

Lesson Plans for Animals • Los animales - Farm Animals (Week 1)					Date	April 22 - 26, 2019	Teacher	Gard 2
Wonderful Word	agriculture, <i>agricultura</i>	Character Education	Curiosity, <i>Curioso</i> Compassion, <i>Compasión</i>	Technology		ABC and XYZ; Sounds and Rhymes; Tux Paint		
Literacy	Vocabulary, Written Expression		Letter Knowledge	English-A, a, F, f, P, p, H, h, G, g, N, n <i>Spanish-A, a, G, g, C, c</i>	Math	Whole-Part Relationships		
English Vocabulary	agriculture, altogether, calf, cattle, colt, crops, domestic, ewe, farmer, flock, goats, herd, lambs, livestock, ostrich, pasture, poultry, products, sheep							
Spanish Vocabulary	agricultura, en total, ternero, ganado, potro, cosechas, doméstico, oveja, granjero, bandada, chivos, manada, ovejas, animales de cría, avestruz, pastizal, aves de corral, productos, cordero							
LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5			
Greeting Circle	<ul style="list-style-type: none"> Building community p. 22 Unite: Sing "Old MacDonald" (Appendix p. 204) and show corresponding photo activity cards of the animals in each verse. Focus on various Farm Animals. Connect: Fanny Frog Daily Rituals-Use Fanny Frog to welcome each child by name and send well wishes to those friends who are absent. Discuss spreading seeds of kindness. Display all the animal cards and ask children to make an animal sounds of their choice and create a greeting this animal might use. Commit: Safe Keeper - Remind the children that this is a safe place to be. Their school is a safe place to be. Daily Commitment - Have the children use their commitment sticks to make their commitment for the day. (i.e. use soft hands, use helping hands, use our big voice) Morning Message- Animals begins with the letter A. Phonics - For the next five weeks we will say the names of letters and practice making letter sounds. Say the message and then write it on the board. Have children practice saying the letter name and sound. Model writing the letter. Have a volunteer write the letter on the board. (Gard 2 - have them practice writing the letter in the air.) 	<ul style="list-style-type: none"> Building community p. 28 Unite: Sing "Five Little Ducks" (Appendix p. 186 and Songs of Little Creatures CD) Connect: Fanny Frog Rituals - Use Fanny Frog to welcome each child by name. Welcome back any friends who were absent yesterday. Review the words and movements of "That Was Helpful" (Appendix p. 181 and "It Starts in the Heart" CD) Tell them that running a farm is like running a classroom, everyone must work together. Commit: Safe Keeper - Remind the children that they are in a safe place and that here at school, you will help keep them safe. Daily Commitment - Have the children use their commitment sticks to make their commitment for the day. Make a specific commitment to be a caring friend today. Morning Message- Farm begins with the letter F. Phonics - Continue practicing saying the names of letters and practice making letter sounds. Say the message and then write it on the board. Have children practice saying the letter name and sound. Model writing the letter. Have a volunteer write the letter on the board. (Gard 2 - have them practice writing the letter in the air.) 	<ul style="list-style-type: none"> Building community p. 34 Unite: Sing "Ten Little Piglets" or "Penelope Pig" (Appendix p. 197 & Feelin Froggy CD) Learn about Pigs and Hogs. Connect: Fanny Frog Rituals - Use Fanny Frog to welcome each child by name and send well wishes to those who are absent today. Introduce "To Market, To Market" (Appendix p. 174) Commit: Safe Keeper - Remind the children that they are in a safe place and that here at school, you will help keep them safe. Daily Commitment - Have the children use their commitment sticks to make their commitment for the day. Morning Message-Pig begins with the letter P. Phonics - Display the <i>Photo Pocket</i> with the <i>pig</i> photo. This week children will focus on letter names and sounds and practicing writing letters. Say the message and then write it on the board. Say the letter name and sound. Model writing the letter. Have a volunteer write the letter on the board. (Gard 2 - have them practice writing the letter in the air.) 	<ul style="list-style-type: none"> Building community p. 40 Unite: Sing "Did You Feed My Cows?" (Appendix p. 185 & Frog Street Friends CD) Connect: Fanny Frog Rituals - Use Fanny Frog to welcome each child by name. Welcome back any friends who were absent yesterday. Play "Shubert Shuffle" (Appendix p. 182 & It Starts in the Heart CD). Commit: Safe Keeper - Discuss what other places are safe and who might help keep them safe other than you. Daily Commitment - Have the children use their commitment sticks to make their commitment for the day. Morning Message-My horse ate hay. Phonics - Display the <i>Photo Pocket</i> with the <i>horse</i> photo. This week children will focus on letter names and sounds and practicing writing letters. Say the message and then write it on the board. Say the letter name and sound. Model writing the letter. Have a volunteer write the letter on the board. (Gard 2 - have them practice writing the letter in the air.) 	<ul style="list-style-type: none"> Building community p. 46 Unite: Sing "Mary Had a Little Lamb" (Appendix p. 192) A lamb is a sheep that is young. Connect: Fanny Frog Rituals - Use Fanny Frog to welcome each child by name. Send well wishes to friends who are absent. Introduce "Baa,Baa, Sweet Sheep" (Appendix p. 172) Commit: Safe Keeper - Discuss what other places are safe and who might help keep them safe other than you. Daily Commitments - Have the children use their commitment sticks to make their commitments for the day. Morning Message- Goat begins with G. Phonics - Display the <i>Photo Pocket</i> with the <i>goat</i> photo. This week children will focus on letter names and sounds and practicing writing letters. Say the message and then write it on the board. Say the letter name and sound. Model writing the letter. Have a volunteer write the letter on the board. (Gard 2 - have them practice writing the letter in the air.) Review other letters from the week. 			
Moving and Learning	<ul style="list-style-type: none"> CM- p. 22 "Farmer in the Dell" & "Farmer May I?" games (Appendix p. 207) Gym/Out - p. 21 Make a pathway using yarn or rope. Invite children to crow hop along the pathway (hop on two feet). 	<ul style="list-style-type: none"> CM/Gym - p. 28 "New Chicken Dance" (Appendix p. 193) p. 21 Invite children to play Hopping Chicken (Appendix p. 207). 	<ul style="list-style-type: none"> CM - p. 34 "One Pretty Pig" & Play "Leap Pig" GYM/Out - p. 21 Play "Farmer, May I?" & "Farmer in the Dell" (p. 207) 	<ul style="list-style-type: none"> CM - p. 40 Farm Animal Follow the Leader game & Stampede game. GYM/Out - Invite the children to play horseshoes or "Don't Break the Egg" tossing game using a ball or plastic eggs. 	<ul style="list-style-type: none"> CM - "Farmer in the Dell" singing game (Appendix p. 207) Gym/Out - Encourage children to play Wolf and Sheep p. 21 (Appendix p. 209). 			

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Literacy (Focus and Development)	<p>Coconut Theater Letter A,a Vocabulary Concepts- animals, farm, farmer, products, crops, sounds, services, workers Photo Activity Cards #43, #96, #127, #129, #130, #132 Focus and Develop p. 23 Sing "Bingo" (Appendix p. 184) • Discuss experiences with farm animals • Create a KWL chart for farm animals</p>	<p>Coconut Theater Letter F,f Vocabulary Concepts- farmer, ducks, hens, roosters and ostrich. Photo Activity cards #42, #43, #99, #129 Focus and Develop p. 30 Role-play an action rhyme "Little Chicks" (Appendix p. 203) • Compare chickens, ducks, and ostriches *Create a KWL chart for the different birds you would find on a farm • ABC Corner-Copy words with magnetic letters</p>	<p>Coconut Theater Letter P,p Vocabulary Concepts- pigs, piglets, piggy, piggies & agriculture Photo Activity Card #127 Focus and Develop p. 36 Say rhyme "This Little Piggy" (Appendix p. 201) • Learn more about pigs • Fill in KWL chart • Library and Listening-Compare photos of pigs</p>	<p>Coconut Theater Letter H,h Vocabulary concepts horse, cows, livestock, herding, bridle, saddle, drive & trough Photo Activity cards #130 & #132 • Focus and Develop p. 42 Listen to and participate in listening story "Miguel and Sunshine" (Appendix p. 216) Discuss cows and horses • Compare them using a Venn diagram</p>	<p>Coconut Theater Letters N,n, P,p, A,a, H,h Vocabulary Concepts sheep, lambs, goats, shepherd, sheepdog, flock, wool, goat milk, goat cheese Photo Activity Cards # 92, #96 Focus and Develop p. 48 Sing "Little Boy Blue" from "Nursery Rhyme Rap" (Appendix p. 194 and Leaping Literacy CD) • Compare sheep and goats • Work on KWL Chart</p>
Literacy (Oral Language, Read Aloud)	<p><i>Farm Animals • Animales de la granja</i> • Introduce farm vocabulary • Gather facts from informational book "Old MacDonald" • "El viejo Donaldo" story folder • Identify farm animals • Imitate animal sounds</p>	<p><i>Farm Animals • Animales de la granja</i> • Note first letter and sound in animal names • Use table of contents "Half-Chicken" • "Mediopollito" story folder • Listen for information in story • Discuss chicken body parts</p>	<p><i>Farm Animals • Animales de la granja</i> • Read to learn about pigs and hogs • Develop vocabulary "Pedro, the Curious Pig" • "Pedro, el cerdo curioso" story starter • Develop idea of <i>curious</i> • Write a group story</p>	<p><i>In the Cow's Backyard • La hamaca de la vaca</i> • Compare real cow to story character • Create a T-chart for animal sounds <i>Farm Animals • Animales de la granja</i> • Read to learn about cattle and horses • Describe photographs</p>	<p><i>Farm Animals • Animales de la granja</i> • Name parent and baby animals • Learn about goats and sheep "Old MacDonald" • "El viejo Donaldo" story folder • Name farm animals • Add verses to song</p>
Fine Motor Skills & Handwriting	Use the magnetic letters to show the different words that begin with the letter A.	Make a collage using picture words that begin with the letter F.	Make the letter P with play dough.	Paint the letter H with water colors.	Handwriting- draw different shapes
Weekly Learning Centers	<ul style="list-style-type: none"> • Construction-Begin construction of a farm • Sensory Table-Excavate rocks from the farm field • Creativity Station-Cut out pictures of farm animals, produce, or equipment from magazines to create a farm collage • Science-Sort animal photos-Add animals to MacDonald's farm • Creativity Station-Begin drawing of a farm • ABC-Create name tags for Bingo 	<ul style="list-style-type: none"> • Construction-Add fences using craft sticks • Sensory Table-Plow field and plant "seeds" • Creativity Station-Paint with feathers • Science-Match pictures of parent and baby animals • Gross Motor Area-Drop feathers into a box 	<ul style="list-style-type: none"> • Construction-Add lakes to the farm • Sensory Table-Make mud and provide plastic pigs for dramatic play • Creativity Station-Paint pink pigs using white and red fingerpaints • Gross Motor Area-Roll and score bowling game • Science-Do a measurement experiment 	<ul style="list-style-type: none"> • Construction-Role-play farm life using plastic animals • Sensory Table-Role-play farm life using plastic animals • Creativity Station-Paint using a variety of brushes and describe how painting with each brush is different • Creativity Station-Paint one-more dot sets 	<ul style="list-style-type: none"> • Construction-Continue dramatic play • Sensory Table-Bury "ostrich eggs" and let children find them • Creativity Station-Make yarn paintings • Sensory Table-Make pawprints in play dough • Fine Motor-Make a farm animal collage

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Character Education	Conscious Discipline -p. 22 Practice the calming strategy Ear Rub (Appendix p. 170)	Conscious Discipline -p. 28 Practice the calming strategy "Crisscross" (Appendix p. 170) Read Shuberts S.T.A.R. book and have children discuss the story.	Conscious Discipline -p. 34 How do birds and bees move? Review the calming strategy "Drain" (Appendix p. 170)	Conscious Discipline -p. 40 Introduce the calming strategy "Moo" (Appendix p. 171) Re- read Shuberts S.T.A.R. book and have children discuss the story.	Conscious Discipline -p. 46 Play S.T.A.R. Song (Appendix p. 180 & It Starts in the Heart CD)
Closing Circle	<ul style="list-style-type: none"> • Reflecting on the day p. 27 • Check on Commitments • Kindness Tree • Family Connection- Send home Theme Letter and PATT Mat (Family Connections CD) 	<ul style="list-style-type: none"> • Reflecting on the day p. 33 • Check on Commitments • Kindness Tree • Family Connection - Practice "New Chicken Dance (Appendix p. 193) and have children teach it to their families. 	<ul style="list-style-type: none"> • Reflecting on the day p. 39 • Check on Commitments • Kindness Tree • Family Connection - Encourage children to share what they have learned about farm animals 	<ul style="list-style-type: none"> • Reflecting on the day p. 45 • Check on Commitments • Kindness Tree • Family Connection- Send home Family member's favorite ice cream survey (Family Connections CD) 	<ul style="list-style-type: none"> • Reflecting on the day p. 51 • Check on Commitments • Kindness Tree • Family Connection Send home note teaching "Moo" to families (Family Connections CD)
Learning Goals	<ul style="list-style-type: none"> • Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal • Remains focused on engaging group activities for age-appropriate range of time • Shows understanding by responding appropriately • Demonstrates receptive vocabulary (three to four thousand words) • Seeks to understand print • Uses category labels to understand how words and objects relate to each other • Counts up to ten items and demonstrates that the last count indicates how many items were counted • Uses concrete models or makes a verbal word problem for adding up to five objects • Uses art as a form of creative self-expression and representation • Participates in classroom music activities 	<ul style="list-style-type: none"> • Assumes various roles and responsibilities as part of a classroom community • Demonstrates empathy and caring for others • Recognizes at least 20 letter sounds • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Identifies and describes the characteristics of organisms • Verbally identifies, without counting, the number of objects from 1 to 5 • Recognizes one-digit numerals 0 through 9 • Demonstrates that all people need food, clothing, and shelter • Recognizes, observes, and discusses the relationship of organisms to their environments • Discusses the roles and responsibilities of community workers 	<ul style="list-style-type: none"> • Demonstrates empathy and caring for others • Produces the correct sounds for at least ten letters • Participates in classroom music activities • Uses a large speaking vocabulary, adding several new words daily • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Asks and answers appropriate questions about the book • Uses a wide variety of words to label and describe people, places, things, and actions • Uses concrete models or makes a verbal word problem for subtracting 1 to 5 objects from a set • Investigates and describes sources of energy including light, heat, and electricity 	<ul style="list-style-type: none"> • Recognizes and blends two phonemes into real words with pictorial support • Independently writes letters on request • Creates or re-creates stories, moods, or experiences through dramatic representations • Produces the correct sounds for at least ten letters • Uses a large speaking vocabulary, adding several new words daily • Uses concrete models or makes a verbal word problem for adding up to five objects • Uses a wide variety of words to label and describe people, places, things, and actions • Describes, observes, and investigates properties and characteristics of common objects • Coordinates sequence of movements to perform tasks 	<ul style="list-style-type: none"> • Independently writes letters on request • Demonstrates empathy and caring for others • Retells or reenacts a story after it is read aloud • Uses a wide variety of words to label and describe people, places, things, and actions • Names at least 20 upper and at least 20 lowercase letters • Uses some appropriate writing conventions when writing or giving dictation • Knows that objects or parts of an object can be counted • Uses words to rote count from 1 to 30 • Recognizes and creates patterns • Combines syllables into words • Identifies and describes the characteristics of organisms

Lesson Plans for Animals • Los animales - Zoo Animals (Week 2)				Date	April 29 - May 3, 2019	Teacher	Gard 2
Wonderful Word		zoology, <i>zoología</i>	Character Education	Curiosity, Curioso Compassion, <i>Compasión</i>	Technology		FS Math-Order It, Writer's Corner
Literacy	Oral Language, Vocabulary, Written Expression		Letter Knowledge	English-M, m, E, e, Z, z, K, k Spanish-M, m, E, e, C, c, K, k, Z, z	Math	Number and Operations	
English Vocabulary		carnivorous, chimpanzee, elephants, endangered, giraffe, glossary, herbivorous, herd, kangaroo, koala, lions, mammals, nocturnal, one less, one more, pride, zebra, zoology					
Spanish Vocabulary		<i>carñívoro, chimpancé, elefantes, en peligro de extinción, jirafa, glosario, herbívoro, manada, canguro, koala, leones, mamíferos, nocturnos, uno menos, uno más, orgullo, cebra, zoología</i>					
LESSON COMPONENTS		Day 1	Day 2	Day 3	Day 4	Day 5	
Greeting Circle		<p>• Building Community p. 58 Unite: Sing "Oh, Do You Want to See the Zoo?" (Appendix p. 195) Focus on Zoo Animals. Ask children about their zoo experiences. Connect: Fanny Frog Daily Rituals-Use Fanny Frog to welcome each child by name and send well wishes to those friends who are absent. Review "Wonderful Woman" and substitute the word <u>zoo</u> for <u>shoe</u> and the word <u>animals</u> for <u>children</u>. (Appendix p. 175) Commit: <u>Safe Keeper</u> - Remind the children that this is a safe place to be. Their school is a safe place to be. Daily Commitment - Have the children use their commitment sticks to make their commitment for the day. (i.e. use soft hands, use helping hands, use our big voice) Morning Message: We go by the zoo. Phonics - Invite children to sing "Zippy Zoo" (Feelin Froggy CD-Appendix p196) Say the message. Challenge children to guess the mystery words (<i>we, go, by, zoo</i>). Write the sentence. Model writing uppercase and lowercase Zz. Display the letter cards and invite volunteers to write Zz on the chart paper.</p>	<p>• Building community p. 64 Unite: Display "Monkey" Photo Card #30 & Sing "Ten Little Monkeys" (Appendix p. 195 & Songs of Little Creatures CD) Focus on monkeys, gorillas and chimpanzees. Connect: Fanny Frog Rituals - Use Fanny Frog to welcome each child by name. Welcome back any friends who were absent yesterday and sing "My School Family" (Appendix p. 179 & It Starts in the Heart CD) A zoo is a family of animals. Commit: <u>Safe Keeper</u> - Remind the children that this is a safe place to be. Their school is a safe place to be. Daily Commitment - Have the children use their commitment sticks to make their commitment for the day. (i.e. use soft hands, use helping hands, use our big voice) How will you be a caring friend today? Morning Message: Monkey begins with the letter M. Phonics - Display the <i>Photo Pocket</i> with the <i>monkey</i> photo. This week children will focus on letter names and sounds and practicing writing letters. Say the message and then write it on the board. Say the letter name and sound. Model writing the letter. Have a volunteer write the letter on the board. (Gard 2 - have them practice writing the letter in the air.)</p>	<p>• Building community p.70 Unite: Photo Activity Card #95 (Lion) Sing "The Lion at the Zoo" (Appendix p. 191) Focus on elephants, tigers, bears and lions. Connect: Fanny Frog Rituals - Use Fanny Frog to welcome each child by name and send well wishes to those who are absent today. Review "Georgie Porgie" and use "Margie Pargie" too (Appendix p. 173) Commit: <u>Safe Keeper</u> - Remind the children that they are in a safe place and that here at school, you will help keep them safe. Daily Commitment - Have the children use their commitment sticks to make their commitment for the day. Morning Message: Elephant begins with the letter E. Phonics - Display the <i>Photo Pocket</i> with the <i>elephant</i> photo. This week children will focus on letter names and sounds and practicing writing letters. Say the message and then write it on the board. Say the letter name and sound. Model writing the letter. Have a volunteer write the letter on the board. (Gard 2 - have them practice writing the letter in the air.)</p>	<p>• Building community p. 76 Unite: Zoo animal photo card. Sing: "Oh, Do You Want to See the Zoo?" (Appendix p. 195) Focus on zebras, giraffes and emus. Connect: Fanny Frog Rituals - Use Fanny Frog to welcome each child by name. Welcome back any friends who were absent yesterday. Review "On your Face" (Appendix p. 174) and change the words so the children can pretend to be giraffes greeting one another. Replace the word <u>arms</u> with <u>neck</u>. Commit: <u>Safe Keeper</u> - Discuss what other places are safe and who might help keep them safe other than you. Daily Commitment - Have the children use their commitment sticks to make their commitment for the day. Morning Message: Zebra begins with the letter Z. Phonics - Invite children to sing "Zippy Zoo" (Feelin Froggy CD-Appendix p196). Have children name words that begin with /z/. Have them name the letter. Display the <i>Photo Pocket</i> with the <i>zebra</i> photo. This week children will focus on letter names and sounds and practicing writing letters. Say the message and then write it on the board. Say the letter name and sound. Model writing the letter. Have a volunteer write the letter on the board. (Gard 2 - have them practice writing</p>	<p>• Building community p. 82 Unite: Display p. 12 of Welcome to Zippy Zoo book and point out the kangaroo and koala. Sing "Oh, Do You Want to See the Zoo?" (appendix p. 195) Focus on kangaroos and koalas. Connect: Fanny Frog Rituals - Use Fanny Frog to welcome each child by name. Send well wishes to friends who are absent. Sing "Get Ready!" (appendix p. 177 & It Starts in the Heart CD) Commit: <u>Safe Keeper</u> - Discuss what other places are safe and who might help keep them safe other than you. Daily Commitments - Have the children use their commitment sticks to make their commitments for the day. Morning Message: Kangaroo and koala begin with the letter K. Phonics -Display the <i>Photo Pocket</i> with the <i>kangaroo</i> photo. This week children will focus on letter names and sounds and practicing writing letters. Say the message and then write it on the board. Say the letter name and sound. Model writing the letter. Have a volunteer write the letter on the board. (Gard 2 - have them practice writing the letter in the air.)</p>	
Moving and Learning		<p>CM p. 58 Zookeeper Says (Appendix p. 209) and Zoo Animal Charades GYM/OUT p. 57 Hide zoo animals around the playground. Have children round them up.</p>	<p>CM p. 64 Monkey Nonsense (Appendix p. 208) and Sing and Act out "5 Little Monkeys Jumping on the Bed" (Moving to Math CD) & other monkey songs! GYM/OUT p. 57 Play a game of Catch a Tiger's Tail (Appendix 206).</p>	<p>CM p. 70 Bear Photo Card & sing "Three Happy Bears" (Appendix p. 209) and "The Cool Bear Hunt" (Dr' Jean and Friends CD) GYM/OUT p. 57 Invite children to play Elephant Soccer (Appendix. 206) using tubes and beach ball</p>	<p>CM p. 76 Zebra and Giraffe Photo Cards # 27 & 28 Children will wear animal masks & "Twirl Those Ribbons" (Appendix p. 197 & Leaping Literacy CD) GYM/OUT p. 57 Provide can stilts (Appendix p. 166). Encourage children to pretend to walk like giraffes.</p>	<p>CM p. 82 "Chim Chim Chimpanzee" tapping game and song (Appendix p. 185 & Leaping Literacy CD) Children will practice Zoo Animal YOGA GYM/OUT p. 57 Set up Kangaroo Races (Appendix p.207).</p>	

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Literacy (Oral Language & Read Aloud)	<p>Coconut Theater- Letter Z,z Vocabulary Concepts- animals, zoo & zoo keeper Focus and Develop p. 60 Sing "Zippity Zoo" (Appendix p. 196 & Feelin Froggy CD) Begin KWL chart for the week Discuss zoo animals</p>	<p>Coconut Theater- Letter M,m Vocabulary Concepts- monkeys, gorillas, chimpanzees, lemurs, orangutan and primates Photo Activity Card # 30 Focus and Develop p. 66 Tap words and syllables to "Chim, Chim, Chimpanzee" (Appendix p. 185) Learn about different primates and add facts to KWL chart</p>	<p>Coconut Theater- Letter E,e Vocabulary Concepts- lions, tigers, bears, elephants, pachyderms, mammals, carnivorous, herbivorous, endangered & zoology Photo Activity cards #26 & #95 Focus and Develop p. 72 <i>Display-How Do Animals Use Their Ears?</i> Learn about elephants, tigers, and bears Work on KWL chart</p>	<p>Coconut Theater- Letter Z,z Vocabulary Concepts- giraffe, zebra, emu, tongue & fur Photo Activity Cards #27, #28 & #43 Focus and Develop p. 78 Learn about giraffe's tongue (black & 19" long) Compare giraffe, zebra, and emu</p>	<p>Coconut Theater- Letter K,k Vocabulary Concepts- kangaroo, joey, koala, kookaburra, emu, herbivores & nocturnal & Australia. Focus and Develop p. 84 Sing "Five Kangaroos" (Appendix p. 199) & Katy Kangaroo" (Appendix p. 190) Display p. 12 of <i>Welcome to Zippity Zoo</i> Learn about marsupials Finish KWL chart</p>
Literacy (Oral Language & Read Aloud) con't	<p><i>Welcome to Zippity Zoo • Bienvenidos al zoológico de Zippity</i> • Preview the book and make summary statement • Share questions about animals</p> <p><i>How Do Animals Use their Mouths? • ¿Como usan la boca los animales?</i> • Compare the ways animals and people use their mouths</p>	<p><i>Welcome to Zippity Zoo • Bienvenidos al zoológico de Zippity</i> • Research chimpanzees and monkeys • Use glossary of book</p> <p><i>Five Silly Monkeys • Cinco monos tontos</i> • Role-play the story • Contrast illustrations and photos</p>	<p><i>How Do Animals Use their Ears? • ¿Cómo usan los oídos los animales?</i> • Learn about animal ears • Sit inside the outline of an elephant's ear</p> <p><i>The Gift • El regalo</i> • Compare fiction to nonfiction • Develop vocabulary</p>	<p><i>Welcome to Zippity Zoo • Bienvenidos al zoológico de Zippity</i> • Introduce animal camouflage • Read about giraffes and zebras</p> <p><i>Animal Friends • Amigos animales</i> • Describe animal characters • Compare character movements with real animals</p>	<p><i>Welcome to Zippity Zoo • Bienvenidos al zoológico de Zippity</i> • Listen for and identify rhyming words • Read about kangaroos and koalas</p> <p>"Zanzibar Zoo" • "El zoológico de Zanzibar" story folder • Introduce names of groups of animals • Compare Zanzibar Zoo and Zippity Zoo</p>
Fine Motor Skills and Handwriting	<p>Writer's Corner - Decorate word with monkey fingerprints Fine Motor - Build a zoo animal</p>	<p>Writer's Corner - Trace shapes Fine Motor - Pick small items without using thumb.</p>	<p>Writer's Corner - Make tiger-tails Language and Literacy - Sequence story cards and retell tale.</p>	<p>Writer's Corner - Decorate word with monkey fingerprints Fine Motor - Build a zoo animal</p>	<p>Writer's Corner - Name animals in photos and trace beginning letters Fine Motor - Glue zoo animals onto a collage</p>
Weekly Learning Centers	<p>Construction-Provide zoo photos and discuss plans to build a zoo Pretend and Learn-Encourage zookeepers to arrange a pretend zoo Creativity Station-Draw favorite zoo animals Zoo Animal Puzzles</p>	<p>Construction-Provide plastic monkeys and build a habitat for them Pretend and Learn-Pretend to be zookeepers feeding and caring for the animals Writer's Corner-Try writing like a monkey (without thumb) Fine Motor-Pick small items without using thumb</p>	<p>Construction-Add elephants, bears, tigers, and lions to the zoo Creativity Station-Use black and orange paint to paint tigers Language and Literacy-Play zoo concentration</p>	<p>Construction-Add giraffes and zebras Pretend and Learn-Have children be zoo keepers or veterinarians and care for the animals Discovery-Look for objects the length of giraffe's tongue</p>	<p>Construction-Create an Australian section of the zoo. Provide kangaroos and koalas Pretend and Learn-Have children be zoo keepers or veterinarians and care for the animals Gross Motor Area-Compare jump to kangaroo's jump</p>
Character Education	<p>Conscious Discipline p. 58 Invite children to practice "Balloon" (Appendix p. 169) Encourage children to teach a family member the "Moo" calming strategy they learned last week.</p>	<p>Conscious Discipline p. 64 Practice "Arm Breathing" like chimps and monkeys (Appendix p. 169) Encourage children to pretend they have really long arms like chimps and monkeys.</p>	<p>Conscious Discipline p. 70 Introduce Elephant Bathing Calming Strategy. (Appendix p. 170) Encourage children to interface their fingers and stretch their arms out in front of their bodies to represent an elephant trunk. Have them bend down, taking in a deep breath as they pretend to suck water in their trunk.</p>	<p>Conscious Discipline p. 76 Invite children to Bend and Stretch like a giraffe (Appendix p. 169) Read Shubert Series Book and have the students discuss the story.</p>	<p>Conscious Discipline p. 82 Practice Bunny Breathing then make it Kangaroo Breathing (Appendix p. 169) Ask the children how they could carry the breathing to make it Kangaroo Breathing.</p>

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Closing Circle	<ul style="list-style-type: none"> • Reflecting on the day - What did you learn about the zoo today? Which letter does zoo begin? • Check on Commitments - Review examples. • Kindness Tree - Review examples. • Family Connection- Encourage children to tell their families about study zoo animals and discuss their favorite zoo animals. 	<ul style="list-style-type: none"> • Reflecting on the day - What does the kookaburra do while sitting in the tree? How did you do picking things up without using your thumb? • Check on Commitments - Review examples. • Kindness Tree - Review examples. • Family Connection-Encourage children to develop and solve verbal word problems at home. 	<ul style="list-style-type: none"> • Reflecting on the day - What was your favorite thing you learned today? Which is the largest zoo animal we have learned about? • Check on Commitments - Review examples. • Kindness Tree - Review examples. • Family Connection- Encourage children to play the zoo riddle game with their families. 	<ul style="list-style-type: none"> • Reflecting on the day - What was your favorite thing you learned today about zoo animals? • Check on Commitments - Review examples. • Kindness Tree - Review examples. • Family Connection-Read Zippy Zoo and send home take home story (Family Connections CD) 	<ul style="list-style-type: none"> • Reflecting on the day -How are zoo animals like farm animals? How are they different? • Check on Commitments - Review examples. • Kindness Tree - Review examples. • Family Connection-Encourage children to teach their family Kangaroo Breathing- Send home note for Kangaroo Breathing (Family Connections CD)
Learning Goals	<ul style="list-style-type: none"> • Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary • Demonstrates empathy and caring for others • Recognizes and blends two phonemes into real words with pictorial support • Asks and answers appropriate questions about the book • Identifies and describes the characteristics of organisms • Demonstrates interest in and shows appreciation for the creative work of others • Uses sentences with more than one phrase • Regulates his own behavior with occasional reminders or assistance from teacher 	<ul style="list-style-type: none"> • Begins to have meaningful friends • Produces the correct sounds for at least ten letters • Asks and answers appropriate questions about the book • Uses a wide variety of words to label and describe people, places, things, and actions • Retells or reenacts a story after it is read aloud • Uses category labels to understand how words and objects relate to each other • Provides appropriate information for various situations • Demonstrates coordination and balance in isolation • Coordinates sequence of movements to perform tasks • Creates or re-creates stories, moods, or experiences through dramatic representations 	<ul style="list-style-type: none"> • Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal • Is aware of where own body is in space, respects personal boundaries • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Combines sentences that give detail, stays on topic, and clearly communicates • Names at least 20 upper- and at least 20 lowercase letters • Verbally identifies, without counting, the number of objects from 1 to 5 • Initiates problem-solving strategies and seeks adult help when necessary • Shows initiative in independent situations and persists in attempting to solve problems 	<ul style="list-style-type: none"> • Shows competence in initiating social interactions • Produces the correct sounds for at least ten letters • Matches language to social contexts • Uses a wide variety of words to label and describe people, places, things, and actions • Identifies and describes the characteristics of organisms • Provides appropriate information for various situations • Uses some appropriate writing conventions when writing or giving dictation • Uses concrete models or makes a verbal word problem for subtracting 1 to 5 objects from a set • Produces a word that rhymes with a given word • Shows understanding by responding appropriately 	<ul style="list-style-type: none"> • Independently writes letters on request • Uses category labels to understand how words and objects relate to each other • Produces a word that rhymes with a given word • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Counts up to ten items and demonstrates that the last count indicates how many items were counted • Uses concrete models or makes a verbal word problem for adding up to five objects • Demonstrates receptive vocabulary (three to four thousand words) • Uses a large speaking vocabulary, adding several new words daily

Lesson Plans for Animals • Los animales - Bugs (Week 3)				Date	May 6-10, 2019	Teacher	Gard 2
Wonderful Word		<i>entomology, entomologi</i>	Character Education	Curiosity, Curioso Compassion, Compasión	Technology		Writer's Corner; Reading Buddy
Literacy	Vocabulary, Phonological Awareness, Oral Language		Letter Knowledge	English-I, i, B, b, L, l, D, d, T, t Spanish-I, i, A, a, M, m, L, l, T, t	Math	Number and Operations	
English Vocabulary		abdomen, altogether, bee, beneficial, compassion, decrease, dragonflies, entomologist, entomology, fireflies, increase, insects, ladybug, mosquito, nectar, pollen, termites, thorax					
Spanish Vocabulary		abdomen, en total,abeja, beneficioso, compasión, disminuir, libélulas, entomólogo, luciérnagas, aumentar, insectos, mariquita, mosquito, néctar, polen, termitas, entomología, tórax					
LESSON COMPONENTS		Day 1	Day 2	Day 3	Day 4	Day 5	
Greeting Circle		<p>• Building community p. 94 Unite: Greet every child by name and sing "All Around My Yard" (Appendix p. 183 & Songs of Little Creatures) and discuss sounds that bugs make. Introduce the theme and tell the children they will be learning about insects today. Connect: Fanny Frog Daily Rituals-Use Fanny Frog to welcome each child by name and send well wishes to those friends who are absent. Invite children to dance to "Shubert Shuffle" (Appendix p. 182) Commit: <u>Safe Keeper</u> - Remind the children that this is a safe place to be. Their school is a safe place to be. <u>Daily Commitment</u> - Have the children use their commitment sticks to make their commitment for the day. (i.e. use soft hands, use helping hands, use our big voice) • Morning Message: <u>Insect begins with the letter L.</u> Phonics - For the rest of this week, we will say letter names and sounds and practice writing letters. Say the message and then write it on the board. Say the letter name and sound. Have children practice saying the name and sound. Model writing the letter. Have children practice writing the letter in the air, on the floor, or on a friend's back.</p>	<p>• Building community p. 100 Unite: Greet every child by name and tell them that today we will be learning about stinging bugs: bees, wasps and mosquitoes. Sing "Baby Bumblebee" (Appendix p. 184) Discuss being compassionate towards insects because they are living things. Connect: Fanny Frog Rituals - Use Fanny Frog to welcome each child by name. Welcome back any friends who were absent yesterday and review "Here Is the Beehive" (Appendix p. 173). Commit: <u>Safe Keeper</u> - Remind the children that this is a safe place to be. Their school is a safe place to be. <u>Daily Commitment</u> - Have the children use their commitment sticks to make their commitment for the day. Ask children to make a specific commitment as to how they plan to be a caring friend today. • Morning Message: <u>I see a bee on my knee.</u> Phonics - Display the <i>Photo Pocket</i> with the <i>bee</i> photo. Say the message and then challenge children to play a mystery word game. Slowly say the word (bee). Invite them to say the sounds faster until they guess the word. Ask a volunteer to name the letters for the sounds they hear. Repeat with other underlined words. Model writing uppercase and lowercase Bb. Invite volunteers to write it on the board. (Gard 2 - have them practice writing the letter in the air.)</p>	<p>• Building community p. 106 Unite: Greet every child by name and display <i>Photo Pocket Ladybug Photo</i>. Sing "My Busy Garden" (Appendix p. 192) including the verse about ladybugs and beetles. We will focus on ladybugs and beetles today. Connect: Fanny Frog Rituals - Use Fanny Frog to welcome each child by name and send well wishes to those who are absent today. Play "I Wish You Well" (appendix p. 178) Wishing others well is another helpful thing we can do when someone is upset. Commit: <u>Safe Keeper</u> - Remind the children that they are in a safe place and that here at school, you will help keep them safe. <u>Daily Commitment</u> - Have the children use their commitment sticks to make their commitment for the day. • Morning Message: <u>Ladybug begins with the letter L.</u> Phonics - Display the <i>Photo Pocket</i> with the appropriate letter and photo. Say the message and then challenge children to play a mystery word game. Slowly say the word (bee). Invite them to say the sounds faster until they guess the word. Ask a volunteer to name the letters for the sounds they hear. Repeat with other underlined words. Model writing uppercase and lowercase Bb. Invite volunteers to write it on the board. (Gard 2 - have them practice writing the letter in the air.)</p>	<p>• Building community p. 112 Unite: Greet every child by name and invite the children to sing "All Around My Yard" (Appendix p. 183) We will learn about dragonflies, fireflies and flies. Connect: Fanny Frog Rituals - Use Fanny Frog to welcome each child by name. Welcome back any friends who were absent yesterday.How might bugs greet each other. Would they bow? Would they touch antennae in a high five? Would they shake legs? Perform a dragonfly greeting with a friend. Commit: <u>Safe Keeper</u> - Discuss what other places are safe and who might help keep them safe other than you. <u>Daily Commitment</u> - Have the children use their commitment sticks to make their commitment for the day. • Morning Message: <u>Dragonfly begins with the letter D.</u> Phonics - Say the message and then write it on the board. Say the letter name and sound. Have children practice saying the name and sound. Model writing the letter. Have children practice writing the letter in the air, on the floor, or on a friend's back.</p>	<p>• Building community p. 118 Unite: Greet every child by name and display insect photo cards and have the children identify them. Sing "The Insect Song" (Appendix p. 189) We will learn about ants and termites today. Connect: Fanny Frog Rituals - Use Fanny Frog to welcome each child by name. Send well wishes to friends who are absent. Play "All Together" (Appendix p. 176) Explain that ants work together to build their homes and gather food. How can we work together in the classroom? Commit: <u>Safe Keeper</u> - Discuss what other places are safe and who might help keep them safe other than you. <u>Daily Commitments</u> - Have the children use their commitment sticks to make their commitments for the day. Ask children what they can do today to work together with their friends to keep our classroom safe. • Morning Message: <u>Termite begins with the letter T.</u> Phonics - Display the <i>Photo Activity Card #101</i>. Say the message and then write it on the board. Say the letter name and sound. Have children practice saying the name and sound. Model writing the letter. Have children practice writing the letter in the air, on the floor, or on a friend's back.</p>	
Moving and Learning		<p>CM- p. 94 Sing "Can You Move With Me?" Pretend to be different bugs: Can you crawl, hop, slither etc.? (Appendix p. 185) Bug Hunt w/ plastic bugs p.93 GYM/OUT- Bug Hunt-Children will hunt for plastic bugs in the gym and real bugs outside. Children will use bug nets to try to catch bugs.</p>	<p>CM-Sing "The Waggle Dance" (Appendix p. 209) Children will pretend to be bees and will go from flower to flower in a specific color sequence GYM/OUT-Queen Bee and Beehive Game (Appendix p. 208)</p>	<p>CM- p. 106 Sing "Ladybug, Ladybug! and play Ladybug, Flyaway (Appendix p. 202 & 207) Lady Bugs Musical Dots game and Lady Bug Dots Pom-Pom Toss Game GYM/OUT- Beetle, Beetle, Lady Bug! (Appendix p. 206) (Played like duck, duck, goose)</p>	<p>CM-Frog Bean Bag Toss Bugs and Parachutes GYM/OUT- p. 112 Play Dragonfly, Dragonfly Dragon Flies Wings w/ wax paper and Fly swat: Have each child pretend that a ball/bean bag is a fly Have the children use the racquets to swat the fly away.</p>	<p>CM- "Little Ants" Follow the Leader of Ants- p. 93 Children will follow the movements of the Ant Leader & "The Ants Go Marching On" GYM/OUT "Parachute Bug Bounce: Put bugs on the parachute and see if you can keep them all on the parachute</p>	

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Literacy (Oral Language & Read Aloud)	<p>Coconut Theater Letter I,i Vocabulary Concepts: insects, bugs, entomologist, entomology, abdomen & thorax, ladybugs, bees & mosquito Photo Activity Photo Cards #45-#54 Focus and Develop p. 96 Sing "The Insect Song" & "Head, Shoulders, Knees & Toes"(appendix p. 189) and compare the two songs. Play "Hickey, Picky, Bumblebee (Appendix p. 207) and use the names of the insect names. Count the syllables in each name *Learn insect body parts • Sort insects and other bugs</p> <p><i>Edie's Backyard Bugs</i> • <i>Los insectos del jardín de Edie</i> • Introduce vocabulary • Talk about children's experiences</p> <p><i>Critter Hide-and-Seek</i> • <i>Jugando al escondite con los animales</i> • Introduce concept of <i>camouflage</i> • Discuss ways bugs are beneficial</p>	<p>Coconut Theater Letter B,b Vocabulary Concepts: bee, wasp, mosquitoes, insect, compassion, head, thorax, abdomen Photo Activity Card # 52 Focus and Develop p. 102 Teach "Here is a Beehive" (Appendix p. 198) and Insect Song (Appendix p. 189) Discuss the beginning sounds for each insect. • Recall details after listening • Use checklist to classify bees and wasps</p> <p><i>The Song of the Teeny Tiny Mosquito</i> • <i>El canto del mosquito</i> • Name insect body parts • Listen to see what animals like to eat</p> <p>"Ms. Bumblebee Gathers Nectar" • "La Sra. Abeja sale a recoger nectar" prop story • Act out story with puppet • Discuss how bees are beneficial</p>	<p>Coconut Theater: Letter L,l Vocabulary Concepts: ladybugs, beetles, insects, bugs & larva. Photo Activity Cards 47 & #49 Focus and Develop p. 108 Use checklist to confirm ladybugs and beetles are insects • Discuss benefits of checklists *Discuss that ladybug is a compound word.</p> <p><i>Edie's Backyard Bugs</i> • <i>Los insectos del jardín de Edie</i> • Combine words into compound word • Read to learn about ladybugs</p> <p><i>Shubert's Helpful Day</i> • Compare story character and ladybug photo • Classify story as <i>real</i> or <i>make-believe</i></p>	<p>Coconut Theater Letter D,d Vocabulary Concepts dragonflies, fireflies, flies, insects, dragonfly, fly, pest & beneficial Photo Activity Card #48 Focus and Develop p. 114 Read "Dragonfly Chasing" (Appendix p. 200) and <i>Edie's Backyard Bugs</i> • Compare flies and dragonflies • Read to find more information *Explain that dragonfly is a compound word</p> <p>"Catching Fireflies" • "Luciérnagas en un frasco" listening story • Learn about dragonflies • Discuss compassion for living things</p> <p>"Dandy, the Dragonfly" • "Luciana, la libélula" story starter • Discuss target vocabulary • Finish Dandy's adventure</p>	<p>Coconut Theater Letter T,t Vocabulary Concepts: ants, termites, insects, marching, rhyme & pest Nursery Rhyme Flip Chart-"The Ants Go Marching" Photo Activity Cards #46 & #101 Focus and Develop p. 120 Display and sing "The Ants Go Marching" (Appendix p. 183) *Identify rhyming word pairs • Create new rhyming verses * Confirm that both ants and termites are insects using the checklist</p> <p>"The Ants Go Marching" • "Las hormigas marchan" (<i>Nursery Rhyme</i> • <i>Cuentos infantiles</i> flip chart) • Verify an ant is an insect • Point out <i>ants</i> in text</p> <p>"Animals Habitats and Homes" • "Los hábitats y las casas de los animales" story folder • Compare termite's home and anthill • Distinguish between <i>home</i> and <i>habitat</i></p>
Fine Motor Skills & Handwriting	<p>Phonics- Have children think of words that start with the letter I. Fine Motor Skills - Have the children glue different types of bugs onto a large letter I.</p>	<p>Phonics- Have children think of words that start with the letter B. Fine Motor Skills - Have them make the letter B with playdough.</p>	<p>Phonics- Have children think of words that start with the letter L. Fine Motor Skills -Have them draw different shapes on the white boards</p>	<p>Phonics- Have children think of words that start with the letter D. Fine Motor Skills - Have them fingerprint their names.</p>	<p>Phonics- Review letter sounds for I, B, L & D. Ask children to see if they can guess the beginning sound of words that start with I,B,L & D Handwriting- Have them draw pictures of bugs</p>
Weekly Learning Centers	<p>• Fine Motor-Make bug-eye glasses • Science-Make a list of bugs and take a nature walk looking for insects • Library and Listening-Search for animals in book • Language and Literacy-Play insect concentration Construction- Use blocks and plastic insects</p>	<p>• Science-Examine a honeycomb with a magnifying glass • Library and Listening- Puppet Show using bug and insect puppets • Language and Literacy-Use checklist to sort insects from non insects using plastic insects and animals Construction- Use blocks and plastic insects</p>	<p>• Science-Look for and observe live ladybugs *Insect puzzles • Language and Literacy-read insect life cycle posters and match the insects during each stage Construction- Use blocks and plastic insects</p>	<p>* Science-Observe and compare either live frogs and toads or photos • Library and Listening-Retell and modify story Construction- Use blocks and plastic insects Sensory- create insects out of playdoh</p>	<p>• Science-Observe ants after placing cereal near anthill or sidewalk or ant farm • Creativity Station-Create fingerprint ants using ink pads • Language and Literacy-Match rhyming words • Creativity Station-Illustrate new verses</p>

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Character Education	<p>Conscious Discipline- p. 94 Introduce calming strategy Butterfly Breathing (Appendix p. 169) Have children inhale and exhale slowly as they lift and lower their fragile, brand new butterfly wings (arms). Discuss ways to be a classroom helper</p>	<p>Conscious Discipline p. 100 Bees usually flap their wings rapidly. Teach children to do calm Bee Wings (Appendix p. 169) by extending their arms like wings and flapping them slowly like a calm bee, while inhaling and exhaling as they lift & lower their arms. Social Studies- Content Connection p. 117 Life Cycles of Insects</p>	<p>Conscious Discipline-p. 106 Practice calming strategy S.T.A.R. (Appendix p. 171) Read "Shubert's Helpful Day" Remind children it is their job to help one another. When someone is having a hard time, we can remind them how to breathe and show them that we care, just as the School Family helps Lucinda the Ladybug in Shubert's Helpful Day.</p>	<p>Conscious Discipline-p. 112 Introduce the calming strategy Dragonfly Wings (Appendix p. 170) Practice flapping and gliding while inhaling and exhaling. Re-Read Shubert's Helpful Day- Before reading the story, first talk with children to see what they remember about the story.</p>	<p>Conscious Discipline-p. 118 Review Butterfly Breathing (Appendix p. 169) Virtues and Values- Compassion- Discuss compassion concepts with the children. What does it mean to be empathetic? (ability to put yourself in someone else's situation and understand how they may be feeling). Discuss with children what they can do to show compassion towards other people.</p>
Closing Circle	<ul style="list-style-type: none"> • Reflecting on the day -How can we tell an insect from a bug? How are insects helpful? • Check on Commitments - review examples • Kindness Tree - review examples • Family Connection - Challenge your budding entomologist to look for insects and bugs in their own backyards. 	<ul style="list-style-type: none"> • Reflecting on the day - How are bees and wasps alike? How are they different? • Check on Commitments - review examples • Kindness Tree - review examples • Family Connection-Budding entomologists may want to take an insect checklist home to share with their families. (Patterns CD) 	<ul style="list-style-type: none"> • Reflecting on the day - Do farmers like to have ladybugs in their garden? Why? What should you do if you see a fire? • Check on Commitments - review examples. • Kindness Tree - review examples. • Family Connection- Send ladybug counting mat (Patterns CD) home with the children. Challenge them to explain to their family how to play the ladybug dot game they played in the math center 	<ul style="list-style-type: none"> • Reflecting on the day - What is the most interesting thing you learned about dragonflies? In what ways are flies pests? What were the speckled frogs doing on the log? • Check on Commitments - review examples. • Kindness Tree- review examples. • Family Connection- Review frog facts and challenge children to share some frog facts with their families. 	<ul style="list-style-type: none"> • Reflecting on the day - What insect from the ones we learned about this week is your favorite? Why? What does it mean when someone says to be compassionate? • Check on Commitments- review examples. • Kindness Tree- review examples. • Family Connection- Encourage children to talk to someone at home about ways they work with friends to help keep the classroom safe.
Learning Goals	<ul style="list-style-type: none"> • Is aware of where own body is in space; respects personal boundaries • Produces the correct sounds for at least ten letters • Shows understanding by responding appropriately • Identifies and describes the characteristics of organisms • Combines syllables into words • Counts up to ten items and demonstrates that the last count indicates how many items were counted • Uses concrete models or makes a verbal word problem for subtracting 1 to 5 objects from a set • Practices good habits of personal safety • Uses some appropriate writing conventions when writing or giving dictation • Provides appropriate information for various situations 	<ul style="list-style-type: none"> • Recognizes and blends two phonemes into real words with pictorial support • Begins to have meaningful friends • Uses a wide variety of words to label and describe people, places, things, and actions • Recognizes, observes, and discusses the relationship of organisms to their environments • Uses category labels to understand how words and objects relate to each other • Names at least 20 upper- and at least 20 lowercase letters • Engages in conversations in appropriate ways • Uses the verbal ordinal terms • Uses concrete models or makes a verbal word problem for adding up to five objects 	<ul style="list-style-type: none"> • Demonstrates empathy and caring for others • Shows competence in initiating social interactions • Independently writes letters on request • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Deletes a word from a compound word • Uses the verbal ordinal terms • Shows understanding by responding appropriately • Provides appropriate information for various situations 	<ul style="list-style-type: none"> • Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary • Shows competence in initiating social interactions • Uses sentences with more than one phrase • Deletes a word from a compound word • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Describes and sequences life cycles of organisms • Recognizes, observes, and discusses the relationship of organisms to their environments 	<ul style="list-style-type: none"> • Begins to understand difference and connection between feelings and behaviors • Assumes various roles and responsibilities as part of a classroom community • Asks and answers appropriate questions about the book • Participates in classroom music activities • Produces a word that rhymes with a given word • Uses informal strategies to share or divide up to ten items equally • Identifies equal and unequal set • Produces a word that begins with the same sound as a given pair of words • Perceives differences between similar-sounding words

Lesson Plans for Animals • Los animales - More Bugs (Week 4)					Date	May 13-17, 2019	Teacher	Gard 2
Wonderful Word		<i>metamorphosis</i> <i>metamorfosis</i>	Character Education	Curiosity, <i>Curioso</i> Compassion, <i>Compasión</i>	Technology		Words, Words, Words; Internet	
Literacy	Oral Language, Phonological Awareness, Vocabulary		Letter Knowledge	English-S, s, J, j, W, w Spanish-A, a, G, g, S, s, C, c	Math	Number and Operations		
English Vocabulary		butterflies, caterpillar, compare, crickets, egg, grasshopper, hammock, larva, metamorphosis, mollusk, pupa, slugs, snails, spiders, squirm, wiggle, worms, zero						
Spanish Vocabulary		<i>mariposas, orugas, comparar, grillos, huevo, saltamontes, hamaca, larva, metamorfosis, molusco, pupa, babosas, caracoles, arañas, retorcerse, menearse, gusanos, cero</i>						
LESSON COMPONENTS		Day 1	Day 2	Day 3	Day 4	Day 5		
Greeting Circle		<p>• Building community p. 130 Unite: Teach "Roly-Poly Caterpillar" (Appendix p. 195) Display Photo Activity Card and ask children to identify the bug. We will focus on caterpillars and butterflies. Connect: Fanny Frog Daily Rituals- Use Fanny Frog to welcome each child by name and send well wishes to those friends who are absent. Review "Twinkle, Twinkle" (Appendix p. 175) and repeat changing the word <i>child</i> to <i>caterpillar</i> and the word <i>person</i> to <i>insect</i>. Commit: <u>Safe Keeper</u> - Remind the children that this is a safe place to be. Their school is a safe place to be. <u>Daily Commitment</u> - Have the children use their commitment sticks to make their commitment for the day. (i.e. use soft hands, use helping hands, use our big voice) • Morning Message: <u>Caterpillars know how to eat.</u></p>	<p>• Building community p. 136 Unite: Sing "My Busy Garden" (Appendix p. 192) and sing about grasshoppers and crickets. Connect: Fanny Frog Daily Rituals- Use Fanny Frog to welcome each child by name and send well wishes to those friends who are absent. Play "That Was Helpful" (Appendix p. 181 & It Starts in the Heart CD) Commit: <u>Safe Keeper</u> - Remind the children that this is a safe place to be. Their school is a safe place to be. <u>Daily Commitment</u> - Have the children use their commitment sticks to make their commitment for the day. Ask children to make a specific plan to be a helpful friend today. • Morning Message: <u>Jump begins with the letter J.</u></p>	<p>• Building community p. 142 Unite: Unite: Teach "Nobody Likes Me" (Appendix p. 193) Focus on worms, slugs and snails. Connect: Fanny Frog Daily Rituals- Use Fanny Frog to welcome each child by name and send well wishes to those friends who are absent. Introduce a partner greeting called "Can of Worms" (Appendix p. 173) Commit: <u>Safe Keeper</u> - Remind the children that this is a safe place to be. Their school is a safe place to be. <u>Daily Commitment</u> - Have the children use their commitment sticks to make their commitment for the day. (i.e. use soft hands, use helping hands, use our big voice) • Morning Message: <u>Snail and slug begin with the letter S.</u></p>	<p>• Building community p. 148 Unite: Sing "Itsy Bitsy Spider" (Appendix p. 189) We will focus on spiders today. Connect: Fanny Frog Daily Rituals- Use Fanny Frog to welcome each child by name and send well wishes to those friends who are absent. Create a Ginormous School Family Greeting like the insects do in the book, Shuberts New Friend. Use a spider-web greeting. Commit: <u>Safe Keeper</u> - Remind the children that this is a safe place to be. Their school is a safe place to be. <u>Daily Commitment</u> - Have the children use their commitment sticks to make their commitment for the day. (i.e. use soft hands, use helping hands, use our big voice) • Morning Message: <u>Spider begins with the letter S.</u></p>	<p>• Building community p. 154 Unite: Sing "All Around My Yard" (Appendix p. 183). We will review the study of insects and bugs (entomology) Connect: Fanny Frog Daily Rituals- Use Fanny Frog to welcome each child by name and send well wishes to those friends who are absent. Review "Can of Worms" Commit: <u>Safe Keeper</u> - Remind the children that this is a safe place to be. Their school is a safe place to be. <u>Daily Commitment</u> - Have the children use their commitment sticks to make their commitment for the day. (i.e. use soft hands, use helping hands, use our big voice) • Morning Message: <u>Worm begins with W.</u></p>		
Moving and Learning		<p>CM p. 130 "The Life Cycle Chant" action rhyme (Appendix p. 203) GYM/OUT p. 129 Give children colorful cellophane to use as butterfly wings and have them fly around the playground making colorful butterfly shadows.</p>	<p>CM p. 136 Hop! Hop! Stop! Game (Appendix p. 207) GYM/OUT p. 129 Encourage children to jump around the perimeter of the playground pretending to be crickets or grasshoppers. They may be able to observe some real jumping insects.</p>	<p>CM Can You Move with Me? (Appendix p. 185) GYM/OUT p. 129 Invite children to make a long worm by holding onto each other's waist. Challenge them to wiggle across the playground without coming apart.</p>	<p>CM- p. 148 "Itsy Bitsy Spider" dance GYM/OUT Make a giant spider with the parachute. (Appendix p. 208).</p>	<p>CM p. 154 Insect and Bug Orchestra. GYM/OUT- Carefully dig a hole in a garden area. Invite the children to watch the worms. Be careful to protect the worms from too much air or sun as they are vulnerable to both. Discuss the children's observations when they return to the room.</p>		

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)	<p>Coconut Theater Vocabulary Concepts- butterflies, caterpillar, egg, pupa, larva, <i>metamorphosis</i> and change. Photo Activity Card # 10 Focus and Develop p. 132 Action Rhyme Metamorphosis" (Appendix p. 204) • Develop a butterfly life cycle chart • Analyze the word <i>metamorphosis</i> • <i>metamorfosis</i></p> <p><i>Edie's Backyard Bugs</i> • <i>Los insectos del jardín de Edie</i> • Develop vocabulary • Introduce butterfly life cycle</p> <p><i>Shubert is a S.T.A.R.</i> • Learn about a different change • Describe story details</p>	<p>Coconut Theater Letter J,j Vocabulary Concepts- grass, crickets & insects Focus and Develop p. 138 Sing "The Insect Song" (Appendix p. 189) Photo Activity Card #51- Grasshopper • Read to learn about grasshoppers • Compare grasshopper's body to child's body</p> <p><i>Sara Sidney's Runaway Adventure</i> • <i>Sara, la iguana que se escapó</i> • Learn about crickets • Discuss cricket sounds</p> <p><i>Edie's Backyard Bugs</i> • <i>Los insectos del jardín de Edie</i> • Remember grasshopper's role in story • Discuss grasshopper sounds</p>	<p>Coconut Theater Letter S,s Vocabulary Concepts- worms, slugs, snails, bugs & mollusk Photo Activity Card # 53 & # 54 Focus and Develop p. 144 Teach "Icky, Sticky Slug" (Appendix p. 187) • Consider life without arms, legs, and eyes • Identify rhyming words in sentence</p> <p>Can You Move with Me? • ¡Ven y muévete así! • Compare caterpillars and worms • Demonstrate animal movements</p> <p>"Wiggle Worm's Adventure" • "La aventura de Graciela Gusano" prop story • Learn about worms • Compare story character to real worm</p>	<p>Coconut Theater Letter S,s Vocabulary Concepts-spiders, abdomen & vibration Photo Activity Card # 104 Focus and Develop p. 150 Sing "My Busy Garden" (Appendix p. 192 and Feeling Froggy CD) • Learn about spiders • Use photo to identify body parts</p> <p>"Itsy Bitsy Spider" • "La araña chiquitita" story folder • Discuss the spider's perseverance • Compare character to real spiders</p> <p><i>Shubert's New Friend</i> • Listen for differences in the characters • Compare story resolution to children's experiences</p>	<p>Coconut Theater Letter W,w Vocabulary Concepts-insects, bugs, butterfly, entomology, worm, ladybug, mosquito, bee, caterpillar & fly Photo Activity Cards # 45-thru #54, # 101 & # 104 Focus and Develop p. 156 Sing "The Insect Song" (Appendix p. 189 & Songs of Little Creatures CD) Play Insect and Bug Concentration game • Identify bugs and insects from clear descriptions • Create graph to show favorites</p> <p><i>Can You Move with Me?</i> • ¡Ven y muévete así! • Use picture cues to read vocabulary words • Find words in text of story</p> <p><i>In the Cow's Backyard</i> • <i>La hamaca de la vaca</i> • Compare sizes of animals • Consider how changing story events impacts story</p>
Phonics and Handwriting	<p>Phonics- Have children think of words that start with the letter Ss. Fine Motor Skills - Have the children write the letter Ss with chalk.</p>	<p>Phonics- Have children think of words that start with the letter Jj. Fine Motor Skills - Have them make the letter J with playdough.</p>	<p>Phonics- Have children think of words that start with the letter Ww. Fine Motor Skills -Have them draw different shapes on the white boards</p>	<p>Phonics- Have children think of words that start with the letter Ss. Fine Motor Skills - Have them fingerprint their names.</p>	<p>Phonics- Review letter sounds for Ss, Jj, Ww. Ask children to see if they can guess the beginning sound of words that start with Ss, Jj, Ww Handwriting- Have them draw more pictures of bugs</p>
Weekly Learning Centers	<ul style="list-style-type: none"> • Gross Motor-Pretend to be caterpillars • Creativity Station-Create blotto butterflies • Fine Motor-Use tweezers to place yarn "caterpillars" on paper leaves • Fine Motor-Play Insect Charades • Library and Listening-Reenact metamorphosis rhyme 	<ul style="list-style-type: none"> • Gross Motor-Pretend to be grasshoppers • Fine Motor-Place grasshopper Tiddlywinks with green and white buttons • ABC-Copy word and use to play game • Language and Literacy-Sort photos using insect checklist • Library and Listening-Accompany story with a cricket song 	<ul style="list-style-type: none"> • Gross Motor-Have worm races • Fine Motor-Roll play dough into worms • Writer's Corner-Make play dough worms and letters • Pretend and Learn-Make shadow worms and tell story • Library and Listening-Add an adventure to Wiggle Worm's story 	<ul style="list-style-type: none"> • Gross Motor-Create a yarn maze and pretend to be a spider • Fine Motor-Roll play dough into balls to assemble spiders • Language and Literacy-Retell stories with puppets and props • Pretend and Learn-Reenact story with shadows 	<ul style="list-style-type: none"> • Fine Motor-Shape worms or other insects using play dough, wiggle eyes, and chenille wires • Writer's Corner-Finish insect journal • Language and Literacy-Retell stories with puppets and props

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Character Education	<p>Conscious Discipline. p.130 Invite the children to sing "Bye-bye Crankies" (Appendix p. 172) Talk about staying "caterpillar calm" instead of "bug crazy mad"</p> <p>Social Studies - p. 141 Content Connection- Social & Emotional. Read and discuss the poem "Hurt No Living Thing" p. 9 Fanny Frog's Fantastic Poems and Rhymes</p>	<p>Conscious Discipline. p.136 Allow children to choose a calming strategy to perform. Point out that some insect sounds, like crickets chirping, are soothing and relaxing to some people, while some may find it irritating.</p>	<p>Conscious Discipline. p.142 Review calming strategy Thumb Tracking (Appendix p. 171) Encourage the children to visualize their thumb as worm crawling around a figure eight lying on it's side. Remind children worms crawl slowly.</p> <p>Social Studies - p. 141 Content Connection- Social & Emotional. Read and discuss the poem "Hurt No Living Thing" p. 9 Fanny Frog's Fantastic Poems and Rhymes</p>	<p>Conscious Discipline. p.148 Today we are going to learn about spiders. Practice the calming strategy Eye Rest (Appendix p. 170)</p>	<p>Conscious Discipline. p.154 Discuss cause and effect with children. Help them recognize cause and effect as a part of problem solving. Give examples of cause and effect. Read books about cause and effect such as "If You Give a Mouse a Cookie", "If You Give A Moose a Muffin" and If You give a Pig a Pancake". Discuss how one thing lead to another.</p>
Closing Circle	<ul style="list-style-type: none"> • Reflecting on the day -Discuss why a life cycle doesn't really have a first stage. What interested you today? • Check on Commitments - review examples • Kindness Tree - review examples • Family Connection - Look for caerpillars or butterflies in your yard and talk about their life cycle. 	<ul style="list-style-type: none"> • Reflecting on the day - What was the best thing that happened to you today? • Check on Commitments - review examples • Kindness Tree - review examples • Family Connection-Challenge children to have a hopping contest at home. Encourage them to mark and compare the length of the hops. 	<ul style="list-style-type: none"> • Reflecting on the day - What did you enjoy learning most about today? What is your favorite bug? • Check on Commitments - review examples. • Kindness Tree - review examples. • Family Connection- Challenge children to find something at home that has a quantity of zero. (I use the last tissue, now we have zero tissues.) 	<ul style="list-style-type: none"> • Reflecting on the day - Is a spider an insect? (No) How do you know? (Insects = 6 legs & spiders =8 legs) • Check on Commitments - review examples. • Kindness Tree- review examples. • Family Connection- Encourage children to share some spider facts with their families - suggest sharing 8 facts, one for each spider leg. 	<ul style="list-style-type: none"> • Reflecting on the day - What have we learned about compassion toward animals? • Check on Commitments- review examples. • Kindness Tree- review examples. • Family Connection- Encourage children to share the Can of Worms greeting to someone at home.
Learning Goals	<ul style="list-style-type: none"> • Begins to understand difference and connection between <i>feelings</i> and <i>behaviors</i> • Demonstrates empathy and caring for others • Recognizes and blends two phonemes into real words with pictorial support • Describes and sequences life cycles of organisms • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Deletes a word from a compound word • Demonstrates awareness of one-to-one relationships • Uses concrete models or makes a verbal word problem for adding up to five objects • Uses concrete models or makes a verbal word problem for subtracting 1 to 5 objects from a set • Describes and sequences life cycles of organisms 	<ul style="list-style-type: none"> • Demonstrates an understanding and tolerance for unique characteristics of others • Is aware of own feelings most of the time • Asks and answers appropriate questions about the book • Engages in conversations in appropriate ways • Deletes a word from a compound word • Uses concrete models or makes a verbal word problem for adding up to five objects • Recognizes and compares heights or lengths of people or objects • Regulates his own behavior with occasional reminders or assistance from teacher • Recognizes, observes, and discusses the relationship of organisms to their environments 	<ul style="list-style-type: none"> • Shows competence in initiating social interactions • Remains focused on engaging group activities for age appropriate range of time • Demonstrates knowledge of nonverbal conversational rules • Asks and answers appropriate questions about the book • Demonstrates receptive vocabulary (three to four thousand words) • Engages in conversations in appropriate ways • Uses a wide variety of words to label and describe people, places, things, and actions • Produces a word that rhymes with a given word • Knows that objects or parts of an object can be counted • Identifies and describes the characteristics of organisms • Recognizes, observes, and discusses the relationship of organisms to their environments • Independently uses letters or symbols to make words or parts of words 	<ul style="list-style-type: none"> • Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal • Regulates his own behavior with occasional reminders or assistance from teacher • Shows initiative in independent situations and persists in attempting to solve problems • Asks and answers appropriate questions about the book • Names at least 20 upper- and at least 20 lowercase letters • Uses informal strategies to share or divide up to ten items equally • Investigates and describes position and motion of objects • Identifies and describes the characteristics of organisms • Describes attributes 	<ul style="list-style-type: none"> • Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary • Assumes various roles and responsibilities as part of a classroom community • Participates in classroom music activities • Uses category labels to understand how words and objects relate to each other • Combines sentences that give detail, stays on topic, and clearly communicates • Shows understanding by responding appropriately • Engages in voting as a method for group decision making • Uses concrete models or makes a verbal word problem for adding up to five objects • Uses concrete models or makes a verbal word problem for subtracting 1 to 5 objects from a set • Identifies equal and unequal sets • Practices good habits of personal safety • Is aware of own feelings most of the time