



Theme: My Family and Friends

STEM Lesson Plan
Families

Week: October 1 -5, 2018

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	The students practice graphing and one-to-one correspondence.	-Graph comparing how many people each child has in family-one to one correspondence using place settings for family -Make cube towers to represent number in a family	-Graph comparing how many people each child has in family-one to one correspondence using place settings for family -Make cube towers to represent number in a family	-Graph comparing how many people each child has in family-one to one correspondence using place settings for family -Make cube towers to represent number in a family	-Graph comparing how many people each child has in family-one to one correspondence using place settings for family -Make cube towers to represent number in a family
Tuesday	The students practice more and less as well as figuring out the difference between numbers.	-Read “Three Little Bears”. Children compare that family to their own. -Tell if they have more or less people in family.	-Read “Three Little Bears”. Children compare that family to their own. -Tell if they have more or less people in family.	-Read “Three Little Bears”. Children compare that family to their own. -Tell how many more or less people they have in their family.	-Read “Three Little Bears”. Children compare that family to their own. -Tell how many more or less people they have in their family.
Wednesday	The students practice few and many as well as figuring out the difference between numbers.	• Compare chain links to show few and many; Count chain links -Discuss not needing to count a few items, but needing to count many. -Practice one-to-one correspondence.	• Compare chain links to show few and many; Count chain links -Discuss not needing to count a few items, but needing to count many. -Practice one-to-one correspondence.	• Compare chain links to show few and many; Count chain links -Discuss not needing to count a few items, but needing to count many. -Practice one-to-one correspondence.	• Compare chain links to show few and many; Count chain links -Discuss not needing to count a few items, but needing to count many. -Practice one-to-one correspondence.
Thursday	Students will develop strategy for counting groups of objects.	-Read photo cards on animal families. Match mother animals to babies. • Develop strategy for counting groups of objects.	Read photo cards on animal families. Match mother animals to babies. • Develop strategy for counting groups of objects.	-Read photo cards on animal families. Match mother animals to babies. • Develop strategy for counting groups of objects. Count by 5’s, 10’s, and 2’s.	Read photo cards on animal families. Match mother animals to babies. • Develop strategy for counting groups of objects. Count by 5’s, 10’s, and 2’s.
Friday	Students will develop strategy for counting groups of objects.	-Show Muscovy ducks photo card. Have children waddle around like ducks and try to count them. Ask how mother might keep track of her ducks; line,groups,etc (graph responses). Discuss.	-Show Muscovy ducks photo card. Have children waddle around like ducks and try to count them. Ask how mother might keep track of her ducks; line,groups,etc (graph responses). Discuss.	-Show Muscovy ducks photo card. Have children waddle around like ducks and try to count them. Ask how mother might keep track of her ducks; line,groups,etc (graph responses). Discuss.	-Show Muscovy ducks photo card. Have children waddle around like ducks and try to count them. Ask how mother might keep track of her ducks; line,groups,etc (graph responses). Discuss.



Theme: My Family and Friends

*STEM Lesson Plan
Families and Homes*

Week: October 8 – 12, 2018

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	Columbus	Day	Crème	Closed	!
Tuesday	The students will begin to discover shapes all around them.	-Students will search for shapes around the room and record on class chart. • Go on a shape hunt Math-Use pattern blocks to design house	-Students will search for shapes around the room and record on class chart. • Go on a shape hunt Math-Use pattern blocks to design house	-Students will search for shapes around the room and record on class chart. • Go on a shape hunt Math-Use pattern blocks to design house	-Students will search for shapes around the room and record on class chart. • Go on a shape hunt Math-Use pattern blocks to design house
Wednesday	The students will explore in depth, the different attributes and aspects of different triangles.	<ul style="list-style-type: none"> • Explore the shapes on the faces of a tent(use prism and playdough to make different prints, which side makes a triangle?) • Create triangles with AngLegs • Math-Combine pattern blocks to form triangles 	<ul style="list-style-type: none"> • Explore the shapes on the faces of a tent(use prism and playdough to make different prints, which side makes a triangle?) • Create triangles with AngLegs • Math-Combine pattern blocks to form triangles 	<ul style="list-style-type: none"> • Explore the shapes on the faces of a tent(use prism and playdough to make different prints, which side makes a triangle?) • Create triangles with AngLegs • Math-Combine pattern blocks to form triangles 	<ul style="list-style-type: none"> • Explore the shapes on the faces of a tent(use prism and playdough to make different prints, which side makes a triangle?) • Create triangles with AngLegs • Math-Combine pattern blocks to form triangles
Thursday	The students will explore in depth, the attributes of quadrilaterals.	<ul style="list-style-type: none"> • Compare quadrilaterals-use AngLegs to allow students to make different quadrilaterals. • Introduce perpendicular lines-meeting lines that look like a “L”. 	<ul style="list-style-type: none"> • Compare quadrilaterals-use AngLegs to allow students to make different quadrilaterals. • Introduce perpendicular lines-meeting lines that look like a “L”. 	<ul style="list-style-type: none"> • Compare quadrilaterals-use AngLegs to allow students to make different quadrilaterals. • Introduce perpendicular lines-meeting lines that look like a “L”. 	<ul style="list-style-type: none"> • Compare quadrilaterals-use AngLegs to allow students to make different quadrilaterals. • Introduce perpendicular lines-meeting lines that look like a “L”.
Friday	The students will explore in depth the attributes of circles and spheres.	<ul style="list-style-type: none"> • Draw circles using links, marker, and center dot. • Science-Roll toilet paper tubes, round and square attribute buttons, cylinder blocks, and rectangular blocks down a slope and tell which roll or not, easiest? 	<ul style="list-style-type: none"> • Draw circles using links, marker, and center dot. • Science-Roll toilet paper tubes, round and square attribute buttons, cylinder blocks, and rectangular blocks down a slope and tell which roll or not, easiest? 	<ul style="list-style-type: none"> • Draw circles using links, marker, and center dot. • Science-Roll toilet paper tubes, round and square attribute buttons, cylinder blocks, and rectangular blocks down a slope and tell which roll or not, easiest? 	<ul style="list-style-type: none"> • Draw circles using links, marker, and center dot. • Science-Roll toilet paper tubes, round and square attribute buttons, cylinder blocks, and rectangular blocks down a slope and tell which roll or not, easiest?



Theme: My Family and Friends

*STEM Lesson Plan
Friends and Pets*

Week: October 15 – 19, 2018

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	The students will become familiar with taking directions from and using positional words.	-Practice positional words by blindfolding one child and have another child hold their hand. We will guide them by using positional words to find a hidden treasure.	-Practice positional words by blindfolding one child and have another child hold their hand. We will guide them by using positional words to find a hidden treasure.	-Practice positional words by blindfolding one child and have another child hold their hand. We will guide them by using positional words to find a hidden treasure.(left/right included)	-Practice positional words by blindfolding one child and have another child hold their hand. We will guide them by using positional words to find a hidden treasure.(left/right included)
Tuesday	Students will be introduced to quadrilaterals.	-Display quadrilaterals.(square, rectangle) with AngLegs. Explain that they all have four sides.	-Display quadrilaterals.(square, rectangle, rhombus, parallelogram, and trapezoid) with AngLegs. Explain that they all have four sides.	-Display quadrilaterals.(square, rectangle, rhombus, parallelogram, and trapezoid) with AngLegs. Explain that they all have four sides.	-Display quadrilaterals.(square, rectangle, rhombus, parallelogram, and trapezoid) with AngLegs. Explain that they all have four sides.
Wednesday	The students will begin to understand and perform dividing items into quadrants.	-Review left and right. Using a stuffed dog, reference his legs. Have students tell position of dogs limbs(front left, back right, etc).	-Review left and right. Using a stuffed dog, reference his legs. Have students tell position of dogs limbs(front left, back right, etc).	-Review left and right. Using a stuffed dog, reference his legs. Have students tell position of dogs limbs(front left, back right, etc).	-Review left and right. Using a stuffed dog, reference his legs. Have students tell position of dogs limbs(front left, back right, etc).
Thursday	The students will develop an understanding that positions of objects do not change the object as well as practice using quadrants.	-Draw stick man, flip upside down, same picture? -Do the same with a triangle. Using quadrants, start in one and move triangle to another. Ask what happened. Practice placing object in quadrants.	-Draw stick man, flip upside down, same picture? -Do the same with a triangle. Using quadrants, start in one and move triangle to another. Ask what happened. Practice placing object in quadrants.	-Draw stick man, flip upside down, same picture? -Do the same with a triangle. Using quadrants, start in one and move triangle to another. Ask what happened. Practice placing object in quadrants.	-Draw stick man, flip upside down, same picture? -Do the same with a triangle. Using quadrants, start in one and move triangle to another. Ask what happened. Practice placing object in quadrants.
Friday	The students will practice using memory to develop patterns.	-Using tangram blocks, make a simple pattern (3 blocks only). After students study it, have them create the same pattern. Check answers. Repeat with more difficult patterns.	-Using tangram blocks, make a simple pattern (3 blocks only). After students study it, have them create the same pattern. Check answers. Repeat with more difficult patterns.	-Using tangram blocks, make a simple pattern (3 blocks only). After students study it, have them create the same pattern. Check answers. Repeat with more difficult patterns.	-Using tangram blocks, make a simple pattern (3 blocks only). After students study it, have them create the same pattern. Check answers. Repeat with more difficult patterns.



Theme: My Family and Friends

*STEM Lesson Plan
Communities*

Week: October 22 – 26, 2018

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	The students will develop an understanding of the importance of recycling.	-Discuss recycling and helping trash man keep earth clean. Have students sort recyclable materials into correct bin. Explain the effect recycling and not recycling has on the earth.	-Discuss recycling and helping trash man keep earth clean. Have students sort recyclable materials into correct bin. Explain the effect recycling and not recycling has on the earth.	-Discuss recycling and helping trash man keep earth clean. Have students sort recyclable materials into correct bin. Explain the effect recycling and not recycling has on the earth.	-Discuss recycling and helping trash man keep earth clean. Have students sort recyclable materials into correct bin. Explain the effect recycling and not recycling has on the earth.
Tuesday	The students will describe attributes and sort.	-Look at several pennies. Describe them by their attributes. Which are old/new, etc. -Clean pennies in soda or lemon juice/salt. Which works best? Graph.	-Look at several pennies. Describe them by their attributes. Which are old/new, etc. -Clean pennies in soda or lemon juice/salt. Which works best? Graph.	-Look at several pennies. Describe them by their attributes. Which are old/new, etc. -Clean pennies in soda or lemon juice/salt. Which works best? Graph.	-Look at several pennies. Describe them by their attributes. Which are old/new, etc. -Clean pennies in soda or lemon juice/salt. Which works best? Graph.
Wednesday	The students will learn how to use a Venn diagram.	-Two hoops on floor to make Venn diagram. Sort mail (boy/girl) and place all names that begin with a certain letter in overlap of hoops. Discuss Venn Diagrams.	-Two hoops on floor to make Venn diagram. Sort mail (boy/girl) and place all names that begin with a certain letter in overlap of hoops. Discuss Venn Diagrams.	-Two hoops on floor to make Venn diagram. Sort mail (boy/girl) and place all names that begin with a certain letter in overlap of hoops. Discuss Venn Diagrams.	-Two hoops on floor to make Venn diagram. Sort mail (boy/girl) and place all names that begin with a certain letter in overlap of hoops. Discuss Venn Diagrams.
Thursday	The students will learn about fingerprints and describe attributes.	-Using a stamp pad, make students' fingerprints on paper. We will discuss how everyone's prints are different and they will examine with magnifying glass. Describe attributes.	-Using a stamp pad, make students' fingerprints on paper. We will discuss how everyone's prints are different and they will examine with magnifying glass. Describe attributes.	-Using a stamp pad, make students' fingerprints on paper. We will discuss how everyone's prints are different and they will examine with magnifying glass. Describe attributes.	-Using a stamp pad, make students' fingerprints on paper. We will discuss how everyone's prints are different and they will examine with magnifying glass. Describe attributes.
Friday	The students will practice weighing and reading numbers as well as following a key.	-The students will weigh different pieces of mail on a scale. They will match the weight to the price and tell how much it will cost to mail the parcel.	-The students will weigh different pieces of mail on a scale. They will match the weight to the price and tell how much it will cost to mail the parcel.	-The students will weigh different pieces of mail on a scale. They will match the weight to the price and tell how much it will cost to mail the parcel.	-The students will weigh different pieces of mail on a scale. They will match the weight to the price and tell how much it will cost to mail the parcel.



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SPANISH Lesson Plan
Families

Week: October 1 - 5, 2018

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	Develop understanding, and speaking skills of new vocabulary related to Family members	“Tengo una Familia” Miembros de la familia (papá, mamá, hermano, bebé)	“Tengo una Familia” Miembros de la familia (papá, mamá, abuelita, abuelito, Hermana, hermano, bebé) Cristina y la Rana (reading)	“Tengo una Familia” Miembros de la familia (papá, mamá, abuelita, abuelito, Hermana, hermano, bebé) Cristina y la Rana (reading) Mi familia es grande o pequeña Cuántos miembros tiene mi familia?	“Tengo una Familia” Miembros de la familia (papá, mamá, abuelita, abuelito, Hermana, hermano, bebé) Cristina y la Rana (reading) Mi familia es grande o pequeña Cuántos miembros tiene mi familia?
Tuesday	Extend understanding, and speaking skills of more vocabulary related to chores of the house	Abuelita=grandma Abuelito=grandpa “Conocer a los abuelos” (reading book)	Las familias son fabulosas Spell in spanish the letters in the word “FAMILIA” “Conocer a los abuelos” (reading book) Fabuloso=fabulous Tareas de la casa = Chores of the house Limpiar, cocinar, alimentar	Las familias son fabulosas Spell in spanish the letters in the word “FAMILIA” “Conocer a los abuelos” (reading book) Colaborador=cooperative Fabuloso=fabulous Tareas de la casa = Chores of the house Limpiar, cocinar, cortar el pasto ...	Las familias son fabulosas Spell in spanish the letters in the word “FAMILIA” “Conocer a los abuelos” (reading book) Colaborador=cooperative Fabuloso=fabulous Tareas de la casa = Chores of the house Limpiar, cocinar, cortar el pasto...
Wednesday	Extend understanding, and speaking skills of more vocabulary related to the extended family	Letter “F” familia, fabuloso, feo, fácil, fascinante. Familiares=Relatives Review family members	Papá y mamá se preocupan por la familia Letter “F” familia, fabuloso, feo, fácil, fascinante. Familiares=Relatives Review family members	Papá y mamá se preocupan por la familia Letter “F” familia, fabuloso, feo, fácil, fascinante. Familiares=Relatives Tío=uncle Tía=aunt Primos=cousins Clan familiar=family & extended families. Review family emembers.	Papá y mamá se preocupan por la familia Letter “F” familia, fabuloso, feo, fácil, fascinante. Familiares=Relatives Tío=uncle Tía=aunt Primos=cousins Clan familiar=family & extended families. Review family emembers.
Thursday	Reinforce vocabulary learned over the week through a story folder	“ES AMOR” (reading book) Game: Primo, primo, tía Abuelito, abuelito, hermano...	“ES AMOR” (reading book) Mi Tía Violeta (story folder) Game: Primo, primo, tía Abuelito, abuelito, hermano...	“ES AMOR” (reading book) Mi Tía Violeta (story folder) “Nelly la Pavita Tonta”(Story folder) Game: Primo, primo, tía Abuelito, abuelito, hermano...	“ES AMOR” (reading book) Mi Tía Violeta (story folder) “Nelly la Pavita Tonta” Game: Primo, primo, tía Abuelito, abuelito, hermano...
Friday	Reinforce vocabulary learned over the week through an art project/learning centers	Learning centers	Art Project (Students draw their families on a paper plate and decorate it)	Art Project (Students draw their families on a paper plate and decorate it)	Art Project (Students draw their families on a paper plate and decorate it)



Theme: My Family and Friends

*SPANISH Lesson Plan
Families and Homes*

Week: October 8 -12, 2018

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	Columbus	Day	Crème	Closed	!
Tuesday	Develop understanding, and speaking skills of new vocabulary related to Housing	Dónde viven ustedes? Apartamento=apartment Casa=house La Señora que vive en un zapato (Cuento infantil)	Dónde viven ustedes? Condominio=condo Home=hogar Apartamento=apartment Residencia=residence Casa para todas clases (reading book) La Señora que vive en un zapato (Cuento infantil)	Dónde viven ustedes? Condominio=condo Home=hogar Apartamento=apartment Residencia=residence Casa para todas clases (reading book) La Señora que vive en un zapato (Cuento infantil)	Dónde viven ustedes? Condominio=condo Home=hogar Apartamento=apartment Residencia=residence Casa para todas clases (reading book) La Señora que vive en un zapato (Cuento infantil)
Wednesday	Extend understanding, and speaking skills of more vocabulary related to housing	Letter C: casa- cuerpo-cocina- círculo-cuarto	Mi familia vive en nuestra casa Casa móvil= mobile home Sibling=hermanos Students draw their homes Letter C: casa- cuerpo-cocina- círculo-cuarto-cohete	Mi familia vive en nuestra casa Casa móvil= mobile home Sibling=hermanos Students draw their homes Letter C: casa- cuerpo-cocina- círculo-cuarto-cohete	Mi familia vive en nuestra casa Casa móvil= mobile home Sibling=hermanos Students draw their homes Letter C: casa- cuerpo-cocina- círculo-cuarto-cohete
Thursday	Extend understanding, and speaking skills of more vocabulary through a reading	“Es Amor” (reading book) La casa de mis abuelitos (Grandpa’s house)	“Es Amor” (reading book) Me voy de viaje a casa de mis abuelitos. Qué llevo? Mi maleta (suitcase) Qué pongo en mi maleta? (ropa, mis zapatos, mi juguete favorito...	“Es Amor” (reading book) Me voy de viaje a casa de mis abuelitos. Qué llevo? Mi maleta (suitcase) Qué pongo en mi maleta? (ropa, mis zapatos, mi juguete favorito...	“Es Amor” (reading book) Me voy de viaje a casa de mis abuelitos. Qué llevo? Mi maleta (suitcase) Qué pongo en mi maleta? (ropa, mis zapatos, mi juguete favorito...
Friday	Develop understanding, and speaking skills of new vocabulary related to animals and their homes	Los animales también tienen casas Nido=nest Caves=cuevas	Nido=nest Caves=cuevas Madrigueras=burrows Los animales también tienen casas Los habitats y las casas de los animales (Story folder)	Nido=nest Caves=cuevas Madrigueras=burrows Los animales también tienen casas Los habitats y las casas de los animales (Story folder)	Nido=nest Caves=cuevas Madrigueras=burrows Los animales también tienen casas Los habitats y las casas de los animales (Story folder)



Theme: My Family and Friends

SPANISH Lesson Plan
Friends and Pets

Week: October 15 – 19, 2018

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	Develop understanding, and speaking skills of new vocabulary related to friends	<p>Qué es un amigo? Amigos juegan juntos Manos amables= helpful hands Song: Si estamos juntos</p>	<p>Qué es un amigo? Amigos juegan juntos Amigos comparten Deletrear la palabra: A-M-I-G-O Manos amables de la A a la Z (reading book) Song: Si estamos juntos</p>	<p>Qué es un amigo? Amigos juegan juntos Amigos comparten Deletrear la palabra: A-M-I-G-O Manos amables de la A a la Z (reading book) Song: Si estamos juntos</p>	<p>Qué es un amigo? Amigos juegan juntos Amigos comparten Deletrear la palabra: A-M-I-G-O Manos amables de la A a la Z (reading book) Song: Si estamos juntos</p>
Tuesday	Extend understanding, and speaking skills of more vocabulary related to what friends DO.	<p>Quiénes son tus amigos en la escuela? Amigos juegan juntos</p>	<p>Quiénes son tus amigos en la escuela? Amigos juegan juntos Amigos se ayudan Un brazalete para un amigo (yarn and straw) Yo soy un amigo leal (loyal-faithful)</p>	<p>Quiénes son tus amigos en la escuela? Levantarse espalda con espalda (game) Amigos juegan juntos Amigos se ayudan Amigos se divierten Un brazalete para un amigo (yarn and straw) Yo soy un amigo leal (loyal-faithful)</p>	<p>Quiénes son tus amigos en la escuela? Levantarse espalda con espalda (game) Amigos juegan juntos Amigos se ayudan Amigos se divierten Un brazalete para un amigo (yarn and straw) Yo soy un amigo leal (loyal-faithful)</p>
Wednesday	Extend understanding, and speaking skills of more vocabulary related to PETS	<p>Tienes una mascota? Mascota=pet Letter M: mascota, maestra, mesa, mono</p>	<p>Tienes una mascota? Son las mascotas amigos o miembros de la familia? Pet sitter=Cuidadora de perros Sara la Iguana que se escape (reading book) Letter M: mascota, maestra, mesa, mono</p>	<p>Tienes una mascota? Son las mascotas amigos o miembros de la familia? Pet sitter=Cuidadora de perros Sara la Iguana que se escape (reading book) Letter M: mascota, maestra, mesa, mono</p>	<p>Tienes una mascota? Son las mascotas amigos o miembros de la familia? Pet sitter=Cuidadora de perros Sara la Iguana que se escape (reading book) Letter M: mascota, maestra, mesa, mono</p>
Thursday	Reinforce vocabulary learned over the weekend through a story and games	<p>Compinche=body Cómo cuidar las mascotas Game estatua (pets movements: Scratch like a dog, jump like a bonny...)</p>	<p>Nelly la pavita tonta (Story folder) Compinche=body Amigos amables=helpful friends Cómo cuidar las mascotas Game estatua (pets movements: Scratch like a dog, jump like a bonny...) Los amigos del bosque (story folder)</p>	<p>Nelly la pavita tonta (Story folder) Compinche=body Amigos amables=helpful friends Cómo cuidar las mascotas Game estatua (pets movements: Scratch like a dog, jump like a bonny...) Los amigos del bosque (story folder)</p>	<p>Nelly la pavita tonta (Story folder) Compinche=body Amigos amables=helpful friends Cómo cuidar las mascotas Game estatua (pets movements: Scratch like a dog, jump like a bonny...) Los amigos del bosque (story folder)</p>
Friday	Reinforce vocabulary learned over the week through an art project/learning centers	Art Project	Art Project	Art Project	Art Project

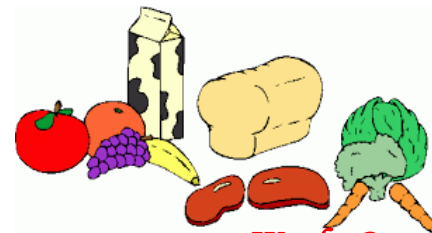


Theme: My Family and Friends

**SPANISH Lesson Plan
Communities**

Week: October 22 – 26, 2018

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	Develop understanding, and speaking skills of new vocabulary related to COMMUNITY HELPERS	Policía=Police Officer Bombero=fireman Fuego=fire	Ayudantes del vecindario (reading book) Oficial de policía, Bombero, patrullero. Fuego=fire Ayudantes=helpers Vecindario=neighborhood Norma de seguridad, “Al suelo y a rodar”	Ayudantes del vecindario (reading book) Oficial de policía, Bombero, patrullero. Fuego=fire Ayudantes=helpers Vecindario=neighborhood Norma de seguridad, “Al suelo y a rodar” Game: bomber, bomber, O. de P.	Ayudantes del vecindario (reading book) Oficial de policía, Bombero, patrullero. Fuego=fire Ayudantes=helpers Vecindario=neighborhood Norma de seguridad, “Al suelo y a rodar” Game: bomber, bomber, O. de P.
Tuesday	Extend understanding, and speaking skills of more vocabulary related to COMMUNITY HELPERS	Un Doctor Un dentista Song: 5 monitos	Quié nos mantiene sanos? Amigos útiles=helpful friends Qué hace un Doctor, una enfermera, un dentista, un veterinario por nuestra comunidad? Song: 5 monitos	Quié nos mantiene sanos? Amigos útiles=helpful friends Qué hace un Doctor, una enfermera, un dentista, un veterinario por nuestra comunidad? Song: 5 monitos What’s the difference between un doctor y un veterinario ?	Quié nos mantiene sanos? Amigos útiles=helpful friends Qué hace un Doctor, una enfermera, un dentista, un veterinario por nuestra comunidad? Song: 5 monitos What’s the difference between un doctor y un veterinario ?
Wednesday	Extend understanding, and speaking skills of more vocabulary related to COMMUNITY HELPERS	Cartero=mailman mecánico=mecanic peluquero=hairdresser	Quién proporciona un servicio? Cartero, mecánico, peluquero, Zapatero, panadero, pastelero Mi padre es Zapatero (Poemas y rimas) Game: peluquero, peluquero, mecánico. Game: estatua	Quién proporciona un servicio? Cartero, mecánico, peluquero, Zapatero, panadero, pastelero Mi padre es Zapatero (Poemas y rimas) Game: peluquero, peluquero, mecánico. Game: estatua	Quién proporciona un servicio? Cartero, mecánico, peluquero, Zapatero, panadero, pastelero Mi padre es Zapatero (Poemas y rimas) Game: peluquero, peluquero, mecánico. Game: estatua
Thursday	Reinforce vocabulary learned over the weekend with several games	Maestro= teacher entrenador=coach	Quién nos ayuda a aprender? Maestro, entrenador Camino a PreKinder (reading book) Cuál servidor te gustaría ser cuando seas grande?	Quién nos ayuda a aprender? Maestro, entrenador Camino a PreKinder (reading book) Mi mama siembra fresas (story folder) Cuál servidor te gustaría ser cuando seas grande?	Quién nos ayuda a aprender? Maestro, entrenador Camino a PreKinder (reading book) Mi mama siembra fresas (story folder) Cuál servidor te gustaría ser cuando seas grande? Game:To review vocabulary learned
Friday	Reinforce vocabulary learned over the week through an art project/learning centers	Learning centers	Art Project	Art Project	Art Project



Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	PK / TK
Monday	Students learn vocabulary related to items found at the supermarket. Students learn the correct measure word used the various food items. Students can describe what they bought.	<p>Introduce theme and vocabulary: apple, bread, ice cream, dumplings, juice, eggs, oh no!, some, several, to buy, bag, to break</p> <p><u>Rhyme 1:</u> "Fruit Song"</p>	<p>Introduce theme and vocabulary: apple, bread, ice cream, dumplings, juice, eggs, oh no!, some, several, to buy, bag, to break</p> <p><u>Rhyme 1:</u> "Fruit Song"</p>	<p>Introduce theme and vocabulary: apple, bread, ice cream, dumplings, juice, eggs, oh no!, some, several, to buy, bag, to break</p> <p><u>Rhyme 1:</u> "Fruit Song"</p>	<p>Introduce theme and vocabulary: apple, bread, ice cream, dumplings, juice, eggs, oh no!, some, several, to buy, bag, to break</p> <p><u>Rhyme 1:</u> "Fruit Song"</p>
Tuesday	Students learn vocabulary related to items found at the supermarket. Students learn the correct measure word used the various food items. Students can describe what they bought.	<p>Continue to review vocabulary: apple, bread, ice cream, dumplings, juice, eggs, oh no!, some, several, to buy, bag, to break</p> <p><u>Sentence Structure:</u> "We bought some _____ (food items). Oh no! The bag broke!"</p>	<p>Continue to review vocabulary: apple, bread, ice cream, dumplings, juice, eggs, oh no!, some, several, to buy, bag, to break</p> <p><u>Sentence Structure:</u> "We bought some _____ (food items). Oh no! The bag broke!"</p>	<p>Continue to review vocabulary: apple, bread, ice cream, dumplings, juice, eggs, oh no!, some, several, to buy, bag, to break</p> <p><u>Sentence Structure:</u> "We bought some _____ (food items). Oh no! The bag broke!"</p>	<p>Continue to review vocabulary: apple, bread, ice cream, dumplings, juice, eggs, oh no!, some, several, to buy, bag, to break</p> <p><u>Sentence Structure:</u> "We bought some _____ (food items). Oh no! The bag broke!"</p>
Wednesday	Students learn vocabulary related to items found at the supermarket. Students learn the correct measure word used the various food items. Students can describe what they bought.	<p>Introduce new vocabulary: bottle, measure word for piece, measure word for counting, bowl, plate, cup, noodles, salad, pizza, French fries, sandwich</p> <p><u>Sentence Structure:</u> "We bought some apples. We bought some bread. We bought some ice cream. We bought some dumplings. We bought some juice. We bought some eggs. Oh no! The bag broke!"</p>	<p>Introduce new vocabulary: bottle, measure word for piece, measure word for counting, bowl, plate, cup, noodles, salad, pizza, French fries, sandwich</p> <p><u>Sentence Structure:</u> "We bought some apples. We bought some bread. We bought some ice cream. We bought some dumplings. We bought some juice. We bought some eggs. Oh no! The bag broke!"</p>	<p>Introduce new vocabulary: bottle, measure word for piece, measure word for counting, bowl, plate, cup, noodles, salad, pizza, French fries, sandwich</p> <p><u>Sentence Structure:</u> "We bought some apples. We bought some bread. We bought some ice cream. We bought some dumplings. We bought some juice. We bought some eggs. Oh no! The bag broke!"</p>	<p>Introduce new vocabulary: bottle, measure word for piece, measure word for counting, bowl, plate, cup, noodles, salad, pizza, French fries, sandwich</p> <p><u>Sentence Structure:</u> "We bought some apples. We bought some bread. We bought some ice cream. We bought some dumplings. We bought some juice. We bought some eggs. Oh no! The bag broke!"</p>
Thursday	Students learn vocabulary related to items found at the supermarket. Students learn the correct measure word used the various food items. Students can describe what they bought.	<p>Continue to review vocabulary: bottle, measure word for piece, measure word for counting, bowl, plate, cup, noodles, salad, pizza, French fries, sandwich</p> <p><u>Rhyme 2:</u> "Where Do They Come From?"</p> <p><u>Song 1:</u> "The Outing Song"</p>	<p>Continue to review vocabulary: bottle, measure word for piece, measure word for counting, bowl, plate, cup, noodles, salad, pizza, French fries, sandwich</p> <p><u>Rhyme 2:</u> "Where Do They Come From?"</p> <p><u>Song 1:</u> "The Outing Song"</p>	<p>Continue to review vocabulary: bottle, measure word for piece, measure word for counting, bowl, plate, cup, noodles, salad, pizza, French fries, sandwich</p> <p><u>Rhyme 2:</u> "Where Do They Come From?"</p> <p><u>Song 1:</u> "The Outing Song"</p>	<p>Continue to review vocabulary: bottle, measure word for piece, measure word for counting, bowl, plate, cup, noodles, salad, pizza, French fries, sandwich</p> <p><u>Rhyme 2:</u> "Where Do They Come From?"</p> <p><u>Song 1:</u> "The Outing Song"</p>
Friday	Students learn vocabulary related to items found at the supermarket. Students learn the correct measure word used the various food items. Students can describe what they bought.	<u>Review</u>	<u>Review</u>	<u>Review</u>	<u>Review</u>



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Mandarin Chinese Lesson Plan

I Love My Family



Week: October 8-12, 2018

Theme: Family

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	PK / TK
		COLUMBUS	DAY	CRÈME	CLOSED
Monday					
Tuesday	Students are able to introduce their family members and their ages.	<u>Introduce theme and vocabulary:</u> father, dad, elder brother, younger brother, mother, mom, elder sister, younger sister	<u>Introduce theme and vocabulary:</u> father, dad, elder brother, younger brother, mother, mom, elder sister, younger sister	<u>Introduce theme and vocabulary:</u> father, dad, elder brother, younger brother, mother, mom, elder sister, younger sister	<u>Introduce theme and vocabulary:</u> father, dad, elder brother, younger brother, mother, mom, elder sister, younger sister
Wednesday	Students are able to introduce their family members and their ages.	<u>Continue to review vocabulary:</u> father, dad, elder brother, younger brother, mother, mom, elder sister, younger sister <u>Sing the songs:</u> "Big Cake"	<u>Continue to review vocabulary:</u> father, dad, elder brother, younger brother, mother, mom, elder sister, younger sister <u>Sing the songs:</u> "Big Cake"	<u>Continue to review vocabulary:</u> father, dad, elder brother, younger brother, mother, mom, elder sister, younger sister <u>Sing the songs:</u> "Big Cake"	<u>Continue to review vocabulary:</u> father, dad, elder brother, younger brother, mother, mom, elder sister, younger sister <u>Sing the songs:</u> "Big Cake"
Thursday	Students are able to introduce their family members and their ages.	<u>Introduce more vocabulary:</u> This is my dad. This is my mom. This is my elder brother. He is twelve. This is my elder sister. She is ten. This is my younger brother. He is five. This is my younger sister. She is three. This is me! I am eight. <u>Sing the songs:</u> "Little Rabbit"	<u>Introduce more vocabulary:</u> This is my dad. This is my mom. This is my elder brother. He is twelve. This is my elder sister. She is ten. This is my younger brother. He is five. This is my younger sister. She is three. This is me! I am eight. <u>Sing the songs:</u> "Little Rabbit"	<u>Introduce more vocabulary:</u> This is my dad. This is my mom. This is my elder brother. He is twelve. This is my elder sister. She is ten. This is my younger brother. He is five. This is my younger sister. She is three. This is me! I am eight. <u>Sing the songs:</u> "Little Rabbit"	<u>Introduce more vocabulary:</u> This is my dad. This is my mom. This is my elder brother. He is twelve. This is my elder sister. She is ten. This is my younger brother. He is five. This is my younger sister. She is three. This is me! I am eight. <u>Sing the songs:</u> "Little Rabbit"
Friday	Students are able to introduce their family members and their ages.	<u>Continue to review vocabulary:</u> This is my dad. This is my mom. This is my elder brother. He is twelve. This is my elder sister. She is ten. This is my younger brother. He is five. This is my younger sister. She is three. This is me! I am eight.	<u>Continue to review vocabulary:</u> This is my dad. This is my mom. This is my elder brother. He is twelve. This is my elder sister. She is ten. This is my younger brother. He is five. This is my younger sister. She is three. This is me! I am eight.	<u>Continue to review vocabulary:</u> This is my dad. This is my mom. This is my elder brother. He is twelve. This is my elder sister. She is ten. This is my younger brother. He is five. This is my younger sister. She is three. This is me! I am eight.	<u>Continue to review vocabulary:</u> This is my dad. This is my mom. This is my elder brother. He is twelve. This is my elder sister. She is ten. This is my younger brother. He is five. This is my younger sister. She is three. This is me! I am eight.



Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	PK / TK
Monday	Students are able to identify different family members. Students are able to identify their pets. Students are able to ask a classmate about his/her family makeup.	<p>Introduce theme and vocabulary: grandpa, grandma, little, cat, who, dog</p> <p>Song 1: "Little Spotted Dog"</p>	<p>Introduce theme and vocabulary: grandpa, grandma, little, cat, who, dog</p> <p>Song 1: "Little Spotted Dog"</p>	<p>Introduce theme and vocabulary: grandpa, grandma, little, cat, who, dog</p> <p>Song 1: "Little Spotted Dog"</p>	<p>Introduce theme and vocabulary: grandpa, grandma, little, cat, who, dog</p> <p>Song 1: "Little Spotted Dog"</p>
Tuesday	Students are able to identify different family members. Students are able to identify their pets. Students are able to ask a classmate about his/her family makeup.	<p>Continue to review vocabulary: grandpa, grandma, little, cat, who, dog</p> <p>Sentence Structure: "Who is this? This is my _____ ."</p>	<p>Continue to review vocabulary: grandpa, grandma, little, cat, who, dog</p> <p>Sentence Structure: "Who is this? This is my _____ ."</p>	<p>Continue to review vocabulary: grandpa, grandma, little, cat, who, dog</p> <p>Sentence Structure: "Who is this? This is my _____ ."</p>	<p>Continue to review vocabulary: grandpa, grandma, little, cat, who, dog</p> <p>Sentence Structure: "Who is this? This is my _____ ."</p>
Wednesday	Students are able to identify different family members. Students are able to identify their pets. Students are able to ask a classmate about his/her family makeup.	<p>Introduce new vocabulary: grandfather, grandmother, uncle, aunt,</p> <p>Sentence Structure: "This is my dad. This is my mom. This is my grandpa. This is my grandma. This is my little cat. This is my little dog. This is me.</p>	<p>Introduce new vocabulary: grandfather, grandmother, uncle, aunt,</p> <p>Sentence Structure: "This is my dad. This is my mom. This is my grandpa. This is my grandma. This is my little cat. This is my little dog. This is me.</p>	<p>Introduce new vocabulary: grandfather, grandmother, uncle, aunt,</p> <p>Sentence Structure: "This is my dad. This is my mom. This is my grandpa. This is my grandma. This is my little cat. This is my little dog. This is me.</p>	<p>Introduce new vocabulary: grandfather, grandmother, uncle, aunt,</p> <p>Sentence Structure: "This is my dad. This is my mom. This is my grandpa. This is my grandma. This is my little cat. This is my little dog. This is me.</p>
Thursday	Students are able to identify different family members. Students are able to identify their pets. Students are able to ask a classmate about his/her family makeup.	<p>Continue to review vocabulary: grandfather, grandmother, uncle, aunt,</p> <p>Story 1: "Cai Cai wo you duoaini"</p>	<p>Continue to review vocabulary: grandfather, grandmother, uncle, aunt,</p> <p>Story 1: "Cai Cai wo you duoaini"</p>	<p>Continue to review vocabulary: grandfather, grandmother, uncle, aunt,</p> <p>Story 1: "Cai Cai wo you duoaini"</p>	<p>Continue to review vocabulary: grandfather, grandmother, uncle, aunt,</p> <p>Story 1: "Cai Cai wo you duoaini"</p>
Friday	Students are able to identify different family members. Students are able to identify their pets. Students are able to ask a classmate about his/her family makeup.	<p>Review</p>	<p>Review</p>	<p>Review</p>	<p>Review</p>

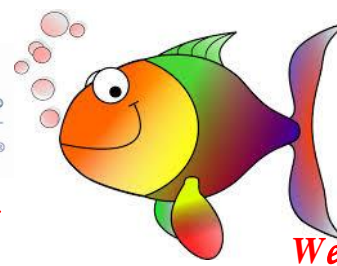


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Mandarin Chinese Lesson Plan

What Is Your Name?



Theme: Who Am I? Animals

Week: October 22-26, 2018

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	PK / TK
Monday	Students are able to learn the names of various animals. Students are able to learn the different sounds animals make in Chinese. Students are able to ask and answer simple questions.	<p><u>Introduce theme and vocabulary:</u> little cat, little bird, little rabbit, little dog, little chicken, little fish</p> <p><u>Song 1:</u> "Farmer Wang Has a Plot of Land"</p>	<p><u>Introduce theme and vocabulary:</u> little cat, little bird, little rabbit, little dog, little chicken, little fish</p> <p><u>Song 1:</u> "Farmer Wang Has a Plot of Land"</p>	<p><u>Introduce theme and vocabulary:</u> little cat, little bird, little rabbit, little dog, little chicken, little fish</p> <p><u>Song 1:</u> "Farmer Wang Has a Plot of Land"</p>	<p><u>Introduce theme and vocabulary:</u> little cat, little bird, little rabbit, little dog, little chicken, little fish</p> <p><u>Song 1:</u> "Farmer Wang Has a Plot of Land"</p>
Tuesday	Students are able to learn the names of various animals. Students are able to learn the different sounds animals make in Chinese. Students are able to ask and answer simple questions.	<p><u>Continue to review vocabulary:</u> little cat, little bird, little rabbit, little dog, little chicken, little fish</p> <p><u>Sentence Structure:</u> "What is your name? My name is _____. What is his name? What is your _____'s name?"</p>	<p><u>Continue to review vocabulary:</u> little cat, little bird, little rabbit, little dog, little chicken, little fish</p> <p><u>Sentence Structure:</u> "What is your name? My name is _____. What is his name? What is your _____'s name?"</p>	<p><u>Continue to review vocabulary:</u> little cat, little bird, little rabbit, little dog, little chicken, little fish</p> <p><u>Sentence Structure:</u> "What is your name? My name is _____. What is his name? What is your _____'s name?"</p>	<p><u>Continue to review vocabulary:</u> little cat, little bird, little rabbit, little dog, little chicken, little fish</p> <p><u>Sentence Structure:</u> "What is your name? My name is _____. What is his name? What is your _____'s name?"</p>
Wednesday	Students are able to learn the names of various animals. Students are able to learn the different sounds animals make in Chinese. Students are able to ask and answer simple questions.	<p><u>Introduce new vocabulary:</u> little duck, little pig, little rat, little sheep, little insect, little horse, tortoise, dolphin</p> <p><u>Sentence Structure:</u> "My name is Kitten. My name is Puppy. My name is Birdie. My name is Chick. My name is Bunny. My name is Little Fish. What is your name?"</p>	<p><u>Introduce new vocabulary:</u> little duck, little pig, little rat, little sheep, little insect, little horse, tortoise, dolphin</p> <p><u>Sentence Structure:</u> "My name is Kitten. My name is Puppy. My name is Birdie. My name is Chick. My name is Bunny. My name is Little Fish. What is your name?"</p>	<p><u>Introduce new vocabulary:</u> little duck, little pig, little rat, little sheep, little insect, little horse, tortoise, dolphin</p> <p><u>Sentence Structure:</u> "My name is Kitten. My name is Puppy. My name is Birdie. My name is Chick. My name is Bunny. My name is Little Fish. What is your name?"</p>	<p><u>Introduce new vocabulary:</u> little duck, little pig, little rat, little sheep, little insect, little horse, tortoise, dolphin</p> <p><u>Sentence Structure:</u> "My name is Kitten. My name is Puppy. My name is Birdie. My name is Chick. My name is Bunny. My name is Little Fish. What is your name?"</p>
Thursday	Students are able to learn the names of various animals. Students are able to learn the different sounds animals make in Chinese. Students are able to ask and answer simple questions.	<p><u>Continue to review vocabulary:</u> little duck, little pig, little rat, little sheep, little insect, little horse, tortoise, dolphin</p> <p><u>Story 1:</u> "Farmer Wang Has a Plot of Land"</p>	<p><u>Continue to review vocabulary:</u> little duck, little pig, little rat, little sheep, little insect, little horse, tortoise, dolphin</p> <p><u>Story 1:</u> "Farmer Wang Has a Plot of Land"</p>	<p><u>Continue to review vocabulary:</u> little duck, little pig, little rat, little sheep, little insect, little horse, tortoise, dolphin</p> <p><u>Story 1:</u> "Farmer Wang Has a Plot of Land"</p>	<p><u>Continue to review vocabulary:</u> little duck, little pig, little rat, little sheep, little insect, little horse, tortoise, dolphin</p> <p><u>Story 1:</u> "Farmer Wang Has a Plot of Land"</p>
Friday	Students are able to learn the names of various animals. Students are able to learn the different sounds animals make in Chinese. Students are able to ask and answer simple questions.	<p><u>Review</u></p>	<p><u>Review</u></p>	<p><u>Review</u></p>	<p><u>Review</u></p>



Theme: My Family and Friends

**Computers Lesson Plan
Families**

Week: October 1 - 5, 2018

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	Children will combine words to make a compound word	<p>Listening Center: <u>Cristina and the Frog</u></p> <p>Frog Street: Sounds and Rhymes – Compound Words Child segments and combines compound words</p>	<p>Listening Center: <u>Cristina and the Frog</u></p> <p>Frog Street: Sounds and Rhymes – Compound Words Child segments and combines compound words</p>	<p>Listening Center: <u>Cristina and the Frog</u></p> <p>Frog Street: Sounds and Rhymes – Compound Words Child segments and combines compound words</p>	<p>Listening Center: <u>Cristina and the Frog</u></p> <p>Frog Street: Sounds and Rhymes – Compound Words Child segments and combines compound words</p>
Tuesday	Shows understanding by responding appropriately	<p>Read Along Story Books</p> <p>ABC Mouse. Cubetto</p>	<p>Read Along Story Books</p> <p>ABC Mouse. Cubetto</p>	<p>Read Along Story Books</p> <p>ABC Mouse. Cubetto</p>	<p>Read Along Story Books</p> <p>ABC Mouse. Cubetto</p>
Wednesday	To use positional and directional vocabulary.	<p>Listening Center: <u>Little Red</u></p> <p>Frog Street: Math – Listen and Find It Child uses positional and directional vocabulary</p>	<p>Listening Center: <u>Little Red</u></p> <p>Frog Street: Math – Listen and Find It Child uses positional and directional vocabulary</p>	<p>Listening Center: <u>Little Red</u></p> <p>Frog Street: Math – Listen and Find It Child uses positional and directional vocabulary</p>	<p>Listening Center: <u>Little Red</u></p> <p>Frog Street: Math – Listen and Find It Child uses positional and directional vocabulary</p>
Thursday	Shows understanding by responding appropriately	<p>Read Along Story Books</p> <p>ABC Mouse. Cubetto</p>	<p>Read Along Story Books</p> <p>ABC Mouse. Cubetto</p>	<p>Read Along Story Books</p> <p>ABC Mouse. Cubetto</p>	<p>Read Along Story Books</p> <p>ABC Mouse. Cubetto</p>
Friday	To work on cognitive skills.	<p>Listening Center: <u>Skidamarink</u></p> <p>Frog Street: Sounds and Rhymes – Compound Words Child segments and combines compound words</p>	<p>Listening Center: <u>Skidamarink</u></p> <p>Frog Street: Sounds and Rhymes – Compound Words Child segments and combines compound words</p>	<p>Listening Center: <u>Skidamarink</u></p> <p>Frog Street: Sounds and Rhymes – Compound Words Child segments and combines compound words</p>	<p>Listening Center: <u>Skidamarink</u></p> <p>Frog Street: Sounds and Rhymes – Compound Words Child segments and combines compound words</p>



Theme: My Family and Friends

*Computers Lesson Plan
Families and Homes*

Week: October 8 – 12, 2018

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday		Columbus	Day	Crème	Closed
Tuesday	Shows understanding by responding appropriately	Read Along Story Books ABC Mouse. Cubetto	Read Along Story Books ABC Mouse. Cubetto	Read Along Story Books ABC Mouse. Cubetto	Read Along Story Books ABC Mouse. Cubetto
Wednesday	To use positional and directional vocabulary.	Listening Center: <u>Zanzibar Zoo</u> Frog Street: Fanny's Computer Tutor Child learns about parts of the computer and the icons of software	Listening Center: <u>Zanzibar Zoo</u> Frog Street: Fanny's Computer Tutor Child learns about parts of the computer and the icons of software	Listening Center: <u>Zanzibar Zoo</u> Frog Street: Fanny's Computer Tutor Child learns about parts of the computer and the icons of software	Listening Center: <u>Zanzibar Zoo</u> Frog Street: Fanny's Computer Tutor Child learns about parts of the computer and the icons of software
Thursday	Shows understanding by responding appropriately	Read Along Story Books ABC Mouse. Cubetto	Read Along Story Books ABC Mouse. Cubetto	Read Along Story Books ABC Mouse. Cubetto	Read Along Story Books ABC Mouse. Cubetto
Friday	To work on cognitive skills.	Listening Center: <u>Skidamarink</u> Frog Street: Name Game Child places letters of his last name in correct sequence	Listening Center: <u>Skidamarink</u> Frog Street: Name Game Child places letters of his last name in correct sequence	Listening Center: <u>Skidamarink</u> Frog Street: Name Game Child places letters of his last name in correct sequence	Listening Center: <u>Skidamarink</u> Frog Street: Name Game Child places letters of his last name in correct sequence



Theme: My Family and Friends

*Computers Lesson Plan
Friends and Pets*

Week: October 15 – 19, 2018

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	To use positional and directional vocabulary.	<p>Listening Center: <u>A to Z Helping Hands</u></p> <p>Frog Street: Reading Buddy Child reads Sara Sidney's Runaway Adventure</p>	<p>Listening Center: <u>A to Z Helping Hands</u></p> <p>Frog Street: Reading Buddy Child reads Sara Sidney's Runaway Adventure</p>	<p>Listening Center: <u>A to Z Helping Hands</u></p> <p>Frog Street: Reading Buddy Child reads Sara Sidney's Runaway Adventure</p>	<p>Listening Center: <u>A to Z Helping Hands</u></p> <p>Frog Street: Reading Buddy Child reads Sara Sidney's Runaway Adventure</p>
Tuesday	Shows understanding by responding appropriately	<p>Read Along Story Books</p> <p>ABC Mouse.</p> <p>Cubetto</p>	<p>Read Along Story Books</p> <p>ABC Mouse.</p> <p>Cubetto</p>	<p>Read Along Story Books</p> <p>ABC Mouse.</p> <p>Cubetto</p>	<p>Read Along Story Books</p> <p>ABC Mouse.</p> <p>Cubetto</p>
Wednesday	To use positional and directional vocabulary.	<p>Listening Center: <u>A to Z Helping Hands</u></p> <p>Frog Street: Reading Buddy Child reads Sara Sidney's Runaway Adventure</p>	<p>Listening Center: <u>A to Z Helping Hands</u></p> <p>Frog Street: Reading Buddy Child reads Sara Sidney's Runaway Adventure</p>	<p>Listening Center: <u>A to Z Helping Hands</u></p> <p>Frog Street: Reading Buddy Child reads Sara Sidney's Runaway Adventure</p>	<p>Listening Center: <u>A to Z Helping Hands</u></p> <p>Frog Street: Reading Buddy Child reads Sara Sidney's Runaway Adventure</p>
Thursday	Shows understanding by responding appropriately	<p>Read Along Story Books</p> <p>ABC Mouse.</p> <p>Cubetto</p>	<p>Read Along Story Books</p> <p>ABC Mouse.</p> <p>Cubetto</p>	<p>Read Along Story Books</p> <p>ABC Mouse.</p> <p>Cubetto</p>	<p>Read Along Story Books</p> <p>ABC Mouse.</p> <p>Cubetto</p>
Friday	To work on cognitive skills.	<p>Listening Center: <u>Sara Sidney's Runaway Adventure</u></p> <p>Frog Street: Name Game Child places letters of his last name in correct sequence</p>	<p>Listening Center: <u>Sara Sidney's Runaway Adventure</u></p> <p>Frog Street: Writer's Corner Child writes about friends</p>	<p>Listening Center: <u>Sara Sidney's Runaway Adventure</u></p> <p>Frog Street: Writer's Corner Child writes about friends</p>	<p>Listening Center: <u>Sara Sidney's Runaway Adventure</u></p> <p>Frog Street: Writer's Corner Child writes about friends</p>



Theme: My Family and Friends

*Computer Lesson Plan
Communities*

Week: October 22 – 26, 2018

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	Children will combine words to make a compound word	<p>Listening Center: <u>Neighborhood Helpers</u></p> <p>Frog Street: ABC and XYZ Child names targeted alphabet letters</p>	<p>Listening Center: <u>Neighborhood Helpers</u></p> <p>Frog Street: ABC and XYZ Child names targeted alphabet letters</p>	<p>Listening Center: <u>Neighborhood Helpers</u></p> <p>Frog Street: ABC and XYZ Child names targeted alphabet letters</p>	<p>Listening Center: <u>Neighborhood Helpers</u></p> <p>Frog Street: ABC and XYZ Child names targeted alphabet letters</p>
Tuesday	Shows understanding by responding appropriately	<p>Read Along Story Books</p> <p>ABC Mouse. Cubetto</p>	<p>Read Along Story Books</p> <p>ABC Mouse. Cubetto</p>	<p>Read Along Story Books</p> <p>ABC Mouse. Cubetto</p>	<p>Read Along Story Books</p> <p>ABC Mouse. Cubetto</p>
Wednesday	To use positional and directional vocabulary.	<p>Listening Center: <u>A to Z Helping Hands</u></p> <p>Frog Street: Math – Does Not Belong Child looks at attributes of objects to determine which one does not belong in the set.</p>	<p>Listening Center: <u>A to Z Helping Hands</u></p> <p>Frog Street: Math – Does Not Belong Child looks at attributes of objects to determine which one does not belong in the set.</p>	<p>Listening Center: <u>A to Z Helping Hands</u></p> <p>Frog Street: Math – Does Not Belong Child looks at attributes of objects to determine which one does not belong in the set.</p>	<p>Listening Center: <u>A to Z Helping Hands</u></p> <p>Frog Street: Math – Does Not Belong Child looks at attributes of objects to determine which one does not belong in the set.</p>
Thursday	Shows understanding by responding appropriately	<p>Read Along Story Books</p> <p>ABC Mouse. Cubetto</p>	<p>Read Along Story Books</p> <p>ABC Mouse. Cubetto</p>	<p>Read Along Story Books</p> <p>ABC Mouse. Cubetto</p>	<p>Read Along Story Books</p> <p>ABC Mouse. Cubetto</p>
Friday	Children will combine words to make a compound word	<p>Listening Center: <u>This Way to Pre-K</u></p> <p>Frog Street: ABC and XYZ Child names targeted alphabet letters</p>	<p>Listening Center: <u>This Way to Pre-K</u></p> <p>Frog Street: ABC and XYZ Child names targeted alphabet letters</p>	<p>Listening Center: <u>This Way to Pre-K</u></p> <p>Frog Street: ABC and XYZ Child names targeted alphabet letters</p>	<p>Listening Center: <u>This Way to Pre-K</u></p> <p>Frog Street: ABC and XYZ Child names targeted alphabet letters</p>



Theme: My Family and Friends

**ART Lesson Plan
Families**

Week: October 1 -5, 2018

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	“X-Ray Handprints” Objective: To learn sensory response and tactile response.	Tape butcher paper to table. Paint each child’s hand with white BioColor and press down. Take black BioColor and scrape across.	Tape butcher paper to table. Paint each child’s hand with white BioColor and press down. Take black BioColor and scrape across.	Tape butcher paper to table. Paint each child’s hand with white BioColor and press down. Take black BioColor and scrape across.	Tape butcher paper to table. Paint each child’s hand with white BioColor and press down. Take black BioColor and scrape across.
Tuesday	“Paper Tear Design” Objective: To learn about spatial relation skills.	By using torn pieces of construction paper let child create their family pet. Glue all pieces onto paper.	By using torn pieces of construction paper let child create their family pet. Glue all pieces onto paper.	By using torn pieces of construction paper let child create their family pet. Glue all pieces onto paper.	By using torn pieces of construction paper let child create their family pet. Glue all pieces onto paper.
Wednesday	“Printing My Cat” Objective: To learn how to print.	Color background yellow and roll black over cat stencil. Let child print two cats.	Color background yellow and roll black over cat stencil. Let child print two cats.	Color background yellow and roll black over cat stencil. Let child print two cats.	Color background yellow and roll black over cat stencil. Let child print two cats.
Thursday	“ Splatter painting” Objective: To learn to mix colors.	Using yellow and red splatter over paper and use cookie cutter body using black.	Using yellow and red splatter over paper and use cookie cutter body using black.	Using yellow and red splatter over paper and use cookie cutter body using black.	Using yellow and red splatter over paper and use cookie cutter body using black.
Friday	“Tissue Paper Art” Objective: Eye hand coordination.	Color with all colors and glue different shapes of tissue onto paper.	Color with all colors and glue different shapes of tissue onto paper.	“Stencil Art” Objective: Using imagination. Create your own design using markers and stencils.	“Stencil Art” Objective: Using imagination. Create your own design using markers and stencils.



Theme: My Family and Friends

*ART Lesson Plan
Families and Homes*

Week: October 8 – 12, 2018

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	Columbus	Day	Crème	Closed	!
Tuesday	“Making My House” Objective: To learn that you can make shapes into form.	Color sky blue and grass green. Give each a triangle for the roof and a square for the home. Paint. Add small squares for windows. Glue all on.	Color sky blue and grass green. Give each a triangle for the roof and a square for the home. Paint. Add small squares for windows. Glue all on.	Color sky blue and grass green. Give each a triangle for the roof and a square for the home. Paint. Add small squares for windows. Glue all on.	Color sky blue and grass green. Give each a triangle for the roof and a square for the home. Paint. Add small squares for windows. Glue all on.
Wednesday	“What’s A Teepee?” Objective: To be able to use texture in art.	Using butcher paper, have kids glue brown triangles on paper. Let them color the teepee with designs. Have them color the grass, sun and some trees.	Using butcher paper, have kids glue brown triangles on paper. Let them color the teepee with designs. Have them color the grass, sun and some trees.	Using butcher paper, have kids glue brown triangles on paper. Let them color the teepee with designs. Have them color the grass, sun and some trees.	Using butcher paper, have kids glue brown triangles on paper. Let them color the teepee with designs. Have them color the grass, sun and some trees.
Thursday	“Building A Bird nest” Objective: To learn how to use different materials in art.	Give each child a paper bird nest. Lay small pieces of newspaper in front of child and let glue onto nest. Also give pieces of raffia to glue on. Paint with brown paint over.	Give each child a paper bird nest. Lay small pieces of newspaper in front of child and let glue onto nest. Also give pieces of raffia to glue on. Paint with brown paint over.	Give each child a paper bird nest. Lay small pieces of newspaper in front of child and let glue onto nest. Also give pieces of raffia to glue on. Paint with brown paint over.	Give each child a paper bird nest. Lay small pieces of newspaper in front of child and let glue onto nest. Also give pieces of raffia to glue on. Paint with brown paint over.
Friday	“Tie-Dye Painting” Objective: To learn how to mix and make colors.	Paint with blue watercolor and drop with bulb dropper filled with yellow onto blue to make green. Then red filled dropper and drop onto blue to make purple.	Paint with blue watercolor and drop with bulb dropper filled with yellow onto blue to make green. Then red filled dropper and drop onto blue to make purple.	Paint with blue watercolor and drop with bulb dropper filled with yellow onto blue to make green. Then red filled dropper and drop onto blue to make purple.	Paint with blue watercolor and drop with bulb dropper filled with yellow onto blue to make green. Then red filled dropper and drop onto blue to make purple.



Theme: My Family and Friends

*ART Lesson Plan
Friends and Pets*

Week: October 15 – 19, 2018

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	“Rubbing Glue” Objective: To work on eye- hand coordination.	Taking white paper let child squeeze small amounts of glue across paper to create design. Let dry overnight.	Taking white paper let child squeeze small amounts of glue across paper to create design. Let dry overnight.	Taking white paper let child squeeze small amounts of glue across paper to create design. Let dry overnight.	Taking white paper let child squeeze small amounts of glue across paper to create design. Let dry overnight.
Tuesday	Rubbing Glue Part Two” Objective: To create a mixture of colors through blending.	Give primary colors red, yellow and blue crayons and let child rub across design of glue.	Give primary colors red, yellow and blue crayons and let child rub across design of glue.	Give primary colors red, yellow and blue crayons and let child rub across design of glue.	Give primary colors red, yellow and blue crayons and let child rub across design of glue.
Wednesday	“My Pet Horse” Objective: To learn the term “horizon line.”	Color sky blue and grass green. Explain about the line that separates sky and grass.	Color sky blue and grass green. Explain about the line that separates sky and grass.	Color sky blue and grass green. Explain about the line that separates sky and grass.	Color sky blue and grass green. Explain about the line that separates sky and grass.
Thursday	“My Pet Horse” Objective: To learn the term “horizon line.”	Give each a horse and paint brown. Add yarn tail, mane, and eyes.	Give each a horse and paint brown. Add yarn tail, mane. And eyes.	Give each a horse and paint brown. Add yarn tail, mane. And eyes.	Give each a horse and paint brown. Add yarn tail, mane. And eyes
Friday	“Stamp Sequencing” Objective: To make a pattern.	Color first, then have child stamp with different shaped designs across paper.	Color first, then have child stamp with different shaped designs across paper.	“Stencil Art” Obj: Learning to use imagination. Use stencils and markers to create own design.	“Stencil Art” Obj: Learning to use imagination. Use stencils and markers to create own design.



Theme: My Family and Friends

*ART Lesson Plan
Communities*

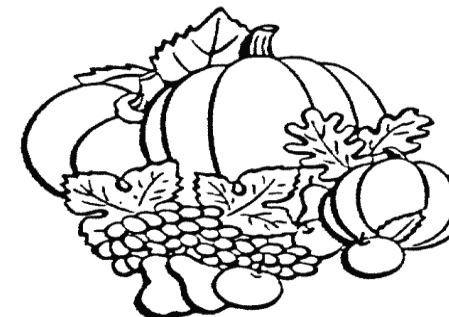
Week: October 22 – 26, 2018

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	“Putty Sculpture” Objective: To help in sensory pleasure and tactile stimulation.	Give each a piece of putty and have them create snakes and balls. Using a larger piece press bottom of shoe onto putty and take off. Glue pieces of putty across cardboard.	Give each a piece of putty and have them create snakes and balls. Using a larger piece press bottom of shoe onto putty and take off. Glue pieces of putty across cardboard.	Give each a piece of putty and have them create snakes and balls. Using a larger piece press bottom of shoe onto putty and take off. Glue pieces of putty across cardboard.	Give each a piece of putty and have them create snakes and balls. Using a larger piece press bottom of shoe onto putty and take off. Glue pieces of putty across cardboard.
Tuesday	“Putty Painting” Objective: To use your imagination through choosing colors.	Give each child their sculpture and let them choose three colors of their choice.	Give each child their sculpture and let them choose three colors of their choice.	Give each child their sculpture and let them choose three colors of their choice.	Give each child their sculpture and let them choose three colors of their choice.
Wednesday	“Being an Artist Through Finger Paint” Objective: To have ideas of their own personal work.	Color first with yellow crayon. Set out red finger paint and blue. Let them create their own work and then talk about each piece.	Color first with yellow crayon. Set out red finger paint and blue. Let them create their own work and then talk about each piece.	Color first with yellow crayon. Set out red finger paint and blue. Let them create their own work and then talk about each piece.	“Drawing My Fire Truck Part Three” Using black, paint ladder and tires. Add headlight in front and red light on top.
Thursday	“Bubble Printing” Objective: To manipulate a sticky surface.	Using primary colors of red, yellow and blue squeeze small amount onto plate. Use roller and roll paint over bubble wrap then onto paper.	Using primary colors of red, yellow and blue squeeze small amount onto plate. Use roller and roll paint over bubble wrap then onto paper.	Using primary colors of red, yellow and blue squeeze small amount onto plate. Use roller and roll paint over bubble wrap then onto paper.	Using primary colors of red, yellow and blue squeeze small amount onto plate. Use roller and roll paint over bubble wrap then onto paper.
Friday	“Dip Dot Art” Objective: To make a pattern.	Color with all colors and add dip dots across paper to make a pattern.	Color with all colors and add dip dots across paper to make a pattern.	“Stencil Art” Using your imagination, create your own design by using stencils and markers.	“Stencil Art” Using your imagination, create your own design by using stencils and markers.



Music Lesson Plan: October 1st – October 5th 2018
Theme: Folk Music of the United States
Theme: Family and Home

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	TK / PK/ APRES
Monday	Grandparents Understanding music as a cultural phenomenon. Developing a basic understanding of pitch. Differentiating between instruments.	Grandma and Grandpa Talking about fun things we enjoy doing with our grandparents. Songs: <i>To Grandmother's House, Down on Grandpa's Farm</i>	Grandma and Grandpa Talking about fun things we enjoy doing with our grandparents. Songs: <i>To Grandmother's House, Down on Grandpa's Farm</i>	Grandma and Grandpa Talking about fun things we enjoy doing with our grandparents. Songs: <i>To Grandmother's House, Down on Grandpa's Farm</i>	Grandma and Grandpa Talking about fun things we enjoy doing with our grandparents. Looking at musical families and how they are related. APRES: Same as above
Tuesday	Siblings Differentiating between instruments of the same musical family. Developing basic piano proficiency.	Brothers and Sisters Looking at musical instrument families and seeing how they are related but not the same instrument. Songs: <i>The More We Get Together, My Name is Joe</i>	Brothers and Sisters Looking at musical instrument families and seeing how they are related but not the same instrument. Songs: <i>The More We Get Together, My Name is Joe</i>	Brothers and Sisters Looking at musical instrument families and seeing how they are related but not the same instrument. Songs: <i>The More We Get Together, My Name is Joe</i>	Music For Little Mozart's Lesson Book 1 Piano APRES: Same as above
Wednesday	Parents Understanding music as a cultural phenomenon. Developing basic piano proficiency.	Mom and Dad Thinking of songs that our moms and dads sometime sing to us. Songs: <i>Three Little Fishes, Dance to Your Daddy</i>	Mom and Dad Thinking of songs that our moms and dads sometime sing to us. Songs: <i>Three Little Fishes, Dance to Your Daddy</i>	Mom and Dad Thinking of songs that our moms and dads sometime sing to us. Songs: <i>Three Little Fishes, Dance to Your Daddy</i>	Music For Little Mozart's Piano Workbook 1 APRES: Same as above
Thursday	Book Day Understanding music as a cultural phenomenon.	My Mama Had a Dancing Heart Reading the story "My Mama Had a Dancing Heart" by Libba Gray	My Mama Had a Dancing Heart Reading the story "My Mama Had a Dancing Heart" by Libba Gray	My Mama Had a Dancing Heart Reading the story "My Mama Had a Dancing Heart" by Libba Gray	My Mama Had a Dancing Heart Reading the story "My Mama Had a Dancing Heart" by Libba Gray
Friday	Piano Friday Listening, singing, and fundamental movement	Folk Songs Listening and singing a variety of songs we have learned this week.	Folk Songs Listening and singing a variety of songs we have learned this week.	Folk Songs Listening and singing a variety of songs we have learned this week.	Game Friday Playing the game Johnny Cucoo.



Music Lesson Plan: October 8th – October 12th 2018

Theme: Home

Theme: Families and Homes

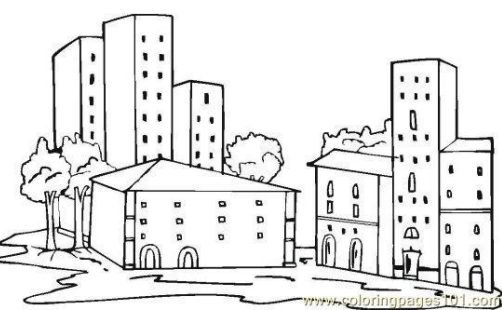
Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	TK / PK/ APRES
Monday	Columbus Day NO SCHOOL	Columbus Day NO SCHOOL	Columbus Day NO SCHOOL	Columbus Day NO SCHOOL	Columbus Day NO SCHOOL
Tuesday	Farmer in the Dell Developing pitch and singing as unison. Developing basic piano proficiency.	Farmer in the Dell We need to help our Uncle who fell into a dell only songs can help him get out. Songs: <i>Farmer in the Dell, 5 Little Monkeys</i>	Farmer in the Dell We need to help our Uncle who fell into a dell only songs can help him get out. Songs: <i>Farmer in the Dell, 5 Little Monkeys</i>	Farmer in the Dell We need to help our Uncle who fell into a dell only songs can help him get out. Songs: <i>Farmer in the Dell, 5 Little Monkeys</i>	Music For Little Mozart's Piano Lesson Book 1 APRES: Same
Wednesday	Hand Games Establishing a steady beat. Developing basic piano proficiency.	Che Che Koolay We need to teach our little cousin some clapping games so he can play with us. Songs: <i>Che Che Koolay, Let's Get the Rhythm of the Head</i>	Che Che Koolay We need to teach our little cousin some clapping games so he can play with us. Songs: <i>Che Che Koolay, Let's Get the Rhythm of the Head</i>	Che Che Koolay We need to teach our little cousin some clapping games so he can play with us. Songs: <i>Che Che Koolay, Let's Get the Rhythm of the Head</i>	Music For Little Mozart's Piano Workbook 1 APRES: Same
Thursday	Book Day Understanding music as a cultural phenomenon.	Forever Young Reading the story "Forever Young" by Bob Dylan	Forever Young Reading the story "Forever Young" by Bob Dylan	Forever Young Reading the story "Forever Young" by Bob Dylan	Forever Young Reading the story "Forever Young" by Bob Dylan
Friday	Piano Friday Singing as unison. Music and movement.	Piano Friday Singing a variety of songs we have learned this week.	Piano Friday Singing a variety of songs we have learned this week	Piano Friday Singing a variety of songs we have learned this week	Game Friday Clapping Games



Music Lesson Plan: October 15th- October 19th 2018
Music Theme: Pet Sounds
Theme: Friends and Pets



Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	TK / PK/APRES
Monday	Farm Pets Developing pitch. Imaginative play. Understanding music as a cultural phenomenon.	Home on the Range Going to the range to meet up with some of our family members and sing songs for them. Songs: <i>Home on the Range, 10 in the Bed</i>	Home on the Range Going to the range to meet up with some of our family members and sing songs for them. Songs: <i>Home on the Range, 10 in the Bed</i>	Home on the Range Going to the range to meet up with some of our family members and sing songs for them. Songs: <i>Home on the Range, 10 in the Bed</i>	Music For Little Mozart's Music Review APRES: Same as above and learn about a famous piano player or musician
Tuesday	Rabbits Understanding tempo. Learning call and response. Developing basic piano proficiency such as notation.	Oh John the Rabbit Singing a variety of songs about rabbits and playing the game "Fast and Slow". Songs: <i>Oh John the Rabbit, Little Bunny Foo Foo</i>	Oh John the Rabbit Singing a variety of songs about rabbits and playing the game "Fast and Slow". Songs: <i>Oh John the Rabbit, Little Bunny Foo Foo</i>	Oh John the Rabbit Singing a variety of songs about rabbits and playing the game "Fast and Slow". Songs: <i>Oh John the Rabbit, Little Bunny Foo Foo</i>	Music For Little Mozart's Piano Lesson Book 1 APRES: Same as above
Wednesday	Dogs Imaginative play. Music and movement. Developing basic piano proficiency.	Doggie In Window Playing the game "Musical Statues" while singing and discussing dogs. Songs: <i>How Much Is That Doggie in the Window, BINGO</i>	Doggie In Window Playing the game "Musical Statues" while singing and discussing dogs. Songs: <i>How Much Is That Doggie in the Window, BINGO</i>	Doggie In Window Playing the game "Musical Statues" while singing and discussing dogs. Songs: <i>How Much Is That Doggie in the Window, BINGO</i>	Music For Little Mozart's Piano Workbook 1 APRES: Same as above
Thursday	Book Day Understanding music as a cultural phenomenon.	Punk Farm Reading the story "Punk Farm" by Jarrett J. Krosoczka	Punk Farm Reading the story "Punk Farm" by Jarrett J. Krosoczka	Punk Farm Reading the story "Punk Farm" by Jarrett J. Krosoczka	Punk Farm Reading the story "Punk Farm" by Jarrett J. Krosoczka
Friday	Piano Friday Learning to sing as unison. Music and movement. Imaginative play	Piano Friday Singing songs that review everything we have covered this week.	Piano Friday Singing songs that review everything we have covered this week.	Piano Friday Singing songs that review everything we have covered this week.	Game Friday Playing the game "Musical Statues"



Music Lesson Plan: October 22nd – October 26th 2018
Theme: Who Are the People in Your Neighborhood
Theme: Community

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	TK / PK
Monday	Work Songs Imaginative play.	Work Songs Pretending to be various jobs in our community while singing songs to help pass the time. Songs: <i>The Banana Boat Song, Digging Ditches</i>	Work Songs Pretending to be various jobs in our community while singing songs to help pass the time. Songs: <i>The Banana Boat Song, Digging Ditches</i>	Work Songs Pretending to be various jobs in our community while singing songs to help pass the time. Songs: <i>The Banana Boat Song, Digging Ditches</i>	Music For Little Mozart's Music Review APRES: Same as above and learn about a famous piano player or musician
Tuesday	Railroad Workers Understanding music as a cultural phenomenon. Developing basic piano proficiency.	John Henry Listening to folk songs that tell the stories of people who helped build the railroads. Songs: <i>The Ballad of John Henry, Casey Jones</i>	John Henry Listening to folk songs that tell the stories of people who helped build the railroads. Songs: <i>The Ballad of John Henry, Casey Jones</i>	John Henry Listening to folk songs that tell the stories of people who helped build the railroads. Songs: <i>The Ballad of John Henry, Casey Jones</i>	Music For Little Mozart's Piano Lesson Book 1 APRES: Same as above
Wednesday	Working with Hands Establishing a steady beat. Developing basic piano proficiency.	Carpenter, Carpenter Pretending to be a carpenter and traveling across to Africa to meet a griot to help us play drums. Songs: <i>Carpenter, Carpenter, Anansi's Rescue From the River</i>	Carpenter, Carpenter Pretending to be a carpenter and traveling across to Africa to meet a griot to help us play drums. Songs: <i>Carpenter, Carpenter, Anansi's Rescue From the River</i>	Carpenter, Carpenter Pretending to be a carpenter and traveling across to Africa to meet a griot to help us play drums. Songs: <i>Carpenter, Carpenter, Anansi's Rescue From the River</i>	Music For Little Mozart's Piano Workbook 1 APRES: Same as above
Thursday	Book Day Understanding music as a cultural phenomenon.	Tito Puente Mambo King Reading the story "Tito Puente Mambo King" by Monica Brown	Tito Puente Mambo King Reading the story "Tito Puente Mambo King" by Monica Brown	Tito Puente Mambo King Reading the story "Tito Puente Mambo King" by Monica Brown	Tito Puente Mambo King Reading the story "Tito Puente Mambo King" by Monica Brown
Friday	Piano Friday Singing as unison	Piano Friday Singing songs that review everything we have covered this week.	Piano Friday Singing songs that review everything we have covered this week.	Piano Friday Singing songs that review everything we have covered this week.	Game Friday Drum Circle



Theme: My Family and Friends

Creative Movement Lesson Plan
Families

Week: October 1 - 5, 2018

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	Participates in classroom music activities	“Farmer in the Dell” (Appendix p.201) Play game several times so everyone has chance to be one of the people called in the center.	“Farmer in the Dell” (Appendix p.201) Play game several times so everyone has chance to be one of the people called in the center.	“Farmer in the Dell” (Appendix p.201) Play game several times so everyone has chance to be one of the people called in the center.	“Farmer in the Dell” (Appendix p.201) Play game several times so everyone has chance to be one of the people called in the center.
Tuesday	Shows competence in initiating social interactions	Grandmother’s Buttons Hide attribute buttons around the room and invite children to see how many they can find.	Grandmother’s Buttons Hide attribute buttons around the room and invite children to see how many they can find.	Grandmother’s Buttons Hide attribute buttons around the room and invite children to see how many they can find.	Grandmother’s Buttons Hide attribute buttons around the room and invite children to see how many they can find.
Wednesday	Participates in classroom music activities	“Grandpa’s Glasses” (Appendix p.201) Hide a pair of glasses in the room and invite children to find them.	“Grandpa’s Glasses” Hide a pair of glasses in the room and invite children to find them.	“Grandpa’s Glasses” Hide a pair of glasses in the room and invite children to find them.	“Grandpa’s Glasses” Hide a pair of glasses in the room and invite children to find them.
Thursday	Assumes various roles and responsibilities as part of a classroom community	“Duck Duck Duckling” (Appendix p.201) Change the game to other mother animals and their babies.	“Duck Duck Duckling” (Appendix p.201) Change the game to other mother animals and their babies.	“Duck Duck Duckling” (Appendix p.201) Change the game to other mother animals and their babies.	“Duck Duck Duckling” (Appendix p.201) Change the game to other mother animals and their babies.
Friday	Shows competence in initiating social interactions	Moving to Math CD #5 “The Numeral Dance” (Appendix p.202) Divide the class into two or three groups. Give each group a set of numeral necklaces (Appendix p.167)	Moving to Math CD #5 “The Numeral Dance” (Appendix p.202) Divide the class into two or three groups. Give each group a set of numeral necklaces (Appendix p.167)	Moving to Math CD #5 “The Numeral Dance” (Appendix p.202) Divide the class into two or three groups. Give each group a set of numeral necklaces (Appendix p.167)	Moving to Math CD #5 “The Numeral Dance” (Appendix p.202) Divide the class into two or three groups. Give each group a set of numeral necklaces (Appendix p.167)



Theme: My Family and Friends

*Creative Movement Lesson Plan
Families and Homes*

Week: October 8 – 12, 2018

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	Columbus	Day	Crème	Closed	!
Tuesday	Shows competence in initiating social interactions	Leaping Literacy CD #5 "The Rhyme Family" (Appendix p. 188) Provide rhythm sticks and invite children to tap the rhymes in the song.	Leaping Literacy CD #5 "The Rhyme Family" (Appendix p. 188) Provide rhythm sticks and invite children to tap the rhymes in the song.	Leaping Literacy CD #5 "The Rhyme Family" (Appendix p. 188) Provide rhythm sticks and invite children to tap the rhymes in the song.	Leaping Literacy CD #5 "The Rhyme Family" (Appendix p. 188) Provide rhythm sticks and invite children to tap the rhymes in the song.
Wednesday	Participates in classroom music activities	Grandmother's Buttons Hide attribute buttons around the room and invite children to see how many they can find.	Grandmother's Buttons Hide attribute buttons around the room and invite children to see how many they can find.	Grandmother's Buttons Hide attribute buttons around the room and invite children to see how many they can find.	Grandmother's Buttons Hide attribute buttons around the room and invite children to see how many they can find.
Thursday	Assumes various roles and responsibilities as part of a classroom community	Dr. Jean on Frog Street CD #5 "The Cool Bear Hunt" (Appendix p. 193)	Dr. Jean on Frog Street CD #5 "The Cool Bear Hunt" (Appendix p. 193)	Dr. Jean on Frog Street CD #5 "The Cool Bear Hunt" (Appendix p. 193)	Dr. Jean on Frog Street CD #5 "The Cool Bear Hunt" (Appendix p. 193)
Friday	Shows competence in initiating social interactions	"Window Watching" (Appendix p.199) "Go In and Out the Windows" (Appendix p.202)	"Window Watching" (Appendix p.199) "Go In and Out the Windows" (Appendix p.202)	"Window Watching" (Appendix p.199) "Go In and Out the Windows" (Appendix p.202)	"Window Watching" (Appendix p.199) "Go In and Out the Windows" (Appendix p.202)



Theme: My Family and Friends

*Creative Movement Lesson Plan
Friends and Pets*

Week: October 15 – 19, 2018

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	Participates in classroom music activities	<p>“Cooperative Musical Circles” (Appendix p.200) Discuss the cooperation it takes to make sure everyone has a place inside one of the circles and eventually inside the last remaining one.</p>	<p>“Cooperative Musical Circles” (Appendix p.200) Discuss the cooperation it takes to make sure everyone has a place inside one of the circles and eventually inside the last remaining one.</p>	<p>“Cooperative Musical Circles” (Appendix p.200) Discuss the cooperation it takes to make sure everyone has a place inside one of the circles and eventually inside the last remaining one.</p>	<p>“Cooperative Musical Circles” (Appendix p.200) Discuss the cooperation it takes to make sure everyone has a place inside one of the circles and eventually inside the last remaining one.</p>
Tuesday	Shows competence in initiating social interactions	<p>“Back to Back Lifts” (Appendix p. 200) Invite children to practice the exercise. Discuss the cooperation that it takes for the partners to stand. Encourage them to talk to each other as they work together to stand.</p>	<p>“Back to Back Lifts” (Appendix p. 200) Invite children to practice the exercise. Discuss the cooperation that it takes for the partners to stand. Encourage them to talk to each other as they work together to stand.</p>	<p>“Back to Back Lifts” (Appendix p. 200) Invite children to practice the exercise. Discuss the cooperation that it takes for the partners to stand. Encourage them to talk to each other as they work together to stand.</p>	<p>“Back to Back Lifts” (Appendix p. 200) Invite children to practice the exercise. Discuss the cooperation that it takes for the partners to stand. Encourage them to talk to each other as they work together to stand.</p>
Wednesday	Assumes various roles and responsibilities as part of a classroom community	<p>“Musical Dog and Bone” (Appendix p. 201) Discuss dogs as pets. Explain that dogs have an acute sense of hearing. They are able to hear sounds that we can’t hear. Tell children they are going to play a game.</p>	<p>“Musical Dog and Bone” (Appendix p. 201) Discuss dogs as pets. Explain that dogs have an acute sense of hearing. They are able to hear sounds that we can’t hear. Tell children they are going to play a game.</p>	<p>“Musical Dog and Bone” (Appendix p. 201) Discuss dogs as pets. Explain that dogs have an acute sense of hearing. They are able to hear sounds that we can’t hear. Tell children they are going to play a game.</p>	<p>“Musical Dog and Bone” (Appendix p. 201) Discuss dogs as pets. Explain that dogs have an acute sense of hearing. They are able to hear sounds that we can’t hear. Tell children they are going to play a game.</p>
Thursday	Assumes various roles and responsibilities as part of a classroom community	<p>“Pet Movements” Demonstrate pet movements. Invite children to copy your movements. Stretch like a cat. Stalk like a cat. Swim like a goldfish. Blow fish bubbles. Encourage children to guess which animal is being imitated.</p>	<p>“Pet Movements” Demonstrate pet movements. Invite children to copy your movements. Stretch like a cat. Stalk like a cat. Swim like a goldfish. Blow fish bubbles. Encourage children to guess which animal is being imitated.</p>	<p>“Pet Movements” Demonstrate pet movements. Invite children to copy your movements. Stretch like a cat. Stalk like a cat. Swim like a goldfish. Blow fish bubbles. Encourage children to guess which animal is being imitated.</p>	<p>“Pet Movements” Demonstrate pet movements. Invite children to copy your movements. Stretch like a cat. Stalk like a cat. Swim like a goldfish. Blow fish bubbles. Encourage children to guess which animal is being imitated.</p>
Friday	Shows competence in initiating social interactions	<p>Frog Street Friends CD #7 “Rock and Roll Pat-a-Cake” (Appendix p.182) Demonstrate a clapping pattern they might start with but encourage them to work with their partner to create a unique clapping pattern of their own.</p>	<p>Frog Street Friends CD #7 “Rock and Roll Pat-a-Cake” (Appendix p.182) Demonstrate a clapping pattern they might start with but encourage them to work with their partner to create a unique clapping pattern of their own.</p>	<p>Frog Street Friends CD #7 “Rock and Roll Pat-a-Cake” (Appendix p.182) Demonstrate a clapping pattern they might start with but encourage them to work with their partner to create a unique clapping pattern of their own.</p>	<p>Frog Street Friends CD #7 “Rock and Roll Pat-a-Cake” (Appendix p.182) Demonstrate a clapping pattern they might start with but encourage them to work with their partner to create a unique clapping pattern of their own.</p>



Theme: My Family and Friends

*Creative Movement Lesson Plan
Communities*

Week: October 22 – 26, 2018

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	Assumes various roles and responsibilities as part of a classroom community	“Please Mr. Police Officer” (Appendix p. 199) Ask children about jobs police officers perform.	“Please Mr. Police Officer” (Appendix p. 199) Ask children about jobs police officers perform.	“Please Mr. Police Officer” (Appendix p. 199) Ask children about jobs police officers perform.	“Please Mr. Police Officer” (Appendix p. 199) Ask children about jobs police officers perform.
Tuesday	Participates in classroom music activities	“Doctor Visit” Ask children about their visits to the doctor. What does the doctor do during the checkup visit? Talk about the slow, steady, rhythmic beat of your heart.	“Doctor Visit” Ask children about their visits to the doctor. What does the doctor do during the checkup visit? Talk about the slow, steady, rhythmic beat of your heart.	“Doctor Visit” Ask children about their visits to the doctor. What does the doctor do during the checkup visit? Talk about the slow, steady, rhythmic beat of your heart.	“Doctor Visit” Ask children about their visits to the doctor. What does the doctor do during the checkup visit? Talk about the slow, steady, rhythmic beat of your heart.
Wednesday	Shows competence in initiating social interactions	“A-Tisket, A-Tisket” (Appendix p. 200) When children are familiar with the words, teach them how to play the game.	“A-Tisket, A-Tisket” (Appendix p. 200) When children are familiar with the words, teach them how to play the game.	“A-Tisket, A-Tisket” (Appendix p. 200) When children are familiar with the words, teach them how to play the game.	“A-Tisket, A-Tisket” (Appendix p. 200) When children are familiar with the words, teach them how to play the game.
Thursday	Assumes various roles and responsibilities as part of a classroom community	A Leaping Literacy CD #15 “Alphabet March and Match” (Appendix p. 187) Invite children to play an alphabet game. Place magnetic letters s, l, p, e, r, h, n, o and i on floor. Give them corresponding letter cards. Encourage children to find the letter on the floor that matches the one in their hand as directed by the song lyrics.	A Leaping Literacy CD #15 “Alphabet March and Match” (Appendix p. 187) Invite children to play an alphabet game. Place magnetic letters s, l, p, e, r, h, n, o and i on floor. Give them corresponding letter cards. Encourage children to find the letter on the floor that matches the one in their hand as directed by the song lyrics.	A Leaping Literacy CD #15 “Alphabet March and Match” (Appendix p. 187) Invite children to play an alphabet game. Place magnetic letters s, l, p, e, r, h, n, o and i on floor. Give them corresponding letter cards. Encourage children to find the letter on the floor that matches the one in their hand as directed by the song lyrics.	A Leaping Literacy CD #15 “Alphabet March and Match” (Appendix p. 187) Invite children to play an alphabet game. Place magnetic letters s, l, p, e, r, h, n, o and i on floor. Give them corresponding letter cards. Encourage children to find the letter on the floor that matches the one in their hand as directed by the song lyrics.
Friday	Shows competence in initiating social interactions	“Hello, My Name is Joe” (Appendix p.195) Tell children that this action rhyme is about a father who works in a button factory. Ask: What do you think Joe’s job is at the button factory?	“Hello, My Name is Joe” (Appendix p.195) Tell children that this action rhyme is about a father who works in a button factory. Ask: What do you think Joe’s job is at the button factory?	“Hello, My Name is Joe” (Appendix p.195) Tell children that this action rhyme is about a father who works in a button factory. Ask: What do you think Joe’s job is at the button factory?	“Hello, My Name is Joe” (Appendix p.195) Tell children that this action rhyme is about a father who works in a button factory. Ask: What do you think Joe’s job is at the button factory?



Theme: My Family and Friends

GYM Lesson Plan
Families

Week: October 1 - 5, 2018

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	To practice following designated rules of a game	Warm up and Stretch Color Dash Have out color balls and have the child identify the color ball and to bring it into the basket. Outside: Simon Says	Warm up and Stretch Color Dash Have out color balls and have the child identify the color ball and to bring it into the basket. Race to see which team can go the fastest before time runs out Outside: Simon Says	*Warm up and Stretch Color Dash Have out color balls and have the child identify the color ball and to bring it into the basket. Race to see which team can go the fastest before time runs out Outside: Simon Says	*Warm up and Stretch Color Dash Have out color balls and have the child identify the color ball and to bring it into the basket. Race to see which team can go the fastest before time runs out Outside: Simon Says
Tuesday	To follow a set of sequential steps through movement	Warm up and Stretch Yoga Fun Have ea. Kid pull out a mat and do a pose while singing their favorite song. Outside: Red Light, Green Light	Warm up and Stretch Family Chain Everyone is at one end of the room, trying to go to the other side w/o getting tagged. If tagged you get in the family; by Linking arms. Chase the remaining left.	Warm up and Stretch Family Chain Everyone is at one end of the room, trying to go to the other side w/o getting tagged. If tagged you get in the family; by Linking arms. Chase the remaining left.	Warm up and Stretch Family Chain Everyone is at one end of the room, trying to go to the other side w/o getting tagged. If tagged you get in the family; by Linking arms. Chase the remaining left.
Wednesday	To practice large motor skills with an object, to cooperate with peers for a common goal	Warm up and Stretch Hot and Cold Hide a toy within an obstacle course and try to find the mystery. Hot=near it Cold= far away from it	Warm up and Stretch Olympic Run 2 teams. Ea. Will have lane to run on. & middle lane where they grab scooter (crab walk, seal walk) & race to the wall. First team to be done wins..	Warm up and Stretch Olympic Run 2 teams. Ea. Will have lane to run on. & middle lane where they grab scooter (crab walk, seal walk) & race to the wall. First team to be done wins.	Warm up and Stretch Olympic Run 2 teams. Ea. Will have lane to run on. & middle lane where they grab scooter (crab walk, seal walk) & race to the wall. First team to be done wins.
Thursday	To practice hand eye coordination with an object	Warm up and Stretch Happy Throwers 2 teams. Will have 1 minute to score as many pts. Divide the room into 2. Set 3 hula hoops in line. Have stopping line. Have Student try to throw the ball into basket from Hula hoop. Ea. Hula hoop worth diff. pts.	Warm up and Stretch Happy Throwers 2 teams. Will have 1 minute to score as many pts. Divide the room into 2. Set 3 hula hoops in a line. Have stopping line. Have Student throw the ball into basket from Hula hoop. Ea. Hula hoop worth diff. pts.	Warm up and Stretch Happy Throwers 2 teams. Will have 1 minute to score as many pts. Divide the room into 2. Set 3 hula hoops in a line. Have stopping line. Have Student throw the ball into basket from Hula hoop. Ea. Hula hoop worth diff. pts.	Warm up and Stretch Happy Throwers 2 teams. Will have 1 minute to score as many pts. Divide the room into 2. Set 3 hula hoops in a line. Have stopping line. Have Student throw the ball into basket from Hula hoop. Ea. Hula hoop worth diff. pts.
Friday	To practice large motor skills with an object, to cooperate with peers for a common goal	Warm up and Stretch Play red light, green light while jumping through hoops. Outside: Free play	Warm up, Buffalo Bill Children who are standing on line choose color buffalo they like to be. Buffalo Bill in center calls "All Brown Buffaloes Run!" Children try to get to opposite line w/o being hit by arrow. (Tagged) When touched, they sit spot, and can tag anyone close by.	Warm up, Buffalo Bill Children who are standing on line choose color buffalo they like to be. Buffalo Bill in center calls "All Brown Buffaloes Run!" Children try to get to opposite line w/o being hit by arrow. (Tagged) When touched, they sit spot, and can tag anyone close by.	Warm up, Buffalo Bill Children who are standing on line choose color buffalo they like to be. Buffalo Bill in center calls "All Brown Buffaloes Run!" Children try to get to opposite line w/o being hit by arrow. (Tagged) When touched, they sit spot, and can tag anyone close by.



Theme: My Family and Friends

*GYM Lesson Plan
Families and Homes*

Week: October 8 – 12, 2018

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	Columbus	Day	Crème	Closed	!
Tuesday	To follow a set of sequential steps through movement	Warm-up and Stretch Musical Hoops Have lots of hula hoops out. Everyone must run around the hula hoop until the music stops. When it stops you must find a hula hoop to sit on. Last one to do so is out.	Warm-up and Stretch Musical Hoops Have lots of hula hoops out. Everyone must run around the hula hoop until the music stops. When it stops you must find a hula hoop to sit on. Last one to do so is out.	Warm-up and Stretch Musical Hoops Have lots of hula hoops out. Everyone must run around the hula hoop until the music stops. When it stops you must find a hula hoop to sit on. Last one to do so is out.	Warm-up and Stretch Musical Hoops Have lots of hula hoops out. Everyone must run around the hula hoop until the music stops. When it stops you must find a hula hoop to sit on. Last one to do so is out.
Wednesday	To practice large motor skills with an object, to cooperate with peers for a common goal	Warm-up and Stretch Crème 500 Make a rectangular race track on the basketball court and race to the finish line to see who is the fastest.	Warm-up and Stretch Crème 500 Make a rectangular race track on the basketball court and race to the finish line to see who is the fastest.	Warm-up and Stretch Crème 500 Make a rectangular race track on the basketball court and race to the finish line to see who is the fastest.	Warm-up and Stretch Crème 500 Make a rectangular race track on the basketball court and race to the finish line to see who is the fastest.
Thursday	To practice hand eye coordination with an object	Warm-up and stretch Yoga moves Set out yoga mats and demonstrate each yoga move to the kids.	Warm-up and stretch Yoga moves Set out yoga mats and demonstrate each yoga move to the kids.	Warm-up and stretch Yoga moves Set out yoga mats and demonstrate each yoga move to the kids.	Warm-up and stretch Yoga moves Set out yoga mats and demonstrate each yoga move to the kids.
Friday	To practice large motor skills with an object, to cooperate with peers for a common goal	Warm-up and Stretch Healthy Food discussions Fitness Friday 1.Up and Downs 2. Giant jumps off the mats 3. Sprint across the room to finish.	Warm-up and Stretch Healthy Food discussions Fitness Friday Set out sections, 1. Mighty mouse jumps(up downs) 2.Nija Jumps 3. scooter race	Warm-up and Stretch Healthy Food discussions Fitness Friday Set out sections, 1. Mighty mouse jumps(up downs) 2.Nija Jumps 3. scooter race	Warm-up and Stretch Healthy Food discussions Fitness Friday Set out sections, 1. Mighty mouse jumps(up downs) 2.Nija Jumps 3. scooter race



Theme: My Family and Friends

*GYM Lesson Plan
Friends and Pets*

Week: October 15 – 19, 2018

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	To practice large motor skills with an object, to cooperate with peers for a common goal	Warm-up and Stretch Have kids play soccer on Frog field! ☺	Warm-up and Stretch North and South Pole Have everyone stand in the middle of Frog Field (equator) and yell out north or south pole. They have to try to the line before you call out a different pole.	Warm-up and Stretch North and South Pole Have everyone stand in the middle of Frog Field (equator) and yell out north or south pole. They have to try to the line before you call out a different pole	Warm-up and Stretch North and South Pole Have everyone stand in the middle of Frog Field (equator) and yell out north or south pole. They have to try to the line before you call out a different pole
Tuesday	To follow a set of sequential steps through movement	Warm-up and Stretch Play duck, duck, and goose. Learn some knew stretches on yoga mats.	Warm-up and stretch Out on the basketball court, play Slam Jam. Have ea. Team start from opposite sides, w/scooters, race to end of line and run back and 1 st person who makes basket gets 10pts.	Warm-up and stretch Out on the basketball court, play Slam Jam. Have ea. Team start from opposite sides, w/scooters, race to end of line and run back and 1 st person who makes basket gets 10pts	Warm-up and stretch Out on the basketball court, play Slam Jam. Have ea. Team start from opposite sides, w/scooters, race to end of line and run back and 1 st person who makes basket gets 10pts
Wednesday	To practice large motor skills with an object, to cooperate with peers for a common goal	Warm-up and stretch Red light, Green light Demonstrate that red means stop and green means go.	Warm-up and stretch Need for Speed. Create a circle circuit, and have one team try to catch the other friend on big scooters.	Warm-up and stretch Need for Speed. Create a circle circuit, and have one team try to catch the other friend on big scooters.	Warm-up and stretch Need for Speed. Create a circle circuit, and have one team try to catch the other friend on big scooters.
Thursday	To practice hand eye coordination with an object	Warm-and Stretch Down Freeze Have the kids run around, once they hear "Down, Down, freeze!" they need to lay down and freeze until the teacher says go.	Warm-up and Stretch Ring of Fire On basketball court, 1 half of the court filled w/cones and try to knock as many of cones as possible before time runs out.	Warm-up and Stretch Ring of Fire On basketball court, 1 half of the court filled w/cones and try to knock as many of cones as possible before time runs out.	Warm-up and Stretch Ring of Fire On basketball court, 1 half of the court filled w/cones and try to knock as many of cones as possible before time runs out.
Friday	To practice large motor skills with an object, to cooperate with peers for a common goal	Warm-up and Stretch Have kids play soccer on Frog field! ☺	Warm-up and Stretch North and South Pole Have everyone stand in the middle of Frog Field (equator) and yell out north or south pole. They have to try to the line before you call out a different pole.	Warm-up and Stretch North and South Pole Have everyone stand in the middle of Frog Field (equator) and yell out north or south pole. They have to try to the line before you call out a different pole	Warm-up and Stretch North and South Pole Have everyone stand in the middle of Frog Field (equator) and yell out north or south pole. They have to try to the line before you call out a different pole



Theme: My Family and Friends

*GYM Lesson Plan
Communities*

Week: October 22 – 26, 2018

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	To practice following designated rules of a game	Warm-up and Stretch Circle around Earth Create a circle the kids holding hands. Have ea. Child move the hula hoop around the circle without letting go of hands.	Warm-up and Stretch Circle around Earth Create a circle the kids holding hands. Have ea. Child move the hula hoop around the circle without letting go of hands.	Warm-up and Stretch Circle around Earth Create a circle the kids holding hands. Have ea. Child move the hula hoop around the circle without letting go of hands.	Warm-up and Stretch Circle around Earth Create a circle the kids holding hands. Have ea. Child move the hula hoop around the circle without letting go of hands.
Tuesday	To follow a set of sequential steps through movement	Warm-up and Stretch King of the Island Have 2 teams try to knock down the other team's cones.	Warm-up and stretch . King of the Island Have 2 teams try to knock down the other team's cones.	Warm-up and stretch King of the Island Have 2 teams try to knock down the other team's cones.	Warm-up and stretch King of the Island Have 2 teams try to knock down the other team's cones.
Wednesday	To practice large motor skills with an object, to cooperate with peers for a common goal	Warm-up and stretch Bowling Split the class and the rom in 2. Each team that finishes knocking their cones first wins. They have to roll the ball from a restrained area.	Warm-up and stretch Bowling Split the class and the rom in 2. Each team that finishes knocking their cones first wins. They have to roll the ball from a restrained area.	Warm-up and stretch Bowling Split the class and the rom in 2. Each team that finishes knocking their cones first wins. They have to roll the ball from a restrained area.	Warm-up and stretch Bowling Split the class and the rom in 2. Each team that finishes knocking their cones first wins. They have to roll the ball from a restrained area.
Thursday	To practice hand eye coordination with an object	Warm-and Stretch Sheep Gather Have center lane for only person to be in. all the children will be on one end of the gym trying to cross to other side without being tagged by the man in the center lane.	Warm-up and Stretch Sheep Gather Have center lane for only person to be in. all the children will be on one end of the gym trying to cross to other side without being tagged by the man in the center lane.	Warm-up and Stretch Sheep Gather Have center lane for only person to be in. all the children will be on one end of the gym trying to cross to other side without being tagged by the man in the center lane.	Warm-up and Stretch Sheep Gather Have center lane for only person to be in. all the children will be on one end of the gym trying to cross to other side without being tagged by the man in the center lane.
Friday	To practice large motor skills with an object, to cooperate with peers for a common goal	Warm-up and Stretch Soccer Have to two teams try score the soccer ball on the opponents side. Outside: Soccer on Frog Field	Warm-up and Stretch Soccer Have to two teams try score the soccer ball on the opponents side. Outside: Soccer on Frog Field	Warm-up and Stretch Soccer Have to two teams try score the soccer ball on the opponents side. Outside: Soccer on Frog Field	Warm-up and Stretch Soccer Have to two teams try score the soccer ball on the opponents side. Outside: Soccer on Frog Field