



Threes Lesson Plan

Theme 4: **Safe and Healthy Me** ▪ **Estoy seguro y saludable**

Wonderful Word of the Week: exercise ▪ **ejercicio**

Date: December 16-20, 2019

Week 17: Active Me ▪ **Soy activo**

Day of the week	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-ATL 2, P-ATL 4, P-ATL 5, P-ATL 6	Unite: "Can You Move with Me?" ▪ "¿Te puedes mover conmigo?" Commit: thoughtful choices		Calm: S.T.A.R. Discuss the similarities and differences in the letter shapes	Connect: back-to-back lifts Letter Knowledge: K, k, Q, q	
Morning Message P-LIT 1, P-LIT 2, P-LIT 3	Kids like to move quickly. A los niños les gusta moverse rápido. (K, k, q)	Kendra likes to wave like a queen. A Kendra le gusta saludar como una reina. (K, k, q)	Quinn is a quiet and kind kid. Quinn es un niño callado y amable. (Q, q, k)	Kings and queens play croquet. (K, q) Los reyes y reinas juegan croquet. (K, k, q)	Ken quacks like a duck. Ken grazna como un pato. (K, k, q)
Language Development Read-Aloud P-LC 2, P-LC 3, P-LC 5	○ Get Moving! ▪ ¡Muévete! Display the Vocabulary Card active. Invite children to choose their favorite active activity.	○ Better Things to Do ▪ Mejores Cosas que Hacer Photo Activity Cards 33, 35, 37, 38 Vocabulary Cards exercise and active	○ Get Moving! ▪ ¡Muévete! Challenge children to recall some of the ways the children get moving in the story.	○ Better Things to Do ▪ Mejores Cosas que Hacer Ask children about activities they like to do with their dad or mom.	○ Get Moving! ▪ ¡Muévete! <i>Show and Tell about your favorite physical activity</i>
Fine Motor/ Prewriting Skills	Create AAB patterns will play dough balls letters	Make a Healthy Me Book	Make a Healthy Me Book	Make a Healthy Me Book	Make a Healthy Me Book
STEAM AAB Patterns P-MATH 7, P-ATL 2, P-ATL 3, P-ATL 4 Learning Centers	Review AB and ABC patterns: connecting cubes, Jumping Jacks Pattern Cards	Introduce AAB patterns: movement, connecting cubes	Create AAB patterns: movement, connecting cubes, Clap-Snap Pattern Cards	Create AAB patterns: movement, manipulatives, Hands Up-Hands Down Pattern Cards	Create AAB patterns: manipulatives, movement
Moving & Learning P-PMP 1, P-ATL 13, P-LC 6	Gross Motor Hop on masking tape grid (P-PMP 1, FS-4, P-LC 1) Math Copy ABC patterns with connecting cubes (P-MATH 7, P-PMP 3) Science Test floaters and droppers (P-MATH 7, P-SCI 2, P-SCI 3, P-SCI 5)				
Moving & Learning P-PMP 1, P-ATL 13, P-LC 6	Dance the "Hokey Pokey" / Move to "Shawn Brown Show Theme Song"				
Closing Circle P-LC 3, P-LC 4, P-LC 5	Review & Reflect Family Connections Card #18	Review & Reflect Review the definition of exercise and active	Review & Reflect Encourage families to do active activities with their children.	Review & Reflect Invite a volunteer to name active activities the boys did in <i>Better Things to Do</i>	Review & Reflect Reflect on Daily Commitments
Objectives	Child understands and responds to increasingly complex communication and language from others	Child expresses himself in increasingly long, detailed, and sophisticated ways	Child identifies letters of the alphabet Child asks and answers questions	Child engages in and maintains positive interactions with other children	Child understands simple patterns Child manages actions with increasing independence



Theme: Holiday Celebrations 1

Gard 3 Lesson Plan

Week: December 23-27, 2019

Day of the Week/ Objectives	Calendar Circle Time	Language Comprehension	Phonics Development	Handwriting Enrichment	Social Studies	Curriculum Centers
Monday. To retell the sequence of a story.	Sing "Winter is Coming" and talk about when winter starts and ends. What season comes after winter? Calendar/Weather PM What are some activities that you like to do in the winter?	Ask the children to participate in the "Going on a Bear Hunt" action story.. Explain that bears go into hibernation during the winter, and pretend to be bears hibernating.	Sing N song Talk about their names.	Name puzzles	Read the "I'm Tired of waiting" story and ask children to finish the story.	Ask the children if they can remember the "Going on a Bear Hunt" action story and let them take turns acting it out.
Tuesday	H		L		A	
Wednesday		O		I D		Y
Thursday To break words into syllables.	Sing "When I'm Chilly" with the children. Calendar/Weather PM: What is your favorite food to eat in the winter?	Introduce syllables. Ask the children to name a hot drink that they like to drink in the winter time. (hot chocolate). Go through their favorite foods and names, counting the syllables.	Play number bingo Show them how to clap the syllables to the word chocolate.	N is for Numbers. Practice tracing numbers	Winter Weather	Help the children make hot chocolate and when we drink hot chocolate.
Friday To learn about the Diwali Celebration.	Calendar/Weather Ask the children what they like about holidays. PM: What does the word Diwali mean?	Discuss Diwali which is known as the "festival of lights." celebrated by decorating homes with lights, fireworks, giving away sweets and gifts. SHOW AND TELL ABOUT YOUR FAVORITE HOLIDAY	Clap the Syllables of Diwali Copy the word with magnetic letters	Make a Diwali Lantern	Role Play Ways to show Justice and Fairness	Allow the children to partner off into groups and build with blocks.



Gard 3 Lesson Plan

Theme: Holiday Celebrations 2

Week: December 30, 2019-January 3, 2020

Day of the Week/ Objectives	Calendar Circle Time	Language Comprehension	Phonics Development	Handwriting Enrichment	Social Studies	Curriculum Centers
Monday To learn about New Year Celebration.	Calendar/Weather Ask the children what they like about holidays. PM: <i>How does your family celebrates The New Year?</i>	Discuss New Year resolutions. Allow the students to make one of their own.	Letter Review count how many letters are in the word New Year and identify each letter.	Make a Holidays Collage.	Talk about the New Year and why it is a time to celebrate.	. Copy the word New Year with magnetic letters.
Tuesday To learn about food in different countries.	Calendar/Weather Sing "If You're Happy and You Know It." PM: <i>What's your favorite food?</i>	Read <i>Food Around the World • Comidas de todo el mundo</i>	Make a food web of different countries	Make a collage of the foods you talked about.	Different countries have different kinds of food.	Kitchen center - Food - Dolls Color International Children.
Wednesday	H	O	L	I D	A	Y
Thursday To learn about different holidays.	Calendar/Weather Sing "If You're Happy and You Know It." PM: <i>What's your favorite holiday</i>	What are some holidays we celebrate?	Sing the "Alphabet Song."	Practice fine motor skills cutting lines with scissors.	Why do people celebrate each one of these days?	Build with Legos Lacing Letters
Friday To share about different holidays.	Calendar/Weather Sing "Jingle Bells." PM: <i>What was your favorite activity this week?</i>	Discuss how wonderful is spend the holidays with our families. SHOW AND TELL ABOUT YOUR FAVORITE HOLIDAY	Letter Review. Review each letter and sound.	Look for the letters <i>H, O, L, I, D, A, Y</i> in magazines	Discuss how family gathers to celebrate the different Holidays.	Have the children sort letters with curved and straight lines

Threes Lesson Plan

Theme 5: Favorite Tales and Rhymes ▪ **Cuentos y rimas favoritos**

Wonderful Word of the Week: tales ▪ **cuentos**

Date: January 6-10, 2020

Week 20: Hen Tales ▪ **Cuentos de gallinas**

Day of the week	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-SE 3, P-SE 8, P-LC 1	Unite: "Caring Friends" ▪ "Buenos amigos" Connect: "I Am Helpful" ▪ "Yo soy servicial" Letter Cards Y, y, Z, z		Calm: S.T.A.R., demonstrate panting Commit: helping hands, Safekeeper box		
Morning Message P-LIT 1, P-LIT 2, P-LIT 3	Yolanda is always helpful. <i>Yolanda siempre es amable.</i>	My hen is named Zane. <i>Mi gallina se llama Zoila.</i> (Z)	My hen looks like a zebra. <i>Mi gallina parece una cebra.</i> (z)	Zada is a zany hen. <i>Zada es una gallina estafalaria.</i> (Z, z)	Yuen has a yard full of hens. <i>Yuen tiene un patio lleno de gallinas.</i> (Y)
Language Development Read-Aloud P-LC 3, P-LC 4, P-LIT 1	○ The Sky Is Falling ▪ <i>El Cielo se Está Cayendo</i> Review the names of the characters Story folder "It's Gravity"	○ Little Red Hen ▪ <i>La Gallinita Roja</i> Photo Activity Card 39 Ask questions about the story	○ The Sky Is Falling ▪ <i>El Cielo se Está Cayendo</i> Photo Activity Cards 39-4 Invite children to perform the story as a play.	○ Little Red Hen ▪ <i>La Gallinita Roja</i> Pattern Cards Acorn and Hens After reading, invite the children to re-enact the story.	○ The Sky Is Falling ▪ <i>El Cielo se Está Cayendo</i> <i>Show and Tell about your favorite rhyme (bring a book)</i>
Fine Motor/ Prewriting Skills	Make a Favorite Tales and Rhymes book	Make play dough cookies at Little Red Hen bakery	Make a Favorite Tales and Rhymes book Model formation of letters	Make a Favorite Tales and Rhymes book	Use magnetic letters to form words Make a Favorite Tales and Rhymes book
STEAM AB, ABC, and AAB Patterns P-MATH 7, P-ATL 7 Learning Centers	Create AB patterns using manipulatives and Acorn Pattern Cards	Create ABC patterns using manipulatives and animal masks	Create ABC patterns with movement, manipulatives and card sets	Create AAB patterns using manipulatives and card sets	Create AAB patterns using children, manipulatives and card sets
Moving & Learning P-LC 2, P-PMP 1, P-PMP 2	Construction Math Science Dance to "Funky Chicken" ▪ Play "Ms. Hen, May I?" ▪ Sing and dance to "New Chicken Dance"				
Closing Circle P-LC 3, P-LC 4, P-LC 5	Review & Reflect Ask: What have you learned about gravity?	Review & Reflect Theme 5 PATT Mat Family Connections Card # 19	Review & Reflect Encourage families to share their favorite childhood story with their children.	Review & Reflect Use frog counters to make patterns and ask children to identify the patterns.	Review & Reflect Reflect on Daily Commitments
Objectives	Child attends to communication and language from others Child identifies letters of the alphabet	Child varies the amount of information provided to meet the demands of the outcomes Child persists on tasks	Child understands simple patterns Child expresses himself in sophisticated ways	Child demonstrates an understanding of how print is used Child asks and answers questions	Child identifies letters on the alphabet Child manages emotions with increasing independence



Threes Lesson Plan

Theme 5: Favorite Tales and Rhymes ▪ **Cuentos y rimas favoritos**

Wonderful Word of the Week: make-believe ▪ **fantasía**

Date: January 13-17, 2020

Week 21: Mouse Tales ▪ **Cuentos del ratón**

Day of the week	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-LC 3, P-LC 4, P-LC 5, P-SE 3	Unite: "Three Blind Mice" ▪ "Los ratones bailarines" Connect: "Three Nice Mice" ▪ "Tres ratoncitos" Letter Activity Cards: A, a, C, c, Ch, ch, E, e, G, g, F, f		Calm: S.T.A.R. Commit: commitment review Sing and Read eStories: A, C, E, G, F		
Morning Message P-LIT 1, P-LIT 2, P-LIT 3	Children like cool characters in stories. A los niños les gustan los personajes geniales en las historias. (C, c)	Even enormous turnips are good to eat. Incluso los nabos enormes son buenos para comer. (E, e)	Grandmothers tell good stories. Las abuelas cuentan buenas historias. (G, g)	Always ask to hear a story again. Siempre pide escuchar una buena historia. (A, a)	People and animals tried to pull up the turnip. La gente y los animales trataron de arrancar el nabo. (P, p)
Language Development Read-Aloud P-PMP 4, P-ATL 6, P-LC 4, P-LC 5	○ The Enormous Turnip ▪ El Nabo Enorme Display the Vocabulary Card mighty.	○ The Lion and the Mouse ▪ El León y el Ratón Photo Activity Cards 42 and 73	○ The Enormous Turnip ▪ El Nabo Enorme Ask: <i>Who is the hero?</i> Invite children to re-enact the story	○ The Lion and the Mouse ▪ El León y el Ratón Discuss some of the less familiar vocabulary.	○ The Enormous Turnip ▪ El Nabo Enorme <i>Show and Tell about things that start with the letter A</i>
Fine Motor/ Prewriting Skills	Shape play dough letters	Create AB, ABC, or AAB patterns using yarn "mouse tails"	Create AB, ABC, or AAB patterns with manipulatives and card sets	Q-Tip Painting	Lacing Letters
STEAM Vertical, Horizontal and Circular Patterns FS-5, P-MATH 7	Create horizontal and vertical AB patterns Create mice tails to match length of mice bodies	Create horizontal and vertical AB patterns Create mice tails to match length of mice bodies	Create circular AB patterns Construct mouse burrows	Create horizontal, vertical, and circular AB patterns Construct mouse burrows	Create horizontal, vertical, and circular AB patterns Discuss five senses and sniff Aroma Canisters
	Gross Motor Math Outdoors Walk, crawl, and jump over a patterned masking tape "ladder" (P-MATH 7, P-PMP 1, P-PMP 2) Create AB, ABC, or AAB patterns with manipulatives and card sets (P-MATH 7, P-ATL 10) Team Hula Hoop challenge (P-PMP 1, P-PMP 2)				
Moving & Learning P-PMP 1, P-PMP 2, P-LC 2	Act out "Old Gray Cat" ▪ "El viejo gato gris" / Play Cat and Mouse tag outdoors / Play "Mouse House"				
Closing Circle P-LC 3, P-LC 4, P-LC 5	Review & Reflect Family Connections Card #20	Review & Reflect Invite a volunteer to describe which story they liked best.	Review & Reflect Invite a volunteer to describe the home they built for a mouse.	Review & Reflect Encourage children to make up a story about a mouse.	Review & Reflect Reflect on Daily Commitments
Objectives	Child attends to communication and language from others	Child varies the amount of information provided to meet the demands of the situation	Child understands simple patterns Child identifies letters of the alphabet	Child understands and responds to increasingly complex communication and language from others	Child expresses a broad range of emotions and recognizes these emotions in self and others



Threes Lesson Plan

Theme 5: **Favorite Tales and Rhymes** ▪ **Cuentos y rimas favoritos**

Wonderful Word of the Week: manners ▪ **modales**

Date: January 20-24, 2020

Week 22: **Tales of Threes** ▪ **Cuentos de tres**

Day of the week	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-LC 3, P-LC 4, P-SE 7	Unite: "This Little Pig" ▪ "Este cerdito" Connect: "Three Pink Pigs" ▪ "Tres cerditos rosados" Letter Cards: F, f, I, I, O, o, R, r, U, u		Calm: S.T.A.R.; huff and puff Commit: commitment review Sing and Read eStories: F, I, O, R, U		
Morning Message P-LIT 1, P-LIT 2, P-LIT 5	I like the story about Goldilocks. <i>Me gusta el cuento de Ricitos de Oro.</i> (I, i)	Folktales are forever stories. <i>Los cuentos populares son historias para siempre</i> (F, f)	"Once upon a time" is the way a story starts. <i>"Había una vez" es la forma de empezar las historias.</i> (O, o)	Unfortunately the wolf blew down two houses. <i>Desafortunadamente el lobo derribo dos casas.</i> (U, u)	Raise your hand if you like the three pigs. <i>Levanta tu mano si le gusto el ciento de los tres cerditos.</i> (R, r)
Language Development Read-Aloud P-LIT 2, P-LC 3, P-LC 4, P-LC 5	○ Three Bears' Rap ▪ <i>El Rap de los Tres Osos</i> Photo Activity Card 43	○ The Three Little Pigs ▪ <i>Los Tres Cerditos</i> Ask: <i>What parts of the story are make-believe?</i>	○ Three Bears' Rap ▪ <i>El Rap de los Tres Osos</i> Discuss real and make-believe as you point real characteristics	○ The Three Little Pigs ▪ <i>Los Tres Cerditos</i> Invite children to discuss each pig's special interest or hobby.	○ Three Bears' Rap ▪ <i>El Rap de los Tres Osos Show and Tell</i> <i>Bring your favorite book</i>
Fine Motor/ Prewriting Skills	Create "three little pig" houses from craft materials	Make matches using Houses and Pigs Matching Cards	Shape play dough letters	Make a puppet	Practice tracing your name
STEAM One-to-One Correspondence FS-3, P-MATH 3, P-MATH 14	Match items in two sets (one-to-one) to determine if they are equal	Create equal sets of children and bowls	Create equal sets of children and chairs	Create equal sets of children and blocks ("beds")	Match a bear to each bed, bowl, and chair using Three Bears Size Matching Cards
Moving & Learning P-PMP 1, P-PMP 2, P-ATL 11	Math Pretend and Learn Building Houses Match bears to bowls, chairs, and beds (FS-3, P-PMP 3, P-LC 5) Set the table for the three bears (P-LC 1, P-LC 4, P-ATL 10, P-ATL 13) Build houses from straw, sticks, and "bricks" (blocks); predict each structure's durability; test durability by aiming a stream of air (blow dryer) at each structure; revise ideas and rebuild Sing along to "Goldilocks and the Three Bears" / Walk the "Goldilocks Story Pathway" as you chant "Goldilocks, Goldilocks"				
Closing Circle P-MATH 10, P-SE 3, P-ATL 2	Review & Reflect Family Connections Card # 21	Review & Reflect Challenge children to describe their experiment building houses.	Review & Reflect Encourage children to describe their favorite activity this week.	Review & Reflect Ask a volunteer to retell the story of the three little pigs.	Review & Reflect Reflect on Daily Commitments
Objectives	Child attends to communication and language from others Child compares numbers	Child varies the amount of information provided to meet the demands of the situation Child compares numbers	Child asks a question, gather information, and makes predictions Child compares numbers	Child demonstrates one-to-one correspondence Child expresses care and concern toward others	Child varies the amount of information provided to meet the demands of the situation Child compares numbers



Threes Lesson Plan

Theme 5: Favorite Tales and Rhymes ▪ **Cuentos y rimas favoritos**

Wonderful Word of the Week: manners ▪ **modales**

Date: January 27-31, 2020

Week 23: "Jack" Rhymes ▪ **Rimas de Jack**

Day of the week	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-LC 3, P-LC 4, P-LC 5	Unite: "This Little Pig" ▪ "Este cerdito" Connect: "Three Pink Pigs" ▪ "Tres cerditos rosas" Letter Cards: L, l, S, s, B, b, T, t, D, d		Calm: S.T.A.R.; huff and puff Commit: commitment review Sing and Read eStories: B, D, L, S, T		
Morning Message P-LIT 1, P-LIT 2, P-LIT 5	"Little Jack Horner" is a lovely rhyme. "EL Pequeño Jack Horner" es una rima bonita. (L, l)	Some rhymes are silly. Algunas rimas son chistosas. (S, s)	Blackbirds are birds that are black. Los mirlos son pájaros negros. (B, b)	Two little blackbirds sat on a hill. Dos mirlos pequeños se sentaron en la colina. (T, t)	Do you know any good nursery rhymes? ¿Conoces alguna rima infantil que sea buena? (D, d)
Language Development Read-Aloud P-LIT 1, P-LIT 5, P-LC 7	○ The House That Jack Built ▪ La Casa que Jack Construyó Ask children who lives in their house.	○ "Jack" Rhymes ▪ Las Rimas de Jack Select a rhyme to read and display the "Story Card."	○ The House That Jack Built ▪ La Casa que Jack Construyó Photo Activity Card 44 Discuss the name Jack	○ Jack" Rhymes ▪ Las Rimas de Jack Compare rhymes when appropriate	○ The House That Jack Built ▪ La Casa que Jack Construyó <i>Show and Tell about your favorite rhyme</i>
Fine Motor/ Prewriting Skills	Practice writing your name	Create candleholders and match one-to-one with candles	Make play dough plums and match to each thumb	Create bandage designs	Shape play dough letters
STEAM One-to-One Correspondence FS-2, P-ATL 10	Create equal and unequal sets using Jack characters and bags of corn cards	Create equal and unequal sets using Jack characters and dog bone cards	Create equal and unequal sets using Jack characters and glasses of milk cards	Create equal and unequal sets using Jack characters and pies cards	Determine equal and unequal sets playing "sleepy-eyed farmer" game
Moving & Learning P-PMP 1, P-ATL 13, P-LC 6	Language and Literacy Library & Listening Pretend and Learn Building Secure Homes				
Closing Circle P-LC 3, P-LC 4, P-LC 5	Review & Reflect Family Connections Card #22	Review & Reflect Review the definition of rhyme.	Review & Reflect Encourage volunteers to recite one of the rhymes they learned.	Review & Reflect Ask a volunteer to describe their favorite activity this week.	Review & Reflect Reflect on Daily Commitments
Objectives	Child attends to communication and language from others Child identifies letters of the alphabet	Child varies the amount of information provided to meet the demands of the situation Childs demonstrates initiative	Child demonstrates one-to-one correspondence Child explores the position of objects in space	Child asks and answers questions about a book that was read aloud Child expresses himself in increasingly long and detailed ways	Childs shows understanding of word categories and relationships among words