

**Pre-K Literacy Small Group Lesson Plans**

**Teacher/Teacher Assistant:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **School:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Week of January 6-10** |
| **Tennessee Early Learning Developmental Standards (TN-ELDS)** |
| **PK. FL.PA.2** Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) through oral language and with guidance and support. |
| **Student Objectives (“I Can” statements)** |
| I can identify whether or not two words begin or end with the same sound. |
| **Group 1** **(Teacher)**  | **Group 2** **(Teacher)** | **Group 3** **(Teacher Assistant)**  | **Group 4** **(Teacher Assistant)** |
| **Activity:** | **Activity:** | **Activity:** | **Activity:** |
| **Students****1.****2.****3.****4.****5.** | **Students****1.****2.****3.****4.****5.** | **Students****1.****2.****3.****4.****5.** | **Students****1.****2.****3.****4.****5.** |



**Pre-K Math Small Group Lesson Plans**

**Teacher/Teacher Assistant:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **School:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Week of January 6-10** |
| **Tennessee Early Learning Developmental Standards (TN-ELDS)** |
| **PK.OA.A.1** With guidance and support, begin to represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. |
| **Student Objectives (“I Can” statements)** |
| I can use different things to add and subtract.  |
| **Group 1** **(Teacher)**  | **Group 2** **(Teacher)** | **Group 3** **(Teacher Assistant)**  | **Group 4** **(Teacher Assistant)** |
| **Activity:** | **Activity:** | **Activity:** | **Activity:** |
| **Students****1.****2.****3.****4.****5.** | **Students****1.****2.****3.****4.****5.** | **Students****1.****2.****3.****4.****5.** | **Students****1.****2.****3.****4.****5.** |