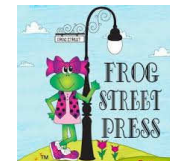
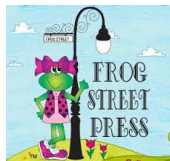


Open Court Lesson Plan

Theme: Holiday Celebrations Christmas Class: TK Week: December 17-21, 2018

Day of the Week	Calendar Circle Time	Language Arts	Phonics Sounds & Letters	Handwriting	Math Operations	Social Studies/ Science Values & Virtues	Reading & Responding
Monday	Warming Up Find the Rhyme OBJ: Identify and produce rhyming words	Review Action Words Obj: learn elements to writing	Review beginning sounds Obj: develop relationships between letters and words	Lowercase Review HWT Journal OBJ: Improve fine motor skills	Subtraction Review Obj. Review subtracting from 20	Holiday Tree Obj: Express themselves through art	Wake up Santa Obj: Improve comprehension skills
Tuesday	Warming Up First Middle or Last Game OBJ: Understand and follow simple directions	Review words that name Obj: learn elements to writing	Review beginning sounds Obj: develop relationships between letters and words	Lowercase Review HWT Journal OBJ: Improve fine motor skills	Subtraction Review Obj. Review subtracting from 20	Gingerbread Man Obj: Express themselves through art	“he Gingerbread Man Obj: Improve comprehension skills
Wednesday	Warming Up Bus Stop Game OBJ: Review long vowel sounds	Review words that name Obj: learn elements to writing	Review ending sounds Obj: develop relationships between letters and words	Lowercase Review HWT Journal OBJ: Improve fine motor skills	Subtraction Review Obj. Review subtracting from 20	Holiday thank-you cards P.65 A&C Obj: cognitive thinking	he Gingerbread Man Obj: Improve comprehension skills
Thursday	Warming Up Bus Stop Game T OBJ: Review long vowel sounds	Review capital letters Obj: learn elements to writing	Review ending sounds Obj: develop relationships between letters and words	Lowercase Review HWT Journal OBJ: Improve fine motor skills	Subtraction Review Obj. Review subtracting from 20	Holiday Ornament Obj: Express themselves through art	Read “Santa’s toy shop” Obj: Improve comprehension skills
Friday	Warming Up What’s Wrong? T222 OBJ: Detect changes in word order in print	Review sentence types Obj: learn elements to writing	Review ending sounds Obj: develop relationships between letters and words	Lowercase Review HWT Journal OBJ: Improve fine motor skills	Subtraction Review Obj. Review subtracting from 20	Letter to Santa Obj: cognitive thinking	Read “The smallest Elf” Obj: Improve comprehension skills



Toddler Club Program

Lesson Plan for Colors (Week 2) Red and Orange	Date: Dec 17-21 2018
Objectives: This week children will learn about the colors red and orange. Max will wear both colors throughout the week.	Parents as Partners: Send home parents as partners card # 18
English Vocabulary: red, apple, strawberry, wagon, oranges, orange	Spanish Vocabulary: rojo, manzana, fresa, carretilla, naranjas, anaranjado

American Sign Language (ASL): *red, apple, strawberry, wagon, oranges, orange*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Starting the Day	<p>Unite: Sing the Color song (Frog Street sing-along songs) and discuss the colors RED and ORANGE. Calm: Invite children to pretend they are holding big red balloons as they perform the breathing exercise called <i>balloon</i>. Connect: Build Community: Remind children they are safe and pass around the Safe keepers Box. When all the photos are inside, place the lid on the box and say: <i>We are all safe here.</i></p>	<p>Unite: Sing the Colors song and discuss the color RED. Calm: Invite children to hold a red soft calming cloth as they gently rub the cloth and breathe slowly making a low blowing air out sound. Connect: Build Community: Remind children they are safe and pass around the Safe keepers Box. When all the photos are inside, place the lid on the box and say: <i>We are all safe here.</i></p>	<p>Unite: Sing the Color song (Frog Street sing-along songs) and discuss the colors RED and ORANGE. Calm: Invite children to pretend they are holding big orange balloons as they perform the breathing exercise called <i>balloon</i>. Connect: Build Community: Remind children they are safe and pass around the Safe keepers Box. When all the photos are inside, place the lid on the box and say: <i>We are all safe here.</i></p>	<p>Unite: Sing the Color song (Frog Street sing-along songs) and discuss the color ORANGE. Calm: Invite children to hold a orange soft calming cloth as they gently rub the cloth and breathe slowly making a low blowing air out sound. Connect: Build Community: Remind children they are safe and pass around the Safe keepers Box. When all the photos are inside, place the lid on the box and say: <i>We are all safe here.</i></p>	<p>Unite: Sing the Color song (Frog Street sing-along songs) and discuss the colors RED and ORANGE. Calm: Invite children to hold a calming item and practice breathing exercises. Connect: Build Community: Remind children they are safe and pass around the Safe keepers Box. When all the photos are inside, place the lid on the box and say: <i>We are all safe here.</i></p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Language Development	Read : Kate the Chameleon. Talk to the children about the concept of camouflage. Place a RED object and an Orange object on top of RED construction paper and ask the children which one matches and is easier to see.	Read: I like RED story Ask the children if they like the color RED. After the story , discuss Red Items and ask the children which items they have seen. Display as many concrete RED items as possible.	Read: Kate the Chameleon. Talk to the children about the concept of camouflage. Place a RED object and an Orange object on top of RED construction paper and ask the children which one matches and is easier to see.	Read: Lucy loves ORANGE. Ask the children if they love the color ORANGE. After the story, discuss ORANGE items and ask the children if they have seen the ORANGE items in the story. Display as many concrete ORANGE items as possible.	Read: I like RED story , Lucy loves ORANGE and Kate the Chameleon. Ask the children which color they like between the two colors. Display as many concrete RED and ORANGE items as possible.
Cognitive Development	Activity : Introduce photo activity cards #32 (RED) and # 33 (ORANGE). Provide a collection of RED and ORANGE objects and display RED and ORANGE color theme books. Show the children a tree with apples and oranges on them. Teach the children about the RED apples and the ORANGE oranges.	Activity : Introduce photo activity cards #32 (RED) Provide a collection of RED objects and read RED themed books. Have to listen to the Little RED apple poem , discuss the little red apple in the apple tree.	Activity : Introduce photo activity cards #32 (RED) and # 33 (ORANGE). Provide a collection of RED and ORANGE objects and display RED and ORANGE color theme books.	Activity : Introduce photo activity cards # 33 (ORANGE) Provide a collection of ORANGE objects and read ORANGE themed books.	Activity : Introduce photo activity cards #32 (RED) and # 33 (ORANGE). Provide a collection of RED and ORANGE objects and display RED and ORANGE color theme books.
Social Emotional Development	Roses are Red Poem Start the day with this poem and by saying to the children one at time. Then tell each child what makes them so special about them.	Color Activity Introduce children to a color scope and have them peer inside to see the colors red and orange. Discuss how this changes their view and how things looks differently.	Roses are Orange Poem Switch out the words to Roses are RED to Oranges are ORANGE. Start the day with this poem and by saying to the children one at time. Then tell each child what makes them so special about them.	Color Activity Introduce children to a color scope and have them peer inside to see the colors red and orange. Discuss how this changes their view and how things looks differently.	Sweet tasting activity Have the children taste RED and Orange jam . Have the children to tell which they like best
Physical Development	Little RED Caboose Sing the song Little Red Caboose and discuss trains. Explain that most trains are black or brown but that the caboose is RED	Color Bucket Activity Spill the balls from the bucket. Fill a bucket with Red balls and have the children to spill the bucket and pick them back up again.	Streamer Dancing Invite children to dance to classical music from the Frog Street Actions song CD.	Color Bucket Activity Spill the balls from the bucket. Fill a bucket with Red balls and have the children to spill the bucket and pick them back up again.	Streamer Dancing Invite children to dance to classical music from the Frog Street Actions song CD.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Outdoor Play	Red Search Have children to find the color RED throughout the playground (weather permitted).	Shout out Red Have the children to shout out when ever they see the color RED.	Orange Search Have children to find the color ORANGE throughout the playground (weather permitted).	Shout out ORANGE Have the children to shout out when ever they see the color Orange.	Walk the Line Use Orange vinyl tape to make a zig zag line on the floor. Give the kids a challenge by having them hold a orange beanbag while walking the line.
Music and Movement	The Color Song Have the kids dance and sing to the Frog street sing-a-long cd.	Streamer Dancing Invite children to dance to classical music from the Frog Street Actions song CD.	The Color Song Have the kids dance and sing to the Frog street sing-a-long cd.	Streamer Dancing Invite children to dance to classical music from the Frog Street Actions song CD	The Color Song Have the kids dance and sing to the Frog street sing-a-long cd.
Learning Centers	Science Play dough play using the colors RED and ORANGE. Offer the children rolling, cutting and shaping stencils to use with the dough.	Creativity Station Painting fun with the colors RED and ORANGE. Construction Red building materials, use red Legos and invite the children to create red structures	Construction Red building materials Use red Legos and invite the children to create red structures	Construction Orange building materials use orange Legos and invite the children to create orange structures	Science Play dough play using the colors RED and ORANGE. Offer the children rolling, cutting and shaping stencils to use with the dough.
Learning Goals	Engages in positive relationships with adults (B.1.d) Show interest in songs, rhymes, and stories (C.3.a) Begins to develop and demonstrate a positive sense of self, competence, and identify that is rooted in their family and culture (B.2.e) Engages in positive relationships and interactions with adults Understands and begins to use oral language for conversation and communication (C.2.c)	Engages in positive relationships with adults (B.1.d) Demonstrates interest, curiosity, and eagerness in exploring the world around them (E.1.a) Develops control of small muscles for manipulation and exploration (A.3.b) Demonstrate receptive language and expressive language skills and communication strategies (CC.1.d) Understands and begins to use oral language for conversation and communication (C.2.c)	Engages in positive relationships with adults (B.1.d) Understands and begins to use oral language for conversation and communication (C.2.c) Begins to develop and demonstrate a positive sense of self, competence, and identify that is rooted in their family and culture (B.2.e) Learns and uses words to describe what they are thinking and doing (E.4.a) Begins to develop personal relationships with peers (B.4.d)	Engages in positive relationships with adults (B.1.d) Show interest in songs, rhymes, and stories (C.3.a) Begins to develop and demonstrate a positive sense of self, competence, and identify that is rooted in their family and culture (B.2.e) Engages in positive relationships and interactions with adults Understands and begins to use oral language for conversation and communication (C.2.c)	Engages in positive relationships with adults (B.1.d) Demonstrates interest, curiosity, and eagerness in exploring the world around them (E.1.a) Develops control of small muscles for manipulation and exploration (A.3.b) Demonstrate receptive language and expressive language skills and communication strategies (CC.1.d) Understands and begins to use oral language for conversation and communication (C.2.c)