

Lesson Plans for My Family and Friends • Mi Familia y mis Amigos - Families (Week 1)					Date	October 1 - 5, 2018	Teacher	Gard 2
Wonderful Word		<i>fabulous, fabulosa</i>	Character Education	Tolerance, Helpfulness <i>Tolerancia, Amabilidad</i>	Technology		Sounds and Rhymes - Compound Words Math - Listen and Find It	
Literacy	Oral Language, Vocabulary, Phonological Awareness		Letter Knowledge	English: Cc, Ff, Tt, Mm Spanish—F, f, M, m, C, c	Math	One-to-One Correspondence, Counting		
English Vocabulary		America, cooperative, crowded, extended family, fabulous, family, family name, fragile, grandfather, grandmother, nuclear family, relatives, slide, soar, spin, twist, unique, wiggle						
Spanish Vocabulary		<i>América, colaborador, llena, familia extendida, fabulosa, familia, nombre de la familia, frágil. abuelo, abuela, núcleo familiar, parientes, resbaladera, volar, girar, retorcerse</i>						
LESSON COMPONENTS		Day 1	Day 2	Day 3	Day 4	Day 5		
Greeting Circle		<p>• Building community p. 22 Unite: Welcome each child by name and invite the children to sing "Where is Mother?" - Donde Esta Mi Madre? (Appendix p.191). Tell children that this week they will be learning about their <i>fabulous</i> families. Connect: Fanny Frog Rituals - <u>Use Fanny Frog</u> to welcome each child by name and send well wishes to those friends who are absent. Play "My School Family" - Mi Familia Escolar (It Starts in the Heart CD #6 Appendix p.176). Encourage children to sing along. Help children to see the class as a family. Commit: <u>Safe Keeper Rituals</u> - Introduce the School Family Chant (It Starts in the Heart CD #6 Appendix p.170). <u>Commitment Box</u> - Invite children to put their photograph or name card in box to symbolize their commitment to listen to other people's big voices. This is something they will now do every day. • Morning Message - I have a family. • Say the words in the morning message, tapping your knees for each word. Count the words. Have children count the words. • Write the sentence one word at a time. Point to each word as you read it. Encourage children to say the words with you. • Point to letters in the words and have children say the name of the letters to you.</p>	<p>• Building community p. 28 Unite: Welcome each child by name and invite the children to sing "Catalina Magnalina" - Catalina Magnalina (Song of You and Me CD #22 Appendix p.182). Point out that Catalina got her name from her mother whose name is the same. Ask: <i>What is Catalina's mother's name?</i> Connect: Fanny Frog Rituals - <u>Use Fanny Frog</u> to welcome each child by name and send well wishes to those friends who are absent. Sing "Row, Row, Row Your Boat" - Rema, Rema, Sin Parar (Appendix p.173). Pretend that the weather has turned stormy. Have children sing the song again, this time working and cooperating with their rowing partners to keep boat safe. Commit: <u>Safe Keeper Rituals</u> - Recite the School Family Chant (It Starts in the Heart CD #6 Appendix p.170). <u>Commitment Box</u> - Invite children to put their photograph or name card in box to symbolize their commitment to listen to other people's big voices. This is something they will now do every day. • Morning Message - Families are fabulous. • Say the words slowly, pausing between each word. Have children count the number of words. • Write one word at a time, having children say each word with you. • Invite volunteers to circle the letters <i>F, f</i> and <i>m</i>.</p>	<p>• Building community p. 34 Unite: Welcome each child by name and invite the children to sing "She'll be Coming Round the Mountain" - Dara vuelta a La Montana y Llegara (Appendix p.190). Ask children who they think the <i>she</i> in the song is. Ask: <i>Is she a relative?</i> Tell children our relatives are our extended family. Connect: Fanny Frog Rituals - <u>Use Fanny Frog</u> to welcome each child by name and send well wishes to those friends who are absent. Sing "Georgie Porgie" - Tatito Luchito (Appendix p.174). Encourage children to select a partner. Teach the words and demonstrate the actions with a partner. Ask about gifts, like a smile, that we can give to others that don't cost anything. Commit: <u>Safe Keeper Rituals</u> - Recite the School Family Chant (It Starts in the Heart CD #6 Appendix p.170). <u>Commitment Box</u> - Invite children to put their photograph or name card in box to symbolize their commitment to listen to other people's big voices. This is something they will now do every day. • Morning Message - Fathers care for their families. • Say the words slowly, pausing between each word. Have children count the number of words. • Write one word at a time, having children say each word with you. • Invite volunteers to circle the letters <i>F, f, t, c</i> and <i>m</i>. as they say the names of the letters.</p>	<p>• Building community p. 40 Unite: Welcome each child by name and invite the children to sing "Five Little Ducks" - Cinco Patitos (Songs of Little Creatures CD #10 Appendix p.183). Discuss the family members mentioned in the song. Tell children that today they will be learning about animal families. Connect: Fanny Frog Rituals - <u>Use Fanny Frog</u> to welcome each child by name and send well wishes to those friends who are absent. Have children select a partner and perform "Georgie Porgie" - Tatito Luchito (Appendix p.174). Commit: <u>Safe Keeper Rituals</u> - Recite the School Family Chant (It Starts in the Heart CD #6 Appendix p.170). <u>Commitment Box</u> - Invite children to put their photograph or name card in box to symbolize their commitment. Say: <i>In our School Family, we commit to using kind words, helping hands, using our big voices, and listening to other people's big voices to help keep the classroom safe.</i> • Morning Message - Mothers care for their families. • Say the words slowly, pausing between each word. Have children count the number of words. • Write one word at a time, having children say each word with you. • Invite volunteers to circle the letters <i>f, m, c</i> and <i>t</i>.</p>	<p>• Building community p. 46 Unite: Welcome each child by name and invite the children to sing "The Alphabet Song" - La Cancion del Abecedario (Songs of Learning Fun CD #2 Appendix p.181). Tell children that the alphabet is a family of letters. Ask: <i>What do alphabet letters have in common?</i> Connect: Fanny Frog Rituals - <u>Use Fanny Frog</u> to welcome each child by name and send well wishes to those friends who are absent. Have children select a partner and perform "Georgie Porgie" - Tatito Luchito (Appendix p.174). Tell children that today they will change the name of this activity. (Evan, Bevan) (Krishie, Trishie) Commit: <u>Safe Keeper Rituals</u> - Recite the School Family Chant (It Starts in the Heart CD #6 Appendix p.170). <u>Commitment Box</u> - Invite children to put their photograph or name card in box to symbolize their commitment. Say: <i>In our School Family, we commit to using kind words, helping hands, using our big voices, and listening to other people's big voices to help keep the classroom safe.</i> • Morning Message - Each family is unique. • Say the words slowly, pausing between each word. Have children count the number of words. • Write one word at a time, having children say each word with you. • Invite volunteers to circle the letters.</p>		

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Moving and Learning	CM - "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.	CM - Grandmother's Buttons Hide attribute buttons around the room and invite children to see how many they can find.	CM - "Grandpa's Glasses" (Appendix p.201) Hide a pair of glasses in the room and invite children to find them.	CM - "Duck Duck Duckling" (Songs of Little Creatures CD #10 Appendix p.201) Change the game to other mother animals and their babies.	CM - "The Numeral Dance" (Moving to Math CD 5 #Appendix p.202) Divide the class into two or three groups. Give each group a set of numeral necklaces (Appendix p.167)
Literacy (Oral Language, Read Aloud)	<p>Coconut Theatre-Letters -Ff, Tf Vocabulary Concepts - words that are associated with number family Focus & Develop p. 26</p> <ul style="list-style-type: none"> • Read "I'm a Family Helper" (Appendix p.197). Review the concept of <i>helpfulness</i> and being <i>helpful</i>. Ask: <i>What does it mean to be helpful?</i> • Tell children that you are planning a family get-together at your house. You need to figure out how many plates you will need to set the table. Ask: <i>How could I figure out how many I need?</i> • Count the number of people in your family portrait. • Demonstrate how you can use the cubes in the tower to help you know how many plates, napkins, and spoons you will need for each family member. <p><i>"Cristina and the Frog"</i> - Cristina y la Rana</p> <ul style="list-style-type: none"> • Ask children if they have read a story about a princess and a frog before. Have them share what they know about frogs and what they know about princesses. • Read the story stopping along and asking the children what they think will happen next in the story. Tell them you will finish reading this story at the next Read-Aloud Time. <p><i>"Cristina and the Frog"</i> - Cristina y la Rana</p> <ul style="list-style-type: none"> • Take a picture walk through pages 4 - 13 to review the previous Read-Aloud lesson. Invite children to predict what might happen in story. • Read the rest of the book. Ask children if their predictions were correct. • Have children describe the surprise Cristina's father showed her. 	<p>Coconut Theatre-Letters -Cc, Mm Vocabulary Concepts - words that are associated with work and roles. Focus & Develop p. 30</p> <ul style="list-style-type: none"> • Teach the children the rhyme, "Family Fun" (Appendix p.193). • Ask children what their family does for fun. Point out that families play together but they also work together. • Display the vocabulary card for <i>fabulous</i> and discuss the meaning of the word. • Remind children of the definition you created for families. Remind them that family members are helpful to each other. • Taking care of family needs requires family members to be cooperative. Ask: <i>What does it mean to be cooperative?</i> <p><i>"Little Red"</i> - Gorrira Roja</p> <ul style="list-style-type: none"> • Discuss and provide examples of vocabulary words. Explain that sensations are our bodies' reaction to things like feelings of cold when we touch ice. • Read the story. Discuss how Little Red and her mother wanted to send Grandmother a basket of food so that she would know that she was loved and that they cared about her. • Ask: <i>What do you think the author wanted us to learn from this book?</i> <p>• "Meet My Grandparents" - Conocer a Los Abuelos</p> <ul style="list-style-type: none"> • Display the cover of the book. Have children predict the relationship between the two people in the photograph and determine what they are doing. • Ask children to listen carefully and look closely at the photographs as you read. • Review the different names the grandfathers are called. Have children share the names they call their grandfathers. 	<p>Coconut Theatre-Letters -Ff, Tt Vocabulary Concepts - words that are associated with extended families Focus & Develop p. 36</p> <ul style="list-style-type: none"> • Display Photo Activity Cards #70 • Ask children which members of the family are in the photo. Explain that grandparents are part of our extended family. • Tell children that you are going to tell them a story about your grandmother. Say: <i>This story is about my grandmother's favorite flower, a rose.</i> • Present the listening story, "My Grandmother's Garden" (Appendix p.208) • Ask children what things their grandmothers enjoy. Make a list of the things they name on the Smart Board. • Display vocabulary words: <i>grandmother</i> and <i>grandfather</i>. <p><i>"My Aunt Violet"</i> - Mi Tia Violeta story folder</p> <ul style="list-style-type: none"> • Discuss extended family members. Provide a list of people who fit into the group. • Tell children that the story is about Aunt Violet who comes for a visit. • Read the story. Invite children to list all the things the child and Aunt Violet collected in the wagon. Ask: <i>What caused the wagon to be crowded? What other things can become crowded?</i> <p>• "Meet My Grandparents" - Conocer a Los Abuelos</p> <ul style="list-style-type: none"> • Display the book. Have children tell something they learned from the first reading of book. • Explain that we will meet grandmothers today, just like when we met grandfathers. • Explain that all of the grandparents came from countries far away. Another name for America is United States. • "How to Pledge the Flag rebus poster. 	<p>Coconut Theatre-Letters -Cc, Mm Vocabulary Concepts - words that are associated with mother and baby animals Focus & Develop p. 42</p> <ul style="list-style-type: none"> • Display Photo Activity Card #32. • Ask children if they know the name of the animals in the photo. • Display Photo Activity Cards. Provide the names for the mother animals and the baby animals. • Tell children that animal mothers and babies often have different names. • Draw a two column chart with mother animal names filled in on one side. Invite children to help fill in the correct name for the baby animals. <p>• "Silly Nellie" - Nelly, La Pavita Tonta - story folder</p> <ul style="list-style-type: none"> • Tell children that you have a funny story to tell them. • Present the story • Ask: <i>Which part of the story do you think is the funniest? What does it mean when someone thinks you hung the moon? Do you think Nellie's father thinks she is fabulous? What is unusual about Nellie?</i> <p>"Skidamarink" - Es Amor</p> <ul style="list-style-type: none"> • Display the book. Read book title. Discuss letters that children recognize. • Read the story. Look through the pictures in the book. Discuss the mother and baby animals on each page. • Provide the correct names for mother and baby animals. 	<p>Coconut Theatre-Letters -Ff, Tt, Cc, Mm Vocabulary Concepts - words that are associated with the alphabet family. Focus & Develop p. 48</p> <ul style="list-style-type: none"> • Invite a volunteer to define family. • Explain that when we think of families we usually think of mothers, fathers, brothers, sisters, and relatives. • Explain that the word family also applies to other groups like letters and numbers and words. • Display <u><i>Going Down Frog Street A to Z</i></u>. <u>Point</u> out that all letters are in the book because they are part of the alphabet family. • Pass around magnetic letters. Ask: <i>How do we use letters? What do letters have in common? How are letters different?</i> <p>• "A to Z Ps and Qs" - Buenos modales de la A a la Z</p> <ul style="list-style-type: none"> • Display the book. Tell children that the title comes from a saying, <i>Mind your Ps and Qs, which means to use your good manners.</i> • Before reading book, point out pages that are related to family members. • Read the book and invite children to talk about ways we show good manners to others. <p>"The Numeral Dance" - El Baile de Los Numeros</p> <ul style="list-style-type: none"> • Display the book cover. Tell children that this book is about the dance they did earlier today. • Have volunteers demonstrate <i>shimmying, spinning, twisting, sliding, and floating.</i> • Read the book. Ask: <i>Which move do you think is most fun? How many numerals are in the dance? How are the numerals a family?</i>
Cognitive Development / Fine Motor Skills	Handwriting / Fine Motor Skills • Create Stick Puppets	Handwriting / Fine Motor Skills • Make the letters F and M with play dough	Handwriting / Fine Motor Skills • Paint large letters using the Name Tags	Handwriting / Fine Motor Skills • Make the letters C and T with play dough	Handwriting / Fine Motor Skills • Paint large letters using their FRIEND'S Name Tags.

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Weekly Centers	<ul style="list-style-type: none"> • Pretend and Learn - Cook and Serve • Writer's Corner - Write a letter to Mom and Dad. • Creativity Station - Paint pictures of family members. 	<ul style="list-style-type: none"> • Pretend and Learn - Role play household jobs. • Creativity Station - Paint pictures of extended family members. 	<ul style="list-style-type: none"> • Pretend and Learn - Pack a suitcase. • Creativity Station - Paint pictures of family homes. • Writer's Corner - Write to grandmother, grandfather, aunt or uncle 	<ul style="list-style-type: none"> • Pretend and Learn - Role play house cleaning. • Creativity Station - Use play dough for pictures. • Writer's Corner - Write to a pet or asking for a pet. 	<ul style="list-style-type: none"> • Pretend and Learn - Sort clothes • Creativity Station - Use play dough to create alphabet letters. • Writer's Corner - Practice writing uppercase letters and lowercase letters.
Character Education	<p>Conscious Discipline- p. 22</p> <ul style="list-style-type: none"> • Ask children how they did teaching a family member to do Pretzel. • Review the four calming strategies, S.T.A.R., Balloon, Drain, and Pretzel. 	<p>Conscious Discipline- p. 28</p> <ul style="list-style-type: none"> • Review the four calming strategies, S.T.A.R., Balloon, Drain, and Pretzel. <p>Social Studies - Sing "My Mother is a Baker" (Appendix p.186).</p> <ul style="list-style-type: none"> • Ask children about jobs their family members perform outside the home. • Make a list of the jobs children mention on chart paper. • Encourage children to help you decide which jobs are performed indoors and which jobs are performed outdoors. 	<p>Conscious Discipline- p.34</p> <ul style="list-style-type: none"> • If a S.T.A.R Helper has been added to your classroom jobs, allow her to choose one of the four calming strategies and lead the class. If not, you choose a calming strategy. 	<p>Conscious Discipline- p. 40</p> <ul style="list-style-type: none"> • If a S.T.A.R Helper has been added to your classroom jobs, allow her to choose one of the four calming strategies and lead the class. If not, you choose a calming strategy. <p>Social Studies - Sing "My Mother is a Baker" (Appendix p.186).</p> <ul style="list-style-type: none"> • Ask children about jobs their family members perform outside the home. • Make a list of the jobs children mention on chart paper. • Encourage children to help you decide which jobs are performed indoors and which jobs are performed outdoors. 	<p>Conscious Discipline- p.46</p> <ul style="list-style-type: none"> • If a S.T.A.R Helper has been added to your classroom jobs, allow her to choose one of the four calming strategies and lead the class. If not, you choose a calming strategy.
Closing Circle	<ul style="list-style-type: none"> • Reflecting on the day p. 27 • Check on Commitments Encourage children to describe specifically how they met their commitments. • Ask: What did you learn about families today? What does it mean to be tolerant? • Family Connection- Send home a note and ten small pebbles in a resealable plastic bag. Tell children to they are to match one pebble to each member of their family and toss the rest of the pebbles in the trash. Have children return bags the next day. 	<ul style="list-style-type: none"> • Reflecting on the day p. 33 • Check on Commitments Encourage children to describe specifically how they met their commitments. • Ask: Why is it important that families cooperate? How might Goldilocks know how many family members lived in the cottage? • Family Connection- Children will need a small box from home (shoebox) to create a little house. They will paint it and decorate it. SEND REQUEST HOME TODAY. 	<ul style="list-style-type: none"> • Reflecting on the day p. 39 • Check on Commitments Encourage children to describe specifically how they met their commitments. • Ask children to demonstrate <i>grandmother</i> as a compound word. Ask if they can think of a way to illustrate <i>grandfather</i> as a compound word. • Family Connection- Send home note and encourage children to report their family members' reactions to the Fabulous Orange Ball cookies tomorrow so that you can record the reactions. 	<ul style="list-style-type: none"> • Reflecting on the day p. 45 • Check on Commitments Encourage children to describe specifically how they met their commitments. • Invite a couple of children to share their Family Poster. • Family Connection- As children leave the classroom, have them waddle like little ducks as you waddle behind. Tell children that tomorrow we will talk about the family of letters in the alphabet. 	<ul style="list-style-type: none"> • Reflecting on the day p. 51 • Check on Commitments Encourage children to describe specifically how they met their commitments. • Ask: Name something you learned about manners today? What is family? What makes your family fabulous? • Family Connection- What is your homework? Remind children to teach their families "Georgie Porgie". Send another request for the boxes as a reminder.
Learning Goals	<ul style="list-style-type: none"> • Begins to understand difference and connection between <i>feelings</i> and <i>behaviors</i> • Produces a word that rhymes with a given word • Shows interest in books • Seeks to understand print • Verbally identifies, without counting, the number of objects from 1 to 5 • Describes, observes, and investigates properties and characteristics of common objects • Investigates and describes position and motion of objects • Demonstrates coordination and balance in isolation • Initiates problem-solving strategies and seeks adult help when necessary 	<ul style="list-style-type: none"> • Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary • Participates in classroom music activities • Retells or reenacts a story after it is read aloud • Uses a wide variety of words to label and describe people, places, things, and actions • Names at least 20 upper and at least 20 lowercase letters • Produces a word that rhymes with a given word • Knows that objects or parts of an object can be counted • Recognizes and compares heights or lengths of people or objects • Recognizes how much can be placed within an object 	<ul style="list-style-type: none"> • Responds to different musical styles through movement and play • Produces a word that rhymes with a given word • Demonstrates receptive vocabulary (three to four thousand words) • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Produces a word that begins with the same sound as a given pair of words • Shows understanding by following two-step oral directions, and usually follows three-step directions • Knows that objects or parts of an object can be counted • Counts one to ten items, with one count per item • Demonstrates that the order of the counting sequence is always the same 	<ul style="list-style-type: none"> • Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal • Uses a wide variety of words to label and describe people, places, things, and actions • Identifies similarities among people like himself and classmates, as well as between himself and people from other cultures • Knows that objects or parts of an object, can be counted • Counts up to ten items, and demonstrates that the last count indicates how many items were counted • Investigates and describes position and motion of objects • Describes, observes, and investigates properties and characteristics of common objects • Uses a variety of art materials and activities for sensory experience and exploration 	<ul style="list-style-type: none"> • Assumes various roles and responsibilities as part of a classroom community • Creates or recreates stories, moods, or experiences through dramatic representations • Asks and answers appropriate questions about the book • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Demonstrates understanding that when counting, the items can be chosen in any order • Verbally identifies, without counting, the number of objects from one through five • Discusses the roles and responsibilities of community workers • Practices good habits of personal safety

Lesson Plans for My Family and Friends • Mi Familia y Mis Amigos - Families and Homes (Theme 2 Week 2)					Date	October 8 - 12, 2018	Teacher	Gard 2
Wonderful Word	<i>residence, residencia</i>	Character Education	Tolerance <i>Tolerancia</i> Helpfulness <i>Amabilidad</i>	Technology	Words Words Words, Fanny's Computer Tutor, Name			
Literacy	Oral Language, Vocabulary, Written Expression		Letter Knowledge	English - H, h, N, n, O, o Spanish - C, c, N, n, A, a	Math	Geometry		
English Vocabulary	apartment, habitats, home, journal, noisy, permanent, rectangle, relatives, residence, sibling, square, suitcase, temporary, triangle, unusual							
Spanish Vocabulary	apartamento, hábitats, hogar, diario, ruidoso, permanente, rectángulo, parientes, residencia, hermano/hermana, cuadrado, maleta, temporal, triángulo, inusua							
LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5			
Greeting Circle		<p>• Building community p. 58 Unite: Welcome each child by name and invite the children to sing "Mother Gooney Bird". (Dr. Jean on Frog Street CD #7 Appendix p.186). Discuss the gooney bird family. Tell children that this week they will continue to learn about families. They will especially focus on where families live - their residence. Connect: Fanny Frog Rituals - <u>Use Fanny Frog</u> to welcome each child by name and send well wishes to those friends who are absent. Ask children about teaching "Georgie Porgie" to their family. <i>Who did you teach? What gifts did you give your family?</i> Commt: <u>Safe Keeper Rituals</u> - Remind children that our classroom is a Safe Place. Recite the School Family Chant (It Starts in the Heart CD #6 Appendix p.170). <u>Commitment Box</u> - Invite children to put their photograph or name card in box to symbolize their commitment for the day. • Morning Message - Where does your family live? • Say the words in the morning message, tapping on your knees for each word. • Write each word, pointing to the word and having children say it with you.</p>	<p>• Building community p. 64 Unite: Welcome each child by name and invite the children to sing "Down By the Bay". (Appendix p.183). Encourage children to help make up a new verse to the song. Tell children that today they will continue to learn about families and homes. They will also have fun with rhyming words. Connect: Fanny Frog Rituals - <u>Use Fanny Frog</u> to welcome each child by name and send well wishes to those friends who are absent. Sing along with "That Was Helpful" (It Starts in the Heart CD #4 Appendix p. 179). Teach the movements. Commit: <u>Safe Keeper Rituals</u> - Remind children that our classroom is a Safe Place. Recite the School Family Chant (It Starts in the Heart CD #6 Appendix p.170). <u>Commitment Box</u> - Invite children to put their photograph or name card in box to symbolize their commitment for the day. • Morning Message - My family lives in our home. • Say the words in the morning message, tapping on your knees for each word. • Write the sentence one word at a time, pointing to the word and having children say the word with you. • Clap syllables</p>	<p>• Building community p. 70 Unite: Welcome each child by name and invite the children to sing "She'll Be Coming 'Round the Mountain". (Appendix p.190). Remind children that this song is about a relative coming to visit her kinfolk. Tell children that it is an old song. Connect: Fanny Frog Rituals - <u>Use Fanny Frog</u> to welcome each child by name and send well wishes to those friends who are absent. Mention to children that sometimes families have difficult times. Say: <i>Today we are going to send well wishes to families who may be going through a difficult time.</i> Sing "I Wish You Well" and include the hand motions. (It Starts in the Heart CD #5 Appendix p. 177) Commit: <u>Safe Keeper Rituals</u> - Remind children that our classroom is a Safe Place. Recite the School Family Chant (It Starts in the Heart CD #6 Appendix p.170). <u>Commitment Box</u> - Invite children to put their photograph or name card in box to symbolize their commitment for the day. • Morning Message - Relatives visit our home. • Say the words in the morning message, tapping on your knees for each word. • Write the sentence one word at a time, pointing to the word and having children say the word with you. • Clap syllables</p>	<p>• Building community p. 76 Unite: Welcome each child by name and invite the children to sing "Little Skunk's Hole". (Appendix p.185). Point out the animal home (hole in tree). Tell children that they will continue learning about families and their homes. Today they will learn about animal homes. Connect: Fanny Frog Rituals - <u>Use Fanny Frog</u> to welcome each child by name and send well wishes to those friends who are absent. Have children find a partner and perform Here's the Bunny. (Appendix p. 173). Point out that bunnies often live in burrows in the ground. This is their home. Introduce the We Care Center (Appendix p. 173). Commit: <u>Safe Keeper Rituals</u> - Remind children that our classroom is a Safe Place. Recite the School Family Chant (It Starts in the Heart CD #6 Appendix p.170). <u>Commitment Box</u> - Invite children to put their photograph or name card in box to symbolize their commitment for the day. • Morning Message - Animals have homes, too. • Say the words in the morning message, tapping on your knees for each word. • Write the sentence one word at a time, pointing to the word and having children say the word with you. • Identify letter h in words "Zanzibar Zoo" (Fanny Frog's Fantastic Poems and Rhymes)</p>			
Moving and Learning		<p>CM - "Ten in a Bed" (Appendix p.190) After you sing the song once, sing again and have children role play it.</p>	<p>CM - Leaping Literacy CD #5 "The Rhyme Family" (Appendix p. 188) Provide rhythm sticks and invite children to tap the rhymes in the song.</p>	<p>CM - Grandmother's Buttons Hide attribute buttons around the room and invite children to see how many they can find.</p>	<p>CM -Dr. Jean on Frog Street CD #5 "The Cool Bear Hunt" (Appendix p. 193)</p>			

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
<p>Literacy (Oral Language, Read Aloud)</p>		<p>Coconut Theatre-Letters - Hh Vocabulary Concepts - words that are associated with family homes Focus & Develop p. 60</p> <ul style="list-style-type: none"> Review the homes in <i>Homes for Everyone</i>. Teach children the finger play "How Many?" (Appendix p.196). Ask again how many people live in their homes. Ask children about their homes. Where do you live? Pick the top two and ask how the two are alike? How are they different? Display the vocabulary cards for home and apartment. Ask a volunteer to identify the first letter in each word. Clap the syllables in each word. <i>Which word is longer? How many syllables in home? How many syllables are in apartment?</i> <p><i>"Homes for Everyone"</i> - Casas Para Todos Clases</p> <ul style="list-style-type: none"> Display the book. Read the title and discuss the illustration on the cover. Take a brief picture walk through the book and ask children what they think the book is about. Read the story. Ask: <i>What did you learn about homes from this book?</i> <i>"The Sweet Mother Who Lives in a Shoe" - La Senora que Vive en Un Zapato</i> listening story (Appendix p.209) Perform "How Many?" (Appendix p.196). Ask children how many people live in their home. Tell them that you are going to tell them a story about a family that has 22 children. Read the book. Ask children what they think it would be like to live in a shoe. Ask: <i>What kind of shoe do you think the family lives in?</i> 	<p>Coconut Theatre-Letters - Nn Vocabulary Concepts - words that are associated with family. Focus & Develop p. 66</p> <ul style="list-style-type: none"> Display Photo Activity Cards. Ask children to describe what the siblings are doing in each photo. Use appropriate questions on the back of each card. Show children a copy of <i>Shubert's Helpful Day</i>. Ask if they remember the brothers and sisters who were in the story. Ask the children to share what things they enjoy doing with their siblings. If children don't have siblings, ask them about interactions with cousins or friends. Ask: <i>What happens when you have a disagreement? What do you call your brother or sister?</i> Display vocabulary cards for brother and sister. <p><i>"Shubert's Helpful Day"</i></p> <ul style="list-style-type: none"> Display the book. Ask a volunteer to recall the last story we heard about Shubert. Read the story. Ask: <i>Why was Lucinda angry? How did Miss Bookbinder know Lucinda was angry?</i> Ask: <i>How did the class help fix Lucinda's picture of her family? Whose job is it to help keep the classroom safe?</i> <p><i>"Homes for Everyone"</i> - Casas Para Todos Clases</p> <ul style="list-style-type: none"> Read the list of things children learned after reading the book. Challenge children to listen for something new about homes as they read the book today. Read the book. Ask: <i>What new things about homes did you learn today?</i> Have children generate a list of homes they saw and heard about in the book. Encourage children to talk about their homes. 	<p>Coconut Theatre-Letters - Oo Vocabulary Concepts - words that are associated with packing for a trip. Focus & Develop p. 72</p> <ul style="list-style-type: none"> Display a suitcase. Say: <i>I am going on a trip to visit my grandparents. I need to pack my suitcase. What do I need to pack?</i> Explain that when you travel it is often helpful to write a list of the things you want to take with you. Read the items suggested on the rebus poster. Attach a luggage tag to the suitcase. Point out that this tag has the first initial of your last name on side and your name and address on the other side. Discuss other words that are used for suitcase. (luggage, baggage, valise, carrying case, overnight bag) <p><i>"Skidamarink"</i> - Es Amor</p> <ul style="list-style-type: none"> Display the book. Ask a volunteer to recall what the book is about. Review the first few pages of the book. Ask: <i>Where do you think this story is taking place? Say: Where a story takes place is called the setting.</i> Read the book. Look at the children's artwork on the inside front cover and the inside back Sing the text as you turn the pages of the book. <p>"My Noisy House" - Mi Casa Ruidosa story folder</p> <ul style="list-style-type: none"> Read the title. Ask: <i>What do you think this story is going to be about? What causes a house to be noisy? Is your house noisy?</i> Read the story to children, pausing to place the story props on the magnetic board. Ask: <i>What kind of noises are in the author's house? Do you have any of these noises in your house? Is your house ever quiet? When?</i> 	<p>Coconut Theatre-Letters - Hh, Nn Vocabulary Concepts - words that are associated with home surroundings. Focus & Develop p. 78</p> <ul style="list-style-type: none"> Sing "Over in the Meadow" (Appendix p.185). Discuss the places in the song where each animal is found. Point out that these are called habitats. Remind children that a habitat is a location where an animal is found but does not necessarily live. Display Photo Activity Cards #101, #102, #103, #104. Discuss each animal and its home or habitat. Discuss the animals and homes featured in the Animal and Home Match game. Display the vocabulary card habitat. <p><i>"Animal Habitats and Homes"</i> - Los Habitats y Los Casas de Los Animales story folder</p> <ul style="list-style-type: none"> Ask children about where animals and insects live. Ask: <i>Where do bees live? Where do birds live? Where do bears live?</i> Tell children that you are going to tell them a story about animal habitats and homes. Display the vocabulary card for habitat. Present the story folder. Read the story a second time, allowing volunteers to match each animal to its habitat. <i>"Zanzibar Zoo" (Fanny Frog's Fantastic Poems and Rhymes)</i> Use Fanny Frog to introduce her poetry book. Explain that this book has some of Fanny's favorite poems. Read the poem stopping as necessary to define new words. Ask children what they like best about the poem.
<p>Cognitive Skills / Handwriting Skills</p>		<p>Fine Motor Skills</p> <ul style="list-style-type: none"> Make a house with popsicles sticks 	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> Invite children to use magnetic letters to copy the words on the vocabulary cards. Invite children to draw their homes or their favorite room in their home. 	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> Encourage children to cut items from magazines that are causes of noise in a house. Have them collage the noisy items on a sheet of paper labeled <i>Noisy Things</i>. 	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> Invite children to create temporary or unusual homes using the AngLegs, scarves, blocks, or any other materials available. Ask: <i>How many people will be sleeping here? Where are the windows? How will your home work if the weather is cold? Hot?</i>

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Weekly Centers		<ul style="list-style-type: none"> • Pretend and Learn - Bathe the baby doll • Creativity Station - Paint homes • Construction - Build houses 	<ul style="list-style-type: none"> • Pretend and Learn - Polish shoes • Creativity Station-Decorate homes • Construction-Build houses 	<ul style="list-style-type: none"> • Pretend and Learn - Arrange flowers • Creativity Station - Furnish homes • Construction - Build houses 	<ul style="list-style-type: none"> • Pretend and Learn - Read to a sibling (doll) • Creativity Station - Make roofs • Construction - Build houses
Character Education		<p>Conscious Discipline- p. 58 Introduce Eye Rest (Appendix p. 168) for organizing the brain.</p> <ul style="list-style-type: none"> • If you have a S.T.A.R Helper, invite her to help you teach children the strategy. Ask: <i>What picture (icon) would be helpful for remembering this strategy?</i> 	<p>Conscious Discipline- p. 64</p> <ul style="list-style-type: none"> • Display an icon for the Eye Rest strategy. Review the Eye Rest strategy with the assistance of the STAR Helper. Put the picture icon to the Safe Place. 	<p>Conscious Discipline- p. 70</p> <ul style="list-style-type: none"> • Invite children to lie down and perform the Eye Rest strategy (Appendix p. 168). Remind children that this strategy helps you calm down when you feel stressed or angry. 	<p>Conscious Discipline- p. 76</p> <ul style="list-style-type: none"> • If you have a STAR Helper, invite her to lead the class in a calming strategy or lead the class in a calming strategy of your choice. <p>Social Studies -</p> <ul style="list-style-type: none"> • Distinguish between natural and artificial habitats • Introduce different types of houses
Closing Circle		<ul style="list-style-type: none"> • Reflecting on the day p. 63 • Check on Commitments Encourage children to describe specifically how they met their commitments. • Ask: <i>What did you learn about homes today? Which block didn't make a good block to use as a foundation for a house?</i> • Family Connection- Challenge children to determine the geometric solid shape of their refrigerator. 	<ul style="list-style-type: none"> • Reflecting on the day p. 69 • Check on Commitments Encourage children to describe specifically how they met their commitments. • Ask: <i>What did they learn about siblings today. What shape is your bed? What shape is your room?</i> • Family Connection- Challenge children to identify the shape of a tabletop at home. 	<ul style="list-style-type: none"> • Reflecting on the day p. 75 • Check on Commitment Ask for examples of ways children followed through on their commitments. • Ask: <i>Which shape forms the frame for a tent? How would a tent shape be different if we used a circular frame to hold it up?</i> • Family Connection- Send home children's luggage tags. Review the idea of initials. Encourage children to explain the idea to their families. 	<ul style="list-style-type: none"> • Reflecting on the day p. 81 • Check on Commitments Ask for examples of ways children followed through on their commitments. • Ask: <i>What shape are the windows in our room? Where do skunks live? Where do fish live?</i> • Family Connection- Challenge children to look around their homes and note any animal habitats they find (fish bowls, dog houses, trees, burrows)
Learning Goals		<ul style="list-style-type: none"> • II.C.2. Perceives differences between similar sounding words • III.D.3 Asks and answers appropriate questions about the book • II.D.4. Uses a large speaking vocabulary, adding several new words daily • II.E.1. Uses complete sentences of four or more words with grammatical complexity • II.B.6. Matches language to social contexts • V.E.2. Identifies equal and unequal sets • V.A.5. Counts up to ten items, and demonstrates that the last count indicates how many items were counted • IX.A.1. Demonstrates coordination and balance in isolation 	<ul style="list-style-type: none"> • II.A.2. Shows understanding by following two-step oral directions, and usually follows three-step directions • I.C.6. Demonstrates empathy and caring for other • III.D.2. Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • III.A.2. Uses books and other written materials to engage in pre-reading behaviors • V.C.2. Creates shapes • VIII.A.1. Uses a variety of art materials and activities for sensory experience and exploration • VIII.A.2. Uses art as a form of creative self-expression and representation 	<ul style="list-style-type: none"> • I.D.2. Demonstrates an understanding that others have perspectives and feelings that are different from her own • II.D.1. Uses a wide variety of words to label and describe people, places, things, and actions • VI.B.3. Recognizes, observes, and discusses the relationship of organisms to their environments • VI.B.3. Recognizes, observes, and discusses the relationship of organisms to their environments • II.A.1. Shows understanding by responding appropriately • VIII.B.1. Participates in classroom music activities • VIII.C.1. Creates or recreates stories, moods, or experiences through dramatic representations 	<ul style="list-style-type: none"> • II.D.5. Uses category labels to understand how words and objects relate to each other • IV.D.1. Uses appropriate writing conventions when writing or giving dictation • II.D.4. Uses a large speaking vocabulary, adding several new words daily • VII.B.1. Demonstrates that all people need food, clothing, and shelter • II.E.5. Combines sentences that give detail, stays on topic, and clearly communicates • V.C.2. Creates shapes • V.C.3. Demonstrates use of location words

Lesson Plans for My Family and Me • Mi familia y Yo - Friends and Pets (Week 3)					Date	October 15 - 19, 2018	Teacher	Gard 2
Wonderful Word		<i>loyal, leal</i>	Character Education	Tolerance <u>Tolerancia</u> Helpfulness <u>Amabilidad</u>	Technology		Writer's Corner; Reading Buddy X.A.1. X.A.2. X.A.3. X.A.4. IV.B.1. IV.D.1. III.A.1.	
Literacy	Oral Language, Written Expression, Vocabulary			Letter Knowledge	English-P, p, E, e, F, f, R, r, G, g Spanish-M, m, A, a, E, e, N, n, Ñ, ñ	Math	Geometry	
English Vocabulary		attributes, celebration, commonalities, different, domestic, exotic, friendship, habitat, loyal, observe, partner, pets, question, similar (same), startled						
Spanish Vocabulary		<i>atributos, celebración, cosas en común, diferente, doméstico, exótico, amistad, hábitat, leal, observar, pareja, mascotas, preguntas, similar (igual), asustada</i>						
LESSON COMPONENTS		Day 1	Day 2	Day 3	Day 4	Day 5		
Greeting Circle		<ul style="list-style-type: none"> • Building community p. 94 • Unite: Welcome each child by name and invite the children to sing, "The More We Get Together" (Songs for Learning Fun CD #28 Appendix p.182). Ask a volunteer what the words of the song mean. Tell the children that this week they will be learning about friends and friendships. • Connect: Fanny Frog Rituals - <u>Use Fanny Frog</u> to welcome each child by name and send well wishes to those friends who are absent. Teach children the words to "Friendship Chant" (It Starts in the Heart CD #9 Appendix p.176). Briefly discuss how each of the lines in the chant help us be respectful of our friends. • Commit: <u>Safe Keeper Rituals</u> - Remind children that our classroom is a Safe Place. • Commitment Box - Invite children to put their photograph or name card in the box to symbolize their commitment for the day. • Morning Message - What is a friend? Say the word in Morning Message, tapping on your knees for each word. • Count the words on your fingers. Ask: <i>How many words are in the sentence?</i> • Explain that the sentence is an <u>asking sentence</u> called a question. • Write the sentence one word at a time, pointing to the word and having children say the word with you. 	<ul style="list-style-type: none"> • Building community p. 100 • Unite: Welcome each child by name and invite the children to sing, "Make New Friends" (Songs of You and Me CD #10 Appendix p.183). Ask children what new friends they have made. Ask: <i>What do the words "one is silver and the other is gold mean?"</i> Tell children that today they will continue to learn about friends. • Connect: Fanny Frog Rituals - <u>Use Fanny Frog</u> to welcome each child by name and send well wishes to those friends who are absent. Introduce "Peter, Peter" (Appendix p.175). This rhyme is about treating our friends with respect. We also show respect by keeping our hands to ourselves when asked. • Commit: <u>Safe Keeper Rituals</u> - Remind children that our classroom is a Safe Place. • Commitment Box - Invite children to put their photograph or name card in the box to symbolize their commitment for the day. • Morning Message - Who are your friends at school? Say the word in Morning Message, tapping on your knees for each word. • Count the words on your fingers. Ask: <i>How many words are in the sentence?</i> • Explain that the sentence is an <u>asking sentence</u> called a question. • Write the sentence one word at a time, pointing to the word and having children say the word with you. 	<ul style="list-style-type: none"> • Building community p. 106 • Unite: Welcome each child by name and invite the children to sing, "Amilia's Pets" (Songs of Little Creatures CD #28 Appendix p.181). Ask children if they have pets at home. Ask: <i>Are pets friends or family members?</i> • Connect: Fanny Frog Rituals - <u>Use Fanny Frog</u> to welcome each child by name and send well wishes to those friends who are absent. Perform "Peter, Peter" (Appendix p.175). Recite the nursery rhyme in its original form (Appendix p.174). Ask children what they think it would be like to live in a pumpkin shell. Ask if they think this was a respectful thing for Peter to do to this wife. • Commit: <u>Safe Keeper Rituals</u> - Remind children that our classroom is a Safe Place. • Commitment Box - Display <u>Shubert's New Friends</u>. Say: In our story yesterday we heard how the children learned to go back in time to do things differently so they could be helpful instead of hurtful. When we say our commitments today, let's add "to be helpful" at the end. • Morning Message - Do you have a pet? Say the word in Morning Message, tapping on your knees for each word. • Count the words on your fingers. Ask: <i>How many words are in the sentence?</i> • Explain that the sentence is an asking sentence called a question. • Write the sentence one word at a time, pointing to the word and having children say the word with you. 	<ul style="list-style-type: none"> • Building community p. 112 • Unite: Welcome each child by name and invite the children to sing, "My Ten Best Friends" (Feeling Froggy CD #22 Appendix p.188). Tell the children that they will continue to learn about friends. • Connect: Fanny Frog Rituals - <u>Use Fanny Frog</u> to welcome each child by name and send well wishes to those friends who are absent. Teach children the words and movements to "Three Nice Mice" (Appendix p.175). Ask: <i>What things do the mice do to show they are friends?</i> • Commit: <u>Safe Keeper Rituals</u> - Remind children that our classroom is a Safe Place. • Commitment Box - Invite children to put their photograph or name card in the box to symbolize their commitment for the day. • Morning Message - Who is your neighborhood friend? Say the word in Morning Message, tapping on your knees for each word. • Count the words on your fingers. Ask: <i>How many words are in the sentence?</i> • Explain that the sentence is an asking sentence called a question and it ends with a question mark. • Write the sentence one word at a time, pointing to the word and having children say the word with you. 	<ul style="list-style-type: none"> • Building community p. 118 • Unite: Welcome each child by name and invite the children to sing, "The More We Get Together" (Songs for Learning Fun CD #28 Appendix p.182). Tell the children that they will continue to learn about friends today. • Connect: Fanny Frog Rituals - <u>Use Fanny Frog</u> to welcome each child by name and send well wishes to those friends who are absent. Sing "You Did It!" (It Starts in the Heart CD #14 Appendix p.180). Teach children the movements to song. Say: <i>It feels good to be helpful and cooperative.</i> • Commit: <u>Safe Keeper Rituals</u> - Remind children that our classroom is a Safe Place. • Commitment Box - Invite children to put their photograph or name card in the box to symbolize their commitment for the day. • Morning Message - Do friends have fun on the playground? Say the word in Morning Message, tapping on your knees for each word. • Ask: <i>What does the mark at the end of the sentence mean?</i> • Write the sentence one word at a time, pointing to the word and having children say the word with you. Invite a volunteer to find the longest word and shortest word in the sentence. 		
Moving and Learning		<ul style="list-style-type: none"> • CM - "Cooperative Musical Circles" • Círculos musicales de colaboración game. (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 circle. 	<ul style="list-style-type: none"> • CM - Back-to-Back Lifts • Levantarse juntando las espaldas (Appendix p.200). Demonstrate the exercise. Invite children to practice the exercise. Discuss the cooperation that it takes for the partners to stand. 	<ul style="list-style-type: none"> • CM - Musical Dog and Bone • Perra y hueso musicales game (Appendix p.201). Discuss dogs as pets. How do you take care of them? How do you know they have sensitive ears? Tell them they are going to play a game where they have to use their dog ears to follow the clues. 	<ul style="list-style-type: none"> • CM - Demonstrate pet movements. Stretch like a cat. Swim like a goldfish. Blow fish bubbles. Hop like a bunny. Move your ears like a bunny. Have the children imitate animal movements 	<ul style="list-style-type: none"> • CM - Invite children to play "Rock and Roll Pat-a-Cake" (FrogStreet Friends CD #7 Appendix p.182). Have children select a partner. 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. 		

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Literacy (Focus and Develop)	<p>Coconut Theatre - Letters: Ff, Rr</p> <p>Vocabulary Concepts: words that are associated with friends</p> <p>Focus and Develop: p. 96</p> <ul style="list-style-type: none"> • Read "Two Alike" (Appendix p.198). Ask children to name some of their friends. Ask: <i>How are you and your friend alike? How are you different?</i> • Discuss <i>loyalty</i> as it pertains to friends. • Ask children what it means to be a friend. <i>What do friends do for each other? Where do we find friends? How are families and friends alike?</i> • Compare families and friends on Venn diagram. • Display vocabulary card for friends. 	<p>Coconut Theatre - Letters: Pp</p> <p>Vocabulary Concepts: words that are associated with respect and cooperation.</p> <p>Focus and Develop: p. 102</p> <ul style="list-style-type: none"> • Display Photo Activity Cards #18,#20, and #21. Ask children to describe what the friends are doing in each photo. • Say: <i>Friends help each other. They enjoy each other's company. They play games and have fun.</i> • Encourage children to generate a list of things they enjoy doing with friends. Write their ideas down. • Discuss <i>loyalty</i>. Explain that is when friends are faithful. We are constant and true. We forgive our friends. • Ask: <i>What does it mean to be a loyal friend in each of the situations described on the list?</i> 	<p>Coconut Theatre - Letters: Ee</p> <p>Vocabulary Concepts: words that are associated with pets</p> <p>Focus and Develop: p. 108</p> <ul style="list-style-type: none"> • Display Photo Activity Cards. Ask <i>what each of the animals in the photos have in common</i>. They are all pets. <i>How are they different?</i> • Place the Photo Activity Cards on floor. • Ask children what kind of pets they have at home. <i>Which pet appears to be the most popular? Which pet appears to be the least popular?</i> • Display the vocabulary cards for pet and iguana. 	<p>Coconut Theatre - Letters: Gg</p> <p>Vocabulary Concepts: words that are associated with neighborhoods</p> <p>Focus and Develop: p. 114</p> <ul style="list-style-type: none"> • Sing "Say, Say, My Playmate" (Appendix p. 189). Ask: <i>What is a playmate? Who are your playmates? Can a pet be a playmate?</i> • Help children make a list of synonyms for <i>friends</i>, such as playmates, buddy, partner, pal • Invite children to say the "Friendship Chant" (Appendix p.176) • Display the vocabulary cards for playmate and buddy. 	<p>Coconut Theatre - Letters: Gg</p> <p>Vocabulary Concepts: words that are associated with neighborhoods</p> <p>Focus and Develop: p. 120</p> <ul style="list-style-type: none"> • Display Photo Activity Cards #5, #19, #21, and #22. Ask children which of these activities are more fun when enjoyed with a friend. Ask: <i>Are there some activities that are better enjoyed alone? Which activities are "alone" activities?</i> • Tell the participation story of Kylie and Riley. (Appendix p. 203). Ask: <i>Do you think Kylie and Riley are lonely when they are not together? What do you think Kylie and Riley like to play?</i> • Name some activities that are enjoyable alone. • Say: <i>There are some activities that we can enjoy alone, and there are other activities that are more fun with a friend.</i>
Literacy (Oral Language, Read-Aloud)	<p><u><i>A to Z Helping Hands • Manos amables de la A a la Z</i></u></p> <ul style="list-style-type: none"> • Read the title of book. Interpret photographs in book • Ask children about things they do that are helpful to their friends or family. <p>"Silly Nellie" • "Nelly, la pavita tonta" story folder</p> <ul style="list-style-type: none"> • Ask children to share what they remember about this story. • Extend concept of <i>helpfulness</i> and display vocabulary card for <i>helpfulness</i> Recall story details 	<p><u><i>Shubert's New Friends</i></u></p> <ul style="list-style-type: none"> • Say: <i>Shubert and his friends on the cover book look surprised. What do you think surprised them?</i> • Read the story. Stop on the page where children are laughing at the new friend. Ask: <i>How do you think Spencer the spider feels about his welcome?</i> • <i>What did Mrs. Bookbinder teach children to do? How did the bugs welcome Spencer the second time?</i> <p>"Kylie and Riley" • "Tita y Rita" participation story (Appendix p.203)</p> <ul style="list-style-type: none"> • Tell children that you will tell a story about two friends. Explain that this is a participation story and that the children will need to help tell the story. <ul style="list-style-type: none"> • Listen for rhyming words 	<p><u><i>Sara Sidney's Runaway Adventure • Sara, la iguana que se escapó</i></u></p> <ul style="list-style-type: none"> • Tell children that Sara Sidney is an iguana, an exotic pet. An exotic pet is one that is unusual. It will normally have a better life if it is left in its normal habitat. • Discuss pet care and read the story. • Ask: <i>What startled Sara Sidney? When she became startled, what did she do?</i> <p>"My Dog Willy" • "Willy" participation story (Appendix p.207)</p> <ul style="list-style-type: none"> • Talk about Willy's helpful things and not so helpful things. Encourage children to listen carefully as you read the story. • Have them listen to story prompts and respond 	<p><u><i>Sara Sidney's Runaway Adventure • Sara, la iguana que se escapó</i></u></p> <ul style="list-style-type: none"> • Invite the children to tell the story they remember from the previous reading. Read the story again. <ul style="list-style-type: none"> • Ask: <i>Where did Sara Sidney run when she became startled? Sidney needed to calm down. What did Sara do to calm herself?</i> • Display Photo Activity Cards. Point out that both animals and humans show their emotions on their faces. <p>"Forest Friends" • "Los amigos del bosque" story folder</p> <ul style="list-style-type: none"> • Discuss how characters help each other • Ask: <i>What did the friends find in the forest? What did Little Bear's Mother do with the jump?</i> 	<p>"Forest Friends" • "Los amigos del bosque" story folder</p> <ul style="list-style-type: none"> • Brainstorm words that mean the same as <i>see</i> and record the synonyms. • Read the two paragraphs of the story. Ask children to listen carefully to those words that mean <i>see</i> (looking, spied, peeking, seen). • Finish reading the story. Ask children if they think the characters in the story are having fun. Ask: <i>What kind of fun are they having?</i> <p><u><i>This Way to Pre-K • Camino a Pre-Kinder</i></u></p> <ul style="list-style-type: none"> • Read the book. Stop on pages 10 and 11. Count the friends. • Ask: <i>What things does the little girl enjoy doing with her friends at school? Do you enjoy doing similar things at school with your friends?</i>
Fine Motor Skills & Handwriting	<p>Handwriting</p> <ul style="list-style-type: none"> • Trace words that begin with Ff and Rr in the sand 	<p>Handwriting</p> <ul style="list-style-type: none"> • Encourage children to write a note to a friend. Provide stickers, glitter and other items to decorate their notes. 	<p>Handwriting</p> <ul style="list-style-type: none"> • Use fingerpaint to make the letters of the week. 	<p>Handwriting</p> <ul style="list-style-type: none"> • Use name tags to find magnetic letters in their names. 	<p>Handwriting</p> <ul style="list-style-type: none"> • Have children select a partner. Invite children to make a friendship bracelet for their friend. Have each child count out a set of five beads. Encourage children to string the beads onto a chenille wire.

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Weekly Learning Centers	<ul style="list-style-type: none"> • Creativity Station - Create a mural • Fine Motor - Tic Tac Toe • Library and Listening - Activities with friends 	<ul style="list-style-type: none"> • Creativity Station - Make friendship circles • Fine Motor - Ping Pong ball races • Library and Listening - Explore books about friendship 	<ul style="list-style-type: none"> • Creativity Station - Pet collages • Fine Motor - Penny drop game • Library and Listening - Retell a story with a friend using story folder props 	<ul style="list-style-type: none"> • Creativity Station - Build a robot • Fine Motor - Pet Concentration • Library and Listening - Share a story with a friend 	<ul style="list-style-type: none"> • Creativity Station - Build small houses for Riley and Kylie with play dough and small boxes. • Fine Motor - Pet Concentration • Library and Listening - Share a story with a friend
Character Education (Conscious Discipline, PATHS, Social Studies)	<p>Conscious Discipline - p.94</p> <ul style="list-style-type: none"> • Ask if children taught a family member the Eye Rest Strategy over the weekend. <i>Who did you teach it to? Did you create a Safe Place?</i> • Teach children the calming strategy Bunny Breathing (Appendix p.168). • Explain that this can be used to help us calm down when we are upset or anxious. <p>Social Studies</p> <ul style="list-style-type: none"> • Compare puppets, crackers, and musical instruments. 	<p>Conscious Discipline - p.100</p> <ul style="list-style-type: none"> • Display the calming strategy Bunny Breathing icon. • Invite a helper to show the class this calming strategy. • Place the Bunny Breathing icon in the Safe Place. 	<p>Conscious Discipline - p.106</p> <ul style="list-style-type: none"> • Display the calming strategy Bunny Breathing icon. • Encourage children to do Bunny Breathing first with one hand and then with the other. • Ask children if they have seen a bunny. Discuss bunnies. Ask: <i>How do they feel? What color are they? How do they eat? How do they breathe?</i> 	<p>Conscious Discipline - p.112</p> <ul style="list-style-type: none"> • Invite children to choose a calming strategy to perform. 	<p>Conscious Discipline - p.119</p> <ul style="list-style-type: none"> • Invite children to choose a calming strategy that they can do with a friend and invite children to perform it.
Closing Circle	<p>Reflecting on the day p.99</p> <p>Ask children to describe an activity they enjoyed doing with a friend today. What did we learn about Mr. Isoceles and Mr. Scalene? How are they alike? How are they different?</p> <ul style="list-style-type: none"> • Check on Commitments <p>Ask for examples of ways children followed through on their commitments.</p> <ul style="list-style-type: none"> • Family Connection <p>Send a note home inviting family members to visit the classroom and discuss their jobs.</p>	<p>Reflecting on the day p.105</p> <p>Ask children how they can be loyal to a friend? Describe respectful behaviors that you noticed children using with their friends today.</p> <ul style="list-style-type: none"> • Check on Commitments <p>Ask for examples of ways children followed through on their commitments.</p> <ul style="list-style-type: none"> • Family Connection <p>Challenge children to play a game or do an activity at home that requires working together with another participant.</p>	<p>Reflecting on the day p.111</p> <p>Ask children what they learned about pets today. Do you think pets are a family member? Why? Why not? What did you like best about the Sara Sidney story?</p> <ul style="list-style-type: none"> • Check on Commitments <p>Ask for examples of ways children followed through on their commitments.</p> <ul style="list-style-type: none"> • Family Connection <p>Encourage children to share iguana facts with their families and to retell Sara Sidney's story.</p>	<p>Reflecting on the day p.117</p> <p>What do you call your friends? Read My Ten Best Friends Take-Home Storybook.</p> <ul style="list-style-type: none"> • Check on Commitments <p>Ask for examples of ways children followed through on their commitments.</p> <ul style="list-style-type: none"> • Family Connection <p>Send home a copy of Ten Best Friends Take-Home Storybook so children can share the story and song with their families.</p>	<p>Reflecting on the day p.123</p> <p>Invite several children to share their Family Posters. What do you and your friends enjoy doing on the playground?</p> <ul style="list-style-type: none"> • Check on Commitments <p>Ask for examples of ways children followed through on their commitments.</p> <ul style="list-style-type: none"> • Family Connection <p>Send home a letter describing Bunny Breathing.</p>
Learning Goals	<ul style="list-style-type: none"> • I.A.2. Shows awareness of areas of competence and describes self positively in what he is able to do • III.C.1. Names at least 20 upper- and at least 20 lowercase letters • VIII.B.1. Participates in classroom music activities • VI.A.1. Describes, observes, and investigates properties and characteristics of common objects • I.C.4. Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal • II.B.6. Matches language to social contexts • V.C.4. Slides, flips, and turns shapes to demonstrate that the shapes remain the same • VI.A.2. Investigates and describes position and motion of objects 	<ul style="list-style-type: none"> • I.C.7. Begins to have meaningful friends • I.B.2.b. Is aware of own feelings most of the time • I.C.2. Assumes various roles and responsibilities as part of a classroom community • I.C.3. Shows competence in initiating social interactions • I.C.6. Demonstrates empathy and caring for others • III.B.6. Produces a word that rhymes with a given word • II.D.5. Uses category labels to understand how words and objects relate to each other • II.B.3. Provides appropriate information for various situations • V.C.1. Names common shapes • V.E.2. Collects data and organizes it in a graphic representation • IX.B.2. Shows increasing control of tasks that require eye-hand coordination 	<ul style="list-style-type: none"> • III.B.1. Separates a normally spoken four-word sentence into individual words • VIII.B.1. Participates in classroom music activities • III.D.3. Asks and answers appropriate questions about the book • V.E.1. Sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different • V.C.3. Demonstrates use of location words • VI.B.1. Identifies and describes the characteristics of organisms • III.D.2. Uses information learned from books by describing, relating, categorizing, or comparing and contrasting 	<ul style="list-style-type: none"> • IX.A.1. Demonstrates coordination and balance in isolation • I.B.2.c. Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary • II.D.1. Uses a wide variety of words to label and describe people, places, things, and actions • III.B.2. Combines words to make a compound word • V.C.4. Slides, flips, and turns shapes to demonstrate that the shapes remain the same • VI.A.2. Investigates and describes position and motion of objects • VIII.B.2. Responds to different musical styles through movement and play • VIII.C.1. Creates or re-creates stories, moods, or experiences through dramatic representations • IX.A.2. Coordinates sequence of movements to perform tasks 	<ul style="list-style-type: none"> • I.A.2. Shows awareness of areas of competence and describes self positively in what he is able to do • III.C.1. Names at least 20 upper- and at least 20 lowercase letters • VIII.B.1. Participates in classroom music activities • VI.A.1. Describes, observes, and investigates properties and characteristics of common objects • I.C.4. Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal • II.B.6. Matches language to social contexts • V.C.4. Slides, flips, and turns shapes to demonstrate that the shapes remain the same • VI.A.2. Investigates and describes position and motion of objects

Lesson Plans for My Family and Me • Mi familia y Yo - Community (Week 4)					Date	October 22 - 26, 2018	Teacher	Gard 2
Wonderful Word		<i>grateful, agradecido</i>	Character Education	Tolerance <i>Tolerancia</i> Helpfulness <i>Amabilidad</i>	Technology		Writer's Corner; Reading Buddy X.A.1. X.A.2. X.A.3. X.A.4. IV.B.1. IV.D.1. III.A.1.	
Literacy	Phonological Awareness (rhyming), Vocabulary, Oral Language		Letter Knowledge	English-K,k, S,s, l, i Spanish-S,s, l, l, N, n, O, o	Math	Attributes, Classification		
English Vocabulary		<i>doctor, nurse, dentist, veterinarian, firefighter, police officer, mail carrier, postal worker, teacher, coach</i>						
Spanish Vocabulary		<i>doctor, enfermera, dentista, veterinario, bombero, policia, cartero, empleado postal, maestro, entrenador</i>						
LESSON COMPONENTS		Day 1	Day 2	Day 3	Day 4	Day 5		
Greeting Circle		<p>• Building community p. 130 Unite: Invite the children to do the "Officer Kate". (Appendix p.186). Ask children what they know about police officers. Tell them that this week they will learn about people in their community and neighborhood that help them. Today they will learn about firefighters and police officers. These community workers keep them safe. Connect: Fanny Frog Rituals - <u>Use Fanny Frog</u> to welcome each child by name and send well wishes to those friends who are absent. Review "Wonderful Woman" (Appendix p.175). Ask: <i>How do teachers keep you safe?</i> Commit: <u>Safe Keeper Rituals</u> - Remind children that during Week 1 they kept classroom safe by using kind words. Suggest that another way to keep the classroom safe is to use helping hands. Commitment Box - Pass the Commitment Box and collect photographs. Have children use the gesture for their commitment as they place their photograph inside the box.</p> <p>• Morning Message - Who keeps us safe? • Write the question one word at a time, pointing to the word and having children say the word with you. • Count the words on your fingers. Ask: <i>How many words are in the sentence?</i> • Explain that the sentence is an asking sentence called a question. • Encourage children to predict the answer to the question. Remind them that today they will learn about friends who keep us safe.</p>	<p>• Building community p. 136 Unite: Invite the children to do the "Stop, Drop, and Roll". (Appendix p.190). Ask a volunteer to remind classmates what you learned yesterday about police officers and firefighters. Sing "Tiny Tim" (Appendix p.191) Discuss how the doctor might help Tim. Tell children that today we will learn about people who help us stay healthy. Connect: Fanny Frog Rituals - <u>Use Fanny Frog</u> to welcome each child by name and send well wishes to those friends who are absent. Commit: <u>Safe Keeper Rituals</u> - Ask children to think of ways they can be helpers in their neighborhood. Encourage them to think of classroom rules as a model: use gental hands with friends, use a big voice to let others know what we want. We help each other play safely. Commitment Box - Pass the Commitment Box and collect photographs. Have children use the gesture for their commitment as they place their photograph inside the box.</p> <p>• Morning Message - Who keeps us well? • Write the question one word at a time, pointing to the word and having children say the word with you. • Count the words on your fingers. Ask: <i>How many words are in the sentence?</i> • Explain that the sentence is an asking sentence called a question. • Invite volunteers to share their answers to the question.</p>	<p>• Building community p. 142 Unite: Invite children to sing "Community Workers" (Frogstreet Friends CD #19-Appendix p.182). Tell children that they will continue learning about neighborhood and community helpers. Today they will learn about people in the community who provide such services as delivering the mail, picking up the trash, cutting hair, grooming dogs, or checking out books at the library. Connect: Fanny Frog Rituals - <u>Use Fanny Frog</u> to welcome each child by name and send well wishes to those friends who are absent. Sing "People to People" (It Starts in the Heart CD #16-Appendix p.178). Help children learn the words and the movements. Discuss how workers in the community help the world go round. Point out how important community workers are to the well-being of our community. Commit: <u>Safe Keeper Rituals</u> - Ask children to demonstrate with a partner how they might use helping hands to get a friend's attention (tap a friend on the shoulder gently, gently touch a friend's hand). Commitment Box - Talk about what the Commitment Box is and how they will use it to make commitments at the beginning of each day.</p> <p>• Morning Message - Who provides a service? • Write the question one word at a time, pointing to the word and having children say the word with you. • Count the words on your fingers. Ask: <i>How many words are in the sentence?</i> • Explain that the sentence is an asking sentence called a question. • Invite volunteers to share their answers to the question.</p>	<p>• Building community p. 148 Unite: Sing "My Hands on My Head" (Feeling Froggy CD #3-Appendix p.186). Ask: <i>What do children learn at school?</i> Tell children that they will continue to learn about neighborhood and community friends. Today they will learn about people who help us learn, such as teachers, coaches, librarians, and dance instructors. Display the Rebus Poster. Sing "Stop, Drop, and Roll" (Songs of Learning Fun CD #36-Appendix p.190). Have children perform the moves with the song. Connect: Fanny Frog Rituals - <u>Use Fanny Frog</u> to welcome each child by name and send well wishes to those friends who are absent. Sing along with "My School Family" (It Starts in the Heart CD #6 - Appendix 176). Commit: <u>Safe Keeper Rituals</u> - Ask a volunteer to remind her classmates of last week's commitment. Have her perform the gesture to confirm the commitment. Commitment Box - Give children a choice today to commit to using kind words or helping hands or both. Remind them that we will start using their commitment sticks to make their commitments in the morning.</p> <p>• Morning Message - Who helps us learn? • Write the question one word at a time, pointing to the word and having children say the word with you. • Count the words on your fingers. Ask: <i>How many words are in the sentence?</i> • Explain that the sentence is an asking sentence called a question. • Invite volunteers to share their answers to the question.</p>	<p>• Building community p. 154 Unite: Sing "My Mother is a Baker" (Appendix p.186). Ask children about jobs their family members perform. Tell children that we will continue learning about neighborhood community helpers today. Connect: Fanny Frog Rituals - <u>Use Fanny Frog</u> to welcome each child by name and send well wishes to those friends who are absent. Review "Bye-bye Crankies" (Appendix p. 168). Ask: <i>Who has used the Cranky Cream in the Safe Place? Did it help you to calm down?</i> Commit: <u>Safe Keeper Rituals</u> - Give children a choice on their commitment: Using kind words or using helping hands. Commitment Box - Pass the Commitment Box and collect photographs. Have children use the gesture for their commitment as they place their photograph inside the box.</p> <p>• Morning Message - There are many neighborhood helpers. • Write the question one word at a time, pointing to the word and having children say the word with you. • Ask children to find the shortest word and then the longest word in the sentence. • Have children find the letters of the week in the sentence, say the names of the letters, and circle the letters on the chart. • Have children name the neighborhood helpers they have discussed this week. Ask: <i>Why should we be grateful for each of these neighbors.</i></p>		
Moving and Learning		<p>CM - "Please, Mr. Police Officer" (Appendix p.199) Ask children about jobs police officers perform (controlling traffic, helping with crossing the street, guarding banks, making sure malls are safe, arresting people who break laws). Teach them how to play the game.</p>	<p>CM - Ask children about their visits to the doctor. What does the doctor do during a checkup visit? Have them place their hand over their heart and find the beat. Have children stand and run in place for a full minute. Have them feel their heartbeat. How is it different?</p>	<p>CM - "A-Tisket, A-Tasket" (Appendix p.200) Teach the words to the song. When children are familiar with the words, teach them how to play the game.</p>	<p>CM - "Alphabet March and Match" (Leaping Literacy CD #15-Appendix p. 187). Encourage children to find the letter on the floor that matches the one in their hand as directed by the song lyrics.</p>	<p>CM - Hello My Name is Joe action story (Appendix p.195) Tell children that this action rhyme is about a father who works in a button factory. Explain that a button factory is a place where buttons are made. Invite children to find buttons on their clothing. Ask: <i>What do you think Joe's job is at the button factory? Why did Joe tell his boss he was busy at the end of the story? How many children does Joe have?</i></p>		

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
<p>Phonics and Language Development</p>	<p>Coconut Theatre-Letters - Letter Knowledge Vocabulary Concepts - phonological awareness Focus & Develop p. 132 Display Photo Activity Cards. Use the information on the back of the cards to stimulate discussion about how each of these individuals helps us learn. Ask: <i>Does anyone have a family member or a friend who is a police officer or a firefighter?</i> Read the "Fire! Fire!" Said Mrs. McGuire chant (Appendix p.195) Point out the rhyming words in the chant. Read the "Help! Help!" Cried Mr. Phelp chant (Appendix p.194) Point out the rhyming words in the chant. Display vocabulary cards for firefighter and police officer. Briefly discuss the work of each helper.</p> <p><i>Neighborhood Helpers - Ayudantes del vecindario</i></p> <ul style="list-style-type: none"> • Ask children to describe what they see in the photograph. Encourage them to predict what kind of information will be found in this book. • Read pages 4 - 9 and discuss the photographs and text. Ask: <i>Were our predictions correct?</i> • Read pages 10 - 13 and discuss the text and photographs. Ask: <i>How do animal control officers and mechanics keep us safe?</i> • "Firefighters - Los bomberos" - listening rhyme (Appendix p.194) • Present the rhyme. • Discuss the word quick and have children think about a list of words that mean to move quickly. • Ask: <i>Why do firefighters need to hurry and move quickly?</i> • Remind children that we depend on firefighters and police officers to keep us safe. They are part of the community. 	<p>Coconut Theatre-Letters - Letter Knowledge Vocabulary Concepts - dramatic representations Focus & Develop p. 138 Display Photo Activity Cards. Use the information on the back of the cards to stimulate discussion about how each of these individuals helps us learn. Ask: <i>Does anyone have a family member or a friend who is a doctor, nurse, dentist, or veterinarian?</i> Display vocabulary cards for doctor, nurse, dentist, veterinarian. Briefly discuss the work of each helper. Discuss the important role the doctors have as helpers in our community.</p> <p><i>Neighborhood Helpers - Ayudantes del vecindario</i></p> <ul style="list-style-type: none"> • Display the big book and ask volunteer to remind the class what the book is about. • Read pages 18 - 22 and discuss the photographs and text. Encourage volunteers to share ways that nurses, doctors, and dentists help them stay well. • Teach children "Helpful Friends" (Appendix p.196) • "Tillie the Triangle" - Tilly, el triangulo prop story (Appendix p.205) • Present the story. Tell the children that you are going to tell a story about a triangle who wants to be a circle. Draw Tillie. • Read the story changing Tillie's shape, as directed. • Ask: <i>Why did Tillie want to change her shape? What did the doctor tell her she needed to do? Why did Tillie tell the doctor she was grateful? What were Tillie's friends' names?</i> 	<p>Coconut Theatre-Letters -Alphabet Knowledge Vocabulary Concepts - listening comprehension Focus & Develop p. 144 Display Photo Activity Cards. Use the information on the back of the cards to stimulate discussion about how each of these individuals helps us learn. Ask: <i>Does anyone have a family member or a friend who is a grocer, hairdresser, baker or mail carrier?</i> Display vocabulary cards for mail carrier and postal worker. Briefly discuss the work of each helper. Point out that each job title is two words. Invite a volunteer to name the first and last letters in each word.</p> <p><i>"The Lion's Haircut" - El corte de pelo del leon prop story (Appendix p.204)</i></p> <ul style="list-style-type: none"> • Ask children about their experiences getting haircuts. Ask: <i>Who cuts your hair? Do you remember the first time you got a haircut?</i> • Display Photo Activity Card. Ask a volunteer to name the animal in the photo. Point out the mane. • Present the prop story "The Lion's Haircut". Ask: <i>Why did Leo want his mane to grow? Why did Leo's mother cut his mane?</i> • A to Z Helping Hands - Manos amables de la A a la Z • Ask children to give examples of ways they might be helpful. Ask: <i>How do you help at home?</i> • Read the book. Focus on page 36-43. Point out the letters at the top of the page. 	<p>Coconut Theatre-Letters - Alphabet Knowledge Vocabulary Concepts - phonological awareness Focus & Develop p. 150 Display Photo Activity Cards. Use the information on the back of the cards to stimulate discussion about how each of these individuals helps us learn. Ask: <i>Does anyone have a family member or a friend who is a teacher or coach?</i> Display vocabulary cards for teacher and coach. Invite volunteer to say a word that rhymes with coach. Encourage children to look closely at the vocabulary card for coach to find a letter that appears twice in the word.</p> <p><i>A to Z Helping Hands - Manos amables de la A a la Z</i></p> <ul style="list-style-type: none"> • Display the big book and turn to pages 14 and 15. Read the text. Ask a volunteer to tell how the school crossing guard keeps us safe and what we learn from the school crossing guard. Remind children that we are talking about people who help us learn. • Turn to pages 30 and 31 and ask how the teacher helps children learn. • Read the book. Ask children to raise their hand when they hear something mentioned in the story that is learned in school. • <i>This Way to Pre-K - Camino a Pre-Kinder</i> • Remind children that the book is about a pre-K classroom. • Read the book. Ask: <i>What is Ms. Renee helping the boys and girls learn?</i> • Turn to the pages in the back of the book. Ask: <i>How do these people help us at school?</i> 	<p>Coconut Theatre-Letters - s,e,r,h,n,o,i Vocabulary Concepts - community helpers Focus & Develop p. 156 Display all the neighborhood helper Photo Activity Cards. Invite children to help sort them into categories of people who help keep us safe, people who keep us well, and people who perform a service. Ask where mothers and daddies might fit into the categories. Point out that our family members perform all three jobs when they are taking care of us - they keep us safe, keep us well, they help us learn, and they take care of things we need. Have children identify work that their family members do outside the home. List the jobs on the white board. Explain that communities and neighborhoods are places where many families live, and it is actually everyone's job to help keep the neighborhood safe.</p> <p><i>My Mother Plants Strawberries - Mi mama siembra fresas</i> story folder</p> <ul style="list-style-type: none"> • Display Photo Activity Cards #55, #56, #57 and #59. Remind children that some people work in fields and orchards to bring the crops from the growers to the grocery store. • Read the story. • Ask: <i>What does the child's mother wear to protect her from the sun? What does she wear to protect her from breathing in the dust? Why is the mother showing great care in picking the strawberries?</i> • "My Father Is a Shoemaker" - "Mi padre es zapatero" (Fanny Frog's Fantastic Poems and Rhymes) • Tell the children this is a poem about family members and the work they perform. • Ask: What do you think is special about the mother's chair? Which things can you find in hardware stores?
<p>Cognitive Development / Fine Motor Skills</p>	<p>Fine Motor Skills / Handwriting - Write the word fire on white board. Invite the children to copy the word with the magnetic letters. Do the same for the words: safe, police, help</p>	<p>Fine Motor Skills / Handwriting - Write the words doctor and dentist on white board. Invite children to write the letter d using finger paint and a cotton swab. Place paint on a small paper plate.</p>	<p>Fine Motor Skills / Handwriting - Encourage children to cut "cookies" from play dough as they pretend to be a baker. Suggest that they make letter cookies. Have them shape the first letter of their name with the play dough.</p>	<p>Fine Motor Skills / Handwriting - Encourage children to explore the finger paint. Suggest they make handprints and fingerprints on their paper. Ask: <i>Do all the children have hands that are the same size?</i></p>	<p>Fine Motor Skills / Handwriting - Review the community helpers for this week. Spell them out with the magnetic letters and see if they can do the same. (police officer, firefighter, baker, doctor, etc)</p>

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Weekly Centers	<p>*Pretend and Learn- Invite children to try on different items for the different community helpers.</p> <p>*Construction Center - Offer materials to build different community helper stations.</p> <p>*Creativity Station - Children will create a fire painting. Invite them to paint with old toothbrushes.</p>	<p>*Pretend and Learn- Invite children to try on different items for the different community helpers.</p> <p>*Gross Motor - Make a ladder using masking tape. Play the game "Rescue".</p> <p>*Creativity Station - Invite children to make fire or general safety posters.</p>	<p>*Pretend and Learn- Invite children to try on different items for the different community helpers.</p> <p>*Construction Center - Offer materials to build different community helper stations.</p> <p>*Creativity Station - Children will create a fire painting. Invite them to paint with old toothbrushes.</p>	<p>*Pretend and Learn- Have the children sort clothing by what keeps us warm, what clothing protects us and what we use each day.</p> <p>*Gross Motor Area - Make the activity a bit more challenging</p> <p>*Creativity Station - Have children count five coins into a cup, shake, and then spill the coins on table. Challenge children to rub a crayon over the paper and closely observe the impressions of the faces made by each coin.</p>	<p>*Pretend and Learn- Invite children to try on different items for the different community helpers.</p> <p>*Gross Motor - Make a ladder using masking tape. Play the game "Rescue".</p> <p>*Creativity Station - Invite children to make fire or general safety posters.</p>
Character Education	<p>Conscious Discipline- p. 130 Ask: <i>Did you teach someone at home the Bunny Breathing calming strategy? Whom did you teach?</i> Invite the STAR Helper to choose a calming strategy to perform.</p> <p>Virtues and Values - Introduce the words Tolerance and Helpfulness.</p>	<p>Conscious Discipline- p. 136 Invite children to select a calming strategy to perform. Briefly explain that doctors suggest we use calming strategies to calm our bodies down. Review "Row, Row, Row Your Boat" (Appendix p.173). Discuss how friends keep each other safe.</p>	<p>Conscious Discipline- p. 142 Invite the STAR Helper to choose a calming strategy to perform.</p> <p>Virtues and Values - Give examples of what it means to show helpfulness.</p>	<p>Conscious Discipline- p. 148 Invite the STAR Helper to choose a calming strategy to perform.</p>	<p>Conscious Discipline- p. 154 Invite the STAR Helper to choose a calming strategy to perform.</p>
Closing Circle	<ul style="list-style-type: none"> Reflecting on the day p. 135 Check on Commitments How did you show your commitment today? Ask: <i>What did you learn today about community friends who help keep us safe? What do you do if there is smoke in your house?</i> Family Connection- Send home a note explaining that you taught Stop! Drop! and Roll! Ask families to practice these strategies at home. 	<ul style="list-style-type: none"> Reflecting on the day p. 141 Check on Commitments How did you use your helping hands today? Ask children what they learned today about doctors, nurses, and dentists. Family Connection- Invite children to review the neighborhood commitments with their family. 	<ul style="list-style-type: none"> Reflecting on the day p. 147 Check on Commitments How did you use your helping hands today? Ask: <i>How are letter carriers like police officers and firefighters? How are they different?</i> Family Connection- This is a perfect opportunity for children to deliver an addressed envelope to a family member. 	<ul style="list-style-type: none"> Reflecting on the day p. 153 Check on Commitments How did you keep the classroom safe today? Ask: <i>What does the librarian do when taking care of the books? How do we use the books?</i> Family Connection- Challenge children to notice a neighborhood helper on their way home from school and to report what they saw tomorrow. 	<ul style="list-style-type: none"> Reflecting on the day p. 159 Check on Commitments How did you do today using kind words and gentle hands? Review the list of neighborhood helpers from the Morning Message. Which neighborhood helper would you like to be one day? Family Connection- Practice greetings and encourage children to greet and thank community helpers that they see.
Learning Goals	<ul style="list-style-type: none"> Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal Begins to understand difference and connection between <i>feelings</i> and <i>behaviors</i> Produces a word that rhymes with a given word Shows interest in books Seeks to understand print Uses a wide variety of words to label and describe people, places, things, and actions Identifies similarities among people like himself and classmates, as well as between himself and people from other cultures Knows that objects or parts of an object, can be counted Counts up to ten items, and demonstrates that the last count indicates how many items were counted Verbally identifies, without counting, the number of objects from 1 to 5 Describes, observes, and investigates properties and characteristics of common objects Investigates and describes position and motion of objects Demonstrates coordination and balance in isolation 	<ul style="list-style-type: none"> Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary Practices good habits of personal health and hygiene Participates in classroom music activities Retells or reenacts a story after it is read aloud Uses a wide variety of words to label and describe people, places, things, and actions Names at least 20 upper and at least 20 lowercase letters Produces a word that rhymes with a given word Knows that objects or parts of an object can be counted Recognizes and compares heights or lengths of people or objects Recognizes how much can be placed within an object 	<ul style="list-style-type: none"> Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal Responds to different musical styles through movement and play Produces a word that rhymes with a given word Demonstrates receptive vocabulary (three to four thousand words) Uses information learned from books by describing, relating, categorizing, or comparing and contrasting Produces a word that begins with the same sound as a given pair of words Names at least 20 upper- and at least 20 lowercase letters Shows understanding by following two-step oral directions, and usually follows three-step directions Knows that objects or parts of an object can be counted Counts one to ten items, with one count per item Demonstrates that the order of the counting sequence is always the same Describes, observes, and investigates properties and characteristics of common objects Uses a variety of art materials and activities for sensory experience and exploration 	<ul style="list-style-type: none"> Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal Begins to understand difference and connection between <i>feelings</i> and <i>behaviors</i> Produces a word that rhymes with a given word Shows interest in books Seeks to understand print Uses a wide variety of words to label and describe people, places, things, and actions Identifies similarities among people like himself and classmates, as well as between himself and people from other cultures Knows that objects or parts of an object, can be counted Counts up to ten items, and demonstrates that the last count indicates how many items were counted Verbally identifies, without counting, the number of objects from 1 to 5 Describes, observes, and investigates properties and characteristics of common objects Investigates and describes position and motion of objects Demonstrates coordination and balance in isolation 	<ul style="list-style-type: none"> Assumes various roles and responsibilities as part of a classroom community Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal Creates or recreates stories, moods, or experiences through dramatic representations Asks and answers appropriate questions about the book Produces a word that rhymes with a given word Uses information learned from books by describing, relating, categorizing, or comparing and contrasting Names at least 20 upper- and at least 20 lowercase letters Retells or reenacts a story after it is read aloud Knows that objects or parts of an object can be counted Demonstrates understanding that when counting, the items can be chosen in any order Verbally identifies, without counting, the number of objects from one through five Discusses the roles and responsibilities of community workers Practices good habits of personal safety Initiates problem-solving strategies and seeks adult help when necessary