



Lesson Plan for Giants • Gigantes - Big and Small • Grande y pequeño (Theme 3 Week 1)			October 28 - November 1, 2019	Class: Transitional Kindergarten	
Wonderful Word: <i>enormous, enorme</i>		Character Education: <i>Courage and Humor Valor y Humor</i>		Technology: Name Game; Sounds and Rhymes	
Literacy: Phonological Awareness, Vocabulary	States' Standards and BSRA-3: <i>Three-Dimensional Size: Small, Big</i>	Letter Knowledge: English - B, b, L, l, A, a Spanish - B, b, L, l, A, a	Math: Comparing Attributes, Measurement		
English Vocabulary: <i>brontosaurus, compare, courageous, dinosaur, enormous, ferocious, gigantic, gnawing, grumble, height, humorous, length, longest, measure, perspective, shorte wade</i>					
Spanish Vocabulary: <i>brontosaurio, comparar, valiente, dinosaurio, enorme, feroz, gigantesco, roer, retumbar, altura, humorístico, longitud, el más largo, medir, perspectiva, el más corto, tropezar, chapotear</i>					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Introduce the theme Sing "Itsy Bitsy Spider" p 180. •DISENGAGE THE STRESS RESPONSE: Review Bunny Breathing. •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree •Morning Message: <i>A mosquito is small. A frog is bigger.</i> •Calendar/Weather 	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Sing "The Bear Went Over the Mountain" p 177. •DISENGAGE THE STRESS RESPONSE: Perform the calming strategy Bunny Breathing p 168 •CONNECT: Teach children a second way to offer a little greeting. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree •Morning Message: <i>A bear is big. A baby bear is a small.</i> •Calendar/Weather 	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Teach the song "The Lion in the Jungle" p 180. •DISENGAGE THE STRESS RESPONSE: Invite the STAR helper to choose a calming strategy. •CONNECT: Demonstrate a big greeting. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree •Morning Message: <i>A gnawing mouse is small. A roaring lion is big.</i> •Calendar/Weather 	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Teach children "I'm bringing Home a Baby Dinosaur" p 180. •DISENGAGE THE STRESS RESPONSE: Invite the STAR helper to choose a calming strategy. •CONNECT: Create another giant School Family Handshake p 177 •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree •Morning Message: <i>Five huge dinosaurs wade in a lake.</i> •Calendar/Weather 	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Sing "All Across the •DISENGAGE THE STRESS RESPONSE: Invite children to choose a calming strategy and •CONNECT: Implement the Absent Ritual. •COMMIT: Implement the Safe K •Kindness Tree •Morning Message: <i> animals are gigantic;</i> •Calendar/Weather
Moving and Learning	Frogs and Mosquitoes • Ranas y mosquitos game Read "Jack and the Beanstalk" Musical Storybook	Big Gray Cat • El viejo gato gris game Sing "City Giants" by Pam Schiller.	Mbube, Mbube, a South African game Sing with movements "The Itsy Bitsy Spider."	"Dino Pokey" dance Read and sing "The Dinosaur Boogie" by Dr. Jean.	"These Bones" • "Es song and pattern dar Sing and dance "Rov Your Boat."

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Phonics <i>Phonics</i>	<ul style="list-style-type: none"> • Vocabulary Cards: <i>big, small</i> • Book pages 54-55 • Sight words: <i>or, by, one, had, not</i> 	<ul style="list-style-type: none"> • Vocabulary Cards: <i>giant, enormous</i> • Sequence cards: <i>Big, bigger, biggest</i> • Book page 56 	<ul style="list-style-type: none"> • Vocabulary Cards: <i>big, little</i> • Book pages 57-59 • Sight words: <i>or, by, one, had, not</i> 	<ul style="list-style-type: none"> • Vocabulary Cards: <i>big, small, dinosaur</i> • Book pages 60-62 • Sight words: <i>top, stop, hop, mop</i> 	<ul style="list-style-type: none"> • Vocabulary Cards: <i>enormous</i> • Review the letters <i>S, N</i> • Sight words: <i>or, by, not</i>
Literacy (Oral Language, Read-Aloud)	<ul style="list-style-type: none"> • “Giant” • “Un gigante” story folder • Discuss perspective • Develop concept of big and small • Sequence Cards <i>Big, Bigger, Biggest</i> 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • “The Lion and the Mouse” • “El león y el ratón” listening story • Develop vocabulary • “Giant” • “Un gigante” story folder 	<ul style="list-style-type: none"> • <i>Five Huge Dinosaurs</i> • <i>Cinco enormes dinosaurios</i> • Role-play action words • Listen for rhyming words 	<ul style="list-style-type: none"> • <i>SHOW AND TELL A OR LITTLE ANIMALS The Song of the Teel Mosquito</i> • <i>El canto c</i> • Review perspective
Handwriting <i>Handwriting without Tears</i>	<ul style="list-style-type: none"> • Book p 16 • Writer’s Corner-Write with big and small pencils • Make a Big and Small Book 	<ul style="list-style-type: none"> • Practice writing the letter <i>M</i> • Order animals according to size • Book p 17 • Make a Big and Small Book 	<ul style="list-style-type: none"> • Big and Small Pom Poms • Ask the children to put the small pom poms in the small bowl and the big pom poms in the big bowl. • Book p 18 • Make a Big and Small Book 	<ul style="list-style-type: none"> • Writer’s Corner-Copying names • Book p 19 • Make a Big and Small Book 	<ul style="list-style-type: none"> • Practice writing the <i>H, K</i> • Creativity Station-D dinosaur • Make a Big and Sm
Weekly Learning Centers	<ul style="list-style-type: none"> • Construction-Build with boxes and arrange them from largest to smallest • Sensory Table-Compare capacities of graduated containers using sand 	<ul style="list-style-type: none"> • Construction-Build with paper bag blocks and point out largest and smallest • Sensory Table-Dig bear caves in sand 	<ul style="list-style-type: none"> • Construction-Sort plastic animals into categories of large and small • Sensory Table-Make lion footprints in damp sand 	<ul style="list-style-type: none"> • Construction-Arrange paper cylinders shortest to longest and then the reverse • Sensory Table-Make dinosaur footprints in damp sand 	<ul style="list-style-type: none"> • Construction-Build saurus • Science-Catch paper sort them into categ and little • Sensory Table-Exca dry bones from sand
STEM <i>Scott Foresman Math</i>	<ul style="list-style-type: none"> • Explore 1, 2, and 3 • Book p 69-70 	<ul style="list-style-type: none"> • Count and Write 1 and 2 • Book pages 71-72 	<ul style="list-style-type: none"> • Count and Write 3 • Book pages 73-74 	<ul style="list-style-type: none"> • Explore 4 and 5 • Book pages 75-76 	<ul style="list-style-type: none"> • Count and Write 4 • Book pages 77-78
STEM <i>Science</i>	<ul style="list-style-type: none"> • Create a pyramid • -Sugar cubes, glue, boards • Experiment with items that sink and float 	<ul style="list-style-type: none"> • Continue creating pyramid • -Sugar cubes, glue, boards • Compare capacities of graduated containers using sand 	<ul style="list-style-type: none"> • What is an atom? • -Telescope, slides • Catch paper fish and sort them into categories of big and little 	<ul style="list-style-type: none"> • Create a bridge • -Examine and discuss small bugs 	<ul style="list-style-type: none"> • Continue working o • -Examine and discu Chef It Up!
Character Education/Social Studies/KREM-TV/PATHS	<ul style="list-style-type: none"> • PATHS • Discuss <i>Courage</i> 	<ul style="list-style-type: none"> • KREM-TV • Discuss big ways and small ways to greet friends. Demonstrate shake hands. 	<ul style="list-style-type: none"> • PATHS • Discuss the meaning of <i>Humor</i> 	<ul style="list-style-type: none"> • KREM-TV • Interview the children and ask them if a giant can live in their homes. 	<ul style="list-style-type: none"> • PATHS • Brainstorm ways yo <i>courage</i>.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Closing Circle	<ul style="list-style-type: none"> • Which member of your family is the tallest? • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Suggest children retell the mosquito story at home. 	<ul style="list-style-type: none"> • When you stand beside your mother, who is the biggest? • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Suggest children to order their stuffed animals at home from smallest to largest. 	<ul style="list-style-type: none"> • What did you learn about lions today? • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Practice a riddle for children to share with their families. 	<ul style="list-style-type: none"> • What does huge means? • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Encourage the children to tell their families about their favorite dinosaur. 	<ul style="list-style-type: none"> • Which dinosaur is your favorite? Why? • Perform the Daily C Check. • Kindness Tree • Family Connection: the note about a giant handshake.
Outdoor Learning	<ul style="list-style-type: none"> • Take giant steps and baby steps across playground. 	<ul style="list-style-type: none"> • Explore large and small balls. 	<ul style="list-style-type: none"> • Play games with the large parachute and scarf. 	<ul style="list-style-type: none"> • Take a walk outside looking for big and small things. 	<ul style="list-style-type: none"> • Activities using 80 ft yarn.
Learning Goals	<ul style="list-style-type: none"> • Develops warm relationships with teachers • Shows understanding by following two-step oral directions and usually follows three-step directions • Combines syllables into words • Recognizes, observes, and discusses the relationship of organisms to their environments • Asks and answers appropriate questions about the book • Describes, observes, and investigates properties and characteristics of common objects 	<ul style="list-style-type: none"> • Shows competence in initiating social interactions • Shows understanding by responding appropriately • Identifies and describes the characteristics of organisms • Uses category labels to understand how words and objects relate to each other • Recognizes and compares heights or lengths of people or objects • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting 	<ul style="list-style-type: none"> • Shows competence in initiating social interactions • Shows understanding by following two-step oral directions and usually follows three-step directions • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Uses a large speaking vocabulary, adding several new words daily • Shows understanding by responding appropriately 	<ul style="list-style-type: none"> • Responds to different musical styles through movement and play • Assumes various roles and responsibilities as part of a classroom community • Asks and answers appropriate questions about the book • Uses a wide variety of words to label and describe people, places, things, and actions • Produces a word that rhymes with a given word • Describes attributes • Shows increasing control of tasks that require eye-hand coordination 	<ul style="list-style-type: none"> • Participates in class activities • Produces a word that rhymes with a given word • Uses a wide variety of words to label and describe people, places, things, and actions • Provides appropriate information for various situations • Uses language to discuss concepts associated with the passing of time • Demonstrates coordination and balance in isolation (coordinate consistently with partner)

st, stumble,

ITY

Land" p 178.

RESS

ose a
l perform it.

it Child

eeper Ritual
tment Ritual.

Which

?

tos huesos"

nce

v, Row, Row

giant,

, R, Q, P, O,

; one, had,

BOUT BIG

ny Tiny

lel mosquito

letters M,

raw a pet

all Book

a Box-o-

**or fish and
ories of big**

ivate clean,

in the bridge

iss shadows

ou can show



our

ommitment

Send home
it

feet ball of

room music

at rhymes

of words to
ople,
ctions
te
us

escribe
with the

dination and
may not yet
itly with a



Lesson Plan for Giants • Gigantes - Giants Made by People• Gigantes hechos por el hombre (Theme 3 Week 3)		November 11 - 15, 2019	Class: Transitional Kindergarten
Wonderful Word: <i>amazing, asombroso</i>	Character <i>Courage and Humor</i> Education: <i>Valor y Humor</i>	Technology: Writer's Corners, Words, Words, Words	
Literacy: Phonological Awareness, Vocabulary	States' Standards and BSRA-3: <i>Two-Dimensional Size: Vertical; Tall and Short</i>	Letter Knowledge: English -G, g, W, w, L, l, Z, z Spanish - G, g, M, m, Z, z, V, v	Math: Numeracy

English Vocabulary: *amazing, accomplishments, skyscraper, concrete, bridge, vehicle, onomatopoeia, transportation, machines, Ferris wheels, roller coaster, courageous, capacity, m*

Spanish Vocabulary: *asombroso, logros, rascacielos, concreto, puente, vehículo, onomatopeya, transportación, maquinas, rueda de Chicago, montana rusa, valiente, capacidad, mas,*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Introduce the theme Teach children "The Great Wall of China" p 178. •DISENGAGE THE STRESS RESPONSE: Invite children to choose a calming strategy and perform it. •CONNECT: Use Fanny Frog to help implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree •Morning Message: <i>The Great Wall of China is long. The Mayan temples are tall.</i> •Calendar/Weather 	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Teach children "City Giants" p 179. •DISENGAGE THE STRESS RESPONSE: Invite children to select a calming strategy to perform. •CONNECT: Review some of the touches (thumb touches, pinky hugs) that were used in the giant School Family Handshake p 172. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree •Morning Message: <i>Skyscrapers have many glass windows.</i> •Calendar/Weather 	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Sing "Over the Bridges" p182. •DISENGAGE THE STRESS RESPONSE: Invite children to do the Drain. •CONNECT: Play the song "It Starts in the Heart" p 174. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree •Morning Message: <i>Today is Wednesday. We will build bridges over water.</i> •Calendar/Weather 	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Teach children "Row, Row, Row Your Boat" p 186. •DISENGAGE THE STRESS RESPONSE: Review the Belly Breathing strategy p 168. •CONNECT: Use Fanny Frog to help implement the Absent Child Ritual •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree •Morning Message: <i>Oceans liners and ships are bigger than whales. They are long and wide.</i> •Calendar/Weather 	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Teach children "Roller Car" p 182. •DISENGAGE THE STRESS RESPONSE: Introduce the calming Roller Coaster Breathing strategy p 168. •CONNECT: Play My School Family Handshake •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree •Morning Message: <i>Roller coasters zigzag up and down.</i> •Calendar/Weather
Moving and Learning	Sing "The Great Wall of China" Mayan drumming activity	Sing "City Giants" Play Skyscraper Maze game	Musical Dog and Bone • Perro y hueso musicales game Sing "Over the Bridges" Play London Bridges game	Imitate animal movements Play Clickety, Clickety, Clack game	Sing "Roller Coaster Carnival Rides game" "Rock and Roll Pat-a-clapping pattern

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Phonics <i>Phonics</i>	<ul style="list-style-type: none"> •Book p 70 invite children to pretend be geese •Sight words: <i>we, there, can, an, your</i> 	<ul style="list-style-type: none"> Clap and count the syllables for skyscrapers. • Book pp 71-72 •Sight words: <i>we, there, can, an, your</i> 	<ul style="list-style-type: none"> Vocabulary Cards: <i>happy, frightened, anxious</i> • Have children to think of words that start with the letter Z 	<ul style="list-style-type: none"> Book pp 73-74 •Sight words: <i>we, there, can, an, your</i> 	<ul style="list-style-type: none"> • Brainstorm words related to <i>giants</i> • Review beginning of sounds
Literacy (Oral Language, Read-Aloud)	<ul style="list-style-type: none"> •How the Hummingbird Got Its Colors listening story •Describe colorful feathers of hummingbirds •Answer questions about the story •Photo Activity Card 13 	<ul style="list-style-type: none"> •"The Giants of the City" listening story •Complete a T-chart showing predictions before reading; match to actual story events after reading. •Read <i>Giants Made by People • Gigantes hechos por el hombre.</i> 	<ul style="list-style-type: none"> •Read <i>The Three Billy Goats</i> •Discuss the settings of the story •Use descriptive words. Photo Activity Card 100 	<ul style="list-style-type: none"> •Read <i>Gram Is Coming to My House • Abuelita viene a mi casa.</i> • Introduce the author Discuss different ways to travel 	<ul style="list-style-type: none"> •Read <i>Giants Made by People • Gigantes hechos por el hombre.</i> •Learn facts about photographers. Develop vocabulary. SHOW AND TELL ABOUT TALL OR SHORT SCENES FROM THE CHILDREN MADE BY PEOPLE MONDAY.
Handwriting <i>Handwriting without Tears</i>	<ul style="list-style-type: none"> •Book page 23 •Sculpt a Mayan pyramid out of clay • Make a book with tall and short animals. 	<ul style="list-style-type: none"> •Create a city skyline •Book page 24 • Make a book with tall and short animals. 	<ul style="list-style-type: none"> • Write sentences about an imaginary giant. • Make a book with tall and short animals. 	<ul style="list-style-type: none"> • Book pp 25-26 • Make a train using paper shapes • Make a <i>Giants Made by People</i> Book 	<ul style="list-style-type: none"> •Make a Ferris wheel Write in journals a sentence about your favorite animal • Make a <i>Giants Made by People</i> Book
Weekly Learning Centers	<ul style="list-style-type: none"> • Construction-Build pyramids and walls • Creativity Station-Sculpt a Mayan pyramid out of clay 	<ul style="list-style-type: none"> • Construction-Build skyscrapers • Creativity Station-Paint skyscrapers 	<ul style="list-style-type: none"> • Construction-Build bridges • Creativity Station-Create bridges using play dough and craft sticks 	<ul style="list-style-type: none"> • Construction-Add cars, boats, trains and planes to the center • Creativity Station-Make a train using paper shapes 	<ul style="list-style-type: none"> • Construction-Build a roller coaster and a merry-go-round • Creativity Station-Make a wheel print
STEM <i>Scott Foresman Math</i>	<ul style="list-style-type: none"> • Compare Numbers to 5 pp 89-90 	<ul style="list-style-type: none"> • Problem Solving: Draw a Picture p 91 	<ul style="list-style-type: none"> • Problem Solving p 92 	<ul style="list-style-type: none"> • Review the concepts of chapter 4 	<ul style="list-style-type: none"> • Chapter 4 Test pp 93-94
STEM <i>Smart Kid Science</i>	<ul style="list-style-type: none"> • Science-Move "Mayan blocks" 	<ul style="list-style-type: none"> • Science-Stack blocks and discuss gravity Bridge Shapes pp 16-17 	<ul style="list-style-type: none"> • Where is the Eiffel Tower? Balancing Act p 18 • Creativity Station-Create bridges using play dough and craft sticks • Science-Make an index card bridge 	<ul style="list-style-type: none"> • Science-Break a rock in a sock 	<ul style="list-style-type: none"> • Create a slope and inclined plane Chef It Up!
Character Education/Social Studies/KREM-TV/PATHS	<ul style="list-style-type: none"> PATHS Use mirror to show facial expressions Discuss emotions 	<ul style="list-style-type: none"> KREM-TV • Discuss skyscrapers 	<ul style="list-style-type: none"> PATHS •Brainstorm places with tall buildings. 	<ul style="list-style-type: none"> KREM-TV • Identify different modes of transportation. 	<ul style="list-style-type: none"> PATHS Discuss what being a hero means

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Closing Circle	<ul style="list-style-type: none"> • Which activity was your favorite? • Perform the Daily Commitment Check. • Kindness Tree • Family connection: Practice the Mayan, share the chant at home. 	<ul style="list-style-type: none"> • What did you learn about skyscrapers today? • Perform the Daily Commitment Check. • Kindness Tree • Family connection: Repeat "City Giants" and encourage children to share chant at home. 	<ul style="list-style-type: none"> • What did you enjoy most today?? • Perform the Daily Commitment Check. • Kindness Tree • Family connection: Suggest children watch to see if they cross any bridges on their way home 	<ul style="list-style-type: none"> • What have you learn about transportation vehicles today? • Perform the Daily Commitment Check. • Kindness Tree • Family connection: Suggest families to make a list of onomatopoeia words their hear. 	<ul style="list-style-type: none"> • Which way will you when you are going on a roller coaster? • Perform the Daily C Check. • Kindness Tree • Family connection: note home that desc Coaster Breathing.
Outdoor Learning	<ul style="list-style-type: none"> • Parachute activities 	<ul style="list-style-type: none"> • Sidewalk drawing with a friend 	<ul style="list-style-type: none"> • Iguana Tag 	<ul style="list-style-type: none"> • Bug search with a friend 	<ul style="list-style-type: none"> • Parachute activities
Learning Goals	<ul style="list-style-type: none"> • Demonstrates empathy and caring for others • Begins to have meaningful friends • Identifies similarities and differences in characteristics of people • Identifies similarities and differences in characteristics of families 	<ul style="list-style-type: none"> • Begins to have meaningful friends • Demonstrates empathy and caring for others • Produces a word that rhymes with a given word • Interacts and communicates with peers to initiate pretend-play scenarios 	<ul style="list-style-type: none"> • Demonstrates empathy and caring for others • Separates a normally spoken four-word sentence into individual words • Asks and answers appropriate questions about the book • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting 	<ul style="list-style-type: none"> • Demonstrates empathy and caring for others • Separates a normally spoken four-word sentence into individual words • Uses a wide variety of words to label and describe people, places, things, and actions • Combines words to make a compound word 	<ul style="list-style-type: none"> • Shows awareness c competence and des positively in what he • Begins to have mea friends • Asks and answers a questions about the l • Matches language t contexts

ore, less

menos

ITY

er Coaster

RESS

g strategy
ning p 168.

ly p 175.

eeper Ritual
tment Ritual.

Roller
nd down.

Cars.”

-Cake”



related to

and ending

by People •
de el hombre.

ABOUT THE
SCULPTURE
ON

I print
sentence
activity
by People

a roller
go-round
like a Ferris

roll cars
open

courageous

**r body lean
up the hill**

ommitment

**Send the
ribes Roller**

**of areas of
cribes self
is able to do
iningful**

**appropriate
book
o social**



Lesson Plan for Giants • Gigantes - Make-Believe Giants • Gigantes de fantasía (Theme 3 Week 4)			November 18 - 22, 2019	Class: Transitional Kindergarten
Wonderful Word: <i>make-believe, fantasía</i>		Character <i>Courage and Humor</i> Education: <i>Valor y Humor</i>	Technology: Frog Street Math - Concentration, Sound and Rhyme	
Literacy: Comprehension, Vocabulary	States' Standards and BSRA-3: <i>Letters Recognition: Upper Case; Point to J, K, W, G</i>	Letter Knowledge: English -J, j, K, k, W, w Spanish -Q, q, J, j, H, h, Ch, ch	Math: Patterns	
English Vocabulary: <i>alliteration, beanstalk, dragon, exaggerations, fairytale, fantasy, grumpy, identical, imagination, make-believe, mischievous, Once upon a time, pattern, predict, see</i>				
Spanish Vocabulary: <i>aliteración, planta de frijol, dragón, exageraciones, cuento de hadas, fantasía, gruñón, idéntico, imaginación, fantasía, travieso. Erase una vez, patrón, predecir, se boba</i>				

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Introduce the theme Teach children "A Stomping Giant" p. 183. •DISENGAGE THE STRESS RESPONSE: Invite children to choose a calming strategy and implement it. •CONNECT: Use Fanny Frog to help implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree •Morning Message: <i>Who gave Jack the magic beans? Where does the beanstalk go?</i> •Calendar/Weather 	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Teach children "A Snoring Giant" p. 183. •DISENGAGE THE STRESS RESPONSE: Teach Inhale, Exhale strategy 9 169. •CONNECT: Review some of the touches (thumb touches, pinky hugs) that were used in the giant School Family Handshake p 172. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree •Morning Message: <i>There are beans in Jack's jelly jar.</i> •Calendar/Weather 	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Sing "Odon" p. 181. •DISENGAGE THE STRESS RESPONSE: Teach a variation to Inhale, Exhale. •CONNECT: Play the song "It Starts in the Heart p 174. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree •Morning Message: <i>The quiet queen said the giant left quickly.</i> •Calendar/Weather 	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Teach children "Dragon Chase" p. 179. •DISENGAGE THE STRESS RESPONSE: Use the letters in <i>dragon</i> for ABC Stretching strategies p 171. •CONNECT: Use Fanny Frog to help implement the Absent Child Ritual •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree •Morning Message: <i>The voracious dragon needs an X-ray.</i> •Calendar/Weather 	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Sing "Dragon Chase" p. 179. •DISENGAGE THE STRESS RESPONSE: Repeat the ABC Stretching strategy. •CONNECT: Play My School Family Handshake •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree •Morning Message: <i>in Dragon Land.</i> •Calendar/Weather
Moving and Learning	<p>Learn and sing "A Stomping Giant."</p> <p>"Fee! Fi! Fo! Fum!"</p>	<p>Learn to sing "A Snoring Giant."</p> <p>The Giant's Grumble game</p>	<p>Sing "Odon."</p> <p>Review "A Stomping Giant" and "A Snoring Giant."</p>	<p>Sing "Dragon Chase" song.</p> <p>Dance with dragon streamers.</p>	<p>Sing "Dragon Chase" song.</p> <p>Flying Dragons game</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Phonics Phonics	Sight Words: <i>which, their, said, if, do</i> Sequence Cards <i>Giant Dance 1; Giant Dance 2: Jack and the Beanstalk; Odon, the Giant</i>	•Book pages 75-76 •Photo Pockets FF-frijoles Jj-jam Sight Words: <i>which, their, said, if, do</i>	•Read the Odon story summary (p199). Ask children to help identify the repetitive beginning sounds in the words in each line of the summary. •Book pages 77-78	•Remind children what <i>alliteration</i> means. •Book pages 79-80 Think of words that have the same beginning sound.	Say <i>dragon</i> one syllable and have children guess the word. Sight Words: <i>which, if, do</i> •Review the letters S,
Literacy (Oral Language, Read-Aloud)	•Story folder: Jack and the Beanstalk Explain story props •Photo Activity cards 27, 32, 35	•Story folder: Jack and the Beanstalk Display story props. Remind children the story is make believe and it comes from someone's imagination. Discuss about fiction and non-fiction.	•Read: Odon, the Giant Explain there would not be pictures and encourage children to use their imagination. • Encourage children to listen carefully for the roles of each animal in the story. •Photo Activity Cards 36, 48	•Read <i>Once Upon a Time in Dragon Land</i> . Introduce author and illustrator. Point out that fantasy stories always begin with once upon a time.... Ask children to identify silly events.	•Listening Story: Kill the Dragon Discuss with children other dragons though the dragon was odd. SHOW AND TELL ABOUT THE STORY MAKE-BELIEVE STORY
Handwriting <i>Handwriting without Tears</i>	• Book page 27 • Create a mural • Make a Make-Believe Giants Book	• Make friendship circles • Book page 28 • Make a Make-Believe Giants Book	• Pet collages • Practice writing the letters J, K, W, G • Make a Make-Believe Giants Book	• Book pages 29-30 • Build a robot • Make a Make-Believe Giants Book	•Paint with a friend • Practice writing the W, G • Make a Make-Believe Giants Book
Weekly Learning Centers	• Creativity Station-Create a mural • Fine Motor-Tic Tac Toe • Library and Listening-Activities with friends	• Fine Motor-Ping Pong ball races • Library and Listening-Explore books about friendship	• Fine Motor-Penny drop game • Library and Listening-Retell a story with a friend using story folder props	• Creativity Station-Build a robot • Fine Motor-Pet Concentration • Library and Listening-Share a story with a friend	• Fine Motor-Play dot • Library and Listening-Explore books with a friend and favorite pages
STEM <i>Scott Foresman Math</i>	•Explore 6, 7, 8 pp 99-100	•Count and Write 6 pp 101-102	•Count and Write 7 pp 103-104	•Count and Write 8 pp 105-106	•Explore 9 and 10 pp 107-108
STEM Science	• Order objects by the sound they create when they are dropped.	• Look for patterns in leaves and sort into groups	• "Rain, Rain Go Away" Rain Cloud Water Cycle	•Parts of a flower Flower diagram	• Nature Walk: Living and Non-Living Treasure Hunt and Chef It Up!
Character Education/Social Studies/KREM-TV/PATHS	PATHS Discuss the meaning of bargain. Explain to the children the importance of the community workers.	KREM-TV Play Friendship chant (p173) Discuss the job of the firefighters	PATHS Discuss the job of mail carrier	KREM-TV Act out <i>Once Upon a Time in Dragon Land</i> .	PATHS Discuss the job of the

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Closing Circle	<ul style="list-style-type: none"> • Which part of the story of "Jack and the beanstalk" do you like the best? • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: March out to meet families to the beat of the giant's chant. 	<ul style="list-style-type: none"> • How do you know when a story is make-believe? • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Encourage children to think different ways to move as they head out of the classroom. 	<ul style="list-style-type: none"> • How would you describe Odon? • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Encourage children to locate something at home that seems giant to them. 	<ul style="list-style-type: none"> • Which dragon name did you like the best? Why? • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Encourage children to ask a family member to demonstrate their version of a dragon stretch. 	<ul style="list-style-type: none"> • Which is your favor from this week's lessons? • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Encourage children to retell the dragon family to their families.
Outdoor Learning	<ul style="list-style-type: none"> • Parachute activities 	<ul style="list-style-type: none"> • Sidewalk drawing with a friend 	<ul style="list-style-type: none"> • Iguana Tag 	<ul style="list-style-type: none"> • Bug search with a friend 	<ul style="list-style-type: none"> • Parachute activities
Learning Goals	<ul style="list-style-type: none"> • Demonstrates empathy and caring for others • Begins to have meaningful friends • Identifies similarities and differences in characteristics of people • Identifies similarities and differences in characteristics of families 	<ul style="list-style-type: none"> • Begins to have meaningful friends • Demonstrates empathy and caring for others • Produces a word that rhymes with a given word • Interacts and communicates with peers to initiate pretend-play scenarios 	<ul style="list-style-type: none"> • Demonstrates empathy and caring for others • Separates a normally spoken four-word sentence into individual words • Asks and answers appropriate questions about the book • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting 	<ul style="list-style-type: none"> • Demonstrates empathy and caring for others • Separates a normally spoken four-word sentence into individual words • Uses a wide variety of words to label and describe people, places, things, and actions • Combines words to make a compound word 	<ul style="list-style-type: none"> • Shows awareness of competence and describes positively in what he does • Begins to have meaningful friends • Asks and answers appropriate questions about the book • Matches language to contexts

quence, silly

secuencia,

ITY

" p. 179.

RESS

tching

ly p 175.

eeper Ritual
tment Ritual.

Dragons live

" song.

»



able at a time
less the

their, said,

, T

im
n why the
ht Kilum

OUT A
RY.

letters J, K,

re Giants

ugh activity
ig-Share a
id explore

vs. Non-

ollection

re librarian.

**ite giant
ions? Why?
ommitment**

**Encourage
story of the
r own**

**of areas of
cribes self
is able to do
iningful**

**appropriate
book
o social**



Lesson Plan for Giants • Los gigantes - Nature's Giants • Gigantes de la naturaleza (Theme 3 Week 2)		November 4 - 8, 2019	Class: Transitional Kindergarten
Wonderful Word: <i>gigantic, gigantesco</i>		Character Education: Courage and Humor Valor y Humor	Technology: Reading Buddy; ABC and XYZ
Literacy: Oral Language, Comprehension	States' Standards and BSRA-3: Two-Dimensional Size: Horizontal; Long and Short	Letter Knowledge: English - D, d, M, m, V, v Spanish - D, d, U, u, A, a	Math: Classification
English Vocabulary: <i>caverns, glacier, hiking, hill, iceberg, lakes, majestic, mighty, moon, mountains, ocean, rocks, scrape, trees, waterfall</i>			
Spanish Vocabulary: <i>cavernas, glaciador, caminata, colina, iceberg, lagos, majestuoso, poderoso, Luna, montañas, océano, rocas, raspar. arboles, cataratas</i>			

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Introduce the theme Sing "The Bear Went Over the Mountain" p 177. •DISENGAGE THE STRESS RESPONSE: Introduce the calming strategy Breathing Arms. •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Challenge children to notice two kind acts today. •Morning Message: <i>Mountains are mighty. Some trees are tall. Las montañas son majestuosas. Algunos arboles son altos.</i> •Calendar/Weather 	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Sing "A Sailor Went to Sea" p 184. •DISENGAGE THE STRESS RESPONSE: Teach the calming strategy Belly Breathing. •CONNECT: Explain that an octopus is an ocean giant. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree •Morning Message: <i>Oceans are enormous. Some icebergs are huge. Los océanos son enormes. Algunos icebergs son enormes.</i> •Calendar/Weather 	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Teach children "A Cave Is My Home" p 179. •DISENGAGE THE STRESS RESPONSE: Invite children to select and perform a calming strategy. •CONNECT: Demonstrate a big greeting. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree •Morning Message: <i>A deep cavern has very steep walls of rock.</i> •Calendar/Weather 	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Teach children "Niagara Falls" p 181. •DISENGAGE THE STRESS RESPONSE: Perform the Drain p 168 •CONNECT: Review "Row, Row, Row Your Boat" p 186. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree •Morning Message: <i>The wide waterfall is wonderful. Some large lakes are long. La catarata ancha es maravillosa. Algunos lagos son largos.</i> •Calendar/Weather 	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Teach children "Mr. Moon" p 182. •DISENGAGE THE STRESS RESPONSE: Invite children to choose a calming strategy and perform it. •CONNECT: Teach children the waltz "The Sun" p 172. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree •Morning Message: <i>The moon is gigantic. The earth is tiny. La luna es gigantesca. La tierra es pequeña.</i> •Calendar/Weather
Moving and Learning	<p>"Mountain Hike" • "Paseo por la montaña" participation story Sing and dance "Dinosaur Boogie" by Dr. Jean.</p>	<p>"My Bonnie Lies Over the Ocean" action song Sing "A Sailor Went to Sea."</p>	<p>Musical Hide-and-Seek • El escondite musical game Sing "A Cave Is My Home."</p>	<p>Ribbon dance like a waterfall Sing "Niagara Falls" and "Row, Row, Row Your Boat."</p>	<p>Simulate walking, hopping, and dancing on the moon Sing "Mister Moon" and "The Sun."</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Phonics <i>Phonics</i>	<ul style="list-style-type: none"> Vocabulary Cards: <i>mountain, majestic</i> Book: p 63 Identify pictures and rhymes Clap syllables in mountain. 	<ul style="list-style-type: none"> Clap syllable for <i>enormous</i>. Sound out the letter V Book: pp 64-65 Sigh words: <i>but, what, all, were, when</i> 	<ul style="list-style-type: none"> Book: pages 66-67 Sigh words: in, is, you, that 	<ul style="list-style-type: none"> Vocabulary Cards: <i>vast, falls, gigantic</i> Book pp 68-69 Clap syllables for <i>giants</i> Sigh words: <i>but, what, all, were, when</i> 	<ul style="list-style-type: none"> Vocabulary Cards: <i>gravity</i> Review the letters X, Y, Z Clap syllables for g Sigh words: <i>but, wh, when</i>
Literacy (Oral Language, Read- Aloud)	Reagan's Journal • El diario de Reagan <ul style="list-style-type: none"> Read about a mountain hike Learn how mountains change Photo Activity Card 106 	<ul style="list-style-type: none"> Vocabulary Cards: iceberg, ocean, waterfall <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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Discuss waterfalls Describe movement of water Listening and Library-Listen to <i>Nature's Giants • Gigantes de la naturaleza</i> Contrast photographers and illustrators 	"The Sun and the Moon y la Luna" listening s <ul style="list-style-type: none"> Compare day and n SHOW AND TELL BR PICTURE OF YOUR F DAYTIME ACTIVITY
Handwriting <i>Handwriting without Tears</i>	<ul style="list-style-type: none"> Book page 20 Creativity Station-Paint mountains for Theme Project Make a Nature's Giant Book 	<ul style="list-style-type: none"> ABC-Use gel bags to draw waves and write L Book page 21 Make a Nature's Giant Book 	<ul style="list-style-type: none"> Writer's Corner-Use clay and sticks to make cave drawing Book pages 22 Make a Nature's Giant Book 	<ul style="list-style-type: none"> Creativity Station-Paint waterfalls Write the letters L, U, V Make a Nature's Giant Book 	Illustrate safety rules out in the sun <ul style="list-style-type: none"> Write the letters L. Make a Nature's Gia
Weekly Learning Centers	<ul style="list-style-type: none"> Pretend and Learn-Build a pretend tree house Creativity Station-Create a mountain from magazine strips 	<ul style="list-style-type: none"> Pretend and Learn-Make iceberg floats 	<ul style="list-style-type: none"> Pretend and Learn-Turn the tree house into a cave Creativity Station-Create larger rocks with rock salt 	<ul style="list-style-type: none"> Pretend and Learn-Pretend to be at Niagara Falls Creativity Station-Compare painting activity to waterfalls Science-Sculpt a mountain 	<ul style="list-style-type: none"> Pretend and Learn-I shadows using a light Creativity Station-C
STEM <i>Scott Foresman Math</i>	<ul style="list-style-type: none"> Count and Write 5 pages 79-80 	<ul style="list-style-type: none"> Explore and Write 0 pages 81-82 	<ul style="list-style-type: none"> Problem Solving: Use Objects pages 83-84 	<ul style="list-style-type: none"> Sequence Groups of 1-5 pages 85-86 	<ul style="list-style-type: none"> Order Numbers to F pages 87-88
STEM <i>Smart Kids Science</i>	<ul style="list-style-type: none"> Air Action pp 14-15 Compare weights with a balance 	<ul style="list-style-type: none"> Whale and other water giants Mixing Colors p 32 	<ul style="list-style-type: none"> Anacondas and snakes Color Wheel p 33 	<ul style="list-style-type: none"> <i>What is the biggest creature in the North pole?</i> Sculpt a mountain 	<ul style="list-style-type: none"> Giant Bubbles p 48 Chef It Up!
Character Education/Social Studies/KREM-TV/PATHS	PATHS Discuss <i>Courage & Humor</i>	KREM-TV <ul style="list-style-type: none"> Display song "America the Beautiful." 	PATHS <ul style="list-style-type: none"> Learn songs of our Earth 	KREM-TV <ul style="list-style-type: none"> Compare rivers and oceans 	PATHS <ul style="list-style-type: none"> Compare sun and e Discuss sun safety

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Closing Circle	<ul style="list-style-type: none"> • <i>What changes the shape of a mountain?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family connection: Send to school a clear, clean half-litter bottle for an upcoming project. 	<ul style="list-style-type: none"> • <i>Which whale is your favorite? Why?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family connection: Encourage children to continue predicting and testing sink and float objects at home. 	<ul style="list-style-type: none"> • <i>What did you learn about rocks today?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family connection: Challenge children to find a special rock at home. 	<ul style="list-style-type: none"> • <i>Where are the Niagara falls found??</i> • Perform the Daily Commitment Check. • Kindness Tree • Family connection: Encourage the children to look for rainbows as they travel to and from school. 	<ul style="list-style-type: none"> • <i>What is your favorite activity?</i> • Perform the Daily C Check. • Kindness Tree • Family connection: note and encourage show someone at ho Sun."
Outdoor Learning	<ul style="list-style-type: none"> • Examine trees with magnifying glass and create tree rubbings 	<ul style="list-style-type: none"> • Play Iceberg Freeze 	<ul style="list-style-type: none"> • Play Rolling Rock Race 	<ul style="list-style-type: none"> • Play with bubbles 	<ul style="list-style-type: none"> • Play Shadow Tag
Learning Goals	<ul style="list-style-type: none"> • Demonstrates empathy and caring for others • Produces a word that begins with the same sound as a given pair of words • Asks and answers appropriate questions about the book • Observes and describes what happens during changes in the earth and sky • Informally recognizes and compares weights of objects or people. • Uses simple measuring devices to learn about objects. 	<ul style="list-style-type: none"> • Shows competence in initiating social interactions. • Shows understanding by following two-step oral directions and usually follows three-step directions. • Informally recognizes and compares weights of objects or people • Describes, observes, and investigates properties and characteristics of common objects • Identifies and describes the characteristics of organisms 	<ul style="list-style-type: none"> • Demonstrates the importance of caring for our environment and our planet • Demonstrates empathy and caring for others • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Asks and answers appropriate questions about the book • Shows understanding by responding appropriately • Informally recognizes and compares weights of objects or people 	<ul style="list-style-type: none"> • Produces a word that begins with the same sound as a given pair of words • Uses a wide variety of words to label and describe people, places, things, and actions • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Observes and describes what happens during changes in the earth and sky • Investigates and describes position and motion of objects 	<ul style="list-style-type: none"> • Responds to different styles through movement play. • Demonstrates an understanding that our perspectives and feelings are different from others • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting. • Demonstrates use of words

ITY

Moon" p 181.
RESS

ose a
perform it.

ords to "Mr.

eeper Ritual
tment Ritual.

*The sun is
gigantic.*
∴ • *El sol es
es
es*

pping, and
and "Mister

sun, moon,

T, U, V, W, ,

**giants
at, all, were,**

**ion" • "El Sol
story
ight skies
!ING A
=AVORITE**

i for playing

**U, V
int Book**

**Make wall
it source
reate sun art**

ive

arth



te *daytime*

ommitment

Send home
children to
me "Mr.

nt musical
ment and

thers have
lings that
n.
arned from
, relating,
paring and
of location



Theme: Harvest Week

Transitional Kindergarten Lesson Plan

Week: November 25-29, 2019

Day of the Week/ Objective	Calendar Circle Time	Language Comprehension	Phonics Development	Handwriting Enrichment	STEM	Social Studies	LearningCenters
Monday To ask questions and make comments about the topic.	Introduce the theme Calendar/Weather Song "I Will Be Helping an Indian" PM: <i>What did the Pilgrims and Indians do for Thanksgiving?</i>	<i>The First Thanksgiving</i> story. Discuss Pilgrims and Indians. Allow time for class to ask question or talk about Thanksgiving.	Reviewing consonants Encourage the children come up with words	Children will continue working on letters A-H. Practice upper and lower case letters	WB: Compare Numbers to 5 and 10 Favorite Thanksgiving Food Recipe Sort harvest items	PATHS Talk about we serve on Thanksgiving. Have children to name others foods that they eat on Thanksgiving with their families.	Dancing Native Americans. Play rhythmic music as the children dance Indian style (toe-heel).
Tuesday To enjoy listening and discussing storybooks	Introduce the theme. Calendar/Weather Song "We Are Thankful" PM: <i>Why to do you think we should be thankful.</i>	Being thankful. Discuss the meaning of being thankful. Talk with the children about things for which they are thankful.	Have the children choose a letter and think of an animal whose name begins with the letter sound.	Creative writing: children will write what they are thankful for?	WB: Identify Ordinals Through Tenth The Five Senses of Thanksgiving	PATHS Discuss how the Pilgrims carried the seeds from England to America	Hide the feather cut feathers from assorted colors. Place feathers in the middle of the circle. One child hides eyes then guess who has it
Wednesday To engage in conversation with others.	Calendar/Weather Song "Hello, Mr. Turkey" PM: <i>Why do you think the Native American had drums for music?</i>	Encourage the children to listen to native American music and play drums to the beat. (They always use sticks)	Invite the children to play Beanbag Toss with beginning and ending sounds.	Invite the children to draw a family portrait. Encourage them to label each member of family.	WB: Problem Solving – Guess and Check Favorite Thanksgiving Food Recipe	PATHS Discuss why we celebrate Thanksgiving.	Dramatic play act like you cooking thanksgiving dinner.
Thursday	H		L		D		Y
Friday		O		I		A	