

Lesson Plans for My School and Me • Mi escuela y yo - Physical Me (Week 2)

Date

Sep.03-07.2018

Teacher

Mrs.Mina

Wonderful Word

responsibility
responsabilidad

Character Education

Respect, Responsibility
Respecto, Responsabilidad

Technology

Name Game - Letters in first name
X.A.1, X.A.2, III.C.1.

Literacy

Vocabulary, Phonological Awareness

Letter Knowledge

English/Spanish - Letters in Child's Name

Math

Position Words

English Vocabulary

brushing, closed, down, face, fingers, hands, head, knees, open, responsibility, shoulder, teeth, toes, up

Spanish Vocabulary

cepillar, cerrado, abajo, cara, dedos, manos, cabeza, rodillas, abierto, responsabilidad, hombro, dientes, dedos de los pies, arriba

LESSON COMPONENTS

Day 1

Day 2

Day 3

Day 4

Day 5

Greeting Circle

Time: Building community- Teach children "Head Shoulders Knees and Toes" (p 181)
Calmng- Implement the calmng strategy Balloon (p 168)
Connect- Review On Your Face (p 172)
Commit: Talk about helping hands are kind actions.
Morning Message- Today is Tuesday

Building Community- Sing Rise and Shine (p 183)
Calmng- Practice the Balloon (p 168) Connect- Play "Get Ready!" Morning Message- We use helping hands
Commit: Ask: Do you remember what our commitment is this week?

Building Community- Sing Open, Shut Them (p 183)
Calmng- Practice the Balloon Connect- Review "Twinkle Twinkle Little Star" (p 173)
Morning Message- We use kind words.
Commit: Ask: how they might use helping hands to get a friends attention.

Building community- Sing "This is Tiffany" (p 187)
Calmng- Review S.T.A.R and Balloon Connect- Play "That Was Helpful" (p 175)
Morning Message- Today is Friday.
Commit: Pass the commitment box , and ask children to put their photograph inside to symbolize their commitment to use helping hands.

Moving and Learning

Time: Simon Says • Simon dice game

"Shake a Hand" handshakes

"Hands and Fingers" • "Manos y dedos" participation song

Jumping jacks, toe touches, push-ups, squats, and arm swings

Read-Aloud

Time: Body Talk in Rhyme • El cuerpo habla en rimas
• Introduce rebus story
• Read the rebus story together

"My Aunt Millie" • "Mi tía Totoca" listening story
• Use imagination to picture story details
• Recall story events

"The Gingerbread Boy" • "El muñequito de jengibre" story folder
• Describe Gingerbread Boy
• Listen to "The Gingerbread Girl" and compare stories

Hands and Fingers • Manos y dedos
• Discuss author and illustrator
• Use hand movements to retell story
"I Like School" • "Me gusta la escuela" story folder
• Pantomime action words
• Extend story by adding activities

Weekly Learning Centers

Time: Pretend and Learn-Dress-up
• Gross Motor Area-Walk,hop,crawl along a straight line
• Creativity Station-Children will trace their bodies and add to picture throughout the week.

Pretend and Learn-Dress-up
• Gross Motor Area-Walk, hop, crawl along a zigzag pattern
• Creativity Station-Children will trace their bodies and add to picture throughout the week.

Pretend and Learn-Dress-up
• Gross Motor Area-Broad-jumping activity
• Creativity Station-Children will trace their bodies and add to picture throughout the week.

Pretend and Learn-Dress-up
• Gross Motor Area-Broad-jumping challenge
• Creativity Station-Children will trace their bodies and add to picture throughout the week.

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Literacy Learning Centers Time:		Mandarin Class! Centers • Writers Corner-Copy words with magnetic letters • Science-Practice making faces in mirror • Creativity Station-Make a play dough face H.W.O.T- work in our "My First School book"	• Introduce concept of rhyming words • Use rhyming clues to identify body parts Centers • Gross Motor Area-Play rhyming pair game • Language and Literacy-Role-play story with rhyming refrain H.W.O.T- Work in journals	Mandarin Class! Centers • Gross Motor Area-Play "I Can, Can You?" • "Yo puedo, ¿Y tú?" • Library and Listening-Listen to story • Creativity Station-Explore finger painting H.W.O.T- Work in journals	• Introduce concept of compound words • Play with compound words Centers • Writer's Corner-Make a class book • Language and Literacy-Manipulate concrete items to make compound words • Creativity Station-Finger paint H.W.O.T- Use the wooden letters to make words.
Math and Science Learning Centers Time:	Math Practice using positional vocabulary to describe location of facial features Centers • Math-Make a face with pattern blocks • Creativity Station-Put a photo face puzzle together	science • Introduce position words <i>up, down, left, and right</i> • Use body to demonstrate vertical and horizontal Centers • Construction-Build a block structure and divide it to compare left and right sides • Creativity Station-Fold painted	Science Introduce open, closed, inside, and outside Centers • ABC-Sort letters by open and closed shapes • Science-Sort objects by safe and unsafe to put in mouth	Science Introduce open, closed, inside, and outside Centers • ABC-Sort letters by open and closed shapes • Science-Sort objects by safe and unsafe to put in mouth	Che-it-up! Discuss the importance of brushing teeth • Learn how to brush teeth Centers • Math-Sequence picture cards for teeth brushing and hand washing • Science-Make homemade toothpaste and brush teeth Physical Development • Chart compound word playground as you march to outdoor play
Content Connections Time:	Fine Arts • Make a Me Puppet	VIII.A.2 • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection	MA.1, VA.2 • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection	VC.3, VID.1 • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection	III.B.2, IX.A.2 • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection
Closing Circle Time:					
Outdoor Learning		• Large muscle games such as Hopscotch, Keep Away, or Red Rover	• Large muscle games such as Hopscotch, Keep Away, or Red Rover	• Blue construction paper experiment	• Review and discuss playground rules
Learning Goals		<ul style="list-style-type: none"> • I.C.1. Develops warm relationships with teachers • II.A.1. Shows understanding by responding appropriately • III.A.2. Uses books and other written materials to engage in prereading behaviors • II.D.1. Uses a wide variety of words to label people, places, things, and actions • II.B.2. Engages in conversations in appropriate ways • II.B.3. Provides appropriate information for various situations • II.D.3. Demonstrates receptive vocabulary (three to four thousand words) • IX.B.1. Shows control of task that requires small-muscle strength and control 	<ul style="list-style-type: none"> • III.B.1. Separates a normally spoken four-word sentence into individual words • III.B.2. Combines words to make a compound word • III.D.3. Asks and answers appropriate questions about the book • II.A.1. Shows understanding by responding appropriately • II.C.2. Perceives differences between similar-sounding words • III.B.6. Produces a word that rhymes with a given word • I.A.1. Is aware of where own body is in space, respects personal boundaries • V.C.3. Demonstrates use of location words 	<ul style="list-style-type: none"> • I.C.6. Demonstrates empathy and caring for others • II.A.1. Shows understanding by responding appropriately • II.D.3. Demonstrates receptive vocabulary (three to four thousand words) • II.A.1. Shows understanding by responding appropriately • V.C.1. Names common shapes • V.C.3. Demonstrates use of location words • IX.B.2. Shows increasing control of tasks that require eye-hand coordination • V.C.3. Demonstrates use of location words • VID.1 Practice good habits of personal safety 	<ul style="list-style-type: none"> • II.A.1. Shows understanding by responding appropriately • IX.A.2. Coordinates sequence of movements to perform tasks • III.D.1. Retells or reenacts a story after it is read aloud • III.B.2. Combines words to make a compound word • III.C.1. Names at least 20 upper- and at least 20 lowercase letters • VID.2. Practices good habits of personal health and hygiene • V.A.7. Uses the verbal ordinal terms • III.B.2. Combines words to make a compound word • IX.A.2. Coordinates sequence of movements to perform tasks

Lesson Plans for My School and Me • Mi escuela y yo - My Senses (Week 3)				Date	Sep. 10-14, 2018	Teacher	Ms. Mina
Wonderful Word	<i>sensational, sensorial</i>	Character Education	Respect, Responsibility, Respeto, Responsabilidad	Technology	English/Spanish - Letters in Child's Name	Math	Attributes
Literacy	Listening, Phonological Awareness, Vocabulary	(or Rhyme)	Letter Knowledge	English/Spanish - Letters in Child's Name	Math	Attributes	
English Vocabulary	aromas, oídos, ojos, escuchar, oír, nariz, colores, ver, sensación, sentidos, piel, olor, gusto, lengua, tacto						
Spanish Vocabulary	aromas, oídos, ojos, escuchar, oír, nariz, colores, ver, sensación, sentidos, piel, olor, gusto, lengua, tacto						
LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5		
Greeting Circle	<ul style="list-style-type: none"> Building community-Sing the "Bear went over the Mountain" Morning Message-"I see with my eyes" Read the sentence as you read point to each word Disengage Stress-Demonstrate the calming strategy Drain 	<ul style="list-style-type: none"> Building community- Sing "Do your ears hang low" Morning Message-"I hear with my ears" as you write the message have the children fill in the blank Disengage Stress- Practice the Drain calming strategy 	<ul style="list-style-type: none"> Building community-Sing the song "Little sunk's hole" Morning Message-"I smell with my Nose" after you write the message have the children point to the first word in the message Disengage Stress- Practice Drain talk about how we use drain to turn from "Bug-crazy mad" to "Caterpillar from "Big-crazy mad" to "Caterpillar and game 	<ul style="list-style-type: none"> Building community-Have the children Sing the "Raindrop" song Morning Message-"I taste with my tongue" point to each word as you say the message Disengage Stress- Talk about how we can use the Drain strategy if we are frustrated with a friend 	<ul style="list-style-type: none"> Building community-Sing the song "My five Senses" Morning Message-"I feel with my hands" have a volunteer point the last word in the message Disengage Stress- Review the three calming strategy S. T. A. R., Ballon, and Drain 		
Moving and Learning	"Stop and Go" • "Sigue y detente" game	Freeze • Las estatuas game	"One Elephant" • "Un elefante" song and game	Tongue exercises	Perform the "Listening Story"		
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)	<ul style="list-style-type: none"> Use sense of sight in memory game Identify missing object 	Mandarin Class!	<ul style="list-style-type: none"> Introduce sense of smell Experience different scents with smelly bottles 	Mandarin Class!	<ul style="list-style-type: none"> Categorize things that can be felt as seen or not seen 		
	<ul style="list-style-type: none"> Centers ABC-Play memory game with letters Language and Literacy-Play rhythm instrument guessing game 	<ul style="list-style-type: none"> Centers Gross Motor Area-Play Freeze Science-Recognize loud and soft sounds 	<ul style="list-style-type: none"> Centers Science-Match aromas in smelly bottles 	<ul style="list-style-type: none"> Centers Math-Categorize tastes Language and Literacy-Retell "I Use My Senses" 	<ul style="list-style-type: none"> Centers Gross Motor Area-Use feet to feel Fine Motor-Make handprints in magic sand. 		
	<p><i>Our Senses • Mis sentidos</i></p> <ul style="list-style-type: none"> Introduce vocabulary Talk about parts of a book <p><i>Shubert is a S.T.A.R.</i></p> <ul style="list-style-type: none"> Talk about feelings Introduce Safe Place in classroom 	<p><i>Little Red • Gorría Roja</i></p> <ul style="list-style-type: none"> Take a picture walk through book Introduce vocabulary and make predictions <p><i>Little Red • Gorría Roja</i></p> <ul style="list-style-type: none"> Read first part of book Make additional predictions 	<p><i>Little Red • Gorría Roja</i></p> <ul style="list-style-type: none"> Finish story Review story with story props <p><i>How to Care for Books • Como debemos cuidar los libros</i> rebus poster</p> <ul style="list-style-type: none"> Children practice reading books and sharing information 	<p>"I Use My Senses" • "Yo uso mis sentidos" story folder</p> <ul style="list-style-type: none"> Recall story details Participate in telling story <p><i>How Do Animals Use their Mouths? • ¿Cómo usan la boca los animales?</i></p> <ul style="list-style-type: none"> Introduce vocabulary Introduce vocabulary Compare ways animals and humans use their mouths. 	<p>"I Use My Senses" • "Yo uso mis sentidos" story folder</p> <ul style="list-style-type: none"> Create a T-chart to compare what is heard versus what is seen <p><i>Body Talk in Rhyme • El cuerpo habla en rimas</i></p> <ul style="list-style-type: none"> Identify pattern in story text Extend story with new verse 		
Weekly Learning Centers	<ul style="list-style-type: none"> Sensory Table-Bubbles and colors tactile items Gross Motor Area-Use various tactile items Creativity Station-Finger paint 	<ul style="list-style-type: none"> Sensory Table-Bubbles and temperature Gross Motor Area-Use various tactile items Creativity Station-Paint to music 	<ul style="list-style-type: none"> Sensory Table-Sand exploration Gross Motor Area-Use various tactile items Creativity Station-Use scented paints 	<ul style="list-style-type: none"> Sensory Table-Sand exploration Gross Motor Area-Use various tactile items Creativity Station-Paint with pudding 	<ul style="list-style-type: none"> Sensory Table-Excavating in sand Gross Motor Area-Use various tactile items Creativity Station-Use textured or tactile paints 		

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Math and Science	<ul style="list-style-type: none"> Identify attributes of buttons <p>Centers</p> <ul style="list-style-type: none"> Math-Explore sets of manipulatives Science-Explore with a magnifying glass 	<ul style="list-style-type: none"> Explore the xylophone Predict high and low sounds <p>Centers</p> <ul style="list-style-type: none"> Math-Use a ten-frame to count Science-Feel the vibrations on the xylophone 	<ul style="list-style-type: none"> Use senses to gather information <p>Centers</p> <ul style="list-style-type: none"> Math-Sort and categorize foods by taste Science-Use sense of smell 	<ul style="list-style-type: none"> Describe how objects feel <p>Centers</p> <ul style="list-style-type: none"> Math-Trace numerals in shaving cream Science-Describe objects in feely boxes 	<p>Chef-it-up!</p> <ul style="list-style-type: none"> Math-Practice recording data Fine Motor-Play Hiding Game EI Juego del escondite
	Character Education- Self-Reliance	PATHS- Lesson 3 Talk about the PATHS Kid of the day and read the hidden toy	Manners- Lesson 5 uses of the Napkin. Talk about the 5 uses of the napkin have the children act out the uses as you say them	PATHS- Lesson 3 Have the children make a PATHS badge talk about when their badge is chosen they will be the PATHS helper of the day	Character Education - Responsibility Have the children make a list of their daily responsibilities that have at home and school
Character Education	<ul style="list-style-type: none"> Reflecting on the day Check on Commitments Kindness Tree Family Connection 	<ul style="list-style-type: none"> Reflecting on the day Check on Commitments Kindness Tree Family Connection 	<ul style="list-style-type: none"> Reflecting on the day Check on Commitments Kindness Tree Family Connection 	<ul style="list-style-type: none"> Reflecting on the day Check on Commitments Kindness Tree Family Connection 	<ul style="list-style-type: none"> Reflecting on the day Check on Commitments Kindness Tree Family Connection
Closing Circle	<ul style="list-style-type: none"> Learning with sunglasses 	<ul style="list-style-type: none"> Listening walk 	<ul style="list-style-type: none"> Bubble mixtures 	<ul style="list-style-type: none"> Snacks outside 	<ul style="list-style-type: none"> Finding the wind
Outdoor Learning	<ul style="list-style-type: none"> Increasingly interacts and communicates with peers to initiate pretend- play scenarios that share a common plan and goal. Matches language to social contexts Demonstrates understanding of terms used in the instructional language of the classroom Demonstrates receptive vocabulary (three to four thousand words) Uses a wide variety of words to label and describe people, places, things, and actions Describes, observes, and investigates properties and characteristics of common objects Verbally identifies, without counting, the number of objects from one to five Names common shapes Practices good habits of personal safety 	<ul style="list-style-type: none"> Initiates problem-solving strategies and seeks adult help when necessary Uses category/labels to understand how words and objects relate to each other Asks and answers appropriate questions about the book Shows understanding by responding appropriately Perceives differences between similar-sounding words Uses words to rote count from 1 to 30 Demonstrates that the order of the counting sequence is always the same regardless of what is counted Describes, observes, and investigates properties and characteristics of common objects Investigates and describes position and motion of objects 	<ul style="list-style-type: none"> Develops warm relationships with teachers Engages in conversations in appropriate ways Uses a wide variety of words to label and describe people, places, things, and actions Retells or reenacts a story after it is read aloud Uses a large speaking vocabulary, adding several new words daily Uses information learned from books by describing, relating, categorizing, or comparing and contrasting Collects data and organizes it in a graphic representation Describes, observes, and investigates properties and characteristics of common objects 	<ul style="list-style-type: none"> Begins to understand difference and connection between feelings and behaviors Assumes various roles and responsibilities as part of a classroom community Retells or reenacts a story after it is read aloud Shows understanding by responding appropriately 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 Recognizes one-digit numerals 0 through 9 Sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different Describes, observes, and investigates properties and characteristics of common objects Uses a variety of art materials and activities for sensory experience and exploration 	<ul style="list-style-type: none"> Begins to understand difference and connection between feelings and behaviors Develops warm relationships with teachers Assumes various roles and responsibilities as part of a classroom community Uses category/labels to understand how words and objects relate to each other Uses information learned from books by describing, relating, categorizing, or comparing and contrasting Uses some appropriate writing conventions when writing or giving dictation Recognizes and creates patterns Describes, observes, and investigates properties and characteristics of common objects Sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different Independently writes letters on request
Learning Goals					