



| Lesson Plan for Changes • <b>Cambios</b> - Changes In and Around Me • <b>Cambios en mi y en mi alrededor</b> (Week 36)                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Date: May 6-10, 2019                                                                                                                                                                                                                                                                                                                                                                                          | Class: Gard 3                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| Wonderful Word: <i>mature, maduro</i>                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Character <i>Patience and Pride</i><br>Education: <i>Paciencia y Orgullo</i>                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Literacy: Oral Language, Writing                                                                                                                                                                                               | Letter Knowledge: English - R, r, D, d, V, v, U, u, Y, y<br>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                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Circle Time                                                                                                                                                                                                                    | <b>BUILDING COMMUNITY</b><br>•UNITE:<br>Introduce the theme.<br>Sing "Change" p 184.<br>•DISENGAGE THE STRESS RESPONSE:<br>Practice the calming strategy Balloon (p170).<br>•CONNECT:<br>Implement the Absent Child Ritual.<br>•COMMIT:<br>Implement the Safe Keeper Ritual and the Daily Commitment Ritual.<br>•Challenge children to notice two kind acts today.<br>• Morning Message: <i>Visit begins with V. • Visita empieza con la letra V,</i> | <b>BUILDING COMMUNITY</b><br>•UNITE:<br>Sing "Change" p 184.<br>•DISENGAGE THE STRESS RESPONSE:<br>Review the calming strategy Crisscross p 172.<br>•CONNECT:<br>Use Fanny Frog to implement the Absent Child Ritual.<br>•COMMIT:<br>Implement the Safe Keeper Ritual and the Daily Commitment Ritual.<br>•Kindness Tree<br>• Morning Message: <i>Yesterday begins with Y. • Ayer empieza con la letra A.</i> | <b>BUILDING COMMUNITY</b><br>•UNITE:<br>Sing "Change" p 184.<br>•DISENGAGE THE STRESS RESPONSE:<br>Play Look at Me (p 177).<br>•CONNECT:<br>Implement the Absent Child Ritual.<br>•COMMIT:<br>Implement the Safe Keeper Ritual and the Daily Commitment Ritual.<br>•Kindness Tree<br>• Morning Message: <i>Retrieve begins with R. • Recuperar empieza con la letra R.</i> | <b>BUILDING COMMUNITY</b><br>•UNITE:<br>Sing "A Piece of String" p 183.<br>•DISENGAGE THE STRESS RESPONSE:<br>Play S.T.A.R. Song (p179).<br>•CONNECT:<br>Implement the Absent Child Ritual.<br>•COMMIT:<br>Implement the Safe Keeper Ritual and the Daily Commitment Ritual.<br>•Kindness Tree<br>• Morning Message: <i>Unhappy begins with U. • Infeliz empieza con la letra I.</i> | <b>BUILDING COMMUNITY</b><br>•UNITE:<br>Sing "Roly-Poly Caterpillar" p 190.<br>•DISENGAGE THE STRESS RESPONSE:<br>Practice the calming strategy Balloon (p170).<br>•CONNECT:<br>Use Fanny Frog to implement the Absent Child Ritual.<br>•COMMIT:<br>Implement the Safe Keeper Ritual and the Daily Commitment Ritual.<br>•Kindness Tree<br>• Morning Message: <i>Dilly and Dally start with D. • Dilly y Dally empiezan con la letra D.</i> |
| Phonological Awareness                                                                                                                                                                                                         | •Vocabulary Cards <i>mature, seeds</i><br>•Review the sound of <i>p</i>                                                                                                                                                                                                                                                                                                                                                                               | • Letter Cards: <i>U, u, Y, y</i><br>•Review the sound of <i>q</i>                                                                                                                                                                                                                                                                                                                                            | • Review the sound of <i>v</i><br>•Sequence Cards Seeds on the Move                                                                                                                                                                                                                                                                                                        | • Letter Cards: <i>V, v, B, b</i><br>•Review the sound of <i>x</i>                                                                                                                                                                                                                                                                                                                   | •Letter Cards: <i>R, r, D, d</i><br>• Vocabulary Cards: <i>frog, patient</i><br>•Review the sound of <i>y</i>                                                                                                                                                                                                                                                                                                                               |

| LESSON COMPONENTS                  | Monday                                                                                                                                                                                                                                                                                   | Tuesday                                                                                                                                                                                                                                                                                                                               | Wednesday                                                                                                                                                                                                                                                                                                              | Thursday                                                                                                                                                                                                                                                                                                                                               | Friday                                                                                                                                                                                                                                                                                                                       |
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| Language Development               | <ul style="list-style-type: none"> <li>• Photo Activity Card 134 <i>Dance!</i> • ¡A bailar!</li> <li>• Develop idea of extraordinary</li> <li>• Relate story to personal experience</li> </ul>                                                                                           | <ul style="list-style-type: none"> <li>• Discuss changes that happen when something ends</li> <li>• "Cleaning Out My Closet" (p 208</li> <li>• Explain <i>musuko</i> (son) <i>okaa san</i> (mother) in Japanese</li> <li>• Sequence Cards</li> <li>• <i>Baby to Adult</i></li> </ul>                                                  | <ul style="list-style-type: none"> <li>• <i>Cristina and the Frog</i> • <i>Cristina y la rana</i></li> <li>• Listen for an exchange</li> <li>• Cristina wants to make</li> <li>• Make a frog-exchange wish</li> <li>• <i>Sequence Cards</i></li> <li>• <i>Frog Life Cycle</i></li> </ul>                               | <ul style="list-style-type: none"> <li>• <i>The Do-Nothing Machine</i> • <i>La máquina de no hacer nada</i></li> <li>• <i>Is John proud of his work?</i></li> <li>• <i>What is a blueprint and inventory?</i></li> <li>• Consider how haircuts change appearances</li> </ul>                                                                           | <ul style="list-style-type: none"> <li>• <i>A Chance for Esperanza</i> • <i>La oportunidad de Esperanza</i></li> <li>• Note changes turtle goes through</li> <li>• <b>SHOW AND TELL ABOUT "BABY PICTURE"</b></li> </ul>                                                                                                      |
| Pre-Writing/Fine Motor Skills      | <ul style="list-style-type: none"> <li>• Make a Changes In and Around Me Book</li> <li>• <i>Get Set for School CD</i></li> <li>• "Rain song" (24)</li> </ul>                                                                                                                             | <ul style="list-style-type: none"> <li>• Make a Changes In and Around Me Book</li> <li>• <i>Get Set for School CD</i></li> <li>• "Rain song" (24)</li> </ul>                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Make a Changes In and Around Me Book</li> <li>• <i>Get Set for School CD</i></li> <li>• "Rain song" (24)</li> </ul>                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Build a do-nothing machine</li> <li>• Make a Changes In and Around Me Book</li> <li>• <i>Get Set for School CD</i></li> <li>• "Rain song" (24)</li> </ul>                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Make bubble-wrap frog eggs</li> <li>• Make a Changes In and Around Me Book</li> <li>• <i>Get Set for School CD</i></li> <li>• "Rain song" (24)</li> </ul>                                                                                                                           |
| Learning Centers                   | <ul style="list-style-type: none"> <li>• Construction-Add one or two new items to the block area</li> <li>• Creativity Station-Mix paints to create a new color</li> </ul>                                                                                                               | <ul style="list-style-type: none"> <li>• Fine Motor-Provide <i>clean</i> trash materials for children to sort into recyclables</li> <li>• Creativity Station-Sort through crayons to find those not useable</li> </ul>                                                                                                                | <ul style="list-style-type: none"> <li>• Construction-Build a small building using the rectangular blocks and then replace each rectangular block with two square blocks</li> </ul>                                                                                                                                    | <ul style="list-style-type: none"> <li>• Fine Motor-Use hands and fingers to make shadow puppets</li> <li>• Construction-Build freely with blocks</li> <li>• Creativity Station-Transform paper into anything the child chooses</li> </ul>                                                                                                             | <ul style="list-style-type: none"> <li>• Construction-Build a pond for frogs using blue paper</li> <li>• Creativity Station-Cut easel paper into the shape of butterfly wings. Encourage children to paint the wings.</li> </ul>                                                                                             |
| Character Education/Social Studies | <ul style="list-style-type: none"> <li>• Discuss changes workers who have a trade make (painter, mechanic, etc.)</li> <li>• "My Father Is a Shoemaker" (p199).</li> </ul>                                                                                                                | <ul style="list-style-type: none"> <li>• Discuss feelings related to changes</li> <li>• Introduce change as result of exchange</li> <li>• Discuss Japan's location on the globe</li> </ul>                                                                                                                                            | <ul style="list-style-type: none"> <li>• Discuss Pride and Patience</li> </ul>                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Interview the children and ask them what calming strategy is their favorite.</li> </ul>                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Discuss emotions</li> </ul>                                                                                                                                                                                                                                                         |
| Closing Circle                     | <ul style="list-style-type: none"> <li>• Reflecting on the day: <i>What did you learn about change today?</i></li> <li>• Perform the Daily Commitment Check</li> <li>• Kindness Tree</li> <li>• Family Connection: Send home note to have children wear pajamas next Tuesday.</li> </ul> | <ul style="list-style-type: none"> <li>• Reflecting on the day: <i>What do birthdays celebrate?</i></li> <li>• Perform the Daily Commitment Check</li> <li>• Kindness Tree</li> <li>• Family Connection: Encourage children to ask their families to list three changes they have noticed since the beginning of the year.</li> </ul> | <ul style="list-style-type: none"> <li>• Reflecting on the day: <i>What did you learn about change today?</i></li> <li>• Perform the Daily Commitment Check</li> <li>• Kindness Tree</li> <li>• Family Connection: Encourage children to tell their families about an exchange they feel are ready to make.</li> </ul> | <ul style="list-style-type: none"> <li>• Reflecting on the day: <i>What does it mean when we say things change when we transform them?</i></li> <li>• Perform the Daily Commitment Check</li> <li>• Kindness Tree</li> <li>• Family Connection: Send home note and encourage children to show someone at home how to do Butterfly Breathing</li> </ul> | <ul style="list-style-type: none"> <li>• Reflecting on the day: <i>What have you learned about change this week?</i></li> <li>• Perform the Daily Commitment Check</li> <li>• Kindness Tree</li> <li>• Family Connection: Send home note and encourage children to show someone at home how to do Thumb Tracking.</li> </ul> |
| Outdoor Learning                   | <ul style="list-style-type: none"> <li>• 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).</li> </ul>                                            | <ul style="list-style-type: none"> <li>• Encourage children to look around the playground for things that are missing (a flower, an insect).</li> </ul>                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Invite children to play ball. Have them exchange their ball for beanbags. Ask how this changes their games.</li> </ul>                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Encourage children to clean up the playground. Point out that when they have finished their cleanup, they will have transformed the playground.</li> </ul>                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Invite children to plant milkweed. It will draw butterflies to the yard.</li> </ul>                                                                                                                                                                                                 |

| LESSON COMPONENTS | Monday                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Tuesday                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Wednesday                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Thursday                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Friday                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Learning Goals    | <ul style="list-style-type: none"> <li>• Shows reasonable opinion of his own abilities and limitations</li> <li>• Demonstrates empathy and caring for others</li> <li>• Asks and answers appropriate questions about the book</li> <li>• Uses a wide variety of words to label and describe people, places, things, and actions</li> <li>• Shows awareness of areas of competence and describes self positively in what he is able to do</li> <li>• Is aware of own feelings most of the time</li> <li>• Creates shapes</li> <li>• Discusses the roles and responsibilities of community workers</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates empathy and caring for others</li> <li>• Produces the correct sounds for at least ten letters</li> <li>• Asks and answers appropriate questions about the book</li> <li>• Uses a large speaking vocabulary, adding several new words daily</li> <li>• Combines sentences that give detail, stays on topic, and clearly communicates</li> <li>• Uses some appropriate writing conventions when writing or giving dictation</li> <li>• Provides appropriate information for various situations</li> <li>• Uses language to describe concepts associated with the passing of time</li> </ul> | <ul style="list-style-type: none"> <li>• Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary</li> <li>• Shows competence in initiating social interactions</li> <li>• Responds to different musical styles through movement and play</li> <li>• Uses a large speaking vocabulary, adding several new words daily</li> <li>• Uses a wide variety of words to label and describe people, places, things, and actions</li> <li>• Counts 1 to 10 items, with one count per item</li> </ul> | <ul style="list-style-type: none"> <li>• Begins to understand difference and connection between feelings and behaviors</li> <li>• Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal</li> <li>• Uses a wide variety of words to label and describe people, places, things, and actions</li> <li>• Uses information learned from books by describing, relating, categorizing, or comparing and contrasting</li> <li>• Uses a large speaking vocabulary, adding several new words daily</li> <li>• Describes and sequences life cycles of organisms</li> </ul> | <ul style="list-style-type: none"> <li>• Is aware of own feelings most of the time</li> <li>• Produces the correct sounds for at least 10 letters</li> <li>• Uses a large speaking vocabulary, adding several new words daily</li> <li>• Asks and answers appropriate questions about the book</li> <li>• Describes and sequences life cycles of organisms</li> <li>• Uses language to describe concepts associated with the passing of time</li> <li>• Seeks to understand print</li> </ul> |



| Lesson Plan for Changes • <b>Cambios</b> - Earth Changes • <b>La Tierra cambia</b> (Week 37)                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Date: May 13-17, 2019                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Class: Gard 3                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Wonderful Word: <i>astronomy, astronomía</i>                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Character <i>Patience and Pride</i><br>Education: <i>Paciencia y Orquillo</i>                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Literacy: Phonological Awareness, Oral Language                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Letter Knowledge:                                                                                                                                                                                                                                                                                                                                                                                                                                               | English - Letter Review<br>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                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Circle Time                                                                                                                                                                                                                                                   | <b>BUILDING COMMUNITY</b><br>•UNITE:<br>Teach the children "Falling Leaves Song" (p 185).<br>•DISENGAGE THE STRESS<br><b>RESPONSE:</b><br>Introduce the calming strategy Dandelion Blowing (p170).<br>•CONNECT:<br>Implement the Absent Child Ritual.<br>•COMMIT:<br>Implement the Safe Keeper Ritual and the Daily Commitment Ritual.<br>•Kindness Tree<br>• Morning Message: <i>In the spring I _____ . • En la primavera yo _____ .</i><br>•Calendar/Weather | <b>BUILDING COMMUNITY</b><br>•UNITE:<br>Teach the children "Falling Leaves Song" (p 185).<br>•DISENGAGE THE STRESS<br><b>RESPONSE:</b><br>Introduce the calming strategy Dandelion Blowing (p170).<br>•CONNECT:<br>Implement the Absent Child Ritual.<br>•COMMIT:<br>Implement the Safe Keeper Ritual and the Daily Commitment Ritual.<br>•Kindness Tree<br>• Morning Message: <i>In the spring I _____ . • En la primavera yo _____ .</i><br>•Calendar/Weather | <b>BUILDING COMMUNITY</b><br>•UNITE:<br>Teach the children "When I'm Chilly" (p 197)<br>•DISENGAGE THE STRESS<br><b>RESPONSE:</b><br>Introduce the calming strategy Snowflake Blowing (p171)<br>•CONNECT:<br>Implement the Absent Child Ritual.<br>•COMMIT:<br>Implement the Safe Keeper Ritual and the Daily Commitment Ritual.<br>•Kindness Tree<br>• Morning Message: <i>In the winter I _____ . • En el invierno yo _____ .</i><br>•Calendar/Weather | <b>BUILDING COMMUNITY</b><br>•UNITE:<br>Teach the children "Falling Leaves Song" (p 185).<br>•DISENGAGE THE STRESS<br><b>RESPONSE:</b><br>Introduce the calming strategy Dandelion Blowing (p170).<br>•CONNECT:<br>Implement the Absent Child Ritual.<br>•COMMIT:<br>Implement the Safe Keeper Ritual and the Daily Commitment Ritual.<br>•Kindness Tree<br>• Morning Message: <i>In the spring I _____ . • En la primavera yo _____ .</i><br>•Calendar/Weather | <b>BUILDING COMMUNITY</b><br>•UNITE:<br>Teach the children "The Weather Song."<br>•DISENGAGE THE STRESS<br><b>RESPONSE:</b><br>Introduce a variation of Drain (p 170).<br>•CONNECT:<br>Use Fanny Frog to implement the Absent Child Ritual.<br>•COMMIT:<br>Implement the Safe Keeper Ritual and the Daily Commitment Ritual.<br>•Kindness Tree<br>• Morning Message: <i>On a rainy day I _____ . • En un día lluvioso yo _____ .</i><br>•Calendar/Weather |

| LESSON COMPONENTS                  | Monday | Tuesday                                                                                                                                                                                                                                                                                                                                                                              | Wednesday                                                                                                                                                                                                                                    | Thursday                                                                                                                                                                                                                 | Friday                                                                                                                                                                                                                                                      |
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| Phonological Awareness             | L      | <ul style="list-style-type: none"> <li>• Photo Pockets and Pocket Photos</li> <li>• <i>M</i> with <i>moon</i>; <i>LI</i> with <i>luna</i></li> </ul>                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Vocabulary Cards</li> <li>• <i>astronomy, moonlight, sunlight</i></li> <li>• Venn Diagram day and night activities</li> </ul>                                                                       | <ul style="list-style-type: none"> <li>• Photo Pockets and Pocket Photos</li> <li>• <i>M</i> with <i>moon</i>; <i>LI</i> with <i>luna</i></li> </ul>                                                                     | <ul style="list-style-type: none"> <li>• Spell and make a rhyme with <i>astronomy, thunderstorm, temperature, thermometer</i></li> </ul>                                                                                                                    |
| Language Development               | I      | <ul style="list-style-type: none"> <li>• “The Corn Seed” • Semillita de maiz” story folder</li> <li>• Introduce vocabulary</li> <li>• Discuss story setting</li> <li>• Photo Activity Card 70</li> <li>• “Evan’s Moon” • “La Luna de Evan” listening story</li> <li>• Discuss the moon</li> <li>• Relate story to children’s experience</li> <li>• Photo Activity Card 13</li> </ul> | <ul style="list-style-type: none"> <li>• Reagan’s Journal • El diario de Reagan</li> <li>• Make predictions from photograph</li> <li>• Discuss winter and summer experiences</li> <li>• Compare winter and summer journal entries</li> </ul> | <ul style="list-style-type: none"> <li>• “The Corn Seed” • Semillita de maiz” story folder</li> <li>• Introduce vocabulary</li> <li>• Discuss story setting</li> <li>• Photo Activity Card 70</li> </ul>                 | <ul style="list-style-type: none"> <li>• <i>Once Upon a Time in Dragon Land</i> • <i>Habia una vez en Dragolandia</i></li> <li>• Discuss thunder</li> <li>• Read to find story’s explanation</li> <li>• <b>SHOW AND TELL ABOUT EARTH CHANGES</b></li> </ul> |
| Pre-Writing/Fine Motor Skills      | D      | <ul style="list-style-type: none"> <li>• Paint a picture with a mixture of half water, half glue and then sprinkle their picture with moon dust</li> <li>• <i>Get Set for School CD</i></li> <li>• “Toe Song” (11)</li> </ul>                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Creativity Station-Paint with ice sticks (p.168) as a paintbrush or with puff paint (p. 169)</li> <li>• <i>Get Set for School CD</i></li> <li>• “Toe Song” (11)</li> </ul>                          | <ul style="list-style-type: none"> <li>• Creativity Station-Create a fall collage using colored tissue paper</li> <li>• <i>Get Set for School CD</i></li> <li>• “Toe Song” (11)</li> </ul>                               | <ul style="list-style-type: none"> <li>• Creativity Station-Trace shadows on butcher paper</li> <li>• <i>Get Set for School CD</i></li> <li>• “Toe Song” (11)</li> </ul>                                                                                    |
| Learning Centers                   | A      | <ul style="list-style-type: none"> <li>• Designate photo as <i>spring</i> or <i>fall</i></li> <li>• Discuss spring and fall activities</li> <li>• Writer’s Corner-Write and draw about seasons</li> <li>• Library and Listening-Retell story with story props</li> <li>• Language and Literacy-Play insect concentration</li> </ul>                                                  | <ul style="list-style-type: none"> <li>• Compare summer and winter clothing</li> <li>• Introduce concepts of seasons and temperature change</li> <li>• Library and Listening-Consider how senses provide clues to seasons</li> </ul>         | <ul style="list-style-type: none"> <li>• Creativity Station-Draw daytime and nighttime pictures</li> <li>• Language and Literacy-Order sequence cards</li> <li>• Writer’s Corner-Write and draw about seasons</li> </ul> | <ul style="list-style-type: none"> <li>• Identify onomatopoeia weather words</li> <li>• Provide sound effects for story</li> <li>• Creativity Station-Create a weather picture</li> <li>• Gross Motor-Step on prism’s rainbows</li> </ul>                   |
| Character Education/Social Studies |        | <ul style="list-style-type: none"> <li>• Pretend and Learn-Add spring and fall items to the dress-up clothes</li> </ul>                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Pretend and Learn-Place seasonal clothing and seasonal food props in the center for play and sorting</li> </ul>                                                                                     | <ul style="list-style-type: none"> <li>• Pretend and Learn-Add spring and fall items to the dress-up clothes</li> </ul>                                                                                                  | <ul style="list-style-type: none"> <li>• Pretend and Learn-Add rain gear</li> </ul>                                                                                                                                                                         |

| LESSON COMPONENTS | Monday | Tuesday                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Wednesday                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Thursday                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Friday                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Closing Circle    |        | <ul style="list-style-type: none"> <li>• Reflecting on the day: <i>Name signs of fall and signs of spring.</i></li> <li>• Perform the Daily Commitment Check.</li> <li>• Kindness Tree</li> <li>• Family Connection: Invite children to pretend to be clouds and float home.</li> </ul>                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Reflecting on the day: <i>What did you learn today about changes that happen in summer and winter?</i></li> <li>• Perform the Daily Commitment Check.</li> <li>• Kindness Tree</li> <li>• Family Connection: Encourage children to help family members calculate their age in season.</li> </ul>                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Reflecting on the day: <i>Name signs of fall and signs of spring.</i></li> <li>• Perform the Daily Commitment Check.</li> <li>• Kindness Tree</li> <li>• Family Connection: Invite children to pretend to be clouds and float home.</li> </ul>                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Reflecting on the day: <i>What have you learned about weather changes today?</i></li> <li>• Perform the Daily Commitment Check.</li> <li>• Kindness Tree</li> <li>• Family Connection: Send a note home asking for a copy of a baby photo and a copy of a current school photo.</li> </ul>                                                                                                                                                                                                                                                             |
| Outdoor Learning  |        | <ul style="list-style-type: none"> <li>• Play Fall Ball • Pelota de otoño (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.</li> </ul>                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• 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.</li> </ul>                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Play Fall Ball • Pelota de otoño (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.</li> </ul>                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• 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.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                      |
| Learning Goals    |        | <ul style="list-style-type: none"> <li>• Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary</li> <li>• Observes and describes what happens during changes in the earth and sky</li> <li>• Demonstrates knowledge of verbal conversational rules</li> <li>• Uses language to describe concepts associated with the passing of time</li> <li>• Recognizes and creates patterns</li> <li>• Identifies, observes, and discusses objects in the sky</li> </ul> | <ul style="list-style-type: none"> <li>• Independently writes letters on request</li> <li>• Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary</li> <li>• Uses sentences with more than one phrase</li> <li>• Asks and answers appropriate questions about the book</li> <li>• Collects data and organizes it in a graphic representation</li> <li>• Uses language to describe concepts associated with the passing of time</li> <li>• Recognizes and creates patterns</li> </ul> | <ul style="list-style-type: none"> <li>• Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary</li> <li>• Observes and describes what happens during changes in the earth and sky</li> <li>• Demonstrates knowledge of verbal conversational rules</li> <li>• Uses language to describe concepts associated with the passing of time</li> <li>• Recognizes and creates patterns</li> <li>• Identifies, observes, and discusses objects in the sky</li> </ul> | <ul style="list-style-type: none"> <li>• Begins to have meaningful friends</li> <li>• Participates in classroom music activities</li> <li>• Uses sentences with more than one phrase</li> <li>• Combines syllables into words</li> <li>• Asks and answers appropriate questions about the book</li> <li>• Combines sentences that give detail, stays on topic, and clearly communicates</li> <li>• Describes attributes</li> <li>• Uses a wide variety of words to label and describe people, places, things, and actions</li> <li>• Shows understanding by responding appropriately</li> </ul> |



| Lesson Plan for Changes • <b>Cambios</b> - Nurturing Earth • <b>La Tierra nos alimenta</b> (Week 38)                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Date May 20-24, 2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Class: Gard 3                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Wonderful Word: <i>environmentalist, ambientalista</i>                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Character <i>Patience and Pride</i><br>Education: <i>Paciencia y Orquillo</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, imaginaciones, recursos naturales, proteger, reciclar, renovar, marca de, conteo, derrochador, fauna y flora</i> |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| LESSON COMPONENTS                                                                                                                                                                                                                                  | Monday                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Tuesday                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Wednesday                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Thursday                                                                                                                                                                                                                                                                                                                                                                                                                                                | Friday                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Circle Time                                                                                                                                                                                                                                        | <p><b>BUILDING COMMUNITY</b></p> <p>•UNITE:<br/>Sing "The Earth Is Our Home" (p 184).</p> <p>•DISENGAGE THE STRESS RESPONSE:<br/>Practice the calming strategy Drain (p 170).</p> <p>•CONNECT:<br/>Implement the Absent Child Ritual.</p> <p>•COMMIT:<br/>Implement the Safe Keeper Ritual and the Daily Commitment Ritual.</p> <p>•Kindness Tree</p> <p>• Morning Message: <i>Things I Enjoy in Nature. • Cosas que disfruto en la naturaleza.</i></p> | <p><b>BUILDING COMMUNITY</b></p> <p>•UNITE:<br/>Teach the children "The Earth Is Our Home" (p 184).</p> <p>•DISENGAGE THE STRESS RESPONSE:<br/>Review the calming strategy Bunny Breathing (p170).</p> <p>•CONNECT:<br/>Use Fanny Frog to implement the Absent Child Ritual.</p> <p>•COMMIT:<br/>Implement the Safe Keeper Ritual and the Daily Commitment Ritual.</p> <p>•Kindness Tree</p> <p>• Morning Message: <i>Things I Enjoy in Nature. • Cosas que disfruto en la naturaleza.</i></p> | <p><b>BUILDING COMMUNITY</b></p> <p>•UNITE:<br/>Teach the children "We Got the Whole World in Our Hands" (p 196).</p> <p>•DISENGAGE THE STRESS RESPONSE:<br/>Practice the calming strategy S. T. A. R. (p 171).</p> <p>•CONNECT:<br/>Implement the Absent Child Ritual.</p> <p>•COMMIT:<br/>Implement the Safe Keeper Ritual and the Daily Commitment Ritual.</p> <p>•Kindness Tree</p> <p>• Morning Message: <i>Things I Enjoy in Nature. • Cosas que disfruto en la naturaleza.</i></p> | <p><b>BUILDING COMMUNITY</b></p> <p>•UNITE:<br/>Sing "The Earth Is Our Home" (p 184).</p> <p>•DISENGAGE THE STRESS RESPONSE:<br/>Practice the calming strategy Drain (p 170).</p> <p>•CONNECT:<br/>Implement the Absent Child Ritual.</p> <p>•COMMIT:<br/>Implement the Safe Keeper Ritual and the Daily Commitment Ritual.</p> <p>•Kindness Tree</p> <p>• Morning Message: <i>Things I Enjoy in Nature. • Cosas que disfruto en la naturaleza.</i></p> | <p><b>BUILDING COMMUNITY</b></p> <p>•UNITE:<br/>Sing "We Got the Whole World in Our Hands" (p 196).</p> <p>•DISENGAGE THE STRESS RESPONSE:•Introduce the calming strategy Bicycle Pedaling (p 170).</p> <p>•CONNECT:<br/>Use Fanny Frog to implement the Absent Child Ritual.</p> <p>•COMMIT:<br/>Implement the Safe Keeper Ritual and the Daily Commitment Ritual.</p> <p>•Kindness Tree</p> <p>• Morning Message: <i>Things I Enjoy in Nature. • Cosas que disfruto en la naturaleza.</i></p> <p>•Calendar/Weather</p> |

| LESSON COMPONENTS                  | Monday                                                                                                                                                                                                                 | Tuesday                                                                                                                                                                                                                                                                                                 | Wednesday                                                                                                                                                                                                                                                                                                                                                                                         | Thursday                                                                                                                                                                                                                                                                                                    | Friday                                                                                                                                                                                                                                                                                         |
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| Phonological Awareness             | <ul style="list-style-type: none"> <li>• Clap the syllables for recycle</li> <li>• Reinforce vocabulary</li> <li>• Play thinking game</li> </ul>                                                                       | <ul style="list-style-type: none"> <li>• Discuss the sounds of nature</li> <li>• Vocabulary Cards <i>environmentalist, recycle, reuse</i></li> <li>• Introduce Wonderful Word of the Week</li> </ul>                                                                                                    | <ul style="list-style-type: none"> <li>• Recycle, reuse</li> <li>• Vocabulary Cards <i>environmentalist, recycle, reuse</i></li> <li>• "I'm a Little Garbage Truck" (p 185)</li> </ul>                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Create a word web of conservation of water, energy, and air.</li> </ul>                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Clap the syllables for <i>recycle</i></li> <li>• Reinforce vocabulary</li> <li>• Play thinking game</li> </ul>                                                                                                                                        |
| Language Development               | <p><i>Charlie Chipmunk's Thoughtful Choices</i> • <i>Las decisiones consideradas de Carlitos</i></p> <ul style="list-style-type: none"> <li>• Introduce vocabulary</li> <li>• Photo Activity Cards 104, 105</li> </ul> | <p><i>Welcome to Zippity Zoo</i> • <i>Bienvenidos al zoológico de Zippity</i></p> <ul style="list-style-type: none"> <li>• Recognize zoos as places to learn about animals</li> <li>• Answer questions about zoos</li> <li>• Photo Activity Cards 33, 97</li> </ul>                                     | <p>"My Aunt Violet" • "Mi tía Violeta" story folder</p> <ul style="list-style-type: none"> <li>• Discuss ways to reuse resources</li> <li>• Recall story details</li> <li>• Photo Activity Cards 101, 102</li> <li>• Discuss natural treasures <i>Nature's Giants</i> • <i>Gigantes de la naturaleza</i></li> <li>• Acknowledge nature's beauty</li> <li>• Photo Activity Cards 26, 32</li> </ul> | <p><i>Charlie Chipmunk's Thoughtful Choices</i> • <i>Las decisiones consideradas de Carlitos</i></p> <ul style="list-style-type: none"> <li>• Consider being a conscientious conservator</li> <li>• Photo Activity Cards 104, 105</li> </ul>                                                                | <p>"Things I Enjoy in Nature" • "Cosas que me encantan de la naturaleza" chart</p> <ul style="list-style-type: none"> <li>• Celebrate children's sentences <b>SHOW AND TELL ABOUT THINGS I ENJOY IN NATURE</b></li> </ul>                                                                      |
| Pre-Writing/Fine Motor Skills      | <ul style="list-style-type: none"> <li>• Draw a scene of nature and mark the things they enjoy in nature</li> </ul>                                                                                                    | <ul style="list-style-type: none"> <li>• Writer's Corner-Make a poster</li> <li>• Write the missing alphabet</li> <li>• Do rubbings of leaves and bark</li> <li>• Paint flowers</li> </ul>                                                                                                              | <ul style="list-style-type: none"> <li>• Creativity Station-Make a trash collage</li> <li>• Make a junk creature</li> </ul>                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Writer's Corner-Design light-switch reminders</li> <li>• Discuss the purpose of water</li> <li>• Paint with watercolors</li> </ul>                                                                                                                                 | <ul style="list-style-type: none"> <li>• Draw a scene of nature and mark the things they enjoy in nature</li> </ul>                                                                                                                                                                            |
| Learning Centers                   | <ul style="list-style-type: none"> <li>• Gross Motor Area-Crawl through maze</li> <li>• Fine Motor-Puzzle fun</li> <li>• Creativity Station-Create puppets with different facial expressions</li> </ul>                | <ul style="list-style-type: none"> <li>• Gross Motor-Jump like a kangaroo and mark jumps with a beanbag</li> <li>• Fine Motor-Use animal cookie cutters to cut animals from play dough</li> <li>• Construction-Build a zoo and include plastic and rubber zoo animals</li> <li>• Chef It Up!</li> </ul> | <ul style="list-style-type: none"> <li>• Gross Motor-Toss wads of used paper balls into a box and discuss ways to reuse paper</li> <li>• Fine Motor-Provide twist-ties and encourage children to make something with them</li> <li>• Construction-Construct tents</li> </ul>                                                                                                                      | <ul style="list-style-type: none"> <li>• Gross Motor-Create a bucket brigade with pretend water</li> <li>• Fine Motor-Fold paper fans</li> <li>• Construction-Build a town around a river made of paper and discuss how to keep riverbanks and rivers safe from pollution</li> <li>• Chef It Up!</li> </ul> | <ul style="list-style-type: none"> <li>• Gross Motor-Build an obstacle course using empty boxes</li> <li>• Fine Motor-Using tweezers, pick up "litter" from around a pretend house and place in litter bag</li> <li>• Construction-Use recyclable materials as building accessories</li> </ul> |
| Character Education/Social Studies | <ul style="list-style-type: none"> <li>• Develop strategies for putting puzzles together. Include <i>patience</i>.</li> </ul>                                                                                          | <ul style="list-style-type: none"> <li>• Introduce issue of endangered animals</li> <li>• Explore possible ways to help</li> </ul>                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Present issue of landfills</li> <li>• Think of ways to recycle and reuse</li> </ul>                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Name and discuss earth's resources</li> </ul>                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Ask children to name things they have learned this week about ways they can protect the environment.</li> </ul>                                                                                                                                       |



| LESSON COMPONENTS | Monday                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Tuesday                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Wednesday                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Thursday                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Friday                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Closing Circle    | <ul style="list-style-type: none"> <li>• <i>What did you learn about assembling puzzles?</i></li> <li>• Check on Commitments</li> <li>• Count the hearts on the kindness tree.</li> <li>• Family Connection: Ask the children to look at homes for material to stuff a pillow.</li> </ul>                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Reflecting on the day: <i>What can we do to help animals?</i></li> <li>• Perform the Daily Commitment Check.</li> <li>• Kindness Tree</li> <li>• Family Connection: Display the posters that children have made where families can see them.</li> </ul>                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Reflecting on the day: <i>What will you tell your family about recycling and reusing?</i></li> <li>• Perform the Daily Commitment Check.</li> <li>• Kindness Tree</li> <li>• Family Connection: Challenge children to find something at home that they can reuse in a new way.</li> </ul>                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Reflecting on the day: <i>What did you learn about conservation today?</i></li> <li>• Perform the Daily Commitment Check.</li> <li>• Kindness Tree</li> <li>• Family Connection: Encourage children to share their commitment for becoming a better conservator with their families.</li> </ul>                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Reflecting on the day: <i>What do you enjoy about nature?</i></li> <li>• Perform the Daily Commitment Check.</li> <li>• Kindness Tree</li> <li>• Family Connection: Send home a note and encourage children to tell family members about how to do Humpty Dumpty.</li> </ul>                                                                                                                                                                                                                                                                                                                          |
| Outdoor Learning  | <ul style="list-style-type: none"> <li>• Explore different ways to transfer water</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Take a walk around the school. Find a small bush and do the white-sheet shake (p. 169).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Place a container outdoors to catch rainwater. Water indoor plants with the water collected.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Provide trash bags or smaller litter bags and encourage children to pick up litter on the playground or around the school.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Invite children to make bird feeders from pinecones. Have children move away from the feeders and wait to see who comes to visit.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Learning Goals    | <ul style="list-style-type: none"> <li>• Is aware of own feelings most of the time</li> <li>• Demonstrates empathy and caring for others</li> <li>• Demonstrates receptive vocabulary (three to four thousand words)</li> <li>• Shows initiative in independent situations and persists in attempting to solve problems</li> <li>• Initiates problem-solving strategies and seeks adult help when necessary</li> <li>• Demonstrates use of location words</li> <li>• Recognizes and compares heights or lengths of people or objects</li> <li>• Describes, observes, and investigates properties and characteristics of common objects</li> </ul> | <ul style="list-style-type: none"> <li>• Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal</li> <li>• Demonstrates empathy and caring for others</li> <li>• Independently writes letters on request</li> <li>• Uses a large speaking vocabulary, adding several new words daily</li> <li>• Asks and answers appropriate questions about the book</li> <li>• Recognizes, observes, and discusses the relationship of organisms to their environments</li> </ul> | <ul style="list-style-type: none"> <li>• Begins to have meaningful friends</li> <li>• Combines ideas for complex sentences</li> <li>• Demonstrates the importance of caring for our environment and our planet</li> <li>• Participates in activities to help them become aware of what it means to be a consumer</li> <li>• Uses category labels to understand how words and objects relate to each other</li> <li>• Asks and answers appropriate questions about the book</li> <li>• Initiates problem-solving strategies and seeks adult help when necessary</li> <li>• Shows understanding by responding appropriately</li> </ul> | <ul style="list-style-type: none"> <li>• Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary</li> <li>• Provides appropriate information for various situations</li> <li>• Uses a large speaking vocabulary, adding several new words daily</li> <li>• Demonstrates the importance of caring for our environment and our planet</li> <li>• Investigates and describes sources of energy including light, heat, and electricity</li> <li>• Uses category labels to understand how words and objects relate to each other</li> <li>• Recognizes one-digit numerals 0 through 9</li> </ul> | <ul style="list-style-type: none"> <li>• Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary</li> <li>• Uses category labels to understand how words and objects relate to each other</li> <li>• Names at least 20 upper- and at least 20 lowercase letters</li> <li>• Combines ideas for complex sentences</li> <li>• Uses a large speaking vocabulary, adding several new words daily</li> <li>• Demonstrates the importance of caring for our environment and our planet</li> <li>• Initiates problem-solving strategies and seeks adult help when necessary</li> </ul> |



| Lesson Plan for Changes • <b>Cambios</b> - Before and Now • <b>Antes y ahora</b> (Week 39)                                                                                                                                                     |        | Date May 26-30, 2019                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                  | Class: Gard 3                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Wonderful Word: <i>kindergartener, estudiante de kindergarden</i>                                                                                                                                                                              |        | Character <i>Patience and Pride</i><br>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, kindergarten, 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                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Circle Time                                                                                                                                                                                                                                    | H      | <b>BUILDING COMMUNITY</b><br>•UNITE:<br>Sing "My Hands on My Head" (p 189).<br>•DISENGAGE THE STRESS<br><b>RESPONSE:</b><br>Choose two calming strategies to review.<br>•CONNECT:<br>Use Fanny Frog to implement the Absent Child Ritual.<br>•COMMIT:<br>Implement the Safe Keeper Ritual and the Daily Commitment Ritual.<br>•Kindness Tree<br>• Morning Message: <i>Before I _____, but now I _____.</i><br><i>Antes yo _____, pero ahora yo _____.</i> | <b>BUILDING COMMUNITY</b><br>•UNITE:<br>Sing "Hello Friend" (p 186).<br>•DISENGAGE THE STRESS<br><b>RESPONSE:</b><br>Choose two calming strategies to review.<br>•CONNECT:<br>Implement the Absent Child Ritual.<br>•COMMIT:<br>Implement the Safe Keeper Ritual and the Daily Commitment Ritual.<br>•Kindness Tree<br>• Morning Message: <i>Before I _____, but now I _____.</i><br><i>Antes yo _____, pero ahora yo _____.</i> | <b>BUILDING COMMUNITY</b><br>•UNITE:<br>Sing "Rise and Shine" (p 189).<br>•DISENGAGE THE STRESS<br><b>RESPONSE:</b><br>Choose two calming strategies to review.<br>•CONNECT:<br>Implement the Absent Child Ritual.<br>•COMMIT:<br>Implement the Safe Keeper Ritual and the Daily Commitment Ritual.<br>•Kindness Tree<br>• Morning Message: <i>Before I _____, but now I _____.</i><br><i>Antes yo _____, pero ahora yo _____.</i> | <b>BUILDING COMMUNITY</b><br>•UNITE:<br>Sing "We've Finished a Year of Pre-K" (p 195).<br>•DISENGAGE THE STRESS<br><b>RESPONSE:</b> Choose two calming strategies to review.<br>•CONNECT:<br>Use Fanny Frog to implement the Absent Child Ritual.<br>•COMMIT:<br>Implement the Safe Keeper Ritual and the Daily Commitment Ritual.<br>•Kindness Tree<br>• Morning Message: <i>Before I _____, but now I _____.</i><br><i>Antes yo _____, pero ahora yo _____.</i> |

| LESSON COMPONENTS                  | Monday | Tuesday                                                                                                                                                                                                                          | Wednesday                                                                                                                                                                                                                                                                                                                                                                | Thursday                                                                                                                                                                                                                                                                                                               | Friday                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Phonological Awareness             | L      | <ul style="list-style-type: none"> <li>•Rhyming Picture Cards</li> <li>•Vocabulary Cards <i>kindergartener</i></li> <li>• Create and fill in chart</li> <li>• List things to accomplish in the future</li> </ul>                 | <ul style="list-style-type: none"> <li>•Discuss words <i>playmate, classmate, companion, buddy</i></li> </ul>                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>•Have students to spell <i>accomplishments, kindergarten,</i></li> </ul>                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>•Sing "The ABC's Song."</li> </ul>                                                                                                                                                                                                                                                                                           |
| Language Development               | I      | <i>Before and Now • Antes y ahora</i> <ul style="list-style-type: none"> <li>• Listen for accomplishments in story</li> <li>• List personal school accomplishments</li> <li>•Photo Activity Cards 107-108</li> </ul>             | <i>Shubert's Helpful Day</i> <ul style="list-style-type: none"> <li>• Discuss ways to help a friend</li> <li>•Photo Activity Cards 109-113 "Diego's Fifth Birthday" • "Diego cumple 5 años" story folder</li> <li>• Listen for specific details</li> <li>• Answer questions about story</li> <li>• Sequence Cards Baby to Adult</li> </ul>                               | <i>Before and Now • Antes y ahora</i> <ul style="list-style-type: none"> <li>• Discuss physical changes this year</li> <li>• Note changes in story</li> <li>Match baby photos to school photos</li> </ul>                                                                                                              | "I Like School" • "Me gusta la escuela" story folder <ul style="list-style-type: none"> <li>• Extend story for next year's class</li> <li>• <i>SHOW AND TELL ABOUT FAVORITE MEMORIES AT SCHOOL</i></li> </ul>                                                                                                                                                       |
| Pre-Writing/Fine Motor Skills      | D      | <ul style="list-style-type: none"> <li>•Draw a <i>before and now</i> picture</li> <li>•Trace hands and make a hand collage</li> </ul>                                                                                            | <ul style="list-style-type: none"> <li>• Draw and label Commitment Poster icon</li> <li><i>Shubert's New Friend</i></li> </ul>                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>•-Replicate beginning art projects</li> <li>Class and Project Books</li> </ul>                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Paint celebration paintings</li> </ul>                                                                                                                                                                                                                                                                                     |
| Learning Centers                   | A      | <ul style="list-style-type: none"> <li>• Gross Motor-Toss beanbags into a box from a throw line</li> <li>• Fine Motor-Shape letters with play dough</li> <li>• Construction-Form letters and numerals with the blocks</li> </ul> | <ul style="list-style-type: none"> <li>• Gross Motor-Tiptoe balance challenge</li> <li>• Fine Motor-Children take turns giving each other hand massages using Cranky Cream</li> <li>• 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.</li> </ul> | <ul style="list-style-type: none"> <li>• Gross Motor-Walk, crawl, hop, and jump a masking tape line</li> <li>• Fine Motor-Use pipettes to mix colors in the color mixing trays</li> <li>• Construction-Determine how many blocks it takes lying end-to-end to span from one side of the center to the other</li> </ul> | <ul style="list-style-type: none"> <li>• Gross Motor-Children work in pairs to create letter shapes with their bodies.</li> <li>• 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</li> <li>• Construction-Place the blocks in order on the shelf for the end of the year</li> </ul> |
| Character Education/Social Studies |        | <ul style="list-style-type: none"> <li>• Compare beginning and year-end drawings, stories</li> <li>• Celebrate accomplishments</li> </ul>                                                                                        | <ul style="list-style-type: none"> <li>• Review practices that helped create the School Family</li> </ul>                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>•Discuss ways to help a friend</li> </ul>                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Make <i>wish you well</i> cards for next year's class</li> </ul>                                                                                                                                                                                                                                                           |

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