

Lesson Plans for Things That Move • Cosas que se mueven - I Can Move (Week 1)				Date	Teacher
Wonderful Word	<i>mobile, móvil</i>	Character Education	Self-reliance, Auto confianza	March 5 -9, 2018	G3 A, B, D 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. Invite children to sing "Head, Shoulders, Knees, and Toes" Morning Message: I can bend low and stretch high What are your Commitments for today? Using Big Voices, Listening to Big Voices, Helping Hands, and Using Kind Words 	<ul style="list-style-type: none"> Building community. Sing, "Walk, Walk, Walk your Feet" with the children Morning Message: I can walk and run very fast What are your Commitments for today? Using Big Voices, Listening to Big Voices, Helping Hands, and Using Kind Words 	<ul style="list-style-type: none"> Building community: Invite the children to sing "Open, Shut Them" Ask children what can they do with their fingers and their hands. Morning Message: I can wave goodbye What are your Commitments for today? Using Big Voices, Listening to Big Voices, Helping Hands, and Using Kind Words 	<ul style="list-style-type: none"> Building community: Teach the children, "Three White Mice" Ask a volunteer to dance how a mouse might dance. Today's focus will be on how our bodies move; Dancing. Morning Message: I can sing and dance What are your Commitments for today? Using Big Voices, Listening to Big Voices, Helping Hands, and Using Kind Words 	<ul style="list-style-type: none"> Building community: Invite children to sing, "My Little Red Wagon" Ask children what things can be put in a wagon? Morning Message: Wagons and scooters help me move What are your Commitments for today? Using Big Voices, Listening to Big Voices, Helping Hands, and Using Kind Words
Moving and Learning	<ul style="list-style-type: none"> "Wiggles, Giggles, 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 Add to the story with original lines <p>Centers</p> <ul style="list-style-type: none"> Language and Literacy-Retell and illustrate story Library and Listening-Listen to story <p>Our Muscles • Los músculos</p> <ul style="list-style-type: none"> Introduce table of contents Apply facts in books to children's bodies <p>"Body Talk in Rhyme" • El cuerpo habla en rimas</p> <ul style="list-style-type: none"> 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 <p>Centers</p> <ul style="list-style-type: none"> Writer's Corner-Form play dough letters or write in sand Creativity Station-Make trail of footprints Library and Listening-Retell stories with props <p>"The Gingerbread Boy" • "El muñequito de jengibre" story folder</p> <ul style="list-style-type: none"> Create a new rhyme for story <p>"Half-Chicken" • "Mediopollito" story folder</p> <ul style="list-style-type: none"> Imitate Half-Chicken's movements Connect story with country of origin 	<ul style="list-style-type: none"> Display the Photo Activity Cards. Encourage children to describe how the children in the photographs are moving their hands, fingers, and arms Recognize rhyming words Produce rhyming words <p>Centers</p> <ul style="list-style-type: none"> Language and Literacy-Create and use finger puppets Creativity Station-Trace hands and think about what hands do <p>Hands and Fingers • Manos y dedos</p> <ul style="list-style-type: none"> Compare song lyrics to story text Demonstrate hand movements <p>A to Z Helping Hands • Manos amables de la A a la Z</p> <ul style="list-style-type: none"> Discuss ways hands and fingers are used Think of helping hand movements 	<ul style="list-style-type: none"> Tell the children that they are going to tap the patterns suggested in the story. Distribute rhythm sticks or substitute empty paper-towel tubes or allow children to clap the patterns with their hands. Categorize story as fiction Tap a rhythm pattern in story <p>Centers</p> <ul style="list-style-type: none"> 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 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"> Demonstrate some movements they can do (run, jump skip clap) Encourage children to determine if these actions require muscles. Compare riding toys (scooters, wagons, etc.) Separate parts of words <p>Centers</p> <ul style="list-style-type: none"> Gross Motor Area-Pretend to skate Creativity Station-Paint a wagon <p>Our Muscles • Los músculos</p> <ul style="list-style-type: none"> Discuss movements of bicycle and wagon Consider benefits of vehicles <p>"My Aunt Violet" • "Mi tia Violeta" story folder</p> <ul style="list-style-type: none"> Recall story details Demonstrate compound words

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
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 tap your toes. Fine Motor-pick up objects with fingers 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 1</i> and <i>Giant Dance 2</i> 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
Math and Science	<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"> Gross 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 <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, tiptoe, 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"> Lay groundwork for counting by twos <p>Centers</p> <ul style="list-style-type: none"> Creativity Station-Draw eyes (two-to-one relationship) Math-Use pattern core to build pattern
Character Education	<p>Paths: Making Choices (Lesson 25)</p>	<p>Paths: Review Making Choices (Lesson 25)</p>	<p>Manners: Model Release Form (Lesson 2)</p>	<p>Independence: Define the meaning of the term</p>	<p>Independence: Review the meaning of the work, and give examples on how to be independent?</p>
Closing Circle	<ul style="list-style-type: none"> Reflecting on the day: What did you learn about muscles today? Check on Commitments: Ask the children how they followed up on their commitments. Kindness Tree: Ask the children how they followed up on their commitments. (Using Big Voices, Listening to Big Voices, Helping Hands, and Using Kind Words) Going over the commitments that they followed today 	<ul style="list-style-type: none"> Reflecting on the day: What did you learn about your legs and feet today? Check on Commitments: Ask the children how they followed up on their commitments. Kindness Tree: Ask the children how they followed up on their commitments. (Using Big Voices, Listening to Big Voices, Helping Hands, and Using Kind Words) Going over the commitments that they followed today Family Connection: Suggest children compare their feet to a family member's feet 	<ul style="list-style-type: none"> Reflecting on the day: Name things we use our hands and fingers to do? Check on Commitments: Ask the children how they followed up on their commitments. Kindness Tree: Ask the children how they followed up on their commitments. (Using Big Voices, Listening to Big Voices, Helping Hands, and Using Kind Words) Going over the commitments that they followed today Family Connection: Practice a snap-clap pattern. Challenge children to teach the pattern to a family member. 	<ul style="list-style-type: none"> Reflecting on the day: Which parts of our bodies move when we dance? Check on Commitments: Ask the children how they followed up on their commitments. Kindness Tree: Ask the children how they followed up on their commitments. (Using Big Voices, Listening to Big Voices, Helping Hands, and Using Kind Words) Going over the commitments that they followed today Family Connection: Challenge children to think of a way to share the importance of wearing a helmet when riding bikes or scooters with their families. (Sing a song, create a chant, draw a poster, and write a note) 	<ul style="list-style-type: none"> Reflecting on the day: Name some compound words we have discussed today. Check on Commitments: Ask the children how they followed up on their commitments. Kindness Tree: Ask the children how they followed up on their commitments. (Using Big Voices, Listening to Big Voices, Helping Hands, and Using Kind Words) Going over the commitments that they followed today Family Connection: Challenge children to think of a way to share the importance of wearing a helmet when riding bikes or scooters with their families. (Sing a song, create a chant, draw a poster, and write a note)
Outdoor Learning	<ul style="list-style-type: none"> Invite children to play <i>Keep Away</i> • <i>Quédate lejos</i> (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 tippy toes. Which parts of your body move with this activity? 	<ul style="list-style-type: none"> Invite children to participate in tricycle relays (p. 202).
Learning Goals	<ul style="list-style-type: none"> Seeks to understand print Retells or reenacts a story after it is read aloud Demonstrates use of location words 	<ul style="list-style-type: none"> Is aware of where own body is in space; respects personal boundaries Retells or reenacts a story after it is read aloud Demonstrates use of location words 	<ul style="list-style-type: none"> Names at least 16 upper- and at least 16 lowercase letters Uses words to rote count from 1 to 20 	<ul style="list-style-type: none"> Assumes various roles and responsibilities as part of a classroom community Demonstrates empathy and caring for others 	<ul style="list-style-type: none"> Recognizes one-digit numerals 0 through 9 Recognizes and creates patterns

Lesson Plans for Things That Move • Cosas que se mueven - Travel (Week 2)				Date	Teacher	G3 A, B, D	
Wonderful Word	adventure, <i>aventura</i>	Character Education	Self-reliance, Auto confianza	Technology	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	<u>aventura</u> , 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" Morning Message: We can travel from here to there What are your Commitments for today? Using Big Voices, Listening to Big Voices, Helping Hands, and Using Kind Words 	<ul style="list-style-type: none"> Building community: Sing "My Bonnie Lies over the Ocean" Morning Message: We can travel to many locations What are your Commitments for today? Using Big Voices, Listening to Big Voices, Helping Hands, and Using Kind Words 	<ul style="list-style-type: none"> Building community: Sing "She'll Be Coming Round the Mountain" Discuss the preparation that occurs prior to travel (setting, time and date, packing) Morning Message: We can pack a suitcase What are your Commitments for today? Using Big Voices, Listening to Big Voices, Helping Hands, and Using Kind Words 	<ul style="list-style-type: none"> Building community: Sing "Three White Mice". Discuss the movements of the mice. Morning Message: Animals travel in all kinds of ways What are your Commitments for today? Using Big Voices, Listening to Big Voices, Helping Hands, and Using Kind Words 	<ul style="list-style-type: none"> Building community: Sing "If I had the Wings". Discuss imagination. Point out that we can imagine ourselves anywhere - on a sunny beach, at Disneyland or a mountain top. Morning Message: My imagination takes me to many places What are your Commitments for today? Using Big Voices, Listening to Big Voices, Helping Hands, and Using Kind Words 	<ul style="list-style-type: none"> Building community: Sing "If I had the Wings". Discuss imagination. Point out that we can imagine ourselves anywhere - on a sunny beach, at Disneyland or a mountain top. Morning Message: My imagination takes me to many places What are your Commitments for today? Using Big Voices, Listening to Big Voices, Helping Hands, and Using Kind Words 	
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"> "Can You Move With Me?" • "¿Ven y muévete así!" action song 	<ul style="list-style-type: none"> "Can You Move With Me?" • "¿Ven y muévete así!" action song 	<ul style="list-style-type: none"> "Can You Move With Me?" • "¿Ven y muévete así!" action song
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)	<ul style="list-style-type: none"> Ask a volunteer to walk to the classroom door. Point out that the child has traveled. She was here with us and now she has moved from this location to another location (over there). We can travel long distances or short distances, but anytime we can change locations, we travel. Define here and there and in between. Note difference in travel and transportation <p>Centers</p> <ul style="list-style-type: none"> ABC-Circle <i>Tion paper</i> 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"> Display page 5 of Meet My Grandparents. Explain that this is a map. Maps tell us where countries, cities, rivers, and oceans are located on the planet. Point out that we use maps to plan our adventures - travel. We also use maps to show others where we live. Introduce maps and globe Draw a simple map to playground <p>Centers</p> <ul style="list-style-type: none"> 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 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"> Ask children about times they have gone on trips (overnight trips, vacations, Summer camp). Challenge children to think about how they prepared for their trip. Discuss the importance of planning Read rebus poster to pack <p>Centers</p> <ul style="list-style-type: none"> Make s suitcase using paper and glue 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 (Developmental Storybook) Compare Gram's suitcase to pigs' backpacks Think about source of pigs' furniture 	<ul style="list-style-type: none"> Invite children to sing "Ten Little Monkeys". Make a list of the way the monkeys move (doing tricks, picking up sticks, standing in line and swinging on vines). Act out and guess animal movements Combine onset and rhyming to form movement words Discuss ways that animals move (rabbits hop, turtles crawl, horses trot, gallop and lope, cats slink, and kangaroos hop) <p>Centers</p> <ul style="list-style-type: none"> 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"> Display a potato - chip can, empty paper-towel tube, or an oatmeal box. This is a _____, but I can use my imagination and pretend it is something else. Use imagination to transform familiar objects Visualize story events and details <p>Centers</p> <ul style="list-style-type: none"> 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 		

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
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"> Draw a map from school to your house Creativity Station-Draw a simple map. 	<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. Writer's Corner-Think of ways to draw if they could not use their hands.
Math and Science	<ul style="list-style-type: none"> Draw left and right hand on paper (working on: which hand is right and which hand is left) Follow directions Place blocks and count <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"> Make a chart with left, right, above, and below arrows that you can display during group lesson. Refer to the chart during the activity when you flash a numeral card and ask children to locate a specific numeral that is to the left, right, above, or below the respective number lines. 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 Math-Practice moving in a grid 	<ul style="list-style-type: none"> Show the children a suitcase and discuss how it used for travel. (Picture) Compare a hotel picture to three-by-three grid Place suitcases on grid <p>Centers</p> <ul style="list-style-type: none"> Pretend and Learn-Use location words while packing Writer's Corner-Play tic-tac-toe 	<ul style="list-style-type: none"> Adding number $2+3=5$ Instead of saying that the spider crawls up the waterspout, change the verse so that the children sing (climbs over and up the fence) <p>Centers</p> <ul style="list-style-type: none"> Math-Move frog counters Creativity Station-Make string and paint collage 	<ul style="list-style-type: none"> Have the kids use tongs to move the frog counters and count <p>Centers</p> <ul style="list-style-type: none"> Math-Move frog counters on grid Sensory Table-Make model city in sand
Character Education	<ul style="list-style-type: none"> Paths: Solving Problems (Lesson 26) 	<ul style="list-style-type: none"> Paths: Review Solving Problems (Lesson 26) 	<ul style="list-style-type: none"> Manners: Teaching the class (Lesson 2) 	<ul style="list-style-type: none"> Independence: Define the meaning of the term 	<ul style="list-style-type: none"> Independence: Review the meaning of the word and give examples on how to be independent
Closing Circle	<ul style="list-style-type: none"> Reflecting on the day: Ask a volunteer to describe the difference between travel and transportation Check on Commitments: Ask the children how they followed up on their commitments. Kindness Tree: How did you follow up on your commitments. (Using Big Voices, Listening to Big Voices, Helping Hands, and Using Kind Words) Going over the commitments that they followed today. Family Connection: Have children to work with their families and list five different ways they might travel to school. Encourage imaginative means of transportation (on a rocket, in a kangaroo's pocket, in a hot air balloon) 	<ul style="list-style-type: none"> Reflecting on the day: What can we learn from a map? Check on Commitments: Ask the children how they followed up on their commitments. Kindness Tree: How did you follow up on your commitments. (Using Big Voices, Listening to Big Voices, Helping Hands, and Using Kind Words) Going over the commitments that they followed today. Family Connection: Invite children to consider what Photo Fanny might pack for her travels. Encourage them to add a notation in Fanny's journal about preparations for travel. 	<ul style="list-style-type: none"> Reflecting on the day: What do we need to think about when packing our suitcase for a trip? Check on Commitments: Ask the children how they followed up on their commitments. Kindness Tree: How did you follow up on your commitments. (Using Big Voices, Listening to Big Voices, Helping Hands, and Using Kind Words) Going over the commitments that they followed today. Family Connection: Invite children to pack for her travels. Encourage them to add a notation in Fanny's journal about preparations for travel. 	<ul style="list-style-type: none"> Reflecting on the day: If you are a rabbit, how do you travel? Check on Commitments: Ask the children how they followed up on their commitments. Kindness Tree: How did you follow up on your commitments. (Using Big Voices, Listening to Big Voices, Helping Hands, and Using Kind Words) Going over the commitments that they followed today. 	<ul style="list-style-type: none"> Reflecting on the day: What do we mean when we say we can travel anywhere we would like if we use our imagination? Check on Commitments: Ask the children how they followed up on their commitments. Kindness Tree: How did you follow up on your commitments. (Using Big Voices, Listening to Big Voices, Helping Hands, and Using Kind Words) Going over the commitments that they followed today. Family Connection: Encourage the children to tell family members how they used their imagination at school today?
Outdoor Learning	<ul style="list-style-type: none"> Draw a hopscotch grid. (on paper) Have children navigate the grid, hopping from one to ten. With help from the teachers 	<ul style="list-style-type: none"> Encourage children to draw their own hopscotch grids on paper. Point out that a hopscotch grid is like a map. It tells you the direction of travel. (with the help of a teacher) 	<ul style="list-style-type: none"> Invite children to play Pack-to-Travel Hopscotch (As a group) • 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 	<ul style="list-style-type: none"> Asks and answers appropriate questions about the book Demonstrates use of location words 	<ul style="list-style-type: none"> Demonstrates empathy and caring for others Seeks to understand print 	<ul style="list-style-type: none"> Demonstrates empathy and caring for others Coordinates sequence of movements to perform tasks 	<ul style="list-style-type: none"> Asks and answers appropriate questions about the book Produces a word that rhymes with a given word

Lesson Plans for Things That Move • Cosas que se mueven - Transportation (Week 3)				Date	Teacher
Wonderful Word	Character Education	Self-reliance, Auto confianza	Technology	March 19-23, 2018	G3: A, B, D 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	Math	English-E, e, J, J, O, o, Q, q Spanish-E, e, J, J, O, o, Q, q	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	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: Cars and buses transport us on roads What are your Commitments for today? Using Big Voices, Listening to Big Voices, Helping Hands, and Using Kind Words 	<ul style="list-style-type: none"> Building community: Sing "If I Had the Wings" Morning Message: Airplanes and helicopters move people through the air What are your Commitments for today? Using Big Voices, Listening to Big Voices, Helping Hands, and Using Kind Words 	<ul style="list-style-type: none"> Building community: Sing "The Train" Morning Message: Trains move cargo quickly along the track What are your Commitments for today? Using Big Voices, Listening to Big Voices, Helping Hands, and Using Kind Words 	<ul style="list-style-type: none"> Building community: Sing "A Sailor Went to Sea" Morning Message: Boats and ships move cargo quickly What are your Commitments for today? Using Big Voices, Listening to Big Voices, Helping Hands, and Using Kind Words 	<ul style="list-style-type: none"> Building community: Sing "Roller Coaster Cars" Morning Message: Everyone enjoys a carnival ride. What are your Commitments for today? Using Big Voices, Listening to Big Voices, Helping Hands, and Using Kind Words
Moving and Learning	"The Wheels on the Bus" • "Las llantas del bus" song with sound effects	"Stars and Stripes Forever" song with pretend flying	"Little Red Train" action verse	"My Bonnie Lies over the Ocean" • "Mi amada descansa en las olas" action song	Carousel Ride dramatic play
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)	<ul style="list-style-type: none"> 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 ABC Center-Make rubbings of license plates Reagan's Journal • El diario de Reagan Discuss travel safety measures Respond to questions in text 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"> Introduce concept of aerodynamics Discuss and contrast flying vehicles Centers <ul style="list-style-type: none"> Fine Motor Center-Fold paper airplanes Science Center-Cut and fold paper helicopters 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 Gram is Coming to My House • Abuelita se viene a mi casa 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 Introduce fact-based fiction Compare photograph to illustrations "Engine Ninety-Nine" • "Locomotora 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"> Develop background information about merry-go-rounds Consider whether a round trip represents travel Centers <ul style="list-style-type: none"> Writer's Corner-Dictate story about carousel 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 Distinguish different power sources "Monster Coaster" • "Monstruosa, la montaña rusa" Introduce idea of a round-trip Think about what it means to be self-reliant
Weekly Learning Centers	<ul style="list-style-type: none"> Gross Motor Area-Children use their bodies to make the letters in <i>car</i>, <i>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 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 cardboard horse cutout and supplies to decorate a carousel horse. Construction-Provide plastic horses and pizza trays as platforms for carousel horses.

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: Solving Problems with Friends (Lesson 27)</p>	<p>Path: Review Solving Problems with Friends (Lesson 27)</p>	<p>Manners: Teaching the class (Greetings) (Lesson2)</p>	<p>Social and Emotional</p> <ul style="list-style-type: none"> "Freddie Frog" * "Juanito el sapito" and Tummy Ticklers 	<ul style="list-style-type: none"> Do you ever open the door for someone you don't know? Have children give examples of what it means to be helpful and tolerant
Closing Circle	<ul style="list-style-type: none"> Reflecting on the day: How are buses and cars different? Check on Commitments: Ask for examples of ways children followed through on their commitments. Kindness Tree: Count the hearts on the kindness tree.(Using Big Voices, Listening to Big Voices, Helping Hands, and Using Kind Words) Going over the commitments that they followed today. 	<ul style="list-style-type: none"> Reflecting on the day: How are airplanes like helicopters? Check on Commitments: Ask for examples of ways children followed through on their commitments. Kindness Tree: Count the hearts on the kindness tree.(Using Big Voices, Listening to Big Voices, Helping Hands, and Using Kind Words) Going over the commitments that they followed today. Family Connection: Remind families to send a coat hanger, plastic six-pack holders, and empty paper-towel tubes 	<ul style="list-style-type: none"> Reflecting on the day: What did you learn about trains today? Check on Commitments: Ask for examples of ways children followed through on their commitment. Kindness Tree Family Connection 	<ul style="list-style-type: none"> Reflecting on the day Check on Commitments Kindness Tree Family Connection 	<ul style="list-style-type: none"> Reflecting on the day Check on Commitments Kindness Tree Family Connection
Outdoor Learning	<ul style="list-style-type: none"> 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"> Asks and answers appropriate questions about the book Practices good habits of personal safety 	<ul style="list-style-type: none"> Demonstrates empathy and caring for others Combines onset and rime to form familiar one-syllable words without pictorial support 	<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 	<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 	<ul style="list-style-type: none"> Demonstrates empathy and caring for others Retells or reenacts a story after it is read aloud Engages in voting as a method for group decision making

Lesson Plans for Things That Move • Cosas que se mueven - Mysterious Movers (Week 4)				Date	Teacher	
Wonderful Word		mysterious, <i>misterioso</i>		March 26-30, 2018	Gard 3 A,B,D Writer's Corner: ABC & XYZ	
Literacy	Character Education	Self-reliance, Auto confianza	Technology	Direction and Location Concepts:		
English Vocabulary		Oral Language, Vocabulary, Comprehension	Letter Knowledge	Math		
Spanish Vocabulary		direction, east, forces, gravity, magnetism, moon, mysterious, north, pollen, powerful, rivers, south, sun, tremble, unseen, waves, west, wind				
LESSON COMPONENTS		dirección, este, fuerzas, gravedad, magnetismo, Luna, misteriosos, norte, polen, poderosos, ríos, sur, Sol, temblar, no visto, olas, oeste, viento				
Greeting Circle Moving and Learning Literacy (Oral Language, Phonics, Handwriting, Read Aloud)	Day 1	Day 2	Day 3	Day 4	Day 5	
	<ul style="list-style-type: none"> Building community- Sing "Rock-a-Bye-Birdie". Morning Message- Say Morning Message: Photo Fanny Share and Tell What are your Commitments for today? Using Big Voices, Listening to Big Voices, Helping Hands, and Using Kind Words 	<ul style="list-style-type: none"> Building community- Invite children to sing "Niagra Falls". Morning Message- Today we will learn about how water moves. What are your Commitments for today? Using Big Voices, Listening to Big Voices, Helping Hands, and Using Kind Words 	<ul style="list-style-type: none"> Building community- Teach children to sing "Nursery Rhyme Rap" Morning Message- Say Morning Message: Photo Fanny Show and Tell. What are your Commitments for today? Using Big Voices, Listening to Big Voices, Helping Hands, and Using Kind Words 	<ul style="list-style-type: none"> Building community- Teach children to sing "Mister Moon" Morning Message- Say Morning Message: Photo Fanny Share and Tell. Invite children to share their experiences with Photo Fanny. What are your Commitments for today? Using Big Voices, Listening to Big Voices, Helping Hands, and Using Kind Words 	<ul style="list-style-type: none"> Building community- Teach children to sing "My Busy Garden" Morning Message- Say Morning Message: Photo Fanny Share and Tell. Display letter cards and invite children to circle these letters and others they know. 	<ul style="list-style-type: none"> Building community- Explore a honeycomb 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 tweezers as a beak
	<ul style="list-style-type: none"> Read "Who Has Seen the Wind?" and discuss the poem about 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. Discuss the sound the ocean waves. <p>Centers</p> <ul style="list-style-type: none"> Library and Listening-Paint with watercolors in response to story. 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. Explain that gravity is a steady, invisible force that keeps pulling all the time. Read "If Gravity Pulled It up". 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>"Henny 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. Display a globe. Tell children that the earth turns and that to make one full turn (revolution), it takes a full day and night. Learn about sun, moon, and earth Have one child hold the sun cutout and another child hold the moon cutout. have these children stand on opposite sides of the globe. Ask a third child to turn out the light and another child to slowly spin the globe. <p>Centers</p> <ul style="list-style-type: none"> Science-Creat shadows Writer's Corner-Write with finger paint Library and Listening-Sort by nighttime sky and daytime sky <p>"Twinkle, Twinkle 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 	<ul style="list-style-type: none"> Act out "Animal Movers" action rhyme. Display the Seeds on the Move sequence cards and have children help you organize the cards. <p>Centers</p> <ul style="list-style-type: none"> Library and Listening-Retell story with puppets Fine Motor-Simulate gathering and moving pollen (yellow chalk) 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 semillita" listening story</p> <ul style="list-style-type: none"> Introduce movement vocabulary List ways that seeds move 	
	<ul style="list-style-type: none"> Science-Explore moving various objects with air movers Sensory Table- Use paper fans to move objects in water 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 nail 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 a honeycomb 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 tweezers 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 <i>wind</i> and observe the result <p>Centers</p> <ul style="list-style-type: none"> • Science-Practice making string move in designated direction • Library and Listening-Listen to story about a weather vane 	<ul style="list-style-type: none"> • Show children locations, north, south, east, west. • Using a toy ship and let children guess in which direction it is pointing using the four locations (north, south, east, west). <p>Centers</p> <ul style="list-style-type: none"> • Science-Become wind and blow a balloon (paper balloon and see what happens) • 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 and demonstrate rotation of the globe. • Explain that group of stars are called constellations. <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 • Invite children to sing three (ants, bees, and beetles) verses of "My Busy Garden". • Display <i>Photo Activity Cards #37, #46, #47, #52</i>. Compare the size of the bird to the size of the insects. <p>Centers</p> <ul style="list-style-type: none"> • Three-by-three garden grid cards • Pretend and Learn-Plan and stake out garden
Character Education	<p>Paths: Comfortable and Uncomfortable (Lesson 28)</p>	<p>Paths: Review: Comfortable and Uncomfortable (Lesson 28)</p>	<p>Manners: Nursery Rhyme (Lesson 2)</p>	<p>Curiosity: Eager to investigate and learn or learn more</p> <p>Compassion: Caring about other people. When someone is feeling hurt or sad your heart wants that person to feel better.</p>	<p>Review of compassion and curiosity</p>
Closing Circle	<ul style="list-style-type: none"> • Reflecting on the day- What did you learn about wind today? • Check on Commitment- Ask for examples of ways children followed through on their commitments. • Kindness Tree- Count the hearts on the kindness tree. • Family Connection- Encourage children to show their families how invisible moving air (wind) moves things. 	<ul style="list-style-type: none"> • Reflecting on the day- Ask children what they can do to protect the ocean and rivers. • Check on Commitments- Ask for examples of ways children followed through on their commitments. • Kindness Tree- Count the hearts on the kindness tree. • Family Connection- Invite children to become <i>gravity detectives</i> and spot gravity at work. Enjoy the humor of imagining the shower water flowing up instead of down or the cereal pouring up of its box. 	<ul style="list-style-type: none"> • Reflecting on the day- What is gravity? • Check on Commitments- Ask for examples of ways children followed through on their commitments. • Kindness Tree- Count the hearts on the kindness tree. • Family Connection- Invite children to become <i>gravity detectives</i> and spot gravity at work. Enjoy the humor of imagining the shower water flowing up instead of down or the cereal pouring up of its box. 	<ul style="list-style-type: none"> • Reflecting on the day- Why do we not see the sun at night? • Check on Commitments- Ask for examples of ways children followed through on their commitments. • Kindness Tree- Count the hearts on the kindness tree. • Family Connection- Remind children to look at the moon tonight and check to see if any stars are visible. 	<ul style="list-style-type: none"> • Reflecting on the day- What do birds carry from one place to another? • Check on Commitments- Ask for examples of ways children followed through on their commitments. • Kindness Tree- Count the hearts on the kindness tree. • Family Connection- Encourage children to talk with someone at home about ways they are spreading the seeds of kindness by being helpful in school.
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. As they look at their shadows again, ask them the same questions. 	<ul style="list-style-type: none"> • Have children to look at their shadow. Encourage children to look at the shadows of the things around them.
Learning Goals	<ul style="list-style-type: none"> • Observes and describes what happens during changes in the earth and sky • Investigates and describes position and motion of objects 	<ul style="list-style-type: none"> • Combines sentences that give detail, stays on topic, and clearly communicates • Demonstrates the importance of caring for our environment and our planet 	<ul style="list-style-type: none"> • Coordinates sequence of movements to perform tasks • Combines ideas for complex sentences 	<ul style="list-style-type: none"> • Demonstrates use of location words • Uses art as a form of creative self-expression and representation 	<ul style="list-style-type: none"> • Demonstrates use of location words • Combines syllables into words • Coordinates sequence of movements to perform tasks