

Lesson Plans for Animals • Los animales - More Bugs (Week 4)				Date	April 23-27, 2018	Teacher	Trans Kindergarten
Wonderful Word	<i>metamorphosis</i> <i>metamorfosis</i>	Character Education	Curiosity, <i>Curioso</i> Compassion, <i>Compasión</i>	Technology	Words, Words, Words; Internet		
Literacy	Oral Language, Phonological Awareness, Vocabulary		Letter Knowledge	English-S, s, J, j, W, w Spanish-A, a, G, g, S, s, C, c	Math	Number and Operations	
English Vocabulary	butterflies, caterpillar, compare, crickets, egg, grasshopper, hammock, larva, metamorphosis, mollusk, pupa, slugs, snails, spiders, squirm, wiggle, worms, zero						
Spanish Vocabulary	<i>mariposas, orugas, comparar, grillos, huevo, saltamontes, hamaca, larva, metamorfosis, molusco, pupa, babosas, caracoles, arañas, retorcerse, menearse, gusanos, cero</i>						
LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5		
Greeting Circle	Tell the children that they will continue to learn about insects and bugs. Today they will focus on caterpillars and butterflies. Morning Message: Caterpillars know how to eat. Extension Activity: Have children make blotto butterflies by folding a sheet of paper in half. Unfold the paper and place a few drops of tempera paint in the middle of the right side of the paper. Refold the paper and press with your hand so that the paint spreads. Open to rebek butterfly wingd. Use black marjer or crayon to add head, anteannar, thorax, abdome and legs.	Tell children that they will continue to learn about bugs. Today they will learn about grasshoppers and crickets. Morning Message: Jump begins with J. Extension Activity-	<ul style="list-style-type: none"> <li>Building community</li> <li>Morning Message</li> </ul>	<ul style="list-style-type: none"> <li>Building community</li> <li>Morning Message</li> </ul>	<ul style="list-style-type: none"> <li>Building community</li> <li>Morning Message</li> </ul>		
Moving and Learning	"The Life Cycle Chant" action rhyme	Hop! Hop! Stop! • ¡Salta! ¡Salta! ¡Detente! Game	Can You Move with Me? • ¡ven y muévete así! action song	"Itsy Bitsy Spider" dance	Insect and Bug Orchestra pretend-play		
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)	<p>Language and Literacy- Develop a butterfly life cycle chart. Have children clap and count the syllables in metamorphosis.</p> <p><b>Centers</b> Writer's Corner- Weekend Rewind Reading Readiness- Introduce new sight words of the week. Library and Listening-</p> <p><i>Edie's Backyard Bugs • Los insectos del jardín de Edie</i> Read the book pausing at pages 16-19. Invite children ti think of other words to describe these insects. Display vocabulary card metamorphosis and the metamorphosis sequence cards. Explain that this is the process of change the insect experiences as is moves through the stages of its life cycle. Sequence the cards describing each stage.</p>	<ul style="list-style-type: none"> <li>Read to learn about grasshoppers</li> <li>Compare grasshopper's body to child's body</li> </ul> <p><b>Centers</b> • ABC-Copy word and use to play game • Language and Literacy-Sort photos using insect checklist • Library and Listening-Accompany story with a cricket song</p> <p><i>Sara Sidney's Runaway Adventure • Sara, la iguana que se escapó</i> Ask the children if they can remember what this book is about. Turn to pages 16 and 17. Ask children to name the insect Sara Sidney found in the quiet thicket. Invite volunteer ti tell what they know about crickets. Ask if they have heard a cricket sing. Remind children that iguanas are herbivores and eat plants. They do not eat bugs and inscets so the cricket was safe. REad the story and ask how the cricket helped Sara Sidny.</p>	<ul style="list-style-type: none"> <li>Consider life without arms, legs, and eyes</li> <li>Identify rhyming words in sentence</li> </ul> <p><b>Centers</b> • Writer's Corner-Make play dough worms and letters • Pretend and Learn-Make shadow worms and tell story • Library and Listening-Add an adventure to Wiggle Worm's story</p> <p><i>Can You Move with Me? • ¡ven y muévete así!</i> • Compare caterpillars and worms • Demonstrate animal movements</p> <p>"Wiggle Worm's Adventure" • "La aventura de Graciela Gusano" prop story • Learn about worms • Compare story character to real worm</p>	<ul style="list-style-type: none"> <li>Learn about spiders</li> <li>Use photo to identify body parts</li> </ul> <p><b>Centers</b> • Writer's Corner-Add to journal • Language and Literacy-Retell stories with puppets and props • Pretend and Learn-Reenact story with shadows</p> <p>"Itsy Bitsy Spider" • "La araña chiquitita" story folder • Discuss the spider's perseverance • Compare character to real spiders</p> <p><i>Shubert's New Friend</i> • Listen for differences in the characters • Compare story resolution to children's experiences</p>	<ul style="list-style-type: none"> <li>Identify bugs and insects from clear descriptions</li> <li>Create graph to show favorites</li> </ul> <p><b>Centers</b> • Writer's Corner-Finish insect journal • Creativity Station-Create crazy bug hat • Listening and Library-Listen to a story</p> <p><i>Can You Move with Me? • ¡ven y muévete así!</i> • Use picture cues to read vocabulary words • Find words in text of story</p> <p><i>In the Cow's Backyard • La hamaca de la vaca</i> • Compare sizes of animals • Consider how changing story events impacts story</p>		

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Weekly Learning Centers</b>	<ul style="list-style-type: none"> <li>Gross Motor-Pretend to be caterpillars</li> <li>Creativity Station-Create blotto butterflies</li> <li>Fine Motor-Use tweezers to place yarn "caterpillars" on paper leaves</li> </ul>	<ul style="list-style-type: none"> <li>Gross Motor-Pretend to be grasshoppers</li> <li>Creativity Station-Use green and brown paint to paint grasshoppers and crickets</li> <li>Fine Motor-Place grasshopper Tiddlywinks with green and white buttons</li> </ul>	<ul style="list-style-type: none"> <li>Gross Motor-Have worm races</li> <li>Creativity Station-Paint worms with brown and black tempera paint using brushes of varied widths</li> <li>Fine Motor-Roll play dough into worms</li> </ul>	<ul style="list-style-type: none"> <li>Gross Motor-Create a yarn maze and pretend to be a spider</li> <li>Creativity Station-Make puff-paint spider webs</li> <li>Fine Motor-Roll play dough into balls to assemble spiders</li> </ul>	<ul style="list-style-type: none"> <li>Gross Motor-Create sock worms and large, paper leaves to play a game of toss</li> <li>Creativity Station-Encourage children to draw their favorite insects or bugs</li> <li>Fine Motor-Shape worms or other insects using play dough, wiggle eyes, and chenille wires</li> </ul>
<b>Math and Science</b>	<ul style="list-style-type: none"> <li>Observe changes in cube tower</li> <li>Add or subtract cubes to match changes</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>Fine Motor-Compare sets to see which has the fewest</li> <li>Math-Play Copy Me • Imitate</li> </ul>	<ul style="list-style-type: none"> <li>Compare sizes of grasshoppers</li> <li>Estimates length of grasshopper's jump</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>Gross Motor Area-Measure length of jumps</li> <li>Math-Move frogs on number line to specific numbers</li> </ul>	<ul style="list-style-type: none"> <li>Introduce the concept of zero</li> <li>Compare equal and unequal sets</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>Sensory Table-Use ears to find equal sets of pennies in plastic eggs</li> <li>Math-Make cube towers to show how many legs</li> </ul>	<ul style="list-style-type: none"> <li>Introduce symmetry</li> <li>Divide sets of cubes equally</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>Sensory Table-Use mirror to locate midsection of animal photo</li> <li>Math-Order connecting cube towers and divide towers in half</li> </ul>	<ul style="list-style-type: none"> <li>Use cube worms to model subtraction and addition</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>Creativity Station-Create a pattern block worm</li> <li>Math-Play Compare and Capture • Comparar y capturar</li> </ul>
<b>Character Education</b>		<p>Social and Emotional</p> <ul style="list-style-type: none"> <li>Propose compassion for all living things</li> </ul>			
<b>Closing Circle</b>	<ul style="list-style-type: none"> <li>Reflecting on the day</li> <li>Check on Commitments</li> <li>Kindness Tree</li> <li>Family Connection</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting on the day</li> <li>Check on Commitments</li> <li>Kindness Tree</li> <li>Family Connection</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting on the day</li> <li>Check on Commitments</li> <li>Kindness Tree</li> <li>Family Connection</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting on the day</li> <li>Check on Commitments</li> <li>Kindness Tree</li> <li>Family Connection</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting on the day</li> <li>Check on Commitments</li> <li>Kindness Tree</li> <li>Family Connection</li> </ul>
<b>Outdoor Learning</b>	<ul style="list-style-type: none"> <li>Give children colorful cellophane to use as butterfly wings and have them fly around the playground making colorful butterfly shadows.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to jump around the perimeter of the playground pretending to be crickets or grasshoppers. They may be able to observe some real jumping insects.</li> </ul>	<ul style="list-style-type: none"> <li>Invite children to make a long worm by holding onto each other's waist. Challenge them to wiggle across the playground without coming apart.</li> </ul>	<ul style="list-style-type: none"> <li>Make a giant spider with the parachute. (p. 208).</li> </ul>	<ul style="list-style-type: none"> <li>Carefully dig a hole in a garden area. Invite the children to watch the worms. Be careful to protect the worms from too much air or sun as they are vulnerable to both. Discuss the children's observations when they return to the room.</li> </ul>
<b>Learning Goals</b>	<ul style="list-style-type: none"> <li>Begins to understand difference and connection between <i>feelings</i> and <i>behaviors</i></li> <li>Demonstrates empathy and caring for others</li> <li>Recognizes and blends two phonemes into real words with pictorial support</li> <li>Uses a wide variety of words to label and describe people, places, things, and actions</li> <li>Uses category labels to understand how words and objects relate to each other</li> <li>Describes and sequences life cycles of organisms</li> <li>Uses information learned from books by describing, relating, categorizing, or comparing and contrasting</li> <li>Deletes a word from a compound word</li> <li>Demonstrates awareness of one-to-one relationships</li> <li>Uses concrete models or makes a verbal word problem for adding up to five objects</li> <li>Uses concrete models or makes a verbal word problem for subtracting 1 to 5 objects from a set</li> <li>Describes and sequences life cycles of organisms</li> <li>Combines sentences that give detail, stays on topic, and clearly communicates</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates an understanding and tolerance for unique characteristics of others</li> <li>Demonstrates empathy and caring for others</li> <li>Is aware of own feelings most of the time</li> <li>Asks and answers appropriate questions about the book</li> <li>Uses information learned from books by describing, relating, categorizing, or comparing and contrasting</li> <li>Combines sentences that give detail, stays on topic, and clearly communicates</li> <li>Engages in conversations in appropriate ways</li> <li>Deletes a word from a compound word</li> <li>Uses concrete models or makes a verbal word problem for adding up to five objects</li> <li>Uses concrete models or makes a verbal word problem for subtracting 1 to 5 objects from a set</li> <li>Recognizes and compares heights or lengths of people or objects</li> <li>Regulates his own behavior with occasional reminders or assistance from teacher</li> <li>Recognizes, observes, and discusses the relationship of organisms to their environments</li> </ul>	<ul style="list-style-type: none"> <li>Shows competence in initiating social interactions</li> <li>Remains focused on engaging group activities for age appropriate range of time</li> <li>Demonstrates knowledge of nonverbal conversational rules</li> <li>Uses information learned from books by describing, relating, categorizing, or comparing and contrasting</li> <li>Asks and answers appropriate questions about the book</li> <li>Demonstrates receptive vocabulary (three to four thousand words)</li> <li>Engages in conversations in appropriate ways</li> <li>Uses a wide variety of words to label and describe people, places, things, and actions</li> <li>Produces a word that rhymes with a given word</li> <li>Knows that objects or parts of an object can be counted</li> <li>Uses concrete models or makes a verbal word problem for adding up to five objects</li> <li>Identifies equal and unequal sets</li> <li>Identifies and describes the characteristics of organisms</li> <li>Recognizes, observes, and discusses the relationship of organisms to their environments</li> <li>Independently uses letters or symbols to make words or parts of words</li> </ul>	<ul style="list-style-type: none"> <li>Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal</li> <li>Demonstrates empathy and caring for others</li> <li>Regulates his own behavior with occasional reminders or assistance from teacher</li> <li>Shows initiative in independent situations and persists in attempting to solve problems</li> <li>Asks and answers appropriate questions about the book</li> <li>Demonstrates receptive vocabulary (three to four thousand words)</li> <li>Names at least 20 upper- and at least 20 lowercase letters</li> <li>Engages in voting as a method for group decision making</li> <li>Knows that objects or parts of an object can be counted</li> <li>Uses informal strategies to share or divide up to ten items equally</li> <li>Identifies equal and unequal sets</li> <li>Investigates and describes position and motion of objects</li> <li>Identifies and describes the characteristics of organisms</li> <li>Describes attributes</li> </ul>	<ul style="list-style-type: none"> <li>Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary</li> <li>Assumes various roles and responsibilities as part of a classroom community</li> <li>Participates in classroom music activities</li> <li>Uses a wide variety of words to label and describe people, places, things, and actions</li> <li>Uses category labels to understand how words and objects relate to each other</li> <li>Uses information learned from books by describing, relating, categorizing, or comparing and contrasting</li> <li>Combines sentences that give detail, stays on topic, and clearly communicates</li> <li>Shows understanding by responding appropriately</li> <li>Engages in voting as a method for group decision making</li> <li>Uses concrete models or makes a verbal word problem for adding up to five objects</li> <li>Uses concrete models or makes a verbal word problem for subtracting 1 to 5 objects from a set</li> <li>Identifies equal and unequal sets</li> <li>Practices good habits of personal safety</li> <li>Is aware of own feelings most of the time</li> <li>Identifies and describes the characteristics of organisms</li> </ul>