



Theme: Big and Little

Frog Street Pre-K Program  
Art Lesson Plan

Week: October 28–November 1, 2019

Day of the Week	Objectives/ Projects	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
<b>Monday</b>	“Big and Little Cookie Jars” Objective: To work on hand-eye coordination.	-Cut out cookies, large and small, glue cookies onto either a large or small cookie jar	-Cut out cookies, large and small, glue cookies onto either a large or small cookie jar	-Cut out cookies, large and small, glue cookies onto either a large or small cookie jar	-Cut out cookies, large and small, glue cookies onto either a large or small cookie jar	-Cut out cookies, large and small, glue cookies onto either a large or small cookie jar
<b>Tuesday</b>	“Big and Little Hands” Objective: To work on eye hand coordination.	Paint background with blue watercolor. Give each one large paper trunk and one small, glue on. Glue large green mass of leaves and small mass of leaves on.	Paint background with blue watercolor. Give each one large paper trunk and one small, glue on. Glue large green mass of leaves and small mass of leaves on.	Paint background with blue watercolor. Give each one large paper trunk and one small, glue on. Glue large green mass of leaves and small mass of leaves on.	“Drawing Big and Small Buildings Part Two” Objective: Drawing in perspective. Draw one building large and one small. Using pencil, add shadow on structure.	“Drawing Big and Small Buildings Part Two” Objective: Drawing in perspective. Draw one building large and one small. Using pencil, add shadow on structure.
<b>Wednesday</b>	“Color Car Painting” Objective: To visually see size.	Using small car run wheels through red, orange and yellow paint onto paper. Then using larger truck, do the same.	Using small car run wheels through red, orange and yellow paint onto paper. Then using larger truck, do the same.	Using small car run wheels through red, orange and yellow paint onto paper. Then using larger truck, do the same.	“Large and Small Stick Structure” Objective: Using eye hand coordination. Color larger sticks warm colors and small cool colors.	“Large and Small Stick Structure” Objective: Using eye hand coordination. Color larger sticks warm colors and small cool colors.
<b>Thursday</b>	“Corn on the Cob” Objective: To learn the process of printing.	Color background yellow. Roll red paint over large apple and print. Then roll light green over small apple.	Color background yellow. Roll red paint over large apple and print. Then roll light green over small apple.	Color background yellow. Roll red paint over large apple and print. Then roll light green over small apple.	Color background yellow. Roll red paint over large apple and print. Then roll light green over small apple.	Color background yellow. Roll red paint over large apple and print. Then roll light green over small apple.
<b>Friday</b>	“Pumpkin Pie Collage” Objective: To add dimension to art.	Color first with all colors. Give tissue to all kids and let glue over paper.	Color first with all colors. Give tissue to all kids and let glue over paper.	“Stencil Art” Objective: To use the imagination. Using stencils and markers create your own design.	“Stencil Art” Objective: To use the imagination. Using stencils and markers create your own design.	“Stencil Art” Objective: To use the imagination. Using stencils and markers create your own design.



*Theme: Nature's Giants*

*Frog Street Pre-K Program*  
*Art Lesson Plan*

*Week: November 4-8, 2019*

Day of the Week	Objectives/ Projects	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
Monday	"Eye Dropper Art" Objective: To use eye hand coordination.	-Have child drop different colored paints with an eyedropper onto a half piece of tag board	-Have child drop different colored paints with an eyedropper onto a half piece of tag board	-Have child drop different colored paints with an eyedropper onto a half piece of tag board	-Have child drop different colored paints with an eyedropper onto a half piece of tag board	-Have child drop different colored paints with an eyedropper onto a half piece of tag board
Tuesday	"Sunflower" Objective: To create dimension in art.	-Take a toilet paper roll snip the ends make leaves, paint yellow, add sunflower seeds to middle to create brown center	-Take a toilet paper roll snip the ends make leaves, paint yellow, add sunflower seeds to middle to create brown center	-Take a toilet paper roll snip the ends make leaves, paint yellow, add sunflower seeds to middle to create brown center	-Take a toilet paper roll snip the ends make leaves, paint yellow, add sunflower seeds to middle to create brown center	"Ecosystem" -Discuss what an ecosystem is and have child begin preparing the shoebox for the diorama
Wednesday	"Bug Jar" Objective: To explore art.	-Give child a white bug jar, put sticker bugs inside to act as bugs captured	-Give child a white bug jar, put sticker bugs inside to act as bugs captured	-Give child a white bug jar, put sticker bugs inside to act as bugs captured	-Give child a white bug jar, put sticker bugs inside to act as bugs captured	"Ecosystem" -Start building the ecosystem the children have chosen by adding various elements trees, grass, etc.
Thursday	"Water Droplet Window" Objective: To paint in a different perspective.	-Put blue liquid watercolor onto a baking sheet, place paper onto baking sheet, lift up, add black strips of paper for outline or added effect	-Put blue liquid watercolor onto a baking sheet, place paper onto baking sheet, lift up, add black strips of paper for outline or added effect	-Put blue liquid watercolor onto a baking sheet, place paper onto baking sheet, lift up, add black strips of paper for outline or added effect	-Put blue liquid watercolor onto a baking sheet, place paper onto baking sheet, lift up, add black strips of paper for outline or added effect	"Ecosystem" -Finish ecosystem by adding animals that the children have drawn to the diorama
Friday	"Umbrella" Objective: To use eye hand coordination.	-Make umbrella out of white paper, have child color, add water droplets using blue construction paper	-Make umbrella out of white paper, have child color, add water droplets using blue construction paper	-Make umbrella out of white paper, have child color, add water droplets using blue construction paper	-Make umbrella out of white paper, have child color, add water droplets using blue construction paper	-Put blue liquid watercolor onto a baking sheet, place paper onto baking sheet, lift up, add black strips of paper for outline or added effect



*Theme: Giants Made by People*

*Frog Street Pre-K Program  
Art Lesson Plan*

*Week: November 11-15, 2019*

Day of the Week	Objectives Projects	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
<b>Monday</b>	“Shape Road Craft” Objective: To create art in a different perspective.	-Have child place black stripes on various shapes, than use yellow lines for divider	-Have child place black stripes on various shapes, than use yellow lines for divider	-Have child place black stripes on various shapes, than use yellow lines for divider	-Have child place black stripes on various shapes, than use yellow lines for divider	“Paper Snake” -Have child use green construction paper, bend into a circle staple to create a paper chain snake
<b>Tuesday</b>	“Paint with Gears” Objective: To use different textures in art.	-Paint the bottom of the gears and have child put onto blank paper	-Paint the bottom of the gears and have child put onto blank paper	-Paint the bottom of the gears and have child put onto blank paper	-Paint the bottom of the gears and have child put onto blank paper	-Paint the bottom of the gears and have child put onto blank paper
<b>Wednesday</b>	“Straw Building Tower” Objective: To create different layers of texture.	-Cut the straws into fourths have child build a building/tower with materials provided	-Cut the straws into fourths have child build a building/tower with materials provided	-Cut the straws into fourths have child build a building/tower with materials provided	-Cut the straws into fourths have child build a building/tower with materials provided	-Cut the straws into fourths have child build a building/tower with materials provided
<b>Thursday</b>	“Pointing with Bolts and Screws” Objective: To be able to express oneself using only your finger.	-Put various colored paints onto bolts/screws, have child press down onto paper to leave impression	-Put various colored paints onto bolts/screws, have child press down onto paper to leave impression	-Put various colored paints onto bolts/screws, have child press down onto paper to leave impression	-Put various colored paints onto bolts/screws, have child press down onto paper to leave impression	-Put various colored paints onto bolts/screws, have child press down onto paper to leave impression
<b>Friday</b>	“Tool Belt” Objective: Eye hand coordination.	-Have child color hammer, wrench, and screwdriver and glue onto pre-cut out toolbox	-Have child color hammer, wrench, and screwdriver and glue onto pre-cut out toolbox	-Have child color hammer, wrench, and screwdriver and glue onto pre-cut out toolbox	-Have child color hammer, wrench, and screwdriver and glue onto pre-cut out toolbox	-Have child color hammer, wrench, and screwdriver and glue onto pre-cut out toolbox



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*Theme: Make-Believe Giants*

*Frog Street Pre-K Program*  
*Art Lesson Plan*

*Week: November 18-22, 2019*

Day of the Week	Objectives/ Projects	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
<b>Monday</b>	“Outdoor Texture Hunt” Objective: Learning to create art through textures.	Give child a piece of white paper and go outside to have them rub with crayon on trees, sidewalks and fences.	Give child a piece of white paper and go outside to have them rub with crayon on trees, sidewalks and fences.	Give child a piece of white paper and go outside to have them rub with crayon on trees, sidewalks and fences.	Give child a piece of white paper and go outside to have them rub with crayon on trees, sidewalks and fences.	Give child a piece of white paper and go outside to have them rub with crayon on trees, sidewalks and fences.
<b>Tuesday</b>	“Fall Collage” Objective: Eye hand coordination.	Color with yellow crayon over paper and let child tear small pieces of construction paper into different sizes .Place Fall colors of pieces around paper to design their own creation.	Color with yellow crayon over paper and let child tear small pieces of construction paper into different sizes .Place Fall colors of pieces around paper to design their own creation.	Color with yellow crayon over paper and let child tear small pieces of construction paper into different sizes .Place Fall colors of pieces around paper to design their own creation.	“Painting Jacks’ Bean Stalk” Objective: Learning to use light and dark shades of color. Painting with watercolor, paint in stalk and leaves. Add a second layer of green to the underside of the leaves.	“Painting Jacks’ Bean Stalk” Objective: Learning to use light and dark shades of color. Painting with watercolor, paint in stalk and leaves. Add a second layer of green to the underside of the leaves.
<b>Wednesday</b>	“Fall Colors” Objective: To learn to make orange with red and yellow.	Roll yellow over paper and add a small amount of red over to create orange. Print with pumpkin around border.	Roll yellow over paper and add a small amount of red over to create orange. Print with pumpkin around border.	Roll yellow over paper and add a small amount of red over to create orange. Print with pumpkin around border.	Roll yellow over paper and add a small amount of red over to create orange. Print with pumpkin around border.	Roll yellow over paper and add a small amount of red over to create orange. Print with pumpkin around border.
<b>Thursday</b>	“Texture Painting”: Objective: To find different dimensions in art.	Paint with yellow using a rope brush. Taking smaller texture brush paint with red by jumping brush.	Paint with yellow using a rope brush. Taking smaller texture brush paint with red by jumping brush.	Paint with yellow using a rope brush. Taking smaller texture brush paint with red by jumping brush.	Paint with yellow using a rope brush. Taking smaller texture brush paint with red by jumping brush.	Paint with yellow using a rope brush. Taking smaller texture brush paint with red by jumping brush.
<b>Friday</b>	“Dip Dot Fun” Objective: To use eye hand coordination.	Using dip dots create a pattern over paper after coloring with all colors.	Using dip dots create a pattern over paper after coloring with all colors.	“Stencil Art” Objective: Using the imagination. Create your own design with stencils and markers.	“Stencil Art” Objective: Using the imagination. Create your own design with stencils and markers.	“Stencil Art” Objective: Using the imagination. Create your own design with stencils and markers.



Theme: Harvest Week

Art Lesson Plan

Week: November 25-29 2019

Day of the Week	Projects/ Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Holiday Camp
Monday	“Fly Swatter Painting” Objective: Learning to manipulate different tools for art.	Using red, orange and yellow let child platter paint across paper.	Using red, orange and yellow let child platter paint across paper.	Using red, orange and yellow let child platter paint across paper.	Using red, orange and yellow let child platter paint across paper.	Using red, orange and yellow let child platter paint across paper.
Tuesday	“Fall Collage” Objective: Learning to make orange from red and yellow.	Paint with red and yellow watercolor to create orange. Give children items that are red, yellow, orange and brown. Glue on.	Paint with red and yellow watercolor to create orange. Give children items that are red, yellow, orange and brown. Glue on.	Paint with red and yellow watercolor to create orange. Give children items that are red, yellow, orange and brown. Glue on.	Paint with red and yellow watercolor to create orange. Give children items that are red, yellow, orange and brown. Glue on.	Paint with red and yellow watercolor to create orange. Give children items that are red, yellow, orange and brown. Glue on.
Wednesday	“Hand Turkey” Objective: Using eye hand coordination.	Paint fingers of child one yellow, red, orange and green. The palm of hand brown and press onto paper.	Paint fingers of child one yellow, red, orange and green. The palm of hand brown and press onto paper.	Paint fingers of child one yellow, red, orange and green. The palm of hand brown and press onto paper.	Paint fingers of child one yellow, red, orange and green. The palm of hand brown and press onto paper.	Paint fingers of child one yellow, red, orange and green. The palm of hand brown and press onto paper.
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Friday		O		D		Y



*Theme: Big and Little*

*Frog Street Pre-K Program  
Creative Movement Lesson Plan*

*Week: October 28-November 1, 2019*

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
<b>Monday</b>	Balance and posture	Pulling (pulling the scooters) Dino Pokey	Big Ball Relays Dino Pokey	Big Ball Relays	Intro Flag Football	Intro Flag Football
<b>Tuesday</b>	Awareness of body parts	Big and Small Balls	Big and Small Balls	Big and Small Balls	Catching and Running the Ball	Catching and Running the Ball
<b>Wednesday</b>	Spatial and directional awareness	Bouncing	Throwing and Catching	Throwing and Catching	Discuss the job of the defense and run route	Discuss the defense job and run route
<b>Thursday</b>	Movement of body parts	Picking up and releasing London Bridge	Cone Wars London Bridge	Cone Wars London Bridge	Flag Football	Flag Football
<b>Friday</b>	Spatial awareness	Tumbling	Large and Small Parachutes	Large and Small Parachutes	Flag Football	Flag Football



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## Frog Street Pre-K Program

Creative Movement Lesson Plan



Theme: Nature's Giants

Week: November 4-8, 2019

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
Monday	Hand-eye coordination	Bouncing Balls	Bouncing Balls	Bouncing Balls	Tennis Technique	Tennis Technique
Tuesday	To throw the ball with accuracy.	Kickball Rolling Rock Race	Kickball Rolling Rock Race	Kickball Rolling Rock Race	Ball Wars	Ball Wars
Wednesday	To work on upper body.	Catching Medium Size Balls	Catching and Throwing	Catching and Throwing	Kickball	Kickball
Thursday	To follow directions.	Parachute Games	Save the Seal (played like steal the bacon)	Save the Seal (played like steal the bacon)	Walk on Stilts	Walk on Stilts
Friday	To bounce the ball.	Bouncing Balls	Bouncing Balls	Bouncing Balls	Tennis Technique	Tennis Technique



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*Frog Street Pre-K Program*  
*Creative Movement Lesson Plan*



*Theme: Giants Made by People*

*Week: November 11-15, 2019*

<b>Day of the Week</b>	<b>Objectives</b>	<b>Gard 2</b>	<b>Gard 3</b>	<b>Crème Prep</b>	<b>Transitional Kindergarten</b>	<b>Private Kindergarten</b>
<b>Monday</b>	Balance and flexibility	Jumping London Bridge	Hitting off the Tee	T-ball Hitting and Running	T-ball Hitting and Running	T-ball Hitting and Running
<b>Tuesday</b>	To work on flexibility.	Bending	Trap and Pass Soccer	Trap and Pass Soccer	Shooting the Ball in the Basket	Shooting the Ball in the Basket
<b>Wednesday</b>	To work on hand-eye coordination.	Bouncing Three Billy goats Gruff	Brooklyn Bridge The Three Billy Goats Gruff	Brooklyn Bridge The Three Billy Goats Gruff	Bouncing and Passing	Bouncing and Passing
<b>Thursday</b>	Accuracy	Rolling Small Balls	Track Fitness	Track Fitness	Track Fitness	Track Fitness
<b>Friday</b>	Movement of body parts	Bouncing Balls London Bridge	Bouncing Balls London Bridge	Bouncing Balls	Ball Wars	Ball Wars





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*Theme: Make-Believe Giants*

*Frog Street Pre-K Program*  
*Creative Movement Lesson Plan*

*Week: November 18-22, 2019*

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
<b>Monday</b>	To begin to throw the ball in a particular direction.	Beanbag/ Balance Beam\ Kicking Balls	Beanbag Toss	Beanbag Toss	Beanbag Knock Out	Beanbag Knock Out
<b>Tuesday</b>	To begin to coordinate arms and legs.	Small Ball /Climbing and Scooters	Divide the kids up into teams and have them make shapes using their body	Divide the kids up into teams and have them make shapes using their body	Divide the kids up into teams and have them make shapes using their body	Tennis Skills
<b>Wednesday</b>	To learn the difference between stomp and tiptoe.	Giant Dance p 133	Giant Dance p 133	Giant Dance p 133	Giant Dance p 133	Giant Dance p 133
<b>Thursday</b>	To explore different walking areas at school.	Giant Dance (make a dance sequence)	Giant Dance (make a dance sequence)	Giant Dance (make a dance sequence)	Giant Dance (make a dance sequence)	Giant Dance (make a dance sequence)
<b>Friday</b>	To throw the ball in a particular direction.	Beanbag/ Balance Beam\ Kicking Balls	Octopus\ Shooting Relay	Octopus\ Shooting Relay	Octopus\ Shooting Relay	Octopus\ Shooting Relay

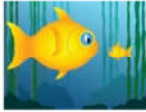


*Theme: Harvest Week*

*Creative Movement Lesson Plan*

*Week: November 25-30, 2019*

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
<b>Monday</b>	To move from one place to another in different ways.	Turkey Dance: like the chicken dance but turkey/ and have fun free dancing	Turkey Dance: like the chicken dance but turkey/ and have fun free dancing	Turkey Dance: like the chicken dance but turkey/ and have fun free dancing	Turkey Dance: like the chicken dance but turkey/ and have fun free dancing	Turkey Dance: like the chicken dance but turkey/ and have fun free dancing
<b>Tuesday</b>	To become more aware of distance.	Play the Hokey Turkey: Use: Turkey Head, Gobbler, Wings, Turkey Leg etc.	Play the Hokey Turkey: Use: Turkey Head, Gobbler, Wings, Turkey Leg etc.	Play the Hokey Turkey: Use: Turkey Head, Gobbler, Wings, Turkey Leg etc.	Play the Hokey Turkey: Use: Turkey Head, Gobbler, Wings, Turkey Leg etc.	Play the Hokey Turkey: Use: Turkey Head, Gobbler, Wings, Turkey Leg etc.
<b>Wednesday</b>	To control movement.	Hot Potatoes	Musical Dots	Musical Dots	Musical Dots	Musical Dots
<b>Thursday</b>	<b>H</b>		<b>L I</b>		<b>A</b>	
<b>Friday</b>		<b>O</b>		<b>D</b>		<b>Y</b>



*Theme: Big and Little*

*Frog Street Pre-K Program  
Computer Lesson Plan*

*Week: October 28-November 1, 2019*

<b>Day of the Week</b>	<b>Objectives</b>	<b>Gard 2</b>	<b>Gard 3</b>	<b>Crème Prep</b>	<b>Transitional Kindergarten</b>	<b>Private Kindergarten</b>
<b>Monday</b>	To expand vocabulary.	Smart Board Frog Street Sounds and Rhymes	Smart Board Frog Street Sounds and Rhymes Compound Words	Smart Board Frog Street Sounds and Rhymes Compound Words	Smart Board Frog Street Sounds and Rhymes Compound Words	Smart Board: Write compounds words
<b>Tuesday</b>	To practice working independently to achieve a goal.	Classics for Kids Instruments Families	Classics for Kids Instruments Families	Classics for Kids Instruments Families	Classics for Kids Instruments Families	Classics for Kids Instruments Families
<b>Wednesday</b>	To practice hand-eye coordination.	Smart Board Frog Street Math Listen and Find It	Smart Board Frog Street Math Listen and Find It	Smart Board Frog Street Math Listen and Find It	Smart Board Frog Street Math Listen and Find It	Smart Board: Fun Brain
<b>Thursday</b>	To practice memory skills.	Freddi Fish 3 The Case of the Stolen Conch Shell	Freddi Fish 3 The Case of the Stolen Conch Shell	Fun Brain Penguin Drop	Fun Brain Penguin Drop	Fun Brain Penguin Drop
<b>Friday</b>	To explore various words and their meanings.	Smart Board Frog Street Sounds and Rhymes The Tortoise and the Hare	Smart Board Frog Street Sounds and Rhymes Compound Words	Smart Board Frog Street Sounds and Rhymes Compound Words	Smart Board Frog Street Sounds and Rhymes Compound Words	Smart Board: Listening Stories



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**Frog Street Pre-K Program**  
*Computer Lesson Plan*

*Theme: Nature's Giants*

*Week: November 4-8, 2019*

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
<b>Monday</b>	To work on their language skills.	Smart Board Interactive Learning: Words Words Words	Smart Board Interactive Learning: Words Words Words	Smart Board Interactive Learning: Words Words Words	Smart Board Interactive Learning: Words Words Words	Smart Board Interactive Learning: Spot and his Friends
<b>Tuesday</b>	To use problem solving skills to complete the science activities.	Sammy's Science House	Sammy's Science House	Sammy's Science	Sammy's Science House	Sammy's Science House
<b>Wednesday</b>	To work on listening comprehension skills.	Smart Board Interactive Learning: Fanny's Computer Tutor	Smart Board Interactive Learning: Fanny's Computer Tutor	Smart Board Interactive Learning: Fanny's Computer Tutor	Smart Board Interactive Learning: Fanny's Computer Tutor	Smart Board Interactive Learning: Bailey's Book House
<b>Thursday</b>	To practice reading and sounding out words.	I Love Phonics	I Love Phonics	I Love Phonics	I Love Phonics	I Love Phonics
<b>Friday</b>	To use cognitive abilities and construct names out of scrambled letters.	Smart Board Interactive Learning: The Name Game	Smart Board Interactive Learning: The Name Game	Smart Board Interactive Learning: The Name Game	Smart Board Interactive Learning: The Name Game	Smart Board Interactive Learning: Alex Builds His Farm



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*Theme: Giants Made by People*

*Frog Street Pre-K Program  
Computer Lesson Plan*

*Week: November 11-15, 2019*

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
<b>Monday</b>	To learn that information is accessible through the use of technology.	Smart Board: Frog Street Words, Words, Words	Smart Board: Frog Street Writer's Corner	Smart Board: Frog Street Writer's Corner	Smart Board: Frog Street Writer's Corner	Smart Board: Kid Pix
<b>Tuesday</b>	To learn the computer parts.	Jump Start Preschool Language Club	Jump Start Preschool Language Club	Jump Start Preschool Language Club	Jump Start Preschool Language Club	Jump Start Preschool Language Club
<b>Wednesday</b>	To learn that information is accessible through the use of technology.	Smart Board: Frog Street Words, Words, Words	Smart Board: Frog Street Words, Words, Words	Smart Board: Frog Street Words, Words, Words	Smart Board: Frog Street Words, Words, Words	Smart Board Interactive Learning: Arthur's Reading Race
<b>Thursday</b>	Eye-hand coordination	Adventure Workshop Dr. Seuss Edition Green Eggs and Ham	Adventure Workshop Dr. Seuss Edition Green Eggs and Ham	Adventure Workshop Dr. Seuss Edition Green Eggs and Ham	Adventure Workshop Dr. Seuss Edition Green Eggs and Ham	Adventure Workshop Dr. Seuss Edition Green Eggs and Ham
<b>Friday</b>	To learn that information is accessible through the use of technology.	Smart Board: Match Game	Smart Board: Match Game	Smart Board: Match Game	Smart Board: Match Game	Smart Board Interactive Learning: Dr. Seuss Kindergarten



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Theme: *Make-Believe Giants*

**Frog Street Pre-K Program**  
Computer Lesson Plan

Week: *November 18-22, 2019*

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
<b>Monday</b>	To follow basic pictorial cues for operating system successfully.	Using smart Board and computers sort make-believe giants and real giants	Using smart Board and computers sort make-believe giants and real giants	Using smart Board and computers sort make-believe giants and real giants	Using smart Board and computers sort make-believe giants and real giants.	Smart Board: Counting words in a sentence
<b>Tuesday</b>	To become more familiar with how the mouse and the computer work together.	In Kid Pix allow the children to go into stamps and do a collage... (enlarge them)	Clifford interaction	Clifford interaction	Clifford interaction	Clifford interaction
<b>Wednesday</b>	To use a variety of software with audio, video, and graphics to enhance learning experience.	Smart Board: Frog Street Math	Smart Board: Frog Street Math	Smart Board: Frog Street Math	Smart Board: Frog Street Math	Smart Board Play Math Dragon Play
<b>Thursday</b>	To learn the computer parts.	Clifford's Learning Activities	Clifford's Learning Activities	Clifford's Learning Activities	Clifford's Learning Activities	Clifford's Learning Activities
<b>Friday</b>	To use a variety of software with audio, video, and graphics to enhance learning experience.	Smart Board: Frog Street Sounds	Smart Board: Frog Street Sound and Rhyme	Smart Board: Frog Street Sound and Rhyme	Smart Board: Frog Street Sound and Rhyme	Smart Board: Matching Game

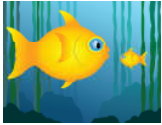





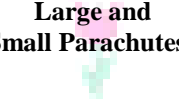
*Theme: Harvest Week*

*Class: Computer*

*Week: November 25-29, 2019*

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
<b>Monday</b>	To learn the computer parts.	<b>Smart Board Arthur's First Thanksgiving</b>	<b>Smart Board Arthur's First Thanksgiving</b>	<b>Smart Board Arthur's First Thanksgiving</b>	<b>Smart Board Arthur's First Thanksgiving</b>	<b>Smart Board Arthur's First Thanksgiving</b>
<b>Tuesday</b>	To learn about Winter.	<b>Caillou Fall and Winter seasons</b>	<b>Caillou Fall and Winter Seasons</b>	<b>Caillou Fall and Winter Seasons</b>	<b>Caillou Fall and Winter Seasons</b>	<b>Caillou Fall and Winter Seasons</b>
<b>Wednesday</b>	To use imagination to create a Thanksgiving basket.	<b>Smart Board Draw a basket with fruits and vegetables</b>	<b>Smart Board Draw a basket with fruits and vegetables</b>	<b>Smart Board Draw a basket with fruits and vegetables</b>	<b>Smart Board Draw a basket with fruits and vegetables</b>	<b>Smart Board Draw a basket with fruits and vegetables</b>
<b>Thursday</b>	<b>H</b>		<b>L</b>		<b>D A</b>	
<b>Friday</b>		<b>O</b>		<b>I</b>		<b>Y</b>



Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
<b>Monday</b>	Balance and posture	Yoga for Kids 	Yoga for Kids 	Yoga for Kids	Yoga for Kids	Yoga for Kids
<b>Tuesday</b>	Awareness of body parts	Big and Small Balls 	Big and Small Balls 	Big and Small Balls 	Catching and Running the Ball	Catching and Running the Ball
<b>Wednesday</b>	Spatial and directional awareness	Bouncing Yoga for Kids 	Throwing and Catching Yoga for Kids 	Throwing and Catching Yoga for Kids 	Discuss the job of the defense and run route Yoga for Kids	Discuss the defense job and run route Yoga for Kids
<b>Thursday</b>	Movement of body parts	Picking up and releasing London Bridge 	London Bridge 	London Bridge 	London Bridge	London Bridge
<b>Friday</b>	Spatial awareness	Tumbling 	Large and Small Parachutes 	Large and Small Parachutes 	Large and Small Parachutes	Large and Small Parachutes





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**Frog Street Pre-K Program**

**Creative Movement Lesson Plan (Dance Room)**

*Theme: Nature's Giants*

*Week: November 4-8, 2019*

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
<b>Monday</b>	To learn and sing songs about big animals.	Sing and dance "Dinosaur Boogie" by Dr. Jean.  "Mountain Hike" adventure activity	Sing and dance "Dinosaur Boogie" by Dr. Jean.  "Mountain Hike" adventure activity	Sing and dance "Dinosaur Boogie" by Dr. Jean.  "Mountain Hike" adventure activity	Sing and dance "Dinosaur Boogie" by Dr. Jean.  "Mountain Hike" adventure activity	Sing and dance "Dinosaur Boogie" by Dr. Jean.  "Mountain Hike" adventure activity
<b>Tuesday</b>	To learn about sound waves and how different sounds are made.	Sing "A Sailor Went to Sea."  Play My Bonnie Lies Over the Ocean game	Sing "A Sailor Went to Sea."  Play My Bonnie Lies Over the Ocean game	Sing "A Sailor Went to Sea."  Play My Bonnie Lies Over the Ocean game	Sing "A Sailor Went to Sea."  Play My Bonnie Lies Over the Ocean game	Sing "A Sailor Went to Sea."  Play My Bonnie Lies Over the Ocean game
<b>Wednesday</b>	To learn to use our giant voice and our small voice.	Sing "A Cave Is My Home."  Play Musical Hide-and-Seek game.	Sing "A Cave Is My Home."  Play Musical Hide-and-Seek game.	Sing "A Cave Is My Home."  Play Musical Hide-and-Seek game.	Sing "A Cave Is My Home."  Play Musical Hide-and-Seek game.	Sing "A Cave Is My Home."  Play Musical Hide-and-Seek game.
<b>Thursday</b>	To learn more about repetition in music.	Sing "Niagara Falls" and "Row, Row, Row Your Boat."  "The Sounds of Nature" dance	Sing "Niagara Falls" and "Row, Row, Row Your Boat."  "The Sounds of Nature" dance	Sing "Niagara Falls" and "Row, Row, Row Your Boat."  "The Sounds of Nature" dance	Sing "Niagara Falls" and "Row, Row, Row Your Boat."  "The Sounds of Nature" dance	Sing "Niagara Falls" and "Row, Row, Row Your Boat."  "The Sounds of Nature" dance
<b>Friday</b>	To move with music and review tempo.	Sing "Mister Moon" and "Mister Sun."  Play Gravity games.	Sing "Mister Moon" and "Mister Sun."  Play Gravity games.	Sing "Mister Moon" and "Mister Sun."  Play Gravity games.	Sing "Mister Moon" and "Mister Sun."  Play Gravity games.	Sing "Mister Moon" and "Mister Sun."  Play Gravity games.



**Crème de la Crème®**  
Early Learning Centers of Excellence®



*Theme: Giants Made by People*

*Frog Street Pre-K Program  
Creative Movement Lesson Plan (Dance Room)*

*Week: November 11-15, 2019*

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
Monday	To work on balance and flexibility	Jumping London Bridge Yoga for Kids	Hitting off the Tee Yoga for Kids	Yoga for Kids	Yoga for Kids	Yoga for Kids
Tuesday	To work on flexibility.	Bending	Balance Beam	Balance Beam	Shooting the Ball in the Basket	Shooting the Ball in the Basket
Wednesday	To work on hand-eye coordination.	Bouncing Three Billy goats Gruff	Brooklyn Bridge The Three Billy Goats Gruff	Brooklyn Bridge The Three Billy Goats Gruff	Bouncing and Passing	Bouncing and Passing
Thursday	To work on accuracy.	Rolling Small Balls	Track Fitness	Track Fitness	Track Fitness	Track Fitness
Friday	Balance and flexibility	Jumping London Bridge	Hitting off the Tee	Balance Beam	Balance Beam	Balance Beam



**Frog Street Pre-K Program**

**Theme: Make-Believe Giants**

**Creative Movement Lesson Plan (Dance Room)**

**Week: November 18-22, 2019**

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
<b>Monday</b>	To learn about the notion of “forte” loudness in music.	Learn and sing “A Stomping Giant.” “Fee! Fi! Fo! Fum!”	Learn and sing “A Stomping Giant.” “Fee! Fi! Fo! Fum!”	Learn and sing “A Stomping Giant.” “Fee! Fi! Fo! Fum!”	Learn and sing “A Stomping Giant.” “Fee! Fi! Fo! Fum!”	Learn and sing “A Stomping Giant.” “Fee! Fi! Fo! Fum!”
<b>Tuesday</b>	To sing and move with our make-believe giants songs.	Learn to sing “A Snoring Giant.” The Giant’s Grumble game	Learn to sing “A Snoring Giant.” The Giant’s Grumble game	Learn to sing “A Snoring Giant.” The Giant’s Grumble game	Learn to sing “A Snoring Giant.” The Giant’s Grumble game	Learn to sing “A Snoring Giant.” The Giant’s Grumble game
<b>Wednesday</b>	To review beats, rhythm, and volume.	Sing “Odon.” Review “A Stomping Giant” and “A Snoring Giant.”	Sing “Odon.” Review “A Stomping Giant” and “A Snoring Giant.”	Sing “Odon.” Review “A Stomping Giant” and “A Snoring Giant.”	Sing “Odon.” Review “A Stomping Giant” and “A Snoring Giant.”	Sing “Odon.” Review “A Stomping Giant” and “A Snoring Giant.”
<b>Thursday</b>	To learn to appreciate musical nuances.	Sing “Dragon Chase” song. Dance with dragon streamers.	Sing “Dragon Chase” song. Dance with dragon streamers.	Sing “Dragon Chase” song. Dance with dragon streamers.	Sing “Dragon Chase” song. Dance with dragon streamers.	Sing “Dragon Chase” song. Dance with dragon streamers.
<b>Friday</b>	To have fun with creative beats and songs.	Sing “Dragon Chase” song. Flying Dragons game	Sing “Dragon Chase” song. Flying Dragons game	Sing “Dragon Chase” song. Flying Dragons game	Sing “Dragon Chase” song. Flying Dragons game	Sing “Dragon Chase” song. Flying Dragons game

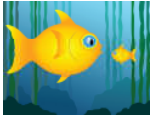


**Theme: Harvest Week**

*Creative Movement Lesson Plan (Dance Room)*

**Week: November 25-29, 2019**

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
<b>Monday</b>	To learn about the notion of “forte” loudness in music.	“Musical Hide-and-Seek” “Autumn Leaves Are Falling Down”	“Musical Hide-and-Seek” “Autumn Leaves Are Falling Down”	“Musical Hide-and-Seek” “Autumn Leaves Are Falling Down”	“Musical Hide-and-Seek” “Autumn Leaves Are Falling Down”	“Musical Hide-and-Seek” “Autumn Leaves Are Falling Down”
<b>Tuesday</b>	To have fun with creative beats and songs.	“Bend and Stretch” “Five Little Pumpkins”	“Bend and Stretch” “Five Little Pumpkins”	“Bend and Stretch” “Five Little Pumpkins”	“Bend and Stretch” “Five Little Pumpkins”	“Bend and Stretch” “Five Little Pumpkins”
<b>Wednesday</b>	To review beats, rhythm, and volume.	“People to People” “Five Little Turkeys”	“People to People” “Five Little Turkeys”	“People to People” “Five Little Turkeys”	“People to People” “Five Little Turkeys”	“People to People” “Five Little Turkeys”
<b>Thursday</b>	H		L		A	
<b>Friday</b>		O		I D		Y



Theme: *Big and Little*

*Frog Street Pre-K Program*  
*Language Development Lesson Plan*

Week: *October 28-November 1, 2019*

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
<b>Monday</b>	To ask and answer appropriate questions about the book.	<i>The Song of the Teeny Mosquito</i> • Develop vocabulary • Photo Activity Card 133 • Discuss perspective • Develop concept of big and little • Sequence Cards <i>Big, Bigger, Biggest</i>	<i>The Song of the Teeny Mosquito</i> • Develop vocabulary • Photo Activity Card 133 • Discuss perspective • Develop concept of big and little • Sequence Cards <i>Big, Bigger, Biggest</i>	<i>The Song of the Teeny Mosquito</i> • Develop vocabulary • Photo Activity Card 133 • Discuss perspective • Develop concept of big and little • Sequence Cards <i>Big, Bigger, Biggest</i>	<i>The Song of the Teeny Mosquito</i> • Develop vocabulary • Photo Activity Card 133 • Discuss perspective • Develop concept of big and little • Sequence Cards <i>Big, Bigger, Biggest</i>
<b>Tuesday</b>	To use a wide variety of words to label and describe people, places, things, and actions.	• Sequence <i>big, bigger, biggest</i> “Going on a Bear Hunt” • “Nos vamos a cazar osos” participation story • Learn about the spectacled bear “Forest Friends” • “Los amigos del bosque” story folder	• Sequence <i>big, bigger, biggest</i> “Going on a Bear Hunt” • “Nos vamos a cazar osos” participation story • Learn about the spectacled bear “Forest Friends” • “Los amigos del bosque” story folder	• Sequence <i>big, bigger, biggest</i> “Going on a Bear Hunt” • “Nos vamos a cazar osos” participation story • Learn about the spectacled bear “Forest Friends” • “Los amigos del bosque” story folder	• Sequence <i>big, bigger, biggest</i> “Going on a Bear Hunt” • “Nos vamos a cazar osos” participation story • Learn about the spectacled bear “Forest Friends” • “Los amigos del bosque” story folder
<b>Wednesday</b>	To ask and answer appropriate questions about the book.	• “The Lion and the Mouse” • “El león y el ratón” listening story • Develop vocabulary “Giant” • “Un gigante” story folder	• “The Lion and the Mouse” • “El león y el ratón” listening story • Develop vocabulary “Giant” • “Un gigante” story folder	• “The Lion and the Mouse” • “El león y el ratón” listening story • Develop vocabulary “Giant” • “Un gigante” story folder	• “The Lion and the Mouse” • “El león y el ratón” listening story • Develop vocabulary “Giant” • “Un gigante” story folder
<b>Thursday</b>	To use a wide variety of words to label and describe people, places, things, and actions.	<i>Five Huge Dinosaurs</i> • Cinco enormes dinosaurios • Role-play action words • Listen for rhyming words	<i>Five Huge Dinosaurs</i> • Cinco enormes dinosaurios • Role-play action words • Listen for rhyming words	<i>Five Huge Dinosaurs</i> • Cinco enormes dinosaurios • Role-play action words • Listen for rhyming words	<i>Five Huge Dinosaurs</i> • Cinco enormes dinosaurios • Role-play action words • Listen for rhyming words
<b>Friday</b>	To ask and answer appropriate questions about the book.	<i>The Song of the Teeny Tiny Mosquito</i> • El canto del mosquito • Review perspective.	• <b>SHOW AND TELL ABOUT BIG OR LITTLE ANIMALS</b> <i>The Song of the Teeny Tiny Mosquito</i> • El canto del mosquito • Review perspective.	• <b>SHOW AND TELL ABOUT BIG OR LITTLE ANIMALS</b> <i>The Song of the Teeny Tiny Mosquito</i> • El canto del mosquito • Review perspective.	• <b>SHOW AND TELL ABOUT BIG OR LITTLE ANIMALS</b> <i>The Song of the Teeny Tiny Mosquito</i> • El canto del mosquito • Review perspective.



Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
<b>Monday</b>	To use information learned from books by describing and contrasting.	Reagan's Journal • El diario de Reagan • Read about a mountain hike • Learn how mountains change • Photo Activity Card 106	Reagan's Journal • El diario de Reagan • Read about a mountain hike • Learn how mountains change • Photo Activity Card 106	Reagan's Journal • El diario de Reagan • Read about a mountain hike • Learn how mountains change • Photo Activity Card 106	Reagan's Journal • El diario de Reagan • Read about a mountain hike • Learn how mountains change • Photo Activity Card 106
<b>Tuesday</b>	To use a wide variety of words to label and describe people, places, things, and actions.	• "Going on a Whale Watch" • Discuss whales • Interact and act out the story <i>A Chance for Esperanza • Una oportunidad para Esperanza</i> • Introduce ocean and sea turtle as giants of nature • Compare size of mother and baby turtles	• "Going on a Whale Watch" • Discuss whales • Interact and act out the story <i>A Chance for Esperanza • Una oportunidad para Esperanza</i> • Introduce ocean and sea turtle as giants of nature • Compare size of mother and baby turtles	• "Going on a Whale Watch" • Discuss whales • Interact and act out the story <i>A Chance for Esperanza • Una oportunidad para Esperanza</i> • Introduce ocean and sea turtle as giants of nature • Compare size of mother and baby turtles	• "Going on a Whale Watch" • Discuss whales • Interact and act out the story <i>A Chance for Esperanza • Una oportunidad para Esperanza</i> • Introduce ocean and sea turtle as giants of nature • Compare size of mother and baby turtles
<b>Wednesday</b>	To use information learned from books by describing and contrasting.	• Develop the idea that a cave is a home to some animals • Listening and Library- Use story props to retell "The Great Enormous Rock" • "Una piedra enorme" story folder	• Develop the idea that a cave is a home to some animals • Listening and Library- Use story props to retell "The Great Enormous Rock" • "Una piedra enorme" story folder	• Develop the idea that a cave is a home to some animals • Listening and Library- Use story props to retell "The Great Enormous Rock" • "Una piedra enorme" story folder	• Develop the idea that a cave is a home to some animals • Listening and Library- Use story props to retell "The Great Enormous Rock" • "Una piedra enorme" story folder
<b>Thursday</b>	To use a wide variety of words to label and describe people, places, things, and actions.	• Discuss waterfalls • Describe movement of water • Listening and Library-Listen to <i>Nature's Giants • Gigantes de la naturaleza</i> • Contrast photographers and illustrators	• Discuss waterfalls • Describe movement of water • Listening and Library-Listen to <i>Nature's Giants • Gigantes de la naturaleza</i> • Contrast photographers and illustrators	• Discuss waterfalls • Describe movement of water • Listening and Library-Listen to <i>Nature's Giants • Gigantes de la naturaleza</i> • Contrast photographers and illustrators	• Discuss waterfalls • Describe movement of water • Listening and Library-Listen to <i>Nature's Giants • Gigantes de la naturaleza</i> • Contrast photographers and illustrators
<b>Friday</b>	To ask and answer appropriate questions about the book.	The Sun and the Moon" • "El Sol y la Luna" listening story • Compare day and night skies	The Sun and the Moon" • "El Sol y la Luna" listening story • Compare day and night skies <b>SHOW AND TELL BRING A PICTURE OF YOUR FAVORITE DAYTIME ACTIVITY</b>	The Sun and the Moon" • "El Sol y la Luna" listening story • Compare day and night skies <b>SHOW AND TELL BRING A PICTURE OF YOUR FAVORITE DAYTIME ACTIVITY</b>	The Sun and the Moon" • "El Sol y la Luna" listening story • Compare day and night skies <b>SHOW AND TELL BRING A PICTURE OF YOUR FAVORITE DAYTIME ACTIVITY</b>



**Crème de la Crème®**  
Early Learning Centers of Excellence®



Theme: *Giants Made by People*

*Frog Street Pre-K Program*  
*Language Development Lesson Plan*

Week: *November 11-15, 2019*

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
<b>Monday</b>	To produce a word that rhymes with a given word.	<ul style="list-style-type: none"> <li>•How the Hummingbird Got Its Colors listening story</li> <li>•Describe colorful feathers of hummingbirds</li> <li>•Answer questions about the story</li> <li>•Photo Activity Card 13</li> </ul>	<ul style="list-style-type: none"> <li>•How the Hummingbird Got Its Colors listening story</li> <li>•Describe colorful feathers of hummingbirds</li> <li>•Answer questions about the story</li> <li>•Photo Activity Card 13</li> </ul>	<ul style="list-style-type: none"> <li>•How the Hummingbird Got Its Colors listening story</li> <li>•Describe colorful feathers of hummingbirds</li> <li>•Answer questions about the story</li> <li>•Photo Activity Card 13</li> </ul>	<ul style="list-style-type: none"> <li>•How the Hummingbird Got Its Colors listening story</li> <li>•Describe colorful feathers of hummingbirds</li> <li>•Answer questions about the story</li> <li>•Photo Activity Card 13</li> </ul>
<b>Tuesday</b>	To learn to make a T-chart.	<ul style="list-style-type: none"> <li>•"The Giants of the City" listening story</li> <li>•Complete a T-chart showing predictions before reading; match to actual story events after reading.</li> <li>•Read <i>Giants Made by People</i> • <i>Gigantes hechos por el hombre</i>.</li> </ul>	<ul style="list-style-type: none"> <li>•"The Giants of the City" listening story</li> <li>•Complete a T-chart showing predictions before reading; match to actual story events after reading.</li> <li>•Read <i>Giants Made by People</i> • <i>Gigantes hechos por el hombre</i>.</li> </ul>	<ul style="list-style-type: none"> <li>•"The Giants of the City" listening story</li> <li>•Complete a T-chart showing predictions before reading; match to actual story events after reading.</li> <li>•Read <i>Giants Made by People</i> • <i>Gigantes hechos por el hombre</i>.</li> </ul>	<ul style="list-style-type: none"> <li>•"The Giants of the City" listening story</li> <li>•Complete a T-chart showing predictions before reading; match to actual story events after reading.</li> <li>•Read <i>Giants Made by People</i> • <i>Gigantes hechos por el hombre</i>.</li> </ul>
<b>Wednesday</b>	To use descriptive words.	<ul style="list-style-type: none"> <li>•Read <i>The Three Billy Goats</i></li> <li>•Discuss the settings of the story</li> <li>•Use descriptive words.</li> <li>Photo Activity Card 100</li> </ul>	<ul style="list-style-type: none"> <li>•Read <i>The Three Billy Goats</i></li> <li>•Discuss the settings of the story</li> <li>•Use descriptive words.</li> <li>Photo Activity Card 100</li> </ul>	<ul style="list-style-type: none"> <li>•Read <i>The Three Billy Goats</i></li> <li>•Discuss the settings of the story</li> <li>•Use descriptive words.</li> <li>Photo Activity Card 100</li> </ul>	<ul style="list-style-type: none"> <li>•Read <i>The Three Billy Goats</i></li> <li>•Discuss the settings of the story</li> <li>•Use descriptive words.</li> <li>Photo Activity Card 100</li> </ul>
<b>Thursday</b>	To discuss different ways to travel.	<ul style="list-style-type: none"> <li>•Read <i>Gram Is Coming to My House</i> • <i>Abuelita viene a mi casa</i>.</li> <li>• Introduce the author</li> <li>Discuss different ways to travel</li> </ul>	<ul style="list-style-type: none"> <li>•Read <i>Gram Is Coming to My House</i> • <i>Abuelita viene a mi casa</i>.</li> <li>• Introduce the author</li> <li>Discuss different ways to travel</li> </ul>	<ul style="list-style-type: none"> <li>•Read <i>Gram Is Coming to My House</i> • <i>Abuelita viene a mi casa</i>.</li> <li>• Introduce the author</li> <li>Discuss different ways to travel</li> </ul>	<ul style="list-style-type: none"> <li>•Read <i>Gram Is Coming to My House</i> • <i>Abuelita viene a mi casa</i>.</li> <li>• Introduce the author</li> <li>Discuss different ways to travel</li> </ul>
<b>Friday</b>	To produce a word that rhymes with a given word.	<ul style="list-style-type: none"> <li>•Read <i>Giants Made by People</i> • <i>Gigantes hechos por el hombre</i>.</li> <li>•Learn facts about photographers.</li> <li>Develop vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>•Read <i>Giants Made by People</i> • <i>Gigantes hechos por el hombre</i>.</li> <li>•Learn facts about photographers.</li> <li>Develop vocabulary.</li> <li>SHOW AND TELL ABOUT A BIG BUILDING, A BIG AIRPLANE, ETC.</li> </ul>	<ul style="list-style-type: none"> <li>•Read <i>Giants Made by People</i> • <i>Gigantes hechos por el hombre</i>.</li> <li>•Learn facts about photographers.</li> <li>Develop vocabulary.</li> <li>SHOW AND TELL ABOUT A BIG BUILDING, A BIG AIRPLANE, ETC.</li> </ul>	<ul style="list-style-type: none"> <li>•Read <i>Giants Made by People</i> • <i>Gigantes hechos por el hombre</i>.</li> <li>•Learn facts about photographers.</li> <li>Develop vocabulary.</li> <li>SHOW AND TELL ABOUT A BIG BUILDING, A BIG AIRPLANE, ETC.</li> </ul>



Theme: Make-Believe Giants

Frog Street Pre-K Program  
Language Development Lesson Plan

Week: November 18-22, 2019

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
<b>Monday</b>	To use a wide variety of words to label and describe people.	<ul style="list-style-type: none"> <li>•Story folder: Jack and the Beanstalk</li> <li>•Explain story props</li> <li>•Photo Activity cards 27, 32, 35</li> </ul>	<ul style="list-style-type: none"> <li>•Story folder: Jack and the Beanstalk</li> <li>•Explain story props</li> <li>•Photo Activity cards 27, 32, 35</li> </ul>	<ul style="list-style-type: none"> <li>•Story folder: Jack and the Beanstalk</li> <li>•Explain story props</li> <li>•Photo Activity cards 27, 32, 35</li> </ul>	<ul style="list-style-type: none"> <li>•Story folder: Jack and the Beanstalk</li> <li>•Explain story props</li> <li>•Photo Activity cards 27, 32, 35</li> </ul>
<b>Tuesday</b>	To ask and answer appropriate questions about the book.	<ul style="list-style-type: none"> <li>•Story folder: Jack and the Beanstalk</li> <li>•Display story props.</li> <li>•Remind children the story is make believe and it comes from someone's imagination. Discuss about fiction and non-fiction.</li> </ul>	<ul style="list-style-type: none"> <li>•Story folder: Jack and the Beanstalk</li> <li>•Display story props.</li> <li>•Remind children the story is make believe and it comes from someone's imagination. Discuss about fiction and non-fiction.</li> </ul>	<ul style="list-style-type: none"> <li>•Story folder: Jack and the Beanstalk</li> <li>•Display story props.</li> <li>•Remind children the story is make believe and it comes from someone's imagination. Discuss about fiction and non-fiction.</li> </ul>	<ul style="list-style-type: none"> <li>•Story folder: Jack and the Beanstalk</li> <li>•Display story props. Remind children the story is make believe and it comes from someone's imagination. Discuss about fiction and non-fiction.</li> </ul>
<b>Wednesday</b>	To use a wide variety of words to label and describe people.	<ul style="list-style-type: none"> <li>•Read: Odon, the Giant</li> <li>•Explain there would not be pictures and encourage children to use their imagination.</li> <li>• Encourage children to listen carefully for the roles of each animal in the story.</li> <li>•Photo Activity Cards 36, 48</li> </ul>	<ul style="list-style-type: none"> <li>•Read: Odon, the Giant</li> <li>•Explain there would not be pictures and encourage children to use their imagination.</li> <li>• Encourage children to listen carefully for the roles of each animal in the story.</li> <li>•Photo Activity Cards 36, 48</li> </ul>	<ul style="list-style-type: none"> <li>•Read: Odon, the Giant</li> <li>•Explain there would not be pictures and encourage children to use their imagination.</li> <li>• Encourage children to listen carefully for the roles of each animal in the story.</li> <li>•Photo Activity Cards 36, 48</li> </ul>	<ul style="list-style-type: none"> <li>•Read: Odon, the Giant</li> <li>•Explain there would not be pictures and encourage children to use their imagination.</li> <li>• Encourage children to listen carefully for the roles of each animal in the story.</li> <li>•Photo Activity Cards 36, 48</li> </ul>
<b>Thursday</b>	To ask and answer appropriate questions about the book.	<ul style="list-style-type: none"> <li>•Read <i>Once Upon a Time in Dragon Land</i>.</li> <li>•Introduce author and illustrator. Point out that fantasy stories always begin with once upon a time....</li> <li>•Ask children to identify silly events.</li> </ul>	<ul style="list-style-type: none"> <li>•Read <i>Once Upon a Time in Dragon Land</i>.</li> <li>•Introduce author and illustrator. Point out that fantasy stories always begin with once upon a time....</li> <li>•Ask children to identify silly events.</li> </ul>	<ul style="list-style-type: none"> <li>•Read <i>Once Upon a Time in Dragon Land</i>.</li> <li>•Introduce author and illustrator. Point out that fantasy stories always begin with once upon a time....</li> <li>•Ask children to identify silly events.</li> </ul>	<ul style="list-style-type: none"> <li>•Read <i>Once Upon a Time in Dragon Land</i>.</li> <li>•Introduce author and illustrator. Point out that fantasy stories always begin with once upon a time....</li> <li>•Ask children to identify silly events.</li> </ul>
<b>Friday</b>	To use a wide variety of words to label and describe people.	<ul style="list-style-type: none"> <li>•Listening Story: Kilum</li> <li>•Discuss with children why the other dragons thought Kilum was odd.</li> </ul>	<ul style="list-style-type: none"> <li>•Listening Story: Kilum</li> <li>•Discuss with children why the other dragons thought Kilum was odd.</li> <li>•SHOW AND TELL ABOUT A MAKE-BELIEVE STORY.</li> </ul>	<ul style="list-style-type: none"> <li>•Listening Story: Kilum</li> <li>•Discuss with children why the other dragons thought Kilum was odd.</li> <li>•SHOW AND TELL ABOUT A MAKE-BELIEVE STORY.</li> </ul>	<ul style="list-style-type: none"> <li>•Listening Story: Kilum</li> <li>•Discuss with children why the other dragons thought Kilum was odd.</li> <li>•SHOW AND TELL ABOUT A MAKE-BELIEVE STORY.</li> </ul>





*Theme: Harvest Week*

*Language Development Lesson Plan*

*Week: November 25-29, 2019*

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
<b>Monday</b>	<b>To identify familiar objects.</b>	Thanksgiving Celebrations. How does your family celebrate Thanksgiving	Thanksgiving Celebrations. How does your family celebrate Thanksgiving	Thanksgiving Celebrations. How does your family celebrate Thanksgiving	Thanksgiving Celebrations. How does your family celebrate Thanksgiving
<b>Tuesday</b>	<b>To share different ways to be thankful.</b>	What are you thankful for? Chart Children's Responses Books about Thanksgiving	What are you thankful for? Chart Children's Responses Books about Thanksgiving	What are you thankful for? Chart Children's Responses Books about Thanksgiving	What are you thankful for? Chart Children's Responses Books about Thanksgiving
<b>Wednesday</b>	<b>To learn about Thanksgiving.</b>	What is your favorite food at Thanksgiving? Chart Children's Responses-	What is your favorite food at Thanksgiving? Chart Children's Responses-	What is your favorite food at Thanksgiving? Chart Children's Responses-	What is your favorite food at Thanksgiving? Chart Children's Responses-
<b>Thursday</b>	<b>H</b>		<b>L I</b>		<b>A Y</b>
<b>Friday</b>		<b>O</b>		<b>D</b>	



来学中文

Crème de la Crème®  
Early Learning Centers of Excellence



来学中文

Theme: Harvest Week

Enrichment: Mandarin

Week: November 25-28, 2019

Day of the Week	Objective/ Vocabulary	Gard 2	Gard 3	Crème Prep	TK/Après
Monday					
Tuesday	<p>We will discuss why we celebrate Thanksgiving.</p> <p><b>Pilgrims, Indians, Turkey, Feast, Thanksgiving Purpose</b></p> <p>我们要讨论为什么我们要庆祝感恩节</p> <p><b>朝圣者、印第安人、火鸡、盛宴、感恩节的意义</b></p>	<p>What are we thankful for?</p> <p>“ I am thankful for...” (say in Chinese)</p> <p>我们要感谢什么?</p> <p>“我要感谢.....” (用中文说)</p>	<p>What are we thankful for?</p> <p>“ I am thankful for...” (say in Chinese)</p> <p>我们要感谢什么?</p> <p>“我要感谢.....” (用中文说)</p>	<p>What are we thankful for?</p> <p>“ I am thankful for...” (say in Chinese)</p> <p>我们要感谢什么?</p> <p>“我要感谢.....” (用中文说)</p>	<p>What are we thankful for?</p> <p>“ I am thankful for...” (say in Chinese)</p> <p>我们要感谢什么?</p> <p>“我要感谢.....” (用中文说)</p>
Wednesday	<p>Thankful words</p> <p><b>Thank you, Your Welcome, Dinner, Delicious food.</b></p> <p>感恩的言辞</p> <p><b>谢谢你、不客气、晚餐、美食</b></p>	<p>What special meals do we eat during Thanksgiving?</p> <p>我们有什么特别的食物要在感恩节吃?</p>	<p>What special meals do we eat during Thanksgiving?</p> <p>我们有什么特别的食物要在感恩节吃?</p>	<p>What special meals do we eat during Thanksgiving?</p> <p>我们有什么特别的食物要在感恩节吃?</p>	<p>What special meals do we eat during Thanksgiving?</p> <p>我们有什么特别的食物要在感恩节吃?</p>
Thursday	H	O	L I	D A	Y
Friday	H	O	L I	D A	Y

Theme: Giants Made by people    Enrichment: Mandarin    Week: Oct. 28- Nov.1, 2019

Day of the Week	Objective/ Vocabulary	Gard 2	Gard 3	Crème Prep	TK/Après
Monday					
Tuesday	<p>This week we will learn about giants made by people.  <b>Tall, Long, Skyscrapers, Pyramids, Bridges, Statue of Liberty, Great wall of China, Submarines, Cruise ships, Mountains, Volcanos.</b>                      高、长、摩天大楼、金字塔、桥梁、自由女神像、中国长城、潜艇、游轮、高山、火山</p>	<p>Learn about different giants in the world,                      Pronouncing Vocab words                      (showing pictures to identify the Giants)                      学习关于世界上的不同的“巨人/物”                      (用照片显示定义不同的“巨人/物”)</p>	<p>Learn about different giants in the world,                      Pronouncing Vocab words                      (showing pictures to identify the Giants)                      学习关于世界上的不同的“巨人/物”                      (用照片显示定义不同的“巨人/物”)</p>	<p>Learn about different giants in the world,                      Pronouncing Vocab words                      (showing pictures to identify the Giants)                      学习关于世界上的不同的“巨人/物”                      (用照片显示定义不同的“巨人/物”)</p>	<p>Learn about different giants in the world,                      Pronouncing Vocab words                      (showing pictures to identify the Giants)                      学习关于世界上的不同的“巨人/物”                      (用照片显示定义不同的“巨人/物”)</p>
Wednesday					
Thursday	<p>Man-made giants to natural giants  <b>Rivers, OCEANS, Mountains, Bridges, Buildings</b>                      人造巨物与自然巨物                      河流、海洋、山峰、桥梁、建筑物</p>	<p>Learn to identify from a Natural Giant to a Man – made Giant                      学习去定义从自然巨物到人造巨物</p>	<p>Learn to identify from a Natural Giant to a Man – made Giant                      学习去定义从自然巨物到人造巨物</p>	<p>Learn to identify from a Natural Giant to a Man – made Giant                      学习去定义从自然巨物到人造巨物</p>	<p>Learn to identify from a Natural Giant to a Man – made Giant                      学习去定义从自然巨物到人造巨物</p>
Friday					

Theme: Make Believe Giants

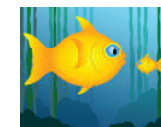
Enrichment: Mandarin

Week: Nov. 18-22, 2019

Day of the Week	Objective/ Vocabulary	Gard 2	Gard 3	Crème Prep	TK/Après
Monday					
Tuesday	<p>This week we will learn about make believe giants. Identify fairy tale giants <b>Giant, Dragon, Fantasy, Fiction.</b></p> <p>学习关于“让我相信巨人”；识别童话巨人 <b>巨人、龙、幻想、小说</b></p>	<p>Story about a Giant (Jack and the Beansstalk)</p> <p>Pronouncing Vocab words (showing pictures to identify the Giants)</p> <p>关于巨人的故事（杰克和魔豆）</p>	<p>Story about a Giant (Jack and the Beansstalk)</p> <p>Pronouncing Vocab words (showing pictures to identify the Giants)</p> <p>关于巨人的故事（杰克和魔豆）</p>	<p>Story about a Giant (Jack and the Beansstalk)</p> <p>Pronouncing Vocab words (showing pictures to identify the Giants)</p> <p>关于巨人的故事（杰克和魔豆）</p>	<p>Story about a Giant (Jack and the Beansstalk)</p> <p>Pronouncing Vocab words (showing pictures to identify the Giants)</p> <p>关于巨人的故事（杰克和魔豆）</p>
Wednesday					
Thursday	<p>This week we will learn about make believe giants.</p> <p><b>Dinosaurs, Rhinosaurs, Unicorns,</b></p> <p>学习关于“让我相信巨人” <b>恐龙、犀牛、独角兽</b></p>	<p>Learn to identify from a Natural Giant to a Man – made Giant</p> <p>Pronouncing Vocab words 学习定义从自然巨人到人造巨人</p>	<p>Learn to identify from a Natural Giant to a Man made Giant</p> <p>Pronouncing Vocab words 学习定义从自然巨人到人造巨人</p>	<p>Learn to identify from a Natural Giant to a Man made Giant</p> <p>Pronouncing Vocab words 学习定义从自然巨人到人造巨人</p>	<p>Learn to identify from a Natural Giant to a Man made Giant</p> <p>Pronouncing Vocab words 学习定义从自然巨人到人造巨人</p>
Friday					



**Crème de la Crème®**  
Early Learning Centers of Excellence®



*Theme: Big and Little*

*Frog Street Pre-K Program  
Music Lesson Plan*

*Week: October 28-November 1, 2019*

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
<b>Monday</b>	To use the concept of volume to learn about the contrast between big and little.	Read "Jack and the Beanstalk" Musical Storybook.  Frogs and Mosquitoes game	Read "Jack and the Beanstalk" Musical Storybook.  Frogs and Mosquitoes game	Read "Jack and the Beanstalk" Musical Storybook.  Frogs and Mosquitoes game	Read "Jack and the Beanstalk" Musical Storybook.  Frogs and Mosquitoes game	Read "Jack and the Beanstalk" Musical Storybook.  Frogs and Mosquitoes game
<b>Tuesday</b>	To listen to and learn about small instruments.	Sing "City Giants" by Pam Schiller.  Big Gray Cat game	Sing "City Giants" by Pam Schiller.  Big Gray Cat game	Sing "City Giants" by Pam Schiller.  Big Gray Cat game	Sing "City Giants" by Pam Schiller.  Big Gray Cat game	Sing "City Giants" by Pam Schiller.  Big Gray Cat game
<b>Wednesday</b>	To listen to and learn about small instruments.	Sing with movements "The Itsy Bitsy Spider"  Mbube, Mbube, a South African game	Sing with movements "The Itsy Bitsy Spider."  Mbube, Mbube, a South African game	Sing with movements "The Itsy Bitsy Spider."  Mbube, Mbube, a South African game	Sing with movements "The Itsy Bitsy Spider."  Mbube, Mbube, a South African game	Sing with movements "The Itsy Bitsy Spider."  Mbube, Mbube, a South African game
<b>Thursday</b>	To work on developing rhythm.	Read and sing "The Dinosaur Boogie" by Dr. Jean.  "Dino Pokey" dance	Read and sing "The Dinosaur Boogie" by Dr. Jean.  "Dino Pokey" dance	Read and sing "The Dinosaur Boogie" by Dr. Jean.  "Dino Pokey" dance	Read and sing "The Dinosaur Boogie" by Dr. Jean.  "Dino Pokey" dance	Read and sing "The Dinosaur Boogie" by Dr. Jean.  "Dino Pokey" dance
<b>Friday</b>	To review the basic musical notes.	Sing and dance "Row, Row, Row Your Boat."  "These Bones" song and pattern dance	Sing and dance "Row, Row, Row Your Boat."  "These Bones" song and pattern dance	Sing and dance "Row, Row, Row Your Boat."  "These Bones" song and pattern dance	Sing and dance "Row, Row, Row Your Boat."  "These Bones" song and pattern dance	Sing and dance "Row, Row, Row Your Boat."  "These Bones" song and pattern dance



**Crème de la Crème®**  
Early Learning Centers of Excellence®



**Frog Street Pre-K Program**  
Music Lesson Plan

Theme: Nature's Giants

Week: November 4-8, 2019

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
<b>Monday</b>	To learn and sing songs about big animals.	Sing and dance "Dinosaur Boogie" by Dr. Jean.  "Mountain Hike" adventure activity	Sing and dance "Dinosaur Boogie" by Dr. Jean.  "Mountain Hike" adventure activity	Sing and dance "Dinosaur Boogie" by Dr. Jean.  "Mountain Hike" adventure activity	Sing and dance "Dinosaur Boogie" by Dr. Jean.  "Mountain Hike" adventure activity	Sing and dance "Dinosaur Boogie" by Dr. Jean.  "Mountain Hike" adventure activity
<b>Tuesday</b>	To learn about sound waves and how different sounds are made.	Sing "A Sailor Went to Sea."  Play My Bonnie Lies Over the Ocean game	Sing "A Sailor Went to Sea."  Play My Bonnie Lies Over the Ocean game	Sing "A Sailor Went to Sea."  Play My Bonnie Lies Over the Ocean game	Sing "A Sailor Went to Sea."  Play My Bonnie Lies Over the Ocean game	Sing "A Sailor Went to Sea."  Play My Bonnie Lies Over the Ocean game
<b>Wednesday</b>	To learn to use our giant voice and our small voice.	Sing "A Cave Is My Home."  Play Musical Hide-and-Seek game.	Sing "A Cave Is My Home."  Play Musical Hide-and-Seek game.	Sing "A Cave Is My Home."  Play Musical Hide-and-Seek game.	Sing "A Cave Is My Home."  Play Musical Hide-and-Seek game.	Sing "A Cave Is My Home."  Play Musical Hide-and-Seek game.
<b>Thursday</b>	To learn more about repetition in music.	Sing "Niagara Falls" and "Row, Row, Row Your Boat."  "The Sounds of Nature" dance	Sing "Niagara Falls" and "Row, Row, Row Your Boat."  "The Sounds of Nature" dance	Sing "Niagara Falls" and "Row, Row, Row Your Boat."  "The Sounds of Nature" dance	Sing "Niagara Falls" and "Row, Row, Row Your Boat."  "The Sounds of Nature" dance	Sing "Niagara Falls" and "Row, Row, Row Your Boat."  "The Sounds of Nature" dance
<b>Friday</b>	To move with music and review tempo.	Sing "Mister Moon" and "Mister Sun."  Play Gravity games.	Sing "Mister Moon" and "Mister Sun."  Play Gravity games.	Sing "Mister Moon" and "Mister Sun."  Play Gravity games.	Sing "Mister Moon" and "Mister Sun."  Play Gravity games.	Sing "Mister Moon" and "Mister Sun."  Play Gravity games.



*Theme: Giants Made by People*

*Frog Street Pre-K Program  
Music Lesson Plan*

*Week: November 11-15, 2019*

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
<b>Monday</b>	To learn about and play the drums.	Sing "The Great Wall of China." Mayan drumming activity	Sing "The Great Wall of China." Mayan drumming activity	Sing "The Great Wall of China." Mayan drumming activity	Sing "The Great Wall of China." Mayan drumming activity	Sing "The Great Wall of China." Mayan drumming activity
<b>Tuesday</b>	To learn about musical composition.	Sing "City Giants." Play Skyscraper Maze game	Sing "City Giants." Play Skyscraper Maze game	Sing "City Giants." Play Skyscraper Maze game	Sing "City Giants." Play Skyscraper Maze game	Sing "City Giants." Play Skyscraper Maze game
<b>Wednesday</b>	To learn about musical bridges.	Sing "Over the Bridges." Play London Bridges game. Musical Dog and Bone	Sing "Over the Bridges." Play London Bridges game. Musical Dog and Bone	Sing "Over the Bridges." Play London Bridges game. Musical Dog and Bone	Sing "Over the Bridges." Play London Bridges game. Musical Dog and Bone	Sing "Over the Bridges." Play London Bridges game. Musical Dog and Bone
<b>Thursday</b>	To learn sounds of giants made by people.	Imitate animal movements Play "Clickety, Clickety, Clack" game	Imitate animal movements Play "Clickety, Clickety, Clack" game	Imitate animal movements Play Clickety, Clickety, Clack game.	Imitate animal movements Play Clickety, Clickety, Clack game.	Imitate animal movements Play Clickety, Clickety, Clack game.
<b>Friday</b>	To learn about fun and entertainment.	Sing "Roller Coaster Cars." Carnival Rides game "Rock and Roll Pat-a-Cake" clapping pattern	Sing "Roller Coaster Cars." Carnival Rides game "Rock and Roll Pat-a-Cake" clapping pattern	Sing "Roller Coaster Cars." Carnival Rides game "Rock and Roll Pat-a-Cake" clapping pattern	Sing "Roller Coaster Cars." Carnival Rides game "Rock and Roll Pat-a-Cake" clapping pattern	Sing "Roller Coaster Cars." Carnival Rides game "Rock and Roll Pat-a-Cake" clapping pattern



**Frog Street Pre-K Program**  
**Music Lesson Plan**

**Theme: Make-Believe Giants**

**Week: November 18-22, 2019**

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
<b>Monday</b>	To learn about the notion of “forte” loudness in music.	Learn and sing “A Stomping Giant.” “Fee! Fi! Fo! Fum!”	Learn and sing “A Stomping Giant.” “Fee! Fi! Fo! Fum!”	Learn and sing “A Stomping Giant.” “Fee! Fi! Fo! Fum!”	Learn and sing “A Stomping Giant.” “Fee! Fi! Fo! Fum!”	Learn and sing “A Stomping Giant.” “Fee! Fi! Fo! Fum!”
<b>Tuesday</b>	To sing and move with our make-believe giants songs.	Learn to sing “A Snoring Giant.” The Giant’s Grumble game	Learn to sing “A Snoring Giant.” The Giant’s Grumble game	Learn to sing “A Snoring Giant.” The Giant’s Grumble game	Learn to sing “A Snoring Giant.” The Giant’s Grumble game	Learn to sing “A Snoring Giant.” The Giant’s Grumble game
<b>Wednesday</b>	To review beats, rhythm, and volume.	Sing “Odon.” Review “A Stomping Giant” and “A Snoring Giant.”	Sing “Odon.” Review “A Stomping Giant” and “A Snoring Giant.”	Sing “Odon.” Review “A Stomping Giant” and “A Snoring Giant.”	Sing “Odon.” Review “A Stomping Giant” and “A Snoring Giant.”	Sing “Odon.” Review “A Stomping Giant” and “A Snoring Giant.”
<b>Thursday</b>	To learn to appreciate musical nuances.	Sing “Dragon Chase” song. Dance with dragon streamers.	Sing “Dragon Chase” song. Dance with dragon streamers.	Sing “Dragon Chase” song. Dance with dragon streamers.	Sing “Dragon Chase” song. Dance with dragon streamers.	Sing “Dragon Chase” song. Dance with dragon streamers.
<b>Friday</b>	To have fun with creative beats and songs.	Sing “Dragon Chase” song. Flying Dragons game	Sing “Dragon Chase” song. Flying Dragons game	Sing “Dragon Chase” song. Flying Dragons game	Sing “Dragon Chase” song. Flying Dragons game	Sing “Dragon Chase” song. Flying Dragons game





*Theme: Harvest Week*

*Music Lesson Plan*

*Week: November 25-29, 2019*

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
<b>Monday</b>	To learn about the notion of “forte” loudness in music.	“Musical Hide-and-Seek” “Autumn Leaves Are Falling Down”	“Musical Hide-and-Seek” “Autumn Leaves Are Falling Down”	“Musical Hide-and-Seek” “Autumn Leaves Are Falling Down”	“Musical Hide-and-Seek” “Autumn Leaves Are Falling Down”	“Musical Hide-and-Seek” “Autumn Leaves Are Falling Down”
<b>Tuesday</b>	To have fun with creative beats and songs.	“Bend and Stretch” “Five Little Pumpkins”	“Bend and Stretch” “Five Little Pumpkins”	“Bend and Stretch” “Five Little Pumpkins”	“Bend and Stretch” “Five Little Pumpkins”	“Bend and Stretch” “Five Little Pumpkins”
<b>Wednesday</b>	To review beats, rhythm, and volume.	“People to People” “Five Little Turkeys”	“People to People” “Five Little Turkeys”	“People to People” “Five Little Turkeys”	“People to People” “Five Little Turkeys”	“People to People” “Five Little Turkeys”
<b>Thursday</b>	H		L		A	
<b>Friday</b>		O		I D		Y



*PATHS Lesson Plan*

*Lesson Number: 9*

*Lesson Name: Compliments II Week: October 28-November 1, 2019*

<b>Day of the Week/ Objectives</b>	<b>Gard 3</b>	<b>Crème Prep</b>	<b>Transitional Kindergarten</b>
<p><b>Monday</b> To develop children's prosocial skills.</p>	<p>Use the turtle puppet to introduce the lesson. Sing "Give a Compliment." Highlight two basic types of compliments.</p>	<p>Use the turtle to introduce the lesson. Read the script. Sing "Give a Compliment." Compliment Chart</p>	<p>Use the turtle to introduce the lesson. Read the script. Sing "Compliment Song." Compliment Chart</p>
<p><b>Tuesday</b></p>			
<p><b>Wednesday</b> Children will demonstrate the ability to give a simple compliment to their classmates.</p>	<p>Sing "Give a Compliment." Encourage the children to exchange compliments. Ways to use our compliments with PATHS compliment posters.</p>	<p>Go through the Compliments Posters: "The Way You Look" "The Things You Have"</p>	<p>Go through the Compliments Posters: "The Way You Look" "The Things You Have" .Compliment Mural</p>
<p><b>Thursday</b></p>			
<p><b>Friday</b> To enhance children self-esteem.</p>	<p>Send home the parent handout and the Compliment List with the PATHS Kid each day. Emotion-sharing session</p>	<p>Send home the parent handout and the Compliment List with the PATHS Kid each day. Emotion-sharing session</p>	<p>Send home the parent handout and the Compliment List with the PATHS Kid each day. Emotion-sharing session</p>



*PATHS Lesson Plan*

*Lesson Number: 10*

*Lesson Name: Mad or Angry I*

*Week: November 4-8, 2019*

Day of the Week/ Objectives	Gard 3	Crème Prep	Transitional Kindergarten
<p><b>Monday</b> To define the feeling “mad.”</p>	<p>Use Henrietta to introduce the theme: <b>Mad or Angry.</b> Read the script. Sing “If You’re Mad and You Know It.” Create a classroom problem pad.</p>	<p>Use the hedgehog puppet to introduce the lesson.  Photographs: Ph 10-1 and 10-2. Drawings: Dr 10-1 through 10-3.</p>	<p>Use the hedgehog puppet to introduce the lesson.  Photographs: Ph 10-1 and 10- 2. Drawings: Dr 10-1 through 10- 3.</p>
<p><b>Tuesday</b></p>			
<p><b>Wednesday</b> To provide visual representations of the feeling “mad.”</p>	<p>Place the “mad” Feeling Face on the chart.  Discuss the pictures of children that look mad 10-2 and 10-3.  Make our own “mad” face.</p>	<p>Sing: “If You’re Mad And You Know It.”  PATHS Card Game</p>	<p>Sing: “If You’re Mad And You Know It.”  PATHS Card Game  Discuss different reasons to be angry.</p>
<p><b>Thursday</b></p>			
<p><b>Friday</b> Children will accurately identify facial expressions and situational causes of the feeling “mad.”</p>	<p>Send home the parent handout on the feelings “Mad or Angry,” and the Compliment List.  Problem Pad</p>	<p>Problem Pad  Send home the parent handout on the feelings “Mad or Angry.”</p>	<p>Send home the parent handout on the feelings “Mad or Angry,” and the Compliment List.  Problem Pad</p>



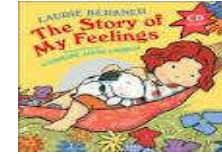
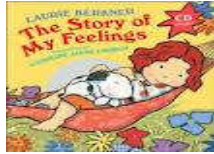
*PATHS Lesson Plan*

*Lesson Number: 11*

*Lesson Name: Scared or Afraid*

*Week: November 11-15, 2019*

<b>Day of the Week/ Objectives</b>	<b>Gard 3</b>	<b>Crème Prep</b>	<b>Transitional Kindergarten</b>
<p><b>Monday</b> To define the feeling “scared.”</p>	<p>Use Twiggle and Henrietta to introduce the feeling “Scared or Afraid.” Sing “Little Miss Muffet.” Make a chart of things that make us scared.</p>	<p>Define the feeling “Scared” Use the turtle and hedgehog puppets to introduce this lesson. Read the script. Sing “Little Miss Muffet.”</p>	<p>Define the feeling “Scared” Use the turtle and hedgehog puppets to introduce this lesson. Read the script. Sing “Little Miss Muffet.”</p>
<p><b>Tuesday</b> .</p>			
<p><b>Wednesday</b> To help children develop skills for copying with emotions.</p>	<p>Place the “scared” Feeling Face on the face chart. Discuss the pictures of children that are scared 11-12 and 11-3. Make our own “scared” face.</p>	<p>Go through Drawings: Dr 11-1 through 11-3. Have children point out features on the drawings. I Can Feel Better</p>	<p>Go through Drawings: Dr 11-1 through 11-3. Have children point out features on the drawings. I Can Feel Better Discuss reasons for feeling scared.</p>
<p><b>Thursday</b></p>			
<p><b>Friday</b> To help children understand other people’s feelings.</p>	<p>Send home the PATHS Kid for Today parent letter. Display Photographs: Ph 11-1 and 11-2. Encourage children to identify facial and body cues of fear</p>	<p>Display Photographs: Ph 11-1 and 11-2. Encourage children to identify facial and body cues of fear.  Continue sending the Compliment List home with the PATHS Kid for Today.</p>	<p>Display Photographs: Ph 11-1 and 11-2. Encourage children to identify facial and body cues of fear.  Continue sending the Compliment List home with the PATHS Kid for Today.</p>



*PATHS Lesson Plan*

*Lesson Name: My Feelings*

*Week: November 18-22, 2019*

*Lesson Number: 12*

Day of the Week/ Objectives	Gard 3	Crème Prep	Transitional Kindergarten
<b>Monday</b> To review the four basic feelings.	Use Twiggie and Duke to introduce “My Feelings”. Read the script. Sing “All Our Feelings”. Create a “Garden of Feelings” mural.	Review the four basic feelings.  Use the turtle and dog puppets to introduce this lesson. Read the script.	Review the four basic feelings.  Use the turtle and dog puppets to introduce this lesson. Read the script.  Feeling Flowers
<b>Tuesday</b>			
<b>Wednesday</b> To help children understand that all emotions should be valued and are OK.	Have the PATHS Kid for Today place feelings on the chart.  Use pictures 12-3 and 12-4 to discuss what the children are feeling.	Sing “All Our Feelings.”  Go through Drawings: Dr 12-1 through 12-4. Encourage responses from the children.	Sing “All Our Feelings.”  Go through Drawings: Dr 12-1 through 12-4. Encourage responses from the children. Copy the Feelings
<b>Thursday</b>			
<b>Friday</b>	Have the PATHS Kid for Today place feelings on the chart.  Use pictures 12-3 and 12-4 to discuss what the children are feeling.	Sing “All Our Feelings.”  Go through Drawings: Dr 12-1 through 12-4. Encourage responses from the children	Sing “All Our Feelings.”  Go through Drawings: Dr 12-1 through 12-4. Encourage responses from the children. Copy the Feelings



*PATHS Lesson Plan*  
*Lesson Name: Mad II*

*Lesson Number: 13*

*Week: November 25-29, 2019*

<b>Day of the Week/ Objectives</b>	<b>Gard 3</b>	<b>Crème Prep</b>	<b>Transitional Kindergarten</b>
<p><b>Monday</b> To provide additional examples of reasons for feeling angry.</p>	<p>Use the turtle and hedgehog puppets to introduce the lesson.</p> <p>Play “Duck, Duck, and Goose” and replace the words with “Happy, Happy, and Angry.”</p>	<p>Use the turtle and hedgehog puppets to introduce this lesson.</p> <p>Drawings: Dr 13-1 through 13-3</p> <p>Ask the children to share a time when they felt mad or angry and allow the class to discuss.</p>	<p>Use the turtle and hedgehog puppets to introduce this lesson.</p> <p>Drawings: Dr 13-1 through 13-3</p> <p>Ask the children to share a time when they felt mad or angry and allow the class to discuss.</p>
<p><b>Tuesday</b> To reinforce the concept that all feelings are OK.</p>			
<p><b>Wednesday</b> To help children understand other people’s feelings.</p>	<p>Continue using the Feelings Chart Feeling Faces to help the children identify and label emotions.</p>	<p>Read the script: “Sharing Mad and Scared Feelings” using the dog puppet.</p> <p>Continue using the Feelings Chart Feeling Faces to help the children identify and label emotions.</p>	<p>Read the script: “Sharing Mad and Scared Feelings” using the dog puppet.</p> <p>Continue using the Feelings Chart Feeling Faces to help the children identify and label emotions.</p>
<p><b>Thursday</b></p>			
<p><b>Friday</b></p>	<p>Holiday</p>	<p>Holiday</p>	<p>Holiday</p>

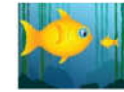


*Spanish Lesson Plan*

*Theme: Harvest Week*

*Week: November 25-29, 2019*

<b>Day of the Week</b>	<b>Objectives/ Vocabulary</b>	<b>Toddler Club</b>	<b>Gard 2</b>	<b>Gard 3</b>	<b>Crème Prep</b>	<b>Transitional Kindergarten</b>	<b>Private Kindergarten</b>
<b>Monday</b>	Pavo: Turkey Maiz: Corn To name different types of food.	Introduce theme Book: <i>What Is Thanksgiving?</i> Display pictures of turkey, corn, pumpkin, etc.	Introduce theme Book: <i>What Is Thanksgiving?</i> Display pictures of turkey, corn, pumpkin, etc.	Introduce theme Book: <i>What Is Thanksgiving?</i> Display pictures of turkey, corn, pumpkin, etc.	I Introduce theme Book: <i>What Is Thanksgiving?</i> Display pictures of turkey, corn, pumpkin, etc.	Introduce theme Book: <i>What Is Thanksgiving?</i> Display pictures of turkey, corn, pumpkin, etc.	Introduce theme Book: <i>What Is Thanksgiving?</i> Display pictures of turkey, corn, pumpkin, etc.
<b>Tuesday</b>	Comida: Food Indios: Indians To brainstorm traditional thanksgiving food.	What are foods we eat during this holiday? Song "El invierno ya viene"	What are foods we eat during this holiday? Song "El invierno ya viene"	What are foods we eat during this holiday? Song "El invierno ya viene"	What are foods we eat during this holiday? Ask the children which one is their favorite dish	What are foods we eat during this holiday? Ask the children which one is their favorite dish	What are foods we eat during this holiday? Ask the children which one is their favorite dish
<b>Wednesday</b>	Gracias: Thank you De nada: You are welcome To learn why to be thankful for.	Harvest Bingo Game Song: "If You Are Thankful and You Know It say Gracias..."	Harvest Bingo Game Song: "If You Are Thankful and You Know It say Gracias..."	Teach the word "Gracias" Using flannel letters form the word "Gracias"	Teach the word "Gracias" Using flannel letters form the word "Gracias" Read <i>Corn Is Maize</i> .	Teach the word "Gracias" Ask the children: <i>What are you thankful for?</i> Read <i>Corn Is Maize</i> .	Song: "If You Are Thankful for Your Family and You Know It, Say Gracias..." Read <i>Dancing with the Indians</i> .
<b>Thursday</b>	H		L		D		Y
<b>Friday</b>		O		U		A	



Theme: Big and Little

Week: October 28-November 1, 2019

Day of the Week	Objectives/ Vocabulary	Toddler Club	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
<b>Monday</b>	Grande: Big Pequeño: Small Courage: Valor Humor: Humor To discuss about big and small objects.	Introduce "El Calendario" and theme of the week <i>Everyday Friends</i> . Sing "Haz nuevos amigos" )Frog Street Sing-Along Song.	Introduce "El Calendario" and the theme of the week. Ask children: <i>Te pareco grande?</i> Compare the size of the kids in the room.	Introduce "El Calendario" and the theme of the week. Ask the children to look around the room and find small and big items.	Introduce "El Calendario" and the theme of the week. Ask the children to look around the room and find small and big items.	Introduce "El Calendario" and the theme of the week. Ask the children to look around the room and find small and big items.	Introduce "El Calendario" and the theme of the week. Ask the children to look around the room and find small and big items.
<b>Tuesday</b>	Giant: Gigante Enorme: Enormous Huge: Inmenso Dinosaurio: Dinosaurio To compare the size of story caracters.	Story folder Me gusta la escuela Display the story props and read the story.	Bring a variety of dress-up clothes and invite the children to explore and sort the cloths by big and small.	Bring a variety of dress-up clothes and invite the children to explore and sort the cloths by big and small.	Bring a variety of dress-up clothes and invite the children to explore and sort the cloths by big and small.	Bring a variety of dress-up clothes and invite the children to explore and sort the cloths by big and small.	Bring a variety of dress-up clothes and invite the children to explore and sort the cloths by big and small.
<b>Wednesday</b>	Tamaño/Size Presa/Prey Jaws: Mandibulas Enorme: Enormous Amabilidad: Kindness Agradecido: Grateful To understand that size has an importance in animals.	Developmental Storybook <i>Little Red Hen</i> • <i>La gallinita roja</i> Read level 1 of the story for the first reading. Ask questions about the story.	Read <i>El Leon y el Gato</i> Ask questions that help the children focus on the size relation ship. Would a frog be able to swallow a shark?	Read <i>El Leon y el Gato</i> Ask questions that help the children focus on the size relation ship. Would a frog be able to swallow a shark?	Read <i>El Leon y el Gato</i> Ask questions that help the children focus on the size relation ship. Would a frog be able to swallow a shark?	Read <i>El Leon y el Gato</i> Teach the kids how to write a simple sentence in Spanish about the story.	Read <i>El Leon y el Gato</i> Teach the kids how to write a simple sentence in Spanish about the story.
<b>Thursday</b>	Largo/Large Corto/ Short Over/Encima Under/Debajo Around: Alrededor Behind/Atras Cerca/Near En frente: In front To teach the children how to locate things using the Spanish terms.	• Developmental Storybook <i>The Enormous Turnip</i> • <i>El nabo enorme</i> Read level 1 of the story. Point out that Gramps needed help pulling up the turnip.	"Cinco enormes dinosaurios", role play action words Sing "Itsy Bitsy Spider." Ask children: <i>Would it be possible to have a dinosaur for a pet? Why or why not?</i>	Read <i>Habia una ratoncita</i> Teach new words in the story and ask the children to find a partner, teach them the movements and relation between a person and a mouse.	Read <i>Habia una ratoncita</i> Teach new words in the story and ask the children to find a partner, teach them the movements and relation between a person and a mouse.	Read <i>Habia una ratoncita</i> Exercise in class; using a chair and a ball introducing the terms: over, under, around, behind and near (all in Spanish).	Read <i>Habia una ratoncita</i> Exercise in class; using a chair and a ball introducing the terms: over, under, around, behind and near (all in Spanish).
<b>Friday</b>	Perspectiva: Perspective Bigger: Mas grande Smaller: Mas pequeño Medir: Measure To practice the vocabulary learned this week.	• Developmental Storybook <i>Little Red Hen</i> • <i>La gallinita roja</i> Read level II of the story. Have you ever needed help from a friend?	"Un Gigante" story folder. Tell the children the story is about "Perspective."	Read <i>El canto de el mosquito</i> Ask the children questions about the story and to predict the sequence.	Read <i>El canto de el mosquito</i> Ask the children questions about the story and to predict the sequence.	Read <i>El canto de el mosquito</i> Ask the children questions about the story and to predict the sequence.	Read <i>El canto de el mosquito</i> Ask the children questions about the story and to predict the sequence.





# Crème de la Crème®

Early Learning Centers of Excellence®

## Frog Street Pre-K Program

### Spanish Lesson Plan



Theme: Nature's Giants

Week: November 4-8, 2019

Day of the Week	Objectives/ Vocabulary	Toddler Club	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
Monday	<p>Montaña: Mountain Valor: Courage Erosion: Erosion Majestuoso: Majestic Lago/Lake Colinas/Hills Gigante/Giant Mas pesado: Heavier Mas Liviano: Lighter To understand that aspects of Nature are especially large.</p>	<p>Introduce the theme. •Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street Sing "This Is the Way We Brush Our Teeth" • "Asi nos lavamos los dientes".</p>	<p>Read <i>Gigantes de la Naturaleza</i> Display vocabulary cards. Sing "El oso subio a la montaña." "Adios" song</p>	<p>Read <i>Gigantes de la Naturaleza</i> Display vocabulary cards. Sing "El oso subio a la montaña." "Adios" song</p>	<p>Read <i>Gigantes de la Naturaleza</i> Display vocabulary cards. Sing "El oso subio a la montaña." "Adios" song</p>	<p>Read <i>Gigantes de la Naturaleza</i> Display vocabulary cards. Sing "El oso subio a la montaña." "Adios" song</p>	<p>Read <i>Gigantes de la Naturaleza</i> Display vocabulary cards. Sing "El oso subio a la montaña." Vocabulary in journals</p>
Tuesday	<p>Icebergs: Icebergs Oceanos: Oceans Tortuga: Turtle Playa/Beach Mar/Sea Hundir/Sink Flotar/float To learn about nature.</p>	<p>•Frog Street Sing-Along Songs- Canciones para cantar juntos de Frog Street Sing "I'm Your Veterinarian" • "Soy tu veterinario" and "9 - 1 1."</p>	<p>Read <i>Una oportunidad para Esperanza</i>. Participation story (p196) "Nos vamos a mirar ballena" Name some things that are part of nature.</p>	<p>Sing "La feria de los animales." Read <i>Una oportunidad para Esperanza</i>. Participation story (p196) "Nos vamos a mirar ballena" Name some things that are part of nature.</p>	<p>Sing "La feria de los animales." Read <i>Un oportunidad para Esperanza</i>. Name some things that are part of nature.</p>	<p>Sing "La feria de los animales." Form your friend's name (nombre) using magnetic letters. Name some things that are part of nature.</p>	<p>Sing "La feria de los animales." Form your friend's name (nombre) using magnetic letters. Name some things that are part of nature..</p>
Wednesday	<p>Cueva: Caves Roca: Rock Eco: Echo Superficies: Surfaces Clasificar: Sort To learn about caves.</p>	<p>•Frog Street Action Songs-Canciones de accion de Frog Street Sing "Community Friends" • "Amigos de la comunidad".</p>	<p>Sing "Una cueva es mi hogar" (p 179) Ask the children who they think might live in a cave. Find out what they know about caves (cuevas).</p>	<p>Sing "Una cueva es mi hogar" (p 179) Ask the children who they think might live in a cave. Find out what they know about caves (cuevas).</p>	<p>Sing "Una cueva es mi hogar" (p179) Ask the children who they think might live in a cave. Find out what they know about caves (cuevas).</p>	<p>Sing "Una cueva es mi hogar" (p179) Ask the children who they think might live in a cave. Find out what they know about caves (cuevas).</p>	<p>Sing "Una cueva es mi hogar" (p179) Ask the children who they think might live in a cave. Find out what they know about caves (cuevas).</p>
Thursday	<p>Rapidos: Rapids Cataratas: Waterfalls Humoristica: Humorous Arco iris: Rainbow Vacio/Empty Lleno/Full To learn about waterfalls (Cataratas) and river (Rio).</p>	<p>•Frog Street Action Songs-Canciones de accion de Frog Street Sing "The Farmer in the Dell" • "El granjero en el pajar".</p>	<p>Listening Story "Platica De Rios" (p 202) Ask: <i>How are the rivers different from oceans?</i></p>	<p>Listening Story "Platica De Rios" (p 202) Ask: <i>How are the rivers different from oceans?</i></p>	<p>Listening Story "Platica De Rios" (p 202) Ask: <i>How are the rivers different from oceans?</i></p>	<p>Listening Story "Platica De Rios" (p 202) Ask: <i>How are the rivers different from oceans?</i></p>	<p>Listening Story "Platica De Rios" (p 202) Ask: <i>How are the rivers different from oceans?</i> Vocabulary in journals</p>
Friday	<p>Relacion: Relationship Precauacion: Precaution Seguridad: Safety Sol/Sun Luna/Moon Bloqueador: Sunscreen To learn some new skills about sun safety rules.</p>	<p>•Shawn Brown Toddler Tunes Sing "Five Little Monkeys" • "Cinco monitos" and "Community Helpers" • "Ayudantes de la comunidad".</p>	<p>Display vocabulary cards for the week. Story folder "El Sol y la Luna" Talk about some sun safety rules.</p>	<p>Display vocabulary cards for the week. Story folder "El Sol y la Luna" Talk about some sun safety rules using terms in Spanish.</p>	<p>Display vocabulary cards for the week. Story folder "El Sol y la Luna" Talk about some sun safety rules.</p>	<p>Display vocabulary cards for the week. Story folder "El Sol y la Luna" Talk about some sun safety rules using terms in Spanish.</p>	<p>Display vocabulary cards for the week. Story folder "El Sol y la Luna" Talk about some sun safety rules using terms in Spanish.</p>



Theme: *Giants Made by People*

*Frog Street Pre-K Program*  
*Spanish Lesson Plan*

Week: *November 11-15, 2019*

Day of the Week	Objectives	Toddlers Club	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
<b>Monday</b>	Hazaña: Feat Oracion: Sentence Asombroso: Amazing Primero, Segundo, Tercero.. : First, second, third etc.. To learn what big things can be made by people.	• Build-a-Story (p 42) • "Dress the Firefighter" • "Viste al bombero" After you have read the story several times ask the children to retell the story by naming which article of clothing Felix puts on first and then next.	Read <i>Gigantes hechos por el hombre</i> . Ask the children to mention some of the giant objects made by people based on the story.	Read <i>Gigantes hechos por el hombre</i> . Ask the children to mention some of the giant objects made by people based on the story.	Read <i>Gigantes hechos por el hombre</i> . Ask the children to mention some of the giant objects made by people based on the story.	Read <i>Gigantes hechos por el hombre</i> . Ask the children to mention some of the giant objects made by people based on the story.	Read <i>Gigantes hechos por el hombre</i> . Ask the children to mention some of the giant objects made by people based on the story.
<b>Tuesday</b>	Rascacielos: Skyscraper Torres: Towers Hace mucho tiempo: Long time ago Palacio: Palace Ascensor: Elevator Brillante: Shiny To understand why the big/tall building are created.	• Read Community Friends • Amigos de la Comunidad. Read the book pausing to pay special attention to the firefighter and the police officer.	Listening story "Los gigantes de la ciudad" (pp 203, 204)	Listening story "Los gigantes de la ciudad" (pp 203, 204)	Listening story "Los gigantes de la ciudad" (pp 203, 204)	Listening story "Los gigantes de la ciudad" (pp 203, 204)	Listening story "Los gigantes de la ciudad" (pp 203, 204) Story folder "Monstruosa la montaña rusa." Vocabulary in journals.
<b>Wednesday</b>	Puentes: Bridge Barco/Ship Imagen/ Image Estimar: Estimate Cerrado: Closed To learn why the bridges are important to connect places.	• Action rhyme The Brave Firefighter • El bombero valiente	Talk about "La Gran Muralla China" p 178 Display photos of giant things or places made by people.	Talk about "La Gran Muralla China" p 178 Display photos of giant things or places made by people.	Talk about "La Gran Muralla China" p178 Display photos of giant things or places made by people.	Talk about "La Gran Muralla China" p178 Display photos of giant things made by people.	Talk about "La Gran Muralla China" p178 Display photos of giant things or places made by people.
<b>Thursday</b>	Submarino: Submarine Transportacion: Transportation Vehiculo: Vehicle Tren: Train Capacidad: Capacity To learn about transportation.	• Read Community Friends • Amigos de la Comunidad. Ask what each friend does to help us.	Read <i>Maquinas grandes y pequeñas</i> Ask the children to make a list of the big and small machines.	Read <i>Maquinas grandes y pequeñas</i> Ask the children to make a list of the big and small machines.	Read <i>Maquinas grandes y pequeñas</i> Ask the children to make a list of the big and small machines.	Read <i>Maquinas grandes y pequeñas</i> . Ask the children to make a list of the big and small machines.	Read: <i>Maquinas grandes y pequeñas</i> Ask the children to make a list of the big and small machines. Vocabulary in journals
<b>Friday</b>	Montaña Rusa: Roller coaster Fabrica: Factory Catedral: Cathedral Ansiosa: Anxious Asustada: Frightened To understand why big recreation center are for.	• Action rhyme The Brave Firefighter • El bombero valiente	Story folder "Monstruosa la montaña rusa".	Story folder "Monstruosa la montaña rusa".	Story folder "Monstruosa la montaña rusa".	Story folder "Monstruosa la montaña rusa".	Story folder: "Monstruosa la montaña rusa".



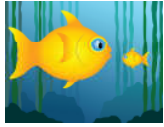


Theme: Harvest Week

STEM Lesson Plan

Week: November 25-29, 2019

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Objectives	Transitional Kindergarten	Private Kindergarten
<b>Monday</b> Math	To make simple observations using scientific tools.	Discuss Thanksgiving foods Favorite Thanksgiving Food Sort harvest items	Discuss Thanksgiving foods Favorite Thanksgiving Food Recipe Sort harvest items	Discuss Thanksgiving foods Favorite Thanksgiving Food Recipe Sort harvest items	TK: To compare groups of 1 to 10 objects K: To practice addition  To make simple observations using scientific tools.	WB: Compare Numbers to 5 and 10  Read <i>Harvest Harvest</i> exploration box	WB: Domino Parts and Totals  Read <i>Harvest Harvest</i> exploration box
<b>Tuesday</b> Science	To offer explanations in your own words. To sort based on attributes.	Fruits and Vegetables Number Compare	Discuss Thanksgiving foods Favorite Thanksgiving Food Recipe Sort harvest items	Turkey Number Compare Corn Number Sort Guess Jar Jar	TK: To identify ordinal positions. K: To reinforce math skills.  To offer descriptions based on the five senses.	WB: Identify Ordinals Through Tenth  The Five Senses of Thanksgiving	WB: Math Boxes  The Five Senses of Thanksgiving
<b>Wednesday</b> Math	To understand one-to-one correspondence. To order from least to greatest.	Peg Boards Fruits and Vegetables Sorting and Matching	Fruits and Vegetables Number Order Guess Jar	Mayflower Number Order Guess	TK: To solve problems by using guess and check. K: To measure and graph the data.  To offer explanations in your own words.	WB: Problem Solving – Guess and Check  Favorite Thanksgiving Food Recipe	WB: Measuring Height  Favorite Thanksgiving Food Recipe
<b>Thursday</b>	<b>H</b>		<b>L</b>		<b>D</b>		<b>Y</b>
<b>Friday</b>		<b>O</b>		<b>I</b>		<b>A</b>	



*Theme: Big and Little*

*Frog Street Pre-K Program  
STEM Lesson Plan*

*Week: October 28-November 1, 2019*

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Objectives	Transitional Kindergarten Scott Foresman	Private Kindergarten Everyday Mathematics
<b>Monday</b>	To be able to recognize and compare heights or lengths of people or objects	<ul style="list-style-type: none"> <li>• How many small, how many big?</li> <li>• Science-Experiment with items that sink and float</li> </ul>	<ul style="list-style-type: none"> <li>• How many small, how many big?</li> <li>• Science-Experiment with items that sink and float</li> </ul>	<ul style="list-style-type: none"> <li>• How many small, how many big?</li> <li>• Science-Experiment with items that sink and float</li> </ul>	<p>To make groups</p> <hr/> <p>To perform investigations.</p>	<ul style="list-style-type: none"> <li>• Explore 1, 2, and 3 Book p 69-70</li> </ul> <hr/> <p>Create a pyramid</p> <ul style="list-style-type: none"> <li>-Sugar cubes, glue, boards</li> <li>• Experiment with items that sink and float</li> </ul>	<p>Telling Time p 39</p> <hr/> <p>Create a pyramid</p> <ul style="list-style-type: none"> <li>-Sugar cubes, glue, boards</li> <li>• Experiment with items that sink and float</li> </ul>
<b>Tuesday</b>	To learn about sinking and floating..	<ul style="list-style-type: none"> <li>• Play games to compare lengths</li> <li>• Science-Experiment with items that sink and float</li> </ul>	<ul style="list-style-type: none"> <li>• Play games to compare lengths</li> <li>• Science-Experiment with items that sink and float</li> </ul>	<ul style="list-style-type: none"> <li>• Play games to compare lengths</li> <li>• Science-Experiment with items that sink and float</li> </ul>	<p>To make groups of different objects.</p> <hr/> <p>To explore further the construction of large buildings and structure in our world.</p>	<ul style="list-style-type: none"> <li>• Count and Write 1 and 2 Book pages 71-72</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Continue creating pyramid</li> <li>-Sugar cubes, glue, boards</li> <li>Compare capacities of graduated containers using sand</li> </ul>	<p>Math Boxes p 40</p> <hr/> <ul style="list-style-type: none"> <li>• Continue creating pyramid</li> <li>-Sugar cubes, glue, boards</li> <li>Compare capacities of graduated containers using sand</li> </ul>
<b>Wednesday</b>	To perform investigations.	<ul style="list-style-type: none"> <li>• -Cover the hexagon</li> <li>-Pattern blocks, hexagon outline sheet (pg 166)</li> <li>• Science-Examine and discuss small shadows</li> </ul>	<ul style="list-style-type: none"> <li>• -Cover the hexagon</li> <li>-Pattern blocks, hexagon outline sheet (pg 166)</li> <li>• Science-Examine and discuss small shadows</li> </ul>	<ul style="list-style-type: none"> <li>• -Cover the hexagon</li> <li>-Pattern blocks, hexagon outline sheet (pg 166)</li> <li>• Science-Examine and discuss small shadows</li> </ul>	<p>To review math concepts.</p> <hr/> <p>To learn about tiny specimens in our world.</p>	<ul style="list-style-type: none"> <li>• Count and Write 3 Book pages 73-74</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• What is an atom?</li> <li>-Telescope, slides</li> <li>• Catch paper fish and sort them into categories of big and little</li> </ul>	<p>Frames and Arrows p 41 Math Boxes p 42</p> <hr/> <ul style="list-style-type: none"> <li>• <i>What is an atom?</i></li> <li>-Telescope, slides</li> <li>• <i>Catch paper fish and sort them into categories of big and little</i></li> </ul>
<b>Thursday</b>	To be able to show increasing control of tasks that requires eye hand coordination.	<ul style="list-style-type: none"> <li>• Compare a brachiosaurus footprint with children's footprints</li> <li>These bones</li> <li>-Book These Bones</li> </ul>	<ul style="list-style-type: none"> <li>• Compare a brachiosaurus footprint with children's footprints</li> <li>These bones</li> <li>-Book These Bones</li> </ul>	<ul style="list-style-type: none"> <li>• Compare a brachiosaurus footprint with children's footprints</li> <li>These bones</li> <li>-Book These Bones</li> </ul>	<p>To use cognitive skills.</p> <hr/> <p>To understand the concept that big structures are a result of little pieces put together.</p>	<ul style="list-style-type: none"> <li>• Explore 4 and 5 Book pages 75-76</li> </ul> <hr/> <p>Create a bridge</p> <ul style="list-style-type: none"> <li>-Examine and discuss small bugs</li> </ul>	<p>More Frames and Arrows p 43</p> <hr/> <p>Create a bridge</p> <ul style="list-style-type: none"> <li>-Examine and discuss small bugs</li> </ul>
<b>Friday</b>	To use language to describe concepts associated with passing of time	<ul style="list-style-type: none"> <li>• Time</li> <li>Compare timer</li> <li>-Sing digging up dinosaur bones, sand timer, and rhythm sticks.</li> <li>Tap patterns to song</li> <li>Tap patterns to song</li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> <li>Compare timer</li> <li>-Sing digging up dinosaur bones, sand timer, and rhythm sticks.</li> <li>Tap patterns to song</li> <li>Chef It Up!</li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> <li>Compare timer</li> <li>-Sing digging up dinosaur bones, sand timer, and rhythm sticks.</li> <li>Tap patterns to song</li> <li>Chef It Up!</li> </ul>	<p>To review math concepts.</p> <hr/> <p>To review big and little.</p>	<ul style="list-style-type: none"> <li>• Count and Write 4 Book pages 77-78</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Continue working on the bridge</li> <li>• -Examine and discuss shadows</li> <li>Chef It Up!</li> </ul>	<p>Math Boxes p 44</p> <hr/> <ul style="list-style-type: none"> <li>• Continue working on the bridge</li> <li>• -Examine and discuss shadows</li> <li>Chef It Up!</li> </ul>



# Crème de la Crème®

Early Learning Centers of Excellence®

## Frog Street Pre-K Program

### STEM Lesson Plan



Theme: Nature's Giants

Week: November 4-8, 2019

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Objectives	Transitional Kindergarten Scott Foresman	Private Kindergarten Everyday Mathematics
Monday	To learn how to use a balance.	<ul style="list-style-type: none"> <li>Learn how to use a balance scale</li> <li>Compare weights with a balance</li> </ul>	<ul style="list-style-type: none"> <li>Learn how to use a balance scale</li> <li>Compare weights with a balance</li> </ul>	<ul style="list-style-type: none"> <li>Learn how to use a balance scale</li> <li>Compare weights with a balance</li> </ul>	To group objects. To make an experiment.	<ul style="list-style-type: none"> <li>Count and Write 5 pages 79-80</li> <li>Air Action pp 14-15</li> </ul>	Math Boxes pp 44-45 • Air Action pp 14-15
Tuesday	To review floating.	<ul style="list-style-type: none"> <li>Learn about floating icebergs</li> <li>Discuss floating and sinking</li> <li>Explore floating ice cubes</li> <li>Test items to see if they float (rock, cork, paper, beach ball)</li> </ul>	<ul style="list-style-type: none"> <li>Learn about floating icebergs</li> <li>Discuss floating and sinking</li> <li>Explore floating ice cubes</li> <li>Test items to see if they float (rock, cork, paper, beach ball)</li> </ul>	<ul style="list-style-type: none"> <li>Learn about floating icebergs</li> <li>Discuss floating and sinking</li> <li>Explore floating ice cubes</li> <li>Test items to see if they float (rock, cork, paper, beach ball)</li> </ul>	To explore and write numbers. To focus on ocean life.	<ul style="list-style-type: none"> <li>Explore and Write 0 pages 81-82</li> <li>Whale and other water giants Mixing Colors p 32</li> </ul>	Coin Exchange p 45 Whale and other water giants Mixing Colors p 32
Wednesday	To be able to sort objects that are the same and different into groups and use language to describe how the groups are similar and different.	<ul style="list-style-type: none"> <li>Use balance scale to compare the weights of different object</li> <li>Sort by various attribution -rocks of different sizes, colors, shapes and balance scale</li> </ul>	<ul style="list-style-type: none"> <li>Use balance scale to compare the weights of different object</li> <li>Sort by various attribution -rocks of different sizes, colors, shapes and balance scale</li> </ul>	<ul style="list-style-type: none"> <li>Use balance scale to compare the weights of different object</li> <li>Sort by various attribution -rocks of different sizes, colors, shapes and balance scale</li> </ul>	To solve problems. To learn animals that live in Forest	<ul style="list-style-type: none"> <li>Problem Solving: Use Objects pages 83-84</li> <li>Anacondas and snakes Color Wheel p 33</li> </ul>	Math Boxes p 47 How Much Money? P 48 • Anacondas and snakes Color Wheel p 33
Thursday	To investigate and describe sources of energy including light, heat and electricity.	<ul style="list-style-type: none"> <li>Explore effect of force of water on sand</li> <li>Compare capacity of two containers</li> </ul>	<ul style="list-style-type: none"> <li>Explore effect of force of water on sand</li> <li>Compare capacity of two containers</li> </ul>	<ul style="list-style-type: none"> <li>Explore effect of force of water on sand</li> <li>Compare capacity of two containers</li> </ul>	To sequence groups To learn about animals from North Pole.	<ul style="list-style-type: none"> <li>Sequence Groups of 1-5 pages 85-86</li> <li>What is the biggest creature in the North pole? Sculpt a mountain</li> </ul>	Math Boxes pp 49-50 • What is the biggest creature in the North pole? Sculpt a mountain
Friday	To be able to use category labels to understand how the words and objects relate to each other.	<ul style="list-style-type: none"> <li>Classify items</li> <li>Pretend food, morning and night sorting mat (p. 167)</li> </ul>	<ul style="list-style-type: none"> <li>Classify items</li> <li>Pretend food, morning and night sorting mat (p. 167)</li> <li>Chef It Up!</li> </ul>	<ul style="list-style-type: none"> <li>Classify items</li> <li>Pretend food, morning and night sorting mat (p. 167)</li> <li>Chef It Up!</li> </ul>	To order numbers. To review giant animals from all over the world.	<ul style="list-style-type: none"> <li>Order Numbers to Five pages 87-88</li> <li>Giant Bubbles p 48 Chef It Up!</li> </ul>	Math Boxes pp 51-52 • Giant Bubbles p 48 Chef It Up!



*Theme: Giants Made by People*

*Week: November 11-15, 2019*

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Objectives	Transitional Kindergarten <i>Scott Foresman</i>	Private Kindergarten <i>Everyday Mathematics</i>
<b>Monday Math</b>	To be able to use verbal ordinal terms.	<ul style="list-style-type: none"> <li>Put blocks in numerical order</li> <li>Science-Move "Mayan blocks"</li> </ul>	<ul style="list-style-type: none"> <li>Put blocks in numerical order</li> <li>Science-Move "Mayan blocks"</li> </ul>	<ul style="list-style-type: none"> <li>Put blocks in numerical order</li> <li>Science-Move "Mayan blocks"</li> </ul>	<ul style="list-style-type: none"> <li>To compare numbers.</li> <li>To perform investigations.</li> </ul>	<ul style="list-style-type: none"> <li>Compare Numbers to 5 pp 89-90</li> <li>Science-Move "Mayan blocks"</li> </ul>	<ul style="list-style-type: none"> <li>Math Boxes p 53</li> <li>Science-Move "Mayan blocks"</li> </ul>
<b>Tuesday Science</b>	To be able to show understanding by following oral directions.	<ul style="list-style-type: none"> <li>Make a skyscraper and number the floors</li> <li>Science-Stack blocks and discuss gravity</li> </ul>	<ul style="list-style-type: none"> <li>Make a skyscraper and number the floors</li> <li>Science-Stack blocks and discuss gravity</li> </ul>	<ul style="list-style-type: none"> <li>Make a skyscraper and number the floors</li> <li>Science-Stack blocks and discuss gravity</li> </ul>	<ul style="list-style-type: none"> <li>To solve problems.</li> <li>To perform investigations and make observations.</li> </ul>	<ul style="list-style-type: none"> <li>Problem Solving: Draw a Picture p 91</li> <li>Science-Stack blocks and discuss gravity Bridge Shapes pp 16-17</li> </ul>	<ul style="list-style-type: none"> <li>Reading Thermometers p 54</li> <li>Science-Stack blocks and discuss gravity Bridge Shapes pp 16-17</li> </ul>
<b>Wednesday Math</b>	To create a bridge with geometrical blocks and shapes.	<ul style="list-style-type: none"> <li>Create a bridge</li> <li>Science-Make an index card bridge</li> </ul>	<ul style="list-style-type: none"> <li>Create a bridge</li> <li>Science-Make an index card bridge</li> </ul>	<ul style="list-style-type: none"> <li>Create a bridge</li> <li>Science-Make an index card bridge</li> </ul>	<ul style="list-style-type: none"> <li>To solve problems.</li> <li>To perform investigations.</li> </ul>	<ul style="list-style-type: none"> <li>Problem Solving p 92</li> <li>Where is the Eiffel Tower? Balancing Act p 18</li> <li>Creativity Station-Create bridges using play dough and craft sticks</li> <li>Science-Make an index card bridge</li> </ul>	<ul style="list-style-type: none"> <li>Math Boxes p 55</li> <li>Where is the Eiffel Tower? Balancing Act p 18</li> <li>Creativity Station-Create bridges using play dough and craft sticks</li> <li>Science-Make an index card bridge</li> </ul>
<b>Thursday Science</b>	To identify similarities and differences in characteristics of families.	<ul style="list-style-type: none"> <li>Test capacity of lids</li> <li>Science-Break a rock in a sock</li> </ul>	<ul style="list-style-type: none"> <li>Test capacity of lids</li> <li>Science-Break a rock in a sock</li> </ul>	<ul style="list-style-type: none"> <li>Test capacity of lids</li> <li>Science-Break a rock in a sock</li> </ul>	<ul style="list-style-type: none"> <li>To review math concepts.</li> <li>To perform investigations.</li> </ul>	<ul style="list-style-type: none"> <li>Review the concepts of chapter 4</li> <li>Science-Break a rock in a sock</li> </ul>	<ul style="list-style-type: none"> <li>My Body and Units of Measure p 56</li> <li>Science-Break a rock in a sock</li> </ul>
<b>Friday Math</b>	To create a slope.	<ul style="list-style-type: none"> <li>Roll the dice</li> <li>Science-Create a slope</li> </ul>	<ul style="list-style-type: none"> <li>Roll the dice</li> <li>Science-Create a slope Chef It Up!</li> </ul>	<ul style="list-style-type: none"> <li>Roll the dice</li> <li>Science-Create a slope Chef It Up!</li> </ul>	<ul style="list-style-type: none"> <li>To review math concepts.</li> <li>To learn about inclined angles.</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 4 Test pp 93-94</li> <li>Create a slope and roll cars down and inclined slope</li> </ul>	<ul style="list-style-type: none"> <li>My Height p 57</li> <li>Create a slope and roll cars down and inclined slope Chef It Up!</li> </ul>



**Crème de la Crème®**  
Early Learning Centers of Excellence®



*Theme: Make-Believe Giants*

**Frog Street Pre-K Program**  
**STEM Lesson Plan**

*Week: November 18-22, 2019*

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Objectives	Transitional Kindergarten <i>Scott Foresman</i>	Private Kindergarten <i>Everyday Mathematics</i>
<b>Monday</b>	To participate in movement patterns.	<ul style="list-style-type: none"> <li>Participate in movement patterns</li> <li>Compare two movement patterns</li> <li>Science-Order objects by the sound they create when they are dropped</li> </ul>	<ul style="list-style-type: none"> <li>Participate in movement patterns</li> <li>Compare two movement patterns</li> <li>Science-Order objects by the sound they create when they are dropped</li> </ul>	<ul style="list-style-type: none"> <li>Participate in movement patterns</li> <li>Compare two movement patterns</li> <li>Science-Order objects by the sound they create when they are dropped</li> </ul>	<p>TK: To reinforce Math skills. KN: To explore the foot. .</p> <p>To investigate and describe observations.</p>	<p>Explore 6, 7, 8 pp 99-100</p> <ul style="list-style-type: none"> <li>Order objects by the sound they create when they are dropped.</li> </ul>	<p>Subtracting on a Number Grid p 58</p> <p>Order objects by the sound they create when they are dropped.</p>
<b>Tuesday</b>	To compare two movement patterns	<ul style="list-style-type: none"> <li>Recognize a sequence of words</li> <li>Represent word sequence with connecting cubes</li> <li>Science-Look for patterns in leaves and sort into groups</li> </ul>	<ul style="list-style-type: none"> <li>Recognize a sequence of words</li> <li>Represent word sequence with connecting cubes</li> <li>Science-Look for patterns in leaves and sort into groups</li> </ul>	<ul style="list-style-type: none"> <li>Recognize a sequence of words</li> <li>Represent word sequence with connecting cubes</li> <li>Science-Look for patterns in leaves and sort into groups</li> </ul>	<p>TK: To learn about time. KN: To reinforce Math skills.</p> <p>To show interest in investigating leaves.</p>	<p>Count and Write 6 pp 101-102</p> <ul style="list-style-type: none"> <li>Look for patterns in leaves and sort into groups</li> </ul>	<p>Math Boxes p 59</p> <ul style="list-style-type: none"> <li>Look for patterns in leaves and sort into groups</li> </ul>
<b>Wednesday</b>	To identify stacks of two colored cubes as the same or different.	<p>Identify stacks of two colored cubes as the same or different</p> <ul style="list-style-type: none"> <li>Connect stacks that are the same to form a pattern</li> <li>Math-Play the two-cube comparison game</li> </ul>	<p>Identify stacks of two colored cubes as the same or different</p> <ul style="list-style-type: none"> <li>Connect stacks that are the same to form a pattern</li> <li>Math-Play the two-cube comparison game</li> </ul>	<p>Identify stacks of two colored cubes as the same or different</p> <ul style="list-style-type: none"> <li>Connect stacks that are the same to form a pattern</li> <li>Math-Play the two-cube comparison game</li> </ul>	<p>TK: To tell time. KN: To practice measurement.</p> <p>To learn about the water cycle. To describe observations.</p>	<p>Count and Write 7 pp 103-104</p> <p>“Rain, Rain Go Away” Rain Cloud Water Cycle</p>	<p>Math Boxes p 60</p> <p>“Rain, Rain Go Away” Rain Cloud Water Cycle</p>
<b>Thursday</b>	To predict what comes next in a pattern.	<ul style="list-style-type: none"> <li>Identify the pattern sequence of bouncing ball</li> <li>Predict what comes next in the pattern</li> <li>Math- Distinguish whether a row of pennies has a heads-tails pattern</li> </ul>	<ul style="list-style-type: none"> <li>Identify the pattern sequence of bouncing ball</li> <li>Predict what comes next in the pattern</li> <li>Math- Distinguish whether a row of pennies has a heads-tails pattern</li> </ul>	<ul style="list-style-type: none"> <li>Identify the pattern sequence of bouncing ball</li> <li>Predict what comes next in the pattern</li> <li>Math- Distinguish whether a row of pennies has a heads-tails pattern</li> </ul>	<p>TK: To reinforce Math skills. KN: To work on measuring skills.</p> <p>To describe observations.</p>	<p>Count and Write 8 Pp 105-106</p> <p>Parts of a flower Flower diagram</p>	<p>Math Boxes 61-62</p> <p>Parts of a flower Flower diagram</p>
<b>Friday</b>	To recognize a circular pattern of movements.	<ul style="list-style-type: none"> <li>Recognize a circular pattern of movements</li> <li>Match-Match number cards to numbers on an analog clock</li> </ul>	<ul style="list-style-type: none"> <li>Recognize a circular pattern of movements</li> <li>Match-Match number cards to numbers on an analog clock</li> <li>Chef It Up!</li> </ul>	<ul style="list-style-type: none"> <li>Recognize a circular pattern of movements</li> <li>Match-Match number cards to numbers on an analog clock</li> <li>Chef It Up!</li> </ul>	<p>TK: To practice counting. KN: To practice measurement.</p> <p>To describe observations using senses.</p>	<p>Explore 9 and 10 pp 107-108</p> <p>Nature Walk: Living vs. Non-Living Treasure Hunt and Collection Chef It Up!</p>	<p>Math Boxes p 63</p> <p>Nature Walk: Living vs. Non-Living Treasure Hunt and Chef It Up!</p>