

Classroom: Bears

Teachers: Ms. Kalese & Ms. Jala

Dates: October 2021

Classroom News: Margot's a new baby sister M.K 😊 Fall Festival 10/29

Classroom Interest: Doctors/Hospitals

Social Emotional	Math and Problem Solving	Science and Discovery	Language and Literacy
<p><b>Observations:</b> The children have shown lots of interest in doctors and hospitals. We've observed them taking care of each other as if they're doctors. Also, Margot just visited the hospital to see her newborn baby sister, "M.K."</p> <p><b>Plan:</b> Questions to be asked:</p> <p>What does a doctor do?</p> <p>How do you feel about visiting a doctor?</p> <p>What can we do to take care of babies?</p> <p>Also, we will share baby pictures of ourselves</p> <p><b>Intent:</b> To promote empathy, teamwork, and communication.</p>	<p><b>Observations:</b> While Naoyuki was interacting with a friend in the dramatic play area, Mr. Curtis came over and Naoyuki pretended to take his temperature saying, "It's 100 Degrees. You're sick!"</p> <p><b>Plan:</b> Add stethoscope, scale, thermometer, odometer, and timer to the dramatic play area.</p> <p>Questions to be asked: What do you think the numbers represent on the medical instruments such as scales, thermometers, odometers, and timers? In what other ways do doctors use numbers?</p> <p>Also, we will have a Temperature challenge in which we will guess what a friend's temperature is to see how close our estimations are.</p> <p><b>Intent:</b> To promote number recognition, numerical value, estimation, and problem solving.</p>	<p><b>Observations:</b> While some friends were interacting with each other, one of them sneezed. Sofie quickly reminded them to wash their hands after wiping their nose because it keeps us safe.</p> <p><b>Plan:</b> Questions to be asked: "What are germs?" "How do they spread?" "How do we keep ourselves safe from them?"</p> <p>What surfaces do we touch every day that can easily collect germs?</p> <p>Also, we will make a list of all the areas that collect germs thoroughly clean them with soap and water</p> <p><b>Intent:</b> To promote awareness about health and safety as well as encourage healthy habits</p>	<p><b>Observations:</b> As we all know, some friends in our class have allergies. During a conversation between Griffin and Ms. Kalese, he offered her a chocolate chip ice cream cone. Ms. Kalese explained to him that although she likes chocolate, she's unable to eat it because she was allergic to it.</p> <p><b>Plan:</b> Questions to be asked: What is an allergy? What happens if you're allergic to something?</p> <p>Read the book: A Bad Case of Stripes</p> <p>What should you do if you have an allergic reaction?</p> <p>Also, we will experiment with milk and food coloring to observe the reaction when you combine the two liquids.</p> <p><b>Intent:</b> to introduce new vocabulary words and to develop interests in experimentation.</p>

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Creative Expression	Gross Motor/Outdoor Experiences	Tinkering/Making/Loose Part	Diversity
<p><b>Observations:</b> In the dramatic play area, Anaiya and Rose had an interesting conversation with each other. While holding a stethoscope, Anaiya said, “Rose, let me check your blood pressure to see if you’re sick.” Rose grabs an ice pack and says, “You have to check the boo-boo on my ankle. It hurts.”</p> <p><b>Plan:</b> Add additional supplies such as cotton swabs, an eye chart, blood pressure monitor, eye droppers, gloves, microscope.</p> <p>Make doctor lab coats using large shirts.</p> <p>How will you decorate your lab coat?</p> <p>What art materials will you need?</p> <p><b>Intent:</b> To allow children to express their interpretation of what a doctor looks like. To identify and use color, texture, lines, and patterns.</p>	<p><b>Observations:</b> While holding a stethoscope and thermometer, Griffin said, “These are supplies for the ambulance. I have some medicine at home.”</p> <p>Also, on the playground, a group of children made an ambulance by attaching a wooden wagon to the back of a bike.</p> <p><b>Plan:</b> Questions to be asked: What is an ambulance? How does it operate? What is inside of it? What things can you find inside of it?</p> <p>We will use recycles to make an ambulance</p> <p>Also, we will Implement an experience called, “Doctor Freeze Tag in which several students are the “doctors” that are in charge of “healing” the frozen students.</p> <p><b>Intent:</b> To demonstrate locomotive and non-locomotive skills</p>	<p><b>Observations:</b> As the children continue with their interests in “Doctors” and “Hospitals”, we observed a couple of the children’s comments. Sebastian said, “Let me check your heart. The patient has no heartbeat. Even doctors have to go to the doctor!” Another friend said, “I’m your doctor. It is time for surgery!”</p> <p><b>Plan:</b> Questions to be asked: What other body parts do you know of? What is surgery?</p> <p>Do you know of anybody that’s had a surgery before?</p> <p>Also, provide materials to the children such as: A cardboard box, sponges, glue, Q tips, tissue paper, glitter, rubber bands, pipe cleaners, tape, and bolts to create a replica of what they think the inside of a body looks like.</p> <p>How can we connect these different kinds of materials together to form a human body?</p> <p><b>Intent:</b> To promote experimentation, problem solving, and the awareness of the human body.</p>	<p><b>Observations:</b> We’re all so excited that our friend Margot has a new baby sister. She even showed us a picture of her. Some commented that her sister looks like her.</p> <p><b>Plan:</b> Questions to be asked: How are different from our peers? How are we the same? What makes us unique? Create a portrait of one of our friends.</p> <p><b>Intent:</b> To identify similarities and differences amongst our friends.</p>

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