



Crème de la Crème®

Early Learning Centers of Excellence®

Crème Champ Camp Summer Program STEM Lesson Plan



Week: May 27 - 31, 2019

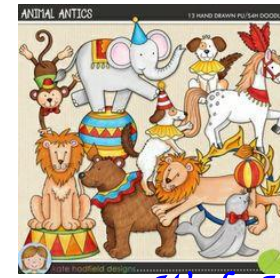
Theme: *Exploring Our World*

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|--|---|---|---|---|
| Monday | Students will identify, compare, and discuss earth materials and their properties and uses. | Talk about the kind of animals you'd find outdoors in different areas of the world. Count the legs and compare, also determining if the number is even or odd | Talk about the kind of animals you'd find outdoors in different areas of the world. Count the legs and compare, also determining if the number is even or odd | Talk about the kind of animals you'd find outdoors in different areas of the world. Count the legs and compare, also determining if the number is even or odd | Talk about the kind of animals you'd find outdoors in different areas of the world. Count the legs and compare, also determining if the number is even or odd |
| Tuesday | Students will be introduced to how to tell if a number is odd or even. | Students will observe a variety of objects and determine whether they are from nature, or manmade, and discuss the difference. | Students will observe a variety of objects and determine whether they are from nature, or manmade, and discuss the difference. | Students will observe a variety of objects and determine whether they are from nature, or manmade, and discuss the difference. | Students will observe a variety of objects and determine whether they are from nature, or manmade, and discuss the difference. |
| Wednesday | Students will learn to use dots to visualize odd and even numbers. | Play "indoor hopscotch." Student will identify the number they are hopping on as they go. | Play "indoor hopscotch." Student will identify the number they are hopping on as they go. | Play "indoor hopscotch." Student will identify the number they are hopping on as they go. | Play "indoor hopscotch." Student will identify the number they are hopping on as they go. |
| Thursday | Students will be introduced to "couple", "pairs", "few", and "many". | Students will "fish" for numbers using magnets, and identify the number on each fish. Students may also add 2 numbered fish. | Students will "fish" for numbers using magnets, and identify the number on each fish. Students may also add 2 numbered fish. | Students will "fish" for numbers using magnets, and identify the number on each fish. Students may also add 2 numbered fish. | Talk about the different phases of the moon, and why it appears that way. Use pictures to correctly sequence the phases. |
| Friday | Students will be introduced to "couple", "pairs", "few", and "many". | Students will enjoy free exploration time in "Outdoor Adventure" related centers. | Students will enjoy free exploration time in "Outdoor Adventure" related centers. | Students will enjoy free exploration time in "Outdoor Adventure" related centers. | Students will enjoy free exploration time in "Outdoor Adventure" related centers. |



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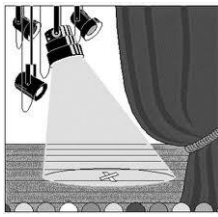
*Crème Champ Camp Summer Program
STEM Lesson Plan*



Theme: Walking on the Wild Side

Week: June 3 - 7, 2019

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------------|---|--|--|--|--|
| Monday | The students will investigate and describe positions and motions of objects. | Play Animal ABC. Students come up with the name of an animal that starts with each letter of the alphabet. Discuss the animals. | Play Animal ABC. Students come up with the name of an animal that starts with each letter of the alphabet. Discuss the animals. | Play Animal ABC. Students come up with the name of an animal that starts with each letter of the alphabet. Discuss the animals. | Play Animal ABC. Students come up with the name of an animal that starts with each letter of the alphabet. Discuss the animals. |
| Tuesday | The students will learn about vertical number lines and how to use them. | Read “Are You My Mother?” View pictures of baby animals before determining what they are, and what they look like when fully grown. | Read “Are You My Mother?” View pictures of baby animals before determining what they are, and what they look like when fully grown. | Read “Are You My Mother?” View pictures of baby animals before determining what they are, and what they look like when fully grown. | Read “Are You My Mother?” View pictures of baby animals before determining what they are, and what they look like when fully grown. |
| Wednesday | The students will demonstrate use of location words. | Using tape “animal tracks” around the room, identify what kinds of tracks different animals make. | Using tape “animal tracks” around the room, identify what kinds of tracks different animals make. | Using tape “animal tracks” around the room, identify what kinds of tracks different animals make. | Using tape “animal tracks” around the room, identify what kinds of tracks different animals make. |
| Thursday | The students will verbally identify, without counting, the number of object 1-5. | Animal Charades. Students will make animal sounds and behave like the animal they choose, and the class must guess which animal they are portraying. | Animal Charades. Students will make animal sounds and behave like the animal they choose, and the class must guess which animal they are portraying. | Animal Charades. Students will make animal sounds and behave like the animal they choose, and the class must guess which animal they are portraying. | Animal Charades. Students will make animal sounds and behave like the animal they choose, and the class must guess which animal they are portraying. |
| Friday | The students will slide, flip, and turn shapes to demonstrate that the shapes remain the same. | Students will enjoy free exploration time in theme related centers. | Students will enjoy free exploration time in theme related centers. | Students will enjoy free exploration time in theme related centers. | Students will enjoy free exploration time in theme related centers. |



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Crème Champ Camp Summer Program STEM Lesson Plan

Theme: Center Stage

Week: June 10 - 14, 2019

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|--|--|---|---|---|
| Monday | <p>-To review measurement.</p> <p>To review number sequencing.</p> <p>-Children will be able to recall measurement</p> <p>-Children will practice counting</p> | <p>How Many to Fill It?</p> <p>*Jar *Bear counters</p> <p>-Create color patterns</p> | <p>Cube Count Length measurement </p> <p>-Which number is next?</p> <p>*Construction paper</p> <p>*Stickers</p> <p>*Markers</p> <p>(Vol. 1 pg 118)</p> | <p>Cube Count Length measurement </p> <p>-Which number is next?</p> <p>*Construction paper</p> <p>*Stickers</p> <p>*Markers</p> <p>(Vol. 1 pg 118)</p> | <p>Age appropriate math</p> <p>review problems</p> |
| Tuesday | <p>To make observations and predictions</p> | <p>Mentos and Coke Geyser: demonstration</p> | <p>Mentos and Coke Geyser: demonstration</p> | <p>Mentos and Coke Geyser: demonstration</p> <p>Discuss why it works</p> | <p>Mentos and Coke Geyser: demonstration</p> <p>Discuss why it works</p> |
| Wednesday | <p>To formulate hypothesis by using creative thinking.</p> | <p>Popcorn dance observation</p> <p>*Jar *Baking soda</p> <p>*Popcorn kernel</p> <p>*Vinegar</p> | <p>Popcorn dance observation</p> <p>*Jar *Baking soda</p> <p>*Popcorn kernel</p> <p>*Vinegar</p> | <p>Popcorn dance observation</p> <p>*Jar *Baking soda</p> <p>*Popcorn kernel</p> <p>*Vinegar</p> | <p>Age appropriate math</p> <p>review problems</p> |
| Thursday | <p>To use the senses to learn about objects. To make observations and predictions.</p> | <p>Rice Table: sensory</p> <p>Sensory tubs: sensory</p> | <p>Rice Table: sensory</p> <p>Sensory tubs: sensory</p> | <p>Lava in a cup</p> <p>*Oil *Salt *food coloring</p> | <p>Age appropriate math</p> <p>review problems</p> <p>Practice writing number</p> |
| Friday | <p>To compare weight of objects of equal size but not of equal weight.</p> | <p>Sink or Float</p> | <p>Sink or Float</p> | <p>Sink or Float</p> | <p>Age appropriate math</p> <p>review problems</p> <p>Practice writing number</p> |



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Crème Champ Camp Summer Program STEM Lesson Plan



Week: June 17 - 21, 2019

Theme: *Imagine That*

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|--|--|--|--|--|
| Monday | To practice making graphs. | Count and sort teddy bears | Make a chart with all the colors, smells and textures we can think of nature | Explore magnets Review the law of attraction | Explore magnets Review the law of attraction |
| Tuesday | To classify based on attributes. To review counting. | Grab Bag Color Match: classify by color Number review | Classification: classify by various attributes Play Memory: memory and matching | Classification: classify by various attributes Play Memory: memory and matching | Age appropriate math review problems |
| Wednesday | To demonstrate that objects at rest stay at rest. | Eggs at Rest Stay at Rest: predictions and observations Pulling Out the Tablecloth: predictions and observation | Eggs at Rest Stay at Rest: predictions and observations Pulling Out the Tablecloth: predictions and observation | Eggs at Rest Stay at Rest: predictions and observations Pulling Out the Tablecloth: predictions and observation | Build and Test a Paper Bridge: critical thinking and weight distribution |
| Thursday | To discover how a cup amplifies sound. To use sound to infer the presence of objects | Hilarious Honker: amplification of sound Demonstrate sound opposites. (high/low, loud/soft) | Exploring with Sounds: critical thinking and using sound Hilarious Honker: amplification of sound | Exploring with Sounds: critical thinking and using sound Hilarious Honker: amplification of sound | Exploring with Sound: critical thinking and using sound |
| Friday | To classify based on attributes. To review counting | Treasure Hunt: classify by various attributes. Play Matching: memory | Fill the Bucket: classify by various attributes and count Play BINGO: number recognition | Fill the Bucket: classify by various attributes and count Play BINGO: Number recognition | Play BINGO: number recognition |



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Crème Champ Camp Summer Program

STEM Lesson Plan



Week: June 24 -28, 2019

Theme: Super Hero Science Camp

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Summer Camp |
|------------------|---|---|---|---|---|
| Monday | The students will investigate and describe positions and motions of objects. | We will review the planets in our solar system. Where do we live? | We will review the planets in our solar system. Where do we live? | We will review the planets in our solar system. Where do we live? | We will review the planets in our solar system. Where do we live? |
| Tuesday | The students will learn about vertical number lines and how to use them. | Students will play Planet Hopscotch! Use planets and bean bags to identify both the planet and it's number in our solar system. | Students will play Planet Hopscotch! Use planets and bean bags to identify both the planet and it's number in our solar system. | Students will play Planet Hopscotch! Use planets and bean bags to identify both the planet and it's number in our solar system. | Students will play Planet Hopscotch! Use planets and bean bags to identify both the planet and it's number in our solar system. |
| Wednesday | The students will demonstrate use of location words. | Create your own planet! Students will draw a planet and give it a name. Who lives there? What is the land like? What is the weather like? | Create your own planet! Students will draw a planet and give it a name. Who lives there? What is the land like? What is the weather like? | Create your own planet! Students will draw a planet and give it a name. Who lives there? What is the land like? What is the weather like? | Create your own planet! Students will draw a planet and give it a name. Who lives there? What is the land like? What is the weather like? |
| Thursday | The students will verbally identify, without counting, the number of object 1-5. | Discuss the different types of weather we have on Earth. What is the weather like during the different seasons? | Discuss the different types of weather we have on Earth. What is the weather like during the different seasons? | Discuss the different types of weather we have on Earth. What is the weather like during the different seasons? | Discuss the different types of weather we have on Earth. What is the weather like during the different seasons? |
| Friday | The students will slide, flip, and turn shapes to demonstrate that the shapes remain the same. | Students will review seasons and use measuring skills to make a summer smoothie. | Students will review seasons and use measuring skills to make a summer smoothie | Students will review seasons and use measuring skills to make a summer smoothie | Students will review seasons and use measuring skills to make a summer smoothie |



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STEM Lesson Plan*

Theme: Team USA

Week: July 1 - 5, 2019

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|---|---|---|---|---|
| Monday | The students will be introduced to testing wind direction. | Predict how many drops of water will fit on a penny, a nickel, a dime, and a quarter. | Predict how many drops of water will fit on a penny, a nickel, a dime, and a quarter. | Predict how many drops of water will fit on a penny, a nickel, a dime, and a quarter. | Predict how many drops of water will fit on a penny, a nickel, a dime, and a quarter. |
| Tuesday | The students will be introduced to testing wind direction. | Review the planets in our solar system, then use a bean bag to try to hit one planet. Add up corresponding numbers. | Review the planets in our solar system, then use a bean bag to try to hit one planet. Add up corresponding numbers. | Review the planets in our solar system, then use a bean bag to try to hit one planet. Add up corresponding numbers. | Review the planets in our solar system, then use a bean bag to try to hit one planet. Add up corresponding numbers. |
| Wednesday | The students will create constellations of the night sky. | “Fireworks in a Jar” experiment | “Fireworks in a Jar” experiment | “Fireworks in a Jar” experiment | “Fireworks in a Jar” experiment |
| Thursday | | HOLIDAY | CRÈME | CLOSED | |
| Friday | The students will be introduced to testing wind direction. | Predict how many drops of water will fit on a penny, a nickel, a dime, and a quarter. | Predict how many drops of water will fit on a penny, a nickel, a dime, and a quarter. | Predict how many drops of water will fit on a penny, a nickel, a dime, and a quarter. | Predict how many drops of water will fit on a penny, a nickel, a dime, and a quarter. |



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STEM Lesson Plan

Week: July 8-12, 2019

Theme: All Star Training

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|---|--|--|--|--|
| Monday | The students will investigate and describe positions and motions of objects. | Talk about gravity using a variety of balls (tennis, basketball, soccer, etc.) Experiment by dropping different balls at the same time. | Talk about gravity using a variety of balls (tennis, basketball, soccer, etc.) Experiment by dropping different balls at the same time. | Talk about gravity using a variety of balls (tennis, basketball, soccer, etc.) Experiment by dropping different balls at the same time. | Talk about gravity using a variety of balls (tennis, basketball, soccer, etc.) Experiment by dropping different balls at the same time. |
| Tuesday | The students will learn about vertical number lines and how to use them. | Students will use their number recognition to complete a sports-related “color by number” picture. | Students will use their number recognition to complete a sports-related “color by number” picture. | Students will use their number recognition to complete a sports-related “color by number” picture. | Students will use their number recognition to complete a sports-related “color by number” picture. |
| Wednesday | The students will demonstrate use of location words. | Play indoor basketball. Students will have 10 tries to make as many shots as they can, and add up their number of points. | Play indoor basketball. Students will have 10 tries to make as many shots as they can, and add up their number of points. | Play indoor basketball. Students will have 10 tries to make as many shots as they can, and add up their number of points. | Play indoor basketball. Students will have 10 tries to make as many shots as they can, and add up their number of points. |
| Thursday | The students will verbally identify, without counting, the number of object 1-5. | Play tabletop football. Use a paper “football” to try to get into the endzone. Use math skills to add up your points. | Play tabletop football. Use a paper “football” to try to get into the endzone. Use math skills to add up your points | Play tabletop football. Use a paper “football” to try to get into the endzone. Use math skills to add up your points | Play tabletop football. Use a paper “football” to try to get into the endzone. Use math skills to add up your points |
| Friday | The students will slide, flip, and turn shapes to demonstrate that the shapes remain the same. | Students will enjoy free exploration time in theme related centers. | Students will enjoy free exploration time in theme related centers. | Students will enjoy free exploration time in theme related centers. | Students will enjoy free exploration time in theme related centers. |



Theme: Culinary Creations

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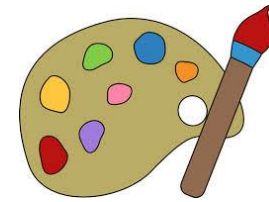
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Crème Champ Camp Summer Program STEM Lesson Plan



Week: July 15 - 19, 2019

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|---|---|---|---|---|
| Monday | The students will investigate and describe positions and motions of objects. | Talk about the tools a cook needs to be successful, specifically those used to measure, and why those are important. | Talk about the tools a cook needs to be successful, specifically those used to measure, and why those are important. | Talk about the tools a cook needs to be successful, specifically those used to measure, and why those are important. | Talk about the tools a cook needs to be successful, specifically those used to measure, and why those are important. |
| Tuesday | The students will learn about vertical number lines and how to use them. | Talk about the different foods we eat, how people have different special diets, and what animals eat. How is it different from us? Why? | Talk about the different foods we eat, how people have different special diets, and what animals eat. How is it different from us? Why? | Talk about the different foods we eat, how people have different special diets, and what animals eat. How is it different from us? Why? | Talk about the different foods we eat, how people have different special diets, and what animals eat. How is it different from us? Why? |
| Wednesday | The students will demonstrate use of location words. | Students will enter a mock grocery store where each item costs one dollar, and will shop before adding up their total bill. | Students will enter a mock grocery store where each item costs one dollar, and will shop before adding up their total bill. | Students will enter a mock grocery store where each item costs one dollar, and will shop before adding up their total bill. | Students will enter a mock grocery store where each item costs one dollar, and will shop before adding up their total bill. |
| Thursday | The students will verbally identify, without counting, the number of object 1-5. | Students will count and practice addition by cracking plastic eggs with different numbers inside | Students will count and practice addition by cracking plastic eggs with different numbers inside. | Students will count and practice addition by cracking plastic eggs with different numbers inside. | Students will count and practice addition by cracking plastic eggs with different numbers inside |
| Friday | The students will slide, flip, and turn shapes to demonstrate that the shapes remain the same. | Free Exploration in theme related centers | Free exploration in theme related centers | Free exploration in theme related centers | Free exploration in theme related centers |



Crème Champ Camp Summer Program
STEM Lesson Plan

Theme: Color My World

Week: July 22-26, 2019

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|---|--|--|--|--|
| Monday | The students will investigate and describe positions and motions of objects. | Discuss the sun and what it does for plants, the earth, and our bodies. Make a class sun print with objects placed on dark colored construction paper. | Discuss the sun and what it does for plants, the earth, and our bodies. Make a class sun print with objects placed on dark colored construction paper. | Discuss the sun and what it does for plants, the earth, and our bodies. Make a class sun print with objects placed on dark colored construction paper. | Discuss the sun and what it does for plants, the earth, and our bodies. Make a class sun print with objects placed on dark colored construction paper. |
| Tuesday | The students will learn about vertical number lines and how to use them. | Students will use crayons and white paper to discover different textures around the classroom. | Students will use crayons and white paper to discover different textures around the classroom. | Students will use crayons and white paper to discover different textures around the classroom. | Students will use crayons and white paper to discover different textures around the classroom. |
| Wednesday | The students will demonstrate use of location words. | Make nature rubbings using various plants and natural things found outside. | Make nature rubbings using various plants and natural things found outside. | Make nature rubbings using various plants and natural things found outside. | Make nature rubbings using various plants and natural things found outside. |
| Thursday | The students will verbally identify, without counting, the number of object 1-5. | Make bubble art using white paper and dyed bubble solution. | Make bubble art using white paper and dyed bubble solution. | Make bubble art using white paper and dyed bubble solution. | Make bubble art using white paper and dyed bubble solution. |
| Friday | The students will slide, flip, and turn shapes to demonstrate that the shapes remain the same. | Free exploration time in art theme related centers. | Free exploration time in art theme related centers. | Free exploration time in art theme related centers. | Free exploration time in art theme related centers. |



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STEM Lesson Plan



Week: July 29 – August 2, 2019

Theme: Water Wonders

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|---|---|---|---|---|
| Monday | The students will investigate and describe positions and motions of objects. | Look at a variety of objects from around the room. Determine whether they will absorb or repel water. | Look at a variety of objects from around the room. Determine whether they will absorb or repel water. | Look at a variety of objects from around the room. Determine whether they will absorb or repel water. | Look at a variety of objects from around the room. Determine whether they will absorb or repel water. |
| Tuesday | The students will learn about vertical number lines and how to use them. | Gather objects from around the room and predict whether they will sink or float in water, then test your predictions. | Gather objects from around the room and predict whether they will sink or float in water, then test your predictions. | Gather objects from around the room and predict whether they will sink or float in water, then test your predictions. | Gather objects from around the room and predict whether they will sink or float in water, then test your predictions. |
| Wednesday | The students will demonstrate use of location words. | Use different saltwater solutions to show how salt changes the density of water. | Use different saltwater solutions to show how salt changes the density of water. | Use different saltwater solutions to show how salt changes the density of water. | Use different saltwater solutions to show how salt changes the density of water. |
| Thursday | The students will verbally identify, without counting, the number of object 1-5. | Students will observe how an ice cube can be picked out from a glass of water with a piece of string (using salt.) | Students will observe how an ice cube can be picked out from a glass of water with a piece of string (using salt.) | Students will observe how an ice cube can be picked out from a glass of water with a piece of string (using salt.) | Students will observe how an ice cube can be picked out from a glass of water with a piece of string (using salt.) |
| Friday | The students will slide, flip, and turn shapes to demonstrate that the shapes remain the same. | Students will enjoy free exploration time in theme related centers. | Students will enjoy free exploration time in theme related centers. | Students will enjoy free exploration time in theme related centers. | Students will enjoy free exploration time in theme related centers. |



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STEM Lesson Plan



Week: August 5 - 9, 2019

Theme: Bon Voyage Summer

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|--|---|---|--|---|
| Monday | To introduce the concept of time and how it applies to daily schedule. | Discuss what the numbers on the clock are. -Discuss the hands on the clock. *clocks *picture of daily schedule | -Discuss what the numbers on the clock are. -Discuss the hands on the clock. -Sequence events (Before, After) [Time card activity] *clocks *picture of daily schedule | -Discuss what the numbers on the clock are. -Discuss difference between digital and analog clocks. -Sequence events (Before, After) [Time card activity] | -Age appropriate math review problems. -Discuss time. -Practice number writing. |
| Tuesday | To use the senses to observe and learn about the objects and the environment. | Finger paint a Summer Mural: sensory, creativity, characteristics of the environment | Finger paint a Summer Mural: sensory, creativity, characteristics of the environment | Finger paint a Summer Mural: sensory, creativity, characteristics of the environment | Finger paint a Summer Mural: sensory, creativity, characteristics of the environment |
| Wednesday | To use the senses to observe and learn about the objects and the environment. To follow directions. | Gak: sensory, observation, descriptive vocabulary | Gak: sensory, observation, descriptive vocabulary | Gak: sensory, observation, descriptive vocabulary, predicting | Gak: sensory, observation, descriptive vocabulary, predicting |
| Thursday | To increase their vocabulary through the use of tactile sense. | Plastic Milk: * Skim milk *White vinegar *Microwave proof bowl *Strainer | Plastic Milk: * Skim milk *White vinegar *Microwave proof bowl *Strainer | Plastic Milk: * Skim milk *White vinegar *Microwave proof bowl *Strainer | Age appropriate math problems |
| Friday | To recall parts of the clock, ways to tell time and importance of time | -What time is it now? Construct a clock: *Markers *Butterfly pin *Number stickers | -What time is it now? Construct a clock: *Markers *Butterfly pin *Number stickers | -What time is it now? Construct a clock: *Markers *Butterfly pin *Number stickers | Age appropriate math review problems Practice writing number |



Crème de la Crème®

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Crème Champ Camp Summer Program Spanish Lesson Plan



Week: May 27 - 31, 2019

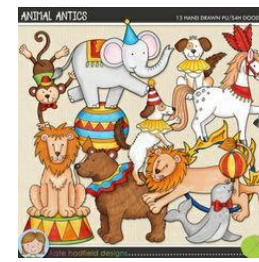
Theme: *Exploring Our World*

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|--|---|---|---|--|
| Monday | | HOLIDAY | CRÈME | CLOSED | |
| Tuesday | Develop listening skills and speaking words related to BACKYARD | Garden=jardín Bugs around the backyard that helps the nature (abejas, mariposas) | Garden=jardín Bugs around the backyard that helps the nature (abejas, mariposas, avispas, polinizadores) | Yard=patio Garden=jardín Bugs around the backyard that helps the nature (abejas, mariposas, avispas, polinizadores) | Yard=patio Garden=jardín Backyard=patio de atrás Front yard=Patio de adelante Bugs around the backyard that helps the nature (abejas, mariposas, avispas, polinizadores) |
| Wednesday | Refine and extend understanding of vocabulary of BACKYARD | Sol=sun Day=día Park=parque De colores (listening book and song) | Sol=sun Day=día Sunny=soleado Park=parque De colores (listening book and song) | Sol=sun Day=día Sunny=soleado Park=parque De colores (listening book and song) Students draw a picture of a :Día soleado en el parque" | Sol=sun Day=día Sunny=soleado Park=parque De colores (listening book and song) Students draw a picture of a :Día soleado en el parque" |
| Thursday | Refine and extend understanding of new vocabulary related to PLANTS | Sunflower=girasol Seed=semillas Book (girasoles) reading | Sunflower=girasol Seed=semillas Book (girasoles) reading Students draw girasoles | Sunflower=girasol Seed=semillas Sprout=retoño Bud=botón de flor Book (girasoles) reading Students draw girasoles | Sunflower=girasol Seed=semillas Sprout=retoño Bud=botón de flor Book (girasoles) reading Students draw girasoles |
| Friday | Refine and extend understanding of new vocabulary related to FOSILES | Fosil=fossils Students create fósiles of shells, rocks, leaves etc. | Fosil=fossils Dinosaurio=dinosaur Students create fósiles of shells, rocks, leaves etc. | Fosil=fossils Dinosaurio=dinosaur Imprints=impresiones Students create fósiles of shells, rocks, leaves etc. | Fosil=fossils Dinosaurio=dinosaur Imprints=impresiones Students create fósiles of shells, rocks, leaves etc. |



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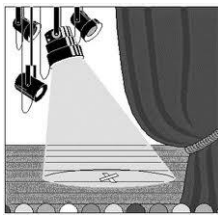
Crème Champ Camp Summer Program
Spanish Lesson Plan



Week: June 3- 7, 2019

Theme: Walk on the Wild Side

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------------|--|---|---|--|--|
| Monday | Develop listening skills and speaking words of new vocabulary related to ANIMAL ANTICS | Bird=ave Feather=pluma Ave (puzzle) | Bird=ave Beak=pico Eagle=águila Feather=pluma Wing=ala Ave (puzzle) Students draw UN AGUILA | Bird=ave Fly=volar Beak=pico Eagle=águila Humminbird=colibrí Feather=pluma Wing=ala Ave (puzzle) Students draw UN AGUILA | Bird=ave Fly=volar Beak=pico Eagle=águila Humminbird=colibrí Feather=pluma Wing=ala Ave (puzzle) Students draw UN AGUILA |
| Tuesday | Develop listening skills and speaking words of new vocabulary related to ANIMAL ANTICS | Pinguin=pinguino El Juego del pinguino | Pinguin=pinguino Swim=nadar (Facts about pinguinos) El Juego del pinguino Pinguino puzzle | Pinguin=pinguino Swim=nadar La vida de un pinguino (Facts about pinguinos) El Juego del pinguino Pinguino puzzle | Pinguin=pinguino Swim=nadar La vida de un pinguino (Facts about pinguinos) El Juego del pinguino Pinguino puzzle |
| Wednesday | Refine and extend understanding of vocabulary learned through a drawing | Dinosaurio=dinosaur Eran grandes o pequeños? | Dinosaurio=dinosaur Qué comían los dinosaurios? Eran grandes o pequeños? Clases de dinosaurios Students draw a DINOSAURIO | Dinosaurio=dinosaur Qué comían los dinosaurios? Eran grandes o pequeños? Clases de dinosaurios Students draw a DINOSAURIO | Dinosaurio=dinosaur Qué comían los dinosaurios? Eran grandes o pequeños? Clases de dinosaurios Students draw a DINOSAURIO |
| Thursday | . Develop listening skills and speaking words of new vocabulary related to ANIMAL ANTICS | Los Dinosaurios (reading) | Fósil= fossil Hueso=bone Esqueleto=esqueleton Los Dinosaurios (reading) | Fósil= fossil Hueso=bone Esqueleto=esqueleton Impresión=print Los Dinosaurios (reading) | Fósil= fossil Hueso=bone Esqueleto=esqueleton Impresión=print Los Dinosaurios (reading) |
| Friday | Reinforce vocabulary learned during the week through an art project, and learning centers. | Learning Centers | Students make FOSILES | Students make FOSILES | Students make FOSILES |



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Crème Champ Camp Summer Program

Spanish Lesson Plan



Week: June 10 - 14, 2019

Theme: Center Stage

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|---|--|--|---|---|
| Monday | Develop listening skills and speaking words of new vocabulary related to ENTERTAINMENT | Vamos al circo Vamos a cine Students act out the different activities | Vamos a la playa Vamos a piscina Vamos al circo Vamos a cine Vamos al parque de diversiones Students act out the different activities | Vamos a la playa Vamos a elevar cometas Vamos a piscina Vamos al circo Vamos a cine Vamos al parque de diversiones Vamos a montar en el carrusel Students act out the different activities | Vamos a la playa Vamos a elevar cometas Vamos a piscina Vamos al circo Vamos a cine Vamos al parque de diversiones Vamos a montar en el carrusel Students act out the different activities. |
| Tuesday | Develop listening skills and speaking words of new vocabulary related to ENTERTAINMENT | Characters of movies Mermaid=sirenita Cinderella-cenicienta Pinochio=pinocho Campanita=Tinkerbelle Students choose their favorite | Characters of movies Mermaid=sirenita Cinderella-cenicienta Pinochio=pinocho Little red riding hood=caperucita roja Campanita=Tinkerbelle Students choose their favorite | Characters of movies Mermaid=sirenita Cinderella-cenicienta Pinochio=pinocho Snow white=blancanieves Little red riding hood=caperucita roja Campanita=Tinkerbelle Students choose their favorite | Characters of movies Mermaid=sirenita Cinderella-cenicienta Pinochio=pinocho Snow white=blancanieves Little red riding hood=caperucita roja Campanita=Tinkerbelle Students choose their favorite |
| Wednesday | Develop listening skills and speaking words of new vocabulary related to ENTERTAINMENT | Circo=circus Payaso=clown Roller coaster=Montaña rusa Card concentration game | Circo=circus Payaso=clown Marry-go-round=carrusel Roller coaster=Montaña rusa Juggler=malabarista Card concentration game | Circo=circus Payaso=clown Marry-go-round=carrusel Roller coaster=Montaña rusa Juggler=malabarista Card concentration game | Circo=circus Payaso=clown Marry-go-round=carrusel Roller coaster=Montaña rusa Juggler=malabarista Concierto=concert Card concentration game |
| Thursday | Refine and extend understanding of vocabulary related to ENTERTAINMENT through a concentration game | Game to practice vocabulary related to characters of kids movies | Card concentration game to review vocabulary about circus Game to practice vocabulary related to characters of kids movies | Card concentration game to review vocabulary about circus Game to practice vocabulary related to characters of kids movies | Card concentration game to review vocabulary about circus Game to practice vocabulary related to characters of kids movies |
| Friday | Reinforce vocabulary learned during the week through an art project, and learning centers. | Learning Centers | Students make UNA CARA DE PAYASO | Students make UNA CARA DE PAYASO | Students make UNA CARA DE PAYASO |



Crème de la Crème®

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Crème Champ Camp Summer Program Spanish Lesson Plan



Week: June 17 - 21, 2019

Theme: *Imagine That*

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|--|---|---|---|--|
| Monday | Develop listening skills and speaking words related to BACKYARD | Garden=jardín Bugs around the backyard that helps the nature (abejas, mariposas) | Garden=jardín Bugs around the backyard that helps the nature (abejas, mariposas, avispas, polinizadores) | Yard=patio Garden=jardín Bugs around the backyard that helps the nature (abejas, mariposas, avispas, polinizadores) | Yard=patio Garden=jardín Backyard=patio de atrás Front yard=Patio de adelante Bugs around the backyard that helps the nature (abejas, mariposas, avispas, polinizadores) |
| Tuesday | Refine and extend understanding of vocabulary of BACKYARD | Sol=sun Day=día Park=parque De colores (listening book and song) | Sol=sun Day=día Sunny=soleado Park=parque De colores (listening book and song) | Sol=sun Day=día Sunny=soleado Park=parque De colores (listening book and song) Students draw a picture of a :Día soleado en el parque" | Sol=sun Day=día Sunny=soleado Park=parque De colores (listening book and song) Students draw a picture of a :Día soleado en el parque" |
| Wednesday | Refine and extend understanding of new vocabulary related to PLANTS | Sunflower=girasol Seed=semillas Book (girasoles) reading | Sunflower=girasol Seed=semillas Book (girasoles) reading Students draw girasoles | Sunflower=girasol Seed=semillas Sprout=retoño Bud=botón de flor Book (girasoles) reading Students draw girasoles | Sunflower=girasol Seed=semillas Sprout=retoño Bud=botón de flor Book (girasoles) reading Students draw girasoles |
| Thursday | Refine and extend understanding of new vocabulary related to FOSILES | Fosil=fossils Students create fósiles of shells, rocks, leaves etc. | Fosil=fossils Dinosaurio=dinosaur Students create fósiles of shells, rocks, leaves etc. | Fosil=fossils Dinosaurio=dinosaur Imprints=impresiones Students create fósiles of shells, rocks, leaves etc. | Fosil=fossils Dinosaurio=dinosaur Imprints=impresiones Students create fósiles of shells, rocks, leaves etc. |
| Friday | Reinforce vocabulary learned during the week through learning centers, and an art project. | Learning centers | Art Project | Art Project | Art Project |



| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Summer Camp |
|------------------|---|---|--|--|--|
| Monday | Tierra/Earth El Planeta /The Planet To learn about the planets. | Introduce theme. Show pictures of los planetas “Little, Three Little Planets...”the Planet Earth | Introduce the theme. Read La Tierra y yo. Song “One Little, Two Little, Three Little Planets...” | Introduce the theme. Read La Tierra y yo. Teach the names of the planets in Spanish | Introduce the theme. Read La Tierra y yo. Teach the names of the planets in Spanish. Write the names of the planets on journals. |
| Tuesday | El Sol/The Sun To learn new words in Spanish | Cancion “Mr. Sun” Tell the children that the sun is round, very hot and brilliant. <i>What’s the big difference between the sun and the moon?</i> | Discuss with the children the difference between day and night. Introduce the term orbitor. | Discuss with the children the difference between day and night. Introduce the terms orbitor, gravitar, hoyo negro, constelacion, etc. | Have the children decorate a paper plate to make a (sun or moon mask) cut out holes for eyes add glue popsicle sticks on the back of plate |
| Wednesday | La Luna/The Moon Viaje/Trip To learn about the outer space. | Sing “The Man in the Moon.” Tell the children who was the first astronaut to walk on the moon. | Sing “The Man in the Moon.” Tell the children who was the first astronaut to walk on the moon. | Take the children to a pretending trip to the moon. Read Happy Birthday Moon | Take the children to a pretending trip to the moon. Brainstorm things you need to take with you on your trip to the moon |
| Thursday | Las Estrellas /he Stars Constecion Constellation To learn facts about the planets. | Sing “Twinkle, Twinkle Little Star” invite children to act out the song show pictures of the (Estrellas) | Encourage the children to draw a picture on black paper with chalk or white crayon for night art. | Encourage the children to color paper pate black and add star stickers on for the night art. | Invite the children to make a marshmallow constellation have them create 3-d constellations using toothpicks |
| Friday | Reinforce vocabulary learned during the week through an art project, and learning centers. | Learning Centers | ART PROJECT | ART PROJECT | ART PROJECT |



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Crème Champ Camp Summer Program
Spanish Lesson Plan

Theme: Team USA

Week: July 1 - 5, 2019

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|--|--|---|---|---|
| Monday | Develop listening skills and speaking words of new vocabulary related to STARS AND STRIPES | Bandera=flag Colores de la bandera | Estrella=star Rayas=stripes Bandera=flag Julio-July Estados Unidos=USA Cúantas estrellas y rayas tiene la bandera (drawing la bandera) | Estrella=star Rayas=stripes Bandera=flag Julio-July Estados Unidos=USA Cúantas estrellas y rayas tiene la bandera (drawing la bandera) | Estrella=star Rayas=stripes Bandera=flag Julio-July Estados Unidos=USA Cúantas estrellas y rayas tiene la bandera (drawing la bandera) |
| Tuesday | Develop listening skills and speaking words of new vocabulary related to STARS AND STRIPES | Alphabet in Spanish Students recognize the first letter of the word BANDERA | Día de la Independencia=Independence Day Desfile=parade Juegos artificiales=fireworks Reading=Día de la Independencia | Día de la Independencia=Independence Day Desfile=parade Juegos artificiales=fireworks Reading=Día de la Independencia | Día de la Independencia=Independence Day Desfile=parade Juegos artificiales=fireworks Reading=Día de la Independencia |
| Wednesday | Refine and extend understanding of vocabulary learned through a matching card game | Rayas=stripes Cúantas rayas tiene la bandera, qué colores? | La bandera=puzzle Concentration game and matching cards with the vocabulary learned Monday and Tuesday | La bandera=puzzle Concentration game and matching cards with the vocabulary learned Monday and Tuesday | La bandera=puzzle Concentration game and matching cards with the vocabulary learned Monday and Tuesday |
| Thursday | | HOLIDAY | CRÈME | CLOSED | |
| Friday | Refine and extend understanding of vocabulary learned through a drawing | Aguila=Eagle Colores del águila | El águila de cabeza blanca=The Eagle bold Meaning of the aguila El águila (puzzle) | El águila de cabeza blanca=The Eagle bold Meaning of the aguila Students draw EL AGUILA DE CABEZA BLANCA | El águila de cabeza blanca=The Eagle bold Meaning of the aguila Students draw EL AGUILA DE CABEZA BLANCA |



Crème Champ Camp Summer Program
Spanish Lesson Plan

Week: July 8-12, 2019

Theme: All Star Training

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|---|--|---|---|---|
| Monday | Develop listening skills and speaking words of new vocabulary related to "SPORTS" | Correr=run Caminar=Walk Bailar=dance Game: Saltemos la cuerda | Correr=run Caminar=Walk Practicar=practice Bailar=dance Deporte=sport Campeón=champion Game: Saltemos la cuerda | "Vamos a hacer ejercicio" Correr=run Caminar=Walk Practicar=practice Bailar=dance Deporte=sport Campeón=champion Competencia=competition Game: Saltemos la cuerda Card concentration game | "Vamos a hacer ejercicio" Correr=run Caminar=Walk Practicar=practice Bailar=dance Deporte=sport Campeón=champion Competencia=competition Game: Saltemos la cuerda Card concentration game |
| Tuesday | Refine and extend listening skills and speaking words of new vocabulary related to SPORTS | Baseball=beisbol Bate=bat Bola=ball | Deporte=Sport Baseball=beisbol Bate=bat Equipo=Team Guantes=gloves Bola=ball Jugador=Player Game: Juguemos beisbol | Deporte=Sport Baseball=beisbol Bate=bat Equipo=Team Guantes=gloves Bola=ball Jugador=Player Game: Juguemos beisbol | Deporte=Sport Baseball=beisbol Bate=bat Equipo=Team Guantes=gloves Bola=ball Jugador=Player Game: Juguemos beisbol |
| Wednesday | Refine and extend listening skills and speaking words of new vocabulary related to SPORTS | Basketball=baloncesto Game: Lanza la bola (shoot the ball) | Basketball=baloncesto Gym=Gimnasio Cesta=basket Balón de baloncesto=basketball Shoot the ball=lanzar la bola Make a basket=hacer una cesta Score=puntuación Game= Lanzar la bola | Basketball=baloncesto Gym=Gimnasio Cesta=basket Balón de baloncesto=basketball Shoot the ball=lanzar la bola Make a basket=hacer una cesta Score=puntuación Game= Lanzar la bola | Basketball=baloncesto Gym=Gimnasio Cesta=basket Balón de baloncesto=basketball Shoot the ball=lanzar la bola Make a basket=hacer una cesta Score=puntuación Game= Lanzar la bola |
| Thursday | Refine and extend listening skills and speaking words of new vocabulary related to SPORTS | Player=jugador Game: patear la bola (kick the ball) | Soccer=football Campo de césped=Grassy field Kick=patear Kick the ball=patear la bola Goalie= arquero Goal=arco Player=jugador Referee=árbitro | Soccer=football Campo de césped=Grassy field Kick=patear Kick the ball=patear la bola Goalie= arquero Goal=arco Player=jugador Referee=árbitro | Soccer=football Campo de césped=Grassy field Kick=patear Kick the ball=patear la bola Goalie= arquero Goal=arco Player=jugador Referee=árbitro |
| Friday | Reinforce vocabulary learned through an art project, and learning centers. | Art Project | Art Project | Art Project | Art Project |



Theme: Culinary Creations

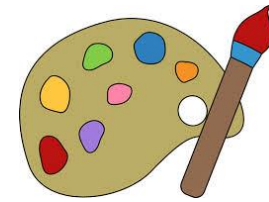
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Spanish Lesson Plan



Week: July 15-19, 2019

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------------|--|--|---|---|---|
| Monday | Develop listening skills and speaking words of new vocabulary related to FOOD NAMES | Fruta=fruit Manzana=apple Naranja=orange | Comida=food Sopa=soup Fruta=fruit Ensalada=salad Jugo=Juice Vegetales=vegetables Card concentration game | Comida=food Sopa=soup Fruta=fruit Ensalada=salad Jugo=Juice Vegetales=vegetables Card concentration game | Comida=food Sopa=soup Fruta=fruit Ensalada=salad Jugo=Juice Vegetales=vegetables Card concentration game |
| Tuesday | Develop listening skills and speaking words of new vocabulary related to FOOD NAMES | Leche=milk Agua=water | Bebida=drink Leche=milk Agua=water Helado=Ice cream Mi fruta favorita.... Mi bebida favorita... Mi helado favorito... | Bebida=drink Leche=milk Agua=water Helado=Ice cream Mi fruta favorita.... Mi bebida favorita... Mi helado favorito... | Bebida=drink Leche=milk Agua=water Helado=Ice cream Mi fruta favorita.... Mi bebida favorita... Mi helado favorito... |
| Wednesday | Refine and extend understanding of vocabulary learned through a GAME | The alphabet in Spanish, and game | Huevos=eggs Cómo te gustan los huevos? Fritos Revueltos Cocidos Game: pato..pato..ganso... | Huevos=eggs Cómo te gustan los huevos? Fritos Revueltos Cocidos Game: pato..pato..ganso... | Huevos=eggs Cómo te gustan los huevos? Fritos Revueltos Cocidos Game: pato..pato..ganso... |
| Thursday | Develop listening skills and speaking words of new vocabulary related to TABLE TOOLS | Cuchara=spoon Cucharita=teaspoon | Kitchen=cocina Oven=horno Cuchara=spoon Cucharita=teaspoon Tenedor=fork Cuchillo=knife Scavenger hunt game | Kitchen=cocina Oven=horno Cuchara=spoon Cucharita=teaspoon Tenedor=fork Cuchillo=knife Scavenger hunt game | Kitchen=cocina Oven=horno Cuchara=spoon Cucharita=teaspoon Tenedor=fork Cuchillo=knife Scavenger hunt game |
| Friday | Reinforce vocabulary learned during the week through an art project, and learning centers. | Learning Centers | ART PROJECT | ART PROJECT | ART PROJECT |



Crème Champ Camp Summer Program
Spanish Lesson Plan

Theme: Color My World

Week: July 22-26, 2019

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|--|--|---|--|--|
| Monday | Develop listening skills and speaking words of new vocabulary related to “ART” | Art=arte Draw=dibujar Paint=pintar Color=colorear | Art=arte Draw=dibujar Paint=pintar Color=colorear Sculpture=escultura Palette=paleta de colores Card concentration game | Art=arte Draw=dibujar Paint=pintar Color=colorear Sculpture=escultura Art museum=Museo de arte Palette=paleta de colores Master piece=obra de arte Card concentration game | Art=arte Draw=dibujar Paint=pintar Color=colorear Sculpture=escultura Art museum=Museo de arte Palette=paleta de colores Master piece=obra de arte Card concentration game |
| Tuesday | Refine and extend listening skills and speaking words of new vocabulary related to ART | Mosaic=mosaic Students make a design with the mosaic technique | Mosaic=mosaic Students make a design with the mosaic technique | Mosaic=mosaic Students make a design with the mosaic technique | Mosaic=mosaic Students make a design with the mosaic technique |
| Wednesday | Refine and extend listening skills and speaking words of new vocabulary related to ART | Sculpture= escultura Students make an “escultura” using aluminum foil | Sculpture= escultura Sculptor=escultor Students make an “escultura” using aluminum foil | Sculpture= escultura Sculptor=escultor Students make an “escultura” using aluminum foil | Sculpture= escultura Sculptor=escultor Students make an “escultura” using aluminum foil |
| Thursday | Refine and extend listening skills and speaking words of new vocabulary related to ART | Pintura=paint Student explore | Pintura=paint Abstracto=abstract Abstract paint=pintura abstracta Students make “una pintura abstracta” | Pintura=paint Abstracto=abstract Abstract paint=pintura abstracta Realista=realistic Pintura realista= realistic paint Students make “una pintura abstracta” | Pintura=paint Abstracto=abstract Abstract paint=pintura abstracta Realista=realistic Pintura realista= realistic paint Students make “una pintura abstracta” |
| Friday | Reinforce vocabulary learned through an art project, and learning centers. | Students make “una escultura with clay” Art Project | Students make “una escultura with clay” Art Project | Students make “una escultura with clay” Art Project | Students make “una escultura with clay” Art Project |



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Spanish Lesson Plan



Week: July 29 - August 2, 2019

Theme: Water Wonders

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|--|--|--|---|---|
| Monday | Develop listening skills and speaking words related to WATER AND SEA ANIMALS | Agua=water Aquarium=acuario | Agua=water Aquarium=acuario Coral reef=corales Tiburón=shark Seaweeds=algas "hagamos un acuario" Game= Viene el tiburón | Agua=water Aquarium=acuario Coral reef=corales Tiburón=shark Ballena=whale Delfin=dolphin Seaweeds=algas "hagamos un acuario" Game= Viene el tiburón | Agua=water Aquarium=acuario Coral reef=corales Tiburón=shark Ballena=whale Seaweeds=algas "hagamos un acuario" Game= Viene el tiburón |
| Tuesday | Refine and extend understanding of vocabulary of OCEAN | Sand=arena Breeze=brisa Hat=sombrero | Beach=Playa Sand=arena Breeze=brisa Hat=sombrero Wave=ola Sun=sol Sand castle=Castillo de arema Card concentration game | Beach=Playa Sand=arena Breeze=brisa Hat=sombrero Wave=ola Sun=sol Sand castle=Castillo de arema Card concentration game | Beach=Playa Sand=arena Breeze=brisa Hat=sombrero Wave=ola Sun=sol Sand castle=Castillo de arema Card concentration game |
| Wednesday | Refine and extend understanding of new vocabulary related to WATERPARK | Parque de agua=waterpark | Parque de agua=waterpark "What's in the waterpark?" Fuentes de agua, toboganes, deslizadores, piscinas, regaderas Card concentration game | Parque de agua=waterpark "What's in the waterpark?" Fuentes de agua, toboganes, deslizadores, piscinas, regaderas Card concentration game | Parque de agua=waterpark "What's in the waterpark?" Fuentes de agua, toboganes, deslizadores, piscinas, regaderas Card concentration game |
| Thursday | Refine and extend understanding of new vocabulary through drawings | Review vocabulary learned | Review vocabulary learned About "parque de agua" Students draw "un parque de agua" | Review vocabulary learned About "parque de agua" Students draw "un parque de agua" | Review vocabulary learned About "parque de agua" Students draw "un parque de agua" |
| Friday | Reinforce vocabulary learned during the week through learning centers, and an art project. | Learning centers | Art Project | Art Project | Art Project |



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Spanish Lesson Plan



Week: August 5 - 9, 2019

Theme: Bon Voyage Summer

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|--|--|---|--|--|
| Monday | Develop listening skills and speaking words of new vocabulary related to FESTIVAL OF ART | Festival=celebration Exhibición=Exhibition Pintura=painting | Festival=celebration Exhibición=Exhibition Festival de arte=Art festival Pintura=painting Pintor=painter Dramatic play (Let's pretend we are in un FESTIVAL DE ARTE) | Festival=celebration Exhibición=Exhibition Festival de arte=Art festival Obra de arte=Master piece Pintura=painting Pintor=painter Dramatic play (Let's pretend we are in un FESTIVAL DE ARTE) | Festival=celebration Exhibición=Exhibition Festival de arte=Art festival Obra de arte=Master piece Pintura=painting Pintor=painter Dramatic play (Let's pretend we are in un FESTIVAL DE ARTE) |
| Tuesday | Develop listening skills and speaking words of new vocabulary related to FESTIVAL OF FOOD | Food=comida Festival=celebration Festival de comida=food | Food=comida Festival=celebration Festival de comida=food festival Plato=plate Probar=taste Un festival de comida (Dramatic play) | Food=comida Festival=celebration Festival de comida=food festival Plato=plate Probar=taste Un festival de comida (Dramatic play) | Food=comida Festival=celebration Festival de comida=food festival Plato=plate Probar=taste Un festival de comida (Dramatic play) |
| Wednesday | Develop listening skills and speaking words of new vocabulary related to FESTIVAL OF MUSIC | Música=Music Festival=celebración Cantante=singer Banda=band | Música=Music Festival=celebración Cantante=singer Banda=band Festival de música=Music festival | Música=Music Festival=celebración Cantante=singer Banda=band Festival de música=Music festival | Música=Music Festival=celebración Cantante=singer Banda=band Festival de música=Music festival |
| Thursday | Refine and extend understanding of vocabulary related to FESTIVAL OF DANCE through a dramatic play | Danza-baile (dance) Festival=celebration, exhibition Bailarín=dancer | Danza-baile (dance) Festival=celebration, exhibition Bailarín=dancer Un festival dedanza (dramatic play) | Danza-baile (dance) Festival=celebration, exhibition Bailarín=dancer Un festival dedanza (dramatic play) | Danza-baile (dance) Festival=celebration, exhibition Bailarín=dancer Un festival de danza (dramatic play) |
| Friday | Reinforce vocabulary learned during the week through an art project, and learning centers. | Learning Centers | Art Project | Art Project | Art Project |



Mandarin Chinese Lesson Plan
The Balloons Flew Away

Theme: What's Around Me: Colors

Week: May 20-24, 2019

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | PK / TK |
|------------------|---|---|---|---|---|
| Monday | Students are able to identify six basic colors. Students are able to identify an object and its color. | <p><u>Introduce theme and vocabulary:</u> balloon, flew away, one, color, red, green, yellow, blue, orange, white</p> <p><u>Song 1:</u> "Balloons"</p> | <p><u>Introduce theme and vocabulary:</u> balloon, flew away, one, color, red, green, yellow, blue, orange, white</p> <p><u>Song 1:</u> "Balloons"</p> | <p><u>Introduce theme and vocabulary:</u> balloon, flew away, one, color, red, green, yellow, blue, orange, white</p> <p><u>Song 1:</u> "Balloons"</p> | <p><u>Introduce theme and vocabulary:</u> balloon, flew away, one, color, red, green, yellow, blue, orange, white</p> <p><u>Song 1:</u> "Balloons"</p> |
| Tuesday | Students are able to identify six basic colors. Students are able to identify an object and its color. | <p><u>Continue to review vocabulary:</u> balloon, flew away, one, color, red, green, yellow, blue, orange, white</p> <p><u>Sentence Structure:</u> "One _____ balloon. What color is this? The balloons flew away."</p> | <p><u>Continue to review vocabulary:</u> balloon, flew away, one, color, red, green, yellow, blue, orange, white</p> <p><u>Sentence Structure:</u> "One _____ balloon. What color is this? The balloons flew away."</p> | <p><u>Continue to review vocabulary:</u> balloon, flew away, one, color, red, green, yellow, blue, orange, white</p> <p><u>Sentence Structure:</u> "One _____ balloon. What color is this? The balloons flew away."</p> | <p><u>Continue to review vocabulary:</u> balloon, flew away, one, color, red, green, yellow, blue, orange, white</p> <p><u>Sentence Structure:</u> "One _____ balloon. What color is this? The balloons flew away."</p> |
| Wednesday | Students are able to identify six basic colors. Students are able to identify an object and its color. | <p><u>Introduce new vocabulary:</u> purple, brown, gray, pink, turquoise, light blue, dark blue, silver, gold, rainbow, crayon, measure word.</p> <p><u>Sentence Structure:</u> "A red balloon. A green balloon. A yellow balloon. A blue balloon. An orange balloon. A white balloon. The balloons flew away."</p> | <p><u>Introduce new vocabulary:</u> purple, brown, gray, pink, turquoise, light blue, dark blue, silver, gold, rainbow, crayon, measure word.</p> <p><u>Sentence Structure:</u> "A red balloon. A green balloon. A yellow balloon. A blue balloon. An orange balloon. A white balloon. The balloons flew away."</p> | <p><u>Introduce new vocabulary:</u> purple, brown, gray, pink, turquoise, light blue, dark blue, silver, gold, rainbow, crayon, measure word.</p> <p><u>Sentence Structure:</u> "A red balloon. A green balloon. A yellow balloon. A blue balloon. An orange balloon. A white balloon. The balloons flew away."</p> | <p><u>Introduce new vocabulary:</u> purple, brown, gray, pink, turquoise, light blue, dark blue, silver, gold, rainbow, crayon, measure word.</p> <p><u>Sentence Structure:</u> "A red balloon. A green balloon. A yellow balloon. A blue balloon. An orange balloon. A white balloon. The balloons flew away."</p> |
| Thursday | Students are able to identify six basic colors. Students are able to identify an object and its color. | <p><u>Continue to review vocabulary:</u> purple, brown, gray, pink, turquoise, light blue, dark blue, silver, gold, rainbow, crayon, measure word.</p> <p><u>Rhyme 2:</u> "xiqu lan hexiao huang"</p> | <p><u>Continue to review vocabulary:</u> purple, brown, gray, pink, turquoise, light blue, dark blue, silver, gold, rainbow, crayon, measure word.</p> <p><u>Rhyme 2:</u> "xiqu lan hexiao huang"</p> | <p><u>Continue to review vocabulary:</u> purple, brown, gray, pink, turquoise, light blue, dark blue, silver, gold, rainbow, crayon, measure word.</p> <p><u>Rhyme 2:</u> "xiqu lan hexiao huang"</p> | <p><u>Continue to review vocabulary:</u> purple, brown, gray, pink, turquoise, light blue, dark blue, silver, gold, rainbow, crayon, measure word.</p> <p><u>Rhyme 2:</u> "xiqu lan hexiao huang"</p> |
| Friday | Students are able to identify six basic colors. Students are able to identify an object and its color. | <u>Review</u> | <u>Review</u> | <u>Review</u> | <u>Review</u> |



| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | PK / TK |
|------------------|--|---|---|---|---|
| Monday | Students are able to identify various school items. Students are able to ask the question “What is in the school bag?” and “What else is in the school bag?” | <p><u>Introduce theme and vocabulary:</u> school bag, pencil, inside, eraser, have, notebook, what, scissors, book, also, paper, black</p> <p><u>Song 1:</u> “Pulling Turnips”</p> | <p><u>Introduce theme and vocabulary:</u> school bag, pencil, inside, eraser, have, notebook, what, scissors, book, also, paper, black</p> <p><u>Song 1:</u> “Pulling Turnips”</p> | <p><u>Introduce theme and vocabulary:</u> school bag, pencil, inside, eraser, have, notebook, what, scissors, book, also, paper, black</p> <p><u>Song 1:</u> “Pulling Turnips”</p> | <p><u>Introduce theme and vocabulary:</u> school bag, pencil, inside, eraser, have, notebook, what, scissors, book, also, paper, black</p> <p><u>Song 1:</u> “Pulling Turnips”</p> |
| Tuesday | Students are able to identify various school items. Students are able to ask the question “What is in the school bag?” and “What else is in the school bag?” | <p><u>Continue to review vocabulary:</u> school bag, pencil, inside, eraser, have, notebook, what, scissors, book, also, paper, black</p> <p><u>Sentence Structure:</u> “What is in the school bag? ____ is/are in the school bag. What else is in the school bag? ____ is/are also in the school bag.”</p> | <p><u>Continue to review vocabulary:</u> school bag, pencil, inside, eraser, have, notebook, what, scissors, book, also, paper, black</p> <p><u>Sentence Structure:</u> “What is in the school bag? ____ is/are in the school bag. What else is in the school bag? ____ is/are also in the school bag.”</p> | <p><u>Continue to review vocabulary:</u> school bag, pencil, inside, eraser, have, notebook, what, scissors, book, also, paper, black</p> <p><u>Sentence Structure:</u> “What is in the school bag? ____ is/are in the school bag. What else is in the school bag? ____ is/are also in the school bag.”</p> | <p><u>Continue to review vocabulary:</u> school bag, pencil, inside, eraser, have, notebook, what, scissors, book, also, paper, black</p> <p><u>Sentence Structure:</u> “What is in the school bag? ____ is/are in the school bag. What else is in the school bag? ____ is/are also in the school bag.”</p> |
| Wednesday | Students are able to identify various school items. Students are able to ask the question “What is in the school bag?” and “What else is in the school bag?” | <p><u>Introduce new vocabulary:</u> ruler, glue, desk, fountain pen, ballpoint pen, brush pen, crayon, markers, pencil case, computer, stickers, calculator, outside, next to</p> <p><u>Sentence Structure:</u> “There are books in the school bag. There is paper in the school bag. There are pencils in the school bag. There is an eraser in the school bag. There is a notebook in the school bag. There are scissors in the school bag. What else is there in the school bag? There is a black...cat!</p> | <p><u>Introduce new vocabulary:</u> ruler, glue, desk, fountain pen, ballpoint pen, brush pen, crayon, markers, pencil case, computer, stickers, calculator, outside, next to</p> <p><u>Sentence Structure:</u> “There are books in the school bag. There is paper in the school bag. There are pencils in the school bag. There is an eraser in the school bag. There is a notebook in the school bag. There are scissors in the school bag. What else is there in the school bag? There is a black...cat!</p> | <p><u>Introduce new vocabulary:</u> ruler, glue, desk, fountain pen, ballpoint pen, brush pen, crayon, markers, pencil case, computer, stickers, calculator, outside, next to</p> <p><u>Sentence Structure:</u> “There are books in the school bag. There is paper in the school bag. There are pencils in the school bag. There is an eraser in the school bag. There is a notebook in the school bag. There are scissors in the school bag. What else is there in the school bag? There is a black...cat!</p> | <p><u>Introduce new vocabulary:</u> ruler, glue, desk, fountain pen, ballpoint pen, brush pen, crayon, markers, pencil case, computer, stickers, calculator, outside, next to</p> <p><u>Sentence Structure:</u> “There are books in the school bag. There is paper in the school bag. There are pencils in the school bag. There is an eraser in the school bag. There is a notebook in the school bag. There are scissors in the school bag. What else is there in the school bag? There is a black...cat!</p> |
| Thursday | Students are able to identify various school items. Students are able to ask the question “What is in the school bag?” and “What else is in the school bag?” | <p><u>Continue to review vocabulary:</u> ruler, glue, desk, fountain pen, ballpoint pen, brush pen, crayon, markers, pencil case, computer, stickers, calculator, outside, next to</p> <p><u>Song 1:</u> “Pulling Turnips”</p> | <p><u>Continue to review vocabulary:</u> ruler, glue, desk, fountain pen, ballpoint pen, brush pen, crayon, markers, pencil case, computer, stickers, calculator, outside, next to</p> <p><u>Song 1:</u> “Pulling Turnips”</p> | <p><u>Continue to review vocabulary:</u> ruler, glue, desk, fountain pen, ballpoint pen, brush pen, crayon, markers, pencil case, computer, stickers, calculator, outside, next to</p> <p><u>Song 1:</u> “Pulling Turnips”</p> | <p><u>Continue to review vocabulary:</u> ruler, glue, desk, fountain pen, ballpoint pen, brush pen, crayon, markers, pencil case, computer, stickers, calculator, outside, next to</p> <p><u>Song 1:</u> “Pulling Turnips”</p> |
| Friday | Students are able to identify various school items. Students are able to ask the question “What is in the school bag?” and “What else is in the school bag?” | <p><u>Review</u></p> | <p><u>Review</u></p> | <p><u>Review</u></p> | <p><u>Review</u></p> |



| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | PK / TK |
|------------------|---|---|---|---|--|
| Monday | Students are able to say and understand countries' names. Students become familiar with these countries' geographical location, flags, food, clothing, etc. | <p><u>Introduce theme and vocabulary:</u></p> <p>You, country, American, Korean, Brazilian, which country, person/people, Chinese, British, Canadian</p> | <p><u>Introduce theme and vocabulary:</u></p> <p>You, country, American, Korean, Brazilian, which country, person/people, Chinese, British, Canadian</p> | <p><u>Introduce theme and vocabulary:</u></p> <p>You, country, American, Korean, Brazilian, which country, person/people, Chinese, British, Canadian</p> | <p><u>Introduce theme and vocabulary:</u></p> <p>school bag, pencil, inside, eraser, have, notebook, what, scissors, book, also, paper, black</p> <p><u>Song 1:</u></p> <p>"Pulling Turnips"</p> |
| Tuesday | Students are able to say and understand countries' names. Students become familiar with these countries' geographical location, flags, food, clothing, etc. | <p><u>Continue to review vocabulary:</u></p> <p>You, country, American, Korean, Brazilian, which country, person/people, Chinese, British, Canadian</p> <p><u>Sing the song:</u></p> <p>"Where is My Friend?"</p> | <p><u>Continue to review vocabulary:</u></p> <p>You, country, American, Korean, Brazilian, which country, person/people, Chinese, British, Canadian</p> <p><u>Sing the song:</u></p> <p>"Where is My Friend?"</p> | <p><u>Continue to review vocabulary:</u></p> <p>You, country, American, Korean, Brazilian, which country, person/people, Chinese, British, Canadian</p> <p><u>Sing the song:</u></p> <p>"Where is My Friend?"</p> | <p><u>Continue to review vocabulary:</u></p> <p>school bag, pencil, inside, eraser, have, notebook, what, scissors, book, also, paper, black</p> <p><u>Sentence Structure:</u></p> <p>"What is in the school bag? ___ is/are in the school bag. What else is in the school bag? ___ is/are also in the school bag."</p> |
| Wednesday | Students are able to say and understand countries' names. Students become familiar with these countries' geographical location, flags, food, clothing, etc. | <p><u>Introduce more vocabulary:</u></p> <p>Japanese, Italian, Indian, South African, Malaysian, Australian, African, Middle Eastern, Latino</p> | <p><u>Introduce more vocabulary:</u></p> <p>Japanese, Italian, Indian, South African, Malaysian, Australian, African, Middle Eastern, Latino</p> | <p><u>Introduce more vocabulary:</u></p> <p>Japanese, Italian, Indian, South African, Malaysian, Australian, African, Middle Eastern, Latino</p> | <p><u>Introduce new vocabulary:</u></p> <p>ruler, glue, desk, fountain pen, ballpoint pen, brush pen, crayon, markers, pencil case, computer, stickers, calculator, outside, next to</p> <p><u>Sentence Structure:</u></p> <p>"There are books in the school bag. There is paper in the school bag. There are pencils in the school bag. There is an eraser in the school bag. There is a notebook in the school bag. There are scissors in the school bag. What else is there in the school bag? There is a black...cat!"</p> |
| Thursday | Students are able to say and understand countries' names. Students become familiar with these countries' geographical location, flags, food, clothing, etc. | <p><u>Continue to review vocabulary:</u></p> <p>You, country, American, Korean, Brazilian, which country, person/people, Chinese, British, Canadian</p> <p><u>Sing the song:</u></p> <p>"Where is My Friend?"</p> | <p><u>Continue to review vocabulary:</u></p> <p>You, country, American, Korean, Brazilian, which country, person/people, Chinese, British, Canadian</p> <p><u>Sing the song:</u></p> <p>"Where is My Friend?"</p> | <p><u>Continue to review vocabulary:</u></p> <p>You, country, American, Korean, Brazilian, which country, person/people, Chinese, British, Canadian</p> <p><u>Sing the song:</u></p> <p>"Where is My Friend?"</p> | <p><u>Continue to review vocabulary:</u></p> <p>school bag, pencil, inside, eraser, have, notebook, what, scissors, book, also, paper, black</p> <p><u>Sentence Structure:</u></p> <p>"What is in the school bag? ___ is/are in the school bag. What else is in the school bag? ___ is/are also in the school bag."</p> |
| Friday | Students are able to say and understand countries' names. Students become familiar with these countries' geographical location, flags, food, clothing, etc. | <p><u>Introduce more vocabulary:</u></p> <p>Japanese, Italian, Indian, South African, Malaysian, Australian, African, Middle Eastern, Latino</p> | <p><u>Introduce more vocabulary:</u></p> <p>Japanese, Italian, Indian, South African, Malaysian, Australian, African, Middle Eastern, Latino</p> | <p><u>Introduce more vocabulary:</u></p> <p>Japanese, Italian, Indian, South African, Malaysian, Australian, African, Middle Eastern, Latino</p> | <p><u>Introduce new vocabulary:</u></p> <p>ruler, glue, desk, fountain pen, ballpoint pen, brush pen, crayon, markers, pencil case, computer, stickers, calculator, outside, next to</p> <p><u>Sentence Structure:</u></p> <p>"There are books in the school bag. There is paper in the school bag. There are pencils in the school bag. There is an eraser in the school bag. There is a notebook in the school bag. There are scissors in the school bag. What else is there in the school bag? There is a black...cat!"</p> |



Theme:

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| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | PK / TK |
|------------------|---|---|---|---|---|
| Monday | Students are able to identify commonly seen fruits. Students are able to express what they want to eat. Students are able to talk about eating. | <p><u>Introduce theme and vocabulary:</u></p> <p>want, hungry, apple (s), pear (s), grape (s), full/can't eat anymore, also want, eat, banana (s), strawberry (berries), watermelon</p> | <p><u>Introduce theme and vocabulary:</u></p> <p>want, hungry, apple (s), pear (s), grape (s), full/can't eat anymore, also want, eat, banana (s), strawberry (berries), watermelon</p> | <p><u>Introduce theme and vocabulary:</u></p> <p>want, hungry, apple (s), pear (s), grape (s), full/can't eat anymore, also want, eat, banana (s), strawberry (berries), watermelon</p> | <p><u>Introduce theme and vocabulary:</u></p> <p>want, hungry, apple (s), pear (s), grape (s), full/can't eat anymore, also want, eat, banana (s), strawberry (berries), watermelon</p> |
| Tuesday | Students are able to identify commonly seen fruits. Students are able to express what they want to eat. Students are able to talk about eating. | <p><u>Continue to review vocabulary:</u></p> <p>want, hungry, apple (s), pear (s), grape (s), full/can't eat anymore, also want, eat, banana (s), strawberry (berries), watermelon</p> <p><u>Sing the song:</u></p> <p>"London Bridge"</p> | <p><u>Continue to review vocabulary:</u></p> <p>want, hungry, apple (s), pear (s), grape (s), full/can't eat anymore, also want, eat, banana (s), strawberry (berries), watermelon</p> <p><u>Sing the song:</u></p> <p>"London Bridge"</p> | <p><u>Continue to review vocabulary:</u></p> <p>want, hungry, apple (s), pear (s), grape (s), full/can't eat anymore, also want, eat, banana (s), strawberry (berries), watermelon</p> <p><u>Sing the song:</u></p> <p>"London Bridge"</p> | <p><u>Continue to review vocabulary:</u></p> <p>want, hungry, apple (s), pear (s), grape (s), full/can't eat anymore, also want, eat, banana (s), strawberry (berries), watermelon</p> <p><u>Sing the song:</u></p> <p>"London Bridge"</p> |
| Wednesday | Students are able to identify commonly seen fruits. Students are able to express what they want to eat. Students are able to talk about eating. | <p><u>Introduce more vocabulary:</u></p> <p>peach, pineapple, cherry</p> <p><u>Introduce sentences:</u></p> <p>"I am hungry. I want to eat ____."</p> <p>(apples, bananas, pears, strawberries, grapes, watermelon)</p> <p>"Oh, I can't eat anymore!"</p> | <p><u>Introduce more vocabulary:</u></p> <p>peach, pineapple, cherry</p> <p><u>Introduce sentences:</u></p> <p>"I am hungry. I want to eat ____."</p> <p>(apples, bananas, pears, strawberries, grapes, watermelon)</p> <p>"Oh, I can't eat anymore!"</p> | <p><u>Introduce more vocabulary:</u></p> <p>peach, pineapple, cherry</p> <p><u>Introduce sentences:</u></p> <p>"I am hungry. I want to eat ____."</p> <p>(apples, bananas, pears, strawberries, grapes, watermelon)</p> <p>"Oh, I can't eat anymore!"</p> | <p><u>Introduce more vocabulary:</u></p> <p>peach, pineapple, cherry</p> <p><u>Introduce sentences:</u></p> <p>"I am hungry. I want to eat ____."</p> <p>(apples, bananas, pears, strawberries, grapes, watermelon)</p> <p>"Oh, I can't eat anymore!"</p> |
| Thursday | Students are able to identify commonly seen fruits. Students are able to express what they want to eat. Students are able to talk about eating. | <p><u>Continue to review vocabulary:</u></p> <p>peach, pineapple, cherry</p> <p><u>Sing the song:</u></p> <p>"Big Apple Song"</p> <p><u>Say the Rhyme:</u></p> <p>"Sitting in a Row"</p> | <p><u>Continue to review vocabulary:</u></p> <p>peach, pineapple, cherry</p> <p><u>Sing the song:</u></p> <p>"Big Apple Song"</p> <p><u>Say the Rhyme:</u></p> <p>"Sitting in a Row"</p> | <p><u>Continue to review vocabulary:</u></p> <p>peach, pineapple, cherry</p> <p><u>Sing the song:</u></p> <p>"Big Apple Song"</p> <p><u>Say the Rhyme:</u></p> <p>"Sitting in a Row"</p> | <p><u>Continue to review vocabulary:</u></p> <p>peach, pineapple, cherry</p> <p><u>Sing the song:</u></p> <p>"Big Apple Song"</p> <p><u>Say the Rhyme:</u></p> <p>"Sitting in a Row"</p> |
| Friday | Students are able to identify commonly seen fruits. Students are able to express what they want to eat. Students are able to talk about eating. | <p><u>Fruit Face project:</u></p> | <p><u>Fruit Face project:</u></p> | <p><u>Fruit Face project:</u></p> | <p><u>Fruit Face project:</u></p> |



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Early Learning Centers of Excellence®

Mandarin Chinese Lesson Plan

Buying Stuff



Week: June 17 - 21, 2019

Theme: Food

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | PK / TK |
|-----------------|---|---|---|---|---|
| Monday | Students are able to identify commonly seen fruits. Students are able to express what they want to eat. Students are able to talk about eating. | <p><u>Introduce theme and vocabulary:</u></p> <p>To buy, to want, bread, chocolate, ice cream, all, things, cake, milk, fruit, juice, spill</p> | <p><u>Introduce theme and vocabulary:</u></p> <p>To buy, to want, bread, chocolate, ice cream, all, things, cake, milk, fruit, juice, spill</p> | <p><u>Introduce theme and vocabulary:</u></p> <p>To buy, to want, bread, chocolate, ice cream, all, things, cake, milk, fruit, juice, spill</p> | <p><u>Introduce theme and vocabulary:</u></p> <p>To buy, to want, bread, chocolate, ice cream, all, things, cake, milk, fruit, juice, spill</p> |
| Tuesday | Students are able to identify commonly seen fruits. Students are able to express what they want to eat. Students are able to talk about eating. | <p><u>Continue to review vocabulary:</u> to buy, to want, bread, chocolate, ice cream, all, things, cake, milk, fruit, juice, spill</p> <p><u>Sing the song:</u> “Twinkle Twinkle Little Star”</p> | <p><u>Continue to review vocabulary:</u> to buy, to want, bread, chocolate, ice cream, all, things, cake, milk, fruit, juice, spill</p> <p><u>Sing the song:</u> “Twinkle Twinkle Little Star”</p> | <p><u>Continue to review vocabulary:</u> to buy, to want, bread, chocolate, ice cream, all, things, cake, milk, fruit, juice, spill</p> <p><u>Sing the song:</u> “Twinkle Twinkle Little Star”</p> | <p><u>Continue to review vocabulary:</u> to buy, to want, bread, chocolate, ice cream, all, things, cake, milk, fruit, juice, spill</p> <p><u>Sing the song:</u> “Twinkle Twinkle Little Star”</p> |
| Wednesday | Students are able to identify commonly seen fruits. Students are able to express what they want to eat. Students are able to talk about eating. | <p><u>Introduce more vocabulary:</u> biscuit, cookie, ham, eggs, cheese, carrot</p> <p><u>Introduce sentences:</u> “I want to buy ____.” (a cake, bread, milk, chocolate, fruits, ice cream, juice) “Oh no, it spilled”</p> | <p><u>Introduce more vocabulary:</u> biscuit, cookie, ham, eggs, cheese, carrot</p> <p><u>Introduce sentences:</u> “I want to buy ____.” (a cake, bread, milk, chocolate, fruits, ice cream, juice) “Oh no, it spilled”</p> | <p><u>Introduce more vocabulary:</u> biscuit, cookie, ham, eggs, cheese, carrot</p> <p><u>Introduce sentences:</u> “I want to buy ____.” (a cake, bread, milk, chocolate, fruits, ice cream, juice) “Oh no, it spilled”</p> | <p><u>Introduce more vocabulary:</u> biscuit, cookie, ham, eggs, cheese, carrot</p> <p><u>Introduce sentences:</u> “I want to buy ____.” (a cake, bread, milk, chocolate, fruits, ice cream, juice) “Oh no, it spilled”</p> |
| Thursday | Students are able to identify commonly seen fruits. Students are able to express what they want to eat. Students are able to talk about eating. | <p><u>Continue to review vocabulary:</u> biscuit, cookie, ham, eggs, cheese, carrot</p> <p><u>Sing the song:</u> “White Rabbit”</p> | <p><u>Continue to review vocabulary:</u> biscuit, cookie, ham, eggs, cheese, carrot</p> <p><u>Sing the song:</u> “White Rabbit”</p> | <p><u>Continue to review vocabulary:</u> biscuit, cookie, ham, eggs, cheese, carrot</p> <p><u>Sing the song:</u> “White Rabbit”</p> | <p><u>Continue to review vocabulary:</u> biscuit, cookie, ham, eggs, cheese, carrot</p> <p><u>Sing the song:</u> “White Rabbit”</p> |
| Friday | Students are able to identify commonly seen fruits. Students are able to express what they want to eat. Students are able to talk about eating. | <p><u>Review with songs and vocabulary</u></p> | <p><u>Review with songs and vocabulary</u></p> | <p><u>Review with songs and vocabulary</u></p> | <p><u>Review with songs and vocabulary</u></p> |



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Mandarin Chinese Lesson Plan Activities in School



Theme: At School

Week: June 24 - 28, 2019

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | PK / TK |
|------------------|---|---|---|---|---|
| Monday | Students are able to express likes and dislikes regarding various activities. Students become familiar with different action verbs used in their everyday life. | <p><u>Introduce theme and vocabulary:</u></p> <p>at, to look, to dance, to swim, to climb/crawl, down, school, to draw, to sing, to play ball, up, negative</p> | <p><u>Introduce theme and vocabulary:</u></p> <p>at, to look, to dance, to swim, to climb/crawl, down, school, to draw, to sing, to play ball, up, negative</p> | <p><u>Introduce theme and vocabulary:</u></p> <p>at, to look, to dance, to swim, to climb/crawl, down, school, to draw, to sing, to play ball, up, negative</p> | <p><u>Introduce theme and vocabulary:</u></p> <p>at, to look, to dance, to swim, to climb/crawl, down, school, to draw, to sing, to play ball, up, negative</p> |
| Tuesday | Students are able to express likes and dislikes regarding various activities. Students become familiar with different action verbs used in their everyday life. | <p><u>Continue to review vocabulary:</u></p> <p>at, to look, to dance, to swim, to climb/crawl, down, school, to draw, to sing, to play ball, up, negative</p> <p><u>Sing the song:</u> "Children Together"</p> | <p><u>Continue to review vocabulary:</u></p> <p>at, to look, to dance, to swim, to climb/crawl, down, school, to draw, to sing, to play ball, up, negative</p> <p><u>Sing the song:</u> "Children Together"</p> | <p><u>Continue to review vocabulary:</u></p> <p>at, to look, to dance, to swim, to climb/crawl, down, school, to draw, to sing, to play ball, up, negative</p> <p><u>Sing the song:</u> "Children Together"</p> | <p><u>Continue to review vocabulary:</u></p> <p>at, to look, to dance, to swim, to climb/crawl, down, school, to draw, to sing, to play ball, up, negative</p> <p><u>Sing the song:</u> "Children Together"</p> |
| Wednesday | Students are able to express likes and dislikes regarding various activities. Students become familiar with different action verbs used in their everyday life. | <p><u>Introduce more vocabulary:</u></p> <p>To jump rope, to run/ jog, to hike, to swim, to play piano, to surf the internet, to ice-skate, to ski, to snowboard, to listen to music, to go for a stroll</p> <p><u>Introduce sentences:</u></p> <p>"I like to ____."</p> <p>(read, draw, dance, sing, swim, play ball, climb up and down)</p> | <p><u>Introduce more vocabulary:</u></p> <p>To jump rope, to run/ jog, to hike, to swim, to play piano, to surf the internet, to ice-skate, to ski, to snowboard, to listen to music, to go for a stroll</p> <p><u>Introduce sentences:</u></p> <p>"I like to ____."</p> <p>(read, draw, dance, sing, swim, play ball, climb up and down)</p> | <p><u>Introduce more vocabulary:</u></p> <p>To jump rope, to run/ jog, to hike, to swim, to play piano, to surf the internet, to ice-skate, to ski, to snowboard, to listen to music, to go for a stroll</p> <p><u>Introduce sentences:</u></p> <p>"I like to ____."</p> <p>(read, draw, dance, sing, swim, play ball, climb up and down)</p> | <p><u>Introduce more vocabulary:</u></p> <p>To jump rope, to run/ jog, to hike, to swim, to play piano, to surf the internet, to ice-skate, to ski, to snowboard, to listen to music, to go for a stroll</p> <p><u>Introduce sentences:</u></p> <p>"I like to ____."</p> <p>(read, draw, dance, sing, swim, play ball, climb up and down)</p> |
| Thursday | Students are able to express likes and dislikes regarding various activities. Students become familiar with different action verbs used in their everyday life. | <p><u>Continue to review vocabulary:</u></p> <p>to jump rope, to run/ jog, to hike, to swim, to play piano, to surf the internet, to ice-skate, to ski, to snowboard, to listen to music, to go for a stroll</p> <p><u>Rhyme:</u> "Little Painter"</p> | <p><u>Continue to review vocabulary:</u></p> <p>to jump rope, to run/ jog, to hike, to swim, to play piano, to surf the internet, to ice-skate, to ski, to snowboard, to listen to music, to go for a stroll</p> <p><u>Rhyme:</u> "Little Painter"</p> | <p><u>Continue to review vocabulary:</u></p> <p>to jump rope, to run/ jog, to hike, to swim, to play piano, to surf the internet, to ice-skate, to ski, to snowboard, to listen to music, to go for a stroll</p> <p><u>Rhyme:</u> "Little Painter"</p> | <p><u>Continue to review vocabulary:</u></p> <p>to jump rope, to run/ jog, to hike, to swim, to play piano, to surf the internet, to ice-skate, to ski, to snowboard, to listen to music, to go for a stroll</p> <p><u>Rhyme:</u> "Little Painter"</p> |
| Friday | Students are able to express likes and dislikes regarding various activities. Students become familiar with different action verbs used in their everyday life. | <p><u>Review with songs and vocabulary</u></p> | <p><u>Review with songs and vocabulary</u></p> | <p><u>Review with songs and vocabulary</u></p> | <p><u>Review with songs and vocabulary</u></p> |



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Mandarin Chinese Lesson Plan

Putting Clothes On



Theme: All About Me: Clothing

Week: July 1- 5, 2019

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | PK / TK |
|------------------|--|---|---|---|---|
| Monday | <p>Students learn the names of items of clothing. Students can identify their personal items of clothing.</p> <p>There are different and similar items of clothing in various cultures of the world.</p> | <p><u>Introduce theme and vocabulary:</u></p> <p>clothes, socks, mittens, jacket, fallen over, pants, shoes, hat/cap, to fall</p> | <p><u>Introduce theme and vocabulary:</u></p> <p>clothes, socks, mittens, jacket, fallen over, pants, shoes, hat/cap, to fall</p> | <p><u>Introduce theme and vocabulary:</u></p> <p>clothes, socks, mittens, jacket, fallen over, pants, shoes, hat/cap, to fall</p> | <p><u>Introduce theme and vocabulary:</u></p> <p>clothes, socks, mittens, jacket, fallen over, pants, shoes, hat/cap, to fall</p> |
| Tuesday | <p>Students learn the names of items of clothing. Students can identify their personal items of clothing.</p> <p>There are different and similar items of clothing in various cultures of the world.</p> | <p><u>Continue to review vocabulary:</u></p> <p>clothes, socks, mittens, jacket, fallen over, pants, shoes, hat/cap, to fall</p> <p><u>Sing the song:</u> "Putting on Clothes"</p> | <p><u>Continue to review vocabulary:</u></p> <p>clothes, socks, mittens, jacket, fallen over, pants, shoes, hat/cap, to fall</p> <p><u>Sing the song:</u> "Putting on Clothes"</p> | <p><u>Continue to review vocabulary:</u></p> <p>clothes, socks, mittens, jacket, fallen over, pants, shoes, hat/cap, to fall</p> <p><u>Sing the song:</u> "Putting on Clothes"</p> | <p><u>Continue to review vocabulary:</u></p> <p>clothes, socks, mittens, jacket, fallen over, pants, shoes, hat/cap, to fall</p> <p><u>Sing the song:</u> "Putting on Clothes"</p> |
| Wednesday | <p>Students learn the names of items of clothing. Students can identify their personal items of clothing.</p> <p>There are different and similar items of clothing in various cultures of the world.</p> | <p><u>Introduce more vocabulary:</u></p> <p>scarf, skirt/dress, tie, eye glasses, sunglasses</p> <p><u>Introduce sentences:</u> "My ____." (clothes, pants, socks, shoes, mittens, hat, jacket)</p> | <p><u>Introduce more vocabulary:</u></p> <p>scarf, skirt/dress, tie, eye glasses, sunglasses</p> <p><u>Introduce sentences:</u> "My ____." (clothes, pants, socks, shoes, mittens, hat, jacket)</p> | <p><u>Introduce more vocabulary:</u></p> <p>scarf, skirt/dress, tie, eye glasses, sunglasses</p> <p><u>Introduce sentences:</u> "My ____." (clothes, pants, socks, shoes, mittens, hat, jacket)</p> | <p><u>Introduce more vocabulary:</u></p> <p>scarf, skirt/dress, tie, eye glasses, sunglasses</p> <p><u>Introduce sentences:</u> "My ____." (clothes, pants, socks, shoes, mittens, hat, jacket)</p> |
| Thursday | | HOLIDAY | CREME | CLOSED | |
| Friday | <p>Students learn the names of items of clothing. Students can identify their personal items of clothing.</p> <p>There are different and similar items of clothing in various cultures of the world.</p> | <p><u>Continue to review vocabulary:</u></p> <p>scarf, skirt/dress, tie, eye glasses, sunglasses</p> <p><u>Sing the song:</u> "My Body"</p> | <p><u>Continue to review vocabulary:</u></p> <p>scarf, skirt/dress, tie, eye glasses, sunglasses</p> <p><u>Sing the song:</u> "My Body"</p> | <p><u>Continue to review vocabulary:</u></p> <p>scarf, skirt/dress, tie, eye glasses, sunglasses</p> <p><u>Sing the song:</u> "My Body"</p> | <p><u>Continue to review vocabulary:</u></p> <p>scarf, skirt/dress, tie, eye glasses, sunglasses</p> <p><u>Sing the song:</u> "My Body"</p> |



Theme: Transportation

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | PK / TK |
|------------------|---|---|---|---|---|
| Monday | <p>Students are able to identify names of all modes of transportation.</p> <p>Students can proactively ask the question: <i>What is that?</i></p> | <p><u>Introduce theme and vocabulary:</u></p> <p>car, bicycle, airplane, train, taxi, ship</p> | <p><u>Introduce theme and vocabulary:</u></p> <p>car, bicycle, airplane, train, taxi, ship</p> | <p><u>Introduce theme and vocabulary:</u></p> <p>car, bicycle, airplane, train, taxi, ship</p> | <p><u>Introduce theme and vocabulary:</u></p> <p>car, bicycle, airplane, train, taxi, ship</p> |
| Tuesday | <p>Students are able to identify names of all modes of transportation.</p> <p>Students can proactively ask the question: <i>What is that?</i></p> | <p><u>Continue to review vocabulary:</u></p> <p>car, bicycle, airplane, train, taxi, ship</p> <p><u>Sing the song:</u> "I'm a Little Car"</p> | <p><u>Continue to review vocabulary:</u></p> <p>car, bicycle, airplane, train, taxi, ship</p> <p><u>Sing the song:</u> "I'm a Little Car"</p> | <p><u>Continue to review vocabulary:</u></p> <p>car, bicycle, airplane, train, taxi, ship</p> <p><u>Sing the song:</u> "I'm a Little Car"</p> | <p><u>Continue to review vocabulary:</u></p> <p>car, bicycle, airplane, train, taxi, ship</p> <p><u>Sing the song:</u> "I'm a Little Car"</p> |
| Wednesday | <p>Students are able to identify names of all modes of transportation.</p> <p>Students can proactively ask the question: <i>What is that?</i></p> | <p><u>Introduce more vocabulary:</u></p> <p>motorcycle, skateboard, rocket, spaceship</p> <p><u>Introduce sentences:</u> "That is a ____." (car, train, bicycle, taxi, airplane, ship, you)</p> | <p><u>Introduce more vocabulary:</u></p> <p>motorcycle, skateboard, rocket, spaceship</p> <p><u>Introduce sentences:</u> "That is a ____." (car, train, bicycle, taxi, airplane, ship, you)</p> | <p><u>Introduce more vocabulary:</u></p> <p>motorcycle, skateboard, rocket, spaceship</p> <p><u>Introduce sentences:</u> "That is a ____." (car, train, bicycle, taxi, airplane, ship, you)</p> | <p><u>Introduce more vocabulary:</u></p> <p>motorcycle, skateboard, rocket, spaceship</p> <p><u>Introduce sentences:</u> "That is a ____." (car, train, bicycle, taxi, airplane, ship, you)</p> |
| Thursday | <p>Students are able to identify names of all modes of transportation.</p> <p>Students can proactively ask the question: <i>What is that?</i></p> | <p><u>Continue to review vocabulary:</u></p> <p>motorcycle, skateboard, rocket, spaceship</p> <p><u>Sing the song:</u> "Fly Away Train"</p> | <p><u>Continue to review vocabulary:</u></p> <p>motorcycle, skateboard, rocket, spaceship</p> <p><u>Sing the song:</u> "Fly Away Train"</p> | <p><u>Continue to review vocabulary:</u></p> <p>motorcycle, skateboard, rocket, spaceship</p> <p><u>Sing the song:</u> "Fly Away Train"</p> | <p><u>Continue to review vocabulary:</u></p> <p>motorcycle, skateboard, rocket, spaceship</p> <p><u>Sing the song:</u> "Fly Away Train"</p> |
| Friday | <p>Students are able to identify names of all modes of transportation.</p> <p>Students can proactively ask the question: <i>What is that?</i></p> | <p><u>Review with songs and vocabulary</u></p> | <p><u>Review with songs and vocabulary</u></p> | <p><u>Review with songs and vocabulary</u></p> | <p><u>Review with songs and vocabulary</u></p> |



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Mandarin Chinese Lesson Plan

What Is In There?



Theme: All About Me: Body Parts

Week: July 15 - 19, 2019

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | PK / TK |
|-----------------|--|---|---|---|---|
| Monday | <p>Students are able to identify vocabulary for various body parts.</p> <p>Students are able to use measure words to express an item's quantity.</p> | <p><u>Introduce theme and vocabulary:</u></p> <p>hands, legs, ears, rag doll, feet nose, eyes</p> | <p><u>Introduce theme and vocabulary:</u></p> <p>hands, legs, ears, rag doll, feet nose, eyes</p> | <p><u>Introduce theme and vocabulary:</u></p> <p>hands, legs, ears, rag doll, feet nose, eyes</p> | <p><u>Introduce theme and vocabulary:</u></p> <p>hands, legs, ears, rag doll, feet nose, eyes</p> |
| Tuesday | <p>Students are able to identify vocabulary for various body parts.</p> <p>Students are able to use measure words to express an item's quantity.</p> | <p><u>Continue to review vocabulary:</u></p> <p>hands, legs, ears, rag doll, feet nose, eyes</p> <p><u>Rhyme:</u> "Cloth Doll"</p> | <p><u>Continue to review vocabulary:</u></p> <p>hands, legs, ears, rag doll, feet nose, eyes</p> <p><u>Rhyme:</u> "Cloth Doll"</p> | <p><u>Continue to review vocabulary:</u></p> <p>hands, legs, ears, rag doll, feet nose, eyes</p> <p><u>Rhyme:</u> "Cloth Doll"</p> | <p><u>Continue to review vocabulary:</u></p> <p>hands, legs, ears, rag doll, feet nose, eyes</p> <p><u>Rhyme:</u> "Cloth Doll"</p> |
| Wednesday | <p>Students are able to identify vocabulary for various body parts.</p> <p>Students are able to use measure words to express an item's quantity.</p> | <p><u>Activity 1:</u> Head, Shoulders, Knees and Toes</p> <p><u>Introduce sentences:</u> "There is a ____." (hand, foot, leg, nose, two ears, two eyes, rag doll)</p> | <p><u>Activity 1:</u> Head, Shoulders, Knees and Toes</p> <p><u>Introduce sentences:</u> "There is a ____." (hand, foot, leg, nose, two ears, two eyes, rag doll)</p> | <p><u>Activity 1:</u> Head, Shoulders, Knees and Toes</p> <p><u>Introduce sentences:</u> "There is a ____." (hand, foot, leg, nose, two ears, two eyes, rag doll)</p> | <p><u>Activity 1:</u> Head, Shoulders, Knees and Toes</p> <p><u>Introduce sentences:</u> "There is a ____." (hand, foot, leg, nose, two ears, two eyes, rag doll)</p> |
| Thursday | <p>Students are able to identify vocabulary for various body parts.</p> <p>Students are able to use measure words to express an item's quantity.</p> | <p><u>Rhyme:</u> Frog</p> <p><u>Activity 2:</u> "Let's Exercise"</p> <p><u>Sing the song:</u> "Two Tigers"</p> | <p><u>Rhyme:</u> Frog</p> <p><u>Activity 2:</u> "Let's Exercise"</p> <p><u>Sing the song:</u> "Two Tigers"</p> | <p><u>Rhyme:</u> Frog</p> <p><u>Activity 2:</u> "Let's Exercise"</p> <p><u>Sing the song:</u> "Two Tigers"</p> | <p><u>Rhyme:</u> Frog</p> <p><u>Activity 2:</u> "Let's Exercise"</p> <p><u>Sing the song:</u> "Two Tigers"</p> |
| Friday | <p>Students are able to identify vocabulary for various body parts.</p> <p>Students are able to use measure words to express an item's quantity.</p> | <p><u>Review with songs and vocabulary</u></p> | <p><u>Review with songs and vocabulary</u></p> | <p><u>Review with songs and vocabulary</u></p> | <p><u>Review with songs and vocabulary</u></p> |



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Mandarin Chinese Lesson Plan
Sports Meet



Theme: Around Me Action Verbs

Week: July 22 - 26, 2019

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | PK / TK |
|------------------|---|---|---|---|---|
| Monday | Students are able to use various action verbs. Students are able to identify animals and their respective way of movement. | <u>Introduce theme and vocabulary:</u> exercise, to prepare/ready, to crawl, to run, to stop, to be able to, to walk, to jump, to fly | <u>Introduce theme and vocabulary:</u> exercise, to prepare/ready, to crawl, to run, to stop, to be able to, to walk, to jump, to fly | <u>Introduce theme and vocabulary:</u> exercise, to prepare/ready, to crawl, to run, to stop, to be able to, to walk, to jump, to fly | <u>Introduce theme and vocabulary:</u> exercise, to prepare/ready, to crawl, to run, to stop, to be able to, to walk, to jump, to fly |
| Tuesday | Students are able to use various action verbs. Students are able to identify animals and their respective way of movement. | <u>Continue to review vocabulary:</u> exercise, to prepare/ready, to crawl, to run, to stop, to be able to, to walk, to jump, to fly <u>Sing the song:</u> "Follow Me" | <u>Continue to review vocabulary:</u> exercise, to prepare/ready, to crawl, to run, to stop, to be able to, to walk, to jump, to fly <u>Sing the song:</u> "Follow Me" | <u>Continue to review vocabulary:</u> exercise, to prepare/ready, to crawl, to run, to stop, to be able to, to walk, to jump, to fly <u>Sing the song:</u> "Follow Me" | <u>Continue to review vocabulary:</u> exercise, to prepare/ready, to crawl, to run, to stop, to be able to, to walk, to jump, to fly <u>Sing the song:</u> "Follow Me" |
| Wednesday | Students are able to use various action verbs. Students are able to identify animals and their respective way of movement. | <u>Rhyme 1:</u> "Fly, Fly Away" <u>Introduce more vocabulary:</u> Get set!, Walk!, Jump! Crawl!, Run!, Fly!, Stop! | <u>Rhyme 1:</u> "Fly, Fly Away" <u>Introduce more vocabulary:</u> Get set!, Walk!, Jump! Crawl!, Run!, Fly!, Stop! | <u>Rhyme 1:</u> "Fly, Fly Away" <u>Introduce more vocabulary:</u> Get set!, Walk!, Jump! Crawl!, Run!, Fly!, Stop! | <u>Rhyme 1:</u> "Fly, Fly Away" <u>Introduce more vocabulary:</u> Get set!, Walk!, Jump! Crawl!, Run!, Fly!, Stop! |
| Thursday | Students are able to use various action verbs. Students are able to identify animals and their respective way of movement. | <u>Continue to review vocabulary:</u> Get set!, Walk!, Jump! Crawl!, Run!, Fly!, Stop! <u>Activity:</u> Classifying Animals | <u>Continue to review vocabulary:</u> Get set!, Walk!, Jump! Crawl!, Run!, Fly!, Stop! <u>Activity:</u> Classifying Animals | <u>Continue to review vocabulary:</u> Get set!, Walk!, Jump! Crawl!, Run!, Fly!, Stop! <u>Activity:</u> Classifying Animals | <u>Continue to review vocabulary:</u> Get set!, Walk!, Jump! Crawl!, Run!, Fly!, Stop! <u>Activity:</u> Classifying Animals |
| Friday | Students are able to use various action verbs. Students are able to identify animals and their respective way of movement. | <u>Review with songs and vocabulary</u> | <u>Review with songs and vocabulary</u> | <u>Review with songs and vocabulary</u> | <u>Review with songs and vocabulary</u> |



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Mandarin Chinese Lesson Plan What Time Is It, Old Wolf?



Week: July 29 – August 2, 2019

Theme: Time

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | PK / TK |
|-----------------|--|---|---|---|---|
| Monday | <p>Students will learn how to tell time.</p> <p>Students will be able to use time to express and arrange activities.</p> | <p><u>Introduce theme and vocabulary:</u> one o'clock, three o'clock, five o'clock, seven o'clock, get up, go to school, out of class, two o'clock, four o'clock, six o'clock, it's dark, sleep, in class, school out</p> | <p><u>Introduce theme and vocabulary:</u> one o'clock, three o'clock, five o'clock, seven o'clock, get up, go to school, out of class, two o'clock, four o'clock, six o'clock, it's dark, sleep, in class, school out</p> | <p><u>Introduce theme and vocabulary:</u> one o'clock, three o'clock, five o'clock, seven o'clock, get up, go to school, out of class, two o'clock, four o'clock, six o'clock, it's dark, sleep, in class, school out</p> | <p><u>Introduce theme and vocabulary:</u> one o'clock, three o'clock, five o'clock, seven o'clock, get up, go to school, out of class, two o'clock, four o'clock, six o'clock, it's dark, sleep, in class, school out</p> |
| Tuesday | <p>Students will learn how to tell time.</p> <p>Students will be able to use time to express and arrange activities.</p> | <p><u>Continue to review vocabulary:</u> one o'clock, three o'clock, five o'clock, seven o'clock, get up, go to school, out of class, two o'clock, four o'clock, six o'clock, it's dark, sleep, in class, school out <u>Sing the songs:</u> "How are you?" "Get up"</p> | <p><u>Continue to review vocabulary:</u> one o'clock, three o'clock, five o'clock, seven o'clock, get up, go to school, out of class, two o'clock, four o'clock, six o'clock, it's dark, sleep, in class, school out <u>Sing the songs:</u> "How are you?" "Get up"</p> | <p><u>Continue to review vocabulary:</u> one o'clock, three o'clock, five o'clock, seven o'clock, get up, go to school, out of class, two o'clock, four o'clock, six o'clock, it's dark, sleep, in class, school out <u>Sing the songs:</u> "How are you?" "Get up"</p> | <p><u>Continue to review vocabulary:</u> one o'clock, three o'clock, five o'clock, seven o'clock, get up, go to school, out of class, two o'clock, four o'clock, six o'clock, it's dark, sleep, in class, school out <u>Sing the songs:</u> "How are you?" "Get up"</p> |
| Wednesday | <p>Students will learn how to tell time.</p> <p>Students will be able to use time to express and arrange activities.</p> | <p><u>Rhyme 1:</u> "Number Song"</p> <p><u>Introduce more vocabulary:</u> What time is it, Old Wolf? "It's _____" (one o'clock, two o'clock, three o'clock, four o'clock, five o'clock, six o'clock, seven o'clock) Oh! It's dark out there.</p> | <p><u>Rhyme 1:</u> "Number Song"</p> <p><u>Introduce more vocabulary:</u> What time is it, Old Wolf? "It's _____" (one o'clock, two o'clock, three o'clock, four o'clock, five o'clock, six o'clock, seven o'clock) Oh! It's dark out there.</p> | <p><u>Rhyme 1:</u> "Number Song"</p> <p><u>Introduce more vocabulary:</u> What time is it, Old Wolf? "It's _____" (one o'clock, two o'clock, three o'clock, four o'clock, five o'clock, six o'clock, seven o'clock) Oh! It's dark out there.</p> | <p><u>Rhyme 1:</u> "Number Song"</p> <p><u>Introduce more vocabulary:</u> What time is it, Old Wolf? "It's _____" (one o'clock, two o'clock, three o'clock, four o'clock, five o'clock, six o'clock, seven o'clock) Oh! It's dark out there.</p> |
| Thursday | <p>Students will learn how to tell time.</p> <p>Students will be able to use time to express and arrange activities.</p> | <p><u>Continue to review vocabulary:</u> What time is it, Old Wolf? "It's _____" (one o'clock, two o'clock, three o'clock, four o'clock, five o'clock, six o'clock, seven o'clock) Oh! It's dark out there. <u>Activity:</u> What Time Is It, Old Wolf?</p> | <p><u>Continue to review vocabulary:</u> What time is it, Old Wolf? "It's _____" (one o'clock, two o'clock, three o'clock, four o'clock, five o'clock, six o'clock, seven o'clock) Oh! It's dark out there. <u>Activity:</u> What Time Is It, Old Wolf?</p> | <p><u>Continue to review vocabulary:</u> What time is it, Old Wolf? "It's _____" (one o'clock, two o'clock, three o'clock, four o'clock, five o'clock, six o'clock, seven o'clock) Oh! It's dark out there. <u>Activity:</u> What Time Is It, Old Wolf?</p> | <p><u>Continue to review vocabulary:</u> What time is it, Old Wolf? "It's _____" (one o'clock, two o'clock, three o'clock, four o'clock, five o'clock, six o'clock, seven o'clock) Oh! It's dark out there. <u>Activity:</u> What Time Is It, Old Wolf?</p> |
| Friday | <p>Students will learn how to tell time.</p> <p>Students will be able to use time to express and arrange activities.</p> | <p><u>Review with songs and vocabulary</u></p> | <p><u>Review with songs and vocabulary</u></p> | <p><u>Review with songs and vocabulary</u></p> | <p><u>Review with songs and vocabulary</u></p> |



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Mandarin Chinese Lesson Plan

When Will the Red Flower Bloom?

Months of the Year



Theme: Months of the Year

Week: August 5 – 9, 2019

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | PK / TK |
|------------------|---|---|---|---|---|
| Monday | <p>Students learn the vocabulary to describe months in the year.</p> <p>Students will be able to ask the time and date.</p> | <p><u>Introduce theme and vocabulary:</u> January, February, March, April, May, June, July, August</p> | <p><u>Introduce theme and vocabulary:</u> January, February, March, April, May, June, July, August</p> | <p><u>Introduce theme and vocabulary:</u> January, February, March, April, May, June, July, August</p> | <p><u>Introduce theme and vocabulary:</u> January, February, March, April, May, June, July, August</p> |
| Tuesday | <p>Students learn the vocabulary to describe months in the year.</p> <p>Students will be able to ask the time and date.</p> | <p><u>Continue to review vocabulary:</u> January, February, March, April, May, June, July, August</p> <p><u>Sing the songs:</u> “The Flower Smiles”</p> | <p><u>Continue to review vocabulary:</u> January, February, March, April, May, June, July, August</p> <p><u>Sing the songs:</u> “The Flower Smiles”</p> | <p><u>Continue to review vocabulary:</u> January, February, March, April, May, June, July, August</p> <p><u>Sing the songs:</u> “The Flower Smiles”</p> | <p><u>Continue to review vocabulary:</u> January, February, March, April, May, June, July, August</p> <p><u>Sing the songs:</u> “The Flower Smiles”</p> |
| Wednesday | <p>Students learn the vocabulary to describe months in the year.</p> <p>Students will be able to ask the time and date.</p> | <p><u>Introduce more vocabulary:</u> October, November, December, birthday, Easter, Mother’s Day, summer vacation break, Halloween, Thanksgiving, Christmas, to bloom (for flowers)</p> <p><u>Sing the songs:</u> “The Flower Smiles”</p> | <p><u>Introduce more vocabulary:</u> October, November, December, birthday, Easter, Mother’s Day, summer vacation break, Halloween, Thanksgiving, Christmas, to bloom (for flowers)</p> <p><u>Sing the songs:</u> “The Flower Smiles”</p> | <p><u>Introduce more vocabulary:</u> October, November, December, birthday, Easter, Mother’s Day, summer vacation break, Halloween, Thanksgiving, Christmas, to bloom (for flowers)</p> <p><u>Sing the songs:</u> “The Flower Smiles”</p> | <p><u>Introduce more vocabulary:</u> October, November, December, birthday, Easter, Mother’s Day, summer vacation break, Halloween, Thanksgiving, Christmas, to bloom (for flowers)</p> <p><u>Sing the songs:</u> “The Flower Smiles”</p> |
| Thursday | <p>Students learn the vocabulary to describe months in the year.</p> <p>Students will be able to ask the time and date.</p> | <p><u>Continue to review vocabulary:</u> October, November, December, birthday, Easter, Mother’s Day, summer vacation break, Halloween, Thanksgiving, Christmas, to bloom (for flowers)</p> | <p><u>Continue to review vocabulary:</u> October, November, December, birthday, Easter, Mother’s Day, summer vacation break, Halloween, Thanksgiving, Christmas, to bloom (for flowers)</p> | <p><u>Continue to review vocabulary:</u> October, November, December, birthday, Easter, Mother’s Day, summer vacation break, Halloween, Thanksgiving, Christmas, to bloom (for flowers)</p> | <p><u>Continue to review vocabulary:</u> October, November, December, birthday, Easter, Mother’s Day, summer vacation break, Halloween, Thanksgiving, Christmas, to bloom (for flowers)</p> |
| Friday | <p>Students learn the vocabulary to describe months in the year.</p> <p>Students will be able to ask the time and date.</p> | <p><u>Introduce more vocabulary:</u> When will the red flower bloom? In January! “If not in January, then when? In February! If not in February, then when? In March! If not in March, then when? In April! If not in April, then when? In May! If not in May, then when? In June! If not in June, then when? In July! If not in July, then when? In August, it must bloom!</p> | <p><u>Introduce more vocabulary:</u> When will the red flower bloom? In January! “If not in January, then when? In February! If not in February, then when? In March! If not in March, then when? In April! If not in April, then when? In May! If not in May, then when? In June! If not in June, then when? In July! If not in July, then when? In August, it must bloom!</p> | <p><u>Introduce more vocabulary:</u> When will the red flower bloom? In January! “If not in January, then when? In February! If not in February, then when? In March! If not in March, then when? In April! If not in April, then when? In May! If not in May, then when? In June! If not in June, then when? In July! If not in July, then when? In August, it must bloom!</p> | <p><u>Introduce more vocabulary:</u> When will the red flower bloom? In January! “If not in January, then when? In February! If not in February, then when? In March! If not in March, then when? In April! If not in April, then when? In May! If not in May, then when? In June! If not in June, then when? In July! If not in July, then when? In August, it must bloom!</p> |



Crème de la Crème
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Crème Champ Camp Summer Program
ART Lesson Plan

Theme: Exploring Our World

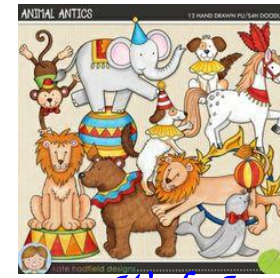
Week: May 27-31, 2019

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------------|--|--|--|--|--|
| Monday | “Origami” - Objective: To learn the art of folding paper. | Make an Origami hat. | Make an Origami hat. | Make an Origami hat. | Make an Origami hat. |
| Tuesday | Objective: Positive and negative shapes in Art. | Print letter D, E and F with black paint on white paper. Have children sponge out paint from all around the letters with summer colors. | Print letter D, E and F with black paint on white paper. Have children sponge out paint from all around the letters with summer colors. | Draw large D, E and F letters with black paint on white paper. Have children sponge out negative space all around it with summer colors. | Draw large D, E and F letters with black paint on white paper. Have children sponge out negative space all around it with summer colors. |
| Wednesday | Objective: Positive and negative shapes in Art and Hand print Art. | Provide children with a stencil of a hand. Use poster putty to secure the tree (stencil of a hand) to white construction paper. Have children sponge paint all around it with summer colors. | Provide children with a stencil of a hand. Use poster putty to secure the tree (stencil of a hand) to white construction paper. Have children sponge paint all around it with summer colors. | Provide children with a stencil of a hand. Use poster putty to secure the tree (stencil of a hand) to white construction paper. Have children sponge paint all around it with summer colors. | Provide children with a stencil of a hand. Use poster putty to secure the tree (stencil of a hand) to white construction paper. Have children sponge paint all around it with summer colors. |
| Thursday | Objective: Introduce Linear Design and Crayon Resist Painting. | Provide children with spider web design. Trace it with yellow crayon. Paint it over with blue water color and let it dry. | Provide children with spider web design. Trace it with yellow crayon. Paint it over with blue water color and let it dry. | Make/draw your own spider web design. Use yellow crayon. Paint it over with blue water color and let it dry. | Make/draw your own spider web design. Use yellow crayon. Paint it over with blue water color and let it dry. |
| Friday | Objective: Finish the Linear Design Project. | Use the black marker to draw a spider on the web. Sing Incy Wincy Spider song. | Use the black marker to draw a spider on the web. Sing Incy Wincy Spider song. | Use the black marker to draw a spider on the web. Sing Incy Wincy Spider song. | Use the black marker to draw a spider on the web. |



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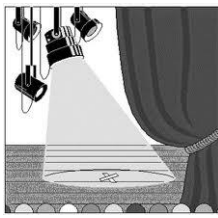
Crème Champ Camp Summer Program
ART Lesson Plan



Theme: Walk on the Wild Side

Week: June 3 - 7, 2019

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------------|---|--|--|--|--|
| Monday | “Origami” Objective: To learn the art of folding paper. | Review basic shapes of traditional Origami. | Review basic shapes of traditional Origami. | Review basic shapes of traditional Origami. | Review basic shapes of traditional Origami. |
| Tuesday | Objective: Positive and negative shapes in Art. | Print letter A, B and C with black paint on white paper. Have children sponge out paint from all around the letters with summer colors. | Print letter A, B and C with black paint on white paper. Have children sponge out paint from all around the letters with summer colors. | Draw large A, B and C letters with black paint on white paper. Have children sponge out negative space all around it with summer colors. | Draw large A, B and C letters with black paint on white paper. Have children sponge out negative space all around it with summer colors. |
| Wednesday | Objective: Dot Art. | Provide children with outline of rainbow. Use different colors of Dot chubby markers to color the rainbow. Sponge out negative space with blue paint. | Provide children with outline of rainbow. Use different colors of Dot chubby markers to color the rainbow. Sponge out negative space with blue paint. | Draw a rainbow. Have children color a rainbow with different colors of Dot markers. Sponge out negative space with blue paint. | Draw a rainbow. Have children color a rainbow with different colors of Dot markers. Sponge out negative space with blue paint. |
| Thursday | Objective: Introduce printing with different objects. | Provide children with drawing over a tree branch. Put three pencils together and secure it with a rubber band. Dip it in Pink Acrylic paint and make flower prints over the tree branch. | Provide children with drawing over a tree branch. Put three pencils together and secure it with a rubber band. Dip it in Pink Acrylic paint and make flower prints over the tree branch. | Draw tree branches with black paint over white paper. Make flower prints with pencils over the tree branches with Pink Acrylic paint. | Draw tree branches with black paint over white paper. Make flower prints with pencils over the tree branches with Pink Acrylic paint. |
| Friday | Objective: Introduce printing with different object (finish project). | Spray negative space with water color. Use blue, pink and yellow colors. Sponge it out and let it dry. | Spray negative space with water color. Use blue, pink and yellow colors. Sponge it out and let it dry. | Spray negative space with water color. Use blue, pink and yellow colors. Sponge it out and let it dry. | Spray negative space with water color. Use blue, pink and yellow colors. Sponge it out and let it dry. |



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Crème Champ Camp Summer Program ART Lesson Plan



Week: June 10 - 14, 2019

Theme: Center Stage

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|---|--|--|--|--|
| Monday | Origami-Art of folding paper. | Origami DOLL. | Origami DOLL. | Origami DOLL. | Origami DOLL. |
| Tuesday | Positive and negative shapes in art. Review letters Xx, Yy, and Zz. | On a white piece of paper print letters Xx, Yy, and Zz with black paint, let it dry. Sponge out negative space around it with different shapes (use summer colors). | On a white piece of paper print letters Xx, Yy, and Zz with black paint, let it dry. Sponge out negative space around it with different shapes (use summer colors). | Have children draw Xx, Yy, and Zz on a white piece of paper with black paint, let it dry. Sponge out negative space around it with different shapes (use summer colors). | Have children draw letters Xx, Yy, and Zz on a white piece of paper with black paint, let it dry. Sponge out negative space around it with different shapes (use summer colors). |
| Wednesday | Ice Cream Craft. Learn primary colors. | Provide the children with ice cream cone template. Trace and cut it out (use brown construction paper). Have the children build a "tower of ice cream scoops"(use primary colors). | Provide the children with ice cream cone template. Trace and cut it out (use brown construction paper). Have the children build a "tower of ice cream scoops" (use primary colors). | Provide the children with ice cream cone template. Trace and cut it out (use brown construction paper). Have the children build a "tower of ice cream scoops" (use primary colors). | Provide the children with ice cream cone template. Trace and cut it out (use brown construction paper). Have the children build a "tower of ice cream scoops" (use primary colors). |
| Thursday | Exploding Numbers. Number stencils painting activity. | Tape number stencils onto sketch paper. Paint around each number with outward strokes. You can use one or several colors on each number. Remove the numbers to reveal the "exploding" numbers silhouettes. | Tape number stencils onto sketch paper. Paint around each number with outward strokes. You can use one or several colors on each number. Remove the numbers to reveal the "exploding" numbers silhouettes. | Tape number stencils onto sketch paper. Paint around each number with outward strokes. You can use one or several colors on each number. Remove the numbers to reveal the "exploding" numbers silhouettes. | Tape number stencils onto sketch paper. Paint around each number with outward strokes. You can use one or several colors on each number. Remove the numbers to reveal the "exploding" numbers silhouettes. |
| Friday | Alphabet Tree. | Draw a tree trunk on white construction paper with brown paint. Draw the alphabet letters along the branches to make the leaves. Draw details for your picture with crayons or markers. | Draw a tree trunk on white construction paper with brown paint. Draw the alphabet letters along the branches to make the leaves. Draw details for your picture with crayons or markers. | Draw a tree trunk on white construction paper with brown paint. Draw the alphabet letters along the branches to make the leaves. Draw details for your picture with crayons or markers. | Draw a tree trunk on white construction paper with brown paint. Draw the alphabet letters along the branches to make the leaves. Draw details for your picture with crayons or markers. |



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Crème Champ Camp Summer Program ART Lesson Plan



Week: June 17 - 21, 2019

Theme: *Imagine That*

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|--|--|--|--|--|
| Monday | “Origami” - Objective: To learn the art of folding paper. | Make an Origami hat. | Make an Origami hat. | Make an Origami hat. | Make an Origami hat. |
| Tuesday | Objective: Positive and negative shapes in Art. | Print letter D, E and F with black paint on white paper. Have children sponge out paint from all around the letters with summer colors. | Print letter D, E and F with black paint on white paper. Have children sponge out paint from all around the letters with summer colors. | Draw large D, E and F letters with black paint on white paper. Have children sponge out negative space all around it with summer colors. | Draw large D, E and F letters with black paint on white paper. Have children sponge out negative space all around it with summer colors. |
| Wednesday | Objective: Positive and negative shapes in Art and Hand print Art. | Provide children with a stencil of a hand. Use poster putty to secure the tree (stencil of a hand) to white construction paper. Have children sponge paint all around it with summer colors. | Provide children with a stencil of a hand. Use poster putty to secure the tree (stencil of a hand) to white construction paper. Have children sponge paint all around it with summer colors. | Provide children with a stencil of a hand. Use poster putty to secure the tree (stencil of a hand) to white construction paper. Have children sponge paint all around it with summer colors. | Provide children with a stencil of a hand. Use poster putty to secure the tree (stencil of a hand) to white construction paper. Have children sponge paint all around it with summer colors. |
| Thursday | Objective: Introduce Linear Design and Crayon Resist Painting. | Provide children with spider web design. Trace it with yellow crayon. Paint it over with blue water color and let it dry. | Provide children with spider web design. Trace it with yellow crayon. Paint it over with blue water color and let it dry. | Make/draw your own spider web design. Use yellow crayon. Paint it over with blue water color and let it dry. | Make/draw your own spider web design. Use yellow crayon. Paint it over with blue water color and let it dry. |
| Friday | Objective: Finish the Linear Design Project. | Use the black marker to draw a spider on the web. Sing Incy Wincy Spider song. | Use the black marker to draw a spider on the web. Sing Incy Wincy Spider song. | Use the black marker to draw a spider on the web. Sing Incy Wincy Spider song. | Use the black marker to draw a spider on the web. |



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Crème Champ Camp Summer Program

ART Lesson Plan



Week: June 24 -28, 2019

Theme: Super Hero Science Camp

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Summer Camp |
|------------------|--|---|--|--|--|
| Monday | <p>“Origami” -: Art of folding paper</p> <p>Objective: Origami Boat</p> | <p>Origami” -: Art of folding paper</p> <p>Objective: Origami Boat</p> | <p>Origami” -: Art of folding paper</p> <p>Objective: Origami Boat</p> | <p>Origami” -: Art of folding paper</p> <p>Objective: Origami Boat</p> | <p>Origami” -: Art of folding paper</p> <p>Objective: Origami Boat</p> |
| Tuesday | <p>Objective: Paper towel art. Lesson in water absorption.</p> | <p>Have children scribble all over a piece of paper towel filling in as much white space as possible. Once you finish filling in paper towel, place it on a hard nonabsorbent surface. Now have children wet the paper towel by brushing water into it with a paintbrush. Let it dry.</p> | <p>Have children scribble all over a piece of paper towel filling in as much white space as possible. Once they finish filling in paper towel, place it on a hard nonabsorbent surface. Now have children wet the paper towel by brushing water into it with a paintbrush. Let it dry.</p> | <p>Have children scribble all over a piece of paper towel filling in as much white space as possible. Once they finish filling in paper towel, place it on a hard nonabsorbent surface. Now have children wet the paper towel by brushing water into it with a paintbrush. Let it dry.</p> | <p>Have children scribble all over a piece of paper towel filling in as much white space as possible. Once they finish filling on paper towel, place it in a hard nonabsorbent surface. Now have children wet the paper towel by brushing water into it with a paintbrush. Let it dry.</p> |
| Wednesday | <p>Objective: Paper towel art – continue project</p> | <p>Have a paper towel cut into different shapes. Glue it on a black construction paper. Create your own art.</p> | <p>Have a paper towel cut into different shapes. Glue it on a black construction paper. Create your own art.</p> | <p>Have a paper towel cut into different shapes. Glue it on a black construction paper. Create your own art.</p> | <p>Have a paper towel cut into different shapes. Glue it on a black construction paper. Create your own art.</p> |
| Thursday | <p>Objective: Salt, glue and water color art. Name recognition activity.</p> | <p>Print each child’s name on white stock or water color paper. Then gather the children around and have them identify their own name. Have them watch you while you trace it with white glue.</p> | <p>Print each child’s name on white stock or water color paper. Then gather the children around and have them identify their own name. Have them watch you while you trace it with white glue.</p> | <p>Print each child’s name on white stock or water color paper. Then gather the children around and have them identify their own name. Have them watch you while you trace it with white glue.</p> | <p>Print each child’s name on white stock or water color paper. Then gather the children around and have them identify their own name. Have them watch you while you trace it with white glue.</p> |
| Friday | <p>Objective: Salt, glue and water color art – continue project.</p> | <p>Have the children cover it with salt. Then have kids drop mix water colors over the letters. Let it dry.</p> | <p>Have the children cover it with salt. Then have kids drop mix water colors over the letters. Let it dry.</p> | <p>Have the children cover it with salt. Then have kids drop mix water colors over the letters. Let it dry.</p> | <p>Have the children cover it with salt. Then have kids drop mix water colors over the letters. Let it dry.</p> |



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Crème Champ Camp Summer Program
ART Lesson Plan

Theme: Team USA

Week: July 1 - 5, 2019

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|---|--|--|--|--|
| Monday | Positive and Negative Shapes in Art. | Print letters G, H and I with black paint on a white paper. Provide children with firework stamp made out of pipe cleaners. Have the kids dip the pipe cleaners in paint and stamp it all around the letters. | Print letters G, H and I with black paint on a white paper. Provide children with firework stamp made out of pipe cleaners. Have the kids dip the pipe cleaners in paint and stamp it all around the letters. | Draw large G, H, and I letters with black paint on a white paper. Make paper collage with paper tissue (use Red, White and Blue). Stamp all around the letters with the pipe cleaner stamps. | Draw large G, H, and I letters with black paint on a white paper. Make paper collage with paper tissue (use Red, White and Blue). Stamp all around the letters with the pipe cleaner stamps. |
| Tuesday | Patriotic Torn Paper Stars. | Provide the children with a star template. Tear colored paper. Apply the glue to the star and put on the torn color paper. | Provide the children with a star template. Tear colored paper. Apply the glue to the star and put on the torn color paper. | Trace a star template on white construction paper. Cut it out and tear the colored paper. Apply the glue to the star and put on the glue on torn paper. Star wand optional. | Trace a star template on white construction paper. Cut it out and tear the colored paper. Apply the glue to the star and put on the glue on torn paper. Star wand optional. |
| Wednesday | 4 th of July Projects – Kids create fireworks craft using a fork. Patriotic hat. | Materials – Fork, White paper and Red/Blue paint. Have the kids dip the bottom of their fork into the blue paint and press down so it shows the lines. Tell them to go around in a circle. Wipe off the fork and dip it in the Red paint while going over the top of the blue parts with the fork. | Materials – Fork, White paper and Red/Blue paint. Have the kids dip the bottom of their fork into the blue paint and press down so it shows the lines. Tell them to go around in a circle. Wipe off the fork and dip it in the Red paint while going over the top of the blue parts with the fork. | Patriotic Hat – Cut out triangles from the center of the paper plate. Paint the rim of paper plate in 3 colors (use Red, White and Blue). Let it dry. Cut out the 4 stars from the construction paper (Red and Blue). Place it over the triangles. | Patriotic Hat – Cut out triangles from the center of the paper plate. Paint the rim of paper plate in 3 colors (use Red, White and Blue). Let it dry. Cut out the 4 stars from the construction paper (Red and Blue). Place it over the triangles. |
| Thursday | | HOLIDAY | CRÈME | CLOSED | |
| Friday | Free art Fridays/Continue Projects | Continue to finalize the drawing/artwork | Continue to finalize the drawing/artwork | Continue to finalize the drawing/artwork | Continue to finalize the drawing/artwork |



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Crème Champ Camp Summer Program
ART Lesson Plan

Week: July 8-12, 2019

Theme: All Star Training

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|--|---|---|--|--|
| Monday | Learn how to sketch from basic shapes of Origami. | Provide children with simple Origami cat, dog, hat, whale or boat. Review basic shapes of Origami. Trace Origami of your choice with a pencil. | Provide children with simple Origami cat, dog, hat, whale or boat. Review basic shapes of Origami. Trace Origami of your choice with a pencil. | Have children draw Origami of their choice. It can be a cat, dog, hat, whale or a boat. Review basic shapes of Origami. | Have children draw Origami of their choice. It can be a cat, dog, hat, whale or a boat. Review basic shapes of Origami. |
| Tuesday | Positive and negative shapes in art. Review letters G, H, I. | On white piece of paper print letters G, H, I with black paint, let it dry. Sponge out negative space around it with different shapes (use summer colors). | On white piece of paper print letters G, H, I with black paint, let it dry. Sponge out negative space around it with different shapes (use summer colors). | Have children draw letters draw G, H, I on white piece of paper with black paint, let it dry. Sponge out negative space around it with different shapes (use summer colors). | Have children draw letters draw G, H, I on white piece of paper with black paint, let it dry. Sponge out negative space around it with different shapes (use summer colors). |
| Wednesday | Doodle art | Assist children on white piece of paper. Make a large loopy doodle with permanent black marker. Paint all of the section with different colors (user watercolors or crayons). | Assist children on white piece of paper. Make a large loopy doodle with permanent black marker. Paint all of the section with different colors (user watercolors or crayons). | On white piece of paper, have the children make a large loopy doodle with permanent black marker. Paint all the sections with different colors. | On white piece of paper, have the children make a large loopy doodle with permanent black marker. Paint all the sections with different colors. |
| Thursday | Tissue paper plate flower art. | Make three circles on paper plate with white glue. Use different colors of tissue paper on each circle. Make a pattern. Use bright summer colors. | Make three circles on paper plate with white glue. Use different colors of tissue paper on each circle. Make a pattern. Use bright summer colors. | Make three circles on paper plate with white glue. Use different colors of tissue paper on each circle. Make a pattern. Use bright summer colors. | Make three circles on paper plate with white glue. Use different colors of tissue paper on each circle. Make a pattern. Use bright summer colors. |
| Friday | Bubble wrap art. Create your own designing paper. | Provide children with a piece of bubble wrap. Fill each bubble with different colors of paint (use cotton swabs or droppers). Transfer carefully on a white piece of paper. | Provide children with a piece of bubble wrap. Fill each bubble with different colors of paint (use cotton swabs or droppers). Transfer carefully on a white piece of paper. . | Have the children cut a piece of bubble wrap. Fill each bubble with different colors of paint (use cotton swabs or droppers). Transfer carefully on a white piece of paper. | Have the children cut a piece of bubble wrap. Fill each bubble with different colors of paint (use cotton swabs or droppers). Transfer carefully on a white piece of paper. |



Theme: Culinary Creations

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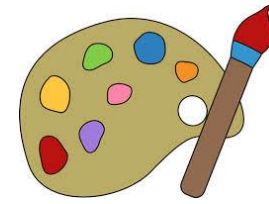
Crème Champ Camp Summer Program

ART Lesson Plan



Week: July 15 - 19, 2019

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|--|---|---|---|---|
| Monday | “Origami” Objective: To learn the art of folding paper. | Review basic shapes of traditional Origami. | Review basic shapes of traditional Origami. | Review basic shapes of traditional Origami. | Review basic shapes of traditional Origami. |
| Tuesday | Objective: How to make Elmer’s Rainbow Glue. | Demonstrate how to make Elmer’s Rainbow Glue for the children. Have half empty glue containers and add squirts of acrylic craft paint to them. Then use wooden skewers to stir the paint. | Demonstrate how to make Elmer’s Rainbow Glue for the children. Have half empty glue containers and add squirts of acrylic craft paint to them. Then use wooden skewers to stir the paint. | Have children mix their own Rainbow Glue. Make each bottle of glue a different color. | Have children mix their own Rainbow Glue. Make each bottle of glue a different color. |
| Wednesday | Objective: Draw with Glue on Watercolor paper. | Sketch lightly with pencil at first or just work in (free form). Let it dry. | Sketch lightly with pencil at first or just work in (free form). Let it dry. | Sketch lightly with pencil at first or just work in (free form). Let it dry. | Sketch lightly with pencil at first or just work in (free form). Let it dry. |
| Thursday | Objective: Continue project. | Use Water Colors to add more colors to your Rainbow Glue Masterpiece. | Use Water Colors to add more colors to your Rainbow Glue Masterpiece. | Use Water Colors to add more colors to your Rainbow Glue Masterpiece. | Use Water Colors to add more colors to your Rainbow Glue Masterpiece. |
| Friday | Objective: Painting with Sand. | Draw a picture. Use the pencil to draw on a piece of construction paper. The bigger the shapes, the easier it will be to fill them in with sand. Spread glue thinly so that you can still see the lines. Sprinkle sand. | Draw a picture. Use the pencil to draw on a piece of construction paper. The bigger the shapes, the easier it will be to fill them in with sand. Spread glue thinly so that you can still see the lines. Sprinkle sand. | Draw a picture. Use the pencil to draw on a piece of construction paper. The bigger the shapes, the easier it will be to fill them in with sand. Spread glue thinly so that you can still see the lines. Sprinkle sand. | Draw a picture. Use the pencil to draw on a piece of construction paper. The bigger the shapes, the easier it will be to fill them in with sand. Spread glue thinly so that you can still see the lines. Sprinkle sand. |



Crème Champ Camp Summer Program
ART Lesson Plan

Theme: Color My World

Week: July 22-26, 2019

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|--|---|---|---|---|
| Monday | Cotton Pad Art | Have the children drop different watercolors into cotton pads. Let it dry. | Have the children drop different watercolors into cotton pads. Let it dry. | Have the children drop different watercolors into cotton pads. Let it dry. | Have the children drop different watercolors into cotton pads. Let it dry. |
| Tuesday | Cotton Pad Art (Cont'd) | Cut colored cotton pads into different shapes. Have the children glue them on a construction paper. | Cut colored cotton pads into different shapes. Have the children glue them on a construction paper. | Cut colored cotton pads into different shapes. Have the children glue them on a construction paper. | Cut colored cotton pads into different shapes. Have the children glue them on a construction paper. |
| Wednesday | Scrape Painting Art Technique for Kids | Drizzle the paint over watercolor paper. Have the children squeeze the tube of paint by themselves. Have the children scrape the paint colors all together. Use an old credit card or card board. Let it dry. | Drizzle the paint over watercolor paper. Have the children squeeze the tube of paint by themselves. Have the children scrape the paint colors all together. Use an old credit card or card board. Let it dry. | Drizzle the paint over watercolor paper. Have the children squeeze the tube of paint by themselves. Have the children scrape the paint colors all together. Use an old credit card or card board. Let it dry. | Drizzle the paint over watercolor paper. Have the children squeeze the tube of paint by themselves. Have the children scrape the paint colors all together. Use an old credit card or card board. Let it dry. |
| Thursday | Scrape Painting Art (Continue Project) | Cut different shapes for each child (heart, triangle, square or rectangle). Have the children glue paper tissue all around it. | Cut different shapes for each child (heart, triangle, square or rectangle). Have the children glue paper tissue all around it. | Cut different shapes for each child (heart, triangle, square or rectangle). Have the children glue paper tissue all around it. | Cut different shapes for each child (heart, triangle, square or rectangle). Have the children glue paper tissue all around it. |
| Friday | Fish paper plate craft. | Cut a wedge out of a paper plate. Glue (or use tape or a stapler) the tail to the end of the fish. Color in the fish, draw scales and lips. | Cut a wedge out of a paper plate. Glue (or use tape or a stapler) the tail to the end of the fish. Color in the fish, draw scales and lips. | Cut a wedge out of a paper plate. Glue (or use tape or a stapler) the tail to the end of the fish. Color in the fish, draw scales and lips. | Cut a wedge out of a paper plate. Glue (or use tape or a stapler) the tail to the end of the fish. Color in the fish, draw scales and lips. |



Crème de la Crème®

Early Learning Centers of Excellence®

Crème Champ Camp Summer Program

ART Lesson Plan



Week: July 29 – August 2, 2019

Theme: Water Wonders

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|---|--|--|--|--|
| Monday | Origami – Art of folding paper. | Origami Fish – Traditional model. | Origami Fish – Traditional model. | Origami Fish – Traditional model. | Origami Fish – Traditional model. |
| Tuesday | Positive and negative shapes in art. Review letters P, Q, and R | On white piece of paper print letters P, Q and R with black paint, let it dry. Sponge out negative space around it with different shapes (use summer colors). | On white piece of paper print letters P, Q and R with black paint, let it dry. Sponge out negative space around it with different shapes (use summer colors). | Have children draw letters P, Q and R on white piece of paper with black paint, let it dry. Sponge out negative space around it with different shapes (use summer colors). | Have children draw letters P, Q and R on white piece of paper with black paint, let it dry. Sponge out negative space around it with different shapes (use summer colors). |
| Wednesday | Ocean scene using chalk and tempera paint. | Start by coloring sunset and ocean into your paper with chalk. Red, Pink, Orange and Yellow for sunset and different shades of blue for the water. Dip your finger in white tempera paint and rub it over the chalk. Switch fingers when going from sunset to the water. | Start by coloring sunset and ocean into your paper with chalk. Red, Pink, Orange and Yellow for sunset and different shades of blue for the water. Dip your finger in white tempera paint and rub it over the chalk. Switch fingers when going from sunset to the water. | Start by coloring sunset and ocean into your paper with chalk. Red, Pink, Orange and Yellow for sunset and different shades of blue for the water. Dip your finger in white tempera paint and rub it over the chalk. Switch fingers when going from sunset to the water. | Start by coloring sunset and ocean into your paper with chalk. Red, Pink, Orange and Yellow for sunset and different shades of blue for the water. Dip your finger in white tempera paint and rub it over the chalk. Switch fingers when going from sunset to the water. |
| Thursday | Ocean scene – Continue Project. | Provide the children with different shapes for sailboat and glue it into construction paper. | Provide the children with different shapes for sailboat and glue it into construction paper. | Have children cut out their own shapes for sailboat and glue it into construction paper. | Have children cut out their own shapes for sailboat and glue it into construction paper. |
| Friday | Hand Print Rainbow. | Using the colored construction paper, have the children trace their hands. Make about ten handprints. Cut it out. Glue the handprints into the paper in a rainbow shape. | Using the colored construction paper, have the children trace their hands. Make about ten handprints. Cut it out. Glue the handprints into the paper in a rainbow shape. | Using the colored construction paper, have the children trace their hands. Make about ten handprints. Cut it out. Glue the handprints into the paper in a rainbow shape. | Using the colored construction paper, have the children trace their hands. Make about ten handprints. Cut it out. Glue the handprints into the paper in a rainbow shape. |



Crème de la Crème®

Early Learning Centers of Excellence®

Crème Champ Camp Summer Program

ART Lesson Plan



Week: August 5 - 9, 2019

Theme: Bon Voyage Summer

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|--|--|--|--|--|
| Monday | Review basic shapes of Origami. | Review basic shapes of Origami. | Review basic shapes of Origami. | Review basic shapes of Origami. | Review basic shapes of Origami. |
| Tuesday | Different shape stencil collage with chalk. | Provide the children with different stencil shapes. Place them one by one on black construction paper. Outline them with a piece of colored chalk. Use a cotton ball to brush the chalk away from the stencils. Use different chalk colors for different shapes. | Provide the children with different stencil shapes. Place them one by one on black construction paper. Outline them with a piece of colored chalk. Use a cotton ball to brush the chalk away from the stencils. Use different chalk colors for different shapes. | Provide the children with different stencil shapes. Place them one by one on black construction paper. Outline them with a piece of colored chalk. Use a cotton ball to brush the chalk away from the stencils. Use different chalk colors for different shapes. | Provide the children with different stencil shapes. Place them one by one on black construction paper. Outline them with a piece of colored chalk. Use a cotton ball to brush the chalk away from the stencils. Use different chalk colors for different shapes. |
| Wednesday | Hot air balloon collage. | Provide the children with outline of a hot air balloon. Place brown construction paper on the bottom of a basket. Place different colors of construction paper on a balloon. | Provide the children with outline of a hot air balloon. Place brown construction paper on the bottom of a basket. Place different colors of construction paper on a balloon. | Provide the children with outline of a hot air balloon. Place brown construction paper on the bottom of a basket. Place different colors of construction paper on a balloon. | Provide the children with outline of a hot air balloon. Place brown construction paper on the bottom of a basket. Place different colors of construction paper on a balloon. |
| Thursday | Party Hat. | Provide the children with a template of a party hat. Have them decorate the hat before taping it together. You can fingerprint or place any embellishments. | Provide the children with a template of a party hat. Have them decorate the hat before taping it together. You can fingerprint or place any embellishments. | Provide the children with a template of a party hat. Have them decorate the hat before taping it together. You can fingerprint or place any embellishments. | Provide the children with a template of a party hat. Have them decorate the hat before taping it together. You can fingerprint or place any embellishments. |
| Friday | Tangram Puzzle (Chinese Puzzle). "Seven Pieces of Cleverness". | Provide the children with Tangram Puzzle Pieces. A small square, 2 small isosceles triangles, a medium sized isosceles triangle, 2 large isosceles triangles and a parallelogram. | Provide the children with Tangram Puzzle Pieces. A small square, 2 small isosceles triangles, a medium sized isosceles triangle, 2 large isosceles triangles and a parallelogram. | Provide the children with Tangram Puzzle Pieces. A small square, 2 small isosceles triangles, a medium sized isosceles triangle, 2 large isosceles triangles and a parallelogram. | Provide the children with Tangram Puzzle Pieces. A small square, 2 small isosceles triangles, a medium sized isosceles triangle, 2 large isosceles triangles and a parallelogram. |



Crème de la Crème
Early Learning Centers of Excellence



Crème Champ Camp Summer Program
Computer Lesson Plan

Week: May 27-31, 2019

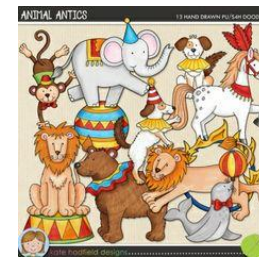
Theme: Exploring Our World

| Day of the Week | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------------|--|---|---|---|
| Monday | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs |
| Tuesday | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs |
| Wednesday | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs |
| Thursday | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs |
| Friday | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs |



Crème de la Crème
Early Learning Centers of Excellence

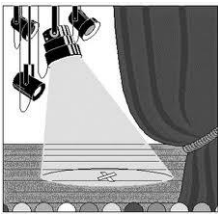
*Crème Champ Camp Summer Program
Computer Lesson Plan*



Theme: Walk on the Wild Side

Week: June 3 - 7, 2019

| Day of the Week | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------------|--|---|---|---|
| Monday | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs |
| Tuesday | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs |
| Wednesday | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs |
| Thursday | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs |
| Friday | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs |



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Crème Champ Camp Summer Program Computer Lesson Plan

Week: June 10 - 14, 2019

Theme: Center Stage

| Day of the Week | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|-----------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Monday | Cubetto | Cubetto | Cubetto | Cubetto |
| | CD Listening Stories | CD Listening Stories | CD Listening Stories | CD Listening Stories |
| | Desktop Learning Programs | Desktop Learning Programs | Desktop Learning Programs | Desktop Learning Programs |
| Tuesday | IPad Learning Programs Cubetto | IPad Learning Programs Cubelets | IPad Learning Programs Cubelets | IPad Learning Programs Cubelets |
| | CD Listening Stories | CD Listening Stories | CD Listening Stories | CD Listening Stories |
| | Desktop Learning Programs | Desktop Learning Programs | Desktop Learning Programs | Desktop Learning Programs |
| Wednesday | IPad Learning Programs Cubetto | IPad Learning Programs Cubelets | IPad Learning Programs Cubelets | IPad Learning Programs Cubelets |
| | CD Listening Stories | CD Listening Stories | CD Listening Stories | CD Listening Stories |
| | Desktop Learning Programs | Desktop Learning Programs | Desktop Learning Programs | Desktop Learning Programs |
| Thursday | IPad Learning Programs Cubetto | IPad Learning Programs Cubelets | IPad Learning Programs Cubelets | IPad Learning Programs Cubelets |
| | CD Listening Stories | CD Listening Stories | CD Listening Stories | CD Listening Stories |
| | Desktop Learning Programs | Desktop Learning Programs | Desktop Learning Programs | Desktop Learning Programs |
| Friday | IPad Learning Programs Cubetto | IPad Learning Programs Cubelets | IPad Learning Programs Cubelets | IPad Learning Programs Cubelets |
| | CD Listening Stories | CD Listening Stories | CD Listening Stories | CD Listening Stories |
| | Desktop Learning Programs | Desktop Learning Programs | Desktop Learning Programs | Desktop Learning Programs |
| | IPad Learning Programs | IPad Learning Programs | IPad Learning Programs | IPad Learning Programs |



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Crème Champ Camp Summer Program
Computer Lesson Plan

Week: June 17 - 21, 2019

Theme: Imagine That

| Day of the Week | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------------|---|--|--|--|
| Monday | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs |
| Tuesday | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs |
| Wednesday | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs |
| Thursday | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs |
| Friday | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs |



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Crème Champ Camp Summer Program

Computer Lesson Plan



Theme: Super Hero Science Camp

Week: June 24-28, 2019

| Day of the Week | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|--|---|---|---|
| Monday | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs |
| Tuesday | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs |
| Wednesday | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs |
| Thursday | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs |
| Friday | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs |



*Crème Champ Camp Summer Program
Computer Lesson Plan*

Theme: Team USA

Week: July 1 -5, 2019

| Day of the Week | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|---|--|--|--|
| Monday | Cubetto CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubetto CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubetto CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubetto CD Listening Stories Desktop Learning Programs iPad Learning Programs |
| Tuesday | Cubetto CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs iPad Learning Programs |
| Wednesday | Cubetto CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs iPad Learning Programs |
| Thursday | HOLIDAY | CRÈME | CLOSED | TODAY |
| Friday | Cubetto CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs iPad Learning Programs |



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Theme: All Star Training

*Crème Champ Camp Summer Program
Computer Lesson Plan*

Week: July 8-12, 2019

| Day of the Week | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------------|--|---|---|---|
| Monday | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs |
| Tuesday | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs |
| Wednesday | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs |
| Thursday | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs |
| Friday | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs |



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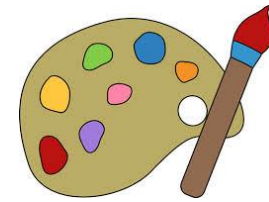


Crème Champ Camp Summer Program Computer Lesson Plan

Theme: Culinary Creations

Week: July 15 - 19, 2019

| Day of the Week | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| Monday | Cubetto | Cubetto | Cubetto | Cubetto |
| | CD Listening Stories | CD Listening Stories | CD Listening Stories | CD Listening Stories |
| | Desktop Learning Programs | Desktop Learning Programs | Desktop Learning Programs | Desktop Learning Programs |
| Tuesday | IPad Learning Programs | IPad Learning Programs | IPad Learning Programs | IPad Learning Programs |
| | Cubetto | Cubelets | Cubelets | Cubelets |
| | CD Listening Stories | CD Listening Stories | CD Listening Stories | CD Listening Stories |
| Wednesday | Desktop Learning Programs | Desktop Learning Programs | Desktop Learning Programs | Desktop Learning Programs |
| | IPad Learning Programs | IPad Learning Programs | IPad Learning Programs | IPad Learning Programs |
| | Cubetto | Cubelets | Cubelets | Cubelets |
| Thursday | CD Listening Stories | CD Listening Stories | CD Listening Stories | CD Listening Stories |
| | Desktop Learning Programs | Desktop Learning Programs | Desktop Learning Programs | Desktop Learning Programs |
| | IPad Learning Programs | IPad Learning Programs | IPad Learning Programs | IPad Learning Programs |
| Friday | Cubetto | Cubelets | Cubelets | Cubelets |
| | CD Listening Stories | CD Listening Stories | CD Listening Stories | CD Listening Stories |
| | Desktop Learning Programs | Desktop Learning Programs | Desktop Learning Programs | Desktop Learning Programs |
| | IPad Learning Programs | IPad Learning Programs | IPad Learning Programs | IPad Learning Programs |



Crème Champ Camp Summer Program
Computer Lesson Plan

Theme: Color My World

Week: July 22-26, 2019

| Day of the Week | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------------|---|--|--|--|
| Monday | Cubetto CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubetto CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubetto CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubetto CD Listening Stories Desktop Learning Programs iPad Learning Programs |
| Tuesday | Cubetto CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs iPad Learning Programs |
| Wednesday | Cubetto CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs iPad Learning Programs |
| Thursday | Cubetto CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs iPad Learning Programs |
| Friday | Cubetto CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs iPad Learning Programs |



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Crème Champ Camp Summer Program

Computer Lesson Plan



Week: July 29 – August 2, 2019

Theme: Water Wonders

| Day of the Week | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|--|---|---|---|
| Monday | Cubetto CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubetto CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubetto CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubetto CD Listening Stories Desktop Learning Programs iPad Learning Programs |
| Tuesday | Cubetto CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs iPad Learning Programs |
| Wednesday | Cubetto CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs iPad Learning Programs |
| Thursday | Cubetto CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs iPad Learning Programs |
| Friday | Cubetto CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs iPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs iPad Learning Programs |



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Crème Champ Camp Summer Program

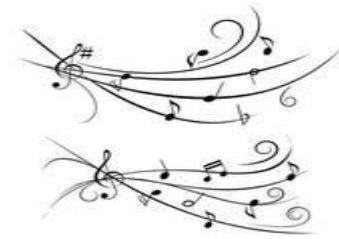
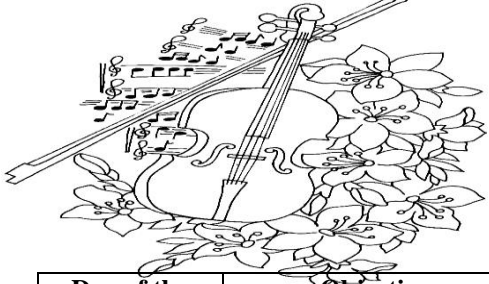
Computer Lesson Plan



Week: August 5 - 9, 2019

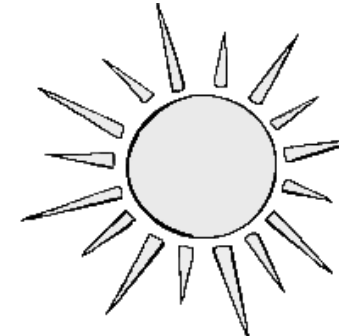
Theme: Bon Voyage Summer

| Day of the Week | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------------|--|---|---|---|
| Monday | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs |
| Tuesday | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs |
| Wednesday | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs |
| Thursday | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs |
| Friday | Cubetto CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs | Cubelets CD Listening Stories Desktop Learning Programs IPad Learning Programs |



Music Lesson Plan: May 27th – May 31st 2019
Theme: Exploring Our World
Theme: Nature's Music

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | TK / PK |
|-----------------|---|---|---|--|---|
| Monday | All About Rhythm Develop a steady beat. Demonstrate an understanding of rhythmic patterns. | Rhythm in Nature Imitating the rhythm of things we see in nature such as leaves, rain, wind, etc. <i>Songs: The Rattling Bog</i> <i>Mulberry Bush</i> | Rhythm in Nature Imitating the rhythm of things we see in nature such as leaves, rain, wind, etc. <i>Songs: The Rattling Bog</i> <i>Mulberry Bush</i> | Rhythm Robot Pretending to be a robot while listening and moving to the rhythm of the drum. <i>Songs: The Rattling Bog</i> <i>Mulberry Bush</i> | Find Your Own Rhythm Learning to create our own rhythm and the proper ways to notate it. |
| Tuesday | All About Rhythm Develop a steady beat. Demonstrate an understanding of rhythmic patterns. | Be a Rhythm Pretending to be different animals and only moving to the sound of the metronome. <i>Songs: Take Me Out to the Ballgame</i> <i>I Love the Mountains</i> | Be a Rhythm Pretending to be different animals and only moving to the sound of the metronome. <i>Songs: Take Me Out to the Ballgame</i> <i>I Love the Mountains</i> | Rhythm Round Have two groups clap and say various one and two syllable words related to outdoors. <i>Songs: Take Me Out to the Ballgame</i> <i>I Love the Mountains</i> | Drumming Make a line have children face each other with drum in the middle. Each child rhythmically imitates the person in front of them. |
| Wednesday | All About Rhythm Develop a steady beat. Demonstrate an understanding of rhythmic patterns. | Rhythm in the Wind Listening to classical compositions and pretending to be objects moved by the wind. <i>Songs: Johnny Appleseed</i> <i>Mr. Sun</i> | Rhythm in the Wind Listening to classical compositions and pretending to be objects moved by the wind. <i>Songs: Johnny Appleseed</i> <i>Mr. Sun</i> | Voyage to Treasure Island Using percussion instruments to create the sound and feeling of being on a pirate ship. <i>Songs: Johnny Appleseed</i> <i>Mr. Sun</i> | Seven Jumps Listening to the form of a song and jogging through the melody then jumping to the beat of the chorus. |
| Thursday | All About Rhythm Develop a steady beat. Demonstrate an understanding of rhythmic patterns. | Musical Statues Pretending to be statues and only moving when we hear the beat of the drum <i>Songs: The Orange Tree</i> <i>Hole in the Bottom of the Sea</i> | Musical Statues Pretending to be statues and only moving when we hear the beat of the drum <i>Songs: The Orange Tree</i> <i>Hole in the Bottom of the Sea</i> | The Standing Dance Listening to a variety of songs then moving different parts of our bodies to the beat of the drum. <i>Songs: The Orange Tree</i> <i>Hole in the Bottom of the Sea</i> | We Keep the Beat Together One leader picks the accent of the movement as we walk to the beat of the Kinks "You Really Got Me" |
| Friday | Piano Friday Learning to sing and play as unison. | Piano Friday Singing a variety of songs discussing everything we've done for the week. <i>Story Time: Every Little Thing</i> <i>Puppet Theater: Hoedown</i> | Piano Friday Singing a variety of songs discussing everything we've done for the week. <i>Story Time: Every Little Thing</i> <i>Puppet Theater: Hoedown</i> | Piano Friday Singing a variety of songs discussing everything we've done for the week. <i>Story Time: Every Little Thing</i> <i>Puppet Theater: Hoedown</i> | Piano/Guitar Friday Learning the basics of guitar and piano starting with pitch and solfege. |



Music Lesson Plan: June 3rd – June 7th 2019
Theme: Walk on the Wild Side
Theme: Percussion

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | TK / PK |
|-----------------|---|--|--|--|--|
| Monday | What Does Percussion Mean? Understanding what a percussion instrument is. Understanding the difference between percussive and melodic instruments. | Percussive Learning about various percussive instruments tuned and non-tuned. Creating our own percussion masterpiece. | Percussive Learning about various percussive instruments tuned and non-tuned. Creating our own percussion masterpiece. | Percussive Learning about various percussive instruments tuned and non-tuned. Creating our own percussion masterpiece. | Percussive Learning about various percussive instruments tuned and non-tuned. Creating our own percussion masterpiece. |
| Tuesday | African Percussion Exploring instruments of the Ewe and Yoruba tribes and the different rhythms used | Ewe and Yoruba Listening to various percussion rhythms and drums from the Ewe and Yoruba tribes. | Ewe and Yoruba Listening to various percussion rhythms and drums from the Ewe and Yoruba tribes. | Ewe and Yoruba Listening to various percussion rhythms and drums from the Ewe and Yoruba tribes. | Ewe and Yoruba Listening to various percussion rhythms and drums from the Ewe and Yoruba tribes. |
| Wednesday | European Percussion Understanding how to maintain a steady beat. Listening to percussive classical music. | Iannis Xenakis Exploring the music of Iannis Xenakis. | Iannis Xenakis Exploring the music of Iannis Xenakis. | Iannis Xenakis Exploring the music of Iannis Xenakis. | Iannis Xenakis Exploring the music of Iannis Xenakis. |
| Thursday | Asian Percussions Visually and aurally listening and seeing various percussion instruments from Tibet. Focusing on the Tibetan Singing Bowl. | Tibetan Singing Bowl Having fun with a Tibetan singing bowl and how it is used. | Tibetan Singing Bowl Having fun with a Tibetan singing bowl and how it is used. | Tibetan Singing Bowl Having fun with a Tibetan singing bowl and how it is used. | Tibetan Singing Bowl Having fun with a Tibetan singing bowl and how it is used. |
| Friday | Piano Friday Singing as unison. Discussing what a piano is. | Fun Songs Singing a variety of children's and fun songs as well as reviewing what we learned this week. | Fun Songs Singing a variety of children's and fun songs as well as reviewing what we learned this week. | Fun Songs Singing a variety of children's and fun songs as well as reviewing what we learned this week. | Fun Songs Singing a variety of children's and fun songs as well as reviewing what we learned this week. |



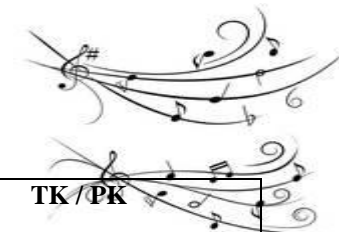
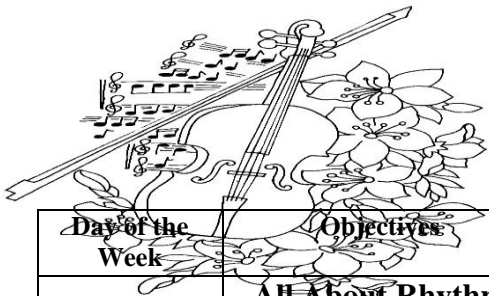
Music Lesson Plan: June 10th – June 14th 2019
Theme: Center Stage
Theme: Songs from Media

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | TK / PK |
|-----------------|---|--|--|---|---|
| Monday | Melodies Developing active listening skills. Distinguishing between melody and rhythm | Be a Rhythm Pretending to be different animals and only moving to the sound of the metronome Songs: <i>The Candy Man, C is for Cookie</i> | Be a Rhythm Pretending to be different animals and only moving to the sound of the metronome Songs: <i>The Candy Man, C is for Cookie</i> | Chorus Line Listening to a variety of Broadway and Disney songs then standing in a line to the chorus to stomp and kick the beat. Songs: <i>The Candy Man, C is for Cookie</i> | Chorus Line Listening to a variety of Broadway and Disney songs then standing in a line to the chorus to stomp and kick the beat. |
| Tuesday | Melody or Rhythm Developing active listening skills. Distinguishing between melody and rhythm | Rhythm Robot Pretending to be a robot while listening and moving to the rhythm of the drum. Songs: <i>Mary Poppins, Put Down the Ducky</i> | Rhythm Robot Pretending to be a robot while listening and moving to the rhythm of the drum. Songs: <i>Mary Poppins, Put Down the Ducky</i> | Melody or Rhythm Leader plays three different instruments in a row. If a melodic instrument is played those with melodic play but if a rhythmic instrument plays you are out. | Melody or Rhythm Leader plays three different instruments in a row. If a melodic instrument is played those with melodic play but if a rhythmic instrument plays you are out. |
| Wednesday | World of Sounds Differentiating between different sounds. | Sounds Reading and listening to the book “World of Sounds” | Sounds Reading and listening to the book “World of Sounds” | Sounds Reading and listening to the book “World of Sounds” | Sounds Reading and listening to the book “World of Sounds” |
| Thursday | Music Detectives Differentiating between instrumental sounds. Developing active listening skills | What Animal Was That? Listening to a variety of animal sounds and finding the appropriate melody to sing for the animal. Songs: <i>Various animal songs</i> | What Animal Was That? Listening to a variety of animal sounds and finding the appropriate melody to sing for the animal. Songs: <i>Various animal songs</i> | Music Detectives There’s a mystery to solve of which instrument has the melody and it’s up to us to figure it out. Songs: <i>Wants to Be Cat, You’ve Got A Friend</i> | Music Detectives There’s a mystery to solve of which instrument has the melody and it’s up to us to figure it out. |
| Friday | Piano Friday Singing as unison. | Fun Songs Singing a variety of children’s and fun songs as well as reviewing what we learned this week. | Fun Songs Singing a variety of children’s and fun songs as well as reviewing what we learned this week | Fun Songs Singing a variety of children’s and fun songs as well as reviewing what we learned this week | Graduation Practice Practicing our music for graduation |

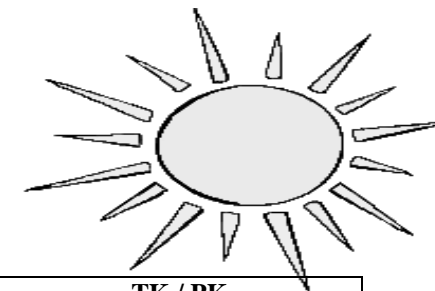
Music Lesson Plan: June 17th – June 21st 2019

Theme: Imagine That

Theme: Nature's Music



| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | TK/PK |
|-----------------|---|---|---|--|---|
| Monday | All About Rhythm Develop a steady beat. Demonstrate an understanding of rhythmic patterns. | Rhythm in Nature Imitating the rhythm of things we see in nature such as leaves, rain, wind, etc. <i>Songs: The Rattling Bog Mulberry Bush</i> | Rhythm in Nature Imitating the rhythm of things we see in nature such as leaves, rain, wind, etc. <i>Songs: The Rattling Bog Mulberry Bush</i> | Rhythm Robot Pretending to be a robot while listening and moving to the rhythm of the drum. <i>Songs: The Rattling Bog Mulberry Bush</i> | Find Your Own Rhythm Learning to create our own rhythm and the proper ways to notate it. |
| Tuesday | All About Rhythm Develop a steady beat. Demonstrate an understanding of rhythmic patterns. | Be a Rhythm Pretending to be different animals and only moving to the sound of the metronome. <i>Songs: Take Me Out to the Ballgame I Love the Mountains</i> | Be a Rhythm Pretending to be different animals and only moving to the sound of the metronome. <i>Songs: Take Me Out to the Ballgame I Love the Mountains</i> | Rhythm Round Have two groups clap and say various one and two syllable words related to outdoors. <i>Songs: Take Me Out to the Ballgame I Love the Mountains</i> | Drumming Make a line have children face each other with drum in the middle. Each child rhythmically imitates the person in front of them. |
| Wednesday | All About Rhythm Develop a steady beat. Demonstrate an understanding of rhythmic patterns. | Rhythm in the Wind Listening to classical compositions and pretending to be objects moved by the wind. <i>Songs: Johnny Appleseed Mr. Sun</i> | Rhythm in the Wind Listening to classical compositions and pretending to be objects moved by the wind. <i>Songs: Johnny Appleseed Mr. Sun</i> | Voyage to Treasure Island Using percussion instruments to create the sound and feeling of being on a pirate ship. <i>Songs: Johnny Appleseed Mr. Sun</i> | Seven Jumps Listening to the form of a song and jogging through the melody then jumping to the beat of the chorus. |
| Thursday | All About Rhythm Develop a steady beat. Demonstrate an understanding of rhythmic patterns. | Musical Statues Pretending to be statues and only moving when we hear the beat of the drum <i>Songs: The Orange Tree Hole in the Bottom of the Sea</i> | Musical Statues Pretending to be statues and only moving when we hear the beat of the drum <i>Songs: The Orange Tree Hole in the Bottom of the Sea</i> | The Standing Dance Listening to a variety of songs then moving different parts of our bodies to the beat of the drum. <i>Songs: The Orange Tree Hole in the Bottom of the Sea</i> | We Keep the Beat Together One leader picks the accent of the movement as we walk to the beat of the Kinks "You Really Got Me" |
| Friday | Piano Friday Learning to sing and play as unison. | Piano Friday Singing a variety of songs discussing everything we've done for the week. <i>Story Time: Every Little Thing Puppet Theater: Hoedown</i> | Piano Friday Singing a variety of songs discussing everything we've done for the week. <i>Story Time: Every Little Thing Puppet Theater: Hoedown</i> | Piano Friday Singing a variety of songs discussing everything we've done for the week. <i>Story Time: Every Little Thing Puppet Theater: Hoedown</i> | Piano/Guitar Friday Learning the basics of guitar and piano starting with pitch and solfege. |



Music Lesson Plan: June 24th – June 28th 2019

Theme: Super Hero Science Camp

Theme: Space Music

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | TK / PK |
|-----------------|--|---|---|---|--|
| Monday | Stars Imaginative play. Developing pitch and music notation. | Twinkle Twinkle Playing the game high and low while pretending to be astronauts. Songs: <i>Twinkle Twinkle Little Star, Catch A Falling Star</i> | Twinkle Twinkle Playing the game high and low while pretending to be astronauts. Songs: <i>Twinkle Twinkle Little Star, Catch A Falling Star</i> | Twinkle Twinkle Playing the game high and low while pretending to be astronauts. Songs: <i>Twinkle Twinkle Little Star, Catch A Falling Star</i> | Piano Developing the basic skills required for adequate piano proficiency. Focus: <i>Hand Position an Notation</i> |
| Tuesday | The Planets Imaginative play. Gaining a wider understanding of tone and timbre. Understanding music as a cultural phenomenon | Gustav Holst Puppet theater “Jupiter” by Gustav Holst. Songs: <i>I love the Mountains, Solar System Song</i> | Gustav Holst Puppet theater “Jupiter” by Gustav Holst. Songs: <i>I love the Mountains, Solar System Song</i> | Gustav Holst Puppet theater “Jupiter” by Gustav Holst. Songs: <i>I love the Mountains, Solar System Song</i> | Piano Developing the basic skills required for adequate piano proficiency. Focus: <i>Hand Position an Notation</i> |
| Wednesday | The Sun Establishing a steady beat and developing an understanding of pitch and music notation | My Sunshine Singing and dancing to various songs about the sun. Songs: <i>Here Comes the Sun, You Are My Sunshine</i> | My Sunshine Singing and dancing to various songs about the sun. Songs: <i>Here Comes the Sun, You Are My Sunshine</i> | My Sunshine Singing and dancing to various songs about the sun. Songs: <i>Here Comes the Sun, You Are My Sunshine</i> | Piano Developing the basic skills required for adequate piano proficiency. Focus: <i>Hand Position an Notation</i> |
| Thursday | Ocean Imaginative play. Developing pitch and music notation. | Bottom of the Sea Taking an aquatic adventure to the bottom of the sea to find musical life forms. Songs: <i>There’s A Hole In the Bottom of the Sea, Slippery Fish</i> | Bottom of the Sea Taking an aquatic adventure to the bottom of the sea to find musical life forms. Songs: <i>There’s A Hole In the Bottom of the Sea, Slippery Fish</i> | Bottom of the Sea Taking an aquatic adventure to the bottom of the sea to find musical life forms. Songs: <i>There’s A Hole In the Bottom of the Sea, Slippery Fish</i> | Piano Developing the basic skills required for adequate piano proficiency. Focus: <i>Hand Position an Notation</i> |
| Friday | Piano Friday Learning to sings as unison. Developing basic piano skills and technique. | Piano Friday Singing a variety of songs we have sung during the week. | Piano Friday Singing a variety of songs we have sung during the week. | Piano Friday Singing a variety of songs we have sung during the week. | Piano Developing the basic skills required for adequate piano proficiency. Learning a song. Focus: <i>Hand Position an Notation</i> |

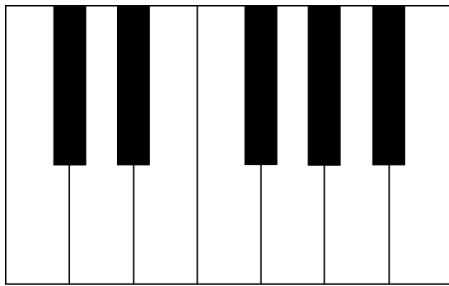


Music Lesson Plan: July 1st – July 5th 2019

Theme: Team USA

Theme: Songs of America

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | TK / PK |
|-----------------|---|--|--|--|---|
| Monday | Woody Guthrie Imaginative play. Understanding timbre | This Land Is Your Land Playing the “Crawdad Song” and pretending we are catching crawfish. Songs: <i>Crawdad Song, This Land Is Your Land</i> | This Land Is Your Land Playing the “Crawdad Song” and pretending we are catching crawfish. Songs: <i>Crawdad Song, This Land Is Your Land</i> | This Land Is Your Land Playing the “Crawdad Song” and pretending we are catching crawfish. Songs: <i>Crawdad Song, This Land Is Your Land</i> | John Philip Sousa Learning how to march to a beat and understanding various brass instruments |
| Tuesday | Folk Songs Understanding music as a cultural phenomenon. Differentiating between instrumental sounds | Story Songs Listening to the story songs of Froggie went A Courting and The Fox Songs: <i>Froggie went A Courting, The Fox</i> | Story Songs Listening to the story songs of Froggie went A Courting and The Fox Songs: <i>Froggie went A Courting, The Fox</i> | Story Songs Listening to the story songs of Froggie went A Courting and The Fox Songs: <i>Froggie went A Courting, The Fox</i> | Name That Instrument Trying to match the correct brass instrument picture to the sound we hear. Then picking the picture of the instrument with the melody. |
| Wednesday | Folk Heroes Understanding music as a cultural phenomenon. | Folk Heroes Hearing and singing the songs about American folk heroes such as John Henry and Casey Jones. Songs: <i>Ballad of John Henry, Casey Jones</i> | Folk Heroes Hearing and singing the songs about American folk heroes such as John Henry and Casey Jones. Songs: <i>Ballad of John Henry, Casey Jones</i> | Folk Heroes Hearing and singing the songs about American folk heroes such as John Henry and Casey Jones. Songs: <i>Ballad of John Henry, Casey Jones</i> | Putting It All Together Taking the three fundamentals of music and using all of our knowledge to make a song with boom whackers. |
| Thursday | | HOLIDAY | CRÈME | CLOSED | |
| Friday | Piano Friday Singing as unison. Developing basic piano proficiency. | Piano Friday Singing a variety of songs discussing everything we’ve done for the week. Puppet Theater: <i>Hoedown</i> | Piano Friday Singing a variety of songs discussing everything we’ve done for the week. Puppet Theater: <i>Hoedown</i> | Piano Friday Singing a variety of songs discussing everything we’ve done for the week. Puppet Theater: <i>Hoedown</i> | Piano/Guitar Friday Learning the basics of guitar and piano starting with pitch and solfege. |



Music Lesson Plan: July 8th – July 12th 2019
Theme: All Star Training

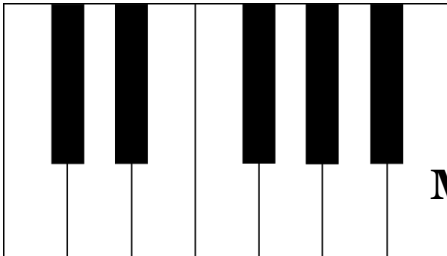
| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | TK / PK |
|-----------------|---|--|--|--|--|
| Monday | Piano Monday Learning to sing as unision. | Singing a variety of silly songs about | Singing a variety of silly songs about | Singing a variety of silly songs about | Singing a variety of silly songs about |
| Tuesday | Sports Chants Understanding call and response and keeping a steady tempo. | Imitating a creating or own rhythmic sports chants | Imitating a creating or own rhythmic sports chants | Imitating a creating or own rhythmic sports chants | Imitating a creating or own rhythmic sports chants |
| Wednesday | Sports Soundtracks Distinguishing between different instruments | Listening to a variety of music from various sports movies and how the music relates to the movie. | Listening to a variety of music from various sports movies and how the music relates to the movie. | Listening to a variety of music from various sports movies and how the music relates to the movie. | Listening to a variety of music from various sports movies and how the music relates to the movie. |
| Thursday | Keeping the Beat to Action Imitating and interpreting different rhythmic patterns | Listening to sports sounds and keeping the rhythm and imitating the sounds we hear. | Listening to sports sounds and keeping the rhythm and imitating the sounds we hear. | Listening to sports sounds and keeping the rhythm and imitating the sounds we hear. | Listening to sports sounds and keeping the rhythm and imitating the sounds we hear. |
| Friday | Piano Friday | Singing a variety of sports songs | Singing a variety of sports songs | Singing a variety of sports songs | Singing a variety of sports songs |



Music Lesson Plan: July 15th – July 19th 2019
Theme: Culinary Creations



| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | TK / PK |
|-----------------|--|--|--|--|--|
| Monday | Rock Lobster Discussing the music of the B-52's and their significance in music of the 1980's. | The B-52's Listening and dancing to the song "Rock Lobster" | The B-52's Listening and dancing to the song "Rock Lobster" | The B-52's Listening and dancing to the song "Rock Lobster" | The B-52's Listening and dancing to the song "Rock Lobster" |
| Tuesday | Blueberry Hill Understanding the early days of Rock and Roll and the instrumentation used | Fats Domino The importance of Boogie Woogie to early rockabilly. | Fats Domino The importance of Boogie Woogie to early rockabilly. | Fats Domino The importance of Boogie Woogie to early rockabilly. | Fats Domino The importance of Boogie Woogie to early rockabilly. |
| Wednesday | Greens at the Chicken Shack Exploring soul jazz and hard bop. | Roy Hargrove Listening to jazz and blues music that celebrates soul food | Roy Hargrove Listening to jazz and blues music that celebrates soul food | Roy Hargrove Listening to jazz and blues music that celebrates soul food | Roy Hargrove Listening to jazz and blues music that celebrates soul food |
| Thursday | The Candy Man Learning to sing as unison. | Sammy Davis Jr Singing as a unison to "The Candy Man" | Sammy Davis Jr Singing as a unison to "The Candy Man" | Sammy Davis Jr Singing as a unison to "The Candy Man" | Sammy Davis Jr Singing as a unison to "The Candy Man" |
| Friday | Piano Friday Singing songs as individuals and ensemble. | Food Songs Singing songs about food. | Food Songs Singing songs about food. | Food Songs Singing songs about food. | Food Songs Singing songs about food. |



Music Lesson Plan: July 22nd – July 26th 2019
Theme: Color My World

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | TK / PK |
|-----------------|--|---|---|---|---|
| Monday | Stravinsky/Picasso Exploring the relationship between Pablo Picasso and Igor Stravinsky and how they influenced each other | Primitivism Looking at paintings by Picasso while listening to the Rite of Spring | Primitivism Looking at paintings by Picasso while listening to the Rite of Spring | Primitivism Looking at paintings by Picasso while listening to the Rite of Spring | Primitivism Looking at paintings by Picasso while listening to the Rite of Spring |
| Tuesday | Bebop and Basquiat Understanding comparison between two different styles of art. | Bebop Examining one of the most iconic artists of the 21st century and how he was deeply influenced by bebop music. | Bebop Examining one of the most iconic artists of the 21st century and how he was deeply influenced by bebop music. | Bebop Examining one of the most iconic artists of the 21st century and how he was deeply influenced by bebop music. | Bebop Examining one of the most iconic artists of the 21st century and how he was deeply influenced by bebop music. |
| Wednesday | Downtown 81 Listening to various genres and styles of music. | Underground New York Listening to music of the Downtown art scene in New York City | Underground New York Listening to music of the Downtown art scene in New York City | Underground New York Listening to music of the Downtown art scene in New York City | Underground New York Listening to music of the Downtown art scene in New York City |
| Thursday | Art Ensemble of Chicago Understanding music from a cultural and historical context. | Great Music Listening to the various styles of the avant-garde group the Art Ensemble of Chicago. | Great Music Listening to the various styles of the avant-garde group the Art Ensemble of Chicago. | Great Music Listening to the various styles of the avant-garde group the Art Ensemble of Chicago. | Great Music Listening to the various styles of the avant-garde group the Art Ensemble of Chicago. |
| Friday | Piano Friday Using various instruments to create music | Experimental Music Creating our own songs using various instruments. | Experimental Music Creating our own songs using various instruments | Experimental Music Creating our own songs using various instruments | Experimental Music Creating our own songs using various instruments |



Music Lesson Plan: July 29th – August 2nd 2019

Theme: Water Wonders

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | TK / PK |
|-----------------|---|--|--|--|--|
| Monday | Splish Splash Understanding the music of Bobby Darrin and other novelty singers of the 60's | Novelty Songs Listening to a variety of novelty songs about water. | Novelty Songs Listening to a variety of novelty songs about water. | Novelty Songs Listening to a variety of novelty songs about water. | Novelty Songs Listening to a variety of novelty songs about water. |
| Tuesday | Water Music Understanding texture and timbre and music. Listening for variations | Water Music Discussing and listening to the music of Ravel, Debussy, and Bach. | Water Music Discussing and listening to the music of Ravel, Debussy, and Bach. | Water Music Discussing and listening to the music of Ravel, Debussy, and Bach. | Water Music Discussing and listening to the music of Ravel, Debussy, and Bach. |
| Wednesday | Oceania Music Listening to Aboriginal Music from the Pacific Islands and Hawaii. | Oceania Discussing and listening to different forms of Oceania music and distinguishing their instrumentation. | Oceania Discussing and listening to different forms of Oceania music and distinguishing their instrumentation. | Oceania Discussing and listening to different forms of Oceania music and distinguishing their instrumentation. | Oceania Discussing and listening to different forms of Oceania music and distinguishing their instrumentation. |
| Thursday | Water All Around Singing songs using solfege and as a group. | Row Your Boat Sing songs related to water: Row Your Boat Slippery Fish | Row Your Boat Sing songs related to water: Row Your Boat Slippery Fish | Row Your Boat Sing songs related to water: Row Your Boat Slippery Fish | Row Your Boat Sing songs related to water: Row Your Boat Slippery Fish |
| Friday | Piano Friday Learning basic piano technique and hand positions. | Notes and Notation Playing the piano and learning to read musical notation. | Notes and Notation Playing the piano and learning to read musical notation. | Notes and Notation Playing the piano and learning to read musical notation. | Notes and Notation Playing the piano and learning to read musical notation. |



Music Lesson Plan: August 5th – August 9th 2019
Theme: Bon Voyage Summer



| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | TK / PK |
|-----------------|--|--|--|--|--|
| Monday | Explore Rhythm Learning to clap and interpret different indigenous rhythms. | Samba and Bamboula Playing and reading different rhythms from South America and New Orleans. | Samba and Bamboula Playing and reading different rhythms from South America and New Orleans. | Samba and Bamboula Playing and reading different rhythms from South America and New Orleans. | Samba and Bamboula Playing and reading different rhythms from South America and New Orleans. |
| Tuesday | Festival Fun Visually and aurally understanding the roots of indigenous festival music. | Carnival Listen to music from South America, The Caribbean, Cuba, and Louisiana and have our own parade. | Carnival Listen to music from South America, Cuba, and Louisiana and have our own parade. | Carnival Listen to music from South America, Cuba, and Louisiana and have our own parade. | Carnival Listen to music from South America, Cuba, and Louisiana and have our own parade. |
| Wednesday | Festive Instruments Exploring instruments from different cultures. | Instruments of Carnival Look at pictures and listen to music using different kinds of instruments. | Instruments of Carnival Look at pictures and listen to music using different kinds of instruments. | Instruments of Carnival Look at pictures and listen to music using different kinds of instruments. | Instruments of Carnival Look at pictures and listen to music using different kinds of instruments. |
| Thursday | Songs from Around The World Singing music in different languages. | Festive in Any Language Singing songs in different languages. | Festive in Any Language Singing songs in different languages. | Festive in Any Language Singing songs in different languages. | Festive in Any Language Singing songs in different languages. |
| Friday | Piano Friday Learning Piano Basics Fingering | Carnival Time Singing a variety of festive carnival songs | Carnival Time Singing a variety of festive carnival songs | Carnival Time Singing a variety of festive carnival songs | Carnival Time Singing a variety of festive carnival songs |



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Crème Champ Camp Summer Program Creative Movement /GYM Lesson Plan



Week: May 27- 31, 2019

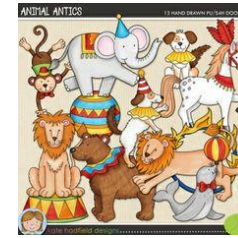
Theme: *Exploring Our World*

| Day of the Week | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|--|--|--|--|
| Monday | <p>Catch the Weasel Have 1 kid from ea. Team be the tagger and 1 be the weasel. The weasel tries to run away through a maze to get to the other side.</p> | <p>Catch the Weasel Have 1 kid from ea. Team be the tagger and 1 be the weasel. The weasel tries to run away through a maze to get to the other side.</p> | <p>Catch the Weasel Have 1 kid from ea. Team be the tagger and 1 be the weasel. The weasel tries to run away through a maze to get to the other side.</p> | <p>Catch the Weasel Have 1 kid from ea. Team be the tagger and 1 be the weasel. The weasel tries to run away through a maze to get to the other side.</p> |
| Tuesday | <p>Shot clock Have 2 teams meet at half court and face their baskets. Both teams have 24 sec. to score as many baskets as they can before time runs out.</p> | <p>Shot clock Have 2 teams meet at half court and face their baskets. Both teams have 24 sec. to score as many baskets as they can before time runs out.</p> | <p>Shot clock Have 2 teams meet at half court and face their baskets. Both teams have 24 sec. to score as many baskets as they can before time runs out.</p> | <p>Shot clock Have 2 teams meet at half court and face their baskets. Both teams have 24 sec. to score as many baskets as they can before time runs out.</p> |
| Wednesday | <p>Four Square Create a square and 4 people kids on ea. Square. The ball can bounce once in it, you have to bounce it to another square and get them out & become King.</p> | <p>Four Square Create a square and 4 people kids on ea. Square. The ball can bounce once in it, you have to bounce it to another square and get them out & become King.</p> | <p>Four Square Create a square and 4 people kids on ea. Square. The ball can bounce once in it, you have to bounce it to another square and get them out & become King.</p> | <p>Four Square Create a square and 4 people kids on ea. Square. The ball can bounce once in it, you have to bounce it to another square and get them out & become King.</p> |
| Thursday | <p>Football Practice breaking taking tackles while holding the football tight in your arms.</p> | <p>Football Practice breaking taking tackles while holding the football tight in your arms.</p> | <p>Football Practice breaking taking tackles while holding the football tight in your arms.</p> | <p>Tag Football 2 teams with a Q.B and try to score touchdowns with only tagging the kid w/the ball to get him down.</p> |
| Friday | <p>Rabbit Hole Create a small square w/a hula hoop on top and have 4 friends inside in while facing inward, try to get out without knocking the hula hoop down.</p> | <p>Rabbit Hole Create a small square w/a hula hoop on top and have 4 friends inside in while facing inward, try to get out without knocking the hula hoop down.</p> | <p>Rabbit Hole Create a small square w/a hula hoop on top and have 4 friends inside in while facing inward, try to get out without knocking the hula hoop down.</p> | <p>Rabbit Hole Create a small square w/a hula hoop on top and have 4 friends inside in while facing inward, try to get out without knocking the hula hoop down.</p> |



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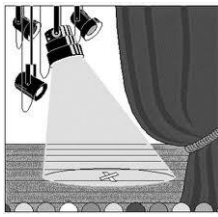


Theme: Walking on the Wild Side

Crème Champ Camp Summer Program Creative Movement / GYM Lesson Plan

Week: June 3 - 7, 2019

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------------|---|---|---|---|---|
| Monday | To identify the relationship between moving and stopping | Walk the Block 2 teams, ea. Person from ea. Team will go and try to race across the room while walking on 3 blocks. Only can walk on the blocks. First team back wins. | Walk the Block 2 teams, ea. Person from ea. Team will go and try to race across the room while walking on 3 blocks. Only can walk on the blocks. First team back wins. | Walk the Block 2 teams, ea. Person from ea. Team will go and try to race across the room while walking on 3 blocks. Only can walk on the blocks. First team back wins. | Walk the Block 2 teams, ea. Person from ea. Team will go and try to race across the room while walking on 3 blocks. Only can walk on the blocks. First team back wins. |
| Tuesday | To explore direction and traveling movement | Baton Race Have 2 teams start from one side of the playground sidewalk standing in a hula hoop. Then have a mini hula hoop to pass to the next kid in line. First team done wins. | Baton Race Have 2 teams start from one side of the playground sidewalk standing in a hula hoop. Then have a mini hula hoop to pass to the next kid in line. First team done wins. | Baton Race Have 2 teams start from one side of the playground sidewalk standing in a hula hoop. Then have a mini hula hoop to pass to the next kid in line. First team done wins. | Baton Race Have 2 teams start from one side of the playground sidewalk standing in a hula hoop. Then have a mini hula hoop to pass to the next kid in line. First team done wins. |
| Wednesday | To practice movement imitation and travel through a group | Telematch Put cones inside a hula-hoop and have a team surrounding it and another hula hoop. Team that knocks their cones first wins | Telematch Put cones inside a hula-hoop and have a team surrounding it and another hula hoop. Team that knocks their cones first wins | Telematch Put cones inside a hula-hoop and have a team surrounding it and another hula hoop. Team that knocks their cones first wins | Telematch Put cones inside a hula-hoop and have a team surrounding it and another hula hoop. Team that knocks their cones first wins |
| Thursday | To develop strength and lightness with basic actions | Sack Race Race to the finish line while jumping inside a sack. | Sack Race Race to the finish line while jumping inside a sack. | Sack Race Race to the finish line while jumping inside a sack. | Sack Race Race to the finish line while jumping inside a sack.. |
| Friday | To practice following designated rules of a game | Hand Toss Pizza Have a small hula-hoop and try to toss it into the giant or small cone. First team that gets all the hula-hoops in wins. | Hand Toss Pizza Have a small hula-hoop and try to toss it into the giant or small cone. First team that gets all the hula-hoops in wins. | Hand Toss Pizza Have a small hula-hoop and try to toss it into the giant or small cone. First team that gets all the hula-hoops in wins. | Hand Toss Pizza Have a small hula-hoop and try to toss it into the giant or small cone. First team that gets all the hula-hoops in wins. |



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Theme: Center Stage

*Crème Champ Camp Summer Program
Creative Movement / GYM Lesson Plan*

Week: June 10 - 14, 2019

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|---|---|--|---|---|
| Monday | To develop coordination and circulation of movement in the body | Body Pretzels: Have each child pick a card and see if they can stretch that body part (simple) | Body Pretzels: Divide body part cards into two piles: upper and lower Have children pick a card from each pile and see if they can touch those two parts together (simple) | Body Pretzels: Use the Yoga cards and have children practice stretching their bodies | Body Pretzels: Use the Yoga cards and have children practice stretching their bodies, use a hoop on the floor to mark personal space |
| Tuesday | To learn how to control moving and stopping with the body | Play, “Musical Hugs” When the music stops, the child must find a partner to hug | Play, “Musical Hoops” Pass out small colored hoops, when music stops the child must find the person with their matching color | *Play musical hands and have children stand on one when the music stops, eliminate one by one | *Play musical hands and have children stand on one when the music stops, eliminate one by one, and spread them out over the room |
| Wednesday | To practice tossing and developing depth perception | Bean bag toss: Have children try to throw a bean bag into a large hoop | Bean bag toss: Have children throw a bean bag into a large hoop and move it a little farther each time | Bean bag toss: Have children throw a bean bag into a medium sized hoop. | Bean bag toss: Have children try to throw a bean bag into a small hoop, move it a little farther away each time |
| Thursday | To focus on traveling with an object | Set cones in the corners of the room and have children roll around on the scooters | Set cones in the corners of the room and have children roll around on the scooters | Set cones in the corners of the room and have relay races that involve running, skipping, or kicking a ball | Set cones in the corners of the room and have relay races that involve running, skipping, kicking a ball, or using scooters |
| Friday | To practice contrasting relationships between movements | Play, “Red Light! Green Light!” Practice jumping and walking | Play, “Red Light! Green Light!” Practice running and skipping | Play, “Red Light! Green Light!” Practice galloping, skipping, and jumping | Play, “Red Light! Green Light!” Practice galloping, skipping, jumping and coming up with new ways to move |



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Crème Champ Camp Summer Program Creative Movement / GYM Lesson Plan

Week: June 17 - 21, 2019

Theme: *Imagine That*

| Day of the Week | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|--|--|--|--|
| Monday | <p>Catch the Weasel Have 1 kid from ea. Team be the tagger and 1 be the weasel. The weasel tries to run away through a maze to get to the other side.</p> | <p>Catch the Weasel Have 1 kid from ea. Team be the tagger and 1 be the weasel. The weasel tries to run away through a maze to get to the other side.</p> | <p>Catch the Weasel Have 1 kid from ea. Team be the tagger and 1 be the weasel. The weasel tries to run away through a maze to get to the other side.</p> | <p>Catch the Weasel Have 1 kid from ea. Team be the tagger and 1 be the weasel. The weasel tries to run away through a maze to get to the other side.</p> |
| Tuesday | <p>Shot clock Have 2 teams meet at half court and face their baskets. Both teams have 24 sec. to score as many baskets as they can before time runs out.</p> | <p>Shot clock Have 2 teams meet at half court and face their baskets. Both teams have 24 sec. to score as many baskets as they can before time runs out.</p> | <p>Shot clock Have 2 teams meet at half court and face their baskets. Both teams have 24 sec. to score as many baskets as they can before time runs out.</p> | <p>Shot clock Have 2 teams meet at half court and face their baskets. Both teams have 24 sec. to score as many baskets as they can before time runs out.</p> |
| Wednesday | <p>Four Square Create a square and 4 people kids on ea. Square. The ball can bounce once in it, you have to bounce it to another square and get them out & become King.</p> | <p>Four Square Create a square and 4 people kids on ea. Square. The ball can bounce once in it, you have to bounce it to another square and get them out & become King.</p> | <p>Four Square Create a square and 4 people kids on ea. Square. The ball can bounce once in it, you have to bounce it to another square and get them out & become King.</p> | <p>Four Square Create a square and 4 people kids on ea. Square. The ball can bounce once in it, you have to bounce it to another square and get them out & become King.</p> |
| Thursday | <p>Football Practice breaking taking tackles while holding the football tight in your arms.</p> | <p>Football Practice breaking taking tackles while holding the football tight in your arms.</p> | <p>Football Practice breaking taking tackles while holding the football tight in your arms.</p> | <p>Tag Football 2 teams with a Q.B and try to score touchdowns with only tagging the kid w/the ball to get him down.</p> |
| Friday | <p>Rabbit Hole Create a small square w/a hula hoop on top and have 4 friends inside in while facing inward, try to get out without knocking the hula hoop down.</p> | <p>Rabbit Hole Create a small square w/a hula hoop on top and have 4 friends inside in while facing inward, try to get out without knocking the hula hoop down.</p> | <p>Rabbit Hole Create a small square w/a hula hoop on top and have 4 friends inside in while facing inward, try to get out without knocking the hula hoop down.</p> | <p>Rabbit Hole Create a small square w/a hula hoop on top and have 4 friends inside in while facing inward, try to get out without knocking the hula hoop down.</p> |



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Crème Champ Camp Summer Program Creative Movement / GYM Lesson Plan



Week: June 24 – 28, 2019

Theme: Super Hero Science Camp

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Summer Camp |
|------------------|--|--|--|--|--|
| Monday | To practice following designated rules of a game | Play, "Duck, Duck, Goose" Have children sit in different shapes (circle, square, triangle) and see which one is the easiest to run around | Play, "Duck, Duck, Goose" Have children sit in different shapes (circle, square, triangle) and see which one is the easiest to run around | Play, "Duck, Duck, Goose" Have children sit in different shapes (circle, square, triangle) and see which one is the easiest to run around | Play, "Duck, Duck, Goose" Have children sit in different shapes (circle, square, triangle) and see which one is the easiest to run around |
| Tuesday | To follow a set of sequential steps through movement | Play, "Red Light! Green Light!" Practice jumping and walking | Play, "Red Light! Green Light!" Practice running and skipping | Play, "Red Light! Green Light!" Practice galloping, skipping, and jumping | Play, "Red Light! Green Light!" Practice galloping, skipping, jumping and coming up with new ways to move |
| Wednesday | To practice large motor skills with an object, to cooperate with peers for a common goal | Go on an "adventure" walk Set up obstacles where children have to jump into a hoop | Go on an "adventure" walk Set up obstacles where children have to jump from hoop to hoop | Go on an "adventure" walk Set up obstacles where children have to jump from hoop to hoop, or walk on the balance beam | Go on an "adventure" walk Set up obstacles where children have to jump from hoop to hoop, walk on the balance beam, or |
| Thursday | To practice hand eye coordination with an object | Have children practice bouncing and catching a big ball | Have children practice bouncing and catching a big ball within a hoop on the floor | Have children practice bouncing and catching a tennis ball | Have children practice bouncing and catching a tennis ball within a hoop on the floor |
| Friday | To practice large motor skills with an object, to cooperate with peers for a common goal | Take out the parachute and walk around in a circle, create waves with up and down movements | Take out the parachute and walk around in a circle, create waves with up and down movements, or toss beanbags in the center | Play, "Teacher, May I" and have children practice moving in different ways Ex: giant steps, baby steps | Play, "Teacher, May I" and have children practice moving in different ways Ex: Sideways step, zig-zag step |



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Crème Champ Camp Summer Program
Creative Movement / GYM Lesson Plan

Theme: Team USA

Week: July 1 - 5, 2019

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------------|---|---|---|---|---|
| Monday | To develop coordination and circulation of movement in the body | Hand soccer The goal is to throw the ball in the goal. The only way the other team can lose the ball is if they drop it or you take it while it's in the air. | Hand soccer The goal is to throw the ball in the goal. The only way the other team can lose the ball is if they drop it or you take it while it's in the air. | Hand soccer The goal is to throw the ball in the goal. The only way the other team can lose the ball is if they drop it or you take it while it's in the air. | Hand soccer The goal is to throw the ball in the goal. The only way the other team can lose the ball is if they drop it or you take it while it's in the air. |
| Tuesday | To learn how to control moving and stopping with the body | Shot clock Have 2 teams meet at half court and face their baskets. Both teams have 24 sec. to score as many baskets as they can before time runs out. | Shot clock Have 2 teams meet at half court and face their baskets. Both teams have 24 sec. to score as many baskets as they can before time runs out. | Shot clock Have 2 teams meet at half court and face their baskets. Both teams have 24 sec. to score as many baskets as they can before time runs out. | Shot clock Have 2 teams meet at half court and face their baskets. Both teams have 24 sec. to score as many baskets as they can before time runs out. |
| Wednesday | To focus on traveling with an object | Football Practice breaking taking tackles while holding the football tight in your arms. | Football Practice breaking taking tackles while holding the football tight in your arms. | Football Practice breaking taking tackles while holding the football tight in your arms. | Tag Football 2 teams with a Q.B and try to score touchdowns with only tagging the kid w/the ball to get him down. |
| Thursday | | HOLIDAY | CRÈME | CLOSED | |
| Friday | To identify the relationship between moving and stopping | *Play musical hoops and have children jump into them when the music stops | *Play musical hoops and have children jump into them when the music stops | *Play musical hoops and have children jump into them when the music stops, eliminate one by one | *Play musical hoops and have children jump into them when the music stops, eliminate one by one |



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Theme: All Star Training

*Crème Champ Camp Summer Program
Creative Movement / GYM Lesson Plan*

Week: July 8-12, 2019

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|--|--|--|--|--|
| Monday | To learn how to control moving and stopping with the body | Play, “Musical Hugs” When the music stops, the child must find a partner to hug | Play, “Musical Hoops” Pass out small colored hoops, when music stops the child must find the person with their matching color | *Play musical hands and have children stand on one when the music stops, eliminate one by one | *Play musical hands and have children stand on one when the music stops, eliminate one by one, and spread them out over the room |
| Tuesday | To practice tossing and developing depth perception | Hoop toss: Set out cones and have a children try to throw the hoops over the cones Use big hoops | Hoop toss: Set out cones and have a children try to throw the hoops over the cones Use big hoops | Hoop toss: Set out cones and have a children try to throw the hoops over the cones Use small hoops | Hoop toss: Set out cones and have a children try to throw the hoops over the cones Use small hoops |
| Wednesday | To focus on traveling with an object | Scooter Fun Set cones in the corners of the room and have children roll around on the scooters | Scooter Fun Set cones in the corners of the room and have children roll around on the scooters | Scooter Fun Set cones in the corners of the room and have relay races that involve running, skipping, or kicking a ball | Scooter Fun Set cones in the corners of the room and have relay races that involve running, skipping, kicking a ball, or using scooters |
| Thursday | To develop coordination and circulation of movement in the body | Body Pretzels: Have each child pick a card and see if they can stretch that body part (simple) | Body Pretzels: Divide body part cards into two piles: upper and lower Have children pick a card from each pile and see if they can touch those two parts together (simple) | Body Pretzels: Use the Yoga cards and have children practice stretching their bodies | Body Pretzels: Use the Yoga cards and have children practice stretching their bodies, use a hoop on the floor to mark personal space |
| Friday | To practice balancing with different body parts and following directions | Place a hula hoop on the floor and call out different body parts to place inside the hoop Ex: Put one hand in the hoop, put two knees inside the hoop | Place a hula hoop on the floor and call out different body parts to place inside the hoop Ex: Put one hand in the hoop and one outside, put one foot inside and one hand out | Play, “Teacher, May I” and have children practice moving in different ways Ex: giant steps, baby steps | Play, “Teacher, May I” and have children practice moving in different ways Ex: Sideways step, zig-zag step |



Theme: Culinary Creations

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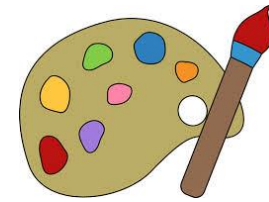
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*Crème Champ Camp Summer Program
Creative Movement / GYM Lesson Plan*



Week: July 15 - 19, 2019

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|--|---|---|--|---|
| Monday | To focus on traveling with an object | Maze Runner Create a maze that has openings and try to stay away from the person who is it. Last one standing is the winner. | Maze Runner Create a maze that has openings and try to stay away from the person who is it. Last one standing is the winner. | Maze Runner Create a maze that has openings and try to stay away from the person who is it. Last one standing is the winner. | Maze Runner Create a maze that has openings and try to stay away from the person who is it. Last one standing is the winner.. |
| Tuesday | To practice tossing and developing depth perception | Flying Fish Have 2 kids go at a time trying to pick up all the flags on the ground in 10 secs. Kid with the most flags wins. | Flying Fish Have 2 kids go at a time trying to pick up all the flags on the ground in 10 secs. Kid with the most flags wins. | Flying Fish Have 2 kids go at a time trying to pick up all the flags on the ground in 10 secs. Kid with the most flags wins. | Flying Fish Have 2 kids go at a time trying to pick up all the flags on the ground in 10 secs. Kid with the most flags wins.. |
| Wednesday | To focus on traveling with an object | Space Gates Have 2 kids go at a time and try to go through two cone gates and see who can make it to the other side without getting tagged with the ball. | Space Gates Have 2 kids go at a time and try to go through two cone gates and see who can make it to the other side without getting tagged with the ball. | Space Gates Have 2 kids go at a time and try to go through two cone gates and see who can make it to the other side without getting tagged with the ball.. | Space Gates Have 2 kids go at a time and try to go through two cone gates and see who can make it to the other side without getting tagged with the ball. |
| Thursday | To develop coordination and circulation of movement in the body | Practice the definitions of direction. Under the mat, over the mat, to the side of, and practice throwing ball in specified directions | Scooter Race Race against a partner and race back after you've touched the wall. | Warm up and Stretch Red Rover Have 2 lines on opposite sides. Create lines holding hands. The team with most kids wins. " Red Rover Red Rover let_____ come over" | Warm up and Stretch Red Rover Have 2 lines on opposite sides. Create lines holding hands. The team with most kids wins. " Red Rover Red Rover let_____ come over". |
| Friday | To practice balancing with different body parts and following directions | Superhero's vs Villains Create a giant maze and have 2 villains try to tag the superhero before he/she touches the wall. | Superhero's vs Villains Create a giant maze and have 2 villains try to tag the superhero before he/she touches the wall. | Superhero's vs Villains Create a giant maze and have 2 villains try to tag the superhero before he/she touches the wall. | Superhero's vs Villains Create a giant maze and have 2 villains try to tag the superhero before he/she touches the wall. |



Crème Champ Camp Summer Program
Creative Movement / GYM Lesson Plan

Theme: Color My World

Week: July 22-26, 2019

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|--|--|--|--|--|
| Monday | To practice following designated rules of a game | Play, "Duck, Duck, Goose" Have children sit in different shapes (circle, square, triangle) and see which one is the easiest to run around | Play, "Duck, Duck, Goose" Have children sit in different shapes (circle, square, triangle) and see which one is the easiest to run around | Play, "Duck, Duck, Goose" Have children sit in different shapes (circle, square, triangle) and see which one is the easiest to run around | Play, "Duck, Duck, Goose" Have children sit in different shapes (circle, square, triangle) and see which one is the easiest to run around |
| Tuesday | To follow a set of sequential steps through movement | Play, "Red Light! Green Light!" Practice jumping and walking | Play, "Red Light! Green Light!" Practice running and skipping | Play, "Red Light! Green Light!" Practice galloping, skipping, and jumping | Play, "Red Light! Green Light!" Practice galloping, skipping, jumping and coming up with new ways to move |
| Wednesday | To practice large motor skills with an object, to cooperate with peers for a common goal | Go on an "adventure" walk Set up obstacles where children have to jump into a hoop | Go on an "adventure" walk Set up obstacles where children have to jump from hoop to hoop | Go on an "adventure" walk Set up obstacles where children have to jump from hoop to hoop, or walk on the balance beam | Go on an "adventure" walk Set up obstacles where children have to jump from hoop to hoop, walk on the balance beam, or |
| Thursday | To practice hand eye coordination with an object | Have children practice bouncing and catching a big ball | Have children practice bouncing and catching a big ball within a hoop on the floor | Have children practice bouncing and catching a tennis ball | Have children practice bouncing and catching a tennis ball within a hoop on the floor |
| Friday | To practice large motor skills with an object, to cooperate with peers for a common goal | Take out the parachute and walk around in a circle, create waves with up and down movements | Take out the parachute and walk around in a circle, create waves with up and down movements, or toss beanbags in the center | Play, "Teacher, May I" and have children practice moving in different ways Ex: giant steps, baby steps | Play, "Teacher, May I" and have children practice moving in different ways Ex: Sideways step, zig-zag step |



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*Crème Champ Camp Summer Program
Creative Movement / GYM Lesson Plan*



Week: July 29 – August 2, 2019

Theme: Water Wonders

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|---|--|--|--|--|
| Monday | To develop coordination and circulation of movement in the body | Kickball Create 3 bases, have ea. Kid on ea. One. 1 team trying to be the taggers the others being the kickers. | Kickball Create 3 bases, have ea. Kid on ea. One. 1 team trying to be the taggers the others being the kickers. | Kickball Create 3 bases, have ea. Kid on ea. One. 1 team trying to be the taggers the others being the kickers. | Ultimate Frisbee Have 2 teams and try to throw the Frisbee into the goal outside. Once you have it, you can't move. Can only move w/o Frisbee. Other team can block. Once dropped, Frisbee switches to other team. |
| Tuesday | To learn how to control moving and stopping with the body | Tank Have 2 kids are blind folded and one person guiding them by hold their shirts. They have to try to tag everyone that's running around. | Tank Have 2 kids are blind folded and one person guiding them by hold their shirts. They have to try to tag everyone that's running around. | Tank Have 2 kids are blind folded and one person guiding them by hold their shirts. They have to try to tag everyone that's running around. | Tank Have 2 kids are blind folded and one person guiding them by hold their shirts. They have to try to tag everyone that's running around. |
| Wednesday | To practice tossing and developing depth perception | ABC Have all the kids sit in a circle w/a basketball, have them pass the ball around until they get to the letter "z" that person has to shoot the ball and if doesn't make it then they're out. | ABC Have all the kids sit in a circle w/a basketball, have them pass the ball around until they get to the letter "z" that person has to shoot the ball and if doesn't make it then they're out. | ABC Have all the kids sit in a circle w/a basketball, have them pass the ball around until they get to the letter "z" that person has to shoot the ball and if doesn't make it then they're out. | ABC Have all the kids sit in a circle w/a basketball, have them pass the ball around until they get to the letter "z" that person has to shoot the ball and if doesn't make it then they're out. |
| Thursday | To focus on traveling with an object | Blind Cow Create a circle and have everyone face inward. 1 person will be placed in the center and spun while blind folded. They have to guess who has the bell. | Blind Cow Create a circle and have everyone face inward. 1 person will be placed in the center and spun while blind folded. They have to guess who has the bell. | Blind Cow Create a circle and have everyone face inward. 1 person will be placed in the center and spun while blind folded. They have to guess who has the bell. | Blind Cow Create a circle and have everyone face inward. 1 person will be placed in the center and spun while blind folded. They have to guess who has the bell. |
| Friday | To practice contrasting relationships between movements | Chicken Pick Have 1 kid stand in circle and have 1 kid choose a topic; the person has to say as much on that topic before the ball makes it all the way around the circle. | Chicken Pick Have 1 kid stand in circle and have 1 kid choose a topic; the person has to say as much on that topic before the ball makes it all the way around the circle. | Chicken Pick Have 1 kid stand in circle and have 1 kid choose a topic; the person has to say as much on that topic before the ball makes it all the way around the circle. | Chicken Pick Have 1 kid stand in circle and have 1 kid choose a topic; the person has to say as much on that topic before the ball makes it all the way around the circle. |



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Crème Champ Camp Summer Program Creative Movement / GYM Lesson Plan



Week: August 5 - 9, 2019

Theme: Bon Voyage

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|--|--|--|--|--|
| Monday | To learn how to control moving and stopping with the body | Windows and Doors Kids would hold hands and form a circle. 1 kid will weave in and out between each kid while their hands are up. And whenever the countdown is done if he gets stuck outside circle he loses. | Windows and Doors Kids would hold hands and form a circle. 1 kid will weave in and out between each kid while their hands are up. And whenever the countdown is done if he gets stuck outside circle he loses. | Windows and Doors Kids would hold hands and form a circle. 1 kid will weave in and out between each kid while their hands are up. And whenever the countdown is done if he gets stuck outside circle he loses. | Windows and Doors Kids would hold hands and form a circle. 1 kid will weave in and out between each kid while their hands are up. And whenever the countdown is done if he gets stuck outside circle he loses. |
| Tuesday | To practice tossing and developing depth perception | Three Team Soccer Have 3 teams broken up equally. Ea. Team has its own goal to defend. The team with the most goals against them loses. | Three Team Soccer Have 3 teams broken up equally. Ea. Team has its own goal to defend. The team with the most goals against them loses. | Three Team Soccer Have 3 teams broken up equally. Ea. Team has its own goal to defend. The team with the most goals against them loses. | Three Team Soccer Have 3 teams broken up equally. Ea. Team has its own goal to defend. The team with the most goals against them loses. |
| Wednesday | To focus on traveling with an object | 10 Pin Knockdown Create a tennis size field. Have kids place 10 cones wherever they want on their half of the court. Team that knocks down all the cones with the balls first, wins. | 10 Pin Knockdown Create a tennis size field. Have kids place 10 cones wherever they want on their half of the court. Team that knocks down all the cones with the balls first, wins. | 10 Pin Knockdown Create a tennis size field. Have kids place 10 cones wherever they want on their half of the court. Team that knocks down all the cones with the balls first, wins. | 10 Pin Knockdown Create a tennis size field. Have kids place 10 cones wherever they want on their half of the court. Team that knocks down all the cones with the balls first, wins. |
| Thursday | To develop coordination and circulation of movement in the body | Dumping Ground Have 2 hula hoops placed on opp. Sides of the gym filled w/bean bags. Ea. Kid will get 1 bean bag and try to take to put in opp. Team hula hoop. Team with least amount wins. | Dumping Ground Have 2 hula hoops placed on opp. Sides of the gym filled w/bean bags. Ea. Kid will get 1 bean bag and try to take to put in opp. Team hula hoop. Team with least amount wins. | Dumping Ground Have 2 hula hoops placed on opp. Sides of the gym filled w/bean bags. Ea. Kid will get 1 bean bag and try to take to put in opp. Team hula hoop. Team with least amount wins. | Dumping Ground Have 2 hula hoops placed on opp. Sides of the gym filled w/bean bags. Ea. Kid will get 1 bean bag and try to take to put in opp. Team hula hoop. Team with least amount wins. |
| Friday | To practice balancing with different body parts and following directions | Castle Create 2 Forts and try to protect the castle. If tagged then you're out of the game. Each team is trying to gain control of the other castle. | Castle Create 2 Forts and try to protect the castle. If tagged then you're out of the game. Each team is trying to gain control of the other castle. | Castle Create 2 Forts and try to protect the castle. If tagged then you're out of the game. Each team is trying to gain control of the other castle. | Castle Create 2 Forts and try to protect the castle. If tagged then you're out of the game. Each team is trying to gain control of the other castle. |



Theme: Changes

*STEM Lesson Plan
Changes In and Around Me*

Week: May 20--24, 2019

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------------|--|--|--|--|--|
| Monday | Students will create shapes. | Using shape pattern blocks, students will recreate shapes and patterns created by the teacher from memory. | Using shape pattern blocks, students will recreate shapes and patterns created by the teacher from memory. | Using shape pattern blocks, students will recreate shapes and patterns created by the teacher from memory. | Using shape pattern blocks, students will recreate shapes and patterns created by the teacher from memory. |
| Tuesday | Students will name common shapes. | Play “finish the shape” using AngLegs. Students will predict which shape will be made from an unfinished shape, then take turns completing the shape with an AngLeg. | Play “finish the shape” using AngLegs. Students will predict which shape will be made from an unfinished shape, then take turns completing the shape with an AngLeg. | Play “finish the shape” using AngLegs. Students will predict which shape will be made from an unfinished shape, then take turns completing the shape with an AngLeg. | Play “finish the shape” using AngLegs. Students will predict which shape will be made from an unfinished shape, then take turns completing the shape with an AngLeg. |
| Wednesday | Students will count 1 to 10 items, with one count per item. | Students will count the number of stages in the life cycle of the butterfly. Discuss stages and color page illustrating each stage. | Students will count the number of stages in the life cycle of the butterfly. Discuss stages and color page illustrating each stage. | Students will count the number of stages in the life cycle of the butterfly. Discuss stages and color page illustrating each stage. | Students will count the number of stages in the life cycle of the butterfly. Discuss stages and color page illustrating each stage. |
| Thursday | Students will name common shapes. | Play shape-matching game. Show cards with 2 shapes, either same or different. If same, students remain sitting. If different, switch to different seats. | Play shape-matching game. Show cards with 2 shapes, either same or different. If same, students remain sitting. If different, switch to different seats. | Play shape-matching game. Show cards with 2 shapes, either same or different. If same, students remain sitting. If different, switch to different seats. | Play shape-matching game. Show cards with 2 shapes, either same or different. If same, students remain sitting. If different, switch to different seats. |
| Friday | Students will demonstrate use of location words. | Review the life cycle of the butterfly. Hand out cards representing each stage and ask students which comes first, next, last, etc. | Review the life cycle of the butterfly. Hand out cards representing each stage and ask students which comes first, next, last, etc. | Review the life cycle of the butterfly. Hand out cards representing each stage and ask students which comes first, next, last, etc. | Review the life cycle of the butterfly. Hand out cards representing each stage and ask students which comes first, next, last, etc. |



Theme: Changes

Spanish Lesson Plan
Changes In and Around Me

Week: May 20 - 24, 2019

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------|---|---|---|---|---|
| Monday | Develop understanding, and speaking skills of new vocabulary related to CAMBIOS | Cristina y la Rana (Reading book) | Adulto=grown up Cambio=changes Cristina y la Rana (Reading book) Cuáles son las cosas nuevas en la vida de Cristina? Cuando yo tenía 1 año, yo era muy pequeñito. No hablaba, no caminaba, ahora tengo ___ hablo, canto..... | Adulto=grown up Cambio=changes Cristina y la Rana (Reading book) Cuáles son las cosas nuevas en la vida de Cristina? Cuando yo tenía 1 año, yo era muy pequeñito. No hablaba, no caminaba, ahora tengo ___ hablo, canto..... | Adulto=grown up Cambio=changes Cristina y la Rana (Reading book) Cuáles son las cosas nuevas en la vida de Cristina? Cuando yo tenía 1 año, yo era muy pequeñito. No hablaba, no caminaba, ahora tengo ___ hablo, canto..... |
| Tuesday | Develop understanding, and speaking skills of new vocabulary related to CAMBIOS | Cachorro=baby cub Counting to 15 | Ayer =yesterday Regalo=gift Cachorro=baby cub El regalo (Reading book) Students talk about ‘Los cambios del león de la historia’ | Ayer =yesterday Regalo=gift Cachorro=baby cub El regalo (Reading book) Students talk about ‘Los cambios del león de la historia’ Cambios de estación, transición de estudiante de prekinder a kinder... | Ayer =yesterday Regalo=gift Cachorro=baby cub El regalo (Reading book) Students talk about ‘Los cambios del león de la historia’ Cambios de estación, transición de estudiante de prekinder a kinder... |
| Wednesday | Develop understanding, and speaking skills of more vocabulary related to CAMBIOS | Princesa=princess Principe=prince Palacio=castle Review alphabet | Todo cambia, el cambio es diversion El Príncipe Sapo (Reading book) Promesa=promise Intercambio=exchange Students talk about “cambios en la historia” Game: ‘Vamos a intercambiar ... | Todo cambia, el cambio es diversion El Príncipe Sapo (Reading book) Promesa=promise Intercambio=exchange Students talk about “cambios en la historia” Game: ‘Vamos a intercambiar piezas del rompecabezas por monedas... | Todo cambia, el cambio es diversion El Príncipe Sapo (Reading book) Promesa=promise Intercambio=exchange Students talk about “cambios en la historia” Game: ‘Vamos a intercambiar piezas del rompecabezas por monedas... |
| Thursday | Develop understanding, and speaking skills of more vocabulary related to CAMBIOS | De bebé a adulto” (libro la vida de los animals) Bebé-niño | Transformación=transformation De bebé a adulto” (libro la vida de los animals) Students discuss the different changes of the human being. La Metamorfosis de la Rana Huevo-renacuajo-rana | Transformación=transformation De bebé a adulto” (libro la vida de los animals) Students discuss the different changes of the human being. La Metamorfosis de la Rana Huevo-renacuajo-rana | Transformación=transformation De bebé a adulto” (libro la vida de los animals) Students discuss the different changes of the human being. La Metamorfosis de la Rana Huevo-renacuajo-rana |
| Friday | Reinforce vocabulary learned during the week through an art project/learning centers | Learning centers and Art Projects | Learning centers and Art Projects | Learning centers and Art Projects | Learning centers and Art Projects |



Crème de la Crème®

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Mandarin Chinese Lesson Plan

The Balloons Flew Away



Theme: What's Around Me: Colors

Week: May 20-24, 2019

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | PK / TK |
|------------------|--|--|--|--|--|
| Monday | Students are able to identify six basic colors. Students are able to identify an object and its color. | <p><u>Introduce theme and vocabulary:</u> balloon, flew away, one, color, red, green, yellow, blue, orange, white</p> <p><u>Song 1:</u> "Balloons"</p> | <p><u>Introduce theme and vocabulary:</u> balloon, flew away, one, color, red, green, yellow, blue, orange, white</p> <p><u>Song 1:</u> "Balloons"</p> | <p><u>Introduce theme and vocabulary:</u> balloon, flew away, one, color, red, green, yellow, blue, orange, white</p> <p><u>Song 1:</u> "Balloons"</p> | <p><u>Introduce theme and vocabulary:</u> balloon, flew away, one, color, red, green, yellow, blue, orange, white</p> <p><u>Song 1:</u> "Balloons"</p> |
| Tuesday | Students are able to identify six basic colors. Students are able to identify an object and its color. | <p><u>Continue to review vocabulary:</u> balloon, flew away, one, color, red, green, yellow, blue, orange, white</p> <p><u>Sentence Structure:</u> "One _____ balloon. What color is this? The balloons flew away.</p> | <p><u>Continue to review vocabulary:</u> balloon, flew away, one, color, red, green, yellow, blue, orange, white</p> <p><u>Sentence Structure:</u> "One _____ balloon. What color is this? The balloons flew away.</p> | <p><u>Continue to review vocabulary:</u> balloon, flew away, one, color, red, green, yellow, blue, orange, white</p> <p><u>Sentence Structure:</u> "One _____ balloon. What color is this? The balloons flew away.</p> | <p><u>Continue to review vocabulary:</u> balloon, flew away, one, color, red, green, yellow, blue, orange, white</p> <p><u>Sentence Structure:</u> "One _____ balloon. What color is this? The balloons flew away.</p> |
| Wednesday | Students are able to identify six basic colors. Students are able to identify an object and its color. | <p><u>Introduce new vocabulary:</u> purple, brown, gray, pink, turquoise, light blue, dark blue, silver, gold, rainbow, crayon, measure word.</p> <p><u>Sentence Structure:</u> "A red balloon. A green balloon. A yellow balloon. A blue balloon. An orange balloon. A white balloon. The balloons flew away.</p> | <p><u>Introduce new vocabulary:</u> purple, brown, gray, pink, turquoise, light blue, dark blue, silver, gold, rainbow, crayon, measure word.</p> <p><u>Sentence Structure:</u> "A red balloon. A green balloon. A yellow balloon. A blue balloon. An orange balloon. A white balloon. The balloons flew away.</p> | <p><u>Introduce new vocabulary:</u> purple, brown, gray, pink, turquoise, light blue, dark blue, silver, gold, rainbow, crayon, measure word.</p> <p><u>Sentence Structure:</u> "A red balloon. A green balloon. A yellow balloon. A blue balloon. An orange balloon. A white balloon. The balloons flew away.</p> | <p><u>Introduce new vocabulary:</u> purple, brown, gray, pink, turquoise, light blue, dark blue, silver, gold, rainbow, crayon, measure word.</p> <p><u>Sentence Structure:</u> "A red balloon. A green balloon. A yellow balloon. A blue balloon. An orange balloon. A white balloon. The balloons flew away.</p> |
| Thursday | Students are able to identify six basic colors. Students are able to identify an object and its color. | <p><u>Continue to review vocabulary:</u> purple, brown, gray, pink, turquoise, light blue, dark blue, silver, gold, rainbow, crayon, measure word.</p> <p><u>Rhyme 2:</u> "xiqu lan hexiao huang"</p> | <p><u>Continue to review vocabulary:</u> purple, brown, gray, pink, turquoise, light blue, dark blue, silver, gold, rainbow, crayon, measure word.</p> <p><u>Rhyme 2:</u> "xiqu lan hexiao huang"</p> | <p><u>Continue to review vocabulary:</u> purple, brown, gray, pink, turquoise, light blue, dark blue, silver, gold, rainbow, crayon, measure word.</p> <p><u>Rhyme 2:</u> "xiqu lan hexiao huang"</p> | <p><u>Continue to review vocabulary:</u> purple, brown, gray, pink, turquoise, light blue, dark blue, silver, gold, rainbow, crayon, measure word.</p> <p><u>Rhyme 2:</u> "xiqu lan hexiao huang"</p> |
| Friday | Students are able to identify six basic colors. Students are able to identify an object and its color. | <p><u>Review</u></p> | <p><u>Review</u></p> | <p><u>Review</u></p> | <p><u>Review</u></p> |



Theme: Changes

ART Lesson Plan
Changes In and Around Me

Week: May 20-24, 2019

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------------|---|---|---|---|---|
| Monday | “Spring To Summer” Objective: To create art with different dimensions. | Give each a paper tree and glue on. Add flowers to branches for spring and leaves for summer. | Give each a paper tree and glue on. Add flowers to branches for spring and leaves for summer. | Give each a paper tree and glue on. Add flowers to branches for spring and leaves for summer. | “Drawing Spring To Summer” Objective: Learning to sketch with pencil. Sketch a tree with flowers and one with just leaves. Paint. |
| Tuesday | “My Hands Are Growing” Objective: To trace around our hand. | Let child hold pencil in their hand and assist them in tracing both hands. Decorate inside with dip dots. | Let child hold pencil in their hand and assist them in tracing both hands. Decorate inside with dip dots. | Let child trace their own hand and design with shapes inside of hand. Let them color design. | Let child trace their own hand and design with shapes inside of hand. Let them color design. |
| Wednesday | “Rain and Sunshine” Objective: To learn about cool and warm colors. | Paint one half of paper grey and the other light blue. On grey, glue paper raindrops. On blue, glue yellow circle and paint on sunrays. | Paint one half of paper grey and the other light blue. On grey, glue paper raindrops. On blue, glue yellow circle and paint on sunrays. | Paint one half of paper grey and the other light blue. On grey, glue paper raindrops. On blue, glue yellow circle and paint on sunrays. | “Drawing Rain and Sun” Objective: Learn cool and warm colors. Sketch on half of paper the sun and the other, rain. Paint the sun yellow and the rain blue. |
| Thursday | “Feather Painting” Objective: To paint with different tools in art. | Using the primary colors yellow, red and blue, dip a feather into paint and stoke across paper. | Using the primary colors yellow, red and blue, dip a feather into paint and stoke across paper. | Using the primary colors yellow, red and blue, dip a feather into paint and stoke across paper. | Using the primary colors yellow, red and blue, dip a feather into paint and stoke across paper. |
| Friday | “Dip Dot Art” Objective: To create a pattern. | Color with crayon across paper and add dots across paper creating a pattern. | Color with crayon across paper and add dots across paper creating a pattern. | “Stencil Art” Objective: Using the imagination. Create your own with markers and stencils. | “Stencil Art” Objective: Using the imagination. Create your own with markers and stencils. |

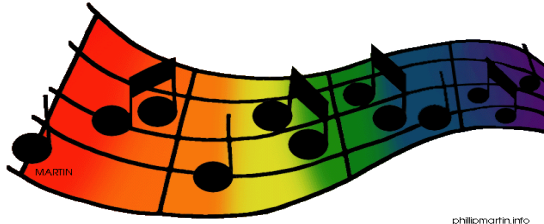


Theme: Changes

Changes In and Around Me

Week: May 20 - 24, 2019

| Day of the Week | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten | Private Kindergarten |
|------------------|--|--|--|--|--|
| Monday | <p>Frog Street Literacy Programs-Have the children identify letters and find them on the keyboard</p> <p>Listen to a story with Read Along books on CD</p> <p>Cubetto</p> <p>Education.com</p> | <p>Frog Street Literacy Programs-Have the children identify letters and find them on the keyboard</p> <p>Listen to a story with Read Along books on CD</p> <p>Cubetto</p> <p>Education.com</p> | <p>Frog Street Literacy Programs-Have the children identify letters and find them on the keyboard</p> <p>Listen to a story with Read Along books on CD</p> <p>Cubetto</p> <p>Education.com</p> | <p>Frog Street Literacy Programs-Have the children identify letters and find them on the keyboard</p> <p>Listen to a story with Read Along books on CD</p> <p>Cubetto</p> <p>Education.com</p> | <p>Frog Street Literacy Programs-Have the children identify letters and find them on the keyboard</p> <p>Listen to a story with Read Along books on CD</p> <p>Cubetto</p> <p>Education.com</p> |
| Tuesday | <p>Frog Street Sounds and Rhymes Program – Child reviews phonological awareness skill.</p> <p>Working with Blocks and Puzzles</p> <p>Cubetto</p> | <p>Frog Street Sounds and Rhymes Program – Child reviews phonological awareness skill</p> <p>Working with Blocks and Puzzles</p> <p>Cubelets</p> | <p>Frog Street Sounds and Rhymes Program – Child reviews phonological awareness skill</p> <p>Jump Street</p> <p>Cubelets</p> | <p>Frog Street Sounds and Rhymes Program – Child reviews phonological awareness skill</p> <p>Jump Street</p> <p>Cubelets</p> | <p>Frog Street Sounds and Rhymes Program – Child reviews phonological awareness skill</p> <p>Jump Street</p> <p>Cubelets</p> |
| Wednesday | <p>Frog Street Literacy Programs-Have the children identify letters and find them on the keyboard</p> <p>Listen to a story with Read Along books on CD</p> <p>Cubetto</p> <p>Education.com</p> | <p>Frog Street Literacy Programs-Have the children identify letters and find them on the keyboard</p> <p>Listen to a story with Read Along books on CD</p> <p>Cubetto</p> <p>Education.com</p> | <p>Frog Street Literacy Programs-Have the children identify letters and find them on the keyboard</p> <p>Listen to a story with Read Along books on CD</p> <p>Cubetto</p> <p>Education.com</p> | <p>Frog Street Literacy Programs-Have the children identify letters and find them on the keyboard</p> <p>Listen to a story with Read Along books on CD</p> <p>Cubetto</p> <p>Education.com</p> | <p>Frog Street Literacy Programs-Have the children identify letters and find them on the keyboard</p> <p>Listen to a story with Read Along books on CD</p> <p>Cubetto</p> <p>Education.com</p> |
| Thursday | <p>Frog Street Sounds and Rhymes Program – Child reviews phonological awareness skill.</p> <p>Working with Blocks and Puzzles</p> <p>Cubetto</p> | <p>Frog Street Sounds and Rhymes Program – Child reviews phonological awareness skill</p> <p>Working with Blocks and Puzzles</p> <p>Cubelets</p> | <p>Frog Street Sounds and Rhymes Program – Child reviews phonological awareness skill</p> <p>Jump Street</p> <p>Cubelets</p> | <p>Frog Street Sounds and Rhymes Program – Child reviews phonological awareness skill</p> <p>Jump Street</p> <p>Cubelets</p> | <p>Frog Street Sounds and Rhymes Program – Child reviews phonological awareness skill</p> <p>Jump Street</p> <p>Cubelets</p> |
| Friday | <p>Log into Frog Street Reading Buddy</p> <p>Extend the lesson to your age group</p> | <p>Log into Frog Street Reading Buddy</p> <p>Extend the lesson to your age group</p> | <p>Log into Frog Street Reading Buddy</p> <p>Extend the lesson to your age group</p> | <p>Log into Frog Street Reading Buddy</p> <p>Extend the lesson to your age group</p> | <p>Log into Frog Street Reading Buddy</p> <p>Extend the lesson to your age group</p> |



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Music Lesson Plan: May 20th – 24th 2019
Theme: Musical Changes
Theme: Changes In and Around Me

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | TK / PK |
|-----------------|--|--|--|--|--|
| Monday | Pass the Rhythm Learning to maintain a steady tempo. Understanding rhythmic patterns. Developing basic improvisational skills. | Pass the Rhythm Using rhythm sticks, each child will create their own unique rhythm. Afterwards, they pass the sticks to person sitting next to them Songs: <i>Bunny Foo Foo</i> <i>Michael Finnegan</i> | Pass the Rhythm Using rhythm sticks, each child will create their own unique rhythm. Afterwards, they pass the sticks to person sitting next to them Songs: <i>Bunny Foo Foo</i> <i>Michael Finnegan</i> | Pass the Rhythm Using rhythm sticks, each child will create their own unique rhythm. Afterwards, they pass the sticks to person sitting next to them Songs: <i>Bunny Foo Foo</i> <i>Michael Finnegan</i> | Graduation Practice Practicing learning our lyrics for graduation while clapping the rhythm. |
| Tuesday | Instrument Quiz Being able to distinguish between different instruments | Instrument Quiz Listening to various compositions of different instruments and trying to guess the correct answer using flash cards. Songs: <i>There's A Hole</i> | Instrument Quiz Listening to various compositions of different instruments and trying to guess the correct answer using flash cards. Songs: <i>There's A Hole</i> | Instrument Quiz Listening to various compositions of different instruments and trying to guess the correct answer using flash cards. Songs: <i>There's A Hole</i> | Graduation Practice Practicing learning our lyrics for graduation while clapping the rhythm. |
| Wednesday | The Accent Game Developing aural skills. | The Accent Game Singing a familiar song then changing the accent of the lyrics to hear the difference in the song. Songs: <i>5 Speckled Frogs</i> <i>Twinkle Twinkle</i> | The Accent Game Singing a familiar song then changing the accent of the lyrics to hear the difference in the song. Songs: <i>5 Speckled Frogs</i> <i>Twinkle Twinkle</i> | The Accent Game Singing a familiar song then changing the accent of the lyrics to hear the difference in the song. Songs: <i>5 Speckled Frogs</i> <i>Twinkle Twinkle</i> | Graduation Practice Practicing learning our lyrics for graduation while clapping the rhythm. |
| Thursday | Follow the Beat Developing aural skills. Gaining a wider understanding of tempo. Imaginative play | Follow the Beat With the help of rhythm sticks we will pretend to be different animals as the temp changes. Slow-Elephant, Medium,-Kangaroo, Fast-Squirrel | Follow the Beat With the help of rhythm sticks we will pretend to be different animals as the temp changes. Slow-Elephant, Medium,-Kangaroo, Fast-Squirrel | Follow the Beat With the help of rhythm sticks we will pretend to be different animals as the temp changes. Slow-Elephant, Medium,-Kangaroo, Fast-Squirrel | Graduation Practice Adding the correct pitch to our graduation songs. |
| Friday | Piano Friday Singing as unison. Developing pitch | Piano Friday Singing and playing a variety of kid friendly games and songs about changes. | Piano Friday Singing and playing a variety of kid friendly games and songs about changes. | Piano Friday Singing and playing a variety of kid friendly games and songs about changes. | Graduation Practice Adding the correct pitch to our graduation songs. |



Theme: Changes

*Creative Movement Lesson Plan
Changes In and Around Me*

Week: May 20–24, 2019

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------------|---|--|--|--|--|
| Monday | To practice following designated rules of a game | Play, “Duck, Duck, Goose” Have children sit in different shapes (circle, square, triangle) and see which one is the easiest to run around | Play, “Duck, Duck, Goose” Have children sit in different shapes (circle, square, triangle) and see which one is the easiest to run around | Play, “Duck, Duck, Goose” Have children sit in different shapes (circle, square, triangle) and see which one is the easiest to run around | Play, “Duck, Duck, Goose” Have children sit in different shapes (circle, square, triangle) and see which one is the easiest to run around |
| Tuesday | To follow a set of sequential steps through movement | Play, “Red Light! Green Light!” Practice jumping and walking | Play, “Red Light! Green Light!” Practice running and skipping | Play, “Red Light! Green Light!” Practice galloping, skipping, and jumping | Play, “Red Light! Green Light!” Practice galloping, skipping, jumping and coming up with new ways to move |
| Wednesday | To practice large motor skills with an object, to cooperate with peers for a common goal | Go on an “adventure” walk Set up obstacles where children have to jump into a hoop | Go on an “adventure” walk Set up obstacles where children have to jump from hoop to hoop | Go on an “adventure” walk Set up obstacles where children have to jump from hoop to hoop, or walk on the balance beam | Go on an “adventure” walk Set up obstacles where children have to jump from hoop to hoop, walk on the balance beam, or |
| Thursday | To practice hand eye coordination with an object | Have children practice bouncing and catching a big ball | Have children practice bouncing and catching a big ball within a hoop on the floor | Have children practice bouncing and catching a tennis ball | Have children practice bouncing and catching a tennis ball within a hoop on the floor |
| Friday | To practice large motor skills with an object, to cooperate with peers for a common goal | Take out the parachute and walk around in a circle, create waves with up and down movements | Take out the parachute and walk around in a circle, create waves with up and down movements, or toss beanbags in the center | Play, “Teacher, May I” and have children practice moving in different ways Ex: giant steps, baby steps | Play, “Teacher, May I” and have children practice moving in different ways Ex: Sideways step, zig-zag step |



Theme: Changes

*GYM Lesson Plan
Changes In and Around Me*

Week: May 20-24, 2019

| Day of the Week | Objectives | Gard 2 | Gard 3 | Crème Prep | Transitional Kindergarten |
|------------------------|--|---|---|---|---|
| Monday | To practice following designated rules of a game | Warm up and stretch Cherry tree Split the class in 2 teams, have the bowling pins set up on opp. Sides of the room. Ea. Team will try to knock down all the pins and wins. | Warm up and stretch Cherry tree Split the class in 2 teams, have the bowling pins set up on opp. Sides of the room. Ea. Team will try to knock down all the pins and wins. | Warm up and stretch Cherry tree Split the class in 2 teams, have the bowling pins set up on opp. Sides of the room. Ea. Team will try to knock down all the pins and wins. | Warm up and stretch Cherry tree Split the class in 2 teams, have the bowling pins set up on opp. Sides of the room. Ea. Team will try to knock down all the pins and wins. |
| Tuesday | To follow a set of sequential steps through movement | Create 2 upright posts against the wall. Have 2 lines in the opposite sides of the room, have 1 person move only if their teammates throw the ball inside the post. | Create 2 upright posts against the wall. Have 2 lines in the opposite sides of the room, have 1 person move only if their teammates throw the ball inside the post. | Create 2 upright posts against the wall. Have 2 lines in the opposite sides of the room, have 1 person move only if their teammates throw the ball inside the post. | Create 2 upright posts against the wall. Have 2 lines in the opposite sides of the room, have 1 person move only if their teammates throw the ball inside the post. |
| Wednesday | To practice large motor skills with an object, to cooperate with peers for a common goal | Warm up and stretch Bowling Have 2 teams and 2 lanes. The team that knocks down all the cones 1 st win. | Warm up and stretch Bowling Have 2 teams and 2 lanes. The team that knocks down all the cones 1 st win. | Warm up and stretch Bowling Have 2 teams and 2 lanes. The team that knocks down all the cones 1 st win. | Warm up and stretch Bowling Have 2 teams and 2 lanes. The team that knocks down all the cones 1 st win. |
| Thursday | To practice hand eye coordination with an object | Don't fall Have 2 lines and 2 balls. 1 person from ea. Team, race to the wall and back with the ball in b/w their legs. | Don't fall Have 2 lines and 2 balls. 1 person from ea. Team, race to the wall and back with the ball in b/w their legs. | Don't fall Have 2 lines and 2 balls. 1 person from ea. Team, race to the wall and back with the ball in b/w their legs. | Don't fall Have 2 lines and 2 balls. 1 person from ea. Team, race to the wall and back with the ball in b/w their legs. |
| Friday | To practice large motor skills with an object, to cooperate with peers for a common goal | Tunnel Race 2 teams in a line, have 1 from ea. Line race to get a ball and come back crawling through the legs of their line all the way to the wall. | Tunnel Race 2 teams in a line, have 1 from ea. Line race to get a ball and come back crawling through the legs of their line all the way to the wall | Tunnel Race 2 teams in a line, have 1 from ea. Line race to get a ball and come back crawling through the legs of their line all the way to the wall | Tunnel Race 2 teams in a line, have 1 from ea. Line race to get a ball and come back crawling through the legs of their line all the way to the wall |