

Lesson Plans for My School and Me • Mi escuela y yo - Physical Me (Week 2)				Date	Teacher
Wonderful Word	<i>responsibility</i> <i>responsabilidad</i>	Character Education	Respect, Responsibility Respeto, Responsabilidad	September 3-7	Ms Cora
Literacy	Vocabulary, Phonological Awareness	Letter Knowledge	English/Spanish - Letters in Child's Name	Math	Name Game - Letters in first name X.A.1, X.A.2, Ill.C.1. 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) Calm - Implement the calming 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) Calm - 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) Calm - Practice the Balloon Connect - Review "Tinkle Tinkle Little Star" (p 173) Morning Message - We use kind words. Commit : Ask: how they might use helping hands to get a friend's attention.	Building community - Sing "This is Tiffany" (p 187) Calm - 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.	Building community - Sing "This is Tiffany" (p 187) Calm - 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 • <i>El cuerpo habla en rimas</i> • 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 Ill.A.2, Ill.D.1	"The Gingerbread Boy" • "El munequito de lengüere" story folder • Describe Gingerbread Boy • Listen to "The Gingerbread Girl" and compare stories Body Talk in Rhyme • <i>El cuerpo habla en rimas</i> • Play "Tummy Ticklers" • Barrigas que suenan" • Participate in reading story Ill.D.3, Ill.A.1	Body Talk in Rhyme • <i>El cuerpo habla en rimas</i> • Role-play story • Recognize letters in story title Hands and Fingers • <i>Manos y dedos</i> Demonstrate positional words in story • Compare story to classroom dance Ill.D.1	Hands and Fingers • <i>Manos y dedos</i> • 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 Ill.D.1	Hands and Fingers • <i>Manos y dedos</i> • 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 Ill.D.1
Weekly Learning Centers Time:	<ul style="list-style-type: none"> • Pretend and Learn-Dress-up along a straight line • Gross Motor Area-Walk, hop, crawl • 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 • Writer's Corner-Copy words with magnetic letters • Science-Practice making faces in mirror • Creativity Station-Make a play dough face	Centers • Gross Motor Area-Play rhyming pair game • Language and Literacy-Role-play story with rhyming refrain • Library and Listening-Listen to story and identify pairs of rhyming words	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	• 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
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	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 • Chant compound word playground as you march to outdoor play
Content Connections Time:		Fine Arts • Make a Me Puppet	Math and Science • Explore difference between running and rolling	Math • Sort objects as safe or unsafe to put in your mouth	III.B.2. IX.A.2 • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection
Closing Circle Time:		VIII.A.2 • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection	VA.1. VA.2 • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection	VC.3. VD.1 • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection	• Review and discuss playground rules
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	

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
<p>Learning Goals</p>		<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 • V.C.3. Demonstrates use of location words • VI.A.2. Investigates and describes position and motion of objects • VIII.A.2. Uses art as a form of creative self-expression and representation 	<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 • VI.A.2. Investigates and describes position and motion of objects • VI.A.1. Describes, observes, and investigates properties and characteristics of common objects • VI.A.2. Investigates and describes position and motion of objects 	<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 • VI.D.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 uppercase and at least 20 lowercase letters • VI.D.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)

Wonderful Word		Character Education		Technology		Date	Teacher
sensational, <i>sensacional</i>		Respect, Responsibility		English/Spanish - Letters in Child's Name		September 10-14	Ms. Cora
Literacy		Letter Knowledge		Math		Reading Buddy	
Listening, Phonological Awareness (or Rhyme Awareness), Vocabulary		Respeto, Responsabilidad		Child's Name		Attributes	
English Vocabulary		aromas, ears, eyes, hear, listen, nose, odors, see, sensational, senses, skin, smell, taste, tongue					
Spanish Vocabulary		aromas, oídos, ojos, escuchar, oír, nariz, olores, ver, sensación, sentidos, piel, oír, 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 snuk'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" 	<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 <p>Centers</p> <ul style="list-style-type: none"> ABC-Play memory game with letters Language and Literacy-Play rhythm instrument guessing game 	<p>Mandarin Class!</p> <p>Centers</p> <ul style="list-style-type: none"> Gross Motor Area-Play Freeze Science-Recognize loud and soft sounds 	<ul style="list-style-type: none"> Introduce sense of smell Experience different scents with smelly bottles <p>Centers</p> <ul style="list-style-type: none"> Science-Match aromas in smelly bottles Creativity Station- Paint with scratch and snif paint 	<p>Mandarin Class!</p> <p>Centers</p> <ul style="list-style-type: none"> Math-Categorize tastes Language and Literacy- Retell "I Use My Senses" 	<ul style="list-style-type: none"> Categorize things that can be felt as seen or not seen <p>Centers</p> <ul style="list-style-type: none"> Gross Motor Area-Use feet to feel Fine Motor-Make handprints in magic sand. 	
Weekly Learning Centers		<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 STAR</i></p> <ul style="list-style-type: none"> Talk about feelings Introduce Safe Place in classroom 	<p><i>Little Red • Gorria Roja</i></p> <ul style="list-style-type: none"> Take a picture walk through book Introduce vocabulary and make predictions <p><i>Little Red • Gorria Roja</i></p> <ul style="list-style-type: none"> Read first part of book Make additional predictions 	<p><i>Little Red • Gorria Roja</i></p> <ul style="list-style-type: none"> Finish story Review story with story props <p><i>How to Care for Books • Cómo debernos cuidar los libros rebus poster</i></p> <ul style="list-style-type: none"> Children practice reading books and sharing information 	<p>"I Use My Senses" • "Yo uso mi 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 pattern 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 tactile items Gross Motor Area-Use various tactile items Creativity Station- Paint to music 	<ul style="list-style-type: none"> Sensory Table-Sand exploration tactile items Gross Motor Area-Use various tactile items Creativity Station-Use scented paints 	<ul style="list-style-type: none"> Sensory Table-Sand exploration tactile items Gross Motor Area-Use various tactile items Creativity Station- Paint with pudding 	<ul style="list-style-type: none"> Sensory Table-Excavating in sand tactile items 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 Centers 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 Centers 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 Centers Math-Sort and categorize foods by taste Science-Use sense of smell 	<ul style="list-style-type: none"> Describe how objects feel Centers Math-Trace numerals in shaving cream Science-Describe objects in feely boxes 	<p>Cheft-It-up!</p> <ul style="list-style-type: none"> Math-Practice recording data Fine Motor-Play Hiding Game EI Juego del escondite
Character Education	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
Closing Circle	<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
Outdoor Learning	<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
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. 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

Lesson Plans for My School and Me • Mi escuela y yo • I Think and Feel (Week 4)				Date	Teacher
Wonderful Word	<i>clever, listo</i>	Character Education	Respect, Responsibility, Respecto, Responsabilidad	September 17-21	Ms. Cora
Literacy	Problem Solving, Oral Language	Letter Knowledge	English - C, c, F, f, T, t Spanish - O, o, A, a, P, p, F, f	Math	Measuring, Attributes
English Vocabulary	<i>clever, courage, creative, determination, emotions, expressions, facial, feeling, height, kindness, length, minute, persistent, problem solving, think, weight</i>				
Spanish Vocabulary	<i>listo, valor, creativo, determinación, emociones, expresiones, facial sentimiento, altura, longitud, minuto, persistente, resolver problemas, pensar, peso</i>				
LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Greeting Circle	<ul style="list-style-type: none"> Building community-Sing "If you're clever and you know it". Tell the children that this week we will learn about our brain. Morning Message-Write 'I am clever'. Say the morning message pausing between each word. Disengage stress-Introduce the calming strategy pretzel. 	<ul style="list-style-type: none"> Building community-Sing "If you're happy and you know it". Tell the children that today they will continue to learn about their thinking abilities. Morning Message-Write 'I can think'. Say the morning message pausing between each word. Disengage stress-Practice the pretzel. 	<ul style="list-style-type: none"> Building community-Sing "If you're surprised". Discuss emotions. Morning Message-Write 'I can feel'. Say the morning message pausing between each word. Disengage stress-Teach the pretzel. 	<ul style="list-style-type: none"> Building community-Sing "S-M-L-E". Tell children that today they will continue learning about emotions (feelings). Morning Message-Write "Some things frighten me". Say the morning message. Pause between each word. Connect-Introduce the Absent Child Ritual. 	<ul style="list-style-type: none"> Building community-Sing "Happy Faces". Discuss the value of smiling. Morning Message-Write "I am creative". Say the morning message, pausing between each word. Disengage stress-Review the pretzel. Ask the children to give examples of situations when they might use pretzel.
Moving and Learning	<ul style="list-style-type: none"> "The Old Gray Cat" • El Viejo gato gris" action chant 	Itsy Bitsy Spider dance	"Skidamarink" • "¡Es amor!" action song	Play instrumental music-dance like spiders.	"The Alphabet Song"—forward and backward
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)	<ul style="list-style-type: none"> Develop strategies for putting puzzles together Centers Writers' Corner-Assemble name puzzles Creativity Station-Create puzzles Literacy and Language-Put giant floor puzzles together Phonics-Work on letter B in phonics book. 	<p>Mandarin Class: Develop concepts of persistence and determination</p> <p>Centers</p> <ul style="list-style-type: none"> Creativity Station-Draw spiders Writers' Corner-Match alphabet letters Language and Literacy-Retell story with story props <p>Phonics-Review sound of letter B, read story <i>Bubble Bear</i>. Have children make birds in a tree, and have them write the word bird.</p> <p><i>Our Senses • Los sentidos</i></p> <ul style="list-style-type: none"> Develop connection between senses and brain List things children can create 	<ul style="list-style-type: none"> Discuss emotions Play Happy or Sad • Feliz or triste Centers Language and Literacy-Play Facial Expression Concentration Writers' Corner-Write and draw in journals about what makes me happy. Creativity Station-Fingerpaint happy and sad faces <p>Phonics-Add letter B to picture word journal.</p>	<p>Mandarin Class: Discuss fear</p> <ul style="list-style-type: none"> Develop possible solutions to fearful situations Centers Sensory Table-Create Monster Spray Pretend and Learn-Reenact familiar stories Writers' Corner-Have them write a list of vocabulary words. <p>Phonics-Work on letter B in phonics book.</p>	<ul style="list-style-type: none"> Read <i>The Do-Nothing Machine • La máquina de no hacer nada</i> Brainstorm different uses for a clothespin Centers Sensory Table-Sift gravel with a variety of tools Writers' Corner-Practice writing lower and uppercase B. Library and Listening-Listen to a story <p>Phonics-Have children make a list of animals who's name begin with B.</p>
	<ul style="list-style-type: none"> "Shubert is a S.T.A.R" Introduce idea of a Safe Place in the classroom Brainstorm possible locations in your classroom 	<ul style="list-style-type: none"> "El Perrito chihuahua y el leopardo" "El perito chihuahua y el leopardo" story folder Introduce the word <i>mischievous</i> Perform story actions 	<p>"Reagan's Journal" • "El diario de Reagan" (page 160)</p> <ul style="list-style-type: none"> Consider characters' feelings Develop vocabulary 	<p><i>Skidamarink • ¡Es amor!</i></p> <ul style="list-style-type: none"> Introduce idea of nonsense words List things children can create 	<p><i>Skidamarink • ¡Es amor!</i></p> <ul style="list-style-type: none"> Introduce new vocabulary Reinforce using a big voice <p><i>Developmental Storybook</i> "The Three Billy Goats Gruff" • "Los tres chivos"</p> <ul style="list-style-type: none"> Introduce vocabulary Discuss goats' feelings
Weekly Learning Centers	<ul style="list-style-type: none"> Gross Motor Area-Crawl through maze Fine Motor-Puzzle fun Creativity Station-Create puppets with different facial expressions 	<ul style="list-style-type: none"> Gross Motor Area-Walk through maze Fine Motor-Puzzle fun Creativity Station-Create puppets with different facial expressions 	<ul style="list-style-type: none"> Gross Motor Area-Hop through maze Fine Motor-Puzzle fun Creativity Station-Create puppets with different facial expressions 	<ul style="list-style-type: none"> Gross Motor Area-Go through maze with partner Fine Motor-Puzzle fun Creativity Station-Create puppets with different facial expressions 	<ul style="list-style-type: none"> Gross Motor Area-Explore maze of tactile squares Fine Motor-Puzzle fun Creativity Station-Create puppets with different facial expressions

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Math and Science	<ul style="list-style-type: none"> • Compare Fanny Frog's height to familiar objects Centers • Math-Compare length of play dough ropes • Gross Motor Area-Toss beanbags 	<ul style="list-style-type: none"> • Take a "taller and shorter" walk. • Compare familiar outdoor objects to Fanny Frog Math-Work in math book on pages 19 and 20 on items of different color and size. 	<ul style="list-style-type: none"> • Compare volume of similar containers Centers • Math-Fill boxes and compare amounts • Sensory Table-Pour and fill to find containers with same capacity 	<ul style="list-style-type: none"> • Compare weights of similar objects • Sort into groups of heavy and light Math-Work in math book on pages 21 and 22 on items of different color and size. 	<ul style="list-style-type: none"> • Compare different timers Centers • Creativity Station-Compare paint strokes made with thick and thin brushes • Writer's Corner-Time name writing
Character Education	<p>Character Education-Use role playing to help children get a grasp on the term "respectful behavior".</p>	<p>Paths-Use a transition activity to have children bring their ID to circle time. Play name letters.</p>	<p>Manners-Use magic "magic" words to help children practice being respectful. Explain please, thank you and excuse me.</p>	<p>Paths-Play Wall of Fame. Review the rules in the classroom.</p>	<p>Character Education-Play the definition game to get respect into the vocabulary of children.</p>
Closing Circle	<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
Outdoor Learning	<ul style="list-style-type: none"> • Explore different ways to transfer water 	<ul style="list-style-type: none"> • Explore different ways to transfer water 	<ul style="list-style-type: none"> • Explore different ways to transfer water 	<ul style="list-style-type: none"> • Explore different ways to transfer water 	<ul style="list-style-type: none"> • Explore different ways to transfer water
Learning Goals	<ul style="list-style-type: none"> • Is aware of own feelings most of the time • Demonstrates empathy and caring for others • Separates a normally spoken four-word sentence into individual words • Initiates problem-solving strategies and seeks adult help when necessary • Demonstrates receptive vocabulary (three to four thousand words) • Shows initiative in independent situations and persists in attempting to solve problems • Initiates problem-solving strategies and seeks adult help when necessary • Demonstrates use of location words • Recognizes and compares heights or lengths of people or objects • Describes, observes, and investigates properties and characteristics of common objects 	<ul style="list-style-type: none"> • Is aware of own feelings most of the time • Persists in attempting to solve problems • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Demonstrates receptive vocabulary (three to four thousand words) • Shows awareness of areas of competence and describes self positively in what he is able to do • Names at least 20 upper- and at least 20 lowercase letters • Recognizes and compares heights or lengths of people or objects • Sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different • Uses simple measuring devices to learn about objects • Demonstrates use of location words 	<ul style="list-style-type: none"> • Initiates problem-solving strategies and seeks adult help when necessary • Demonstrates empathy and caring for others • Begins to understand difference and connection between feelings and behaviors • Asks and answers appropriate questions about the book • Demonstrates interest in and shows appreciation for the creative work of others • Is aware of own feelings most of the time • Demonstrates knowledge of nonverbal conversational • Demonstrates use of location words • Slides, flips, and turns shapes to demonstrate that the shapes remain the same • Recognizes and compares heights or lengths of people or objects • Recognizes how much can be placed within an object • Uses art as a form of creative self-expression and representation 	<ul style="list-style-type: none"> • Is aware of own feelings most of the time • Demonstrates empathy and caring for others • Uses a large speaking vocabulary, adding several new words daily • Asks and answers appropriate questions about the book • Retells or reenacts a story after it is read aloud • Begins to understand difference and connection between feelings and behaviors • Recognizes and compares weights of objects or people • Uses some appropriate writing conventions when writing or giving dictation • Uses art as a form of creative self-expression and representation 	<ul style="list-style-type: none"> • Names at least 20 upper- and at least 20 lowercase letters • Participates in classroom music activities • Begins to understand difference and connection between feelings and behaviors • 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 • Provides appropriate information for various situations • Initiates problem-solving strategies and seeks adult help when necessary • Uses some appropriate writing conventions when writing or giving dictation • Uses language to describe concepts associated with the passing of time • Investigates and describes position and motion of objects • Identifies and describes the characteristics of organisms