

Lesson Plans for Choices • Decisiones - I Make Choices (Week 1)					Date	Dec. 3rd-7th	Teacher
Wonderful Word	<i>consequences</i> <i>consecuencias</i>	Character Education	Fairness, <i>Justicia</i> Confidence, <i>Confianza</i>	Technology	Sounds and Rhymes; Math-What Comes Next		
Literacy	Oral Language, Phonological Awareness— Alliteration, Vocabulary		Letter Knowledge	English-M, m, D, d, S, s Spanish-M, m, D, d, S, s	Math	Patterns and Numeracy	
English Vocabulary	alliteration, appropriate, choices, consequences, courageous, diligent, helpful, inappropriate, laws, promises, reluctant, rules, solutions, thoughtful						
Spanish Vocabulary	<i>aliteración, apropiado, decisiones, consecuencias, valiente, diligente, útil, inapropiado, leyes, promesas, reluctante. reglas, soluciones, consideradas</i>						
LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5		
Greeting Circle	<ul style="list-style-type: none"> Morning Message- <i>I make thoughtful choices daily</i>. Unite- Teach "Choices" (p.184) Demo- Practice the four calming strategies (S.T.A.R., Drain, Balloon, Pretzel). Connect- Use fanny Frog to help implement (p.170). Commit- Implement the Safe Keeper Ritual. 	<ul style="list-style-type: none"> Morning Message- <i>Who makes helpful choices?</i> Unite- Sing "Choices" (p.184) Demo- Review with a volunteer how to use the Cranky Cream (p.166) Connect- Use Fanny Frog to help implement the Absent Child Ritual. Commit- Implement the Safe Keeper Ritual. 	<ul style="list-style-type: none"> Morning Message- <i>Safe choices are smart choices</i>. Unite- Sing "Buckle Up" (p.182). Demo- Practice the four calming strategies (S.T.A.R., Drain, Balloon, Pretzel). Connect- Use Fanny Frog to help implement the Absent Child Ritual. Commit- Implement the Safe Keeper Ritual. 	<ul style="list-style-type: none"> Morning Message- <i>Do the right thing. Smart kids make smart choices</i>. Unite- Sing "If You're Smart" (p.189). Demo- Display icons for each of the calming strategies. Connect- Use Fanny Frog to help implement the Absent Child Ritual. Commit- Implement the Safe Keeper Ritual. 	<ul style="list-style-type: none"> Morning Message- <i>Do you make smart choices?</i> Unite- Sing "If You're Smart" (p.189). Demo- Display icons for each of the calming strategies. Connect- Use Fanny Frog to help implement the Absent Child Ritual. Commit- Implement the Safe Keeper Ritual. 		
Moving and Learning	Ribbon dance to "Rainbow Dancers" • "Bailarines de colores"	Play Cooperative Musical Circles • Círculos musicales	Dance with dragon fire	Play Drop the Dollar • Deja caer el dólar	Play Red Light, Green Light • Luz roja, luz verde		
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)	<p>Centers</p> <ul style="list-style-type: none"> ABC- M m, D d, S s Language and Literacy-Provide Photo Activity Cards #1 through 12 <p><i>Charlie Chipmunk's Thoughtful Choices</i> • <i>Las decisiones consideradas de Carlitos</i></p> <ul style="list-style-type: none"> Develop vocabulary that describes choices <p><i>Three Bears' Rap</i> • <i>El rap de los tres osos</i></p> <ul style="list-style-type: none"> Retell a story in a new way Discuss Goldilock's choices 	<p>Centers</p> <ul style="list-style-type: none"> ABC- M m, D d, S s Library and Listening-Listen to and pantomime "That Was Helpful" • "Has sido amable" Fine Motor-Tape cut pictures back together <p><i>Shubert's Helpful Day</i></p> <ul style="list-style-type: none"> Recall and analyze advice for calming down <p><i>A to Z Helping Hands</i> • <i>Manos amables de la A a la Z</i></p> <ul style="list-style-type: none"> Discuss examples of helpful choices 	<p>Centers</p> <ul style="list-style-type: none"> ABC- M m, D d, S s Read "The Three Billy Goats Gruff" Construction- Build houses for the three pig <p><i>Once Upon a Time in Dragon Land</i> • <i>Había una vez en Dragolandia</i></p> <ul style="list-style-type: none"> Learn about the author and illustrator Discuss the dragons' choices <p><i>Developmental Storybook</i> "The Three Pigs" • "Los tres cerditos"</p> <ul style="list-style-type: none"> Discuss pigs' choices of building materials 	<p>Centers</p> <ul style="list-style-type: none"> ABC- M m, D d, S s Pretend and Learn-Demonstrate manners during pretend meals Library and Listening-Listen to The Frog Prince • El príncipe sapo <p><i>The Frog Prince</i> • <i>El príncipe sapo</i></p> <ul style="list-style-type: none"> Evaluate the frog's choice Discuss keeping promises <p><i>The Gift</i> • <i>El regalo</i></p> <ul style="list-style-type: none"> Think about times when there is no choice 	<p>Centers</p> <ul style="list-style-type: none"> ABC- M m, D d, S s Language and Literacy-Show Photo Activity Cards #1 through 12 Discuss rules and laws and why we have them. Show images of a stop sign, traffic light. <p><i>The Gift</i> • <i>El regalo</i></p> <ul style="list-style-type: none"> Compares roaring to using a big voice <p>"Monster Coaster" • "Monstruosa, la montaña rusa" story folder</p> <ul style="list-style-type: none"> Discuss Monster's feelings about decisions he couldn't control 		
Weekly Learning Centers	<ul style="list-style-type: none"> Fine Motor-Provide choices of puzzles and discuss Gross Motor Area-Play Giant Concentration 	<ul style="list-style-type: none"> Fine Motor-Give children an opportunity to make a helpful choice Gross Motor Area-Play partner games that require making helpful choices Language and Literacy-Point out differences in the ways children sort the card 	<ul style="list-style-type: none"> Fine Motor-Make magazine collages and discuss scissor safety Gross Motor Area-Play Pick Safe Choices Language and Literacy-Encourage children who are proficient at working puzzles to help classmates that are less proficient 	<ul style="list-style-type: none"> Fine Motor-Roll pennies Gross Motor Area-Play Do the Right Thing • Haz lo correcto Language and Literacy-Provide and discuss safety items that are worn by workers 	<ul style="list-style-type: none"> Fine Motor-Practice washing hands Gross Motor Area-Play Frog Toss Language and Literacy-Make up a game using game pieces; Encourage children to explore the law of gravity 		

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Math and Science	<ul style="list-style-type: none"> Identify patterns Use verbal ordinal numbers <p>Centers</p> <ul style="list-style-type: none"> Math-Create "large, medium, small" pattern with manipulative Fine Motor-Cut and order strips of paper 	<ul style="list-style-type: none"> Practice identifying patterns Skip counting <p>Centers</p> <ul style="list-style-type: none"> Sensory Table-Make footprint patterns in wet sand Gross Motor Area-Hop a pattern 	<ul style="list-style-type: none"> Identify pattern in huff-puff chant Translate verbal pattern to green-red cube pattern <p>Centers</p> <ul style="list-style-type: none"> Library and Listening-Create dot sticker pattern and play on xylophone Math-Work in partners to make patterns and predict what comes next 	<ul style="list-style-type: none"> Identify color patterns Create color patterns <p>Centers</p> <ul style="list-style-type: none"> Creativity Station- Make a pattern of colored stripes Science-Discover what is inside a mystery gift box 	<ul style="list-style-type: none"> Practice one-to-one correspondence Count forward to five and backwards from five to zero <p>Centers</p> <ul style="list-style-type: none"> Math-Match +1 on the calculator to steps on the number line Gross Motor Area-Jump like a grasshopper, crawl like an ant
Character Education	<p>PATHS: <u>Twiggle Learns to do Turtle Part 1</u>- Conduct lesson. READ PART 1 ONLY. Discuss what happened to make Twiggle so upset. Were his actions a good choice or not a good choice? What actions could he have done instead?</p>	<p>PATHS: <u>Twiggle Learns to do Turtle Part 1</u>- Review the first part of the story. Play "Hot Twiggle" with Twiggle Puppet. Pass the picture of Twiggle around in a circle. When the teacher says stop, who ever is holding Twiggle must share a time that they have felt as mad as Twiggle did in the story.</p>	<p>Social Studies: <u>Walt Disney's Birthday</u>. Watch a short biography about the life of Walt Disney. Then create Mickey or Minnie Mouse ears while watching Disney's first animated short, Steam Boat Willie!</p>	<p>Character Ed: <u>Fairness</u>- Complete the Band Aid experiment. Give each child a picture of an injury. Go around the room and discuss their different injury pictures. Then give each child a "band aid" for their injury. Discuss the difference between equal "everyone got a band aid" and fair "not every injury needed a band aid"</p>	<p>Character Ed: <u>Fairness</u>-Review Band aid experiment from yesterday. Share definition of "fair" and "equal" at school. Fair is everyone getting what they need to succeed and equal is everyone getting exactly the same thing. Listen to the story "That's not fair" on the Smartboard. It is saved under bookmarks</p>
Closing Circle	<ul style="list-style-type: none"> Reflecting on the day Check on Commitments Kindness Tree Family Connection 	<ul style="list-style-type: none"> Reflecting on the day Check on Commitments Kindness Tree Family Connection 	<ul style="list-style-type: none"> Reflecting on the day Check on Commitments Kindness Tree Family Connection 	<ul style="list-style-type: none"> Reflecting on the day Check on Commitments Kindness Tree Family Connection 	<ul style="list-style-type: none"> Reflecting on the day Check on Commitments Kindness Tree Family Connection
Outdoor Learning	<ul style="list-style-type: none"> Provide various types of balls for play and discuss their different attributes 	<ul style="list-style-type: none"> Invite children to brainstorm ideas for ways to share the tricycles, balls, or other outdoor equipment that has to be shared 	<ul style="list-style-type: none"> Encourage children to pick up trash on playground 	<ul style="list-style-type: none"> Play Dog and Bone • Perro y hueso 	<ul style="list-style-type: none"> Discuss the purpose of traffic lights. Play Red Light, Green Light • Luz roja, luz verde

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
<p>Learning Goals</p>	<ul style="list-style-type: none"> • Recognizes at least 20 letter sounds • Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal • Shows understanding by following two-step oral directions, and usually follows three-step directions • Asks and answers appropriate questions about the book • Demonstrates empathy and caring for others • Demonstrates understanding of terms used in the instructional language of the classroom • Initiates problem-solving strategies and seeks adult help when necessary • Produces a word that rhymes with a given word • Produces a word that begins with the same sound as a given pair of words • Uses the verbal ordinal terms • Collects data and organizes it in a graphic representation • Recognizes and creates patterns • Identifies similarities and differences in characteristics of families • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting 	<ul style="list-style-type: none"> • Recognizes at least 20 letter sounds • Participates in classroom music activities • Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary • Assumes various roles and responsibilities as part of a classroom community • Demonstrates empathy and caring for others • Asks and answers appropriate questions about the book • Follows classroom rules and routines with occasional reminders from teacher • Demonstrates empathy and caring for others • Assumes various roles and responsibilities as part of a classroom community • Uses words to rote count from 1 to 3 • Recognizes one-digit numerals 0 through 9 • Recognizes and creates patterns • Uses art as a form of creative self-expression and representation • Recognizes and compares heights or lengths of people or objects • Names at least 20 upper- and at least 20 lowercase letters 	<ul style="list-style-type: none"> • Recognizes at least 20 letter sounds • Uses some appropriate writing conventions when writing or giving dictation • Follows classroom rules and routines with occasional reminders from teacher • Uses a wide variety of words to label and describe people, places, things, and actions • Practices good habits of personal safety • Demonstrates an understanding that others have perspectives and feelings that are different from own • Asks and answers appropriate questions about the book • Produces a word that begins with the same sound as a given pair of words • Uses the verbal ordinal terms • Demonstrates use of location words • Recognizes and creates patterns • Participates in classroom music activities 	<ul style="list-style-type: none"> • Demonstrates empathy and caring for others • Recognizes at least 20 letter sounds • 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 • Demonstrates an understanding that others have perspectives and feelings that are different from own • Provides appropriate information for various situations • Produces a word that begins with the same sound as a given pair of words • Regulates own behavior with occasional reminders or assistance from teacher • Assumes various roles and responsibilities as part of a classroom community • Demonstrates use of location words • Recognizes and creates patterns • Describes, observes, and investigates properties and characteristics of common objects • Begins to have meaningful friends • Shows competence in initiating social interactions 	<ul style="list-style-type: none"> • Recognizes at least 20 letter sounds • Assumes various roles and responsibilities as part of a classroom community • Shows initiative in independent situations and persists in attempting to solve problems • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Asks and answers appropriate questions about the book • Deletes a word from a compound word • Practices good habits of personal safety • Uses category labels to understand how words and objects relate to each other • Uses concrete models or makes a verbal word problem for adding up to five objects • Uses concrete models or makes a verbal word problem for subtracting 1 to 5 objects from a set • Recognizes and creates patterns • Participates in classroom music activities • Follows classroom rules and routines with occasional reminders from teacher

Lesson Plans for Choices • Decisiones - Healthy Choices (Week 2)					Date	Dec 10th-14th	Teacher		
Wonderful Word	<i>nutritious, nutritivo</i>	Character Education	Fairness, <i>Justicia</i> Confidence, <i>Confianza</i>	Technology		Writer's Corner; ABC & XYZ			
Literacy	Vocabulary, Phonological Awareness - Alliteration		Letter Knowledge	English-F, f, N, n, B, b Spanish-F, f, N, n, B, b	Math	Geometry			
English Vocabulary	abundant, bean, dairy, dehydrated, diagonal, feast, fruits, grain, horizontal, meat, nutritious, produce, silkworms								
Spanish Vocabulary	abundante, frijol, lácteo, deshidratado, diagonal, festín, frutas, grano, horizontal, carne, nutritiva, productos alimenticios, gusanos de seda, verduras								
LESSON COMPONENTS	Day 1		Day 2		Day 3		Day 4		Day 5
Greeting Circle	<p>Morning Message: "What is your favorite nutritious fruit?" Unite: Teach the children "Go Bananas" (PG 196). Demo: Let the children pretend to pick apples. Connect: Sing "Peter, Peter Pumpkin Eater" (pg. 171). Commit: Implement the daily commitment ritual.</p>		<p>Morning Message: "Bread and tortillas are fine with butter" Unite: Sing "Muffin Man (pg. 189). Demo: Invite the children to perform Pretzel (pg. 169). Connect: Introduce "Hot Cross Buns" (pg.189). Commit: Implement the daily commitment ritual.</p>		<p>Morning Message: "Peanut butter and eggs are nutritious" Unite: Sing "Peanut Butter" (Pg.191). Demo: Let the children choose a calming strategy and perform it. Connect: Review "Hot Cross Buns" Commit: Remind the children that nutritious choices are just one kind of choice.</p>		<p>Morning Message: "Does fast food have nutrients?" Unite: Sing "Raindrop Song" (pg. 190). Demo: Invite children to pretend they are at an amusement park and ask them what kind of foods would be there. Are they good or bad choices? Connect: Commit: Implement the daily commitment ritual.</p>		<p>Morning Message: "Water keeps your body and brain healthy". Unite: Sing "Drink, Drink, Drink Your Water" (pg.186). Demo: Explain that our bodies need fresh water not salt water from the ocean. Let the children perform Drain. Connect: Use Fanny Frog to implement the absent child ritual. Commit: Implement the safe keeper ritual.</p>
Moving and Learning	Fruit Basket Turnover • Canasta de frutas game		Food clapping rhymes		Drop the Peanut • Suelta el cacahuete game		Who Took the Cookie from the Cookie Jar? • ¿Quién se comió las galletitas de mamá? game		Raindrop ribbon dance
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)	<ul style="list-style-type: none"> Compare and categorize fruits and vegetables Sequence seed to fruit <p>Centers</p> <ul style="list-style-type: none"> Writer's Corner - Write and draw in journals Science - Sort fruits and vegetables Creativity Station - Match colors and paint <p><i>Food Around the World • Comidas de todo el mundo</i></p> <ul style="list-style-type: none"> Discuss food pyramid Focus on fruits and vegetables <p>"Reagan's Journal" • "El diario de Reagan" listening story</p> <ul style="list-style-type: none"> Graph favorite snack Learn about silkworms and their diet 		<ul style="list-style-type: none"> Retell and role-play "Little Red Hen" Discuss different kinds of bread <p>Centers</p> <ul style="list-style-type: none"> Writer's Corner - Form play dough letters Language and Literacy - Use sequence cards to retell a story Listening and Library - Use story props to retell and change story <p>"The Country and City Mouse" • "El ratón de campo y el ratón de la ciudad" listening story</p> <ul style="list-style-type: none"> Compare the city mouse and the country mouse Discuss the abundant feast <p>"Little Red Hen" • "La gallinita roja" story folder</p> <ul style="list-style-type: none"> Shared reading Develop vocabulary 		<ul style="list-style-type: none"> Imagine creative hamburgers Notice /h/ at the beginning of words <p>Centers</p> <ul style="list-style-type: none"> Creativity Station - Draw a hamburger ABC - Make play dough hamburger patties Language and Literacy - Sort rhyming objects <p><i>Food Around the World • Comidas de todo el mundo</i></p> <ul style="list-style-type: none"> Discuss different proteins and how they are prepared for eating Focus on nuts <p>"Food Nursery Rhymes" • "Rimas infantiles en torno a la comida" story folder</p> <ul style="list-style-type: none"> Read and recite rhymes Listen for rhyming words 		<ul style="list-style-type: none"> Read environmental print Vote for favorite fast-food snack <p>Centers</p> <ul style="list-style-type: none"> Writer's Corner - Use magnetic letters to copy words Construction - Build fast-food restaurants Library and Listening - Listen to story <p>"Candy Land Journey" • "Diario del país del dulce" action story</p> <ul style="list-style-type: none"> Discuss the importance of eating nutritious foods Recognize letters c and d <p><i>Food Around the World • Comidas de todo el mundo</i></p> <ul style="list-style-type: none"> Categorize foods Discuss fast food 		<ul style="list-style-type: none"> Discuss importance of drinking water Work with rhyming words <p>Centers</p> <ul style="list-style-type: none"> Writer's Corner - Draw foods and give oral descriptions Sensory Table - Fill bottles with water Language and Literacy - Retell nursery rhymes with props <p><i>Food Around the World • Comidas de todo el mundo</i></p> <ul style="list-style-type: none"> Review photos of foods List many other different foods <p>"Jack and Jill" • "Juan y Josefina" Nursery Rhyme • Cuentos infantiles flip chart</p> <ul style="list-style-type: none"> Develop vocabulary Notice rhyming words

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Weekly Learning Centers	<ul style="list-style-type: none"> • Pretend and Learn - Set up a fruit and vegetable stand • Fine Motor - Use tweezers to move apple seeds from one container to another container • Construction - Make collages on boxes with pictures of fruits and vegetables for food pyramid 	<ul style="list-style-type: none"> • Pretend and Learn - Add dairy and grain products and begin grocery store • Fine Motor - Use tweezers to move the beads into cupcake holders • Construction - Make collages on boxes with pictures of grains and dairy products for food pyramid 	<ul style="list-style-type: none"> • Pretend and Learn - Add canned foods and pretend meat to the grocery store • Fine Motor - Use tweezers to place the "pickles" on a bun (circle of brown construction paper) • Construction - Make collages on boxes with pictures of meats and beans for food pyramid 	<ul style="list-style-type: none"> • Pretend and Learn - Set up a fast food restaurant • Fine Motor - Move candy from one bowl to the other using tweezers • Construction - Build a sculpture using fast-food containers and napkins 	<ul style="list-style-type: none"> • Pretend and Learn - Practice pouring water and cleaning up spills • Fine Motor - Transfer water using a sponge and an eyedropper • Construction - Build a well
Math and Science	<ul style="list-style-type: none"> • Investigate a pyramid shape • Compare ovals and circles <p>Centers</p> <ul style="list-style-type: none"> • Creativity Station - Make apple shapes with Wikki Stix™ • Math - Match blocks to food items (three-dimensional shapes) 	<ul style="list-style-type: none"> • Learn about triangles • Develop concept of diagonal and horizontal <p>Centers</p> <ul style="list-style-type: none"> • Creativity Station - Make horizontal and diagonal cuts • Math - Follow rebus recipe to make a cheese sandwich 	<ul style="list-style-type: none"> • Develop concept of three-dimensional shapes using food as models <p>Centers</p> <ul style="list-style-type: none"> • Sensory Table - Make play dough shapes • Science - Make food pyramids 	<ul style="list-style-type: none"> • Create hexagonal shapes with pattern blocks <p>Centers</p> <ul style="list-style-type: none"> • Math - Recreate hexagonal shapes with pattern blocks • Sensory Table - Create patterns by twirling two colored strips 	<ul style="list-style-type: none"> • Observe properties of liquid • Introduce three-dimensional shapes <p>Centers</p> <ul style="list-style-type: none"> • Creativity Station - Trace and paint shapes • Science - Observe melting ice cubes
Character Education	<p>PATHS: <u>Twiggle Learns to do Turtle Part 2</u>- Review Part 1 of the story. What had made Twiggle mad and how did he react? Read Part 2. How did Twiggle learn to solve his problems when he is angry?</p>	<p>Smartboard: Work together as a class to pick an activity to do on the Smartboard</p>	<p>PATHS: <u>Twiggle Learns to do Turtle Part 2</u>-Teach Children "Remember Turtle" song.. After teaching children the song, have them practice doing turtle by giving them situations that would upset them.</p>	<p>Character Ed: Fairness: Review the difference between fair and equal. Play a game on ABCmouse. Give a few children extra turns. Ask if that is fair? Have them come up with ways of making playing on the smartboard fair</p>	<p>Social Studies: <u>Beethoven's Birthday</u>. Read a short synopsis of his life. Discuss what it means to be deaf and how amazing it was that he was still able to compose music without hearing. Listen to a few on his compositions.</p>
Closing Circle	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection
Outdoor Learning	<ul style="list-style-type: none"> • Toss watermelon seeds into cups 	<ul style="list-style-type: none"> • Plant a fall garden in pots or in old tires 	<ul style="list-style-type: none"> • Serve snack or lunch outdoors 	<ul style="list-style-type: none"> • Provide props (hat, apron, ice cream cartons, snow-cone cups, music box, signage) to add to the bicycles to make them pretend ice-cream trucks 	<ul style="list-style-type: none"> • Provide watering cans, and let the children water the outdoor plants

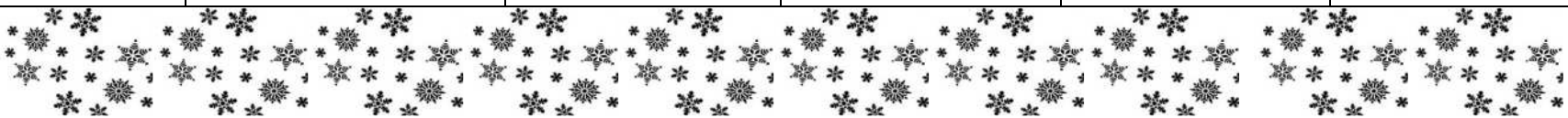
LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
<p>Learning Goals</p>	<ul style="list-style-type: none"> • Is aware of where own body is in space, respects personal boundaries • Uses a wide variety of words to label and describe people, places, things, and actions • Recognizes at least 20 letter sounds • Uses category labels to understand how the words or objects relate to each other • Identifies similarities and differences in characteristics of families • Identifies good habits of nutrition and exercise • Describes life cycles of organisms • Names common shapes • Creates shapes • Slides, flips, and turns shapes to demonstrate that the shapes remain the same • Describes, observes, and investigates properties and characteristics of common objects • Investigates and describes position and motion of objects • Uses category labels to understand how the words and objects relate to each other 	<ul style="list-style-type: none"> • Shows understanding by following two-step oral directions and usually follows three-step directions • Recognizes at least 20 letter sounds • Sustains attention to personally chosen or routine tasks until they are completed • Uses a large speaking vocabulary, adding several new words daily • Uses category labels to understand how the words and objects relate to each other • Asks and answers appropriate questions about the book • Retells or reenacts a story after it is read aloud • Creates or re-creates stories, moods, or experiences through dramatic representations • Names common shapes • Creates shapes • Collects data and organizes it in a graphic representation • Identifies good habits of nutrition and exercise • Uses a wide variety of words to label and describe people, places, things, and actions 	<ul style="list-style-type: none"> • Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal • Recognizes at least 20 letter sounds • Uses some appropriate writing conventions when writing or giving dictation • Identifies similarities and differences in characteristics of families • Recognizes at least 20 letter sounds • Produces a word that rhymes with a given word • Identifies good habits of nutrition and exercise • Uses a large speaking vocabulary, adding several new words daily • Produces a word that begins with the same sound as a given pair of words • Creates shapes • Collects data and organizes it in a graphic representation • Engages in voting as a method for group decision making • Demonstrates that all people need food, clothing, and shelter • Discusses the roles and responsibilities of community workers • Provides appropriate information for various situations 	<ul style="list-style-type: none"> • Demonstrates empathy and caring for other • Identifies good habits of nutrition and exercise • Produces a word that begins with the same sound as a given pair of words • Identifies good habits of nutrition and exercise • Names at least 20 upper- and at least 20 lowercase letters • Uses a wide variety of words to label and describe people, places, things, and actions • Engages in voting as a method for group decision-making • Recognizes at least 20 letter sounds • Names common shapes • Creates shapes • Demonstrates use of location words • Shows understanding by responding appropriately • Participates in classroom music activities 	<ul style="list-style-type: none"> • Begins to understand difference and connection between <i>feelings</i> and <i>behaviors</i> • Recognizes, observes, and discusses the relationship of organisms to their environments • Responds to different musical styles through movement and play • Demonstrates that all people need food, clothing, and shelter • Identifies good habits of nutrition and exercise • Produce a word that rhymes with a given word • Recognizes at least 20 letter sounds • Names common shapes • Recognizes how much can be placed within an object • Identifies, compares, discusses earth materials and their properties and use • Identifies and describes the characteristics of organisms

Preschool Lesson Plan

Theme: Holiday Celebrations Week One

Week: December 17th-21st

	Monday	Tuesday	Wednesday	Thursday	Friday
Circle Time	<p>Morning Message- “Hanukkah lasts for 8 nights” Demo- Review the calming strategy “Balloon”. Connect- Use Fanny Frog to implement Absent Child Ritual (p.170) Commit- Implement Daily Commitment Ritual.</p>	<p>Morning Message- “Dreidel is a fun game” Demo- Review the calming strategy “STAR”. Connect- Use Fanny Frog to implement Absent Child Ritual (p.170) Commit- Implement Daily Commitment Ritual.</p>	<p>Morning Message- “Christmas is celebrated on December 25th.” Demo- Review the calming strategy “Balloon”. Connect- Use Fanny Frog to implement Absent Child Ritual (p.170) Commit- Implement Daily Commitment Ritual.</p>	<p>Morning Message- “Santa visits on Christmas.” Demo- Review the calming strategy “STAR”. Connect- Use Fanny Frog to implement Absent Child Ritual (p.170) Commit- Implement Daily Commitment Ritual.</p>	<p>Morning Message- “Merry Christmas!” Demo- Review the calming strategy “Balloon”. Connect- Use Fanny Frog to implement Absent Child Ritual (p.170) Commit- Implement Daily Commitment Ritual.</p>
Coconut Theatre Phonics	<p>Read “On The First Night Of Chanukah” and “A Blue’s Clues Chanukah” and a short story of the reason for Hanukkah. Discuss how and why the holiday is celebrated</p>	<p>Read “My Two Holidays” and “Hanukkah Oh Hanukkah” Teach the children how to play Dreidel using real dreidels!</p>	<p>G2/G3: read “A Winnie the Pooh Christmas Wish” CP/TK read “Donald’s Christmas Gift” Have the children draw a picture of what they want to give a friend for Christmas</p>	<p>Read “Click, Clack, Ho! Ho! Ho!” Create a fun Santa craft!</p>	<p>Read “What Santa Can’t Do” and excerpts from “Christmas Around the World” Compare how other countries celebrate Christmas</p>
Kreme TV/ Social Studies	<p>PATHS: Turtle Technique Review: Reread “Twiggle Learns to Do Turtle.” Give children different upsetting scenarios to help them practice implementing turtle technique</p>	<p>Values and Virtues: Confidence- having a feeling or belief that you can do something well or succeed at something. Read “I Like Me” How does the character show her confidence?</p>	<p>PATHS: Turtle Technique Review: Pick children to reenact parts of “Twiggle Learns to Do Turtle”</p>	<p>Social Studies: Winter Solstice- Discuss with the children their favorite winter activities. Create a snowman craft!</p>	<p>ABCmouse: Let the children pick the group activity they would like to do on the Smartboard</p>




Preschool Lesson Plan

Theme: Holiday Celebrations Week Two

Week: December 25th-29th

	Monday	Tuesday	Wednesday	Thursday	Friday
Circle Time / Letter Concentration	Crème is closed	Crème is closed	<p>Morning Message- "Kwanzaa celebrates 7 principles." Demo- Review the calming strategy "Balloon". Connect- Use Fanny Frog to implement Absent Child Ritual (p.170) Commit- Implement Daily Commitment Ritual.</p>	<p>Morning Message- "Next year will be 2019." Demo- Review the calming strategy "STAR". Connect- Use Fanny Frog to implement Absent Child Ritual (p.170) Commit- Implement Daily Commitment Ritual.</p>	<p>Morning Message- "Happy New Year!" Demo- Review the calming strategy "Balloon". Connect- Use Fanny Frog to implement Absent Child Ritual (p.170) Commit- Implement Daily Commitment Ritual.</p>
Coconut Theatre Phonics	Crème is closed	Crème is closed	<p>Read "Seven Days of Kwanzaa. Decorate a Kinara (candle holder) to help celebrate Kwanzaa</p>	<p>Discuss what New Years is, what year it will be and how everyone is going to celebrate. Decorate a New Year's hat</p>	<p>Discuss what it means to make a resolution. Create a New Year's Resolution Project!</p>
Kreme TV / Social Studies	Crème is closed	Crème is closed	<p>PATHS: Appropriate Turtle I: Conduct the lesson. Use the pictures to help decide when children should use the turtle technique</p>	<p>Values and Virtues: Confidence- Read "A Color of His Own" Discuss how the Chameleon finds the confidence in the end to enjoy his colors</p>	<p>ABCmouse: Let the children pick the group activity they would like to do on the Smartboard</p>



Lesson Plans for Choices • Decisiones - Healthy Habits (Week 3)					Date	Dec. 31-Jan 4	Teacher
Wonderful Word	<i>habit, hábito</i>	Character Education	Fairness, <i>Justicia</i> Confidence, <i>Confianza</i>	Technology		Math-What Comes Next?; Words Words Words	
Literacy	Oral Language, Vocabulary		Letter Knowledge	English-P, p, L, I, R, r Spanish-P, p, L, I, R, r	Math	Measurement–Time	
English Vocabulary	active, after, alert, bedtime, before, confidence daytime during, etiquette, exercise fair, habit, manners, nighttime, respect, routine						
Spanish Vocabulary	activo, después, alerta, hora de irse a dormir, antes, confianza, día, durante, etiqueta, ejercicio justo, hábito, modales, noche, respeto, rutina						
LESSON COMPONENTS		Day 1	Day 2	Day 3	Day 4		
Greeting Circle	Crème is Closed for New Years	<ul style="list-style-type: none"> • Morning Message: <i>Kylie and Riley exercise while they play</i>. Unite- Sing "Head Shoulders Knees and toes" (p.188) Demo- Point out the reducing stress is also a healthy habit that we choose for our body. Have children choose a calming strategy. Connect- Sing "Get Ready" (p.177) Review the words and then the movement that accompany the song. Commit- Implement the Safe Keeper Ritual. 	<ul style="list-style-type: none"> • Morning Message: <i>My grandmother grows pansies, petunias, lilies, and roses</i>. Unite- Invite the children to do the stretching exercise "Stretch to the Window" (p.198). Demo- Play "S.T.A.R." Review the movements (p.177). Connect- Review "Three Nice Mice" (p.173). Commit- Use Fanny Frog to help implement the Safe Keeper Ritual. 	<ul style="list-style-type: none"> • Morning Message: Respect my friends. Listen to the teacher. Pass the paper, please. Unite- Sing "Sign Along with Me" Discuss manners. Demo: Play "Shubert Shuffle" (It Starts in the Heart CD) Connect: Invite children to select a partner to greet. have the children ask their partner to choose a greeting they would like to receive (pinky hug, handshake, hug). Commit: Implement the daily commitment ritual. 	<ul style="list-style-type: none"> • Morning Message: <i>Doctors listen to our lungs. Doctors check our reflexes</i>. Unite- Sing "This is the Way We Brush Our Teeth" (p.195). Demo- Invite the children to choose a calming strategy (p.168-169). Connect- Review "On You Face" (p.172). Commit- Implement the Safe Keeper Ritual. 		
Moving and Learning		"Wiggle, Jiggle, Giggle" song and dance	Create a new patty-cake pattern	"Peanut Butter and Jelly" • "Mantequilla de cacahuete y mermelada" song	"Dr. Knicker Bocker" action song		
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)	Crème is Closed for New Years 	Centers <ul style="list-style-type: none"> • Fine Motor-Pick up buttons with your toes race • Hand Writing-P p, L I, R r • Gross Motor-Practice exercises • Discuss benefits of exercise "Kylie and Riley" • "Tita y Rita" action story <ul style="list-style-type: none"> • Participate in story action • Develop concept of exercise <i>Five Huge Dinosaurs • Cinco enormes dinosaurios</i> <ul style="list-style-type: none"> • Explore different ways to move • Interesting movement words 	Centers <ul style="list-style-type: none"> • Creativity Station-Draw favorite activities • Gross Motor Area-Practice yoga strategies • Library and Listening-Read books with relaxing music in background • Hand Writing-P p, L I, R r <i>Shubert is a S.T.A.R.</i> <ul style="list-style-type: none"> • Learn three calming strategies • Practice S.T.A.R. strategy "My Grandmother's Garden" • "El jardín de mi abuelita" listening story <ul style="list-style-type: none"> • Participate appropriately in storytelling • Find and name l, p, and r in vocabulary words 	<ul style="list-style-type: none"> • List inappropriate behaviors • Restate these behaviors as positive rules Centers <ul style="list-style-type: none"> • Pretend and Learn-Pretend to serve and eat a meal • Creativity Station-Illustrate good manners • Describe a <i>sloober</i> <i>A to Z Ps and Qs • Buenos modales de la A a la Z</i> <ul style="list-style-type: none"> • Introduce idea of manners • Listen for /p/, /l/, and /r/ <i>A to Z Ps and Qs • Buenos modales de la A a la Z</i> <ul style="list-style-type: none"> • Discuss how using manners can build confidence • Generate examples of good manners 	Centers <ul style="list-style-type: none"> • Discuss children's experiences with doctors, nurses, and dentists • Language and Literacy-Sequence pictures of brushing teeth and visiting a doctor • Hand Writing-P p, L I, R r "Five Little Monkeys" • "Cinco Monitas" action rhyme <ul style="list-style-type: none"> • Role-play rhyme • Consider monkey's choices—were they safe? <i>Neighborhood Helpers • Ayudantes del vecindario</i> <ul style="list-style-type: none"> • Introduce doctor, nurse, and dentist • Consider healthy <i>habits</i> 		

LESSON COMPONENTS		Day 1	Day 2	Day 3	Day 4
Weekly Learning Centers		<ul style="list-style-type: none"> • Fine Motor-Use a sponge to move water from one bowl to another • Math-Make up a pattern of exercises (two jumping jacks, three toe touches, two jumping jacks...) • Pretend and Learn-Create a morning exercise routine 	<ul style="list-style-type: none"> • Fine Motor- Invite the children to draw a picture of something they do just for fun • Math-Count breaths using a sand timer • Pretend and Learn-Use a tub of water, soap and sponges to discuss how the feel and sound of water can relieve stress 	<ul style="list-style-type: none"> • Fine Motor-Play a game or build a Lego™ house with a friend • Math-Play Pass the Number Please • Pretend and Learn-Set the table and sit down to a pretend dinner 	<ul style="list-style-type: none"> • Fine Motor-Place in order the <i>Teeth Brushing</i> sequence cards and <i>Hand Washing</i> sequence cards • Math-Experiment with weight and height • Pretend and Learn-Provide props for a doctor's office
Math and Science	<h2 style="text-align: center;">Crème is Closed for New Years</h2>	<ul style="list-style-type: none"> • Introduce day-night cycle • Create a pattern <p>Centers</p> <ul style="list-style-type: none"> • Fine Motor-Arrange cutouts to show day-night pattern • Math-Copy a pattern using connecting cubes 	<ul style="list-style-type: none"> • Introduce vocabulary <i>before, during, and after</i> • Create timeline of school day events <p>Centers</p> <ul style="list-style-type: none"> • Gross Motor Area-Experience changes in heartbeat <i>before</i> and <i>after</i> exercise • Science-Sequence events in daily routine 	<ul style="list-style-type: none"> • Compare passage of time (analog clock, sand timer) • Time a simple task <p>Centers</p> <ul style="list-style-type: none"> • Sensory Table-Measure how much water is squeezed from a sponge into a container in one minute • Sort numerals that come <i>before</i> and <i>after</i> a given number 	<ul style="list-style-type: none"> • Introduce calendar and months of the year <p>Centers</p> <ul style="list-style-type: none"> • Creativity Station-Make a birthday calendar • Math-Match numerals
Character Education		<p>PATHS: Appropriate Turtle II: Discuss with the PATHS puppets what it means to have appropriate reactions. Use the pictures to discuss appropriate reactions to different situations. Continue practice doing "Turtle" to help us calm down</p>	<p>Character Ed: Loyalty and commitment to a friend: being honest and a good friend ALL the time. Read "Pumpkin Soup" Discuss whether the friends were being loyal good friend the whole time or not</p>	<p>PATHS: Appropriate Turtle II: Play Twiggle Hot Potato. Pass the Twiggle puppet around in a circle. When the teacher says stop, the child holding Twiggle must demonstrate the "Turtle" technique</p>	<p>Character Ed:Loyalty and Commitment to friends. Review "Pumpkin Soup" from Wednesday. Make "classroom soup". Have the children work together to list ways that we can show that we loyal, good friends ALL the time. Wrtie them on a piece of paper and add them to the "soup" cauldron. Have the children help "mix" the soup, while reiterating ways to be a loyal friend.</p>
Closing Circle		<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection
Outdoor Learning		<ul style="list-style-type: none"> • Remind the children about endurance exercises. Encourage them to play a game of keep-away with the ball. Point out that this activity is an endurance activity. The running increases their heart 	<ul style="list-style-type: none"> • Have children lie on their backs and watch the clouds. Point out that being quiet and being fully present with nature can be an effective way to relax and reduce stress. 	<ul style="list-style-type: none"> • Play Mother, May I, ...? • Mamá, puedo. (p. 200) 	<ul style="list-style-type: none"> • Play The Doctor Says • El médico dice as you would play Simon Says

LESSON COMPONENTS		Day 1	Day 2	Day 3	Day 4
<p>Learning Goals</p>		<ul style="list-style-type: none"> • Begins to understand difference and connection between <i>feelings</i> and <i>behaviors</i> • Practices good habits of personal safety • Recognizes and creates patterns • Demonstrates an understanding that others have perspectives and feelings that are different from her own • Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary • Recognizes at least 20 letter sounds • Is aware of where own body is in space, respects personal boundaries • Identifies good habits of nutrition and exercise • Demonstrates use of location words • Uses language to describe concepts associated with the passing of time • Organizes their life around events, time, and routines • Coordinates sequence of movements to perform tasks • Identifies and describes the characteristics of organisms 	<ul style="list-style-type: none"> • Begins to have meaningful friends • Shows competence in initiating social interactions • Recognizes at least 20 letter sounds • Demonstrates understanding in a variety of ways or knowing the meaning of three to four thousand words, many more than he or she uses • Assumes various roles and responsibilities as part of a classroom community • Regulates his own behavior with occasional reminders or assistance from teacher • Shows understanding by responding appropriately • Recognizes one-digit numerals 0 through 9 • Uses language to describe concepts associated with the passing of time • Sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Initiates problem-solving strategies and seeks adult help when necessary 	<ul style="list-style-type: none"> • Practices good habits of personal health and hygiene • Participates in classroom music activities • Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary • Creates or re-creates stories, moods, or experiences through dramatic representations • Retells or reenacts a story after it is read aloud • Discusses the roles and responsibilities of community workers • Organizes their life around events, time, and routines • Counts up to ten items, and demonstrates that the last count indicates how many items were counted • Recognizes one-digit numerals 0 through 9 • Uses language to describe concepts associated with the passing of time • Practices good habits of personal safety • Provides appropriate information for various situations • Is able to use language for different purposes 	<ul style="list-style-type: none"> • Identifies good habits of nutrition and exercise • Coordinates sequence of movements to perform tasks • Recognizes at least 20 letter sounds • Provides appropriate information for various situations • Uses category labels to understand how the words and objects relate to each other • Demonstrates understanding in a variety of ways or knowing the meaning of three to four thousand words • Counts up to ten items, and demonstrates that the last count indicates how many items were counted • Uses language to describe concepts associated with the passing of time • Recognizes and creates patterns • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Asks and answers appropriate questions about the book

Lesson Plans for Choices • Decisiones - Problem Solving (Week 4)				Date	Jan.7th-11th	Teacher	
Wonderful Word	<i>options, opciones</i>	Character Education	Fairness, <i>Justicia</i> Confidence, <i>Confianza</i>	Technology	ABC and XYZ; Reading Buddy		
Literacy	Problem Solving, Oral Language		Letter Knowledge	English-J, j, K, k, V, v Spanish-J, j, K, k, V, v	Math	Comparing Sets, One-to-One Correspondence	
English Vocabulary	attitude, cooperate, determined, equal, fair, fewer, greater, numeral, opportunity, options, persistent, problem solving, slowpoke, solutions, trial and error, water spout						
Spanish Vocabulary	<i>actitud, colaborar, determinado, igual, justo, menos, más, numeral, oportunidad, opciones, persistente, resolución de problemas, tortuga, soluciones, ensayo y error, canalón</i>						
LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5		
Greeting Circle	Morning Message -Let's jump into problem solving. " Unite - Teach the children "There's a Hole in My Bucket" (p.194). Demo - Invite children to choose a calming strategy (p.168-169). Connect - Recite "there Was An Old Woman Who Lived in a Shoe" (p.196) Commit - Implement the Safe Keeper Ritual.	Morning Message -We look for viable options to our problems." Unite - Sing "Humpty Dumpty" (p171) Demo - Invite the children to choose a calming strategy (p.168-169). Connect - Teach the children the words and movements to "Friendship Chant" (p.175). Commit - Implement the Safe Keeper Ritual.	Morning Message - "Justin used trail and error." Unite - Sing a few verses of "There's a Hole in My Bucket" (p.194). Demo - Invite the children to choose a calming strategy (p.168-169). Connect - Play "That's Was helpful" (p.180) Commit - Implement the Safe Keeper Ritual.	Morning Message - "Kids keep working!" Unite - Sing "Itsy Bitsy Spider" (p.192). Demo - Encourage children to choose a calming strategy and perform it. Connect - Play "I wish You Well" (p.178). Commit - Implement the Safe Keeper Ritual.	Morning Message - "We value cooperation." Unite - Sing "The More We Work Together" (p186). Demo - Invite the children to choose a calming strategy (p.168-169). Connect - Use Fanny Frog to help implement the Absent Child Ritual. Commit - Implement the Safe Keeper Ritual.		
Moving and Learning	"It Starts in the Heart" • "Nace en el corazón" action song	Hula-hoop challenges	Cooperative Musical Circle • Círculos musicales de colaboración game	"Itsy Bitsy Spider" action song	Cooperative "Humpty Dumpty" • "El Sr. Huevito" stunt		
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)	Centers • ABC-J, K, V • Language and Literacy-Retell the story of "Forest Friends" • Library and Listening-Listen to read-aloud story <i>Charlie Chipmunk's Thoughtful Choices</i> • <i>Las decisiones consideradas de Carlitos</i> • Identify problems that Charlie solves • Think of ways to solve similar classroom problems "Forest Friends" • "Los amigos del bosque" story folder • Read to see how Little Bear solves a problem • Develop vocabulary: <i>push</i> and <i>pull</i>	Centers • ABC-J, K, V • Language and Literacy-Retell story of "Henny Penny" • Library and Listening-Listen to <i>Little Red</i> • <i>Gorrita Roja</i> "Henny Penny" • "La gallina Tina" story folder • Consider story problems and solutions • Listen for rhyming <i>Little Red</i> • <i>Gorrita Roja</i> • Notice how Little Red used her senses to solve problems	Centers • ABC-J, K, V • Science-Use tools to separate materials • Gross Motor Area-Order children from tallest to shortest, shortest to tallest "My Aunt Violet" • "Mi tía Violeta" story folder • Analyze ways to solve Aunt Violet's packing problems • Apply strategies to classroom problem <i>Shubert's Big Voice</i> • Identify Shubert's problem • Consider possible options	Centers • ABC-Copy word with magnetic letters • Gross Motor Area-Sequence movement cards and then move • Language and Literacy-Retell the story of Itsy Bitsy Spider "Tortoise and the Hare" • La tortuga y la liebre" listening story • Develop the concept of persistence • Role-play the story "Itsy Bitsy Spider" • "La araña chiquitita" story folder • Identify the spider's problem • Recall persistent story characters	Centers • ABC-Copy word with magnetic letters • Creativity Station-Create a cooperative mural. (Use material <i>Charlie Chipmunk's Thoughtful Choices</i> • <i>Las decisiones consideradas de Carlitos</i> • Develop concept of choice • Talk about Charlie's fair choices "Little Red Hen" • "La gallinita roja" story folder • Identify Little Red Hen's problem • Develop concept of cooperation		

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Weekly Learning Centers	<ul style="list-style-type: none"> • Fine Motor-Use different tools to move birdseeds into a bowl • Construction-Build a home for Fanny Frog • Science-Move water between two bowls using different tools 	<ul style="list-style-type: none"> • Fine Motor-Create a one-to-one correspondence using math manipulative and the fingers on the right hand • Construction-Continue building Fanny's house adding items • Science-Experiment with sand using different sizes of funnels 	<ul style="list-style-type: none"> • Fine Motor-Work puzzles using the backs of the pieces • Construction-Continue building Fanny's house adding items • Science-Make a nail dance inside a bottle of water using a magnet 	<ul style="list-style-type: none"> • Fine Motor-Teach children how to finger crochet • Construction-Continue building Fanny's house adding items • Science-Match aromas using smell puffs 	<ul style="list-style-type: none"> • Fine Motor-Cover an underwater picture with attribute buttons • Construction-Continue building Fanny's house adding items • Science-Scavenger hunt
Math and Science	<ul style="list-style-type: none"> • Use cookie models to develop concept of more and less <p>Centers</p> <ul style="list-style-type: none"> • Fine Motor-Match a set of nuts and bolts • Math-Compare number of cubes to see who has more 	<ul style="list-style-type: none"> • Create a hexagon with pattern blocks • Compare number of blocks used to make shapes <p>Centers</p> <ul style="list-style-type: none"> • Math-Blow and count bubbles • Science-Compare the number of frogs needed to fill a cup 	<ul style="list-style-type: none"> • Use one-to-one correspondence to match sets of straws and cups <p>Centers</p> <ul style="list-style-type: none"> • Science-Blow and count bubbles • Math-Match cards representing the same number 	<ul style="list-style-type: none"> • Practice counting • Introduce number line <p>Centers</p> <ul style="list-style-type: none"> • Math-Make a numeral collage • Science-Sort items using sense of touch 	<ul style="list-style-type: none"> • Compare sets of cubes using one-to-one correspondence and counting <p>Centers</p> <ul style="list-style-type: none"> • Gross Motor Area-Play Cooperative Fill the Cup • Llenar el vaso en equipo • Math-Compare sets of cubes
Character Education	<p>PATHS: <u>Calm or Relaxed</u>- Discuss with the PATHS puppets what it means to feel "calm" or "relax" . Have the puppets provide examples of different reasons for feeling calm or relaxed.</p>	<p>Character ED: <u>Commitment and Loyalty</u> Review what it means to be committed and loyal to people and things. How can we be committed to objects? Read the "Carrot Seed" and discuss how the little boy showed commitment to his plant. What happened because he stayed loyal?</p>	<p>PATHS: Review briefly the definition of "calm" or "relaxed". Ask children what things relax them or help them to calm down. Complete a childrens yoga activity on the Smartboard.</p>	<p>Character Ed: <u>Commitment</u>- Read "The Little Engine That Could" . How was the train committed to his duties? If he gave up, would he still be considered committed?</p>	<p>Social Studies: <u>National Book Month</u>- Talk to the children why books are important. They help us learn, grow and have fun! Let the children create a fun bookmark while they listen to stories on ABCMouse</p>
Closing Circle	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection
Outdoor Learning	<ul style="list-style-type: none"> • Encourage children to experiment with holding a large ball in different positions and tossing it into a box. 	<ul style="list-style-type: none"> • See how long children can keep a ball bouncing in the middle of the parachute. Gather ideas prior to starting the game. Stop and assess from time to time. 	<ul style="list-style-type: none"> • Play Knots • Los nudos. (p. 199). 	<ul style="list-style-type: none"> • Hang a Hula-hoop™ from a tree. Invite children to attempt to toss a Frisbee™ through the hoop. Encourage them to be persistent. Have Tortoise-and-Hare Races. Have two children race from a start to a finish line, using different movements. 	<ul style="list-style-type: none"> • Play River Crossing • Jueguen a cruzando el río (p. 199).

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
<p>Learning Goals</p>	<ul style="list-style-type: none"> • Is aware of own feelings most of the time • Shows understanding by responding appropriately • Recognizes at least 20 letter sounds • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Demonstrates understanding in a variety of ways or knowing the meaning of three to four thousand words, many more than he or she uses • Uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order • Engages in voting as a method for group decision making • Initiates problem-solving strategies and seeks adult help when necessary • Shows initiative in independent situations and persists in attempting to solve problems • Counts one to ten items, with one count per item • Counts up to ten items and demonstrates that the last count indicates how many items were counted • Uses informal strategies to share or divide up to ten items equally • Participates in classroom music activities• Shows control of tasks that require small-muscle strength and control • Responds to different musical styles through movement and play 	<ul style="list-style-type: none"> • Demonstrates coordination and balance in isolation • Begins to have meaningful friends • Initiates problem-solving strategies and seeks adult help when necessary • Describes, observes, and investigates properties and characteristics of common objects • Uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement • Recognizes how much can be placed within an object • Counts one to ten items, with one count per item • Counts up to 10 items, and demonstrates that the last count indicates how many items were counted • Collects data and organizes it in a graphic representation • Practices good habits of personal safety • Is aware of where own body is in space, respects personal boundaries • Sustains attention to personally chosen or routine tasks until they are completed 	<ul style="list-style-type: none"> • Begins to understand difference and connection between <i>feelings</i> and <i>behaviors</i> • Responds to different musical styles through movement and play • Recognizes at least 20 letter sounds • Shows initiative in independent situations and persists in attempting to solve problems • Combines words to make a compound word • Uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order • Asks and answers appropriate questions about the book • Counts one to ten items, with one count per item • Counts up to ten items, and demonstrates that the last count indicates how many items were counted • Practices good habits of personal health and hygiene • Describes, observes, and investigates properties and characteristics of common objects • Investigates and describes position and motion of objects • Identifies, compares, discusses earth materials and their properties and uses 	<ul style="list-style-type: none"> • Sustains attention to personally chosen or routine tasks until they are completed • Demonstrates empathy and caring for others • Produces the correct sounds for at least ten letters • Retells or reenacts a story after it is read aloud • Uses category labels to understand how the words/objects relate to each other • Remains focused on engaging group activities for about 20 minutes at a time • Coordinates sequence of movements to perform tasks • Uses words to rote count from 1 to 30. • Counts up to 10 items, and demonstrates that the last count indicates how many items were counted • Recognizes one-digit numerals 0 through 9 • Uses art as a form of creative self-expression and representation • Uses some appropriate writing conventions when writing or giving dictation 	<ul style="list-style-type: none"> • Demonstrates coordination and balance in isolation • Shows competence in initiating social interactions • Initiates problem-solving strategies and seeks adult help when necessary • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Asks and answers appropriate questions about the book • Assumes various roles and responsibilities as part of a classroom community. • Demonstrates empathy and caring for others • Takes care of and manages classroom materials • Counts 1 to 10 items, with one count per item • Counts up to 10 items, and demonstrates that the last count indicates how many items were counted • Recognizes and creates patterns • Provides appropriate information for various situations • Demonstrates knowledge of verbal conversational rules • Uses some appropriate writing conventions when writing or giving dictation