

Lesson Plans for Choices • Decisiones - Healthy Habits (Week 3)				Date	Jan. 2 - 6	Teacher	Gard 2
Wonderful Word	<i>habit, hábito</i>	Character Education	Fairness, <i>Justicia</i> Confidence, <i>Confianza</i>	Technology	Math-What Comes Next?; Words Words Words		
Literacy	Oral Language, Vocabulary		Letter Knowledge	English-P, p, L, I, R, r Spanish-P, p, L, I, R, r	Math	Patterns (repetition of a designated sequence)	
English Vocabulary	active, after, alert, bedtime, before, confidence daytime during, etiquette, exercise fair, habit, manners, nighttime, respect, routine						
Spanish Vocabulary	activo, después, alerta, hora de irse a dormir, antes, confianza, día, durante, etiqueta, ejercicio justo, hábito, modales, noche, respeto, rutina						
LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5		
Greeting Circle	<ul style="list-style-type: none"> Building community-Unite "Head, Shoulders, Knees, and Toes" Morning Message-Today we will learn about exercise. Count up to the date on the calendar 	<ul style="list-style-type: none"> Building community-Unite "Stretch to the Window" Morning Message-Today we will talk about stress. Sing "Days of the Week" 	<ul style="list-style-type: none"> Building community-Unite "Sing Along With Me" Morning Message-Today we will learn about using manners What's the Weather Like Today? 	<ul style="list-style-type: none"> Building community-Unite "This is the Way We Brush Our Teeth" Morning Message-Today we will learn about making doctor and dentist appointments. 	<ul style="list-style-type: none"> Building community-Unite "Are You Sleeping" Morning Message-Today we will learn about why our body needs rest. Repeat the day, month, and year 		
Moving and Learning	"Wiggle, Jiggle, Giggle" song and dance	Create a new patty-cake pattern	"Peanut Butter and Jelly" • "Mantequilla de cacahuete y mermelada" song	"Dr. Knicker Bocker" action song	"Ten in the Bed" • "Diez en una cama" action song		
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)	<ul style="list-style-type: none"> Discuss benefits of exercise Explore levels of fitness <p>Centers</p> <ul style="list-style-type: none"> Fine Motor-Pick up buttons with your fingers race Alphabet Corner-Make the letter P with pipecleaners Gross Motor-Practice exercises <p>"Kylie and Riley" • "Tita y Rita" action story</p> <ul style="list-style-type: none"> Participate in story action Develop concept of exercise <p><i>Five Huge Dinosaurs</i> • <i>Cinco enormes dinosaurios</i></p> <ul style="list-style-type: none"> Explore different ways to move 	<ul style="list-style-type: none"> Introduce relaxing strategies as a healthy choice to overcome stress Practice relaxing yoga strategies <p>Centers</p> <ul style="list-style-type: none"> Photo Zone-Photo Activity Cards # 1, 3, 5, 6, & 7 Gross Motor Area-Practice yoga strategies Library and Listening-Read books with relaxing music in background <p><i>Shubert is a S.T.A.R.</i></p> <ul style="list-style-type: none"> Learn three calming strategies Practice S.T.A.R. strategy <p>"My Grandmother's Garden" • "El jardín de mi abuelita" listening story</p> <ul style="list-style-type: none"> Participate appropriately in storytelling 	<ul style="list-style-type: none"> List inappropriate behaviors Restate these behaviors as positive rules <p>Centers</p> <ul style="list-style-type: none"> Pretend and Learn-Pretend to serve and eat a meal Creativity Station-Decorate a placemat Describe a <i>sloober</i> (a person who doesn't use their manners) <p><i>A to Z Ps and Qs • Buenos modales de la A a la Z</i></p> <ul style="list-style-type: none"> Introduce idea of manners <p><i>A to Z Ps and Qs • Buenos modales de la A a la Z</i></p> <ul style="list-style-type: none"> Discuss how using manners can build confidence Demonstrate examples of good manners 	<ul style="list-style-type: none"> Discuss children's experiences with doctors, nurses, and dentists Sequence parts of a typical wellness checkup <p>Centers</p> <ul style="list-style-type: none"> Fine Motor Skills-Make doctor and dentist thumbprints Pretend and Learn-Role-play doctor visits Language and Literacy-Sequence pictures of brushing teeth and visiting a doctor <p>"Five Little Monkeys" • "Cinco Monitas" action rhyme</p> <ul style="list-style-type: none"> Role-play rhyme Consider monkey's choices—were they safe? <p><i>Neighborhood Helpers</i> • <i>Ayudantes del vecindario</i></p> <ul style="list-style-type: none"> Introduce doctor, nurse, and dentist Consider healthy <i>habits</i> 	<ul style="list-style-type: none"> Describe familiar steps in the bedtime routine <p>Centers</p> <ul style="list-style-type: none"> Pretend and Learn-Role-play reading bedtime story to doll Language and Literacy-Sequence bedtime routine pictures Library and Listening-Listen to book on manners <p>"There Is a Sweet Mother Who Lives in a Shoe" • "La señora que vive en un zapato" listening story</p> <ul style="list-style-type: none"> Identify going-to-bed sequence Compare with bedtime routines <p>"Bedtime Book" • "Libro para la hora de dormir" action story</p> <ul style="list-style-type: none"> Role-play reading a book as an important part of the bedtime routine 		
Weekly Learning Centers	<ul style="list-style-type: none"> Fine Motor-Use a sponge to move water from one bowl to another Math-Make up a pattern of exercises (two jumping jacks, three toe touches, two jumping jacks...) Pretend and Learn-Create a morning exercise routine 	<ul style="list-style-type: none"> Fine Motor- Bingo dot the letter R Math-Count breaths using a sand timer Pretend and Learn-Use a tub of water, soap and sponges to discuss how the feel and sound of water can relieve stress 	<ul style="list-style-type: none"> Fine Motor-Play a game or build a Lego™ house with a friend Math-Play Pass the Number Please Pretend and Learn-Set the table and sit down to a pretend dinner 	<ul style="list-style-type: none"> Fine Motor-Place in order the <i>Teeth Brushing</i> sequence cards and <i>Hand Washing</i> sequence cards Math-Experiment with weight and height Pretend and Learn-Provide props for a doctor's office 	<ul style="list-style-type: none"> Fine Motor-Play game with wiggle eyes Math-Role-play "Ten in the Bed" • "Diez en una cama" (p. 193) Pretend and Learn-Invite children to put the baby dolls to bed 		

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Math and Science	<ul style="list-style-type: none"> Introduce day-night cycle Create a pattern <p>Centers</p> <ul style="list-style-type: none"> Fine Motor-Arrange cutouts to show day-night pattern Math-Copy an AB pattern using connecting color cubes 	<ul style="list-style-type: none"> Introduce vocabulary <i>before, during, and after</i> Create timeline of school day events <p>Centers</p> <ul style="list-style-type: none"> Gross Motor Area-Experience changes in heartbeat <i>before</i> and <i>after</i> exercise Science-Sequence events in daily routine 	<ul style="list-style-type: none"> Time a simple task <p>Centers</p> <ul style="list-style-type: none"> Sensory Table-Measure how much water is squeezed from a sponge into a container in one minute Sort numerals that come <i>before</i> and <i>after</i> a given number 	<ul style="list-style-type: none"> Introduce calendar and months of the year <p>Centers</p> <ul style="list-style-type: none"> Creativity Station-Make a birthday calendar Math-Match numerals 	<ul style="list-style-type: none"> Recognize numerals 1 through 5 <p>Centers</p> <ul style="list-style-type: none"> Math-String and count beads Gross Motor Area-Toss and count beanbags
Character Education	Calming Strategy-Bunny Breathing	Physical Development <ul style="list-style-type: none"> Practice a muscle relaxation exercise 	Social Competence <ul style="list-style-type: none"> Consider Goldilocks's behavior in terms of good manners 	Safety <ul style="list-style-type: none"> Model calling 911 in an emergency 	Fine Arts and Social Studies <ul style="list-style-type: none"> Discuss and sing lullabies
Closing Circle	<ul style="list-style-type: none"> Reflecting on the day-What did you learn about exercise today? Family Connection-Do one of the exercises you learned today 	<ul style="list-style-type: none"> Reflecting on the day-Why do we need to get rid of stress? Family Connection-What things at home have a beginning and an end 	<ul style="list-style-type: none"> Reflecting on the day-What are manners? Family Connection-Demonstrate your good manners 	<ul style="list-style-type: none"> Reflecting on the day-Why do we need to go to the doctor and dentist? Family Connection-Find out what your parents births months are 	<ul style="list-style-type: none"> Reflecting on the day-Why do we need to get sleep? Family Connection-Sing "Your Fingers Are So Sleepy"
Outdoor Learning	<ul style="list-style-type: none"> Remind the children about endurance exercises. Encourage them to play a game of keep-away with the ball. Point out that this activity is an endurance activity. The running increases their heart 	<ul style="list-style-type: none"> Have children lie on their backs and watch the clouds. Point out that being quiet and being fully present with nature can be an effective way to relax and reduce stress. 	<ul style="list-style-type: none"> Play Mother, May I, ...? • Mamá, puedo. (p. 200) 	<ul style="list-style-type: none"> Play The Doctor Says • El médico dice as you would play Simon Says 	<ul style="list-style-type: none"> Play "Old Gray Cat" • "El viejo gato gris" (p. 200)
Learning Goals	<ul style="list-style-type: none"> Identifies good habits of nutrition and exercise Coordinates sequence of movements to perform tasks Provides appropriate information for various situations Uses category labels to understand how the words and objects relate to each other Counts up to 5 items, and demonstrates that the last count indicates how many items were counted Recognizes and creates patterns Uses information learned from books by describing, relating, categorizing, or comparing and contrasting Asks appropriate questions about the book 	<ul style="list-style-type: none"> Begins to understand difference and connection between <i>feelings</i> and <i>behaviors</i> Practices good habits of personal safety Recognizes and creates patterns Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary Is aware of where own body is in space, respects personal boundaries Identifies good habits of nutrition and exercise Demonstrates use of location words Uses language to describe concepts associated with the passing of time Coordinates sequence of movements to perform tasks Identifies and describes the characteristics of organisms 	<ul style="list-style-type: none"> Begins to have meaningful friends Shows competence in initiating social interactions Assumes various roles and responsibilities as part of a classroom community Regulates his own behavior with occasional reminders or assistance from teacher Shows understanding by responding appropriately Recognizes one-digit numerals 0 through 5 Sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different Uses information learned from books by describing, relating, categorizing, or comparing and contrasting Initiates problem-solving strategies and seeks adult help when necessary 	<ul style="list-style-type: none"> Practices good habits of personal health and hygiene Participates in classroom music activities Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary Discusses the roles and responsibilities of community workers Counts up to five items, and demonstrates that the last count indicates how many items were counted Recognizes one-digit numerals 0 through 5 Uses language to describe concepts associated with the passing of time Practices good habits of personal safety Provides appropriate information for various situations Is able to use language for different purposes 	<ul style="list-style-type: none"> Practices good habits of personal health and hygiene Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary Participates in classroom music activities Asks to be read to Asks appropriate questions about the book Uses language to describe concepts associated with the passing of time Uses words to rote count from 1 to 20 Recognizes one-digit numerals, 0 through 5 Identifies similarities and differences in characteristics of families Responds to different musical styles through movement and play

Lesson Plans for Choices • Decisiones - Problem Solving (Week 4)				Date	Jan. 8-12	Teacher	Gard 2
Wonderful Word		<i>options, opciones</i>	Character Education	Fairness, <i>Justicia</i> Confidence, <i>Confianza</i>	Technology		ABC and XYZ; Reading Buddy
Literacy	Problem Solving, Oral Language		Letter Knowledge	English-J, j, K, k, V, v Spanish-J, j, K, k, V, v	Math	Patterns (repetition of a designated sequence)	
attitude, cooperate, determined, equal, fair fewer greater		attitude, cooperate, determined, equal, fair, fewer, greater, numeral, opportunity, options, persistent, problem solving, slowpoke, solutions, trial and error, water spout					
Spanish Vocabulary		actitud, colaborar, determinado, igual, justo, menos, más, numeral, oportunidad, opciones, persistente, resolución de problemas, tortuga, soluciones, ensayo y error, canalón					
LESSON COMPONENTS		Day 1	Day 2	Day 3	Day 4	Day 5	
Greeting Circle		<ul style="list-style-type: none"> Building community-Unite "There's a Hole in My Bucket" Morning Message-We will learn about using choices when solving problems Count up to the date on the calendar 	<ul style="list-style-type: none"> Building community-Unite "Humpty Dumpty" Morning Message-Today we will learn about options Sing "The Days of the Week" 	<ul style="list-style-type: none"> Building community-Unite "There's a Hole in My Bucket" Morning Message-Today we will discuss learning from our mistakes. What's the Weather Like Today? 	<ul style="list-style-type: none"> Building community-Unite "Itsy Bitsy Spider" Morning Message-Today we will learn about being persistent Sing "The Months of the Year" 	<ul style="list-style-type: none"> Building community-Unite "The More We Get Together" Morning Message-Today we will discuss how friends work together Repeat the day, month, and the year 	
Moving and Learning		"It Starts in the Heart" • "Nace en el corazón" action song	Hula-hoop challenges	Cooperative Musical Circle • Círculos musicales de colaboración game	"Itsy Bitsy Spider" action song	Cooperative "Humpty Dumpty" • "El Sr. Huevito" stunt	
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)		<ul style="list-style-type: none"> Practice brainstorming solutions to problems <p>Centers</p> <ul style="list-style-type: none"> Sensory Table- Move bubbles by blowing on them Language and Literacy-Retell the story of "Forest Friends" Library and Listening-Listen to read-aloud story <p><i>Charlie Chipmunk's Thoughtful Choices</i> • <i>Las decisiones consideradas de Carlitos</i></p> <ul style="list-style-type: none"> Identify problems that Charlie solves <p>"Forest Friends" • "Los amigos del bosque" story folder</p> <ul style="list-style-type: none"> Read to see how Little Bear solves a problem Develop vocabulary: <i>push</i> and <i>pull</i> 	<ul style="list-style-type: none"> Compare sets same and different, empty and full Stress importance of using senses for problem solving <p>Centers</p> <ul style="list-style-type: none"> ABC-Match magnet letters Language and Literacy-Retell story of "Henny Penny" Library and Listening-Listen to <i>Little Red</i> • <i>Gorrita Roja</i> <p>"Henny Penny" • "La gallina Tina" story folder</p> <ul style="list-style-type: none"> Consider story problems and solutions <p><i>Little Red</i> • <i>Gorrita Roja</i></p> <ul style="list-style-type: none"> Notice how Little Red used her senses to solve problems 	<ul style="list-style-type: none"> Present trial-and-error technique for problem solving Stress importance of using senses for problem solving Practice solving problems <p>Centers</p> <ul style="list-style-type: none"> Gross Motor Area-Order children from tallest to shortest, shortest to tallest Science-Use tools to separate materials <p>"My Aunt Violet" • "Mi tía Violeta" story folder</p> <ul style="list-style-type: none"> Analyze ways to solve Aunt Violet's packing problems <p><i>Shubert's Big Voice</i></p> <ul style="list-style-type: none"> Identify Shubert's problem Consider possible options 	<ul style="list-style-type: none"> List difficult tasks Recognize the importance of persistence <p>Centers</p> <ul style="list-style-type: none"> ABC-Bingo dot the letter V Gross Motor Area-Sequence movement cards and then move Language and Literacy-Retell the story of Itsy Bitsy Spider <p>"Tortoise and the Hare" • La tortuga y la liebre" listening story</p> <ul style="list-style-type: none"> Develop the concept of persistence <p>"Itsy Bitsy Spider" • "La araña chiquitita" story folder</p> <ul style="list-style-type: none"> Identify the spider's problem Recall persistent story characters 	<ul style="list-style-type: none"> Define cooperation in terms of children's experiences "Kilum" listening story <p>Centers</p> <ul style="list-style-type: none"> Creativity Station-Paint a picture with a partner Library and Listening-Listen to read-aloud story Language and Literacy-Sequence story events <p><i>Charlie Chipmunk's Thoughtful Choices</i> • <i>Las decisiones consideradas de Carlitos</i></p> <ul style="list-style-type: none"> Develop concept of choice Talk about Charlie's fair choices <p>"Little Red Hen" • "La gallina roja" story folder</p> <ul style="list-style-type: none"> Identify Little Red Hen's problem Develop concept of cooperation 	
Weekly Learning Centers		<ul style="list-style-type: none"> Fine Motor-Make the letter J using playdough Construction-Build a home for Fanny Frog Science-Move water between two bowls using different tools 	<ul style="list-style-type: none"> Fine Motor-Create a one-to-one correspondence using math manipulatives and the fingers on the right hand Construction-Continue building Fanny's house adding items Science-Experiment with sand using different sizes of funnels 	<ul style="list-style-type: none"> Fine Motor-Work puzzles Construction-Continue building Fanny's house adding items Science-Make a nail dance inside a bottle of water using a magnet 	<ul style="list-style-type: none"> Fine Motor-Make the letter J with feathers Construction-Continue building Fanny's house adding items Science-Match aromas using smell puffs 	<ul style="list-style-type: none"> Fine Motor-Bingo dot an underwater picture Construction-Continue building Fanny's house adding items Science-Scavenger hunt 	

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Math and Science	<ul style="list-style-type: none"> Use cookie models to develop concept of more and less <p>Centers</p> <ul style="list-style-type: none"> Fine Motor-Make an AB pattern with links Math-Compare number of cubes to see who has more 	<ul style="list-style-type: none"> Create a hexagon with hexi snaps Compare number of blocks used to make shapes <p>Centers</p> <ul style="list-style-type: none"> Math-Blow and count bubbles Science-Compare the number of frogs needed to fill a cup 	<ul style="list-style-type: none"> Use one-to-one correspondence to match sets of straws and cups <p>Centers</p> <ul style="list-style-type: none"> Science-Blow and count bubbles Math-Match cards representing the same number 	<ul style="list-style-type: none"> Practice counting Introduce number line <p>Centers</p> <ul style="list-style-type: none"> Math-Make a numeral collage Science-Sort items using sense of touch 	<ul style="list-style-type: none"> Compare sets of cubes using one-to-one correspondence and counting <p>Centers</p> <ul style="list-style-type: none"> Gross Motor Area-Play Cooperative Fill the Cup Llenar el vaso en equipo Math-Compare sets of cubes
Character Education	Conscience Discipline-"Three Nice Mice"	Conscience Discipline-"Your Fingers Are So Sleepy"	Conscience Discipline Ritual-"I Wish You Well"	Conscience Discipline Ritual-"It Starts in the Heart"	Conscience Discipline- "That Was Helpful"
Closing Circle	<ul style="list-style-type: none"> Reflecting on the day-What does it mean to brainstorm? Family Connection-Pretend to be a marching band 	<ul style="list-style-type: none"> Reflecting on the day-What did you learn about using your senses today? Family Connection-Use your senses to predict what you are eating for 	<ul style="list-style-type: none"> Reflecting on the day-How do we learn from our mistakes? Family Connection-How can you use problem solving at home? 	<ul style="list-style-type: none"> Reflecting on the day-What does it mean to never give up? Family Connection-Practice moving like a spider. 	<ul style="list-style-type: none"> Reflecting on the day-How did you cooperate to solve problems? Family Connection-Report kind acts your child preforms
Outdoor Learning	<ul style="list-style-type: none"> Encourage children to experiment with holding a large ball in different positions and tossing it into a box. 	<ul style="list-style-type: none"> See how long children can keep a ball bouncing in the middle of the parachute. Gather ideas prior to starting the game. Stop and assess from time to time. 	<ul style="list-style-type: none"> Play Knots • Los nudos. (p. 199). 	<ul style="list-style-type: none"> Hang a Hula-hoop™ from a tree. Invite children to attempt to toss a Frisbee™ through the hoop. Encourage them to be persistent. Have Tortoise-and-Hare Races. Have two children race from a start to a finish line using different movements. 	<ul style="list-style-type: none"> Play River Crossing • Jueguen a cruzando el río (p. 199).
Learning Goals	<ul style="list-style-type: none"> Is aware of own feelings most of the time Shows understanding by responding appropriately Uses information learned from books by describing, relating, categorizing, or comparing and contrasting Initiates problem-solving strategies and seeks adult help when necessary Shows initiative in independent situations and persists in attempting to solve problems Counts one to five items, with one count per item Counts up to ten items and demonstrates that the last count indicates how many items were counted Uses informal strategies to share or divide up to ten items equally Participates in classroom music activities Shows control of tasks that require small-muscle strength and control Responds to different musical styles through movement and play 	<ul style="list-style-type: none"> Demonstrates coordination and balance in isolation Begins to have meaningful friends Initiates problem-solving strategies and seeks adult help when necessary Describes, observes, and investigates properties and characteristics of common objects Recognizes how much can be placed within an object Counts one to ten items, with one count per item Counts up to 10 items, and demonstrates that the last count indicates how many items were counted Collects data Practices good habits of personal safety Is aware of where own body is in space, respects personal boundaries Sustains attention to personally chosen or routine tasks until they are completed 	<ul style="list-style-type: none"> Begins to understand difference and connection between <i>feelings</i> and <i>behaviors</i> Responds to different musical styles through movement and play Shows initiative in independent situations and persists in attempting to solve problems Asks appropriate questions about the book Counts one to ten items, with one count per item Counts up to ten items, and demonstrates that the last count indicates how many items were counted Practices good habits of personal health and hygiene Describes, observes, and investigates properties and characteristics of common objects Investigates and describes position and motion of objects 	<ul style="list-style-type: none"> Sustains attention to personally chosen or routine tasks until they are completed Demonstrates empathy and caring for others Uses category labels to understand how the words/objects relate to each other Remains focused on engaging group activities for about 15 minutes at a time Coordinates sequence of movements to perform tasks Uses words to rote count from 1 to 20. Counts up to 10 items, and demonstrates that the last count indicates how many items were counted Recognizes one-digit numerals 0 through 5 Uses art as a form of creative self-expression and representation 	<ul style="list-style-type: none"> Demonstrates coordination and balance in isolation Shows competence in initiating social interactions Initiates problem-solving strategies and seeks adult help when necessary Uses information learned from books by describing, relating, categorizing, or comparing and contrasting Asks appropriate questions about the book Assumes various roles and responsibilities as part of a classroom community. Demonstrates empathy and caring for others Takes care of and manages classroom materials Counts 1 to 10 items, with one count per item Counts up to 10 items, and demonstrates that the last count indicates how many items were counted Recognizes and creates simple patterns Provides appropriate information for various situations Demonstrates knowledge of verbal conversational rules

Lesson Plans for Stories and Rhymes • Cuentos y rimas - Nursery Rhymes (Week 1)				Date	Jan. 15-19	Teacher	Gard 2
Wonderful Word		<i>culture, cultura</i>	Character Education	Commitment, <i>Compromiso</i> Loyalty, <i>Lealtad</i>	Technology		Writer's Corner
Literacy	Phonological Awareness (Rhyming)		Letter Knowledge	English-Aa, Bb, Cc, Dd, Ee, Ff Spanish-Aa, Bb, Cc, Dd, Ee, Ff	Math	One to one correspondance	
English Vocabulary		alike, broth, crown, different, fleece, half, hare, injury, mystify part, radiant, tuffet, twinkle, whole, wounds					
Spanish Vocabulary		<i>igual, caldo, corona, diferente, lana, mitad, liebre, lesión, desconcertar, parte, radiante, banquito, brillo, entero, heridas</i>					
LESSON COMPONENTS		Day 1	Day 2	Day 3	Day 4	Day 5	
Greeting Circle		<ul style="list-style-type: none"> Building community-Unite "Nursery Rhyme Rap" Morning Message-Today we will be learning the rhyme "Humpty Dumpty" 	<ul style="list-style-type: none"> Building community-Unite "Heal, Heal" Morning Message-Today we will focus on a Latin American rhyme. 	<ul style="list-style-type: none"> Building community-Unite "Miss Mary Mack" Morning Message-Today we will focus on an African American rhyme 	<ul style="list-style-type: none"> Building community-Unite "The Kite" Morning Message-Today we will focus on a Japanese rhyme. Sing "Months of the Year" 	<ul style="list-style-type: none"> Building community-Unite "Cucarachita Martina" Morning Message-Today we are going to focus on rhymes about 	
Moving and Learning		"Stars and Stripes Forever" with musical eggs	"Ring around the Rosie" • "Ronda de las rositas" singing game	"Miss Mary Mack" clapping game	Dance with streamers to music	Drop the Mitten • Deja caer el mitón game	
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)		<ul style="list-style-type: none"> Match uppercase letters <p>Centers</p> <ul style="list-style-type: none"> Language and Literacy-Listen the nursery rhyme "Peter, Peter, Pumpkin Eater" Fine Motor Skills- Bingo dot the letter A ABC-Match alphabet letters <p>"This Is the House that Jack Built" • "Ésta es la casa que Juan construyó" listening story (p. 196)</p> <ul style="list-style-type: none"> Describe characters Explore cause-and-effect relationships <p>"Peter, Peter, Pumpkin Eater" • "Daniel, Daniel" (Nursery Rhyme • Cuentos infantiles flip chart)</p> <ul style="list-style-type: none"> Compare Jack's house to Peter's pumpkin 	<ul style="list-style-type: none"> Practice the alphabet forwards and backwards <p>Centers</p> <ul style="list-style-type: none"> ABC-Trace initials with cotton swabs and paint Fine Motor Skills-Make spiders with pipecleaner legs Library and Listening-Listen to and retell "Itsy Bitsy Spider" <p><i>Going Down Frog Street A to Z or Abece loco</i></p> <ul style="list-style-type: none"> Enjoy an alphabet story Identify uppercase letters A, B, C, D, E, F <p>"Jack and Jill" • "Juan y Josefina" (Nursery Rhyme • Cuentos infantiles flip chart)</p> <ul style="list-style-type: none"> Use illustrations to predict story action Introduce new vocabulary words 	<ul style="list-style-type: none"> Identify straight lines in alphabet letters <p>Centers</p> <ul style="list-style-type: none"> ABC-Shape M or B with play dough Language and Literacy-Sort buttons by attributes Library and Listening-Listen to and clap with chant <p>"Hey Diddle Diddle" • Hey mentirónsín (Nursery Rhyme • Cuentos infantiles flip chart)</p> <ul style="list-style-type: none"> Distinguish between real and pretend <p>"Little Miss Muffet" or "Arroz con leche" (Nursery Rhyme • Cuentos infantiles flip chart)</p> <ul style="list-style-type: none"> Extend vocabulary 	<ul style="list-style-type: none"> Compare Japanese symbols and alphabet letters <p>Centers</p> <ul style="list-style-type: none"> ABC-Shape letters with string or yarn Language and Literacy-Match uppercase magnet letters Alphabet Corner-Paint Japanese symbols drawn by teacher <p><i>Mysterious Movers • Fuerzas misteriosas</i></p> <ul style="list-style-type: none"> Extend vocabulary Role-play action verbs <p><i>Twinkle, the Little Star • Chispita la estrellita</i></p> <ul style="list-style-type: none"> Extend vocabulary 	<ul style="list-style-type: none"> Retell the story of the three little kittens <p>Centers</p> <ul style="list-style-type: none"> ABC-Match magnetic letters to letters in alphabet book Language and Literacy-Match pairs of mittens Library and Listening- "Three Little Kittens" • "Tres lindos gatitos" <p>"Cucú" • "Ribbit, Ribbit" (<i>Cultural Rhymes</i> flip book)</p> <ul style="list-style-type: none"> Hear a traditional Latin American rhyme <p>"There Was an Old Woman" (<i>Nursery Rhyme • Cuentos infantiles</i> flip chart)</p> <ul style="list-style-type: none"> Compare two stories 	
Weekly Learning Centers		<ul style="list-style-type: none"> Creativity Station-Paint an egg shape drawn by the teacher Pretend and Learn-Build a wall with blocks and explore items that balance Science-Balance a plastic egg on a wall built from blocks 	<ul style="list-style-type: none"> Creativity Station-Discuss safety and paint a stop sign Pretend and Learn-Pretend to treat injuries with brown paper strips Science-Place a pretend first-aid kit in the center and pretend to bandage wounds 	<ul style="list-style-type: none"> Creativity Station-Paint with black tempera paint or draw with white chalk on black construction paper Pretend and Learn-Discuss the elephant that jumped the fence and provide items to toss in the air and watch drop Science-Provide black clothing for children to explore 	<ul style="list-style-type: none"> Creativity Station-Make kites Pretend and Learn-Test the wind direction outside using bubbles Science-Set up a kite stand to sell kites 	<ul style="list-style-type: none"> Creativity Station-Trace hands and design mittens Pretend and Learn-Discuss the role of mittens and hold ice cubes with and without them Science-Provide mittens to match 	

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Math and Science	<ul style="list-style-type: none"> • Compare parts and wholes • Put puzzles together <p>Centers</p> <ul style="list-style-type: none"> • Creativity Station-Divide dough shapes into a specific number of pieces • Science-Sort items by those that break and those that do not 	<ul style="list-style-type: none"> • Practice counting • Introduce parts and wholes <p>Centers</p> <ul style="list-style-type: none"> • Sensory Table-Count squirts needed to fill a container • Math-Measure pieces of string 	<ul style="list-style-type: none"> • Count sounds <p>Centers</p> <ul style="list-style-type: none"> • Sensory Table-Play patterns of notes on xylophone • Gross Motor Area-Hop a specific number of times 	<ul style="list-style-type: none"> • Play a counting game <p>Centers</p> <ul style="list-style-type: none"> • Math-Play "Duck, Duck, Goose" • Science-Mix yellow and red food coloring 	<ul style="list-style-type: none"> • Recognize wholes are collections of parts • Make an AB cube pattern <p>Centers</p> <ul style="list-style-type: none"> • Creativity Station-Make handprint mittens • Math-Match patterned mittens
Character Education	Conscious Discipline Strategy-"Cat's Meow"	Conscious Discipline Strategy-"Huff and Puff"	Conscious Discipline Ritual-"Here is the Beehive"	Conscious Discipline Ritual-"Jack Be Noodle"	Conscious Discipline Ritual-"Mary Had a Little Lamb"
Closing Circle	<ul style="list-style-type: none"> • Reflecting on the day-What shape is Humpty Dumpty? • Family Connection-Recite Humpty Dumpty together. 	<ul style="list-style-type: none"> • Reflecting on the day-Why did Jack fall down the hill? • Family Connection-Look for a first aid kit. 	<ul style="list-style-type: none"> • Reflecting on the day-What is your favorite part of "Miss Mary Mack" • Family Connection-Sing "Miss Mary Mack" 	<ul style="list-style-type: none"> • Reflecting on the day-What colors did you mix to get orange? • Family Connection-Demonstrate gravity 	<ul style="list-style-type: none"> • Reflecting on the day-Why is it important to wear mittens in cold weather? • Family Connection-Practice using your hands as a kite
Outdoor Learning	<ul style="list-style-type: none"> • Play Please Don't Let the Ball Fall • No dejen que la pelota caiga (p. 193). 	<ul style="list-style-type: none"> • Provide first-aid props. Turn bicycles into emergency vehicles. 	<ul style="list-style-type: none"> • Encourage children to Jump the Fence • Saltar la cerca (p. 193). 	<ul style="list-style-type: none"> • Invite children to fly the kites made in the Creativity Station. 	<ul style="list-style-type: none"> • Play Find the Mitten • Busquen el mitón (p. 193).
Learning Goals	<ul style="list-style-type: none"> • Demonstrates empathy and caring for others • Responds to different musical styles through movement and play • 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 • Names at least 5 uppercase letters • Knows that objects or parts of an object can be counted • Recognizes and compares heights or lengths of people or objects • Sorts objects that are the same and different into groups and uses language • Describes, observes, and investigates properties and characteristics of common objects • Investigates and describes position and motion of objects • Describes attributes 	<ul style="list-style-type: none"> • Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary • Practices good habits of personal health and hygiene • Participates in classroom music activities • Retells or reenacts a story after it is read aloud • Uses a wide variety of words to label and describe people, places, things, and actions • Names at least 5 uppercase letters • Knows that objects or parts of an object can be counted • Recognizes and compares heights or lengths of people or objects • Recognizes how much can be placed within an object 	<ul style="list-style-type: none"> • Increasingly interacts and communicates with peers • Responds to different musical styles through movement and play • Demonstrates receptive vocabulary • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Names at least 5 uppercase letters • Shows understanding by following two-step oral directions, and usually follows three-step directions • Knows that objects or parts of an object can be counted • Counts one to ten items, with one count per item • Describes, observes, and investigates properties and characteristics of common objects • Uses a variety of art materials and activities for sensory experience and exploration 	<ul style="list-style-type: none"> • Increasingly interacts and communicates with peers • Begins to understand difference and connection between <i>feelings</i> and <i>behaviors</i> • Shows interest in books • Uses a wide variety of words to label and describe people, places, things, and actions • Identifies similarities among people like himself and classmates, • Knows that objects or parts of an object, can be counted • Counts up to ten items, and demonstrates that the last count indicates how many items were counted • Verbally identifies, without counting, the number of objects from 1 to 5 • Describes, observes, and investigates properties and characteristics of common objects • Investigates and describes position and motion of objects 	<ul style="list-style-type: none"> • Assumes various roles and responsibilities as part of a classroom community • Increasingly interacts and communicates with peers • Asks appropriate questions about the book • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Names at least 5 uppercase letters • Knows that objects or parts of an object can be counted • Demonstrates understanding that when counting, the items can be chosen in any order • Verbally identifies, without counting, the number of objects from one through five • Discusses the roles and responsibilities of community workers • Practices good habits of personal safety • Initiates problem-solving strategies and seeks adult help when necessary

Lesson Plans for Stories and Rhymes • Cuentos y rimas - Traditional Tales (Week 2)					Date	Jan. 22-26	Teacher	Gard 2
Wonderful Word		<i>traditional, tradicional</i>	Character Education	Commitment, Compromiso Loyalty, Lealtad	Technology		Reading Buddy; Sounds and Rhymes	
Literacy	Comprehension and Dramatic Expression		Letter Knowledge	English-Gg, Hh, Ii, Jj, Kk, Ll Spanish-Gg, Hh, Ii, Jj, Kk, Ll	Math	One to One Correspondence		
English Vocabulary		audience, barnyard, carnivore, dress rehearsal, durable, factual, fictional, greedy, longest, original, porridge, shortest, survey, traditional, trowel, version						
Spanish Vocabulary		audiencia, corral, carnívoro, ensayo general, durable, objetivo, ficticio, glotón, el más largo, original, avena, el más corto, encuesta, tradicional, paleta, versión						
LESSON COMPONENTS		Day 1	Day 2	Day 3	Day 4	Day 5		
Greeting Circle		<ul style="list-style-type: none"> Building community-Unite "The Three Bears Rap" Morning Message-This week we will be learning about traditional tales Count up to the date on the calendar 	<ul style="list-style-type: none"> Building community-Unite "Three Pigs" Morning Message-Today we will focus on two tales about three animals Sing "The Days of the Week" 	<ul style="list-style-type: none"> Building community-Unite "Through the Woods" Morning Message-Today we will learn about a big bad wolf. What's the Weather Like Today? 	<ul style="list-style-type: none"> Building community-Unite "Caring Friends" Morning Message-Today we will learn about "The Little Red Hen" Sing "Months of the Year" 	<ul style="list-style-type: none"> Building community-Unite "I'm a Little Brown Acorn" Morning Message-Today we will learn about a chicken who mistakes an acorn for a piece of the sky falling. 		
Moving and Learning		"Goldilocks" • "Ricitos de oro" Walk-on Nursery Rhyme	"One Pink Piglet" • "Un cerdito rosado" action song	What Time Is It, Mr. Wolf? • Sr. Lobo, ¿qué hora es? game	"New Chicken Dance"	"Henny Penny" • "La gallina Tina" dance		
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)		<ul style="list-style-type: none"> Reenact the story of the three bears <p>Centers</p> <ul style="list-style-type: none"> Pretend and Learn-Dress up as three bears and Goldilocks Language and Literacy-Retell the story ABC-Match magnetic uppercase letters <p><i>Three Bears' Rap</i> • <i>El rap de los tres osos</i></p> <ul style="list-style-type: none"> Describe setting Compares Papa Bear and Baby Bear <p>"The Three Bears" • "Los tres osos" story folder</p> <ul style="list-style-type: none"> Compare two versions of the same story 	<ul style="list-style-type: none"> Compare real and make-believe pigs <p>Centers</p> <ul style="list-style-type: none"> Alphabet Corner-Bingo dot the letter G Science-Conduct "blowing" test Creativity Station-Paint pink pigs <p>"Three Billy Goats Gruff" • "Los tres chivos" (<i>Developmental Storybook</i>)</p> <ul style="list-style-type: none"> Discuss character motivation <p>"The Three Pigs" • "Los tres cerditos" (<i>Developmental Storybook</i>)</p> <ul style="list-style-type: none"> Discuss attributes of building materials 	<ul style="list-style-type: none"> Compare two versions of Little Red Riding Hood <p>Centers</p> <ul style="list-style-type: none"> Creativity Station-Paint a picture of a wolf Photo Zone- Activity Cards # 131 Library and Listening-Listen to a story <p><i>Little Red</i> • <i>Gorrita Roja</i></p> <ul style="list-style-type: none"> Discuss wolves Identify factual and fictional information <p>"The Boy Who Cried Wolf" • "El pastor mentiroso" listening story</p> <ul style="list-style-type: none"> Listen for the word wolf in a story Identify lesson (moral) 	<ul style="list-style-type: none"> Identify story characters <p>Centers</p> <ul style="list-style-type: none"> ABC-Find alphabet letters in character names Creativity Station-Make the letter H with feathers Language and Literacy-Listen to story <p>"Little Red Hen" • "La gallinita roja" story folder</p> <ul style="list-style-type: none"> Describe the setting Consider Little Red Hen's decision to eat alone <p>"Little Red" • "Gorrita Roja" story folder</p> <ul style="list-style-type: none"> Compare characters Describe how Little Red uses her senses 	<ul style="list-style-type: none"> Create sound effects for retelling of the story <p>Centers</p> <ul style="list-style-type: none"> Alphabet Corner-Make the letter K tissue paper squares Creativity Story-Make "Turkey Lurkey" handprints Language and Literacy-Change story by eliminating a character <p>"Henny Penny" • "La gallina Tina" story folder</p> <ul style="list-style-type: none"> Discuss story problems <p>"The Gingerbread Boy" • "El muñequito de jengibre" story folder</p> <ul style="list-style-type: none"> Discuss fox's trick Compare Foxy Loxy to this fox 		
Weekly Learning Centers		<ul style="list-style-type: none"> Fine Motor-Invite children to spoon porridge (ice-cream salt) from a pot into small, medium, and large bowls Pretend and Learn-Make Alphabet Soup for Little Miss Muffet using the magnetic letters Gg through Ll. 	<ul style="list-style-type: none"> Fine Motor-Play pick-up sticks (Pig Two's house) Pretend and Learn-Invite children to pretend they live with the troll Construction-Build a home that the wolf can't blow down 	<ul style="list-style-type: none"> Fine Motor-Lacing cards Pretend and Learn-Pretend that Little Red is carrying a basket of magnetic letters to her Grandmother's home Construction-Build a jail cell for the wolf 	<ul style="list-style-type: none"> Fine Motor-Invite children to pretend they are rolling dough for bread Pretend and Learn-Invite children to plant and harvest wheat Construction-Build a farm 	<ul style="list-style-type: none"> Fine Motor-Make a cotton ball sky Pretend and Learn-Invite children to make acorn soup Construction-Reenact the story of Henny Penny using plastic farm animals 		

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Math and Science	<ul style="list-style-type: none"> Match character voices to xylophone pitches Order balls from softest to hardest <p>Centers</p> <ul style="list-style-type: none"> Science-Mix and compare colors Math-Measure and compare the rolls of different balls 	<ul style="list-style-type: none"> Observe and test attributes of different paper squares <p>Centers</p> <ul style="list-style-type: none"> Creativity Station-Blow paint with straws Science-Test force needed to blow over cube towers 	<ul style="list-style-type: none"> Sort objects and explain categories <p>Centers</p> <ul style="list-style-type: none"> Library and Listening-Graphically represent pitch on xylophone Math-Play Shortest Straw game 	<ul style="list-style-type: none"> Play a matching and counting game <p>Centers</p> <ul style="list-style-type: none"> Creativity Station-Stamp a picture of the little red hen and the other animals on the farm Math-Make predictions, order cube towers of different heights 	<ul style="list-style-type: none"> Make cube towers to represent characters in a story scene Identify patterns <p>Centers</p> <ul style="list-style-type: none"> Language and Literacy-Track number of characters in each scene Math-Number puppets
Character Education	<p>Math and Literacy</p> <ul style="list-style-type: none"> Recite "Pease, Porridge Hot" and enjoy a porridge snack 	<p>Science</p> <ul style="list-style-type: none"> Compare weight and buoyancy of different materials 	<p>Health</p> <ul style="list-style-type: none"> Evaluate Little Red's treats in terms of healthy food options 	<p>Science and Math</p> <ul style="list-style-type: none"> Bake bread Discuss role heat plays in helping dough rise 	<p>Science</p> <ul style="list-style-type: none"> Practice observation skills
Closing Circle	<ul style="list-style-type: none"> Reflecting on the day-What was your favorite activity today? Family Connection-Tell the story of "The Three Little Bears" 	<ul style="list-style-type: none"> Reflecting on the day-What did we learn about pigs today? Family Connection-What is your house made of? 	<ul style="list-style-type: none"> Reflecting on the day-What did you learn about wolves today? Family Connection-Share facts about wolves 	<ul style="list-style-type: none"> Reflecting on the day-Was it fair that Little Red Hen didn't share the bread? Family Connection-Talk about baking bread 	<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 play with small, medium, and large balls 	<ul style="list-style-type: none"> Invite children to play Mr. Troll, May I? • Sr. Duende, ¿puedo...? (p. 193) 	<ul style="list-style-type: none"> Encourage children to play What Time Is It, Mr. Wolf? • ¿Sr. Lobo, qué hora es? (p. 194) 	<ul style="list-style-type: none"> Vary the game of Duck, Duck, Goose Pato, pato, ganso by changing the goose to a hen—Duck, Duck, Hen Pato, pato, gallina (p. 193) 	<ul style="list-style-type: none"> Invite children to play a traditional Mexican game, La gallinita ciega The Blind Hen (p. 193)
Learning Goals	<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 Provides appropriate information for various situations Shows interest in books Demonstrates receptive vocabulary Uses category labels to understand how words and objects relate to each other Demonstrates use of location words Recognizes and compares heights or lengths of people or objects Describes, observes, and investigates properties and characteristics of common objects Uses a wide variety of words to label and describe people, places, things, and actions 	<ul style="list-style-type: none"> Is aware of where own body is in space, respects personal boundaries Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal Demonstrates receptive vocabulary Uses information learned from books by describing, relating, categorizing, or comparing and contrasting Asks appropriate questions about the book Is able to use language for different purposes Demonstrates understanding of terms used in the instructional language of the classroom Names at least 5 uppercase letters Child demonstrates use of location Describes, observes, and investigates properties and characteristics of common objects Recognizes and compares weights of objects or people Describes attributes 	<ul style="list-style-type: none"> Demonstrates empathy and caring for others Names at least 5 uppercase letters Uses a wide variety of words to label and describe people, places, things, and actions Shows understanding by responding appropriately Shows interest in books Uses information learned from books by describing, relating, categorizing, or comparing and contrasting Demonstrates receptive vocabulary Demonstrates use of location words Recognizes and compares heights or lengths of people or objects Sorts objects that are the same and different into groups Identifies good habits of nutrition and exercise Asks appropriate questions about the book 	<ul style="list-style-type: none"> Begins to have meaningful friends Participates in classroom music activities Names at least 5 uppercase letters 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 appropriate questions about the book Uses the verbal ordinal terms Identifies equal and unequal sets Describes, observes, and investigates properties and characteristics of common objects Recognizes how much can be placed within an object Investigates and describes sources of energy including light, heat, and electricity 	<ul style="list-style-type: none"> Shows competence in initiating social interactions Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary Participates in classroom music activities Uses information learned from books by describing, relating, categorizing, or comparing and contrasting Asks appropriate questions about the book Demonstrates receptive vocabulary Uses the verbal ordinal terms Uses concrete models or makes a verbal word problem for adding up to five objects Recognizes and creates patterns Describes, observes, and investigates properties and characteristics of common objects Uses information learned from books by describing, relating, categorizing, or comparing and contrasting

Lesson Plans for Stories and Rhymes • Cuentos y rimas - Fairytales (Week 3)					Date	Jan. 29- Feb 2	Teacher	Gard 2
Wonderful Word		<i>magic, mágico</i>	Character Education	Commitment, <i>Compromiso</i> Loyalty, <i>Lealtad</i>	Technology		Words, Words, Words; Extra Reading Buddy	
Literacy	Phonological Awareness—rhyming words		Letter Knowledge	English-Mm, Nn, Oo, Pp, Qq, Rr Span.-Mm, Nn, Ññ, Oo, Pp, Qq, Rr	Math	One to One Correspondence		
English Vocabulary		add, castle, celebration, commitment, customers fairy tale, fewer, leather, magic, mattress, more, palace, pantomime, princess, purchase, setting, summoned, take away						
Spanish Vocabulary		<i>sumar, castillo, celebración, compromiso, clientes, cuentos de hadas, menos, cuero, mágico, colchón, más, palacio, pantomima, princesa, compra, escenario, convocado, quitar</i>						
LESSON COMPONENTS		Day 1	Day 2	Day 3	Day 4	Day 5		
Greeting Circle		<ul style="list-style-type: none"> Building community-Unite "Five Green and Speckled Frogs" Morning Message-Today we will learn about a prince that is turned into a frog. Count up to the date on the calendar 	<ul style="list-style-type: none"> Building community-Unite "A Stomping Giant" Morning Message-Today we will focus on Jack and the Beanstalk Sing "The Days of the Week" 	<ul style="list-style-type: none"> Building community-Unite "Dragon Chase" Morning Message-Today we will learn about giants and dragons What's the Weather Like Today?" 	<ul style="list-style-type: none"> Building community-Unite "Are You Sleeping?" Morning Message-Today we will learn about a princess who slept on 20 mattresses. 	<ul style="list-style-type: none"> Building community-Unite "The Little Elf" Morning Message-Today we will focus on stories about elves Repeat the day, month, and year 		
Moving and Learning		Princess Ball Roll • La bola de la princesa game	Practice giant movements—walk, jump, hop	Create dragon and giant shadows	Who's Got the Pea? • ¿Quién tiene el guisante? game	Boot, Boot, Shoe • Botas, botas, zapato game		
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)		<ul style="list-style-type: none"> Identify fairytale elements in story <p>Centers</p> <ul style="list-style-type: none"> ABC-Put magnet letters in order from A to Z Library and Listening-Listen to a story Creativity Station-Make a magic wand <p><i>The Frog Prince • El príncipe sapo</i></p> <ul style="list-style-type: none"> Discuss main characters Introduce fairytale elements <p>Reagan's Journal • El diario de Reagan</p> <ul style="list-style-type: none"> Develop vocabulary Discuss family celebration 	<ul style="list-style-type: none"> Retell "Jack and the Beanstalk" in a story circle <p>Centers</p> <ul style="list-style-type: none"> ABC-Match uppercase letters Library and Listening-Retell story with story props Creativity Station- Paint a frog <p><i>The Frog Prince • El príncipe sapo</i></p> <ul style="list-style-type: none"> Discuss story setting Notice Frog's actions reveal his character <p>"Jack and the Beanstalk" • Juan y los frijoles mágicos" story folder</p> <ul style="list-style-type: none"> Discuss story setting Compare castles in two stories 	<ul style="list-style-type: none"> Compare fairytales Identify real and make-believe elements in the story <p>Centers</p> <ul style="list-style-type: none"> Creativity Station-Decorate a dragon Library and Listening-Listen to story Alphabet Zone-Go on a letter M hunt around Creme <p>"Odon, the Giant" • "Odón, el gigante" listening story</p> <p>"Kilum" • "Kilum" listening story</p> <ul style="list-style-type: none"> Develop vocabulary Compare make-believe world to real world 	<ul style="list-style-type: none"> Reenact queen's mattress test <p>Centers</p> <ul style="list-style-type: none"> Creativity Station-Design a bedcover Library and Listening-Listen to a story Language and Literacy-Retell story with story props <p>"The Princess and the Pea" • "La princesa y el guisante" story folder</p> <ul style="list-style-type: none"> Identify characters in story Develop vocabulary <p><i>The Frog Prince • El príncipe sapo</i></p> <ul style="list-style-type: none"> Compare princesses 	<ul style="list-style-type: none"> Think about how shoes protect feet <p>Centers</p> <ul style="list-style-type: none"> Pretend and Learn-Sort and display shoes in store Creativity Station-Decorate a picture of a shoe house Language and Literacy-Retell story with story props <p>"The Shoemaker and the Elves" • "El zapatero y los duendes" story folder</p> <ul style="list-style-type: none"> Identify and compare parts of shoes <p>"The Sweet Mother Who Lives in a Shoe" • "La señora que vive en un zapato" listening story</p> <ul style="list-style-type: none"> Compare nursery rhymes 		
Weekly Learning Centers		<ul style="list-style-type: none"> Construction-Build small bed for the frog so he doesn't have to sleep on the princess's pillow Fine Motor-Encourage children to sort frogs by size Creativity Station-Paint a ball for the princess 	<ul style="list-style-type: none"> Construction-Construct a cage for the golden goose Fine Motor-Play Is the Giant Asleep? • ¿Está dormido el gigante? Creativity Station-Provide green paint and invite children to paint beanstalks 	<ul style="list-style-type: none"> Construction-Design and build a maze for Bunny Foo Foo's mice Fine Motor-Challenge children to stack the giant's gold coins (paper cut outs) Creativity Station-Show them how to make mice from their fingerprints 	<ul style="list-style-type: none"> Construction-Build a bed for the princess so she doesn't have to sleep on so many mattresses Fine Motor-Explore pebbles in socks Creativity Station-Create pebble prints 	<ul style="list-style-type: none"> Construction-Build a bench for the shoemaker Fine Motor Skills-Paint with shoe laces Creativity Station-Invite children to decorate a pair of shoes 		

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Math and Science	<ul style="list-style-type: none"> Introduce addition and subtraction with concrete models <p>Centers</p> <ul style="list-style-type: none"> Math-Match frog counters to number written on the white board Math-Frogs and Lily pads. Match the number of frogs to the number on the bottom of the lilly pad 	<ul style="list-style-type: none"> Estimate number of cubes in a grab <p>Centers</p> <ul style="list-style-type: none"> Science-Plant bean seeds Gross Motor Area-Toss beanbags and score throws 	<ul style="list-style-type: none"> Play Catch and Compare • Atrapa y compara <p>Centers</p> <ul style="list-style-type: none"> Pretend and Learn-Match scooped cotton balls to dot card Math-Build towers with color cubes 	<ul style="list-style-type: none"> Count to 10 Use dot cube to make towers of 10cubes <p>Centers</p> <ul style="list-style-type: none"> Sensory Table-Use play dough and pebbles for counting game Science-Compare "covering" attributes of different materials 	<ul style="list-style-type: none"> Use cubes to make patterns <p>Centers</p> <ul style="list-style-type: none"> Math-Create patterns with color cubes Science-Use mirrors to make reflections
Character Education	Conscious Discipline Ritual-"Wonderful Woman"	Conscious Discipline Song-"All Together"	Conscious Discipline Song-"The Shubert Shuffle"	Conscious Discipline Song-"Caring Friends"	Conscious Discipline Activity-"Get Ready!"
Closing Circle	<ul style="list-style-type: none"> Reflecting on the day-What did you learn about frogs today? Family Connection-Move like a frog 	<ul style="list-style-type: none"> Reflecting on the day-What was your favorite story today? Family Connection-Look for beans in the kitchen 	<ul style="list-style-type: none"> Reflecting on the day-What was your favorite story about a giant? Family Connection-Move like a giant 	<ul style="list-style-type: none"> Reflecting on the day-How do you think it would feel to sleep on a pea? Family Connection-Tell the story of "The Princess and the Pea" 	<ul style="list-style-type: none"> Reflecting on the day-What did you learn about shoes today? Family Connection-See how many different types of shoes you have at home
Outdoor Learning	<ul style="list-style-type: none"> Teach the children how to play Leap Frog • Salta la rana or set them up to do Frog Jumps • Salta la rana (p. 193). 	<ul style="list-style-type: none"> Play Grab the Goose • Atrapa el ganso (p.193) 	<ul style="list-style-type: none"> Invite children to play Duck, Duck, Goose • Pato, pato, ganso (p. 193) 	<ul style="list-style-type: none"> Draw a hopscotch grid. Encourage children to use the princess's pea (a pebble) as a marker 	<ul style="list-style-type: none"> Provide chalk and invite children to trace around their shoe
Learning Goals	<ul style="list-style-type: none"> Is aware of where own body is in space; respects personal boundaries Shows competence in initiating social interactions Coordinates sequence of movements to perform tasks 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 Demonstrates receptive vocabulary Shows interest in books 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 5 objects 	<ul style="list-style-type: none"> Assumes various roles and responsibilities as part of a classroom community Coordinates sequence of movements to perform tasks Uses information learned from books by describing, relating, categorizing, or comparing and contrasting Provides appropriate information for various situations Demonstrates understanding that when counting, the item can be chosen in any order Verbally identifies, without counting, the number of objects from 1 to 5 Identifies good habits of nutrition and exercise Uses a wide variety of words to label and describe people, places, things, and actions 	<ul style="list-style-type: none"> Is aware of where own body is in space; respects personal boundaries Increasingly interacts and communicates with peers Investigates and describes sources of energy including light, heat, and electricity Uses category labels to understand how words and objects relate to each other Asks and answers appropriate questions about the book Demonstrates receptive vocabulary 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 Verbally identifies, without counting, the number of objects from 1 to 5 Uses concrete models for adding up to five objects Uses art as a form of creative self-expression and representation 	<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 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 Uses a large speaking vocabulary, adding several new words daily Uses words to rote count from 1 to 10 Counts 1 to 5 items, with one count per item Demonstrates use of location words Identifies equal and unequal 	<ul style="list-style-type: none"> Increasingly interacts and communicates with peers Assumes various roles and responsibilities as part of a classroom community Names at least 5 uppercase letters Uses a large speaking vocabulary, adding several new words daily Asks appropriate questions about the book Practices good habits of personal safety Provides appropriate information for various situations Sorts objects that are the same and different into groups Verbally identifies, without counting, the number of objects from one to five Uses concrete models for adding up to five objects Recognizes and creates patterns