



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

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

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

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Greeting Circle	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.
Moving and Learning	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."
Phonics	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.
Handwriting	Children will work in handwriting without tears books. Children will practice writing sight words.	Children will work in handwriting without tears books. Children will practice writing sight words.	Children will work in handwriting without tears books. Children will practice writing sight words.	Children will work in handwriting without tears books. Children will practice writing sight words.	Children will work in handwriting without tears books. Children will practice writing sight words.
Literacy (Oral Language, Read Aloud)	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 rhying words. After each page have a child name the two rhying 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	MCP Math book	MCP Math book	MCP Math book	MCP Math book	MCP Math book
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.



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

English Vocabulary: entomology, ladybug, mosquito, bee, fly, dragonfly

Spanish Vocabulary: entomoglogia, mariquita, mosquito, abeja, mosca

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Greeting Circle	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.
Moving and Learning	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.
Phonics	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.
Handwriting	Children will work in handwriting without tears books. Children will practice writing sight words.	Children will work in handwriting without tears books. Children will practice writing sight words.	Children will work in handwriting without tears books. Children will practice writing sight words.	Children will work in handwriting without tears books. Children will practice writing sight words.	Children will work in handwriting without tears books. Children will practice writing sight words.
Literacy (Oral Language, Read Aloud)	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	MCP Math book	MCP Math book	MCP Math book	MCP Math book	MCP Math book
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 shuberts helpful day.	Review the different types of bugs that we see. Ask the children do they have any favortie 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 wiritng 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 suntracting objects 1 to 5.	Describe and sequences life cycles of organisms. Recongnizes, 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.



Lesson Plan for: More Bugs		Date: May 15 - 19	Class: TK
Wonderful Word: Metamorphosis	Character Education: Curiosity and Compassion	Technology: Words, Words, Words	
Literacy: Vocabulary, phonological awareness, Oral Language	Weekly letters: S s, J j, W w	Math: Number and Operations	

English Vocabulary: butterfly, caterpillar, worm, spider, fly, bee

Spanish Vocabulary: mariposa, oruga, gusano, arana, mosca, abeja

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Greeting Circle	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, Morning 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.
Moving and Learning	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.
Phonics	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.
Handwriting	Children will work in handwriting without tears books. Children will practice writing sight words.	Children will work in handwriting without tears books. Children will practice writing sight words.	Children will work in handwriting without tears books. Children will practice writing sight words.	Children will work in handwriting without tears books. Children will practice writing sight words.	Children will work in handwriting without tears books. Children will practice writing sight words.
Literacy (Oral Language, Read Aloud)	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
Weekly Learning Centers	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.
Math and Science	MCP Math book	MCP Math book	MCP Math book	MCP Math book	MCP Math book
Character Education/Social Studies	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.
Closing Circle	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.
Outdoor Learning	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 holdiing 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.
Learning Goals	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		Date: May 22 - 26	Class: TK
Wonderful Word: Mature	Character Education: Patience and Pride	Technology:	
Literacy: Oral Language and Writing	Weekly letters: R r, D d, V v, U u, Y y	Math: Geometry and Spatial Sense	

English Vocabulary: Mature, seeds, frog, patient, change, new

Spanish Vocabulary: maduro, semillas, rana, paciente, cambio, nuevo

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Greeting Circle	Morning Message: Visit begins with V. Invite the children to sing " Change" p.184. Tel the children that we will be talking about change from now until the end of school.	Morning Message: Yesterday Begins with Y. Introduce new sight words and letters. Re-sing " Change".	Morning Message: Retrieve begins with "R". Sing "Change" song p.184. Explain that we will learn about things that they exchange.	Morning Message: Unhappy begins with "U". Invite the children to sing along with " A piece of String" p.183.	Morning Message: Dilly and Dally start with D. Invite the children to sing "Roly-poly caterpillar" p.190
Moving and Learning	Invite the children to play Sleeping, Sleeping, p.207	Invite the children to sing and pantomime " Five Silly Monkeys" p.200	Invite children to exchange handshakes as they sing along "Shake a Hand" p.179.	Invite children to participate in the rhyme " Tiny Seeds". P.205.	Encourage children to sing along and move as directed to "Watch them Change".p.194
Phonics	Have children practice the sound that the letter R makes and name objects that start with that letter.	Have children practice the sound that the letter D makes and name objects that start with that letter.	Have children practice the sound that the letter V makes and name objects that start with that letter.	Have children practice tracing letter U upper and lower case. Practice sight words.	Have children use magnets letters to identify letter Y review sight words with fill in the letter.
Handwriting	Children will work in handwriting without tears books. Children will practice writing sight words.	Children will work in handwriting without tears books. Children will practice writing sight words.	Children will work in handwriting without tears books. Children will practice writing sight words.	Children will work in handwriting without tears books. Children will practice writing sight words.	Children will work in handwriting without tears books. Children will practice writing sight words.
Literacy (Oral Language, Read Aloud)	Read: Cristina and the frog. Ask the children what changes does cristina go through?	Read: The Gift. Ask questions about the story.	Read:The Frog Prince. Ask the children if the frog changes.	Read: The do nothing Machine. Review the story.	Read: A Chance for Esperanza.

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Weekly Learning Centers	Invite children to knead two color doughs to create a new color.	Provide clean trash for children to practice sorting recycle.	Suggest that children use toes and feet rather than their fingers and hands to color.	Invite children to create shadow puppets with their hands.	Invite children to draw black dots on bubble wrap to create frog eggs.
Math and Science	Review Subtraction and introduce the frog life cycle	The Frog Life cycle	The frog life cycle	The frog Life Cycle	Review the Frog life cycle and subtraction.
Character Education/Social Studies	Discuss changes workers make.	Discuss birthday celebrations	Talk about changes when liquid is frozen. Discuss the water cycle.	Read a shubert story. Discuss the book.	Talk about motions we can do for a song.
Closing Circle	Reflection of the day: Ask the children what did they learn today? Which story did they enjoy the most?	What did you learn about changes that occur when something ends or is finished?	Reflection of the day: What did you learn today? Which activity did you like best today?	Reflection of the day: What does it mean when we say things change when we transform them? Ask children which calming technique would they use?	Reflection of the day: Which stage of the frog life cycle comes first? What have you learned about change this week?
Outdoor Learning	Encourage children to try one new thing.	Encourage children to look around for things that are missing.	Invite children to play ball.	Encourage children to clean up the playground.	Invite children to plant milkweeds.
Learning Goals	Ask and answers appropriate questions about the book. Uses information learned from books by describing, relating, categorizing, and contrasting.	Organizes their life around events, time, routines. Uses Language to describe concepts associated with the passing time.	Describes, observes, and investigates properties and characteristics of common objects. Describes attributes. Forerunner.	Begins to understand difference and connection between feelings and behaviors. Is aware of own feelings most of the time. Demonstrates the use of location words.	Participates in classroom music activities. Produces a word that rhymes with a given word.



Lesson Plan for: Earth Changes		Date: May 29 - June 2	Class: TK
Wonderful Word: Astronomy	Character Education: Patience and Pride	Technology: ABC and XYZ	
Literacy: Phonological Awareness	Weekly letters: Letter Review A-Z	Math: Patterns and Review Adding and Subtracting	

English Vocabulary: Astronomy, Night, Day, Star, Sun, Moon

Spanish Vocabulary: astronomia, noche, dia, estrella, sol, luna

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Greeting Circle	Morning Message: In the daytime I _____. Have children finish the sentence. Teach the children "Good Morning to You", sing, and then discuss this week's theme.	Morning Message: In the nighttime I _____. Teach the children "happy faces" p.186. Ask the children about their dreams. Review words and letters of the week.	Morning Message: In the Winter I _____. Teach the children " When I am Chilly p.197. Ask the children what they like to eat in the winter when its chilly outside.	Morning Message: In the spring I _____. Ask the children what time of the year is it when the leaves start to fall. Sing the leaves are falling p.185. Explain that we are learn seasons.	Morning Message: On a rainy day I _____. Teach the children the weather song. Explain that we will learn about the changes in weather today.
Moving and Learning	Invite the children to play "Sleeping, Sleeping". (p. 207)	Play Sally go round the moon. (P.206)	Invite the children to play Freeze. P.206.	Discuss things that are apart of spring(insects, birds, new growth). Play spring is here. Have children listen to spring sounds.	Play "Whats the weather?" Use rhytmh sticks or to clap.
Phonics	Phonics Workbook	Have children practice the sound that the letter F-J makes and name objects that start with that letter.	Have children practice the sound that the letter K-O makes and name objects that start with that letter.	Have children practice tracing letter P-T upper and lower case. Practice sight words.	Have children use magnets letters to identify letter U-Z review sight words with fill in the letter.
Handwriting	Children will work in handwriting without tears books. Children will practice writing sight words.	Children will work in handwriting without tears books. Children will practice writing sight words.	Children will work in handwriting without tears books. Children will practice writing sight words.	Children will work in handwriting without tears books. Children will practice writing sight words.	Children will work in handwriting without tears books. Children will practice writing sight words.
Literacy (Oral Language, Read Aloud)	Read Twinkle, Twinle, Little Star. Ask children what they know about concerts. Invite children to ask and answer questions about the story.	Read: Evans Moon Listening story. P.212. Invite the children to share their thoughts about the moon. Ask them if they ever thought the moon was following them home.	Read: Reagan's Journal. Journal entry " A winter Day". Ask the children to share their experinece about playing outside in the winter. Have the children draw two pics of them in the winter.	Read: The last leaf p.218 and Read The corn seed (Story Folder) After reading both stories compare the both of them. Ask the children which one they liked the best.	Read: What can we do on a rainy day? Story p.215. After reading the story discuss and make of list of the things we can do on a rainy day.

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Weekly Learning Centers	Invite children to make a T chart and illustrate different pictures of day and night.	Invite children to paint a picture with a mixture of half water, half glue. Then sprinkle their with moon dust.	place a small amount of paint on paper. Encourage the children to paint with puff paint. P.169	Provide fall colors of tissue paper. Have children create a fall collage.	Encourage children to create clouds by tearing white paper and gluing it to blue paper.
Math and Science	Math Workbooks	Review Additon and Subtraction	Review Additon and Subtraction	Review Additon and Subtraction	Review Additon and Subtraction
Character Education/Social Studies	Teach the children the strategy sunbeam (p. 171). Have students act out different scenarios in which they may use this strategy.	Review the sunbeam strategy. Create a Vinn Diagram explaining what the children do in the day and night and both times of the day.	Introduce the Snowflake blowing technique. P.171. Review the types of clothing we wear in the winter and what we can do outside in the winter. Compare to other seasons.	Invite the children to discuss the differences between spring and fall. Go over the cycle of the four seasons. Ask what foods we eat in each season. And how is the weather.	Dicuss the different types of weather we have. Have children brainstorm. After discussion have the children draw the different types of weather.
Closing Circle	Reflection of the day: Invite children to share what the new theme is, and then have them write this and illustrate in their notebooks.	Reflection of the day: Have each child complete the sentence from the morning message.	Reflection of the day: Have the children share what they learned about changes that are from summer to winter. Have them give examples. Write them on whtie board.	Reflection of the day: Invite two children to compelte the morning message greeting. Ask two children to name the signs of spring and another two for the sign of fall. Review the day.	Reflection fo the day: Ask the what have they learned this week about weather. Have two children compelete the morning message.
Outdoor Learning	Make ice blocks. P.168. Have children measure the time it takes for the ice blocks to melt.	Encourage the children to watch the changing clouds. Ask them if they can find animal shapes.	Fluff the parachute with air so you can make an umbrella. Have each child take turns going under the parachute to get out of the rain.	Play fall ball. P.206. Using a football ask the childrent o compare throwing and catching the ball.	Ask children what they favorite game of this week was, and vote. Play that game.
Learning Goals	Can describe what happens during changes in the earth and sky. Can collect data and organize it in a chart. Can create a pattern.	Identifies, observes, and discusses objects in the sky. Describes positions and motion of objects. Recognizes and creates patterns.	Can describe what happens during changes in the earth and sky. Can collect data and organize it in a chart. Can create a pattern.	Identifies, observes, and discusses objects in the sky. Describes positions and motion of objects. Recognizes and creates patterns.	Can describe what happens during changes in the earth and sky. Can collect data and organize it in a chart. Can create a pattern.