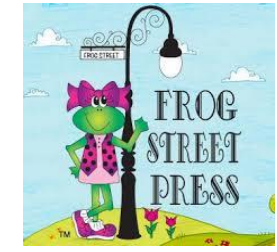




Crème de la Crème®  
Early Learning Centers of Excellence®  
**Toddler 2**



**Lesson Plan for Traditional Tales • Rimas infantiles - The Three Billy Goats Gruff - Theme 8 Week 3** Date: May 13-17, 2019

**Objective:** Children will learn about manners, billy goats, and cooperation among siblings and friends. **Parents as Partners:** Send home Parents as Partners Card 31.

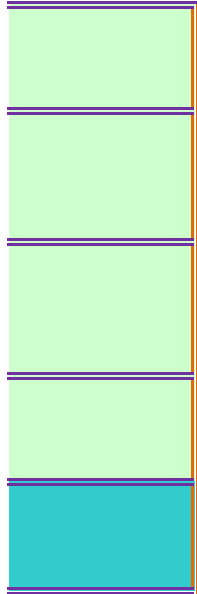
**English Vocabulary:** *goat, bridge, kindness, small, large, mean, nice*

**American Sign Language (ASL):** *goat, bridge, kindness, small, large, mean, nice*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Starting the Day</b>	<ul style="list-style-type: none"> <li>• Greet every child by name and introduce the theme.</li> <li>• <b>BUILD COMMUNITY:</b> Remind children they are safe in our classroom.</li> <li>• Calendar/Weather</li> </ul>	<ul style="list-style-type: none"> <li>• <b>UNITE:</b> Sing "Hello, How are You?"</li> <li>• <b>CALM:</b> Discuss things that can frighten us with the children.</li> <li>• <b>CONNECT:</b> Name the children who are absent and wish them well.</li> <li>• <b>BUILD COMMUNITY:</b> Ask the children to be helpful to their friends, teachers, and families.</li> <li>• Calendar/Weather</li> </ul>	<ul style="list-style-type: none"> <li>• <b>UNITE:</b> Sing "Mary had a Little Goat"</li> <li>• <b>CALM:</b> Invite children to act out the story that is read.</li> <li>• <b>CONNECT:</b> Encourage children to be gentle.</li> <li>• <b>BUILD COMMUNITY:</b> Pass around the safe keeper box and encourage each child to put his or her photo inside.</li> <li>• Calendar/Weather</li> </ul>	<ul style="list-style-type: none"> <li>• <b>UNITE:</b> Sing "Hello, How are You?"</li> <li>• <b>CALM:</b> Discuss being frightened with the children.</li> <li>• <b>CONNECT:</b> Name the children that are absent and wish them well.</li> <li>• <b>BUILD COMMUNITY:</b> Ask children to be helpful to their friends, teachers, and families.</li> <li>• Calendar/Weather</li> </ul>	<ul style="list-style-type: none"> <li>• <b>UNITE:</b> Sing "Mary had Goat"</li> <li>• <b>CALM:</b> Invite the children out the story that is read</li> <li>• <b>CONNECT:</b> Encourage children to be gentle.</li> <li>• <b>BUILD COMMUNITY:</b> In each friend's picture and in the safe keeper box.</li> <li>• Calendar/Weather</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• Read "The Three Billy Goats Gruff" Encourage the children to make goat sounds and go over the colors of the goats.</li> </ul>	<ul style="list-style-type: none"> <li>• Read "Two Silly Goats" Teach the ALS sign for goat. Encourage the children to use the sign each time we say the word "goat".</li> </ul>	<ul style="list-style-type: none"> <li>• Read "The Three Billy Goats Gruff" Discuss the different sizes of the goats with the children.</li> </ul>	<ul style="list-style-type: none"> <li>• Retell "Two Silly Goats" Use the goat animal figures to make the story come to life.</li> </ul>	<ul style="list-style-type: none"> <li>• Retell "The Three Billy Goats Gruff" Discuss how the troll was fooled. Talk about kindness and</li> </ul>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• Invite the children to arrange the "small-to-large goats" cards in order.</li> </ul>	<ul style="list-style-type: none"> <li>• Photo card #45 - goats. Discuss the color and number of goats in each picture.</li> </ul>	<ul style="list-style-type: none"> <li>• Use drums to play with the "Goats on a Stroll" chant.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss families and siblings. Show pictures and talk about older and younger sisters or brothers.</li> </ul>	<ul style="list-style-type: none"> <li>• Use drums to play with on a Stroll" chant.</li> </ul>
<b>Social Emotional Development</b>	<ul style="list-style-type: none"> <li>• Poem "Kindness" Talk to children about being kind to their friends.</li> <li>Teach the ASL sign for kindness.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk to the children about the things that make them afraid.</li> <li>Teach the chant "Trap, Trap"</li> </ul>	<ul style="list-style-type: none"> <li>• Show children different ways to be gentle.</li> <li>Teach children how to give a helping hand to a friend.</li> </ul>	<ul style="list-style-type: none"> <li>• "Trap, Trap" Repeat the chant.</li> <li>Review the ASL sign for "kindness"</li> <li>Talk about being nice and not being mean.</li> </ul>	<ul style="list-style-type: none"> <li>• Show children different ways to be gentle.</li> <li>Invite children to give each other hugs.</li> <li>Poem "Kindness"</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Walking the Line Invite the children to crawl on a piece of masking tape on the floor like the goat.</li> </ul>	<ul style="list-style-type: none"> <li>• Play "The Troll on the Bridge" Play this game just like the Farmer and the Dell game.</li> </ul>	<ul style="list-style-type: none"> <li>• "Troll Stroll" Children will walk like a troll (using "heavy" feet).</li> </ul>	<ul style="list-style-type: none"> <li>• Play "The Troll on the Bridge" Play this game just like the Farmer and the Dell game.</li> </ul>	<ul style="list-style-type: none"> <li>• Walking the Line Invite the children to crawl on a piece of masking tape on the floor like the goat.</li> </ul>
<b>Outdoor Play</b>	<ul style="list-style-type: none"> <li>• Invite the children to make the steps of a goat according to size: small goat, medium goat, or large goat.</li> </ul>	<ul style="list-style-type: none"> <li>• Bean bag toss.</li> </ul>	<ul style="list-style-type: none"> <li>• Invite the children to make the steps of a goat according to size: small goat, medium goat, or large goat.</li> </ul>	<ul style="list-style-type: none"> <li>• Kick Ball. Encourage the children to pretend to kick the ball like a goat.</li> </ul>	<ul style="list-style-type: none"> <li>• Bridge Crossing. Use gym mats to create a bridge for the goats (children to crawl under).</li> </ul>
<b>Music and Movement</b>	<p>"The Troll Trump" (Frog Street Sing Along)</p> <p>Sing and dance to the song.</p>	<p>Use drums to make the sound of goats crossing over the bridge.</p>	<p>"The Billy Goats Gruff" (Frog Street Sing Along)</p>	<p>Use drums to make the sound of goats crossing over the bridge.</p>	<p>Use colorful scarves to create a bridge to the music.</p>
<b>Learning Centers</b>	<ul style="list-style-type: none"> <li>• Creativity Station. Children will paint a picture of a goat.</li> </ul>	<ul style="list-style-type: none"> <li>• Science. Use blocks to create the "trip-trap" of a goat walking on a bridge.</li> </ul>	<ul style="list-style-type: none"> <li>• Pretend and Learn Encourage children to make dinner for the goats. Discuss how food smells and tastes. Discuss how we use our mouths and noses.</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity Station. Encourage the children to use hand paint to paint a bridge.</li> </ul>	<ul style="list-style-type: none"> <li>• Library and Listen. Look at pictures of goats and discuss the facial features and how children identify their animals.</li> </ul>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p align="center"><b>Learning Goals</b></p>	<ul style="list-style-type: none"> <li>• Develops a playful interest in repetitive sounds and words (rhythm, rhyme, alliteration) (C.3.b.)</li> <li>• Develops increasing knowledge in syntax, meaning, and vocabulary (C.1.f.)</li> <li>• Develops an increasing awareness of the impact and consequences of their own actions (B.3.c.)</li> <li>• Engages in positive relationships and interactions with adults (B.1.d)</li> </ul>	<p>Develops an increasing ability to take another’s point of view and to empathize with others (B.4.g.)</p> <ul style="list-style-type: none"> <li>• Responds to and interacts with others (B.4.b.)</li> <li>• Hear sounds and rhythms of language (C.3.f.)</li> <li>• Recognises and responds to the feelings and emotion of others (B.4.c.)</li> </ul>	<ul style="list-style-type: none"> <li>• Shows imagination, creativity, and uses for a variety of strategies to solve problems (D.2.b.)</li> <li>• Develops control of large muscles for movement, navigation, and balance (A.2.a.)</li> <li>• Develops an increasing capacity to pay attention, focus, concentrate, and be involved (B.3.f.)</li> <li>• Recognises and responds to the feelings and emotion of others (B.4.c.)</li> </ul>	<ul style="list-style-type: none"> <li>• Shows interest in colors, shapes, patterns, and pictures (D.1.c.)</li> <li>• Ability to remember and connect new information (D.3.d.)</li> <li>• Understands and begins to use oral language for conversation and communication (C.2.c.)</li> <li>• Develops emerging skills in caring and cooperation (B.4.f.)</li> <li>• Engages in positive relationships with friends (B.1.d.)</li> </ul>	<p>Develops control of sma for manipulation and explor (A.3.b.)</p> <ul style="list-style-type: none"> <li>• Develops control of lar for movement, navigatio and balance (A.2.a.)</li> <li>• Matches items that go t (D.1.h.)</li> <li>• Show interest in storie</li> </ul>



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