

Lesson Plans for Choices • Decisiones - Problem Solving (Week 1)				Date	Jan. 8-12	Teacher	Gard 2
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	<ul style="list-style-type: none"> Building community Morning Message introduce the letter J 	<ul style="list-style-type: none"> Building community Morning Message Introduce the letter K 	<ul style="list-style-type: none"> Building community Morning Message Introduce the letter V 	<ul style="list-style-type: none"> Building community Morning Message Review the sounds for: J, K, V 	<ul style="list-style-type: none"> Building community Morning Message Identify all three letters 		
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 Vote for problem-solving <i>opciones</i> <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><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 	<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-Play a game with alphabet letters Language and Literacy-Retell story of "Henny Penny" Library and Listening-Listen to <i>Little Red • Gorrita Roja</i> <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 	<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 <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 	<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 <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 	<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 <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 	<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- Group manipulatives together 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 		

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Character Education	Discuss the different ways that we can move a floating object.	Review your 5 senses.	Gather various items and arrange them from tallest to shortest.	Discuss different ways that you can be persistent. At home, school.	Discuss the different choices you make throughout the day.
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 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 • 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 	<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	Jan.15-19	Teacher	Gard 2
Wonderful Word	culture, cultura	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	igual, caldo, corona, diferente, lana, mitad, liebre, lesión, desconcertar, parte, radiante, banquito, brillo, entero, heridas						
LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5		
Greeting Circle	<ul style="list-style-type: none"> Building community Morning Message-Introduce the theme of the week and the letters A and B 	<ul style="list-style-type: none"> Building community Morning Message Introduce the letters: C, and D 	<ul style="list-style-type: none"> Building community Morning Message- introduce the letters: E and F 	<ul style="list-style-type: none"> Building community Morning Message Review the letter sounds: A, B, C 	<ul style="list-style-type: none"> Building community Morning Message Review the letter sounds:D, E, F 		
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"> Analyze and produce rhyming words <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 <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 	<ul style="list-style-type: none"> Work with rhyming words <p>Centers</p> <ul style="list-style-type: none"> ABC-Paint the letters of the week Language and Literacy-Match rhyming word cards Library and Listening-Listen to and retell "Itsy Bitsy Spider" <p>Going Down Frog Street A to Z or Abece loco</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 letter at beginning of alliterative phrases 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 mentirónsin (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 	<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 <p>Mysterious Movers • Fuerzas misteriosas</p> <ul style="list-style-type: none"> Extend vocabulary Role-play action verbs <p>Twinkle, the Little Star • Chispita la estrellita</p> <ul style="list-style-type: none"> Extend vocabulary Recognize that author is telling a story 	<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" <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-Draw 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 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	Work in PATHS on Sharing and Caring Part 1	Work in Frogstreet on Belly Breathing	Read the story Little Red Hen...What does this story mean?	Review Sharing and Caring	Work on Manners Please and Thank You
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).
Learning Goals	<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	Jan.22-26	Teacher	Gard 2
Wonderful Word	<i>traditional, tradicional</i>	Character Education	Commitment, <i>Compromiso</i> Loyalty, <i>Lealtad</i>	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	<i>audiencia, corral, carnívoro, ensayo general, durable, objetivo, ficticio, glotón, el más largo, original, avena, el más corto, encuesta, tradicional, paleta, versión</i>						
LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5		
Greeting Circle	<ul style="list-style-type: none"> Building community Morning Message Introduce the letters: Gg, Hh, and Ii Sing a song of choice	<ul style="list-style-type: none"> Building community Morning Message Introduce the letters: Jj, Kk, and Ll Discuss the theme of the week	<ul style="list-style-type: none"> Building community Morning Message Review the color blue, the shape hexagon, and # 6	<ul style="list-style-type: none"> Building community Morning Message Discuss the word greedy	<ul style="list-style-type: none"> Building community Morning Message Review all the letters of the week Review the shape, number, and color		
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 with emphasis on sound effects Centers <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 <i>Three Bears' Rap • El rap de los tres osos</i> <ul style="list-style-type: none"> Describe setting Compares Papa Bear and Baby Bear "The Three Bears" • "Los tres osos" story folder <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 Centers <ul style="list-style-type: none"> Writer's Corner-Label pictures as real or make-believe Science-Conduct "blowing" test Creativity Station-Paint pink pigs "Three Billy Goats Gruff" • "Los tres chivos" (<i>Developmental Storybook</i>) <ul style="list-style-type: none"> Discuss character motivation Think of alternative endings-prompt child "what could happen" "The Three Pigs" • "Los tres cerditos" (<i>Developmental Storybook</i>) <ul style="list-style-type: none"> Discuss attributes of building materials Consider characters' commitments 	<ul style="list-style-type: none"> Compare two versions of Little Red Riding Hood Determine most significant differences Centers <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 story <i>Little Red • Gorrita Roja</i> <ul style="list-style-type: none"> Discuss wolves Identify factual and fictional information "The Boy Who Cried Wolf" • "El pastor mentiroso" listening story <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 Create story pyramid Centers <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 "Little Red Hen" • "La gallinita roja" story folder <ul style="list-style-type: none"> Describe the setting Consider Little Red Hen's decision to eat alone "Little Red" • "Gorrita Roja" story folder <ul style="list-style-type: none"> Compare characters Describe how Little Red uses her senses 	<ul style="list-style-type: none"> Analyze rhyming character names Create sound effects for retelling of the story Centers <ul style="list-style-type: none"> Writer's Corner-Match letter of character names using magnetic letters Creativity Story-Paint a story setting Language and Literacy-Change story by eliminating a character "Henny Penny" • "La gallina Tina" story folder <ul style="list-style-type: none"> Identify rhyme in character names Discuss story problems "The Gingerbread Boy" • "El muñequito de jengibre" story folder <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 		
Math and Science	<ul style="list-style-type: none"> Match character voices to xylophone pitches Order balls from softest to hardest Centers <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 Centers <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 Centers <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 Centers <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 Centers <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 		

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Character Education	Work on PATHS Sharing and Caring Part 2	Work on Frogstreet Conscious Discipline Hand Kites	Work on Manner Please and Thank you	Review PATHS Sharing and Caring Part 2	Review all that we have work on this week.
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)
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 • 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 5)				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	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	<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 Morning Message Introduce the shape, number, and color of the week: Rectangle, 7, Brown	<ul style="list-style-type: none"> Building community Morning Message Introduce the letters: Mm, Nn, Oo Sing If your Happy and you know it	<ul style="list-style-type: none"> Building community Morning Message Introduce the letters: Pp, Qq, Rr Review the color of the week: Brown	<ul style="list-style-type: none"> Building community Morning Message Review the letters: Oo, Pp, Mm Reviw the number of the week: 7	<ul style="list-style-type: none"> Building community Morning Message Review the letters: Nn, Rr, and Qq Review the shape of the week: Rectangle		
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 Centers <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 <i>The Frog Prince • El príncipe sapo</i> <ul style="list-style-type: none"> Discuss main characters Introduce fairytale elements Reagan's Journal • El diario de Reagan <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 Centers <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 <i>The Frog Prince • El príncipe sapo</i> <ul style="list-style-type: none"> Discuss story setting Notice Frog's actions reveal his character "Jack and the Beanstalk" • Juan y los frijoles mágicos" story folder <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 Centers <ul style="list-style-type: none"> ABC-Using magnetic letters, find the letters in the word Dragon Library and Listening-Listen to story Language and Literacy-Retell story with sound effects "Odon, the Giant" • "Odón, el gigante" listening story <ul style="list-style-type: none"> Discuss onomatopoeia Identify onomatopoeia words "Kilum" • "Kilum" listening story <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 Suggest alternate (more accurate) tests Centers <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 "The Princess and the Pea" • "La princesa y el guisante" story folder <ul style="list-style-type: none"> Identify characters in story Develop vocabulary <i>The Frog Prince • El príncipe sapo</i> <ul style="list-style-type: none"> Discuss how word choice affects story Compare princesses 	<ul style="list-style-type: none"> Think about how shoes protect feet Categorize shoes by use and material used in making them Centers <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 "The Shoemaker and the Elves" • "El zapatero y los duendes" story folder <ul style="list-style-type: none"> Identify and compare parts of shoes Develop concept of <i>consumer</i> "The Sweet Mother Who Lives in a Shoe" • "La señora que vive en un zapato" listening story <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 		

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 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 • 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 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	Work on PATHS Twiggle's Special Day	Work on Frogstreet Conscious Discipline Huff & Puff	Work on Manner Please and Thank you	Review PATHS Twiggle's Special Day	Review all that we have work on this week.
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 • 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 (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