



Lesson Plan for Choices • **Decisiones** - Problem Solving • **Resolución de Problemas** (Week 17) Date: December 16-20, 2019 Class: Transitional Kindergarten

Wonderful Word: *options, opciones* Character *Fairness and Confidence*
Education: *Justicia y Confianza*

Literacy: Problem Solving, Oral Language	States' Standards and BSRA-3: <i>Numbers/Counting: Place Counting with One-to-One Correspondence</i>	Letter Knowledge: English - J, j, K, k, V, v Spanish - J, j, K, k, V, v	Math: Comparing Sets, One-to-One Correspondence
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English Vocabulary: *attitude, cooperate, determined, equal, fair, fewer, greater, numeral, opportunity, options, persistent, problem solving, slowpoke, solutions, trial and error, water spout*

Spanish Vocabulary: *actitud, colaborar, determinado, igual, justo, menos, más, numeral, oportunidad, opciones, persistente, resolución de problemas, tortuga, soluciones, ensayo y error, canalón*

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle	BUILDING COMMUNITY •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 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. •Kindness Tree • Morning Message: <i>Let's jump into problem solving. • Resolvamos problemas.</i> •Calendar/Weather	BUILDING COMMUNITY •UNITE: Sing "Humpty Dumpty" p 171. •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 • Morning Message: <i>We look for viable options to our problems. • Buscamos opciones viables para nuestros problemas.</i> •Calendar/Weather	BUILDING COMMUNITY •UNITE: Sing "There Is a Hole in My Bucket" • "Hay un hoyo en mi cubeta" p 194. •DISENGAGE THE STRESS RESPONSE: Invite children to perform the strategy they chose. •CONNECT: Play That Was Helpful p 180. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Justin used trial and error. • Justin uso la estrategia de ensayo y error.</i> Calendar/Weather	BUILDING COMMUNITY •UNITE: Sing "Itsy Bitsy Spider" • "La araña pequeñita" p 192. •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 • Morning Message: <i>Kids keep working!. • Los niños se mantienen trabajando!</i> •Calendar/Weather	BUILDING COMMUNITY •UNITE: Sing "The More We Work Together" • "Si trabajamos todos juntos" p 186. •DISENGAGE THE STRESS RESPONSE: Challenge the children to work cooperatively to create a group handshake. •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>We value cooperation. • Valoramos la cooperación.</i> •Calendar/Weather
Phonics <i>Phonics</i>	• Develop vocabulary: <i>push and pull</i> • Vocabulary Card: <i>Options</i> Sight words: <i>into, has, more, her, two</i> Book	• Compare sets same and different, empty and full Book	• Book • Compound Word Cards <i>birdcage, football</i>	• Sequence Cards <i>How Many?</i> • Book	• Sequence Cards <i>The Little Red Hen</i> Sight words: <i>into, has, more, her, two</i>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Language Development	<ul style="list-style-type: none"> • <i>Charlie Chipmunk's Thoughtful Choices</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 • Read a book. 	<ul style="list-style-type: none"> • “My Aunt Violet” • “Mi tía Violeta” story folder • Analyze ways to solve Aunt Violet’s packing problems • Sight words review 	<ul style="list-style-type: none"> • “Tortoise and the Hare” • Develop the concept of persistence • Role-play the story 	<ul style="list-style-type: none"> • “Little Red Hen” • “La gallinita roja” story folder • Read your favorite book. SHOW AND TELL ABOUT THE COOPERATIVE MURAL
Handwriting <i>Handwriting without Tears</i>	<ul style="list-style-type: none"> • Review proper way to print upper case Teacher's book 	<ul style="list-style-type: none"> • Letter stories Teacher's book pg. 106 - 107 	<ul style="list-style-type: none"> • Letters, Words and sentences with music. Teacher's book 	<ul style="list-style-type: none"> • Driver Letter's School Teacher's book 	<ul style="list-style-type: none"> • Teacher write letters, air letter .
Closing Circle	<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.
Learning Goals	<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 • Engages in voting as a method for group decision making • Initiates problem-solving strategies and seeks adult help when necessary • 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 • Sustains attention to personally chosen or routine tasks until they are completed 	<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 • Practices good habits of personal health and hygiene • Investigates and describes position and motion of objects 	<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"> • Begins to understand difference and connection between feelings and behaviors • 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 • Practices good habits of personal health and hygiene • Investigates and describes position and motion of objects



Theme: Holiday Celebrations 1

Transitional Kindergarten Lesson Plan

Week: December 23-27, 2019

Day of the Week/ Objectives	Calendar Circle Time	Language Developmen	Phonics	Handwriting	Social Studies	Curriculum Centers
Monday Wednesday To predict what will happen next in a story.	Calendar/Weather Sing "Did You Ever See a Reindeer?" PM: <i>What did you learn about the Christmas tree?</i>	Christmas in Germany, Mexico, Holland	Say the name of each beginning sound and ending sound of gingerbread man, Christmas Tree, holidays, December	Write words that end in at, ed, og *Journal	Tell the story of the Christmas Tree.	Invite the children to draw picture of their favorite holidays on white construction paper
Tuesday	H		L		D A	
		O		I		Y
Thursday To use language to express common routines	Calendar and Weather Sing "When I'm Chilly" PM: <i>What did you learn about winter food today?</i>	Read Holiday Books Explain that today we are going to talk about wintertime foods and how they are different from summertime foods.	Encourage the children to circle with crayon any words that they can read.	Journal writing about winter. *Journal	The first Winter Olympics.	Puppet show about winter. Puzzles sight word bingo. Letter train game.
Friday To learn about different holidays.	Calendar/Weather Sing "Twinkle, Twinkle, Little Tree" PM: <i>What does the word Diwali mean?</i>	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	Rhyming Words Memory Game	Journal writing and drawing about the holidays. *Journal	Discuss with the children every culture may have different celebrations	Magnetic letters. Toss beanbag in different positions near a box. Play dough center. Draw a holiday picture.



Transitional Kindergarten Lesson Plan

Theme: Holiday Celebrations 2

Week: December 30, 2019-January 3, 2020

Day of the Week/ Objectives	Calendar Circle Time	Language Development	Phonics	Handwriting	Social Studies	Curriculum Centers
Monday To refine and extend understanding if know words.	Calendar and Weather Sing "Winter Is Coming." PM: <i>Which animals are considered winter animals?</i>	Read <u>The Color Bear</u> . Help the children think of words that rhyme with bear. Make a list of the children's rhyming words on chart paper.	Make a Holidays' rhyme.	Write words that begins with the letter Nn *Journal	Discuss how bears sleep in the winter. And what they eat.	Put together alphabet puzzle. Read a book about winter. Play with rhyming word picture cards.
Tuesday To begin to engage in conversation and follow rules.	Calendar/Weather Sing "Jingle Bells" PM: <i>Why is the gingerbread man part of the holiday celebrations?</i>	Read <u>The Gingerbread Man</u> . Talk about throughout England and many others countries in Europe, gingerbread and ginger cookies are family tradition.	Review consonants write l, d, n on the board and invite each child to select different letters.	Letters G, H, I, J, and K Write words that's start with the above letters. *Journal	Discuss with children about how they celebrate holidays with their families.	Encourage the children to color their own gingerbread man
Wednesday	H	O L	I	D	A	Y
Thursday To use language to express common routines	AM: Calendar and Weather Teach "The North Wind Doth Blow." PM: <i>What are three things we learned about winter today?</i>	Discuss foods we usually eat during winter and how they are different from summertime foods. Show the children winter scenes and ask them to describe their favorite scene	Encourage the children to circle with crayon any words that they can read. Discuss that the letter Nn stand for the sound they hear at the beginning of the word net	Write words that begin with the letter Nn Journal writing about winter.	Put on scene a Winter Puppet Show	Put together alphabet puzzle. Read a book about winter. Play with rhyming word picture cards
Friday To enjoy listening and discussing storybooks	AM: Calendar and Weather Sing "Cap, Mittens, Shoes, and Socks" PM: <i>How is winter different from Fall? Spring? Summer?</i>	The first winter Olympics. Talk about where the Olympic Games took place and the year. SHOW AND TELL ABOUT YOUR FAVORITE HOLIDAY	Rhyming words Reviewing consonants L, D, N	Make a Holidays Collage	A Snowy Report Read "The Snowy Day" Discuss the job of a meteorologist.	Puppet show about winter. Puzzles sight word bingo. Letter train game



Lesson Plan for Stories and Rhymes • Cuentos y rimas - Nursery Rhymes • Rimas infantiles (Week 20)		Date: January 6-10, 2020	Class: Transitional Kindergarten		
Wonderful Word: culture, <i>cultura</i>		Character <i>Commitment and Loyalty</i> Education: <i>Compromiso y Lealtad</i>			
Literacy: Phonological Awareness (Rhyming)	States' Standards and BSRA-3: <i>Shapes: Star, Heart, Circle, Square, Triangle, Cone, Round</i>	Letter Knowledge:	English - Aa, Bb, Cc, Dd, Ee, Ff Spanish - Aa, Bb, Cc, Dd, Ee, Ff	Math: Counting, Whole-Part Relationships	
English Vocabulary: <i>alike, broth, crown, different, fleece, half, hare, injury, mystify part, radiant, tuffet, twinkle, whole, wounds</i>					
Spanish Vocabulary: <i>igual, caldo, corona, diferente, lana, mitad, liebre, lesión, desconcertar, parte, radiante, banquito, brillo, entero, heridas</i>					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle	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. • Morning Message: Humpty Dumpty sat on a wall. Humpty Dumpty had a great fall • El Sr. Huevito se subió a un muro. El Sr. Huevito se cayó. •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 • Morning Message: <i>Jack and Jill went up the hill. • Jack y Jill subieron la colina.</i> •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 • Morning Message: <i>Miss Mary Mack wears black.. • La Srta. Mary Mack anda vestida de negro.</i> • 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 • Morning Message: <i>Kites are rising in the sky. • Los cometas se elevan en el cielo.</i> •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 • Morning Message: <i>Three Little Kittens lost their mittens. • Tres gatitos perdieron sus mitones.</i> •Calendar/Weather
Phonics <i>Phonics</i>	• Analyze and produce rhyming words • Book Sight words: <i>like, him, see, time, could</i>	• Book Vocabulary Cards <i>black, yellow</i>	• Book • Identify letter at beginning of alliterative phrases Sight words: <i>like, him, see, time, could</i>	•Match rhyming word cards • Book	Sight words: <i>like, him, see, time, could</i> <i>Rhyming words practice</i>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Language Development	<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"> Read your favorite book. 	<p>Sight word book search.</p>	<ul style="list-style-type: none"> Read your favorite book. Sight words of the week review 	<ul style="list-style-type: none"> SHOW AND TELL ABOUT YOUR FAVORITE NURSERY RHYME
Handwriting <i>Handwriting without Tears</i>	<ul style="list-style-type: none"> Teacher write letters, air letter . Book 	<ul style="list-style-type: none"> Draw a picture and write in journals the name of your favorite nursery rhyme 	<ul style="list-style-type: none"> Teacher write letters, air letter . Book 	<ul style="list-style-type: none"> Journal sight word practice 	<ul style="list-style-type: none"> Teacher write letters, air letter .
Closing Circle	<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
Learning Goals	<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



Lesson Plan for Stories and Rhymes • <i>Cuentos y rimas</i> - Traditional Tales • <i>Cuentos tradicionales</i> (Week 21)		Date: January 13-17, 2020	Class: Transitional Kindergarten		
Wonderful Word: <i>traditional, tradicional</i>		Character <i>Commitment and Loyalty</i> Education: <i>Compromiso y Lealtad</i>			
Literacy: Comprehension, Dramatic Expression	States' Standards and BSRA-3: <i>Shapes: Diamond, Oval, Rectangle, Pyramid, Cylinder, Cube</i>	Letter Knowledge: English - Gg, Hh, Ii, Jj, Kk, Ll Spanish - Gg, Hh, Ii, Jj, Kk, Ll	Math: Measurement, Ordering by Attributes		
English Vocabulary: <i>audience, barnyard, carnivore, dress rehearsal, durable, factual, fictional, greedy, longest, original, porridge, shortest, survey, traditional, trowel, version</i>					
Spanish Vocabulary: <i>audiencia, corral, carnívoro, ensayo general, durable, objetivo, ficticio, glotón, el más largo, original, avena, el más corto, encuesta, tradicional, paleta, versión</i>					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle	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. • Morning Message: <i>The three bears sat on chairs. • Los tres osos se sentaron en sillas.</i> •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 • Morning Message: <i>Who huffs and puffs and blows houses down? • Quien sopla y resopla hasta derrumbar las casas.</i> •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 • Morning Message: <i>Little Red sat on the high bed. • Gorrita Roja se sento en la cama alta.</i> •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 • Morning Message: <i>Little Red Hen can count to ten. • La gallinita Roja puede contar hasta diez.</i> •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 • Morning Message: <i>Henny Penny and Goosey Loosey went to find the king. • Henny Penny y Goosey Loosey fueron a buscar al rey.</i> •Calendar/Weather
Phonics <i>Phonics</i>	Book pg 170-171 Vocabulary Cards <i>hen-gallina</i> <i>dog-perro</i> Sight words: <i>no, make, than, first, been</i>	<i>G and H</i> pocket letters and pictures • Book page	<i>Practice CVC words. Words Families game.</i> • Book	• Book Practice the sight words	Challenge children to create a rhyming name using their name similar to the story character names. Rhyming game. Reading sight words.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Language Arts	<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 • "The Three Pigs" • "Los tres cerditos" (Developmental Storybook) • Discuss attributes of building materials • Consider characters' commitments • Think of alternative endings 	<p>"The Boy Who Cried Wolf" • "El pastor mentiroso" listening story</p> <ul style="list-style-type: none"> • 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 • "Little Red Hen" • "La gallinita roja" story folder • 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>
Handwriting <i>Handwriting without Tears</i>	<ul style="list-style-type: none"> • Write the sight words in journals • Book about Traditional Tales 	<p>Air writing, Letter sizes and places.</p> <ul style="list-style-type: none"> • Book <p>Journal practice sight words.</p>	<p>Air writing, Letter sizes and places.</p> <ul style="list-style-type: none"> • Book 	<p>Letter stories (pg59 teacher's manual)</p> <ul style="list-style-type: none"> • Book 	<ul style="list-style-type: none"> • Magic bunny activity • Music cd track 17
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.
Outdoor Learning	<ul style="list-style-type: none"> • Encourage children to play with small, medium, and large balls 	<ul style="list-style-type: none"> • Invite children to play Mr. Troll, May I? • Sr. Duende, ¿puedo...? (p. 193) 	<ul style="list-style-type: none"> • Encourage children to play What Time Is It, Mr. Wolf? • ¿Sr. Lobo, qué hora es? (p. 194) 	<ul style="list-style-type: none"> • Vary the game of Duck, Duck, Goose • Pato, pato, ganso by changing the goose to a hen—Duck, Duck, Hen • Pato, pato, gallina (p. 193) 	<ul style="list-style-type: none"> • Invite children to play a traditional Mexican game, La gallinita ciega • The Blind Hen (p. 193)



Lesson Plan for Stories and Rhymes • Cuentos y rimas - Fairytales • Cuentos de hadas (Week 22)		Date: Jan. 20-24, 2020	Class: Transitional Kindergarten		
Wonderful Word: <i>magic, mágico</i>		Character <i>Commitment and Loyalty</i> Education: <i>Compromiso y Lealtad</i>			
Literacy: Phonological Awareness - Rhyming Words	States' Standards and BSRA-3: <i>Shapes: Linear: Horizontal, Vertical; Curvilinear Line: Curve; Diagonal Line: Diagonal; Angular Line: Angle</i>	Letter Knowledge: English - Mm, Nn, Oo, Pp, Qq, Rr Spanish - Mm, Nn, Ññ, Oo, Pp, Qq, Rr	Math: Number and Operation		
English Vocabulary: <i>add, castle, celebration, commitment, customers fairy tale, fewer, leather, magic, mattress, more, palace, pantomime, princess, purchase, setting, summoned, take away</i>					
Spanish Vocabulary: <i>sumar, castillo, celebración, compromiso, clientes, cuentos de hadas, menos, cuero, mágico, colchón, más, palacio, pantomima, princesa, compra, escenario, convocado, quitar</i>					
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle	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. • Morning Message: <i>Today we will read about a frog prince. • Hoy vamos a leer acerca de un príncipe sapo.</i> •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 • Morning Message: <i>Jack climbed the beanstalk more than once. • Jack escalo la planta de frijol mas de una vez.</i> •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 • Morning Message: <i>Once upon a time in Dragón Land dragons ruled. • Hace mucho tiempo en Dragolandia los dragones gobernaban.</i> •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 Winkie (p 171). •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>The princess slept on the pea. • La princesa durmio sobre un guisante.</i> •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 • Morning Message: <i>Can an elf make a shoe? • Puede un duende hacer un zapato?</i> •Calendar/Weather
Phonics <i>Phonics</i>	• Identify rhyming words • Book pg 180-81 •Sight words of the week: <i>its, who, now, people, my</i>	• Book Reading sight words.	•Book Practice reading my favorite story.	• Book <i>My cvc word puzzle.</i>	• Book

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Language Arts	<p><i>The Frog Prince • El príncipe sapo</i></p> <ul style="list-style-type: none"> • Discuss main characters • Introduce fairytale elements <p>Reagan's Journal • El diario de Reagan</p> <ul style="list-style-type: none"> • Develop vocabulary • Discuss family celebration 	<p>"Jack and the Beanstalk" • Juan y los frijoles mágicos" story folder</p> <ul style="list-style-type: none"> • Discuss story setting • Photo Activity Cards 118, 113 	<p>"Odon, the Giant" • "Odón, el gigante" listening story</p> <ul style="list-style-type: none"> • Discuss onomatopoeia • Identify onomatopoeia words • Compare make-believe world to real world 	<p>"The Princess and the Pea" • "La princesa y el guisante" story folder</p> <ul style="list-style-type: none"> • Identify characters in story • Develop vocabulary • Photo Activity Cards 118, 113 	<p>"The Sweet Mother Who Lives in a Shoe" • "La señora que vive en un zapato" listening story</p> <ul style="list-style-type: none"> • Identify and compare parts of shoes <p>SHOW AND TELL ABOUT FAIRYTALES</p>
Handwriting <i>Handwriting without Tears</i>	<ul style="list-style-type: none"> • Make a Fairytales Book • Book 	<ul style="list-style-type: none"> • Provide green paint and invite children to paint beanstalks • Make a Fairytales Book • Scissors practice 	<ul style="list-style-type: none"> • Book • Show them how to make mice from their fingerprints • Book about Fairytales 	<ul style="list-style-type: none"> • Journal : What is your favorite Fairytale 	<ul style="list-style-type: none"> • Make a Fairytales Book • Book
Closing Circle	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
Learning Goals	<ul style="list-style-type: none"> • 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 • Combines sentences that give detail, stays on topic, and clearly communicates • Participates in activities to help them become aware of what it means to be a consumer 	<ul style="list-style-type: none"> • 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 • Uses a wide variety of words to label and describe people, places, things, and actions 	<ul style="list-style-type: none"> • 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 • Verbally identifies, without counting, the number of objects from 1 to 5 • Uses art as a form of creative self-expression and representation 	<ul style="list-style-type: none"> • 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 • Demonstrates use of location words • Identifies equal and unequal 	<ul style="list-style-type: none"> • 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 • Verbally identifies, without counting, the number of objects from one to five



Lesson Plan for Stories and Rhymes • Cuentos y rimas - Ballads, Folktales, and Fables • Corridos, Cuentos populares y Fabulas (Week 23)		Date: January 27-31, 2020	Class: Transitional Kindergarten
Wonderful Word: <i>exaggerate</i> , <i>exagerar</i>		Character <i>Commitment and Loyalty</i> Education: <i>Compromiso y Lealtad</i>	
Literacy: Problem Solving, Oral Language	States' Standards and BSRA-3: <i>Shapes: Linear: Horizontal, Vertical; Curvilinear Line: Curve; Diagonal Line: Diagonal; Angular Line: Angle</i>	Letter Knowledge: English - Tt, Uu, Vv, Ww, Xx, Yy, Zz Spanish - Tt, Uu, Vv, Ww, Xx, Yy, Zz	Math: Ordinal Numbers

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

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

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle	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. • Morning Message: <i>Frog asked Miss Mousie to be his bride. • El sapo le pidió a la Srta. Ratoncita que fuera su novia.</i> •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 • Morning Message: <i>Which words rhyme with cat? • Que palabras riman con gato?</i> •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 • Morning Message: <i>There was an old woman who swallowed a fly. • Había una anciana que se trago una mosca.</i> •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 • Morning Message: <i>Will the tortoise win the race? • La tortuga Will ganara la carrera?</i> •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 • Morning Message: <i>Which story is your favorite tall tell? • Cual es tu cuento favorito?</i> •Calendar/Weather
Phonics <i>Phonics</i>	• Book • My sight word practice book. • Sight words of the week: <i>made, over, did, down, only</i>	• Produce rhyming words in story context •Sort rhyming cards • Book	• Book • Sight words of the week: <i>made, over, did, down, only</i>	• Book • Sequence Cards <i>The Rooster Who went to His Uncle's Wedding</i>	• Practice CVC words. Learn about Digraphs.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Language Arts	<p>“Frog Went a Courtin’ ” • “Sapito se fue a casar un buen día” listening story</p> <ul style="list-style-type: none"> • Sequence the story events • Identify story events as fiction and could happen • Photo Activity Cards 93, 98 	<p>“Puss in Boots” • “El gato con botas” listening story</p> <ul style="list-style-type: none"> • Describe main story character • Compare Puss and el señor don Gato • Photo Activity Cards 99, 129 	<ul style="list-style-type: none"> • Identify the beginning, middle, and end of a story <p>“The Chihuahua and the Leopard” • “El perrito Chihuahua y el leopardo” story folder</p> <ul style="list-style-type: none"> • Develop vocabulary • Discuss the moral of the story 	<ul style="list-style-type: none"> • Compare and contrast a hen and a rooster <p>“The Tortoise and the Hare” • “La tortuga y la liebre” listening story</p> <ul style="list-style-type: none"> • Describe and discuss rabbits • Identify moral of story • Photo Activity Cards 135, 135 	<p>“Paul Bunyan” listening story</p> <ul style="list-style-type: none"> • Introduce tall tale as a genre • Identify exaggerations in story <p>SHOW AND TELL ABOUT YOUR FAVORITE FOLKTALE</p>
Handwriting <i>Handwriting without Tears</i>	<p>Make a boon about your favorite rhymes</p> <ul style="list-style-type: none"> •Book 	<p>Make a boon about your favorite rhymes</p> <ul style="list-style-type: none"> • Journal: Practice writing the sight words of the week. 	<p>Make a boon about your favorite rhymes</p> <ul style="list-style-type: none"> •Book 	<ul style="list-style-type: none"> • Journals: my favorite story. • Scissors practice. 	<ul style="list-style-type: none"> • Make a boon about your favorite rhymes •Book
Closing Circle	<ul style="list-style-type: none"> • 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 Balloon calming strategy with their families 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
Learning Goals	<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