

Lesson Plans for Stories and Rhymes • Cuentos y rimas - Traditional Tales (Week 4)					Date	Dec 17-21 2018	Teacher	Garderie 2
Wonderful Word	<i>exaggerate-exagerar</i>	Character Education	Loyalty-lealtad	Technology		Reading Buddy; Sounds and Rhymes		
Literacy	Problem Solving, Oral Language		Letter Knowledge	Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz		Math	Ordinal Numbers	
English Vocabulary	guest list, invitation, Mrs., Mr., Miss, magical, ay caramba, absurd, cause, effect, organizer, pattern, hippety-hop, vain, ordinary, viceroy, vicereine, Mexico City, weather vane, tale tale, exaggeration, hero, outlandish							
LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5			
Greeting Circle	<p>Unite: Teach children verses of "Frog Went a Courtin"</p> <p>Demo: Tell children that Frog and Miss Mousie need some help blowing balloons.</p> <p>Connect: Ask children to share experiences teachingt their famil "Wonderful Women</p> <p>Commit: Safe Keeper Ritual & the Daily Commitment Ritual</p> <p>MM: Frog asked Mis Mousie to be his bride</p>	<p>Unite: Invite children to sing along "The Ballad os Sir Cat"</p> <p>Demo: Teach children the Cat's Meow</p> <p>Connect: Invite to play "all Together" Commit: Safe Keeper Ritual & the Daily Commitment Ritual</p> <p>MM: Which words rhyme with cat?</p>	<p>Unite: Invite children to sing "There was an Old Lady Who swallowed a fly" Tell Children that today they will learn more about ballads</p> <p>Demo: Invite children to do Belly Breathing</p> <p>Connect: demonstrate giving two pinky hugs to one person</p> <p>Commit: Safe Keeper Ritual & the Daily Commitment Ritual</p> <p>MM: There was an old woman who swallowed a fly</p>	<p>Unite: teach children "thee Tricky Turtles" "Tres tortugas astutas" p. 183</p> <p>Demo: Invite children to implement Bunny Breathing</p> <p>Connect: Invite children to sing along and move with "Caring Friends"</p> <p>Commit: Safe Keeper Ritual & the Daily Commitment Ritual</p> <p>MM: Will the tortoise win the race?</p>	<p>Unite: teach children "Johnny Appleseed". "Juan Manznero":</p> <p>Demo: Have children inhale as they reach for an apple and exhale when they put it down Connect: Use Fanny Frog to help implement the Absent Chld Ritual</p> <p>Commit: Safe Keeper Ritual & the Daily Commitment Ritual</p> <p>MM: Which story is your favorite tall tale?.</p>			
Literacy (Oral Lanaguage, Phonics, Handwriting, Read Aloud)	<ul style="list-style-type: none"> Identify rhying story words: Add to story with new rhymes. <p>Centers</p> <ul style="list-style-type: none"> Design a wedding invitation Sequence story cars Listen to the story 	<ul style="list-style-type: none"> Produce rhyming words in story context <p>Centers</p> <ul style="list-style-type: none"> Writers corner: write letters to story character Language and Literacy center: sort rhyming cards Creativity Station: Draw el Senor don Gato 	<ul style="list-style-type: none"> Produce rhyming words in story context <p>Centers</p> <ul style="list-style-type: none"> sequence story events sort rhyming words Listen to story 	<ul style="list-style-type: none"> Compare and contrast a hen and a rooster Participate in the telling of a Latin folktale <p>Centers</p> <ul style="list-style-type: none"> Copy letters and words Creativity Station: create a weater vane Language and Literacy-Retell a story with props 	<ul style="list-style-type: none"> As a class, write a tall tale <p>Centers</p> <ul style="list-style-type: none"> Illustrate part of story Pretend to grease a giant skillet Locate flannel shirts in catalog 			

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	<p><i>"Frog Went a Courtin" (listening story): Sequence the story events: identify story events as fiction and could happen----- ----"The Rooster Who Went to His Uncle's Wedding"---- develop vocabulary ----- chart cause and effect relationships.</i></p>	<p>"Three Billy Goats Gruff" • "Los tres chivos" (<i>Developmental Storybook</i>)</p> <ul style="list-style-type: none"> • Discuss character motivation • Think of alternative endings <p>"The Three Pigs" • "Los tres cerditos" (<i>Developmental Storybook</i>)</p> <ul style="list-style-type: none"> • Discuss attributes of building materials • Consider characters' commitments 	<p>"Groundhog's Dance"</p> <ul style="list-style-type: none"> • Introduce folktale as a genre • Role-play story with chant <p>"The Chihuahua and the Leopard" • "El perrito Chihuahua y el leopardo" story folder</p> <ul style="list-style-type: none"> • Develop vocabulary • Discuss the moral of the story 	<p>"The Tortoise and the Hare" • "La tortuga y la liebre" listening story (p. 211)</p> <ul style="list-style-type: none"> • Explain that one of the main characters in today's fable is a hare • Ask the children the moral of the story. <p>"Tortoise Wins the Race" • "La tortuga gana la carrera" listening story</p> <ul style="list-style-type: none"> • Ask the children what the moral of the story is • Invite the children to compare and contrast this fable and the "Tortoise and the Hare" 	<p>"Paul Bunyan" listening story- Introduce tall tale as a genre- Identify exaggerations in story</p> <p>"Pecos Bill" listening story- Enrich vocabulary- Compare Pecos bill to modern superheroes.</p>
Weekly Learning Centers	<ul style="list-style-type: none"> • Fine Motor-Invite children to find the magnetic letters S-Z in the frog pond. • Pretend and Learn-print focus letters S,s through Z, z on cut out fish. Have children pick up letters with "pole" with magnets. • provide props for pretend flapjacks 	<ul style="list-style-type: none"> • Fine Motor-Play pick-up sticks (Pig Two's house) • Pretend and Learn-Invite children to pretend they live with the troll • Construction-Build a home that the wolf can't blow down 	<ul style="list-style-type: none"> • Fine Motor-allow children to make their own story chain • Pretend and Learn-Have the children pretend that they were the "Old Lady" • Construction- have make a story chain that represents the sequents of events 	<ul style="list-style-type: none"> • Fine Motor-have children pick a sock and ask them to stuff different size blocks and then have them compare with the empty sock. • Pretend and Learn- have the students pretend they were participants In the race. • Construction-Encourage the children to draw a house and place a weather vane on the roof. 	<ul style="list-style-type: none"> • Fine Motor: Encourage children to find flannel shirts for Paul Bunyan's closet. Have them cut the clothing items out and glue to a piece of paper. • Pretend and Learn-Invite children to pretend to cut a log • Construction-Re-enact both stories.
Math and Science	<ul style="list-style-type: none"> • Use ordinal numbers to describe wedding guests <p>Centers</p> <ul style="list-style-type: none"> • Play a game with frog counters • make a numbered guest book 	<ul style="list-style-type: none"> • Use ordinal numbers to label stops along a pathway <p>Centers</p> <ul style="list-style-type: none"> • form numerals with playdough • Order story characters in creative drama 	<p>Use tally marks to count Use chain loops to represent story events</p> <p>Centers</p> <ul style="list-style-type: none"> • make a story chain • Sort harmful and safe items 	<ul style="list-style-type: none"> • Play a matching and counting game • Tally results to a survey question about Little Red Hen <p>Centers</p> <ul style="list-style-type: none"> • Writer's Corner-Create a picture graph • Math-Make predictions, order cube towers of different heights 	<ul style="list-style-type: none"> • Make cube towers to represent characters in a story scene • Identify patterns <p>Centers</p> <ul style="list-style-type: none"> • Language and Literacy-Track number of characters in each scene • Math-Order dot cards and represent numbers with cubes
Handwriting Without Tears	Review with Wood Pieces & slate (S, T, U)	Review with Wood Pieces & Slate (V, W, X)	Review with Wood Pieces & Slate (Y, Z)	Review with Wood Pieces & Slate (S-Z)	Number 5 TGPK pg. 118 GSS pg. 76

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Closing Circle	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection
Outdoor Learning	<ul style="list-style-type: none"> • Encourage children to play leap frog and participate in relay races- Salta la rana (p.193). 	<ul style="list-style-type: none"> Encourage children to play "Old Gray Cat" Elviejo gato gris (p 194) replace mice with fish, creeping with resting, and running with swimming 	<ul style="list-style-type: none"> • Blow bubbles. Pretend that the bubbles are flies and encourage children to catch all the bubbles so the old woman wont' swallow them 	<ul style="list-style-type: none"> • Invite the children to participate in relay races. 	<ul style="list-style-type: none"> • Pretend the parachute is Paul Bunyan's shirt and shake it out to dry it. Challenge children to take Paul Bunyan giant steps around the perimeter of the parachute.
Learning Goals	<ul style="list-style-type: none"> • Is able to demonstrate understanding of terms used in the instructional language of the classroom • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Uses some appropriate writing conventions when writing or giving dictation. • Produces a word that rhymes with a given word • Uses some appropriate writing conventions when writing or giving dictation • Show understanding by responding appropriately • Uses the verbal ordinal terms • Recognizes one-digit numerals) through 9 	<ul style="list-style-type: none"> • Is aware of where own body is in space, respects personal boundaries • Begins to understand difference and connection between feelings and behaviors • Produces a word that rhymes with a given word • Asks and answers appropriate questions about the book • Seeks to understand print • Shows competence in initiating social interactions • Uses the verbal ordinal terms • Recognizes one-digit numerals 0-9 • Demonstrates use of location words 	<ul style="list-style-type: none"> • Shows competence in initiating social interactions • Is aware of own feelings most of the tie • Names at least 20 upper- and at least 20 lowercase letters • Asks and answers appropriate questions about the book • Uses a wide variety of words to label and describe people, places, things, and action • Recognizes that information is accessible through the use of technology • Uses some appropriate writing conventions when writing or giving dictation • Use information learned from books by describing, relating, categorizing, or comparing and contrasting • Uses the verbal ordinal terms • Recognizes one-digit numerals 0 through 9 	<ul style="list-style-type: none"> • Demonstrates empathy and caring for others • Shows understanding by responding appropriately • Coordinates sequence of movements to perform tasks • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Names at least 20 uppercase and at least 20 lowercase letters • Uses a large speaking vocabulary, adding several new words daily. • Uses the verbal ordinal terms • recognizes one-digit numerals 0-9 • Demonstrates use of location words • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting 	<ul style="list-style-type: none"> • Shows competence in initiating social interactions • Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary • Participates in classroom music activities • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Asks and answers appropriate questions about the book • Demonstrates receptive vocabulary (three to four thousand words) • Retells or reenacts a story after it is read aloud • Creates or re-creates stories, moods, or experiences through dramatic representations • Produces a word that rhymes