



<b>Lesson Plan for: Animals (Zoo) Week Two</b>		<b>Date: May 1-5</b>	<b>Class: Crème Prep</b>
<b>Wonderful Word: Zoology</b>	<b>Character Education: Curiosity and Compassion</b>	<b>Technology: Frog street math, Writers corner</b>	
<b>Literacy: Vocabulary, Written Expression, Oral Language</b>	<b>Weekly letters: M m, E e, Z z, K k</b>	<b>Math: Numbers and Operations</b>	

**English Vocabulary: zoo, animals, feed, eat, drink**

**Spanish Vocabulary: zoológico, animales, alimentar, comer, beber**

<b>LESSON COMPONENTS</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>Greeting Circle</b>	Morning Message: We go by the zoo. Introduce new letters and new sight words. Explain that we will learn about zoo animals this week.	Morning Message: M begins with M. Review sight words and letters of the week. Tell the children today we will learn about monkeys, gorillas, and chimpanzees.	Morning Message: Elephant begins with the letter E. Tell the children today we will learn about elephants.	Morning Message: Zebra begins with the letter Z. Tell the children that today we will learn about zebras.	Morning Message: Kangaroo and Koala begin with K.
<b>Moving and Learning</b>	Play Zookeepers Says	Invite the children to play Monkey nonsense.	Have the children pretend to walk a rope on the ground as they sing " Three happy Bears" .p.209.	Have children dance with streamers to twirl those ribbons.	Invite the children to tap and sing along to "Chim Chim Chimpanzee."
<b>Phonics</b>	Have children practice the sound that the letter M makes and name objects that start with that letter.	Have children practice the sound that the letter E makes and name objects that start with that letter.	Have children practice the sound that the letter Z makes and name objects that start with that letter.	Have children practice tracing letters K upper and lower case. Practice sight words.	Have children use magnets letters to identify letters M, E, Z, K Review sight words with fill in the letter.
<b>Handwriting</b>	Encourage children to trace the word Zoo	Encourage children to trace the words Animals and Drink	Children will work in handwriting without tears books. Children will practice writing sight words.	Encourage children to trace letters M ,E, Z,K. Encourage children to trace the word Eat .	Children will work in handwriting without tears books. Children will practice writing sight words.
<b>Literacy (Oral Language, Read Aloud)</b>	Read: Welcome to Zippity Zoo. Preview the story by taking a picture walk. Read the book.	Read: Five Silling Monkeys p.186.	Read: The Gift. Compare fiction to non fiction. Explain that this story is a fictional story(make believe). Ask a children to retell the story in his or her own words.	Read: Animal Friends. Take a picture walk. Have the children name the animals in the illustrations(aardvark, lion, tiger, hippo, and zebra). Ask the children to describe each animal.	Read: Welcome to Zippity Zoo. Story Folder. Invite the children to listen to the rhyming words. After each page have a child name the two rhyming words.

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Weekly Learning Centers	Ask the children what do they think the animals at the zoo think about humans who are there to see them?	Invite the children to play monkey see, monkey do.	Encourage Children to paint tigers using black and orange paint with paper plates.	Invite the children to paint with a feather.	Have the children write as many as words that they know.
Math and Science	Encourage children to work inside math workbook.	Encourage children to count and sort animals	Encourage children to Graph favorite animals	Encourage children to use the scale to compare different weight of animals	Encourage children to work inside math workbook.
Character Education/Social Studies	Discuss zoo manners and safety, empathy toward animals.	Talk about the different types of monkeys. Talk about what they eat and how the live.	Talk about elephants and their habitats.	Talk about Zebras. Explain their habitat and what they eat.	Talk about the different animals that are in the zoo. Ask how to they think the animals got to the zoo?
Closing Circle	Reflection of the day: What did you learn about the zoo today? What letter does zoo begin?	Reflection of the day: What did you learn about monkeys today?	Reflection of the day: Which is the largest zoo animal we have learned about? What is the study of animals called?	Reflection of the day: What is the favorite thing you learned today about the zoo animal? Ask the children if 3 frog were jumping on the bed and one fell off how many would be left?	Reflection of the day: What have you learned this week about zoo animals? How are zoo animals like farm animals?
Outdoor Learning	Hide zoo animals around the playground.	play a game of catch the tigers tail. P.206	Invite the children to play mbube, mbube. P.208 children will pretend to be elephants.	Provide can stilts p.166. Encourage the children to pretend they are giraffes.	Set up a kangaroo race. P.207
Learning Goals	Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary. Demonstrates empathy and caring for others.	Counts up to ten items. Makes a verbal word problem for subtracting 1 to 5 objects from a set. Produces the correct sound for at least 10 letters.	Is aware of own body space. Names at least 20 upper and lower case letters. Produces a word that rhymes with a given word.	Shows understanding by responding appropriately. Independently writes letters in request. Can identify at least 20 sounds from the alphabet.	Uses category labels to understand how words and objects relate to each other. Demonstrates receptive vocabulary. Uses large speaking vocabulary, adding several new words daily.



<b>Lesson Plan for: Bugs Week Two</b>		<b>Date: May 8-12</b>	<b>Class: Crème Prep</b>
<b>Wonderful Word: Entomology</b>	<b>Character Education: Curiosity and Compassion</b>	<b>Technology: Writer's Corner and Reading Buddy</b>	
<b>Literacy: Vocabulary, phonological awareness, Oral Language</b>	<b>Weekly letters: I i, B b, L l, D d, T t</b>	<b>Math: Number and Operations</b>	

**English Vocabulary:** Zoology , Giraffe , Elephant , Bear , Tiger , Monkey , Camouflage

**Spanish Vocabulary:** Zoologia , jirafa , Elefante , oso , tigre , mono , camuflaje

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Greeting Circle</b>	Morning Message: Insect begins with "I". Introduce new words and letters.	Morning Message: I see a bee on my knee. Review letters of the week and words. Sing "Baby Bumblebee" p.184	Morning Message: Lady bugs begins with "L". Sing My busy garden p.192. Review words and letters. Ask children to name an object for each letter.	Morning Message: Dragonfly begins with "D". Sing: All around my yard". P.183.	Morning Message: Termite begins with "T". Sing the insect song P.189. Review sight words and have each child take turns saying each word.
<b>Moving and Learning</b>	Sing " Can you Move with Me?"	Teach the children how to do the wiggle dance. P.209	Teach the rhyme " Ladybug, ladybug" p.202	Play Dragonfly, dragonfly, fly.	Invite the children to sing " Little Ants". P.190.
<b>Phonics</b>	Have children practice the sound that the letter I makes and name objects that start with that letter.	Have children practice the sound that the letter B makes and name objects that start with that letter.	Have children practice the sound that the letter L makes and name objects that start with that letter.	Have children practice tracing letters D and T upper and lower case. Practice sight words.	Have children use magnets letters to identify letters I, B, L, D, T review sight words with fill in the letter.
<b>Handwriting</b>	Encourage children to trace Zoology , Giraffe and Bear .Discuss meaning with children .	Children will work in handwriting without tears books. Children will practice writing sight words.	Encourage children to trace the word Camouflage . Discuss meaning with children .	Encourage children to trace the word Elephant .Discuss meaning with children .	Encourage children to trace the word Monkey and Tiger .Discuss meaning with children .
<b>Literacy (Oral Language, Read Aloud)</b>	Read: Edie's Backyard Bugs. Explain that bugs are everywhere.	Read: The song of the teeny tiny mosquito. Explain that this story is about animals that like to eat. Have the children listen to what kind of food is for each animal.	Re-Read: Edies Backyard bugs. Tell the children that some people believe that ladybugs are lucky. Ask them what would they wish for if a ladybug landed on them?	Read: Catching Fireflies. P.212. Ask children what are fire flies? Explain that the story is about a boy who catches fireflies for an experiment.	Read: Animals habitats and homes ( story folder). Have children explain what they think the difference between an home and an habitat is.

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Weekly Learning Centers	Invite the children to draw bugs.	Provide yellow and black paint and encourage children to paint bees or wasp.	Provide red and black paint and encourage the children to paint ladybugs.	Encourage the children to trace ovals on wax paper using a stencil or template. Have them cut out the ovals to create wings.	Invite the children to create finger print ants. Provide a stamp pad. Have the children make three connected fingerprints to make the ants body. Using a pen add legs and antennae.
Math and Science	Encourage children to work in their math workbooks .	Encourage children to work on patterns .	Encourage children to identify different bugs .	Encourage children to learn about Bugs .	Encourage children to work in their math workbooks .
Character Education/Social Studies	Make a list of the different types of bugs.	Talk about Bees and wasp and go over the similarities and differences.	Talk about lady bugs. Read Schubert's helpful day.	Review the different types of bugs that we see. Ask the children do they have any favorite bugs?	Ask the children to name the different types of bugs and ask how many legs does each bug have and if it has an important job to the community.
Closing Circle	Reflection of the day: How can we tell an insect from a bug? How are insects helpful?	Reflection of the day: What did you like about bees? What did you learn about bees? How are bees helpful?	Reflection of the day: Do farmers like to have ladybugs in their garden? Why? Ask what should they do if they see a fire?	Reflection of the day: what is the most interesting thing you learned about dragonflies? In what ways are flies pest?	Reflection of the day: Which insect out of all the ones we have learned about this week is your favorite? Why? What do you think is the most interesting about the insects?
Outdoor Learning	Pair children. Have children make a bug hunt.	Invite the children to play Queen bee p.208	Play beetle, beetle, ladybug. P.206	Place frog beanbags on the parachute and encourage children to figure a way to make the frog hop up to catch them.	Play follow the leader Ants.
Learning Goals	Practices good habits of personal safety. Uses some appropriate writing conventions when writing or given dictation.	Combines syllables into words. Identifies and describes the characteristics of organisms.	Uses verbal ordinal numbers. Uses concrete models or makes a verbal word problem for subtracting objects 1 to 5.	Describe and sequences life cycles of organisms. Recognizes, observes, and discusses the relationship of organisms to their environment.	Produces a word that rhymes with a given word. Counts up to ten items and demonstrates that the last count indicates how many items were counted. Identifies equal and non-equal parts.



<b>Lesson Plan for: More Bugs Week Three</b>		<b>Date: May 15-19</b>	<b>Class: Crème Prep</b>
<b>Wonderful Word: Metamorphosis</b>	<b>Character Education: Curiosity and Compassion</b>	<b>Technology: Words, Words, Words</b>	
<b>Literacy: Vocabulary, phonological awareness, Oral Language</b>	<b>Weekly letters: S s, J j, W w</b>	<b>Math: Number and Operations</b>	
<b>English Vocabulary: Entomology , Ladybug , Mosquito , Bee , Fly , Dragonfly</b>			
<b>Spanish Vocabulary: Entomologia , Mariquita , Mosquito , Abeja , Mosca</b>			

<b>LESSON COMPONENTS</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>Greeting Circle</b>	Morning Message: Caterpillars know how to eat. Introduce new letters and words.	Morning Message: Jump begins with "J". Tell the children that we will continue to learn about more bugs. Review letters and sight words. Say each word together.	Morning message: Snail and slug begin with "S". Calendar, Moring singing time days of week, months of year. Review sight words.	Morning Message: Spider begins with "S". Sing Itsy bitsy spider. Explain that today we will focus on spiders.	Morning Message: Worm begins with "W". Sing All around my yard. P.183. explain that today is the last day of the study on animals.
<b>Moving and Learning</b>	Chant: The life cycle Chant. P.203	Invite the children to play Hop, Hop, STOP!	Invite the children to sing along and move to " Can you move with me?" p.185.	Encourage the children to dance like spiders.	Invite children to make an insect and bug orchestra.
<b>Phonics</b>	Have children practice the sound that the letter S makes and name objects that start with that letter.	Have children practice the sound that the letter J makes and name objects that start with that letter.	Have children practice the sound that the letter W makes and name objects that start with that letter.	Have children practice tracing letters S, J, W upper and lower case. Practice sight words.	Have children use magnets letters to identify letters S, J, W review sight words with fill in the letter.
<b>Handwriting</b>	Encourage children to trace the words Entomology and Ladybug.	Encourage children to trace the words Mosquito and Bee.	Children will work in handwriting without tears books. Children will practice writing sight words.	Encourage children to trace words bee and fly .	Children will work in handwriting without tears books. Children will practice writing sight words.
<b>Literacy (Oral Language, Read Aloud)</b>	Read: Edies Backyard bugs.	Read: Sara Sidneys Runaway Adventure.	Read: Can you move with me? Practice rhyming words : Snail, Whale, Slug bug, hug, and worm germ.	Read: Itsy bitsy Spider. Story folder.	Read: In the cows Backyard. Ask which animal in the hammock was the smallest?

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Weekly Learning Centers</b>	Invite the children to place caterpillars on green construction paper leaves.	Using green buttons(grasshoppers) and brown construction paper to represent farmers wheat field. Use a bigger button to pop green buttons in the wheat field.	Invite the children to make worms out of playdough.	Have children to make spiders out of playdough.	Have children create any insect out of playdough. Have them explain what insect they made and why.
<b>Math and Science</b>	Encourage children to sort out bugs .	Encourage children to count bugs .	Encourage children to graph favorite bugs	Encourage children to work on their mathbook .	Encourage children weigh different bugs
<b>Character Education/Social Studies</b>	Read: Shubert be a S.T.A.R.	Talk about how we would look if our ears were on our legs. How could we whisper a secret to someone? Read poem " Hurt no living thing" p.9 or p.202.	Discuss the difference between worms and caterpillars. Can the children to name three differences.	Read: Shubert New friend. Ask how is a spider different from an insect? Ask how should we greet a new friend in our class?	Talk about what we have learned about bugs and insects what would like to learn more about.
<b>Closing Circle</b>	Reflection of the day: Discuss why a life cycle doesn't really have a first stage. Ask the children do they remember the morning message.	Reflection of the day: What was the best thing that happen to you today? How far can a grasshopper hop?	Reflection of the day: If a worm and a fly were in the middle of our circle, how many animals legs would there be altogether?	Reflection of the day: Ask the children is a spider an insect? How many legs does a spider have on each side of its body?	Reflection of the day: Ask the children what was their favorite thing they learned this week.
<b>Outdoor Learning</b>	Give children colorful cellophane to use as butterfly wings. Have them pretend to be butterflies.	Have children pretend to be grasshoppers and crickets.	Have children make a long worm by holding onto each others waist. Have them try to wiggle across the playground.	Make a giant spider out of the parachute. P.208.	Have children look for worms in the garden.
<b>Learning Goals</b>	Begins to understand difference and connection between feelings and behaviors.	Demonstrates empathy and caring for others. Recognizes and blends phonemes with pictures.	Describes and sequences life cycles of organisms.	Describes Attributes. Identifies unequal and equal parts.	Practices good habits or personal safety. Is aware of own feelings.



Lesson Plan for: Changes in and Around Me(Week four)	Date: May 22-26	Class: Crème Prep
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Wonderful Word: Mature	Character Education: Patience and Pride	Technology: Frog street math, Writers corner
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Literacy: Writing, Oral Language	Weekly letters: R r , D d , V v , B b , U u , Y y	Math: Geometry and Spatial Sense
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English Vocabulary: Mature , Seeds , Frog , Patient

Spanish Vocabulary: Maduro , Semillas , Rana , Paciente

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Greeting Circle</b>	Morning Message: Tell children that today they will hear two stories in which a character makes a visit . Ask what the word means . Tell children that visit starts with V . Talk about the Safe Keepers Ritual . Ask children about changes that take place when they wake from sleep .	Morning Message: Ask about the meaning of the word <i>yesterday</i> . Tell children that today they will hear a story about a boy who had a birthday celebration yesterday.	Morning Message: Tell children that today they will think and learn about things that they exchange . Use Fanny Frog to help implement the Absenr Child . Have children turn to a friend and exchange a greeting . Revire weekly vocabulary.	Morning Message: Invite children to sing along with "A piece of string" . Point out that change sometimes is a transformation , like takign a string and making it into something else. Review Hot Cross Buns . Review weekly vocabulary .	Morning Message: Invite children to sing ' Roly -poly Caterpillar ' Tell children that today they are going to talk about changes over a lifetime for animals and for people . Implement the Safe Keepers Box . Review weekly vocabulary.
<b>Moving and Learning</b>	Invite the children to play Sleeping , Sleeping	Invite children to sing "Five Silly Monkeys"	Invite the children to sing "Shake a Hand"	Invite the children to sing "Tiny Seeds"	Invite the children to sing " Watch Them Grow"
<b>Phonics</b>	Have childrenn use magnets letters to identify letter R. Review today assesment words . Define the words with your children .	Have children practice the sound that the letter D makes . Name objects that start with the letter . Talk about today weekly assesment words	Have children practice letter V . What words strat with the letter . Encourage children to make letter V out of play-dough .	Have children Use Legos to make the letter B . Encourage children to thik of things that begin with the letter B . Talk with your children about the weekly assesment .	Have children practice the sound that the letter u and y makes. Encourage children to name words that start with the letters. Talk about this week daily assesment words .
<b>Handwriting</b>	Children will trace letter R and the words Mature and Seeds.	Children will trace the letter D and the words Lungs and Patient.	Children will trace the letter V and the words Stages and Trade.	Children will trace the letter B and the words Gills and Changes.	Children will trace the letters U and Y. Children will also trace the words Rhombus and Finished.

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Literacy (Oral Language, Read Aloud)</b>	Read: Cristina And the frog . Invite children to listen to the story . Have them draw a picture of one their siblings or cristina's new sister.	Read: The Gift. Compare fiction to non fiction. Explain that this story is a fictional story(make believe). Ask a children to retell the story in his or her own words. Talk with children about change	Read: The Frog Prince . Invite children to listen to the story .Encourage children to answer question about the story . Listen for exchanges the princess makes.	Read: The Do Nothing Machine . Encourage children to listen to the story . Discuss Patience and pride.	Read: Animal Lives . Compare the school year to the story. Read about changes in animals . Encourage children to answer questions .
<b>Weekly Learning Centers</b>	<b>Fine Motor :</b> Invite Children to knead two colors of play dough to create a new color.	<b>Construction Center:</b> Encourage children to build freely with the blocks . Discuss the transformations they are making .	<b>Creativity Station :</b> Invite children to mix paints to create a new color .	<b>Technology:</b> Use a website to talk about the life cycle of a butterfly . Discuss changes .	<b>Construction Center:</b> Encourage children to build freely with the blocks . Discuss the transformations they are making .
<b>Math and Science</b>	Encourage children to work inside their math books.	Encourage children to work inside their math books.	Encourage children to complete Mathwork sheet with fractions .	Encourage children to complete the Life cycle of a frog . Talk About the changes of the frog . Define Changes	Encourage children to do Metamorphosis sequence cards Of a butterfly.
<b>Character Education/Social Studies / Krem-TV</b>	Encourage children to learn good table manners .	Encourage children to learn about frog street .	<b>Paths:</b> Encourage children to do a play . Use the Cameras to Make a short play with children about Love . Invite children to read page 8-81 ,8-97	Invite children to listen to a short story . " Ants and Bees . Ask children question about the story . Encourage children to answer the question .	<b>Paths :</b> Encourage children to listen to a story called Worrid . Review page 8-81 , 8-97. Encourage children to talk about Path Kids .
<b>Closing Circle</b>	Reflection of the day : What did you learn about change today ?	Reflection of the day: What did you learn about changes that occur when something ends or is finished? What do birthdays celebrate ?	Reflection of the day : What did you learn about change today ? What activity did you learn best today ?	Reflection of the day: What does it mean when we say things change when we transform them ?	Reflection of the day: Which stage of the frog cycle comes first ? What have you learned about changes this week ?
<b>Outdoor Learning</b>	Encourage children to try one new thing . (Climbing , Sliding , Swinging ). Challenge them to look around the playground for new things	Encourage children to look around the playground for things that are missing .	Invite children to play ball. Have them exchange their ball for beanbags . Ask how this changes their games .	Encourage children to clean up the playgorund . Point out that when they have finished their cleanup, they will have transdormed the playground .	Invite children to plant milkweed. It will draw butterflies to the yard.



LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>Learning Goals</b></p>	<p>* Demonstrates empathy and caring for others *Independently writes letters on request .</p>	<p>* Organizes their life around events, time, and routines</p>	<p>Is able to increase or decrease intensity of emotions more consistently , although adult guidance is sometimes necessary .</p>	<p>Begins to understand difference and connection between feelings and behaviors .</p>	<p>Is aware of own feelings most of the time .</p>

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<b>Lesson Plan for: Earth Changes</b>		<b>Date:</b> May 29- June 2nd	<b>Class:</b> Crème Prep		
Wonderful Word: Astronomy		Character Education: Patience		Technology:	
Literacy: Oral language		Weekly letters: Letter review A-Z		Math: Patterns	
English Vocabulary: day, night, sun, moon, astronomy					
Spanish Vocabulary: dia, noche, sol, luna, astronomia					
LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Greeting Circle	c	Tell the children they will learn about earth changes this week. Today they will learn about changes that occur as the day turns to night.	Teach the children happy faces pg. 186	today they will learn about when the seasons change	teach children the falling leaves song
Moving and Learning	l	Invite children to play Sleeping Sleeping pg. 207	Invite the children to play freeze	Play spring is here	invite the children to play whats the weather
Phonics	o	Invite children to practice compound words, moonlight and sunlight	Encourage children to match Uppercase and lowercase letters	<i>Encourage children to practice sounding out sight words</i>	Invite children to learn syllables
Handwriting	s	Have the children write the word Night and Trace letters A,B,C	have the children trace letters C-H and the word Sun and Moon	<i>Encourage the children to trace I-M and the word Astronomy</i>	Letters of your choice or the word day and night
Literacy (Oral Language, Read Aloud)	e	Read the story " Twinkle Twinkle Little Star"	Read aloud the corn seed. What time of year does it take place	Read aloud: days of the week. Invite children to sing the 7 days	Read once upon a time in dragon land

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Weekly Learning Centers	d	Invite the children to make the sun and moon out of playdough	invite children to draw a daytime picture on one side of their paper and nighttime on the other	have children connect links to represent the four seasons	make rain drops out of blue construction paper
Math and Science	!	Display morning noon and night sequence cards. Have children put them in order.	ask children what season the birthday falls in	encourage children to draw a sun on a sheet of paper.	create a pattern using cubes
Character Education/Social Studies	!	Introduce the word patience and its definition.	Define the word pride	Discuss a time when you had to show patience	discuss a time when you felt pride
Closing Circle	!	Reflect on the Day and what was learned about daytime into nighttime	ask other children to name signs of spring and fall	Perform the daily commitment check	what have you learned about weather changes today?
Outdoor Learning	!	Encourage children to watch the changing clouds	Play with the parachute and pretend it's an umbrella	Encourage the children to play the game fall ball pg 206	make ice blocks Pg. 168
Learning Goals	!	* Uses language to describe concepts associated with the passing of time. Identifies, observes, and discusses objects in the sky. *Retells or reenacts a story after its read aloud	*observes and describes what happens during changes in the earth and sky	* recognizes and creates a pattern. *Uses sentences with more than one phrase	*combines ideas for complex sentences *combines words to make a compound word