

| Lesson Plans for Choices • Decisiones - Problem Solving (Week 2) | | | | Date | Jan 8-12 | Teacher | Crème Prep |
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| Wonderful Word | options, <i>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 | Comparing Sets, One-to-One Correspondence | |
| English Vocabulary | 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 | <p>Unite: Teach children a few verses of " Frog went a courtin" (p.182). Explain this song is a ballad. A ballad is a song that tells a story. Tell children that they will continue learning about stories and rhymes. This week they will continue learning about stories and rhymes. Disengage the stress response: Tell children that frog and Miss Mousie need some help blowing balloons up for their wedding. Invite children to practice balloon (p. 168) so they can be ready to help. Connect: Ask children to share their experiences teaching their family members " Wonderful Woman" Review " Row, Row, Row your boat" (p.178). Commit: Implement the safe keeper ritual and daily commitment ritual. • Building community</p> <p>• Morning Message: Frogie asked Miss Mousie to be his bride.</p> | <p>unite:Tell children that today's story is a latin American ballad called " The Ballad of Sir Cat" (p.192). Invite children to sing along with the ballad in spanish or english. Disengage the stress response: Tell children cat's meow (p.168) calming strategy. Demonstrate getting down on all fours like a cat. Connect: Play " All together" (p.173). Demonstrate the actions as children sing along. Point out that this song is in English and spanish just like the ballad they are learning about today. Commit: implement the safe keeper ritual and the daily commitment ritual. • Building community</p> <p>• Morning Message: which words rhyme with cat?</p> | <p>Unite: sing a few verses of " theres a hole in my bucket" (p.194). Point out that Liza and Henry don't give up. Disengage the stress response: point out that children have a collection of calming strategies they have learned this year. since we are talking about testing solutions, they can think about which calming strategy they feel works best for them. connect: Play:" That was helpful" (p. 180). practice the clapping pattern in groups of three or four children. Commit: implement the safe keeper ritual and daily commitment. • Building community</p> <p>• Morning Message: Justin used trial and error.</p> | <p>Unite: Sing " Itsy Bitsy" (p.192). Point out that spider didn't give up. Tell children they will continue learning about problem solving. today they will learn about being persistent. Disengage the stress response: encourage children to choose a calming strategy and perform it. connect: play " I Wish you well" (p.178) explain that when you are upset with someone , it is helpful to wish that person well.Commit: implement the safe keeper ritual and daily commitment. • Building community</p> <p>• Morning Message: kids keep working!</p> | <p>unite: Sing " The more we work together" (p.186). Give examples of how working together makes work easier (cleaning up the room, building). Today children will learn about how some problems are solved more easily when they work together. disengage the stress response: divide the class into three groups. challenge each group to work cooperatively to create a group handshake. connect: use fanny frog to help implement the absent child ritual. Commit: implement the safe keeper ritual and daily commitment. • Building community</p> <p>• Morning Message: we value cooperation.</p> | | |
| 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) | <p>Journal: practice writing first and last name. • Practice brainstorming solutions to problems</p> <p>• Vote for problem-solving <i>options</i></p> <p>Centers</p> <ul style="list-style-type: none"> • Sensory Table-Think of ways to move a floating lid • Language and Literacy-Retell the story of "Forest Friends" • Library and Listening-Listen to read-aloud story | <p>Journal: cat rhymes with• Compare sets same and different, empty and full</p> <ul style="list-style-type: none"> • Stress importance of using senses for problem solving <p>Centers</p> <ul style="list-style-type: none"> • ABC-Play a game with alphabet letters • Language and Literacy-Retell story of "Henny Penny" • Library and Listening-Listen to <i>Little</i> | <ul style="list-style-type: none"> • Present trial-and-error technique 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 • Language and Literacy-Retell story, pack a box | <ul style="list-style-type: none"> • List difficult tasks • Recognize the importance of persistence <p>Centers</p> <ul style="list-style-type: none"> • ABC-Copy word with magnetic letters • Gross Motor Area-Sequence movement cards and then move • Language and Literacy-Retell the story of Itsy Bitsy Spider | <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-Create a cooperative mural • Library and Listening-Listen to read-aloud story • Language and Literacy-Sequence story events | | |

| LESSON COMPONENTS | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
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| | <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 Think of ways to solve similar classroom problems <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 | <p>"Henny Penny" • "La gallina Tina" story folder</p> <ul style="list-style-type: none"> Consider story problems and solutions Listen for rhyming <p><i>Little Red • Gorrita Roja</i></p> <ul style="list-style-type: none"> Notice how Little Red used her senses to solve problems | <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 Apply strategies to classroom problem <p><i>Shubert's Big Voice</i></p> <ul style="list-style-type: none"> Identify Shubert's problem Consider possible options | <p>"Tortoise and the Hare" • La tortuga y la liebre" listening story</p> <ul style="list-style-type: none"> Develop the concept of persistence Role-play the story <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 | <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 gallinita 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-Use different tools to move birdseeds into a bowl 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 using the backs of the pieces 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-Teach children how to finger crochet Construction-Continue building Fanny's house adding items Science-Match aromas using smell puffs | <ul style="list-style-type: none"> Fine Motor-Cover an underwater picture with attribute buttons Construction-Continue building Fanny's house adding items Science-Scavenger hunt |
| 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-Match a set of nuts and bolts Math-Compare number of cubes to see who has more | <ul style="list-style-type: none"> Create a hexagon with pattern blocks 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 | Talk about the meaning of confidence. Explain that when your problem solving you have to have confidence in your work. | Conscious Discipline: practice the shubert shuffle and add your own moves to it. | Practice saying your address. | As a class act out scenarios that have to do with problem solving. | PATHS: talk about what it means to be calm or relaxed. What is the difference between the words. |
| 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 experiment with holding a large ball in different positions and tossing it into a box. | 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. | Play Knots • Los nudos. (p. 199). | 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. | Play River Crossing • Jueguen a cruzando el río (p. 199). |

| LESSON COMPONENTS | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
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| <p>Learning Goals</p> | <ul style="list-style-type: none"> • Is aware of own feelings most of the time • Shows understanding by responding appropriately • Recognizes at least 20 letter sounds • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Demonstrates understanding in a variety of ways or knowing the meaning of three to four thousand words, many more than he or she uses • Uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order • Engages in voting as a method for group decision making • 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 ten 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 • Uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement • 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 and organizes it in a graphic representation • 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 • Recognizes at least 20 letter sounds • Shows initiative in independent situations and persists in attempting to solve problems • Combines words to make a compound word • Uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order • Asks and answers 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 • Identifies, compares, discusses earth materials and their properties and uses | <ul style="list-style-type: none"> • Sustains attention to personally chosen or routine tasks until they are completed • Demonstrates empathy and caring for others • Produces the correct sounds for at least ten letters • Retells or reenacts a story after it is read aloud • Uses category labels to understand how the words/objects relate to each other • Remains focused on engaging group activities for about 20 minutes at a time • Coordinates sequence of movements to perform tasks • Uses words to rote count from 1 to 30. • Counts up to 10 items, and demonstrates that the last count indicates how many items were counted • Recognizes one-digit numerals 0 through 9 • Uses art as a form of creative self-expression and representation • Uses some appropriate writing conventions when writing or giving dictation | <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 and answers 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 patterns • Provides appropriate information for various situations • Demonstrates knowledge of verbal conversational rules • Uses some appropriate writing conventions when writing or giving dictation |

| Lesson Plans for Stories and Rhymes • Cuentos y rimas - Nursery Rhymes (Week 3) | | | | Date | January 15th-19 | Teacher | Crème prep |
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| Wonderful Word | | <i>culture, cultura</i> | Character Education | Commitment, Compromiso Loyalty, Lealtad | 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 | Counting, Whole-Part Relationship | |
| 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 | | <p>Unite: Sing along with "Nursery Rhyme Rap" (p. 181) or other nursery rhymes. Tell children that nursery rhymes are short, rhyming poems or song. This week they will be learning about nursery rhymes. Today they will focus on Mother Goose rhyme, "Humpty Dumpty". Disengage the stress response: Invite children to choose a calming strategy and perform it. Connect: use fanny frog to help implement the absent child ritual and the welcome back ritual. Interview children about their experiences teaching their families the "Humpty Dumpty". Recite the original version of "Humpty Dumpty" (p. 185) and then the cooperative version (p.171). Commit: implement the safe keeper ritual and the daily commitment ritual. Ask children to make a commitment to work with others to solve problems today, just as the queens horses and kings men did. • Building community</p> <p>• Morning Message: Humpty dumpty sat on a wall.Humpty dumpty had a great fall.</p> | <p>Unite: Sing along with "Nursery Rhyme Rap" (p. 181). Recite "Heal, Heal" (p.186). Ask children they will continue to learning about nursery rhymes. Today they will focus on "Heal, Heal", which is a rhyme from Latin America. Disengage the stress response: Invite children to choose a calming strategy and implement it. Connect: Use fanny frog to help implement the absent child ritual and the welcome back ritual. Invite children to sing and perform the movements to "Twinkle, Twinkle, Little Star" (p.178). with partners. Commit: Implement the safe keeper ritual and the daily commitment ritual. • Building community</p> <p>• Morning Message: Jack and Jill went up the hill.</p> | <p>Unite: Sing "Nursery Rhyme Rap" (p.181) or songs from the nursery rhyme CD. Today they will focus on a rhyme that is believed to African American, "Miss Mary Mack." Disengage the stress response: Invite children to choose a calming strategy and implement it. Connect: Use fanny frog to help implement the absent child ritual and welcome back ritual. Tell children there are several nursery rhymes that use the name Mary. They are going to learn a nursery rhyme about one Mary and her lamb. Tell children "Mary had a little lamb" (p.170). Commit: implement the safe keeper ritual and daily commitment ritual. Morning message: Miss Mary Mack wears black.</p> | <p>Unite: Sing "Nursery Rhyme Rap" (p.181) or songs from the nursery rhyme CD. Tell children they will continue to learn about nursery rhymes. Today they will focus on Japanese rhyme called "The Kite." Disengage the stress response: tell children they are going to pretend their hands are kites. Their arms will be string of kites, and they will use their breath to create air for the kites. Demonstrate. Place your right hand, palm up, in front of your mouth and exhale to create air. Move your kite (hand) up toward the left side of your body and fly your kite from the left to right across your body. Now inhale and slowly lower your kite (hand). Connect: use fanny frog to help implement the absent child ritual and the welcome back ritual. • Building community</p> <p>Commit: implement the safe keeper ritual and daily commitment ritual. • Building community</p> <p>• Morning Message: Kites are rising in the sky</p> | <p>Unite: Sing along with "Nursery Rhyme Rap." Tell children today they will be focusing on rhymes about animals. Disengage the stress response: Encourage children to get into a crawling position and move like a kitten- slink, arch and stretch. Connect: Use fanny frog to help implement the absent child ritual and the welcome back ritual. Invite children to sing and move to "Get ready!" (p.174). Review the words and then the movements that accompany the song. Explain that the activities in this song help our brains be able to focus and concentrate. Commit: Implement the safe keeper ritual and daily commitment ritual. • Building community</p> <p>• Morning Message: Three little kittens lost their mittens.</p> | |
| Moving and Learning | | "Stars and Stripes Forever" with musical eggs | | "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) | | <p>Journals: fill in blank. Humpty Dumpty sat on _____. • Analyze and produce rhyming words</p> <p>Centers</p> <ul style="list-style-type: none"> • Language and Literacy-Match objects to create rhyming pairs • Library and Listening- Match pairs of sounds • ABC-Match alphabet letters | <ul style="list-style-type: none"> • Work with rhyming words <p>Centers</p> <ul style="list-style-type: none"> • ABC-Write with cotton swabs and paint • Language and Literacy-Match rhyming word cards • Library and Listening-Listen to and retell "Itsy Bitsy Spider" | <p>Journals: Miss mary mack wears _____. • Identify letter at beginning of alliterative phrases</p> <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 | <ul style="list-style-type: none"> • Learn parts of a kite • 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 rhyming words • Writer's Corner-Paint Japanese symbols | <ul style="list-style-type: none"> • Analyze the rhyming words <i>mitten</i> and <i>kitten</i> • 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-Retell "Three Little Kittens" • "Tres lindos gatitos" | |

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| | <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"> Identify and produce rhyming words Compare Jack's house to Peter's pumpkin | <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 | <p>"Hey Diddle Diddle" • Hey mentirónsín (Nursery Rhyme • Cuentos infantiles flip chart)</p> <ul style="list-style-type: none"> Distinguish between real and pretend Produce rhyming words <p>"Little Miss Muffet" or "Arroz con leche" (Nursery Rhyme • Cuentos infantiles flip chart)</p> <ul style="list-style-type: none"> Extend vocabulary | <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 Recognize that author is telling a story | <p>"Cucú" • "Ribbit, Ribbit" (Cultural Rhymes flip book)</p> <ul style="list-style-type: none"> Hear a traditional Latin American rhyme Produce rhyming words <p>"There Was an Old Woman" (Nursery Rhyme • Cuentos infantiles flip chart)</p> <ul style="list-style-type: none"> Compare two stories Identify rhyming words in story |
| Weekly Learning Centers | <ul style="list-style-type: none"> Creativity Station-Use stencils to draw an egg shape 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 make a poster 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 |
| Math and Science | <ul style="list-style-type: none"> Compare parts and wholes Put egg 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-Cut a string into two equal-sized pieces. | <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 spaces | <ul style="list-style-type: none"> Play a counting game <p>Centers</p> <ul style="list-style-type: none"> Creativity Station-Make a two-color part-to-whole wheel Science-Mix yellow and red food coloring | <ul style="list-style-type: none"> Recognize wholes are collections of parts Use pattern blocks to help solve a problem <p>Centers</p> <ul style="list-style-type: none"> Creativity Station-Make handprint mittens Math-Match patterned mittens |
| Character Education | PATHS: sharing and caring 1 | Practice writing your phone numbers. | Conscious Discipline: Practice belly breathing. | Students will be able to Talk about Martin Luther king and understand why he was an important person around the world. | Talk about civil rights and how Dr. Martin Luther King Jr. had something to do with it. |
| 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"> 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). |

| LESSON COMPONENTS | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|------------------------------|--|---|--|---|--|
| <p>Learning Goals</p> | <ul style="list-style-type: none"> • Demonstrates empathy and caring for others • Produces a word that rhymes with a given word • 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 20 upper- and at least 20 lowercase letters • Recognizes at least 20 letter sounds • 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 20 upper and at least 20 lowercase letters • Produces a word that rhymes with a given word • 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 to initiate pretend-play scenarios that share a common plan and goal • Responds to different musical styles through movement and play • Produces a word that rhymes with a given word • Demonstrates receptive vocabulary (three to four thousand words) • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Produces a word that begins with the same sound as a given pair of words • Names at least 20 upper- and at least 20 lowercase 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 • Demonstrates that the order of the counting sequence is always the same • 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 to initiate pretend-play scenarios that share a common plan and goal • Begins to understand difference and connection between <i>feelings</i> and <i>behaviors</i> • Produces a word that rhymes with a given word • Shows interest in books • Seeks to understand print • Uses a wide variety of words to label and describe people, places, things, and actions • Identifies similarities among people like himself and classmates, as well as between himself and people from other cultures • 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 • Demonstrates coordination and balance in isolation | <ul style="list-style-type: none"> • Assumes various roles and responsibilities as part of a classroom community • Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal • Creates or recreates stories, moods, or experiences through dramatic representations • Asks and answers appropriate questions about the book • Produces a word that rhymes with a given word • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Names at least 20 upper- and at least 20 lowercase letters • Retells or reenacts a story after it is read aloud • 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 4) | | | | Date | January 22-26th | Teacher | Crème prep |
|--|---------------------------------------|--|--|---|---|--|----------------------------------|
| 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 | Measurement, Ordering by Attributes | |
| 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 | | <p>Unite: Teach children to sing " Three Bears Rap" (p.179). Tell children that this week they will be learning about some of their favorite stories. They will be learning about traditional tales. These are stories that have been around a long time. These are stories that there grandparents will know. Today they will focus on the traditional tale " The Three Bears." Disengage the stress response: Invite children to choose a calming strategy and implement it. Connect: Use fanny frog to help implement the absent child ritual and the welcome back ritual. Introduce " Here is the beehive" (p.170). Teach the words and then the movements. Encourage children to perform the activity with a partners to switch roles. Commit: implement the safe keeper ritual and the daily commitment ritual. • Building community</p> <p>• Morning Message: The three bears sat on chairs.</p> | <p>Unite: Sing " Three Pigs" (p.181) or invite children to sing along with " Three Bears' Rap" Today we will focus on two stories about three animals " The three pigs" and " The three billy goats Gruff." Disengage the stress response: Teach children " Huff and Puff" (p.168) calming strategy. Tell children that today they are going to pretend they are workers like the ones in the story of the " Three little pigs." Connect: Use fanny frog to implement the absent child ritual and the welcome back ritual. Invite children to participate in the " Three nice mice" (p.175). Point out that this story is about three animals just like the other stories we have heard. Commit: implement the safe keeper ritual and the daily commitment ritual. • Building community</p> <p>• Morning Message " Who huffs and puffs and blows houses down?"</p> | <p>Unite: Sing " Through the woods" (p.183). Tell children that today they will hear another story about a wolf. This time the wolf will try to eat a little girl named Red. Disengage the stress response: Repeat the " Huff and Puff" (p.168) calming strategy from yesterday. Connect: Use fanny frog to help implement the absent child ritual or welcome back ritual. Play " I wish you well" (p.175). Encourage children to work with partners. Commit: Implement the safe keeper ritual and daily commitment ritual. • Building community</p> <p>• Morning Message: Little red sat on the high bed.</p> | <p>Unite: Sing " caring friends" (p.174). Ask children about things they help friends do. Encourage them to think of a friend they know they can count on. Today children will learn about " The little red hen" and her unhelpful friends. Disengage the stress response: Invite children to choose a calming strategy and implement it. Connect: Use fanny frog to help implement the absent child ritual and welcome back. Play " people to people" (p.177). Review the actions prior to listening to song. Commit: implement the safe keeper ritual and daily commitment ritual. • Building community</p> <p>• Morning Message: Little red hen can count to ten.</p> | <p>unite: sing " I'm a little acorn" (p.180). Show children an acorn, if available. Tell children that they will continue learning about traditional tales. Disengage the stress response: Tell children that in the story "Henny Penny" the hen gets emotional and forgets to calm down before she starts her journey to see the king. Connect: use fanny frog to help implement the absent child ritual and welcome back ritual. Invite children to select a partner and exchange a pinky hug greeting. Commit: implement the safe keeper ritual and daily commitment ritual. • Building community</p> <p>• Morning Message: Henny Penny and Goosey loosey went to find the king.</p> | |
| 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 Lanaguage, Phonics, Handwriting, Read Aloud) | | <p>Journals: The three little bears sat on_____. • Reenact the story of the three bears with emphasis on sound effects</p> <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 letters to letter cards | <ul style="list-style-type: none"> • Compare real and make-believe pigs <p>Centers</p> <ul style="list-style-type: none"> • Writer's Corner-Label pictures as fiction or factual • Science-Conduct "blowing" test • Creativity Station-Paint pink pigs | <p>Journals: My favorite nursery rhyme is_____. • Compare two versions of Little Red Riding Hood</p> <ul style="list-style-type: none"> • Determine most significant differences <p>Centers</p> <ul style="list-style-type: none"> • Creativity Station-Sequence story events • Language and Literacy-Create a new version of a story • Library and Listening-Listen to a | <ul style="list-style-type: none"> • Identify story characters • Create story pyramid <p>Centers</p> <ul style="list-style-type: none"> • ABC-Find alphabet letters in character names • Creativity Station-Create a new story character • Language and Literacy-Retell a story | <p>Journals: reflect on the week. • Analyze rhyming character names</p> <ul style="list-style-type: none"> • Create sound effects for retelling of the story <p>Centers</p> <ul style="list-style-type: none"> • Writer's Corner-Copy character names • Creativity Story-Paint a story setting • Language and Literacy-Change story by eliminating a character | |

| LESSON COMPONENTS | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|--------------------------------|---|--|--|--|---|
| | <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 | <p>"Three Billy Goats Gruff" • "Los tres chivos" (<i>Developmental Storybook</i>)</p> <ul style="list-style-type: none"> Discuss character motivation Think of alternative endings <p>"The Three Pigs" • "Los tres cerditos" (<i>Developmental Storybook</i>)</p> <ul style="list-style-type: none"> Discuss attributes of building materials Consider characters' commitments | <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) | <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 | <p>"Henny Penny" • "La gallina Tina" story folder</p> <ul style="list-style-type: none"> Identify rhyme in character names 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-Challenge children to tie up a stuffed animal wolf with ribbons 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-Have children take their shoes off and try to pick up acorns or marbles with their toes Pretend and Learn-Invite children to make acorn soup Construction-Reenact the story of Henny Penny using plastic farm animals |
| 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 Order Anglegs by size <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 Tally results to a survey question about Little Red Hen <p>Centers</p> <ul style="list-style-type: none"> Writer's Corner-Create a picture graph 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-Order dot cards and represent numbers with cubes |
| 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 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 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) |

| LESSON COMPONENTS | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|------------------------------|--|---|--|--|---|
| <p>Learning Goals</p> | <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 • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Demonstrates receptive vocabulary (three to four thousand words) • Uses category labels to understand how words and objects relate to each other • Retells or reenacts a story after it is read aloud • Creates or recreates stories, moods, or experiences through dramatic representations • 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 • Collects data and organizes it in a graphic representation | <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 (three to four thousand words) • Retells or reenacts a story after it is read aloud • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Asks and answers 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 20 upper and 20 lowercase letters • Uses the verbal ordinal terms • 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 • Produces a word that rhymes with a given word • Names at least 20 upper- and at least 20 lowercase 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 an understanding that others have perspectives and feelings that are different from her own • Demonstrates receptive vocabulary (three to four thousand words) • 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 and uses language to describe how the groups are similar and different • Identifies good habits of nutrition and exercise • Asks and answers appropriate questions about the book | <ul style="list-style-type: none"> • Begins to have meaningful friends • Participates in classroom music activities • Names at least 20 upper- and at least 20 lowercase 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 and answers appropriate questions about the book • Combines sentences that give detail, stays on topic, and clearly communicates • Engages in voting as a method for group decision making • Uses the verbal ordinal terms • Identifies equal and unequal sets • Collects data and organizes it in a graphic representation • 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 and answers appropriate questions about the book • Demonstrates receptive vocabulary (three to four thousand words) • Retells or reenacts a story after it is read aloud • Creates or re-creates stories, moods, or experiences through dramatic representations • Produces a word that rhymes with a given word • 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 | Crème prep |
|---|--------------------------------------|---|---|---|--|---|--|------------|
| Wonderful Word | | <i>magic, mágico</i> | Character Education | Commitment, Compromiso Loyalty, Lealtad | 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 | Number and Operation | | |
| English Vocabulary | | add, castle, celebration, commitment, customers fairy tale, fewer, leather, magic, mattress, more, palace, pantomime, princess, purchase, setting, summoned, take away | | | | | | |
| Spanish Vocabulary | | sumar, castillo, celebración, compromiso, clientes, cuentos de hadas, menos, cuero, mágico, colchón, más, palacio, pantomima, princesa, compra, escenario, convocado, quitar | | | | | | |
| LESSON COMPONENTS | | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | | |
| Greeting Circle | | <p>Unite: Sing " Five little speckled frogs" (p. 181). Tell the children that today they will hear a story about a prince who was turned into a frog. Explain that this week they will learn about fairy tales. Fairy tales are full of magic.</p> <p>Disengage the stress response: demonstrate and then invite the children to swim like frogs in slow motion. As they move their arms from in front of their bodies to beside their bodies, have them lift their head and inhale. When they bring their arms back in front of them, have them slowly exhale.</p> <p>Connect: Use fanny frog to help implement the absent child ritual and welcome back ritual. Ask children about their experience teaching family members the animal greeting.</p> <p>Commit: Implement the safe keeper ritual and daily commitment ritual. Remind the children that when they do the safe keeper ritual they are making commitments to help keep the classroom safe. • Building community</p> <p>• Morning Message: Today we will read about a frog prince.</p> | <p>Unite: Teach the children to sing " A stomping Giant" (p. 178). Tell children that they will continue to learn about fairytales today and they will revisit " Jack and the beanstalk." Disengage the stress response: Encourage children to breathe like a giant. Inhale a big gulp of air and slowly exhale the big gulp of air. Take several giant breaths. Connect: Use fanny frog to help implement the absent child ritual and welcome back ritual. Review the words and actions to " Jack be Noodle" (p.170). Commit: implement the safe keeper ritual and daily commitment ritual. • Building community</p> <p>• Morning Message: Jack climbed the beanstalk more than once.</p> | <p>Unite: Teach the children " Dragon chase" (p. 193). Tell the children that today they will review what they have learned about giants and dragons and learn about more fairytales.</p> <p>Disengage the stress response: encourage children to demonstrate how a dragon might stretch when he wakes up in the morning. connect: use fanny frog to help implement the absent child ritual and welcome back ritual. commit: implement the safe keeper ritual and daily commitment ritual. • Building community</p> <p>• Morning Message: once upon a time in dragon land dragons ruled.</p> | <p>Unite: Teach children" Three tricky turtles" (p.183). Tell children that they will hear two stories about turtles. In both stories the turtles are tricky. Today children will focus on fables. Fables are stories that teach a lesson- they have a moral. Disengage the stress response: Implement bunny breathing (p. 168). Connect: Use fanny frog to help implement the absent child ritual and the welcome back ritual. Invite children to sing along and move with " caring friends" (p.174). Commit: implement the safe keeper ritual and the daily commitment ritual. Ask children to make a commitment to be loyal to their friends today. • Building community</p> <p>• Morning Message: Will the tortoise win the race?</p> | <p>Unite: Teach children " Johnny appleseed"(p.180). Explain that johnny appleseed is a character from a tall tale. Tall tales are exaggerated stories. Tell children they will continue learning about stories. Today they will focus on tall tales. Disengage the stress response: Invite children to do apple picker stretches. Connect: Use fanny frog to help implement the safe keeper ritual and welcome back ritual. Review " On your face" (p.172). Commit: implement the safe keeper ritual and daily commitment. • Building community</p> <p>• Morning Message: Which story is your favorite tall tale?</p> | | |
| 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 Identify rhyming words <p>Centers</p> <ul style="list-style-type: none"> ABC-Sort words by ending letter Library and Listening-Listen to a story Sensory Table-Retrieve magnetic letters and match to letter cards | <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 upper- and lowercase letters Library and Listening-Retell story with story props Language and Literacy-Sequence story events | <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"> ABC-Copy the word <i>dragon</i> Library and Listening-Listen to story Language and Literacy-Retell story with sound effects | <ul style="list-style-type: none"> Reenact queen's mattress test Suggest alternate (more accurate) tests <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 | <ul style="list-style-type: none"> Think about how shoes protect feet Categorize shoes by use and material used in making them <p>Centers</p> <ul style="list-style-type: none"> Pretend and Learn-Sort and display shoes in store Creativity Station-Draw a picture of a shoe house Language and Literacy-Retell story with story props | | |

| LESSON COMPONENTS | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|--------------------------------|--|---|---|---|--|
| | <p><i>The Frog Prince</i> • <i>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 | <p><i>The Frog Prince</i> • <i>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 | <p>"Odon, the Giant" • "Odón, el gigante" listening story</p> <ul style="list-style-type: none"> • Discuss onomatopoeia • Identify onomatopoeia words <p>"Kilum" • "Kilum" listening story</p> <ul style="list-style-type: none"> • Develop vocabulary • Compare make-believe world to real world | <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</i> • <i>El príncipe sapo</i></p> <ul style="list-style-type: none"> • Discuss how word choice affects story • Compare princesses | <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 • Develop concept of <i>consumer</i> <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-Invite children to design a new 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 (pennies) • 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-Encourage children to lace shoes • Creativity Station-Invite children to design a pair of shoes |
| 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 dot cube numbers • Gross Motor Area-Roll dot cube to move along a path | <ul style="list-style-type: none"> • Estimate number of cubes in a grab • Organize data in two-column chart <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 • <i>Atrapa y compara</i> <p>Centers</p> <ul style="list-style-type: none"> • Pretend and Learn-Match scooped cotton balls to dot card • Math-Build towers to match dot cards | <ul style="list-style-type: none"> • Count to 20 • Use dot cube to make towers of 20 cubes <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 represent doubling patterns <p>Centers</p> <ul style="list-style-type: none"> • Math-Create reflecting patterns with paint • Science-Use mirrors to make reflecting patterns |
| Character Education | PATH: Read twiggles special day. | Practice saying your address and phone numbers, explain why it is important to know them. | Conscious discipline: Huff and Puff | discuss using your imagination and why we use it. | Discuss what it means to have loyalty to someone. |
| 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"> • 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 • <i>Atrapa el ganso</i> (p.193) | <ul style="list-style-type: none"> • Invite children to play Duck, Duck, Goose • <i>Pato, pato, ganso</i> (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 |

| 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 • 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 (three to four thousand words) • Shows interest in books • Produces a word that rhymes with a given word • 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 • Uses concrete models or makes a verbal word problem for subtracting 1 to 5 objects from a set • Identifies and describes the characteristics of organisms • Combines sentences that give detail, stays on topic, and clearly communicates | <ul style="list-style-type: none"> • Assumes various roles and responsibilities as part of a classroom community • Coordinates sequence of movements to perform tasks • Deletes a word from a compound word • 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 • Uses some appropriate writing conventions when writing or giving dictation • Retells or reenacts a story after it is read aloud • Creates or re-creates stories, moods, or experiences through dramatic representations • 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 • Collects data and organizes it in a graphic representation • Identifies good habits of nutrition and exercise | <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 • Investigates and describes sources of energy including light, heat, and electricity • Uses category labels to understand how words and objects relate to each other • Perceives differences between similar-sounding words • Asks and answers appropriate questions about the book • Demonstrates receptive vocabulary (three to four thousand words) • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Seeks to understand print • 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 or makes a verbal word problem for adding up to five objects • Uses art as a form of creative self-expression and representation • Creates or re-creates stories, moods, or experiences through dramatic representations • Retells or reenacts a story after it is read aloud | <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 • Produces a word that rhymes with a given word • 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 information learned from books by describing, relating, categorizing, or comparing and contrasting • Combines sentences that give detail, stays on topic, and clearly communicates • Uses a large speaking vocabulary, adding several new words daily • Uses words to rote count from 1 to 30 • Counts 1 to 10 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 to initiate pretend-play scenarios that share a common plan and goal • Assumes various roles and responsibilities as part of a classroom community • Names at least 20 upper- and at least 20 lowercase letters • Participates in activities to help them become aware of what it means to be a consumer • Uses a large speaking vocabulary, adding several new words daily • Asks and answers 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 and uses language to describe how the groups are similar and different • Verbally identifies, without counting, the number of objects from one to five • Uses concrete models or makes a verbal word problem for adding up to five objects • Recognizes and creates patterns |