

Lesson Plans for Things That Move • Cosas que se mueven - I Move (Week 1)				Date	Teacher	Gard 2
Wonderful Word	mobile, <i>móvil</i>	Character Education	Self-reliance, Auto confianza	Technology	March 5-9, 2018	Sounds and Rhymes; ABC and XYZ
Literacy	Phonological Awareness, Vocabulary	Letter Knowledge	English-V, v, G, g, H, h Spanish-V, v, G, g, H, h	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" • Morning Message: "I can bend low and stretch high" • Commitment of the Day: Commit to helping our friends clean up our toys 	<ul style="list-style-type: none"> • Building community: Sing "Walk, Walk, Walk Your Feet" • Morning Message: "I can walk and run very fast" • Commitment of the Day: Commit to using our words to express what we want and feel 	<ul style="list-style-type: none"> • Building Community: Sing "Open, Shut Them" • Morning Message: "I can wave good-bye" • Commitment of the Day: Use our table manners when sitting and eating at the table 	<ul style="list-style-type: none"> • Building Community: Teach the children "Three White Mice." • Morning Message: "I can sing and dance" • Commitment of the Day: Commit to saying please and thank to our friends and teachers 	<ul style="list-style-type: none"> • Building Community: Sing "My Little Red Wagon" • Morning Message: "Wagons and scooters help me move" • Commitment of the Day: Commit to using our walking feet in the hallway 	
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 números" 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 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 • Point and name muscles that you know Body Talk in Rhyme • El cuerpo habla en rimas • Imitate movements in book 	<ul style="list-style-type: none"> • List things children can do with their feet Centers • Writer's Corner-Form play dough letters • Creativity Station- Make trail of footprints by painting the bottom of our feet and walking across construction paper • Library and Listening-Listen to a story and use props • "The Gingerbread Boy" • "El muñequito de jengibre" story folder • Create a new rhyme for story • "Half-Chicken" • "Mediopolito" story folder • Imitate Half-Chicken's movements 	<ul style="list-style-type: none"> • Recognize rhyming words • Produce rhyming words Centers • Writer's Corner-Illustrate a classroom story • Language and Literacy-Creativity Station-Trace hands and use finger puppets • Creativity Station-Trace hands and discuss what hands do • Hands and Fingers • Manos y dedos • 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"> • Tap or clap a rhythm pattern Centers • Gross Motor Area-Follow directions to dance • Language and Literacy-Sequence cards to retell story • Library and Listening- Make finger puppets dance while listening to a song • "The Numeral Dance" • "El baile de los números" • 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 Centers • Gross Motor Area-Pretend to skate • Writer's Corner- Form playdough letters • 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 	

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Math and Science	<ul style="list-style-type: none"> Explain what a quadrant is and how the square they'll be hopping in is divided into quadrants. Centers Gross Motor Area-Hop in a four-quadrant frame Creativity Station-Draw/color a bike 	<ul style="list-style-type: none"> Introduce vertical number line Move frog counters on number line Centers Science- Wash frog down a slope Math- Practice moving in a grid 	<ul style="list-style-type: none"> Are hotels big or small? Centers Pretend and Learn-Use location words while packing Writer's Corner-Play tic-tac-toe 	<ul style="list-style-type: none"> Introduce term <i>intersection</i> Centers 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 Centers Math-Move frog counters on grid Sensory Table-Make model city in sand
Character Education	<p>Independence- What does it mean to be independent?</p>	<p>Independence- Practice counting all by yourself</p>	<p>Independence- Put your shoes on by yourself.</p>	<p>Independence- Practice flipping your coat on.</p>	<p>Independence- How can you be independent today?</p>
Closing Circle	<ul style="list-style-type: none"> Reflecting on the Day: What animal in our story did you move like? Check on Commitments: Did you use gentle hands today? Kindness Tree: What did you do today that was kind? 	<ul style="list-style-type: none"> Reflecting on the Day: What did you learn about a map? Check on Commitments: What friends did you help today? Kindness Tree: How many hearts are on the kindness tree? 	<ul style="list-style-type: none"> Reflecting on the Day: What do you put in a suitcase? Check on Commitments: Did you & your friends use your manners today? Kindness Tree: What kind act did a friend do today? 	<ul style="list-style-type: none"> Reflecting on the Day: What kind of animal tracks did you make in the play dough? Check on Commitments: Did you use your words to express your feelings today? Kindness Tree: How many hearts are on the kindness tree today? 	<ul style="list-style-type: none"> Reflecting on the Day: What did you do today that was independent? Check on Commitments: Did you use your walking feet in the hallways? Kindness Tree: How many blue hearts are on the kindness tree?
Outdoor Learning	<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 back. 	<ul style="list-style-type: none"> Encourage children to color their own hopscotch grids. Point out that a hopscotch grid is like a map. 	<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
Learning Goals	<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 Asks and answers appropriate questions about the book Provides appropriate information for various situations 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 5 Demonstrates use of location words Investigates and describes position and motion of objects 	<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 Uses sentences with more than one phrase 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 Coordinates sequence of movements to perform tasks 	<ul style="list-style-type: none"> Demonstrates empathy and caring for others Uses information learned from books by describing, relating, categorizing, or 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 Recognizes one-digit numerals 0 through 9 Demonstrates use of location words Shows awareness of areas of competence and describes self positively in what he is able to do 	<ul style="list-style-type: none"> Demonstrates empathy and caring for others Coordinates sequence of movements to perform tasks Uses information learned from books by describing, relating, categorizing, or 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 5 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 Produces a word that rhymes with a given word Initiates problem-solving strategies and seeks adult help when necessary Demonstrates use of location words Slides, flips, and turns shapes to demonstrate that the shapes remain the same

Lesson Plans for Things That Move • Cosas que se mueven - Travel (Week 3)					Date	Teacher	Gard 2
Wonderful Word	adventure, <i>aventura</i>	Character Education	Self-reliance, Auto confianza	Technology	March 12-16, 2018	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	<i>aventura</i> , aeropuerto, autobús, carro, diagonal, distancia, horizontal, imaginación, intersección, independiente, cuadrante, 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" • Morning Message: "We can travel from here to there" • Commitment of the Day: Commit to using gentle hands 	<ul style="list-style-type: none"> • Building Community: Sing "My Bonnie Lies over the Ocean" • Morning Message: "We can travel to many locations" • Commitment of the Day: Have children commit to helping their friends 	<ul style="list-style-type: none"> • Building Community: Sing "She'll Be Coming Round the Mountain" • Morning Message: Discuss packing a suitcase • Commitment of the Day: Use good manners, say "please" and "thank you" 	<ul style="list-style-type: none"> • Building Community: Sing "Three White Mice" • Morning Message: Discuss sentence "Animals travel in all kinds of ways" • Commitment of the Day: Commit to using our words to express what we need or feel 	<ul style="list-style-type: none"> • Building Community: Sing "If I Had the Wings." • Morning Message: "My imagination takes me to many places" • Commitment of the Day: Commit to using walking feet in the halls and staying by their teachers 		
Moving and Learning	<ul style="list-style-type: none"> • "Hands and Fingers" • "Manos y dedos" action song 	<ul style="list-style-type: none"> • "The Cool Bear Hunt" participation story 	<ul style="list-style-type: none"> • "Itsy Bitsy Spider" dance 	<ul style="list-style-type: none"> • "Can You Move With Me?" • "¡Ven y muévete así!" action song 	<ul style="list-style-type: none"> • Bubble dance 		
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)	<ul style="list-style-type: none"> • Define <i>here</i>, <i>there</i>, and <i>in between</i> • Note difference in travel and transportation • Centers • ABC-Circle the letter Tt 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 • Centers • Language and Literacy- Explore maps, atlas, and globe • Creativity Station- Decorate map of playground • Library and Listening- Listen to story • "Gram Is Coming to My House" • "Abuelita se viene a mi casa" • Describe grandparent's travel • Recall story details • "Giants Made by People" • Gigantes hechos por el hombre • Identify vehicles used for travel 	<ul style="list-style-type: none"> • Discuss the importance of planning • Centers • 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 	<ul style="list-style-type: none"> • Act out and guess animal movements • 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 	<ul style="list-style-type: none"> • Use imagination to transform familiar objects • Visualize story events and details • Centers • Language and Literacy-Tell adventure stories • Creativity Station-Use imagination to create something • Writer's Corner-Creatate 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 • 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) 	<ul style="list-style-type: none"> • Creativity Station-Draw/color 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. • 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 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. • 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
Weekly Learning Centers	<ul style="list-style-type: none"> Gross Motor Area- Build a maze using mats in gym Fine Motor- Use large tweezers to pick up and move objects Construction- From the body parts checklist- Ask children to color in the body parts they use as they build 	<ul style="list-style-type: none"> Gross Motor Area- Walk a 'tape line' and at the end tap a bell with your toes Fine Motor- Use tongs to pick up various objects and drop them 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 from standing position Fine Motor- Roll play dough into small balls Construction- Build tower using only one hand, describe experience 	<ul style="list-style-type: none"> Gross Motor Area- Place the <i>Giant Dance 1</i> and <i>Giant Dance 2</i> sequence cards in order, and 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 	<ul style="list-style-type: none"> Gross Motor Area- Use parachute to experiment with wind Fine Motor- Build wagons and scooters with Legos® Construction- Provide medium-sized, shallow boxes to serve as wagons
Math and Science	<ul style="list-style-type: none"> Participate in movement patterns Introduce right and left sides Centers <ul style="list-style-type: none"> Fine Motor- Crumple balls of paper Math- Replicate two-color pattern cores Science- Use magnifying glasses outside to watch how ants move. 	<ul style="list-style-type: none"> Relate three-element core to traffic light Centers <ul style="list-style-type: none"> Gross Motor Area- Hop along a shape line Math- Copy three-color patterns 	<ul style="list-style-type: none"> Introduce the term balance Centers <ul style="list-style-type: none"> Creativity Station- Paint a zigzag pattern Math- Arrange numeral cards in order Science- Create various colors by mixing colors together. (Start off with white paint, and keep adding different colors.) 	<ul style="list-style-type: none"> Introduce odd and even numbers Centers <ul style="list-style-type: none"> Sensory Table- Study tire tracks in sand Math- Count frog up to ten 	<ul style="list-style-type: none"> March, tiptoe, and twirl to even numbers Centers <ul style="list-style-type: none"> Creativity Station- Color eyes (two-to-one relationship) Math- Use pattern core to build pattern Science- Make a 'Tornado Tube' Using: 2-liter bottles, water, glitter, & oil. Have children watch the way the tornado moves.
Character Education	<ul style="list-style-type: none"> Independence- Define & show independence 	<ul style="list-style-type: none"> Independence- Clean up & throw out our own snack 	<ul style="list-style-type: none"> Independence- Try to lay out and flip on coat without a teachers help 	<ul style="list-style-type: none"> Independence- Help show a friend how to be independent 	<ul style="list-style-type: none"> Independence- What are ways we can be independent with our family at home?
Closing Circle	<ul style="list-style-type: none"> Reflecting on the Day: Can you list the muscles that we learned about today? Check on Commitments: Did you help friends clean up today? Kindness Tree: How many hearts are on the kindness tree today? 	<ul style="list-style-type: none"> Reflecting on the Day: What does it mean to be independent? Check on Commitments: Did you help your friends clean up today? Kindness Tree: How many hearts are on the kindness tree today? 	<ul style="list-style-type: none"> Reflecting on the Day: Can you count for me and tell me what number comes next? Check on Commitments: Did you use when you use when asking for more food or milk? Kindness Tree: How many green hearts are on the tree today? 	<ul style="list-style-type: none"> Reflecting on the Day: Do you remember the word balance? What does it mean? Check on Commitments: Did you use please and thank you today? Kindness Tree: Name one kind act a friend did today? 	<ul style="list-style-type: none"> Reflecting on the Day: What are the movements we use when using a bicycle and a wagon? Check on Commitments: When did you use your walking feet? Kindness Tree: How many total hearts are on the kindness tree?
Outdoor Learning	<ul style="list-style-type: none"> Invite children to play "Keep Away" - Quédate lejos (p. 202). Discuss ways the body moves during the game. 	<ul style="list-style-type: none"> Encourage children to play parachute games (p. 204). Which parts of the body do you use for these games? 	<ul style="list-style-type: none"> Challenge children to pretend to be shadow puppets and create a shadow puppet dance. Discuss body movements. 	<ul style="list-style-type: none"> Encourage the children to walk on 'stilts' (p. 167)(toy disk in creative movement) Which parts of your body move with this activity? 	<ul style="list-style-type: none"> Invite children to participate in tricycle relays (p. 202).

Lesson Plans for Things That Move • Cosas que se mueven - Transportation (Week 3)					Date	Teacher	Gard 2
Wonderful Word	aerodynamic aerodinámica	Character Education	Self-reliance, Auto confianza	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	airplane, bicycle, boats, cargo, Ferris wheel, helicopter, horse, merry-go-round, object graph, picture graph, roller coaster, ships, train, transportation, yacht						
Spanish Vocabulary	aeroplano, bicicleta, botes, cargamento, rueda de Chicago, helicóptero, caballo, carrusel, gráfica de gente (real), pictograma, montaña rusa, barcos, tren, transporte, yate						
LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5		
Greeting Circle	<ul style="list-style-type: none"> Building community: Sing "Little Hunk of Tin." Morning Message: Discuss how cars and buses transport us on roads. Commitment of the Day: Commit to pushing your chair in after getting up from the table. 	<ul style="list-style-type: none"> Building community: Sing "If I Had the Wings." Morning Message: Talk about how airplanes and helicopters move people through the air. Commitment of the Day: Use helpful hands with friends 	<ul style="list-style-type: none"> Building community: Sing "The Train" Morning Message: Discuss the sentence "trains move cargo quickly along the track." Commitment of the Day: Commit to using your inside voice 	<ul style="list-style-type: none"> Building community: Sing "A Sailor Went to Sea." Morning Message: Discuss how boats and ships move cargo quickly. Commitment of the Day: Commit to keeping your hands to your own body 	<ul style="list-style-type: none"> Building community: Sing "Roller Coaster Cars." Morning Message: Discuss the sentence everyone enjoys a carnival ride. Commitment of the Day: Commit to using your words to communicate with friends and teachers 		
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 Writer's Corner-Make a stop sign Discuss travel safety measures "Gram Is Coming to My House" Abuelita se viene a mi casa Identify four-wheeled vehicles in story Connect story to experience 	<ul style="list-style-type: none"> "Stars and Stripes Forever" song with pretend flying Discuss and contrast flying vehicles Centers 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 Develop airplane background and vocabulary Share experiences about flying Compare airplane to helicopter 	<ul style="list-style-type: none"> "Little Red Train" action verse Discuss trains and the noises they make Compare different trains Centers 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 Introduce fact-based fiction "Engine Ninety-Nine" • "Locomotora Noventa y Nueve" listening story Recall story details 	<ul style="list-style-type: none"> "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 Sensory Table-Explore ways to move sailboats Creativity Station-Create a sailboat ABC-Copy words in paint "I Saw a Ship A-Sailing" • "Yo vi un barquito que navegaba" participation story Develop vocabulary "Wynken, Blynken, and Nod" "Sueño de un niño" (Nursery Rhyme • Cuentos infantiles flip chart) Think about how boat is powered 	<ul style="list-style-type: none"> Carousel Ride dramatic play Develop background information about merry-go-rounds Centers Creativity Station-Draw favorite carnival ride Language and Literacy-Retell a story with props "Giants Made by People" Gigantes hechos por el hombre Discuss carnival rides "Monster Coaster" "Monstruosa, la montaña rusa" Introduce idea of a round-trip Think about what it means to be self-reliant 		
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)	<ul style="list-style-type: none"> Gross Motor Area- Children use their bodies to make the letters in car, taxi, and bus 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 bed and 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"> 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 horse cutout and supplies to decorate a carousel horse. 		
Weekly Learning Centers							

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 	<p>Look at pictures of Venn diagram</p> <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"> 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 <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"> Create bar graph <p>Centers</p> <ul style="list-style-type: none"> Math-Create a bar graph Science-Sort vehicles
Character Educaiton	<p>VV: Sharing- Practice sharing some toys with friends around you.</p>	<p>VV: Taking Turns- Draw a picture with a friend.</p>	<p>VV: Compassion- Help a friend who might seem lonely or in need of help.</p>	<p>VV: Self reliance- Clean up your toys when done playing with them.</p>	<p>VV: Compassion- What does it mean to have compassion?</p>
Closing Circle	<p>Reflecting on the day: What friends did you share with today?</p> <ul style="list-style-type: none"> Check on Commitments: During classroom time did you use your walking feet? Kindness Tree: How many hearts did you put in the tree? 	<p>Reflecting on the day: Was the shaving cream you used soft or hard?</p> <ul style="list-style-type: none"> Check on Commitments: Did you use helpful hands with your friends and teachers? Kindness Tree: What did a friend do to put a heart on the tree? 	<p>Reflecting on the day: What friend did you help out today?</p> <ul style="list-style-type: none"> Check on Commitments: Did you use your inside voice today? Kindness Tree: What did you do to put a heart on the kindness tree? 	<p>Reflecting on the day: How did you make a sailboat?</p> <ul style="list-style-type: none"> Check on Commitments: Did you keep your commitment to keeping your hands to your own body? Kindness Tree: How many yellow hearts are on the tree? 	<p>Reflecting on the day: What is your favorite carnival ride?</p> <ul style="list-style-type: none"> Check on Commitments: Did you use your words to express your feelings? Kindness Tree: Count total amount of hearts on kindness tree
Outdoor Learning	<p>Invite children to play Red Light, Green Light • Luz roja, luz verde (p. 204).</p>	<p>Have children lie on their backs and watch for airplanes in the sky. Invite children to fly their paper airplanes.</p>	<p>Invite children to connect tricycles to form a train</p>	<p>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.</p>	<p>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).</p>
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 Asks and answers appropriate questions about the book Uses category labels to understand how words and objects relate to each other 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 Shows understanding by responding appropriately. Combines sentences that give detail, stays on topic, and clearly communicates Sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different Identifies equal and unequal sets. 	<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 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 Coordinates sequence of movements to perform tasks Demonstrates awareness of one-to-one relationships Identifies equal and unequal sets Collects data and organizes it in a graphic representation 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 and contrasting Uses a wide variety of words to label and describe people, places, things, and actions Sorts 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. Identifies equal and unequal sets Describes, observes, and investigates properties and characteristics of common objects Uses simple measuring devices to learn about 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 sentences with more than one phrase Initiates problem-solving strategies and seeks adult help when necessary Demonstrates awareness of one-to-one relationships Identifies equal and unequal sets

Lesson Plans for Things That Move • Cosas que se mueven - Mysterious Movers (Week 4)				Date	Teacher	Gard 2
Wonderful Word	Character Education	Self-reliance, Auto confianza	Technology	March 26-30, 2018	Writer's Corner, ABC & XYZ	
Literacy	Oral Language, Vocabulary, Comprehension	Letter Knowledge	English-U, u, X, x, Y, y, Z, z Spanish-U, u, X, x, Y, y, Z, z	Math	Direction and Location Concepts	
English Vocabulary	direction, east, forces, gravity, magnetism, moon, mysterious, north, pollen, powerful, rivers, south, sun, tremble, unseen, waves, west, wind					
Spanish 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" • Morning Message: Photo Fanny Share and Tell "Bring in a family photo to show and tell with Fanny the Frog" • Commitment of the Day: Say "Good Morning" to someone. 	<ul style="list-style-type: none"> • Building Community: Invite Children to sing "Niagara Falls" • Morning Message: Photo Fanny Share and Tell. "Bring in a family photo to show and tell with Fanny the frog" • Commitment of the Day: Practice using your inside voice. 	<ul style="list-style-type: none"> • Building Community: Sing "Nursery Rhyme Rap" • Morning Message: Photo Fanny Share and Tell. "Bring in a family photo to show and tell with Fanny the frog" • Commitment of the Day: Commit to using your big voices today 	<ul style="list-style-type: none"> • Building Community: Sing "Mister Moon" • Morning Message: Photo Fanny Share and Tell. "Bring in a family photo to show and tell with Fanny the frog" • Commitment of the Day: Hanging our coats where they belong 	<ul style="list-style-type: none"> • Building Community: Sing "My Busy Garden" • Morning Message: Photo Fanny Share and Tell. "Bring in a family photo to show and tell with Fanny the Frog" • Commitment of the Day: Practice using our words to say "please & thank you" 	
Moving and Learning	<ul style="list-style-type: none"> • "Twirl Around" • "Giraremos" ribbon dance 	<ul style="list-style-type: none"> • Learn about oceans • Discuss ocean pollution 	<ul style="list-style-type: none"> • Discuss what is gravity • Answer <i>what if</i> questions 	<ul style="list-style-type: none"> • Introduce earth's changes by discussing the moon and the sun • Learn about sun, moon, and earth 	<ul style="list-style-type: none"> • Act out a rhyme about animal movers like a bumblebee • Sequence moving seed story cards 	
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)	<ul style="list-style-type: none"> • Centers • Library and Listening-Sequence story cards • Science-Blow cotton balls to see if they move • Writer's Corner-Illustrate the class story • Mysterious Movers • Fuerzas misteriosas • Experience Japanese haiku and art • Consider how wind moves things • "The Last Leaf" • "La última hoja" story starter • Develop vocabulary • Add to a story 	<ul style="list-style-type: none"> • Library and Listening-Practice cutting watercolors in response to story on a drawn line • Creativity Station-Make an ocean in a bag with pictures of things found in the ocean • Mysterious Movers • Fuerzas misteriosas • Discuss moving water • Contrast brooks and oceans as movers • "River Talk" • "Plática de ríos" listening story • Introduce river vocabulary • Discuss character's feelings 	<ul style="list-style-type: none"> • Library and Listening-Discuss children name sounds • Fine Motor-String beads • Construction-Build a ramp with lego's and see what slides down • "Monster Coaster" • "Monstruosa, la montaña rusa" story folder • Introduce concept of momentum • Discuss role of gravity in carnival rides • "Henny Penny" • "La gallina Tina" story folder • Introduce term "jumping to a conclusion" • Discuss cause and effect 	<ul style="list-style-type: none"> • Science-Creat shadows with flash lights • Writer's Corner-Write children's names with finger paint • Library and Listening-Discuss the differences of nighttime sky and daytime sky • "Twinkle, the Little Star" • Chispita la estrella • Develop star vocabulary • Analyze story events • "The Sun and the Moon" • "El Sol y la Luna" story folder • Learn about the moon • Consider moon's perspective 	<ul style="list-style-type: none"> • Library and Listening-Retell story with puppets • Fine Motor-Use stickers on letters Aa Bb • Gross Motor Area-Do a silly movement dance (Chicken dance) • "Ms. Bumblebee Gathers Nectar" • "La Stra. Abeja recoge nectar" prop story • Learn about the bee, a mysterious mover • Sing "Honeybee Buzz" • "Seeds" • "La semillita" listening story • Introduce movement vocabulary • List ways that seeds move 	
Weekly Learning Centers	<ul style="list-style-type: none"> • Science-Explore moving various objects by blowing them • Sensory Table-Explore splashing to move boats in a water table • Creativity Station-Draw a picture a boat 	<ul style="list-style-type: none"> • Science-Explore water movement using dampened sand • Creativity Station-Paint with watercolors and discuss the color 	<ul style="list-style-type: none"> • Sensory Table-Experiments pouring water • Creativity Station- Using a magnet create a moving object by placing one magnet on the top and one magnet on the bottom of piece of construction paper 	<ul style="list-style-type: none"> • Science- Make shadow puppets • Sensory Table-Experiment with changes in water temperature • Creativity Station-Draw a night sky and a day sky 	<ul style="list-style-type: none"> • Sensory Table-Provide plastic water animals and discuss how animals move things in the water • Creativity Station-Construct a bird's nest with plastic cups and string 	

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 <i>wind</i> and observe the result Centers • Science-Practice making ribbons 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 Centers • Science-View a video of a windmill-discuss wind • 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 Centers • 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 Centers • 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 Centers • Math-Practice locating markers on grid • Pretend and Learn-Plan and stake out garden
Character Education	<p>Compassion: Use your compassion to give a friend a hug.</p> <ul style="list-style-type: none"> • Reflecting on the Day: What did you learn about wind today? • Check on Commitments: Have you said good morning today? • Kindness Tree: Add your first heart of the week on the Kindness tree. 	<p>Curiosity: Define & explain the word 'curiosity'</p> <ul style="list-style-type: none"> • Reflecting on the Day: Ask children what they can do to protect the ocean • Check on Commitments: Did you use your inside voice? • Kindness Tree: Use a new shape on the kindness tree. 	<p>Compassion: Show your compassion and cheer for a friend.</p> <ul style="list-style-type: none"> • Reflecting on the Day: Reflect back on what gravity is? • Check on Commitments: Did you use your words instead of your hands or tears? • Kindness Tree: Counting hearts on the kindness tree as a group 	<p>Curiosity: Show children what you as a teacher find curious, ask what makes them curious?</p> <ul style="list-style-type: none"> • Reflecting on the Day: What did you learn about the moon today? • Check on Commitments: Did you put your coat in the correct place? • Kindness Tree: Have a friend add a heart on the kindness tree for you. 	<p>Compassion: Show compassion and help a friend in need</p> <ul style="list-style-type: none"> • Reflecting on the Day: What did you learn about bees today? • Check on Commitments: Show an example of the way you followed your commitment • Kindness Tree: How many hearts do we have in all on our kindness tree
Closing Circle	<ul style="list-style-type: none"> • Invite children to blow bubbles. Call attention to how the bubbles float with the wind. 	<ul style="list-style-type: none"> • Build a pile of sand or dirt using the sensory table, add twigs, then pour water over the pile and watch the 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 and have the children look at their shadow. Discuss what they see when they are shadow watching 	<ul style="list-style-type: none"> • Have children explore the playground to find seeds and pollen with a magnifying glass.
Outdoor Learning	<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 • Uses a variety of art materials and activities for sensory experience and exploration 	<ul style="list-style-type: none"> • 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 • Shows understanding by responding appropriately • Demonstrates the importance of caring for our environment and our planet • Demonstrates use of location words and motion of objects 	<ul style="list-style-type: none"> • Demonstrates empathy and caring for others • Coordinates sequence of movements to perform tasks • Combines ideas for complex sentences appropriately • Shows understanding by responding • Asks and answers appropriate questions about the book • Demonstrates knowledge of verbal conversational rules • 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 	<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 • Identifies, observes, and discusses objects in the sky • Demonstrates use of location words • Uses art as a form of creative self-expression and representation 	<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 • Creates or re-creates stories, moods, or experiences through dramatic representations • Shows understanding by responding appropriately • Demonstrates use of location words
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