

Lesson Plans for Changes • Cambios - Changes in and Around Me (Week 1)					Date	5/6/2019	Teacher	Crème Prep
Wonderful Word	<i>mature, maduro</i>	Character Education	Patience • <i>Paciencia</i> Pride • <i>Orgullo</i>	Technology	Sounds and Rhymes; Internet			
Literacy	Oral Language, Writing		Letter Knowledge	English-R, r, D, d, V, v, U, u, Y, y Spanish-B, b, R, r, N, n, P, p, D,	Math	Geometry and Spatial Sense		
English Vocabulary	changes, exchange, extraordinary, finished, gills, life cycle, lungs, mature, patient, retrieve, rhombus, seeds, stages, tadpole, trade, transformation, trapezoid, yesterday							
Spanish Vocabulary	cambio, intercambio, extraordinario, terminado, branquias, ciclo de vida, pulmones, maduro, recuperar, rombo, semillas, fases, renacuajo, hacer un cambio, transformación, trapecio, pacienteayer							
LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5			
Greeting Circle	<ul style="list-style-type: none"> Building community Morning Message: Visit begins with V. Song: "Change" 	<ul style="list-style-type: none"> Building community Morning Message: Yesterday begins with Y. Song: "This is the Song that Never Ends" 	<ul style="list-style-type: none"> Building community Morning Message: Retrieve begins with R. Song: "Make New Friends" 	<ul style="list-style-type: none"> Building community Morning Message: Unhappy begins with U. Song: "A Piece of String" 	<ul style="list-style-type: none"> Building community Morning Message: Dilly and Dally start with D. Song: "Roly-Poly Caterpillar" 			
Moving and Learning	Sleeping, Sleeping • Durmiendo, durmiendo game	"Five Silly Monkeys" • "Cinco monos tontos" song and pantomime	"Shake a Hand" action song	"Tiny Seeds" • "Semillitas" action rhyme	"Watch Them Grow" song			
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)	<ul style="list-style-type: none"> Introduce concept of maturing Discuss feelings related to changes <p>Centers</p> <ul style="list-style-type: none"> Writer's Corner-Write in journals Language and Literacy-Add a new baby to "The Three Bears" story Library and Listening-Listen to a story and draw a character **Writing: Words associated with new things in our lives <p><i>Dance!</i> • ¡A bailar!</p> <ul style="list-style-type: none"> Develop idea of <i>extraordinary</i> Relate story to personal experience <p><i>Cristina and the Frog</i> • <i>Cristina y la rana</i></p> <ul style="list-style-type: none"> Listen for changes in character's life Record changes children identify 	<ul style="list-style-type: none"> Discuss changes that happen when something ends Relate change to children's experiences <p>Centers</p> <ul style="list-style-type: none"> Writer's Corner-Review letter-sound associations Library and Listening-Pantomime actions of lion cub Fine Motor-Sort cards to show things outgrown **Writing: Words that associate with saying goodbye to something <p><i>The Gift</i> • <i>El regalo</i></p> <ul style="list-style-type: none"> Note changes in main character Respond in complete sentences <p>"Cleaning Out My Closet" • "Limpiando mi armario" story starter</p> <ul style="list-style-type: none"> Learn about Japanese child Complete a story 	<ul style="list-style-type: none"> Introduce change as result of exchange Relate this change to children's experiences <p>Centers</p> <ul style="list-style-type: none"> Writer's Corner-Exchange handwritten name for treat Library and Listening-Make a frog-exchange wish Math-Balance a scale with cubes and frogs **Writing: Words associated with exchange or trade <p><i>Cristina and the Frog</i> • <i>Cristina y la rana</i></p> <ul style="list-style-type: none"> Listen for an exchange Cristina wants to make Introduce human life cycle <p><i>The Frog Prince</i> • <i>El príncipe sapo</i></p> <ul style="list-style-type: none"> Listen for exchanges the princess makes Develop vocabulary 	<ul style="list-style-type: none"> Introduce transformation as another change Check predictions and note change in frozen liquid <p>Centers</p> <ul style="list-style-type: none"> Writer's Corner-Write name with play dough letters Science-Mix colors Library and Listening-Build a do-nothing machine **Writing: Words associated with transformation <p><i>The Do-Nothing Machine</i> • <i>La máquina de no hacer nada</i></p> <ul style="list-style-type: none"> Note how character transforms materials Discuss patience and pride <p>Reagan's Journal • El diario de Reagan</p> <ul style="list-style-type: none"> Share haircut experiences Consider how haircuts change appearances 	<ul style="list-style-type: none"> Create a chart to show frog's life cycle Read the chart to recall cycle <p>Centers</p> <ul style="list-style-type: none"> Writer's Corner-Make bubble-wrap frog eggs Language and Literacy-Sequence life cycle cards Library and Listening-Draw a family portrait **Journal Entry <p><i>A Chance for Esperanza</i> • <i>La oportunidad de Esperanza</i></p> <ul style="list-style-type: none"> Note changes turtle goes through Relate patience to characters' experience <p><i>Animal Lives</i> • <i>La vida de los animales</i></p> <ul style="list-style-type: none"> Compare school year to story Read about changes in animals 			
Weekly Learning Centers	<ul style="list-style-type: none"> Fine Motor-Knead two colors of play dough to create a new color Construction-Add one or two new items to the block area Creativity Station-Mix paints to create a new color 	<ul style="list-style-type: none"> Fine Motor-Provide <i>clean</i> trash materials for children to sort into recyclables Construction-Eliminate a standard item from the block area Creativity Station-Sort through crayons to find those not useable 	<ul style="list-style-type: none"> Fine Motor-Use toes and feet to color or pick up beads to move from one container to another Construction-Build a small building using the rectangular blocks and then replace each rectangular block with two square blocks Creativity Station-Melt crayons from yesterday into large, multi-color one 	<ul style="list-style-type: none"> Fine Motor-Use hands and fingers to make shadow puppets Construction-Build freely with blocks Creativity Station-Transform paper into anything the child chooses 	<ul style="list-style-type: none"> Fine Motor-Draw black dots on bubbles of large-size bubble wrap to create pretend frog eggs Construction-Build a pond for frogs using blue paper Creativity Station-Cut easel paper into the shape of butterfly wings. Encourage children to paint the wings. 			

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Math and Science	<ul style="list-style-type: none"> • Re-create pattern block combinations • Change the block pattern by sliding blocks <p>Centers</p> <ul style="list-style-type: none"> • Creativity Station-Glue a pattern block combination • Math-Complete pattern block puzzles 	<ul style="list-style-type: none"> • Creates shapes with AngLegs • Review attributes of shapes <p>Centers</p> <ul style="list-style-type: none"> • Fine Motor-Draw shapes with stencils and by hand • Math-Create shapes on pattern cards 	<ul style="list-style-type: none"> • Create pattern block hexagons • Reconfigure towers to make new shapes <p>Centers</p> <ul style="list-style-type: none"> • Construction-Create and photograph block structures • Math-Compare five-block pattern pictures 	<ul style="list-style-type: none"> • Change circles into ovals • Turn (rotate) and slide pattern blocks <p>Centers</p> <ul style="list-style-type: none"> • Fine Motor-Copy shapes with play dough ropes • Gross Motor-Transform large yarn circles into different shapes 	<ul style="list-style-type: none"> • Demonstrate use of location words • Transform shapes by adding pattern blocks <p>Centers</p> <ul style="list-style-type: none"> • Pretend and Learn-Act out the life cycle of butterfly • Math-Play the hexagon game
Character Education	Define the emotion "Disappointed"	To help children recognize the facial expressions and body posture associated with feeling disappointed	To facilitate elementary problem solving	Social Emotional • Read about Shubert's emotional transformation	To describe situational contexts in which disappointment occurs
Closing Circle	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection
Outdoor Learning	<ul style="list-style-type: none"> • Encourage children to try one new thing (climbing, sliding, swinging). Challenge them to look around the playground for new things (flower blooming, bird nest, emerging leaves, litter). 	<ul style="list-style-type: none"> • Encourage children to look around the playground for things that are missing (a flower, an insect). 	<ul style="list-style-type: none"> • Invite children to play ball. Have them exchange their ball for beanbags. Ask how this changes their games. 	<ul style="list-style-type: none"> • Encourage children to clean up the playground. Point out that when they have finished their cleanup, they will have transformed the playground. 	<ul style="list-style-type: none"> • Invite children to plant milkweed. It will draw butterflies to the yard.
Learning Goals	<ul style="list-style-type: none"> • Shows reasonable opinion of his own abilities and limitations • Demonstrates empathy and caring for others • Independently writes letters on request • Asks and answers appropriate questions about the book • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Uses a wide variety of words to label and describe people, places, things, and actions • Shows awareness of areas of competence and describes self positively in what he is able to do • Is aware of own feelings most of the time • Names common shapes • Creates shapes • Slides, flips, and turns shapes to demonstrate that the shapes remain the same • Discusses the roles and responsibilities of community workers • Identifies similarities and differences in characteristics of people 	<ul style="list-style-type: none"> • Demonstrates empathy and caring for others • Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary • Produces the correct sounds for at least ten letters • Asks and answers appropriate questions about the book • Uses a large speaking vocabulary, adding several new words daily • Combines sentences that give detail, stays on topic, and clearly communicates • Uses some appropriate writing conventions when writing or giving dictation • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Provides appropriate information for various situations • Describes attributes • Names common shapes • Creates shapes • Organizes their life around events, time, and routines • Identifies similarities among people like himself and classmates as well as between himself and people from other cultures • Uses language to describe concepts associated with the passing of time 	<ul style="list-style-type: none"> • Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary • Shows competence in initiating social interactions • Responds to different musical styles through movement and play • Uses a large speaking vocabulary, adding several new words daily • Uses a wide variety of words to label and describe people, places, things, and actions • Asks and answers appropriate questions about the book • Demonstrates receptive vocabulary (three to four thousand words) • Demonstrates knowledge of verbal conversational rules • Counts 1 to 10 items, with one count per item • Demonstrates that the order of the counting sequence is always the same regardless of what is counted • Creates shapes • Describes, observes, and investigates properties and characteristics of common objects • Describes attributes • Uses some appropriate writing conventions when writing or giving dictation 	<ul style="list-style-type: none"> • Begins to understand difference and connection between feelings and behaviors • Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal • Uses a wide variety of words to label and describe people, places, things, and actions • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Asks and answers appropriate questions about the book • Uses a large speaking vocabulary, adding several new words daily • Describes and sequences life cycles of organisms • Describes, observes, and investigates properties and characteristics of common objects • Demonstrates use of location words • Slides, flips, and turns shapes to demonstrate that the shapes remain the same • Recognizes and compares heights or lengths of people or objects • Is aware of own feelings most of the time • Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary 	<ul style="list-style-type: none"> • Is aware of own feelings most of the time • Follows classroom rules and routines with occasional reminders from teacher • Produces the correct sounds for at least 10 letters • Uses a large speaking vocabulary, adding several new words daily • Asks and answers appropriate questions about the book • Describes and sequences life cycles of organisms • Uses language to describe concepts associated with the passing of time • Uses a wide variety of words to label and describe people, places, things, and actions • Seeks to understand print • Names common shapes • Creates shapes • Demonstrates use of location words • Participates in classroom music activities • Produces a word that rhymes with a given word • Shows understanding by responding appropriately

Lesson Plans for Changes • Cambios - Earth Changes (Week 2)					Date	5/13/2019	Teacher	Crème Prep
Wonderful Word	<i>astronomy, astronomía</i>	Character Education	Patience • <i>Paciencia</i> Pride • <i>Orgullo</i>	Technology	ABC and XYZ; Writer's Corner			
Literacy	Phonological Awareness, Oral Language		Letter Knowledge	English-Letter Review <i>Spanish-Letter Review</i>	Math	Patterns		
English Vocabulary	afternoon, astronomy, evening, fall, hail, heat exhaustion, morning, pattern core, shadows, sleet, snow, spring, summer, sunscreen, temperature, thermometer, thunderstorm, twilight, weather, winter							
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	Day 1	Day 2	Day 3	Day 4	Day 5			
Greeting Circle	<ul style="list-style-type: none"> Building community Morning Message: In the Daytime I _____ Song: Good morning to you	<ul style="list-style-type: none"> Building community Morning Message: In the nighttime I _____ Song: Happy faces	<ul style="list-style-type: none"> Building community Morning Message: In the winter I _____ Song: When I'm chilly	<ul style="list-style-type: none"> Building community Morning Message: In the spring I _____ Song: Falling leaves song	<ul style="list-style-type: none"> Building community Morning Message: On a rainy day I _____ Song: The weather song			
Moving and Learning	Sleeping, Sleeping • Durmiendo, durmiendo game	Sally Go Round the Moon • Sally le da una vuelta a la Luna game	Freeze • Inmóvil game	"Spring Is Here" action song	"What's the Weather?" rhythm story			
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)	<i>Twinkle, the Little Star • Chispita la estrellita</i> <ul style="list-style-type: none"> Describe main character Identify letters and generate rhyming words "The Sun and the Moon" • "El Sol y la Luna" story folder <ul style="list-style-type: none"> Introduce legend as a genre Discuss characters' feelings write vocab	<i>"Days of the Week" (Fanny Frog's Fantastic Poems and Rhymes)</i> or "El mismo Sol" (<i>Salta, saltarín</i>) <ul style="list-style-type: none"> Participate in action poem Discuss idea of sharing sun "Evan's Moon" • "La Luna de Evan" listening story <ul style="list-style-type: none"> Discuss the moon Relate story to children's experience venn diagram-compare day and night	Reagan's Journal • El diario de Reagan <ul style="list-style-type: none"> Make predictions from photograph Discuss winter experiences Reagan's Journal • El diario de Reagan <ul style="list-style-type: none"> Discuss summer experiences Compare winter and summer journal entries venn diagram compare summer and winter	"The Last Leaf" • "La última hoja" story starter <ul style="list-style-type: none"> Pantomime leaf movements Create an ending to a story "The Corn Seed" • Semillita de maíz" story folder <ul style="list-style-type: none"> Introduce vocabulary Discuss story setting write vocab	<i>Once Upon a Time in Dragon Land • Había una vez en Dragolandia</i> <ul style="list-style-type: none"> Discuss thunder Read to find story's explanation "What Can You Do on a Rainy Day?" • "¿Qué puedes hacer en un día lluvioso?" story starter <ul style="list-style-type: none"> Take on the perspective of story character Suggest rainy-day activities write in journal 			
Weekly Learning Centers	<ul style="list-style-type: none"> Develop vocabulary Create a T-chart for night and day Centers <ul style="list-style-type: none"> Writer's Corner-Use circle stencils to draw sun and moon Language and Literacy-Illustrate T-chart Sensory Table-Skywrite in blue shaving cream sky 	<ul style="list-style-type: none"> Show daytime and nighttime activities on a Venn diagram Segment compound words Centers <ul style="list-style-type: none"> Writer's Corner-Create a compound word card Creativity Station-Draw daytime and nighttime pictures Language and Literacy-Order sequence cards 	<ul style="list-style-type: none"> Compare summer and winter clothing Introduce concepts of seasons and temperature change Centers <ul style="list-style-type: none"> Writer's Corner-Add to journals Library and Listening-Consider how senses provide clues to seasons Sensory Table-Explore sand and ice 	<ul style="list-style-type: none"> Designate photo as <i>spring</i> or <i>fall</i> Discuss spring and fall activities Centers <ul style="list-style-type: none"> Writer's Corner-Write and draw about seasons Library and Listening-Retell story with story props Language and Literacy-Play insect concentration 	<ul style="list-style-type: none"> Identify onomatopoeia weather words Provide sound effects for story Centers <ul style="list-style-type: none"> Writer's Corner-Make weather vocabulary cards Creativity Station-Create a weather picture Gross Motor-Step on prism's rainbows 			

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Math and Science	<ul style="list-style-type: none"> • Represent morning, afternoon, evening, and night pattern with cubes • Introduce days-of-the-week sequence <p>Centers</p> <ul style="list-style-type: none"> • Science-Explore rainbow's spectrum • Math-Create patterns using pattern core cards 	<ul style="list-style-type: none"> • Become a pattern of rays around a sun • Create a pattern using pattern core <p>Centers</p> <ul style="list-style-type: none"> • Creativity Station-Create pattern of rays around sun • Fine Motor-Create play dough sun with rays 	<ul style="list-style-type: none"> • Introduce pattern of seasons and months of year • Create a birthday graph <p>Centers</p> <ul style="list-style-type: none"> • Fine Motor-Extend chain-link pattern core • Math-Create repetitions of season cube core 	<ul style="list-style-type: none"> • Create streamer patterns using pattern cores • Tell what comes next in pattern <p>Centers</p> <ul style="list-style-type: none"> • Creativity Station-Paint streamer patterns • Pretend and Learn-Decorate center with streamers 	<ul style="list-style-type: none"> • Go on a shadow hunt • Create shadow patterns <p>Centers</p> <ul style="list-style-type: none"> • Math-Make shadow patterns • Science-Predict changes to shadows
Character Education	Describe people and their actions.	Is able to Increase or decrease intensity of emotions.	Able to increase/decrease emotions more consistently.	Demonstrates empathy for others.	Begins to have meaningful friendships.
Closing Circle	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection
Outdoor Learning	<ul style="list-style-type: none"> • Invite the children to play Shadow Tag • Atrapa la sombra (p. 207). 	<ul style="list-style-type: none"> • Encourage children to watch the changing clouds. Challenge them to find animal shapes in the clouds. 	<ul style="list-style-type: none"> • Fluff the parachute to capture plenty of air underneath so you can form an umbrella. Have children take turns running under the umbrella to escape the spring showers. 	<ul style="list-style-type: none"> • Play Fall Ball • 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. 	<ul style="list-style-type: none"> • Make ice blocks (p. 168). Encourage children to enjoy watching the tunnels as they develop. Measure the length of time it takes the ice block to melt.
Learning Goals	<ul style="list-style-type: none"> • Shows reasonable opinion of his own abilities and limitations • Provides appropriate information for various situations • Uses a wide variety of words to label and describe people, places, things, and actions • Asks and answers appropriate questions about the book • Demonstrates an understanding that others have perspectives and feelings that are different from her own • Uses language to describe concepts associated with the passing of time • Organizes their life around events, time, and routines • Recognizes at least 20 letter sounds • Recognizes and creates patterns • Identifies, observes, and discusses objects in the sky • Observes and describes what happens during changes in the earth and sky • Practices good habits of personal safety • Investigates and describes sources of energy including light, heat, and electricity • Describes, observes, and investigates properties and characteristics of common objects 	<ul style="list-style-type: none"> • Organizes their life around events, time, and routines • Increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal • Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary • Combines ideas for complex sentences • Demonstrates an understanding that others have perspectives and feelings that are different from her own • Asks and answers appropriate questions about the book • Uses language to describe concepts associated with the passing of time • Combines words to make a compound word • Recognizes and creates patterns • Identifies, observes, and discusses objects in the sky • Investigates and describes sources of energy including light, heat, and electricity • Investigates and describes position and motion of objects 	<ul style="list-style-type: none"> • Independently writes letters on request • Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary • Uses sentences with more than one phrase • Asks and answers appropriate questions about the book • Uses a wide variety of words to label and describe people, places, things, and actions • Observes and describes what happens during changes in the earth and sky • Uses category labels to understand how words and objects relate to each other • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Collects data and organizes it in a graphic representation • Uses language to describe concepts associated with the passing of time • Recognizes and creates patterns • Identifies and describes the characteristics of organisms • Recognizes, observes, and discusses the relationship of organisms to their environments 	<ul style="list-style-type: none"> • Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary • Demonstrates empathy and caring for others • Participates in classroom music activities • Demonstrates receptive vocabulary (three to four thousand words) • Asks and answers appropriate questions about the book • Observes and describes what happens during changes in the earth and sky • Demonstrates knowledge of verbal conversational rules • Uses language to describe concepts associated with the passing of time • Recognizes and creates patterns • Identifies, observes, and discusses objects in the sky 	<ul style="list-style-type: none"> • Begins to have meaningful friends • Participates in classroom music activities • Uses sentences with more than one phrase • Combines syllables into words • Asks and answers appropriate questions about the book • Combines sentences that give detail, stays on topic, and clearly communicates • Uses category labels to understand how words and objects relate to each other • Shows understanding by following two-step oral directions, and usually follows three-step directions • Engages in voting as a method for group decision making • Recognizes and creates patterns • Identifies, observes, and discusses objects in the sky • Observes and describes what happens during changes in the earth and sky • Describes attributes • Uses a wide variety of words to label and describe people, places, things, and actions • Shows understanding by responding appropriately

Lesson Plans for Changes • Cambios - Nurturing Earth (Week 3)					Date	5/20/2019	Teacher	Crème Prep
Wonderful Word	<i>environmentalist</i> <i>ecologista</i>	Character Education	Patience • <i>Paciencia</i> Pride • <i>Orgullo</i>	Technology	Reading Buddy; Words, Words, Words			
Literacy	Vocabulary, Oral Language		Letter Knowledge	Letter names and sounds of vocabulary words	Math	Data Analysis, Number and Operations		
English Vocabulary	compare, conscientious, conserve, divide, ecosystem, endangered, environmentalist, habitat, half, imaginations, natural resources, protect, recycle, renew, tally mark, wasteful, wildlife							
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	Day 1	Day 2	Day 3	Day 4	Day 5			
Greeting Circle	<ul style="list-style-type: none"> Building community Morning Message: Things I enjoy in nature. I enjoy _____. Sing: "I Love the Mountains" (p. 187) 	<ul style="list-style-type: none"> Building community Morning Message: Things I enjoy in nature. I enjoy _____. Sing: "The Earth is Our Home." (p. 196) 	<ul style="list-style-type: none"> Building community Morning Message: Things I enjoy in nature. I enjoy _____. Sing: "We've Got the Whole World in our Hands" (p. 196) 	<ul style="list-style-type: none"> Building community Morning Message: Things I enjoy in nature. I enjoy _____. Sing: "The Earth is Our Home" 	<ul style="list-style-type: none"> Building community Morning Message: Things I enjoy in nature. I enjoy _____. Sing: "We've Got the wWhole World in our Hands" 			
Moving and Learning	"The Sounds of Nature" ribbon dance	"One Elephant" • "Un elefante" game	"Pick Up the Litter" • "Recoge la basura" game	"Rainbow Dancers" • "Bailarines de colores" streamer dance	Recycled materials rhythm band			
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)	<ul style="list-style-type: none"> Discuss natural treasures Introduce Wonderful Word of the Week <p>Centers</p> <ul style="list-style-type: none"> Science-Sort shiny and dull materials Fine Motor-Do rubbings of leaves and bark Creativity Station-Paint flowers ***Vocabulary: Write words that associate with our earth. <p><i>Nature's Giants • Gigantes de la naturaleza</i></p> <ul style="list-style-type: none"> Acknowledge nature's beauty Develop robust vocabulary <p>"Going on a Forest Walk" • "Caminando por el bosque" participation story</p> <ul style="list-style-type: none"> Describe a story setting 	<ul style="list-style-type: none"> Introduce issue of endangered animals Explore possible ways to help <p>Centers</p> <ul style="list-style-type: none"> Writer's Corner-Make a poster Fine Motor-Cut plastic soda ring holders Library and Listening-Match concentration cards to book photos ***Vocabulary: Write words that associate with our environment. <p><i>Welcome to Zippity Zoo • Bienvenidos al zoológico de Zippity</i></p> <ul style="list-style-type: none"> Recognize zoos as places to learn about animals Answer questions about zoos <p><i>A Chance for Esperanza • La oportunidad de Esperanza</i></p> <ul style="list-style-type: none"> Develop vocabulary 	<ul style="list-style-type: none"> Present issue of landfills Think of ways to recycle and reuse <p>Centers</p> <ul style="list-style-type: none"> Math-Sort plastic recyclables Creativity Station-Make a trash collage Writer's Corner-Create a junk creature ****Vocabulary: Write words that associate with recycling. <p>"My Aunt Violet" • "Mi tía Violeta" story folder</p> <ul style="list-style-type: none"> Discuss ways to reuse resources Recall story details <p><i>Cristina and the Frog • Cristina y la rana</i></p> <ul style="list-style-type: none"> Read for a specific purpose Predict character's actions 	<ul style="list-style-type: none"> Create a word web for conservation of water, energy, and air <p>Centers</p> <ul style="list-style-type: none"> Writer's Corner-Design light-switch reminders Creativity Station-Explore watercolors Language and Literacy-Sequence routine cards ***Vocabulary: Write words that associate with conservation. <p><i>Charlie Chipmunk's Thoughtful Choices • Las decisiones consideradas de Carlitos</i></p> <ul style="list-style-type: none"> Introduce vocabulary Consider being a conscientious conservator <p><i>Nature's Giants • Gigantes de</i></p>	<ul style="list-style-type: none"> Reinforce vocabulary Play thinking game <p>Centers</p> <ul style="list-style-type: none"> Library and Listening-Listen to story and create machine Construction Center-Build a truck with boxes Creativity Station-Create a junk-material litterbug ***Journal Entry <p><i>The Do-Nothing Machine • La máquina de no hacer nada</i></p> <ul style="list-style-type: none"> List reused or recycled resources Notice details in illustrations <p>"Things I Enjoy in Nature" • "Cosas que me encantan de la naturaleza" chart</p> <ul style="list-style-type: none"> Celebrate children's sentences Extend sentences with additional 			
Weekly Learning Centers	<ul style="list-style-type: none"> Gross Motor-With a partner, gently toss stars into a container Fine Motor-Construct leaf bracelets Construction-Add small branches with leaves for environment accessories to the blocks 	<ul style="list-style-type: none"> Gross Motor-Jump like a kangaroo and mark jumps with a beanbag Fine Motor-Use animal cookie cutters to cut animals from play dough Construction-Build a zoo and include plastic and rubber zoo animals 	<ul style="list-style-type: none"> Gross Motor-Toss wads of used paper balls into a box and discuss ways to reuse paper Fine Motor-Provide twist-ties and encourage children to make something with them Construction-Construct tents 	<ul style="list-style-type: none"> Gross Motor-Create a bucket brigade with pretend water Fine Motor-Fold paper fans Construction-Build a town around a river made of paper and discuss how to keep riverbanks and rivers safe from pollution 	<ul style="list-style-type: none"> Gross Motor-Build an obstacle course using empty boxes Fine Motor-Using tweezers, pick up "litter" from around a pretend house and place in litter bag Construction-Use recyclable materials as building accessories 			

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Math and Science	<ul style="list-style-type: none"> Organize data in three labeled columns Tally entries in columns <p>Centers</p> <ul style="list-style-type: none"> Math-Make toothpick tally marks Science-Sort assorted materials 	<ul style="list-style-type: none"> Estimate and check number of seeds Draw pictures to show results of story problem <p>Centers</p> <ul style="list-style-type: none"> Sensory Table-Tally seeds found in sand Math-Compare two sets of cubes 	<ul style="list-style-type: none"> Create a link pattern necklace Record pattern created <p>Centers</p> <ul style="list-style-type: none"> Math-Practice using tally marks Creativity Station-Make a necklace and count beads 	<ul style="list-style-type: none"> Divide objects and sets into two equal parts Create a graph to represent data <p>Centers</p> <ul style="list-style-type: none"> Sensory Table-Play cookie counting game Creativity Station-Spread paint on paper 	<ul style="list-style-type: none"> Rearrange cubes into different color combinations Record all possible color combinations for a given set <p>Centers</p> <ul style="list-style-type: none"> Science-Sort trash into recycling bins Math-Rearrange cubes in towers
Character Education	Share things that you enjoy about nature.	Absent child ritual.	Play the Friendship chant and do the absent child ritual.	play that was helpful and do the absent child ritual.	review humpty dumpty and absent child ritual. Explain that eggshells can be recycled.
Closing Circle	<ul style="list-style-type: none"> Reflecting on the day Check on Commitments Kindness Tree Family Connection 	<ul style="list-style-type: none"> Reflecting on the day Check on Commitments Kindness Tree Family Connection 	<ul style="list-style-type: none"> Reflecting on the day Check on Commitments Kindness Tree Family Connection 	<ul style="list-style-type: none"> Reflecting on the day Check on Commitments Kindness Tree Family Connection 	<ul style="list-style-type: none"> Reflecting on the day Check on Commitments Kindness Tree Family Connection
Outdoor Learning	Provide crayons, markers, and paper on clipboards. Invite children to draw nature pictures.	Take a walk around the school. Find a small bush and do the white-sheet shake (p. 169). Invite children to make bird feeders from pinecones. Have children move away from the feeders and wait to see who comes to visit.	Place a container outdoors to catch rainwater. Water indoor plants with the water collected.	Provide trash bags or smaller litter bags and encourage children to pick up litter on the playground or around the school.	<ul style="list-style-type: none"> Social Emotional Choose an earth-friendly habit to feel proud about
Learning Goals	<ul style="list-style-type: none"> Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary Demonstrates empathy and caring for others Assumes various roles and responsibilities as part of a classroom community Demonstrates interest in and shows appreciation for the creative work of others Uses a wide variety of words to label and describe people, places, things, and actions Combines ideas for complex sentences Demonstrates an understanding that others have perspectives and feelings that are different from her own Shows understanding by responding appropriately Counts up to ten items and demonstrates that the last count indicates how many items were counted Recognizes one-digit numerals 0 through 9 Collects data and organizes it in a graphic representation Identifies, compares, discusses earth materials and their properties and uses Identifies and describes the characteristics of organisms 	<ul style="list-style-type: none"> Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal Demonstrates empathy and caring for others Independently writes letters on request Uses a large speaking vocabulary, adding several new words daily Asks and answers appropriate questions about the book Recognizes, observes, and discusses the relationship of organisms to their environments Uses category labels to understand how words and objects relate to each other Shows understanding by responding appropriately Recognizes one-digit numerals 0 through 9 Uses concrete models or makes a verbal word problem for subtracting 1 to 5 objects from a set Collects data and organizes it in a graphic representation Identifies and describes the characteristics of organisms 	<ul style="list-style-type: none"> Begins to have meaningful friends Combines ideas for complex sentences Demonstrates the importance of caring for our environment and our planet Participates in activities to help them become aware of what it means to be a consumer Uses category labels to understand how words and objects relate to each other Asks and answers appropriate questions about the book Initiates problem-solving strategies and seeks adult help when necessary Shows understanding by responding appropriately Demonstrates understanding that when counting, the items can be chosen in any order Uses the verbal ordinal terms Collects data and organizes it in a graphic representation Uses language to describe concepts associated with the passing of time Organizes their life around events, time, and routines 	<ul style="list-style-type: none"> Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary Provides appropriate information for various situations Uses a large speaking vocabulary, adding several new words daily Demonstrates the importance of caring for our environment and our planet Investigates and describes sources of energy including light, heat, and electricity Uses category labels to understand how words and objects relate to each other Recognizes one-digit numerals 0 through 9 Uses informal strategies to share or divide up to ten items equally Collects data and organizes it in a graphic representation Describes, observes, and investigates properties and characteristics of common objects Identifies, compares, discusses earth materials and their properties and uses 	<ul style="list-style-type: none"> Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary Uses category labels to understand how words and objects relate to each other Names at least 20 upper- and at least 20 lowercase letters Combines ideas for complex sentences Uses a large speaking vocabulary, adding several new words daily Demonstrates the importance of caring for our environment and our planet Initiates problem-solving strategies and seeks adult help when necessary Shows initiative in independent situations and persists in attempting to solve problems Demonstrates understanding that, when counting, the items can be chosen in any order Demonstrates use of location words Collects data and organizes it in a graphic representation Shows reasonable opinion of his own abilities and limitations Shows initiative in independent situations and persists in attempting to solve problems

Lesson Plans for Changes • Cambios - Before and Now (Week 4)					Date	5/27/2019	Teacher	Crème Prep
Wonderful Word	<i>kindergartener, estudiante de Kindergarten</i>	Character Education	Patience • <i>Paciencia</i> Pride • <i>Orgullo</i>	Technology	Math-Frogs on a Log; Tux Paint			
Literacy	Oral Language, Self-Concept		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	<i>acompañantes, alturalogros, lograr, antes, amigos, calma, capacidad, celebrar, compañeros de clase, desarrollado, Kindergarten, estudiante de Kindergarten, longitud, medir, meses del año, orgulloso, lenguaje de señas, peso</i>							
LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5			
Greeting Circle	<ul style="list-style-type: none"> Building community Morning Message: Before I _____, but now I _____. Song: "Head, Shoulders, Knees and Toes." (p. 186) 	<ul style="list-style-type: none"> Building community Morning Message: Before I _____, but now I _____. Song: "My Hands on My Head" (p.189) 	<ul style="list-style-type: none"> Building community Morning Message: Before I _____, but now I _____. Song: "Hello Friend" (p. 186) 	<ul style="list-style-type: none"> Building community Morning Message: Before I _____, but now I _____. Song: "Rise and Shine" (p. 189) 	<ul style="list-style-type: none"> Building community Morning Message: Before I _____, but now I _____. Song: "We've Finished a Year of Pre-Kinder" (p. 195) 			
Moving and Learning	"Warm up Chant"	"It Makes Me Jump" action song	"Rock 'n' Roll Patty Cake" action song	"Hand and Fingers" • "Manos y dedos" action song	"Let Me See You Boogaloo" dance			
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)	<ul style="list-style-type: none"> Create and fill in chart List things to accomplish in the future Centers <ul style="list-style-type: none"> Creativity Station-Draw pictures Language and Literacy-Sequence and match cards Math-Weigh and measure, compare with initial measurements <p>"I Can, Can You?" • "Yo puedo hacerlo, ¿puedes hacerlo tú?" story folder</p> <ul style="list-style-type: none"> Introduce term <i>accomplishment</i> Extend story by naming <i>accomplishments</i> <p>"Diego's Fifth Birthday" • "Diego cumple 5 años" story folder</p> <ul style="list-style-type: none"> Listen for specific details Answer questions about story 	<ul style="list-style-type: none"> Revisit literacy concepts learned Sing "Say and Rhyme" Centers <ul style="list-style-type: none"> Language and Literacy-Match rhyming picture cards Library and Listening-Draw a <i>before</i> and <i>now</i> picture Writer's Corner-Illustrate Read-Aloud Time routines <p>***Vocabulary: Write words associated with what we have accomplished this year.</p> <p><i>This Way to Pre-K • Camino a Pre-Kinder</i></p> <ul style="list-style-type: none"> Compare classroom routine with routine in story Write sentences about routines <p><i>Before and Now • Antes y ahora</i></p> <ul style="list-style-type: none"> Listen for accomplishments in story List personal school accomplishments 	<ul style="list-style-type: none"> Review practices that helped create the School Family Write a new "Friendship Chant" Centers <ul style="list-style-type: none"> Language and Literacy-Demonstrate calming strategies Writer's Corner-Draw and label Commitment Poster icon Creativity Station-Create a Shubert model <p>***Vocabulary: Write words associated with friendship.</p> <p><i>Shubert's Helpful Day</i></p> <ul style="list-style-type: none"> Discuss ways to help a friend Practice S.T.A.R. <p><i>Shubert's New Friend</i></p> <ul style="list-style-type: none"> Discuss how it feels to be the new kid Review greeting 	<ul style="list-style-type: none"> Compare beginning and year-end drawings, stories Celebrate accomplishments Centers <ul style="list-style-type: none"> Creativity Station-Replicate beginning art projects Listening and Library-Listen to story Language and Literacy-Match baby photos to school photos <p>***Vocabulary: Write words associated with our school journey.</p> <p><i>Before and Now • Antes y ahora</i></p> <ul style="list-style-type: none"> Discuss physical changes this year Note changes in story <p>Class and Project Books</p> <ul style="list-style-type: none"> Review appropriate way to handle books Read class-created books 	<ul style="list-style-type: none"> Visit a kindergarten classroom Discuss what will be different next year Centers <ul style="list-style-type: none"> Pretend and Learn-Play school Creativity Station-Paint celebration paintings Library and Listening-Retell stories with story props <p>***Last Journal Entry!</p> <p>I</p> <p>"I Like School" • "Me gusta la escuela" story folder</p> <ul style="list-style-type: none"> Extend story for next year's class Discuss favorite memories of school <p>"Hip! Hip! Hooray!" • "¡Hurra! ¡Hurra! ¡Lo hicimos!" story folder</p> <ul style="list-style-type: none"> Listen for story cues Introduce idea of enthusiasm 			
Weekly Learning Centers	<ul style="list-style-type: none"> Gross Motor-Children mark how far they can jump Fine Motor-Trace around hands to make a friend hand collage Construction-Children stack paper bag blocks to their height 	<ul style="list-style-type: none"> Gross Motor-Toss beanbags into a box from a throw line Fine Motor-Shape letters with play dough Construction-Form letters and numerals with the blocks 	<ul style="list-style-type: none"> Gross Motor-Tiptoe balance challenge Fine Motor-Children take turns giving each other hand massages using Cranky Cream Construction-Place two identical sets of blocks in a basket. Invite children to sit back-to-back and build. When they are finished, have them compare their structures. 	<ul style="list-style-type: none"> Gross Motor-Walk, crawl, hop, and jump a masking tape line Fine Motor-Use pipettes to mix colors in the colormixing trays Construction-Determine how many blocks it takes lying end-to-end to span from one side of the center to the other 	<ul style="list-style-type: none"> Gross Motor-Children work in pairs to create letter shapes with their bodies. Fine Motor-Play tic-tac-toe with a friend or to sort the manipulatives in the Fine Motor Center for an end-of-the-year clean up Construction-Place the blocks in order on the shelf for the end of the year 			

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Math and Science	<ul style="list-style-type: none"> • Compare different-sized squares • Build “growing” cup towers <p>Centers</p> <ul style="list-style-type: none"> • Creativity Station-Make handprints, compare with beginning-of-year prints • Math-Follow pattern to build cup towers 	<ul style="list-style-type: none"> • Choose books that will fit in a box • Compare weight of box containing different book quantities <p>Centers</p> <ul style="list-style-type: none"> • Science-Measure weight using balance scale • Sensory Table-Wash and pack classroom items 	<ul style="list-style-type: none"> • Analyze data on chart • Make cube towers to represent data <p>Centers</p> <ul style="list-style-type: none"> • Fine Motor-Make a chain-link belt • Math-Measure partner’s height 	<ul style="list-style-type: none"> • Celebrate rote-counting skill • Sequence past-year’s special events (by month) <p>Centers</p> <ul style="list-style-type: none"> • Science-Sequence and number cards • Math-Compare cube towers to see which is greater 	<ul style="list-style-type: none"> • Practice pattern counting • Introduce calendar <p>Centers</p> <ul style="list-style-type: none"> • Creativity Station-Fill in summer calendar • Math-Inventory manipulatives
Character Education	Display the icon strategy icons. Choose two calming strategies to review.	Display the calming strategies icons. Invite the children to choose two calming strategies to perform.	Display the calming strategies icons. Invite the children to choose two calming strategies to perform.	Social and Emotional • Enjoy Fanny Frog’s good-bye poem	Social and Emotional • Make <i>wish you well</i> cards for next year’s class
Closing Circle	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection
Outdoor Learning	• Invite children to play Keep Away • Que no la atrapen (p. 206).	• Encourage children to chase bubbles.	• Invite children to play cooperative parachute games (p. 206).	• Encourage children to play Shadow Tag • Atrapa la sombra (p. 207).	• Provide chalk and encourage children to draw on the sidewalk. Have them tell a friend about their drawing.
Learning Goals	<ul style="list-style-type: none"> • Is aware of own feelings most of the time • Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal • Combines sentences that give detail, stays on topic, and clearly communicates • Asks and answers appropriate questions about the book • Shows awareness of areas of competence and describes self positively in what he is able to do • Regulates his own behavior with occasional reminders or assistance from teacher • Shows reasonable opinion of his own abilities and limitations • Engages in conversations in appropriate ways • Organizes their life around events, time, and routines • Uses concrete models or makes a verbal word problem for adding up to five objects • Recognizes and compares heights or lengths of people or objects • Recognizes and creates patterns • Identifies good habits of nutrition and exercise • Demonstrates coordination and balance in isolation • Coordinates sequence of movements to perform tasks 	<ul style="list-style-type: none"> • Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal • Demonstrates empathy and caring for others • Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary • Organizes their life around events, time, and routines • Uses information learned from books by describing, relating categorizing, or comparing, and contrasting • Shows awareness of areas of competence and describes self positively in what he is able to do • Produces a word that rhymes with a given word • Names at least 20 upper- and at least 20 lowercase letters • Recognizes and compares heights or lengths of people or objects • Recognizes how much can be placed within an object • Recognizes and compares weights of objects or people • Identifies flags of the United States and resident state • Recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence • Identifies and creates common features in her immediate environment 	<ul style="list-style-type: none"> • Begins to have meaningful friends • Combines sentences that give detail, stays on topic, and clearly communicates • Uses a wide variety of words to label and describe people, places, things, and actions • Is aware of own feelings most of the time • Asks and answers appropriate questions about the book • Demonstrates knowledge of nonverbal conversational rules • Follows classroom rules and routines with occasional reminders from teacher • Regulates his own behavior with occasional reminders or assistance from teacher • Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary • Uses language to describe concepts associated with the passing of time • Identifies equal and unequal sets • Collects data and organizes it in a graphic representation • Discusses the roles and responsibilities of community workers • Demonstrates empathy and caring for others • Develops warm relationships with teachers 	<ul style="list-style-type: none"> • Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal • Demonstrates empathy and caring for others • Independently writes letters on request • Demonstrates an understanding and tolerance for unique characteristics of others • Shows awareness of areas of competence and describes self positively in what he is able to do • Shows reasonable opinion of his own abilities and limitations • Retells or reenacts a story after it is read aloud • Shows awareness of areas of competence and describes self positively in what he is able to do • Uses category labels to understand how words and objects relate to each other • Uses words to rote count from 1 to 30 • Demonstrates that the order of the counting sequence is always the same regardless of what is counted • Uses language to describe concepts associated with the passing of time • Shows competence in initiating social interactions • Engages in conversations in appropriate ways • Develops warm relationships with 	<ul style="list-style-type: none"> • Assumes various roles and responsibilities as part of a classroom community • Participates in classroom music activities • Names at least 20 upper- and at least 20 lowercase letters • Retells or reenacts a story after it is read aloud • Uses some appropriate writing conventions when writing or giving dictation • Matches language to social contexts • Demonstrates understanding of terms used in the instructional language of the classroom • Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal • Identifies and creates common features in her immediate environment • Uses words to rote count from 1 to 30 • Demonstrates that the order of the counting sequence is always the same regardless of what is counted • Uses language to describe concepts associated with the passing of time • Demonstrates empathy and caring for others • Takes care of and manages classroom materials • Assumes various roles and responsibilities as part of a classroom community