

Theme: Animals

*STEM Lesson Plan
Farm Animals*

Week: April 22-26, 2019

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	Students will demonstrate that they know that objects or parts of an object can be counted.	Do a farm animal bar graph. Write cow, dog, pig, horse on the board and have children choose which their favorite is. Draw an illustration representing each response. Ask, “which has most/least”, “how many more people like cows than horses” etc.	Do a farm animal bar graph. Write cow, dog, pig, horse on the board and have children choose which their favorite is. Draw an illustration representing each response. Ask, “which has most/least”, “how many more people like cows than horses” etc.	Do a farm animal bar graph. Write cow, dog, pig, horse on the board and have children choose which their favorite is. Draw an illustration representing each response. Ask, “which has most/least”, “how many more people like cows than horses” etc.	Discuss the five senses. Begin with sense of smell, using scent pots to smell and guess as a class.
Tuesday	Students will verbally identify, without counting, the number of objects from 1 to 5..	Using blue paper as a pond and yellow pom poms as “ducks,” pair children and allow one partner to hide a portion of 5 ducks. Ask other partners to identify number of ducklings remaining. Switch.	Using blue paper as a pond and yellow pom poms as “ducks,” pair children and allow one partner to hide portion of 5 ducks. As other partner to identify number of ducklings remaining. Switch.	Using blue paper as a pond and yellow pom poms as “ducks,” pair children and allow one partner to hide portion of 5 ducks. As other partner to identify number of ducklings remaining. Switch.	Discuss taste and taste buds, and learn how they work. Taste and differentiate between sugar water, salt water, and lemon water (sweet, salty, and sour.)
Wednesday	Students will use concrete models for subtracting 1 to 5 objects from a set.	Read “The Three Pigs.” Using empty water bottles, allow students to “blow down” bottles and determine how many are down and how many remain standing.	Read “The Three Pigs.” Using empty water bottles, allow students to “blow down” bottles and determine how many are down and how many remain standing.	Read “The Three Pigs.” Using empty water bottles, allow students to “blow down” bottles and determine how many are down and how many remain standing.	Review the five senses. Discuss touch, and then play an item guessing game. One item is placed in a paper bag, and students must guess each item by touch alone.
Thursday	Students will use concrete models for adding up to five objects.	Look at pictures of two different animals and count number of legs. Make dots for each leg, and connect dots. Determine which animal has more legs.	Look at pictures of two different animals and count number of legs. Make dots for each leg, and connect dots. Determine which animal has more legs.	Look at pictures of two different animals and count number of legs. Make dots for each leg, and connect dots. Determine which animal has more legs.	Talk about sense of sight and a summary of how the eye works. Put into practice with eye chart and looking at some optical illusions.
Friday	Students will know that objects or parts of an object can be counted.	Students will enjoy free exploration time in theme related centers. Review their favorite animals.	Students will enjoy free exploration time in theme related centers. Review their favorite animals.	Students will enjoy free exploration time in theme related centers. Review their favorite animals.	Discuss hearing and summary of parts of the ear. Play sound matching game, where items in opaque containers must be matched by sound alone.



Theme: Animals

*STEM Lesson Plan
Zoo Animals*

Week: April 29-May 3, 2019

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	The students will use concrete models and verbal word problems to count up to five objects	Sing or say “Kookaburra” and identify how many monkeys the kookaburra kissed on each day, and how many altogether.	Sing or say “Kookaburra” and identify how many monkeys the kookaburra kissed on each day, and how many altogether.	Sing or say “Kookaburra” and identify how many monkeys the kookaburra kissed on each day, and how many altogether.	Review machinery. Hold hands and move a hula hoop from one end to another. Discuss how that is like parts of a machine, and teamwork
Tuesday	The students will use concrete models and verbal word problems for subtracting 1 to 5 objects from a set.	Review “Kookaburra” and count the number of “gumdrops” on a tree. Students take turns rolling the dice and removing that number of gumdrops before counting again.	Review “Kookaburra” and count the number of “gumdrops” on a tree. Students take turns rolling the dice and removing that number of gumdrops before counting again.	Review “Kookaburra” and count the number of “gumdrops” on a tree. Students take turns rolling the dice and removing that number of gumdrops before counting again.	Create colors using food coloring and water, and let students observe and discuss which colors they will need. Working in teams, students attempt to recreate the color.
Wednesday	The students will use concrete models and verbal word problems for subtracting 1 to 5 objects from a set.	Sing “Five Little Monkeys” and select 5 students to play the part of each monkey. After each falls off the “bed” count the number of monkeys remaining.	Sing “Five Little Monkeys” and select 5 students to play the part of each monkey. After each falls off the “bed” count the number of monkeys remaining.	Sing “Five Little Monkeys” and select 5 students to play the part of each monkey. After each falls off the “bed” count the number of monkeys remaining.	Talk about attributes, and use bugs to sort by different sets of attributes. Each team will be assigned one attribute and attempt to gather all bugs with that attribute.
Thursday	The students will use concrete models and verbal word problems for subtracting 1 to 5 objects from a set.	Sing “One Elephant” and act out the parts of the elephants joining each other to play. Discuss how many as each “elephant” joins and compare with “Five Little Monkeys”	Sing “One Elephant” and act out the parts of the elephants joining each other to play. Discuss how many as each “elephant” joins and compare with “Five Little Monkeys”	Sing “One Elephant” and act out the parts of the elephants joining each other to play. Discuss how many as each “elephant” joins and compare with “Five Little Monkeys”	Talk about making predictions. Make predictions and talk with “team” to determine the number of items in a jar or cup.
Friday	The students will use concrete models or verbal word problems for adding up to 5 objects.	Students will enjoy free exploration time in “Animals” theme-related centers. Review their favorite zoo animals.	Students will enjoy free exploration time in “Animals” theme-related centers. Review their favorite zoo animals.	Students will enjoy free exploration time in “Animals” theme-related centers. Review their favorite zoo animals.	Discuss attributes and descriptions. One partner will draw a simple picture, then describe it to their teammate. Teams will then discuss how their pictures are similar and how they are different.



Theme: Animals

STEM Lesson Plan
Bugs

Week: May 6 - 10, 2019

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	Student will use concrete models or make a verbal word problem for subtracting 1 to 5 objects from a set.	Discuss features and scenery of a backyard or open field, and draw a picture of one on whiteboard. Use colored connecting blocks as insects to create word problems.	Discuss features and scenery of a backyard or open field, and draw a picture of one on whiteboard. Use colored connecting blocks as insects to create word problems.	Discuss features and scenery of a backyard or open field, and draw a picture of one on whiteboard. Use colored connecting blocks as insects to create word problems.	Using magnets, predict how far magnetic items will “jump” to reach the magnet. Mark distances and use a chart to measure the results.
Tuesday	Students will count up to ten items and demonstrate that the last count indicates how many were counted	Students will go on a “bug hunt” around the room in partners. One partner will collect bugs, while the other keeps track of the number of bugs collected.	Students will go on a “bug hunt” around the room in partners. One partner will collect bugs, while the other keeps track of the number of bugs collected.	Students will go on a “bug hunt” around the room in partners. One partner will collect bugs, while the other keeps track of the number of bugs collected.	Introduce the word “absorption” and give students a variety of items such as foil, paper, cotton balls, etc. Students predict whether items will absorb or repel the water.
Wednesday	Students will use concrete models or make a verbal word problem for subtracting 1 to 5 objects from a set.	Sing “Five Green and Speckled Frogs” and talk about the one-less pattern it follows. Using connecting cube towers consisting of 1 to 5 cubes, students will order from most to least.	Sing “Five Green and Speckled Frogs” and talk about the one-less pattern it follows. Using connecting cube towers consisting of 1 to 5 cubes, students will order from most to least.	Sing “Five Green and Speckled Frogs” and talk about the one-less pattern it follows. Using connecting cube towers consisting of 1 to 5 cubes, students will order from most to least.	Predict whether objects will sink or float, then test. Create boats out of foil and float them, then predict how many objects it will take to sink each boat.
Thursday	Students will use the verbal ordinal terms.	Students will receive a number card and sit in a circle. Using yarn, class will count to the number passing the yarn, which will create a “spider web.”	Students will receive a number card and sit in a circle. Using yarn, class will count to the number passing the yarn, which will create a “spider web.”	Students will receive a number card and sit in a circle. Using yarn, class will count to the number passing the yarn, which will create a “spider web.”	Read half of a story, and ask students to predict what will happen next, and why. Finish the story and discuss whether the predictions were close to what actually happened.
Friday	Students will use the verbal ordinal terms.	Students will have free exploration time in “Bugs” theme-related centers.	Students will have free exploration time in “Bugs” theme-related centers.	Students will have free exploration time in “Bugs” theme-related centers.	Pair a variety of objects. Predict which will be heavier, and then test hypotheses by weighing objects on the scale.

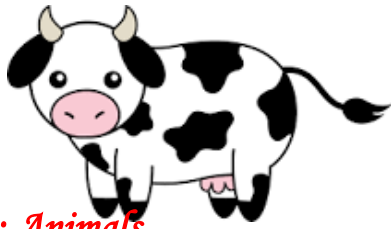


Theme: Animals

*STEM Lesson Plan
More Bugs*

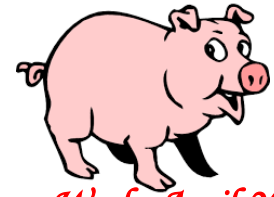
Week: May 13 - 17, 2019

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	The students will use concrete models for subtracting 1 to 5 objects from a set.	Introduce the word “metamorphosis” and discuss butterflies. Ask students to replicate cube tower and compare. Remove cube and ask them to identify the change.	Introduce the word “metamorphosis” and discuss butterflies. Ask students to replicate cube tower and compare. Remove cube and ask them to identify the change.	Introduce the word “metamorphosis” and discuss butterflies. Ask students to replicate cube tower and compare. Remove cube and ask them to identify the change.	Read “Monarch Butterflies” and discuss metamorphosis. Talk about the changes that happen and learn key terms like “chrysalis” and “metamorphosis”
Tuesday	The students will recognize and compare heights or lengths of people or objects	Discuss grasshoppers and how far they can jump (20x length of body.) Ask students to estimate how far a grasshopper the length of a connecting cube could jump.	Discuss grasshoppers and how far they can jump (20x length of body.) Ask students to estimate how far a grasshopper the length of a connecting cube could jump.	Discuss grasshoppers and how far they can jump (20x length of body.) Ask students to estimate how far a grasshopper the length of a connecting cube could jump.	Review information about metamorphosis. Examine other bugs with magnifying glasses and discuss their features.
Wednesday	The students will identify equal and unequal sets.	Talk about the number of legs different bugs have, and compare to how many legs we have. Discuss how humans and bugs both have the same number of legs on each side of the body.	Talk about the number of legs different bugs have, and compare to how many legs we have. Discuss how humans and bugs both have the same number of legs on each side of the body.	Talk about the number of legs different bugs have, and compare to how many legs we have. Discuss how humans and bugs both have the same number of legs on each side of the body.	Discuss the sun and its risks and benefits. Cut out shapes to place on a piece of construction paper, and predict what would happen if left in the sun.
Thursday	The students will identify equal and unequal sets.	Play “compare and capture.” Pairs place dot card down and count dots. Students with higher card takes both	Play “compare and capture.” Pairs place dot card down and count dots. Students with higher card takes both	Play “compare and capture.” Pairs place dot card down and count dots. Students with higher card takes both	Place papers outside and observe what happens. Discuss why the paper faded in the sun.
Friday	The students will use concrete models for subtracting 1 to 5 objects from a set.	The students will enjoy free exploration time in “bugs” theme related centers.	The students will enjoy free exploration time in “bugs” theme related centers.	The students will enjoy free exploration time in “bugs” theme related centers.	Enjoy free exploration time in science centers.



Theme: *Animals*

Spanish Lesson Plan
Farm Animals



Week: *April 22-26, 2019*

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	Develop understanding, and speaking skills of new vocabulary related to LA GRANJA	ANIMAL empieza con "A" Granja=farm Granjero=farmer	ANIMAL empieza con "A" Granja=farm Granjero=farmer Cosecha=crops Pasto=grass El Viejo Donaldo (Story folder) Students name los animals de la granja	ANIMAL empieza con "A" Granja=farm ranjero=farmer Cosecha=crops Pasto=grass El Viejo Donaldo (Story folder) Students name los animals de la granja Qué proven los animals de la granja?	ANIMAL empieza con "A" Granja=farm Granjero=farmer Cosecha=crops Pasto=grass El Viejo Donaldo (Story folder) Students name los animals de la granja Qué proven los animals de la granja?
Tuesday	Develop understanding, and speaking skills of new vocabulary through a SONG	Vaca=cow Caballo=horse	Gallo=rooster Oveja=Ship Vaca=cow Caballo=horse Gallina=Hen Cerdo=pig Pavo=turkey La Danza de Los Pollitos (Baile) Song: Los pollitos dicen pío, pío	Gallo=rooster Oveja=Ship Vaca=cow Caballo=horse Gallina=Hen Cerdo=pig Pavo=turkey La Danza de Los Pollitos (Baile) Song: Los pollitos dicen pío, pío... Students draw UNA GRANJA	Gallo=rooster Oveja=Ship Vaca=cow Caballo=horse Gallina=Hen Cerdo=pig Pavo=turkey La Danza de Los Pollitos (Baile) Song: Los pollitos dicen pío, pío... Students draw UNA GRANJA
Wednesday	Develop understanding, and speaking skills of more vocabulary related to LA GRANJA	Pollito=chick Song: Los pollitos dicen pío, pío...	Pedro El Cerdo Curioso (story page 203) Jamón=ham Tocino=bacon Cerdo=pig Cerdito=piglet Qué productos provienen del cerdo?	Pedro El Cerdo Curioso (story page 203) Jamón=ham Tocino=bacon Cerdo=pig Cerdito=piglet Qué productos provienen del cerdo? Students draw EL CERDO y los productos que provienen del CERDO	Pedro El Cerdo Curioso (story page 203) Jamón=ham Tocino=bacon Cerdo=pig Cerdito=piglet Qué productos provienen del cerdo? Students draw EL CERDO y los productos que provienen del CERDO
Thursday	Reinforce vocabulary learned through a READING	Review LA GRANJA vocabulary	La Hamaca de la Vaca (Reading book) Hamaca=hammock Silla de Montar= saddle Caballo=horse Students name the animals that climbed into LA HAMACA	La Hamaca de la Vaca (Reading book) Hamaca=hammock Silla de Montar= saddle Caballo=horse Students name the animals that climbed into LA HAMACA Students make the world CABALLO using craft sticks	La Hamaca de la Vaca (Reading book) Hamaca=hammock Silla de Montar= saddle Caballo=horse Students name the animals that climbed into LA HAMACA Students make the world CABALLO using craft sticks
Friday	Reinforce vocabulary learned during the week through an art project/learning centers	Learning centers and Art Projects	Learning centers and Art Projects	Learning centers and Art Projects	Learning centers and Art Projects

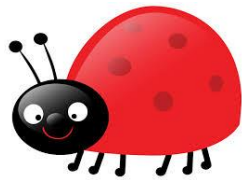


Theme: Animals

**Spanish Lesson Plan
Zoo Animals**

Week: April 29-May 3, 2019

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	Develop understanding, and speaking skills of new vocabulary through a story	Zoo=Zoológico Qué animals hay en el zoológico (elefantes, chimpancés, monos, leones, tigres etc.	Zoo=Zoológico Zookeeper=Cuidador Qué animals hay en el zoológico (elefantes, chimpancés, girafas, monos, leones, tigres etc.	Zoo=Zoológico Zookeeper=Cuidador del zoológico Zippity Zoo (Reading book) Game:El cuidador dice: ...ruge como el león, camina como un chimpancé...etc. Qué animals hay en el zoológico (elefantes, chimpancés, girafas, monos, leones, tigres etc.	Zoo=Zoológico Zookeeper=Cuidador del zoológico Zippity Zoo (Reading book) Game:El cuidador dice: ...ruge como el león, camina como un chimpancé...etc. Qué animals hay en el zoológico (elefantes, chimpancés, girafas, monos, leones, tigres etc.
Tuesday	Develop understanding, and speaking skills of new vocabulary through a story	Mono=monkey Gorila=gorilla El mono come banano	Mono=monkey Mono empieza con "M" Gorila=gorilla Chimpancé=Chimpanzee Movimientos del mono: El mono se rasca El mono come banano Song: Cinco monitos	Mono=monkey Mono empieza con "M" Gorila=gorilla Chimpancé=Chimpanzee Movimientos del mono: El mono se rasca El mono se saca las pulgas El mono come bananos El mono salta de árbol en árbol Song: Cinco monitos	Mono=monkey Mono empieza con "M" Gorila=gorilla Chimpancé=Chimpanzee Movimientos del mono: El mono se rasca El mono se saca las pulgas El mono come bananos El mono salta de árbol en árbol Song: Cinco monitos
Wednesday	Develop understanding, and speaking skills of new vocabulary of what to pack in a suitcase	Elefante empieza con "E" Oso=bear Counting elefantes to 15.	Elefante empieza con "E" Oso=bear Garras=clows El Regalo (reading book) Los elefantes comen plantas y pasto. Cuál es tu animal favorito, students draw their favorite zoo animal.	Elefante empieza con "E" Oso=bear Garras=clows El Regalo (reading book) Los Leones vienen de Africa Los leones comen solo CARNE Los elefantes comen plantas y pasto. Cuál es tu animal favorito, students draw their favorite zoo animal.	Elefante empieza con "E" Oso=bear Garras=clows El Regalo (reading book) Los Leones vienen de Africa Los leones comen solo CARNE Los elefantes comen plantas y pasto. Cuál es tu animal favorito, students draw their favorite zoo animal.
Thursday	Reinforce vocabulary learned through a song	El Zoológico de Zanzibar (Story folder) Students review the animals of the book	Cebra=empieza con "C" Canguro= kangaroo El Zoológico de Zanzibar (Story folder)	Cebra=empieza con "C" Canguro= kangaroo El Zoológico de Zanzibar (Story folder) Los elefantes viajan en MANADAS (HERD) Students draw UNA MANADA DE ELEFANTES	Cebra=empieza con "C" Canguro= kangaroo El Zoológico de Zanzibar (Story folder) Los elefantes viajan en MANADAS (HERD) Students draw UNA MANADA DE ELEFANTES
Friday	Reinforce vocabulary learned during the week through an art project/learning centers	Art project / learning centers	Art project / learning centers	Students make a face made of clay	Students make a face made of clay

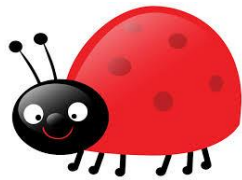


Theme: Animals

Spanish Lesson Plan
Bugs

Week: May 6 - 10, 2019

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	Develop understanding, and speaking skills of new vocabulary related to INSECTOS	Insectos=Insects Bichos=bugs Mariposa=butterfly	Insectos=Insects Bichos=bugs “Jugando a escondite con los Animales” (Reading book)	La Palabra INSECTO empieza con la letra “I” Insectos=Insects Bichos=bugs “Jugando a escondite con los Animales” (Reading book) Beneficios de los Insectos: Belleza=mariposas Polinizan las flores (mariposas, abejas,..) Producen miel (abejas)	La Palabra INSECTO empieza con la letra “I” Insectos=Insects Bichos=bugs “Jugando a escondite con los Animales” (Reading book) Beneficios de los Insectos: Belleza=mariposas Polinizan las flores (mariposas, abejas,..) Producen miel (abejas)
Tuesday	Develop understanding, and speaking skills of new vocabulary related to INSECTOS	Hormiga=ant Mosca=fly Song: Las hormigas marchan	Abeja=bee Hormiga=ant Mosca=fly Partes de un insect (cabeza-tórax y abdomen) Students draw un INSECTO Y escriben el nombre las partes	Abeja=bee Hormiga=ant Mosca=fly Partes de un insect (cabeza-tórax y abdomen) El Canto del Mosquito (Reading book) Qué le gusta comer a la rana? Al pez? Al pato? Students draw un INSECTO Y escriben el nombre las partes (antes, alas, patas..)	Abeja=bee Hormiga=ant Mosca=fly Partes de un insect (cabeza-tórax y abdomen) El Canto del Mosquito (Reading book) Qué le gusta comer a la rana? Al pez? Al pato? Students draw un INSECTO Y escriben el nombre las partes (antes, alas, patas..)
Wednesday	Develop understanding, and speaking skills of new vocabulary related to INSECTOS	Abeja=bee Miel=honey La abeja produce miel	Game: mosca-mosca-abeja Hormiga-hormiga-mariposa Antenas, antenas-patas Los Insectos del Jardí de Eddie (reading book) Mariquita=ladybug	Game: mosca-mosca-abeja Hormiga-hormiga-mariposa Antenas, antenas-patas Los Insectos del Jardí de Eddie (reading book) Mariquita=ladybug Depredador=predator Libélula=dragon fly Students draw una libélula	Game: mosca-mosca-abeja Hormiga-hormiga-mariposa Antenas, antenas-patas Los Insectos del Jardí de Eddie (reading book) Mariquita=ladybug Depredador=predator Libélula=dragon fly Students draw una libélula
Thursday	Develop understanding, and speaking skills of new vocabulary related to INSECTOS PLAGAS	Review vocabulary:insect-mariposa-mosca-abeja-hormiga	Esta era una viejita que se tragó una mosca (Story folder) Plaga=pest Las moscas, mosquitos...son PLAGAS	Esta era una viejita que se tragó una mosca (Story folder) Plaga=pest Las moscas, mosquitos...son PLAGAS SONG: Las hormiguitas marchan.. Hormiguero=Ant hill Rimas: Hormiga-amiga Abeja=oveja	Esta era una viejita que se tragó una mosca (Story folder) Plaga=pest Las moscas, mosquitos...son PLAGAS SONG: Las hormiguitas marchan.. Hormiguero=Ant hill Rimas: Hormiga-amiga Abeja=oveja
Friday	Reinforce vocabulary learned during the week through an art project/learning centers	Learning Centers	Learning Centers and Art Project	Learning Centers and Art Project	Learning Centers and Art Project

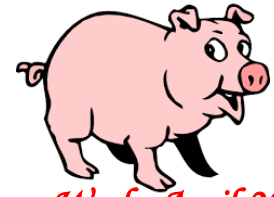
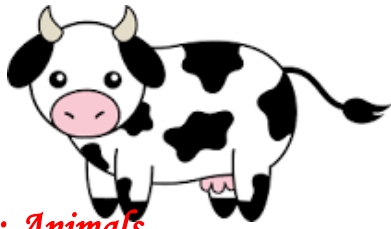


Theme: Animals

**Spanish Lesson Plan
More Bugs**

Week: May 13 - 17, 2019

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	Develop understanding, and speaking skills of new vocabulary related to INSECTOS	LA MARIPOSA=butterfly Ciclo de vida de LA MARIPOSA	Oruga=cvaterpillar Huevo=egg Larva=pupa Ciclo de vida de LA MARIPOSA Huevo-oruga-capullo-mariposa Metamorfosis=metamorphosis Los Insectos del Jardin de Eddie (Book) Students sequence the cards of ciclo de vida de la mariposa	Oruga=cvaterpillar Huevo=egg Larva=pupa Ciclo de vida de LA MARIPOSA Huevo-oruga-capullo-mariposa Metamorfosis=metamorphosis Los Insectos del Jardin de Eddie (Book) Students sequence the cards of ciclo de vida de la mariposa	Oruga=cvaterpillar Huevo=egg Larva=pupa Ciclo de vida de LA MARIPOSA Huevo-oruga-capullo-mariposa Metamorfosis=metamorphosis Los Insectos del Jardin de Eddie (Book) Students sequence the cards of ciclo de vida de la mariposa
Tuesday	Develop understanding, and speaking skills of new vocabulary related to INSECTOS	Iguana=iguana Plantas=plants Las iguanas comen plantas	Grass=pasto Grillo=cricket Saltamonte=grasshopper Sara Sidney La Iguana que se escape *(Reading book) Las iguanas son herbívoras, comen plantas, no comen insectos Students draw LA IGUANA COMIENDO PLANTAS	Grass=pasto Grillo=cricket Saltamonte=grasshopper Sara Sidney La Iguana que se escape *(Reading book) Las iguanas son herbívoras, comen plantas, no comen insectos Students draw LA IGUANA COMIENDO PLANTAS	Grass=pasto Grillo=cricket Saltamonte=grasshopper Sara Sidney La Iguana que se escape *(Reading book) Las iguanas son herbívoras, comen plantas, no comen insectos Students draw LA IGUANA COMIENDO PLANTAS
Wednesday	Develop understanding, and speaking skills of new vocabulary related to INSECTOS	Gusano=worm	Gusano=worm Babosa=slug Caracoles=snails Bichos=bugs Ven y muévete así (Book) Students demonstrate each animal movement. Students find rimas en: La babosa es una cosa pegajosa-El gusano comió banana muy temprano- El caracol se trepó a un girasol a tomar el sol.	Gusano=worm Babosa=slug Caracoles=snails Bichos=bugs Ven y muévete así (Book) Students demonstrate each animal movement. Students find rimas en: La babosa es una cosa pegajosa-El gusano comió banana muy temprano- El caracol se trepó a un girasol a tomar el sol.	Gusano=worm Babosa=slug Caracoles=snails Bichos=bugs Ven y muévete así (Book) Students demonstrate each animal movement. Students find rimas en: La babosa es una cosa pegajosa-El gusano comió banana muy temprano- El caracol se trepó a un girasol a tomar el sol.
Thursday	Develop understanding, and speaking skills of new vocabulary related to ARAÑAS	Araña=spider Song: La Araña pequeñita La Araña pequeñita (story folder)	Araña=spider Song: La Araña pequeñita La Araña pequeñita (story folder) Perseverancia=Perseverance Partes del cuerpo de la araña (cabeza-abdomen, 8 patas. Arañas tienen 8 ojos, pero no ven muy bien	Araña=spider Song: La Araña pequeñita La Araña pequeñita (story folder) Perseverancia=Perseverance Partes del cuerpo de la araña (cabeza-abdomen, 8 patas. Arañas tienen 8 ojos, pero no ven muy bien Students make the word ARAÑA, using craft sticks	Araña=spider Song: La Araña pequeñita La Araña pequeñita (story folder) Perseverancia=Perseverance Partes del cuerpo de la araña (cabeza-abdomen, 8 patas. Arañas tienen 8 ojos, pero no ven muy bien Students make the word ARAÑA, using craft sticks
Friday	Reinforce vocabulary learned during the week through an art project/learning centers	Learning Centers	Learning Centers and Art Project	Learning Centers and Art Project	Learning Centers and Art Project



Theme: Animals

*Art Lesson Plan
Farm Animals*

Week: April 22-26, 2019

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	“Outside Mural” Objective: To learn to use large motor skills.	Take a long piece of butcher paper and lay on concrete outside. Have kids paint flowers, clouds and anything from nature.	Take a long piece of butcher paper and lay on concrete outside. Have kids paint flowers, clouds and anything from nature.	Take a long piece of butcher paper and lay on concrete outside. Have kids paint flowers, clouds and anything from nature.	Take a long piece of butcher paper and lay on concrete outside. Have kids paint flowers, clouds and anything from nature.
Tuesday	“Animal Footprints” Objective: To create a pattern.	Have child choose a color of construction paper and take different plastic animals and dip feet into black paint. Have them press footprints across paper.	Have child choose a color of construction paper and take different plastic animals and dip feet into black paint. Have them press footprints across paper.	Have child choose a color of construction paper and take different plastic animals and dip feet into black paint. Have them press footprints across paper.	Have child choose a color of construction paper and take different plastic animals and dip feet into black paint. Have them press footprints across paper.
Wednesday	“Shoe Print Putty” Objective: To learn tactile stimulation.	Have kids create snakes and balls and set aside. Push out another piece of clay and let child press part of shoe into clay. Print twice. Apply snakes and balls. Let dry. Paint.	Have kids create snakes and balls and set aside. Push out another piece of clay and let child press part of shoe into clay. Print twice. Apply snakes and balls. Let dry. Paint.	Have kids create snakes and balls and set aside. Push out another piece of clay and let child press part of shoe into clay. Print twice. Apply snakes and balls. Let dry. Paint.	Have kids create snakes and balls and set aside. Push out another piece of clay and let child press part of shoe into clay. Print twice. Apply snakes and balls. Let dry. Paint.
Thursday	“Balloon Printing” Objective: To use fine and gross motor skills by grasping and manipulating a balloon.	Using a small balloon have child hold the balloon and jump it around over their paper.	Using a small balloon have child hold the balloon and jump it around over their paper.	Using a small balloon have child hold the balloon and jump it around over their paper.	Using a small balloon have child hold the balloon and jump it around over their paper.
Friday	Color using all colors. Stamp with cow sponge dipped in brown paint.	Color using all colors. Stamp with cow sponge dipped in brown paint.	Color using all colors. Stamp with cow sponge dipped in brown paint.	“Stencil Art” Create your own design by using stencils and markers.	“Stencil Art” Create your own design by using stencils and markers.



Theme: Animals

*ART Lesson Plan
Zoo Animals*

Week: April 29-May 3, 2019

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	“Paper Tear Design” Objective: To learn spatial relations.	Give each child pieces of construction paper and let tear into different sizes. Let them glue pieces on.	Give each child pieces of construction paper and let tear into different sizes. Let them glue pieces on.	Give each child pieces of construction paper and let tear into different sizes. Let them glue pieces on.	Give each child pieces of construction paper and let tear into different sizes. Let them glue pieces on.
Tuesday	“Outdoor Texture Hunt” Objective: To create art from nature.	Take white construction paper and black crayon outside and place onto tree trunks, concrete and anything they can get an imprint.	Take white construction paper and black crayon outside and place onto tree trunks, concrete and anything they can get an imprint.	Take white construction paper and black crayon outside and place onto tree trunks, concrete and anything they can get an imprint.	Take white construction paper and black crayon outside and place onto tree trunks, concrete and anything they can get an imprint.
Wednesday	“ Feather Painting” Objective: To create small and large lines in art.	Using primary colors, red, yellow and blue dip each feather into each color. Sweep across paper creating small to thicker lines. Leave feather on paper that child painted with.	Using primary colors, red, yellow and blue dip each feather into each color. Sweep across paper creating small to thicker lines. Leave feather on paper that child painted with.	Using primary colors, red, yellow and blue dip each feather into each color. Sweep across paper creating small to thicker lines. Leave feather on paper that child painted with.	“Drawing Eddie the Elephant Part One” Objective: Learning to sketch with pencil. Practice drawing the elephant with surrounding landscape.
Thursday	“Roller Painting” Objective: To learn to mix yellow and red to make orange.	Paint first with yellow and roll red over to make orange. Stamp zoo animals around border.	Paint first with yellow and roll red over to make orange. Stamp zoo animals around border.	Paint first with yellow and roll red over to make orange. Stamp zoo animals around border.	“Drawing Eddie the Elephant Part Two” Learning to add details. Draw the elephant and color grey. Color in the grass and trees and shrubs with marker. Outline all in black.
Friday	“Animal Print Collage” Objective: To make a pattern.	Color with all colors and glue different animal prints into place around paper.	Color with all colors and glue different animal prints into place around paper.	“Stencil Art” Objective: Using the imagination. Create your own design using stencils and markers.	“Stencil Art” Objective: Using the imagination. Create your own design using stencils and markers.



Theme: Animals

ART Lesson Plan
Bugs

Week: May 6 - 10, 2019

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	“Bubble Wrap Printmaking” Objective: To manipulate a sticky surface.	Using primary colors roll red, yellow and blue across wrap. Turn upside down and push onto white paper. Repeat with same wrap and same amount of paint.	Using primary colors roll red, yellow and blue across wrap. Turn upside down and push onto white paper. Repeat with same wrap and same amount of paint.	Using primary colors roll red, yellow and blue across wrap. Turn upside down and push onto white paper. Repeat with same wrap and same amount of paint.	Using primary colors roll red, yellow and blue across wrap. Turn upside down and push onto white paper. Repeat with same wrap and same amount of paint.
Tuesday	“Monet’s Garden Painting” Objective: To learn visual communication and creative thinking.	Using foam paint, squirt three colors on separate plates and have child roll sponge over and then onto butcher paper. Wipe excess off as they paint.	Using foam paint, squirt three colors on separate plates and have child roll sponge over and then onto butcher paper. Wipe excess off as they paint.	Using foam paint, squirt three colors on separate plates and have child roll sponge over and then onto butcher paper. Wipe excess off as they paint.	Using foam paint, squirt three colors on separate plates and have child roll sponge over and then onto butcher paper. Wipe excess off as they paint.
Wednesday	“Pipe Cleaner Sculpture” Objective: To use fine motor skills.	Give the child 3 or 4 pipe cleaners. Show how they can be twisted and shaped. Ask them to create any type of bug or create a new kind of bug.	Give the child 3 or 4 pipe cleaners. Show how they can be twisted and shaped. Ask them to create any type of bug or create a new kind of bug.	Give the child 3 or 4 pipe cleaners. Show how they can be twisted and shaped. Ask them to create any type of bug or create a new kind of bug.	Give the child 3 or 4 pipe cleaners. Show how they can be twisted and shaped. Ask them to create any type of bug or create a new kind of bug.
Thursday	“Fold Over Flower” Objective: To develop imagination and creating visual language.	Give each child a folded piece of paper. Drop small dime sized drops of Color in the crease and fold. Open and dry. Cut out stem and leaves.	Give each child a folded piece of paper. Drop small dime sized drops of Color in the crease and fold. Open and dry. Cut out stem and leaves.	Give each child a folded piece of paper. Drop small dime sized drops of color in the crease and fold. Open and dry. Cut out stem and leaves.	Give each child a folded piece of paper. Drop small dime sized drops of Color in the crease and fold. Open and dry. Cut out stem and leaves.
Friday	“Color The Butterfly” Objective: To use fine motor skills.	Color butterfly with bright colors and add dip dots to decorate.	Color butterfly with bright colors and add dip dots to decorate.	“Stencil Art” Objective: Using the imagination. Create your own design by using markers and stencils.	“Stencil Art” Objective: Using the imagination. Create your own design by using markers and stencils.

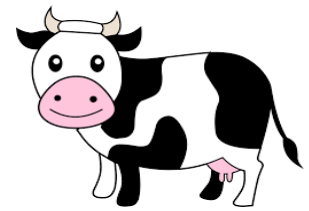
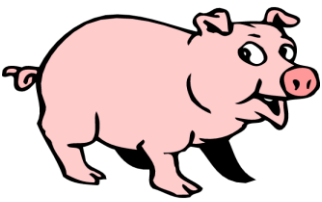


Theme: Animals

*ART Lesson Plan
More Bugs*

Week: May 13 - 17, 2019

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	“Rubber Cement Resist” Objective: Learning to create dimension in art.	Drizzle rubber cement across paper to create design. Let dry over night. Have child paint with watercolor being sure they sprinkle salt over wetness. When dry, roll off cement.	Drizzle rubber cement across paper to create design. Let dry over night. Have child paint with watercolor being sure they sprinkle salt over wetness. When dry, roll off cement.	Drizzle rubber cement across paper to create design. Let dry over night. Have child paint with watercolor being sure they sprinkle salt over wetness. When dry, roll off cement.	“Drawing A Black Widow Part One” Objective: Learning to shade in pencil. Practice drawing the spider on a web. Shade in the spider using the pencil.
Tuesday	“Tissue Paper Dragonfly” Objective: To give texture to art.	Give each a paper dragonfly and add water. Place tissue over body using bright colors. Let sit and then take off. Color all of rectangle paper blue and glue dragonfly on.	Give each a paper dragonfly and add water. Place tissue over body using bright colors. Let sit and then take off. Color all of rectangle paper blue and glue dragonfly on.	Give each a paper dragonfly and add water. Place tissue over body using bright colors. Let sit and then take off. Color all of rectangle paper blue and glue dragonfly on.	“Drawing A Black Widow Part Two” Objective: Perfecting the pencil drawing. On good paper, draw the spider and web. Shade the abdomen and the head. Using red marker, color in the hour glass design.
Wednesday	“Make Your Own Bug” Objective: To learn to use your imagination.	Hand out different shapes and cut out cloth to make a shape of a bug’s body. Glue eyes on where the child would like to place them. Color background green and glue all on.	Hand out different shapes and cut out cloth to make a shape of a bug’s body. Glue eyes on where the child would like to place them. Color background green and glue all on.	Hand out different shapes and cut out cloth to make a shape of a bug’s body. Glue eyes on where the child would like to place them. Color background green and glue all on.	Hand out different shapes and cut out cloth to make a shape of a bug’s body. Glue eyes on where the child would like to place them. Color background green and glue all on.
Thursday	“Texture Painting” Objective: To use different kinds of materials to create art.	Roll yellow over paper and then a small amount of blue. Glue small pieces of cloth and raffia over. Stamp bug shape around edge.	Roll yellow over paper and then a small amount of blue. Glue small pieces of cloth and raffia over. Stamp bug shape around edge.	Roll yellow over paper and then a small amount of blue. Glue small pieces of cloth and raffia over. Stamp bug shape around edge.	Roll yellow over paper and then a small amount of blue. Glue small pieces of cloth and raffia over. Stamp bug shape around edge.
Friday	“Texture Collage” Objective: To make art two dimensional.	Color with all colors and give different kinds of material to glue across paper.	Color with all colors and give different kinds of material to glue across paper.	“Stencil Art” Objective: Using the imagination. Create your own design with markers and stencils.	“Stencil Art” Objective: Using the imagination. Create your own design with markers and stencils.



Music Lesson Plan: April 22nd – April 26th 2019

Theme: Farm Animals

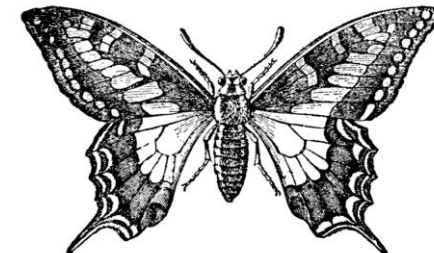
Theme: Sounds Around the Farm

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	TK / PK
Monday	Going to the Farm Understanding how to distinguish sounds. Moving to music and displaying simple expression	Old McDonald Singing a variety of songs about life on the farm. Pretending to be our favorite animal. Songs (Old McDonald and Farmer in the Dell)	Old McDonald Singing a variety of songs about life on the farm. Pretending to be our favorite animal. Songs (Old McDonald and Farmer in the Dell)	Old McDonald Singing a variety of songs about life on the farm. Pretending to be our favorite animal. Songs (Old McDonald and Farmer in the Dell)	Old McDonald Singing a variety of songs about life on the farm. Pretending to be our favorite animal. Why do instruments and voices sound different?
Tuesday	Animal Folk Songs Understanding music as a cultural phenomenon. Developing aural skills.	The Fox Singing a collection of songs about animals with human traits and animals to bring to the farm. Songs (The Fox, Bought Me A Cat)	The Fox Singing a collection of songs about animals with human traits and animals to bring to the farm. Songs (The Fox, Bought Me A Cat)	The Fox Singing a collection of songs about animals with human traits and animals to bring to the farm. Songs (The Fox, Bought Me A Cat)	The Fox Singing a collection of songs about animals with human traits. Song (The Fox). Can instruments sound like animals?
Wednesday	Yardbird Understanding music as a cultural phenomenon. Developing a basic understanding of tempo. Understanding how to distinguish sounds.	Charlie Parker Reading the story “Charlie Parker Played Bebop”. Listening to bebop while flapping our bird wings. Songs (Cows in the Kitchen, 5 Little Ducks)	Charlie Parker Reading the story “Charlie Parker Played Bebop”. Listening to bebop while flapping our bird wings. Songs (Cows in the Kitchen, 5 Little Ducks)	Charlie Parker Reading the story “Charlie Parker Played Bebop”. Listening to bebop while flapping our bird wings. Songs (Cows in the Kitchen, 5 Little Ducks)	Charlie Parker Reading the story “Charlie Parker Played Bebop”. Listening to bebop while flapping our bird wings. What is improvisation? How can we improvise?
Thursday	Feeding Animals Moving to music and displaying simple expression. Understanding call and response.	Did You Feed My Cow? Singing a variety of songs about animals wanting food. Songs (Did You Feed My Cow? Oh John The Rabbit)	Did You Feed My Cow? Singing a variety of songs about animals wanting food. Songs (Did You Feed My Cow? Oh John The Rabbit)	Did You Feed My Cow? Singing a variety of songs about animals wanting food. Songs (Did You Feed My Cow? Oh John The Rabbit)	Did You Feed My Cow? Singing a variety of songs about animals wanting food. Understanding the importance and history of call and response.
Friday	Piano Friday Singing as unison. Developing basic rhythm, pitch, and piano proficiency.	Piano Friday Singing a variety of children’s songs to reiterate what we learned this week.	Piano Friday Singing a variety of children’s songs to reiterate what we learned this week.	Piano Friday Singing a variety of children’s songs to reiterate what we learned this week.	Piano Friday Understanding and learning how to improvise, compose, and notate music.



Music Lesson Plan: April 29th – May 3th 2019
Theme: Zoo Animals
Theme: Down to the Zoo





Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	TK / PK
Monday	The Audubon Zoo Developing imaginative play. Being able to distinguish sounds. Establishing a basic understanding of pitch.	They All Asked For You Pretending to be our favorite zoo animal. Trying to guess the sounds of different animals. Songs (They all asked for you, 5 Little Monkeys)	They All Asked For You Pretending to be our favorite zoo animal. Trying to guess the sounds of different animals. Songs (They all asked for you, 5 Little Monkeys)	They All Asked For You Pretending to be our favorite zoo animal. Trying to guess the sounds of different animals. Songs (They all asked for you, 5 Little Monkeys)	They All Asked For You Pretending to be our favorite zoo animal. Trying to guess the sounds of different animals. Peter and the wolf matching game.
Tuesday	Carnival of The Animals Understanding music as a cultural phenomenon.	Carnival of the Animals Reading the poetry and music of Saint Saens “Carnival of The Animals” Songs (5 Green and Speckled Frogs, There was a little turtle”	Carnival of the Animals Reading the poetry and music of Saint Saens “Carnival of The Animals” Songs (5 Green and Speckled Frogs, There was a little turtle”	Carnival of the Animals Reading the poetry and music of Saint Saens “Carnival of The Animals” Songs (5 Green and Speckled Frogs, There was a little turtle”	Carnival of the Animals Reading the poetry and music of Saint Saens “Carnival of The Animals”. Can you guess the animal’s music theme?
Wednesday	The Elephant Song Being able to distinguish animal sounds. Developing aural skills.	The Elephant Song Singing the very silly “Elephant Song” to learn to recognize correct animal sounds. Songs (The Elephant Song, We’re Going to the Zoo)	The Elephant Song Singing the very silly “Elephant Song” to learn to recognize correct animal sounds. Songs (The Elephant Song, We’re Going to the Zoo)	The Elephant Song Singing the very silly “Elephant Song” to learn to recognize correct animal sounds. Songs (The Elephant Song, We’re Going to the Zoo)	The Elephant Song Singing the very silly “Elephant Song” to learn to recognize correct animal sounds.
Thursday	Everybody Wants to Be A Cat Establishing pitch and timbre. Understanding music as a cultural phenomenon.	Disney Animals Listening and singing a variety of Disney songs that are about animals. Songs (Everybody wants to be a cat, Bear Necessities)	Disney Animals Listening and singing a variety of Disney songs that are about animals. Songs (Everybody wants to be a cat, Bear Necessities)	Disney Animals Listening and singing a variety of Disney songs that are about animals. Songs (Everybody wants to be a cat, Bear Necessities)	Disney Animals Listening and singing a variety of Disney songs that are about animals. What’s your favorite animal Disney song?
Friday	Piano Friday Singing as unison. Developing basic piano proficiency.	Piano Friday Singing a variety of child friendly nursery rhymes to help reiterate everything we discussed earlier in the week.	Piano Friday Singing a variety of child friendly nursery rhymes to help reiterate everything we discussed earlier in the week.	Piano Friday Singing a variety of child friendly nursery rhymes to help reiterate everything we discussed earlier in the week.	Piano Friday Trying to apply what we’ve learned from solfege and the boom whackers to the piano.

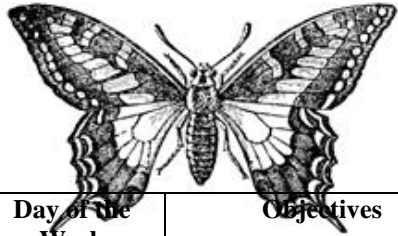


Music Lesson Plan: May 6th - May 10th 2019

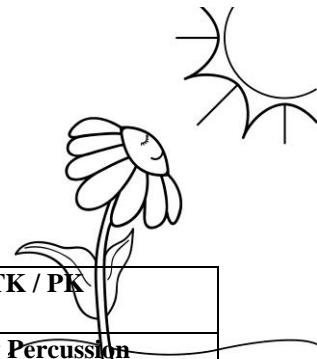
Theme: Bugs

Theme: In, On, and Under the Ground

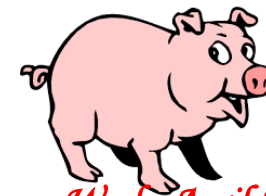
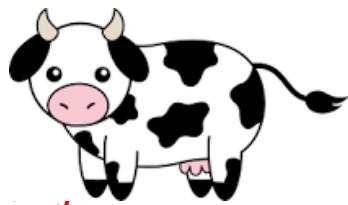
Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	TK / PK
Monday	 Spiders Movement to music.	Anansi the Spider Pretending to move and make faces like a spider. Songs (The Itsy Bitsy Spider, Anansi the Spider)	Anansi the Spider Pretending to move and make faces like a spider. Songs (The Itsy Bitsy Spider, Anansi the Spider)	Anansi the Spider Pretending to move and make faces like a spider. Songs (The Itsy Bitsy Spider, Anansi the Spider)	Anansi the Spider Pretending to move and make faces like a spider. How are songs used to teach a lesson?
Tuesday	 Flies Movement to music. Developing a basic understanding of tempo and musical terms.	Shoo Fly Trying to move as quickly like a fly while flapping our arms. Songs (Shoo Fly, There was an old lady who swallowed a fly)	Shoo Fly Trying to move as quickly like a fly while flapping our arms. Songs (Shoo Fly, There was an old lady who swallowed a fly)	Shoo Fly Trying to move as quickly like a fly while flapping our arms. Songs (Shoo Fly, There was an old lady who swallowed a fly)	 Shoo Fly Trying to move as quickly like a fly while flapping our arms. Playing the game Accelerando insects.
Wednesday	Butterflies Movement to music. Developing a basic understanding of pitch and timbre. Developing aural skills.	Butterflies and Bees Pretending to be butterflies and buzzing like a bee. Songs (Froggie went a courting, Butterfly or Bee)	Butterflies and Bees Pretending to be butterflies and buzzing like a bee. Songs (Froggie went a courting, Butterfly or Bee)	Butterflies and Bees Pretending to be butterflies and buzzing like a bee. Songs (Froggie went a courting, Butterfly or Bee)	Butterflies and Bees Pretending to be butterflies and buzzing like a bee. Playing the game high and low to help understand pitch.
Thursday	 Grasshoppers Movement to music. Developing imaginative play. Gaining a basic concept of rhythm. Developing a basic understanding of pitch and timbre.	There was a little grasshopper Reciting our favorite bug poems while playing the game "Bugs on the Bayou". Songs (There was a Little Grasshopper, Bedbug)	There was a little grasshopper Reciting our favorite bug poems while playing the game "Bugs on the Bayou". Songs (There was a Little Grasshopper, Bedbug)	There was a little grasshopper Reciting our favorite bug poems while playing the game "Bugs on the Bayou". Songs (There was a Little Grasshopper, Bedbug)	There was a little grasshopper Reciting our favorite bug poems while playing the game "Bugs on the Bayou". Playing the game "Don't Clap this Back"
Friday	Piano Friday The basics of piano and singing	Children's Songs Singing a variety of children's songs	Children's Songs Singing a variety of children's songs	Children's Songs Singing a variety of children's songs	Piano Friday Understanding music notation and sight reading and singing.



Music Lesson Plan: May 13th – May 17th 2019
Theme: More Bugs
Theme: Bug Bands



Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	TK / PK
Monday	The Crickets Understanding music as a cultural phenomenon. Imaginative play. Gaining a basic understanding of rhythm	Body Percussion Using our body as drum to make different sounds. Songs (Down, Down, Baby, Peggy Sue)	Body Percussion Using our body as drum to make different sounds. Songs (Down, Down, Baby, Peggy Sue)	Body Percussion Using our body as drum to make different sounds. Songs (Down, Down, Baby, Peggy Sue)	Body Percussion Using our body as drum to make different sounds. Listening to the music of Buddy Holly and trying to determine the instrumentation. What's Rock and Roll?
Tuesday	The Spiders From Mars Understanding music as a cultural phenomenon. Imaginative play.	Pass A Rhythm Making up our own rhythm for our friends to copy. Songs (This is the Way, Little Bug/Bird)	Pass A Rhythm Making up our own rhythm for our friends to copy. Songs (This is the Way, Little Bug/Bird)	Pass A Rhythm Making up our own rhythm for our friends to copy. Songs (This is the Way, Little Bug/Bird)	Pass A Rhythm Making up our own rhythm for our friends to copy. What's your rock star name? Listening to David Bowie and create our own distinctive rhythm.
Wednesday	Bug Dance Imaginative play. Understanding how to improvise.	Bug Dance Reading the story bug dance.	Bug Dance Reading the story bug dance	Bug Dance Reading the story bug dance.	Bug Dance Reading the story bug dance. Can you imitate how a bug can dance?
Thursday	The Beetles Developing an understanding of composition and notation.	Boom Whacker Serenade Picking a color and then using the boom whackers to help write our own original songs. Songs (Here Comes The Sun, Yellow Submarine)	Boom Whacker Serenade Picking a color and then using the boom whackers to help write our own original songs. Songs (Here Comes The Sun, Yellow Submarine)	Boom Whacker Serenade Picking a color and then using the boom whackers to help write our own original songs. Songs (Here Comes The Sun, Yellow Submarine)	Boom Whacker Serenade Picking a color and then using the boom whackers to help write our own original songs. Songs (Here Comes The Sun, Yellow Submarine)
Friday	Piano Friday Learning to sing as an ensemble.	Piano Friday Singing a variety of kid appropriate songs.	Piano Friday Singing a variety of kid appropriate songs.	Piano Friday Singing a variety of kid appropriate songs.	Piano Friday Practicing as a unit our graduation songs.



Computer Lesson Plan
Farm Animals

Theme: Animals

Week: April 22 - 26, 2019

Day of the Week	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
Monday	<p>Frog Street Literacy Programs- Have the children identify letters and find them on the keyboard</p> <p>Listen to a story with Read Along books on CD</p> <p>Working with Think & Go Phonics</p>	<p>Frog Street Literacy Programs- Have the children identify letters and find them on the keyboard</p> <p>Listen to a story with Read Along books on CD</p> <p>Working with Think & Go Phonics.</p>	<p>Frog Street Literacy Programs- Have the children identify letters and find them on the keyboard</p> <p>Listen to a story with Read Along books on CD</p> <p>Working with Think & Go Phonics</p>	<p>Frog Street Literacy Programs- Have the children identify letters and find them on the keyboard</p> <p>Listen to a story with Read Along books on CD</p> <p>Working with Think & Go Phonics</p>	<p>Frog Street Literacy Programs- Have the children identify letters and find them on the keyboard</p> <p>Listen to a story with Read Along books on CD</p> <p>Working with Think & Go Phonics</p>
Tuesday	<p>Frog Street Math Program – Measure It</p> <p>Working with Blocks and Puzzles</p> <p>Cubetto</p>	<p>Frog Street Math Program – Measure It</p> <p>Working with Blocks and Puzzles</p> <p>Cubetto</p> <p>Education.com</p>	<p>Frog Street Math Program – Measure It</p> <p>Jump Street</p> <p>Cubetto</p> <p>Education.com</p>	<p>Frog Street Math Program – Measure It</p> <p>Jump Street</p> <p>Cubetto</p> <p>Education.com</p>	<p>Frog Street Math Program – Measure It</p> <p>Jump Street</p> <p>Cubetto</p> <p>Education.com</p>
Wednesday	<p>Frog Street Literacy Programs- Have the children identify letters and find them on the keyboard</p> <p>Listen to a story with Read Along books on CD</p> <p>Working with Think & Go Phonics</p>	<p>Frog Street Literacy Programs- Have the children identify letters and find them on the keyboard</p> <p>Listen to a story with Read Along books on CD</p> <p>Working with Think & Go Phonics.</p>	<p>Frog Street Literacy Programs- Have the children identify letters and find them on the keyboard</p> <p>Listen to a story with Read Along books on CD</p> <p>Working with Think & Go Phonics</p>	<p>Frog Street Literacy Programs- Have the children identify letters and find them on the keyboard</p> <p>Listen to a story with Read Along books on CD</p> <p>Working with Think & Go Phonics</p>	<p>Frog Street Literacy Programs- Have the children identify letters and find them on the keyboard</p> <p>Listen to a story with Read Along books on CD</p> <p>Working with Think & Go Phonics</p>
Thursday	<p>Frog Street Math Program – Measure It</p> <p>Working with Blocks and Puzzles</p> <p>Cubetto</p>	<p>Frog Street Math Program – Measure It</p> <p>Working with Blocks and Puzzles</p> <p>Cubetto</p> <p>Education.com</p>	<p>Frog Street Math Program – Measure It</p> <p>Jump Street</p> <p>Cubetto</p> <p>Education.com</p>	<p>Frog Street Math Program – Measure It</p> <p>Jump Street</p> <p>Cubetto</p> <p>Education.com</p>	<p>Frog Street Math Program – Measure It</p> <p>Jump Street</p> <p>Cubetto</p> <p>Education.com</p>
Friday	<p>Log into Frog Street Reading Buddy</p> <p>Extend the lesson to your age group</p>	<p>Log into Frog Street Reading Buddy</p> <p>Extend the lesson to your age group</p>	<p>Log into Frog Street Reading Buddy</p> <p>Extend the lesson to your age group</p>	<p>Log into Frog Street Reading Buddy</p> <p>Extend the lesson to your age group</p>	<p>Log into Frog Street Reading Buddy</p> <p>Extend the lesson to your age group</p>

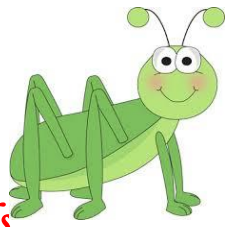


Computer Lesson Plan
Zoo Animals

Theme: Animals

Week: April 29 – May 3, 2019

Day of the Week	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
Monday	<p>Frog Street Math Program – Measure It</p> <p>Working with Blocks and Puzzles</p> <p>Cubetto</p>	<p>Frog Street Math Program – Measure It</p> <p>Working with Blocks and Puzzles</p> <p>Cubetto</p> <p>Education.com</p>	<p>Frog Street Math Program – Measure It</p> <p>Jump Street</p> <p>Cubetto</p> <p>Education.com</p>	<p>Frog Street Math Program – Measure It</p> <p>Jump Street</p> <p>Cubetto</p> <p>Education.com</p>	<p>Frog Street Math Program – Measure It</p> <p>Jump Street</p> <p>Cubetto</p> <p>Education.com</p>
Tuesday	<p>Frog Street Literacy Listening Book <u>Welcome to Zippity Zoo</u></p> <p>Obj: Children will learn about different types of animals and their habitats</p>	<p>Frog Street Words, Words, Words</p> <p>Obj: Children will build vocabulary and learn letter recognition</p>	<p>Frog Street Words, Words, Words</p> <p>Obj: Children will build vocabulary and learn letter recognition</p>	<p>Frog Street Math Program</p> <p>Obj: Children will learn addition and subtraction skills</p>	<p>Frog Street Math Program</p> <p>Obj: Children will learn addition and subtraction skills</p>
Wednesday	<p>Frog Street Math Program – Measure It</p> <p>Working with Blocks and Puzzles</p> <p>Cubetto</p>	<p>Frog Street Math Program – Measure It</p> <p>Working with Blocks and Puzzles</p> <p>Cubetto</p> <p>Education.com</p>	<p>Frog Street Math Program – Measure It</p> <p>Jump Street</p> <p>Cubetto</p> <p>Education.com</p>	<p>Frog Street Math Program – Measure It</p> <p>Jump Street</p> <p>Cubetto</p> <p>Education.com</p>	<p>Frog Street Math Program – Measure It</p> <p>Jump Street</p> <p>Cubetto</p> <p>Education.com</p>
Thursday	<p>Frog Street Picture Match</p> <p>Obj: Children will identify pictures and learn same and different.</p>	<p>Frog Street Picture Match</p> <p>Obj: Children will identify pictures and learn same and different.</p>	<p>Frog Street Math – Compare It</p> <p>Obj: Children will graph and compare objects</p>	<p>Frog Street Math – Compare It</p> <p>Obj: Children will graph and compare objects</p>	<p>Frog Street Math – Compare It</p> <p>Obj: Children will graph and compare objects</p>
Friday	<p>Frog Street Math Program – Measure It</p> <p>Working with Blocks and Puzzles</p> <p>Cubetto</p>	<p>Frog Street Math Program – Measure It</p> <p>Working with Blocks and Puzzles</p> <p>Cubetto</p> <p>Education.com</p>	<p>Frog Street Math Program – Measure It</p> <p>Jump Street</p> <p>Cubetto</p> <p>Education.com</p>	<p>Frog Street Math Program – Measure It</p> <p>Jump Street</p> <p>Cubetto</p> <p>Education.com</p>	<p>Frog Street Math Program – Measure It</p> <p>Jump Street</p> <p>Cubetto</p> <p>Education.com</p>



Computer Lesson Plan
Bugs

Theme: Animals

Week: May 6 - 10, 2019

Day of the Week	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
Monday	<p>Frog Street Math Program – Measure It</p> <p>Working with Blocks and Puzzles</p> <p>Cubetto</p>	<p>Frog Street Math Program – Measure It</p> <p>Working with Blocks and Puzzles</p> <p>Cubetto</p> <p>Education.com</p>	<p>Frog Street Math Program – Measure It</p> <p>Jump Street</p> <p>Cubetto</p> <p>Education.com</p>	<p>Frog Street Math Program – Measure It</p> <p>Jump Street</p> <p>Cubetto</p> <p>Education.com</p>	<p>Frog Street Math Program – Measure It</p> <p>Jump Street</p> <p>Cubetto</p> <p>Education.com</p>
Tuesday	<p>Frog Street Words, Words, Words</p> <p>Obj: Children will build vocabulary and enhance language skills.</p>	<p>Frog Street Words, Words, Words</p> <p>Obj: Children will build vocabulary and enhance language skills.</p>	<p>Frog Street Words, Words, Words</p> <p>Obj: Children will build vocabulary and learn letter recognition</p>	<p>Frog Street Words, Words, Words</p> <p>Obj: Children will build vocabulary and enhance language skills.</p>	<p>Frog Street Words, Words, Words</p> <p>Obj: Children will build vocabulary and enhance language skills.</p>
Wednesday	<p>Frog Street Math Program – Measure It</p> <p>Working with Blocks and Puzzles</p> <p>Cubetto</p>	<p>Frog Street Math Program – Measure It</p> <p>Working with Blocks and Puzzles</p> <p>Cubetto</p> <p>Education.com</p>	<p>Frog Street Math Program – Measure It</p> <p>Jump Street</p> <p>Cubetto</p> <p>Education.com</p>	<p>Frog Street Math Program – Measure It</p> <p>Jump Street</p> <p>Cubetto</p> <p>Education.com</p>	<p>Frog Street Math Program – Measure It</p> <p>Jump Street</p> <p>Cubetto</p> <p>Education.com</p>
Thursday	<p>Frog Street Name Game</p> <p>Obj: Children will learn letters and name recognition.</p>	<p>Frog Street Name Game</p> <p>Obj: Children will learn letters and name recognition.</p>	<p>Frog Street Name Game</p> <p>Obj: Children will learn letters and name recognition.</p>	<p>Frog Street Name Game</p> <p>Obj: Children will learn letters and name recognition.</p>	<p>Frog Street Name Game</p> <p>Obj: Children will learn letters and name recognition.</p>
Friday	<p>Frog Street Math Program – Measure It</p> <p>Working with Blocks and Puzzles</p> <p>Cubetto</p>	<p>Frog Street Math Program – Measure It</p> <p>Working with Blocks and Puzzles</p> <p>Cubetto</p> <p>Education.com</p>	<p>Frog Street Math Program – Measure It</p> <p>Jump Street</p> <p>Cubetto</p> <p>Education.com</p>	<p>Frog Street Math Program – Measure It</p> <p>Jump Street</p> <p>Cubetto</p> <p>Education.com</p>	<p>Frog Street Math Program – Measure It</p> <p>Jump Street</p> <p>Cubetto</p> <p>Education.com</p>



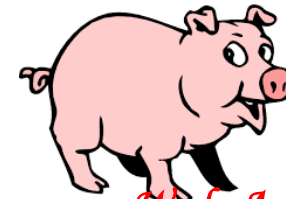
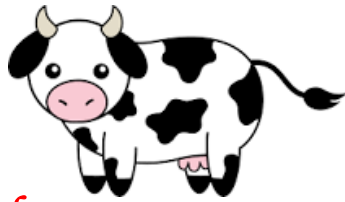
Theme: Animals

Computer Lesson Plan
More Bugs



Week: May 13 -17, 2019

Day of the Week	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
Monday	<p>Frog Street Math Program – Measure It</p> <p>Working with Blocks and Puzzles</p> <p>Cubetto</p>	<p>Frog Street Math Program – Measure It</p> <p>Working with Blocks and Puzzles</p> <p>Cubetto</p> <p>Education.com</p>	<p>Frog Street Math Program – Measure It</p> <p>Jump Street</p> <p>Cubetto</p> <p>Education.com</p>	<p>Frog Street Math Program – Measure It</p> <p>Jump Street</p> <p>Cubetto</p> <p>Education.com</p>	<p>Frog Street Math Program – Measure It</p> <p>Jump Street</p> <p>Cubetto</p> <p>Education.com</p>
Tuesday	<p>Frog Street Writer’s Corner</p> <p>Obj: Children will enhance letter recognition and keyboard skills.</p>	<p>Frog Street Writer’s Corner</p> <p>Obj: Children will enhance letter recognition and keyboard skills.</p>	<p>Frog Street Measure It</p> <p>Obj: Children will learn estimation and comparison skills.</p>	<p>Frog Street Words, Words, Words</p> <p>Obj: Children will build vocabulary and enhance language skills.</p>	<p>Frog Street Words, Words, Words</p> <p>Obj: Children will build vocabulary and enhance language skills.</p>
Wednesday	<p>Frog Street Math Program – Measure It</p> <p>Working with Blocks and Puzzles</p> <p>Cubetto</p>	<p>Frog Street Math Program – Measure It</p> <p>Working with Blocks and Puzzles</p> <p>Cubetto</p> <p>Education.com</p>	<p>Frog Street Math Program – Measure It</p> <p>Jump Street</p> <p>Cubetto</p> <p>Education.com</p>	<p>Frog Street Math Program – Measure It</p> <p>Jump Street</p> <p>Cubetto</p> <p>Education.com</p>	<p>Frog Street Math Program – Measure It</p> <p>Jump Street</p> <p>Cubetto</p> <p>Education.com</p>
Thursday	<p>Frog Street Name Game</p> <p>Obj: Children will learn letters and name recognition.</p>	<p>Frog Street Name Game</p> <p>Obj: Children will learn letters and name recognition.</p>	<p>Frog Street Name Game</p> <p>Obj: Children will learn letters and name recognition.</p>	<p>Frog Street Name Game</p> <p>Obj: Children will learn letters and name recognition.</p>	<p>Frog Street Name Game</p> <p>Obj: Children will learn letters and name recognition.</p>
Friday	<p>Frog Street Math Program – Measure It</p> <p>Working with Blocks and Puzzles</p> <p>Cubetto</p>	<p>Frog Street Math Program – Measure It</p> <p>Working with Blocks and Puzzles</p> <p>Cubetto</p> <p>Education.com</p>	<p>Frog Street Math Program – Measure It</p> <p>Jump Street</p> <p>Cubetto</p> <p>Education.com</p>	<p>Frog Street Math Program – Measure It</p> <p>Jump Street</p> <p>Cubetto</p> <p>Education.com</p>	<p>Frog Street Math Program – Measure It</p> <p>Jump Street</p> <p>Cubetto</p> <p>Education.com</p>



Theme: Animals

*Creative Movement Lesson Plan
Farm Animals*

Week: April 22 - 26, 2019

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	Hand Eye coordination Team building skills and good sportsmanship conduct	<u>Farmer in the Dell</u> Remind children that the person who cares for animals on the farm is the farmer. Invite the children to sing and role-play "The Farmer in the Dell". Add verses to the song that include animals on the farm. (Appendix p.207)	<u>Farmer in the Dell</u> Remind children that the person who cares for animals on the farm is the farmer. Invite the children to sing and role-play "The Farmer in the Dell". Add verses to the song that include animals on the farm. (Appendix p.207)	<u>Farmer in the Dell</u> Remind children that the person who cares for animals on the farm is the farmer. Invite the children to sing and role-play "The Farmer in the Dell". Add verses to the song that include animals on the farm. (Appendix p.207)	<u>Farmer in the Dell</u> Remind children that the person who cares for animals on the farm is the farmer. Invite the children to sing and role-play "The Farmer in the Dell". Add verses to the song that include animals on the farm. (Appendix p.207)
Tuesday	Enhance balancing, tactile contact, crawling and self-control	<u>New Chicken Dance</u> Ask children to imagine a chicken dancing. Teach the children how to make chicken wings by tucking their hands under their arms, and how to make a beak with their hands. (Appendix p.193) (Frogstreet Friends CD #12)	<u>New Chicken Dance</u> Ask children to imagine a chicken dancing. Teach the children how to make chicken wings by tucking their hands under their arms, and how to make a beak with their hands. (Appendix p.193) (Frogstreet Friends CD #12)	<u>New Chicken Dance</u> Ask children to imagine a chicken dancing. Teach the children how to make chicken wings by tucking their hands under their arms, and how to make a beak with their hands. (Appendix p.193) (Frogstreet Friends CD #12)	<u>New Chicken Dance</u> Ask children to imagine a chicken dancing. Teach the children how to make chicken wings by tucking their hands under their arms, and how to make a beak with their hands. (Appendix p.193) (Frogstreet Friends CD #12)
Wednesday	Hand Eye coordination Team building skills and good sportsmanship conduct	<u>One Pretty Pig</u> Invite the children to sing and play the song. Have children demonstrate how a pig might slip in the mud. Have children do their own imitation of a pig in the mud. (Appendix p.208)	<u>One Pretty Pig</u> Invite the children to sing and play the song. Have children demonstrate how a pig might slip in the mud. Have children do their own imitation of a pig in the mud. (Appendix p.208)	<u>One Pretty Pig</u> Invite the children to sing and play the song. Have children demonstrate how a pig might slip in the mud. Have children do their own imitation of a pig in the mud. (Appendix p.208)	<u>One Pretty Pig</u> Invite the children to sing and play the song. Have children demonstrate how a pig might slip in the mud. Have children do their own imitation of a pig in the mud. (Appendix p.208)
Thursday	Enhance balancing, tactile contact, crawling and self-control	<u>Follow the Leader</u> Demonstrate horse movements (galloping, trotting, and loping) and cow movements. Have the children play Follow the Leader using these four movements.	<u>Follow the Leader</u> Demonstrate horse movements (galloping, trotting, and loping) and cow movements. Have the children play Follow the Leader using these four movements.	<u>Follow the Leader</u> Demonstrate horse movements (galloping, trotting, and loping) and cow movements. Have the children play Follow the Leader using these four movements.	<u>Follow the Leader</u> Demonstrate horse movements (galloping, trotting, and loping) and cow movements. Have the children play Follow the Leader using these four movements.
Friday	Hand Eye coordination Team building skills and good sportsmanship conduct	<u>Sheep in the Pen</u> Discuss the relationship between wolves and sheep. Invite children to play Sheep in the Pen. (Appendix p.207)	<u>Sheep in the Pen</u> Discuss the relationship between wolves and sheep. Invite children to play Sheep in the Pen. (Appendix p.207)	<u>Sheep in the Pen</u> Discuss the relationship between wolves and sheep. Invite children to play Sheep in the Pen. (Appendix p.207)	<u>Sheep in the Pen</u> Discuss the relationship between wolves and sheep. Invite children to play Sheep in the Pen. (Appendix p.207)



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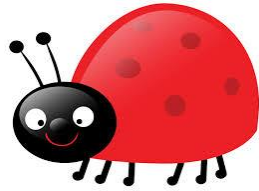


Theme: Animals

*Creative Movement Lesson Plan
Zoo Animals*

Week: April 29- May 3, 2019

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	Hand Eye coordination Team building skills and good sportsmanship conduct	<u>Zookeeper Says</u> Play as you would Simon Says. You be the zookeeper. Give commands that require children to move and make sounds like zoo animals. (Appendix p.209)	<u>Zookeeper Says</u> Play as you would Simon Says. You be the zookeeper. Give commands that require children to move and make sounds like zoo animals. (Appendix p.209)	<u>Zookeeper Says</u> Play as you would Simon Says. You be the zookeeper. Give commands that require children to move and make sounds like zoo animals. (Appendix p.209)	<u>Zookeeper Says</u> Play as you would Simon Says. You be the zookeeper. Give commands that require children to move and make sounds like zoo animals. (Appendix p.209)
Tuesday	Enhance balancing, tactile contact, crawling and self-control	<u>Monkey Nonsense</u> Have volunteer demonstrate monkey movements. Invite children to play Monkey Nonsense. (Appendix p.208)	<u>Monkey Nonsense</u> Have volunteer demonstrate monkey movements. Invite children to play Monkey Nonsense. (Appendix p.208)	<u>Monkey Nonsense</u> Have volunteer demonstrate monkey movements. Invite children to play Monkey Nonsense. (Appendix p.208)	<u>Monkey Nonsense</u> Have volunteer demonstrate monkey movements. Invite children to play Monkey Nonsense. (Appendix p.208)
Wednesday	Hand Eye coordination Team building skills and good sportsmanship conduct	<u>Three Happy Bears</u> Discuss bears. Ask children if they have seen bears at the zoo. Invite them to walk on a line of rope on the ground as they sing "Three Happy Bears" (Appendix p.209)	<u>Three Happy Bears</u> Discuss bears. Ask children if they have seen bears at the zoo. Invite them to walk on a line of rope on the ground as they sing "Three Happy Bears" (Appendix p.209)	<u>Three Happy Bears</u> Discuss bears. Ask children if they have seen bears at the zoo. Invite them to walk on a line of rope on the ground as they sing "Three Happy Bears" (Appendix p.209)	<u>Three Happy Bears</u> Discuss bears. Ask children if they have seen bears at the zoo. Invite them to walk on a line of rope on the ground as they sing "Three Happy Bears" (Appendix p.209)
Thursday	Enhance balancing, tactile contact, crawling and self-control	<u>Twirl Those Ribbons</u> Discuss the skin of a zebra and giraffe. Provide black and white or gold and brown streamers and invite children to dance to "Twirl Those Ribbons".	<u>Twirl Those Ribbons</u> Discuss the skin of a zebra and giraffe. Provide black and white or gold and brown streamers and invite children to dance to "Twirl Those Ribbons".	<u>Twirl Those Ribbons</u> Discuss the skin of a zebra and giraffe. Provide black and white or gold and brown streamers and invite children to dance to "Twirl Those Ribbons".	<u>Twirl Those Ribbons</u> Discuss the skin of a zebra and giraffe. Provide black and white or gold and brown streamers and invite children to dance to "Twirl Those Ribbons".
Friday	Hand Eye coordination Team building skills and good sportsmanship conduct	<u>Chim Chim Chimpanzee</u> Invite children to tap and sing along to the song. Encourage them to listen for one of the animals we are learning about today. (Appendix p.185)	<u>Chim Chim Chimpanzee</u> Invite children to tap and sing along to the song. Encourage them to listen for one of the animals we are learning about today. (Appendix p.185)	<u>Chim Chim Chimpanzee</u> Invite children to tap and sing along to the song. Encourage them to listen for one of the animals we are learning about today. (Appendix p.185)	<u>Chim Chim Chimpanzee</u> Invite children to tap and sing along to the song. Encourage them to listen for one of the animals we are learning about today. (Appendix p.185)



Theme: Animals

Creative Movement Lesson Plan
Bugs

Week: May 6 - 10, 2019

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	Hand Eye coordination Team building skills and good sportsmanship conduct	<u>Can You Move with Me?</u> Encourage the children to move like the insects and bugs mentioned in the song. Challenge children to come up with other bug moves not mentioned in song. (Appendix p.185) (Feelin Froggy CD # 5)	<u>Can You Move with Me?</u> Encourage the children to move like the insects and bugs mentioned in the song. Challenge children to come up with other bug moves not mentioned in song. (Appendix p.185) (Feelin Froggy CD # 5)	<u>Can You Move with Me?</u> Encourage the children to move like the insects and bugs mentioned in the song. Challenge children to come up with other bug moves not mentioned in song. (Appendix p.185) (Feelin Froggy CD # 5)	<u>Can You Move with Me?</u> Encourage the children to move like the insects and bugs mentioned in the song. Challenge children to come up with other bug moves not mentioned in song. (Appendix p.185) (Feelin Froggy CD # 5)
Tuesday	Enhance balancing, tactile contact, crawling and self-control	<u>Waggle Dance</u> Teach children the dance. Tell them that this dance is inspired by bees. Place paper flowers around classroom. Encourage them to raise arms like flies as they fly around. (Appendix p.209)	<u>Waggle Dance</u> Teach children the dance. Tell them that this dance is inspired by bees. Place paper flowers around classroom. Encourage them to raise arms like flies as they fly around. (Appendix p.209)	<u>Waggle Dance</u> Teach children the dance. Tell them that this dance is inspired by bees. Place paper flowers around classroom. Encourage them to raise arms like flies as they fly around. (Appendix p.209)	<u>Waggle Dance</u> Teach children the dance. Tell them that this dance is inspired by bees. Place paper flowers around classroom. Encourage them to raise arms like flies as they fly around. (Appendix p.209)
Wednesday	Hand Eye coordination Team building skills and good sportsmanship conduct	<u>Ladybug Ladybug</u> Teach the rhyme “Ladybug, Ladybug” (Appendix p.202)	<u>Ladybug Ladybug</u> Teach the rhyme “Ladybug, Ladybug” (Appendix p.202)	<u>Ladybug Ladybug</u> Teach the rhyme “Ladybug, Ladybug” (Appendix p.202)	<u>Ladybug Ladybug</u> Teach the rhyme “Ladybug, Ladybug” (Appendix p.202)
Thursday	Enhance balancing, tactile contact, crawling and self-control	<u>The Sounds of Nature</u> Tell the children that a dragonfly is fast and fancy. It can loop-de-loops and fly backwards. Give children streamers and encourage them to fly.	<u>The Sounds of Nature</u> Tell the children that a dragonfly is fast and fancy. It can loop-de-loops and fly backwards. Give children streamers and encourage them to fly.	<u>The Sounds of Nature</u> Tell the children that a dragonfly is fast and fancy. It can loop-de-loops and fly backwards. Give children streamers and encourage them to fly.	<u>The Sounds of Nature</u> Tell the children that a dragonfly is fast and fancy. It can loop-de-loops and fly backwards. Give children streamers and encourage them to fly.
Friday	Hand Eye coordination Team building skills and good sportsmanship conduct	<u>Little Ants</u> Discuss how ants move. Invite the children to sing “Little Ants”. Have them perform the actions described in the lyrics. (Appendix p.190)	<u>Little Ants</u> Discuss how ants move. Invite the children to sing “Little Ants”. Have them perform the actions described in the lyrics. (Appendix p.190)	<u>Little Ants</u> Discuss how ants move. Invite the children to sing “Little Ants”. Have them perform the actions described in the lyrics. (Appendix p.190)	<u>Little Ants</u> Discuss how ants move. Invite the children to sing “Little Ants”. Have them perform the actions described in the lyrics. (Appendix p.190)

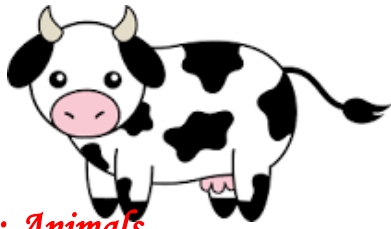


Theme: Animals

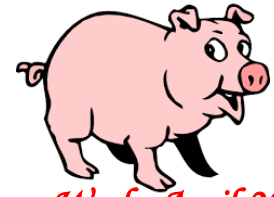
*Creative Movement Lesson Plan
More Bugs*

Week: May 13 - 17, 2019

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	Hand Eye coordination Team building skills and good sportsmanship conduct	<u>The Life Cycle Chant</u> Invite the children to join you in the chant and in performing the movements that accompany the chant. (Appendix p.203)	<u>The Life Cycle Chant</u> Invite the children to join you in the chant and in performing the movements that accompany the chant. (Appendix p.203)	<u>The Life Cycle Chant</u> Invite the children to join you in the chant and in performing the movements that accompany the chant. (Appendix p.203)	<u>The Life Cycle Chant</u> Invite the children to join you in the chant and in performing the movements that accompany the chant. (Appendix p.203)
Tuesday	Enhance balancing, tactile contact, crawling and self-control	<u>Hop! Hop! Stop!</u> Tell the children that when jumping insects move, they use a catapulting motion. Have them pretend they are grasshoppers. Have them take turns running, bouncing, and jumping. (Appendix p.207)	<u>Hop! Hop! Stop!</u> Tell the children that when jumping insects move, they use a catapulting motion. Have them pretend they are grasshoppers. Have them take turns running, bouncing, and jumping. (Appendix p.207)	<u>Hop! Hop! Stop!</u> Tell the children that when jumping insects move, they use a catapulting motion. Have them pretend they are grasshoppers. Have them take turns running, bouncing, and jumping. (Appendix p.207)	<u>Hop! Hop! Stop!</u> Tell the children that when jumping insects move, they use a catapulting motion. Have them pretend they are grasshoppers. Have them take turns running, bouncing, and jumping. (Appendix p.207)
Wednesday	Hand Eye coordination Team building skills and good sportsmanship conduct	<u>Can You Move with Me?</u> Encourage the children to wiggle like a worm, rolling like a beetle, fluttering like a butterfly, scurrying like an ant, hopping like a grasshopper, and buzzing like a bee. (Appendix p.185) (Feelin Froggy CD # 5)	<u>Can You Move with Me?</u> Encourage the children to wiggle like a worm, rolling like a beetle, fluttering like a butterfly, scurrying like an ant, hopping like a grasshopper, and buzzing like a bee. (Appendix p.185) (Feelin Froggy CD # 5)	<u>Can You Move with Me?</u> Encourage the children to wiggle like a worm, rolling like a beetle, fluttering like a butterfly, scurrying like an ant, hopping like a grasshopper, and buzzing like a bee. (Appendix p.185) (Feelin Froggy CD # 5)	<u>Can You Move with Me?</u> Encourage the children to wiggle like a worm, rolling like a beetle, fluttering like a butterfly, scurrying like an ant, hopping like a grasshopper, and buzzing like a bee. (Appendix p.185) (Feelin Froggy CD # 5)
Thursday	Enhance balancing, tactile contact, crawling and self-control	<u>Itsy Bitsy Spider</u> Invite children to climb and dance to “Itsy Bitsy Spider” (FrogStreet Friends CD #8)	<u>Itsy Bitsy Spider</u> Invite children to climb and dance to “Itsy Bitsy Spider” (FrogStreet Friends CD #8)	<u>Itsy Bitsy Spider</u> Invite children to climb and dance to “Itsy Bitsy Spider” (FrogStreet Friends CD #8)	<u>Itsy Bitsy Spider</u> Invite children to climb and dance to “Itsy Bitsy Spider” (FrogStreet Friends CD #8)
Friday	Hand Eye coordination Team building skills and good sportsmanship conduct	<u>The Life Cycle Chant</u> Invite the children to join you in the chant and in performing the movements that accompany the chant. (Appendix p.203)	<u>The Life Cycle Chant</u> Invite the children to join you in the chant and in performing the movements that accompany the chant. (Appendix p.203)	<u>The Life Cycle Chant</u> Invite the children to join you in the chant and in performing the movements that accompany the chant. (Appendix p.203)	<u>The Life Cycle Chant</u> Invite the children to join you in the chant and in performing the movements that accompany the chant. (Appendix p.203)



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Theme: Animals

*GYM Lesson Plan
Farm Animals*

Week: April 22-26, 2019

Day of the Week	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
Monday	Warm –up Team Building Pair up with a friend, b/w ea. Other bounces the ball to one another to one end, and tries to throw the hula hoop in the cone.	Warm –up Team Building Pair up with a friend, b/w ea. Other bounces the ball to one another to one end, and tries to throw the hula hoop in the cone.	Warm –up Team Building Pair up with a friend, b/w ea. Other bounces the ball to one another to one end, and tries to throw the hula hoop in the cone.	Warm –up Team Building Pair up with a friend, b/w ea. Other bounces the ball to one another to one end, and tries to throw the hula hoop in the cone.	Warm –up Team Building Pair up with a friend, b/w ea. Other bounces the ball to one another to one end, and tries to throw the hula hoop in the cone.
Tuesday	Children will act out their favorite farm animal and when times up, everyone needs to be back in the den. Outside: play hopscotch and hop like chickens.	Children will act out their favorite farm animal and when times up, everyone needs to be back in the den. Outside: play hopscotch and hop like chickens.	Children will act out their favorite farm animal and when times up, everyone needs to be back in the den. Outside: play hopscotch and hop like chickens.	Children will act out their favorite farm animal and when times up, everyone needs to be back in the den. Outside: play hopscotch and hop like chickens.	Children will act out their favorite farm animal and when times up, everyone needs to be back in the den. Outside: play hopscotch and hop like chickens.
Wednesday	Warm up and Stretch Horse Gallop; Race through a maze. Outside: Play Farmer May I?	Warm up and Stretch Horse Gallop; Race through a maze. Outside: Play Farmer May I?	Warm up and Stretch Horse Gallop; Race through a maze. Outside: Play Farmer May I?	Warm up and Stretch Horse Gallop; Race through a maze. Outside: Play Farmer May I?	Warm up and Stretch Horse Gallop; Race through a maze. Outside: Play Farmer May I?
Thursday	Duck Walk through an obstacle and jump into the pond (mats). Outside: Have everyone form a line and follow the leader like a Duck and its ducky's.	Duck Walk through an obstacle and jump into the pond (mats). Outside: Have everyone form a line and follow the leader like a Duck and its ducky's.	Duck Walk through an obstacle and jump into the pond (mats). Outside: Have everyone form a line and follow the leader like a Duck and its ducky's.	Duck Walk through an obstacle and jump into the pond (mats). Outside: Have everyone form a line and follow the leader like a Duck and its ducky's.	Duck Walk through an obstacle and jump into the pond (mats). Outside: Have everyone form a line and follow the leader like a Duck and its ducky's.
Friday	Introducing the Food Pyramid Fitness Friday Team race; touch the 2 lines of cones, push up, and race to the finish.	Introducing the Food Pyramid Fitness Friday Team race; touch the 2 lines of cones, push up, and race to the finish.	Introducing the Food Pyramid Fitness Friday Team race; touch the 2 lines of cones, push up, and race to the finish.	Introducing the Food Pyramid Fitness Friday Team race; touch the 2 lines of cones, push up, and race to the finish.	Introducing the Food Pyramid Fitness Friday Team race; touch the 2 lines of cones, push up, and race to the finish.



Theme: Animals

GYM Lesson Plan
Zoo Animals

Week: April 29–May 3, 2019

Day of the Week	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
Monday	Use a Long Rope; lay it across the floor and demonstrate how far a Kangaroo can jump Outside: Kangaroo jump around the playground	Use a Long Rope; lay it across the floor and demonstrate how far a Kangaroo can jump Outside: Kangaroo jump around the playground	Use a Long Rope; lay it across the floor and demonstrate how far a Kangaroo can jump Outside: Kangaroo jump around the playground	Use a Long Rope; lay it across the floor and demonstrate how far a Kangaroo can jump Outside: Kangaroo jump around the playground	Use a Long Rope; lay it across the floor and demonstrate how far a Kangaroo can jump Outside: Kangaroo jump around the playground
Tuesday	Form a line with the whole class. Run around the edge of the room and the last person on the line passes through everyone to the top. Outside: Bunny run	Form a line with the whole class. Run around the edge of the room and the last person on the line passes through everyone to the top. Outside: Bunny run	Form a line with the whole class. Run around the edge of the room and the last person on the line passes through everyone to the top. Outside: Bunny run	Form a line with the whole class. Run around the edge of the room and the last person on the line passes through everyone to the top. Outside: Bunny run	Form a line with the whole class. Run around the edge of the room and the last person on the line passes through everyone to the top. Outside: Bunny run
Wednesday	Warm up and stretch Walk like a seal across the room in 2 lines for a race. Outside: Keep the ball up like a seal and don't let it fall.	Warm up and stretch Walk like a seal across the room in 2 lines for a race. Outside: Keep the ball up like a seal and don't let it fall.	Warm up and stretch Walk like a seal across the room in 2 lines for a race. Outside: Keep the ball up like a seal and don't let it fall.	Warm up and stretch Walk like a seal across the room in 2 lines for a race. Outside: Keep the ball up like a seal and don't let it fall.	Warm up and stretch Walk like a seal across the room in 2 lines for a race. Outside: Keep the ball up like a seal and don't let it fall.
Thursday	Walk through the tunnel like a crab. Then Roll like a lion on the matts. Outside: Roll like a lion on the grass.	Walk through the tunnel like a crab. Then Roll like a lion on the matts. Outside: Roll like a lion on the grass.	Walk through the tunnel like a crab. Then Roll like a lion on the matts. Outside: Roll like a lion on the grass.	Walk through the tunnel like a crab. Then Roll like a lion on the matts. Outside: Roll like a lion on the grass.	Walk through the tunnel like a crab. Then Roll like a lion on the matts. Outside: Roll like a lion on the grass.
Friday	Warm up and Stretch Dirty cages; have all the balls and bean bags out. Try to pick up and throw to the other side of the room; with 2 teams Outside: Free Play	Warm up and Stretch Dirty cages; have all the balls and bean bags out. Try to pick up and throw to the other side of the room; with 2 teams Outside: Free Play	Warm up and Stretch Dirty cages; have all the balls and bean bags out. Try to pick up and throw to the other side of the room; with 2 teams Outside: Free Play	Warm up and Stretch Dirty cages; have all the balls and bean bags out. Try to pick up and throw to the other side of the room; with 2 teams Outside: Free Play	Warm up and Stretch Dirty cages; have all the balls and bean bags out. Try to pick up and throw to the other side of the room; with 2 teams Outside: Free Play



Theme: Animals

GYM Lesson Plan
Bugs

Week: May 6 - 10, 2019

Day of the Week	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
Monday	Warm up and stretch The Bug Attack Have 1 person be the bug, if tagged you join hands with the bug until everyone is a bug. Outside: The Bug Attack	Warm up and stretch The Bug Attack Have 1 person be the bug, if tagged you join hands with the bug until everyone is a bug. Outside: The Bug Attack	Warm up and stretch The Bug Attack Have 1 person be the bug, if tagged you join hands with the bug until everyone is a bug. Outside: The Bug Attack	Warm up and stretch The Bug Attack Have 1 person be the bug, if tagged you join hands with the bug until everyone is a bug. Outside: The Bug Attack	Warm up and stretch The Bug Attack Have 1 person be the bug, if tagged you join hands with the bug until everyone is a bug. Outside: The Bug Attack
Tuesday	Spider Kick Have 2 teams. Stay in a Spider walk position; have 2 goals and try to score. Outside: Spider kick	Spider Kick Have 2 teams. Stay in a Spider walk position; have 2 goals and try to score. Outside: Spider kick	Spider Kick Have 2 teams. Stay in a Spider walk position; have 2 goals and try to score. Outside: Spider kick	Spider Kick Have 2 teams. Stay in a Spider walk position; have 2 goals and try to score. Outside: Spider kick	Spider Kick Have 2 teams. Stay in a Spider walk position; have 2 goals and try to score. Outside: Spider kick
Wednesday	Warm up and Stretch Spin and Run Spin your head on top of a bat, then race to the other side of the room. Outside: Spin and Run	Warm up and Stretch Spin and Run Spin your head on top of a bat, then race to the other side of the room. Outside: Spin and Run	Warm up and Stretch Spin and Run Spin your head on top of a bat, then race to the other side of the room. Outside: Spin and Run	Warm up and Stretch Spin and Run Spin your head on top of a bat, then race to the other side of the room. Outside: Spin and Run	Warm up and Stretch Spin and Run Spin your head on top of a bat, then race to the other side of the room. Outside: Spin and Run
Thursday	Mr. Spider 1 Person is the spider the rest on the wall. Spider gives a time, = # of steps to take. When spider says "lunch time" spider has to tag everyone. If tagged you become a spider. (Continuously) Outside: Mr. Spider	Mr. Spider 1 Person is the spider the rest on the wall. Spider gives a time, = # of steps to take. When spider says "lunch time" spider has to tag everyone. If tagged you become a spider. (Continuously) Outside: Mr. Spider	Mr. Spider 1 Person is the spider the rest on the wall. Spider gives a time, = # of steps to take. When spider says "lunch time" spider has to tag everyone. If tagged you become a spider. (Continuously) Outside: Mr. Spider	Mr. Spider 1 Person is the spider the rest on the wall. Spider gives a time, = # of steps to take. When spider says "lunch time" spider has to tag everyone. If tagged you become a spider. (Continuously) Outside: Mr. Spider	Mr. Spider 1 Person is the spider the rest on the wall. Spider gives a time, = # of steps to take. When spider says "lunch time" spider has to tag everyone. If tagged you become a spider. (Continuously) Outside: Mr. Spider
Friday	Warm up and Stretch Dance with butterfly costumes Outside: free play	Warm up and stretch Caterpillar races; Form 2 lines, everyone hold the person in front's waist, and race to the finish line without unhooking. Outside: Free play	Warm up and stretch Caterpillar races; Form 2 lines, everyone hold the person in front's waist, and race to the finish line without unhooking. Outside: Free play	Warm up and stretch Caterpillar races; Form 2 lines, everyone hold the person in front's waist, and race to the finish line without unhooking. Outside: Free play	Warm up and Stretch Dance with butterfly costumes Outside: free play



Theme: Animals

Gym Lesson Plan
More Bugs

Week: May 13 - 17, 2019

Day of the Week	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
Monday	Warm up and Stretch Fly Away Home Lady bugs are going to fly, when the music stops, lady bugs try to find a leaf to land on Outside: Explore and try to find a lady bug	Warm up and Stretch Fly Away Home Lady bugs are going to fly, when the music stops, lady bugs try to find a leaf to land on Outside: Explore and try to find a lady bug	Warm up and Stretch Fly Away Home Lady bugs are going to fly, when the music stops, lady bugs try to find a leaf to land on Outside: Explore and try to find a lady bug	Warm up and Stretch Fly Away Home Lady bugs are going to fly, when the music stops, lady bugs try to find a leaf to land on Outside: Explore and try to find a lady bug	Warm up and Stretch Fly Away Home Lady bugs are going to fly, when the music stops, lady bugs try to find a leaf to land on Outside: Explore and try to find a lady bug
Tuesday	Spider Ball Have everyone spread out and pick a spot they want to stand at. 1 ball will tossed around, the person who drops the ball is out. Outside: Spider Ball	Spider Ball Have everyone spread out and pick a spot they want to stand at. 1 ball will tossed around, the person who drops the ball is out. Outside: Spider Ball	Spider Ball Have everyone spread out and pick a spot they want to stand at. 1 ball will tossed around, the person who drops the ball is out. Outside: Spider Ball	Spider Ball Have everyone spread out and pick a spot they want to stand at. 1 ball will tossed around, the person who drops the ball is out. Outside: Spider Ball	Spider Ball Have everyone spread out and pick a spot they want to stand at. 1 ball will tossed around, the person who drops the ball is out. Outside: Spider Ball
Wednesday	Warm up and Stretch Spider Kick Have 2 teams. Stay in a Spider walk position; have 2 goals and try to score. Outside: Spider kick	Warm up and Stretch Spider Kick Have 2 teams. Stay in a Spider walk position; have 2 goals and try to score. Outside: Spider kick	Warm up and Stretch Spider Kick Have 2 teams. Stay in a Spider walk position; have 2 goals and try to score. Outside: Spider kick	Warm up and Stretch Spider Kick Have 2 teams. Stay in a Spider walk position; have 2 goals and try to score. Outside: Spider kick	Warm up and Stretch Spider Kick Have 2 teams. Stay in a Spider walk position; have 2 goals and try to score. Outside: Spider kick
Thursday	Big Ball Bug Within your partner try to toss the ball to each other walking through 1 lane. Reach the end and crawl like a bug to the finish line Outside: Big Ball Bug	Big Ball Bug Within your partner try to toss the ball to each other walking through 1 lane. Reach the end and crawl like a bug to the finish line Outside: Big Ball Bug	Big Ball Bug Within your partner try to toss the ball to each other walking through 1 lane. Reach the end and crawl like a bug to the finish line Outside: Big Ball Bug	Big Ball Bug Within your partner try to toss the ball to each other walking through 1 lane. Reach the end and crawl like a bug to the finish line Outside: Big Ball Bug	Big Ball Bug Within your partner try to toss the ball to each other walking through 1 lane. Reach the end and crawl like a bug to the finish line Outside: Big Ball Bug
Friday	Warm and stretch Four corners; Number the corners 1-4. 1 student will be <i>it</i> , without looking <i>it</i> will call out a number and guess where all the students are at. Outside: Four corners	Warm and stretch Four corners; Number the corners 1-4. 1 student will be <i>it</i> , without looking <i>it</i> will call out a number and guess where all the students are at. Outside: Four corners	Warm and stretch Four corners; Number the corners 1-4. 1 student will be <i>it</i> , without looking <i>it</i> will call out a number and guess where all the students are at. Outside: Four corners	Warm and stretch Four corners; Number the corners 1-4. 1 student will be <i>it</i> , without looking <i>it</i> will call out a number and guess where all the students are at. Outside: Four corners	Warm and stretch Four corners; Number the corners 1-4. 1 student will be <i>it</i> , without looking <i>it</i> will call out a number and guess where all the students are at. Outside: Four corners