



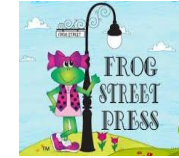
Lesson Plan for Farm Animals • Animales de la granja - Horses and Cows • Caballos y Vacas (41) (Week 1)	Date: June 10 -14, 2019
Objectives: Children will study farm animals. Children will learn about horses and dairy cows.	Parents as Partners: Send home Parents as Partners Card 41.
English Vocabulary: <i>farm, farmer, horse, foal, cow, calf, dairy, plow</i>	Spanish Vocabulary: <i>granja, granjero, caballo, potro, vaca, ternero, lácteos, arar</i>

American Sign Language (ASL): *farm, farmer, horse, foal, cow, calf, dairy, plow*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Starting the Day</p>	<p>Greet each child by name as children enter the classroom and then again as you begin "Starting the Day." •UNITE: Sing "Old MacDonald Had a Farm" • "El anciano MacDonald tenia una granja" (<i>Frog Street Sing-Along Songs CD</i>). •CALM: Tell children that Old MacDonald does some tasks every day before he starts his work. •CONNECT: Role play the action rhyme To Market, To Market. •BUILD COMMUNITY: Pass around the Safekeeper Box and invite each child to put his or her photo inside. Discuss using helpful hands.</p>	<p>•UNITE: Sing "The Old Gray Mare" • "La anciana yegua gris" (<i>Frog Street Sing-Along Songs CD</i>). •CALM: Explain Mac Donald's tasks and invite children to act them out with you. •CONNECT: Role play the action rhyme To Market, To Market. •BUILD COMMUNITY: Pass around the Safekeeper Box and invite each child to put his or her photo inside. Give examples of helpful hands, such as passing something to someone.</p>	<p>•UNITE: Sing "Did You Feed My Cow?" • "Alimentaron a mi vaca?" •CALM: Old Mac Donald washes his face, brushes his teeth, exercises, takes some deep breaths to calm himself and exhale several times. Now he is ready to work. •CONNECT: Name the children who are absent and send them well wishes. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. Remind children that helpful hands are kind.</p>	<p>•UNITE: Sing "Old MacDonald Had a Farm" • "El anciano MacDonald tenia una granja" (<i>Frog Street Sing-Along Songs CD</i>). •CALM: Old Mac Donald washes his face, brushes his teeth, exercises, takes some deep breaths to calm himself and exhale several times. Now he is ready to work. •CONNECT: Name the children who are absent and send them well wishes. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. Remind children that helpful hands are kind.</p>	<p>•UNITE: Sing "Old MacDonald Had a Farm" • "El anciano MacDonald tenia una granja" (<i>Frog Street Sing-Along Songs CD</i>). •CALM: Old Mac Donald washes his face, brushes his teeth, exercises, takes some deep breaths to calm himself and exhale several times. Now he is ready to work. •CONNECT: Name the children who are absent and send them well wishes. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. Remind children that helpful hands are kind.</p>
<p>Language Development</p>	<p>•Old MacDonald • El anciano MacDonald story folder Display the story cover. Ask children to name the animals they think they will hear about in this story. Teach the ASL signs for <i>farm, farmer</i>.</p>	<p>•Grandpa's Farm • La granja del abuelo Explain that farmers have animals on their farm that provide food or help the farmer do his work. Teach the ASL signs for <i>horse, foal, cow, calf, dairy, plow</i>.</p>	<p>•This Little Cow • Esta vaquita Teach children the poem. Have them hold up one finger for each cow. Review the ASL signs for <i>horse, foal, cow, calf, dairy, plow</i>.</p>	<p>•Grandpa's Farm • La granja del abuelo Explain that farmers also plant crops that provide food for us to eat. Review the ASL signs for <i>horse, foal, cow, calf, dairy, plow</i>.</p>	<p>•Old MacDonald • El anciano MacDonald story folder Display the story cover. Ask children to name the animals they think they will hear about in this story. Review the ASL signs for <i>horse, foal, cow, calf, dairy, plow</i>.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •Photo Activity Cards 58 (horse • caballo) 59 (cow • vaca) Use the suggestions on the back of the cards to practice vocabulary and stimulate discussion. 	<ul style="list-style-type: none"> •Mommies and Baby Animals• Mamy y bebes animales Give children the horse/foal and cow/calf Mommy and Baby Animals (p 43). Encourage children to match the mommies with their babies. 	<ul style="list-style-type: none"> •Dairy Products Display a few dairy products. Talk with children about these foods that are made from the milk produced by dairy cows 	<ul style="list-style-type: none"> •Farm Animals Encourage children to assemble the Farm Animal Puzzles: Cows and Horse (p 42). Discuss the role horses and cows play on the farm. 	<ul style="list-style-type: none"> •Are You Listening? Explain that sometimes cows wear a bell around their neck so their owner can tell exactly where they are.
Social Emotional Development	<ul style="list-style-type: none"> •Pony Ride Sit in a chair and allow little ones to straddle your foot for a horse ride. 	<ul style="list-style-type: none"> •Baby Horses Display the mommy and baby horse in Skidamarink. Point out that a baby horse is called a foal. A girl foal is a filly and a boy foal is a colt. 	<ul style="list-style-type: none"> •Purple Cows Teach children the silly poem. Show them a Purple Cow (Patterns CD) and encourage them to compare it to the cow on Photo Activity Card 59 to understand the humor of a purple colored cow. 	<ul style="list-style-type: none"> •Making Butter Point out that butter comes from milk that cows produce. Invite children to help make butter from whipping. 	<ul style="list-style-type: none"> •How Tall Are You Tell children the height of a horse is measured in "hands." Use your hand as a tool to measure the height of each child.
Physical Development	<ul style="list-style-type: none"> •Clip Clop Give each child two blocks and invite children to use the blocks as rhythm instruments to make horse galloping sounds as they listen to "William Tell Overture" (Frog Street Action songs CD). 	<ul style="list-style-type: none"> •Let the Cow Bells Ring Remind children that farmer sometimes put cows bells around the neck of their cows so they can hear where their cows roam. 	<ul style="list-style-type: none"> •The Farmer in the Dell Invite children to play The Farmer in the Dell (Frog Street Action Songs CD) using verses suited to this unit about cows and horses. 	<ul style="list-style-type: none"> •Five Little Ponies Teach children the poem and have them count down on their fingers. 	<ul style="list-style-type: none"> •Galloping Discuss different ways horses move (gallop, trot, run, lope). Recite the rhyme. Teach little ones to gallop.
Outdoor Play	<ul style="list-style-type: none"> •Horseshoes Teach children how to play Horseshoes (p 43). Use streamers to create a throw line. 	<ul style="list-style-type: none"> •Pony Riders Encourage children to have fun riding Noodle Ponies (p 43) outdoors. 	<ul style="list-style-type: none"> •Horseshoes Teach children how to play Horseshoes (p 43). Use streamers to create a throw line. 	<ul style="list-style-type: none"> •Moo, Moo, Neigh Play Moo, Moo, Neigh like you would play Duck, Duck, Goose (p 44). 	<ul style="list-style-type: none"> •Horseshoes Teach children how to play Horseshoes (p 43). Use streamers to create a throw line.
Music and Movement	<ul style="list-style-type: none"> •Frog Street Action Songs - Canciones de acción de Frog Street Sing "Old MacDonald Had a Farm" • "El anciano MacDonald tenia una granja". 	<ul style="list-style-type: none"> •Frog Street Action Songs - Canciones de acción de Frog Street Sing "The Farmer in the Dell" • "El granjero en el pajar". 	<ul style="list-style-type: none"> •Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street Sing "Old MacDonald Had a Farm" • "El anciano MacDonald tenia una granja". 	<ul style="list-style-type: none"> •Frog Street Action Songs - Canciones de acción de Frog Street Sing "The Farmer in the Dell" • "El granjero en el pajar". 	<ul style="list-style-type: none"> •Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street Sing "Old MacDonald Had a Farm" • "El anciano MacDonald tenia una granja".
Learning Centers	<ul style="list-style-type: none"> •Construction Sit with children and encourage them to use blocks to make fences for the cows and horses. 	<ul style="list-style-type: none"> •Creativity Station Invite children to dip a piece of chalk into buttermilk. Point out that buttermilk comes from cows. 	<ul style="list-style-type: none"> •Pretend and Learn Encourage children to pretend to be farmers. 	<ul style="list-style-type: none"> •Creativity Station Invite children to dip a piece of chalk into buttermilk. Point out that buttermilk comes from cows. 	<ul style="list-style-type: none"> •Library and Listening Encourage children to use the props to sing "Old MacDonald."

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p align="center">Learning Goals</p>	<ul style="list-style-type: none"> • Establishes secure relationships with primary caregivers (B.1.a.) • Begins to develop and demonstrate a positive sense of self (B.2.e.) • Develops the inclination and ability to respond appropriately to others (B.3.f.) • Uses objects in new ways or in pretend play (D.4.a.) 	<ul style="list-style-type: none"> • Listens with interest to language of others (C.1.a.) • Imitates sounds, gestures, signs, or words (C.2.b.) • Recognizes familiar people, places, and things (D.3.a.) • Develops an ability to be creative and expressive through a variety of activities, such as art (D.5.b.) 	<ul style="list-style-type: none"> • Matches items that go together (D.1.h.) • Develops spatial understandings, including an awareness of how two- and three-dimensional objects can be fitted together (D.1.f.) • Applies knowledge to new situations (D.2.c.) • Uses imitation in pretend play to express creativity and imagination (D.4.b.) 	<ul style="list-style-type: none"> • Begins to develop interests and skills related to numbers and counting (D.2.f.) • Develops control of large muscles for movement, navigation, and balance (A.2.a.) • Develops confidence moving to rhythm (A.2.e.) 	<ul style="list-style-type: none"> • Responds to and interacts with others (B.4.b.) • Establishes secure relationships with primary caregivers (B.1.a.) • Shows ability to acquire and process new information (D.3.c.)



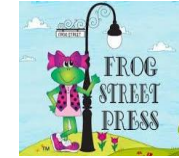
Lesson Plan for Farm Animals • Animales de la granja - Ducks and Chickens • Patos y pollos (42) (Week 2)	Date: June17-21, 2019
Objectives: Children will study farm animals. Children will learn about ducks and chickens.	Parents as Partners: Send home Parents as Partners Card 42.
English Vocabulary: <i>duck, duckling, chicken, chick, rooster, hen, farmer, farm</i>	Spanish Vocabulary: <i>pato, patito, pollo, pollito, gallo, gallina, granjero, granja</i>

American Sign Language (ASL): *duck, duckling, chicken, chick, rooster, hen, farmer, farm*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Starting the Day	<p>Greet each child by name as children enter the classroom and then again as you begin "Starting the Day."</p> <ul style="list-style-type: none"> •UNITE: Sing "Old MacDonald Had a Farm" • "El anciano MacDonald tenia una granja" (Frog Street Sing-Along Songs CD). •CALM: Tell children that Old MacDonald does some tasks every day before he starts his work. •CONNECT: Pass around the Safekeeper Box and invite each child to put his or her photo inside. •BUILD COMMUNITY: Pass around the Safekeeper Box and invite each child to put his or her photo inside. Discuss using helpful hands. • Calendar/Weather 	<ul style="list-style-type: none"> •UNITE: Sing "Little Red Hen" • "La gallinita roja" (Frog Street Sing-Along Songs CD). •CALM: Explain Mac Donald's tasks and invite children to act them out with you. •CONNECT: Role play the action rhyme Hen Friends. •BUILD COMMUNITY: Pass around the Safekeeper Box and invite each child to put his or her photo inside. Give examples of helpful hands, such as passing something to someone. • Calendar/Weather 	<ul style="list-style-type: none"> •UNITE: Sing "Over in the Barnyard" • "Alla en el corral" •CALM: Old Mac Donald washes his face, brushes his teeth, exercises, takes some deep breaths to calm himself and exhale several times. Now he is ready to work. •CONNECT: Name the children who are absent and send them well wishes. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. Remind children that helpful hands are kind. • Calendar/Weather 	<ul style="list-style-type: none"> •UNITE: Sing "Old MacDonald Had a Farm" • "El anciano MacDonald tenia una granja" (Frog Street Sing-Along Songs CD). •CALM: Old Mac Donald washes his face, brushes his teeth, exercises, takes some deep breaths to calm himself and exhale several times. Now he is ready to work. •CONNECT: Name the children who are absent and send them well wishes. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. Remind children that helpful hands are kind. • Calendar/Weather 	<ul style="list-style-type: none"> •UNITE: Sing "Old MacDonald Had a Farm" • "El anciano MacDonald tenia una granja" (Frog Street Sing-Along Songs CD). •CALM: Old Mac Donald washes his face, brushes his teeth, exercises, takes some deep breaths to calm himself and exhale several times. Now he is ready to work. •CONNECT: Name the children who are absent and send them well wishes. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. Remind children that helpful hands are kind. • Calendar/Weather
Language Development	<ul style="list-style-type: none"> •Five Little Ducks • Cinco patitos Sing "Five Little Ducks." ask children where they think the ducks were when they didn't come back. Teach the ASL signs for <i>duck, duckling, chicken, chick, rooster, hen, farmer, farm.</i> 	<ul style="list-style-type: none"> •Grandpa's Farm • La granja del abuelo Ask children which farm animal they like best and why. Review the ASL sign for <i>duck, duckling, chicken, chick, rooster, hen, farmer, farm.</i> 	<ul style="list-style-type: none"> •Little Red Hen • La gallinita roja Developmental Storybook Talk with children about the lack of help from the hen's friends. Review the ASL signs for <i>duck, duckling, chicken, chick, rooster, hen, farmer, farm.</i> 	<ul style="list-style-type: none"> •Five Little Ducks • Cinco patitos Sing "Five Little Ducks." ask children where they think the ducks were when they didn't come back. Review the ASL signs for <i>duck, duckling, chicken, chick, rooster, hen, farmer, farm.</i> 	<ul style="list-style-type: none"> •Little Red Hen • La gallinita roja Developmental Storybook Sing the a song about the hen and her lazy friends. Review the ASL signs for <i>duck, duckling, chicken, chick, rooster, hen, farmer, farm.</i>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •Photo Activity Cards 60 (chicken • pollo) 61 (duck • pato) Use the suggestions on the back of the cards to practice vocabulary and stimulate discussion. 	<ul style="list-style-type: none"> •Little Chicks • Pollitos Discuss the food that baby chicks eat. Ask children how it is different from the food human babies eat. 	<ul style="list-style-type: none"> •Mommy and Baby Animals • Mamy y bebé animales Give children the horse/foal, cow/calf, duck/duckling, and chicken/chick Mommy and Baby Animals (p 43). Encourage children to match the mommies with the babies. 	<ul style="list-style-type: none"> •Farm Animals Puzzles Encourage children to assemble the Farm Animal Puzzles: Duck and Chicken (p 42). Discuss the role chicken play on the farm. 	<ul style="list-style-type: none"> •Farm Animal Stick Puppets Invite children to use the Farm Animal Stick Puppets and imitate the animal's sounds.
Social Emotional Development	<ul style="list-style-type: none"> •Put Your Feather Give each child a craft feather to play a game. Ask children to put their feather on various parts of their body, such as on their knee, on their toe, on their head, 	<ul style="list-style-type: none"> •Which Egg? Hide a small "prize" inside one of two plastic eggs. Invite children to guess which "duck" egg holds the treasure. 	<ul style="list-style-type: none"> •Feather Race Play a blowing game with little ones one at a time. Place two craft feathers on a table (one for you and one for the child). See who can blow the feather off the table first. 	<ul style="list-style-type: none"> •Feather Painting Invite children to paint using sturdy craft feathers as paint brushes. 	<ul style="list-style-type: none"> •Feather Race Play a blowing game with little ones one at a time. Place two craft feathers on a table (one for you and one for the child). See who can blow the feather off the table first.
Physical Development	<ul style="list-style-type: none"> •Quack, Quack, Cluck, Cluck Teach children this song and =discuss the sound each animal makes. Have children flap their "wings" each time they sing the words <i>quack, cluck</i>. 	<ul style="list-style-type: none"> •The Farmer in the Dell Invite children to play The Farmer in the Dell (Frog Street Action Songs CD) using verses suited to ducks, hens, and chickens. 	<ul style="list-style-type: none"> •The Farmer in the Dell Invite children to play The Farmer in the Dell (Frog Street Action Songs CD) using verses suited to this unit about cows and horses. 	<ul style="list-style-type: none"> •Rolling Eggs Invite children to roll play dough (p 44) into egg shapes. 	<ul style="list-style-type: none"> •Chicken Dance Play "New Chicken Dance" (Frog Street Action Songs CD). Invite children to do the chicken dance.
Outdoor Play	<ul style="list-style-type: none"> •Follow the Trail Place the orange Duck Prints (p 42) in a pathway on the sidewalk. Invite children to follow the prints with a beanbag on their head. 	<ul style="list-style-type: none"> •Duck, Duck, Goose Play Duck, Duck, Goose (p 44). 	<ul style="list-style-type: none"> •Follow the Trail Place the orange Duck Prints (p 42) in a pathway on the sidewalk. Invite children to follow the prints with a beanbag on their head. 	<ul style="list-style-type: none"> •Wadding Show children how to squad and waddle like a duck. Blow bubbles and invite your "waddling ducks" to catch them. 	<ul style="list-style-type: none"> •Follow the Trail Place the orange Duck Prints (p 42) in a pathway on the sidewalk. Invite children to follow the prints with a beanbag on their head.
Music and Movement	<ul style="list-style-type: none"> •Frog Street Action Songs - Canciones de acción de Frog Street Sing "Old MacDonald Had a Farm" • "El anciano MacDonald tenia una granja". 	<ul style="list-style-type: none"> •Frog Street Action Songs - Canciones de acción de Frog Street Sing "The Farmer in the Dell" • "El granjero en el pajar". 	<ul style="list-style-type: none"> •Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street Sing "Old MacDonald Had a Farm" • "El anciano MacDonald tenia una granja". 	<ul style="list-style-type: none"> •Frog Street Action Songs - Canciones de acción de Frog Street Sing "Five Little Ducks" • "Cinco patitos". 	<ul style="list-style-type: none"> •Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street Sing "Old MacDonald Had a Farm" • "El anciano MacDonald tenia una granja".
Learning Centers	<ul style="list-style-type: none"> •Construction Sit with children and encourage them to use blocks to make hen houses and build fences for the chickens. 	<ul style="list-style-type: none"> •Creativity Station Have children assemble a baby chick face. 	<ul style="list-style-type: none"> •Pretend and Learn Encourage children to pretend to be farmers. 	<ul style="list-style-type: none"> •Creativity Station Have children assemble a baby chick face. 	<ul style="list-style-type: none"> •Sensory Invite children to float rubber ducks in the water table. Encourage children to sing duck songs they know as they play.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p align="center">Learning Goals</p>	<ul style="list-style-type: none"> • Establishes secure relationships with primary caregivers (B.1.a.) • Begins to develop and demonstrate a positive sense of self (B.2.e.) • Develops emerging skills in caring and cooperation (B.4.f.) • Responds to and interacts with others (B.4.b.) • Develops capacity to predict routines and regular events that make up the day or the session (B.3.b.) 	<ul style="list-style-type: none"> • Listens with interest to language of others (C.1.a.) • Imitates sounds, gestures, signs, or words (C.2.b.) • Develops communication skills for increasingly complex purposes, such as negotiating, predicting, reasoning, and guessing (C.2.e.) • Develops an understanding that symbols/pictures can be “read” by others (C.3.g.) 	<ul style="list-style-type: none"> • Matches items that go together (D.1.h.) • Makes things happen and watches for results and repeats actions (D.1.d.) • Matches items that go together (D.1.h.) • Shows ability to acquire and process new information (D.3.c.) 	<ul style="list-style-type: none"> • Begins to develop interests and skills related to numbers and counting (D.2.f.) • Responds to nonverbal and verbal communication of others (C.1.b.) • Begins to develop and demonstrate a positive sense of self and competence (B.2.e.) • Engages in positive relationships and interactions with adults (B.1.d.) 	<ul style="list-style-type: none"> • Responds to and interacts with others (B.4.b.) • Establishes secure relationships with primary caregivers (B.1.a.) • Develops control of small muscles for manipulation and exploration (A.3.b.) • Demonstrates receptive language (C.1.d.) • Develops confidence with moving in space, moving to rhythm, and playing near and with others (A.2.e.)



Lesson Plan for Farm Animals • Animales de la granja - Pigs and Goats • Cerdos y Cabras (43) (Week 3)	Date: June 24-28, 2019
Objectives: Children will study farm animals. Children will learn about pigs and goats.	Parents as Partners: Send home Parents as Partners Card 43.
English Vocabulary: <i>pig, piglets, hog, goat, kid, farm, farmer</i>	Spanish Vocabulary: <i>cerdo, cerditos, puerco, cabra, cabrito, granja, granjero</i>

American Sign Language (ASL): *pig, piglets, hog, goat, kid, farm, farmer*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Starting the Day	<p>Greet each child by name as children enter the classroom and then again as you begin "Starting the Day."</p> <ul style="list-style-type: none"> •UNITE: Sing "Old MacDonald Had a Farm" • "El anciano MacDonald tenia una granja" (Frog Street Sing-Along Songs CD). •CALM: Tell children that Old MacDonald does some tasks every day before he starts his work. •CONNECT: •BUILD COMMUNITY: Pass around the Safekeeper Box and invite each child to put his or her photo inside. Discuss using helpful hands. • Calendar/Weather 	<ul style="list-style-type: none"> •UNITE: Sing "Mary Had a Little Goat" • "Mary tenia una cabrita" (Frog Street Sing-Along Songs CD). •CALM: Explain Mac Donald's tasks and invite children to act them out with you. •CONNECT: Role play the song "Three Pink Pigs." •BUILD COMMUNITY: Pass around the Safekeeper Box and invite each child to put his or her photo inside. Give examples of helpful hands, such as passing something to someone. • Calendar/Weather 	<ul style="list-style-type: none"> •UNITE: Sing "Higglety, Piggety, Pop!" (Start Smart Songs for 1's, 2's, 3's CD). •CALM: Old Mac Donald washes his face, brushes his teeth, exercises, takes some deep breaths to calm himself and exhale several times. Now he is ready to work. •CONNECT: Name the children who are absent and send them well wishes. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. Remind children that helpful hands are kind. • Calendar/Weather 	<ul style="list-style-type: none"> •UNITE: Sing "Old MacDonald Had a Farm" • "El anciano MacDonald tenia una granja" (Frog Street Sing-Along Songs CD). •CALM: Old Mac Donald washes his face, brushes his teeth, exercises, takes some deep breaths to calm himself and exhale several times. Now he is ready to work. •CONNECT: Name the children who are absent and send them well wishes. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. Remind children that helpful hands are kind. • Calendar/Weather 	<ul style="list-style-type: none"> •UNITE: Sing "Mary Had a Little Goat" • "Mary tenia una cabrita" (Frog Street Sing-Along Songs CD). •CALM: Old Mac Donald washes his face, brushes his teeth, exercises, takes some deep breaths to calm himself and exhale several times. Now he is ready to work. •CONNECT: Name the children who are absent and send them well wishes. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. Remind children that helpful hands are kind. • Calendar/Weather
Language Development	<ul style="list-style-type: none"> •The Three Little Pigs • Los tres cerditos Developmental Storybook Sing "Five Little Ducks." ask children where they think the ducks were when they didn't come back. Teach the ASL signs for <i>pig, piglets, hog, goat, kid, farm, farmer</i> 	<ul style="list-style-type: none"> •Grandpa's Farm • La granja del abuelo Tell children that the leftover food pigs eat is called <i>slop</i>. Review the ASL sign for <i>pig, piglets, hog, goat, kid, farm, farmer</i> 	<ul style="list-style-type: none"> •The Three Billy Goats Gruff • Los tres chivitos bruscos Developmental Storybook Ask a volunteer to point to the big billy goat, the middle sized billy goat and the little billy goat. Review the ASL signs for <i>pig, piglets, hog, goat, kid, farm, farmer</i> 	<ul style="list-style-type: none"> •The Three Little Pigs • Los tres cerditos Developmental Storybook Sing "Five Little Ducks." ask children where they think the ducks were when they didn't come back. Review the ASL signs for <i>pig, piglets, hog, goat, kid, farm, farmer</i> 	<ul style="list-style-type: none"> •Grandpa's Farm • La granja del abuelo Tell children that the leftover food pigs eat is called <i>slop</i>. Review the ASL signs for <i>pig, piglets, hog, goat, kid, farm, farmer</i>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •Photo Activity Cards 45 (goats • cabras) 43 (piglets • cerditos) 62 (pig • cerdo) Use the suggestions on the back of the cards to practice vocabulary and stimulate discussion. 	<ul style="list-style-type: none"> •Old MacDonald Invite children to use the Old MacDonald story folder props to sing the song. 	<ul style="list-style-type: none"> •Pet Goats Explain to children that goats are social creatures that like people and will follow you around like a dog. 	<ul style="list-style-type: none"> •Farm Animal Puzzles Encourage children to assemble the Farm Animal Puzzles: Pig and Goat (p 42). Discuss the role pig play on the farm. 	<ul style="list-style-type: none"> •Pig Puppets Make a pig puppet. Help children glue the eyes, snout, and ears to their puppet.
Social Emotional Development	<ul style="list-style-type: none"> •This Little Piggy Invite children to take off their shoes. Play this game with children individually. Help children name their "piggy toes." 	<ul style="list-style-type: none"> •Alike and Different Invite children to look closely at Photo Activity Cards 45 and 58. discuss how these two animals are alike and how they are different. 	<ul style="list-style-type: none"> •Thank You Goats Goats provide us with naturally low-fat mil. They are also a big help to farmers for helping clear brush away. Goats are good pets for humans and good company for horses. 	<ul style="list-style-type: none"> •Mommy and Baby Animals Give children the horse/foal, cow/calf, duck/duckling, chicken/chick, pig/piglet, and goat/kid Mommy and Baby Animals (p 43). Encourage children to match the mommies with their babies. 	<ul style="list-style-type: none"> •This Little Piggy Invite children to take off their shoes. Play this game with children individually. Help children name their "piggy toes."
Physical Development	<ul style="list-style-type: none"> •If You're a Pig Sing this song. Discuss the sounds that pigs and goats make. Review the sounds that other farm animals make. 	<ul style="list-style-type: none"> •Picking Up Tails Make "pig tails" with ribbon. Dump the pig tails on the floor and challenge children to pick them up and collect them in pails. 	<ul style="list-style-type: none"> •Pink Play Dough Invite children to roll pink play dough (p 44) into a ball and then smash it to make a pig snout. Have children add black circles to make nostrils on the pig's snout. 	<ul style="list-style-type: none"> •Feed the Pig Encourage children to feed the Pig Food (p 43) to the Hungry Pig (p 43). Discuss the things pig eat. 	<ul style="list-style-type: none"> •Feed the Goat Goats love to eat paper. Show children how to crumple recycled paper and "feed" it to the goat using tongs and the Feed the Goat box (p 42).
Outdoor Play	<ul style="list-style-type: none"> •Mud Pies Invite children to make mud pies for pigs using a tub of water, a tub of dirt, and pie tins. 	<ul style="list-style-type: none"> •Feed the Goats Invite children to fill pails with "hay" (dried grass) and drop it in the "through" (box) for the goats. 	<ul style="list-style-type: none"> •Mud Pies Invite children to make mud pies for pigs using a tub of water, a tub of dirt, and pie tins. 	<ul style="list-style-type: none"> •Feed the Goats Invite children to fill pails with "hay" (dried grass) and drop it in the "through" (box) for the goats. 	<ul style="list-style-type: none"> •Goats Climb Invite little ones to pretend to be goats as they climb on low climbing apparatus.
Music and Movement	<ul style="list-style-type: none"> •Frog Street Action Songs - Canciones de acción de Frog Street Sing "Old MacDonald Had a Farm" • "El anciano MacDonald tenia una granja". 	<ul style="list-style-type: none"> •Frog Street Action Songs - Canciones de acción de Frog Street Sing "The Farmer in the Dell" • "El granjero en el pajar". 	<ul style="list-style-type: none"> •Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street Sing "Three Little Pigs" • "Tres cerditos". 	<ul style="list-style-type: none"> •Frog Street Action Songs - Canciones de acción de Frog Street Sing "The Farmer in the Dell" • "El granjero en el pajar". 	<ul style="list-style-type: none"> •Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street Sing "Old MacDonald Had a Farm" • "El anciano MacDonald tenia una granja".
Learning Centers	<ul style="list-style-type: none"> •Construction Sit with children and encourage them to use blocks to make fences for the pigs and to create a meadow for the goats. 	<ul style="list-style-type: none"> •Gross Motor Invite children to build a bridge with blocks. Then have them to tap small blocks on the bridge to make a trip-trap sound as if goats are crossing the bridge. 	<ul style="list-style-type: none"> •Pretend and Learn Encourage children to pretend to be farmers. Provide suggestions for actions children can pretend to do, such as feeding the pigs, 	<ul style="list-style-type: none"> •Creativity Station Invite children to sip sponges into brown paint and dab them on their pink construction paper pigs to make "muddy pigs." 	<ul style="list-style-type: none"> •Gross Motor Invite children to build a bridge with blocks. Then have them to tap small blocks on the bridge to make a trip-trap sound as if goats are crossing the bridge.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Learning Goals</p>	<ul style="list-style-type: none"> • Develops an expectation that words, books, and pictures can amuse, delight, comfort, inform and excite (C.3.d.) • Understands that pictures can represent real things in the environment (C.3.e.) • Listens with interest to language of others (C.1.a.) • Responds to and interacts with others (B.4.b.) • Develops capacity to predict routines and regular events that make up the day or the session (B.3.b.) 	<ul style="list-style-type: none"> • Recognizes and responds to the feelings and emotions of others (B.4.c.) • Develops an increasing awareness of the impact and consequences of their actions (B.3.c.) • Develops a feeling of being valued as an important individual who belongs within the group setting (B.2.h.) • Develops an understanding that symbols/pictures can be “read” by others (C.3.g.) 	<ul style="list-style-type: none"> • Matches items that go together (D.1.h.) • Develops spatial understandings, including an awareness of how two- and three-dimensional objects can be fitted together (D.1.f.) • Uses imitation in pretend play to express creativity and imagination (D.4.b.) • Develops and demonstrates the ability to remember and connect new and known experiences and information (D.3.d.) 	<ul style="list-style-type: none"> • Begins to develop interests and skills related to numbers and counting (D.2.f.) • Responds to nonverbal and verbal communication of others (C.1.b.) • Matches items that go together (D.1.h.) • Establishes secure relationships with primary caregivers (B.1.a.) • Shows ability to acquire and process new information (D.3.c.) 	<ul style="list-style-type: none"> • Responds to and interacts with others (B.4.b.) • Establishes secure relationships with primary caregivers (B.1.a.) • Coordinates eye and hand movements (A.3.c.) • Develops familiarity with a variety of types of music, art, drama, and dance (D.5.d.) • Develops control of small muscles for manipulation and exploration (A.3.b.)



Lesson Plan for Farm Animals • Animales de la granja - Sheep and Dogs • Ovejas y Perros (45) (Week 4)	Date: July 1 -5, 2019
Objectives: Children will study farm animals. Children will learn about sheep and dogs.	Parents as Partners: Send home Parents as Partners Card 45.
English Vocabulary: farm, farmer, sheep, lam, wool, dog, puppy	Spanish Vocabulary: granja, granjero, oveja (s), cordero, lana, perro, perrito

American Sign Language (ASL): farm, farmer, sheep, lam, wool, dog, puppy

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Starting the Day	<p>Greet each child by name as children enter the classroom and then again as you begin "Starting the Day."</p> <ul style="list-style-type: none"> •UNITE: Sing "Old MacDonald Had a Farm" • "El anciano MacDonald tenia una granja" (Frog Street Sing-Along Songs CD). •CALM: Tell children that Old MacDonald does some tasks every day before he starts his work. •CONNECT: Name the children who are absent and send them well wishes. •BUILD COMMUNITY: Pass around the Safekeeper Box and invite each child to put his or her photo inside. Discuss using helpful hands. <ul style="list-style-type: none"> • Calendar/Weather 	<ul style="list-style-type: none"> •UNITE: Sing "Bingo." •CALM: Explain Mac Donald's tasks and invite children to act them out with you. •CONNECT: Explain children about tricks dogs can do. •BUILD COMMUNITY: Pass around the Safekeeper Box and invite each child to put his or her photo inside. Give examples of helpful hands, such as passing something to someone. <ul style="list-style-type: none"> • Calendar/Weather 	<ul style="list-style-type: none"> •UNITE: Sing "Higglety, Piggety, Pop!" (Start Smart Songs for 1's, 2's, 3's CD). •CALM: Old Mac Donald washes his face, brushes his teeth, exercises, takes some deep breaths to calm himself and exhale several times. Now he is ready to work. •CONNECT: Name the children who are absent and send them well wishes. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. Remind children that helpful hands are kind. <ul style="list-style-type: none"> • Calendar/Weather 		<ul style="list-style-type: none"> •UNITE: Sing "Mary Had a Little Lamb" • "Mary tenia un corderito". •CALM: Old Mac Donald washes his face, brushes his teeth, exercises, takes some deep breaths to calm himself and exhale several times. Now he is ready to work. •CONNECT: Name the children who are absent and send them well wishes. •BUILD COMMUNITY: Tell children our classroom is a safe place, we are a community of learners who take care of each other. Remind children that helpful hands are kind. <ul style="list-style-type: none"> • Calendar/Weather
Language Development	<ul style="list-style-type: none"> •Old MacDonald • El anciano MacDonald story folder Point out that women can be farmers. Teach the ASL signs for <i>farm, farmer, sheep, lam, wool, dog, puppy</i> 	<ul style="list-style-type: none"> •Grandpa's Farm • La granja del abuelo Ask children which farm animals they like best. Review the ASL sign for <i>farm, farmer, sheep, lam, wool, dog, puppy</i> 	<ul style="list-style-type: none"> •Max Listening Story (p 47) Read the story to children. Instruct children to pat their head when they hear the words <i>good dog</i> and shake their finger when they hear <i>no no dog</i>. Review the ASL signs for <i>farm, farmer, sheep, lam, wool, dog, puppy</i> 		<ul style="list-style-type: none"> •Old MacDonald • El anciano MacDonald story folder Point out that women can be farmers. Review the ASL signs for <i>farm, farmer, sheep, lam, wool, dog, puppy</i>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •Photo Activity Cards 12 (pets 1 • mascotas 1) 63 (lamb, sheep • cordero, oveja) Use the suggestions on the back of the cards to practice vocabulary and stimulate discussion. 	<ul style="list-style-type: none"> •Farm Nursery Rhymes Recite the nursery rhymes with children. Talk about each character's job to care for sheep. 	<ul style="list-style-type: none"> •Farm Dogs Discuss the work farm dogs perform. Teach children the poem. Have them hold up one finger for each dog until they have five fingers up. 		<ul style="list-style-type: none"> •Dog and Bone Match Give children the Dog and Bones (p 42). Have them count the dots on each bone and place the bone on the dog's mouth.
Social Emotional Development	<ul style="list-style-type: none"> •Find the Sheep Reproduce the picture guide of "Farm Animal Puzzle Sheep (Patterns CD). Show children the sheep and then hide it. Challenge little ones to pretend they are sheep dogs looking for the lost sheep. 	<ul style="list-style-type: none"> •Alike and Different Invite children to look closely at Photo Activity Cards 12, 45, 62, and 63. Discuss how these animals are alike, such as they have four legs, and how they are different, such as the sounds they make. 	<ul style="list-style-type: none"> •Thank You Sheep Tell children that sheep provide us with wool. Invite children to touch the wool items. 		<ul style="list-style-type: none"> •Rags Sing the song. Point out that a dog like Rags would not be a good farm dog if he doesn't obey. Farm dogs are working dogs.
Physical Development	<ul style="list-style-type: none"> •The Farmer in the Dell Invite children to play The Farmer in the Dell using verses suited to this unit about sheep and dogs. 	<ul style="list-style-type: none"> •Feed the Dog Place a throw line (masking tape) about five feet from a dog bowl. Challenge children to throw a "dog bone" inside the bowl. 	<ul style="list-style-type: none"> •Dog Tricks Invite children to pretend to be dogs learning tricks as you play a version of Simon Says. Begin each action command with "the farmer says...." 		<ul style="list-style-type: none"> •The Farmer in the Dell Invite children to play The Farmer in the Dell using verses suited to this unit about sheep and dogs.
Outdoor Play	<ul style="list-style-type: none"> •Chasing Balls Discuss how much dogs love to chase balls. Invite children to pretend they are dogs and chase balls you toss. 	<ul style="list-style-type: none"> •Find the Sheep Pretend to be Little Bo Peep looking for her lost sheep. Invite children to hide and pretend to be the lost sheep while you search for them. 	<ul style="list-style-type: none"> •Chasing Balls Discuss how much dogs love to chase balls. Invite children to pretend they are dogs and chase balls you toss. 		<ul style="list-style-type: none"> •Chasing Balls Discuss how much dogs love to chase balls. Invite children to pretend they are dogs and chase balls you toss.
Music and Movement	<ul style="list-style-type: none"> •Frog Street Action Songs - Canciones de acción de Frog Street Sing "Old MacDonald Had a Farm" • "El anciano MacDonald tenia una granja". 	<ul style="list-style-type: none"> •Frog Street Action Songs - Canciones de acción de Frog Street Sing "The Farmer in the Dell" • "El granjero en el pajar". 	<ul style="list-style-type: none"> •Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street Sing "My Dog Rags" • "Mi perro Rags". 		<ul style="list-style-type: none"> •Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street Sing "Old MacDonald Had a Farm" • "El anciano MacDonald tenia una granja".
Learning Centers	<ul style="list-style-type: none"> •Construction Sit with children and encourage them to use blocks to make a doghouse for the dog and green fabric to create a meadow for the sheep. 	<ul style="list-style-type: none"> •Pretend and Learn Encourage children to pretend to be farmers. 	<ul style="list-style-type: none"> •Fine Motor Show children how to flatten play dough and then use their fist to imprint what looks like a dog paw print in the dough. 		<ul style="list-style-type: none"> •Creativity Station Invite children to explore the finger paint sheep.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Learning Goals</p>	<ul style="list-style-type: none"> • Shows ability to cope with stress (B.3.a.) • Responds to and interacts with others (B.4.b.) • Begins to develop and demonstrate a positive sense of self (B.2.e.) • Listens with interest to language of others (C.1.a.) • Responds to and interacts with others (B.4.b.) • Develops capacity to predict routines and regular events that make up the day or the session (B.3.b.) 	<ul style="list-style-type: none"> • Increasingly understands non-verbal messages and makes non-verbal requests (C.1.c.) • Develops language skills in structured language contexts, such as through books, finger plays, singing, storytelling, and reenacting (C.2.d.) • Develops a feeling of being valued as an important individual who belongs within the group setting (B.2.h.) 	<ul style="list-style-type: none"> • Matches items that go together (D.1.h.) • Begins to develop interests and skills related to numbers and counting (D.2.f.) • Matches items that go together (D.1.h.) • Develops spatial understandings, including an awareness of how two-and three-dimensional objects can be fitted together (D.1.f.) 		<ul style="list-style-type: none"> • Responds to and interacts with others (B.4.b.) • Establishes secure relationships with primary caregivers (B.1.a.) • Coordinates eye and hand movements (A.3.c.) • Demonstrates receptive language and expressive language skills (C.1.d.) • Develops confidence with moving in space, moving to rhythm, and playing near and with others (A.2.e.) • Imitates sounds, gestures, signs, or words (C.2.b.)