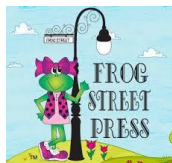


Lesson Plan for Things That Move • <i>Cosas que se mueven</i> - Transportation • <i>Transporte</i> (Week 31)			Date: April 2-6, 2018	Class: Gard 2	
Wonderful Word: <i>aerodynamic</i> <i>aerodinámica</i>		Character <i>Self-reliance</i> Education: <i>Auto confianza</i>		Technology: Words, Words, Words; Frog Street Math-Measure It X.A.1. X.A.2. II.D.1. V.D.1.	
Literacy: Vocabulary, Oral Language		Letter English - E, e, J, j, O, o, Q, q Knowledge: <i>Spanish - E, e, J, j, O, o, Q, q</i>		Math: Data Analysis	
English Vocabulary: <i>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</i>					
Spanish Vocabulary: <i>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</i>					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Sing "Little Hunk of Tin" (p 188). •DISENGAGE THE STRESS RESPONSE: Introduce the calming strategy Taking a Trip (p 169). •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Challenge children to notice two kind acts today. • Morning Message: <i>Cars and buses transport us on roads. • Los carros y autobuses nos transportan.</i> 	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Sing "If I Had the Wings" (p 187). •DISENGAGE THE STRESS RESPONSE: Teach children the Helicopter (p 169). •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Airplanes and helicopters move people through the air. • Los aviones y helicópteros transportan gente en el aire.</i> 	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Sing "The Train (p 194). •DISENGAGE THE STRESS RESPONSE: Play the S. T. A. R. songs (p 177). •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Trains move cargo along the track. • Los trenes transportan carga.</i> 	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Sing "A Sailor Went to Sea" (p 192). •DISENGAGE THE STRESS RESPONSE: Invite children to lie on their backs and make slow tummy waves as they slowly inhale. •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Boats and ships move cargo quickly • Los boites y barcos transportan carga muy rapido.</i> 	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Sing "Roller Coaster Cars" (p 191). •DISENGAGE THE STRESS RESPONSE: Review the calming strategy Roller Coaster Breathing (p169). •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Everyone enjoys a carnival ride. • Todos disfrutan un paseo en el carnaval.</i>
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

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Phonological Awareness	<ul style="list-style-type: none"> •Photo Pockets Cards Aa with <i>airplane</i>, Hh with <i>helicopter</i> •Sound out the letters E, e, J, j, O, o, Q, q 	<ul style="list-style-type: none"> • Vocabulary Cards: <i>airplane, helicopter, jet, rocket, aerodynamic</i> • Make a list of things that begin with Ee 	<ul style="list-style-type: none"> • Invite children to perform the action rhyme "I'm a Choo-Choo Train" (p 197). • Spell <i>airplane, bicycle, boat</i> 	<ul style="list-style-type: none"> • Sing "Row, Row, Row Your Boat." •Sound out the letters E, e, J, j, O, o, Q, q 	<ul style="list-style-type: none"> • List and categorize water craft
Language Development	<ul style="list-style-type: none"> •<i>Gram Is Coming to My House • Abuelita se viene a mi casa</i> • Identify four-wheeled vehicles in story • Connect story to experience • Photo Activity Cards 3, 4, 37 	<ul style="list-style-type: none"> •<i>Once Upon a Time in Dragon Land • Había una vez en Dragolandia</i> • Develop airplane background and vocabulary • Photo Activity Card 124 • Share experiences about flying 	<ul style="list-style-type: none"> • "Engine Ninety-Nine" • "Locomotora Noventa y Nueve" listening story (p. 207) • Recall story details • Photo Activity Cards 48 and 123 	<ul style="list-style-type: none"> • "I Saw a Ship A-Sailing" • "Yo vi un barquito que navegaba" participation story • Develop vocabulary • Think about how boat is powered • "Wynken, Blynken, and Nod" • "Sueño de un niño" (Nursery Rhyme • Cuentos infantiles flip chart) 	<ul style="list-style-type: none"> • <i>Giants Made by People • Gigantes hechos por el hombre</i> • Discuss carnival rides • Photo Activity Card 4
Cognitive Development/Fine Motor Skills <i>Handwriting without Tears</i>	<ul style="list-style-type: none"> • Make a stop sign •<i>Get Set for School CD "Rain Song" (24)</i> 	<ul style="list-style-type: none"> • Decorate a paper plane •<i>Get Set for School CD "Rain Song" (24)</i> 	<ul style="list-style-type: none"> • Make a train whistle with a paper towel tube •<i>Get Set for School CD "Rain Song" (24)</i> 	<ul style="list-style-type: none"> • Make a sailboat •Trace the word <i>transportation</i> •<i>Get Set for School CD "Rain Song" (24)</i> 	<ul style="list-style-type: none"> • Create an ocean using blue paper. •<i>Get Set for School CD "Rain Song" (24)</i>
Weekly Learning Centers	<ul style="list-style-type: none"> • 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-Pretend to climb a mountain • Construction-Build an airport complete with towers and a runway. 	<ul style="list-style-type: none"> • Pretend and Learn-Set up a bed and sitting area to represent the caboose of the train. 	<ul style="list-style-type: none"> • Pretend and Learn-Provide a large box to use as a pretend boat. 	<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.
STEM	<ul style="list-style-type: none"> • The Auto Repair Shop <i>Year Round Project-Based Activities STEM</i> pp 27-29 Compare tire tracks using positional words 	<ul style="list-style-type: none"> •Explore ways to move sailboats 	<ul style="list-style-type: none"> • The Auto Repair Shop <i>Year Round Project-Based Activities STEM</i> pp 30-32 	<ul style="list-style-type: none"> • Fold and create paper airplanes 	<ul style="list-style-type: none"> • The Auto Repair Shop <i>Year Round Project-Based Activities STEM</i> pp 33-35
Character Education/Social Emotional Development	<ul style="list-style-type: none"> • Discuss who designs an makes the road signs. 	<ul style="list-style-type: none"> •Teach children the "Helicopter" (p169). 	<ul style="list-style-type: none"> •Discuss the history of big ships 	<ul style="list-style-type: none"> • Photo Activity Card 125 •Discuss different kinds of vehicles that travel by water (cruise, ship, kayak, submarine, etc.) 	<ul style="list-style-type: none"> • Introduce idea of a round-trip • Think about what it means to be self-reliant

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Closing Circle	<ul style="list-style-type: none"> • Reflecting on the day: <i>How many wheels are on a car?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Send a note home asking for families to send a coat hanger and any six-pack holders they have to school. 	<ul style="list-style-type: none"> • Reflecting on the day: <i>How are airplanes like helicopters</i> • Perform the Daily Commitment Check. • Kindness Tree • 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: <i>What did you learn about trains today?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: <i>How do the majority of children in our class travel to school?</i> 	<ul style="list-style-type: none"> • Reflecting on the day: <i>Do larger boats go faster?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Send home note and encourage children to show their families how to make Tummy Waves. 	<ul style="list-style-type: none"> • Reflecting on the day: <i>Which carnival ride is your favorite?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Send home note and encourage the children to show their families how to do Roller Coaster Breathing.
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. 	<ul style="list-style-type: none"> • Invite children to connect tricycles to form a train or provide boxes (large enough to hold a child) for children to build a train. 	<ul style="list-style-type: none"> • Use a parachute to demonstrate the resistance created by air. Lift the parachute up high and allow it to drift down. If it is a windy day, position the chute so that it is pushed by the air. 	<ul style="list-style-type: none"> • Invite children to set up a carnival. Have a ball-tossing game, a go fishing game, and a duck draw. Suggest that children think of ways to make a pretend roller coaster (hold on to one another's waist and twist and turn around the playground) and carousel (walk in a circle, dipping up and down).
Learning Goals	<ul style="list-style-type: none"> • Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary • Shows competence in initiating social interactions • Asks and answers appropriate questions about the book • Uses category labels to understand how words and objects relate to each other • Practices good habits of personal safety 	<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 • Uses information learned from books • Shows understanding by responding appropriately. • Demonstrates receptive vocabulary 	<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 • Shows understanding by following two-step oral directions • Uses category labels to understand how words and objects relate to each other • Provides appropriate information for various situations • 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 • Uses information learned from books • Asks and answers appropriate questions about the book • Uses 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 • Counts up to ten items 	<ul style="list-style-type: none"> • Begins to understand difference and connection between feelings and behaviors • Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal • Demonstrates empathy and caring for others • Uses information learned from books • Demonstrates receptive vocabulary • Uses sentences • Initiates problem-solving strategies and seeks adult help when necessary



Lesson Plan for Things That Move • Cosas que se mueven - Mysterious Movers • Fuerzas Misteriosas (Week 32)		Date: April 9-13, 2018		Class: Gard 2	
Wonderful Word: <i>mysterious, misterioso</i>		Character <i>Self-reliance</i> Education: <i>Auto confianza</i>		Technology: Writer's Corner; ABC & XYZ	
Literacy: Oral Language, Vocabulary, Comprehension		Letter English - U, u, X, x, Y, y, Z, z Knowledge: Spanish - U, u, X, x, Y, y, Z, z		Math: Direction and Location Concepts	
English Vocabulary: <i>direction, east, forces, gravity, magnetism, moon, mysterious, north, pollen, powerful, rivers, south, sun, tremble, unseen, waves, west, wind</i>					
Spanish Vocabulary: <i>dirección, este, fuerzas, gravedad, magnetismo, Luna, misteriosos, norte, polen, poderosos, ríos, sur, Sol, temblar, no visto, olas, oeste, viento</i>					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Introduce the theme. Sing "Rock-a-Bye Birdie" (p 191).. •DISENGAGE THE STRESS RESPONSE: Perform the calming strategy Balloon. •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Challenge children to notice two kind acts today. • Morning Message: <i>Photo Fanny Share and Tell • Los carros y autobuses nos transportan.</i> 	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Sing "Niagara Falls" (p 190). •DISENGAGE THE STRESS RESPONSE: Practice the calming strategy Drain. •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Photo Fanny Share and Tell • Los aviones y helicopteros transportan gente en el aire.</i> 	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Sing "Nursery Rhyme Rap" (p 188). •DISENGAGE THE STRESS RESPONSE: Invite the children to do some stretching activities. •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Photo Fanny Share and Tell • Los trenes transportan carga.</i> 	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Sing "Mister Moon" (p. 190). •DISENGAGE THE STRESS RESPONSE: Practice the S. T. A. R. calming strategy (p 169). •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Photo Fanny Share and Tell • Los boites y barcos transportan carga muy rapido.</i> 	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Sing "My Busy Garden" (p 189). •DISENGAGE THE STRESS RESPONSE: Invite the children to repeat Arm Breathing (p 168). •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Photo Fanny Share and Tell • Todos disfrutan un paseo en el carnaval.</i>
Moving and Learning	"Twirl Around" • "Giraremos" ribbon dance	"Itsy Bitsy Spider" down-the-spout dance	"Itsy Bitsy Spider" gravity-defying, up-the-spout dance	"The Sounds of Nature" moon dance	Waggle Dance (inspired by honeybees)

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Phonological Awareness	<ul style="list-style-type: none"> • Sound out the letters U, X, Y, and Z • The sound wind makes • Vocabulary Card: <i>wind</i> 	<ul style="list-style-type: none"> • “River Talk” • “Plática de rios” listening story (p. 211) • Vocabulary Card: <i>waves</i> • Photo Pocket: <i>Oo</i> and <i>Ocean</i> 	<ul style="list-style-type: none"> • Sing the “Alphabet Song.” • Photo Pocket: <i>Mm</i> with <i>moon</i> 	<ul style="list-style-type: none"> • Vocabulary Cards: <i>moon, sun</i> • Compound Word Cards: <i>moonlight, sunlight</i> 	<ul style="list-style-type: none"> • Discuss words that begin with the letters X, x, Y, y, Z, z
Language Development	<ul style="list-style-type: none"> • <i>Mysterious Movers</i> • <i>Fuerzas misteriosas</i> • Experience Japanese haiku and art • Consider how wind moves things 	<ul style="list-style-type: none"> • <i>Mysterious Movers</i> • <i>Fuerzas misteriosas</i> • Discuss moving water • Contrast brooks and oceans as movers “River Talk” • “Plática de rios” listening story • Introduce river vocabulary • Discuss moving water • Contrast brooks and oceans as movers 	<ul style="list-style-type: none"> • “Monster Coaster” • “Monstruosa, la montaña rusa” story folder • Introduce concept of momentum • Discuss role of gravity in carnival rides • Photo Activity Cards 37, 42, 46 	<ul style="list-style-type: none"> • “The Sun and the Moon” • “El Sol y la Luna” story folder • Learn about the moon • Consider moon’s perspective • Discuss daytime and nighttime • Photo Activity Cards 47, 52 	<ul style="list-style-type: none"> • “Ms. Bumblebee Gathers Nectar” • “La Sra. Abeja recoge nectar” prop story • Learn about the bee, a mysterious mover • Photo Activity Cards 37, 42, 46, and 52
Cognitive Development/Fine Motor Skills <i>Handwriting without Tears</i>	<ul style="list-style-type: none"> • Use fans to move boats in a water table • <i>Get Set for School CD</i> “Tap, Tap, Tap” (19) 	<ul style="list-style-type: none"> • Ocean Bag • <i>Get Set for School CD</i> “Tap, Tap, Tap” (19) 	<ul style="list-style-type: none"> • Explore what objects can be moved with a magnet • <i>Get Set for School CD</i> “Tap, Tap, Tap” (19) 	<ul style="list-style-type: none"> • Glue stars on the dark sky • Book pages 13-14 • <i>Get Set for School CD</i> “Tap, Tap, Tap” (19) 	<ul style="list-style-type: none"> • Paint with watercolors and discuss • <i>Get Set for School CD</i> “Tap, Tap, Tap” (19)
Weekly Learning Centers	<ul style="list-style-type: none"> • Science-Explore moving various objects with air movers 	<ul style="list-style-type: none"> • Sensory Table-Provide a variety of objects to move water 	<ul style="list-style-type: none"> • Sensory Table-Experiments pouring water 	<ul style="list-style-type: none"> • Sensory Table-Experiment with changes in water temperature 	<ul style="list-style-type: none"> • Sensory Table-Provide plastic water animals and discuss how animals move things in the water
STEM <i>Teaching STEM in the Early Years</i>	<ul style="list-style-type: none"> • Move counting frogs to different spots on a giant grid • Tracing Shadows pp 120-121 	<ul style="list-style-type: none"> • Use air (with and without straws) to blow different objects in designated directions 	<ul style="list-style-type: none"> • Drop objects onto a quadrant • Soft and Hard Building Surfaces pp 80-81 	<ul style="list-style-type: none"> • Drop different pairs of objects (different weights) to show and discuss how the size, shape, and weight effect how quickly they fall 	<ul style="list-style-type: none"> • Create constellations and count stars
Character Education/Social Emotional Development	<ul style="list-style-type: none"> • Discuss who made the first wind chime and the first kite 	<ul style="list-style-type: none"> • Using soft sounds to help relax • The ocean makes a relaxing sound. 	<ul style="list-style-type: none"> • Invite the children to do some stretching activities. 	<ul style="list-style-type: none"> • Practice the S. T. A. R. calming strategy (p 169). 	<ul style="list-style-type: none"> • Invite the children to repeat Arm Breathing (p 168).

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Closing Circle	<ul style="list-style-type: none"> • Reflecting on the day: <i>What did you learn about the wind today?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Encourage children to show their families how invisible moving air (wind) move things. 	<ul style="list-style-type: none"> • Reflecting on the day: <i>What can you do to protect the oceans and rivers?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Remind the children to talk with their families about what direction the wind is blowing today. 	<ul style="list-style-type: none"> • Reflecting on the day: <i>What is gravity?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Invite children to become <i>gravity detectives</i> and spot gravity at home. 	<ul style="list-style-type: none"> • Reflecting on the day: <i>Why do we not see the sun at night?</i> • Perform the Daily Commitment Check. • 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: <i>What do birds carry from one place to another?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Encourage the children to talk with someone at home about ways they are spreading the seeds of kindness by being helpful at 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 wear the old white socks they brought to school over their shoes during outdoor play. When children return to the classroom, have them check their socks for hitchhikers (seeds, pollen).
Learning Goals	<ul style="list-style-type: none"> • Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary • Demonstrates empathy and caring for others • Observes and describes what happens during changes in the earth and sky • Asks and answers appropriate questions about the book • Demonstrates receptive vocabulary 	<ul style="list-style-type: none"> • Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary • Begins to have meaningful friends • Asks and answers appropriate questions about the book • Identifies similarities among people like himself and classmates • Shows understanding by responding appropriately • Demonstrates the importance of caring for our environment and our planet 	<ul style="list-style-type: none"> • Demonstrates empathy and caring for others • Coordinates sequence of movements to perform tasks • Shows understanding by responding appropriately • Asks and answers appropriate questions about the book • Demonstrates receptive vocabulary • Investigates and describes position and motion of objects • Uses language to describe concepts associated with the passing of time 	<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 • Asks and answers appropriate questions about the book • Demonstrates receptive vocabulary • Identifies, observes, and discusses objects in the sky • Observes and describes what happens during changes in the earth and sky • Demonstrates use of location words 	<ul style="list-style-type: none"> • Participates in classroom music activities • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Demonstrates receptive vocabulary • Creates stories, moods, or experiences through dramatic representations • Shows understanding by responding appropriately • Demonstrates use of location words • Coordinates sequence of movements to perform tasks



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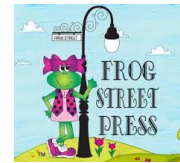


Theme: Week of the Young Child

*Celebrating Our Youngest Learners!
Gard 2 Lesson Plan*

Week: April 16-20, 2018

Day of the Week/ Objectives	Calendar Circle Time	Language Comprehension	Phonics Development	Handwriting Enrichment	STEM	Social Studies	Curriculum Centers
Monday <i>Sing, Dance, Celebrate, and Learn</i> To cooperate with others in a joint activity.	Calendar/Weather Sing “The More We Get Together” PM: <i>What is special about you?</i>	Discuss why we enjoy reading and how we can learn new things each time we open a book. Talk to them about how reading makes them feel.	Find letters in your name using magnetic letters	Make a friendship collage	Music Shaker: handmade instrument Distinguishing Sounds: match sounds	Discuss with children books are written in different languages	Letter Hunt Have children search for letters Puzzles Books
Tuesday <i>Healthy Eating and Fitness at Home and School</i> To work on large motor skills.	Calendar/Weather Sing “Fruit Salad” The Wiggles. PM: <i>What is your favorite fruit?</i>	Discuss the things children can do to stay healthy. Learn about the importance of staying active. How can we stay active? Who can exercise with us? How can staying active be fun? Practice some simple exercises	Make a list of rhyming words	Glue the fruits and vegetables on MYPlate	Smelling Jars: naming smells Hide and Smell: search for the source of a smell	Make a facial expression chart. Ask children <i>how do you feel today?</i>	Have children cook in the kitchen Dress-Up
Wednesday <i>Work Together, Build Together, Learn Together</i> To know what makes you unique.	Calendar/Weather Commitment Box Sing Children Favorite Songs. PM: <i>What makes you unique?</i>	Discuss how we all look different but we are each important. Discuss their physical attribute. Discuss internal attributes (likes, dislikes, things they excel at)	Sing” Head, Shoulders, Knees, and Toes.” Stretch our bodies while we spell words.	Paint with sponges	Goop: sensory substance The Fingers Feel: identification by touch	Discuss how exercise and healthy food affect our bodies. Discuss ways children can take care of their bodies.	Encourage the children to make fruit with the play dough we made. Pretend to make dinner for your friends.
Thursday <i>Think, Problem Solve, Create</i> To learn how to be compassionate.	Calendar/Weather Sing “You Are My Sunshine.” PM: <i>What was your favorite activity today?</i>	Have children pick their favorite stories and act them out	Play the Listening Game	Creative Art Making	Taste Testers: explore different tastes	Discuss compassion and give examples. Create a cheer to cheer-up your friends.	Encourage the children to work on puzzles Have children build with blocks
Friday <i>Sharing Family Stories</i> I have a special family.	Calendar/Weather Sing “Everyone Is Special.” PM: <i>What makes you happy?</i> Bring a special teddy bear	Discuss families and how we treat each other nicely. Talk about their families. What are their names? What do they do at home? Do they have any pets?	Sing ‘I Love You.’ Create a family poem	Make a Feelings Collage	Spin Art: visually appealing art Mystery Box	Share family pictures and discuss emotions.	Play and sing together Build a house with blocks



Lesson Plan for Animals • Animales - Farm Animals • Animales de la Granja (Week 33)			Date: April 23-27, 2018	Class: Gard 2	
Wonderful Word: <i>agriculture, agricultura</i>		Character <i>Curiosity and Compassion</i> Education: <i>Curiosidad y Compasión</i>		Technology: ABC and XYZ; Sounds and Rhymes; Tux Paint	
Literacy: Vocabulary, Written Exxpression		Letter English - A, a, F, f, P, p, H, h, G, g, N, n Knowledge: Spanish - A, a, G, g, C, c		Math: Whole-Part Relationships	
English Vocabulary: <i>agriculture, altogether, calf, cattle, colt, crops, domestic, ewe, farmer, flock, goats, herd, lambs, livestock, ostrich, pasture, poultry, products, sheep</i>					
Spanish Vocabulary: <i>agricultura, en total, ternero, ganado, potro, cosechas, doméstico, oveja, granjero, bandada, chivos, manada, ovejas, animales de cría, avestruz, pastizal, aves de corral, productos, cordero</i>					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Introduce the theme. Sing "Old MacDonald" p 204. •DISENGAGE THE STRESS RESPONSE: Practice the calming strategy Ear Rub. •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Challenge children to notice two kind acts today. • Morning Message: <i>Animals begins with A.</i> • <i>Animales empieza con la letra A.</i> 	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Sing "Five Little Ducks" p 186. •DISENGAGE THE STRESS RESPONSE: Practice the calming strategy Crisscross p 170. •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Farm begins with F.</i> • <i>Granja empieza con la letra G.</i> 	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Sing "Ten Little Piglets" p 197. •DISENGAGE THE STRESS RESPONSE: Review the calming strategy Drains p 170. •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Pig begins with p.</i> • <i>Cerdo empieza con la letra c.</i> 	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Sing "Did You Feed My Cow" p 185. •DISENGAGE THE STRESS RESPONSE: Introduce the calming strategy Moo p 170. •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>My horse ate hay.</i> • <i>Mi caballo comio heno.</i> 	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Sing "Mary had a Little Lamb" p 19. •DISENGAGE THE STRESS RESPONSE: Introduce "Baa, Baa, Sweet Sheep" p 172. •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Goat begins with g.</i> • <i>Cabra empieza con la letra c.</i>
Moving and Learning	"Farmer in the Dell" • "Vicente en el pajar" game	"New Chicken Dance"	"One Pretty Pig" • "Un cerdo bonito" action song	Follow the Leader game	"Farmer in the Dell" • "Vicente en el pajar" singing game

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Phonological Awareness	<ul style="list-style-type: none"> • Make a list of animals that start with the letter A • Vocabulary Card: <i>farmer</i> 	<ul style="list-style-type: none"> • Role play an action rhyme about farm animals • Vocabulary Cards: <i>hen</i> and <i>rooster</i> 	<ul style="list-style-type: none"> • Words beginning with <i>Pp</i> • Vocabulary cards: <i>pig</i> and <i>agriculture</i> 	<ul style="list-style-type: none"> • Create a T-chart with the names of animals • Vocabulary cards: <i>horse</i> and <i>cow</i> 	<ul style="list-style-type: none"> • Farm animals with the letter G: <i>frog, goose, goat, pig</i>
Language Development	<p><i>Farm Animals • Animales de la granja</i></p> <ul style="list-style-type: none"> • Introduce farm vocabulary • Gather facts from informational book • Photo Activity Cards 12, 26, 33, 37 	<p>“Half-Chicken” • “Mediopollito” story folder</p> <ul style="list-style-type: none"> • Listen for information in story • Discuss chicken body parts • Photo Activity Cards 43, 58, 59 	<p><i>Farm Animals • Animales de la granja</i></p> <ul style="list-style-type: none"> • Read to learn about pigs and hogs • Develop vocabulary • Photo Activity Cards 62, 92, 93 	<p><i>In the Cow’s Backyard • La hamaca de la vaca</i></p> <ul style="list-style-type: none"> • Compare real cow to story character • Photo Activity Cards 94, 95, 96 	<p>“Old MacDonald” • “El viejo Donald” story folder</p> <ul style="list-style-type: none"> • Name farm animals • Add verses to song <i>Farm Animals • Animales de la granja</i> • Name parent and baby animals • Learn about goats and sheep
Cognitive Development/Fine Motor Skills <i>Handwriting without Tears</i>	<ul style="list-style-type: none"> • <i>Get Set for School CD</i> "The Ant, the Bug, & the Bee" (14) • Make a Farm Animals Book 	<ul style="list-style-type: none"> • <i>Get Set for School CD</i> "The Ant, the Bug, & the Bee" (14) • Make a Farm Animals Book 	<ul style="list-style-type: none"> • <i>Get Set for School CD</i> "The Ant, the Bug, & the Bee" (14) • Make a Farm Animals Book 	<ul style="list-style-type: none"> • Make a pig in the mud • <i>Get Set for School CD</i> "The Ant, the Bug, & the Bee" (14) 	<ul style="list-style-type: none"> • Make a Farm Animals Book • <i>Get Set for School CD</i> "The Ant, the Bug, & the Bee" (14)
Weekly Learning Centers	<ul style="list-style-type: none"> • Construction-Build a barn with red blocks • Sensory Table-Excavate rocks from the farm field 	<ul style="list-style-type: none"> • Construction-Build a fence and put the animals in the enclosure • Sensory Table-Plow field and plant "seeds" 	<ul style="list-style-type: none"> • Construction-Use blue blocks to create the pond • Sensory Table-Make mud and provide plastic pigs for dramatic play 	<ul style="list-style-type: none"> • Construction-Role-play farm life using plastic animals • Sensory Table-Role-play farm life using plastic animals 	<ul style="list-style-type: none"> • Construction-Continue dramatic play • Sensory Table-Bury "eggs" and let children find them
STEM <i>175 Science Experiments</i>	<p>What do we buy at the store that comes from the farm? Plants and Life p 162</p>	<ul style="list-style-type: none"> • Match various animals to where they live • Plow field and plant "seeds" 	<ul style="list-style-type: none"> • 5 bottle bowling (bowling with 5 water bottles...use subtraction to count how many are left standing) 	<ul style="list-style-type: none"> • Make paw prints in play dough • Make a Rainbow p 154 	<ul style="list-style-type: none"> • Counting sheep (using cotton bowls); use verbal word problem Plants and Life p 162
Character Education/Social Emotional Development	<p>Photo Activity Card 37</p> <ul style="list-style-type: none"> • Introduce the concept of <i>curiosity</i> 	<ul style="list-style-type: none"> • Photo Activity Cards 42, 43, 99, and 129 	<p>Farming is not only about animals</p> <ul style="list-style-type: none"> • Photo Activity Cards 12, 58, 59, 62, 107 • Discuss how photo relates to farming 	<p>Introduce the concept of <i>compassion</i></p>	<p><i>What do we buy at the store that comes from the farm?</i></p>
Closing Circle	<ul style="list-style-type: none"> • Reflecting on the day: <i>What did you learn about the farm today?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Tell your family what you learned about scarecrows. Send home the Theme Letter and PATT Mat. 	<ul style="list-style-type: none"> • Reflecting on the day: <i>Which birds did we learn about that piqued your curiosity?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Show your family the "New Chicken Dance." 	<ul style="list-style-type: none"> • Reflecting on the day: <i>What is the funniest thing you have learned about pigs?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Share what you learned about pigs. 	<ul style="list-style-type: none"> • Reflecting on the day: <i>How are cows and horses alike? How are they different?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Find out your family member's favorite flavor of ice cream. Send home note asking family members' favorite flavors of ice cream. 	<ul style="list-style-type: none"> • Reflecting on the day: <i>Name the farm animal that wakes the farm up each morning.</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Send home a note and encourage the children to teach Moo at home.

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Outdoor Learning	<ul style="list-style-type: none"> • Make a pathway using yarn or rope. Invite children to crow hop along the pathway (hop on two feet). 	<ul style="list-style-type: none"> • Invite the children to gallop like a horse and strut like a chicken. 	<ul style="list-style-type: none"> • Play Farmer, May I? • Sr. Granjero, ¿puedo? (p. 207) as you would Mother, May I? 	<ul style="list-style-type: none"> • Invite the children to play horseshoes. 	<ul style="list-style-type: none"> • Encourage children to ride the tricycles/
Learning Goals	<ul style="list-style-type: none"> • Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal • Remains focused on engaging group activities for age-appropriate range of time • Shows understanding by responding appropriately • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Demonstrates receptive vocabulary 	<ul style="list-style-type: none"> • Assumes various roles and responsibilities as part of a classroom community • Demonstrates empathy and caring for others • Uses category labels to understand how words and objects relate to each other • Identifies and describes the characteristics of organisms • Counts up to five items • Recognizes one-digit numerals 1 through 5 	<ul style="list-style-type: none"> • Demonstrates empathy and caring for others • Participates in classroom music activities • Uses vocabulary, adding several new words daily • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Asks and answers appropriate questions about the book • Counts up to five items 	<ul style="list-style-type: none"> • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Uses category labels to understand how words and objects relate to each other • Understands that each letter has a corresponding sound • Uses vocabulary, adding several new words daily • Identifies and describes the characteristics of organisms • Uses words to label and describe people, places, things, and actions 	<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 • Uses words to label and describe people, places, things, and actions • Begins to name letters • Knows that objects can be counted • Uses words to rote count from 1 to 10

