

Circle Time Planning Sheet (example)

Topic/Learning Domain	Activity	Objective	Materials	Time
Circle Time #1 <input type="checkbox"/> LK <input type="checkbox"/> PA <input checked="" type="checkbox"/> W <input checked="" type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> SE <input type="checkbox"/> LC <input type="checkbox"/> SS <input type="checkbox"/> RA	<u>Morning Message</u> What do plants need to grow? Teach the <u>song</u> "Little Seed: Tune of I'm A Little Teapot"	Children will <u>observe the writing process</u> and read the Morning Message. Children will <u>sing a song</u> about what plants needs to grow.	- Chart Paper - Marker	10 mins
Transition:	Pull <u>equity sticks</u> and have the children <u>say one thing a plant needs to grow</u> . (Encourage child to use a full sentence i.e. "Plants need water to grow." "Plants need sunlight to grow.")			3-5 mins
Circle Time #2 <input checked="" type="checkbox"/> LK <input type="checkbox"/> PA <input type="checkbox"/> W <input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> SE <input type="checkbox"/> LC <input type="checkbox"/> SS <input type="checkbox"/> RA	<u>Letter Sort</u> (circle activity collection)	The children will <u>sort uppercase letters (T, L, F, E, H, S, O, C)</u> into <u>two groups</u> : letters with straight lines and letters with curved lines	- T-chart labeled with straight lines and curved lines - plastic letters (T, L, F, E, H, S, O, C)	10-15 mins
Transition:	The children will come up, one at a time, and <u>identify</u> one letter on the chart and <u>describe</u> the features. (straight or curved)			3-5 mins
Circle Time #3 <input type="checkbox"/> LK <input type="checkbox"/> PA <input type="checkbox"/> W <input checked="" type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> SE <input type="checkbox"/> LC <input type="checkbox"/> SS <input checked="" type="checkbox"/> RA	Read Aloud: <u>The Giant Carrot</u>	The children will listen to the story and be able to <u>identify</u> the things that a plant (carrot) needs to grow. The children will be able to <u>define</u> the words soil, sauntered, and budge.	-The Giant Carrot -Read Aloud Chart	10 mins
Transition:	The child will come put a tally mark next to what they would like to eat – carrot juice, carrot relish, carrot stew, or carrot pudding (we will display the chart in the math center so the children can count up the tally marks)			3-5 mins

LK: Letter Knowledge **PA:** Phonological Awareness **W:** Writing **S:** Science **M:** Math **SE:** Social Emotional **LC:** Language/Communication **SS:** Social Studies **RA:** Read Aloud