

Lesson Plans for My School and Me • Mi escuela y yo - This Way to Pre-K (Week 1)					Date	Aug. 26-30th	Teacher	Gard 3
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 - Letters in Child's Name; Alphabet		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"> • Sing, "Rise and Shine." Today we will be learning about the classroom. Demonstrate S.T.A.R breathing strategy for calming down when upset • Introduce responsibilities in the classroom • Sing "Name Name " and use pointer to identify children by name 	<ul style="list-style-type: none"> • Sing, " Rise and shine" Today we will be learning about the daily schedule. • Review the S.T.A.R calming strategy • Recite "Name Name" and shake hands with a friend when you say their name • Introduce and review school routines 	<ul style="list-style-type: none"> • Sing, " The More We Get Together" Today we will learn about letters. • Practice new breathing exercise: Belly Breathing • Chant "Name, Name". Clap syllables of the child's name as you say it. • Introduce and review daily commitments: Using kind words. 	<ul style="list-style-type: none"> • Sing, "The More We Get Together" Introduce school outside of the classroom. • Practice S.T.A.R strategy. Raise your arms up and down while breathing slowly. • Introduce "Twinkle Twinkle, Little Star.; Use motions to the song with a partner. • Use commitment box to invite children to use their nice words. 	<ul style="list-style-type: none"> • Sing the "Warm-Up Chant" and echo the phrase. Review what you have learned about school helpers. • Practice S.T.A.R • Sing "Twinkle Twinkle, Little Star" with a partner. • Commit to use kind words, and use commitment box. 		
Moving and Learning		<ul style="list-style-type: none"> • "Hands and Fingers" • "Manos y dedos" (p. 181) participation song • Demonstrate using your own space 	<ul style="list-style-type: none"> • "Rainbow Dancers" • "Los bailarines del arco iris" (p. 186) ribbon dance • Remind children to listen about using their own space 	<ul style="list-style-type: none"> • Copy letter shapes using body. Use letter cards as a display for modeling. • Suggest partners among the children 	<ul style="list-style-type: none"> • Freeze Dance • Las estatuas game • Remind everyone to listen carefully 	<ul style="list-style-type: none"> • "Shake Hands" greeting game • Place a sticker on the child's right hand to practice recognition. • Encourage children to shake hands with a friend during a song 		
Literacy (Oral Language, Phonics, Handwriting, Read Aloud)		<ul style="list-style-type: none"> • Introduce classroom centers • Learn "Clean Up" • "A limpiar" routine <p>Centers</p> <ul style="list-style-type: none"> • Creativity Station-Use crayons to draw and color • Fine Motor Center-Put puzzles together • ABC-Explore magnetic letters and Wikki Stix <p><i>This Way to Pre-K • Camino a Pre-Kinder</i></p> <ul style="list-style-type: none"> • Introduce school vocabulary • Discuss school personnel <p><i>This Way to Pre-K • Camino a Pre-Kinder</i></p> <ul style="list-style-type: none"> • Compare classroom in book to your classroom <p>II.A.1., III.D. 2., II.D.1.</p>	<ul style="list-style-type: none"> • Introduce daily schedule • Introduce management system <p>Centers</p> <ul style="list-style-type: none"> • Creativity Station-Draw favorite part of school day. • Language and Literacy-Sequence school activities • ABC- Dot Dab beginning letter of names <p><i>This Way to Pre-K • Camino a Pre-Kinder</i></p> <ul style="list-style-type: none"> • Discuss role of author and photographer • Remember sequence of story events <p>"I Like School" • "Me gusta la escuela"</p> <ul style="list-style-type: none"> • story folder • Predict what might be included in story • Match story activities to classroom activities <p>III.D.2. III.D.3.</p>	<ul style="list-style-type: none"> • Introduce the letter wall and the alphabet <p>Centers</p> <ul style="list-style-type: none"> • ABC Center-Place magnetic letters on letter-shape puzzles • Language and Literacy-Practice Pledge of Allegiance • Writer's Corner-Shape letters with play dough <p><i>This Way to Pre-K • Camino a Pre-Kinder</i></p> <ul style="list-style-type: none"> • Compare photographs and illustrations that are drawn by hand • Evaluate cover photo <p><i>Fanny Frog's Fantastic Poems and Rhymes (Pledge of Allegiance)</i></p> <ul style="list-style-type: none"> • Develop concept of pledge or promise • Discuss attributes of the US and State flags <p>III.A.1., III.D.3., IV.D.1.</p>	<ul style="list-style-type: none"> • Tour the school • Photograph school personnel <p>Centers</p> <ul style="list-style-type: none"> • Library and Listening-Introduce listening center • Pretend and Learn-Role-play school jobs • Creativity Station-Create drawings for theme project • Writers Corner- Write your name using gel bags <p>Assorted library books</p> <ul style="list-style-type: none"> • Introduce proper book handling skills • Practice "reading" books in classroom library <p><i>This Way to Pre-K • Camino a Pre-Kinder</i></p> <ul style="list-style-type: none"> • Reread the book and discuss photo details <p>III.A.2., I.C.2.</p>	<ul style="list-style-type: none"> • Identify school personnel by photos and names • Learn to greet and thank school workers <p>Centers</p> <ul style="list-style-type: none"> • Library and Listening-Retell story • Pretend and Learn-Role-play school helpers • Writer's Corner-Create thank-you notes for school helpers • Trace your first letter in last name <p><i>This Way to Pre-K • Camino a Pre-Kinder</i></p> <ul style="list-style-type: none"> • Guest reader • Sing "Do You Know the Principal?" • "¿Conocen al director?" <p>"I Like School" • "Me gusta la escuela"</p> <ul style="list-style-type: none"> • story folder • Retell the story using story props • Sock-dance like children in the story <p>VII.B.3., VIII.B.1., III.B.2.</p>		

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Weekly Learning Centers	<ul style="list-style-type: none"> • Pretend and Learn - Encourage children to play school. • Construction - Demonstrate how to build with the blocks. Encourage children to build a school. 	<ul style="list-style-type: none"> • Pretend and Learn - Each day focus on different center activities and elements in the class schedule. • Construction - Make suggestions for adding a playground/neighborhood 	<ul style="list-style-type: none"> • Pretend and Learn - Toward the end of the week, introduce school helpers into children's play. • Construction - Continue building with blocks 	<ul style="list-style-type: none"> • Pretend and Learn - • Construction - Use the information they gather to add to their model • Library and Listening - "I Like School" • "Me gusta la escuela" story props - retell story 	<ul style="list-style-type: none"> • Pretend and Learn - • Construction - Continue with suggesting ideas for blocks • Library and Listening - "I Like School" • "Me gusta la escuela" story props - retell story
Math and Science	<ul style="list-style-type: none"> • Learn how to wash hands • Discuss germs <p>Centers</p> <ul style="list-style-type: none"> • Pretend and Learn-Practice washing hands • Creativity Station-Draw a germ 	<ul style="list-style-type: none"> • Compare loud and soft sounds • Take a listening walk <p>Centers</p> <ul style="list-style-type: none"> • Sensory Table-Sort sounds heard on walk • Science-Sort objects that make sounds when dropped 	<ul style="list-style-type: none"> • Introduce term <i>attributes</i> • Practice using attributes to describe classmates <p>Centers</p> <ul style="list-style-type: none"> • Math-Describe assortment of items • Language and Literacy-Play Spotlight with stuffed animals 	<ul style="list-style-type: none"> • Practice describing classmates • "This Is Tiffany" • "Ésta es Carmen" attribute song <p>Centers</p> <ul style="list-style-type: none"> • Science-Work in pairs to describe and identify items in feely box • Writer's Corner-Compare marks made by different writing instruments 	<ul style="list-style-type: none"> • Compare straight and curved lines • Identify straight and curved lines in letters <p>Centers</p> <ul style="list-style-type: none"> • Math-Sort magnetic letters by straight and curved lines • ABC-Make letters with Wikki Stix
Character Education (PATHS, Values and Virtues, Manners & Etiquette)	<p>Values & Virtues Respect and Responsibility:</p> <ul style="list-style-type: none"> • What is Respect? <p>•Discuss how we can be respectful to friends, teachers and our classrooms.</p>	<p>PATHS: Circle Rules</p> <ul style="list-style-type: none"> •Discuss the rules for circle time and classroom activities •Play " rules dominoes" 	<p>Conscious Discipline: S.T.A.R.</p> <ul style="list-style-type: none"> • Practice the Calming Technique "S.T.A.R" (stop take a deep breath and relax) pg. 22 	<p>Values&Virtues: Respect and Responsibility</p> <ul style="list-style-type: none"> •A responsible person.... •Create a class list of responsibilities you have and display it in the classroom 	<p>PATHS: Circle Rules</p> <ul style="list-style-type: none"> -Practice the listening game -Review S.T.A.R.
Closing Circle	<ul style="list-style-type: none"> • What centers did you enjoy most today •Check on Commitmetns : Howdid you keep your classroom safe today? • Review the Kindness Tree • Family Connection: Send home PATT mat for paretns to view. 	<ul style="list-style-type: none"> • How do we use our class schedule? •Check on Commitments: How did you use your kind words today? •Review the kindness Tree • Family Connection:Send a daily schedule home with children 	<ul style="list-style-type: none"> • Which letter on the wall did you put your name under? • Check on Commitments: How did you use your kind words today? • Review the Kindness Tree • Family Connection: Send home a S.T.A.R. picture and encourage children to teach a family member how to S.T.A.R. 	<ul style="list-style-type: none"> • What did you learn about the care of books today? • Check on Commitments: Can you remember hearing kind words today? • Count the hearts on the Kindness Tree • Family Connection: Read the Take home story <i>School is Fun</i> 	<ul style="list-style-type: none"> • What are some kind words you said or heard used today? • Check on Commitments: What kind words did you use today? •Count the hearts on the Kindness Tree • Family Connection: Send "Twinkle, Twinkle"note home
Outdoor Learning	<p>Play group games this week.</p> <ul style="list-style-type: none"> • Cat and Mouse (p. 194) 	<p>Play group games this week.</p> <ul style="list-style-type: none"> • Dog and Bone (p. 194) • La rueda de San Miguel (p. 196) 	<p>Play group games this week.</p> <ul style="list-style-type: none"> • Japanese Tag (p. 196) 	<p>Play group games this week.</p> <ul style="list-style-type: none"> • Duck, Duck, Goose (p. 194) 	<p>Play group games this week.</p> <ul style="list-style-type: none"> • Drop the Handkerchief (p. 194) or Take the children outdoors to chase bubbles. • Reflect

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<p>Learning Goals</p>	<ul style="list-style-type: none"> • Assumes various roles and responsibilities as part of a classroom community • Participates in classroom music activities • Shows understanding by responding appropriately • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Retells or reenacts a story after it is read aloud • Takes care of and manages classroom materials • Demonstrates understanding of terms used in the instructional language of the classroom • Practices good habits of personal health and hygiene • Shows understanding by following two-step oral directions, and usually follows three-step directions • Practices good habits of personal health and hygiene 	<ul style="list-style-type: none"> • Develops warm relationships with teachers • Assumes various roles and responsibilities as part of a classroom community • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Asks and answers appropriate questions about the book • Demonstrates understanding of terms used in the instructional language of the classroom • Organizes their life around events, time, and routines • Describes, observes, and investigates properties and characteristics of common objects • Identifies, compares, discusses earth materials and their properties and • Organizes their life around events, time, and routines 	<ul style="list-style-type: none"> • Assumes various roles and responsibilities as part of a classroom community • Combines syllables into words • Names at least 20 upper- and at least 20 lowercase letters • Engages in reading-related activities • Asks and answers appropriate questions about the book • Uses some appropriate writing conventions when writing or giving dictation • Provides appropriate information for various situations • Participates in classroom music activities • Describes attributes • Uses a wide variety of words to label and describe people, places, things, and actions • Identifies flags of the United States and resident state • Recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence • Shows understanding by responding appropriately 	<ul style="list-style-type: none"> • Is able to use language for different purposes • Develops warm relationships with teachers • Assumes various roles and responsibilities as part of a classroom community • Uses books and other written materials to engage in prereading behaviors • Discusses the roles and responsibilities of community workers • Develops warm relationships with teachers • Describes attributes • Uses a wide variety of words to label and describe people, places, things, and actions • Uses category labels to understand how words and objects relate to each other • Practices good habits of personal safety 	<ul style="list-style-type: none"> • Shows competence in initiating social interactions • Demonstrates knowledge of nonverbal conversational rules • Demonstrates knowledge of verbal conversational rules • Discusses the roles and responsibilities of community workers • Participates in classroom music activities • Responds to different musical styles through movement and play • Demonstrates knowledge of verbal conversational rules • Describes attributes • Investigates and describes position and motion of objects • Uses a wide variety of words to label and describe people, places, things, and actions • Uses art as a form of creative self-expression and representation