



**Lesson Plan Theme 12- week 3 Giraffes and Zebras**      **Date June 24-28, 2019**      **Class: Toddler 2**

**Spanish Vocabulary:** jirafa, ternero, zebra, foal, zoo, zookeeper.

**American Sign language:** giraffe, calf, zebra, foal, zoo, zookeeper.

**For the next few weeks the children will learn about zoo animals.... This week the children will learn about giraffes and zebras.**

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Starting the Day</b>	Greet each child as they enter the room UNITE: Sing "African Plains:.....CALM: demonstrate giraffe breathing, take deep breaths and exhale as you bend at the waist and inhale as you straight again....CONNECT: name the children that are absent and send them well wishes....BUID COMM: remind the children that they are in a safe place and pass around the safe keeper box.	Greet every child by name as they enter the room... UNITE: Sing "Oh Do You Want To See The Zoo"....CALM: Invite the children to do several rounds of the giraffe breathing.....CONNECT: Use Max to welcome back the children that have been absent....BUILD COMM: discuss about being fair and taking turns, play a game in which the children can see what it is to take turns and see how well they follow directions	Greet each child as they enter the room UNITE: Sing "Zeebee"....CALM once again lets do the giraffe breathing and see how well the children remember how to do it.....CONNECT: select a partner and demonstrate the action rhyme....BUILD COMM: tell the children that this week we will practice many ways to be fair and take turns. Allow the children to play and through out the week talk about what they are doing.	Greet every child by name as they enter the room... UNITE: Sing "Oh Do You Want To See The Zoo"....CALM: Invite the children to do several rounds of the giraffe breathing.....CONNECT: Use Max to welcome back the children that have been absent....BUILD COMM: discuss about being fair and taking turns, play a game in which the children can see what it is to take turns and see how well they follow directions	Greet every child by name as they enter the room... UNITE: Sing "Oh Do You Want To See The Zoo"....CALM: Invite the children to do several rounds of the giraffe breathing.....CONNECT: Use Max to welcome back the children that have been absent....BUILD COMM: discuss about being fair and taking turns, play a game in which the children can see what it is to take turns and see how well they follow directions
<b>Language Development</b>	who's how at zippity zoo...display the book cover and allow the children to view the animals in the book.. Discuss sounds that the animals in the story make.	Molly Jolly's Jamboree... display the story props and have the children recall the story at the end	Animals Friends....this book has no words so allow the children to make up the story as we go.	Who's how at zippity zoo...display the book cover and allow the children to view the animals in the book.. Discuss sounds that the animals in the story make.	Who's how at zippity zoo...display the book cover and allow the children to view the animals in the book.. Discuss sounds that the animals in the story make.
<b>Cognitive Development</b>	Photo act. #68/69...use the suggestions in the back to practice vocabulary ...teach the ASL's for zebra and giraffe.	Black and White....invite the children to paint only with white and black paint.	Zoo Animal Memory Game....see how well the children can match the animals and remember where the cards are.	Animal Shadow Match....allow the children to match the shadow to the correct animal.	Black and White....invite the children to paint only with white and black paint.
<b>Social Emotional Development</b>	Zoo Safety.....discus show we have cages and fences to keep our animals safe..	Giraffe hand prints.....lets create a hand print using paint.. See how well the children take turns.	Mommy and Baby Animals.....have the children match the correct animal to his/her mommy.	Zoo Safety.....discus show we have cages and fences to keep our animals safe..	Giraffe hand prints.....lets create a hand print using paint.. See how well the children take turns.

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Physical Development	Galloping....discuss ways the zebras move and lets allow the children to move like them. Explain that the zebras gallop and run, allow them to run in a safe way.	Hey Up There.....display an 18 feet ribbon and explain to the children that is the height of a giraffe.	Zazu.....place the children in a circle and read the poem. Allow the children to hold hands and sing the song.	Hey Up There.....display an 18 feet ribbon and explain to the children that is the height of a giraffe.	Hey Up There.....display an 18 feet ribbon and explain to the children that is the height of a giraffe.
Outdoor Play	A Tall View...challenge the children to take a view from higher points, using a stool with adult supervision.	Galloping Zebras...allow the children to run outside like zebras.	The zookeeper says....play this game like Simon says... see how well the children take turns.	A Tall View...challenge the children to take a view from higher points, using a stool with adult supervision.	Galloping Zebras...allow the children to run outside like zebras.
Music and Movement	oh do you see what the zoo sees....see how well the children can remember the words and sing.	African Plains.....show the song and allow the children to sing.	musical instruments...sing as the children play with instruments.	parade...allow the children to move around marching and singing.	Galloping Zebras...allow the children to run outside like zebras.
Learning Centers	giraffe spots ...allow the children to use brown paint and make giraffe spots.	Animal homes....allow the children to create e a home for their giraffe... see how well they use their imagination.	walking in line....use bean bags and tape see how well the children follow directions and walk in line.	creative art for the holiday...create a special art project.	Animal homes....allow the children to create e a home for their giraffe... see how well they use their imagination.

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<p><b>Learning Goals</b></p>	<p>Engages in positive relationships with adults (B.1.d)  Learns and uses words to describe what they are thinking and doing (E.4.a)  Begins to develop personal relationships with peers (B.4.d)  Develops control of large muscles for movement, navigation, and balance (A.2.a)  Understands and begins to use oral language for conversation and communication (C.2.c)  Develops spatial understandings, including an awareness of how two- and three-dimensional objects can be fitted together (D.1.f.)</p>	<p>Engages in positive relationships with adults (B.1.d)  Learns and uses words to describe what they are thinking and doing (E.4.a)  Begins to develop personal relationships with peers (B.4.d)  Develops control of large muscles for movement, navigation, and balance (A.2.a)  Understands and begins to use oral language for conversation and communication (C.2.c)  Develops spatial understandings, including an awareness of how two- and three-dimensional objects can be fitted together (D.1.f.)</p>	<p>Engages in positive relationships with adults (B.1.d)  Demonstrates interest, curiosity, and eagerness in exploring the world around them (E.1.a)  Develops control of small muscles for manipulation and exploration (A.3.b)  Understands and begins to use oral language for conversation and communication (C.2.c)  Demonstrates receptive language and expressive language skills and communication strategies (C.1.d.)  Understands and begins to use oral language for conversation and communication (C.2.c.)  Engages with stories and books (C.3.c.)</p>	<p>Engages in positive relationships with adults (B.1.d)  Learns and uses words to describe what they are thinking and doing (E.4.a)  Begins to develop personal relationships with peers (B.4.d)  Develops control of large muscles for movement, navigation, and balance (A.2.a)  Understands and begins to use oral language for conversation and communication (C.2.c)  Develops spatial understandings, including an awareness of how two- and three-dimensional objects can be fitted together (D.1.f.)</p>	<p>Engages in positive relationships with adults (B.1.d)  Learns and uses words to describe what they are thinking and doing (E.4.a)  Begins to develop personal relationships with peers (B.4.d)  Develops control of large muscles for movement, navigation, and balance (A.2.a)  Understands and begins to use oral language for conversation and communication (C.2.c)  Develops spatial understandings, including an awareness of how two- and three-dimensional objects can be fitted together (D.1.f.)</p>