



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: Transitional Kindergarten		
Wonderful Word: <i>mature, <b>maduro</b></i>		Character <i>Patience and Pride</i> Education: <i>Paciencia y Orgullo</i>			
Literacy: Oral Language, Writing	States' Standards and BSRA-3: <i>Rote Counting: Counting without place value</i>	Letter Knowledge: English - R, r, D, d, V, v, U, u, Y, y Spanish - B, b, R, r, N, n, P, p, D, d	Math: Geometry and Spatial Sense		
English Vocabulary: <i>changes, exchange, extraordinary, finished, gills, life cycle, lungs, mature, patient, retrieve, rhombus, seeds, stages, tadpole, trade, transformation, trapezoid, yesterday</i>					
Spanish Vocabulary: <i>cambio, intercambio, extraordinario, terminado, branquias, ciclo de vida, pulmones, maduro, recuperar, rombo, semillas, fases, renacuajo, hacer un cambio, transformación, trapecio, paciente, ayer</i>					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle	<p><b>BUILDING COMMUNITY</b></p> <ul style="list-style-type: none"> <li>•UNITE: Introduce the theme. Sing "Change" p 184.</li> <li>•DISENGAGE THE STRESS RESPONSE: Practice the calming strategy Balloon (p170).</li> <li>•CONNECT: Implement the Absent Child Ritual.</li> <li>•COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual.</li> <li>•Challenge children to notice two kind acts today.</li> <li>• Morning Message: <i>Visit begins with V.</i> • <i>Visita empieza con la letra V,</i></li> <li>•Calendar/Weather</li> </ul>	<p><b>BUILDING COMMUNITY</b></p> <ul style="list-style-type: none"> <li>•UNITE: Sing "Change" p 184.</li> <li>•DISENGAGE THE STRESS RESPONSE: Review the calming strategy Crisscross p 172.</li> <li>•CONNECT: Use Fanny Frog to implement the Absent Child Ritual.</li> <li>•COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual.</li> <li>•Kindness Tree</li> <li>• Morning Message: <i>Yesterday begins with Y.</i> • <i>Ayer empieza con la letra A.</i></li> <li>•Calendar/Weather</li> </ul>	<p><b>BUILDING COMMUNITY</b></p> <ul style="list-style-type: none"> <li>•UNITE: Sing "Change" p 184.</li> <li>•DISENGAGE THE STRESS RESPONSE: Play Look at Me (p 177).</li> <li>•CONNECT: Implement the Absent Child Ritual.</li> <li>•COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual.</li> <li>•Kindness Tree</li> <li>• Morning Message: <i>Retrieve begins with R.</i> • <i>Recuperar empieza con la letra R.</i></li> <li>•Calendar/Weather</li> </ul>	<p><b>BUILDING COMMUNITY</b></p> <ul style="list-style-type: none"> <li>•UNITE: Sing "A Piece of String" p 183.</li> <li>•DISENGAGE THE STRESS RESPONSE: Play S.T.A.R. Song (p179).</li> <li>•CONNECT: Implement the Absent Child Ritual.</li> <li>•COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual.</li> <li>•Kindness Tree</li> <li>• Morning Message: <i>Unhappy begins with U.</i> • <i>Infeliz empieza con la letra I.</i></li> <li>•Calendar/Weather</li> </ul>	<p><b>BUILDING COMMUNITY</b></p> <ul style="list-style-type: none"> <li>•UNITE: Sing "Roly-Poly Caterpillar" p 190.</li> <li>•DISENGAGE THE STRESS RESPONSE: Practice the calming strategy Balloon (p170).</li> <li>•CONNECT: Use Fanny Frog to implement the Absent Child Ritual.</li> <li>•COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual.</li> <li>•Kindness Tree</li> <li>• Morning Message: <i>Dilly and Dally start with D.</i> • <i>Dilly y Dally empiezan con la letra D.</i></li> <li>•Calendar/Weather</li> </ul>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Phonics <i>Phonics</i>	<ul style="list-style-type: none"> <li>Vocabulary Cards <i>mature, seeds</i></li> <li>Book p 238</li> </ul>	<ul style="list-style-type: none"> <li>Rhyming words review</li> <li>Letter Cards: <i>U, u, Y, y</i></li> <li>Review the sound of <i>q</i></li> </ul>	<ul style="list-style-type: none"> <li>Book p 239</li> <li>Sequence Cards <i>Seeds on the Move</i></li> </ul>	<ul style="list-style-type: none"> <li>Letter Cards: <i>V, v, B, b</i></li> <li>Review diagraphs and blends</li> </ul>	<ul style="list-style-type: none"> <li>Letter Cards: <i>R, r, D, d</i></li> <li>Book p 240</li> <li>Review compound words</li> </ul>
Language Arts	<ul style="list-style-type: none"> <li>Photo Activity Card 134 <i>Dance!</i> • <i>¡A bailar!</i></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>Relate change to children's experiences</li> <li><i>The Gift</i> • <i>El regalo</i></li> <li>Note changes in main character</li> <li>Sequence Cards <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>Sequence Cards <i>Frog Life Cycle</i></li> </ul>	<ul style="list-style-type: none"> <li>The Do-Nothing Machine • <i>La máquina de no hacer nada</i></li> <li>Note how character transforms materials</li> <li>Reagan's Journal • <i>El diario de Reagan</i></li> <li>Share haircut experiences</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>SHOW AND TELL ABOUT "BABY PICTURE"</li> </ul>
Handwriting <i>Handwriting without Tears</i>	<ul style="list-style-type: none"> <li>wet-dry-try capital letters</li> <li>Book p 90</li> </ul>	<ul style="list-style-type: none"> <li>Journals: Make a Changes In and Around Me Book</li> </ul>	<ul style="list-style-type: none"> <li>wet-dry-try capital letters</li> <li>Book p 91</li> </ul>	<ul style="list-style-type: none"> <li>Journals: sight word practice.</li> </ul>	<ul style="list-style-type: none"> <li>Song "Ten Fingers Rock"</li> <li>Book p 92</li> </ul>
Weekly 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>
STEAM	<p>Lesson 32: Culminating task—describe measurable attributes of single objects</p>	<p>Compositions and Decompositions of 2, 3, 4, and 5</p> <p>Lesson 1: Model composition and decomposition of numbers to 5 using actions, objects, and drawings</p>	<p>Lesson 2: Model composition and decomposition of numbers to 5 using fingers and linking cube sticks</p>	<p>Lesson 3: Represent composition story situations with drawings using numeric number bonds</p>	<p>Lesson 4: Represent decomposition story situations with drawings using numeric number bonds</p>
Character Education/Social Studies	<ul style="list-style-type: none"> <li>Discuss life changes when growing up</li> </ul>	<ul style="list-style-type: none"> <li>Discuss feelings related to changes</li> <li>Introduce change as result of exchange</li> <li>Relate this change to children's experiences</li> </ul>	<ul style="list-style-type: none"> <li>Discuss <i>Pride</i> and <i>Patience</i></li> </ul>	<ul style="list-style-type: none"> <li>Interview the children and ask them what calming strategy is their favorite.</li> <li>Discuss how emotions change</li> </ul>	<ul style="list-style-type: none"> <li>Discuss changes in the weather</li> </ul>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
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>
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: Transitional Kindergarten	
Wonderful Word: <i>astronomy, astronomía</i>			Character <i>Patience and Pride</i> Education: <i>Paciencia y Orgullo</i>		
Literacy: Phonological Awareness, Oral Language		States' Standards and BSRA-3: <i>Place Counting: Counting with one-to-one correspondence</i>		Math: Patterns	
Letter Knowledge:		English - Letter Review Spanish - Letter Review			
English Vocabulary: <i>afternoon, astronomy, evening, fall, hail, heat exhaustion, morning, pattern core, shadows, sleet, snow, spring, summer, sunscreen, temperature, thermometer, thunderstorm, twilight, weather, winter</i>					
Spanish Vocabulary: <i>tarde, astronomía, noche, otoño, granizo, agotamiento por el calor, mañana, regla del patrón, sombras, aguanieve, nieve, primavera, verano, filtro solar, temperatura, termómetro, tormenta eléctrica, crepúsculo, clima, invierno</i>					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle	<b>BUILDING COMMUNITY</b> •UNITE: Teach the children "Happy Faces" (p 186). •DISENGAGE THE STRESS RESPONSE: Teach the calming strategy Sunbeam p 171. •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>In the nighttime I _____.</i> • <i>Cuando es de noche yo _____.</i> •Calendar/Weather	<b>BUILDING COMMUNITY</b> •UNITE: Teach the children "Happy Faces" (p 186). •DISENGAGE THE STRESS RESPONSE: Teach the calming strategy Sunbeam p 171. •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>In the nighttime I _____.</i> • <i>Cuando es de noche yo _____.</i> •Calendar/Weather	<b>BUILDING COMMUNITY</b> •UNITE: Teach the children "When I'm Chilly" (p 197) •DISENGAGE THE STRESS RESPONSE: Introduce the calming strategy Snowflake Blowing (p171) •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>In the winter I _____.</i> • <i>En el invierno yo _____.</i> •Calendar/Weather	<b>BUILDING COMMUNITY</b> •UNITE: Teach the children "Falling Leaves Song" (p 185). •DISENGAGE THE STRESS RESPONSE: Introduce the calming strategy Dandelion Blowing (p170). •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>In the spring I _____.</i> • <i>En la primavera yo _____.</i> •Calendar/Weather	<b>BUILDING COMMUNITY</b> •UNITE: Teach the children "The Weather Song." •DISENGAGE THE STRESS RESPONSE: Introduce a variation of Drain (p 170). •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>On a rainy day I _____.</i> • <i>En un día lluvioso yo _____.</i> •Calendar/Weather

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Phonics <i>Phonics</i>	<ul style="list-style-type: none"> <li>Vocabulary Cards <i>astronomy, moonlight, sunlight</i></li> <li>Reading sight words</li> </ul>	<ul style="list-style-type: none"> <li>"Days of the Week" (<i>Fanny Frog's Fantastic Poems and Rhymes</i>) or "El mismo Sol" (<i>Salta, saltarín</i>)</li> <li>Review compound words</li> <li>Vocabulary Cards <i>star, moon, sun</i></li> <li>Poem "Look in the Sky"</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary Cards <i>astronomy, moonlight, sunlight</i></li> <li>Review sight words and blendings</li> </ul>	<ul style="list-style-type: none"> <li>Review CVC family words</li> </ul>	<ul style="list-style-type: none"> <li>Spell and make a rhyme with <i>astronomy, thunderstorm, temperature, thermometer</i></li> </ul>
Language Arts	<ul style="list-style-type: none"> <li>Discuss winter and summer experiences</li> <li>Compare winter and summer journal entries</li> </ul>	<ul style="list-style-type: none"> <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>Había 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>
Handwriting <i>Handwriting without Tears</i>	<ul style="list-style-type: none"> <li>Number song</li> <li>Book p 93</li> </ul>	<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>Journal: What is Earth?</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>Book about Me</li> </ul>	<ul style="list-style-type: none"> <li>Creativity Station-Create a fall collage using colored tissue paper</li> <li>Journal: Writing sentences about the Earth</li> </ul>	<ul style="list-style-type: none"> <li>Creativity Station-Trace shadows on butcher paper</li> <li>Book about Me</li> </ul>
Weekly Learning Centers	<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>Book pages 53-54</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> </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>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>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>
STEAM	Lesson 5: Represent composition and decomposition of numbers to 5 using pictorial and numeric number bonds.	Lesson 6: Represent number bonds with composition and decomposition story situations.	Decompositions of 6, 7, and 8 into number pairs Lesson 7: Model decompositions of 6 using a story situation, objects, and number bonds.	Lesson 8: Model decompositions of 7 using a story situation, sets, and number bonds.	Lesson 9: Model decompositions of 8 using a story situation, arrays, and number bonds.
Character Education/Social Studies	<ul style="list-style-type: none"> <li>Discuss hibernation.</li> <li>Sing "Bear Is Sleeping" (p183).</li> </ul>	<ul style="list-style-type: none"> <li>Pretend and Learn-Place sleeping bags, blankets, pillows, and alarm clock to the center</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
Closing Circle	<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>Did wearing pajamas to school change anything for you?</i></li> <li>Perform the Daily Commitment Check.</li> <li>Kindness Tree</li> <li>Family Connection: Encourage children to share with their families what they have learned about the movement of the earth.</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>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>Encourage children to watch the changing clouds. Challenge them to find animal shapes in the clouds.</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>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>Organizes their life around events, time, and routines</li> <li>Increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal</li> <li>Combines words to make a compound word</li> <li>Recognizes and creates patterns</li> <li>Identifies, observes, and discusses objects in the sky</li> <li>Investigates and describes sources of energy including light, heat, and electricity</li> <li>Investigates and describes position and motion of objects</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>
	<ul style="list-style-type: none"> <li>Independently writes letters</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: Transitional Kindergarten		
Wonderful Word: <i>environmentalist, ambientalista</i>		Character <i>Patience and Pride</i> Education: <i>Paciencia y Orgullo</i>			
Literacy: Vocabulary, Oral Language	States' Standards and BSRA-3: <i>Two-Dimensional Size: Vertical, Horizontal</i>	Letter Knowledge: vocabulary words.	Letter names and sounds of	Math: Data Analysis, Number and Operations	
English Vocabulary: <i>compare, conscientious, conserve, divide, ecosystem, endangered, environmentalist, habitat, half, imaginations, natural resources, protect, recycle, renew, tally mark, wasteful, wildlife</i>					
Spanish Vocabulary: <i>comparar, consciente, conservar, dividir, ecosistema, en peligro de extinción, ecologista, hábitat, mitad, imaginations, recursos naturales, proteger, reciclar, renovar, marca de, conteo, derrochador, fauna y flora</i>					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle	<b>BUILDING COMMUNITY</b> •UNITE: Sing "The Earth Is Our Home" (p 184). •DISENGAGE THE STRESS RESPONSE: Practice the calming strategy Drain (p 170). •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Things I Enjoy in Nature. • Cosas que disfruto en la naturaleza.</i> •Calendar/Weather	<b>BUILDING COMMUNITY</b> •UNITE: Teach the children "The Earth Is Our Home" (p 184). •DISENGAGE THE STRESS RESPONSE: Review the calming strategy Bunny Breathing (p170). •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Things I Enjoy in Nature. • Cosas que disfruto en la naturaleza.</i> •Calendar/Weather	<b>BUILDING COMMUNITY</b> •UNITE: Teach the children "We Got the Whole World in Our Hands" (p 196). •DISENGAGE THE STRESS RESPONSE: Practice the calming strategy S. T. A. R. (p 171). •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Things I Enjoy in Nature. • Cosas que disfruto en la naturaleza.</i> •Calendar/Weather	<b>BUILDING COMMUNITY</b> •UNITE: Sing "The Earth Is Our Home" (p 184). •DISENGAGE THE STRESS RESPONSE: Practice the calming strategy Drain (p 170). •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Things I Enjoy in Nature. • Cosas que disfruto en la naturaleza.</i> •Calendar/Weather	<b>BUILDING COMMUNITY</b> •UNITE: Sing "We Got the Whole World in Our Hands" (p 196). •DISENGAGE THE STRESS RESPONSE: Introduce the calming strategy Bicycle Pedaling (p 170). •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Things I Enjoy in Nature. • Cosas que disfruto en la naturaleza.</i> •Calendar/Weather

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Phonics <i>Phonics</i>	<ul style="list-style-type: none"> <li>• Create a word web of conservation of water, energy, and air.</li> <li>• Review the vowels</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the sounds of nature</li> <li>• Review vowel e</li> <li>• Reading my sight words</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary Cards <i>environmentalist, recycle, reuse</i></li> <li>• Review vowels</li> </ul>	<ul style="list-style-type: none"> <li>• Create a word web of conservation of water, energy, and air.</li> <li>• Review blending</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-reading review</li> <li>• Reinforce vocabulary</li> <li>• Play thinking game</li> </ul>
Language Arts	<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>• Consider being a conscientious conservator</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> </ul>	<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>• 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>
Handwriting <i>Handwriting without Tears</i>	<ul style="list-style-type: none"> <li>• Writer's Corner-Design light-switch reminders</li> <li>• Creativity Station-Explore watercolors</li> <li>• Write the alphabet using water paint</li> </ul>	<ul style="list-style-type: none"> <li>• Writer's Corner-Make a poster</li> <li>• Book about Me</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity Station-Make a trash collage</li> <li>• Journals: Write your sight words</li> </ul>	<ul style="list-style-type: none"> <li>• Writer's Corner-Design light-switch reminders</li> <li>• Creativity Station-Explore watercolors</li> <li>• Write the alphabet</li> </ul>	<ul style="list-style-type: none"> <li>• Journals: Draw a scene of nature and mark the things they enjoy in nature</li> <li>• Write sight words using sand</li> </ul>
Weekly Learning Centers	<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> </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> </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> </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>
STEAM	Lesson 10: Model decompositions of 6–8 using linking cube sticks to see patterns.	Lesson 11: Represent decompositions for 6–8 using horizontal and vertical number bonds.	Lesson 12: Use 5-groups to represent the 5 + n pattern to 8.	Addition with Totals of 6, 7, and 8 Lesson 13: Represent decomposition and composition addition stories to 6 with drawings and equations with no unknown.	Lesson 14: Represent decomposition and composition addition stories to 7 with drawings and equations with no unknown.
Character Education/Social Studies	<ul style="list-style-type: none"> <li>• Name and discuss earth's resources</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
Closing Circle	<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 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>• 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>• 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 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>• 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 • **Cambios** - Before and Now • **Antes y ahora** (Week 39) Date: May 27-31, 2018 Class: Transitional Kindergarten

Literacy: Oral Language, Self-Concept States' Standards and BSRA-3: **Number Identification: Double Digits** Letter Knowledge: Alphabet, Letters in Words Math: Counting and Comparing, Measurement

English Vocabulary: *accomplishments, achieve, before, buddies, calmness, capacity, celebrate, classmates, companions, developed, height, kindergarten, kindergartener, length, measure months of the year, proud, sign language, weight*

Spanish Vocabulary: *logros, lograr, antes, amigos, calma, capacidad, celebrar, compañeros de clase, desarrollado, Kindergarten, estudiante de Kindergarten, longitud, medir, meses del año, orgulloso, lenguaje de señas, peso*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle	H	BUILDING COMMUNITY •UNITE: Sing "My Hands on My Head" (p 189). •DISENGAGE THE STRESS RESPONSE: Choose two calming strategies to review. •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Before I _____, but now I _____.</i> <i>Antes yo _____, pero ahora yo _____.</i> •Calendar/Weather	BUILDING COMMUNITY •UNITE: Sing "Hello Friend" (p 186). •DISENGAGE THE STRESS RESPONSE: Choose two calming strategies to review. •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Before I _____, but now I _____.</i> <i>Antes yo _____, pero ahora yo _____.</i> •Calendar/Weather	BUILDING COMMUNITY •UNITE: Sing "Rise and Shine" (p 189). •DISENGAGE THE STRESS RESPONSE: Choose two calming strategies to review. •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Before I _____, but now I _____.</i> <i>Antes yo _____, pero ahora yo _____.</i> •Calendar/Weather	BUILDING COMMUNITY •UNITE: Sing "We've Finished a Year of Pre-K" (p 195). •DISENGAGE THE STRESS RESPONSE: Choose two calming strategies to review. •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Before I _____, but now I _____.</i> <i>Antes yo _____, pero ahora yo _____.</i> •Calendar/Weather

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Phonics <i>Phonics</i>	L	<ul style="list-style-type: none"> <li>•Rhyming Picture Cards</li> <li>• Sing "Say and Rhyme"</li> <li>•Sight Words: "What Is It" 100</li> <li><i>Super Sight Words Poems p 24</i></li> </ul>	<ul style="list-style-type: none"> <li>•Review short vowels words</li> <li>Sight words test</li> </ul>	<ul style="list-style-type: none"> <li>•Blending and Diagraphs</li> </ul>	<ul style="list-style-type: none"> <li>•Vocabulary Cards <i>kindergartener</i></li> <li>• Rhyming words review</li> </ul>
Language Arts	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</li> <li>"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>
Handwriting <i>Handwriting without Tears</i>	D	<ul style="list-style-type: none"> <li>• Write sentences about routines</li> <li>•Draw a <i>before</i> and <i>now</i> picture</li> <li>•Write the alphabet</li> </ul>	<ul style="list-style-type: none"> <li>•Journal: Write a new "Friendship Chant"</li> <li>• Draw and label Commitment Poster icon</li> </ul>	<ul style="list-style-type: none"> <li>•Replicate beginning art projects</li> <li>Class and Project Books</li> <li>•Journal: Write blending words</li> </ul>	<ul style="list-style-type: none"> <li>• Paint celebration paintings</li> <li>•Journal: Write CVC words</li> </ul>
Weekly 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>
STEAM	Y	Lesson 15: Represent decomposition and composition addition stories to 8 with drawings and equations with no unknown.	Lesson 16: Solve add to with result unknown word problems to 8 with equations. Box the unknown. Lesson 17: Solve put together with total unknown word problems to 8 using objects and drawings.	Lesson 18: Solve both addends unknown word problems to 8 to find addition patterns in number pairs.	Subtraction from Numbers to 8 Lesson 19: Use objects and drawings to find how many are left. Lesson 20: Solve take from with result unknown expressions and equations using the minus sign with no unknown.
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 • Atrapa la sombra (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>