



Pre-K Lesson Plan

Theme 4: Choices • Decisiones

States' Standards and BSRA-3:

States' Standards and BSRA-3: Numbers/Counting:

Place Counting with One-to-One Correspondence

Wonderful Word of the Week: options, **opciones**

Character Education: Fairness and Confidence

Justicia y Confianza

Date: December 16-20, 2019

Week 17: Problem Solving • Resolución de Problemas

Literacy: Problem Solving, Oral Language

Literacy: Problem Solving, Oral Language

Letters of the Week: **J, j, K, k, V, v**

English Vocabulary: attitude, cooperate, determined, equal, fair, fewer, greater, numeral, opportunity, options, persistent, problem solving

Spanish Vocabulary: **actitud, cooperar, determinado, igual, justo, menos, mayor, numeral, oportunidad, opciones, persistente, resolución de problemas**

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Circle Time	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Introduce the theme Teach the children "There Is a Hole in My Bucket" • "Hay un hoyo en mi cubeta" p 194. •DISENGAGE THE STRESS <p>RESPONSE: Invite children to choose a calming strategy to perform.</p> <ul style="list-style-type: none"> •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. •Calendar/Weather 	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Sing "Humpty Dumpty" p 171. •DISENGAGE THE STRESS <p>RESPONSE: Invite children to choose a calming strategy and perform it.</p> <ul style="list-style-type: none"> •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree. •Calendar/Weather 	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Sing "There Is a Hole in My Bucket" • "Hay un hoyo en mi cubeta" p 194. •DISENGAGE THE STRESS <p>RESPONSE: Invite children to perform the strategy they chose.</p> <ul style="list-style-type: none"> •CONNECT: Play That Was Helpful p 180. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree •Calendar/Weather 	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Sing "Itsy Bitsy Spider" • "La araña pequeñita" p 192. •DISENGAGE THE STRESS <p>RESPONSE: Encourage children to choose a calming strategy and perform it.</p> <ul style="list-style-type: none"> •CONNECT: Play I Wish You Well" p 178. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree •Calendar/Weather 	<p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Sing "The More We Work Together" • "Si todos trabajamos juntos" p 186. •DISENGAGE THE STRESS <p>RESPONSE: Challenge the children to work cooperatively to create a group handshake.</p> <ul style="list-style-type: none"> •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree •Calendar/Weather
Morning Message	<i>Let's jump into problem solving.</i>	<i>We look for viable options to our problems.</i>	<i>Justin used trial and error.</i>	<i>Kids keep working.</i>	<i>We value cooperation.</i>
Emergent Phonics	<ul style="list-style-type: none"> • Develop vocabulary: <i>push</i> and <i>pull</i> • Vocabulary Card: <i>Options</i> Sight words: <i>the, of, and</i> •Book page 33 	<ul style="list-style-type: none"> • Compare sets same and different, empty and full Introduce vowels • Book page 34 	<ul style="list-style-type: none"> • Book page 35 • Compound Word Cards birdcage, football Sight words <i>but, had, big, went</i> 	<ul style="list-style-type: none"> • Sequence Cards <i>How Many?</i> • Book page 36 	<ul style="list-style-type: none"> • Sequence Cards <i>The Little Red Hen</i> Sight words: <i>the, of, and</i> •Book page 37

<p>Language Development Read-Aloud</p>	<ul style="list-style-type: none"> • <i>Charlie Chipmunk's Thoughtful Choices</i> • <i>Las Decisiones Consideradas de Carlitos</i> • Identify problems that Charlie solves • Think of ways to solve similar classroom problems 	<ul style="list-style-type: none"> • "Henny Penny" • "La gallina Tina" story folder • Consider story problems and solutions 	<ul style="list-style-type: none"> • "My Aunt Violet" • "Mi tía Violeta" story folder • Analyze ways to solve Aunt Violet's packing problems • Apply strategies to classroom problem 	<ul style="list-style-type: none"> • "Tortoise and the Hare" • La tortuga y la liebre" listening story • Develop the concept of persistence • Role-play the story 	<ul style="list-style-type: none"> • "Little Red Hen" • "La gallinita roja" story folder • Identify Little Red Hen's problem • Develop concept of cooperation <p><i>SHOW AND TELL ABOUT THINGS THAT START WITH LETTER J</i></p>
<p>Prewriting Skills Handwriting Without Tears</p>	<p>Write the sight words Book page 22</p>	<ul style="list-style-type: none"> • Journal writing: Practice writing letter V words. 	<p>Invite children to paint a group picture. Create a cooperative mural.</p>	<ul style="list-style-type: none"> • Book page 23 Write the sight words 	<p>Write in the journals what was their favorite activity this week.</p> <ul style="list-style-type: none"> • Write the letters <i>M, N, A</i>
<p>Closing Circle</p>	<ul style="list-style-type: none"> • Reflecting on the day: <i>What does it mean to brainstorm?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Invite families to enjoy the rhythm band and marching. 	<ul style="list-style-type: none"> • Reflecting on the day: <i>What did you learn today about using your senses?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Challenge children to use their senses to predict what they will be eating for supper. 	<ul style="list-style-type: none"> • Reflecting on the day: <i>What does trial and error means?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Encourage children to identify opportunities for problem solving at home. 	<ul style="list-style-type: none"> • Reflecting on the day: <i>What does it means to be persistent?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Encourage children to demonstrate walking like a tortoise-slowly, but with determination- for their families. 	<ul style="list-style-type: none"> • Reflecting on the day: <i>How does cooperation help solve problems?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Send to school one white sock and empty first aid supply containers.
<p>Objectives</p>	<ul style="list-style-type: none"> • Is aware of own feelings most of the time • Shows understanding by responding appropriately • Recognizes at least 20 letter sounds • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Counts one to ten items, with one count per item • Participates in classroom music activities • Shows control of tasks that require small-muscle strength and control 	<ul style="list-style-type: none"> • Demonstrates coordination and balance in isolation • Begins to have meaningful friends • Initiates problem-solving strategies and seeks adult help when necessary • Describes, observes, and investigates properties and characteristics of common objects • Recognizes how much can be placed within an object • Practices good habits of personal safety • Is aware of where own body is in space, respects personal boundaries 	<ul style="list-style-type: none"> • Begins to understand difference and connection between <i>feelings</i> and <i>behaviors</i> • Responds to different musical styles through movement and play • Recognizes at least 20 letter sounds • Combines words to make a compound word • Counts one to ten items, with one count per item • Counts up to ten items, and demonstrates that the last count indicates how many items were counted 	<ul style="list-style-type: none"> • Sustains attention to personally chosen or routine tasks until they are completed • Demonstrates empathy and caring for others • Produces the correct sounds for at least ten letters • Retells or reenacts a story after it is read aloud • Remains focused on engaging group activities for about 20 minutes at a time • Coordinates sequence of movements to perform tasks • Uses art as a form of creative self-expression and representation 	<ul style="list-style-type: none"> • Demonstrates coordination and balance in isolation • Shows competence in initiating social interactions • Initiates problem-solving strategies and seeks adult help when necessary • Asks and answers appropriate questions about the book • Demonstrates empathy and caring for others • Takes care of and manages classroom materials



Crème Prep Lesson Plan

Theme: Holiday Celebrations 1

Week: December 23-27, 2019

Day of the Week/ Objectives	Calendar Circle Time	Language Development	Phonics Development	Handwriting Enrichment	Social Studies	Curriculum Centers
Monday To learn about Kwanzaa.	Calendar/Weather Sing Holidays Songs PM: <i>What did you like about Kwanzaa?</i>	Discuss about Kwanza Holiday and the Kinara candle holder.	Holidays word web.	Make a snowman	Talk about Africa and Kwanzaa Celebration.	Puzzle Center Draw a picture of Frosty the Snowman
Tuesday	H		L		A	
Wednesday		O		I D		Y
Thursday To share ideas and take turns listening.	Calendar/Weather AM: Sing "Five Little Snowmen." PM: <i>Do you know what a snowflake is made of?</i>	Show the children winter scenes and ask them to describe their favorite scene	Spell <i>snowman, winter, and snowflake.</i>	Draw a winter scene. Practice writing the name.	Make a Holiday's Graph	Build a winter log cabin with the Lincoln log center Library Center
Friday To expand on knowledge of known events.	Calendar/ weather. Sing Holiday Songs PM: <i>Which country celebrates "Diwali" the celebration of lights?</i>	Discuss "Diwali". Why do the people of India celebrate "Diwali" as the festival of lights? <i>Show and tell about favorite holiday games</i>	Make a word of the things used for "Diwali".	Make a Holidays' Collage	Talk about Diwali's Feast	Lego Center Dramatic Play Kitchen Listening center Coloring center.



Theme: Holiday Celebrations 2

Crème Prep Lesson Plan

Week: December 30, 2019-January 3, 2020

Day of the Week/ Objectives	Calendar Circle Time	Language Development	Phonics Development	Handwriting Enrichment	Social Studies	Curriculum Centers
Monday To learn about different Holidays Celebrations.	Calendar/Weather <i>What is the name of the special candle stick used during Hanukkah?</i> PM: <i>What did you learn about Hanukkah?</i>	Have children share their own holiday celebrations at home. Discuss how they differ from one another.	Play Sight-Words Steps.	Practice writing their first and last names.	Discuss traditions in different countries.	Lego Center Dramatic Play Kitchen. Listening center.
Tuesday To retell the sequence of a story.	Calendar time Sing "Winter is Coming." PM: <i>What are some activities that you like to do in the winter?</i>	Read <i>The Color Bear</i> Ask: <i>Does anyone remember how snow is involved in the story?</i>	Discuss the sound of the letter "N" makes. Learn the letter "N" song.	Write in the handwriting book letter "N" and "n"	Have children build circular buildings. Discuss how they would finish their houses.	Flannel board story "Frosty the Snowman" Draw pictures in snow.
Wednesday	H	O	L	I D	A	Y
Thursday To begin to break words into syllables.	Calendar time Sing "When I am Chilly." PM: <i>What did you learn about winter foods today?</i>	Sing "Drink, Drink, Drink Your Milk." Read "Chocolate Rhyme." Clap out syllables of the word chocolate.	Discuss the words that begin with the letter "N"	Make a Book About Holidays	Discuss patience.	Rhyming words picture cards. Listening center. Find and cut out pictures of shape.
Friday To share about different Holidays Celebrations.	Calendar/Weather AM. <i>What is the name of the famous singing chipmunk?</i> PM: Ask children how they prepare for new year?	Discuss about different traditions to celebrate New Year. SHOW AND TELL ABOUT YOUR SPECIAL HOLIDAY	Practice clapping syllables in their names. Make a holiday word web.	Have children to write their resolution for new year.	Discuss with children about the New Year celebration.	Puzzles Magnetic letters. Coloring international children.



Pre-K Lesson Plan

Theme 5: Stories and Rhymes • Cuentos y rimas
States' Standards and BSRA-3: Shapes
 Star, Heart, Circle, Square, Triangle, Cone, Round
Wonderful Word of the Week: culture, cultura
Character Education: Commitment and Loyalty
Compromiso y Lealtad
Date: January 6-10, 2020

Week 20: Nursery Rhymes • Rimas infantiles
Literacy: Phonological Awareness (Rhyming)
Letters of the Week: A, a, B, b, C, c, D, d, E, e, F, f
English Vocabulary: alike, broth, crown, different, fleece, half, hare, injury, mystify, part, radiant, tuffet, twinkle, whole, wounds
igual, caldo, corona, diferente, lana, mitad, liebre, lesión, desconcertar, parte, radiante, banquito, brillo, entero, heridas

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Circle Time	BUILDING COMMUNITY •UNITE: Introduce the theme Sing along with "Nursery Rhyme Rap" p 181. •DISENGAGE THE STRESS RESPONSE: Invite children to choose a calming strategy to perform. •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. •Calendar/Weather	BUILDING COMMUNITY •UNITE: Sing along with "Nursery Rhyme Rap" p 181. •DISENGAGE THE STRESS RESPONSE: Invite children to choose a calming strategy and perform it. •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree •Calendar/Weather	BUILDING COMMUNITY •UNITE: Sing along with "Nursery Rhyme Rap" p 181. •DISENGAGE THE STRESS RESPONSE: Invite children to perform the strategy they chose. •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree •Calendar/Weather	BUILDING COMMUNITY •UNITE: Sing "Nursery Rhyme Rap" p 181. •DISENGAGE THE STRESS RESPONSE: Tell children that they are going to pretend their hands are kites. •CONNECT: Play My School Family (p 175). •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree •Calendar/Weather	BUILDING COMMUNITY •UNITE: Sing along with "Nursery Rhyme Rap" p 181. •DISENGAGE THE STRESS RESPONSE: Encourage children to get into a crawling position and move like a kitten. •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree •Calendar/Weather
Morning Message	<i>Humpty Dumpty sat on a wall. Humpty Dumpty had a great fall.</i>	<i>Jack and Jill went up the hill.</i>	<i>Miss Mary Mack wears black.</i>	<i>Kites are rising in the sky.</i>	<i>Three Little Kittens lost their mittens.</i>
Emergent Phonics	• Analyze and produce rhyming words •Book page 38 Vocabulary Cards <i>black, yellow</i> Sight words: <i>a, to, in</i>	• Identify and produce rhyming words Vocabulary Cards <i>fetch, crown</i> •Book page 38	•Match pairs of sounds • Identify letter at beginning of alliterative phrases Vocabulary Cards <i>fiddle, sport</i> •Book page 40	•Match rhyming word cards Sequence Cards <i>Sheet Music Dot</i> Vocabulary Cards <i>blaze, bright</i> •Book page 41	•Analyze the rhyming words <i>mitten</i> and <i>kitten</i> •Book page 42

<p>Language Development Read-Aloud</p>	<p>“This Is the House that Jack Built” • “Ésta es la casa que Juan construyó” listening story (p. 196)</p> <ul style="list-style-type: none"> • Describe characters • Explore cause-and-effect relationships 	<p>“Jack and Jill” • “Juan y Josefina” (Nursery Rhyme • Cuentos infantiles flip chart)</p> <ul style="list-style-type: none"> • Use illustrations to predict story action • Introduce new vocabulary words <p>Discuss attributes of shapes.</p>	<p>“Hey Diddle Diddle” • Hey mentirosín (Nursery Rhyme • Cuentos infantiles flip chart)</p> <ul style="list-style-type: none"> • Distinguish between real and pretend <p>Discuss attributes of shapes.</p>	<ul style="list-style-type: none"> • Learn parts of a kite • Compare Japanese symbols and alphabet letters <p><i>Mysterious Movers</i> • Fuerzas Misteriosas</p> <ul style="list-style-type: none"> • Extend vocabulary • Role-play action verbs <p>Discuss attributes of shapes.</p>	<p>“There Was an Old Woman” (Nursery Rhyme • Cuentos infantiles flip chart)</p> <ul style="list-style-type: none"> • SHOW AND TELL ABOUT YOUR FAVORITE NURSERY RHYME
<p>Prewriting Skills <i>Handwriting Without Tears</i></p>	<ul style="list-style-type: none"> •Book p 24 •Use stencils to draw an egg shape •<i>Get Set for School CD</i> •"Where Do You Start Your Letters" (1) 	<ul style="list-style-type: none"> •Book p 25 • Discuss safety and make a poster •<i>Get Set for School CD</i> •"Where Do You Start Your Letters" (1) 	<p>Write in journals the name of a nursery rhyme</p> <ul style="list-style-type: none"> •<i>Get Set for School CD</i> •"Where Do You Start Your Letters" (1) 	<p>Paint Japanese symbols</p> <ul style="list-style-type: none"> •<i>Get Set for School CD</i> •"Where Do You Start Your Letters" (1) 	<p>Practice writing in journals the letters <i>A, B, C, D, E</i></p> <ul style="list-style-type: none"> •<i>Get Set for School CD</i> •"Where Do You Start Your Letters" (1)
<p>Closing Circle</p>	<ul style="list-style-type: none"> • Reflecting on the day: <i>What shape is Humpty Dumpty?</i> •Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Practice reciting "Humpty Dumpty" and encourage children to share the rhyme with their families. 	<ul style="list-style-type: none"> • Reflecting on the day: <i>Why do you think Jack fell down the hill?</i> •Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Encourage children to check their home first-aid kits and note any items that are different from the class first-aid kit. 	<ul style="list-style-type: none"> • Reflecting on the day: <i>What is your favorite part of the "Miss Mary Mack" rhyme?</i> •Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Send home a copy of <i>Miss Fanny Frog</i> storybook. 	<ul style="list-style-type: none"> • Reflecting on the day: <i>What colors did you use in your kite?</i> •Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Encourage children to explain and demonstrate gravity to their families. 	<ul style="list-style-type: none"> • Reflecting on the day: <i>Which nursery rhyme do you like best?</i> •Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Send your high-flying charges out the door with a note home about Kite Breathing.
<p>Objectives</p>	<ul style="list-style-type: none"> • Demonstrates empathy and caring for others • Produces a word that rhymes with a given word • Recognizes at least 20 letter sounds • Knows that objects or parts of an object can be counted • Sorts objects that are the same and different into groups and uses language 	<ul style="list-style-type: none"> •Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary • Practices good habits of personal health and hygiene • Participates in classroom music activities • Retells or reenacts a story after it is read aloud • Produces a word that rhymes with a given word 	<ul style="list-style-type: none"> • Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Produces a word that begins with the same sound as a given pair of words 	<ul style="list-style-type: none"> • Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal • Produces a word that rhymes with a given word • Shows interest in books • Identifies similarities among people like himself and classmates, as well as between himself and people from other cultures 	<ul style="list-style-type: none"> • Assumes various roles and responsibilities as part of a classroom community • Creates or recreates stories, moods, or experiences through dramatic representations • Asks and answers appropriate questions about the book • Produces a word that rhymes with a given word

Pre-K Lesson Plan

Theme 5: Stories and Rhymes • Cuentos y rimas
States' Standards and BSRA-3: Shapes
 Diamond, Oval, Rectangle, Pyramid, Cylinder, Cube
Wonderful Word of the Week: traditional, tradicional
Character Education: Commitment and Loyalty
Compromiso y Lealtad
Date: January 13-17, 2020

Week 21: Traditional Tales • Cuentos Tradicionales
Literacy: Comprehension, Dramatic Expression
Letters of the Week: G, g, H, h, I, I, J, j, K, k, L, l
English Vocabulary: audience, barnyard, carnivore, dress rehearsal, durable, factual, greedy, longest, original, porridge, shortest, survey, traditional, trowel
audiencia, corral, carnívoro, ensayo general, durable, objetivo, ficticio, glotón, el más largo, original, avena, el más corto, encuesta, tradicional, paleta

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Circle Time	BUILDING COMMUNITY •UNITE: Introduce the theme Teach "Three Bears' Rap" (p. 179). •DISENGAGE THE STRESS RESPONSE: Invite children to choose a calming strategy to perform. •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. •Calendar/Weather	BUILDING COMMUNITY •UNITE: Sing "Three Pigs" (p. 181). •DISENGAGE THE STRESS RESPONSE: Teach the children "Huff and Puff" calming strategy (p 168). •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree •Calendar/Weather	BUILDING COMMUNITY •UNITE: Sing "Through the Woods" (p. 183). •DISENGAGE THE STRESS RESPONSE: Repeat the "Huff and Puff" calming strategy (p 168). •CONNECT: Play I Wish You Well. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree •Calendar/Weather	BUILDING COMMUNITY •UNITE: Sing "Caring Friends" (p. 174). •DISENGAGE THE STRESS RESPONSE: Encourage children to choose a calming strategy and perform it. •CONNECT: Play I Wish You Well" p 178. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree •Calendar/Weather	BUILDING COMMUNITY •UNITE: Sing "I'm a Little Acorn Brown" (p. 180). •DISENGAGE THE STRESS RESPONSE: When we are upset we don't make thoughtful decisions. •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree •Calendar/Weather
Morning Message	<i>The three bears sat on chairs.</i>	<i>Who huffs and puffs and blows houses down?</i>	<i>Little Red sat on the high bed.</i>	<i>Little Red Hen can count to ten.</i>	<i>Henny Penny and Goosey Loosey went to find the king.</i>
Emergent Phonics	Book page 43 Vocabulary Cards <i>hen-gallina</i> <i>dog-perro</i> Reenact the story of the Three bears with emphasis on sound effects.	G and H pocket letters and pictures Book page 45 Sight words: <i>100 Super Sight Words Poems.</i> Explain the purpose of learning sight words.	I and J pocket letters and pictures Spell <i>movie theatre, bedside, closet</i> Book page 46	Vocabulary Cards <i>cat-gato</i> <i>goose-ganso</i> Book page 47	Challenge children to create a rhyming name using their name similar to the story character names. Book p 48

Language Development Read-Aloud	<ul style="list-style-type: none"> • Three Bears' Rap • El rap de los tres osos • Describe setting • Compares Papa Bear and Baby Bear <p>"The Three Bears" • "Los tres osos" story folder</p> <ul style="list-style-type: none"> • Compare two versions of the same story 	<ul style="list-style-type: none"> • Compare real and make-believe pigs <p>"The Three Pigs" • "Los tres cerditos" (Developmental Storybook)</p> <ul style="list-style-type: none"> • Discuss attributes of building materials • Consider characters' commitments • Think of alternative endings 	<p>"The Boy Who Cried Wolf"</p> <ul style="list-style-type: none"> • "El pastor mentiroso" listening story • Listen for the word wolf in a story • Identify lesson (moral) • Discuss wolves • Identify factual and fictional information 	<ul style="list-style-type: none"> • Identify story characters • Create story pyramid <p>"Little Red Hen" • "La gallinita roja" story folder</p> <ul style="list-style-type: none"> • Describe the setting • Consider Little Red Hen's decision to eat alone 	<p>"Henny Penny" • "La gallina Tina" story folder</p> <ul style="list-style-type: none"> • Identify rhyme in character names • Discuss story problem <p>SHOW AND TELL ABOUT TRADITIONAL TALES</p>
Prewriting Skills <i>Handwriting Without Tears</i>	<ul style="list-style-type: none"> • Book p 26 • Construction-Build a bed for baby bear • <i>Get Set for School CD</i> "Alphabet Song" (2) 	<ul style="list-style-type: none"> • Creativity Station-Paint pink pigs • <i>Get Set for School CD</i> "Alphabet Song" (2) 	<ul style="list-style-type: none"> • Fine Motor-Challenge children to tie up a stuffed animal wolf with ribbons • Paint a story setting • <i>Get Set for School CD</i> "Alphabet Song" (2) 	<ul style="list-style-type: none"> • Fine Motor-Invite children to pretend they are rolling dough for bread • Book p 27 • <i>Get Set for School CD</i> "Alphabet Song" (2) 	<ul style="list-style-type: none"> • Copy character names • Write in journals the letters <i>Gg, Hh, Ii, Jj, Kk, Ll</i> • <i>Get Set for School CD</i> "Alphabet Song" (2)
Closing Circle	<ul style="list-style-type: none"> • Reflecting on the day: <i>Do you prefer hot or cold cereal?</i> • Perform the Daily Commitment Check. • Family Connection: Send a note home asking for a paper towel tube. 	<ul style="list-style-type: none"> • Reflecting on the day: <i>What have you learned about pigs today?</i> • Perform the Daily Commitment Check. • Family Connection: Invite the children to find out the building materials used to build their houses. 	<ul style="list-style-type: none"> • Reflecting on the day: <i>What did you learn about wolves today?</i> • Perform the Daily Commitment Check. • Family Connection: Have children choose one fact about real wolves that they will share with their families. 	<ul style="list-style-type: none"> • Reflecting on the day: <i>Would you help Little Red Hen bake bread?</i> • Perform the Daily Commitment Check. • Family Connection: Send home the Quick Wheat Bread recipe. 	<ul style="list-style-type: none"> • Reflecting on the day: <i>Which story did you enjoy most this week?</i> • Perform the Daily Commitment Check. • Family Connection: Encourage children to teach someone at home the animal greeting they created this morning.
Objectives	<ul style="list-style-type: none"> • Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary • Demonstrates empathy and caring for others • Provides appropriate information for various situations • Shows interest in books • Demonstrates receptive vocabulary (three to four thousand words) • Uses category labels to understand how words and objects relate to each other • Demonstrates use of location words 	<ul style="list-style-type: none"> • Is aware of where own body is in space, respects personal boundaries • Demonstrates receptive vocabulary (three to four thousand words) • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Asks and answers appropriate questions about the book • Is able to use language for different purposes • Names at least 20 upper and 20 lowercase letters • Recognizes and compares weights of objects or people 	<ul style="list-style-type: none"> • Demonstrates empathy and caring for others • Produces a word that rhymes with a given word • Shows understanding by responding appropriately • Shows interest in books • Demonstrates an understanding that others have perspectives and feelings that are different from her own • Demonstrates receptive vocabulary (three to four thousand words) • Demonstrates use of location words • Asks and answers appropriate questions about the book 	<ul style="list-style-type: none"> • Begins to have meaningful friends • Participates in classroom music activities • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Asks and answers appropriate questions about the book • Describes, observes, and investigates properties and characteristics of common objects • Recognizes how much can be placed within an object 	<ul style="list-style-type: none"> • Shows competence in initiating social interactions • Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary • Participates in classroom music activities • Asks and answers appropriate questions about the book • Retells or reenacts a story after it is read aloud • Produces a word that rhymes with a given word • Uses the verbal ordinal terms



Pre-K Lesson Plan

Theme 5: Stories and Rhymes • **Cuentos y rimas**

States' Standards and BSRA-3: Shapes

Linear: Horizontal, Vertical; Curvilinear Line: Curve; Diagonal

Wonderful Word of the Week: magic, **magico**

Character Education: Commitment and Loyalty

Compromiso y Lealtad

Date: January 20-24, 2020

Week 22: Fairytales • **Cuentos de hadas**

Literacy: Phonological Awareness; rhyming words

Letters of the Week: **Ll, Mm, Nn, Oo, Pp, Qq, Rr**

English Vocabulary: after, ballad, before, brisk, cause, effect, exaggerate, fable, lasso, lumberjack, moral, Mr., organizer, second, tall tale, third, weather vane

Spanish Vocabulary: **después, balada, antes, paso ligero, causa, efecto, exagerar, lazo, leñador, moral, señor, organizado, segundo, cuento increíble, tercero, veleta**

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Circle Time	BUILDING COMMUNITY •UNITE: Introduce the theme Sing "Five Little Speckled Frogs" p 181. •DISENGAGE THE STRESS RESPONSE: Demonstrate and then invite the children to swim like frogs in slow motion. •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. •Calendar/Weather	BUILDING COMMUNITY •UNITE: Sing "A Stomping Giant" p 178. •DISENGAGE THE STRESS RESPONSE: Encourage children to breathe like a giant. •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree •Calendar/Weather	BUILDING COMMUNITY •UNITE: Teach "The Dragón Chase" p 193. •DISENGAGE THE STRESS RESPONSE: Encourage children to demonstrate how a dragon might stretch when he wakes up in the morning. •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree •Calendar/Weather	BUILDING COMMUNITY •UNITE: Sing "Are You Sleeping" p 178. •DISENGAGE THE STRESS RESPONSE: Breathe like a sleeping princess or prince. •CONNECT: Introduce Wee Willie Winkle (p 171). •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree •Calendar/Weather	BUILDING COMMUNITY •UNITE: Sing "This Little Elf" p 179. •DISENGAGE THE STRESS RESPONSE: Review Wonderful Woman (p 172). •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree •Calendar/Weather
Morning Message	<i>Today we will read about a frog prince.</i>	<i>Jack climbed the beanstalk more than once.</i>	<i>Once upon a time in Dragon Land dragons ruled.</i>	<i>The princess slept on the pea.</i>	<i>Can an elf make a shoe?</i>
Emergent Phonics	• Book page 49 •Sight words of the week: long, no, came, ask	• Book page 50 • Vocabulary Cards magic-magico, fairytale-cuento de hadas	• Photo Pockets Ss and sapo • Discuss onomatopoeia • Identify onomatopoeia words	• Book p 52 • Sound out the letters Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz	• Book page 53 <i>The Rooster Who went to His Uncle's Wedding</i>

Language Development Read-Aloud	<i>The Frog Prince</i> • <i>El príncipe sapo</i> • Discuss main characters • Introduce fairytale elements Reagan's Journal • <i>El diario de Reagan</i> • Develop vocabulary • Discuss family celebration	"Jack and the Beanstalk" • Juan y los frijoles mágicos" story folder • Discuss story setting • Photo Activity Cards 118, 113	"Odon, the Giant" • "Odón, el gigante" listening story • Compare make-believe world to real world • Sequence Cards <i>Odon, the Giant</i>	"The Princess and the Pea" • "La princesa y el guisante" story folder • Identify characters in story • Develop vocabulary • Photo Activity Cards 118, 134	"The Shoemaker and the Elves" • "El zapatero y los duendes" story folder • Identify and compare parts of shoes • Develop concept of <i>consumer</i> SHOW AND TELL ABOUT FAIRYTALES
Prewriting Skills <i>Handwriting Without Tears</i>	• Creativity Station-Invite children to design a new ball for the princess • <i>Get Set for School CD</i> "There's a Dog in the School" (4)	• Provide green paint and invite children to paint beanstalks • Write in journals the sight words • <i>Get Set for School CD</i> "There's a Dog in the School" (4)	• Creativity Station-Show them how to make mice from their fingerprints • <i>Get Set for School CD</i> "There's a Dog in the School" (4)	• Book pages 28-29 • <i>Get Set for School CD</i> "There's a Dog in the School" (4)	• Write in journal the letters <i>Mm, Nn, Oo, Pp, Qq, Rr.</i> • Creativity Station-Invite children to design a pair of shoes • <i>Get Set for School CD</i> "There's a Dog in the School" (4)
Closing Circle	• Reflecting on the day: <i>What did you learn today about frogs?</i> • Perform the Daily Commitment Check • Kindness Tree • Family Connection: Encourage children to teach "Wonderful Woman" to someone at home.	• Reflecting on the day: <i>Which story did you enjoy most today?</i> • Perform the Daily Commitment Check • Kindness Tree • Family Connection: Challenge children to look in their kitchen for any kinds of beans and report what they find.	• Reflecting on the day: <i>Which story is your favorite today?</i> • Perform the Daily Commitment Check • Kindness Tree • Family Connection: Suggest children scoop and count at home a kitchen utensil and a set of small objects.	• Reflecting on the day: <i>Which character in today's story was most helpful?</i> • Perform the Daily Commitment Check • Kindness Tree • Family Connection: Encourage children to retell the story of the princess and the pea to their families.	• Reflecting on the day: <i>What did you learn today about shoemakers?</i> • Perform the Daily Commitment Check • Kindness Tree • Family Connection: Encourage children to tell someone at home about their favorite fable.
Objectives	• Is aware of where own body is in space; respects personal boundaries • Shows competence in initiating social interactions • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Asks and answers appropriate questions about the book • Shows interest in books • Identifies and describes the characteristics of organisms	• Assumes various roles and responsibilities as part of a classroom community • Coordinates sequence of movements to perform tasks • Uses category labels to understand how words and objects relate to each other • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Demonstrates understanding that when counting, the item can be chosen in any order • Identifies good habits of nutrition and exercise	• Is aware of where own body is in space; respects personal boundaries • Investigates and describes sources of energy including light, heat, and electricity • Uses category labels to understand how words and objects relate to each other • Asks and answers appropriate questions about the book • Demonstrates receptive vocabulary (three to four thousand words) • Seeks to understand print	• Demonstrates empathy and caring for others • Produces a word that rhymes with a given word • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Combines sentences that give detail, stays on topic, and clearly communicates • Uses a large speaking vocabulary, adding several new words daily • Uses words to rote count from 1 to 30 • Counts 1 to 10 items, with one count per item	• Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal • Names at least 20 upper- and at least 20 lowercase letters • Uses a large speaking vocabulary, adding several new words daily • Asks and answers appropriate questions about the book • Sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different



Pre-K Lesson Plan

Theme 5: Stories and Rhymes • Cuentos y rimas
States' Standards and BSRA-3: Shapes
Linear: Horizontal, Vertical; Curvilinear Line: Curve; Diagonal
Wonderful Word of the Week: exaggerate, exagerar
Character Education: Commitment and Loyalty
Compromiso y Lealtad
Date: January 27-31, 2020

Week 23: Ballads, Folktales, and Fables • Baladas, Cuentos tradicionales y fabulas
Literacy: Problem Solving, Oral Language
Letters of the Week: Ss, Tt, uu, Vv, Ww, Xx, Yy, Zz
English Vocabulary: after, ballad, before, brisk, cause, effect, exaggerate, fable, lasso, lumberjack, moral, Mr., organizer, second, tall tale, third, weather vane
Spanish Vocabulary: después, balada, antes, paso ligero, causa, efecto, exagerar, lazo, leñador, moral, señor, organizado, segundo, cuento increíble, tercero, veleta

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Circle Time	BUILDING COMMUNITY •UNITE: Introduce the theme Teach children "Frog Went a Courtin" p 182. •DISENGAGE THE STRESS RESPONSE: • Invite children to practice Balloon p 168. •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. •Calendar/Weather	BUILDING COMMUNITY •UNITE: Sing "The Ballad of Sir Cat" p 192 •DISENGAGE THE STRESS RESPONSE: • Teach children Cat's Meow calming strategy p 168. •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree •Calendar/Weather	BUILDING COMMUNITY •UNITE: "There Was an Old Lay Who Swallowed a Fly" p 184. •DISENGAGE THE STRESS RESPONSE: Invite children to do Belly Breathing. •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree •Calendar/Weather	BUILDING COMMUNITY •UNITE: Teach children "Three Tricky Turtles" p 183. •DISENGAGE THE STRESS RESPONSE: Implement Bunny Breathing. •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree •Calendar/Weather	BUILDING COMMUNITY •UNITE: Teach "Johnny Appleseed" p 180. •DISENGAGE THE STRESS RESPONSE: Invite children to do Apple Picker Stretches. •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree •Calendar/Weather
Morning Message	<i>Frog asked Miss Mousie to be his bride</i>	<i>Which words rhyme with cat?</i>	<i>There was an old woman who swallowed a fly.</i>	<i>Will the tortoise win the race?</i>	<i>Which story is your favorite tall tell?</i>
Emergent Phonics	• Book page 54 • Vocabulary Card <i>exaggerate</i> • Sight words: <i>100 Super Sight Word Poems</i> p 15	• Book page 55 •Sort rhyming cards	• Book page 56 • Photo Pockets <i>Ff and frog</i> <i>Rr and rana</i> <i>Rr and rabbit</i>	• Book p 57 Vocabulary Cards <i>princess-princesa</i> <i>prince-principe</i>	• Book page 59 <i>The Rooster Who went to His Uncle's Wedding</i>

<p>Language Development Read-Aloud</p>	<p>“Frog Went a Courtin’ ” • “Sapito se fue a casar un buen día” listening story • Sequence the story events • Identify story events as fiction and could happen • Photo Activity Cards 93, 98</p>	<p>“The Cat and the Mice” • “El gato y los ratones” listening story • Introduce fables • Identify the moral of the story • Photo Activity Card 129</p>	<p>• Identify the beginning, middle, and end of a story “The Chihuahua and the Leopard” • “El perrito Chihuahua y el leopardo” story folder • Develop vocabulary • Discuss the moral of the story • Photo Activity Cards 93, 98, 99</p>	<p>• Compare and contrast a hen and a rooster “The Tortoise and the Hare” • “La tortuga y la liebre” listening story • Describe and discuss rabbits • Identify moral of story • Photo Activity Cards 129, 134, 135</p>	<p>“Pecos Bill” listening story • Enrich vocabulary • Compare Pecos Bill to modern superheroes SHOW AND TELL ABOUT YOUR FAVORITE FOLKTALE</p>
<p>Prewriting Skills <i>Handwriting Without Tears</i></p>	<p>• Write in journals the poem • <i>Get Set for School CD</i> “Crayon Song” (5)</p>	<p>• Draw el señor don Gato • Form numerals with play dough • <i>Get Set for School CD</i> “Crayon Song” (5)</p>	<p>• Book page 30 • <i>Get Set for School CD</i> “Crayon Song” (5)</p>	<p>• Create a weather vane • Book p 31 • <i>Get Set for School CD</i> “Crayon Song” (5)</p>	<p>• ABC-Make play dough pancakes for Paul Bunyan and imprint with magnetic letters • Write in journals the letters <i>Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz</i> • <i>Get Set for School CD</i> “Crayon Song” (5)</p>
<p>Closing Circle</p>	<p>• Reflecting on the day: <i>Can you think of another song that is a ballad?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Ask children to share the Breathing Balloon with their family.</p>	<p>• Reflecting on the day: <i>Which story did you enjoy most today?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Encourage children to use ordinal numbers to name the guests at the dinner table in terms of their time of arrival.</p>	<p>• Reflecting on the day: <i>Which part of the ballad about the old woman do you think is funniest?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Encourage children to retell their favorite ballad to family members.</p>	<p>• Reflecting on the day: <i>How are fables and ballads different from each other?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Challenge children to be like the steady tortoise and complete any jobs that need to be done at home.</p>	<p>• Reflecting on the day: <i>What is the difference between a tall and a fable?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Encourage children to tell someone at home about their favorite fable.</p>

<p>Objectives</p>	<ul style="list-style-type: none"> • Shows initiative in independent situations and persists in attempting to solve problems • Responds to different musical styles through movement and play • Produces a word that rhymes with a given word • Demonstrates understanding of terms used in the instructional language of the classroom • Uses some appropriate writing conventions when writing or giving dictation • Produces a word that rhymes with a given word • Shows understanding by responding appropriately • Identifies and describes the characteristics of organisms 	<ul style="list-style-type: none"> • Is aware of where own body is in space; respects personal boundaries • Begins to understand difference and connection between <i>feelings</i> and <i>behaviors</i> • Produces a word that rhymes with a given word • Asks and answers appropriate questions about the book • Seeks to understand print • Demonstrates receptive vocabulary (three to four thousand words) • Shows competence in initiating social interactions • Uses the verbal ordinal terms • Recognizes one-digit numerals 0 – 9 • Demonstrates use of location words 	<ul style="list-style-type: none"> • Shows competence in initiating social interactions • Is aware of own feelings most of the time • Names at least 20 upper- and at least 20 lowercase letters • Asks and answers appropriate questions about the book • Uses a wide variety of words to label and describe people, places, things, and actions • Recognizes that information is accessible through the use of technology • Uses some appropriate writing conventions when writing or giving dictation 	<ul style="list-style-type: none"> • Demonstrates empathy and caring for others • Shows understanding by responding appropriately • Coordinates sequence of movements to perform tasks • Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • Demonstrates receptive vocabulary (three to four thousand words) • Names at least 20 upper and at least 20 lowercase letters • Uses a large speaking vocabulary, adding several new words daily • Asks and answers appropriate questions about the book 	<ul style="list-style-type: none"> • Is aware of where own body is in space; respects personal boundaries • Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary • Shows understanding by following two-step oral directions, and usually follows three-step directions • Uses a wide variety of words to label and describe people, places, things, and actions • Asks and answers appropriate questions about the book • Shows interest in books • Uses some appropriate writing conventions when writing or giving dictation
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