

Lesson Plans for My School and Me • Mi escuela y yo - This Way to Pre-K (Week 1)					Date	Aug 26-30	Teacher	Gard 2
Wonderful Word		<i>routine, rutina</i>	Character Education	Respect, <i>Respeto</i> Responsibility, <i>Responsabilidad</i>	Technology		Frog Street Pre-K Interactive Software will be introduced next week.	
Literacy	Oral Language		Letter Knowledge	English/Spanish -Q,q		Math	Listening; Attributes	
English Vocabulary		centers, circle, classroom, daily schedule, friends, letter wall, listening, pledge, principal, safe, school, teacher						
Spanish Vocabulary		centros, círculo, salón de clase, horario diario, amigos, pared de letras, escuchar, juramento, director, seguro, escuela, maestro						
LESSON COMPONENTS		Day 1	Day 2	Day 3	Day 4	Day 5		
Greeting Circle		<ul style="list-style-type: none"> <li>• Sing, "Rise and Shine" Tell children that today they are learning about the classroom.</li> <li>•Calm: S.T.A.R breathing (Smile...Take a deep breath...And...Relax)</li> <li>•Connect: Name Chant p.192</li> </ul>	<ul style="list-style-type: none"> <li>•Sing, "Rise and Shine" Today we will be learning about the daily schedule.</li> <li>•Review the S.T.A.R. calming strategy</li> <li>•Recite "Name, Name" and shake hands with a friend when you say their name.</li> <li>•Introduce and review school routines</li> </ul>	<ul style="list-style-type: none"> <li>•Sing, "The More We Get Together"</li> <li>•Today we will learn about letters</li> <li>•Practice new breathing exercise: Belly Breathing. Lie down and put hands on stomach as you breathe.</li> <li>•Chant "Name, Name" clap as you sing their name.</li> <li>•Introduce and review daily commitments: Use kind words</li> </ul>	<ul style="list-style-type: none"> <li>•Sing, "The More We Get Together" and introduce school outside of the classroom.</li> <li>•Practice S.T.A.R. strategy. Raise your arms up and down while breathing slowly.</li> <li>•Use Motions to the song with a partner.</li> <li>•Use commitment box to invite children to use nice words.</li> <li>•Introduce Kindness Tree</li> </ul>	<ul style="list-style-type: none"> <li>•Sing Warm up chant and echo the phrase. Review what you learned about school helpers.</li> <li>•Practice S.T.A.R.</li> <li>•Sing "Twinkle, Twinkle, Little Star" with a partner.</li> <li>•Commit to use kind words and use commitment box.</li> </ul>		
Moving and Learning		<ul style="list-style-type: none"> <li>•"Hands and Fingers" • "Manos y Dedos" participation song (P. 181)</li> <li>*Demonstrate using personal space.</li> </ul>	<ul style="list-style-type: none"> <li>•"Rainbow Dancers" • "Los bailarines del arco iris" ribbon dance</li> <li>Remind children to listen about using their own space.</li> </ul>	<ul style="list-style-type: none"> <li>Copy letter shapes using body. Use letter cards as a display for modeling. Suggest partners among the children.</li> </ul>	<ul style="list-style-type: none"> <li>Freeze • Las estatuas game Remind everyone to listen carefully.</li> </ul>	<ul style="list-style-type: none"> <li>•"Shake Hands" greeting game. Place a sticker on the child's right hand to practice recognition. Encourage children to shake hands with a friend.</li> </ul>		
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)		<ul style="list-style-type: none"> <li>• Introduce classroom centers</li> <li>• Learn "Clean Up" • "A limpiar" routine (p. 180)</li> <li><b>Centers</b></li> <li>• Creativity Station-Use crayons to draw and color and discuss taking care of crayons.</li> <li>• Fine Motor Center-Put puzzles together. Discuss putting puzzles away when finished.</li> <li>• ABC-Explore magnetic letters</li> </ul> <p><i>This Way to Pre-K • Camino a Pre-Kinder</i></p> <ul style="list-style-type: none"> <li>• Display the cover</li> <li>*Make predictions of what book may be about</li> <li>*Take a "Picture walk" through the book. Look at pictures and discuss what is going on.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce daily schedule</li> <li>• Introduce management system</li> <li><b>Centers</b></li> <li>• Creativity Station-Draw favorite part of school day.</li> <li>• Language and Literacy-Sequence school activities</li> <li>• ABC-Identify beginning letter of names</li> </ul> <p><i>This Way to Pre-K • Camino a Pre-Kinder</i></p> <ul style="list-style-type: none"> <li>• Discuss role of author and photographer</li> <li>• Remember sequence of story events</li> <li>* What activities do children enjoy on the playground?</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the letter wall and the alphabet</li> <li><b>Centers</b></li> <li>• ABC Center-Place magnetic letters on letter-shape puzzles</li> <li>• Language and Literacy-Practice Pledge of Allegiance</li> <li>• Writer's Corner-Shape letters with play dough</li> </ul> <p><i>I Like School - Me Gusta la escuela</i> story folder.</p> <ul style="list-style-type: none"> <li>*Display story props and explain how you will use them to tell the story.</li> <li>*Present the story</li> <li>* Ask children to describe what they enjoy about school</li> </ul>	<ul style="list-style-type: none"> <li>• Tour the school</li> <li>• Photograph school personnel</li> <li><b>Centers</b></li> <li>• Pretend and Learn-Role-play school jobs</li> <li>• Creativity Station-Create drawings for theme project</li> </ul> <p><i>This Way to Pre-K • Camino a Pre-Kinder</i></p> <ul style="list-style-type: none"> <li>• Reread the book and discuss photo details</li> <li>*What does the child do when she spills the milk?"</li> <li>*What's your favorite center?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify school personnel by photos and names</li> <li>• Learn to greet and thank school workers</li> <li><b>Centers</b></li> <li>• Library and Listening-Retell story</li> <li>• Pretend and Learn-Role-play school helpers</li> <li>• Writer's Corner-Create thank-you notes for school helpers</li> </ul> <p><i>I Like School - Me Gusta la escuela</i> story folder.</p> <ul style="list-style-type: none"> <li>• Retell the story using story props</li> <li>* Point out rhyming words</li> <li>* Use suggestions from children to add additional lines to the story.</li> </ul>		
Weekly Learning Centers		<ul style="list-style-type: none"> <li>• Pretend and Learn - Encourage children to play school.</li> <li>• Construction - Demonstrate how to build with the blocks. Encourage children to build a school.</li> <li>*Explore magnetic letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Pretend and Learn - Each day focus on different center activities and elements in the class schedule.</li> <li>• Construction - Make suggestions for adding a playground/neighborhood</li> </ul>	<ul style="list-style-type: none"> <li>• Pretend and Learn - Toward the end of the week, introduce school helpers into children's play.</li> <li>• Construction - Continue building with blocks</li> </ul>	<ul style="list-style-type: none"> <li>• Pretend and Learn -</li> <li>• Construction - Use the information they gather to add to their model</li> <li>• Library and Listening - "I Like School"</li> <li>• "Me gusta la escuela" story props - retell story</li> </ul>	<ul style="list-style-type: none"> <li>• Pretend and Learn -</li> <li>• Construction - Continue with suggesting ideas for blocks</li> <li>• Library and Listening - "I Like School"</li> <li>• "Me gusta la escuela" story props - retell story</li> </ul>		

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Math and Science</b>	<ul style="list-style-type: none"> <li>Learn how to wash hands</li> <li>Discuss germs</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>Pretend and Learn-Practice washing hands</li> <li>Creativity Station-Draw a germ</li> </ul>	<ul style="list-style-type: none"> <li>Compare loud and soft sounds</li> <li>Take a listening walk</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>Sensory Table-Sort sounds heard on walk</li> <li>Science-Sort objects that make sounds when dropped</li> </ul>	<ul style="list-style-type: none"> <li>Introduce term <i>attributes</i></li> <li>Practice using attributes to describe classmates</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>Math-Describe assortment of items</li> <li>Language and Literacy-Play Spotlight with stuffed animals</li> </ul>	<ul style="list-style-type: none"> <li>Practice describing classmates</li> <li>"This Is Tiffany" • "Ésta es Carmen" attribute song</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>Science-Work in pairs to describe and identify items in feely box</li> <li>Writer's Corner-Compare marks made by different writing instruments</li> </ul>	<ul style="list-style-type: none"> <li>Compare straight and curved lines</li> <li>Identify straight and curved lines in letters</li> </ul> <p><b>Centers</b></p> <ul style="list-style-type: none"> <li>Math-Sort magnetic letters by straight and curved lines</li> <li>ABC-Make letters with Wikki Stix</li> </ul>
<b>Closing Circle</b>	<p>*Closing Circle: Which Centers did you enjoy today?</p> <p>*Check on Commitments: How did you keep the classroom safe today?</p> <ul style="list-style-type: none"> <li>Kindness Tree</li> <li>Family Connection: Send home the My School and Me theme letter. PATT</li> </ul>	<p>*Closing Circle: How do we use our Class Schedule?</p> <ul style="list-style-type: none"> <li>Check on Commitments. How did you use kind words today?</li> <li>Kindness Tree</li> <li>Family Connection: Send Daily Schedule home with children.</li> </ul>	<p>*Closing Circle: Which letter on the letter wall did you put your name under?</p> <ul style="list-style-type: none"> <li>Check on Commitments</li> <li>Kindness Tree</li> <li>Family Connection: Send home S.T.A.R. breathing</li> </ul>	<p>*Closing Circle: What did you learn about taking care of books today?</p> <ul style="list-style-type: none"> <li>Check on Commitments</li> <li>Kindness Tree</li> <li>Family Connection: Read the take home storybook, "School is Fun" with parents.</li> </ul>	<p>*Closing Circle: What are some things we need to remember when we handle books?</p> <ul style="list-style-type: none"> <li>Check on Commitments</li> <li>Kindness Tree</li> <li>Family Connection: Send "Twinkle, Twinkle, Little Star" note home</li> </ul>
<b>Outdoor Learning</b>	<p>Play group games this week.</p> <ul style="list-style-type: none"> <li>Cat and Mouse ( p. 194)</li> </ul>	<p>Play group games this week.</p> <ul style="list-style-type: none"> <li>Dog and Bone ( p. 194)</li> <li>La rueda de San Miguel ( p. 196)</li> </ul>	<p>Play group games this week.</p> <ul style="list-style-type: none"> <li>Japanese Tag ( p. 196)</li> </ul>	<p>Play group games this week.</p> <ul style="list-style-type: none"> <li>Duck, Duck, Goose ( p. 194)</li> </ul>	<p>Play group games this week.</p> <ul style="list-style-type: none"> <li>Drop the Handkerchief ( p. 194) or Take the children outdoors to chase bubbles.</li> </ul>
<b>Learning Goals</b>	<ul style="list-style-type: none"> <li>Assumes various roles and responsibilities as part of a classroom community</li> <li>Participates in classroom music activities</li> <li>Shows understanding by responding appropriately</li> <li>Uses information learned from books by describing, relating, categorizing, or comparing and contrasting</li> <li>Retells or reenacts a story after it is read aloud</li> <li>Takes care of and manages classroom materials</li> <li>Demonstrates understanding of terms used in the instructional language of the classroom</li> <li>Practices good habits of personal health and hygiene</li> <li>Shows understanding by following two-step oral directions, and usually follows three-step directions</li> <li>Practices good habits of personal health and hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Develops warm relationships with teachers</li> <li>Assumes various roles and responsibilities as part of a classroom community</li> <li>Uses information learned from books by describing, relating, categorizing, or comparing and contrasting</li> <li>Asks and answers appropriate questions about the book</li> <li>Demonstrates understanding of terms used in the instructional language of the classroom</li> <li>Organizes their life around events, time, and routines</li> <li>Describes, observes, and investigates properties and characteristics of common objects</li> <li>Identifies, compares, discusses earth materials and their properties and</li> <li>Organizes their life around events, time, and routines</li> </ul>	<ul style="list-style-type: none"> <li>Assumes various roles and responsibilities as part of a classroom community</li> <li>Combines syllables into words</li> <li>Names at least 20 upper- and at least 20 lowercase letters</li> <li>Engages in reading-related activities</li> <li>Asks and answers appropriate questions about the book</li> <li>Uses some appropriate writing conventions when writing or giving dictation</li> <li>Provides appropriate information for various situations</li> <li>Participates in classroom music activities</li> <li>Describes attributes</li> <li>Uses a wide variety of words to label and describe people, places, things, and actions</li> <li>Identifies flags of the United States and resident state</li> <li>Recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence</li> <li>Shows understanding by responding appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Is able to use language for different purposes</li> <li>Develops warm relationships with teachers</li> <li>Assumes various roles and responsibilities as part of a classroom community</li> <li>Uses books and other written materials to engage in prereading behaviors</li> <li>Discusses the roles and responsibilities of community workers</li> <li>Develops warm relationships with teachers</li> <li>Describes attributes</li> <li>Uses a wide variety of words to label and describe people, places, things, and actions</li> <li>Uses category labels to understand how words and objects relate to each other</li> <li>Practices good habits of personal safety</li> </ul>	<ul style="list-style-type: none"> <li>Shows competence in initiating social interactions</li> <li>Demonstrates knowledge of nonverbal conversational rules</li> <li>Demonstrates knowledge of verbal conversational rules</li> <li>Discusses the roles and responsibilities of community workers</li> <li>Participates in classroom music activities</li> <li>Responds to different musical styles through movement and play</li> <li>Demonstrates knowledge of verbal conversational rules</li> <li>Describes attributes</li> <li>Investigates and describes position and motion of objects</li> <li>Uses a wide variety of words to label and describe people, places, things, and actions</li> <li>Uses art as a form of creative self-expression and representation</li> </ul>