

Lesson Plans for Holiday Celebrations					Date	December 31st-January 4th	Teacher	Crème Prep TK
Wonderful Word	options, <i>opciones</i>	Character Education	Review Character Traits	Technology		ABC and XYZ; Reading Buddy		
Literacy	Problem Solving, Oral Language		Letter Knowledge	English-Alphabet Review <i>Spanish-Alphabet Review</i>	Math	Review Shapes		
English Vocabulary	attitude, cooperate, determined, equal, fair, fewer, greater, numeral, opportunity, options, persistent, problem solving, slowpoke, solutions, trial and error, water spout							
Spanish Vocabulary	<i>actitud, colaborar, determinado, igual, justo, menos, más, numeral, oportunidad, opciones, persistente, resolución de problemas, tortuga, soluciones, ensayo y error, canalón</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: "Happy New Year!" 	No School New Year's Day	<ul style="list-style-type: none"> Building community Morning Message: "What is your New Year's resolution?" 	<ul style="list-style-type: none"> Building community Morning Message: "It is now 2013." 	<ul style="list-style-type: none"> Building community Morning Message: "What will this year bring to you?" 			
Moving and Learning	New Years Freeze Dance	No School New Year's Day	Dance with streamers and confetti toss	Play New Years Number Hop	Dance like falling confetti			
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)	<ul style="list-style-type: none"> Share New Year's Eve plans Illustrate New Year's Eve plans <p>Centers</p> <ul style="list-style-type: none"> Journal writing- New Year's vocabulary words Creativity-Create a New Year's mural Library and literacy-Read New Year's books <p><i>Celebrations!</i></p> <ul style="list-style-type: none"> Discuss the different cultures in the book Focus on New Year's celebrations <p><i>Snow Friends</i></p> <ul style="list-style-type: none"> Talk about characters and setting Describe the illustrations 	No School New Year's Day	<ul style="list-style-type: none"> Share New Year's Eve stories Talk about the start of a new year <p>Centers</p> <ul style="list-style-type: none"> ABC- Write celebration words Sensory Table- confetti and tweezers Library and literacy- Listen to stories on CD <p><i>The Mouse That Jack Built</i></p> <ul style="list-style-type: none"> Sequence story events Talk about characters and setting <p><i>Snow Bears</i></p> <ul style="list-style-type: none"> Discuss the friendship in the story Describe the characters 	<ul style="list-style-type: none"> Discuss what a goal is List goals for the new year <p>Centers</p> <ul style="list-style-type: none"> Journal Writing- "In 2013, I will..." Gross Motor Area- Have a dance party Creativity-Make paper party hats <p><i>There Was a Cold Lady who Swallowed Some Snow</i></p> <ul style="list-style-type: none"> Identify rhyming words in story Role-play the story <p><i>Snowmen At Night</i></p> <ul style="list-style-type: none"> Discuss if the story is real or make-believe Talk about the setting and plot 	<ul style="list-style-type: none"> Talk about the upcoming events in January Discuss the new month <p>Centers</p> <ul style="list-style-type: none"> Creativity Station-Create a class celebration picture Library and Listening-Self-read holiday books Language and Literacy-Sequence story events <p><i>When Winter Comes</i></p> <ul style="list-style-type: none"> Discuss the animals that live in cold climates Talk about the changes that occur in the winter <p><i>Jack and Jill and Big Dog Bill</i></p> <ul style="list-style-type: none"> Talk about plot and setting of the story Spell winter words 			
Weekly Learning Centers	<ul style="list-style-type: none"> Fine Motor-Complete holiday puzzles Construction- Build a house with wood blocks Pretend and Learn- New Year's Eve Dress-Up 	No School New Year's Day	<ul style="list-style-type: none"> Creativity- Paint a New Year's picture at the easel Language- share holiday books with a partner Pretend and Learn- Taking care of baby dolls 	<ul style="list-style-type: none"> Fine Motor-Write celebration words Pretend and Learn- Cook for a party Science- explore snow 	<ul style="list-style-type: none"> Language- Share holiday books with partners Construction-Build a house with different materials Sensory Table- confetti and tweezers 			

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Math and Science	<ul style="list-style-type: none"> Counting backwards 20-0 <p>Centers</p> <ul style="list-style-type: none"> Science-Look for shapes in nature Math- Use pattern blocks to make new shapes 	No School New Year's Day	<ul style="list-style-type: none"> Graph New Year's Eve celebrations <p>Centers</p> <ul style="list-style-type: none"> Science-Discuss what snow and ice are Math-Compile data and use it to create a graph 	<ul style="list-style-type: none"> Numeral recognition 0-20 Write numerals 10-20 <p>Centers</p> <ul style="list-style-type: none"> Math-put numeral cards in sequential order Science-Explore shapes in various pictures 	<ul style="list-style-type: none"> Discuss the number of sides specific shapes have <p>Centers</p> <ul style="list-style-type: none"> Creativity- Draw shapes in patterns Math- Form shape patterns
Character Education	Discuss why people like to celebrate holidays with their families and friends	No School New Year's Day	PATHS Lesson: Sharing and Caring II -children are introduced to the concept with a puppet show	PATHS Lesson: Sharing and Caring II -children will be given the opportunity to share the names of some people they care about	Use the PATHS puppets to role-play the character traits we have learned about so far this school year
Closing Circle	<ul style="list-style-type: none"> Reflecting on the day Check on Commitments Kindness Tree Family Connection 	No School New Year's Day	<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 New Year's Freeze Tag 	No School New Year's Day	<ul style="list-style-type: none"> Play Holiday Fun Relay Races 	<ul style="list-style-type: none"> Move like cold-weather animals around the playground 	<ul style="list-style-type: none"> Play "I'm a Little Snowflake" and move at different speeds like snowflakes
Learning Goals	<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 	No School New Year's Day	<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 	<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

Lesson Plans for Stories and Rhymes • Cuentos y rimas - Nursery Rhymes (Week 1)				Date	January 15-19	Teacher	Crème Prep TK
Wonderful Word	<i>culture, cultura</i>	Character Education	Commitment, <i>Compromiso</i> Loyalty, <i>Lealtad</i>	Technology		Writer's Corner	
Literacy	Phonological Awareness (Rhyming)		Letter Knowledge	English-Aa, Bb, Cc, Dd, Ee, Ff Spanish-Aa, Bb, Cc, Dd, Ee, Ff	Math	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	<ul style="list-style-type: none"> Building community: Recite "Humpty Dumpty" as a group Morning Message: "Humpty Dumpty sat on a wall." 	<ul style="list-style-type: none"> Building community: Sing along to "Nursery Rhyme Rap" Morning Message: "Jack and Jill went up the hill." 	<ul style="list-style-type: none"> Building community: Learn new a version of "Mary Had a Little Lamb" Morning Message: "Miss Mary Mack wears black." 	<ul style="list-style-type: none"> Building community: Play "My School Family" with partners Morning Message: "Kites are rising in the sky." 	<ul style="list-style-type: none"> Building community: Sing and move to "Get Ready!" Morning Message: "Three little kittens lost their mittens." 		
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-Journal Writing: "I like to read..." <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-Match upper and lower case letters Language and Literacy-Match rhyming word cards Library and Listening-Listen to and retell "Itsy Bitsy Spider" <p><i>Going Down Frog Street A to Z or Abeceloco</i></p> <ul style="list-style-type: none"> Enjoy an alphabet story Identify upper and lower case letters <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-Sight Word introduction: 'a' and 'an' Language and Literacy-Sort buttons by attributes Library and Listening-Listen to and clap with chant <p>"Hey Diddle Diddle" • Hey mentirónsín (Nursery Rhyme • Cuentos infantiles flip chart)</p> <ul style="list-style-type: none"> Distinguish between real and pretend 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 sentence Compare Japanese symbols and alphabet letters <p>Centers</p> <ul style="list-style-type: none"> ABC-Shape sight words with string or yarn Language and Literacy-Match rhyming words Writer's Corner-Journal writing <p><i>Mysterious Movers</i> • <i>Fuerzas misteriosas</i></p> <ul style="list-style-type: none"> Extend vocabulary Role-play action verbs <p><i>Twinkle, the Little Star</i> • <i>Chispita la estrellita</i></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-Search for sight words in nursery rhymes Language and Literacy-Match pairs of mittens Library and Listening-Retell "Three Little Kittens" • "Tres lindos gatitos" <p>"Cucú" • "Rabbit, 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 		

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
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	Introduction to the value- Commitment: Children will have the opportunity to provide examples to help define the value	PATHS Lesson: Calm or Relaxed -children will interact with a puppet show about the emotion	PATHS Lesson: Calm or Relaxed -the class can share times when they feel calm or things that help them relax	Introduction to the value- Loyalty Children will help define the value, using examples or anecdotes	Game Day: Play games in small groups to work on taking turns and patience
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	• Play Please Don't Let the Ball Fall • No dejen que la pelota caiga (p. 193).	• Provide first-aid props. Turn bicycles into emergency vehicles.	• Encourage children to Jump the Fence • Saltar la cerca (p. 193).	• Invite children to fly the kites made in the Creativity Station.	• 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 	<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 2)				Date	January 22-26	Teacher	Crème Prep TK
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: Learn "Here Is the Beehive" as a group Morning Message: "The three bears sat on chairs." 	<ul style="list-style-type: none"> Building community: Sing and move to "Three Nice Mice" Morning Message: "Who huffs and puffs and blows houses down?" 	<ul style="list-style-type: none"> Building community: Sing "Through the Woods" Morning Message: "Little Red sat on the high bed." 	<ul style="list-style-type: none"> Building community: Play "People to People" with partners Morning Message: "Little Red Hen can count to ten." 	<ul style="list-style-type: none"> Building community: Sing "I'm a Little Acorn Brown" Morning Message: "Henny Penny and Goosey Loosey went to find the king." 		
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 <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 Writer's Corner- Journal Writing <p><i>Three Bears' Rap • El rap de los tres osos</i></p> <ul style="list-style-type: none"> Describe setting Compares Papa Bear and Baby Bear <p>"The Three Bears" • "Los tres osos" story folder</p> <ul style="list-style-type: none"> Compare two versions of the same story 	<ul style="list-style-type: none"> Compare real and make-believe pigs <p>Centers</p> <ul style="list-style-type: none"> ABC- Introduction to sight words 'the' and 'and' Science-Build with different materials Creativity Station-Paint pink pigs <p>"Three Billy Goats Gruff" • "Los tres chivos" (<i>Developmental Storybook</i>)</p> <ul style="list-style-type: none"> Discuss character motivation 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 	<ul style="list-style-type: none"> Compare two versions of Little Red Riding Hood 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 story <p><i>Little Red • Gorríta Roja</i></p> <ul style="list-style-type: none"> Discuss wolves Identify factual and fictional information <p>"The Boy Who Cried Wolf" • "El pastor mentiroso" listening story</p> <ul style="list-style-type: none"> Listen for the word wolf in a story Identify lesson (moral) 	<ul style="list-style-type: none"> Identify story characters Create story pyramid <p>Centers</p> <ul style="list-style-type: none"> Writer's Corner- Journal Writing Creativity Station-Create a new story character Language and Literacy-Retell a story <p>"Little Red Hen" • "La gallinita roja" story folder</p> <ul style="list-style-type: none"> Describe the setting Consider Little Red Hen's decision to eat alone <p>"Little Red" • "Gorríta Roja" story folder</p> <ul style="list-style-type: none"> Compare characters Describe how Little Red uses her senses 	<ul style="list-style-type: none"> Analyze rhyming character names 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 <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. Construction-Build a bed for baby 	<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 		

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Math and Science	<ul style="list-style-type: none"> Match character voices to xylophone pitches Order balls from softest to hardest <p>Centers</p> <ul style="list-style-type: none"> Science-Mix and compare colors Math-Measure and compare the rolls of different balls 	<ul style="list-style-type: none"> Observe and test attributes of different paper squares <p>Centers</p> <ul style="list-style-type: none"> Creativity Station-Blow paint with straws Science-Test force needed to blow over cube towers 	<ul style="list-style-type: none"> Sort objects and explain categories 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	Manners and Etiquette: Lesson 1 Introductions	PATHS Lesson: Twiggle's Special Day -children will be introduced to the concept with the story <u>Twiggle's Special Day</u>	PATHS Lesson: Twiggle's Special Day -the class will discuss how to deal with excitement	Children will have the opportunity to practice introductions learned in Manners and Etiquette with puppets	The class will discuss why loyalty is important in friendship
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 	<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	January 29- Feb. 2	Teacher	Crème Prep TK
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	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	<ul style="list-style-type: none"> Building community: Sing "Five Little Speckled Frogs" as a group Morning Message: "Today we will read about a frog prince." 	<ul style="list-style-type: none"> Building community: Sing and act out "A Stomping Giant" Morning Message: "Jack climbed the beanstalk more than once." 	<ul style="list-style-type: none"> Building community: Sing and dance to "Dragon Chase" Morning Message: "Once upon a time in Dragon Land dragons rule." 	<ul style="list-style-type: none"> Building community: Sing "Are You Sleeping?" Morning Message: "The princess slept on the pea." 	<ul style="list-style-type: none"> Building community: Sing and dance to "This Little Elf" Morning Message: "Can an elf make a shoe?" 		
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"> Writer's Corner- Journal Writing Library and Listening-Listen to a story Sensory Table-Retrieve magnetic letters and match to letter cards <p><i>The Frog Prince • El príncipe sapo</i></p> <ul style="list-style-type: none"> Discuss main characters Introduce fairytale elements <p>Reagan's Journal • El diario de Reagan</p> <ul style="list-style-type: none"> Develop vocabulary Discuss family celebration 	<ul style="list-style-type: none"> Retell "Jack and the Beanstalk" in a story circle <p>Centers</p> <ul style="list-style-type: none"> ABC-Sort words by ending letter Library and Listening-Retell story with story props Language and Literacy-Sequence story events <p><i>The Frog Prince • El príncipe sapo</i></p> <ul style="list-style-type: none"> Discuss story setting Notice Frog's actions reveal his character <p>"Jack and the Beanstalk" • Juan y los frijoles mágicos" story folder</p> <ul style="list-style-type: none"> Discuss story setting Compare castles in two stories 	<ul style="list-style-type: none"> Compare fairytales Identify real and make-believe elements in the story <p>Centers</p> <ul style="list-style-type: none"> ABC-Match upper and lower case letters Library and Listening-Listen to story Language and Literacy-Retell story with sound effects <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 	<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"> Writer's Corner- Journal Writing Library and Listening-Listen to a story Language and Literacy-Retell story with story props <p>"The Princess and the Pea" • "La princesa y el guisante" story folder</p> <ul style="list-style-type: none"> Identify characters in story Develop vocabulary <p><i>The Frog Prince • El príncipe sapo</i></p> <ul style="list-style-type: none"> 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 <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 <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 		

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Math and Science	<ul style="list-style-type: none"> • Work on addition and subtraction <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 by 10's 10-100 • 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	Manners and Etiquette Lesson 2: Five uses of the Napkin	PATHS Lesson: Advanced Compliments -children will be introduced to the concept with a puppet show	PATHS Lesson: Advanced Compliments -the class will practice giving compliments to the PATHS Kid	Manners and Etiquette Lesson 2: Proper handling and usage of utensils	Class discussion on the importance of making and following through with commitments
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 	<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

Lesson Plans for Stories and Rhymes - Ballads, Folktales and Fables (Week 4)				Date	Feb 5-9	Teacher	Crème Prep TK
Wonderful Word	<i>exaggerate, exagerar</i>	Character Education	Commitment, <i>Compromiso</i> Loyalty, <i>Lealtad</i>	Technology		ABC and XYZ; Math-Compare It	
Literacy	Problem Solving, Oral Language		Letter Knowledge	Eng-Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz Spn-Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz	Math	Ordinal Numbers	
English Vocabulary	after, ballad, before, brisk, cause, effect, exaggerate, fable, folktale, lasso, lumberjack, moral, Mr., organizer, second, tall tale, third, weather vane						
Spanish Vocabulary	<i>después, balada, antes, paso ligero, causa, efecto, exagerar, fábula, cuento folclórico, lazo, leñador, moral, señor, organizado, segundo, cuento increíble, tercero, veleta</i>						
LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5		
Greeting Circle	<ul style="list-style-type: none"> Building community: Sing "Row, Row, Row Your Boat in low and high voices Morning Message: "Frog asked Miss Mousie to be his bride." 	<ul style="list-style-type: none"> Building community: Learn the words and actions to "The Ballad of Sir Cat" Morning Message: "Which words rhyme with cat?" 	<ul style="list-style-type: none"> Building community: Sing "There Was an Old Lady who Swallowed a Fly" Morning Message: "There was an old woman who swallowed a fly." 	<ul style="list-style-type: none"> Building community: Sing and act out "Three Tricky Turtles" Morning Message: "Will the tortoise win the race?" 	<ul style="list-style-type: none"> Building community: Sing "Johnny Applesed as a large group Morning Message: "Which story is your favorite tall tale?" 		
Moving and Learning	"Five Speckled Frogs" • "Cinco ranitas moteadas" and "Shubert's Shuffle" • "El baile de Shubert"	Musical Cat and Fish • Gato y pez musical game	Itsy Bitsy Spider dance	Move like story animals	Act out exaggerations		
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)	<ul style="list-style-type: none"> Identify rhyming story words Add to story with new rhymes <p>Centers</p> <ul style="list-style-type: none"> Writer's Corner-Journal Writing Language and Literacy-Sequence story cards Library and Listening-Listen to story <p>"Frog Went a Courtin' " • "Sapito se fue a casar un buen día" listening story</p> <ul style="list-style-type: none"> Sequence the story events Identify story events as fiction and could happen <p><i>The Rooster Who Went to His Uncle's Wedding</i> • <i>El gallo que fue a la boda de su tío</i></p> <ul style="list-style-type: none"> Develop vocabulary Chart cause-and-effect relationships 	<ul style="list-style-type: none"> Produce rhyming words in story context <p>Centers</p> <ul style="list-style-type: none"> ABC- Introduction to sight words 'l' and 'me' Language and Literacy-Sort rhyming cards Creativty Station-Draw el señor don Gato <p>"The Cat and the Mice" • "El gato y los ratones" listening story</p> <ul style="list-style-type: none"> Introduce fables Identify the moral of the story <p>"Puss in Boots" • "El gato con botas" listening story</p> <ul style="list-style-type: none"> Describe main story character Compare Puss and el señor don Gato 	<ul style="list-style-type: none"> Identify the beginning, middle, and end of a story Use a cause-effect organizer to show story events <p>Centers</p> <ul style="list-style-type: none"> Math-Sequence story events Language and Literacy-Sort rhyming word cards Library and Listening-Listen to story <p>"Groundhog's Dance" • "El baile de la marmota" listening story</p> <ul style="list-style-type: none"> Introduce folktale as a genre Role-play story with chant <p>"The Chihuahua and the Leopard" • "El perrito Chihuahua y el leopardo" story folder</p> <ul style="list-style-type: none"> Develop vocabulary Discuss the moral of the story 	<ul style="list-style-type: none"> Compare and contrast a hen and a rooster Participate in the telling of a Latin folktale <p>Centers</p> <ul style="list-style-type: none"> Writer's Corner-Journal Writing Library and Listening-Retell a story with props Creativity Station-Create a weather vane <p>"The Tortoise and the Hare" • "La tortuga y la liebre" listening story</p> <ul style="list-style-type: none"> Describe and discuss rabbits Identify moral of story <p>"Tortoise Wins the Race" • "La Tortuga gana la carrera" listening story</p> <ul style="list-style-type: none"> Describe and discuss deer Compare two fables 	<ul style="list-style-type: none"> As a class, write a tall tale <p>Centers</p> <ul style="list-style-type: none"> Creativity Station-Illustrate part of story Gross Motor Area-Pretend to grease a giant skillet Fine Motor-Locate flannel shirts in catalog <p>"Paul Bunyan" listening story</p> <ul style="list-style-type: none"> Introduce tall tale as a genre Identify exaggerations in story <p>"Pecos Bill" listening story</p> <ul style="list-style-type: none"> Enrich vocabulary Compare Pecos Bill to modern superheroes 		
Weekly Learning Centers	<ul style="list-style-type: none"> Pretend and Learn-Invite children to role-play the wedding of Frog and Miss Mousie ABC-Find the magnetic letters S, s through Z, z in the frog pond (sensory table) Construction-Build a home that will be appropriate for a mouse and for a frog 	<ul style="list-style-type: none"> Pretend and Learn-Role-play the wedding of El Señor don Gato and his bride or set up a hospital to treat El Señor don Gato ABC-Go fishing for letters Construction-Build a new home for El Señor don Gato and his bride 	<ul style="list-style-type: none"> Pretend and Learn-Make a <i>Fly Trap Stew</i> ABC-Play "catch the fly" with magnetic letters Construction-Build homes for the animals the old woman swallowed 	<ul style="list-style-type: none"> Pretend and Learn-Supply racing clothing and gear for children to explore ABC-Play Find the Letter • Busca la letra Construction-Build a racetrack for the tortoise and the hare race 	<ul style="list-style-type: none"> Pretend and Learn-Pretend to make flapjacks (pancakes) ABC-Make play dough pancakes for Paul Bunyan and imprint with magnetic letters Construction-Build a bed for Paul Bunyan 		

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Math and Science	<ul style="list-style-type: none"> Use ordinal numbers to describe people in a line <p>Centers</p> <ul style="list-style-type: none"> Math-Play a game with frog counters Writer's Corner-Make a numbered guest book 	<ul style="list-style-type: none"> Use ordinal numbers to label stops along a pathway <p>Centers</p> <ul style="list-style-type: none"> Sensory Table-Form numerals with play dough Pretend and Learn-Order story characters in creative drama 	<ul style="list-style-type: none"> Use tally marks to count Use chain loops to represent story events <p>Centers</p> <ul style="list-style-type: none"> Creativity Station-Make a story chain Science-Sort harmful and safe items 	<ul style="list-style-type: none"> Use ordinal numbers to describe things the Old Woman swallowed <p>Centers</p> <ul style="list-style-type: none"> Math-Track order cubes as they are removed from stack Fine Motor-Stuff a sock with blocks 	<ul style="list-style-type: none"> Measure distances with string Order strings by length <p>Centers</p> <ul style="list-style-type: none"> Math-Play a marble game Gross Motor Area-Play hopscotch
Character Education	Manners and Etiquette Lesson 3: Table Space	PATHS Lesson: Feelings Review -discuss the feelings we have learned about so far	PATHS Lesson: Feelings Review -view and discuss photos of people expressing different emotions	Manners and Etiquette Lesson 3: Table Space	Game Day: children play Sight Word Soup games in small groups
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 Leap Frog • Salta la rana (p. 193) 	<ul style="list-style-type: none"> Play Old Gray Cat • El viejo gato gris (p. 194) 	<ul style="list-style-type: none"> Blow bubbles. Pretend that the bubbles are flies and encourage children to catch all the bubbles so the old woman won't swallow them 	<ul style="list-style-type: none"> Invite children to participate in relay races 	<ul style="list-style-type: none"> Pretend the parachute is Paul Bunyan's shirt and shake it out to dry it. Challenge children to take Paul Bunyan giant steps around the perimeter of the parachute (Paul's shirt)
Learning Goals	<ul style="list-style-type: none"> Shows initiative in independent situations and persists in attempting to solve problems Responds to different musical styles through movement and play Produces a word that rhymes with a given word Demonstrates understanding of terms used in the instructional language of the classroom Uses information learned from books by describing, relating, categorizing, or comparing and contrasting Uses some appropriate writing conventions when writing or giving dictation Produces a word that rhymes with a given word Shows understanding by responding appropriately Uses the verbal ordinal terms Recognizes one-digit numerals 0 through 9 Demonstrates use of location words Identifies and describes the characteristics of organisms Recognizes, observes, and discusses the relationship of organisms to their environments 	<ul style="list-style-type: none"> Is aware of where own body is in space; respects personal boundaries Begins to understand difference and connection between <i>feelings</i> and <i>behaviors</i> Produces a word that rhymes with a given word Asks and answers appropriate questions about the book Seeks to understand print Demonstrates receptive vocabulary (three to four thousand words) Shows competence in initiating social interactions Uses the verbal ordinal terms Recognizes one-digit numerals 0 – 9 Demonstrates use of location words Identifies and describes the characteristics of organisms Uses information learned from books by describing, relating, categorizing, or comparing and contrasting 	<ul style="list-style-type: none"> Shows competence in initiating social interactions Is aware of own feelings most of the time Names at least 20 upper- and at least 20 lowercase letters Asks and answers appropriate questions about the book Uses a wide variety of words to label and describe people, places, things, and actions Recognizes that information is accessible through the use of technology Uses some appropriate writing conventions when writing or giving dictation Uses information learned from books by describing, relating, categorizing, or comparing and contrasting Produces a word that rhymes with a given word Uses the verbal ordinal terms Recognizes one-digit numerals 0 through 9 Demonstrates use of location words Responds to different musical styles through movement and play Shows increasing control of tasks that require hand-eye coordination Uses art as a form of creative self-expression and representation 	<ul style="list-style-type: none"> Demonstrates empathy and caring for others Shows understanding by responding appropriately Coordinates sequence of movements to perform tasks Uses information learned from books by describing, relating, categorizing, or comparing and contrasting Demonstrates receptive vocabulary (three to four thousand words) Names at least 20 upper and at least 20 lowercase letters Uses a large speaking vocabulary, adding several new words daily Asks and answers appropriate questions about the book Combines sentences that give detail, stays on topic, and clearly communicates Uses the verbal ordinal terms Recognizes one-digit numerals 0 through 9 Demonstrates use of location words Identifies flags of the U.S. and resident state Recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence 	<ul style="list-style-type: none"> Is aware of where own body is in space; respects personal boundaries Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary Shows understanding by following two-step oral directions, and usually follows three-step directions Uses a wide variety of words to label and describe people, places, things, and actions Asks and answers appropriate questions about the book Shows interest in books Uses some appropriate writing conventions when writing or giving dictation Combines sentences that give detail, stays on topic, and clearly communicates Uses the verbal ordinal terms Recognizes one-digit numerals 0 through 9 Recognizes and compares heights or lengths of people or objects Identifies and describes the characteristics of organisms Describes, observes, and investigates properties and characteristics of common objects Describes attributes