

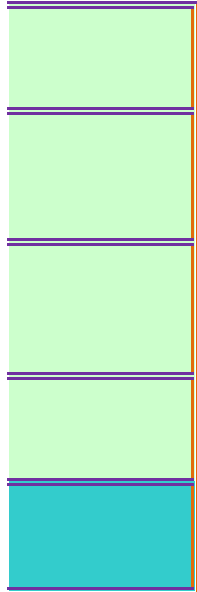
Lesson Plan for The Wheels on the Bus Las Llantas del bus Theme 9 , Week 3	Date: May 13-17, 2019
Objective: Children will sing "The Wheels on the Bus" and participate in activities that spring from the song's lyrics	Parents as Partners: Send home Parents as Partners Card #35
English Vocabulary: bus, wheels, bus driver, windshield wipers, travel	Spanish Vocabulary: autobus, llantas, conductor del autobus, limpiaparabrisas, viajar

American Sign Language (ASL): *bus, wheels, bus driver, windshield wipers, travel*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Starting the Day	<ul style="list-style-type: none"> • UNITE: Greet every child by name and introduce the theme. Tell children that this week we will be singing "The Wheels on the Bus" • CALM: Do a breathing activity that corresponds to the people on the bus bumping up and down. Demonstrate taking a deep breath as you lift your body up and exhaling as you lower your body. • CONNECT: Name the children who are absent and send them well wishes. • BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. • Calendar/Weather 	<ul style="list-style-type: none"> • UNITE: Sing "The Wheels on the Bus" (Frog Street Action Songs CD) • CALM: Invite children to perform star relaxation strategy. • CONNECT: Use Max to welcome back absent children. • BUILD COMMUNITY: Discuss the etiquette we use when riding on a bus, such as not pushing, saying "excuse me" when passing by someone, and being patient when getting on the bus. • Calendar/Weather 	<ul style="list-style-type: none"> • UNITE: Sing "City Travel" (Frog Street Sing- Along Songs CD) • CALM: Invite children to perform Bus bumping breathing strategy • CONNECT: Discuss waiting for you turn when getting on the bus. Point out that there is often a crowd of people wanting to get on. Place a strip of masking tape on the floor and line the children up in 2 lines. Demonstrate one person from each line alternating stepping onto the "bus" • BUILD COMMUNITY: Review the etiquette we use when riding on the bus.. • Calendar/Weather 	<ul style="list-style-type: none"> • UNITE: Sing "I'm a Little Hunk of Tin" (Frog Street Sing Along Songs CD). • CALM: Invite children to perform star relaxation strategy. • CONNECT: Use Max to welcome back absent children.. • BUILD COMMUNITY: Discuss ways children can calm down when they are upset • Calendar/Weather 	<ul style="list-style-type: none"> • UNITE: Sing "Wheels on the Bus" (Shawn Brown Toddler 1) • CALM: Invite children to participate in "bus bumping breathing" • CONNECT: Practice the etiquette we use when riding on the bus. • BUILD COMMUNITY: Practice the etiquette we use when riding on the bus. • Calendar/Weather
Language Development	Read: The Wheels on the Bus Teach the signs for bus and travel. Discuss the other ways people travel. Remind children about the rules when riding a bus.	Read: "Circle" Remind children that the wheels on a bus are circles. Ask children about other things that are round.	Read: "My Aunt Violet" Story Folder. Point out that in this story the wagon used to move things from one place to the other but a wagon is also a way that people travel from one place to another.	Read: The Wheels on the Bus Teach the signs for bus and travel. Remind children about the rules to remember when riding a bus and point out that behaving politely ensures safety.	Read: "Circle" Point out Circle goes around an area like the wheels on a bus. Remind children about other things that are round.

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Cognitive Development	Photo Activity Cards #49 and #50 Use the suggestions on the back of the cards to practice vocabulary and stimulate discussion. Teach children ASL for "wheels"	Slotted Cans: Invite children to drop "coins" into Slotted cans to hear the money go "clink, clink, clink"	Provide a basket of items that roll (toy cars, rolling pin, crayon) and items that don't roll (block, book, shoe) invite children to sort items into two groups.	Invite children to roll small toy cars through paint and then only paper taped to the table. Draw children's attention to the tracks that make the wheels on paper	Using small to large circles invite children to arrange the circles from smallest to largest in a horizontal line. Challenge children to arrange the circles from largest on the left to smallest on the right.
Social Emotional Development	Say What?: Teach children new verses to "The Wheels on the Bus" (Frog Street Action Song CD). Invite children to choose which verse they want to sing with their name. (Child's name) on the bus says "Let me off..."	Bus Behavior: Read the poem "Bus Ride" and discuss bus safety rules for riding and the proper ways to behave when riding a bus.	Say What?: Teach children new verses to "The Wheels on the Bus" (Frog Street Action Song CD). Invite children to choose which verse they want to sing with their name. (Child's name) on the bus says "Let me off..."	Bus Behavior: Read the poem "Bus Ride" and discuss bus safety rules for riding and the proper ways to behave when riding a bus.	Remind the children of the poem "The babies on the bus go wah, wah" ask children to think of things we can do to calm a baby. Practice this with dolls.
Physical Development	Play Dough: show children how to flatten and use circular cutters to cut out wheels.	Circle Stamping: use cups, circle cookie cutters and to make circles on a piece of paper	Windshiled Wipers: have children lie on floor and move arms and legs like windshiled wipers. Teach ASL sign. Use Frog Street Sing Along Songs CD.	Sing "I'm a Choo-Choo Train" (Smart Songs for 1s, 2s and 3s CD) while having children make train noises through a toilet paper tube.	Circle drawing: give each child a piece of paper and a crayon invite them to draw circles.
Outdoor Play	Remind children that riding a bus is one way of getting from one place to another. Teach the children the song "Walk, Walk, Walk your Feet" as they move about the school.	Pushing shopping carts, large cars and trucks. Point out the wheels on each item.	Remind children that riding a bus is one way of getting from one place to another. Teach the children the song "Walk, Walk, Walk your Feet" as they move about the school.	Pushing shopping carts, large cars and trucks. Point out the wheels on each item.	Remind children that riding a bus is one way of getting from one place to another. Teach the children the song "Walk, Walk, Walk your Feet" as they move about the school.
Music and Movement	Little Red Wagon (Frog Street Action Songs CD) Invite children to bump up and down, sway side to side and rock back and forth while singing this song.	Sing/Chant: "Say What?"	Little Red Wagon (Frog Street Action Songs CD) Invite children to bump up and down, sway side to side and rock back and forth while singing this song.	Sing/Chant: "Say What?"	Little Red Wagon (Frog Street Action Songs CD) Invite children to bump up and down, sway side to side and rock back and forth while singing this song.
Learning Centers	Blocks: Build roads and towns for bus to travel around	Dramatic Play: Calm a Crying baby	Blocks: Build roads and towns for bus to travel around	Dramatic Play: Calm a Crying baby	Blocks: Build roads and towns for bus to travel around

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<p style="text-align: center;">Learning Goals</p>	<p>.Attention: demonstrates the ability to carry out or follow through simple tasks (E.3.a.) .demonstrates receptive and expressive language (c.1.d) .coordinates eye-hand movements (A.3.c.)</p>	<p>. Uses Tools (A.3.d.) . Develops reciprocal communication skills (B.4.e.) .Communication: describes thoughts and actions (E.4.a)</p>	<p>.Attention: demonstrates the ability to carry out or follow through simple tasks (E.3.a.) .demonstrates receptive and expressive language (c.1.d) .coordinates eye-hand movements (A.3.c.)</p>	<p>. Uses Tools (A.3.d.) . Develops reciprocal communication skills (B.4.e.) .Communication: describes thoughts and actions (E.4.a)</p>	<p>.Attention: demonstrates to carry out or follow through simple tasks (E.3.a.) .demonstrates receptive and expressive language (c.1.d) .coordinates eye-hand movements (A.3.c.)</p>



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