



Lesson Plans for I Build! I Create! • I Can Create (Week 4)				Date	Teacher
Wonderful Word <i>inspiration, inspiración</i>				February 11-15	Garderie 3
Character Education		Love, Amor	Technology		
Literacy	Oral Language, Phonological Awareness		Letter Knowledge	English- M Spanish- M	Math
Identifying and Labeling Sets/0/Heart/Orange					
English Vocabulary	<i>alliteration, attribute, collages, convey, create, extraordinary, flatten, grateful, gratitude, images, imaginative, inspired, intentionality, numeral, pentagon, quadrilateral, sculpture, strategy</i>				
Spanish Vocabulary	<i>aliteración, atributo, collages, transmitir, crear, extraordinario, aplanar, agradecido, imágenes, imaginativo, inspirado, intención, numeral, pentágono, cuadrilátero, escultura, gratitud, estrategia</i>				
LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Greeting Circle	<ul style="list-style-type: none"> Unite: Sing "This Old Man is Rockin' On" p.192 Ask children about things they have used to create music. tell children today they will continue to learn about constructing and creating. Today they will focus on music, signing, and dancing. Play "Look At Me" p.174 Have children lie on their backs and slowly inhale and exhale to the music. Use the Notice Formula to acknowledge children's efforts as they safely lie down and make room for one another. You __, so that __. That was helpful. Connect: Absent child ritual, Invite children to dance to "Shubert Shuffle" p.178 This is a dance of respect. Ask volunteers to give examples of respect. Commit: Daily commitment ritual Morning Message: "I can make up and perform fancy dances!" "Puedo inventar y bailar danzas con muchos pasos!" Say the morning message, identify words that start with P, write the sentence, ask volunteers to circle letters they know 	<ul style="list-style-type: none"> Unite: Sing "Look What I Create" p.185 Ask children about things they have painted. Tell children today they will learn about creating drawings and paintings. Introduce calming strategy Painter's Reach p.169 Connect: Absent child ritual Commit: Daily commitment ritual Morning Message: "I create fantastic paintings and murals." "Yo creo pinturas y murales fantastico." Say the morning message, identify words that start with F, write the sentence, ask volunteers to circle letters they know, invite them to match uppercase to lowercase M, P, F 	<ul style="list-style-type: none"> Unite: Sing "I Can Be a Pretzel" p.171 while performing Pretzel. Point out that the children are shaping their bodies like a pretzel in the same way the baker shapes the pretzel that we eat. Tell children today we will learn about creating sculptures from dough and clay. Invite children to perform Pretzel p.171 Connect: Absent child ritual, Play "People to People" p. 175 Discuss working with others, Cooperation makes work easier and adds to the fun of the activity. Ask children to name create activities they can do with a friend Commit: Daily commitment ritual Morning Message: "It is fun to sculpt and mold play dough." "Es divertido esculpir y moldear arcilla." Say the morning message, identify words that start with M, write the sentence, ask volunteers to circle letters they know, invite them to match uppercase to lowercase M, P, F 	<ul style="list-style-type: none"> Unite: Sing along with "Lizzie Leaping Lizard" p.185 Today we will learn about creating words to communicate. " p.185 Pretzel or Painter's Reach Connect: Absent child ritual, explain there are many ways to communicate. we use words, gestures, facial expressions, and sometimes sign language. Review the song "Welcome" p.174 Play the song and encourage children to sing and sign along. Commit: Daily commitment ritual Morning Message: "Pencils and markers are tools for writing." "Los lapices y los marcadores son herramientas para escribir." Say the morning message, identify words that start with M, write the sentence, ask volunteers to circle letters they know 	<ul style="list-style-type: none"> Unite: Display "Skidamarink" tell the children that the publisher of this book used a song as text and had an illustrator create illustrations to match the words. Invite children to sing the text of the book. Today we will learn about creating books. Teach Gratitude Attitude p.168 Discuss being grateful. Give some examples (home, family, food to eat). Have children place their hand on their heart, close their eyes, inhale and exhale deeply as they think about something for which they are grateful. Connect: Absent child ritual, review words and movements to "get Ready" p.173 and invite children to sing along Commit: Daily commitment ritual Morning Message: "Please make a book from the paper in the center." "por favor, hagan un libro con el papel del centro." Say the morning message, identify words that start with P, write the sentence, ask volunteers to circle letters they know
Moving and Learning	"Put Your Little Foot" • "Pasitos" dance	Dance with streamers	Play Freeze • Inmóvil	Pantomime "Body Talk in Rhyme"	Follow directions to "Shake Your Reader Ribbons"
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)	<p>Handwriting Without Tears: Introduce the letter and number of the week • Letter M and #0 HWT</p> <p>Literacy Corner: <i>Dance!</i> • <i>¡A bailar!</i> • Make story predictions • Vocabulary: strum, gusto, ordinary, extraordinary</p> <p><i>The Runaway Cookie Parade • Las galletitas que se escaparon</i> • Develop action words • Participate in telling a story</p> 	<p>Handwriting Without Tears: Build letter M with wooden sticks / Practice name writing/tracing</p> <p>Literacy Corner: <i>"The Surprise" • "La sorpresa" chalk and prop story (p. 210)</i> • Describe illustrations • Vocabulary: surprise, town, illustrations • Make inferences</p> <p><i>Skidamarink • Es amor</i> • Discuss meaning of love • Introduce <i>inspire</i></p>	<p>Handwriting Without Tears: Letter M words</p> <p>Literacy Corner: <i>Twinkle, the Little Star • Chispita la estrella</i> • Create a prop for story with play dough • Play the role of Twinkle • Vocabulary: cooperate, twist, pull, shape, flatten, sculpt, cooperate</p> <p><i>Three Bears' Rap • El rap de los tres osos</i> • Introduce collage as style of illustration</p>	<p>Frog Street Handwriting: Heart/ Orange HWT</p> <p>Literacy Corner: <i>Nature's Giants • Gigantes de la naturaleza</i> • Recognize descriptions as creations • Discuss inspiration for descriptions</p> <p><i>Fanny Frog's Fantastic Poems and Rhymes • Salta, Saltarin</i> • Experience poetry • Introduce elements of poetry</p>	<p>Frog Street Handwriting: Trace and color a heart.</p>  <p>Literacy Corner: <i>Animal Friends • Amigos animales</i> • Identify characters in wordless book • Dictate a story for the book • Vocabulary: lion, tiger, zebra, hippo, aardvark, elephant</p> <p><i>This Way to Pre-K • Camino a Pre-Kinder</i> • Develop story walk chart • Retell story using chart</p> <p>SmartBoard: Counting hearts activity</p>
Weekly Learning Centers	<ul style="list-style-type: none"> Fine Motor- Practice lacing with shape boards Creativity Station - Illustrate dance moves. Gross Motor - Make up new dance moves 	<ul style="list-style-type: none"> Construction-Build towns and then create signage for streets and buildings Creativity Station - Paint with different tools Fine Motor - Finger paint 	<ul style="list-style-type: none"> Creativity Station-Paint/Draw a design using the child's name ABC Center - Shape letters with playdough Math Center - Make five-pattern-block picture 	<ul style="list-style-type: none"> Fine Motor-Use markers to copy short sentences ABC Center - Paint pictures Language and Literacy Center - Match rhyming items 	<ul style="list-style-type: none"> Fine Motor-Practice the directions of the <i>How to Care for Books • Cómo cuidar los libros</i> rebus poster using books Creativity Station - Create a Valentines Day card.
Character Education	<p>PATHS: Lesson 27</p> <ul style="list-style-type: none"> Use the turtle, hedgehog and duck puppets to introduce the lesson. Show the Dr. 27-1a to Dr 27-1d Sing "Waiting for My Turn." Work-It-Out Wheel 	<p>Manners and Etiquette: Lesson 2</p> <ul style="list-style-type: none"> Appropriate Meeting & Exiting Conversations Holding Utensils 	<p>Values and Virtues: Love</p> <ul style="list-style-type: none"> Attributes/Related Character Words and Qualities Love words? Discuss ways that we can be loving 	<p>Manners and Etiquette: Lesson 2</p> <ul style="list-style-type: none"> Appropriate Meeting & Exiting Conversations Holding Utensils 	<p>PATHS: Lesson 27</p> <ul style="list-style-type: none"> Sing "Waiting for My Turn" Cooperative Stories Working Together

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Closing Circle:	<ul style="list-style-type: none"> • How do you feel when you dance? What are some strategies we can use to know how many items are in a set? • Daily commitment check • Family Connection: Encourage children to show their favorite dance moves to their families. 	<ul style="list-style-type: none"> • What did they learn about illustrators today? Which art projects was your favorite? Why? What piqued your interest today? • Daily Commitment Check • Family Connection: Review the art work your child has created at school and at home. 	<ul style="list-style-type: none"> • What story did you like best today? How is clay different than play dough? Which is easier to work with? What inspired you today? • Daily Commitment Check • Family Connection: challenge children and families to look for sculptures as they travel to and from school 	<ul style="list-style-type: none"> • What is your favorite word today? Give me an example of an onomatopoeia word. Let me hear an alliterative name for ___. • Daily commitment check • Family Connection: challenge children to use onomatopoeia words to name the sounds they will hear on their way home (honk, beep, screech) 	<ul style="list-style-type: none"> • What is one way to know how many children are sitting in our circle? Describe the story you wrote in your wordless book. In Theme 6, what did you enjoy learning about most? Why? • Daily commitment checks • Family Connection: encourage children to talk with someone at home about what they are grateful for.
Outdoor Learning	<ul style="list-style-type: none"> • Take rhythm band instruments outdoors. Invite children to have a parade. 	<ul style="list-style-type: none"> • Invite children to draw an outdoor scene. 	<ul style="list-style-type: none"> • Turn a strip of masking tape backwards and place it on children's arms to make a bracelet. Encourage children to create a bracelet using items they find outdoors (leaves, bark, twigs, pebbles). 	<ul style="list-style-type: none"> • Play Duck, Duck, Goose 	<ul style="list-style-type: none"> • Explore shadows outside.
Learning Goals	<ul style="list-style-type: none"> • Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary • Demonstrates empathy and caring for others • Produces a word that begins with the same sound as a given pair of words • Demonstrates receptive vocabulary (three to four thousand words) • Retells or reenacts a story after it is read aloud • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Responds to different musical styles through movement and play 	<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 variety of art materials and activities for sensory experience and exploration • Demonstrates interest in and shows appreciation for the creative work of others • Shows understanding by responding appropriately • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Counts one to ten items, with one count per item • Uses art as a form of creative self-expression and representation 	<ul style="list-style-type: none"> • Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary • Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal • 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 • Demonstrates interest in and shows appreciation for the creative work of others • Demonstrates receptive vocabulary (three to four thousand words) • Independently writes letters on request 	<ul style="list-style-type: none"> • Produces a word that begins with the same sound as a given pair of words • Uses a wide variety of words to label and describe people, places, things, and actions • Combines sentences that give detail, stays on topic, and clearly communicates • Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal 	<ul style="list-style-type: none"> • Is aware of own feelings most of the time • Demonstrates empathy and caring for others • Produces a word that begins with the same sound as a given pair of words • Retells or reenacts a story after it is read aloud • Provides appropriate information for various situations • Assumes various roles and responsibilities as part of a classroom community • Uses books and other written materials to engage in prereading behaviors • Seeks to understand print