



Lesson Plan for Changes • Cambios - Changes In and Around Me • Cambios en mi y en mi alrededor (Week 36)		Date: May 6-10, 2019	Class: Gard 2		
Wonderful Word: <i>mature, maduro</i>		Character <i>Patience and Pride</i> Education: <i>Paciencia y Orgullo</i>			
Literacy: Oral Language, Writing	Letter Knowledge: English - R, r, D, d, V, v, U, u, Y, y Spanish - B, b, R, r, N, n, P, p, D, d	Math: Geometry and Spatial Sense			
English Vocabulary: <i>changes, exchange, extraordinary, finished, gills, life cycle, lungs, mature, patient, retrieve, rhombus, seeds, stages, tadpole, trade, transformation, trapezoid, yesterday</i>					
Spanish Vocabulary: <i>cambio, intercambio, extraordinario, terminado, branquias, ciclo de vida, pulmones, maduro, recuperar, rombo, semillas, fases, renacuajo, hacer un cambio, transformación, trapecio, paciente, ayer</i>					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle	BUILDING COMMUNITY •UNITE: Introduce the theme. Sing "Change" p 184. •DISENGAGE THE STRESS RESPONSE: Practice the calming strategy Balloon (p170). •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Challenge children to notice two kind acts today. • Morning Message: <i>Visit begins with V. • Visita empieza con la letra V,</i>	BUILDING COMMUNITY •UNITE: Sing "Change" p 184. •DISENGAGE THE STRESS RESPONSE: Review the calming strategy Crisscross p 172. •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Yesterday begins with Y. • Ayer empieza con la letra A.</i>	BUILDING COMMUNITY •UNITE: Sing "Change" p 184. •DISENGAGE THE STRESS RESPONSE: Play Look at Me (p 177). •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Retrieve begins with R. • Recuperar empieza con la letra R.</i>	BUILDING COMMUNITY •UNITE: Sing "A Piece of String" p 183. •DISENGAGE THE STRESS RESPONSE: Play S.T.A.R. Song (p179). •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Unhappy begins with U. • Infeliz empieza con la letra I.</i>	BUILDING COMMUNITY •UNITE: Sing "Roly-Poly Caterpillar" p 190. •DISENGAGE THE STRESS RESPONSE: Practice the calming strategy Balloon (p170). •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Dilly and Dally start with D. • Dilly y Dally empiezan con la letra D.</i>
Phonemic Awareness	•Vocabulary Card <i>mature</i> •Focus on the letter <i>V</i>	• Focus on the letter <i>Y</i> . Use a yellow marker to draw things that begin with a <i>Y</i> • Letter Cards: <i>U, u, Y, y</i>	• Focus on the letter <i>R</i> Vocabulary Card: <i>patient</i>	• Focus on the letter <i>U</i> Sing "The Seeds Grow" (p 192).	• Focus on the letter <i>D</i> Vocabulary Card: <i>frog</i>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Language Development	<p><i>Dance!</i> • ¡A bailar!</p> <ul style="list-style-type: none"> • Develop idea of extraordinary • Relate story to personal experience <p><i>Cristina and the Frog</i> • <i>Cristina y la rana</i></p> <ul style="list-style-type: none"> • Listen for changes in character's life 	<p><i>The Gift</i> • <i>El regalo</i></p> <ul style="list-style-type: none"> • Note changes in main character • Relate change to children's experiences <p>Sing "This is the Song that Never Ends"</p> <ul style="list-style-type: none"> • Discuss what changes when things end (the day ends, lunch ends, etc.) 	<p><i>Cristina and the Frog</i> • <i>Cristina y la rana</i></p> <ul style="list-style-type: none"> • Listen for an exchange • Cristina wants to make • Introduce change as result of exchange <p><i>The Frog Prince</i> • <i>El príncipe sapo</i></p> <ul style="list-style-type: none"> • Listen for exchanges the princess makes 	<p><i>The Do-Nothing Machine</i> • <i>La máquina de no hacer nada</i></p> <ul style="list-style-type: none"> • Note how character transforms materials • Photo Activity Card 134 <p>Reagan's Journal • <i>El diario de Reagan</i> (p. 160)</p> <ul style="list-style-type: none"> • Share haircut experiences • Consider how haircuts change appearances 	<p><i>A Chance for Esperanza</i> • <i>La oportunidad de Esperanza</i></p> <ul style="list-style-type: none"> • Note changes turtle goes through • Relate patience to characters' experience <p><i>Animal Lives</i> • <i>La vida de los animales</i></p> <ul style="list-style-type: none"> • Read about changes in animals
Cognitive Development/Fine Motor Skills	<ul style="list-style-type: none"> • Mix paints to create a new color • <i>Get Set for School CD</i> • "Rain song" (24) 	<ul style="list-style-type: none"> • Sort through crayons to find those not useable • <i>Get Set for School CD</i> • "Rain song" (24) 	<ul style="list-style-type: none"> • Manipulate the play dough ball to change it's shape • <i>Get Set for School CD</i> • "Rain song" (24) 	<ul style="list-style-type: none"> • Build a do-nothing machine • <i>Get Set for School CD</i> • "Rain song" (24) 	<ul style="list-style-type: none"> • Make bubble-wrap frog eggs • <i>Get Set for School CD</i> • "Rain song" (24)
Learning Centers	<ul style="list-style-type: none"> • Construction-Add one or two new items to the block area • Creativity Station-Mix paints to create a new color 	<ul style="list-style-type: none"> • Fine Motor-Provide <i>clean</i> trash materials for children to sort into recyclables 	<ul style="list-style-type: none"> • Construction-Build a small building using the rectangular blocks and then replace each rectangular block with two square blocks 	<ul style="list-style-type: none"> • Fine Motor-Use hands and fingers to make shadow puppets • Construction-Build freely with blocks • Creativity Station-Transform paper into anything the child chooses 	<ul style="list-style-type: none"> • Construction-Build a pond for frogs using blue paper • Creativity Station-Cut easel paper into the shape of butterfly wings. Encourage children to paint the wings.
Character Education/Social Emotional Development	<p>Fanny Frog's Fantastic Poems and Rhymes: "My Father is a Shoemaker".</p> <ul style="list-style-type: none"> • Discuss changes workers who have a trade make (painter, mechanic, shoemaker, etc.) 	<p>"Diego's Fifth Birthday" story folder</p> <ul style="list-style-type: none"> • Discuss the changes that occur when we have a birthday 	<p>Sing "Make New Friends" (p 187).</p> <ul style="list-style-type: none"> • Learn how old and new friends are important 	<ul style="list-style-type: none"> • Discuss emotions 	<ul style="list-style-type: none"> • Discuss <i>patience</i> and <i>pride</i>
Closing Circle	<ul style="list-style-type: none"> • Reflecting on the day: <i>What did you learn about change today?</i> • Perform the Daily Commitment Check • Kindness Tree • Family Connection: Send home note to have children wear pajamas next Tuesday. 	<ul style="list-style-type: none"> • Reflecting on the day: <i>What do birthdays celebrate?</i> • Perform the Daily Commitment Check • Kindness Tree • Family Connection: Encourage children to ask their families to list three changes they have noticed since the beginning of the year. 	<ul style="list-style-type: none"> • Reflecting on the day: <i>What did you learn about change today?</i> • Perform the Daily Commitment Check • Kindness Tree • Family Connection: Encourage children to tell their families about an exchange they feel are ready to make. 	<ul style="list-style-type: none"> • Reflecting on the day: <i>What does it mean when we say things change when we transform them?</i> • Perform the Daily Commitment Check • Kindness Tree • Family Connection: Send home note and encourage children to show someone at home how to do Butterfly Breathing 	<ul style="list-style-type: none"> • Reflecting on the day: <i>What have you learned about change this week?</i> • Perform the Daily Commitment Check • Kindness Tree • Family Connection: Send home note and encourage children to show someone at home how to do Thumb Tracking.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Outdoor Learning	<ul style="list-style-type: none"> • Encourage children to try one new thing (climbing, sliding, swinging). Challenge them to look around the playground for new things (flower blooming, bird nest, emerging leaves, litter). 	<ul style="list-style-type: none"> • Encourage children to look around the playground for things that are missing (a flower, an insect). 	<ul style="list-style-type: none"> • Invite children to play ball. Have them exchange their ball for beanbags. Ask how this changes their games. 	<ul style="list-style-type: none"> • Encourage children to clean up the playground. Point out that when they have finished their cleanup, they will have transformed the playground. 	<ul style="list-style-type: none"> • Invite children to plant milkweed. It will draw butterflies to the yard.
Learning Goals	<ul style="list-style-type: none"> • Shows reasonable opinion of his own abilities and limitations • Demonstrates empathy and caring for others • Asks and answers appropriate questions about the book • Uses a wide variety of words to label and describe people, places, things, and actions • Shows awareness of areas of competence and describes self positively in what he is able to do • Is aware of own feelings most of the time • Creates shapes • 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 • Asks and answers appropriate questions about the book • Uses a large speaking vocabulary, adding several new words daily • Combines sentences that give detail, stays on topic, and clearly communicates • Uses some appropriate writing conventions when writing or giving dictation • Provides appropriate information for various situations • Uses language to describe concepts associated with the passing of time 	<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 • Responds to different musical styles through movement and play • Uses a large speaking vocabulary, adding several new words daily • Uses a wide variety of words to label and describe people, places, things, and actions • Counts 1 to 10 items, with one count per item 	<ul style="list-style-type: none"> • Begins to understand difference and connection between feelings and behaviors • Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal • Uses a wide variety of words to label and describe people, places, things, and actions • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Uses a large speaking vocabulary, adding several new words daily • Describes and sequences life cycles of organisms 	<ul style="list-style-type: none"> • Is aware of own feelings most of the time • Produces the correct sounds for at least 10 letters • Uses a large speaking vocabulary, adding several new words daily • Asks and answers appropriate questions about the book • Describes and sequences life cycles of organisms • Uses language to describe concepts associated with the passing of time • Seeks to understand print



Lesson Plan for Changes • Cambios - Earth Changes • La Tierra cambia (Week 37)		Date: May 13-17, 2019		Class: Gard 2	
Wonderful Word: <i>astronomy, astronomía</i>		Character <i>Patience and Pride</i> Education: <i>Paciencia y Orgullo</i>			
Literacy: Phonological Awareness, Oral Language		Letter Knowledge: English - Letter Review Spanish - Letter Review		Math: Patterns	
English Vocabulary: <i>afternoon, astronomy, evening, fall, hail, heat exhaustion, morning, pattern core, shadows, sleet, snow, spring, summer, sunscreen, temperature, thermometer, thunderstorm, twilight, weather, winter</i>					
Spanish Vocabulary: <i>tarde, astronomía, noche, otoño, granizo, agotamiento por el calor, mañana, regla del patrón, sombras, aguanieve, nieve, primavera, verano, filtro solar, temperatura, termómetro, tormenta eléctrica, crepúsculo, clima, invierno</i>					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle	BUILDING COMMUNITY • UNITE: Sing "Good Morning To You." Tell the children that they will continue to learn about changes. Today they will learn about changes that occur as the day turns to night. •CALM: Practice calming strategy S.T.A.R. p. 171. Tell children that when they use S.T.A.R. they shine brightly as the stars in the night sky •CONNECT: Review "Twinkle Twinkle Little Star" p. 181. We will hear a story today about a star who lets her talent shine. •COMMIT: Implement the Safe Keeper Ritual, and the Daily Commitment Ritual. • Morning Message: <i>In the daytime I _____.</i>	BUILDING COMMUNITY •UNITE: Teach the children "Happy Faces" (p 186). •DISENGAGE THE STRESS RESPONSE: Teach the calming strategy Sunbeam p 171. •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. • Morning Message: <i>In the nighttime I _____.</i> <i>Cuando es de noche yo _____.</i>	BUILDING COMMUNITY •UNITE: Teach the children "When I'm Chilly" (p 197) •DISENGAGE THE STRESS RESPONSE: Introduce the calming strategy Snowflake Blowing (p171) •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. • Morning Message: <i>In the winter I _____.</i> <i>En el invierno yo _____.</i>	BUILDING COMMUNITY •UNITE: Teach the children "Falling Leaves Song" (p 185). •DISENGAGE THE STRESS RESPONSE: Introduce the calming strategy Dandelion Blowing (p170). •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. • Morning Message: <i>In the spring I _____.</i> <i>En la primavera yo _____.</i>	BUILDING COMMUNITY •UNITE: Teach the children "The Weather Song." •DISENGAGE THE STRESS RESPONSE: Introduce a variation of Drain (p 170). •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. • Morning Message: <i>On a rainy day I _____.</i> <i>En un día lluvioso yo _____.</i>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Phonemic Awareness	<ul style="list-style-type: none"> Vocabulary Cards <i>astronomy, moonlight, sunlight</i> Venn Diagram day and night activities 	<ul style="list-style-type: none"> "Days of the Week" (<i>Fanny Frog's Fantastic Poems and Rhymes</i>) or "El mismo Sol" (<i>Salta, saltarin</i>) Review the sound of z Vocabulary Cards <i>star, moon, sun</i> 	<ul style="list-style-type: none"> Vocabulary Cards <i>astronomy, moonlight, sunlight</i> Venn Diagram day and night activities 	<ul style="list-style-type: none"> Photo Pockets and Pocket Photos <i>M</i> with <i>moon</i>; <i>LI</i> with <i>luna</i> 	<ul style="list-style-type: none"> Vocabulary Cards <i>astronomy, thunderstorm, temperature, thermometer</i>
Language Development	<ul style="list-style-type: none"> Twinkle, the Little Star • Chispita la estrellita Describe main character Identify letters and generate rhyming words "The Sun and the Moon" • "El Sol y la Luna" story folder Introduce legend as a genre Discuss characters' feelings 	<ul style="list-style-type: none"> "Days of the Week" (<i>Fanny Frog's Fantastic Poems and Rhymes</i>) or "El mismo Sol" (<i>Salta, saltarin</i>) Participate in action poem Discuss idea of sharing sun "Evan's Moon" • "La Luna de Evan" listening story Discuss the moon Relate story to children's experience Photo Pocket: <i>Mm</i> and <i>moon</i> 	<ul style="list-style-type: none"> Reagan's Journal • El diario de Reagan Make observations about the photograph Discuss winter and summer experiences <p>Photo Activity Cards 13, 70</p>	<ul style="list-style-type: none"> "The Corn Seed" • Semillita de maiz" story folder Introduce vocabulary Discuss story setting Have children participate in the story Photo Activity card 70 	<ul style="list-style-type: none"> <i>Once Upon a Time in Dragon Land</i> • <i>Habia una vez en Dragolandia</i> Discuss thunder Read to find story's explanation
Cognitive Development/Fine Motor Skills	<ul style="list-style-type: none"> Paint shadows using black tempera paint on white paper 	<ul style="list-style-type: none"> Paint a picture with a mixture of half water, half glue and then sprinkle their picture with moon dust Get Set for School CD "Toe Song" (11) 	<ul style="list-style-type: none"> Creativity Station-Paint with ice sticks (p.168) as a paintbrush or with puff paint (p. 169) Get Set for School CD "Toe Song" (11) 	<ul style="list-style-type: none"> Creativity Station-Create a fall collage using colored tissue paper Get Set for School CD "Toe Song" (11) 	<ul style="list-style-type: none"> Creativity Station-Trace shadows on butcher paper Get Set for School CD "Toe Song" (11)
Learning Centers	<ul style="list-style-type: none"> Pretend and Learn-Place daytime and nighttime clothing in the center for play and sorting Fine Motor-Use tweezers to move stars (rock salt) from a night sky (black construction paper) to a day sky (white paper) 	<ul style="list-style-type: none"> Creativity Station-Draw daytime and nighttime pictures Language and Literacy-Order sequence cards 	<ul style="list-style-type: none"> Compare summer and winter clothing Introduce concepts of seasons and temperature change Library and Listening-Consider how senses provide clues to seasons 	<ul style="list-style-type: none"> Designate photo as <i>spring</i> or <i>fall</i> Discuss spring and fall activities Writer's Corner-Write and draw about seasons Library and Listening-Retell story with story props Language and Literacy-Play insect concentration 	<ul style="list-style-type: none"> Identify onomatopoeia weather words Provide sound effects for story Gross Motor-Step on prism's rainbows
Character Education/Social Emotional Development		<ul style="list-style-type: none"> Sun Safety Do we need protection from the moon? 	<ul style="list-style-type: none"> Discuss Hibernation Read Hibernation Station Discuss why some animals hibernate 	<ul style="list-style-type: none"> Read "Springtime Magic" (p. 18 on Fanny Frog's Poems nd Rhymes) Discuss the spring season Review patience. We must be patient as we wait for flowers to grow. 	<ul style="list-style-type: none"> Review the concept of Pride. Discuss things we do at school that make us feel proud.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Closing Circle	<ul style="list-style-type: none"> Reflecting on the day: <i>Did I try to not jump in the rain puddles?</i> Perform the Daily Commitment Check. Family Connection: Encourage children to share with their families what they have learned about the movement of the earth. 	<ul style="list-style-type: none"> Reflecting on the day: <i>Did wearing pajamas to school change anything for you?</i> Perform the Daily Commitment Check. Family Connection: Encourage children to share with their families what they have learned about the movement of the earth. 	<ul style="list-style-type: none"> Reflecting on the day: <i>What did you learn today about changes that happen in summer and winter?</i> Perform the Daily Commitment Check. Family Connection: Encourage children to help family members calculate their age in season. 	<ul style="list-style-type: none"> Reflecting on the day: <i>Name signs of fall and signs of spring.</i> Perform the Daily Commitment Check. Family Connection: Invite children to pretend to be clouds and float home. 	<ul style="list-style-type: none"> Reflecting on the day: <i>What have you learned about weather changes today?</i> Perform the Daily Commitment Check. Family Connection: Send a note home asking for a copy of a baby photo and a copy of a current school photo.
Outdoor Learning	<ul style="list-style-type: none"> Invite the children to play Shadow Tag • <i>Atrapa la sombra</i> (p. 207). 	<ul style="list-style-type: none"> Encourage children to watch the changing clouds. Challenge them to find animal shapes in the clouds. 	<ul style="list-style-type: none"> Fluff the parachute to capture plenty of air underneath so you can form an umbrella. Have children take turns running under the umbrella to escape the spring showers. 	<ul style="list-style-type: none"> Play Fall Ball • <i>Pelota de otoño</i> (p. 206). Point out that fall is football season. Provide a football for children to explore. Ask children to compare throwing and catching a football to throwing and catching a rubber ball. 	<ul style="list-style-type: none"> Make ice blocks (p. 168). Encourage children to enjoy watching the tunnels as they develop. Measure the length of time it takes the ice block to melt.
Learning Goals	<ul style="list-style-type: none"> Shows reasonable opinion of his own abilities and limitations Provides appropriate information for various situations Uses a wide variety of words to label and describe people, places, things, and actions Asks and answers appropriate questions about the book Demonstrates an understanding that others have perspectives and feelings that are different from her own Uses language to describe concepts associated with the passing of time Organizes their life around events, time, and routines Recognizes at least 20 letter sounds 	<ul style="list-style-type: none"> Organizes their life around events, time, and routines Increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal Combines words to make a compound word Recognizes and creates patterns Identifies, observes, and discusses objects in the sky Investigates and describes sources of energy including light, heat, and electricity Investigates and describes position and motion of objects 	<ul style="list-style-type: none"> Independently writes letters on request Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary Uses sentences with more than one phrase Asks and answers appropriate questions about the book Collects data and organizes it in a graphic representation Uses language to describe concepts associated with the passing of time Recognizes and creates patterns 	<ul style="list-style-type: none"> Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary Observes and describes what happens during changes in the earth and sky Demonstrates knowledge of verbal conversational rules Uses language to describe concepts associated with the passing of time Recognizes and creates patterns Identifies, observes, and discusses objects in the sky 	<ul style="list-style-type: none"> Begins to have meaningful friends Participates in classroom music activities Uses sentences with more than one phrase Combines syllables into words Asks and answers appropriate questions about the book Combines sentences that give detail, stays on topic, and clearly communicates Describes attributes Uses a wide variety of words to label and describe people, places, things, and actions Shows understanding by responding appropriately



Lesson Plan for Changes • Cambios - Nurturing Earth • La Tierra nos alimenta (Week 38)	Date May 20-24, 2019	Class: Gard 2
Wonderful Word: <i>environmentalist, ambientalista</i>	Character <i>Patience and Pride</i> Education: <i>Paciencia y Orgullo</i>	
Literacy: Vocabulary, Oral Language	Letter Letter names and sounds of Knowledge: vocabulary words.	Math: Data Analysis, Number and Operations
English Vocabulary: <i>compare, conscientious, conserve, divide, ecosystem, endangered, environmentalist, habitat, half, imaginations, natural resources, protect, recycle, renew, tally mark, wasteful, wildlife</i>		
Spanish Vocabulary: <i>comparar, consciente, conservar, dividir, ecosistema, en peligro de extinción, ecologista, hábitat, mitad, imaginations, recursos naturales, proteger, reciclar, renovar, marca de, conteo, derrochador, fauna y flora</i>		

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle	BUILDING COMMUNITY •UNITE: Introduce the theme. Sing "I Love Mountains" (p 187). •DISENGAGE THE STRESS RESPONSE: •Practice the calming strategy Bunny Breathing (p 170). •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Challenge children to notice two kind acts today. • Morning Message: <i>Things I Enjoy in Nature</i> <i>I enjoy _____.</i> • <i>Cosas que disfruto en la naturaleza</i> <i>Disfruto _____.</i>	BUILDING COMMUNITY •UNITE: Teach the children "The Earth Is Our Home" (p 184). •DISENGAGE THE STRESS RESPONSE: Review the calming strategy Bunny Breathing (p170). •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Things I Enjoy in Nature.</i> • <i>Cosas que disfruto en la naturaleza.</i>	BUILDING COMMUNITY •UNITE: Teach the children "We Got the Whole World in Our Hands" (p 196). •DISENGAGE THE STRESS RESPONSE: Practice the calming strategy S. T. A. R. (p 171). •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Things I Enjoy in Nature.</i> • <i>Cosas que disfruto en la naturaleza.</i>	BUILDING COMMUNITY •UNITE: Sing "The Earth Is Our Home" (p 184). •DISENGAGE THE STRESS RESPONSE: Practice the calming strategy Drain (p 170). •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Things I Enjoy in Nature.</i> • <i>Cosas que disfruto en la naturaleza.</i>	BUILDING COMMUNITY •UNITE: Sing "We Got the Whole World in Our Hands" (p 196). •DISENGAGE THE STRESS RESPONSE:•Introduce the calming strategy Bicycle Pedaling (p 170). •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Things I Enjoy in Nature.</i> • <i>Cosas que disfruto en la naturaleza.</i>
Phonemic Awareness	• Sing the "Alphabet Song." • Vocabulary Card: <i>environmentalist</i>	• Discuss zoo animals and the letters they begin with	• Vocabulary Cards: <i>recycle, reuse</i>	• Create a word web of conservation of water, energy, and air.	• Reinforce vocabulary • Play thinking game

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Language Development	<p><i>Nature's Giants</i> • <i>Gigantes de la naturaleza</i></p> <ul style="list-style-type: none"> • Acknowledge nature's beauty • Develop robust vocabulary • Relate to children's experiences • Photo Activity Cards 26, 32 	<p>Welcome to Zippity Zoo • <i>Bienvenidos al zoológico de Zippity</i></p> <ul style="list-style-type: none"> • Recognize zoos as places to learn about animals • Answer questions about zoos • Photo Activity Cards 33, 97 	<p>"My Aunt Violet" • "Mi tía Violeta" story folder</p> <ul style="list-style-type: none"> • Discuss ways to reuse resources • Recall story details <p><i>Cristina and the Frog</i> • <i>Cristina y la rana</i></p> <ul style="list-style-type: none"> • Read for a specific purpose • Predict character's actions 	<p><i>Charlie Chipmunk's Thoughtful Choices</i> • <i>Las decisiones consideradas de Carlitos</i></p> <ul style="list-style-type: none"> • Introduce vocabulary • Consider being a conscientious conservator 	<p>"Things I Enjoy in Nature" • "Cosas que me encantan de la naturaleza" chart</p> <p><i>The Do-Nothing Machine</i> • <i>La máquina de no hacer nada</i></p> <ul style="list-style-type: none"> • List reused or recycled resources • Notice details in illustration
Cognitive Development/Fine Motor Skills	<ul style="list-style-type: none"> • Do rubbings of leaves and bark 	<ul style="list-style-type: none"> • Use animal cookie cutters to cut animals from play dough 	<ul style="list-style-type: none"> • Make a collage from recycled newspaper and magazines 	<ul style="list-style-type: none"> • Paint with watercolors 	<ul style="list-style-type: none"> • Paint flowers
Learning Centers	<ul style="list-style-type: none"> • Gross Motor-With a partner, gently toss stars into a container • Fine Motor-Construct leaf bracelets • Construction-Add small branches with leaves for environment accessories to the blocks 	<ul style="list-style-type: none"> • Gross Motor-Jump like a kangaroo and mark jumps with a beanbag • Fine Motor-Use animal cookie cutters to cut animals from play dough • Construction-Build a zoo and include plastic and rubber zoo animals 	<ul style="list-style-type: none"> • Gross Motor-Toss wads of used paper balls into a box and discuss ways to reuse paper • Fine Motor-Provide twist-ties and encourage children to make something with them • Construction-Construct tents 	<ul style="list-style-type: none"> • Gross Motor-Create a bucket brigade with pretend water • Fine Motor-Fold paper fans • Construction-Build a town around a river made of paper and discuss how to keep riverbanks and rivers safe from pollution 	<ul style="list-style-type: none"> • Gross Motor-Build an obstacle course using empty boxes • Fine Motor-Using tweezers, pick up "litter" from around a pretend house and place in litter bag • Construction-Use recyclable materials as building accessories
Character Education/Social Emotional Development	<ul style="list-style-type: none"> • Discuss pride in our country 	<ul style="list-style-type: none"> • Read <i>Animals Habitats and Homes</i>. • Discuss endangered animals 	<ul style="list-style-type: none"> • Sing "I'm a Little Garbage Truck" (p. 135) • Discuss the importance of a garbage man (use page 5 in the Neighborhood Helpers book) 	<ul style="list-style-type: none"> • Name and discuss earth's resources 	<ul style="list-style-type: none"> • Choose an earth-friendly habit to feel proud about
Closing Circle	<ul style="list-style-type: none"> • Reflecting on the day: <i>What things in nature pique your curiosity?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Invite children to ask family members about their favorite nature wonders. 	<ul style="list-style-type: none"> • Reflecting on the day: <i>What can we do to help animals?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Display the posters that children have made where families can see them. 	<ul style="list-style-type: none"> • Reflecting on the day: <i>What will you tell your family about recycling and reusing?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Challenge children to find something at home that they can reuse in a new way. 	<ul style="list-style-type: none"> • Reflecting on the day: <i>What did you learn about conservation today?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Encourage children to share their commitment for becoming a better conservator with their families. 	<ul style="list-style-type: none"> • Reflecting on the day: <i>What do you enjoy about nature?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Send home a note and encourage children to tell family members about how to do Humpty Dumpty.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Outdoor Learning	<ul style="list-style-type: none"> • Provide crayons, markers, and paper on clipboards. Invite children to draw nature pictures. 	<ul style="list-style-type: none"> • Take a walk around the school. Find a small bush and do the white-sheet shake (p. 169). 	<ul style="list-style-type: none"> • Place a container outdoors to catch rainwater. Water indoor plants with the water collected. 	<ul style="list-style-type: none"> • Provide trash bags or smaller litter bags and encourage children to pick up litter on the playground or around the school. 	<ul style="list-style-type: none"> • Invite children to make bird feeders from pinecones. Have children move away from the feeders and wait to see who comes to visit.
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 • Assumes various roles and responsibilities as part of a classroom community • Demonstrates interest in and shows appreciation for the creative work of others • Uses a wide variety of words to label and describe people, places, things, and actions 	<ul style="list-style-type: none"> • Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal • Demonstrates empathy and caring for others • Independently writes letters on request • Uses a large speaking vocabulary, adding several new words daily • Asks and answers appropriate questions about the book • Recognizes, observes, and discusses the relationship of organisms to their environments 	<ul style="list-style-type: none"> • Begins to have meaningful friends • Combines ideas for complex sentences • Demonstrates the importance of caring for our environment and our planet • Participates in activities to help them become aware of what it means to be a consumer • Uses category labels to understand how words and objects relate to each other • Asks and answers appropriate questions about the book • Initiates problem-solving strategies and seeks adult help when necessary • Shows understanding by responding appropriately 	<ul style="list-style-type: none"> • Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary • Provides appropriate information for various situations • Uses a large speaking vocabulary, adding several new words daily • Demonstrates the importance of caring for our environment and our planet • Investigates and describes sources of energy including light, heat, and electricity • Uses category labels to understand how words and objects relate to each other • Recognizes one-digit numerals 0 through 9 	<ul style="list-style-type: none"> • Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary • Uses category labels to understand how words and objects relate to each other • Names at least 20 upper- and at least 20 lowercase letters • Combines ideas for complex sentences • Uses a large speaking vocabulary, adding several new words daily • Demonstrates the importance of caring for our environment and our planet • Initiates problem-solving strategies and seeks adult help when necessary



Lesson Plan for Changes • Cambios - Before and Now • Antes y ahora (Week 39)		Date May 27-31, 2019		Class: Gard 2	
Wonderful Word: <i>kindergartener, estudiante de kindergarden</i>		Character <i>Patience and Pride</i> Education: <i>Paciencia y Orgullo</i>			
Literacy: Oral Language, Self-Concept		Letter	Alphabet, Letters in Words Knowledge:	Math: Counting and Comparing, Measurement	
English Vocabulary: <i>accomplishments, achieve, before, buddies, calmness, capacity, celebrate, classmates, companions, developed, height, kindergarden, kindergartener, length, measure months of the year, proud, sign language, weight</i>					
Spanish Vocabulary: <i>logros, lograr, antes, amigos, calma, capacidad, celebrar, compañeros de clase, desarrollado, Kindergarden, estudiante de Kindergarden, longitud, medir, meses del año, orgulloso, lenguaje de señas, peso</i>					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle	H	BUILDING COMMUNITY •UNITE: Sing "My Hands on My Head" (p 189). •DISENGAGE THE STRESS RESPONSE: Choose two calming strategies to review. •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Before I _____, but now I _____.</i> <i>Antes yo _____, pero ahora yo _____.</i>	BUILDING COMMUNITY •UNITE: Sing "Hello Friend" (p 186). •DISENGAGE THE STRESS RESPONSE: Choose two calming strategies to review. •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Before I _____, but now I _____.</i> <i>Antes yo _____, pero ahora yo _____.</i>	BUILDING COMMUNITY •UNITE: Sing "Rise and Shine" (p 189). •DISENGAGE THE STRESS RESPONSE: Choose two calming strategies to review. •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Before I _____, but now I _____.</i> <i>Antes yo _____, pero ahora yo _____.</i>	BUILDING COMMUNITY •UNITE: Sing "We've Finished a Year of Pre-K" (p 195). •DISENGAGE THE STRESS RESPONSE: Choose two calming strategies to review. •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Before I _____, but now I _____.</i> <i>Antes yo _____, pero ahora yo _____.</i>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Phonemic Awareness	L	<ul style="list-style-type: none"> •Rhyming Picture Cards • Sing "Say and Rhyme" 	<ul style="list-style-type: none"> •Discuss words <i>playmate, classmate, companion, buddy</i> 	<ul style="list-style-type: none"> •Have students to spell <i>accomplishments, kindergarten,</i> 	<ul style="list-style-type: none"> •Sing "The ABC's Song."
Language Development	I	<i>Before and Now • Antes y ahora</i> <ul style="list-style-type: none"> • Listen for accomplishments in story • List personal school accomplishments •Photo Activity Cards 107-108 	<i>Shubert's Helpful Day</i> <ul style="list-style-type: none"> • Discuss ways to help a friend •Photo Activity Cards 109-113 	<i>Before and Now • Antes y ahora</i> <ul style="list-style-type: none"> • Discuss physical changes this year • Note changes in story Match baby photos to school photos 	<i>"I Like School" • "Me gusta la escuela"</i> story folder <ul style="list-style-type: none"> • Extend story for next year's class • Discuss favorite memories of school
Cognitive Development/Fine Motor Skills	D	<ul style="list-style-type: none"> • Form letters and numerals with the blocks • Trace around hands to make a friend hand collage 	<ul style="list-style-type: none"> •Place two identical sets of blocks in a basket. Invite children to sit back-to-back and build. When they are finished, have them compare their structures. 	<ul style="list-style-type: none"> • Use pipettes to mix colors in the colormixing trays 	<ul style="list-style-type: none"> • Play tic-tac-toe with a friend or to sort the manipulatives in the Fine Motor Center for an end-of-the-year clean up.
Learning Centers	A	<ul style="list-style-type: none"> • Gross Motor-Toss beanbags into a box from a throw line • Fine Motor-Shape letters with play dough • Construction-Form letters and numerals with the blocks 	<ul style="list-style-type: none"> • Gross Motor-Tiptoe balance challenge • Fine Motor-Children take turns giving each other hand massages using Cranky Cream • Construction-Place two identical sets of blocks in a basket. Invite children to sit back-to-back and build. When they are finished, have them compare their structures. 	<ul style="list-style-type: none"> • Gross Motor-Walk, crawl, hop, and jump a masking tape line • Fine Motor-Use pipettes to mix colors in the color mixing trays • Construction-Determine how many blocks it takes lying end-to-end to span from one side of the center to the other 	<ul style="list-style-type: none"> • Gross Motor-Children work in pairs to create letter shapes with their bodies. • Fine Motor-Play tic-tac-toe with a friend or to sort the manipulatives in the Fine Motor Center for an end-of-the-year clean up • Construction-Place the blocks in order on the shelf for the end of the year
Character Education/Social Emotional Development		<ul style="list-style-type: none"> • Compare beginning and year-end drawings, stories • Celebrate accomplishments • Review appropriate way to handle books 	<ul style="list-style-type: none"> • Review practices that helped create the School Family 	<ul style="list-style-type: none"> •Discuss ways to help a friend 	<ul style="list-style-type: none"> • Make <i>wish you well</i> cards for next year's class

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Closing Circle		<ul style="list-style-type: none"> • Reflecting on the day: <i>What is your favorite thing you learned this year?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Encourage children to sing "The Alphabet Song" with their families. 	<ul style="list-style-type: none"> • Reflecting on the day: <i>What does School Family mean to you?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Send Shubert models home with children and encourage them to explain to their families some of the lesson they have learned from Shubert. 	<ul style="list-style-type: none"> • Reflecting on the day: <i>What is your favorite memory of Pre-K?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Send a note of appreciation home to families. 	<ul style="list-style-type: none"> • Reflecting on the day: <i>What will you tell your family about school?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Encourage the children to talk with someone at home about some of their favorite memories of their School Family.
Outdoor Learning		<ul style="list-style-type: none"> • Encourage children to chase bubbles. 	<ul style="list-style-type: none"> • Invite children to play cooperative parachute games (p. 206). 	<ul style="list-style-type: none"> • Encourage children to play Shadow Tag • <i>Atrapa la sombra</i> (p. 207). 	<ul style="list-style-type: none"> • Provide chalk and encourage children to draw on the sidewalk. Have them tell a friend about their drawing.
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 • Demonstrates empathy and caring for others • Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary • Organizes their life around events, time, and routines • Recognizes and compares heights or lengths of people or objects • Identifies and creates common features in her immediate environment 	<ul style="list-style-type: none"> • Begins to have meaningful friends • Combines sentences that give detail, stays on topic, and clearly communicates • Uses a wide variety of words to label and describe people, places, things, and actions • Is aware of own feelings most of the time • Asks and answers appropriate questions about the book • Demonstrates knowledge of nonverbal conversational rules • Collects data and organizes it in a graphic representation 	<ul style="list-style-type: none"> • Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal • Demonstrates empathy and caring for others • Independently writes letters on request • Demonstrates an understanding and tolerance for unique characteristics of others • Uses language to describe concepts associated with the passing of time • Shows competence in initiating social interactions • Engages in conversations in appropriate ways • Develops warm relationships with teachers 	<ul style="list-style-type: none"> • Assumes various roles and responsibilities as part of a classroom community • Participates in classroom music activities • Names at least 20 upper- and at least 20 lowercase letters • Retells or reenacts a story after it is read aloud • Uses some appropriate writing conventions when writing or giving dictation • Matches language to social contexts