p>	<p>V.D.a.3, IV.D.2.</p>