

Lesson Plans for Things That Move • Cosas que se mueven - I Move (Week 3)				Date	Teacher	Crème Prep A
Wonderful Word		Character Education	Self-reliance. Auto confianza	March 5-9, 2018 Sounds and Rhymes; ABC and XYZ		
Literacy	Phonological Awareness, Vocabulary		Letter Knowledge	Math	Patterns and Numeracy	
English Vocabulary	around, between, bicycle, contraction, dance, even, mobile, muscles, numeral, odd, pattern, pattern core, retraction, scooters, skateboard, skip, snap, wagons					
Spanish Vocabulary	alrededor, entre, bicicleta, contracción, baile, par, móvil, músculos, numeral, impar, patrón, regla del patrón, retracción, patines, patineta, saltar, tronar los dedos, carritos					
LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5	
Greeting Circle	<ul style="list-style-type: none"> Building Community: Sing "Head, Shoulders, Knees and Toes" Calm Strategy: Perform Pretzel breathing strategy Commitment Box- Children will use helping hands Morning Message-I can bend low and stretch high. Have the children blend the onset and rime (bend) and guess the mystery word Say the sentence and review upper case letters. Letter cards V,v,G,g,H,h 	<ul style="list-style-type: none"> Building Community: Sing "Walk, Walk, Walk your Feet" Calm Strategy: Teach Toe Touchers breathing strategy Commitment Box-Children will use listening ears Morning Message-I can walk and run very fast. Have children blend the onset and rime and guess the mystery words Use the word run and say the onset and then the rime Letter cards V,v,G,g,H,h 	<ul style="list-style-type: none"> Building Community: Sing "Open, Shut Them" Calm Strategy: Bunny breathing strategy Commitment Box-Children will use their big voices Morning Message- I can wave good-bye and guess the mystery word Use the word wave and say the onset and then the rime Letter cards V,v,G,g,H,h 	<ul style="list-style-type: none"> Building Community: Teach "Three White Mice" Calm Strategy: Practice S.T.A.R Commitment Box- Children will listen to others big voices Morning Message- I can sing and dance. Have children blend the onset and rime and guess the mystery word Use the word dance and say the onset and then the rime Letter cards V,v,G,g,H,h 	<ul style="list-style-type: none"> Building Community: Sing "My Little Red Wagon" Calm Strategy: Review Belly Breathing Commitment Box- Children will choose a commitment for the day Morning Message- Wagons and scooters help me move. Have children blend the onset and rime and guess the mystery word Use the word move and say the onset and then the rime Letter cards V,v,G,g,H,h 	
Moving and Learning	<ul style="list-style-type: none"> "Wiggles, Jiggles, Giggles" song and dance 	<ul style="list-style-type: none"> "It Makes Me Jump" action song 	<ul style="list-style-type: none"> "Hands and Fingers" • "Manos y dedos" song and dance 	<ul style="list-style-type: none"> "The Numeral Dance" • "El baile de los numeros" song and dance 	<ul style="list-style-type: none"> "Compound Boogie" dance 	
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)	<ul style="list-style-type: none"> Play a partner game to retell the story Add to the story with original lines Vocabulary card Mobile Centers Language and Literacy-Retell and illustrate story Library and Listening-Listen to story Writer's Corner-Draw and explain movements "Our Muscles" • "Los músculos" Introduce table of contents Apply facts in books to children's bodies "Body Talk in Rhyme" • "El cuerpo habla en rimas" Reinforce concept of mobile Imitate movements in book 	<ul style="list-style-type: none"> Label parts of a foot List things children can do with their feet Centers Writer's Corner-Form play dough letters or write in sand Creativity Station-Make trail of footprints Library and Listening-Retell stories with props "The Gingerbread Boy" • "El muñequito de jengibre" story folder Recall story details Create a new rhyme for story "Half-Chicken" • "Mediopolito" story folder Imitate Half-Chicken's movements Connect story with country of origin 	<ul style="list-style-type: none"> Recognize rhyming words Produce rhyming words Photo activity cards #2,5,7,8,11 Centers Writer's Corner-Create journal covers Language and Literacy-Create and use finger puppets Creativity Station-Trace hands and think about what hands do Hands and Fingers • "Anos y Dedos" Compare song lyrics to story text Demonstrate hand movements "A to Z Helping Hands" • "Manos amables de la A a la Z" Discuss ways hands and fingers are used Think of helping hand movements 	<ul style="list-style-type: none"> Categorize story as fiction Tap a rhythm pattern in story Vocabulary card dance Centers Gross Motor Area-Follow rebus directions to dance Language and Literacy-Sequence cards to retell story Library and Listening-Dance finger puppets while listening "The Numeral Dance" • "El baile de los numeros" Compare story to Moving and Learning song lyrics Describe movements "Dance!" • ¡A bailar! Study photo and infer feelings Consider implications of story events 	<ul style="list-style-type: none"> Compare riding toys Separate parts of words Photo activity card #137 Centers Gross Motor Area-Pretend to skate Writer's Corner-Place words in correct blanks Creativity Station-Paint a wagon "Our Muscles" • "Los músculos" Discuss movements of bicycle and wagon Consider benefits of vehicles "My Aunt Violet" • "Mi tia Violeta" story folder Recall story details Demonstrate compound words 	
Weekly Learning Centers	<ul style="list-style-type: none"> Gross Motor Area-Create a maze Fine Motor-Sit on the floor and use tweezers to pick up and move objects Construction-Print a copy of the body parts checklist. Ask children to place a check by the body parts they use as they build. 	<ul style="list-style-type: none"> Gross Motor Area-Walk a tape line and when you get to the end tap the bell Fine Motor-Remove shoes and pick up various objects with toes and drop into a bucket Construction-Build a zigzag pathway with blocks 	<ul style="list-style-type: none"> Gross Motor Area-Drop clothespins into a coffee can Fine Motor-Work with play dough Construction-Build using just one hand and describe experience 	<ul style="list-style-type: none"> Gross Motor Area-Place the <i>Giant Dance</i> 1 and <i>Giant Dance</i> 2 sequence cards in order, and then follow the sequence to create a dance Fine Motor-Make finger puppets dance Construction-Build a stage for ballerinas to dance on using finger puppets or small figures 	<ul style="list-style-type: none"> Gross Motor Area-Provide a wagon for children to explore and discuss Fine Motor-Build wagons and scooters with Legos® Construction-Provide medium-sized, shallow boxes to serve as wagons 	

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
<p>Math and Science</p> <ul style="list-style-type: none"> Participate in movement patterns Introduce right and left, contraction and retraction <p>Centers</p> <ul style="list-style-type: none"> Fine Motor-Crumple balls of paper Math-Replicate two-color pattern cores 	<ul style="list-style-type: none"> Introduce three-element pattern core Relate three-element core to traffic light pattern <p>Centers</p> <ul style="list-style-type: none"> Gross Motor Area-Hop along a number line Math-Copy three-color patterns 	<ul style="list-style-type: none"> Introduce idea of decades as a number pattern March, tiptoes, and twirl through decades <p>Centers</p> <ul style="list-style-type: none"> Creativity Station-Paint a zigzag pattern Math-Arrange numeral cards in order 	<ul style="list-style-type: none"> Introduce the term <i>balance</i> Introduce odd and even numbers <p>Centers</p> <ul style="list-style-type: none"> Sensory Table-Study tire tracks in sand Math-Match counting frogs to ten-frame cards 	<ul style="list-style-type: none"> Collect data and display graphically Lay groundwork for counting by twos <p>Photo activity card #3</p> <p>Centers</p> <ul style="list-style-type: none"> Creativity Station-Draw eyes (two-to-one relationship) Math-Use pattern core to build pattern 	<p>Character Education</p> <p>V&V: What are ways that you are independent?</p> <p>Manners: Lesson 7</p> <ul style="list-style-type: none"> Reflecting on the day-Review the onset and rime of the word bend Check on Commitments-Did you use your helping hands today? Kindness Tree-Count the hearts on the tree Family Connection-Teach families "Head, Shoulder, Knees, and Toes."
<p>Closing Circle</p>	<p>V&V: How can we show our independence?</p> <p>Manners: Lesson 7</p> <ul style="list-style-type: none"> Reflecting on the day-review the onset and rime of the word wave Check on Commitments- Did you use your big voice today? Kindness Tree-Count the hearts on the tree Family Connection-Teach families "Open, Shut Them" 	<p>PATHS: Comfortable and Uncomfortable 7-1</p> <p>Manners: Lesson 7</p> <ul style="list-style-type: none"> Reflecting on the day-Review the onset and rime of the word dance Check on Commitments-Did you listen to others big voices? Kindness Tree-Count the hearts on the tree Family Connection-Teach families: "Three White Mice" 	<p>PATHS: Comfortable and Uncomfortable 7-1</p> <p>Manners: Lesson 7</p> <ul style="list-style-type: none"> Reflecting on the day-Review the onset and rime of the word move Check on Commitments-Did you follow your commitment for the day? Kindness Tree-Count the hearts on the tree Family Connection-Teach families: "My Little Red Wagon" 	<p>V&V: Review ways that we showed independence this week.</p> <p>Manners: Lesson 7</p> <ul style="list-style-type: none"> Reflecting on the day-Review the onset and rime of the word move Check on Commitments-Did you follow your commitment for the day? Kindness Tree-Count the hearts on the tree Family Connection-Teach families: "My Little Red Wagon" 	<p>Outdoor Learning</p> <ul style="list-style-type: none"> Invite children to play Keep Away • Quédade lejos (p. 202). Discuss ways the body moves during the game.
<p>Learning Goals</p>	<ul style="list-style-type: none"> Demonstrates empathy and caring for others Is aware of where own body is in space; respects personal boundaries Combines onset and rime to form familiar one-syllable words without pictorial support Seeks to understand print Demonstrates receptive vocabulary (three to four thousand words) Identifies and describes the characteristics of organisms Creates or re-creates stories, moods, or experiences through dramatic representations Demonstrates knowledge of nonverbal conversational rules Retells or reenacts a story after it is read aloud Demonstrates use of location words Investigates and describes position and motion of objects Identifies similarities and differences in characteristics of families 	<ul style="list-style-type: none"> Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary Is aware of where own body is in space; respects personal boundaries Follows classroom rules and routines with occasional reminders from teacher Combines onset and rime to form familiar one-syllable words without pictorial support Retells or reenacts a story after it is read aloud Asks and answers appropriate questions about the book Uses a wide variety of words to label and describe people, places, things, and actions Demonstrates receptive vocabulary (three to four thousand words) Names at least 10 upper- and at least 10 lowercase letters Closely approximates writing of first name Demonstrates use of location words Recognizes and creates patterns Coordinates sequence of movements to perform tasks Practices good habits of personal safety Demonstrates coordination and balance in isolation 	<ul style="list-style-type: none"> Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal Separates a normally spoken four-word sentence into individual words Combines onset and rime to form familiar one-syllable words without pictorial support Asks and answers appropriate questions about the book Uses a wide variety of words to label and describe people, places, things, and actions Provides appropriate information for various situations Uses category labels to understand how words and objects relate to each other Coordinates sequence of movements to perform tasks Recognizes and creates patterns Demonstrates awareness of one-to-one relationships Recognizes one-digit numerals 0 through 9 Recognizes and creates patterns Identifies similarities and differences in characteristics of families Identifies and describes the characteristics of organisms 	<ul style="list-style-type: none"> Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary Separates a normally spoken four-word sentence into individual words Combines onset and rime to form familiar one-syllable words without pictorial support Asks and answers appropriate questions about the book Uses a wide variety of words to label and describe people, places, things, and actions Uses information learned from books by describing, relating, categorizing, or comparing and contrasting Uses a wide variety of words to label and describe people, places, things, and actions Produces a word that rhymes with a given word Names at least 10 upper- and at least 10 lowercase letters Uses words to rote count from 1 to 30 Recognizes one-digit numerals 0 through 9 Recognizes and creates patterns Identifies good habits of nutrition and exercise Coordinates sequence of movements to perform tasks 	<ul style="list-style-type: none"> Invite children to participate in tricycle relays (p. 202). Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary Separates a normally spoken four-word sentence into individual words Combines onset and rime to form familiar one-syllable words without pictorial support Asks and answers appropriate questions about the book 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 Combines words to make a compound word Produces a word that begins with the same sound as a given pair of words Demonstrates awareness of one-to-one relationships Recognizes one-digit numerals 0 through 9 Recognizes and creates patterns Practices good habits of personal safety Uses a large speaking vocabulary, adding several new words daily

Lesson Plans for Things That Move • Cosas que se mueven - Travel (Week 4)				Date	Teacher
Wonderful Word	adventure, <i>aventura</i>	Character Education	Self-reliance, Auto confianza	Technology	Crème Prep A Reading Buddy, Sounds and Rhymes, Tux Paint
Literacy	Vocabulary, Oral Language, Comprehension	Letter Knowledge	English-K, k, W, w, A, a Spanish-K, k, W, w, A, a	Math	Position Words, Spatial Sense, Patterns
English Vocabulary	adventure, airport, bus, car, diagonal, distance, horizontal, imagination, intersection, persistent, quadrant, self-reliant, subway station, suitcase, train station, transportation, travel, vertical				
Spanish Vocabulary	aventura, aeropuerto, autobús, carro, diagonal, distancia, horizontal, imaginación, intersección, persistente, cuadrante, independiente, estación del tren subterráneo, maleta, estación del tren, transporte, viajar, vertical				
LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Greeting Circle	<ul style="list-style-type: none"> Building Community: Sing "Walk, Walk, Walk Your Feet" -Calm Strategy: Teach Thumb Tracking -Commitment Box-Children will use helping hands Morning Message- We can travel from here to there. -Say the morning message and review spaces between words to create a sentence. -Invite children to blend the onset and rime (use can and here) -Ask children to guess the mystery word -Letter cards K,k,W,w,A,a 	<ul style="list-style-type: none"> Building Community: Sing "My Bonnie Lies Over the Ocean" -Calm Strategy: Have children sing "Bye-bye, Crankies" -Commitment Box-Children will use listening ears Morning Message- We can travel to many locations. -Invite children to blend the onset and rime (use many and locations) -Ask children to guess the mystery word -Letter cards K,k,W,w,A,a -Write the sentence one word on each line, have children circle the letters from the letter cards that are in the morning message. 	<ul style="list-style-type: none"> Building Community: Sing "Three White Mice" -Calm Strategy: Bunny Breathing -Commitment Box-Children will practice listening to classmates big voices Morning Message-Animals travel in all kinds of ways. -Invite children to blend the onset and rime (use kind and ways) -Ask the children to guess the mystery word -Letter cards K,k,W,w,A,a -Write the sentence one word on each line, have children circle the letters from the letter cards that are in the morning message. 	<ul style="list-style-type: none"> Building Community: Sing "If I had the Wings" -Calm Strategy: Teach the strategy Visualization -Commitment Box-Children will choose a commitment for the day Morning Message-We can pack a suitcase. -Invite children to blend the onset and rime (use imagination and takes) -Ask the children to guess the mystery word -Letter cards K,k,W,w,A,a -Write the sentence one word on each line, have children circle the letters from the letter cards that are in the morning message. 	<ul style="list-style-type: none"> Building Community: Sing "If I had the Wings" -Calm Strategy: Teach the strategy Visualization -Commitment Box-Children will choose a commitment for the day Morning Message-We can pack a suitcase. -Invite children to blend the onset and rime (use imagination and takes) -Ask the children to guess the mystery word -Letter cards K,k,W,w,A,a -Write the sentence one word on each line, have children circle the letters from the letter cards that are in the morning message.
Moving and Learning	"Hands and Fingers" • "Manos y dedos" action song	"The Cool Bear Hunt" participation story	"Itsy Bitsy Spider" dance	"Can You Move With Me?" • "¡Ven y muévete así!" action song	Bubble dance
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)	<ul style="list-style-type: none"> Define here, there, and in between Note difference in travel and transportation -Photo activity card #123-126 Centers ABC-Circle 7: in newspaper ads Library and Listening-Dance to song Gross Motor Area-Walk different lines Can You Move with Me? • ¡Ven y muévete así! Move like different animals Develop vocabulary describing animal movement "Monster Coaster" • "Monstruosa, la montaña rusa" story folder Analyze character's curiosity Introduce concept of a cycle 	<ul style="list-style-type: none"> Introduce maps and globe Draw a simple map to playground -Vocabulary card adventure Centers Language and Literacy-Explore maps, atlas, and globe Creativity Station-Decorate map to playground Library and Listening-Listen to story Gram Is Coming to My House • Abuelita se viene a mi casa Compare vehicles used for travel Describe grandparent's travel Recall story details Giants Made by People • Gigantes hechos por el hombre Identify vehicles used for travel Discuss future travel 	<ul style="list-style-type: none"> Discuss the importance of planning Read rebus poster to pack Centers Pretend and Learn-Pack a suitcase Library and Listening-Predict character's needs Writer's Corner-Make a list for packing Gram is Coming to My House • Abuelita se viene a mi casa Compare vehicles used for travel Infer what character would pack "The Three Little Pigs" • "Los tres cerditos" (Developmental Storybook) Compare Gram's suitcase to pigs' backpacks Think about source of pigs' furniture 	<ul style="list-style-type: none"> Act out and guess animal movements Photo activity card #30-31,35,42,91,97,129,132,134 Centers Gross Motor Area-Travel path as different animals Library and Listening-Listen to a story ABC-Copy letters in movement words "Itsy Bitsy Spider" • "La araña chiquitita" story folder Discuss real spiders Develop concept of persistence and self-reliance Can You Move With Me? • ¡Ven y muévete así! Discuss ways that animals move Record animal movements on T-chart 	<ul style="list-style-type: none"> Use imagination to transform familiar objects Visualize story events and details Vocabulary card adventure Centers Language and Literacy-Tell adventure stories Creativity Station-Use imagination to create something Writer's Corner-Create travel poster "The Ants Go Marching" • "Las hormigas marchan" (Nursery Rhyme • Cuentos infantiles flip chart) Learn about ants' navigation Recognize rhyming words "Wynken, Blynken, and Nod" • "Sueño de niño" (Nursery Rhyme • Cuentos infantiles flip chart) Introduce the idea of metaphor Recognize role of imagination
Weekly Learning Centers	<ul style="list-style-type: none"> Gross Motor Area-Construct an obstacle course for hopping, jumping, taking baby steps, and crawling. Creativity Station-Invite children to draw a picture of children moving (walking, riding, hopping). Writer's Corner-Children explore writing their name vertically and diagonally. 	<ul style="list-style-type: none"> Gross Motor Area-Draw a map of the obstacle course, showing how to navigate it. Creativity Station-Draw a simple map. Writer's Corner-Explore printed mazes. 	<ul style="list-style-type: none"> Gross Motor Area-Navigate the course while holding a small suitcase or bag. Creativity Station-Invite children to pack a basket of art supplies they will use for outdoor painting. Help them prepare a list of the materials. Writer's Corner-Make a pretend list of clothes to pack for a sleepover. 	<ul style="list-style-type: none"> Gross Motor Area-Children pretend they are animals navigating the course. Creativity Station-Make animal tracks in slabs of play dough. Writer's Corner-Shape play dough snakes into letters. 	<ul style="list-style-type: none"> Gross Motor Area-Use imagination to create a new course or to navigate the current course backwards. Creativity Station-Draw a picture of Anyana the way children see her in their imagination. Writer's Corner-Think of ways to draw if they could not use their hands.

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
<p>Math and Science</p> <ul style="list-style-type: none"> Follow directions Place blocks on four-quadrant grid <p>Centers</p> <ul style="list-style-type: none"> Gross Motor Area-Hop in a four-quadrant frame Creativity Station-Draw a bike 	<ul style="list-style-type: none"> Introduce vertical number line Move frog counters on number line <p>Centers</p> <ul style="list-style-type: none"> Science-Wash frog down a slope while packing Math-Practice moving in a grid Writer's Corner-Play tic-tac-toe 	<ul style="list-style-type: none"> Compare hotel to three-by-three grid Place suitcases on grid <p>Centers</p> <ul style="list-style-type: none"> Math-Move frog counters on giant grid Creativity Station-Make string and paint collage 	<ul style="list-style-type: none"> Introduce term <i>intersection</i> Move notes on grid as directed <p>Centers</p> <ul style="list-style-type: none"> Math-Move frog counters on giant grid Creativity Station-Make string and paint collage 	<ul style="list-style-type: none"> Orient pointer in various directions Copy moves on a grid <p>Centers</p> <ul style="list-style-type: none"> Math-Move frog counters on grid Sensory Table-Make model city in sand 	
<p>Character Education</p>	<p>V&V: How can you show independence?</p> <p>Manners: Lesson 9</p>	<p>PATHS: Excited 7-25</p> <p>Manners: Lesson 9</p>	<p>PATHS: Excited 7-25</p> <p>Manners: Lesson 9</p>	<p>PATHS: Excited 7-25</p> <p>Manners: Lesson 9</p>	<p>V&V: Review what it means to show independence.</p> <p>Manners: Lesson 9</p>
<p>Closing Circle</p>	<ul style="list-style-type: none"> Reflecting on the day-Review onset and rime Check on Commitments-Did you use your helping hands? Kindness Tree-Count the hearts on the tree Family Connection-Teach families "Walk, Walk, Walk, your Feet" 	<ul style="list-style-type: none"> Reflecting on the day-Review what a map and a globe are Check on Commitments-Did you use your listening ears? Kindness Tree-Count the hearts on the tree Family Connection-Teach families "My Bonnie Lies Over the Ocean" 	<ul style="list-style-type: none"> Reflecting on the day-Review sight words Check on Commitments-Did you use your big voice? Kindness Tree-Count the hearts on the trees Family Connection-Teach families "She'll be Coming Around the Mountain" 	<ul style="list-style-type: none"> Reflecting on the day-Review which animal movements that we made Check on Commitments-Did you listen to others big voices? Kindness Tree-Count the hearts on the tree Family Connection-Teach families "Three White Mice" 	<ul style="list-style-type: none"> Reflecting on the day-Review rhyming words Check on Commitments-Did you follow your commitment for the day? Kindness Tree-Count the hearts on the tree Family Connection-Teach families "If I had the Wings"
<p>Outdoor Learning</p>	<ul style="list-style-type: none"> Draw a hopscotch grid. Have children navigate the grid, hopping from one to ten, and then turn around and travel backwards. Encourage children to describe their movements. 	<ul style="list-style-type: none"> Encourage children to draw their own hopscotch grids. Point out that a hopscotch grid is like a map. It tells you the direction of travel. 	<ul style="list-style-type: none"> Invite children to play Pack-to-Travel Hopscotch • La rayuela de la maleta (p. 202). 	<ul style="list-style-type: none"> Encourage children to play One Elephant • Un elefante (p. 203). 	<ul style="list-style-type: none"> Challenge children to use their imagination to create a new parachute and move it across the playground or high in the air.
<p>Learning Goals</p>	<ul style="list-style-type: none"> Assumes various roles and responsibilities as part of a classroom community Is aware of where own body is in space; respects personal boundaries Combines onset and rime to form familiar one-syllable words without pictorial support Asks and answers appropriate questions about the book Uses category labels to understand how words and objects relate to each other in various situations Provides appropriate information for various situations Uses a wide variety of words to label and describe people, places, things, and actions Shows understanding by following two-step oral directions, and usually follows three-step directions Is able to use language for different purposes Recognizes one-digit numerals 0 through 9 Demonstrates use of location words Investigates and describes position and motion of objects Coordinates sequence of movements to perform tasks 	<ul style="list-style-type: none"> Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal Asks and answers appropriate questions about the book Uses a wide variety of words to label and describe people, places, things, and actions Demonstrates receptive vocabulary (three to four thousand words) Identifies and creates common features in her immediate environment Remains focused on engaging group activities for age appropriate range of time Recognizes one-digit numerals 0 through 9 Demonstrates use of location words Investigates and describes position and motion of objects Recognizes that information is accessible through the use of technology Coordinates sequence of movements to perform tasks 	<ul style="list-style-type: none"> Demonstrates empathy and caring for others Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal Combines onset and rime to form familiar one-syllable words without pictorial support Asks and answers appropriate questions about the book Uses a wide variety of words to label and describe people, places, things, and actions Uses information learned from books by comparing and contrasting Participates in activities to help them become aware of what it means to be a consumer Initiates problem-solving strategies and seeks adult help when necessary Uses category labels to understand how words and objects relate to each other Seeks to understand print Recognizes that information is accessible through the use of technology Uses the verbal ordinal terms Recognizes one-digit numerals 0 through 9 Demonstrates use of location words Uses a large speaking vocabulary, adding several new words daily 	<ul style="list-style-type: none"> Demonstrates empathy and caring for others Coordinates sequence of movements to perform tasks Combines onset and rime to form familiar one-syllable words without pictorial support Asks and answers appropriate questions about the book Uses a wide variety of words to label and describe people, places, things, and actions Uses information learned from books by comparing and contrasting Identifies and describes the characteristics of organisms Verbally identifies, without counting, the number of objects from 1 to 5 Recognizes one-digit numerals 0 through 9 Demonstrates use of location words Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal 	<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 Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary Asks and answers appropriate questions about the book Uses information learned from books by comparing, relating, categorizing, or describing Identifies and describes the characteristics of organisms Verbally identifies, without counting, the number of objects from 1 to 5 Recognizes one-digit numerals 0 through 9 Demonstrates use of location words Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal Investigates and describes position and motion of objects Creates or re-creates stories, moods, or experiences through dramatic representations

Lesson Plans for Things That Move • Cosas que se mueven - Transportation (Week 1)				Date	Teacher	Crème Prep A
Wonderful Word	aerodynamic aerodinámica	Character Education	Technology	March 19-23, 2018	Words, Words, Words; Frog Street Math-Measure It X.A.1.X.A.2.II.D.1.V.D.1.	
Literacy	Vocabulary, Oral Language	Letter Knowledge	English-E, e, J, j, O, o, Q, q Spanish-E, e, J, j, O, o, Q, q	Math	Data Analysis	
English Vocabulary	aerodynamic, airplane, bicycle, boats, cargo, Ferris wheel, freight, helicopter, horse, merry-go-round, object graph, people (real) graph, picture graph, roller coaster, ships, train, transportation, yacht					
Spanish Vocabulary	aerodinámica, aeroplano, bicicleta, botes, cargamento, rueda de Chicago, carga, helicóptero, caballo, carrusel, gráfica de objetos, gráfica de gente (real), pictograma, montaña rusa, barcos, tren, transporte, yate					
LESSON COMPONENTS						
Greeting Circle	<ul style="list-style-type: none"> Building Community- Sing "Little Hunk of Tin" Ask children if they have been a passenger in an old car -Calm Strategy- Taking a trip -Commitment Box- Children will use big voices -Morning Message- Cars and buses transport us on roads. -Write the sentence. Display letter cards Ee, Jj, Oo, Qq and invite a volunteer to circle letters they know in the sentence. 	<ul style="list-style-type: none"> Building Community- Sing "If I had the Wings" Ask the children if they have flown in an airplane -Calm Strategy- Encourage children to stretch their arms out to each side -Commitment Box- Children will practice using helping hands -Morning Message- Airplanes and helicopters move people through the air. -Write the sentence. Display letter cards Ee, Jj, Oo, Qq and invite volunteers to circle letters they know. 	<ul style="list-style-type: none"> Building Community- Sing "The Train" Ask if anyone has been a passenger on a train. -Calm Strategy- Play the "S.T.A.R." songs, remind children that being a STAR helps stop anger -Commitment Box- Children will use kind words -Morning Message- Trains move cargo quickly along the track. -Write the sentence. Display letter cards Ee, Jj, Oo, Qq and invite volunteers to circle letters they know. 	<ul style="list-style-type: none"> Building Community- Sing "A Sailor Went to Sea" Ask children how the sailor traveled to sea -Calm Strategy- Lay on backs and make slow tummy waves as they breathe in and out. -Commitment Box-Children will listen to others big voices -Morning Message- Boats and ships move cargo quickly. -Write the sentence. Display letter cards Ee, Jj, Oo, Qq and invite volunteers to circle letters they know. 	<ul style="list-style-type: none"> Building Community- Sing "Roller Coaster Cars" Discuss carnival rides as transportation vehicles -Calm Strategy- Roller coaster breathing -Commitment Box- Children will choose a commitment for the day -Morning Message- Everyone enjoys a carnival ride. -Write the sentence. Display letter cards Ee, Jj, Oo, Qq and invite volunteers to circle letters they know. 	<ul style="list-style-type: none"> Building Community- Sing "My Bonnie Lies over the Ocean" • "Mi amada descansa en las olas" action song Contrast cargo ships and cruise ships List and categorize watercraft Centers <ul style="list-style-type: none"> Sensory Table-Explore ways to move sailboats Creativity Station-Create a sailboat ABC-Copy words in sand "I Saw a Ship A-Sailing" • "Yo vi un barquito que navegaba" participation story Develop vocabulary Pantomime story "Wynken, Blynken, and Nod" • "Sueño de un niño" (Nursery Rhyme • Cuentos infantiles flip chart) Recognize imagery in poem Think about how boat is powered "Monster Coaster" • "Monstruosa, la montaña rusa" <ul style="list-style-type: none"> Introduce idea of a round-trip Think about what it means to be self-reliant Gross Motor Area-Make a masking tape circle on the floor. Invite children to walk the tape, dipping like carousel horses. Pretend and Learn-Provide a cardboard horse cutout and supplies to decorate a carousel horse.
Moving and Learning	<ul style="list-style-type: none"> "The Wheels on the Bus" • "Las llantas del bus" song with sound effects Develop vocabulary Distinguish between and read road signs Centers <ul style="list-style-type: none"> Writer's Corner-Make a stop sign Creativity Station-Draw city traffic plates ABC Center-Make rubbings of license plates "Reagan's Journal • El diario de Reagan" <ul style="list-style-type: none"> Discuss travel safety measures Respond to questions in text "Gram Is Coming to My House" • "Abuelita se viene a mi casa" <ul style="list-style-type: none"> Identify four-wheeled vehicles in story Connect story to experience 	<ul style="list-style-type: none"> "Stars and Stripes Forever" song with pretend flying Introduce concept of aerodynamics Discuss and contrast flying vehicles Centers <ul style="list-style-type: none"> Fine Motor Center-Fold paper airplanes Writer's Corner-Write in clouds (shaving cream) "Once Upon a Time in Dragon Land" • "Había una vez en Dragolandia" <ul style="list-style-type: none"> Develop airplane background and vocabulary Share experiences about flying "Gram Is Coming to My House" • "Abuelita se viene a mi casa" <ul style="list-style-type: none"> Compare airplane to helicopter Compare illustrations to photographs 	<ul style="list-style-type: none"> Discuss trains and the noises they make Compare different trains Centers <ul style="list-style-type: none"> ABC-Complete missing letter patterns with magnetic letters Creativity Station-Paste paper shapes to construct a train Library and Listening-Listen to a story "Gram Is Coming to My House" • "Abuelita se viene a mi casa" <ul style="list-style-type: none"> Introduce fact-based fiction Compare photograph to illustrations "Engine Ninety-Nine" • "Locomotoría Noventa y Nueve" listening story Recall story details Participate in storytelling 	<ul style="list-style-type: none"> Contrast cargo ships and cruise ships List and categorize watercraft Centers <ul style="list-style-type: none"> Sensory Table-Explore ways to move sailboats Creativity Station-Create a sailboat ABC-Copy words in sand "I Saw a Ship A-Sailing" • "Yo vi un barquito que navegaba" participation story Develop vocabulary Pantomime story "Wynken, Blynken, and Nod" • "Sueño de un niño" (Nursery Rhyme • Cuentos infantiles flip chart) Recognize imagery in poem Think about how boat is powered 	<ul style="list-style-type: none"> Building Community- Sing "A Sailor Went to Sea" Ask children how the sailor traveled to sea -Calm Strategy- Lay on backs and make slow tummy waves as they breathe in and out. -Commitment Box-Children will listen to others big voices -Morning Message- Boats and ships move cargo quickly. -Write the sentence. Display letter cards Ee, Jj, Oo, Qq and invite volunteers to circle letters they know. 	<ul style="list-style-type: none"> Building Community- Sing "My Bonnie Lies over the Ocean" • "Mi amada descansa en las olas" action song Contrast cargo ships and cruise ships List and categorize watercraft Centers <ul style="list-style-type: none"> Sensory Table-Explore ways to move sailboats Creativity Station-Create a sailboat ABC-Copy words in sand "I Saw a Ship A-Sailing" • "Yo vi un barquito que navegaba" participation story Develop vocabulary Pantomime story "Wynken, Blynken, and Nod" • "Sueño de un niño" (Nursery Rhyme • Cuentos infantiles flip chart) Recognize imagery in poem Think about how boat is powered
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)	<ul style="list-style-type: none"> "Reagan's Journal • El diario de Reagan" <ul style="list-style-type: none"> Discuss travel safety measures Respond to questions in text "Gram Is Coming to My House" • "Abuelita se viene a mi casa" <ul style="list-style-type: none"> Identify four-wheeled vehicles in story Connect story to experience 	<ul style="list-style-type: none"> "Once Upon a Time in Dragon Land" • "Había una vez en Dragolandia" <ul style="list-style-type: none"> Develop airplane background and vocabulary Share experiences about flying "Gram Is Coming to My House" • "Abuelita se viene a mi casa" <ul style="list-style-type: none"> Compare airplane to helicopter Compare illustrations to photographs 	<ul style="list-style-type: none"> "Gram Is Coming to My House" • "Abuelita se viene a mi casa" <ul style="list-style-type: none"> Introduce fact-based fiction Compare photograph to illustrations "Engine Ninety-Nine" • "Locomotoría Noventa y Nueve" listening story Recall story details Participate in storytelling 	<ul style="list-style-type: none"> Contrast cargo ships and cruise ships List and categorize watercraft Centers <ul style="list-style-type: none"> Sensory Table-Explore ways to move sailboats Creativity Station-Create a sailboat ABC-Copy words in sand "I Saw a Ship A-Sailing" • "Yo vi un barquito que navegaba" participation story Develop vocabulary Pantomime story "Wynken, Blynken, and Nod" • "Sueño de un niño" (Nursery Rhyme • Cuentos infantiles flip chart) Recognize imagery in poem Think about how boat is powered 	<ul style="list-style-type: none"> Building Community- Sing "A Sailor Went to Sea" Ask children how the sailor traveled to sea -Calm Strategy- Lay on backs and make slow tummy waves as they breathe in and out. -Commitment Box-Children will listen to others big voices -Morning Message- Boats and ships move cargo quickly. -Write the sentence. Display letter cards Ee, Jj, Oo, Qq and invite volunteers to circle letters they know. 	<ul style="list-style-type: none"> Building Community- Sing "My Bonnie Lies over the Ocean" • "Mi amada descansa en las olas" action song Contrast cargo ships and cruise ships List and categorize watercraft Centers <ul style="list-style-type: none"> Sensory Table-Explore ways to move sailboats Creativity Station-Create a sailboat ABC-Copy words in sand "I Saw a Ship A-Sailing" • "Yo vi un barquito que navegaba" participation story Develop vocabulary Pantomime story "Wynken, Blynken, and Nod" • "Sueño de un niño" (Nursery Rhyme • Cuentos infantiles flip chart) Recognize imagery in poem Think about how boat is powered
Weekly Learning Centers	<ul style="list-style-type: none"> Gross Motor Area-Children use their bodies to make the letters in <i>car, taxi,</i> and <i>bus</i> Pretend and Learn-Provide car games for the children to explore. Construction-Build a town with roads and traffic signs. 	<ul style="list-style-type: none"> Gross Motor Area-Cover a box with a white or brown towel to create a mountain. Pretend and Learn-Explore balance using a scale. Construction-Build an airport complete with towers and a runway. 	<ul style="list-style-type: none"> Gross Motor Area-Use masking tape to create a winding train track on the floor. Pretend and Learn-Set up a blanket as a sitting area to represent the caboose of the train. Construction-Make a train whistle with a paper towel tube. 	<ul style="list-style-type: none"> Gross Motor Area-Challenge a group of children to create a wave. Pretend and Learn-Provide a large box to use as a pretend boat. Construction-Create an ocean using blue fabric or paper. 	<ul style="list-style-type: none"> Building Community- Sing "A Sailor Went to Sea" Ask children how the sailor traveled to sea -Calm Strategy- Lay on backs and make slow tummy waves as they breathe in and out. -Commitment Box-Children will listen to others big voices -Morning Message- Boats and ships move cargo quickly. -Write the sentence. Display letter cards Ee, Jj, Oo, Qq and invite volunteers to circle letters they know. 	<ul style="list-style-type: none"> Building Community- Sing "My Bonnie Lies over the Ocean" • "Mi amada descansa en las olas" action song Contrast cargo ships and cruise ships List and categorize watercraft Centers <ul style="list-style-type: none"> Sensory Table-Explore ways to move sailboats Creativity Station-Create a sailboat ABC-Copy words in sand "I Saw a Ship A-Sailing" • "Yo vi un barquito que navegaba" participation story Develop vocabulary Pantomime story "Wynken, Blynken, and Nod" • "Sueño de un niño" (Nursery Rhyme • Cuentos infantiles flip chart) Recognize imagery in poem Think about how boat is powered

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Math and Science	<ul style="list-style-type: none"> Count wheels and organize data Compare tire tracks using positional words <p>Centers</p> <ul style="list-style-type: none"> Sensory Table-Compare play dough block impressions Creativity Station-Make tracks with paint and toy cars 	<ul style="list-style-type: none"> Collect data Organize data in Venn diagram <p>Centers</p> <ul style="list-style-type: none"> Math-Sort attribute buttons using Venn diagram Science-Sort photo of moving things 	<ul style="list-style-type: none"> Develop need for graphic representation Identify set with more or less <p>Centers</p> <ul style="list-style-type: none"> Math-Practice using Venn diagram Construction-Build train tracks 	<ul style="list-style-type: none"> Create a picture graph Compare picture graph and object graph <p>Centers</p> <ul style="list-style-type: none"> Creativity Station-Replace photos with drawings Science-Discover best tools for rowing 	<ul style="list-style-type: none"> Compare and evaluate bar graph and picture graph Create bar graph <p>Centers</p> <ul style="list-style-type: none"> Math-Create a bar graph Science-Sort vehicles
Character Educaiton	<p>PATHS: Tired 7-39</p> <p>Manners: 10</p>	<p>V&V: What does it mean to show curiosity?</p> <p>Manners: Lesson 10</p>	<p>PATHS: Tired 7-39</p> <p>Manners: Lesson 10</p>	<p>V&V: What are ways that we can show compassion?</p> <p>Manners: Lesson 10</p>	<p>V&V: What kinds of things are you curious about?</p> <p>Manners: Lesson 10</p>
Closing Circle	<p>Reflecting on the day- Review E, J, O, Q letter cards</p> <ul style="list-style-type: none"> Check on Commitments-Did you use your big voice today? Kindness Tree- Count the hearts on the tree Family Connection- Teach families "Little Hunk of Tin." 	<p>Reflecting on the day- Review E, J, O, Q letter cards</p> <ul style="list-style-type: none"> Check on Commitments- Did you use your helping hands? Kindness Tree- Count the hearts on the tree Family Connection- Teach families the calming strategy of the day 	<p>Reflecting on the day- Review the venn diagram</p> <ul style="list-style-type: none"> Check on Commitments- Did you use your kind words? Kindness Tree- Count the hearts on the tree Family Connection- Teach families "The Train" song 	<p>Reflecting on the day- Review E, J, O, Q letter cards</p> <ul style="list-style-type: none"> Check on Commitments- Did you listen to your classmates big voices? Kindness Tree- Count the hearts on the tree Family Connection- Teach families "My Bonnie Lies over the Ocean" 	<p>Reflecting on the day- review a bar graph</p> <ul style="list-style-type: none"> Check on Commitments- did you follow your commitment for the day? Kindness Tree- Count the hearts on the tree Family Connection- Teach families the roller coaster breathing strategy
Outdoor Learning	<ul style="list-style-type: none"> Invite children to play Red Light, Green Light • Luz roja, luz verde (p. 204). 	<ul style="list-style-type: none"> Have children lie on their backs and watch for airplanes in the sky. Invite children to fly their paper airplanes. 	<ul style="list-style-type: none"> Invite children to connect tricycles to form a train or provide boxes (large enough to hold a child) for children to build a train. 	<ul style="list-style-type: none"> Use a parachute to demonstrate the resistance created by air. Lift the parachute up high and allow it to drift down. If it is a windy day, position the chute so that it is pushed by the air. 	<ul style="list-style-type: none"> Invite children to set up a carnival. Have a ball-tossing game, a go fishing game, and a duck draw. Suggest that children think of ways to make a pretend roller coaster (hold on to one another's waist and twist and turn around the playground) and carousel (walk in a circle, dipping up and down).
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 Shows competence in initiating social interactions Combines onset and rime to form familiar one-syllable words without pictorial support Asks and answers appropriate questions about the book Uses category labels to understand how words and objects relate to each other Produces a word that rhymes with a given word Practices good habits of personal safety Demonstrates use of location words Identifies equal and unequal sets Collects data and organizes it in a graphic representation Shows awareness of areas of competence and describes self positively in what he is able to do 	<ul style="list-style-type: none"> Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal Demonstrates empathy and caring for others Combines onset and rime to form familiar one-syllable words without pictorial support Uses information learned from books by describing, relating, categorizing, or comparing and contrasting Shows understanding by responding appropriately Demonstrates receptive vocabulary (three to four thousand words) Sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different Child investigates and describes position and motion of objects. Describes, observes, and investigates properties and characteristics of common objects Demonstrates coordination and balance in isolation 	<ul style="list-style-type: none"> Is aware of own feelings most of the time Participates in classroom music activities Demonstrates empathy and caring for others 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. Shows understanding by following two-step oral directions, and usually follows three-step directions Uses category labels to understand how words and objects relate to each other Provides appropriate information for various situations Coordinates sequence of movements to perform tasks Demonstrates awareness of one-to-one relationships Identifies equal and unequal sets 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 following two-step oral directions, and usually follows three-step directions Uses information learned from books by describing, relating, categorizing, or comparing Asks and answers appropriate questions about the book Uses a wide variety of words to label and describe people, places, things, and actions Uses category labels to understand how words and objects relate to each other Sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different Counts up to ten items, and demonstrates that the last count indicates how many items were counted Identifies equal and unequal sets Describes, observes, and investigates properties and characteristics of common objects Investigates and describes position and motion of objects 	<ul style="list-style-type: none"> Begins to understand difference and connection between feelings and behaviors Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal Demonstrates empathy and caring for others Retells or reenacts a story after it is read aloud Uses information learned from books by describing, relating, categorizing, or comparing and contrasting Demonstrates receptive vocabulary (three to four thousand words) Uses sentences with more than one phrase Initiates problem-solving strategies and seeks adult help when necessary Engages in voting as a method for group decision making Demonstrates awareness of one-to-one relationships Identifies equal and unequal sets Shows increasing control of tasks that require eye-hand coordination Uses art as a form of creative self-expression and representation

Lesson Plans for Things That Move • Cosas que se mueven - Mysterious Movers (Week 2)				Date	Teacher
Wonderful Word	Character Education	Technology	Math	March 26-30, 2018	Crème Prep A Writer's Corner, ABC & XYZ
Literacy	Letter Knowledge	English-U, u, X, x, Y, y, Z, z	Spanish-U, u, X, x, Y, y, Z, z		Crème Prep A Writer's Corner, ABC & XYZ
Oral Language, Vocabulary, Comprehension	direction, east, forces, gravity, magnetism, moon, mysterious, north, pollen, powerful, rivers, south, sun, tremble, unseen, waves, west, wind				
English Vocabulary	dirección, este, fuerzas, gravedad, magnetismo, Luna, misteriosos, norte, polen, poderosos, ríos, sur, Sol, temblar, no visto, olas, oeste, viento				
LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Greeting Circle	<ul style="list-style-type: none"> Building Community- Sing "Rock-a-Bye Birdie" Ask children if the wind is quiet or busy today -Calm Strategy: Balloon strategy, sway back and forth -Calm Strategy: Children will use their helping hands today Morning Message- Invite two children to share their experiences with Photo Fanny. Display letter cards Uu, Xx, Yy, Zz, invite volunteers to circle familiar letters. 	<ul style="list-style-type: none"> Building Community- Sing "Niagra Falls" Ask children what is humorous about this song -Calm Strategy: The Drain. Pretend to let the water drain as you relax your muscles Commitment Box: Children will listen to others big voices Morning Message- Invite two children to share their experiences with Photo Fanny. Display letter cards Uu, Xx, Yy, Zz, invite volunteers to circle familiar letters. 	<ul style="list-style-type: none"> Building Community- Sing "Nursery Rhyme Rap" Discuss the verses about Jack and Jill and Humpty Dumpty when we fall, why do we fall to the ground? -Calm Strategy: Stretching, jumping forward and backward Commitment Box: Children will use kind words today Morning Message- Invite two children to share their experiences with Photo Fanny. Display letter cards Uu, Xx, Yy, Zz, invite volunteers to circle familiar letters. 	<ul style="list-style-type: none"> Building Community- Sing "Mister Moon" Ask children what they know about the moon. -Calm Strategy- Practice S.T.A.R. Commitment Box: Children will use their big voice today Morning Message- Invite two children to share their experiences with Photo Fanny. Display letter cards Uu, Xx, Yy, Zz, invite volunteers to circle familiar letters. 	<ul style="list-style-type: none"> Building Community- Sing "My Busy Garden" Ask what do bees move when they land on a flower? -Calm Strategy- Arm Breathing Commitment Box: Children will choose a commitment to follow today Morning Message- Invite two children to share their experiences with Photo Fanny. Display letter cards Uu, Xx, Yy, Zz, invite volunteers to circle familiar letters.
Moving and Learning	<ul style="list-style-type: none"> "Twirl Around" • "Giraremos" ribbon dance Read and discuss a poem about the wind Discuss sounds the wind makes <p>Centers</p> <ul style="list-style-type: none"> Library and Listening-Sequence story cards Science-Use air to move a cotton ball Writer's Corner-Illustrate the class story <p>"Mysterious Movers" • Fuerzas misteriosas</p> <ul style="list-style-type: none"> Experience Japanese haiku and art Consider how wind moves things <p>"The Last Leaf" • "La última hoja" story starter</p> <ul style="list-style-type: none"> Develop vocabulary Add to a story 	<ul style="list-style-type: none"> Learn about oceans Discuss ocean pollution <p>Centers</p> <ul style="list-style-type: none"> Library and Listening-Paint with watercolors in response to story Fine Motor-Cut six-pack rings into small pieces Creativity Station-Make an ocean in a bag <p>"Mysterious Movers" • Fuerzas misteriosas</p> <ul style="list-style-type: none"> Discuss moving water Contrast brooks and oceans as movers <p>"River Talk" • "Plática de ríos" listening story</p> <ul style="list-style-type: none"> Introduce river vocabulary Analyze character's feelings 	<ul style="list-style-type: none"> Reinforce understanding of gravity Answer what if questions <p>Centers</p> <ul style="list-style-type: none"> Library and Listening-Change storyline of familiar story Fine Motor-String beads up Construction-Build a marble run <p>"Monster Coaster" • "Monstruosa, la montaña rusa" story folder</p> <ul style="list-style-type: none"> Introduce concept of momentum Discuss role of gravity in carnival rides <p>"Henry Penny" • "La gallina Tina" story folder</p> <ul style="list-style-type: none"> Introduce term "jumping to a conclusion" Consider the impact of a changed event 	<ul style="list-style-type: none"> Introduce revolution of earth Learn about sun, moon, and earth <p>Centers</p> <ul style="list-style-type: none"> Science-Creativity shadows Writer's Corner-Write with finger paint Library and Listening-Sort by nighttime sky and daytime sky <p>"Twinkle, the Little Star" • Chispita la estrella</p> <ul style="list-style-type: none"> Develop star vocabulary Analyze story events <p>"The Sun and the Moon" • "El Sol y la Luna" story folder</p> <ul style="list-style-type: none"> Learn about the moon Consider moon's perspective 	<ul style="list-style-type: none"> Waggle Dance (inspired by honeybees) Act out a rhyme about animal movers Sequence moving seed story cards <p>Centers</p> <ul style="list-style-type: none"> Library and Listening-Retell story with puppets Fine Motor-Simulate gathering and moving pollen Gross Motor Area-Follow a scent trail <p>"Ms. Bumblebee Gathers Nectar" • "La Srta. Abeja recoge néctar" prop story</p> <ul style="list-style-type: none"> Learn about the bee, a mysterious mover Sing "Honeybee Buzz" <p>"Seeds" • "La semilla" listening story</p> <ul style="list-style-type: none"> Introduce movement vocabulary List ways that seeds move
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)	<ul style="list-style-type: none"> Science-Explore moving various objects with air movers Sensory Table-Use fans to move boats in a water table Creativity Station-Draw a picture of something blowing in the wind 	<ul style="list-style-type: none"> Science-Explore water movement using dampened sand Sensory Table-Provide a variety of objects to move water Creativity Station-Paint with watercolors and discuss 	<ul style="list-style-type: none"> Science-Make a magnetic item dance in water using a magnet Sensory Table-Experiments pouring water Creativity Station-Using a magnet, move a washer in tempera paint through a cookie sheet 	<ul style="list-style-type: none"> Science-Mark hours using shadow movement Sensory Table-Experiment with changes in water temperature Creativity Station-Draw a night sky and a day sky 	<ul style="list-style-type: none"> Science-Explore the carpet with a magnifying glass Sensory Table-Provide plastic water animals and discuss how animals move things in the water Creativity Station-Construct a bird's nest using tongs as a beak
Weekly Learning Centers					

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Math and Science	<ul style="list-style-type: none"> Introduce cardinal directions Create wind and observe the result <p>Centers</p> <ul style="list-style-type: none"> Science-Practice making balloon move in designated direction Library and Listening-Listen to story about a weather vane 	<ul style="list-style-type: none"> Practice identifying directions on a grid Create a force and predict the result <p>Centers</p> <ul style="list-style-type: none"> Science-Become wind and blow a balloon Creativity Station-Make a wind tester 	<ul style="list-style-type: none"> Predict whether two objects will fall at same speed Drop pairs of objects to test resistance <p>Centers</p> <ul style="list-style-type: none"> Science-Continue predictions and testing Math-Drop objects onto a quadrant 	<ul style="list-style-type: none"> Discuss stars in the night sky Review the idea of rotation <p>Centers</p> <ul style="list-style-type: none"> Math-Create constellations and count stars Creativity Station- Paint a night sky 	<ul style="list-style-type: none"> Compare the size of different insects Locate markers on three-by-three grid <p>Centers</p> <ul style="list-style-type: none"> Math-Practice locating markers on grid Pretend and Learn-Plan and stake out garden
Character Education	<p>V&V: What are things that you are curious to learn in school?</p>	<p>PATHS: Frustrated 7-49</p>	<p>V&V: How do you feel when someone shows you compassion?</p>	<p>PATHS: Frustrated 7-49</p>	<p>V&V: Review the definitions of Curiosity and Compassion.</p>
Closing Circle	<ul style="list-style-type: none"> Reflecting on the day- Review E, J, O, Q letter cards Check on Commitments- Check to see if we used our helping hands today Kindness Tree- Count the hearts on the tree Family Connection- Teach a family member the song "Rock-a-bye Birdie" 	<ul style="list-style-type: none"> Reflecting on the day- Review mysterious movers Check on Commitments- Check to see if we used our big voice today Kindness Tree- Count the hearts on the tree Family Connection- Teach the song "Niagra Falls" to a family member 	<ul style="list-style-type: none"> Reflecting on the day- Review what happened to the objects that fell at the same speed Check on Commitments- Check to see if we used our kind words today Kindness Tree- Count the hearts on the tree Family Connection- Teach a family member the "Nursely Rhyme Rap" 	<ul style="list-style-type: none"> Reflecting on the day- Review what was learned about the Sun, Moon, and Earth Check on Commitments- Check to see if we used our big voices today Kindness Tree- Count the hearts on the tree Family Connection- Teach a family member the S.T.A.R. calming strategy 	<ul style="list-style-type: none"> Reflecting on the day- Review what you learned about the Mysterious Movers this week. Check on Commitments- Check to see if we kept a commitment today Kindness Tree- Count the hearts on the tree Family Connection- Teach a family member the song "Twinkle Twinkle Little Star"
Outdoor Learning	<ul style="list-style-type: none"> Invite children to blow bubbles. Call attention to how the bubbles float on the wind. 	<ul style="list-style-type: none"> Build a pile of sand or dirt. Place seeds or twigs in the pile. Pour water over the pile and watch the seeds and twigs travel. 	<ul style="list-style-type: none"> Point out examples of gravity on the playground (slide, swings, balls). 	<ul style="list-style-type: none"> Take the children outdoors early in the morning on a sunny day. Have the children look at their shadow. Encourage the children to look at the shadows of the things around them. Take the children outdoors again around noon. Ask them the same questions. 	<ul style="list-style-type: none"> Look around the playground and discuss the objects that can be brought into a classroom (dirt, grass, flowers etc...)
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 Observes and describes what happens during changes in the earth and sky Uses a wide variety of words to label and describe people, places, things, and actions Asks and answers appropriate questions about the book Provides appropriate information for various situations Demonstrates receptive vocabulary (three to four thousand words) Investigates and describes position and motion of objects Uses simple measuring devices to learn about objects Uses a variety of art materials and activities for sensory experience and exploration 	<ul style="list-style-type: none"> Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary Begins to have meaningful friends Combines sentences that give detail, stays on topic, and clearly communicates Asks and answers appropriate questions about the book Identifies similarities among people like himself and classmates, as well as between himself and people from other cultures Observes and describes what happens during changes in the earth and sky Shows understanding by responding appropriately Demonstrates the importance of caring for our environment and our planet Demonstrates use of location words Investigates and describes position and motion of objects Uses simple measuring devices to learn about objects Describes, observes, and investigates properties and characteristics of common objects Identifies, compares, and discusses earth materials and their properties and uses 	<ul style="list-style-type: none"> Demonstrates empathy and caring for others Coordinates sequence of movements to perform tasks Combines ideas for complex sentences Shows understanding by responding appropriately Asks and answers appropriate questions about the book Demonstrates receptive vocabulary (three to four thousand words) Demonstrates knowledge of verbal conversational rules Demonstrates use of location words Investigates and describes position and motion of objects Uses language to describe concepts associated with the passing of time Describes, observes, and investigates properties and characteristics of common objects Sorts objects that are the same and different into groups, and uses language to describe how the groups are similar and different 	<ul style="list-style-type: none"> Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal Demonstrates empathy and caring for others Combines sentences that give detail, stays on topic, and clearly communicates Asks and answers appropriate questions about the book Demonstrates an understanding that others have perspectives and feelings that are different from her own Engages in voting as a method for group decision making Demonstrates receptive vocabulary (three to four thousand words) Identifies, observes, and discusses objects in the sky Observes and describes what happens during changes in the earth and sky Uses art as a form of creative self-expression and representation Creates or recreates stories, moods, or experiences through dramatic representations 	<ul style="list-style-type: none"> Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal Participates in classroom music activities Uses information learned from books by describing, relating, categorizing, or comparing and contrasting Recognizes, observes, and discusses the relationship of organisms to their environments Demonstrates receptive vocabulary (three to four thousand words) Creates or re-creates stories, moods, or experiences through dramatic representations Shows understanding by responding appropriately Demonstrates use of location words Combines syllables into words Coordinates sequence of movements to perform tasks