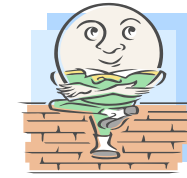




Day of the Week	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
Monday	<p>“This Is the House that Jack Built” • “listening story (p. 196)</p> <ul style="list-style-type: none"> • Describe characters • “Peter, Peter, Pumpkin Eater” • “Daniel, Daniel” (Nursery Rhyme • • Compare Jack’s house to Peter’s pumpkin. • Invite children to choose a calming strategy and perform it. 	<p>“This Is the House that Jack Built” listening story (p. 196)</p> <ul style="list-style-type: none"> • Describe characters • Explore cause-and-effect relationships 	<p>“This Is the House that Jack Built” listening story (p. 196)</p> <ul style="list-style-type: none"> • Describe characters • Explore cause-and-effect relationships <p>Vocabulary Cards <i>black, yellow</i></p>	<p>“This Is the House that Jack Built” listening story (p. 196)</p> <ul style="list-style-type: none"> • Describe characters • Explore cause-and-effect relationships 	<p>Word Analysis: Vocabulary: Classification, T33</p> <p>Writing Process Strategies</p> <p>Narrative Writing: Experience Story Getting Ideas, T33</p> <p>English Language Conventions Grammar, Usage, and Mechanics: Words that Show Action, T33</p>
Tuesday	<ul style="list-style-type: none"> • Introduce Vocabulary Cards black, “Jack and Jill” • “Juan y Josefina” (Nursery Rhyme • Discuss illustrations yellow Discuss why we have a Commitment Box 	<p>“Jack and Jill” • “Juan y Josefina” (Nursery Rhyme • flip chart)</p> <ul style="list-style-type: none"> • Use illustrations to predict story action • Act out the story • Vocabulary Cards <p><i>black, yellow</i></p>	<p>“Jack and Jill” • “Juan y Josefina” (Nursery Rhyme flip chart)</p> <ul style="list-style-type: none"> • Use illustrations to predict story action <p>Vocabulary Cards <i>fetch, crowns</i></p>	<p>“Jack and Jill” • “Juan y Josefina” (Nursery Rhyme flip chart)</p> <ul style="list-style-type: none"> • Use illustrations to predict story action • Introduce new vocabulary words 	<p>Word Analysis: Vocabulary: Classification, T51</p> <p>Writing Process Strategies Narrative Writing: Experience Story Planning, T51</p> <p>English Language Conventions Grammar, Usage, and Mechanics: Words that Show Action, T51</p>
Wednesday	<p>“Hey Diddle Diddle” • Hey mentirosin (Nursery Rhyme flip chart)</p> <ul style="list-style-type: none"> • Distinguish between real and pretend • Invite children to choose a calming strategy and implement it. 	<p>“Little Miss Muffet” (Nursery Rhyme • flip chart)</p> <ul style="list-style-type: none"> • Extend vocabulary • Discuss curds, whey, and tuffet. • Distinguish between real and pretend 	<p>“Hey Diddle Diddle” (Nursery Rhyme flip chart)</p> <ul style="list-style-type: none"> • Distinguish between real and pretend <p>Vocabulary Cards <i>fiddle, sport</i></p>	<p>“Hey Diddle Diddle” (Nursery Rhyme flip chart)</p> <ul style="list-style-type: none"> • Distinguish between real and pretend 	<p>Word Analysis: Vocabulary: Classification, T51</p> <p>Writing Process Strategies Narrative Writing: Experience Story Planning, T51</p> <p>English Language Conventions Grammar, Usage, and Mechanics: Words that Show Action, T51</p>
Thursday	<p>Sequence Cards</p> <p>Sheet Music Dot</p> <ul style="list-style-type: none"> • Learn parts of a kite Mysterious Movers • Role-play action verbs • Recognize that author is telling a story 	<ul style="list-style-type: none"> • Mysterious Movers • • Extend vocabulary • Invite children to dance like little seeds. • Sequence Cards Sheet Music Dot 	<ul style="list-style-type: none"> • Learn parts of a kite • Compare Japanese symbols and alphabet letters Mysterious Movers • Extend vocabulary • Role-play action verbs <p>Vocabulary Cards <i>blaze, bright</i></p>	<ul style="list-style-type: none"> • Learn parts of a kite Mysterious Movers • Extend vocabulary • Role-play action verbs 	<p>Word Analysis Vocabulary: Classification, T67</p> <p>Writing Process Strategies Narrative Writing: Experience Story Writing, T67</p> <p>English Language Conventions Grammar Usage and Mechanics: Words that Show Action, T67</p>
Friday	<p>“There Was an Old Woman” (Nursery Rhyme flip chart)</p> <ul style="list-style-type: none"> • Discuss events in story • Is this real or just pretend “Cucú” • “Ribbit, Ribbit” (Cultural Rhymes flip book) • Hear a traditional Latin American rhyme 	<p>“There Was an Old Woman” (Nursery Rhyme • flip chart)</p> <p>What did the mother prepare for her children to eat?</p> <ul style="list-style-type: none"> • <i>SHOW AND TELL ABOUT YOUR FAVORITE NURSERY RHYME</i> 	<p>“There Was an Old Woman” (Nursery Rhyme • flip chart)</p> <ul style="list-style-type: none"> • <i>SHOW AND TELL ABOUT YOUR FAVORITE NURSERY RHYME</i> 	<p>“Cucú” • “Ribbit, Ribbit” (Cultural Rhymes flip book)</p> <ul style="list-style-type: none"> • Hear a traditional Latin American rhyme • <i>SHOW AND TELL ABOUT YOUR FAVORITE NURSERY RHYME</i> 	<p>English Language Conventions Vocabulary: Classification, T83</p> <p>Writing Process Strategies Narrative Writing: Experience Story Checking and Sharing, T83</p> <p>English language Convention Penmanship: The Letter “Dd,” T83</p>



Theme: *Traditional Tales*

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

Week: *January 22 -26, 2018*

Day of the Week	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
Monday	<p>Vocabulary Cards hen-gallina, dog-perro "The Three Bears" story folder</p> <ul style="list-style-type: none"> Describe characters Discuss size of Papa Bear, Mama Bear, and Baby Bear Explain to children who Martin Luther King Jr. was. 	<p>Introduce letters of the week Vocabulary Cards hen-gallina dog-perro "The Three Bears" story folder</p> <ul style="list-style-type: none"> Describe characters Discuss size of Papa Bear, Mama Bear, and Baby Bear 	<p>Vocabulary Cards hen-gallina; dog-perro • Three Bears' Rap • Describe setting • Compares Papa Bear and Baby Bear "The Three Bears" • story folder • Compare two versions of the same story</p>	<ul style="list-style-type: none"> • Three Bears' Rap • Describe setting • Compares Papa Bear and Baby Bear • "The Three Bears" story folder • Compare two versions of the same story 	<p>Language Arts: Word Analysis: Vocabulary: Classification, T33 Writing Process Strategies Narrative Writing: Experience Story Getting Ideas, T33 English Language Conventions Grammar, Usage, and Mechanics: Words that Show Action, T33</p>
Tuesday	<p>G and H pocket letters & pictures "The Three Pigs" (Developmental Storybook)</p> <ul style="list-style-type: none"> • Photo Activity Card 127 • Compare real and make believe pigs • Consider characters' commitments • Teach children "Huff and Puff" calming strategy p 168. 	<p>G and H pocket letters and pictures "The Three Pigs" (Developmental Storybook)</p> <ul style="list-style-type: none"> • Photo Activity Card 127 • Compare real and make believe pigs • Consider characters' commitments 	<p>G and H pocket letters and pictures • Compare real and make-believe pigs "The Three Pigs" (Developmental Storybook)</p> <ul style="list-style-type: none"> • Discuss attributes of building materials • Consider characters' commitments • Think of alternative endings 	<p>Compare real and make-believe pigs "The Three Pigs" (Developmental Storybook)</p> <ul style="list-style-type: none"> • Discuss attributes of building materials • Consider characters' commitments • Think of alternative endings 	<p><u>Language Arts:</u> Word Analysis: Vocabulary: Classification, T51 Writing Process Strategies Narrative Writing: Experience Story\Planning, T51 English Language Conventions Grammar, Usage, and Mechanics: Words that Show Action, T51</p>
Wednesday	<p>I and J pocket letters and pictures <i>Little Red</i></p> <ul style="list-style-type: none"> • Discuss wolves • Photo Activity Card 131 • Review what it means to make a commitment 	<p>I and J pocket letters and pictures <i>Little Red</i></p> <ul style="list-style-type: none"> • Discuss wolves • Photo Activity Card 131 	<p>I and J pocket letters and pictures "The Boy Who Cried Wolf" listening story</p> <ul style="list-style-type: none"> • Listen for the word wolf in a story • Discuss wolves • Identify factual and fictional information 	<p>"The Boy Who Cried Wolf" 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 	<p>Word Analysis Vocabulary: Classification, T67 Writing Process Strategies Narrative Writing: Experience Story Writing, T67 English Language Conventions Grammar Usage and Mechanics: Words that Show Action, T67</p>
Thursday	<p>Vocabulary Cards <i>cat-gato goose-ganso</i> "Little Red Hen" story folder</p> <ul style="list-style-type: none"> • Describe characters • Consider Little Red Hen's decision to eat alone • Pretend to bake bread 	<p>Vocabulary Cards <i>cat-gato; goose-ganso</i> "Little Red Hen" story folder</p> <ul style="list-style-type: none"> • Describe characters • Consider Little Red Hen's decision to eat alone 	<p>Vocabulary Cards <i>cat-gato; goose-ganso</i></p> <ul style="list-style-type: none"> • Identify story characters • Create story pyramid • "Little Red Hen" story folder • Consider Little Red Hen's decision to eat alone 	<ul style="list-style-type: none"> • Identify story characters • Create story pyramid • "Little Red Hen" story folder • Consider Little Red Hen's decision to eat alone 	<p>Word Analysis: Vocabulary: Classification, T75 Writing Process Strategies: Narrative Writing: Experience Story Revising, T75 Writers Craft: Newspapers and Current Events, T75 English Language Conventions Listening, Speaking and Viewing: Listening: Action Words, T75</p>
Friday	<p>"Henny Penny" story folder "The Gingerbread Boy" story folder</p> <ul style="list-style-type: none"> • Discuss fox's trick • Identify characters in the story • Identify common features in home and school environment. 	<p>"Henny Penny" • "La gallina Tina" story folder</p> <ul style="list-style-type: none"> • Discuss story events <p><i>SHOW AND TELL ABOUT YOUR FAVORITE TRADITIONAL TALE</i></p>	<p>"Henny Penny" story folder</p> <ul style="list-style-type: none"> • Identify rhyme in character names • Discuss story problem <p><i>SHOW AND TELL ABOUT TRADITIONAL TALES</i></p>	<p>"Henny Penny" story folder</p> <ul style="list-style-type: none"> • Identify rhyme in character names • Discuss story problem <p><i>SHOW AND TELL ABOUT TRADITIONAL TALES</i></p>	<p>English Language Conventions Vocabulary: Classification, T83 Writing Process Strategies Narrative Writing: Experience Story Checking and Sharing, T83 English language Conventions Penmanship: The Letter "Dd," T83</p>



Crème de la Crème®

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Frog Street Pre-K Program

Theme: Fairy Tales

Language Development Lesson Plan Week: January 29 – February 2, 2018

Day of the Week	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
Monday	<ul style="list-style-type: none"> Vocabulary Cards <i>Magic-magico</i> <i>fairytale-cuentos de hadas</i> <i>The Frog Prince</i> Discuss main characters Photo Activity Card 118 • Develop concept of consumer 	<ul style="list-style-type: none"> Vocabulary Cards <i>magic-magico, fairytale-cuento de hadas</i> <i>The Frog Prince</i> What part of the story is magic? Discuss the promise the prince made to the frog. Introduce fairytale elements 	<p><i>The Frog Prince</i></p> <ul style="list-style-type: none"> Discuss main characters Introduce fairytale elements Reagan's Journal Develop vocabulary Discuss family celebration 	<p><i>The Frog Prince</i></p> <ul style="list-style-type: none"> Discuss main characters Introduce fairytale elements Reagan's Journal Develop vocabulary Discuss family celebration 	<p>Word Analysis:</p> <p>Vocabulary: Sensory Words, T175</p> <p>Writing Process Strategies</p> <p>Narrative Writing: Biography Getting Ideas, T175 Getting Ideas, T33</p> <p>English Language Conventions</p> <p>Grammar, Usage, and Mechanics:</p> <p>Words that Show Action, Past, Present, Future Tenses, T175</p>
Tuesday	<ul style="list-style-type: none"> Photo Pockets <i>Ff</i> and <i>frog</i> Letter Cards <i>M, N</i> Vocabulary Cards <i>princess-princesa; \prince-principe</i> <i>The Frog Prince</i> "Jack and the Beanstalk" story folder Discuss story setting Compare castles in two stories Review the commitment of the day. 	<ul style="list-style-type: none"> Photo Pockets <i>Ff</i> and <i>frog</i> Sequence Cards <i>Jack in the Beanstalk</i> Photo Pockets <i>Ss</i> and <i>sapo</i> "Jack and the Beanstalk" story folder Compare and contrast Jack's castle and the giant's castle. Photo Activity Cards 118, 113 	<ul style="list-style-type: none"> Photo Pockets <i>Ff</i> and <i>frog</i> Sequence Cards Vocabulary Cards <i>magic-magico, fairytale-cuento de hadas</i> "Jack and the Beanstalk" story folder Discuss story setting Photo Activity Cards 118, 113 	<p>"Jack and the Beanstalk" story folder</p> <ul style="list-style-type: none"> Discuss story setting Photo Activity Cards 118, 113 	<p><u>Language Arts:</u></p> <p>Word Analysis:</p> <p>Vocabulary: Sensory Words, T185</p> <p>Writing Process Strategies</p> <p>Narrative Writing: Biography Planning, T185</p> <p>English Language Conventions</p> <p>Grammar, Usage, and Mechanics:</p> <p>Words that Show Action, Past, Present, Present, Future Tenses, T185</p>
Wednesday	<ul style="list-style-type: none"> Photo Pockets <i>Ss</i> and <i>sapo</i> Letter Cards <i>O, P</i> <i>Once Upon a Time in Dragon Land</i> Discuss the size of the dragons "Odon, the Giant" listening story Think about how shoes protect feet Disengage the stress response Teachers Guide p 112. 	<ul style="list-style-type: none"> Vocabulary Cards <i>magic-magico, fairytale-cuento de hadas</i> "Kilum" listening story What does summoned means? Identify onomatopoeia words Compare make-believe world to real world 	<ul style="list-style-type: none"> Photo Pockets <i>Ss</i> and <i>sapo</i> "Odon, the Giant" listening story Compare make-believe world to real world Sequence Cards <i>Odon, the Giant</i> 	<p>"Odon, the Giant" listening story</p> <ul style="list-style-type: none"> Discuss onomatopoeia Identify onomatopoeia words Compare make-believe world to real world 	<p>Word Analysis</p> <p>Vocabulary: Sensory Words, T193</p> <p>Writing Process Strategies</p> <p>Narrative Writing: Biography Writing, T193</p> <p>English Language Conventions</p> <p>Grammar Usage and Mechanics:</p> <p>Words that Show Action, Past, Present, Future Tenses, T193</p>
Thursday	<ul style="list-style-type: none"> Letter Cards <i>Q, R</i> "The Princess and the Pea" story folder Identify characters in story Photo Activity Card 134 Where do you sleep? What are some things you do before going to bed? 	<ul style="list-style-type: none"> Vocabulary Cards <i>princess-princesa; prince-principe</i> "The Princess and the Pea" story folder How did the queen test the young lady? What caused the princess to be black and blue? Photo Activity Cards 118, 113 	<ul style="list-style-type: none"> Vocabulary Cards <i>princess-princesa prince-principe</i> "The Princess and the Pea" story folder Identify characters in story Photo Activity Cards 118, 134 	<p>"The Princess and the Pea" story folder</p> <ul style="list-style-type: none"> Identify characters in story Develop vocabulary Photo Activity Cards 118, 113 	<p><u>Language Arts:</u></p> <p>Word Analysis:</p> <p>Vocabulary: Sensory Words, T201</p> <p>Writing Process Strategies:</p> <p>Narrative Writing: Biography Revising, T201</p> <p>Writers Craft: Sentence Elaboration and Expansion, T201</p> <p>English Language Conventions</p> <p>Listening, Speaking and Viewing:</p> <p>Speaking: Repeated Information, T201</p>
Friday	<ul style="list-style-type: none"> Sound out the letters of the week "The Shoemaker and the Elves" story folder Identify parts of shoes Think about how shoes protect the feet Read "My Father is a Shoemaker" (Fanny' Fantastic Poems and Rhymes) Discuss the work of a shoemaker 	<ul style="list-style-type: none"> Sequence Cards <i>Odon, the Giant</i> "The Sweet Mother Who Lives in a Shoe" listening story Compare the shoemaker to a home builder <i>SHOW AND TELL ABOUT FAIRYTALES</i> 	<p>"The Shoemaker and the Elves" story folder</p> <ul style="list-style-type: none"> Identify and compare parts of shoes Develop concept of consumer <i>SHOW AND TELL ABOUT FAIRYTALES</i> 	<p>"The Sweet Mother Who Lives in a Shoe" listening story</p> <ul style="list-style-type: none"> Identify and compare parts of shoes <i>SHOW AND TELL ABOUT FAIRYTALES</i> 	<p>English Language Conventions</p> <p>Vocabulary: Sensory Words, T209</p> <p>Writing Process Strategies</p> <p>Narrative Writing: Biography Checking and Sharing, T209</p> <p>English language Conventions</p> <p>Penmanship: The Letter /i/ T209</p>



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Frog Street Pre-K Program

Language Development Lesson Plan



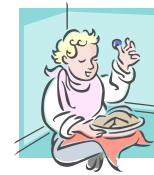
Week: February 5 -9, 2018

Theme: Ballads, Folktales, and Fables

Day of the Week	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
Monday	<ul style="list-style-type: none"> Vocabulary Card <i>exaggerate</i> Introduce letters of the week The Rooster Who Went to His Uncle's Wedding Discuss events in the story Photo Activity Cards 93, 98 Discuss real and make believe cats Invite children to practice Balloon p 168 	<ul style="list-style-type: none"> Vocabulary Card <i>exaggerate</i> The Rooster Who Went to His Uncle's Wedding Discuss the author and illustrator. Discuss latin folktales Photo Activity Cards 134, 135 	<ul style="list-style-type: none"> Vocabulary Card <i>exaggerate</i> "Frog Went a Courtin' " listening story Sequence the story events Identify story events as fiction and could happen Photo Activity Cards 93, 98 	<ul style="list-style-type: none"> "Frog Went a Courtin' " listening story Sequence the story events Identify story events as fiction and could happen Photo Activity Cards 93, 98 	<p>Language Arts: Word Analysis: Vocabulary: Antonyms, T111 Writing Process Strategies Narrative Writing: Picture Book Getting Ideas, T111 English Language Conventions Grammar, Usage, and Mechanics: Words that Show Action, Past and Present Tenses,</p>
Tuesday	<ul style="list-style-type: none"> S, T, and U Pocket Letters and Pictures "The Cat and the Mice" listening story Introduce fables Identify the moral of the story Photo Activity Cards 99, 129 Teach children Cat's Meow calming strategy p 168. 	<ul style="list-style-type: none"> Photo Activity card 93 "Puss in Boots" listening story Describe main story character Compare Puss and el señor don Gato Photo Activity Cards 99, 129 	<ul style="list-style-type: none"> "The Cat and the Mice" listening story Introduce fables Identify the moral of the story Photo Activity Card 129 	<ul style="list-style-type: none"> "Puss in Boots" listening story Describe main story character Compare Puss and el señor don Gato Photo Activity Cards 99, 129 	<p>Word Analysis: Vocabulary: Synonyms, T123 Writing Process Strategies Narrative Writing: Picture Book Planning, T123 English Language Conventions Grammar, Usage, and Mechanics: Words that Show Action, Past and Present Tenses,</p>
Wednesday	<ul style="list-style-type: none"> V, W, and X Pocket Letters and Pictures Ff and frog; Rr and rana; Rr and rabbit "The Chihuahua and the Leopard" story folder Discuss the moral of the story Discuss where fables, folktales, and ballads come from 	<ul style="list-style-type: none"> Photo Pockets Ff and frog; Rr and rana; Rr and rabbit Identify the beginning, middle, and end of a story "The Chihuahua and the Leopard" story folder Discuss the moral of the story 	<ul style="list-style-type: none"> Photo Pockets Ff and frog; Rr and rana; Rr and rabbit Identify the beginning, middle, and end of a story "The Chihuahua and the Leopard" story folder Photo Activity Cards 93,98, 99 	<ul style="list-style-type: none"> Photo Pockets Ff and frog; Rr and rana Rr and rabbit Identify the beginning, middle, and end of a story "The Chihuahua and the Leopard" story folder Develop vocabulary Discuss the moral of the story 	<p>Word Analysis ocabulary: Antonyms, T137 Writing Process Strategies Narrative Writing: Picture Book Writing, T137 English Language Conventions Grammar Usage and Mechanics: Words that Show Action, Past and Present Tenses, T137</p>
Thursday	<ul style="list-style-type: none"> Y, Z Pocket Letters and Pictures "The Tortoise and the Hare" listening story Photo Activity Card 98: Describe and discuss rabbits Photo Activity Cards 135, 135 Implement Bunny Breathing p 168 	<ul style="list-style-type: none"> Sequence Cards <i>The Rooster Who went to His Uncle's Wedding</i> "The Tortoise and the Hare" listening story Do you think the turtle showed commitment Photo Activity Cards 98 	<ul style="list-style-type: none"> Compare and contrast a hen and a rooster "The Tortoise and the Hare" listening story Describe and discuss rabbits Identify moral of story Photo Activity Cards 129, 134, 135 	<ul style="list-style-type: none"> Sequence Cards <i>The Rooster Who went to His Uncle's Wedding</i> Compare and contrast a hen and a rooster "The Tortoise and the Hare" listening story Describe and discuss rabbits Identify moral of story Photo Activity Cards 135, 135 	<p>Language Arts: Word Analysis: Vocabulary: Synonyms, T145 Writing Process Strategies: Narrative Writing: Picture Book Revising, T145 Revising, T145 Writers Craft: Time and Order Words, T145 English Language Conventions Listening, Speaking and Viewing: Understanding Pictures, T145</p>
Friday	<ul style="list-style-type: none"> "Pecos Bill" listening story Sound out letters of the week Compare Pecos Bill to modern superheroes "Paul Bunyan" listening story Introduce tall tale as a genre Identify exaggerations in story Texas legends: discuss things unique to Texas 	<ul style="list-style-type: none"> "Paul Bunyan" listening story Introduce tall tale as a genre Identify exaggerations in story SHOW AND TELL ABOUT YOUR FAVORITE FOLKTALE 	<ul style="list-style-type: none"> Sequence Cards <i>The Rooster Who went to His Uncle's Wedding</i> "Pecos Bill" listening story Enrich vocabulary Compare Pecos Bill to modern superheroes SHOW AND TELL ABOUT YOUR FAVORITE FOLKTALE 	<ul style="list-style-type: none"> "Paul Bunyan" listening story Introduce tall tale as a genre Identify exaggerations in story SHOW AND TELL ABOUT YOUR FAVORITE FOLKTALE 	<p>English Language Conventions Vocabulary: Synonyms and Antonyms, T155 Writing Process Strategies Narrative Writing: Picture Book Checking and Sharing, T155 English language Conventions Penmanship: The Letter "Aa," T145</p>



Crème de la Crème
 Early Learning Centers of Excellence
STEM Lesson Plan
Nursery Rhymes



Theme: Stories and Rhymes

Week: January 15 - 19, 2018

Day of the Week	Objective	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	Students will practice sorting/predicting concerning different objects force. The students will determine parts to a whole.	The students will sort ping pong, golf, and tennis balls into which cause a saltine to break when dropped on it. Have children break graham cracker in half and compare to whole. Half again.	The students will sort ping pong, golf, and tennis balls into which cause a saltine to break when dropped on it. Have children break graham cracker in half and compare to whole. Half again.	The students will sort ping pong, golf, and tennis balls into which cause a saltine to break when dropped on it. Have children break graham cracker in half and compare to whole. Half again.	The students will sort ping pong, golf, and tennis balls into which cause a saltine to break when dropped on it. Have children break graham cracker in half and compare to whole. Half again.
Tuesday	Students will be introduced to volume and experiment with volume.	Have students consider toys and a pitcher of water. "Which objects can be counted?" Pour into 8oz cups until empty, count cups. Pour into 4oz and count. Sensory Table-Count dropper squirts needed to fill a container (centers)	Have students consider toys and a pitcher of water. "Which objects can be counted?" Pour into 8oz cups until empty, count cups. Pour into 4oz and count. Sensory Table-Count dropper squirts needed to fill a container (centers)	Have students consider toys and a pitcher of water. "Which objects can be counted?" Pour into 8oz cups until empty, count cups. Pour into 4oz and count. Sensory Table-Count dropper squirts needed to fill a container (centers)	Have students consider toys and a pitcher of water. "Which objects can be counted?" Pour into 8oz cups until empty, count cups. Pour into 4oz and count. Sensory Table-Count dropper squirts needed to fill a container (centers)
Wednesday	Students will experiment with primary colors and how they are mixed to create new colors.	Using primary colored cubes have students pull three out of bag; connect. Cubes tell how many drops of each color to mix. Predict final colors and experiment. Discuss primary colors as parts of whole color.	Using primary colored cubes have students pull three out of bag; connect. Cubes tell how many drops of each color to mix. Predict final colors and experiment. Discuss primary colors as parts of whole color.	Using primary colored cubes have students pull three out of bag; connect. Cubes tell how many drops of each color to mix. Predict final colors and experiment. Discuss primary colors as parts of whole color.	Using primary colored cubes have students pull three out of bag; connect. Cubes tell how many drops of each color to mix. Predict final colors and experiment. Discuss primary colors as parts of whole color.
Thursday	Students will continue experimenting with parts of a whole.	Play "Wheel of San Miguel" (p. 195). Stop and count children facing out after each verse. Discuss how kids facing out are part of the whole (all children). Use red/yellow coins to play same game for visual.	Play "Wheel of San Miguel" (p. 195). Stop and count children facing out after each verse. Discuss how kids facing out are part of the whole (all children). Use red/yellow coins to play same game for visual.	Play "Wheel of San Miguel" (p. 195). Stop and count children facing out after each verse. Discuss how kids facing out are part of the whole (all children). Use red/yellow coins to play same game for visual.	Play "Wheel of San Miguel" (p. 195). Stop and count children facing out after each verse. Discuss how kids facing out are part of the whole (all children). Use red/yellow coins to play same game for visual.
Friday	Students will be introduced to the term and concept "pair".	We will read, "Three Little Kittens" and discuss why there are 6 mittens (pair). Discuss how many ears there would be if there were two kittens. Describe pairs.	We will read, "Three Little Kittens" and discuss why there are 6 mittens (pair). Discuss how many ears there would be if there were two kittens. Describe pairs.	We will read, "Three Little Kittens" and discuss why there are 6 mittens (pair). Discuss how many ears there would be if there were two kittens. Describe pairs.	We will read, "Three Little Kittens" and discuss why there are 6 mittens (pair). Discuss how many ears there would be if there were two kittens. Describe pairs.



STEM Lesson Plan
Traditional Tales

Theme: Stories and Rhymes

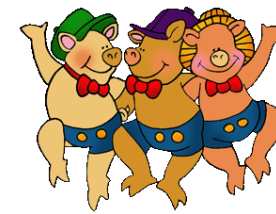
Week: January 22 - 26, 2018

Day of the Week	Objective	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	The students will predict and experiment with the force air blown from the mouth.	The students will read “The Three Little Pigs”. We will predict which items can be blown when we “huff and puff”. After graphing predictions, we will experiment.	The students will read “The Three Little Pigs”. We will predict which items can be blown when we “huff and puff”. After graphing predictions, we will experiment.	The students will read “The Three Little Pigs”. We will predict which items can be blown when we “huff and puff”. After graphing predictions, we will experiment.	The students will learn how parachutes work. They will discuss how parachutes act as brakes and slow down a fall. Parachutes do not fly but fall. The students will begin making a parachute. (p.16 of Science Around Us)
Tuesday	The students will compare high, medium, and low sounds as well as hard, medium, and soft.	Compare pitches of longest key on xylophone to papa bear’s voice, smallest key to baby’s voice and have kids discuss which should be momma’s key. Sort 3 balls from softest to hardest.	Compare pitches of longest key on xylophone to papa bear’s voice, smallest key to baby’s voice and have kids discuss which should be momma’s key. Sort 3 balls from softest to hardest.	Compare pitches of longest key on xylophone to papa bear’s voice, smallest key to baby’s voice and have kids discuss which should be momma’s key. Sort 3 balls from softest to hardest.	The students will finish making their parachutes and attach them to a weighted toy to represent a person. They will take them out side and take turns dropping them from the top of the slide. Observe.
Wednesday	The students will compare strength, weight, etc of the three materials used by the three little pigs.	Using straw, sticks, and bricks have students predict which they will be able to blow with a straw. Compare weight, strength of each. Test which sink/float. Repeat “Huff/Puff” line from the story.	Using straw, sticks, and bricks have students predict which they will be able to blow with a straw. Compare weight, strength of each. Test which sink/float. Repeat “Huff/Puff” line from the story.	Using straw, sticks, and bricks have students predict which they will be able to blow with a straw. Compare weight, strength of each. Test which sink/float. Repeat “Huff/Puff” line from the story.	The students will learn how helicopters rotors work to lift and move them through the air. Follow instructions (p.17 of Science Around Us) and demonstrate how rotors work. Allow students to experiment.
Thursday	The students will be introduced to probability. They will graph their results.	Using pocket cube with dot cards (p. 166), have kids predict which color will show up most often if dice is rolled 10x. Roll dice 10x to test prediction and graph using tally marks.	Using pocket cube with dot cards (p. 166), have kids predict which color will show up most often if dice is rolled 10x. Roll dice 10x to test prediction and graph using tally marks.	Using pocket cube with dot cards (p. 166), have kids predict which color will show up most often if dice is rolled 10x. Roll dice 10x to test prediction and graph using tally marks.	The students will learn how planes, etc glide through the air. They will then make a super glider of their choice (p.16; Science Around Us). Allow students to fly outside if weather permits.
Friday	The students will be introduced to surveys and examining survey results.	Discuss surveys. Make chart of the 4 jobs in Little Red Hen (plant, cut wheat, grind grain, bake). Take a survey of which job the kids would prefer to do out of the four. Mark answers with tally marks.	Discuss surveys. Make chart of the 4 jobs in Little Red Hen (plant, cut wheat, grind grain, bake). Take a survey of which job the kids would prefer to do out of the four. Mark answers with tally marks.	Discuss surveys. Make chart of the 4 jobs in Little Red Hen (plant, cut wheat, grind grain, bake). Take a survey of which job the kids would prefer to do out of the four. Mark answers with tally marks.	Students will review different ways that different things move through the air (discussed during the week). Choose two items and make a Venn diagram regarding how each flies or moves through the air.

Fairy Tales



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Theme: Stories and Rhymes

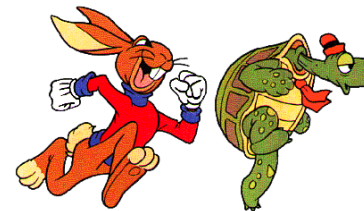
STEM Lesson Plan
Fairytales

Week: January 29 –February 2, 2018

Day of the Week	Objective	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	The students will make scientific observation on the growth of plants.	After reading Jack and the Beanstalk, have children take 5 lima beans, a wet paper towel and a Ziploc bag and “plant” their beans. Hang them to watch them sprout.	After reading Jack and the Beanstalk, have children take 5 lima beans, a wet paper towel and a Ziploc bag and “plant” their beans. Hang them to watch them sprout.	After reading Jack and the Beanstalk, have children take 5 lima beans, a wet paper towel and a Ziploc bag and “plant” their beans. Hang them to watch them sprout.	“Stick to It” Students will predict whether different items will stick to a magnet then test their predictions. Afterward, discuss how magnets only stick to iron or other magnets.
Tuesday	The students will practice one-to-one counting.	Sing “Little Bunny Foo Foo”. Have children take three (one for each day) dot cards from the deck. Build a cube tower for each card. Compare. Connect and ask what happened when they are connected. Describe.	Sing “Little Bunny Foo Foo”. Have children take three (one for each day) dot cards from the deck. Build a cube tower for each card. Compare. Connect and ask what happened when they are connected. Describe.	Sing “Little Bunny Foo Foo”. Have children take three (one for each day) dot cards from the deck. Build a cube tower for each card. Compare. Connect and ask what happened when they are connected. Describe.	Explain that, when a paperclip is picked up by a magnet, it becomes a magnet too. Using different magnets, see which can make the longest paperclip chain. The longer the chain, the stronger the magnet.
Wednesday	The students will experiment with textures and thickness.	Using a pebble, index card, piece of cardboard, a block, a sponge, and a chair cushion, have the students experiment with which disguises the pebble the most. Compare.	Using a pebble, index card, piece of cardboard, a block, a sponge, and a chair cushion, have the students experiment with which disguises the pebble the most. Compare.	Using a pebble, index card, piece of cardboard, a block, a sponge, and a chair cushion, have the students experiment with which disguises the pebble the most. Compare.	Explain that every magnet has two poles, (N and S). Explain that two North or two South poles will not stick together and will push apart. Explain that North and South DO stick. Experiment.
Thursday	The students will practice predicting and graphing results.	Discuss magnitude of 20 comparing fingers. Using tower of 20 cubes, ask students to predict how many rolls of the dice it will take to build a tower of 20 cubes. Graph each name and number rolled.	Discuss magnitude of 20 comparing fingers. Using tower of 20 cubes, ask students to predict how many rolls of the dice it will take to build a tower of 20 cubes. Graph each name and number rolled.	Discuss magnitude of 20 comparing fingers. Using tower of 20 cubes, ask students to predict how many rolls of the dice it will take to build a tower of 20 cubes. Graph each name and number rolled.	To see the invisible force around magnet, obtain iron filings (from hobby store). Lay magnet on table and a sheet of paper on top. Sprinkle iron filings on paper over magnet. Tap paper see pattern made. Try horseshoe and circular magnets as well.
Friday	The students will be introduced to the concept of doubles.	The students will learn about doubles. They will use connecting cubes and count how many, then holding a mirror, count their doubles. They will put dots of paint on index card and fold for doubles. Count.	The students will learn about doubles. They will use connecting cubes and count how many, then holding a mirror, count their doubles. They will put dots of paint on index card and fold for doubles. Count.	The students will learn about doubles. They will use connecting cubes and count how many, then holding a mirror, count their doubles. They will put dots of paint on index card and fold for doubles. Count.	Complete the “Pull and Push” experiment (p.54; Science Around Us). Tape a magnet to cork or other floating object. Slowly move second magnet towards the floating one and chart what occurs.



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STEM Lesson Plan

Ballads, Folktales, and Fables

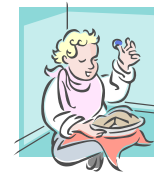
Week: February 5 - 9, 2018

Theme: Stories and Rhymes

Day of the Week	Objective	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	The students will create a Venn diagram comparing two or more animals.	Using the photo activity cards 134 and 135, we will learn about fogs and mice. We will then make a Venn diagram comparing the two animals.	Using the photo activity cards 134 and 135, we will learn about fogs and mice. We will then make a Venn diagram comparing the two animals.	Using the photo activity cards 134 and 135, we will learn about fogs and mice. We will then make a Venn diagram comparing the two animals.	Discuss N, S, E, and W and how to use a compass. Make a compass by touching a magnet to a needle 30 -40 times, put tape on opposite end, and stick it through a cork. Float on water. Needle should always point N.
Tuesday	The students will increase sequencing skills using sequencing cards and numbers. They will practice ordinal numbers.	Read, "The Rooster Who Went to His Uncle's Wedding" and make a path on the floor w/ marks indicating each stop. Have students order stops and place correct corresponding numeral on each card.	Read, "The Rooster Who Went to His Uncle's Wedding" and make a path on the floor w/ marks indicating each stop. Have students order stops and place correct corresponding numeral on each card.	Read, "The Rooster Who Went to His Uncle's Wedding" and make a path on the floor w/ marks indicating each stop. Have students order stops and place correct corresponding numeral on each card.	Compare the homemade compass from yesterday to a regular compass. Have children hold one in their hands. Practice using a real compass to find "treasure" hidden in the room.
Wednesday	The students will practice sorting as well as recognizing items that are harmful and non-harmful if swallowed.	Using a newspaper grocery advertisement and creased construction paper, have students cut out and sort items that are safe and unsafe to swallow on either side of the paper.	Using a newspaper grocery advertisement and creased construction paper, have students cut out and sort items that are safe and unsafe to swallow on either side of the paper.	Using a newspaper grocery advertisement and creased construction paper, have students cut out and sort items that are safe and unsafe to swallow on either side of the paper.	Fishing for paper clips. Using a clear glass or cup, immerse a paper clip in water. Have the children figure out how to get the paper clip out of the water without getting wet. (Divide into teams and give a point for each time they succeed.)
Thursday	The students will achieve a greater understanding of sequencing as well as reverse sequencing.	Draw woman swallowed a fly and animals in order. Review order each is swallowed. "If surgeon were to reach in to remove, which would be first?" Explain removal in reverse.	Draw woman swallowed a fly and animals in order. Review order each is swallowed. "If surgeon were to reach in to remove, which would be first?" Explain removal in reverse.	Draw woman swallowed a fly and animals in order. Review order each is swallowed. "If surgeon were to reach in to remove, which would be first?" Explain removal in reverse.	Draw a maze on a square of cardboard. Using a magnet under the cardboard, try to move a paper clip through the maze.
Friday	The students will achieve a greater understanding of sequencing as well as reverse sequencing.	The students will be able to participate in "Ballads, Folktales, and Fables" theme related centers.	The students will be able to participate in "Ballads, Folktales, and Fables" theme related centers.	The students will be able to participate in "Ballads, Folktales, and Fables" theme related centers.	Allow the students to explore freely with magnets. Have them walk around the room and test different items to see if they are magnetic.



Crème de la Crème
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Spanish Lesson Plan
Nursery Rhymes



Theme: Stories and Rhymes

Week: January 15 -19, 2018

Day of the Week	Objective	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	Develop understanding, and speaking skills of new words that rhyme	Alphabet words With "L" León, Limón, Leopardo	Rimas Infantiles=Nursery Rhymes Esta es la casa que Juan Construyó (Story) Rima: Daniel, Daniel, cabeza de miel Daniel, Daniel, le gusta el pastel Daniel, Daniel, come pastel con miel Parecido=Alike (examples)	Rimas Infantiles=Nursery Rhymes Esta es la casa que Juan Construyó (Story) Rima: Daniel, Daniel, cabeza de miel Daniel, Daniel, le gusta el pastel Daniel, Daniel, come pastel con miel Parecido=Alike (examples)	Rimas Infantiles=Nursery Rhymes Esta es la casa que Juan Construyó (Story) Rima: Daniel, Daniel, cabeza de miel Daniel, Daniel, le gusta el pastel Daniel, Daniel, come pastel con miel Parecido=Alike (examples)
Tuesday	Extend understanding, and speaking skills of more vocabulary of words that rhyme	Invierno=winter Nieve=snow Copo de nieve=snowflake	Game: Sort the words that rhyme Camion, ratón, canción Daniel, pastel, papel, Sana, sana, colita de rana... ABCloco (reading) Bate, bate, el chocolate..	Game: Sort the words that rhyme Camion, ratón, canción Daniel, pastel, papel, Sana, sana, colita de rana... ABCloco (reading) Bate, bate, el chocolate..	Game: Sort the words that rhyme Camion, ratón, canción Daniel, pastel, papel, Sana, sana, colita de rana... ABCloco (reading) Bate, bate, el chocolate..
Wednesday	Extend understanding, and speaking skills of more vocabulary through the reading of a story	Invierno=winter Mitones=mittens Students draw mitones tracing their own hands	Mas rimas: lana, sana, mañana, rana. Amarillo, grillo, chiquillo, brillo Arroz con leche (Story folder) Fuerzas Misteriosas (Reading book) Students answer questions about the reading.	Mas rimas: lana, sana, mañana, rana. Amarillo, grillo, chiquillo, brillo Arroz con leche (Story folder) Fuerzas Misteriosas (Reading book) Students answer questions about the reading.	Mas rimas: lana, sana, mañana, rana. Amarillo, grillo, chiquillo, brillo Arroz con leche (Story folder) Fuerzas Misteriosas (Reading book) Students answer questions about the reading.
Thursday	Reinforce vocabulary learned over the week through the of new rhymes	Gorrito= winter hat Review all vocabulary learned during the week	Rima Cultural: "cucú, cantaba la rana" Reading page 189 "La señora que vive en un zapato" Mitones=Mittens Guantes=gloves Malos=Naughty Tres Lindos Gatitos (Story folder)	Rima Cultural: "cucú, cantaba la rana" Reading page 189 "La señora que vive en un zapato" Mitones=Mittens Guantes=gloves Malos=Naughty Tres Lindos Gatitos (Story folder)	Rima Cultural: "cucú, cantaba la rana" Reading page 189 "La señora que vive en un zapato" Mitones=Mittens Guantes=gloves Malos=Naughty Tres Lindos Gatitos (Story folder)
Friday	Reinforce vocabulary learned over the week through an art project/learning centers	Learning centers/Art Project	Learning Centers / Art Project	Learning Centers / Art Project	Learning Centers / Art Project



SPANISH Lesson Plan
Traditional Tales

Week: January 22 -26, 2018

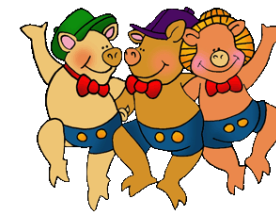
Theme: Stories and Rhymes

Day of the Week	Objective	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	Develop understanding of new vocabulary related to Fairy tales	Suave=soft Duro=hard Discuss what items are SUAVE O DURO	Ricitos de oro= Goldilocks Soft=suave Hot=Caliente Hard=duro Frio=cold Los tres ositos (Dramatic Play) Students take turns to be RICITOS DE ORO	Ricitos de oro= Goldilocks Soft=suave Hot=Caliente Hard=duro Frio=cold Los tres ositos (Dramatic Play) Students take turns to be RICITOS DE ORO Letter F : foca-fruta-familia-feliz	Ricitos de oro= Goldilocks Soft=suave Hot=Caliente Hard=duro Frio=cold Los tres ositos (Dramatic Play) Students take turns to be RICITOS DE ORO Letter F : foca-fruta-familia-feliz
Tuesday	Develop understanding of new vocabulary related to Fairy tales	Hot=caliente Frío=cold Discuss “bebidas calientes y frías”	Los Tres Cerditos (Cuento) Casa de Paja=straw house Casa de madera=wood house Casa de ladrillo=Brick house Sopla=Huff Resopla=puff Students draw the houses of the three pigs.	Los Tres Cerditos (Cuento) Casa de Paja=straw house Casa de madera=wood house Casa de ladrillo=Brick house Sopla=Huff Resopla=puff Students draw the houses of the three pigs, and dramatize the story	Los Tres Cerditos (Cuento) Casa de Paja=straw house Casa de madera=wood house Casa de ladrillo=Brick house Sopla=Huff Resopla=puff Students draw the houses of the three pigs, and dramatize the story
Wednesday	Develop understanding of more vocabulary related to Fairy tales	Osito=Little bear Lobo=wolf El lobo malo=The bad wolf	El Pastorcito Mentiroso (cuento) Pastorcito: Little shepherd Ovejas=sheeps Lobo=wolf Rebaño=Pack of sheeps Colina=Little mountain Students draw EL LOBO	El Pastorcito Mentiroso (cuento) Pastorcito: Little shepherd Ovejas=sheeps Lobo=wolf Rebaño=Pack of sheeps Colina=Little mountain Students draw EL LOBO	El Pastorcito Mentiroso (cuento) Pastorcito: Little shepherd Ovejas=sheeps Lobo=wolf Rebaño=Pack of sheeps Colina=Little mountain Students draw EL LOBO
Thursday	Develop understanding of more vocabulary related to Fairy Tales	Hen= gallina Huevo=eggs La gallina pone huevos	Buenos amigos=Good friends Hen=Gallinta Grano=Grain Carretilla=Wheel barrow Miller=Molino Did “la gallinita roja” make a fair decision? Game:gallina, gallina, cerdo	Buenos amigos=Good friends Hen=Gallinta Grano=Grain Carretilla=Wheel barrow Miller=Molino Did “la gallinita roja” make a fair decision? Game:gallina, gallina, cerdo	Buenos amigos=Good friends Hen=Gallinta Grano=Grain Carretilla=Wheel barrow Miller=Molino Did “la gallinita roja” make a fair decision? Game:gallina, gallina, cerdo
Friday	Reinforce vocabulary learned over the week through Learning Centers, and an art project	Learning Centers / Art Project	Learning Centers / Art Project	Learning Centers / Art Project	Learning Centers / Art Project

Fairy Tales



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Spanish Lesson Plan Fairytales

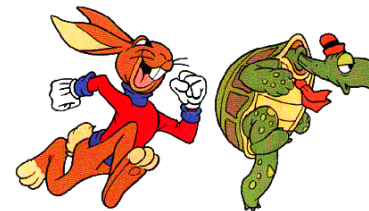
Theme: Stories and Rhymes

Week: January 29 –February 2, 2018

Day of the Week	Objective	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	Develop understanding, and speaking skills of new vocabulary related to CUENTOS DE HADAS	Castillo=castle Principe=prince	Mágico=magic Cuento de hadas=fairy tale Castillo=castle Principe=prince Princesa=Princess Game: El gigantes está dormido o despierto	Mágico=magic Cuento de hadas=fairy tale Castillo=castle Principe=prince Princesa=Princess Game: El gigantes está dormido o despierto El Príncipe Sapo=Reading book	Mágico=magic Cuento de hadas=fairy tale Castillo=castle Principe=prince Princesa=Princess Game: El gigantes está dormido o despierto El Príncipe Sapo=Reading book
Tuesday	Extend understanding, and speaking skills of more vocabulary through a dramatic play	Princesa=princess Rey=king Students identify EL PRINCIPE, LA PRINCESA Y EL REY on the book	Students identify places in the castle from the book: Comedor, habitación, puerta, jardín, entrada. Children dramatize : Jaime y los Fríjoles mágicos La mama de Jaime tirando los frijoles Jaime trepando el tallo de frijol El gigante pisando fuerte	Students identify places in the castle from the book: Comedor, habitación, puerta, jardín, entrada. Children dramatize : Jaime y los Fríjoles mágicos La mama de Jaime tirando los frijoles Jaime trepando el tallo de frijol El gigante pisando fuerte Jaime agarrando el ganzo y las monedas	Students identify places in the castle from the book: Comedor, habitación, puerta, jardín, entrada. Children dramatize : Jaime y los Fríjoles mágicos La mama de Jaime tirando los frijoles Jaime trepando el tallo de frijol El gigante pisando fuerte Jaime agarrando el ganzo y las monedas
Wednesday	Reinforce vocabulary learned through a reading	Dragón=dragon Camión=truck Avioneta=small plane Bicicleta=bicicle	Había una vez en Dragolandia (Reading book) Enorme=enormous Make believe=fantasia Song; La persecución del Dragón: Mueve, mueve, mueve tus alas, por el cielo azul, gira, gira y gira, vuela siempre así...	Había una vez en Dragolandia (Reading book) Enorme=enormous Make believe=fantasia Fanciful=extravagante Song: La persecución del Dragón: Mueve, mueve, mueve tus alas, por el cielo azul, gira, gira y gira, vuela siempre así...	Había una vez en Dragolandia (Reading book) Enorme=enormous Make believe=fantasia Fanciful=extravagante Song: La persecución del Dragón: Mueve, mueve, mueve tus alas, por el cielo azul, gira, gira y gira, vuela siempre así...
Thursday	Develop understanding, and speaking skills of more vocabulary related to CUENTOS DE HADAS	Students identify los dragones, el camion, la bicicleta in the book: Había una vez en Dragolandia	La Princesa y el Gigante (Story folder) Colchón=matress Guisante=pea Test =prueba Students answer questions about the story	La Princesa y el Gigante (Story folder) Colchón=matress Guisante=pea Test =prueba Students answer questions about the story Students draw un CASTILLO	La Princesa y el Gigante (Story folder) Colchón=matress Guisante=pea Test =prueba Students answer questions about the story Students draw un CASTILLO
Friday	Reinforce vocabulary learned over the week through an art project/learning centers	Learning centers / Art Project	Learning centers / Art Project	Learning centers / Art Project	Learning centers / Art Project



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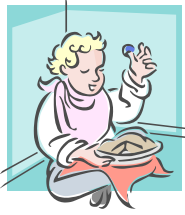


Theme: Stories and Rhymes

Spanish Lesson Plan
Ballads, Folktales, and Fables

Week: February 5 - 9, 2018

Day of the Week	Objective	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	Develop understanding and speaking skills of words related to CUENTOS POPULARES	Reading el ABCloco	Reading book (El gato que se fué a la boda de su tío) Boda=wedding Rooster=gallo Springy=ágil Uncle=tío Brisk=Paso ligero Students sequence the events RIMA: cucú, cucú...	Reading book (El gato que se fué a la boda de su tío) Boda=wedding Rooster=gallo Springy=ágil Uncle=tío Brisk=Paso ligero Students sequence the events RIMA: cucú, cucú...	Reading book (El gato que se fué a la boda de su tío) Boda=wedding Rooster=gallo Springy=ágil Uncle=tío Brisk=Paso ligero Students sequence the events RIMA: cucú, cucú...
Tuesday	Extend understanding, and speaking skills of new vocabulary through a story	Rimas: pato-gato Amarillo-castillo	El gato y los ratones (listening story) Page 197 Discuss LA MORALEJA DEL CUENTO Moraleja=Lección Señor=Mister Señora: Mrs. Ms.: señorita Words que riman con gato: pato-pasto-canto...	El gato y los ratones (listening story) Page 197 Discuss LA MORALEJA DEL CUENTO Moraleja=Lección Señor=Mister Señora: Mrs. Ms.: señorita Words que riman con gato: pato-pasto-canto...	El gato y los ratones (listening story) Page 197 Discuss LA MORALEJA DEL CUENTO Moraleja=Lección Señor=Mister Señora: Mrs. Ms.: señorita Words que riman con gato: pato-pasto-canto...
Wednesday	Develop understanding and speaking skills of NUMERAL NUMBERS	Rima: Bate,bate el chocolate	Números ordinals" Primero, Segundo, tercero.... Discuss what animals SON FEROCES?: El león, el tigre, el gasto?? ABC loco reading	Números ordinals" Primero, Segundo, tercero.... Discuss what animals SON FEROCES?: El león, el tigre, el gasto?? ABC loco reading	Números ordinals" Primero, Segundo, tercero.... Discuss what animals SON FEROCES?: El león, el tigre, el gasto?? ABC loco reading
Thursday	Reinforce vocabulary learned during the week through the reading of a story	Review the rhymes learned during the week	El perrito Chihuahua y el Leopardo (story folder) Cuál es la moraleja de la fábula? Huesos=bones Leopardo=Leopard Ferocious=feroz	El perrito Chihuahua y el Leopardo (story folder) Cuál es la moraleja de la fábula? Huesos=bones Leopardo=Leopard Ferocious=feroz	El perrito Chihuahua y el Leopardo (story folder) Cuál es la moraleja de la fábula? Huesos=bones Leopardo=Leopard Ferocious=feroz
Friday	Reinforce vocabulary learned over the week through Learning Centers, and an art project	Learning Centers / Art Project	Learning Centers / Art Project	Learning Centers / Art Project	Learning Centers / Art Project



Crème de la Crème®

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Theme: Nursery Rhymes

Art Lesson Plan

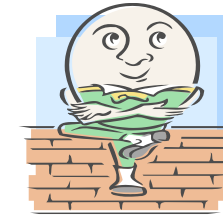
Week: January 15 -19, 2018

Day of the Week	Objectives/ Projects	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
Monday	“Sand Art” Objective: To practice eye-hand coordination.	Using bottle glue squeeze design onto paper. Take small pinches of sand of different colors and sprinkle over glue.	Using bottle glue squeeze design onto paper. Take small pinches of sand of different colors and sprinkle over glue.	Using bottle glue squeeze design onto paper. Take small pinches of sand of different colors and sprinkle over glue.	Using bottle glue squeeze design onto paper. Take small pinches of sand of different colors and sprinkle over glue.	Using bottle glue squeeze design onto paper. Take small pinches of sand of different colors and sprinkle over glue.
Tuesday	“Twinkle, Twinkle” Objective: To learn the term watercolor resist.	Give each a large paper star and make lines over star with yellow crayon. Wash with light blue watercolor. Paint background grey.	Give each a large paper star and make lines over star with yellow crayon. Wash with light blue watercolor. Paint background grey.	Give each a large paper star and make lines over star with yellow crayon. Wash with light blue watercolor. Paint background grey.	“Add Details To Sheep” Objective: To create small designs for texture. Paint the hooves and add pink to the ears. Paint in green hills in foreground.	“Add Details To Sheep” Objective: To create small designs for texture. Paint the hooves and add pink to the ears. Paint in green hills in foreground.
Wednesday	“The Itsy Bitsy Spider” Objective: To create dimension in art.	Color background black and give each child about one foot of white twine to lie over black to create the web. Give one large and one small black pom poms for spider. Pipe cleaners for legs.	Color background black and give each child about one foot of white twine to lie over black to create the web. Give one large and one small black pom poms for spider. Pipe cleaners for legs.	Color background black and give each child about one foot of white twine to lie over black to create the web. Give one large and one small black pom poms for spider. Pipe cleaners for legs.	Color background black and give each child about one foot of white twine to lie over black to create the web. Give one large and one small black pom poms for spider. Pipe cleaners for legs.	Color background black and give each child about one foot of white twine to lie over black to create the web. Give one large and one small black pom poms for spider. Pipe cleaners for legs.
Thursday	“Cookie Cutter Jack and Jill” Objective: To learn the process of linear art.	Give a paper hill and glue on. Color sky blue and print a dark blue Jack and a red Jill.. Print a black bucket being held by both.	Give a paper hill and glue on. Color sky blue and print a dark blue Jack and a red Jill.. Print a black bucket being held by both.	Give a paper hill and glue on. Color sky blue and print a dark blue Jack and a red Jill.. Print a black bucket being held by both.	Give a paper hill and glue on. Color sky blue and print a dark blue Jack and a red Jill.. Print a black bucket being held by both.	Give a paper hill and glue on. Color sky blue and print a dark blue Jack and a red Jill.. Print a black bucket being held by both.
Friday	“Paper Collage” Objective: To create form and pattern.	Color with all colors and glue different shapes of paper across colored paper.	Color with all colors and glue different shapes of paper across colored paper.	“Stencil Art” Objective: Using the imagination. Create your own design.	“Stencil Art” Objective: Using the imagination. Create your own design.	“Stencil Art” Objective: Using the imagination. Create your own design.



Crème de la Crème®

Early Learning Centers of Excellence®



Theme: Traditional Tales

Art Lesson Plan

Week: January 22 - 26, 2018

Day of the Week	Objectives/ Projects	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
Monday	“Painting With Cotton Balls” Objective: To paint with different textures in art.	Give each child five cotton balls. Bring around five different colors foe child to dip into to create painting. Leave cotton ball on paper.	Give each child five cotton balls. Bring around five different colors foe child to dip into to create painting. Leave cotton ball on paper.	Give each child five cotton balls. Bring around five different colors foe child to dip into to create painting. Leave cotton ball on paper.	Give each child five cotton balls. Bring around five different colors foe child to dip into to create painting. Leave cotton ball on paper.	“Drawing Jack’s Bean Stalk Part One” Objective: To sketch free hand. Practice drawing large stalk with leaves. Paint in light blue sky.
Tuesday	“BioColor Art” Objective: To learn sensory art.	Give each one bioputty ball and have child manipulate in hands. Spread onto paper after and create design.	Give each one bioputty ball and have child manipulate in hands. Spread onto paper after and create design.	Give each one bioputty ball and have child manipulate in hands. Spread onto paper after and create design.	Give each one bioputty ball and have child manipulate in hands. Spread onto paper after and create design.	Give each one bioputty ball and have child manipulate in hands. Spread onto paper after and create design.
Wednesday	“Wax Paper Art” Objective: To create three dimensions in art.	Taking two sheets of wax paper spread small amount of biocolor and sequins around paper. Place second on top and press together.	Taking two sheets of wax paper spread small amount of biocolor and sequins around paper. Place second on top and press together.	Taking two sheets of wax paper spread small amount of biocolor and sequins around paper. Place second on top and press together.	Taking two sheets of wax paper spread small amount of biocolor and sequins around paper. Place second on top and press together.	Taking two sheets of wax paper spread small amount of biocolor and sequins around paper. Place second on top and press together.
Thursday	“Roller Painting” Objective: To make green.	Rub paper with green crayon and roll yellow on top. Add blue over to make green.	Rub paper with green crayon and roll yellow on top. Add blue over to make green.	Rub paper with green crayon and roll yellow on top. Add blue over to make green.	Rub paper with green crayon and roll yellow on top. Add blue over to make green.	“Drawing Moby Dick Part Two” Finish by painting whale grey and adding water with different shades of blue.
Friday	“Paper Collage” Objective: To make a pattern.	Color with all colors and glue different shapes onto paper.	Color with all colors and glue different shapes onto paper.	“Stencil Art” Objective: Using your imagination, create your own design with stencils and markers.	“Stencil Art” Objective: Using your imagination, create your own design with stencils and markers.	“Stencil Art” Objective: Using your imagination. Create your own design with stencils and markers.



Crème de la Crème
Early Learning Centers of Excellence



Frog Street Pre-K Program
Art Lesson Plan

Theme: Fairy Tales

Week: January 29 – February 2, 2018

Day of the Week	Projects/ Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
Monday	“Masking Tape Art” Objective: To use fine motor skills.	Start by giving each child two longer pieces of masking tape. Let them place onto paper. Give four more shorter tapes to place across paper.	Start by giving each child two longer pieces of masking tape. Let them place onto paper. Give four more shorter tapes to place across paper.	Start by giving each child two longer pieces of masking tape. Let them place onto paper. Give four more shorter tapes to place across paper.	Start by giving each child two longer pieces of masking tape. Let them place onto paper. Give four more shorter tapes to place across paper.	Start by giving each child two longer pieces of masking tape. Let them place onto paper. Give four more shorter tapes to place across paper.
Tuesday	“My Gingerbread Man” Objective: To practice eye hand coordination.	Give each one gingerbread man and place different small items on table for the child to create the gingerbread man.	Give each one gingerbread man and place different small items on table for the child to create the gingerbread man.	Give each one gingerbread man and place different small items on table for the child to create the gingerbread man.	Give each one gingerbread man and place different small items on table for the child to create the gingerbread man.	Give each one gingerbread man and place different small items on table for the child to create the gingerbread man.
Wednesday	January Snowflakes” Objective: To make light blue.	Rub paper with dark blue and dab a small amount of white paint across dollies. Press down to create snowflakes.	Rub paper with dark blue and dab a small amount of white paint across dollies. Press down to create snowflakes.	Rub paper with dark blue and dab a small amount of white paint across dollies. Press down to create snowflakes.	Rub paper with dark blue and dab a small amount of white paint across dollies. Press down to create snowflakes.	“Drawing A Pot O’ Gold Part One” Objective: Sketching in pencil. Draw large pot with handles. Draw coins in pot overflowing and some on table.
Thursday	“Creating a Rainbow” Objective: To learn to mix one color to make another.	Paint sky light blue and place blue, yellow, red, purple and green on paper. Drag the plastic tool through paint to create the rainbow.	Paint sky light blue and place blue, yellow, red, purple and green on paper. Drag the plastic tool through paint to create the rainbow.	Paint sky light blue and place blue, yellow, red, purple and green on paper. Drag the plastic tool through paint to create the rainbow.	“Drawing A Pot O’ Gold Part Two” Objective: Adding darks and lights. Paint sky rainbow colors and green grass. Using yellow crayon color coins. Shade in the pot.	“Drawing A Pot O’ Gold Part Two” Objective: Adding darks and lights. Paint sky rainbow colors and green grass. Using yellow crayon color coins. Shade in the pot.
Friday	“Collage With Shapes” Objective; To create shape and form.	Color with black crayon and give two circles. Let kids color one red and one yellow and glue all on.	Color with black crayon and give two circles. Let kids color one red and one yellow and glue all on.	“Stencil Art” Create your own design by using stencils and markers.	“Stencil Art” Create your own design by using stencils and markers.	“Stencil Art” Create your own design by using stencils and markers.



Crème de la Crème
Early Learning Centers of Excellence



Frog Street Pre-K Program
Art Lesson Plan

Theme: Ballads, Folktales, and Fables

Week: February 5 - 9, 2018

Day of the Week	Objectives/ Projects	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
Monday	“The Three Little Pigs” Objective: To learn about texture in art.	Give each three circles and paint light pink. Triangles for ears and a smaller circle for the nose. Paint all light pink. Glue all three onto paper and add eyes.	Give each three circles and paint light pink. Triangles for ears and a smaller circle for the nose. Paint all light pink. Glue all three onto paper and add eyes.	Give each three circles and paint light pink. Triangles for ears and a smaller circle for the nose. Paint all light pink. Glue all three onto paper and add eyes.	“Drawing A Hen” Objective: Learning to use texture over paint. Practice drawing a hen with feathers and legs. Add eggs around hen.	“Drawing A Hen” Objective: Learning to use texture over paint. Practice drawing a hen with feathers and legs. Add eggs around hen.
Tuesday	“Car Painting” Objective: To create abstract art.	Rub with black crayon first. Let children roll car into blue, then red and then yellow. Create tire marks with last car dipped in black.	Rub with black crayon first. Let children roll car into blue, then red and then yellow. Create tire marks with last car dipped in black.	Rub with black crayon first. Let children roll car into blue, then red and then yellow. Create tire marks with last car dipped in black.	“Drawing A Hen” Objective: Learning to add detail with pencil. Create feathers on hen and add beak with eye.	“Drawing A Hen” Objective: Learning to add detail with pencil. Create feathers on hen and add beak with eye.
Wednesday	“Balloon Painting” objective: To use eye-hand coordination.	“Drawing My Unicorn” Objective: Learning to sketch. Draw unicorn standing with trees in the area.	“Drawing My Unicorn” Objective: Learning to sketch. Draw unicorn standing with trees in the area.	“Drawing My Unicorn” Objective: Learning to sketch. Draw unicorn standing with trees in the area.	“Drawing My Unicorn” Objective: Learning to sketch. Draw unicorn standing with trees in the area.	“Drawing My Unicorn” Objective: Learning to sketch. Draw unicorn standing with trees in the area.
Thursday	“Texture Painting” Objective: To learn to create dimension in art.	Color first with black crayon. Roll red containing sand over black. Glue yellow circles of paper around edge.	Color first with black crayon. Roll red containing sand over black. Glue yellow circles of paper around edge.	Color first with black crayon. Roll red containing sand over black. Glue yellow circles of paper around edge.	“Outlining My Unicorn” Using purple for the head, outline. Use black for mane and eye.	“Outlining My Unicorn” Using purple for the head, outline. Use black for mane and eye.
Friday	“Paper Collage” Objective: To use eye hand coordination.	Color with all colors and apply glue onto paper. Give children papers of all sizes to glue.	Color with all colors and apply glue onto paper. Give children papers of all sizes to glue.	Stencil Art” Objective: Learning to use imagination. Create your own design using stencils and markers.	Stencil Art” Objective: Learning to use imagination. Create your own design using stencils and markers.	Stencil Art” Objective: Learning to use imagination. Create your own design using stencils and markers.



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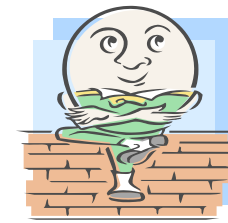
Frog Street Pre-K Program
Computer Lesson Plan



Theme: Nursery Rhymes

Week: January 15 -19, 2018

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
Monday	Fundamentals of computer parts	Show them how to turn the monitor on and how the mouse moves. Use the paint to demonstrate this.	Show them how to turn the monitor on and how the mouse moves. Use the paint to demonstrate this.	Show them how to turn the monitor on and how the mouse moves. Explain right click and left click. Use the paint to demonstrate this.	Show them how to turn the monitor on and how the mouse moves. Explain right click and left click. Use the paint to demonstrate this. Go to Writer's Corner on Frog Street and write about a Folktale from last week.	Show them how to turn the monitor on and how the mouse moves. Explain right click and left click. Use the paint to demonstrate this. Go to Writer's Corner on Frog Street and write about a Folktale from last week.
Tuesday	To learn to use problem solving	Log into Frog Street Writer's Corner – Have them type the letters in their name.	Log into Frog Street Writer's Corner – Have them type the letters in their name.	Log into Frog Street Writer's Corner – Have them type the letters in their name.	Log into Frog Street Writer's Corner – Have them type a few sentences about the nursery rhyme.	Log into Frog Street Writer's Corner – Have them type a few sentences about the nursery rhyme.
Wednesday	To learn how to use hand held devices for learning the letters, letter sounds and how to write them correctly.	Centers – Think & Go Phonics VTech Device ABC MOUSE	Centers – Think & Go Phonics VTech Device ABC MOUSE	Centers – Think & Go Phonics LeapFrog Device VTech Device ABC MOUSE	Centers – LeapFrog Device VTech Device (Adjust the lesson to their age) ABC MOUSE	Centers – LeapFrog Device VTech Device (Adjust the lesson to their age) ABC MOUSE
Thursday	To learn to use problem solving	Frog Street Math – Compare It – Child will compare objects by height, length and number.	Frog Street Math – Compare It – Child will compare objects by height, length and number.	Frog Street Math – Compare It – Child will compare objects by height, length and number.	Frog Street Math – Compare It – Child will compare objects by height, length and number.	Frog Street Math – Compare It – Child will compare objects by height, length and number.
Friday		Log into Frog Street Extra Reading Buddy.(The Frog Prince) Sound out the words that rhyme. ABC MOUSE	Log into Frog Street Extra Reading Buddy.(The Frog Prince) Sound out the words that rhyme. ABC MOUSE	Log into Frog Street Extra Reading Buddy.(The Frog Prince) Have them type some words in Writer's Corner. ABC MOUSE	Log into Frog Street Extra Reading Buddy.(The Frog Prince) Have them type some words in Writer's Corner ABC MOUSE	Log into Frog Street Extra Reading Buddy.(The Frog Prince) Have them type some words in Writer's Corner ABC MOUSE

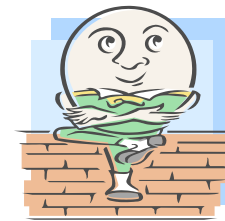
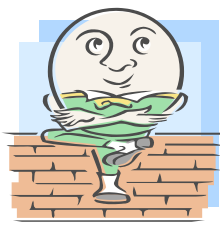


Theme: Traditional Tales

Frog Street Pre-K Program
Computer Lesson Plan

Week: January 22-26, 2018

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
Monday	Fundamentals of computer parts	Show them how to turn the monitor on and how the mouse moves. Use the paint to demonstrate this.	Show them how to turn the monitor on and how the mouse moves. Use the paint to demonstrate this.	Show them how to turn the monitor on and how the mouse moves. Explain right click and left click. Use the paint to demonstrate this.	Show them how to turn the monitor on and how the mouse moves. Explain right click and left click. Use the paint to demonstrate this. Go to Writer's Corner on Frog Street and write about a Nursery Rhyme from last week.	Show them how to turn the monitor on and how the mouse moves. Explain right click and left click. Use the paint to demonstrate this. Go to Writer's Corner on Frog Street and write about a Nursery Rhyme from last week.
Tuesday	To learn to use problem solving	Log into Frog Street Reading Buddy (Little Red) and have them foresee what is going to happen	Log into Frog Street Reading Buddy (Little Red) and have them foresee what is going to happen. What could be done differently?	Log into Frog Street Reading Buddy (Little Red) and have them foresee what is going to happen. What could be done differently?	Log into Frog Street Reading Buddy (Little Red) and have them foresee what is going to happen. What could be done differently?	Log into Frog Street Reading Buddy (Little Red) and have them foresee what is going to happen. What could be done differently?
Wednesday	To learn how to use hand held devices for learning the letters, letter sounds and how to write them correctly.	Centers – Think & Go Phonics VTech Device ABC MOUSE	Centers – Think & Go Phonics VTech Device ABC MOUSE	Centers – Think & Go Phonics LeapFrog Device VTech Device ABC MOUSE	Centers – LeapFrog Device VTech Device (Adjust the lesson to their age) ABC MOUSE	Centers – LeapFrog Device VTech Device (Adjust the lesson to their age) ABC MOUSE
Thursday	To learn to use problem solving	Log into Frog Street Sounds and Rhymes. Sound out the words that rhyme.	Log into Frog Street Sounds and Rhymes. Have the children take turns giving you sounds and rhyming words.	Log into Frog Street Sounds and Rhymes. Have the children take turns giving you sounds and rhyming words.	Log into Frog Street Sounds and Rhymes. Have the children take turns giving you sounds and rhyming words.	Log into Frog Street Sounds and Rhymes. Have the children take turns giving you sounds and rhyming words.
Friday		FrogStreet Math, Compare it. ABC MOUSE	FrogStreet Math, Compare it. ABC MOUSE	FrogStreet Math, Compare it. ABC MOUSE	FrogStreet Math, Compare it. ABC MOUSE	FrogStreet Math, Compare it. ABC MOUSE

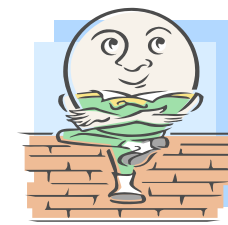


Theme: *Fairytales*

*Frog Street Pre-K Program
Computer Lesson Plan*

Week: January 29-February 2, 2018

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
Monday	Fundamentals of computer parts	Show them how to turn the monitor on and how the mouse moves. Use the paint to demonstrate this.	Show them how to turn the monitor on and how the mouse moves. Use the paint to demonstrate this.	Show them how to turn the monitor on and how the mouse moves. Explain right click and left click. Use the paint to demonstrate this.	Show them how to turn the monitor on and how the mouse moves. Explain right click and left click. Use the paint to demonstrate this. Go to Writer's Corner on Frog Street and write about a Traditional tale from last week.	Show them how to turn the monitor on and how the mouse moves. Explain right click and left click. Use the paint to demonstrate this. Go to Writer's Corner on Frog Street and write about a Traditional tale from last week.
Tuesday	To learn to use problem solving	Log into Frog Street Words, Words, Words, and have them match the words by putting the cursor over the word so that they can hear the word.	Log into Frog Street Words, Words, Words, and have them match the words by putting the cursor over the word so that they can hear the word.	Log into Frog Street Words, Words, Words, and have them match the words and see if they can type the words on Writer's Corner.	Log into Frog Street Words, Words, Words, and have them match the words and then type those words in the Writer's Corner.	Log into Frog Street Words, Words, Words, and have them match the words and then type those words in the Writer's Corner.
Wednesday	To learn how to use hand held devices for learning the letters, letter sounds and how to write them correctly.	Centers – Think & Go Phonics VTech Device ABC MOUSE	Centers – Think & Go Phonics VTech Device ABC MOUSE	Centers – Think & Go Phonics LeapFrog Device VTech Device ABC MOUSE	Centers – LeapFrog Device VTech Device (Adjust the lesson to their age) ABC MOUSE	Centers – LeapFrog Device VTech Device (Adjust the lesson to their age) ABC MOUSE
Thursday	To learn to use problem solving	Log into Frog Street Extra Reading Buddy.(The Frog Prince) Sound out the words that rhyme.	Log into Frog Street Extra Reading Buddy.(The Frog Prince) Sound out the words that rhyme.	Log into Frog Street Extra Reading Buddy.(The Frog Prince) Have them type some words in Writer's Corner.	Log into Frog Street Extra Reading Buddy.(The Frog Prince) Have them type some words in Writer's Corner	Log into Frog Street Extra Reading Buddy.(The Frog Prince) Have them type some words in Writer's Corner
Friday		FrogStreet Math, Compare it. ABC MOUSE	FrogStreet Math, Compare it. ABC MOUSE	FrogStreet Math, Compare it. ABC MOUSE	FrogStreet Math, Compare it. ABC MOUSE	FrogStreet Math, Compare it. ABC MOUSE



Theme: Ballads, Folktales, and Fables

Frog Street Pre-K Program
Computer Lesson Plan

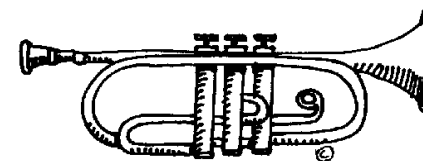
Week: February 5 -9, 2018

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten	Private Kindergarten
Monday	Fundamentals of computer parts	Show them how to turn the monitor on and how the mouse moves. Use the paint to demonstrate this.	Show them how to turn the monitor on and how the mouse moves. Use the paint to demonstrate this.	Show them how to turn the monitor on and how the mouse moves. Explain right click and left click. Use the paint to demonstrate this.	Show them how to turn the monitor on and how the mouse moves. Explain right click and left click. Use the paint to demonstrate this. Go to Writer's Corner on Frog Street and write about a Folktale from last week.	Show them how to turn the monitor on and how the mouse moves. Explain right click and left click. Use the paint to demonstrate this. Go to Writer's Corner on Frog Street and write about a Folktale from last week.
Tuesday	To learn to use problem solving	Log into Frog Street ABC and XYZ ,and click on the letter you hear.	Log into Frog Street ABC and XYZ ,and click on the letter you hear. Ha ve them make the sound of the letter as well.	Log into Frog Street ABC and XYZ ,and click on the letter you hear. Ha ve them make the sound of the letter as well and give you a SIGHT word that matches that letter.	Log into Frog Street ABC and XYZ ,and click on the letter you hear. Ha ve them make the sound of the letter as well and give you a SIGHT word that matches that letter..	Log into Frog Street ABC and XYZ ,and click on the letter you hear. Have them go into Writer's Corner and type the sight words you are working on for this week.
Wednesday	To learn how to use hand held devices for learning the letters, letter sounds and how to write them correctly.	Centers – Think & Go Phonics VTech Device ABC MOUSE	Centers – Think & Go Phonics VTech Device ABC MOUSE	Centers – Think & Go Phonics LeapFrog Device VTech Device ABC MOUSE	Centers – LeapFrog Device VTech Device (Adjust the lesson to their age) ABC MOUSE	Centers – LeapFrog Device VTech Device (Adjust the lesson to their age) ABC MOUSE
Thursday	To learn to use problem solving	Frog Street Math – Compare It – Child will compare objects by height, length and number.	Frog Street Math – Compare It – Child will compare objects by height, length and number.	Frog Street Math – Compare It – Child will compare objects by height, length and number.	Frog Street Math – Compare It – Child will compare objects by height, length and number.	Frog Street Math – Compare It – Child will compare objects by height, length and number.
Friday		Log into Frog Street Extra Reading Buddy.(The Frog Prince) Sound out the words that rhyme. ABC MOUSE	Log into Frog Street Extra Reading Buddy.(The Frog Prince) Sound out the words that rhyme. ABC MOUSE	Log into Frog Street Extra Reading Buddy.(The Frog Prince) Have them type some words in Writer's Corner. ABC MOUSE	Log into Frog Street Extra Reading Buddy.(The Frog Prince) Have them type some words in Writer's Corner ABC MOUSE	Log into Frog Street Extra Reading Buddy.(The Frog Prince) Have them type some words in Writer's Corner ABC MOUSE



Music Lesson Plan: January 15th- January 19th 2018
Theme: Nursery Rhymes of Africa and the Carribean
Theme: Nursery Rhymes

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	TK / PK/APRES
Monday	Music of Africa Understanding music as a cultural phenomenon. Learning to sing in another language.	L'abe igi orombo Learning the songs "L'abe igi orombo" which is the orange tree song. Songs (The Orange Tree, Obiswana)	L'abe igi orombo Learning the songs "L'abe igi orombo" which is the orange tree song. Songs (The Orange Tree, Obiswana)	L'abe igi orombo Learning the songs "L'abe igi orombo" which is the orange tree song. Songs (The Orange Tree, Obiswana)	Music For Little Mozarts Piano Book 1 and 2 clapping rhythm while using solfège.
Tuesday	Haitian Nursery Rhymes Developing improvisational skills. Learning to sing in another language.	Djembe Sitting in a circle and creating our own rhythms to pass around in a circle while we sing the song " Panama m Tonbe"	Djembe Sitting in a circle and creating our own rhythms to pass around in a circle while we sing the song " Panama m Tonbe"	Djembe Sitting in a circle and creating our own rhythms to pass around in a circle while we sing the song " Panama m Tonbe"	Music For Little Mozarts Piano Book 1 and 2. Being able to demonstrate on the piano what we clapped and sung the previous day.
Wednesday	Jamaican Dance Songs Developing cooperative and interactive play.	Brown Girl in Da Ring Singing and playing the song "Brown Girl in Da Ring" using Jamaican creole language.	Brown Girl in Da Ring Singing and playing the song "Brown Girl in Da Ring" using Jamaican creole language.	Brown Girl in Da Ring Singing and playing the song "Brown Girl in Da Ring" using Jamaican creole language.	Music For Little Mozarts Workbook 1 and 2
Thursday	Anansi The Spider Understanding music as a cultural phenomenon.	Anansi Singing the story song about Anansi the Spider.	Anansi Singing the story song about Anansi the Spider.	Anansi Singing the story song about Anansi the Spider.	Anansi Singing the story song about Anansi the Spider. Discuss the importance of drums in African music.
Friday	Piano Friday Learning to sing as a unit. Understanding stanzas and choruses.	Piano Friday Sings a variety of folk and children's songs.	Piano Friday Sings a variety of folk and children's songs.	Piano Friday Sings a variety of folk and children's songs.	Music For Little Mozarts Music Activity Book



Music Lesson Plan: January 22nd – January 26th 2018
Music Theme: The Griot's Tales
Theme: Traditional Tales

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	TK / PK/ APRES
Monday	The Tale of Brer Rabbit Understanding music as cultural phenomenon.	Brer Rabbit Listening to the story of “Brer Rabbit Earns a Dollar a Minute” <i>Songs</i> (Little Sally Walker, Miss Mary Mack)	Brer Rabbit Listening to the story of “Brer Rabbit Earns a Dollar a Minute” <i>Songs</i> (Little Sally Walker, Miss Mary Mack)	Brer Rabbit Listening to the story of “Brer Rabbit Earns a Dollar a Minute” <i>Songs</i> (Little Sally Walker, Miss Mary Mack)	Music For Little Mozarts Piano Lesson Book 1 and 2. Clapping and using solfege to learn rhythmic and pitch patterns.
Tuesday	Soul Train Line Maintaining a steady beat. Moving to music.	Motown Listening and moving to music of Marvin Gaye, the Temptations, and the Supremes. Maintaining a steady beat with rhythm sticks.	Motown Listening and moving to music of Marvin Gaye, the Temptations, and the Supremes. Maintaining a steady beat with rhythm sticks.	Motown Listening and moving to music of Marvin Gaye, the Temptations, and the Supremes. Maintaining a steady beat with rhythm sticks.	Music For Little Mozarts Piano Lesson Book 1 and 2. Demonstrating what we have learned on the piano.
Wednesday	Sun and Moon Understanding music as a cultural phenomenon.	Sun and Moon Hearing the story of How Sun and Moon Live in the Sky. <i>Songs</i> (Caldonia, Three Little Birds)	Sun and Moon Hearing the story of How Sun and Moon Live in the Sky. <i>Songs</i> (Caldonia, Three Little Birds)	Sun and Moon Hearing the story of How Sun and Moon Live in the Sky. <i>Songs</i> (Caldonia, Three Little Birds)	Music For Little Mozarts Piano Workbook 1 and 2
Thursday	Violets Music Developing aural skills through listening.	Violets Music Listening to the story of Violet who loves to listen and play music.	Violets Music Listening to the story of Violet who loves to listen and play music.	Violets Music Listening to the story of Violet who loves to listen and play music. Discussing how the story relates to us.	Violets Music Listening to the story of Violet who loves to listen and play music. Discussing how the story relates to us.
Friday	Piano Friday Learning to sing and clap together in a group setting. Learning basic piano skills.	Piano Friday Singing, playing games, and having lots of fun.	Piano Friday Singing, playing games, and having lots of fun.	Piano Friday Singing, playing games, and having lots of fun.	Music For Little Mozarts Music Activity Book.

Terence Bradford (Music) **Song of the Week:** The Ballad of John Henry **Rhythmic Poem of the Week:** There Was a Little Grasshopper



Music Lesson Plan: January 29th – February 2nd 2018

Theme: Classical Fairy Tales

Theme: Fairy Tales

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	TK / PK/APRES
Monday	Sleeping Beauty Developing aural skills and timbre. Distinguishing between instruments and tone color.	Sleeping Beauty Listening and dancing to the music of Sleeping Beauty. Playing the clapping game. <i>Songs</i> (Down by the Bay, Jack and Jill)	Sleeping Beauty Listening and dancing to the music of Sleeping Beauty. Playing the clapping game. <i>Songs</i> (Down by the Bay, Jack and Jill)	Sleeping Beauty Listening and dancing to the music of Sleeping Beauty. Playing the clapping game. <i>Songs</i> (Down by the Bay, Jack and Jill)	Music For Little Mozarts Clapping and using solfège to help us in our Music Lesson Book 1 and 2
Tuesday	Swan Lake Moving to music. Understanding music as a cultural phenomenon. Understanding pitch and range	Swan Lake Dancing and moving like swans. Singing the song “Counting Ducks” Songs (Counting Ducks, Ek Do Teen)	Swan Lake Dancing and moving like swans. Singing the song “Counting Ducks” Songs (Counting Ducks, Ek Do Teen)	Swan Lake Dancing and moving like swans. Singing the song “Counting Ducks” Songs (Counting Ducks, Ek Do Teen)	Music For Little Mozarts Piano Lesson Book 1 and 2
Wednesday	Dance of the Sugar Plum Movement to music	Sugar Plum Fairy Pretending we are in the land of sweets and must dance like the Sugar Plum Fairy. <i>Songs</i> (Hickory Dickory Dock, Miss Mary Mack)	Sugar Plum Fairy Pretending we are in the land of sweets and must dance like the Sugar Plum Fairy. <i>Songs</i> (Hickory Dickory Dock, Miss Mary Mack)	Sugar Plum Fairy Pretending we are in the land of sweets and must dance like the Sugar Plum Fairy. <i>Songs</i> (Hickory Dickory Dock, Miss Mary Mack)	Music For Little Mozarts Piano Workbook 1 and 2
Thursday	The Firebird Understanding music as a cultural phenomenon.	Igor Stravinsky Listening to Stravinsky’s “The Firebird” and hearing his story that corresponds.	Igor Stravinsky Listening to Stravinsky’s “The Firebird” and hearing his story that corresponds.	Igor Stravinsky Listening to Stravinsky’s “The Firebird” and hearing his story that corresponds. Asking the question how music makes us feel.	Igor Stravinsky Listening to Stravinsky’s “The Firebird” and hearing his story that corresponds. Asking the question how music makes us feel.
Friday	Piano Friday Learning to sing as a group.	Piano Friday Singing a variety of songs we have learned throughout the week.	Piano Friday Singing a variety of songs we have learned throughout the week.	Piano Friday Singing a variety of songs we have learned throughout the week.	Music For Little Mozarts Music Activity Book

Terence Bradford (Music) **Poem of the week:** Five Green and Speckled Frogs

Song of the Week: Today is Monday



Music Lesson Plan: February 5th – February 9th 2018

Theme: Folk Heroes

Theme: Ballads, Folktales, and Fables

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	TK / PK/APRES
Monday	The Ballad Understanding music as a cultural phenomenon. Developing aural skills.	Folk Stories Listening to the story songs of John Henry and Casey Jones. <i>Songs</i> (Casey Jones, John Henry)	Folk Stories Listening to the story songs of John Henry and Casey Jones. <i>Songs</i> (Casey Jones, John Henry)	Folk Stories Listening to the story songs of John Henry and Casey Jones. <i>Songs</i> (Casey Jones, John Henry)	Music For Little Mozarts Clapping and Singing rhythmic patterns using solfege.
Tuesday	Folk Songs Understanding music as a cultural phenomenon. Developing aural skills.	Miss Lucy Had A Baby Singing and moving to a variety of folk songs. <i>Songs</i> (The Fox, Miss Lucy Had A Baby)	Miss Lucy Had A Baby Singing and moving to a variety of folk songs. <i>Songs</i> (The Fox, Miss Lucy Had A Baby)	Miss Lucy Had A Baby Singing and moving to a variety of folk songs. <i>Songs</i> (The Fox, Miss Lucy Had A Baby)	Music For Little Mozarts Demonstrating what we have learned from Piano Lesson Book 1 and 2
Wednesday	Pete Seeger Learning to sing as unison. Understanding music as a cultural phenomenon.	Abiyoyo Listening to the story of Abiyoyo and Froggie Went A Courtin’	Abiyoyo Listening to the story of Abiyoyo and Froggie Went A Courtin’	Abiyoyo Listening to the story of Abiyoyo and Froggie Went A Courtin’	Music For Little Mozarts Piano Workbook 1 and 2
Thursday	El Coqui Understanding music as a cultural phenomenon.	The Song of El Coqui Read and sing the story the “Song of El Coqui” and its relationship to Puerto Rican music.	The Song of El Coqui Read and sing the story the “Song of El Coqui” and its relationship to Puerto Rican music.	The Song of El Coqui Read and sing the story the “Song of El Coqui” and its relationship to Puerto Rican music.	The Song of El Coqui Read and sing the story the “Song of El Coqui” and its relationship to Puerto Rican music.
Friday	Piano Friday Understanding pitch and musical notation.	Piano Friday Singing and playing a variety of games and songs.	Piano Friday Singing and playing a variety of games and songs.	Piano Friday Singing and playing a variety of games and songs.	Music For Little Mozarts Music Activity Book 1 and 2

Terence Bradford (Music)

Song of the Week: Where Are My Pajamas

Poem of the Week: Cabin in the Woods



Theme: Stories and Rhymes

*Creative Movement Lesson Plan
Nursery Rhymes*

Week: January 15 – 19, 2018

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	To learn about different emotions	“Stars and Stripes Forever” (Feelin’ Froggy CD #13) Give children musical eggs and invite them to play along to the song.	“Stars and Stripes Forever” (Feelin’ Froggy CD #13) Give children musical eggs and invite them to play along to the song.	“Stars and Stripes Forever” (Feelin’ Froggy CD #13) Give children musical eggs and invite them to play along to the song.	“Stars and Stripes Forever” (Feelin’ Froggy CD #13) Give children musical eggs and invite them to play along to the song.
Tuesday	To work on critical thinking skills	Play “Ring around the Rosie” (Appendix p. 183) Ask children why they didn’t get hurt when they fell down. Discuss the difference between planned and accidental falls.	Play “Ring around the Rosie” (Appendix p. 183) Ask children why they didn’t get hurt when they fell down. Discuss the difference between planned and accidental falls.	Play “Ring around the Rosie” (Appendix p. 183) Ask children why they didn’t get hurt when they fell down. Discuss the difference between planned and accidental falls.	Play “Ring around the Rosie” (Appendix p. 183) Ask children why they didn’t get hurt when they fell down. Discuss the difference between planned and accidental falls.
Wednesday	To learn about “major” chords in music	“Miss Mary Mack” (Feelin Froggy CD # 15 or Appendix p. 180) Teach children the clapping pattern that accompanies the song.	“Miss Mary Mack” (Feelin Froggy CD # 15 or Appendix p. 180) Teach children the clapping pattern that accompanies the song.	“Miss Mary Mack” (Feelin Froggy CD # 15 or Appendix p. 180) Teach children the clapping pattern that accompanies the song.	“Miss Mary Mack” (Feelin Froggy CD # 15 or Appendix p. 180) Teach children the clapping pattern that accompanies the song.
Thursday	To learn about “minor” chords in music	Provide streamers. Encourage children to pretend that the streamers are kites and fly them through the air to music.	Provide streamers. Encourage children to pretend that the streamers are kites and fly them through the air to music.	Provide streamers. Encourage children to pretend that the streamers are kites and fly them through the air to music.	Provide streamers. Encourage children to pretend that the streamers are kites and fly them through the air to music.
Friday	To build self confidence	Play “Drop the Mitten” (Appendix p.193) Play as you would play Drop the Handkerchief.	Play “Drop the Mitten” (Appendix p.193) Play as you would play Drop the Handkerchief.	Play “Drop the Mitten” (Appendix p.193) Play as you would play Drop the Handkerchief.	Play “Drop the Mitten” (Appendix p.193) Play as you would play Drop the Handkerchief.



Theme: Stories and Rhymes

*Creative Movement Lesson Plan
Traditional Tales*

Week: January 22 – 26, 2018

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	To learn about different emotions	“Walk-on Nursery Rhyme” (Appendix p.191) Invite children to participate in the rhyme. Encourage them to follow your lead through “Goldilocks”	“Walk-on Nursery Rhyme” (Appendix p.191) Invite children to participate in the rhyme. Encourage them to follow your lead through “Goldilocks”	“Walk-on Nursery Rhyme” (Appendix p.191) Invite children to participate in the rhyme. Encourage them to follow your lead through “Goldilocks”	“Walk-on Nursery Rhyme” (Appendix p.191) Invite children to participate in the rhyme. Encourage them to follow your lead through “Goldilocks”
Tuesday	To work on critical thinking skills	Play “One Pink Piglet” (Appendix p. 195) Invite them to play as they would “One Elephant”. Teach them the words. Allow them to make up the movements.	Play “One Pink Piglet” (Appendix p. 195) Invite them to play as they would “One Elephant”. Teach them the words. Allow them to make up the movements.	Play “One Pink Piglet” (Appendix p. 195) Invite them to play as they would “One Elephant”. Teach them the words. Allow them to make up the movements.	Play “One Pink Piglet” (Appendix p. 195) Invite them to play as they would “One Elephant”. Teach them the words. Allow them to make up the movements.
Wednesday	To learn about “major” chords in music	“What Time Is It, Mr. Wolf” (Appendix p. 194) Invite children to play this game.	“What Time Is It, Mr. Wolf” (Appendix p. 194) Invite children to play this game.	“What Time Is It, Mr. Wolf” (Appendix p. 194) Invite children to play this game.	“What Time Is It, Mr. Wolf” (Appendix p. 194) Invite children to play this game.
Thursday	To learn about “minor” chords in music	“New Chicken Dance” (Frog Street Friends CD # 12) Invite children to dance and encourage them to make up a new dance called the “Hen Spin”.	“New Chicken Dance” (Frog Street Friends CD # 12) Invite children to dance and encourage them to make up a new dance called the “Hen Spin”.	“New Chicken Dance” (Frog Street Friends CD # 12) Invite children to dance and encourage them to make up a new dance called the “Hen Spin”.	“New Chicken Dance” (Frog Street Friends CD # 12) Invite children to dance and encourage them to make up a new dance called the “Hen Spin”.
Friday	To build self confidence	“New Chicken Dance” (Frog Street Friends CD # 12) Invite children to dance and encourage them to make up a new dance called the “Henny Penny”.	“New Chicken Dance” (Frog Street Friends CD # 12) Invite children to dance and encourage them to make up a new dance called the “Henny Penny”.	“New Chicken Dance” (Frog Street Friends CD # 12) Invite children to dance and encourage them to make up a new dance called the “Henny Penny”.	“New Chicken Dance” (Frog Street Friends CD # 12) Invite children to dance and encourage them to make up a new dance called the “Henny Penny”.

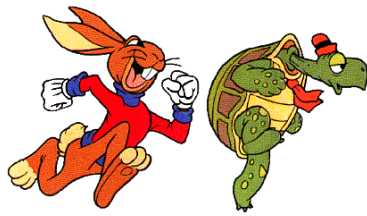


Theme: Stories and Rhymes

*Creative Movement Lesson Plan
Fairytales*

Week: January 29 – February 2, 2018

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	To learn about different emotions	<p>“Princess Ball Roll” (Appendix p.195) Invite children to play this game. Explain that in today’s story a frog retrieves a princess’s ball from a pond. They are going to play a game that involves retrieving the princess’s ball.</p>	<p>“Princess Ball Roll” (Appendix p.195) Invite children to play this game. Explain that in today’s story a frog retrieves a princess’s ball from a pond. They are going to play a game that involves retrieving the princess’s ball.</p>	<p>“Princess Ball Roll” (Appendix p.195) Invite children to play this game. Explain that in today’s story a frog retrieves a princess’s ball from a pond. They are going to play a game that involves retrieving the princess’s ball.</p>	<p>“Princess Ball Roll” (Appendix p.195) Invite children to play this game. Explain that in today’s story a frog retrieves a princess’s ball from a pond. They are going to play a game that involves retrieving the princess’s ball.</p>
Tuesday	To work on critical thinking skills	Encourage children to walk like a giant, jump like a giant, hop like a giant, swim like a giant, and dance like a giant.	Encourage children to walk like a giant, jump like a giant, hop like a giant, swim like a giant, and dance like a giant.	Encourage children to walk like a giant, jump like a giant, hop like a giant, swim like a giant, and dance like a giant.	Encourage children to walk like a giant, jump like a giant, hop like a giant, swim like a giant, and dance like a giant.
Wednesday	To learn about “major” chords in music	Create dragon and giant shadows. (Use flashlight) Have children create flying dragons and stomping giants.	Create dragon and giant shadows. (Use flashlight) Have children create flying dragons and stomping giants.	Create dragon and giant shadows. (Use flashlight) Have children create flying dragons and stomping giants.	Create dragon and giant shadows. (Use flashlight) Have children create flying dragons and stomping giants.
Thursday	To learn about “minor” chords in music	<p>“Who’s Got the Pea” (Appendix p.195) Tell the children that a tiny pea is going to play a big role in our story today. Play the game as you would “Who’s Got the Button”.</p>	<p>“Who’s Got the Pea” (Appendix p.195) Tell the children that a tiny pea is going to play a big role in our story today. Play the game as you would “Who’s Got the Button”.</p>	<p>“Who’s Got the Pea” (Appendix p.195) Tell the children that a tiny pea is going to play a big role in our story today. Play the game as you would “Who’s Got the Button”.</p>	<p>“Who’s Got the Pea” (Appendix p.195) Tell the children that a tiny pea is going to play a big role in our story today. Play the game as you would “Who’s Got the Button”.</p>
Friday	To build self confidence	<p>“Boot, Boot, Shoe” (Appendix p. 193) Invite children to play this game as you would “Duck, Duck, Goose”.</p>	<p>“Boot, Boot, Shoe” (Appendix p. 193) Invite children to play this game as you would “Duck, Duck, Goose”.</p>	<p>“Boot, Boot, Shoe” (Appendix p. 193) Invite children to play this game as you would “Duck, Duck, Goose”.</p>	<p>“Boot, Boot, Shoe” (Appendix p. 193) Invite children to play this game as you would “Duck, Duck, Goose”.</p>



Theme: Stories and Rhymes

*Creative Movement Lesson Plan
Ballads, Folktales, and Fables*

Week: February 5 -9, 2018

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	To learn about different emotions	<p>“Five Little Speckled Frogs” (Appendix p.181) Invite children to sing and act out song. “Shubert Shuffle” (It Starts in the Heart CD #15 or Appendix p.173) Invite children to dance and sing along.</p>	<p>“Five Little Speckled Frogs” (Appendix p.181) Invite children to sing and act out song. “Shubert Shuffle” (It Starts in the Heart CD #15 or Appendix p.173) Invite children to dance and sing along.</p>	<p>“Five Little Speckled Frogs” (Appendix p.181) Invite children to sing and act out song. “Shubert Shuffle” (It Starts in the Heart CD #15 or Appendix p.173) Invite children to dance and sing along.</p>	<p>“Five Little Speckled Frogs” (Appendix p.181) Invite children to sing and act out song. “Shubert Shuffle” (It Starts in the Heart CD #15 or Appendix p.173) Invite children to dance and sing along.</p>
Tuesday	To work on critical thinking skills	<p>“Musical Cat and Fish” (Appendix p.194) Select one child to be the cat and one child to be the fish.</p>	<p>“Musical Cat and Fish” (Appendix p.194) Select one child to be the cat and one child to be the fish.</p>	<p>“Musical Cat and Fish” (Appendix p.194) Select one child to be the cat and one child to be the fish.</p>	<p>“Musical Cat and Fish” (Appendix p.194) Select one child to be the cat and one child to be the fish.</p>
Wednesday	To learn about “major” chords in music	<p>“Itsy Bitsy Spider” (Frog Street Friends CD #8) Invite children to dance like spiders.</p>	<p>“Itsy Bitsy Spider” (Frog Street Friends CD #8) Invite children to dance like spiders.</p>	<p>“Itsy Bitsy Spider” (Frog Street Friends CD #8) Invite children to dance like spiders.</p>	<p>“Itsy Bitsy Spider” (Frog Street Friends CD #8) Invite children to dance like spiders.</p>
Thursday	To learn about “minor” chords in music	<p>Invite children to move like the characters in the stories they will hear today. Hop like a hare. Leap like a deer. Hip hop like Half-chicken. Crawl like a turtle.</p>	<p>Invite children to move like the characters in the stories they will hear today. Hop like a hare. Leap like a deer. Hip hop like Half-chicken. Crawl like a turtle.</p>	<p>Invite children to move like the characters in the stories they will hear today. Hop like a hare. Leap like a deer. Hip hop like Half-chicken. Crawl like a turtle.</p>	<p>Invite children to move like the characters in the stories they will hear today. Hop like a hare. Leap like a deer. Hip hop like Half-chicken. Crawl like a turtle.</p>
Friday	To build self confidence	<p>Discuss exaggeration and have children attempt the action. “I can jump to the sky” “I can walk a mile on my hands” “I can flap my ears and fly”</p>	<p>Discuss exaggeration and have children attempt the action. “I can jump to the sky” “I can walk a mile on my hands” “I can flap my ears and fly”</p>	<p>Discuss exaggeration and have children attempt the action. “I can jump to the sky” “I can walk a mile on my hands” “I can flap my ears and fly”</p>	<p>Discuss exaggeration and have children attempt the action. “I can jump to the sky” “I can walk a mile on my hands” “I can flap my ears and fly”</p>



Theme: Stories and Rhymes

**Gym Lesson Plan
Nursery Rhymes**

Week: January 15 – 19, 2018

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	To learn how to control moving and stopping with the body	Play, “Musical Hugs” When the music stops, the child must find a partner to hug	Play, “Musical Hoops” Pass out small colored hoops, when music stops the child must find the person with their matching color	*Play musical hands and have children stand on one when the music stops, eliminate one by one	*Play musical hands and have children stand on one when the music stops, eliminate one by one, and spread them out over the room
Tuesday	To practice tossing and developing depth perception	Hoop toss: Set out cones and have a children try to throw the hoops over the cones Use big hoops	Hoop toss: Set out cones and have a children try to throw the hoops over the cones Use big hoops	Hoop toss: Set out cones and have a children try to throw the hoops over the cones Use small hoops	Hoop toss: Set out cones and have a children try to throw the hoops over the cones Use small hoops
Wednesday	To focus on traveling with an object	Scooter Fun Set cones in the corners of the room and have children roll around on the scooters	Scooter Fun Set cones in the corners of the room and have children roll around on the scooters	Scooter Fun Set cones in the corners of the room and have relay races that involve running, skipping, or kicking a ball	Scooter Fun Set cones in the corners of the room and have relay races that involve running, skipping, kicking a ball, or using scooters
Thursday	To develop coordination and circulation of movement in the body	Body Pretzels: Have each child pick a card and see if they can stretch that body part (simple)	Body Pretzels: Divide body part cards into two piles: upper and lower Have children pick a card from each pile and see if they can touch those two parts together (simple)	Body Pretzels: Use the Yoga cards and have children practice stretching their bodies	Body Pretzels: Use the Yoga cards and have children practice stretching their bodies, use a hoop on the floor to mark personal space
Friday	To practice balancing with different body parts and following directions	Place a hula hoop on the floor and call out different body parts to place inside the hoop Ex: Put one hand in the hoop, put two knees inside the hoop	Place a hula hoop on the floor and call out different body parts to place inside the hoop Ex: Put one hand in the hoop and one outside, put one foot inside and one hand out	Play, “Teacher, May I” and have children practice moving in different ways Ex: giant steps, baby steps	Play, “Teacher, May I” and have children practice moving in different ways Ex: Sideways step, zigzag step



Theme: Stories and Rhymes

*Gym Lesson Plan
Traditional Tales*

Week: January 22 – 26, 2018

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	To practice following designated rules of a game	Warm-up and Stretch Circle around Earth Create a circle the kids holding hands. Have ea. Child move the hula hoop around the circle without letting go of hands.	Warm-up and Stretch Circle around Earth Create a circle the kids holding hands. Have ea. Child move the hula hoop around the circle without letting go of hands.	Warm-up and Stretch Circle around Earth Create a circle the kids holding hands. Have ea. Child move the hula hoop around the circle without letting go of hands.	Warm-up and Stretch Circle around Earth Create a circle the kids holding hands. Have ea. Child move the hula hoop around the circle without letting go of hands.
Tuesday	To follow a set of sequential steps through movement	Warm-up and Stretch King of the Island Have 2 teams try to knock down the other team's cones.	Warm-up and stretch . King of the Island Have 2 teams try to knock down the other team's cones.	Warm-up and stretch King of the Island Have 2 teams try to knock down the other team's cones.	Warm-up and stretch King of the Island Have 2 teams try to knock down the other team's cones.
Wednesday	To practice large motor skills with an object, to cooperate with peers for a common goal	Warm-up and stretch Bowling Split the class and the rom in 2. Each team that finishes knocking their cones first wins. They have to roll the ball from a restrained area.	Warm-up and stretch Bowling Split the class and the rom in 2. Each team that finishes knocking their cones first wins. They have to roll the ball from a restrained area.	Warm-up and stretch Bowling Split the class and the rom in 2. Each team that finishes knocking their cones first wins. They have to roll the ball from a restrained area.	Warm-up and stretch Bowling Split the class and the rom in 2. Each team that finishes knocking their cones first wins. They have to roll the ball from a restrained area.
Thursday	To practice hand eye coordination with an object	Warm-and Stretch Sheep Gather Have center lane for only person to be in. all the children will be on one end of the gym trying to cross to other side without being tagged by the man in the center lane.	Warm-up and Stretch Sheep Gather Have center lane for only person to be in. all the children will be on one end of the gym trying to cross to other side without being tagged by the man in the center lane.	Warm-up and Stretch Sheep Gather Have center lane for only person to be in. all the children will be on one end of the gym trying to cross to other side without being tagged by the man in the center lane.	Warm-up and Stretch Sheep Gather Have center lane for only person to be in. all the children will be on one end of the gym trying to cross to other side without being tagged by the man in the center lane.
Friday	To practice large motor skills with an object, to cooperate with peers for a common goal	Warm-up and Stretch Soccer Have to two teams try score the soccer ball on the opponents side. Outside: Soccer on Frog Field	Warm-up and Stretch Soccer Have to two teams try score the soccer ball on the opponents side. Outside: Soccer on Frog Field	Warm-up and Stretch Soccer Have to two teams try score the soccer ball on the opponents side. Outside: Soccer on Frog Field	Warm-up and Stretch Soccer Have to two teams try score the soccer ball on the opponents side. Outside: Soccer on Frog Field

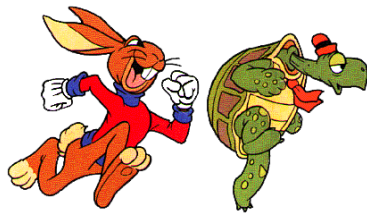


Theme: Stories and Rhymes

*Gym Lesson Plan
Fairytales*

Week: January 29 – February 2, 2018

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	To practice following designated rules of a game	Warm-up and Stretch Mystery Exit Construct a maze with the mats. And let the children use decision making to find a way out of the maze. Jump the ramp for a winning victory.	Warm-up and Stretch Capture The Flag Build a Castle on ea. Side. Have the opponents' flag in your castle. Ea. Team will try to get their flag, without getting tagged with other team's balls.	Warm-up and Stretch Capture The Flag Build a Castle on ea. Side. Have the opponents' flag in your castle. Ea. Team will try to get their flag, without getting tagged with other team's balls.	Warm-up and Stretch Capture The Flag Build a Castle on ea. Side. Have the opponents' flag in your castle. Ea. Team will try to get their flag, without getting tagged with other team's balls.
Tuesday	To follow a set of sequential steps through movement	Warm-up and Stretch Musical Hoops Have lots of hula hoops out. Everyone must run around the hula hoop until the music stops. When it stops you must find a hula hoop to sit on. Last one to do so is out.	Warm-up and Stretch Musical Hoops Have lots of hula hoops out. Everyone must run around the hula hoop until the music stops. When it stops you must find a hula hoop to sit on. Last one to do so is out.	Warm-up and Stretch Musical Hoops Have lots of hula hoops out. Everyone must run around the hula hoop until the music stops. When it stops you must find a hula hoop to sit on. Last one to do so is out.	Warm-up and Stretch Musical Hoops Have lots of hula hoops out. Everyone must run around the hula hoop until the music stops. When it stops you must find a hula hoop to sit on. Last one to do so is out.
Wednesday	To practice large motor skills with an object, to cooperate with peers for a common goal	Warm-up and Stretch Crème 500 Make a rectangular race track on the basketball court and race to the finish line to see who is the fastest.	Warm-up and Stretch Crème 500 Make a rectangular race track on the basketball court and race to the finish line to see who is the fastest.	Warm-up and Stretch Crème 500 Make a rectangular race track on the basketball court and race to the finish line to see who is the fastest.	Warm-up and Stretch Crème 500 Make a rectangular race track on the basketball court and race to the finish line to see who is the fastest.
Thursday	To practice hand eye coordination with an object	Warm-up and stretch Yoga moves Set out yoga mats and demonstrate each yoga move to the kids.	Warm-up and stretch Yoga moves Set out yoga mats and demonstrate each yoga move to the kids.	Warm-up and stretch Yoga moves Set out yoga mats and demonstrate each yoga move to the kids.	Warm-up and stretch Yoga moves Set out yoga mats and demonstrate each yoga move to the kids.
Friday	To practice large motor skills with an object, to cooperate with peers for a common goal	Warm-up and Stretch Healthy Food discussions Fitness Friday 1.Up and Downs 2. Giant jumps off the mats 3. Sprint across the room to finish.	Warm-up and Stretch Healthy Food discussions Fitness Friday Set out sections, 1. Mighty mouse jumps(up downs) 2.Nija Jumps 3. scooter race	Warm-up and Stretch Healthy Food discussions Fitness Friday Set out sections, 1. Mighty mouse jumps(up downs) 2.Nija Jumps 3. scooter race	Warm-up and Stretch Healthy Food discussions Fitness Friday Set out sections, 1. Mighty mouse jumps(up downs) 2.Nija Jumps 3. scooter race



Theme: Stories and Rhymes

*GYM Lesson Plan
Ballads, Folktales, and Fables*

Week: February 5 -9, 2018

Day of the Week	Objectives	Gard 2	Gard 3	Crème Prep	Transitional Kindergarten
Monday	To practice following designated rules of a game	Warm up and Stretch Freeze Tag	Warm up and Stretch Pirate Ball Divide the room in ½ create a treasure area w/1 mat laid across the corner w/ a hula hoop that has 3 different balls. Object of the game is to try to take back your treasure, ea. Team will need to get a certain ball to bring back to their corner.	Warm up and Stretch Pirate Ball Divide the room in ½ create a treasure area w/1 mat laid across the corner w/ a hula hoop that has 3 different balls. Object of the game is to try to take back your treasure, ea. Team will need to get a certain ball to bring back to their corner.	Warm up and Stretch Pirate Ball Divide the room in ½ create a treasure area w/1 mat laid across the corner w/ a hula hoop that has 3 different balls. Object of the game is to try to take back your treasure, ea. Team will need to get a certain ball to bring back to their corner.
Tuesday	To follow a set of sequential steps through movement	Warm up and Stretch Freeze Tag	Warm up and Stretch Scooter cage ball Div. the room & kids equally. Place 2 scooters in front of ea. Team have 1 ball in the middle of the room. Have the kids try to kick the ball to other team's wall to win.	Warm up and Stretch Scooter cage ball Div the room & kids equally. Place 2 scooters in front of ea. Team have 1 ball in the middle of the room. Have the kids try to kick the ball to other team's wall to win.	Warm up and Stretch Scooter cage ball Div. the room & kids equally. Place 2 scooters in front of ea. Team have 1 ball in the middle of the room. Have the kids try to kick the ball to other team's wall to win.
Wednesday	To practice large motor skills with an object, to cooperate with peers for a common goal	Warm up and Stretch Airplane Have the kids act like airplanes. Spreading their hands like wings starting off low and start to run as if picking up speed	Warm up and Stretch Cheetah Chase Create a rectangle. Then have 2 teams on opposite sides of the rectangle. 1 team has to try to catch the other team before they pass the ball.	Warm up and Stretch Cheetah Chase Create a rectangle. Then have 2 teams on opposite sides of the rectangle. 1 team has to try to catch the other team before they pass the ball.	Warm up and Stretch Cheetah Chase Create a rectangle. Then have 2 teams on opposite sides of the rectangle. 1 team has to try to catch the other team before they pass the ball.
Thursday	To practice hand eye coordination with an object	Warm up and Stretch Hippity Hoppity Hold the kids hand to learn to hop on 1 foot. Then slowing teaching them to do it themselves. Stand like flamingo.	Warm up and Stretch Safe Zone Set up 2 safe zones on opposite ends in b/w them you can several hula hoop laid out =safe zones on the way there.	Warm up and Stretch Safe Zone Set up 2 safe zones on opposite ends in b/w them you can several hula hoop laid out =safe zones on the way there.	Warm up and Stretch Safe Zone Set up 2 safe zones on opposite ends in b/w them you can several hula hoop laid out =safe zones on the way there.
Friday	To practice large motor skills with an object, to cooperate with peers for a common goal	Warm up and Stretch Friday Fun Day	Warm up and Stretch Friday Fun Day	Warm up and Stretch Friday Fun Day	Warm up and Stretch Friday Fun Day



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PATHS Lesson Plan

Lesson Number: 20

Lesson Name: Sharing and Caring I

Week: January 15-19, 2018

Day of the Week/ Objectives	Crème Prep	Transitional Kindergarten	Private Kindergarten
Monday To define sharing in a positive context.	Use the turtle and hedgehog puppets to introduce the lesson. Make flower shapes	Use the turtle and hedgehog puppets to introduce the lesson. Make flower shapes	Use the turtle and hedgehog puppets to introduce the lesson. Make flower shapes
Tuesday			
Wednesday To relate the concept of sharing to the concept of caring for others.	Remind children “Sharing Is Caring” Playing Together	Remind children “Sharing Is Caring” Playing Together Tell the children a story or something important about yourself.	Remind children “Sharing Is Caring” Playing Together Tell the children a story or something important about yourself.
Thursday			
Friday Children will experience the positive feeling associated with sharing.	Send home the parent handout Sharing Is Caring. Continue to send home the Compliment List with the PATHS Kid for Today. Friendship Sharing Salad	Send home the parent handout Sharing Is Caring. Continue to send home the Compliment List with the PATHS Kid for Today. Friendship Sharing Salad	Send home the parent handout Sharing Is Caring. Continue to send home the Compliment List with the PATHS Kid for Today. Friendship Sharing Salad



PATHS Lesson Plan

Lesson Name: Sharing and Caring II

Lesson Number: 21

Week: January 22-26, 2018

**Day of the Week/
Objectives**

Gard 3

Crème Prep

Transitional Kindergarten

Monday
To help children understand that sharing is an important part of friendship.

Use the turtle and dog puppets to introduce the lesson.
Sing “Five Friends Song.”

Use the turtle and dog puppets to introduce the lesson.
Sing “Five Friends Song.”
Matching character cards

Use the turtle and dog puppets to introduce the lesson.
Sing “Five Friends Song.”
Find Your Feeling Friend.

Tuesday

Sing “The More We Get Together.”

Point out during the day which types of things are for sharing and which things are not. Discuss how they feel about sharing.
Sing “The More We Get Together.”

Point out during the day which types of things are for sharing and which things are not. Discuss how they feel about sharing.
Sing “The More We Get Together.”

Wednesday
To further emphasize sharing in a positive context.

Praise children for sharing with one another. Ask them how they feel when they don’t want to share.

Thursday

Send home the PATHS Kid for Today parent letter.
Find ways to involve parents in the compliment process.
Friendship Coloring

Send home the PATHS Kid for Today parent letter.
Find ways to involve parents in the compliment process.
Find Your Feeling Friend.

Send home the PATHS Kid for Today parent letter.
Find ways to involve parents in the compliment process.
Friendship Walk

Friday
To introduce choices in the context of sharing.



PATHS Lesson Plan

Lesson Name: Twiggle's Special Day

Week: January 29-February 2, 2018

Lesson Number: 22

**Day of the Week/
Objectives**

Gard 3

Crème Prep

Transitional Kindergarten

Monday
To use a story to teach children that it is possible to have more than one friend.

Use the turtle puppet to introduce this lesson.
Invite the PATHS Kid for Today up to help you with the storybook.

Use the turtle puppet to introduce this lesson.
Invite the PATHS Kid for Today up to help you with the storybook.

Use the turtle puppet to introduce this lesson.
Invite the PATHS Kid for Today up to help you with the storybook.

Tuesday

Wednesday
Children will accept that it is possible to have more than one friend.

Sing "What Friends Do."
Transition activity

Sing "What Friends Do."
Sticking to Our Friends

Sing "What Friends Do."
Friendship Puzzle

Thursday

Friday
Children will play with a variety of other children.

Continue to send the Compliment List home with the PATHS Kid for Today.
Musical Friends

Continue to send the Compliment List home with the PATHS Kid for Today.
Musical Friends

Continue to send the Compliment List home with the PATHS Kid for Today.
Musical Friends



PATHS Lesson Plan

Lesson Number: 23

Lesson Name: Advanced Compliments

Week: February 5-9, 2018

Day of the Week/ Objectives	Gard 3	Crème Prep	Transitional Kindergarten
Monday To teach children how to give compliments that reflect quality of friendship or behavioral skills.	Use the turtle and hedgehog puppets to introduce this lesson. Compliment Cheers	Use the turtle and hedgehog puppets to introduce this lesson. Compliment Cheers	Use the turtle and hedgehog puppets to introduce this lesson. Compliment Cheers
Tuesday			
Wednesday Children will be able to give a peer a compliment that reflects their experience with the child.	Turtling for Compliments	Compliment Hand Signals Turtling for Compliments	Complimentary Dictionary Compliment/Not a Compliment Sorting Game
Thursday			
Friday To teach children how to give compliments that reflect quality of friendship or behavioral skills.	Continue to send the Compliment List home with the PATHS Kid for Today. Top Ten Compliments	Continue to send the Compliment List home with the PATHS Kid for Today. Top Ten Compliments	Continue to send the Compliment List home with the PATHS Kid for Today. Top Ten Compliments