

Lesson Plans for Animals • Los animales - Zoo Animals (Week 2)					Date	Teacher
					May 1-5, 2017	Gard 3
Wonderful Word	zoology, <i>zoología</i>	Character Education	Curiosity, Curioso Compassion, <i>Compasión</i>	Technology	FS Math-Order It; Writer's Corner	
Literacy	Oral Language, Vocabulary, Written Expression		Letter Knowledge	English-M, m, E, e, Z, z, K, k Spanish-M, m, E, e, C, c, K, k, Z, z	Math	Number and Operations
English Vocabulary	carnivorous, chimpanzee, elephants, endangered, giraffe, glossary, herbivorous, herd, kangaroo, koala, lions, mammals, nocturnal, one less, one more, pride, zebra, zoology					
Spanish Vocabulary	<i>carñívoro, chimpancé, elefantes, en peligro de extinción, jirafa, glosario, herbívoro, manada, canguro, koala, leones, mamíferos, nocturnos, uno menos, uno más, orgullo, cebra, zoología</i>					
LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5	
Greeting Circle	<p>Unite: Sing "Oh, Do You Want to See the Zoo?" Ask children about their zoo experiences. This week they will learn about zoo animals. Stress Response: Balloon</p> <p>Connect: Absent Child Ritual and Welcome Back Ritual. Review "Wonderful Woman"</p> <p>Commit: Daily Commitment Ritual</p> <p>Morning Message: "We go by the zoo." Introduce letters of the week</p>	<p>Unite: Ask children to identify different zoo animals. Sing "Ten Little Monkeys" Today children will learn about monkeys, gorillas, and chimpanzees.</p> <p>Stress Response: Arm Breathing</p> <p>Connect: Absent Child Ritual and Welcome Back Ritual. Invite children to sing "My School Family" - the zoo is a family of animals.</p> <p>Commit: Daily Commitment Ritual</p> <p>Morning Message: "Monkey begins with M" Introduce letter Mm, trace letter</p>	<p>Unite: Have children identify zoo animals. Sing "The Lion at the Zoo" Tell children that today they will learn about elephants, tigers, bears, and lions.</p> <p>Stress Response: Elephant Bathing</p> <p>Connect: Absent Child Ritual and Welcome Back Ritual. Review "Georgie Porgie"</p> <p>Commit: Daily Commitment Ritual</p> <p>Morning Message: "Elephant begins with E" Introduce letter Ee trace letter</p>	<p>Unite: Ask children to identify zoo animals. Sing "Oh, Do You Want to See the Zoo?" Today we will learn about zebras, giraffes, and emus.</p> <p>Stress Response: Bend and Stretch</p> <p>Connect: Absent Child Ritual and Welcome Back Ritual. Review "On Your Face"</p> <p>Commit: Daily Commitment Ritual</p> <p>Morning Message: "Zebra begins with Z" Review letters Zz and Kk trace letters</p>	<p>Unite: Show children pictures of kangaroos and koalas. Sing "Oh, Do You Want to See the Zoo?" Today they will learn about kangaroos and koalas.</p> <p>Stress Response: Bunny Breathing</p> <p>Connect: Absent Child Ritual and Welcome Back Ritual. Sing "Get Ready!"</p> <p>Commit: Daily Commitment Ritual</p> <p>Morning Message: "Kangaroo and koala begin with K" Review letters of the week</p>	
Moving and Learning	Zookeeper Says • El guardián dice game	5 Little Monkeys song	"Three Happy Bears" • "Tres osos felices" action song What do animal names start with?	"Twirl Those Ribbons" ribbon dance	"Chim Chim Chimpanzee" tapping game and song	
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)	<ul style="list-style-type: none"> Begin KWL chart for the week Discuss zoo animals <p>Centers</p> <ul style="list-style-type: none"> Writer's Corner-Copy zoo animal names Library and Listening-Listen to story Fine Motor-Animal Charades 	<ul style="list-style-type: none"> Tap words and syllables Learn about <u>monkeys</u> <p>Centers</p> <ul style="list-style-type: none"> Writer's Corner-Try writing like a <u>monkey</u> (without thumb) Language and Literacy-Sequence story cards and retell tale Fine Motor-Pick small items without using thumb 	<ul style="list-style-type: none"> Learn about elephants, tigers, and bears Work on KWL chart <p>Centers</p> <ul style="list-style-type: none"> Zoo Animal Bingo Library and Listening-Listen for new information 	<ul style="list-style-type: none"> Learn about giraffe's tongue Compare giraffe, zebra. <p>Centers</p> <ul style="list-style-type: none"> Language and Literacy-Play zoo concentration Math-Look for objects the length of giraffe's tongue 	<ul style="list-style-type: none"> Learn about animal habitats Finish KWL chart <p>Centers</p> <ul style="list-style-type: none"> Writer's Corner-Name animals in photos and write names Library and Listening-Learn about wallabies and koalas Gross Motor Area-Compare jump to kangaroo's jump 	

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
	<p>Welcome to Zippity Zoo • Bienvenidos al zoológico de Zippity</p> <ul style="list-style-type: none"> Preview the book and make summary statement Share questions about animals <p>How Do Animals Use their Mouths? • ¿Como usan la boca los animales?</p> <ul style="list-style-type: none"> Compare the ways animals and people use their mouths 	<p>Welcome to Zippity Zoo • Bienvenidos al zoológico de Zippity</p> <ul style="list-style-type: none"> Research chimpanzees and monkeys Use glossary of book <p>Five Silly Monkeys • Cinco monos tontos</p> <ul style="list-style-type: none"> Role-play the story Contrast illustrations and photos Practice words 	<p>How Do Animals Use their Ears? • ¿Cómo usan los oídos los animales?</p> <ul style="list-style-type: none"> Learn about animal ears Sit inside the outline of an elephant's ear <p>The Gift • El regalo</p> <ul style="list-style-type: none"> Compare fiction to nonfiction Develop vocabulary Pre test 	<p>Welcome to Zippity Zoo • Bienvenidos al zoológico de Zippity</p> <ul style="list-style-type: none"> Introduce animal camouflage Read about giraffes and zebras <p>Animal Friends • Amigos animales</p> <ul style="list-style-type: none"> Describe animal characters Compare character movements with real animals Words in journal 	<p>Welcome to Zippity Zoo • Bienvenidos al zoológico de Zippity</p> <ul style="list-style-type: none"> Listen for and identify rhyming words Read about kangaroos and koalas <p>"Zanzibar Zoo" • "El zoológico de Zanzibar" story folder</p> <ul style="list-style-type: none"> Introduce names of groups of animals Compare Zanzibar Zoo and Zippity Zoo Spelling test
Weekly Learning Centers	<ul style="list-style-type: none"> Construction-Provide zoo photos and discuss plans to build a zoo (will bring photos from animals) Creativity Station-Draw favorite zoo animals 	<ul style="list-style-type: none"> Pretend and Learn-Pretend to be zookeepers feeding and caring for the animals 	<ul style="list-style-type: none"> Pretend and Learn-Bathe the animals in a tub of water Zoo animal visor craft 	<ul style="list-style-type: none"> Pretend and Learn-Place orders for food and supplies for zoo animals. Provide order forms, clipboards, catalogs, and pens Creativity Station-Use black and white paint to paint zebras 	<ul style="list-style-type: none"> Pretend and Learn-Pretend to be visiting vets taking care of zoo animals
Math and Science	<p>Use word problem to add up to five objects</p> <p>Develop strategies for problem solving</p> <p>Centers</p> <p>Math- use tree counting mat to add</p> <p>Science-sort animals - live in trees, do not live in trees</p>	<p>Use models to solve problems (subtraction)</p> <p>Develop strategies for solving problems</p> <p>Centers</p> <p>Math- play a counting- board subtraction game</p>	<p>Zoo animals Flash Cards</p> <p>- Centers</p> <p>- math- Use story board to support adding one</p>	<p>Perform subtraction song</p> <p>Introduce one less pattern</p> <p>- Centers</p> <p>-Creativity station-paint black and white striped pattern</p> <p>-Math- use story board to retell song</p>	<p>Act out one less and one and one more counting songs</p> <p>count forward and backward</p> <p>-Centers</p> <p>-Math- increase and decrease frogs in set</p> <p>-Gross motor area- hop up and down a number line</p> <p>pretend you are going to the zoo</p>
Character Education	<p>Social and Emotional</p> <ul style="list-style-type: none"> Discuss zoo manners and safety, empathy toward animals 	<p>Paths: Jealous</p>	<p>What does endangered mean?</p>	<p>Discuss Compassion</p>	<p>Show and Share:</p> <p>Bring a picture of yourself at the zoo or a favorite stuffed zoo animal</p>
Closing Circle	<ul style="list-style-type: none"> Reflecting on the day Check on Commitments Kindness Tree Family Connection 	<ul style="list-style-type: none"> Reflecting on the day Check on Commitments Kindness Tree Family Connection 	<ul style="list-style-type: none"> Reflecting on the day Check on Commitments Kindness Tree Family Connection 	<ul style="list-style-type: none"> Reflecting on the day Check on Commitments Kindness Tree Family Connection 	<ul style="list-style-type: none"> Reflecting on the day Check on Commitments Kindness Tree Family Connection
Outdoor Learning	<ul style="list-style-type: none"> Hide zoo animals around the playground. Have children round them up. 	<ul style="list-style-type: none"> Play a game of Catch a Tiger's Tail • Atrapa la cola del tigre (p. 206). 	<ul style="list-style-type: none"> Invite children to play Mbube, Mbube (p. 208) or Elephant Soccer • Fútbol de elefantes (p. 206). 	<ul style="list-style-type: none"> Provide can stilts (p. 166). Encourage children to pretend to walk like giraffes. 	<ul style="list-style-type: none"> Set up Kangaroo Races • Carreras de canguros (p. 207).

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
<p>Learning Goals</p>	<ul style="list-style-type: none"> • Recognizes and blends two phonemes into real words with pictorial support • Asks and answers appropriate questions about the book • Demonstrates interest in and shows appreciation for the creative work of others • Uses sentences with more than one phrase • Provides appropriate information for various situations • Uses some appropriate writing conventions when writing or giving dictation • Verbally identifies, without counting, the number of objects from 1 to 5 • Uses concrete models or makes a verbal word problem for adding up to five objects • Regulates his own behavior with occasional reminders or assistance from teacher • Initiates problem-solving strategies and seeks adult help when necessary 	<ul style="list-style-type: none"> • Begins to have meaningful friends • Produces the correct sounds for at least ten letters • Uses a wide variety of words to label and describe people, places, things, and actions • Retells or reenacts a story after it is read aloud • Uses category labels to understand how words and objects relate to each other • Uses some appropriate writing conventions when writing or giving dictation • Provides appropriate information for various situations • Verbally identifies, without counting, the number of objects from 1 to 5 • Uses concrete models or makes a verbal word problem for subtracting 1 to 5 objects from a set • Demonstrates coordination and balance in isolation • Creates or re-creates stories, moods, or experiences through dramatic representations 	<ul style="list-style-type: none"> • Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal • Is aware of where own body is in space, respects personal boundaries • Retells or reenacts a story after it is read aloud • Combines sentences that give detail, stays on topic, and clearly communicates • Names at least 20 upper- and at least 20 lowercase letters • Verbally identifies, without counting, the number of objects from 1 to 5 • Uses concrete models or makes a verbal word problem for adding up to five objects • Shows initiative in independent situations and persists in attempting to solve problems • Shows understanding by responding appropriately 	<ul style="list-style-type: none"> • Shows competence in initiating social interactions • Produces the correct sounds for at least ten letters • Matches language to social contexts • Uses a wide variety of words to label and describe people, places, things, and actions • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Provides appropriate information for various situations • Uses some appropriate writing conventions when writing or giving dictation • Names at least 20 upper- and at least 20 lowercase letters • Verbally identifies, without counting, the number of objects from 1 to 5 • Produces a word that rhymes with a given word 	<ul style="list-style-type: none"> • Independently writes letters on request • Uses category labels to understand how words and objects relate to each other • Produces a word that rhymes with a given word • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Counts up to ten items and demonstrates that the last count indicates how many items were counted • Uses concrete models or makes a verbal word problem for adding up to five objects • Uses concrete models or makes a verbal word problem for subtracting 1 to 5 objects from a set • Uses a large speaking vocabulary, adding several new words daily

Lesson Plans for Animals • Los animales - Bugs (Week 3)					Date	May 8-12, 2017	Teacher	Gard 3
Wonderful Word	entomology, entomologí		Character Education	Curiosity, Curioso Compassion, Compasión	Technology		Writer's Corner; Reading Buddy	
Literacy	Vocabulary, Phonological Awareness, Oral Language		Letter Knowledge	English-I, i, B, b, L, l, D, d, T, t Spanish-I, i, A, a, M, m, L, l, T, t	Math	Number and Operations		
English Vocabulary	abdomen, altogether, bee, beneficial, compassion, decrease, dragonflies, entomologist, entomology, fireflies, increase, insects, ladybug, mosquito, nectar, pollen, termites, thorax							
Spanish Vocabulary	abdomen, en total,abeja, beneficioso, compasión, disminuir, libélulas, entomólogo, luciérnagas, aumentar, insectos, mariquita, mosquito, néctar, polen, termitas, entomología, tórax							
LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5			
Greeting Circle	<p>Unite: Sing "All Around My Yard" The children will continue to learn about animals. They will learn about insects today.</p> <p>Stress Response: Butterfly Breathing</p> <p>Connect: Absent Child Ritual and Welcome Back ritual. Have children dance to "Shubert Shuffle"</p> <p>Commit: Daily Commitment Ritual</p> <p>Morning Message: "Insect begins with I" Introduce letters of the week</p>	<p>Unite: Ask a volunteer to identify insects. Today they will be learning about stinging bugs (wasps, mosquitoes, etc.) Have children sing "Baby Bumblebee"</p> <p>Stress Response: Calm Bee Wings</p> <p>Connect: Absent Child Ritual and Welcome Back Ritual. Review "Here Is the Beehive"</p> <p>Commit: Daily Commitment Ritual</p> <p>Morning Message: "I see a bee on my knee" Introduce letters Ii and Bb and trace</p>	<p>Unite: Show children picture of a ladybug. Sing "My Busy Garden" Tell children that today they will learn about ladybugs and beetles</p> <p>Stress Response: S.T.A.R. Remind children that it is their job to help one another. When someone is having a hard time, we can remind them how to breathe and show them that we care.</p> <p>Connect: Absent Child Ritual and Welcome Back Ritual</p> <p>Commit: Daily Commitment Rituals</p> <p>Morning Message: "Ladybug begins with L" Introduce letter Ll and trace</p>	<p>Unite: Invite children to sing "All Around My Yard" Tell children that today they will learn about dragonflies and fireflies.</p> <p>Stress Response: Dragonfly Wings</p> <p>Connect: Absent Child Ritual and Welcome Back Ritual. How do bugs greet each other?</p> <p>Commit: Daily Commitment Ritual</p> <p>Morning Message: "Dragonfly begins with D" Introduce letter D and trace</p>	<p>Unite: Ask children to identify the insects. Have children sing "The Insect Song" Today the children will learn about ants and termites.</p> <p>Stress Response: Butterfly Breathing</p> <p>Connect: Absent Child Ritual and Welcome Back Ritual</p> <p>Commit: Daily Commitments. What can we do with our friends to keep our classroom safe?</p> <p>Morning Message: "Termine starts with T" Review letters of the week</p>			
Moving and Learning	"Can You Move with Me?" • "¡Ven y muévete así!" action song	Waggle Dance	Ladybug rhymes and games	Dragonfly ribbon flying or game	"Little Ants" • "Las Hormigas" action song			
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)	<ul style="list-style-type: none"> Learn insect body parts Sort insects and other bugs <p>Centers</p> <ul style="list-style-type: none"> Writer's Corner-Copy insect names Library and Listening-Search for animals in book Language and Literacy-Play insect concentration 	<ul style="list-style-type: none"> Recall details after listening Use checklist to classify bees and wasps <p>Centers</p> <ul style="list-style-type: none"> Writer's Corner-Begin an insect journal, name your favorite insect 	<ul style="list-style-type: none"> Use checklist to confirm ladybugs and beetles are insects Discuss benefits of checklists <p>Centers</p> <ul style="list-style-type: none"> Language and Literacy- Name a bug that starts with each letter of the alphabet 	<ul style="list-style-type: none"> Compare flies and dragonflies Read to find more information <p>Centers</p> <ul style="list-style-type: none"> Creativity Station-butterfly feet 	<ul style="list-style-type: none"> Identify rhyming word pairs Create new rhyming verses <p>Centers</p> <ul style="list-style-type: none"> Creativity Station-Bug collage 			

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
	<p><i>Edie's Backyard Bugs</i> • <i>Los insectos del jardín de Edie</i></p> <ul style="list-style-type: none"> • Introduce vocabulary • Talk about children's experiences <p><i>Critter Hide-and-Seek</i> • <i>Jugando al escondite con los animales</i></p> <ul style="list-style-type: none"> • Introduce concept of <i>camouflage</i> • Discuss ways bugs are beneficial 	<p><i>The Song of the Teeny Tiny Mosquito</i></p> <ul style="list-style-type: none"> • <i>El canto del mosquito</i> • Name insect body parts • Listen to see what animals like to eat <p>"Ms. Bumblebee Gathers Nectar" • "La Sra. Abeja sale a recoger nectar" prop story</p> <ul style="list-style-type: none"> • Act out story with puppet • Discuss how bees are beneficial 	<p><i>Edie's Backyard Bugs</i> • <i>Los insectos del jardín de Edie</i></p> <ul style="list-style-type: none"> • Combine words into compound word • Read to learn about ladybugs <p><i>Shubert's Helpful Day</i></p> <ul style="list-style-type: none"> • Compare story character and ladybug photo • Classify story as <i>real</i> or <i>make-believe</i> 	<p>"Catching Fireflies" • "Luciernagas en un frasco" listening story</p> <ul style="list-style-type: none"> • Learn about dragonflies • Discuss compassion for living things <p>"Dandy, the Dragonfly" • "Luciana, la libélula" story starter</p> <ul style="list-style-type: none"> • Discuss target vocabulary • Finish Dandy's adventure 	<p>"The Ants Go Marching" • "Las hormigas marchan" (<i>Nursery Rhyme</i> • <i>Cuentos infantiles</i> flip chart)</p> <ul style="list-style-type: none"> • Verify an ant is an insect • Point out <i>ants</i> in text <p>"Animals Habitats and Homes" • "Los hábitats y las casas de los animales" story folder</p> <ul style="list-style-type: none"> • Distinguish between <i>home</i> and <i>habitat</i>
Weekly Learning Centers	<ul style="list-style-type: none"> • Fine Motor-Make bug-eye glasses • Creativity Station-Draw pictures of bugs that you see on a nature walk 	<ul style="list-style-type: none"> • Fine Motor-Make kazoos to replicate the buzzing of bees • Science-Examine a honeycomb with a magnifying glass • Creativity Station-Use yellow and black paint to paint bees or wasps 	<ul style="list-style-type: none"> • Fine Motor-Construct a ladybug • Science-Observe live ladybugs • Creativity Station-Use red and black paint to paint ladybugs 	<ul style="list-style-type: none"> • Fine Motor-Make dragonflies • Science-Observe and compare either live frogs and toads or photos • Creativity Station-Create fly wings by tracing ovals on waxed paper, cutting them out and using a thin, black marker to make lines 	<ul style="list-style-type: none"> • Fine Motor-Create ants • Science-Observe ants after placing cereal near anthill or sidewalk • Creativity Station-Create fingerprint ants
Math and Science	<ul style="list-style-type: none"> • Act out a <i>more than, fewer than</i> story • Compare sets of insects <p>Centers</p> <ul style="list-style-type: none"> • Creativity Station-Create a backyard scene • Science-Sift dirt and find plastic insects 	<ul style="list-style-type: none"> • Introduce concept that numeral can describe position or indicate quantity <p>Centers</p> <ul style="list-style-type: none"> • Math-Which bug has more (feet, eyes, wings, ect) 	<ul style="list-style-type: none"> • Act out word-problem story • Use models to make a word problem <p>Centers</p> <ul style="list-style-type: none"> • Math-Play count and match dots game • Gross Motor Area-Toss beanbags and record results 	<ul style="list-style-type: none"> • Order towers from most cubes to fewest • Use frogs to illustrate story problems <p>Centers</p> <ul style="list-style-type: none"> • Math-Use props to create word problems • Gross Motor Area-Play number order hopping game 	<ul style="list-style-type: none"> • Identify and extend <i>one more</i> pattern • Introduce dividing set equally <p>Centers</p> <ul style="list-style-type: none"> • Math-Play a dot-cube game • Creativity Station-Create an egg-carton insect
Character Education	Paths: Furious	Discuss Curiosity	Review Honesty	Review Paths Furious List some strategies we can use when we are mad.	Show and Share
Closing Circle	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection
Outdoor Learning	Encourage Children to conduct a bug search inside their circle. Make sure they know not to touch any bugs they may find. Have magnifying glasses available for close-up looks.	• Invite children to play Queen Bee • Abeja reina (p. 208).	• Play Beetle, Beetle, Ladybug • Escarabajo, escarabajo, mariquita (p. 206).	• Place frog beanbags on the parachute and encourage children to figure a way to make the frogs hop up to catch flying bugs.	• Play Follow the Leader Ants. Select a lead ant and have the other children follow in a line, mimicking the movements of their leader.

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
<p>Learning Goals</p>	<ul style="list-style-type: none"> • Is aware of where own body is in space; respects personal boundaries • Produces the correct sounds for at least ten letters • Uses a wide variety of words to label and describe people, places, things, and actions • Shows understanding by responding appropriately • Combines syllables into words • Uses category labels to understand how words and objects relate to each other • Uses concrete models or makes a verbal word problem for adding up to five objects • Uses concrete models or makes a verbal word problem for subtracting 1 to 5 objects from a set • Practices good habits of personal safety • Provides appropriate information for various situations 	<ul style="list-style-type: none"> • Recognizes and blends two phonemes into real words with pictorial support • Begins to have meaningful friends • Uses a wide variety of words to label and describe people, places, things, and actions • Shows understanding by responding appropriately • Uses category labels to understand how words and objects relate to each other • Names at least 20 upper- and at least 20 lowercase letters • Engages in conversations in appropriate ways • Uses concrete models or makes a verbal word problem for adding up to five objects • Practices good habits of personal safety • Provides appropriate information for various situations 	<ul style="list-style-type: none"> • Shows competence in initiating social interactions • Independently writes letters on request • Uses category labels to understand how words and objects relate to each other • Deletes a word from a compound word • Shows understanding by responding appropriately • Uses concrete models or makes a verbal word problem for adding up to five objects • Uses concrete models or makes a verbal word problem for subtracting 1 to 5 objects from a set • Practices good habits of personal safety • Shows understanding by responding appropriately • Provides appropriate information for various situations 	<ul style="list-style-type: none"> • Shows competence in initiating social interactions • Uses a wide variety of words to label and describe people, places, things, and actions • Uses sentences with more than one phrase • Uses category labels to understand how words and objects relate to each other • Deletes a word from a compound word • Uses concrete models or makes a verbal word problem for adding up to five objects • Uses concrete models or makes a verbal word problem for subtracting 1 to 5 objects from a set • Recognizes, observes, and discusses the relationship of organisms to their environments 	<ul style="list-style-type: none"> • Begins to understand difference and connection between feelings and behaviors • Assumes various roles and responsibilities as part of a classroom community • Participates in classroom music activities • Uses some appropriate writing conventions when writing or giving dictation • Produces a word that rhymes with a given word • Uses informal strategies to share or divide up to ten items equally • Identifies equal and unequal set • Produces a word that begins with the same sound as a given pair of words • Perceives differences between similar-sounding words

Lesson Plans for Animals • Los animales - More Bugs (Week 4)				Date	May 15-19, 2017	Teacher	Gard 3		
Wonderful Word		<i>metamorphosis</i> <i>metamorfosis</i>	Character Education	Curiosity, <i>Curioso</i> Compassion, <i>Compasión</i>	Technology		Words, Words, Words; Internet		
Literacy	Oral Language, Phonological Awareness, Vocabulary		Letter Knowledge	English-S, s, J, j, W, w Spanish-A, a, G, g, S, s, C, c	Math	Number and Operations			
English Vocabulary		butterflies, caterpillar, compare, crickets, egg, grasshopper, hammock, larva, metamorphosis, mollusk, pupa, slugs, snails, spiders, squirm, wiggle, worms, zero							
Spanish Vocabulary		mariposas, orugas, comparar, grillos, huevo, saltamontes, hamaca, larva, metamorfosis, molusco, pupa, babosas, caracoles, arañas, retorcerse, menearse, gusanos, cero							
LESSON COMPONENTS		Day 1	Day 2	Day 3	Day 4	Day 5			
Greeting Circle		Unite: Ask children to identify the bugs. Teach children "Roly-Poly Caterpillar" Today children will learn about bugs and insects. They will learn about caterpillars and butterflies. Stress Response: "Bye-bye, Crankies" Children will hear a story about staying caterpillar calm instead of bug crazy mad. Connect: Absent Child Ritual and Welcome Back Ritual Commit: Daily Commitment Rituals Morning Message: "Caterpillars know how to eat" Introduce Letters of the Week	Unite: Have children sing "My Busy Garden" Today they will learn about grasshoppers and crickets Stress Response: Point out that some insects sounds, like crickets chirping, are soothing and relaxing to some people while other find it irritating. Connect: Absent Child Ritual and Welcome Back Ritual. Play "That Was Helpful" Commit: Daily Commitment Ritual Morning Message: "Jump begins with J" Introduce and trace letter Ss	Unite: Ask volunteers to identify the bugs. Teach the children "Nobody Likes Me" Today the children will learn about worms, slugs, and snails. Stress Response: Thumb Tracking. Remind children that worms crawl slowly. Connect: Absent Child Ritual and Welcome Back Ritual. Introduce a partner greeting called Can of Worms Commit: Daily Commitment Ritual Morning Message: "Snail and slug begin with S" Introduce and trace letter Jj	Unite: Sing "Itsy Bitsy Spider" Today the children will focus on learning about spiders. Stress Response: Eye Rest Tell children that mose spiders do not see very well and rely on sound and movement to guide them. Connect: Absent Child Ritual and Welcome Back Ritual. Use a spider-web greeting Commit: Daily Commitment Ritual Morning Message: "Spider begins with S" Introduce and trace letter Ww	Unite: Sing "All Around My Yard" Today is their last day to study insects. Review all the animals and insects. Stress Response: Butterfly Breathing Connect: Absent Child Ritual and Welcome Back Ritual Commit: Daily Commitment Rituals Morning Message: "Worm begins with W" Review letters of the week			
		Moving and Learning		"The Life Cycle Chant" action rhyme	Hop! Hop! Stop! • ¡Salta! ¡Salta! ¡Detente! Game	Can You Move with Me? • ¡Ven y muévete así! action song	"Itsy Bitsy Spider" dance	Insect and Bug Orchestra pretend-play	
		Literacy (Oral Language, Phonics, Handwriting, Read Aloud)		<ul style="list-style-type: none"> Develop a butterfly life cycle chart Analyze the word <i>metamorphosis</i> • <i>metamorfosis</i> Centers <ul style="list-style-type: none"> Library and Listening-read the very hungry caterpillar <i>Edie's Backyard Bugs</i> • <i>Los insectos del jardín de Edie</i> <ul style="list-style-type: none"> Develop vocabulary Introduce butterfly life cycle <i>Shubert is a S.T.A.R.</i> <ul style="list-style-type: none"> Learn about a different change Describe story details 	<ul style="list-style-type: none"> Read to learn about grasshoppers Compare grasshopper's body to child's body Centers <ul style="list-style-type: none"> ABC-Copy word and use to play game Language and Literacy-Sort photos using insect checklist Library and Listening-Accompany story with a cricket song <i>Sara Sidney's Runaway Adventure</i> • <i>Sara, la iguana que se escapó</i> <ul style="list-style-type: none"> Learn about crickets Discuss cricket sounds <i>Edie's Backyard Bugs</i> • <i>Los insectos del jardín de Edie</i> <ul style="list-style-type: none"> Remember grasshopper's role in story Discuss grasshopper sounds 	<ul style="list-style-type: none"> Consider life without arms, legs, and eyes Identify rhyming words in sentence Centers <ul style="list-style-type: none"> Writer's Corner-Make play dough worms and letters Pretend and Learn-Make shadow worms and tell story Library and Listening-Add an adventure to Wiggle Worm's story <i>Can You Move with Me?</i> • <i>¡Ven y muévete así!</i> <ul style="list-style-type: none"> Compare caterpillars and worms Demonstrate animal movements <i>"Wiggle Worm's Adventure"</i> • <i>"La aventura de Graciela Gusano"</i> prop story <ul style="list-style-type: none"> Learn about worms Compare story character to real worm 	<ul style="list-style-type: none"> Learn about spiders Use photo to identify body parts Centers <ul style="list-style-type: none"> Language and Literacy-Retell stories with puppets and props Pretend and Learn-Make a paper spider <i>"Itsy Bitsy Spider"</i> • <i>"La araña chiquitita"</i> story folder <ul style="list-style-type: none"> Discuss the spider's perseverance Compare character to real spiders <i>Shubert's New Friend</i> <ul style="list-style-type: none"> Listen for differences in the characters Compare story resolution to children's experiences 	<ul style="list-style-type: none"> Identify bugs and insects from clear descriptions Create graph to show favorites Centers <ul style="list-style-type: none"> Writer's Corner-Finish insect journal Listening and Library-Listen to a story <i>Can You Move with Me?</i> • <i>¡Ven y muévete así!</i> <ul style="list-style-type: none"> Use picture cues to read vocabulary words Find words in text of story <i>In the Cow's Backyard</i> • <i>La hamaca de la vaca</i> <ul style="list-style-type: none"> Compare sizes of animals Consider how changing story events impacts story 	

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Weekly Learning Centers	<ul style="list-style-type: none"> Gross Motor-Pretend to be caterpillars Creativity Station-Create blotto butterflies Fine Motor-Use tweezers to place yarn "caterpillars" on paper leaves 	<ul style="list-style-type: none"> Gross Motor-Pretend to be grasshoppers Creativity Station-Use green and brown paint to paint grasshoppers and crickets Fine Motor-Place grasshopper Tiddlywinks with green and white buttons 	<ul style="list-style-type: none"> Gross Motor-Have worm races Creativity Station-Paint worms with brown and black tempera paint using brushes of varied widths Fine Motor-Roll play dough into worms 	<ul style="list-style-type: none"> Gross Motor-Create a yarn maze and pretend to be a spider Creativity Station-Make puff-paint spider webs Fine Motor-Roll play dough into balls to assemble spiders 	<ul style="list-style-type: none"> Gross Motor-Create sock worms and large, paper leaves to play a game of toss Creativity Station-Encourage children to draw their favorite insects or bugs Fine Motor-Shape worms or other insects using play dough, wiggle eyes, and chenille wires
Math and Science	<ul style="list-style-type: none"> Observe changes in cube tower Add or subtract cubes to match changes <p>Centers</p> <ul style="list-style-type: none"> Fine Motor-Compare sets to see which has the fewest Math-Play Copy Me • Imitame 	<ul style="list-style-type: none"> Compare sizes of grasshoppers Estimates length of grasshopper's jump <p>Centers</p> <ul style="list-style-type: none"> Gross Motor Area-Measure length of jumps Math-Move frogs on number line to specific numbers 	<ul style="list-style-type: none"> Introduce the concept of zero Compare equal and unequal sets <p>Centers</p> <ul style="list-style-type: none"> Sensory Table-Use ears to find equal sets of pennies in plastic eggs Math-Make cube towers to show how many legs 	<ul style="list-style-type: none"> Introduce symmetry Divide sets of cubes equally <p>Centers</p> <ul style="list-style-type: none"> Sensory Table-Use mirror to locate midsection of animal photo Math-Order connecting cube towers and divide towers in half 	<ul style="list-style-type: none"> Use cube worms to model subtraction and addition <p>Centers</p> <ul style="list-style-type: none"> Creativity Station-Create a pattern block worm Math-Play Compare and Capture • Comparar y capturar
Character Education	Paths: Guilty	Social and Emotional <ul style="list-style-type: none"> Propose compassion for all living things 	Review the Turtle method	Review Paths Guilty	Show and Share
Closing Circle	<ul style="list-style-type: none"> Reflecting on the day Check on Commitments Kindness Tree Family Connection 	<ul style="list-style-type: none"> Reflecting on the day Check on Commitments Kindness Tree Family Connection 	<ul style="list-style-type: none"> Reflecting on the day Check on Commitments Kindness Tree Family Connection 	<ul style="list-style-type: none"> Reflecting on the day Check on Commitments Kindness Tree Family Connection 	<ul style="list-style-type: none"> Reflecting on the day Check on Commitments Kindness Tree Family Connection
Outdoor Learning	<ul style="list-style-type: none"> Give children colorful cellophane to use as butterfly wings and have them fly around the playground making colorful butterfly shadows. 	<ul style="list-style-type: none"> Encourage children to jump around the perimeter of the playground pretending to be crickets or grasshoppers. They may be able to observe some real jumping insects. 	<ul style="list-style-type: none"> Invite children to make a long worm by holding onto each other's waist. Challenge them to wiggle across the playground without coming apart. 	<ul style="list-style-type: none"> Make a giant spider with the parachute. (p. 208). 	<ul style="list-style-type: none"> Carefully dig a hole in a garden area. Invite the children to watch the worms. Be careful to protect the worms from too much air or sun as they are vulnerable to both. Discuss the children's observations when they return to the room.
Learning Goals	<ul style="list-style-type: none"> Begins to understand difference and connection between <i>feelings</i> and <i>behaviors</i> Recognizes and blends two phonemes into real words with pictorial support Uses a wide variety of words to label and describe people, places, things, and actions Uses category labels to understand how words and objects relate to each other Uses information learned from books by describing, relating, categorizing, or comparing Deletes a word from a compound word Demonstrates awareness of one-to-one relationships Uses concrete models or makes a verbal word problem for subtracting 1 to 5 objects from a set 	<ul style="list-style-type: none"> Demonstrates an understanding and tolerance for unique characteristics of others Uses information learned from books by describing, relating, categorizing, or comparing and contrasting Combines sentences that give detail, stays on topic, and clearly communicates Engages in conversations in appropriate ways Uses concrete models or makes a verbal word problem for adding up to five objects Uses concrete models or makes a verbal word problem for subtracting 1 to 5 objects from a set Recognizes and compares heights or lengths of people or objects Regulates his own behavior with occasional reminders or assistance from teacher 	<ul style="list-style-type: none"> Shows competence in initiating social interactions Remains focused on engaging group activities for age appropriate range of time Demonstrates knowledge of nonverbal conversational rules Uses information learned from books by describing, relating, categorizing, or comparing and contrasting Engages in conversations in appropriate ways Uses a wide variety of words to label and describe people, places, things, and actions Produces a word that rhymes with a given word Knows that objects or parts of an object can be counted Uses concrete models or makes a verbal word problem for adding up to five objects 	<ul style="list-style-type: none"> Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal Demonstrates empathy and caring for others Regulates his own behavior with occasional reminders or assistance from teacher Shows initiative in independent situations and persists in attempting to solve problems Asks and answers appropriate questions about the book Names at least 20 upper- and at least 20 lowercase letters Engages in voting as a method for group decision making Knows that objects or parts of an object can be counted Uses informal strategies to share or divide up to ten items equally Describes attributes 	<ul style="list-style-type: none"> Assumes various roles and responsibilities as part of a classroom community Participates in classroom music activities Uses category labels to understand how words and objects relate to each other Uses information learned from books by describing, relating, categorizing, or comparing and contrasting Combines sentences that give detail, stays on topic, and clearly communicates Shows understanding by responding appropriately Engages in voting as a method for group decision making Uses concrete models or makes a verbal word problem for adding up to five objects Practices good habits of personal safety

Lesson Plans for Changes • Cambios - Changes in and Around Me (Week 1)				Date	May 22-26, 2017	Teacher	Gard 3
Wonderful Word	<i>mature, maduro</i>	Character Education	Patience • <i>Paciencia</i> Pride • <i>Orgullo</i>	Technology	Sounds and Rhymes; Internet		
Literacy	Oral Language, Writing		Letter Knowledge	English-R, r, D, d, V, v, U, u, Y, y Spanish-B, b, R, r, N, n, P, p, D,	Math	Geometry and Spatial Sense	
English Vocabulary	changes, exchange, extraordinary, finished, gills, life cycle, lungs, mature, patient, retrieve, rhombus, seeds, stages, tadpole, trade, transformation, trapezoid, yesterday						
Spanish Vocabulary	<i>cambio, intercambio, extraordinario, terminado, branquias, ciclo de vida, pulmones, maduro, recuperar, rombo, semillas, fases, renacuajo, hacer un cambio, transformación, trapecio, pacienteayer</i>						
LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5		
Greeting Circle	<p>Unite: Invite children to sing "Change" **Change things around the room** Ask children if they notice anything different in the classroom. Today they will be talking about new things happening in their lives and the changes that come with new things.</p> <p>Stress Response: Balloon. Doing Balloon can help you remain calm when you get ready to do something new.</p> <p>Connect: Absent Child Ritual and Welcome Back Ritual. Play "It Starts in the Heart"</p> <p>Commit: Daily Commitment Ritual</p> <p>Morning Message: "Visit begins with V"</p> <p>Introduce Letters of the Week</p>	<p>Unite: Invite children to sing "Change" Tell children that today they will think and learn about how changes sometimes means saying good-bye to someone or something</p> <p>Stress Response: Crisscross</p> <p>Connect: Absent Child Ritual and Welcome Back Ritual. Play "That was Helpful"</p> <p>Commit: Daily Commitment Ritual</p> <p>Morning Message: "Yesterday begins with Y"</p> <p>Introduce and trace letters Rr and Dd</p>	<p>Unite: Invite children to sing "Change" Today the children will learn about things that they exchange-give up or trade things for others.</p> <p>Stress Response: Have children place their hands on their stomachs and feel their stomachs rise as they breath. Play "Look at Me" point out that breathing is an exchange of air</p> <p>Connect: Absent Child Ritual and Welcome Back Ritual. Have children exchange a greeting</p> <p>Commit: Daily Commitment Ritual</p> <p>Morning Message: "Retrieve begins with R"</p>	<p>Unite: Invite children to sing along with "A Piece of String" Point out that change sometimes is a transformation, like taking a string and making it into something else</p> <p>Stress Response: S.T.A.R. Song</p> <p>Connect: Absent Child Ritual and Welcome Back Ritual. Review Hot Cross Buns</p> <p>Commit: Daily Commitment Ritual</p> <p>Morning Message: "Unhappy begins with U"</p>	<p>Unite: Invite children to sing "Roly-Poly Caterpillar" Point out that metamorphosis is a change. Today the children will learn about changes over a lifetime for animals and people.</p> <p>Stress Response: Butterfly Breathing</p> <p>Connect: Absent Child Ritual and Welcome Back Ritual. Play "All Together"</p> <p>Commit: Daily Commitment</p> <p>Morning Message: "Dilly and Dally start with D"</p>		
Moving and Learning	Sleeping, Sleeping • <i>Durmiendo, durmiendo</i> game	"Five Silly Monkeys" • "Cinco monos tontos" song and pantomime	"Shake a Hand" action song	"Tiny Seeds" • "Semillitas" action rhyme	"Watch Them Grow" song		
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)	<ul style="list-style-type: none"> Introduce concept of maturing Discuss feelings related to changes <p>Centers</p> <ul style="list-style-type: none"> Language and Literacy-What changes have happened in your life? <p><i>Dance! • ¡A bailar!</i></p> <ul style="list-style-type: none"> Develop idea of extraordinary Relate story to personal experience <p><i>Cristina and the Frog • Cristina y la rana</i></p> <ul style="list-style-type: none"> Listen for changes in character's life How are you different from when you were a baby? 	<ul style="list-style-type: none"> Discuss changes that happen when something ends Relate change to children's experiences <p>Centers</p> <ul style="list-style-type: none"> Writer's Corner-Review letter-sound associations Library and Listening-Pantomime actions of lion cub Fine Motor-Sort cards to show things outgrown <p><i>The Gift • El regalo</i></p> <ul style="list-style-type: none"> Note changes in main character Respond in complete sentences <p>"Cleaning Out My Closet" • "Limpiando mi armario" story starter</p> <ul style="list-style-type: none"> Learn about Japanese child Complete a story 	<ul style="list-style-type: none"> Introduce change as result of exchange Relate this change to children's experiences <p>Centers</p> <ul style="list-style-type: none"> Writer's Corner-Exchange handwritten name for treat Library and Listening-Make a frog-exchange wish Math-Balance a scale with cubes and frogs <p><i>Cristina and the Frog • Cristina y la rana</i></p> <ul style="list-style-type: none"> Listen for an exchange Cristina wants to make Introduce human life cycle <p><i>The Frog Prince • El principe sapo</i></p> <ul style="list-style-type: none"> Listen for exchanges the princess makes Develop vocabulary 	<ul style="list-style-type: none"> Introduce transformation as another change Check predictions and note change in frozen liquid <p>Centers</p> <ul style="list-style-type: none"> Writer's Corner-Write name with play dough letters Science-Mix colors Library and Listening-Build a do-nothing machine <p><i>The Do-Nothing Machine • La máquina de no hacer nada</i></p> <ul style="list-style-type: none"> Note how character transforms materials Discuss patience and pride <p>Reagan's Journal • El diario de Reagan</p> <ul style="list-style-type: none"> Share haircut experiences Consider how haircuts change appearances 	<ul style="list-style-type: none"> Create a chart to show frog's life cycle Read the chart to recall cycle <p>Centers</p> <ul style="list-style-type: none"> Writer's Corner-Make bubble-wrap frog eggs Language and Literacy-Sequence life cycle cards Library and Listening-Draw a family portrait <p><i>A Chance for Esperanza • La oportunidad de Esperanza</i></p> <ul style="list-style-type: none"> Note changes turtle goes through Relate patience to characters' experience <p><i>Animal Lives • La vida de los animales</i></p> <ul style="list-style-type: none"> Compare school year to story Read about changes in animals 		

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Weekly Learning Centers	<ul style="list-style-type: none"> • Fine Motor-Knead two colors of play dough to create a new color • Construction-Add one or two new items to the block area • Creativity Station-Mix paints to create a new color 	<ul style="list-style-type: none"> • Fine Motor-Provide <i>clean</i> trash materials for children to sort into recyclables • Construction-Eliminate a standard item from the block area • Creativity Station-Sort through crayons to find those not useable 	<ul style="list-style-type: none"> • Fine Motor-Use toes and feet to color or pick up beads to move from one container to another • Construction-Build a small building using the rectangular blocks and then replace each rectangular block with two square blocks • Creativity Station-Melt crayons from yesterday into large, multi-color one 	<ul style="list-style-type: none"> • Fine Motor-Use hands and fingers to make shadow puppets • Construction-Build freely with blocks • Creativity Station-Transform paper into anything the child chooses 	<ul style="list-style-type: none"> • Fine Motor-Draw black dots on bubbles of large-size bubble wrap to create pretend frog eggs • Construction-Build a pond for frogs using blue paper • Creativity Station-Cut easel paper into the shape of butterfly wings. Encourage children to paint the wings.
Math and Science	<ul style="list-style-type: none"> • Re-create pattern block combinations • Change the block pattern by sliding blocks <p>Centers</p> <ul style="list-style-type: none"> • Creativity Station-Glue a pattern block combination • Math-Complete pattern block puzzles 	<ul style="list-style-type: none"> • Creates shapes with AngLegs • Review attributes of shapes <p>Centers</p> <ul style="list-style-type: none"> • Math-Make a book of shapes 	<ul style="list-style-type: none"> • Create pattern block hexagons • Reconfigure towers to make new shapes <p>Centers</p> <ul style="list-style-type: none"> • Construction-Create and photograph block structures • Math-Compare five-block pattern pictures 	<ul style="list-style-type: none"> • Change circles into ovals • Turn (rotate) and slide pattern blocks <p>Centers</p> <ul style="list-style-type: none"> • Fine Motor-Copy shapes with play dough ropes • Gross Motor-Transform large yarn circles into different shapes 	<ul style="list-style-type: none"> • Demonstrate use of location words and position words <p>Centers</p> <ul style="list-style-type: none"> • Pretend and Learn-Act out the life cycle of butterfly • Math-Play the hexagon game
Character Education	Paths: Generous	Discuss Patience	Social Emotional • Read about Shubert's emotional transformation	Revie Paths Generous	Show and Share
Closing Circle	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection
Outdoor Learning	<ul style="list-style-type: none"> • Encourage children to try one new thing (climbing, sliding, swinging). Challenge them to look around the playground for new things (flower blooming, bird nest, emerging leaves, litter). 	<ul style="list-style-type: none"> • Encourage children to look around the playground for things that are missing (a flower, an insect). 	<ul style="list-style-type: none"> • Invite children to play ball. Have them exchange their ball for beanbags. Ask how this changes their games. 	<ul style="list-style-type: none"> • Encourage children to clean up the playground. Point out that when they have finished their cleanup, they will have transformed the playground. 	<ul style="list-style-type: none"> • 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>Learning Goals</p>	<ul style="list-style-type: none"> • Independently writes letters on request • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Uses a wide variety of words to label and describe people, places, things, and actions • Shows awareness of areas of competence and describes self positively in what he is able to do • Is aware of own feelings most of the time • Names common shapes • Creates shapes • Slides, flips, and turns shapes to demonstrate that the shapes remain the same • Discusses the roles and responsibilities of community workers • Identifies similarities and differences in characteristics of people 	<ul style="list-style-type: none"> • Produces the correct sounds for at least ten letters • Asks and answers appropriate questions about the book • Uses a large speaking vocabulary, adding several new words daily • Combines sentences that give detail, stays on topic, and clearly communicates • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Provides appropriate information for various situations • Describes attributes • Names common shapes • Identifies similarities among people like himself and classmates as well as between himself and people from other cultures • Uses language to describe concepts associated with the passing of time 	<ul style="list-style-type: none"> • Shows competence in initiating social interactions • Responds to different musical styles through movement and play • Uses a large speaking vocabulary, adding several new words daily • Uses a wide variety of words to label and describe people, places, things, and actions • Asks and answers appropriate questions about the book • Demonstrates receptive vocabulary • Demonstrates knowledge of verbal conversational rules • Counts 1 to 10 items, with one count per item • Describes, observes, and investigates properties and characteristics of common objects • Describes attributes • Uses some appropriate writing conventions when writing or giving dictation 	<ul style="list-style-type: none"> • Begins to understand difference and connection between feelings and behaviors • Uses a wide variety of words to label and describe people, places, things, and actions • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Asks and answers appropriate questions about the book • Uses a large speaking vocabulary, adding several new words daily • Demonstrates use of location words • Slides, flips, and turns shapes to demonstrate that the shapes remain the same • Recognizes and compares heights or lengths of people or objects 	<ul style="list-style-type: none"> • Is aware of own feelings most of the time • Follows classroom rules and routines with occasional reminders from teacher • Produces the correct sounds for at least 10 letters • Uses a large speaking vocabulary, adding several new words daily • Asks and answers appropriate questions about the book • Uses language to describe concepts associated with the passing of time • Seeks to understand print • Names common shapes • Creates shapes • Demonstrates use of location words • Produces a word that rhymes with a given word • Shows understanding by responding appropriately

Lesson Plans for Changes • Cambios - Earth Changes (Week 2)					Date	May 29- June 2, 2017	Teacher	Gard 3
Wonderful Word	<i>astronomy, astronomía</i>	Character Education	Patience • <i>Paciencia</i> Pride • <i>Orgullo</i>	Technology	ABC and XYZ; Writer's Corner			
Literacy	Phonological Awareness, Oral Language		Letter Knowledge	English-Letter Review Spanish-Letter Review	Math	Patterns		
English Vocabulary	afternoon, astronomy, evening, fall, hail, heat exhaustion, morning, pattern core, shadows, sleet, snow, spring, summer, sunscreen, temperature, thermometer, thunderstorm, twilight, weather, winter							
Spanish Vocabulary	tarde, astronomía, noche, otoño, granizo, agotamiento por el calor, mañana, regla del patrón, sombras, aguanieve, nieve, primavera, verano, filtro solar, temperatura, termómetro, tormenta eléctrica, crepúsculo, clima, invierno							
LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5			
Greeting Circle	NO SCHOOL	Unite: Invite children to describe their favorite pajamas. Today children will learn about changes that take place as day turns into night and night back to day. Stress Response: Sunbeam Connect: Absent Child Ritual and Welcome Back Ritual. Review Mr. Sun Commit: Daily Commitment Ritual Morning Message: "In the nighttime I _____." Review and trace a letter of your choice!	Unite: Teach the children "When I'm Chilly" Ask children what they like to eat when the weather is chilly. Today children will learn about changes that happen when the seasons change. Stress Response: Snowflake Blowing. Demonstrate inhaling deeply and then slowly exhaling. Connect: Absent Child Ritual and Welcome Back Ritual. Review the words and movements to "Get Ready" Commit: Daily Commitment Ritual Morning Message: "In the winter I _____."	Unite: Ask children if they have ever raked leaves. What time of the year do the leaves fall? Teach children "Falling Leaves Song" Stress Response: Calming strategy Dandelion Blowing Connect: Absent Child and Welcome Back Ritual. Review "Peter, Peter, Pumpkin Eater" Commit: Daily Commitment Ritual Morning Message: "In the spring I _____."	Unite: Teach children "The Weather Song" Today children will learn about changes that occur with weather. Stress Response: Drain Connect: Absent Child Ritual and Welcome Back Ritual. Teach children "Side by Side". Remind children that all year we have learned about helping one another through bad times. Friends help each other Commit: Daily Commitment Ritual Morning Message: "On a rainy day I _____."			
Moving and Learning	Sleeping, Sleeping • Durmiendo, durmiendo game	Sally Go Round the Moon • Sally le da una vuelta a la Luna game	Freeze • Inmóvil game	"Spring Is Here" action song Review seasons and talk about what happens after spring	"What's the Weather?" rhythm story			
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)	<i>Twinkle, the Little Star • Chispita la estrellita</i> • Describe main character • Identify letters and generate rhyming words "The Sun and the Moon" • "El Sol y la Luna" story folder • Introduce legend as a genre • Discuss characters' feelings • Pretend and Learn-Place daytime and nighttime clothing in the center for play and sorting • Creativity Station-Paint shadows using black tempera paint on white paper • Fine Motor-Use tweezers to move stars (rock salt) from a night sky (black construction paper) to a day sky (white paper)	<i>"Days of the Week" (Fanny Frog's Fantastic Poems and Rhymes)</i> or "El mismo Sol" (<i>Salta, saltarín</i>) • Participate in action poem • Discuss idea of sharing sun "Evan's Moon" • "La Luna de Evan" listening story • Discuss the moon • Relate story to children's experience • Pretend and Learn-Add sleeping bags, blankets, pillows, and alarm clock to the center • Creativity Station-Paint a picture with a mixture of half water, half glue and then sprinkle their picture with moondust • Fine Motor-Play Sleepy Eyes • Ojos soñolientos (p. 207)	Reagan's Journal • El diario de Reagan • Make predictions from photograph • Discuss winter experiences Reagan's Journal • El diario de Reagan • Discuss summer experiences • Compare winter and summer journal entries • Pretend and Learn-Place seasonal clothing and seasonal food props in the center for play and sorting • Creativity Station-Paint with ice sticks (p.168) as a paintbrush or with puff paint (p. 169) • Fine Motor-Sculpt snow dough into snowmen	"The Last Leaf" • "La última hoja" story starter • Pantomime leaf movements • Create an ending to a story "The Corn Seed" • Semillita de maíz" story folder • Introduce vocabulary • Discuss story setting • Pretend and Learn-Add spring and fall items to the dress-up clothes • Creativity Station-Create a fall collage using colored tissue paper • Fine Motor-Make clouds by tearing paper shapes from white paper	<i>Once Upon a Time in Dragon Land • Había una vez en Dragolandia</i> • Discuss thunder • Read to find story's explanation "What Can You Do on a Rainy Day?" • "¿Qué puedes hacer en un día lluvioso?" story starter • Take on the perspective of story character • Suggest rainy-day activities • Pretend and Learn-Add rain gear • Creativity Station-Trace shadows on butcher paper • Fine Motor-Have raindrop races using eyedroppers, water, and a cookie sheet			

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Weekly Learning Centers	<ul style="list-style-type: none"> Develop vocabulary Create a T-chart for night and day <p>Centers</p> <ul style="list-style-type: none"> Writer's Corner-Use circle stencils to draw sun and moon Language and Literacy-Illustrate T-chart Sensory Table-Skywrite in blue shaving cream sky 	<ul style="list-style-type: none"> Show daytime and nighttime activities on a Venn diagram Segment compound words <p>Centers</p> <ul style="list-style-type: none"> Writer's Corner-Create a compound word card Creativity Station-Draw daytime and nighttime pictures Language and Literacy-Order sequence cards 	<ul style="list-style-type: none"> Compare summer and winter clothing Introduce concepts of seasons and temperature change <p>Centers</p> <ul style="list-style-type: none"> Writer's Corner-Add to journals Library and Listening-Consider how senses provide clues to seasons Sensory Table-Explore sand and ice 	<ul style="list-style-type: none"> Designate photo as <i>spring</i> or <i>fall</i> Discuss spring and fall activities <p>Centers</p> <ul style="list-style-type: none"> Writer's Corner-Write and draw about seasons Library and Listening-Retell story with story props Language and Literacy-Play insect concentration 	<ul style="list-style-type: none"> Identify onomatopoeia weather words Provide sound effects for story <p>Centers</p> <ul style="list-style-type: none"> Writer's Corner-Make weather vocabulary cards Creativity Station-Create a weather picture Gross Motor-Step on prism's rainbows
Math and Science	<ul style="list-style-type: none"> Represent morning, afternoon, evening, and night pattern with cubes Introduce days-of-the-week sequence <p>Centers</p> <ul style="list-style-type: none"> Science-Explore rainbow's spectrum 	<ul style="list-style-type: none"> Become a pattern of rays around a sun Create a pattern using pattern core <p>Centers</p> <ul style="list-style-type: none"> Creativity Station-Create pattern of rays around sun Fine Motor-Create play dough sun with rays 	<ul style="list-style-type: none"> Introduce pattern of seasons and months of year Create a birthday graph <p>Centers</p> <ul style="list-style-type: none"> Fine Motor-Extend chain-link pattern core Math-Create repetitions of season cube core 	<ul style="list-style-type: none"> Create streamer patterns using pattern cores Tell what comes next in pattern <p>Centers</p> <ul style="list-style-type: none"> Creativity Station-Paint streamer patterns Pretend and Learn-Decorate center with streamers 	<ul style="list-style-type: none"> Go on a shadow hunt Create shadow patterns <p>Centers</p> <ul style="list-style-type: none"> Math-Make shadow patterns Science-Predict changes to shadows
Character Education	Paths Preschool Review Emphasis on Respect	Discuss Pride	Balloon Breathing	Feet are not for kicking Book	Show and Share
Closing Circle	<ul style="list-style-type: none"> Reflecting on the day Check on Commitments Kindness Tree Family Connection 	<ul style="list-style-type: none"> Reflecting on the day Check on Commitments Kindness Tree Family Connection 	<ul style="list-style-type: none"> Reflecting on the day Check on Commitments Kindness Tree Family Connection 	<ul style="list-style-type: none"> Reflecting on the day Check on Commitments Kindness Tree Family Connection 	<ul style="list-style-type: none"> Reflecting on the day Check on Commitments Kindness Tree Family Connection
Outdoor Learning	<ul style="list-style-type: none"> Invite the children to play Shadow Tag Atrapa la sombra (p. 207). 	<ul style="list-style-type: none"> Encourage children to watch the changing clouds. Challenge them to find animal shapes in the clouds. 	<ul style="list-style-type: none"> Fluff the parachute to capture plenty of air underneath so you can form an umbrella. Have children take turns running under the umbrella to escape the spring showers. 	<ul style="list-style-type: none"> Play Fall Ball • Pelota de otoño (p. 206). Point out that fall is football season. Provide a football for children to explore. Ask children to compare throwing and catching a football to throwing and catching a rubber ball. 	<ul style="list-style-type: none"> Make ice blocks (p. 168). Encourage children to enjoy watching the tunnels as they develop. Measure the length of time it takes the ice block to melt.

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Learning Goals	<ul style="list-style-type: none"> • Shows reasonable opinion of his own abilities and limitations • Provides appropriate information for various situations • Demonstrates an understanding that others have perspectives and feelings that are different from her own • Uses language to describe concepts associated with the passing of time • Recognizes at least 20 letter sounds • Identifies, observes, and discusses objects in the sky • Practices good habits of personal safety • Investigates and describes sources of energy including light, heat, and electricity • Describes, observes, and investigates properties and characteristics of objects 	<ul style="list-style-type: none"> • Organizes their life around events, time, and routines • Increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal • Demonstrates an understanding that others have perspectives and feelings that are different from her own • Asks and answers appropriate questions about the book • Uses language to describe concepts associated with the passing of time • Combines words to make a compound word • Identifies, observes, and discusses objects in the sky • Investigates and describes position and motion of objects 	<ul style="list-style-type: none"> • Independently writes letters on request • Uses sentences with more than one phrase • Asks and answers appropriate questions about the book • Uses category labels to understand how words and objects relate to each other • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Collects data and organizes it in a graphic representation • Uses language to describe concepts associated with the passing of time • Recognizes and creates patterns 	<ul style="list-style-type: none"> • Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary • Demonstrates empathy and caring for others • Participates in classroom music activities • Demonstrates receptive vocabulary • Asks and answers appropriate questions about the book • Demonstrates knowledge of verbal conversational rules • Uses language to describe concepts associated with the passing of time • Recognizes and creates patterns • Identifies, observes, and discusses objects in the sky 	<ul style="list-style-type: none"> • Begins to have meaningful friends • Participates in classroom music activities • Uses sentences with more than one phrase • Combines syllables into words • Uses category labels to understand how words and objects relate to each other • Shows understanding by following two-step oral directions, and usually follows three-step directions • Engages in voting as a method for group decision making • Recognizes and creates patterns • Describes attributes • Shows understanding by responding appropriately