

Lesson Plans for Choices • Decisiones - Healthy Habits (Week 3)				Date	January 1-5	Teacher	Gard 3
Wonderful Word	<i>habit, hábito</i>	Character Education	Fairness, <i>Justicia</i> Confidence, <i>Confianza</i>	Technology		Math-What Comes Next?; Words Words Words	
Literacy	Oral Language, Vocabulary		Letter Knowledge	English-P, p, L, I, R, r Spanish-P, p, L, I, R, r		Math	Measurement–Time
English Vocabulary	active, after, alert, bedtime, before, confidence daytime during, etiquette, exercise fair, habit, manners, nighttime, respect, routine						
Spanish Vocabulary	activo, después, alerta, hora de irse a dormir, antes, confianza, día, durante, etiqueta, ejercicio justo, hábito, modales, noche, respeto, rutina						
LESSON COMPONENTS	Day 1-New Years Day-Crème Closed	Day 2	Day 3	Day 4	Day 5		
Greeting Circle	<ul style="list-style-type: none"> <li>• Building community</li> <li>• Morning Message</li> <li>- Unite- "Head, Shoulders, Knees, and Toes" (p. 188)</li> <li>- Disengage- discuss stress reducers</li> <li>- Connect- "Get Ready!" (p. 177)</li> </ul>	<ul style="list-style-type: none"> <li>• Building community</li> <li>• Morning Message</li> <li>- Unite-"Stretch to the Window" (p.198)</li> <li>- Disengage- "S.T.A.R." (p.177)</li> <li>- Commit- Safe Keeper Ritual</li> </ul>	<ul style="list-style-type: none"> <li>• Building community</li> <li>• Morning Message</li> <li>- Unite- "Sign Along With Me" (p.192)</li> <li>- Disengage-"Shubert Shuffle" (p.181)</li> <li>- Connect- Absent Child Ritual</li> </ul>	<ul style="list-style-type: none"> <li>• Building community</li> <li>• Morning Message</li> <li>- Unite- "This is the Way we Brush Our Teeth" (p. 195)</li> <li>- Connect- "On Your Face" (p.172)</li> <li>- Commit- Daily Commitment Ritual</li> </ul>	<ul style="list-style-type: none"> <li>• Building community</li> <li>• Morning Message</li> <li>- Unite- "Are You Sleeping?" (p.182)</li> <li>- Connect-"Your Fingers Are So Sleepy"(p. 174)</li> <li>- Commit- Safe Keeper Ritual</li> </ul>		
Moving and Learning	"Wiggle, Jiggle, Giggle" song and dance	Create a new patty-cake pattern	"Peanut Butter and Jelly" • "Mantequilla de cacahuete y mermelada" song	"Dr. Knicker Bocker" action song	"Ten in the Bed" • "Diez en una cama" action song		
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)	<ul style="list-style-type: none"> <li>• Discuss benefits of exercise</li> <li>• Explore levels of fitness</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>• Fine Motor-Pick up buttons with your toes race</li> <li>• Writer's Corner-Trace name</li> <li>• Gross Motor-Practice exercises</li> <li>- Letter Cards- R, r, T, t</li> <li>- Photo Activity Cards- #1 play on a slide, #3 ride a bike, #5 catch a ball, #6 read a book, #7 draw with markers and with chalk</li> <li>- Rebus Poster- Days of the Week Pattern</li> <li>- Vocabulary Cards- exercise</li> <li>"Kylie and Riley" • "Tita y Rita" action story</li> <li>• Participate in story action</li> <li>• Develop concept of exercise</li> </ul> <p><i>Five Huge Dinosaurs • Cinco enormes dinosaurios</i></p> <ul style="list-style-type: none"> <li>• Explore different ways to move</li> <li>• Interesting movement words</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce relaxing strategies as a healthy choice to overcome stress</li> <li>• Practice relaxing yoga strategies</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>• Creativity Station-Draw favorite activities</li> <li>• Gross Motor Area-Practice yoga strategies</li> <li>• Library and Listening-Read books with relaxing music in background</li> <li>- Letter Cards- L, I, P, p, R, r</li> <li>- Sequence Cards- <i>Daily Schedule</i></li> <li>- Vocabulary Cards- stress</li> </ul> <p><i>Shubert is a S.T.A.R.</i></p> <ul style="list-style-type: none"> <li>• Learn three calming strategies</li> <li>• Practice S.T.A.R. strategy</li> </ul> <p>"My Grandmother's Garden" • "El jardín de mi abuelita" listening story</p> <ul style="list-style-type: none"> <li>• Participate appropriately in storytelling</li> <li>• Find and name l, p, and r in vocabulary words</li> </ul>	<ul style="list-style-type: none"> <li>• List inappropriate behaviors</li> <li>• Restate these behaviors as positive rules</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>• Pretend and Learn-Pretend to serve and eat a meal</li> <li>• Creativity Station-Dictate good manners to a teacher writing on paper</li> <li>• Describe a <i>sloober</i></li> <li>- Letter Cards- L, I, P, p, R, r</li> <li>- Vocabulary Cards- manners</li> </ul> <p><i>A to Z Ps and Qs • Buenos modales de la A a la Z</i></p> <ul style="list-style-type: none"> <li>• Introduce idea of manners</li> <li>• Listen for /p/, /l/, and /r/</li> </ul> <p><i>A to Z Ps and Qs • Buenos modales de la A a la Z</i></p> <ul style="list-style-type: none"> <li>• Discuss how using manners can build confidence</li> <li>• Generate examples of good manners</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss children's experiences with doctors, nurses, and dentists</li> <li>• Sequence parts of a typical wellness checkup</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>• Writer's Corner-Use Wikki-Stix™ and magnetic letters to copy words</li> <li>• Pretend and Learn-Role-play doctor visits</li> <li>• Language and Literacy-Sequence pictures of brushing teeth and visiting a doctor</li> <li>- Letter Cards- L, I, R, r</li> <li>- Photo Activity Cards- #75 dentist, #87 doctor, #88 nurse</li> <li>- Photo Pocket- Dd, doctor dentist</li> <li>- Sequence Cards- <i>Doctor's Visit, Teeth Brushing</i></li> </ul> <p>"Five Little Monkeys" • "Cinco Monitas" action rhyme</p> <ul style="list-style-type: none"> <li>• Role-play rhyme</li> <li>• Consider monkey's choices—were they safe?</li> </ul> <p><i>Neighborhood Helpers • Ayudantes del vecindario</i></p> <ul style="list-style-type: none"> <li>• Introduce doctor, nurse, and dentist</li> <li>• Consider healthy <i>habits</i></li> </ul>	<ul style="list-style-type: none"> <li>• Describe familiar steps in the bedtime routine</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>• Pretend and Learn-Role-play reading bedtime story to doll</li> <li>• Language and Literacy-Sequence bedtime routine pictures</li> <li>• Library and Listening-Listen to book on manners</li> <li>- Letter Cards- R, r</li> <li>- Sequence Cards- <i>Bedtime</i></li> <li>- Vocabulary Cards- sleep</li> </ul> <p>"There Is a Sweet Mother Who Lives in a Shoe" • "La señora que vive en un zapato" listening story</p> <ul style="list-style-type: none"> <li>• Identify going-to-bed sequence</li> <li>• Compare with bedtime routines</li> </ul> <p>"Bedtime Book" • "Libro para la hora de dormir" action story</p> <ul style="list-style-type: none"> <li>• Role-play reading a book as an important part of the bedtime routine</li> </ul>		
Weekly Learning Centers	<ul style="list-style-type: none"> <li>• Fine Motor-Use a sponge to move water from one bowl to another</li> <li>• Math-Make up a pattern of exercises (two jumping jacks, three toe touches, two jumping jacks...)</li> <li>• Pretend and Learn-Create a morning exercise routine</li> </ul>	<ul style="list-style-type: none"> <li>• Fine Motor- Invite the children to draw a picture of something they do just for fun</li> <li>• Math-Count breaths using a sand timer</li> <li>• Pretend and Learn-Use a tub of water, soap and sponges to discuss how the feel and sound of water can relieve stress</li> </ul>	<ul style="list-style-type: none"> <li>• Fine Motor-Play a game or build a Lego™ house with a friend</li> <li>• Math-Play Pass the Number Please</li> <li>• Pretend and Learn-Set the table and sit down to a pretend dinner</li> </ul>	<ul style="list-style-type: none"> <li>• Fine Motor-Place in order the <i>Teeth Brushing</i> sequence cards and <i>Hand Washing</i> sequence cards</li> <li>• Math-Experiment with weight and height</li> <li>• Pretend and Learn-Provide props for a doctor's office</li> </ul>	<ul style="list-style-type: none"> <li>• Fine Motor-Play game with wiggle eyes</li> <li>• Math-Role-play "Ten in the Bed" • "Diez en una cama" (p. 193)</li> <li>• Pretend and Learn-Invite children to put the baby dolls to bed</li> </ul>		

LESSON COMPONENTS	Day 1-New Years Day-Crème Closed	Day 2	Day 3	Day 4	Day 5
<b>Math and Science</b>	<ul style="list-style-type: none"> <li>Introduce day-night cycle</li> <li>Create a pattern</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>Fine Motor-Arrange cutouts to show day-night pattern</li> <li>Math-Copy a pattern using connecting cubes</li> </ul>	<ul style="list-style-type: none"> <li>Introduce vocabulary <i>before, during, and after</i></li> <li>Create timeline of school day events</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>Gross Motor Area-Experience changes in heartbeat <i>before</i> and <i>after</i> exercise</li> <li>Science-Sequence events in daily routine</li> </ul>	<ul style="list-style-type: none"> <li>Compare passage of time (analog clock, sand timer)</li> <li>Time a simple task</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>Sensory Table-Measure how much water is squeezed from a sponge into a container in one minute</li> <li>Count 1- 5 objects</li> </ul>	<ul style="list-style-type: none"> <li>Introduce calendar and months of the year</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>Creativity Station-Make a birthday calendar</li> <li>Math-Match numerals</li> </ul>	<ul style="list-style-type: none"> <li>Recognize numerals 1 through 9</li> <li>Become familiar with analog clock</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>Math-String and count beads</li> <li>Gross Motor Area-Toss and count beanbags</li> </ul>
<b>Character Education</b>	<p>Literacy</p> <ul style="list-style-type: none"> <li>Participate in action story—"Mr. Wiggle and Mr. Waggle"</li> </ul>	<p>Physical Development</p> <ul style="list-style-type: none"> <li>Practice a muscle relaxation exercise P.A.T.H.S.</li> <li>Appropriate Turtles II- read the dialogue on p. 4-115, then review the pictures of appropriate turtle times.</li> </ul>	<p>Social Competence</p> <ul style="list-style-type: none"> <li>Consider Goldilocks's behavior in terms of good manners</li> </ul>	<p>Safety</p> <ul style="list-style-type: none"> <li>Model calling 911 in an emergency P.A.T.H.S.</li> <li>Appropriate Turtles II- chose an appropriate turtle picture to color and explain (Dr 18- 1 through 18- 6).</li> </ul>	<p>Fine Arts and Social Studies</p> <ul style="list-style-type: none"> <li>Discuss and sing lullabies</li> <li>Conscious Discipline</li> <li>Picking Apples</li> </ul>
<b>Closing Circle</b>	<ul style="list-style-type: none"> <li>Reflecting on the day</li> <li>Check on Commitments</li> <li>Kindness Tree</li> <li>Family Connection</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting on the day</li> <li>Check on Commitments</li> <li>Kindness Tree</li> <li>Family Connection</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting on the day</li> <li>Check on Commitments</li> <li>Kindness Tree</li> <li>Family Connection</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting on the day</li> <li>Check on Commitments</li> <li>Kindness Tree</li> <li>Family Connection</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting on the day</li> <li>Check on Commitments</li> <li>Kindness Tree</li> <li>Family Connection</li> </ul>
<b>Outdoor Learning</b>	<ul style="list-style-type: none"> <li>Remind the children about endurance exercises. Encourage them to play a game of keep-away with the ball. Point out that this activity is an endurance activity. The running increases their heart</li> </ul>	<ul style="list-style-type: none"> <li>Have children lie on their backs and watch the clouds. Point out that being quiet and being fully present with nature can be an effective way to relax and reduce stress.</li> </ul>	<ul style="list-style-type: none"> <li>Play Mother, May I, ...? • Mamá, puedo. (p. 200)</li> </ul>	<ul style="list-style-type: none"> <li>Play The Doctor Says • El médico dice as you would play Simon Says</li> </ul>	<ul style="list-style-type: none"> <li>Play "Old Gray Cat" • "El viejo gato gris" (p. 200)</li> </ul>
<b>Learning Goals</b>	<ul style="list-style-type: none"> <li>Identifies good habits of nutrition and exercise</li> <li>Coordinates sequence of movements to perform tasks</li> <li>Recognizes at least 20 letter sounds</li> <li>Provides appropriate information for various situations</li> <li>Uses category labels to understand how the words and objects relate to each other</li> <li>Demonstrates understanding in a variety of ways or knowing the meaning of three to four thousand words</li> <li>Counts up to five items, and demonstrates that the last count indicates how many items were counted</li> <li>Uses language to describe concepts associated with the passing of time</li> <li>Recognizes and creates patterns</li> <li>Uses information learned from books by describing, relating, categorizing, or comparing and contrasting</li> <li>Asks and answers appropriate questions about the book</li> </ul>	<ul style="list-style-type: none"> <li>Begins to understand difference and connection between <i>feelings</i> and <i>behaviors</i></li> <li>Practices good habits of personal safety</li> <li>Recognizes and creates patterns</li> <li>Demonstrates an understanding that others have perspectives and feelings that are different from her own</li> <li>Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary</li> <li>Recognizes at least 20 letter sounds</li> <li>Is aware of where own body is in space, respects personal boundaries</li> <li>Identifies good habits of nutrition and exercise</li> <li>Demonstrates use of location words</li> <li>Uses language to describe concepts associated with the passing of time</li> <li>Organizes their life around events, time, and routines</li> <li>Coordinates sequence of movements to perform tasks</li> <li>Identifies and describes the characteristics of organisms</li> </ul>	<ul style="list-style-type: none"> <li>Begins to have meaningful friends</li> <li>Shows competence in initiating social interactions</li> <li>Recognizes at least 20 letter sounds</li> <li>Demonstrates understanding in a variety of ways or knowing the meaning of three to four thousand words, many more than he or she uses</li> <li>Assumes various roles and responsibilities as part of a classroom community</li> <li>Regulates his own behavior with occasional reminders or assistance from teacher</li> <li>Shows understanding by responding appropriately</li> <li>Recognizes one-digit numerals 0 through 9</li> <li>Uses language to describe concepts associated with the passing of time</li> <li>Sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different</li> <li>Uses information learned from books by describing, relating, categorizing, or comparing and contrasting</li> <li>Initiates problem-solving strategies and seeks adult help when necessary</li> </ul>	<ul style="list-style-type: none"> <li>Practices good habits of personal health and hygiene</li> <li>Participates in classroom music activities</li> <li>Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary</li> <li>Creates or re-creates stories, moods, or experiences through dramatic representations</li> <li>Retells or reenacts a story after it is read aloud</li> <li>Discusses the roles and responsibilities of community workers</li> <li>Organizes their life around events, time, and routines</li> <li>Counts up to five items, and demonstrates that the last count indicates how many items were counted</li> <li>Recognizes one-digit numerals 0 through 9</li> <li>Uses language to describe concepts associated with the passing of time</li> <li>Practices good habits of personal safety</li> <li>Provides appropriate information for various situations</li> <li>Is able to use language for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>Practices good habits of personal health and hygiene</li> <li>Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary</li> <li>Participates in classroom music activities</li> <li>Asks to be read to or asks the meaning of written text</li> <li>Asks and answers appropriate questions about the book</li> <li>Organizes their life around events, time, and routines</li> <li>Uses language to describe concepts associated with the passing of time</li> <li>Uses words to rote count from 1 to 20</li> <li>Recognizes one-digit numerals, 0 through 9</li> <li>Identifies similarities and differences in characteristics of families</li> <li>Responds to different musical styles through movement and play</li> </ul>

Lesson Plans for Choices • Decisiones - Problem Solving (Week 4)				Date	January 8-12	Teacher	Gard 3
Wonderful Word	<i>options, opciones</i>	Character Education	Fairness, <i>Justicia</i> Confidence, <i>Confianza</i>	Technology	ABC and XYZ; Reading Buddy		
Literacy	Problem Solving, Oral Language		Letter Knowledge	English-J, j, K, k, V, v Spanish-J, j, K, k, V, v	Math	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"> <li>• Building community</li> <li>• Morning Message</li> <li>- Unite- "There's a Hole in My Bucket" (p.194)</li> <li>- Disengage- choose calming strategy (p.168-169)</li> <li>- Commit- Daily Commitment Ritual</li> </ul>	<ul style="list-style-type: none"> <li>• Building community</li> <li>• Morning Message</li> <li>- Unite- "Humpty Dumpty" (p.171)</li> <li>- Connect- "Friendship Chant" (p.175)</li> <li>- Commit- Safe Keeper Ritual</li> </ul>	<ul style="list-style-type: none"> <li>• Building community</li> <li>• Morning Message</li> <li>- Unite- "There's a Hole in My Bucket" (p.194)</li> <li>- Disengage- choose favorite calming strategy</li> <li>- Commit- Daily Commitment Ritual</li> </ul>	<ul style="list-style-type: none"> <li>• Building community</li> <li>• Morning Message</li> <li>- Unite- "Itsy Bitsy Spider" (p.192)</li> <li>- Connect- "I Wish You Well" (p.178)</li> <li>- Commit- Safe Keeper Ritual</li> </ul>	<ul style="list-style-type: none"> <li>• Building community</li> <li>• Morning Message</li> <li>- Unite- "The More We Get Together" (p.186)</li> <li>- Disengage- create group handshake</li> <li>- Connect- Welcome Back Ritual</li> </ul>		
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"> <li>• Practice brainstorming solutions to problems</li> <li>• Vote for problem-solving <i>options</i></li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>• Sensory Table-Think of ways to move a floating lid</li> <li>• Language and Literacy-Retell the story of "Forest Friends"</li> <li>• Library and Listening-Listen to read-aloud story</li> <li>- Letter Cards- J, j</li> <li>- Vocabulary Cards- options</li> </ul> <p><i>Charlie Chipmunk's Thoughtful Choices</i> • <i>Las decisiones consideradas de Carlitos</i></p> <ul style="list-style-type: none"> <li>• Identify problems that Charlie solves</li> <li>• Think of ways to solve similar classroom problems</li> </ul> <p>"Forest Friends" • "Los amigos del bosque" story folder</p> <ul style="list-style-type: none"> <li>• Read to see how Little Bear solves a problem</li> <li>• Develop vocabulary: push and pull</li> </ul>	<ul style="list-style-type: none"> <li>• Compare sets same and different, empty and full</li> <li>• Stress importance of using senses for problem solving</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>• ABC-Play a game with alphabet letters</li> <li>• Language and Literacy-Retell story of "Henry Penny"</li> <li>• Library and Listening-Listen to <i>Little Red</i> •</li> <li>- Letter Cards- V, v</li> </ul> <p>"Henry Penny" • "La gallina Tina" story folder</p> <ul style="list-style-type: none"> <li>• Consider story problems and solutions</li> <li>• Listen for rhyming</li> </ul> <p><i>Little Red</i> • <i>Gorrita Roja</i></p> <ul style="list-style-type: none"> <li>• Notice how Little Red used her senses to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>• Present trial-and-error technique for problem solving</li> <li>• Practice solving problems</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>• Gross Motor Area-Order children from tallest to shortest, shortest to tallest</li> <li>• Science-Use tools to separate materials</li> <li>• Language and Literacy-Retell story</li> <li>- Compound Word Cards- birdcage, football</li> <li>- Letter Cards- J, j</li> <li>- Sequence Cards- <i>How Many?</i></li> </ul> <p>"My Aunt Violet" • "Mi tía Violeta" story folder</p> <ul style="list-style-type: none"> <li>• Analyze ways to solve Aunt Violet's packing problems</li> <li>• Apply strategies to classroom problem</li> </ul> <p><i>Shubert's Big Voice</i></p> <ul style="list-style-type: none"> <li>• Identify Shubert's problem</li> <li>• Consider possible options</li> </ul>	<ul style="list-style-type: none"> <li>• List difficult tasks</li> <li>• Recognize the importance of persistence</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>• ABC-Copy word with magnetic letters</li> <li>• Gross Motor Area-Sequence movement cards and then move</li> <li>• Language and Literacy-Retell the story of Itsy Bitsy Spider</li> <li>- Letter Cards- K, k</li> <li>- Sequence Cards- <i>Hand Motion</i></li> </ul> <p>"Tortoise and the Hare" • La tortuga y la liebre" listening story</p> <ul style="list-style-type: none"> <li>• Develop the concept of persistence</li> <li>• Role-play the story</li> </ul> <p>"Itsy Bitsy Spider" • "La araña chiquitita" story folder</p> <ul style="list-style-type: none"> <li>• Identify the spider's problem</li> <li>• Recall persistent story characters</li> </ul>	<ul style="list-style-type: none"> <li>• Define cooperation in terms of children's experiences</li> <li>• "Kilum" listening story</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>• Creativity Station-Create a cooperative mural</li> <li>• Library and Listening-Listen to read-aloud story</li> <li>• Language and Literacy-Sequence story events</li> <li>- Letter Cards- V, v</li> <li>- Photo Activity Cards- #3 ride a bike, #11 play in sand, #20 circle</li> <li>- Sequence Cards- <i>The Little Red Hen</i></li> </ul> <p><i>Charlie Chipmunk's Thoughtful Choices</i> • <i>Las decisiones consideradas de Carlitos</i></p> <ul style="list-style-type: none"> <li>• Develop concept of choice</li> <li>• Talk about Charlie's fair choices</li> </ul> <p>"Little Red Hen" • "La gallinita roja" story folder</p> <ul style="list-style-type: none"> <li>• Identify Little Red Hen's problem</li> <li>• Develop concept of cooperation</li> </ul>		
Weekly Learning Centers	<ul style="list-style-type: none"> <li>• Fine Motor-Use different tools to move birdseeds into a bowl</li> <li>• Construction-Build a home for Fanny Frog</li> <li>• Science-Move water between two bowls using different tools</li> </ul>	<ul style="list-style-type: none"> <li>• Fine Motor-Create a one-to-one correspondence using math manipulatives and the fingers on the right hand</li> <li>• Construction-Continue building Fanny's house adding items</li> <li>• Science-Experiment with sand using different sizes of funnels</li> </ul>	<ul style="list-style-type: none"> <li>• Fine Motor-Work puzzles using the backs of the pieces</li> <li>• Construction-Continue building Fanny's house adding items</li> <li>• Science-Make a nail dance inside a bottle of water using a magnet</li> </ul>	<ul style="list-style-type: none"> <li>• Fine Motor-Teach children how to finger crochet</li> <li>• Construction-Continue building Fanny's house adding items</li> <li>• Science-Match aromas using smell puffs</li> </ul>	<ul style="list-style-type: none"> <li>• Fine Motor-Cover an underwater picture with attribute buttons</li> <li>• Construction-Continue building Fanny's house adding items</li> <li>• Science-Scavenger hunt</li> </ul>		

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Math and Science</b>	<ul style="list-style-type: none"> <li>Use cookie models to develop concept of more and less</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>Fine Motor-Match a set of nuts and bolts</li> <li>Math-Compare number of cubes to see who has more</li> </ul>	<ul style="list-style-type: none"> <li>Create shapes with pattern blocks</li> <li>Compare number of blocks used to make shapes</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>Math-Blow and count bubbles</li> <li>Science-Compare the number of frogs needed to fill a cup</li> </ul>	<ul style="list-style-type: none"> <li>Use one-to-one correspondence to match sets of straws and cups</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>Science-Blow and count bubbles</li> <li>Math-Match cards representing the same number</li> </ul>	<ul style="list-style-type: none"> <li>Practice counting 0- 20</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>Math-Make a numeral collage</li> <li>Science-Sort items using sense of touch</li> </ul>	<ul style="list-style-type: none"> <li>Compare sets of cubes using one-to-one correspondence and counting</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>Gross Motor Area-Play Cooperative Fill the Cup</li> <li>Llenar el vaso en equipo</li> <li>Math-Compare sets of cubes</li> </ul>
<b>Character Education</b>	Character Education - Commitment and Loyalty- discuss the definitions for each term and provide examples of each.	P.A.T.H.S. - Calm or Relaxed- Review drawings Dr 19-1 to Dr 19- 3 and discuss why you think this child feels calm or relaxed.	P.A.T.H.S. - Calm or Relaxed- listen to relaxing music and make Coffee- Filter Butterflies (p. 4- 139).	Character Education - Commitment and Loyalty- make a list of the things each child is committed to accomplishing this school year.	Concious Discipline - practice using big voices, being kind, safe, and connecting during the Shubert Shuffle (p. 181).
<b>Closing Circle</b>	<ul style="list-style-type: none"> <li>Reflecting on the day</li> <li>Check on Commitments</li> <li>Kindness Tree</li> <li>Family Connection</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting on the day</li> <li>Check on Commitments</li> <li>Kindness Tree</li> <li>Family Connection</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting on the day</li> <li>Check on Commitments</li> <li>Kindness Tree</li> <li>Family Connection</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting on the day</li> <li>Check on Commitments</li> <li>Kindness Tree</li> <li>Family Connection</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting on the day</li> <li>Check on Commitments</li> <li>Kindness Tree</li> <li>Family Connection</li> </ul>
<b>Outdoor Learning</b>	<ul style="list-style-type: none"> <li>Encourage children to experiment with holding a large ball in different positions and tossing it into a box.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Play Knots • Los nudos. (p. 199).</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Play River Crossing • Jueguen a cruzando el río (p. 199).</li> </ul>
<b>Learning Goals</b>	<ul style="list-style-type: none"> <li>Is aware of own feelings most of the time</li> <li>Shows understanding by responding appropriately</li> <li>Recognizes at least 20 letter sounds</li> <li>Uses information learned from books by describing, relating, categorizing, or comparing and contrasting</li> <li>Demonstrates understanding in a variety of ways or knowing the meaning of three to four thousand words, many more than he or she uses</li> <li>Uses complete sentences of four or more words usually with subject, verb, and object order</li> <li>Engages in voting as a method for group decision making</li> <li>Initiates problem-solving strategies and seeks adult help when necessary</li> <li>Shows initiative in independent situations and persists in attempting to solve problems</li> <li>Counts one to five items, with one count per item</li> <li>Counts up to five items and demonstrates that the last count indicates how many items were counted</li> <li>Participates in classroom music activities</li> <li>Shows control of tasks that require small-muscle strength and control</li> <li>Responds to different musical styles through movement and play</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates coordination and balance in isolation</li> <li>Begins to have meaningful friends</li> <li>Initiates problem-solving strategies and seeks adult help when necessary</li> <li>Describes, observes, and investigates properties and characteristics of common objects</li> <li>Recognizes how much can be placed within an object</li> <li>Counts one to five items, with one count per item</li> <li>Counts up to 5 items, and demonstrates that the last count indicates how many items were counted</li> <li>Collects data</li> <li>Practices good habits of personal safety</li> <li>Is aware of where own body is in space, respects personal boundaries</li> <li>Sustains attention to personally chosen or routine tasks until they are completed</li> </ul>	<ul style="list-style-type: none"> <li>Begins to understand difference and connection between <i>feelings</i> and <i>behaviors</i></li> <li>Responds to different musical styles through movement and play</li> <li>Recognizes at least 20 letter sounds</li> <li>Shows initiative in independent situations and persists in attempting to solve problems</li> <li>Combines words to make a compound word</li> <li>Uses complete sentences of four or more words usually with subject, verb, and object order</li> <li>Asks and answers appropriate questions about the book</li> <li>Counts one to five items, with one count per item</li> <li>Counts up to five items, and demonstrates that the last count indicates how many items were counted</li> <li>Practices good habits of personal health and hygiene</li> <li>Describes, observes, and investigates properties and characteristics of common objects</li> <li>Investigates and describes position and motion of objects</li> <li>Identifies, compares, discusses earth materials and their properties and uses</li> </ul>	<ul style="list-style-type: none"> <li>Sustains attention to personally chosen or routine tasks until they are completed</li> <li>Demonstrates empathy and caring for others</li> <li>Produces the correct sounds for at least ten letters</li> <li>Retells or reenacts a story after it is read aloud</li> <li>Uses category labels to understand how the words/objects relate to each other</li> <li>Remains focused on engaging group activities for about 20 minutes at a time</li> <li>Coordinates sequence of movements to perform tasks</li> <li>Uses words to rote count from 1 to 20.</li> <li>Counts up to 10 items, and demonstrates that the last count indicates how many items were counted</li> <li>Recognizes one-digit numerals 0 through 9</li> <li>Uses art as a form of creative self-expression and representation</li> <li>Uses some appropriate writing conventions when giving dictation</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates coordination and balance in isolation</li> <li>Shows competence in initiating social interactions</li> <li>Initiates problem-solving strategies and seeks adult help when necessary</li> <li>Uses information learned from books by describing, relating, categorizing, or comparing and contrasting</li> <li>Asks and answers appropriate questions about the book</li> <li>Assumes various roles and responsibilities as part of a classroom community.</li> <li>Demonstrates empathy and caring for others</li> <li>Takes care of and manages classroom materials</li> <li>Counts 1 to 10 items, with one count per item</li> <li>Counts up to 10 items, and demonstrates that the last count indicates how many items were counted</li> <li>Recognizes and creates patterns</li> <li>Provides appropriate information for various situations</li> <li>Demonstrates knowledge of verbal conversational rules</li> <li>Uses some appropriate writing conventions when giving dictation</li> </ul>

Lesson Plans for Stories and Rhymes • Cuentos y rimas - Nursery Rhymes (Week 1)				Date	January 15-19	Teacher	Gard 3
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- Martin Luther King Jr. Day	Day 2	Day 3	Day 4	Day 5		
Greeting Circle	<ul style="list-style-type: none"> <li>• Building community</li> <li>• Morning Message</li> <li>- Unite- "Nursey Rhyme Rap" (p.181)</li> <li>- Compare "Humpty Dumpty" (p. 185 and 171)</li> </ul>	<ul style="list-style-type: none"> <li>• Building community</li> <li>• Morning Message</li> <li>- Unite- "Heal, Heal" (p. 186)</li> <li>- Disengage- "Cranky Cream"</li> </ul>	<ul style="list-style-type: none"> <li>• Building community</li> <li>• Morning Message</li> <li>- Unite- "Nursey Rhyme Rap" (p. 181)</li> <li>- Commit- Safe Keeper Ritual</li> </ul>	<ul style="list-style-type: none"> <li>• Building community</li> <li>• Morning Message</li> <li>- Unite- "Nursey Rhyme Rap" (p. 181)</li> <li>- Disengage- pretend hands are kites</li> </ul>	<ul style="list-style-type: none"> <li>• Building community</li> <li>• Morning Message</li> <li>- Unite- "Nursey Rhyme Rap" (p. 181)</li> <li>- Connect- "Get Ready!" (p.174)</li> </ul>		
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"> <li>• Analyze and produce rhyming words</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>• Language and Literacy-Match objects to create rhyming pairs</li> <li>• Library and Listening- Match pairs of sounds</li> <li>• ABC-Match alphabet letters</li> <li>- Letter Cards- A, a, B, b, C, c, D, d, E, e, F, f</li> <li>- Flip Charts- <i>Nursery Rhyme, Cultural Rhymes</i></li> </ul> <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"> <li>• Describe characters</li> <li>• Explore cause-and-effect relationships</li> </ul> <p>"Peter, Peter, Pumpkin Eater" • "Daniel, Daniel" (Nursery Rhyme • Cuentos infantiles flip chart)</p> <ul style="list-style-type: none"> <li>• Identify and produce rhyming words</li> <li>• Compare Jack's house to Peter's pumpkin</li> </ul>	<ul style="list-style-type: none"> <li>• Work with rhyming words</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>• ABC-Write with cotton swabs and paint</li> <li>• Language and Literacy-Match rhyming word cards</li> <li>• Library and Listening-Listen to and retell "Itsy Bitsy Spider" story folder</li> <li>- Letter Cards- A, a, B, b, C, c, D, d, E, e, F, f</li> <li>- Flip Charts- <i>Nursery Rhymes, Cultural Rhymes</i></li> </ul> <p><i>Going Down Frog Street A to Z or Abece loco</i></p> <ul style="list-style-type: none"> <li>• Enjoy an alphabet story</li> <li>• Identify uppercase letters A, B, C, D, E, F</li> </ul> <p>"Jack and Jill" • "Juan y Josefina" (<i>Nursery Rhyme • Cuentos infantiles</i> flip chart)</p> <ul style="list-style-type: none"> <li>• Use illustrations to predict story action</li> <li>• Introduce new vocabulary words</li> </ul>	<ul style="list-style-type: none"> <li>• Identify letter at beginning of alliterative phrases</li> <li>• Identify straight lines in alphabet letters</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>• ABC-Shape M or B with play dough</li> <li>• Language and Literacy-Sort buttons by attributes</li> <li>• Library and Listening-Listen to and clap with chant</li> <li>- Letter Cards- A, a, B, b, C, c, D, d, E, e, F, f</li> <li>- Flip Charts- <i>Nursery Rhymes Cultural Rhymes</i></li> <li>- Sequence Cards- <i>Sheet Music Dot</i></li> <li>-Vocabulary Cards- black, yellow</li> </ul> <p>"Hey Diddle Diddle" • Hey mentirónsín (Nursery Rhyme • Cuentos infantiles flip chart)</p> <ul style="list-style-type: none"> <li>• Distinguish between real and pretend</li> <li>• Produce rhyming words</li> </ul> <p>"Little Miss Muffet" or "Arroz con leche" (<i>Nursery Rhyme • Cuentos infantiles</i> flip chart)</p> <ul style="list-style-type: none"> <li>• Extend vocabulary</li> </ul> <p>"Food Nursery Rhymes" story folder</p>	<ul style="list-style-type: none"> <li>• Learn parts of a kite</li> <li>• Compare Japanese symbols and alphabet letters</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>• ABC-Shape letters with string or yarn</li> <li>• Language and Literacy-Match rhyming words</li> <li>• Writer's Corner-Paint Japanese symbols</li> <li>- Letter Cards- A, a, B, b, C, c, D, d, E, e, F, f</li> <li>- Flip Charts- <i>Nursery Rhymes, Cultural Rhymes</i></li> </ul> <p><i>Mysterious Movers • Fuerzas misteriosas</i></p> <ul style="list-style-type: none"> <li>• Extend vocabulary</li> <li>• Role-play action verbs</li> </ul> <p><i>Twinkle, the Little Star • Chispita la estrellita</i></p> <ul style="list-style-type: none"> <li>• Extend vocabulary</li> <li>• Recognize that author is telling a story</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the rhyming words <i>mitten</i> and <i>kitten</i></li> <li>• Retell the story of the three little kittens</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>• ABC-Match magnetic letters to letters in alphabet book</li> <li>• Language and Literacy-Match pairs of mittens</li> <li>• Library and Listening-Retell "Three Little Kittens" • "Tres lindos gatitos" story folder</li> <li>- Letter Cards- A, a, B, b, C, c, D, d, E, e, F, f</li> <li>- Flip Charts- <i>Nursery Rhyme, Cultural Rhymes</i></li> </ul> <p>"Cucú" • "Ribbit, Ribbit" (<i>Cultural Rhymes</i> flip book)</p> <ul style="list-style-type: none"> <li>• Hear a traditional Latin American rhyme</li> <li>• Produce rhyming words</li> </ul> <p>"There Was an Old Woman" (<i>Nursery Rhyme • Cuentos infantiles</i> flip chart)</p> <ul style="list-style-type: none"> <li>• Compare two stories</li> <li>• Identify rhyming words in story</li> </ul>		
Weekly Learning Centers	<ul style="list-style-type: none"> <li>• Creativity Station-Use stencils to draw an egg shape</li> <li>• Pretend and Learn-Build a wall with blocks and explore items that balance</li> <li>• Science-Balance a plastic egg on a wall built from blocks</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity Station-Discuss safety and make a poster</li> <li>• Pretend and Learn-Pretend to treat injuries with brown paper strips</li> <li>• Science-Place a pretend first-aid kit in the center and pretend to bandage wounds</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity Station-Paint with black tempera paint or draw with white chalk on black construction paper</li> <li>• Pretend and Learn-Discuss the elephant that jumped the fence and provide items to toss in the air and watch drop</li> <li>• Science-Provide black clothing for elephant</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity Station-Make kites</li> <li>• Pretend and Learn-Test the wind direction outside using bubbles</li> <li>• Science-Set up a kite stand to sell kites</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity Station-Trace hands and design mittens</li> <li>• Pretend and Learn-Discuss the role of mittens and hold ice cubes with and without them</li> <li>• Science-Provide mittens to match</li> </ul>		

LESSON COMPONENTS	Day 1- Martin Luther King Jr. Day	Day 2	Day 3	Day 4	Day 5
<b>Math and Science</b>	<ul style="list-style-type: none"> <li>• Compare parts and wholes</li> <li>• Put puzzles together</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>• Creativity Station-Divide dough shapes into a specific number of pieces</li> <li>• Science-Sort items by those that break and those that do not</li> </ul>	<ul style="list-style-type: none"> <li>• Practice counting</li> <li>• Introduce parts and wholes</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>• Sensory Table-Count squirts needed to fill a container</li> <li>• Math-Cut a string into two equal-sized pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• Count sounds</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>• Sensory Table-Play patterns of notes on xylophone</li> <li>• Gross Motor Area-Hop a specific number of spaces</li> </ul>	<ul style="list-style-type: none"> <li>• Play a counting game</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>• Creativity Station-Make a two-color part-to-whole wheel</li> <li>• Science-Mix yellow and red food coloring</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize wholes are collections of parts</li> <li>• Use pattern blocks to help solve a problem</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>• Creativity Station-Make handprint mittens</li> <li>• Math-Match patterned mittens</li> </ul>
<b>Character Education</b>	Character Education - Commitment and Loyalty- make a new commitment for the Commitment Box.	P.A.T.H.S. - Sharing and Caring I- review definitions, then carry out the "Playing Together" game (p. 5-7).	P.A.T.H.S. - Sharing and Caring I- review definitions, then make a list of ways we share and care at school	Character Education - Commitment and Loyalty- compare how pets and people can be loyal friends.	Conscious Discipline - Belly Breathing- place your hands on your belly and feel your belly rising and falling as you breathe in and out ( p. 168)
<b>Closing Circle</b>	<ul style="list-style-type: none"> <li>• Reflecting on the day</li> <li>• Check on Commitments</li> <li>• Kindness Tree</li> <li>• Family Connection</li> </ul>	<ul style="list-style-type: none"> <li>• Reflecting on the day</li> <li>• Check on Commitments</li> <li>• Kindness Tree</li> <li>• Family Connection</li> </ul>	<ul style="list-style-type: none"> <li>• Reflecting on the day</li> <li>• Check on Commitments</li> <li>• Kindness Tree</li> <li>• Family Connection</li> </ul>	<ul style="list-style-type: none"> <li>• Reflecting on the day</li> <li>• Check on Commitments</li> <li>• Kindness Tree</li> <li>• Family Connection</li> </ul>	<ul style="list-style-type: none"> <li>• Reflecting on the day</li> <li>• Check on Commitments</li> <li>• Kindness Tree</li> <li>• Family Connection</li> </ul>
<b>Outdoor Learning</b>	<ul style="list-style-type: none"> <li>• Play Please Don't Let the Ball Fall • No dejen que la pelota caiga (p. 193).</li> </ul>	<ul style="list-style-type: none"> <li>• Provide first-aid props. Turn bicycles into emergency vehicles.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage children to Jump the Fence • Saltar la cerca (p. 193).</li> </ul>	<ul style="list-style-type: none"> <li>• Invite children to fly the kites made in the Creativity Station.</li> </ul>	<ul style="list-style-type: none"> <li>• Play Find the Mitten • Busquen el mitón (p. 193).</li> </ul>
<b>Learning Goals</b>	<ul style="list-style-type: none"> <li>• Demonstrates empathy and caring for others</li> <li>• Produces a word that rhymes with a given word</li> <li>• Responds to different musical styles through movement and play</li> <li>• Uses information learned from books by describing, relating, categorizing, or comparing and contrasting</li> <li>• Uses a wide variety of words to label and describe people, places, things, and actions</li> <li>• Names at least 20 upper- and at least 20 lowercase letters</li> <li>• Recognizes at least 20 letter sounds</li> <li>• Knows that objects or parts of an object can be counted</li> <li>• Recognizes and compares heights or lengths of people or objects</li> <li>• Sorts objects that are the same and different into groups and uses language</li> <li>• Describes, observes, and investigates properties and characteristics of common objects</li> <li>• Investigates and describes position and motion of objects</li> <li>• Describes attributes</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary</li> <li>• Practices good habits of personal health and hygiene</li> <li>• Participates in classroom music activities</li> <li>• Retells or reenacts a story after it is read aloud</li> <li>• Uses a variety of words to label and describe people, places, things, and actions</li> <li>• Names at least 20 upper and at least 20 lowercase letters</li> <li>• Produces a word that rhymes with a given word</li> <li>• Knows that objects or parts of an object can be counted</li> <li>• Recognizes and compares heights or lengths of people or objects</li> <li>• Recognizes how much can be placed within an object</li> </ul>	<ul style="list-style-type: none"> <li>• Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal</li> <li>• Responds to different musical styles through movement and play</li> <li>• Produces a word that rhymes with a given word</li> <li>• Demonstrates receptive vocabulary (three to four thousand words)</li> <li>• Uses information learned from books by describing, relating, categorizing, or comparing and contrasting</li> <li>• Produces a word that begins with the same sound as a given pair of words</li> <li>• Names at least 20 upper- and at least 20 lowercase letters</li> <li>• Shows understanding by following two-step oral directions, and usually follows three-step directions</li> <li>• Knows that objects or parts of an object can be counted</li> <li>• Counts one to five items, with one count per item</li> <li>• Demonstrates that the order of the counting sequence is always the same</li> <li>• Describes, observes, and investigates properties and characteristics of common objects</li> <li>• Uses a variety of art materials and activities for sensory experience and exploration</li> </ul>	<ul style="list-style-type: none"> <li>• Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal</li> <li>• Begins to understand difference and connection between <i>feelings</i> and <i>behaviors</i></li> <li>• Produces a word that rhymes with a given word</li> <li>• Shows interest in books</li> <li>• Uses a variety of words to label and describe people, places, things, and actions</li> <li>• Identifies similarities among people like himself and classmates, as well as between himself and people from other cultures</li> <li>• Knows that objects or parts of an object, can be counted</li> <li>• Counts up to five items, and demonstrates that the last count indicates how many items were counted</li> <li>• Describes, observes, and investigates properties and characteristics of common objects</li> <li>• Investigates and describes position and motion of objects</li> <li>• Demonstrates coordination and balance in isolation</li> </ul>	<ul style="list-style-type: none"> <li>• Assumes various roles and responsibilities as part of a classroom community</li> <li>• Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal</li> <li>• Creates or recreates stories, moods, or experiences through dramatic representations</li> <li>• Asks and answers appropriate questions about the book</li> <li>• Produces a word that rhymes with a given word</li> <li>• Uses information learned from books by describing, relating, categorizing, or comparing and contrasting</li> <li>• Names at least 20 upper- and at least 20 lowercase letters</li> <li>• Retells or reenacts a story after it is read aloud</li> <li>• Knows that objects or parts of an object can be counted</li> <li>• Discusses the roles and responsibilities of community workers</li> <li>• Practices good habits of personal safety</li> <li>• Initiates problem-solving strategies and seeks adult help when necessary</li> </ul>

Lesson Plans for Stories and Rhymes • Cuentos y rimas - Traditional Tales (Week 2)				Date	January 22-26	Teacher	Gard 3
Wonderful Word	<i>traditional, tradicional</i>	Character Education	Commitment, <a href="#">Compromiso</a> Loyalty, <a href="#">Lealtad</a>	Technology		Reading Buddy; Sounds and Rhymes	
Literacy	Comprehension and Dramatic Expression		Letter Knowledge	English-Gg, Hh, Ii, Jj, Kk, Ll Spanish-Gg, Hh, Ii, Jj, Kk, Ll	Math	Measurement, Ordering by Attributes	
English Vocabulary	audience, barnyard, carnivore, dress rehearsal, durable, factual, fictional, greedy, longest, original, porridge, shortest, survey, traditional, trowel, version						
Spanish Vocabulary	audiencia, corral, carnívoro, ensayo general, durable, objetivo, ficticio, glotón, el más largo, original, avena, el más corto, encuesta, tradicional, paleta, versión						
LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5		
Greeting Circle	<ul style="list-style-type: none"> <li>Building community</li> <li>Morning Message</li> <li>Unite- sing "Three Bears' Rap" (p. 179)</li> <li>Disengage- review kite flying breathing</li> <li>Connect- "Here is the Beehive" (p. 170)</li> <li>Commit- Safe Keeper Ritual</li> </ul>	<ul style="list-style-type: none"> <li>Building community</li> <li>Morning Message</li> <li>Unite- sing "Three Pigs" (p. 181)</li> <li>Disengage- "Huff and Puff" (p. 168)</li> <li>Connect- "Three Nice Mice" (p. 175)</li> <li>Commit- Daily Commitment Ritual</li> </ul>	<ul style="list-style-type: none"> <li>Building community</li> <li>Morning Message</li> <li>Unite- "Through the Woods" (p. 183)</li> <li>Disengage- "Huff and Puff" (p. 168)</li> <li>Connect- "I Wish You Well" (p. 175)</li> <li>Commit- Safe Keeper Ritual</li> </ul>	<ul style="list-style-type: none"> <li>Building community</li> <li>Morning Message</li> <li>Unite- "Caring Friends" (p. 174)</li> <li>Disengage- choose calming strategy</li> <li>Connect- "People to People" (p. 177)</li> <li>Commit- Daily Commitment Ritual</li> </ul>	<ul style="list-style-type: none"> <li>Building community</li> <li>Morning Message</li> <li>Unite- "I'm a Little Acorn Brown" (p.180)</li> <li>Disengage- "Henny Penny"</li> <li>Connect- Pinky Hug Greeting</li> <li>Commit- Safe Keeper Ritual</li> </ul>		
Moving and Learning	"Goldilocks" • "Ricitos de oro" Walk-on Nursery Rhyme	"One Pink Piglet" • "Un cerdito rosado" action song	What Time Is It, Mr. Wolf? • Sr. Lobo, ¿qué hora es? game	"New Chicken Dance"	"Henny Penny" • "La gallina Tina" dance		
Literacy (Oral Lanaguage, Phonics, Handwriting, Read Aloud)	<ul style="list-style-type: none"> <li>Reenact the story of the three bears with emphasis on sound effects</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>Pretend and Learn-Dress up as three bears and Goldilocks</li> <li>Language and Literacy-Retell the story</li> <li>ABC-Match magnetic letters to letter cards</li> <li>Letter Cards- G, g, H, h, I, i, J, j, K, k, L, l - Photo Activity Cards- #127 pig</li> <li>Photo Pockets- Pig, Pp</li> </ul> <p>"Three Billy Goats Gruff" • "Los tres chivos" (<i>Developmental Storybook</i>)</p> <ul style="list-style-type: none"> <li>Discuss character motivation</li> <li>Think of alternative endings</li> </ul> <p>"The Three Bears" • "Los tres osos" story folder</p> <ul style="list-style-type: none"> <li>Compare two versions of the same story</li> </ul>	<ul style="list-style-type: none"> <li>Compare real and make-believe pigs with emphasis on sound effects</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>Writer's Corner-Label pictures as fiction or factual</li> <li>Science-Conduct "blowing" test</li> <li>Creativity Station-Paint pink pigs</li> <li>Letter Cards- G, g, H, h, I, i, J, j, K, k, L, l - Photo Activity Cards- #127 pig</li> <li>Photo Pockets- Pig, Pp</li> </ul> <p>"Three Billy Goats Gruff" • "Los tres chivos" (<i>Developmental Storybook</i>)</p> <ul style="list-style-type: none"> <li>Discuss character motivation</li> <li>Think of alternative endings</li> </ul> <p>"The Three Pigs" • "Los tres cerditos" (<i>Developmental Storybook</i>)</p> <ul style="list-style-type: none"> <li>Discuss attributes of building materials</li> <li>Consider characters' commitments</li> </ul>	<ul style="list-style-type: none"> <li>Compare two versions of Little Red Riding Hood</li> <li>Determine most significant differences</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>Creativity Station-Sequence story events</li> <li>Language and Literacy-Create a new version of a story</li> <li>Library and Listening-Listen to a story</li> <li>Letter Cards- G, g, H, h, I, i, J, j, K, k, L, l</li> <li>Photo Activity Cards- #131 wolf</li> <li>Sequence Cards- <i>Little Red</i></li> </ul> <p><i>Little Red</i> • <i>Gorrita Roja</i> story folder</p> <ul style="list-style-type: none"> <li>Discuss wolves</li> <li>Identify factual and fictional information</li> </ul> <p>"The Boy Who Cried Wolf" • "El pastor mentiroso" listening story</p> <ul style="list-style-type: none"> <li>Listen for the word wolf in a story</li> <li>Identify lesson (moral)</li> </ul>	<ul style="list-style-type: none"> <li>Identify story characters</li> <li>Create story pyramid</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>ABC-Find alphabet letters in character names</li> <li>Creativity Station-Create a new story character</li> <li>Language and Literacy-Retell a story</li> <li>Letter Cards- G, g, H, h, I, i, J, j, K, k, L, l</li> <li>Sequence Cards- <i>The Little Red Hen</i></li> <li>Vocabulary Cards- hen, dog, cat, goose</li> </ul> <p>"Little Red Hen" • "La gallinita roja" story folder</p> <ul style="list-style-type: none"> <li>Describe the setting</li> <li>Consider Little Red Hen's decision to eat alone</li> </ul> <p>"Little Red" • "Gorrita Roja" story folder</p> <ul style="list-style-type: none"> <li>Compare characters</li> <li>Describe how Little Red uses her senses</li> </ul>	<ul style="list-style-type: none"> <li>Analyze rhyming character names</li> <li>Create sound effects for retelling of the story</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>Writer's Corner-Copy character names</li> <li>Creativity Story-Paint a story setting</li> <li>Language and Literacy-Change story by eliminating a character</li> <li>Letter Cards- G, g, H, h, I, i, J, j, K, k, L, l</li> </ul> <p>"Henny Penny" • "La gallina Tina" story folder</p> <ul style="list-style-type: none"> <li>Identify rhyme in character names</li> <li>Discuss story problems</li> </ul> <p>"The Gingerbread Boy" • "El muñequito de jengibre" story folder</p> <ul style="list-style-type: none"> <li>Discuss fox's trick</li> <li>Compare Foxy Loxy to this fox</li> </ul>		
Weekly Learning Centers	<ul style="list-style-type: none"> <li>Fine Motor-Invite children to spoon porridge (ice-cream salt) from a pot into small, medium, and large bowls</li> <li>Pretend and Learn-Make Alphabet Soup for Little Miss Muffet using the magnetic letters Gg through Ll.</li> <li>Construction-Build a bed for baby</li> </ul>	<ul style="list-style-type: none"> <li>Fine Motor-Play pick-up sticks (Pig Two's house)</li> <li>Pretend and Learn-Invite children to pretend they live with the troll</li> <li>Construction-Build a home that the wolf can't blow down</li> </ul>	<ul style="list-style-type: none"> <li>Fine Motor-Challenge children to tie up a stuffed animal wolf with ribbons</li> <li>Pretend and Learn-Pretend that Little Red is carrying a basket of magnetic letters to her Grandmother's home</li> <li>Construction-Build a jail cell for the wolf</li> </ul>	<ul style="list-style-type: none"> <li>Fine Motor-Invite children to pretend they are rolling dough for bread</li> <li>Pretend and Learn-Invite children to plant and harvest wheat</li> <li>Construction-Build a farm</li> </ul>	<ul style="list-style-type: none"> <li>Fine Motor-Have children take their shoes off and try to pick up acorns or marbles with their toes</li> <li>Pretend and Learn-Invite children to make acorn soup</li> <li>Construction-Reenact the story of Henny Penny using plastic farm</li> </ul>		

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Math and Science</b>	<ul style="list-style-type: none"> <li>Match xylophone pitches</li> <li>Order balls from softest to hardest</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>Science-Mix and compare colors</li> <li>Math-Measure and compare the rolls of different balls</li> </ul>	<ul style="list-style-type: none"> <li>Observe and test attributes of different paper squares</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>Creativity Station-Blow paint with straws</li> <li>Science-Test force needed to blow over cube towers</li> </ul>	<ul style="list-style-type: none"> <li>Sort objects and explain categories</li> <li>Order Angles by size</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>Library and Listening-Graphically represent pitch on xylophone on the board</li> <li>Math-Play Shortest Straw game</li> </ul>	<ul style="list-style-type: none"> <li>Play a matching and counting game</li> <li>Tally results to a survey question about Little Red Hen on the board</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>Writer's Corner-Create a picture graph</li> <li>Math-Make predictions, order cube towers of different heights</li> </ul>	<ul style="list-style-type: none"> <li>Make cube towers to represent characters in a story scene</li> <li>Identify patterns</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>Language and Literacy-Track number of characters in each scene</li> <li>Math-Order dot cards and represent numbers with cubes</li> </ul>
<b>Character Education</b>	<p>Math and Literacy</p> <ul style="list-style-type: none"> <li>Recite "Pease, Porridge Hot" and enjoy a porridge snack</li> </ul>	<p>Science</p> <ul style="list-style-type: none"> <li>Compare weight and buoyancy of different materials</li> </ul> <p>P.A.T.H.S.</p> <ul style="list-style-type: none"> <li>Sharing and Caring II- read the dialogue on pages 5-12 and 5-13 and do the sharing lesson</li> </ul>	<p>Health</p> <ul style="list-style-type: none"> <li>Evaluate Little Red's treats in terms of healthy food options</li> </ul> <p>P.A.T.H.S.</p> <ul style="list-style-type: none"> <li>Sharing and Caring II- learn the song "The More We Get Together" (p. 5-17)</li> </ul>	<p>Science and Math</p> <ul style="list-style-type: none"> <li>Bake bread</li> <li>Discuss role heat plays in helping dough rise</li> </ul>	<p>Science</p> <ul style="list-style-type: none"> <li>Practice observation skills</li> </ul> <p>Conscious Discipline</p> <ul style="list-style-type: none"> <li>Hand Kites- pretend hand is a kite. As you inhale, raise hand, as you exhale, lower hand.</li> </ul>
<b>Closing Circle</b>	<ul style="list-style-type: none"> <li>Reflecting on the day</li> <li>Check on Commitments</li> <li>Kindness Tree</li> <li>Family Connection</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting on the day</li> <li>Check on Commitments</li> <li>Kindness Tree</li> <li>Family Connection</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting on the day</li> <li>Check on Commitments</li> <li>Kindness Tree</li> <li>Family Connection</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting on the day</li> <li>Check on Commitments</li> <li>Kindness Tree</li> <li>Family Connection</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting on the day</li> <li>Check on Commitments</li> <li>Kindness Tree</li> <li>Family Connection</li> </ul>
<b>Outdoor Learning</b>	<ul style="list-style-type: none"> <li>Encourage children to play with small, medium, and large balls</li> </ul>	<ul style="list-style-type: none"> <li>Invite children to play Mr. Troll, May I? • Sr. Duende, ¿puedo...? (p. 193)</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to play What Time Is It, Mr. Wolf? • ¿Sr. Lobo, qué hora es? (p. 194)</li> </ul>	<ul style="list-style-type: none"> <li>Vary the game of Duck, Duck, Goose</li> <li>Pato, pato, ganso by changing the goose to a hen—Duck, Duck, Hen • Pato, pato, gallina (p. 193)</li> </ul>	<ul style="list-style-type: none"> <li>Invite children to play a traditional Mexican game, La gallinita ciega • The Blind Hen (p. 193)</li> </ul>
<b>Learning Goals</b>	<ul style="list-style-type: none"> <li>Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary</li> <li>Demonstrates empathy and caring for others</li> <li>Provides appropriate information for various situations</li> <li>Shows interest in books</li> <li>Uses information learned from books by describing, relating, categorizing, or comparing and contrasting</li> <li>Demonstrates receptive vocabulary (three to four thousand words)</li> <li>Uses category labels to understand how words and objects relate to each other</li> <li>Retells or reenacts a story after it is read aloud</li> <li>Creates or recreates stories, moods, or experiences through dramatic representations</li> <li>Demonstrates use of location words</li> <li>Recognizes and compares heights or lengths of people or objects</li> <li>Describes, observes, and investigates properties and characteristics of common objects</li> <li>Uses a variety of words to label and describe people, places, things, and actions</li> </ul>	<ul style="list-style-type: none"> <li>Is aware of where own body is in space, respects personal boundaries</li> <li>Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal</li> <li>Demonstrates receptive vocabulary (three to four thousand words)</li> <li>Retells or reenacts a story after it is read aloud</li> <li>Uses information learned from books by describing, relating, categorizing, or comparing and contrasting</li> <li>Asks and answers appropriate questions about the book</li> <li>Is able to use language for different purposes</li> <li>Demonstrates understanding of terms used in the instructional language of the classroom</li> <li>Names at least 20 upper and 20 lowercase letters</li> <li>Uses the verbal ordinal terms</li> <li>Child demonstrates use of location</li> <li>Describes, observes, and investigates properties and characteristics of common objects</li> <li>Recognizes and compares weights of objects or people</li> <li>Describes attributes</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates empathy and caring for others</li> <li>Produces a word that rhymes with a given word</li> <li>Names at least 20 upper- and at least 20 lowercase letters</li> <li>Uses a variety of words to label and describe people, places, things, and actions</li> <li>Shows understanding by responding appropriately</li> <li>Shows interest in books</li> <li>Uses information learned from books by describing, relating, categorizing, or comparing and contrasting</li> <li>Demonstrates an understanding that others have perspectives and feelings that are different from her own</li> <li>Demonstrates receptive vocabulary (three to four thousand words)</li> <li>Demonstrates use of location words</li> <li>Recognizes and compares heights or lengths of people or objects</li> <li>Sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different</li> <li>Identifies good habits of nutrition and exercise</li> <li>Asks and answers appropriate questions about the book</li> </ul>	<ul style="list-style-type: none"> <li>Begins to have meaningful friends</li> <li>Participates in classroom music activities</li> <li>Names at least 20 upper- and at least 20 lowercase letters</li> <li>Uses a variety of words to label and describe people, places, things, and actions</li> <li>Uses information learned from books by describing, relating, categorizing, or comparing and contrasting</li> <li>Asks and answers appropriate questions about the book</li> <li>Combines sentences that give detail, stays on topic, and clearly communicates</li> <li>Engages in voting as a method for group decision making</li> <li>Uses the verbal ordinal terms</li> <li>Identifies equal and unequal sets</li> <li>Describes, observes, and investigates properties and characteristics of common objects</li> <li>Recognizes how much can be placed within an object</li> </ul>	<ul style="list-style-type: none"> <li>Shows competence in initiating social interactions</li> <li>Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary</li> <li>Participates in classroom music activities</li> <li>Uses information learned from books by describing, relating, categorizing, or comparing and contrasting</li> <li>Asks and answers appropriate questions about the book</li> <li>Demonstrates receptive vocabulary (three to four thousand words)</li> <li>Retells or reenacts a story after it is read aloud</li> <li>Creates or re-creates stories, moods, or experiences through dramatic representations</li> <li>Produces a word that rhymes with a given word</li> <li>Uses the verbal ordinal terms</li> <li>Recognizes and creates patterns</li> <li>Describes, observes, and investigates properties and characteristics of common objects</li> <li>Uses information learned from books by describing, relating, categorizing, or comparing and contrasting</li> </ul>



Lesson Plans for Stories and Rhymes • Cuentos y rimas - Fairytales (Week 3)				Date	Jan.29-Feb.2	Teacher	Gard 3
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- Australia Day	Day 2	Day 3	Day 4	Day 5		
Greeting Circle	<ul style="list-style-type: none"> <li>• Building community</li> <li>• Morning Message</li> <li>- Unite- "Five Little Speckled Frogs" (p.181)</li> <li>- Disengage- Swimming Frogs</li> <li>- Connect- Welcome Back Ritual</li> <li>- Commit- Daily Commitment Ritual</li> </ul>	<ul style="list-style-type: none"> <li>• Building community</li> <li>• Morning Message</li> <li>- Unite- "A Stomping Giant" (p. 178)</li> <li>- Disengage- "Giant Breathing"</li> <li>- Connect- "Jack Be Noodle" (p. 170)</li> <li>- Commit- Safe Keeper Ritual</li> </ul>	<ul style="list-style-type: none"> <li>• Building community</li> <li>• Morning Message</li> <li>- Unite- "Dragon Chase" (p. 193)</li> <li>- Disengage- Dragon Stretching</li> <li>- Connect- Absent Child Ritual</li> <li>- Commit- Daily Commitment Ritual</li> </ul>	<ul style="list-style-type: none"> <li>• Building community</li> <li>• Morning Message</li> <li>- Unite- "Are You Sleeping"</li> <li>- Disengage- Sleepy Prince or Princess Breathing</li> <li>- Connect- "Wee Willie Winkie" (p. 171)</li> </ul>	<ul style="list-style-type: none"> <li>• Building community</li> <li>• Morning Message</li> <li>- Unite- "This Little Elf" (p. 179)</li> <li>- Disengage- "Wonderful Woman" (p. 172)</li> <li>- Connect- "That Was Helpful" (p. 176)</li> <li>- Commit- Safe Keeper Ritual</li> </ul>		
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"> <li>• Identify fairytale elements in story</li> <li>• Identify rhyming words</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>• ABC-Sort words by beginning letter</li> <li>• Library and Listening-Listen to a story</li> <li>• Sensory Table-Retrieve magnetic letters and match to letter cards</li> <li>- Letter Cards- M, m, N, n, O, o, P, p, Q, q, R, r</li> <li>- Photo Activity Cards- #134 frog</li> <li>- Photo Pockets- frog, Ff</li> <li>- Vocabulary Cards- magic, fairytale</li> </ul> <p><i>The Frog Prince • El príncipe sapo</i></p> <ul style="list-style-type: none"> <li>• Discuss main characters</li> <li>• Introduce fairytale elements</li> </ul> <p>Reagan's Journal • El diario de Reagan</p> <ul style="list-style-type: none"> <li>• Develop vocabulary</li> <li>• Discuss family celebration</li> </ul>	<ul style="list-style-type: none"> <li>• Retell "Jack and the Beanstalk" in a story circle</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>• ABC-Match upper- and lowercase letters</li> <li>• Library and Listening-Retell story with story props</li> <li>• Language and Literacy-Sequence story events and match to letter cards</li> <li>- Letter Cards- M, m, N, n, O, o, P, p, Q, q, R, r</li> <li>- Photo Activity Cards- #118 beans</li> <li>- Sequence Cards- <i>Jack and the Beanstalk</i></li> </ul> <p><i>The Frog Prince • El príncipe sapo</i></p> <ul style="list-style-type: none"> <li>• Discuss story setting</li> <li>• Notice Frog's actions reveal his character</li> </ul> <p>"Jack and the Beanstalk" • Juan y los frijoles mágicos" story folder</p> <ul style="list-style-type: none"> <li>• Discuss story setting</li> <li>• Compare castles in two stories</li> </ul>	<ul style="list-style-type: none"> <li>• Compare fairytales</li> <li>• Identify real and make-believe elements in the story</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>• ABC-Copy the word <i>dragon</i></li> <li>• Library and Listening-Listen to story</li> <li>• Language and Literacy-Retell story with sound effects</li> <li>- Letter Cards- M, m, N, n, O, o, P, p, Q, q, R, r</li> <li>- Sequence Cards- <i>Odon, the Giant</i></li> <li>- Vocabulary Cards- dragon</li> </ul> <p>"Odon, the Giant" • "Odon, el gigante" listening story</p> <ul style="list-style-type: none"> <li>• Discuss onomatopoeia</li> <li>• Identify onomatopoeia words</li> </ul> <p>"Kilum" • "Kilum" listening story</p> <ul style="list-style-type: none"> <li>• Develop vocabulary</li> <li>• Compare make-believe world to real world</li> </ul>	<ul style="list-style-type: none"> <li>• Reenact queen's mattress test</li> <li>• Suggest alternate (more accurate) tests</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>• Creativity Station-Design a bedcover</li> <li>• Library and Listening-Listen to a story</li> <li>• Language and Literacy-Retell story with story props</li> <li>- Letter Cards- M, m, N, n, O, o, P, p, Q, q, R, r</li> <li>- Vocabulary Cards- princess, prince</li> </ul> <p>"The Princess and the Pea" • "La princesa y el guisante" story folder</p> <ul style="list-style-type: none"> <li>• Identify characters in story</li> <li>• Develop vocabulary</li> </ul> <p><i>The Frog Prince • El príncipe sapo</i></p> <ul style="list-style-type: none"> <li>• Discuss how word choice affects story</li> <li>• Compare princesses</li> </ul>	<ul style="list-style-type: none"> <li>• Think about how shoes protect feet</li> <li>• Categorize shoes by use and material used in making them</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>• Pretend and Learn-Sort and display shoes in store</li> <li>• Creativity Station-Draw a picture of a shoe house</li> <li>• Language and Literacy-Retell story with story props</li> <li>- Letter Cards- M, m, N, n, O, o, P, p, Q, q, R, r</li> </ul> <p>"The Shoemaker and the Elves" • "El zapatero y los duendes" story folder</p> <ul style="list-style-type: none"> <li>• Identify and compare parts of shoes</li> <li>• Develop concept of <i>consumer</i></li> </ul> <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"> <li>• Compare nursery rhymes</li> </ul>		
Weekly Learning Centers	<ul style="list-style-type: none"> <li>• Construction-Build small bed for the frog so he doesn't have to sleep on the princess's pillow</li> <li>• Fine Motor-Encourage children to sort frogs by size</li> <li>• Creativity Station-Invite children to design a new ball for the princess</li> </ul>	<ul style="list-style-type: none"> <li>• Construction-Construct a cage for the golden goose</li> <li>• Fine Motor-Play Is the Giant Asleep?</li> <li>• ¿Está dormido el gigante?</li> <li>• Creativity Station-Provide green paint and invite children to paint beanstalks</li> </ul>	<ul style="list-style-type: none"> <li>• Construction-Design and build a maze for Bunny Foo Foo's mice</li> <li>• Fine Motor-Challenge children to stack the giant's gold coins (pennies)</li> <li>• Creativity Station-Show them how to make mice from their fingerprints</li> </ul>	<ul style="list-style-type: none"> <li>• Construction-Build a bed for the princess so she doesn't have to sleep on so many mattresses</li> <li>• Fine Motor-Explore pebbles in socks</li> <li>• Creativity Station-Create pebble prints</li> </ul>	<ul style="list-style-type: none"> <li>• Construction-Build a bench for the shoemaker</li> <li>• Fine Motor-Encourage children to lace shoes</li> <li>• Creativity Station-Invite children to design a pair of shoes</li> </ul>		

LESSON COMPONENTS	Day 1- Australia Day	Day 2	Day 3	Day 4	Day 5
<b>Math and Science</b>	<ul style="list-style-type: none"> <li>Introduce addition and subtraction with concrete models</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>Math-Match frog counters to dot cube numbers</li> <li>Gross Motor Area-Roll dot cube to move along a path</li> </ul>	<ul style="list-style-type: none"> <li>Estimate number of cubes in a grab</li> <li>Organize data in two-column chart</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>Science-Plant bean seeds</li> <li>Gross Motor Area-Toss beanbags and score throws</li> </ul>	<ul style="list-style-type: none"> <li>Play Catch and Compare • Atrapa y compara</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>Pretend and Learn-Match scooped cotton balls to dot card</li> <li>Math-Build towers to match dot cards</li> </ul>	<ul style="list-style-type: none"> <li>Count to 20</li> <li>Use dot cube to make towers of 20 cubes</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>Sensory Table-Use play dough and pebbles for counting game</li> <li>Science-Compare "covering" attributes of different materials</li> </ul>	<ul style="list-style-type: none"> <li>Use cubes to represent doubling patterns</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>Math-Create reflecting patterns with paint</li> <li>Science-Use mirrors to make reflecting patterns</li> </ul>
<b>Character Education</b>	Character Education - Commitment and Loyalty- put a new commitment in the Commitment Box. Make a list of loyalty examples.	P.A.T.H.S. - <i>Twiggle's Special Day</i> - read the dialogue on pages 5-24 through 5-27 and discuss	P.A.T.H.S. - <i>Twiggle's Special Day</i> - learn the song "What Friends Do", and then discuss what special things your friends do for you	Character Education - Commitment and Loyalty- put a new commitment in the Commitment Box. Make a list of commitment examples. Manners and Etiquette- Lesson1: Meeting New People and Introductions	Conscious Discipline - Huff and Puff- get down on all fours like a cat. As you inhale arch your back, and as you exhale lower your back. (p. 168)
<b>Closing Circle</b>	<ul style="list-style-type: none"> <li>Reflecting on the day</li> <li>Check on Commitments</li> <li>Kindness Tree</li> <li>Family Connection</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting on the day</li> <li>Check on Commitments</li> <li>Kindness Tree</li> <li>Family Connection</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting on the day</li> <li>Check on Commitments</li> <li>Kindness Tree</li> <li>Family Connection</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting on the day</li> <li>Check on Commitments</li> <li>Kindness Tree</li> <li>Family Connection</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting on the day</li> <li>Check on Commitments</li> <li>Kindness Tree</li> <li>Family Connection</li> </ul>
<b>Outdoor Learning</b>	<ul style="list-style-type: none"> <li>Teach the children how to play Leap Frog • Salta la rana or set them up to do Frog Jumps • Salta la rana (p. 193).</li> </ul>	<ul style="list-style-type: none"> <li>Play Grab the Goose • Atrapa el ganso (p.193)</li> </ul>	<ul style="list-style-type: none"> <li>Invite children to play Duck, Duck, Goose • Pato, pato, ganso (p. 193)</li> </ul>	<ul style="list-style-type: none"> <li>Draw a hopscotch grid. Encourage children to use the princess's pea (a pebble) as a marker</li> </ul>	<ul style="list-style-type: none"> <li>Provide chalk and invite children to trace around their shoe</li> </ul>
<b>Learning Goals</b>	<ul style="list-style-type: none"> <li>Is aware of where own body is in space; respects personal boundaries</li> <li>Shows competence in initiating social interactions</li> <li>Coordinates sequence of movements to perform tasks</li> <li>Uses a variety of words to label and describe people, places, things, and actions</li> <li>Uses information learned from books by describing, relating, categorizing, or comparing and contrasting</li> <li>Asks and answers appropriate questions about the book</li> <li>Demonstrates receptive vocabulary (three to four thousand words)</li> <li>Shows interest in books</li> <li>Produces a word that rhymes with a given word</li> <li>Verbally identifies the number of objects from 1 to 5</li> <li>Uses concrete models for adding up to 5 objects</li> <li>Identifies and describes the characteristics of organisms</li> <li>Combines sentences that give detail, stays on topic, and clearly communicates</li> </ul>	<ul style="list-style-type: none"> <li>Assumes various roles and responsibilities as part of a classroom community</li> <li>Coordinates sequence of movements to perform tasks</li> <li>Uses category labels to understand how words and objects relate to each other</li> <li>Uses information learned from books by describing, relating, categorizing, or comparing and contrasting</li> <li>Uses some appropriate writing conventions when giving dictation</li> <li>Retells or reenacts a story after it is read aloud</li> <li>Creates or re-creates stories, moods, or experiences through dramatic representations</li> <li>Provides appropriate information for various situations</li> <li>Demonstrates understanding that when counting, the item can be chosen in any order</li> <li>Verbally identifies the number of objects from 1 to 5</li> <li>Collects data</li> <li>Identifies good habits of nutrition and exercise</li> <li>Uses a variety of words to label and describe people, places, things, and actions</li> </ul>	<ul style="list-style-type: none"> <li>Is aware of where own body is in space; respects personal boundaries</li> <li>Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal</li> <li>Uses category labels to understand how words and objects relate to each other</li> <li>Perceives differences between similar-sounding words</li> <li>Asks and answers appropriate questions about the book</li> <li>Demonstrates receptive vocabulary (three to four thousand words)</li> <li>Uses information learned from books by describing, relating, categorizing, or comparing and contrasting</li> <li>Seeks to understand print</li> <li>Counts up to five items and demonstrates that the last count indicates how many items were counted</li> <li>Verbally identifies the number of objects from 1 to 5</li> <li>Uses concrete models for adding up to five objects</li> <li>Uses art as a form of creative self-expression and representation</li> <li>Creates or re-creates stories, moods, or experiences through dramatic representations</li> <li>Retells or reenacts a story after it is read aloud</li> </ul>	<ul style="list-style-type: none"> <li>Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary</li> <li>Demonstrates empathy and caring for others</li> <li>Produces a word that rhymes with a given word</li> <li>Uses a variety of words to label and describe people, places, things, and actions</li> <li>Retells or reenacts a story after it is read aloud</li> <li>Uses information learned from books by describing, relating, categorizing, or comparing and contrasting</li> <li>Combines sentences that give detail, stays on topic, and clearly communicates</li> <li>Uses a large speaking vocabulary, adding several new words daily</li> <li>Uses words to rote count from 1 to 30</li> <li>Counts 1 to 5 items, with one count per item</li> <li>Demonstrates use of location words</li> <li>Identifies equal and unequal</li> </ul>	<ul style="list-style-type: none"> <li>Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal</li> <li>Assumes various roles and responsibilities as part of a classroom community</li> <li>Names at least 20 upper- and at least 20 lowercase letters</li> <li>Participates in activities to help them become aware of what it means to be a consumer</li> <li>Uses a large speaking vocabulary, adding several new words daily</li> <li>Asks and answers appropriate questions about the book</li> <li>Practices good habits of personal safety</li> <li>Provides appropriate information for various situations</li> <li>Sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different</li> <li>Verbally identifies the number of objects from one to five</li> <li>Uses concrete models for adding up to five objects</li> <li>Recognizes and creates patterns</li> </ul>