



Princeton ISD Pre-K Lesson Plan

Theme: All About Me	Sub-Theme: Classroom Rules & Routines	1st 9 weeks	Week: 1
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Date Created/Revised: 6/8/25	Monday	Tuesday	Wednesday	Thursday	Friday
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Vocabulary: hello, goodbye, backpack, cubby, line, walk, bus, cafeteria, gym, teacher, principal, computer, commitments, breathe, nurse

[Student Vocab Cards for Letter Wall](#) - Printable - will force a copy for you to edit and then print

[Vocabulary Cards for Letter Wall](#) - Printable - will force you to make a copy so you can add teacher and para name and picture

[Vocabulary](#) - Presentable

Language Arts Focus: School Routines: Verbal Name Recognition ROUTINES AND PROCEDURES.

Brain Smart Start I. Social & Emotional Development II. Language & Communication	Unite: Sing a Class Song Together. (No video for students.) Disengage: STAR Breathe (Video is an example, teacher leads it. No video for students) Connect: Twinkle Twinkle (Video is an example, teacher leads it. No video for students) Wish Well: N/A Commitment: Listening Ears. (Commitments) PK4.I.C.1, PK4.I.C.6,	Unite: Sing a Class Song Together. (No video for students.) Disengage: STAR Breathe (Video is an example, teacher leads it. No video for students) Connect: Twinkle Twinkle (Video is an example, teacher leads it. No video for students) Wish Well: N/A Commitment: Listening Ears. (Commitments)	Unite: Sing a Class Song Together. (No video for students.) Disengage: STAR Breathe (Video is an example, teacher leads it. No video for students) Connect: Twinkle Twinkle (Video is an example, teacher leads it. No video for students) Wish Well: N/A Commitment: Listening Ears. (Commitments)	Unite: Sing a Class Song Together. (No video for students.) Disengage: STAR Breathe (Video is an example, teacher leads it. No video for students) Connect: Twinkle Twinkle (Video is an example, teacher leads it. No video for students) Wish Well: N/A Commitment: Listening Ears. (Commitments)	Unite: Sing a Class Song Together. (No video for students.) Disengage: STAR Breathe (Video is an example, teacher leads it. No video for students) Connect: Twinkle Twinkle (Video is an example, teacher leads it. No video for students) Wish Well: N/A Commitment: Listening Ears. (Commitments)
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Pledge	Each day, the United States and Texas pledge should be stated with students. (PK4.VII.D.1, PK4. VII.D.2)				
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Morning Message	Focus Sentence: Verbal <u>State:</u> I am at school! <u>Students Repeat:</u> I am at school!	Focus Sentence: Verbal <u>State:</u> I am a Canup/Perkins Cub!	Focus Sentence: Verbal <u>State:</u> I am in ____ class. <u>Students Repeat:</u> I am in ____ class.	Focus Sentence: Verbal <u>State:</u> I am a student. <u>Students Repeat:</u> I am a student.	Focus Sentence: Verbal <u>State:</u> I can use listening ears.
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<p>II. Language & Communication</p> <p>III, IV. Emergent Literacy: Reading & Writing</p>	<p>Direct students on how to stay in their carpet space. Encourage children to listen and repeat instruction.</p> <p>Play this listening song for students to engage with.</p>	<p><u>Students Repeat:</u> I am a Canup/Perkins Cub!</p> <p>Remind students on how to stay in their carpet space. Encourage children to listen and repeat instruction.</p> <p>Play this listening song for students to engage with.</p>	<p>Practice listening skills. Students will be instructed to sit at their table, and come to the carpet by name when called. Once all students are on the carpet, complete the morning message and then sing and dance to this listening song.</p> <p>PK4.VIII.B.2., PK4.IX.A.1., PK4.II.C.1.</p>	<p>Practice listening skills. State a student's name and have them raise their hand when it is stated.</p> <p>Afterwards, sing and dance to this listening song.</p>	<p><u>Students Repeat:</u> I can use listening ears.</p> <p>Practice listening skills. State a student's name and have them stand up when their name is called. See who can stand up and sit down the quickest.</p> <p>Play this listening song for students to engage with.</p>
<p>Read Aloud 1</p> <p>*** All read aloud's should be physical books, video books avoided.***</p> <p>III. Emergent Literacy: Reading</p>	<p>Quaver Book: Chu's First Day or Book About School, Teachers Choice.</p> <p>Focus:</p> <ul style="list-style-type: none"> Encourage children that reading will be a fun and engaging part of each school day. Show children the front book cover and have them describe what they see. <p>PK4.III.A.1</p>	<p>Quaver Book: The Kissing Hand or Book About School, Teachers Choice.</p> <p>Focus:</p> <ul style="list-style-type: none"> Review expectations for carpet behavior during read alouds. Model yourself doing it. Show children the front book cover and describe what they see. Introduce raising hands. 	<p>Quaver Book: Don't Let the Pigeon Drive the Bus or Book About School, Teachers Choice.</p> <p>Focus:</p> <ul style="list-style-type: none"> Review expectations for carpet behavior during read alouds. Model with students doing it. Ask simple questions such about the cover, 	<p>Quaver Book: Chu's First Day or Book About School, Teachers Choice.</p> <p>Focus:</p> <ul style="list-style-type: none"> Review expectations for carpet behavior during read alouds. Point out those doing it well. Ask simple questions throughout the story, practicing raising hands. 	<p>Quaver Book: The Kissing Hand or Book About School, Teachers Choice.</p> <p>Focus:</p> <ul style="list-style-type: none"> Review expectations for carpet behavior during read alouds. See if a student can remember the expectations. Ask simple questions throughout the

			practicing raising hands.		story, practicing raising hands.
Writing IV. Emergent Literacy: Reading & Writing	Location: Whole Group Lead students in a group lesson on the trashcan and where students can place trash items such as paper, tissue, or other appropriate items. Review how this keeps the classroom clean and our school clean.	Location: Whole Group Lead students in a group lesson on student chairs and how to push in and pull out a chair. Review how this keeps the classroom safe and our friends safe.	Location: Whole Group Lead students in a whole group lesson on pencil and crayon use. Discuss how to care for these items safely. Explore where you can and can't color. Pass around the materials so they can demonstrate appropriate use. PK4.I.B.1a, PK4.I.B.1b	Location: Whole Group Provide students with crayons and white paper. Encourage them to draw and write following the expectations presented yesterday. Let them take turns exploring crayons and pencils on butcher paper	Location: Whole Group Provide students with small pieces of paper and let them know that we need to get our hands stronger. Tell them that tearing small pieces of paper can get your hands stronger. Model small pieces and observe all students tearing small pieces. Create a whole group project with their pieces, using glue to paste into a large circle. Reiterate working together and appropriate interactions.
Language Arts V. Emergent Literacy: Reading & Writing	Students will be introduced to carpet expectations and where they will stay on the carpet. Students should not be expected to only sit criss-cross. Choose a few of these as options for your students. Review visuals with them and post near carpet space. Play a listening game. Direct the students in a body movement game	Students will review carpet expectations and where they will stay on the carpet. Review visuals posted previously. Have one student demonstrate each sitting option. Play a listening game. State a sitting option and have students follow through with sitting that way. Let a student or two lead a round of the game.	Students will review carpet expectations and where they will stay on the carpet. Introduce the terms backpack and cubby. Model how to open a backpack and close it. Model how to hang it on a cubby hook. Call small groups to practice opening and closing their backpack and placing it on their hook.	Students will review carpet expectations and where they will stay on the carpet. Introduce the term nap mat. Model how to open a nap mat and close it. Call small groups to practice opening and closing their nap mat and showing them where they should place it.	Students will review carpet expectations and where they will stay on the carpet. Play a listening game and state common items around the room, having students point to the item. Ideas can be backpack, cubby, line, table, carpet, etc.

	<p>such as stand up & sit down.</p> <p>PK4.I.A.1, PK4.II.A.1</p>	<p>Establish a class sound/song for clean up, this will assist heavily when centers begin being opened. Practice now with tabletop "centers".</p>			
<p>Read Aloud 2</p> <p>*** All read aloud's should be physical books, video books avoided.***</p> <p>V. Emergent Literacy: Reading & Writing</p>	<p>Canup Book: How a Canup Cub goes to the cafeteria.</p> <p>Quaver Book: Don't Let the Pigeon Drive the Bus or Book About School, Teachers Choice.</p> <p>Focus: .</p> <ul style="list-style-type: none"> Show children the front book cover and have them describe what they see. Ask students what they will eat or did eat in the cafeteria. <p>PK4.I.D.1</p>	<p>Canup Book: How a Canup Cub goes to the restroom.</p> <p>Quaver Book: Chu's First Day or Book About School, Teachers Choice.</p> <p>Focus: .</p> <ul style="list-style-type: none"> Show children the front book cover and have them describe what they see. Ask children to model washing hands. 	<p>Canup Book: How a Canup Cub goes to the cafeteria. (See science section)</p> <p>Quaver Book: The Kissing Hand or Book About School, Teachers Choice.</p> <p>Focus: .</p> <ul style="list-style-type: none"> State the title of the book and have students repeat the title name. Ask children to name a good choice during cafeteria time. 	<p>Canup Book: How a Canup Cub goes to recess. (See science section)</p> <p>Quaver Book: Chu's First Day or Book About School, Teachers Choice.</p> <p>Focus: .</p> <ul style="list-style-type: none"> State the title of the book and have students repeat the title name. Ask children to name a good choice during cafeteria time. 	<p>Canup Book: Choose a book based on class needs</p> <p>Quaver Book: Don't Let the Pigeon Drive the Bus or Book About School, Teachers Choice.</p> <p>Focus: .</p> <ul style="list-style-type: none"> State the title of the book and have students repeat the title name. Ask children to demonstrate a good choice needing to be focused on.
<p>Math</p> <p>V. Mathematics</p>	<p>Direct children how to form a classroom line. Express that it is straight and direct students on where their spot will be in the line. Practice walking around the classroom. Let students know that this</p>	<p>Remind children how to form a classroom line. Express that it is straight and direct students on where their spot will be in the line. Practice walking down the hall and back.</p>	<p>Remind children how to form a classroom line. Express that it is straight and direct students on where their spot will be in the line. Practice walking around the school and back.</p>	<p>Remind children how to form a line. Review how to stand up and push in chairs. Practice walking around the school and back.</p>	<p>Review a skill that the class is struggling with, focusing on tight routines and procedures.</p> <p>Keep repeating until students are able to complete the request at</p>

	<p>keeps them safe as they are all together and no one gets lost.</p> <p>PK4.IX.C.1.</p>			<p>Review a skill that the class is struggling with, focusing on tight routines and procedures.</p>	<p>your desired level of success.</p>
<p>Science</p> <p>VI. Science</p>	<p>Direct children on restroom and toileting processes. Inform children on how to wash hands and clean up after themselves in the restroom.</p> <p>Show children visuals in the restroom and explain what they mean. Express to boys especially that only pee goes in the urinal.</p> <p>PK4.XC.2.</p>	<p>Remind children of the restroom and toileting processes. Inform children on how to wash hands and clean up after themselves in the restroom.</p> <p>Ask children if they remember what the visuals in the restroom mean.</p>	<p>Introduce students to cafeteria procedures. Read them the Canup Cafeteria book or other visual cafeteria models and model holding a tray.</p> <p>Have students practice walking through the cafeteria and sitting at the table appropriately. Explicitly review all cafeteria procedures using CHAMPS.</p>	<p>Introduce students to recess procedures. Read the Canup Recess book or other Recess book and have students model it as reading aloud.</p> <p>Walk to the playground at recess time and have students review some of the learning before playing. Explicitly review all recess procedures, using CHAMPS.</p>	<p>Review a skill that students are struggling with such as line walking, backpack placements, cafeteria procedures, etc.</p> <p>Go to the specific area of struggle and practice with the students.</p>
<p>Closing Circle</p> <p>I. Social & Emotional Development</p> <p>II. Language & Communication</p>	<ul style="list-style-type: none"> Remind children that you all had a great day. Review if the classroom followed the daily commitment, listening ears! Sing a goodbye song such as this one! <p>PK4.VIII.B.1.</p>	<ul style="list-style-type: none"> Remind children that you all had a great day. Review if the classroom followed the daily commitment, listening ears! Sing a goodbye song such as this one! 	<ul style="list-style-type: none"> Remind children that you all had a great day. Review if the classroom followed the daily commitment, listening ears! Sing a goodbye song such as this one! 	<ul style="list-style-type: none"> Remind children that you all had a great day. Review if the classroom followed the daily commitment, listening ears! Sing a goodbye song such as this one! 	<ul style="list-style-type: none"> Remind children that you all had a great day. Review if the classroom followed the daily commitment, listening ears! Sing a goodbye song such as this one!

Free Choice Centers I., II., III., IV., V., VI., VII., VIII., IX., X.	Math/Science: Introduce table top math manipulatives such as linking gears or cubes.
	ABC: Introduce table top ABC manipulatives such as letter robots or other letter manipulatives.
	Construction: Introduce table top legos or blocks.
	Dramatic Play: Not Beginning Yet
	Writing Center: Introduction of Crayons, Markers, Etc. in whole group.
	Art: Introduction of Crayons, Markers, Etc. in whole group.
	Library: Not Beginning Yet
Small Groups	Tier 1: Not Beginning Yet
	Tier 2: Not Beginning Yet
	Tier 3: Not Beginning Yet
	Data Collection: Not Beginning Yet

Accommodations for Special Populations	Accommodations for instruction will be provided as stated on each student's (IEP) Individual Education Plan for special education, 504, at risk, and ESL/Bilingual students.
Pre-K Guidelines	Pre-K Guidelines will be listed at the point of instruction each time it is first introduced. They will be continually spiraled throughout the year, making following the scope and sequence and lesson plans essential.