

Lesson Plans for Things That Move • Cosas que se mueven - I Move (Week 3)				Date	Teacher
Wonderful Word		mobile, <i>móvil</i>	Character Education	March 5-9, 2018	TK A, B, C, D
Literacy	Phonological Awareness, Vocabulary	Letter Knowledge	Self-reliance, Auto confianza	Sounds and Rhymes; ABC and XYZ	
English Vocabulary	around, between, bicycle, contraction, dance, even, mobile, muscles, numeral, odd, pattern, pattern core, retraction, scooters, skateboard, skip, snap, wagons	Knowledge	English-V, v, G, g, H, h Spanish-V, v, G, g, H, h	Patterns and Numeracy	
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
	<ul style="list-style-type: none"> Building Community Sing "Head, Shoulders, Knees, and Toes" Invite children to perform Pretzel calming strategy. Kindness Tree Commitment: Practice using our big voices. Morning Message Say and write the message: I can bend low and stretch high. Draw a line for each word. Ask children to guess mystery words (_ _ _ _ _) Letter cards: V, v, G, g, H, h. 	<ul style="list-style-type: none"> Building Community Sing "Walk, Walk, Walk Your Feet" Teach children Toe Touches. Kindness Tree Commitment: Practice listening to other peoples' big voices. Morning Message Say and write the message: I can walk and run very fast. Draw a line for each word (_ _ _ _ _) Write the sentence, one word on each line. Letter cards: V, v, G, g, H, h. 	<ul style="list-style-type: none"> Building Community Sing "Open, Shut Them" Invite children to implement "Here's the Bunny" Kindness Tree Commitment: Practice using helping hands. Morning Message Say and write the message: I can sing and dance. Draw a line for each word. Write the sentence, one word on each line. Letter cards: V, v, G, g, H, h. 	<ul style="list-style-type: none"> Building Community Teach the children "Three White Mice" Invite children to practice S.T.A.R. Kindness Tree Commitment: Practice using helping hands. Morning Message Say and write the message: I can sing and dance. Draw a line for each word. Write the sentence, one word on each line. Letter cards: V, v, G, g, H, h. 	<ul style="list-style-type: none"> Building Community Sing "My Little Red Wagon" Review Belly Breathing. Kindness Tree Commitment: Have children choose one of the commitments from this week. Morning Message Say and write the message: Wagons and scooters help me move. Draw a line for each word. Write the sentence, one word on each line. Letter cards: V, v, G, g, H, h.
Moving and Learning	<ul style="list-style-type: none"> "Wiggles, Jiggles, Giggles" song and dance Play a partner game to retell the story. Add to the story with original lines. Phonics Workbook Smart Board: Calendar, Letters, Numbers, and Frog Street Stories. Centers Language and Literacy: Retell and illustrate story. Library and Listening: Listen to story. Writer's Corner: Draw and explain movements. "Our Muscles" • "Los músculos" Introduce table of contents. Apply facts in books to children's bodies. "Body Talk in Rhyme" • "El cuerpo habla en rimas" Reinforce concept of mobile. Imitate movements in book. 	<ul style="list-style-type: none"> "It Makes Me Jump" action song Label parts of a foot. List things children can do with their feet. Vocabulary Cards: hop, jump, run, walk, skip. Phonics Workbook Smart Board: Calendar, Letters, Numbers, and Frog Street Stories. Centers Language and Literacy: Retell and write in sand. Writer's Corner: Form play dough letters Creativity Station: Make trail of footprints. Library and Listening: Retell stories with props. "The Gingerbread Boy" • "El muñequito de jengibre" story folder Recall story details. Create a new rhyme for story. "Half-Chicken" • "Mediolopito" story folder Imitate Half-Chicken's movements. Connect story with country of origin. 	<ul style="list-style-type: none"> Recognize rhyming words. Produce rhyming words. Phonics Workbook Writer's Corner: Create journal covers, finger puppets. Creativity Station: Trace hands and think about what hands do. "Hands and Fingers" • "Manos y dedos" Compare song lyrics to story text. Demonstrate hand movements. "A to Z Helping Hands" • "Manos amables de la A a la Z" Discuss ways hands and fingers are used. Think of helping hand movements. 	<ul style="list-style-type: none"> Hands and Fingers: "Manos y dedos" song and dance Recognize rhyming words. Produce rhyming words. Phonics Workbook Writer's Corner: Create journal covers, finger puppets. Creativity Station: Trace hands and think about what hands do. "Hands and Fingers" • "Manos y dedos" Compare song lyrics to story text. Demonstrate hand movements. "A to Z Helping Hands" • "Manos amables de la A a la Z" Discuss ways hands and fingers are used. Think of helping hand movements. 	<ul style="list-style-type: none"> Compound words Separate parts of words. Phonics Workbook Centers Gross Motor Area: Pretend to skate. Writer's Corner: Place words in correct blanks. Creativity Station: Paint a wagon. "Our Muscles" • "Los músculos" Discuss movements of bicycle and wagon. Consider benefits of vehicles. "My Aunt Violet" • "Mi tía Violeta" story folder Recall story details. Demonstrate compound words.
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)	<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 heel to toe. Fine Motor: Remove shoes and pick up various objects with toes and drop into a bucket. Construction: Build a zigzag pathway with blocks. 	<ul style="list-style-type: none"> Gross Motor Area: Drop clothespins into a coffee can. Fine Motor: Work with play dough. Construction: Build using just one hand and describe experience. 	<ul style="list-style-type: none"> Gross Motor Area: Place the Giant Dance 1 and Giant Dance 2 sequence cards in order, and then follow the sequence to create a dance. Fine Motor: Make finger puppets dance. Construction: Build a stage for ballerinas to dance on using finger puppets or small figures. 	<ul style="list-style-type: none"> Gross Motor Area: Provide a wagon for children to explore and discuss. Fine Motor: Build wagons and scooters with Legos. Construction: Provide medium-sized, shallow boxes to serve as wagons.
Weekly Learning Centers					

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
<p>Math and Science</p> <ul style="list-style-type: none"> Participate in movement patterns. Introduce right and left (Place a blue dot sticker on each child's left hand, and a red dot on right), contraction and retraction. Everyday Math <p>Centers</p> <ul style="list-style-type: none"> Fine Motor: Crumple balls of paper. Math: Replicate two-color pattern cores. 	<ul style="list-style-type: none"> Introduce three-element pattern core. Relate three-element core to traffic light. Everyday Math <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. Math Workbook <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>. Everyday odd and even numbers. Everyday Math <p>Centers</p> <ul style="list-style-type: none"> Sensory Table: Study tire tracks in sand. Math: Match counting frogs to ten-frame cards. 	<ul style="list-style-type: none"> Collect data and display graphically. Photo Activity Card #3: discuss the two-to-one relationship between the number of wheels and the number of seats on the bike. Lay groundwork for counting by twos. Everyday Math <p>Centers</p> <ul style="list-style-type: none"> Creativity Station: Draw eyes (two-to-one relationship). Math: Use pattern core to build pattern. 	<ul style="list-style-type: none"> Encourage children to give examples of being independent.
<p>Character Education</p>	<p>VV: How have you shown independence today?</p>	<p>PATHS: Comfortable and Uncomfortable 7-1 Manners: Lesson 8</p>	<p>PATHS: Comfortable and Uncomfortable 7-1 Manners: Lesson 8</p>	<p>PATHS: Comfortable and Uncomfortable 7-1 Manners: Lesson 8</p>	<p>VV: Encourage children to give examples of being independent.</p>
<p>Closing Circle</p>	<ul style="list-style-type: none"> Reflecting on the day: What did you learn about patterns today? Check on Commitments: Encourage children to share how using their big voices when someone put their hands on them helped them during the day. Kindness Tree: Count the hearts on the tree. Family Connection: Teach a family member "Head, Shoulder, Knees, and Toes." 	<ul style="list-style-type: none"> Reflecting on the day: What did you learn about your legs and feet today? Check on Commitments: Reflect on how children were listening to big voices throughout the day. Kindness Tree: Count the hearts on the tree. 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: Have children give examples of kind words they used throughout the day. Kindness Tree: Count the hearts on the tree. Family Connection: Encourage children to perform a dance for a family member at home. 	<ul style="list-style-type: none"> Reflecting on the day: Do you have to have music to dance? Check on Commitments: Share with class who used their helping hands with friends. Kindness Tree: Count the hearts on the tree. Family Connection: Encourage children to perform a dance for a family member at home. 	<ul style="list-style-type: none"> Reflecting on the day: Ask children to name some of the compound words discussed today. Check on Commitments: Ask children to share how they solved their problems. Kindness Tree: Count the hearts on the tree. Family Connection: Challenge children to think of a way to share the importance of wearing a helmet when riding bikes with their families.
<p>Outdoor Learning</p>	<ul style="list-style-type: none"> Invite children to play Keep Away • Quédéate 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 animals and create a shadow animal dance. Discuss body movements. 	<ul style="list-style-type: none"> Encourage the children to walk on stilts (p. 167). Which parts of your body move with this activity? 	<ul style="list-style-type: none"> Invite children to participate in tricycle relays (p. 202).
<p>Learning Goals</p>	<ul style="list-style-type: none"> Demonstrates empathy and caring for others Is aware of where own body is in space; respects personal boundaries Combines onset and rime to form familiar one-syllable words without pictorial support Seeks to understand print Demonstrates receptive vocabulary (three to four thousand words) Identifies and describes the characteristics of organisms Creates or re-creates stories, moods, or experiences through dramatic representations Demonstrates knowledge of nonverbal conversational rules Retells or reenacts a story after it is read aloud Demonstrates use of location words Recognizes and creates patterns Investigates and describes position and motion of objects Identifies similarities and differences in characteristics of families 	<ul style="list-style-type: none"> Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary Is aware of where own body is in space; respects personal boundaries Follows classroom rules and routines with occasional reminders from teacher Combines onset and rime to form familiar one-syllable words without pictorial support Retells or reenacts a story after it is read aloud Asks and answers appropriate questions about the book Uses a wide variety of words to label and describe people, places, things, and actions Demonstrates receptive vocabulary (three to four thousand words) Names at least 20 upper- and at least 20 lowercase letters Uses words to rote count from 1 to 30 Recognizes one-digit numerals 0 through 9 Demonstrates use of location words Recognizes and creates patterns Coordinates sequence of movements to perform tasks Practices good habits of personal safety Demonstrates coordination and balance in isolation 	<ul style="list-style-type: none"> Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal Separates a normally spoken four-word sentence into individual words Combines onset and rime to form familiar one-syllable words without pictorial support about the book Asks and answers appropriate questions about the book Uses a wide variety of words to label and describe people, places, things, and actions Provides appropriate information for various situations Uses category labels to understand how words and objects relate to each other Coordinates sequence of movements to perform tasks Recognizes and creates patterns Demonstrates awareness of one-to-one relationships Recognizes one-digit numerals 0 through 9 Recognizes and creates patterns Identifies similarities and differences in characteristics of families Identifies and describes the characteristics of organisms 	<ul style="list-style-type: none"> Assumes various roles and responsibilities as part of a classroom community Demonstrates empathy and caring for others Combines onset and rime to form familiar one-syllable words without pictorial support about the book Asks and answers appropriate questions about the book Uses a wide variety of words to label and describe people, places, things, and actions Provides appropriate information for various situations Uses category labels to understand how words and objects relate to each other Coordinates sequence of movements to perform tasks Recognizes and creates patterns Demonstrates awareness of one-to-one relationships Recognizes one-digit numerals 0 through 9 Recognizes and creates patterns Identifies similarities and differences in characteristics of families Identifies and describes the characteristics of organisms 	<ul style="list-style-type: none"> Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary Separates a normally spoken four-word sentence into individual words Combines onset and rime to form familiar one-syllable words without pictorial support about the book Asks and answers appropriate questions about the book Uses a wide variety of words to label and describe people, places, things, and actions Provides appropriate information for various situations Uses category labels to understand how words and objects relate to each other Coordinates sequence of movements to perform tasks Recognizes and creates patterns Demonstrates awareness of one-to-one relationships Recognizes one-digit numerals 0 through 9 Recognizes and creates patterns Identifies similarities and differences in characteristics of families Identifies and describes the characteristics of organisms

Lesson Plans for Things That Move • Cosas que se mueven - Travel (Week 4)				Date	Teacher	TK A,B,C,D			
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	aventura, aeropuerto, autobús, carro, diagonal, distancia, horizontal, imaginación, intersección, independiente, maleta, estación del tren, transporte, viajar, vertical								
LESSON COMPONENTS									
Greeting Circle	<ul style="list-style-type: none"> Building Community Sing "Walk Walk, Walk your Feet" Teach Thumb Tracking Commitment: Practice using helping hands. Morning Message Say and write the message: We can travel from here to there. Invite children to blend the onset and rhyme (use can and here). Ask children to guess the mystery word. Letter cards: K,k,W,w,A,a Strategy card F: Onset and rhyme 	<ul style="list-style-type: none"> Building Community Sing "My Bonnie Lies Over the Ocean" Have children sing "Bye-bye, Crankies." Commitment: Practice using listening ears. Morning Message Say and write the message: We can travel to many locations. Invite children to blend the onset and rhyme (use many and locations). Ask children to guess the mystery word. Letter cards: K,k,W,w,A,a 	<ul style="list-style-type: none"> Building Community Sing "She'll Be Coming Around the Mountain" Have children do the Bend and Stretch. Commitment: Practice using our big voices. Morning Message Say and write the message: We can pack a suitcase. Invite children to blend the onset and rhyme (use pack and suitcase). Ask children to guess the mystery word. Letter cards: K,k,W,w,A,a 	<ul style="list-style-type: none"> Building Community Sing "Three White Mice." Bunny Breathing Commitment: Practice listening to other big voices. Morning Message Say and write the message: Animals travel in all kinds of ways. Invite children to blend the onset and rhyme (use kind and ways). Ask the children to guess the mystery word. Letter cards: K,k,W,w,A,a 	Day 1	Day 2	Day 3	Day 4	Day 5
Moving and Learning	<ul style="list-style-type: none"> "Hands and Fingers" • "Manos y dedos" action song Define here, there, and in between. Note difference in travel and transportation. Phonics Workbook Photo activity cards: #123-126 Smart Board: Calendar, Letters, Numbers, and Frog Street Stories. Centers ABC: Circle 71 in newspaper ads. Library and Listening: Dance to song. Gross Motor Area: Walk different lines. 	<ul style="list-style-type: none"> The Cool Bear Hunt" participation story Introduce maps and globe. Draw a simple map to playground. Phonics Workbook Vocabulary card: adventure Smart Board: Calendar, Letters, Numbers, and Frog Street Stories. Centers Language and Literacy: Explore maps, atlas, and globe. Creativity Station: Decorate map to playground. Library and Listening: Listen to story. 	<ul style="list-style-type: none"> Discuss the importance of planning. Read rebus poster to pack. Phonics Workbook Centers Pretend and Learn: Pack a suitcase. Library and Listening: Predict character's needs. Writer's Corner: Make a list for packing. 	<ul style="list-style-type: none"> Act out and guess animal movements. Combine onset and rime to form movement words. Phonics Workbook Photo activity card: #30,31,35,42,91,129,132,134 Smart Board: Calendar, Letters, Numbers, and Frog Street Stories. Centers Gross Motor Area: Travel path as different animals. Library and Listening: Listen to a story. 	<ul style="list-style-type: none"> Use imagination to transform familiar objects. Visualize story events and details. Phonics Workbook Vocabulary card: adventure Centers Language and Literacy: Tell adventure stories. Creativity Station: Use imagination to create something. 	Bubble dance	<ul style="list-style-type: none"> Building Community Sing "If I Had the Wings." Teach the strategy Visualization. Commitment: Practice one of the commitments from the week. Morning Message Say and write the message: My Imagination takes me places. Invite children to blend the onset and rhyme (use imagination and takes). Ask the children to guess the mystery word. Letter cards: K,k,W,w,A,a 		
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)	<ul style="list-style-type: none"> 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"> 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"> Gram is Coming to My House • Abuelita se viene a mi casa Compare vehicles used for travel. Infer what character would pack. "The Three Little Pigs" • "Los tres cerditos" (Developmental Storybook) Compare Gram's suitcase to pigs' backpacks. Think about source of pigs' furniture. 	<ul style="list-style-type: none"> "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"> "The Arts 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. 	<ul style="list-style-type: none"> Gross Motor Area: Construct an obstacle course for hopping, jumping, taking baby steps, and crawling. Creativity Station: Invite children to draw a picture of children moving (walking, riding, hopping). Writer's Corner: Children explore writing their name vertically and diagonally. 	<ul style="list-style-type: none"> Gross Motor Area: Navigate the course while holding a small suitcase or bag. Creativity Station: Invite children to pack a basket of art supplies they will use for outdoor painting. Help them prepare a list of the materials. Writer's Corner: Make a pretend list of clothes to pack for a sleepover. 	<ul style="list-style-type: none"> Gross Motor Area: Children pretend they are animals navigating the course. Creativity Station: Make animal tracks in slabs of play dough. Writer's Corner: Shape play dough snakes into letters. 	<ul style="list-style-type: none"> Gross Motor Area: Use imagination to create a new course or to navigate the current course backwards. Creativity Station: Draw a picture of Ayana the way children see her in their imagination. Writer's Corner: Think of ways to draw if they could not use their hands.
Weekly Learning Centers									

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

Lesson Plans for Things That Move • Cosas que se mueven - Transportation (Week 1)				Date	Teacher
Wonderful Word	Character Education	Curiosity, Curioso Compassion, Compasión	Technology	March 19-23, 2018	TK, ABCD
Literacy	Vocabulary, Oral Language	Letter Knowledge	English-E, e, J, j, O, o, Q, q Spanish-E, e, J, j, O, o, Q, q	Math	Data Analysis
English Vocabulary	aerodynamic, airplane, bicycle, boats, cargo, Ferris wheel, freight, helicopter, horse, merry-go-round, object-graph, people (real) graph, picture graph, roller coaster, ships, train, transportation, yacht				
Spanish Vocabulary	aerodinámica, aeroplano, bicicleta, botes, cargamento, rueda de Chicago, carga, helicóptero, caballo, carrusel, gráfica de objetos, gráfica de gente (real), pictograma, montaña rusa, barcos, tren, transporte, yate				
LESSON COMPONENTS	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" Introduce the calming strategy "Taking a Trip" Commitment: Practice using helping hands. Morning Message Say and write the message: Cars and buses transport us on roads. Letter cards: Ee, Jj, Oo, Qq. 	<ul style="list-style-type: none"> Building Community Sing "If I Had the Wings" Teach children the "Helicopter" Commitment: Practice listening to others big voices. Morning Message Say and write the message: Airplanes and helicopters move people through the air. Letter cards: Ee, Jj, Oo, Qq. 	<ul style="list-style-type: none"> Building Community Sing "A Sailor Went to Sea" Invite children to lie on their backs and make slow tummy waves as they slowly inhale, and exhale. Commitment: Practice using your listening ears. Morning Message Say and write the message: Boats and ships move cargo quickly. Letter cards: Ee, Jj, Oo, Qq. 	<ul style="list-style-type: none"> Building Community Sing "Roller Coaster Cars" Roller Coaster Breathing Commitment: Practice using one of the commitments from this week. Morning Message Say and write the message: Everyone enjoys a carnival ride. Letter cards: Ee, Jj, Oo, Qq. 	
Moving and Learning	<ul style="list-style-type: none"> "The Wheels on the Bus" • "Las llantas del bus" song with sound effects Develop vocabulary: transport, booster seat, speed. Distinguish between picture and read road signs. Phonics Workbook Smart Board: Calendar, Letters, Numbers, and Frog Street Stories. Centers Writer's Corner: Make a stop sign. Creativity Station: Draw city traffic plates. ABC Center: Make rubbings of license plates. "Reagan's Journal" • "El diario de Reagan" 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"> "Stars and Stripes Forever" song with pretend flying Develop vocabulary: fuel, soar, destination. Introduce concept of aerodynamics. Discuss and contrast flying vehicles. Phonics Workbook Smart Board: Calendar, Letters, Numbers, and Frog Street Stories. Centers 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" "Habla 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"> "Little Red Train" action verse Develop vocabulary: engine, freight, cargo. Discuss trains and the noises they make. Compare different trains. Phonics Workbook 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. 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"> "My Bonnie Lies over the Ocean" • "Mi amada descansa en las olas" action song Develop vocabulary: yacht, boat, cruise ship Contrast cargo ships and cruise ships. List and categorize watercrafts into two groups: work and pleasure travel. Phonics Workbook Smart Board: Calendar, Letters, Numbers, and Frog Street Stories. Centers Sensory Table: Explore ways to move sailboats. Creativity Station: Create a sailboat. ABC: Copy words in sand. "I Saw a Ship A-Sailing" • "Yo vi un barquito que navegaba" participation story Develop vocabulary. Pantomime story. "Wynken, Blynken, and Nod" • "Sueño de un niño" (Nursery Rhyme) • Cuentos infantiles flip chart) Recognize imagery in poem. Think about how boat is powered. 	
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)	<ul style="list-style-type: none"> Gross Motor Area: Children use their bodies to make the letters in <i>car, taxi, and 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: 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. 	
Weekly Learning Centers					

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
<p>Math and Science</p>	<ul style="list-style-type: none"> • Photo Activity Cards #3 and #126. Compare the number of wheels on the vehicles. • Count wheels and organize data. • Compare tire tracks using positional words. • Everyday Math <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. • Everyday Math <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. • Math Workbook <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: How many children went on a cruise. • Compare picture graph and object graph. • Everyday Math <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. • Everyday Math <p>Centers</p> <ul style="list-style-type: none"> • Math: Create a bar graph. • Science: Sort vehicles.
<p>Character Education</p>	<p>VV: Define and discuss <i>curiosity</i>.</p>	<p>PATHS: Tired 7-39</p>	<p>VV: Encourage children to share what they are curious about.</p>	<p>PATHS: Tired 7-39</p>	<p>VV: What do you do when you are curious?</p>
<p>Closing Circle</p>	<ul style="list-style-type: none"> • Reflecting on the day: How are buses and cars different? • Check on Commitments: Did we practice using helping hands? • Kindness Tree: Count the hearts on the tree. • Family Connection: Encourage children to discuss their family cars. 	<ul style="list-style-type: none"> • Reflecting on the day: How are airplanes like helicopters? • Check on Commitments: Did you practice listening to others big voices? • Kindness Tree: Count the hearts on the tree. • Family Connection: Encourage children to share what they learned about traveling by air. 	<ul style="list-style-type: none"> • Reflecting on the day: What did you learn about trains today? • Check on Commitments: Did you practice using your listening ears? • Kindness Tree: Count the hearts on the tree. • Family Connection: Encourage children to show their families how to make Tummy Waves. 	<ul style="list-style-type: none"> • Reflecting on the day: Of all the boats we learned about today, which is the largest? • Check on Commitments: Did you practice using your listening ears? • Kindness Tree: Count the hearts on the tree. • Family Connection: Encourage children to show their families how to make Tummy Waves. 	<ul style="list-style-type: none"> • Reflecting on the day: Which carnival ride is your favorite? Why? • Check on Commitments: Which commitment did you choose today? • Kindness Tree: Count the hearts on the tree. • Family Connection: Teach a family member how to do Roller Coaster Breathing.
<p>Outdoor Learning</p>	<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 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).
<p>Learning Goals</p>	<ul style="list-style-type: none"> • Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary • Shows competence in initiating social interactions • Combines onset and rime to form familiar one-syllable words without pictorial support • Asks and answers appropriate questions about the book • Uses category labels to understand how words and objects relate to each other • Produces a word that rhymes with a given word • Practices good habits of personal safety • Demonstrates use of location words • Identifies equal and unequal sets. • Collects data and organizes it in a graphic representation • Shows awareness of areas of competence and describes self positively in what he is able to do 	<ul style="list-style-type: none"> • Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal • Demonstrates empathy and caring for others • Combines onset and rime to form familiar one-syllable words without pictorial support • Asks and answers appropriate questions about the book • Uses category labels to understand how words and objects relate to each other • Produces a word that rhymes with a given word • Practices good habits of personal safety • Demonstrates use of location words • Identifies equal and unequal sets. • Collects data and organizes it in a graphic representation • Shows awareness of areas of competence and describes self positively in what he is able to do 	<ul style="list-style-type: none"> • Is aware of own feelings most of the time • Participates in classroom music activities • Demonstrates empathy and caring for others • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Demonstrates an understanding that others have perspectives and feelings that are different from her own. • Shows understanding by following two-step oral directions, and usually follows three-step directions • Uses category labels to understand how words and objects relate to each other • Provides appropriate information for various situations • Coordinates sequence of movements to perform tasks • Demonstrates awareness of one-to-one relationships • Identifies equal and unequal sets • 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 • Combines onset and rime to form familiar one-syllable words without pictorial support • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Asks and answers appropriate questions about the book • Uses a wide variety of words to label and describe people, places, things, and actions • Uses category labels to understand how words and objects relate to each other • Sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different • Counts up to ten items, and demonstrates that the last count indicates how many items were counted • Identifies equal and unequal sets • Collects data and organizes it in a graphic representation • Describes, observes, and investigates properties and characteristics of common objects • Investigates and describes position and motion of objects • Uses simple measuring devices to learn about objects 	<ul style="list-style-type: none"> • Begins to understand difference and connection between <i>feelings</i> and <i>behaviors</i> • Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal • Demonstrates empathy and caring for others • Retells or reenacts a story after it is read aloud • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Demonstrates receptive vocabulary (three to four thousand words) • Uses sentences with more than one phrase • Initiates problem-solving strategies and seeks adult help when necessary • Engages in voting as a method for group decision making • Demonstrates awareness of one-to-one relationships • Identifies equal and unequal sets • Collects data and organizes it in a graphic representation • Shows increasing control of tasks that require eye-hand coordination • Shows understanding by following two-step oral directions, and usually follows three-step directions • Uses art as a form of creative self-expression and representation

Lesson Plans for Things That Move • Cosas que se mueven - Mysterious Movers (Week 2)				Date	Teacher	TK ABCD
Wonderful Word		mysterious, misterioso		Curiosity, Curioso		Writer's Corner; ABC & XYZ
Literacy		Character Education		Technology		
Oral Language, Vocabulary, Comprehension		Letter Knowledge		Math		Direction and Location Concepts
English Vocabulary						
direction, east, forces, gravity, magnetism, moon, mysterious, north, pollen, powerful, rivers, south, sun, iteable, 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						
Greeting Circle						
Day 1		Day 2		Day 3		Day 4
<ul style="list-style-type: none"> Building Community Sing "Rock-a- Bye Birdie" Balloon Calming Strategy. Commitments: Practice listening to other peoples' big voices. Kindness Tree Morning Message Photo Fanny Share and Tell." - Invite two children to share their experiences with Photo Fanny. Letter cards: Uu, Xx, Yy, Zz. 		<ul style="list-style-type: none"> Building Community Sing "Niagara Falls." Drain Calming Strategy. Commitments: Practice using helping hands. Kindness Tree Morning Message Photo Fanny Share and Tell." - Invite two children to share their experiences with Photo Fanny. Letter cards: Uu, Xx, Yy, Zz. 		<ul style="list-style-type: none"> Building Community Sing "Nursery Rhyme Rap". Invite children to do some stretching activities. Explain that stretches are effective stress releasers. Commitments: Practice using your big voice. Kindness Tree Morning Message Photo Fanny Share and Tell." - Invite two children to share their experiences with Photo Fanny. Letter cards: Uu, Xx, Yy, Zz. 		<ul style="list-style-type: none"> Building Community Sing "Mister Moon" S.T.A.R. Calming Strategy. Commitments: Practice using your listening ears. Kindness Tree Morning Message Photo Fanny Share and Tell." - Invite two children to share their experiences with Photo Fanny. Letter cards: Uu, Xx, Yy, Zz.
Moving and Learning						
<ul style="list-style-type: none"> "Twirl Around" • "Giraremos" ribbon dance 		<ul style="list-style-type: none"> "Itsy Bitsy Spider" down-the-spout dance 		<ul style="list-style-type: none"> "Itsy Bitsy Spider" gravity-defying, up-the-spout dance 		<ul style="list-style-type: none"> "The Sounds of Nature" moon dance
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)						
<ul style="list-style-type: none"> Read and discuss a poem about the wind. Discuss sounds the wind makes. Phonics Workbook Smart Board: Calendar, Letters, Numbers, and Frog Street Stories. 		<ul style="list-style-type: none"> Learn about oceans. Discuss ocean pollution. Phonics Workbook Vocabulary Card: Mysterious Smart Board: Calendar, Letters, Numbers, and Frog Street Stories. 		<ul style="list-style-type: none"> Reinforce understanding of gravity. Answer what if questions. Phonics Workbook 		<ul style="list-style-type: none"> Introduce revolution of earth. Learn about sun, moon, and earth. Phonics Workbook Smart Board: Calendar, Letters, Numbers, and Frog Street Stories.
<ul style="list-style-type: none"> Centers Library and Listening: Sequence story cards. Science: Use air to move a cotton ball. Writer's Corner: Illustrate the class story. 		<ul style="list-style-type: none"> Centers Library and Listening: "Paint with watercolors in response to story. Fine Motor: Cut six-pack rings into small pieces. Creativity Station: Make an ocean in a bag. 		<ul style="list-style-type: none"> Centers Library and Listening: Change storyline of familiar story. Fine Motor: String beads up. Construction: Build a marble run. 		<ul style="list-style-type: none"> Centers Science: Create shadows. Writer's Corner: Write with finger paint. Library and Listening: Sort by nighttime sky and daytime sky.
<ul style="list-style-type: none"> "Mysterious Movers" • "Fuerzas misteriosas" Experience Japanese haiku and art. Consider how wind moves things. 		<ul style="list-style-type: none"> "Mysterious Movers" • "Fuerzas misteriosas" Discuss moving water Contrast brooks and oceans as movers. 		<ul style="list-style-type: none"> "Monster Coaster" • "Monstruosa, la montaña rusa" story folder Discuss role of gravity in carnival rides. 		<ul style="list-style-type: none"> "Ms. Bumblebee Gathers Nectar" • "La Srta. Abeja recoge néctar" prop story Learn about the bee, a mysterious mover. Sing "Honeybee Buzz."
<ul style="list-style-type: none"> "The Last Leaf" • "La última hoja" story starter Develop vocabulary. Add to a story. 		<ul style="list-style-type: none"> "River Talk" • "Plática de nos" listening story Introduce river vocabulary. Analyze character's feelings. 		<ul style="list-style-type: none"> "Henry Penny" • "La gallina Tina" story folder Encourage children to retell the story. Introduce term "jumping to a conclusion." Consider the impact of a changed event. 		<ul style="list-style-type: none"> "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 with air movers. Sensory Table: Use fans to move boats in a water table. Creativity Station: Draw a picture of something blowing in the wind. 		<ul style="list-style-type: none"> Science: Explore water movement using dampened sand. Sensory Table: Provide a variety of objects to move water. Creativity Station: Paint with watercolors and discuss. 		<ul style="list-style-type: none"> Science: Make a 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.

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
<p>Math and Science</p> <ul style="list-style-type: none"> • Introduce cardinal directions. • Create <i>wind</i> and observe the result. • Everyday Math <p>Centers</p> <ul style="list-style-type: none"> • Science: Practice making balloon move in designated direction. • Library and Listening: Listen to story about a weather vane. 	<ul style="list-style-type: none"> • Practice identifying directions on a grid. • Create a force and predict the result. • Everyday Math <p>Centers</p> <ul style="list-style-type: none"> • Science: Become wind and blow a crepe paper. • 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. • Math Workbook <p>Centers</p> <ul style="list-style-type: none"> • Science: Continue predictions and testing. • Math: Drop objects onto a quadrant. 	<ul style="list-style-type: none"> • Discuss stars in the night sky. • Review the idea of rotation. • Everyday Math <p>Centers</p> <ul style="list-style-type: none"> • Math: Create constellations and count stars. • Creativity Station: Paint a night sky. 	<ul style="list-style-type: none"> • Compare the size of different insects. • Locate markers on three-by-three grid. • Everyday Math <p>Centers</p> <ul style="list-style-type: none"> • Math: Practice locating markers on grid. • Pretend and Learn: Plan and stake out garden. 	<p>• Do you like when your friends are compassionate?</p> <p>• Reflecting on the day: What did you learn about bees today?</p> <p>• Check on Commitments: What commitment did you choose?</p> <p>• Kindness Tree: Count the hearts on the tree.</p> <p>• Family Connection: Teach a family member Arm Breathing.</p> <p>• Have children pretend to be different animals.</p>
<p>Character Education</p>	<p>• Reflecting on the day: What did you learn about rivers today?</p> <p>• Check on Commitments: Did you use helping hands today?</p> <p>• Kindness Tree: Count the hearts on the tree.</p> <p>• Family Connection: Tell a family member what you learned about oceans.</p>	<p>• Reflecting on the day: What is gravity?</p> <p>• Check on Commitments: Did you use your big voice?</p> <p>• Kindness Tree: Count the hearts on the tree.</p> <p>• Family Connection: Invite children to become gravity detectives and spot gravity at work.</p>	<p>• Reflecting on the day: Why do we not see the sun at night?</p> <p>• Check on Commitments: Did you use listening ears today?</p> <p>• Kindness Tree: Count the hearts on the tree.</p> <p>• Family Connection: Remind children to look at the moon tonight and check to see if any stars are visible.</p>	<p>• Reflecting on the day: What did you learn about bees today?</p> <p>• Check on Commitments: What commitment did you choose?</p> <p>• Kindness Tree: Count the hearts on the tree.</p> <p>• Family Connection: Teach a family member Arm Breathing.</p> <p>• Have children pretend to be different animals.</p>	<p>• Do you like when your friends are compassionate?</p> <p>• Reflecting on the day: What did you learn about bees today?</p> <p>• Check on Commitments: What commitment did you choose?</p> <p>• Kindness Tree: Count the hearts on the tree.</p> <p>• Family Connection: Teach a family member Arm Breathing.</p> <p>• Have children pretend to be different animals.</p>
<p>Closing Circle</p>	<p>• Invite children to blow bubbles. Call attention to how the bubbles float on the wind.</p>	<p>• 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.</p>	<p>• Point out examples of gravity on the playground (slide, swings, balls).</p>	<p>• 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.</p>	<p>• 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.</p>
<p>Outdoor Learning</p>	<p>• Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary</p> <p>• Demonstrates empathy and caring for others</p> <p>• Observes and describes what happens during changes in the earth and sky</p> <p>• Uses a wide variety of words to label and describe people, places, things, and actions</p> <p>• Asks and answers appropriate questions about the book</p> <p>• Provides appropriate information for various situations</p> <p>• Demonstrates receptive vocabulary (three to four thousand words)</p> <p>• Demonstrates use of location words</p> <p>• Investigates and describes position and motion of objects</p> <p>• Uses simple measuring devices to learn about objects</p> <p>• Uses a variety of art materials and activities for sensory experience and exploration</p>	<p>• Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary</p> <p>• Begins to have meaningful friends</p> <p>• Combines sentences that give detail, stays on topic, and clearly communicates</p> <p>• Asks and answers appropriate questions about the book</p> <p>• Identifies similarities among people like himself and classmates, as well as between himself and people from other cultures</p> <p>• Observes and describes what happens during changes in the earth and sky</p> <p>• Shows understanding by responding appropriately</p> <p>• Demonstrates the importance of caring for our environment and our planet</p> <p>• Demonstrates use of location words</p> <p>• Investigates and describes position and motion of objects</p> <p>• Uses simple measuring devices to learn about objects</p> <p>• Describes, observes, and investigates properties and characteristics of common objects</p> <p>• Identifies, compares, and discusses earth materials and their properties and uses</p>	<p>• Demonstrates empathy and caring for others</p> <p>• Coordinates sequence of movements to perform tasks</p> <p>• Combines ideas for complex sentences appropriately</p> <p>• Shows understanding by responding</p> <p>• Asks and answers appropriate questions about the book</p> <p>• Demonstrates receptive vocabulary (three to four thousand words)</p> <p>• Demonstrates knowledge of verbal conversational rules</p> <p>• Investigates and describes position and motion of objects</p> <p>• Associates language to describe concepts associated with the passing of time</p> <p>• Describes, observes, and investigates properties and characteristics of common objects</p> <p>• Sorts objects that are the same and different into groups, and uses language to describe how the groups are similar and different</p>	<p>• Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal</p> <p>• Demonstrates empathy and caring for others</p> <p>• Combines sentences that give detail, stays on topic, and clearly communicates</p> <p>• Asks and answers appropriate questions about the book</p> <p>• Demonstrates an understanding that others have perspectives and feelings that are different from her own</p> <p>• Engages in voting as a method for group decision making</p> <p>• Demonstrates receptive vocabulary (three to four thousand words)</p> <p>• Identifies, observes, and discusses objects in the sky</p> <p>• Observes and describes what happens during changes in the earth and sky</p> <p>• Demonstrates use of location words</p> <p>• Uses art as a form of creative self-expression and representation</p> <p>• Creates or recreates stories, moods, or experiences through dramatic representations</p>	<p>• Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary</p> <p>• Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal</p> <p>• Participates in classroom music activities</p> <p>• Uses information learned from books by describing, relating, categorizing, or comparing and contrasting</p> <p>• Recognizes, observes, and discusses the relationship of organisms to their environments</p> <p>• Demonstrates receptive vocabulary (three to four thousand words)</p> <p>• Creates or re-creates stories, moods, or experiences through dramatic representations</p> <p>• Shows understanding by responding appropriately</p> <p>• Demonstrates use of location words</p> <p>• Combines syllables into words</p> <p>• Coordinates sequence of movements to perform tasks</p>
<p>Learning Goals</p>	<p>• Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary</p> <p>• Demonstrates empathy and caring for others</p> <p>• Observes and describes what happens during changes in the earth and sky</p> <p>• Uses a wide variety of words to label and describe people, places, things, and actions</p> <p>• Asks and answers appropriate questions about the book</p> <p>• Provides appropriate information for various situations</p> <p>• Demonstrates receptive vocabulary (three to four thousand words)</p> <p>• Demonstrates use of location words</p> <p>• Investigates and describes position and motion of objects</p> <p>• Uses simple measuring devices to learn about objects</p> <p>• Uses a variety of art materials and activities for sensory experience and exploration</p>	<p>• Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary</p> <p>• Begins to have meaningful friends</p> <p>• Combines sentences that give detail, stays on topic, and clearly communicates</p> <p>• Asks and answers appropriate questions about the book</p> <p>• Identifies similarities among people like himself and classmates, as well as between himself and people from other cultures</p> <p>• Observes and describes what happens during changes in the earth and sky</p> <p>• Shows understanding by responding appropriately</p> <p>• Demonstrates the importance of caring for our environment and our planet</p> <p>• Demonstrates use of location words</p> <p>• Investigates and describes position and motion of objects</p> <p>• Uses simple measuring devices to learn about objects</p> <p>• Describes, observes, and investigates properties and characteristics of common objects</p> <p>• Identifies, compares, and discusses earth materials and their properties and uses</p>	<p>• Demonstrates empathy and caring for others</p> <p>• Coordinates sequence of movements to perform tasks</p> <p>• Combines ideas for complex sentences appropriately</p> <p>• Shows understanding by responding</p> <p>• Asks and answers appropriate questions about the book</p> <p>• Demonstrates receptive vocabulary (three to four thousand words)</p> <p>• Demonstrates knowledge of verbal conversational rules</p> <p>• Investigates and describes position and motion of objects</p> <p>• Associates language to describe concepts associated with the passing of time</p> <p>• Describes, observes, and investigates properties and characteristics of common objects</p> <p>• Sorts objects that are the same and different into groups, and uses language to describe how the groups are similar and different</p>	<p>• Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal</p> <p>• Demonstrates empathy and caring for others</p> <p>• Combines sentences that give detail, stays on topic, and clearly communicates</p> <p>• Asks and answers appropriate questions about the book</p> <p>• Demonstrates an understanding that others have perspectives and feelings that are different from her own</p> <p>• Engages in voting as a method for group decision making</p> <p>• Demonstrates receptive vocabulary (three to four thousand words)</p> <p>• Identifies, observes, and discusses objects in the sky</p> <p>• Observes and describes what happens during changes in the earth and sky</p> <p>• Demonstrates use of location words</p> <p>• Uses art as a form of creative self-expression and representation</p> <p>• Creates or recreates stories, moods, or experiences through dramatic representations</p>	<p>• Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary</p> <p>• Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal</p> <p>• Participates in classroom music activities</p> <p>• Uses information learned from books by describing, relating, categorizing, or comparing and contrasting</p> <p>• Recognizes, observes, and discusses the relationship of organisms to their environments</p> <p>• Demonstrates receptive vocabulary (three to four thousand words)</p> <p>• Creates or re-creates stories, moods, or experiences through dramatic representations</p> <p>• Shows understanding by responding appropriately</p> <p>• Demonstrates use of location words</p> <p>• Combines syllables into words</p> <p>• Coordinates sequence of movements to perform tasks</p>