

Theme 6

Theme 6

I Build! I Create!

| | |
|--------|--------------------|
| Week 1 | Construction Terms |
| Week 2 | Tools and Machines |
| Week 3 | I Can Build |
| Week 4 | I Can Create |



Our character education focus will be on developing the concepts of cooperation and intentionality.

Dear Family,

During the next four weeks, we will learn about construction terminology, machines, and tools. Children will explore the tools used by many different professionals including the tools that they use in preschool. They will explore artist's tools, carpenter's tools, gardener's tools, and scientist's tools. They will learn about simple machines and begin to use tools for measurement. But most importantly, they will use their imaginations as they use the tools to build and create.

Literacy

What fun to consider and compare the building styles of the Three Little Pigs. Help your child retell the story and then sing this simple story summary.

Three Pigs

by Pam Schiller

Tune: "Five Little Ducks"
One little pig went to find his way
Over the hill not far away.
He built a home of flimsy straw,
But his house had a fatal flaw.

The next little pig went to find his way
Over the hill not far away.
He built a home of fragile sticks.
He should have used his brother's bricks.

The third little pig went to find his way
Over the hill not far away.
He built a home of sturdy bricks,
And he was safe from the wolf's mean tricks.

Math

Children will continue counting, sorting, patterning, and graphing during this theme, but we will also focus on identifying geometric shapes. We will talk about sides and corners and angles. For example, your child will be comparing different four-sided figures and determining which ones are squares and which ones are rectangles.

You may want to prepare a shape meal. Cut the foods into circles, squares, triangles, or rectangles. Discuss the shapes and enjoy eating them.

- Try a circle lunch of carrot coins, round cracker stacks layered with cheese, banana slices, and salami.
- Enjoy a square breakfast of French toast (trim bread into squares before cooking) with a pat of butter and melon cubes.

Notes

Tema 6

¡Puedo construir! ¡Puedo crear!

| | |
|----------|--------------------------|
| Semana 1 | Términos de construcción |
| Semana 2 | Herramientas y máquinas |
| Semana 3 | Puedo construir |
| Semana 4 | Puedo crear |



Nuestro enfoque en la educación del carácter estará dirigido a desarrollar los conceptos de colaboración e intención.

Estimada familia:

Durante las próximas cuatro semanas vamos a aprender términos de construcción y a conocer algunas máquinas y herramientas. Los niños explorarán las herramientas que se usan en diferentes profesiones así como las que ellos usan en su clase. Explorarán las herramientas de los artistas, las de los carpinteros, las de los jardineros y las de los científicos. Aprenderán lo que son las máquinas simples y empezarán a usar las herramientas de medir. Pero lo más importante es que mientras usan las herramientas para construir y crear, ellos van a usar su imaginación.

Lectoescritura

¡Qué divertido será analizar y comparar los estilos de construcción de los “Tres cerditos”. Ayuden a sus hijos a repetir el cuento y luego canten este pequeño resumen.

Tres cerditos

Melodía: Five Little Ducks

Un cerdito se fue a buscar un lugar tras la colina, no muy lejos, por allá. Construyó una casita con la paja de un trigal pero esa casita le salió muy mal.

El siguiente cerdito se fue a buscar un lugar tras la colina, no muy lejos, por allá. Construyó una casita con palitos del corral pero pudo haber usado ladrillos de verdad.

El tercer cerdito se fue a buscar un lugar tras la colina, no muy lejos por allá. Construyó una casita de ladrillos y cal y a este cerdito el lobo no pudo engañar.

Matemáticas

Durante el desarrollo de este tema los niños seguirán contando, clasificando, haciendo patrones y gráficas pero también se dedicarán a identificar figuras geométricas. Vamos a hablar sobre lados, esquinas y ángulos. Por ejemplo, sus hijos compararán diferentes figuras de cuatro lados y determinarán cuáles son cuadrados y cuáles son rectángulos. Intenten prepararles una “comida de figuras”. Corten los alimentos en círculos, cuadrados, triángulos o rectángulos. Hablen sobre las figuras mientras se las comen. Preparen un almuerzo de círculos con rebanadas de zanahoria, torres de galletas redondas untadas de queso, rodajas de plátano y de salami. Disfruten de un desayuno cuadrado con tostadas francesas (recorten el pan en cuadrados antes de prepararlo) con un cuadradito de mantequilla y cubos de melón.

Notas

I Build! I Create!

Theme 6

Literacy

Practice writing letters and words with many different writing tools. Try using your fingers, markers, crayons, paints, and even frosting!

Outdoors

Paint with water. Choose a paintbrush, and fill a small bucket or can with water. Dip the brush in the water and paint walls, trees, fences, gates, mailboxes, and lawn furniture.

Calming Strategy

Teach someone in your family how to do the Painter's Reach calming strategy. Pretend to hold a paintbrush in your right hand and paint a pretend canvas.



Math

Build a paper cup tower. Place three cups upside down on a flat surface. Lay a piece of cardboard on top of the cups. Put three more cups on top of the cardboard. Continue alternating cups and cardboard. How tall can you make the tower? How many cups did you use? What happens when you change the number of cups in each layer? What happens if you change the position of the cups? Enjoy building and counting. Don't forget to make a record of your buildings.



Theme Job

With a member of your family, plan a visit to a construction site. Talk about the equipment you will see. During the visit, think about what is happening and what jobs the different pieces of equipment do. Think about whether any of the giant machines use simple machines. Take photos of your visit. Look at books about the trucks and construction equipment. See if the book shows some of the equipment you saw. Visit the site another time. Has anything changed?



Calming Strategy

Start by reaching as high as you can with your right hand to the left side of your canvas. Paint all the way down to the ground on your right side, moving diagonally across your body.

After a few strokes, change hands. Begin painting with your left hand high on the right side of your canvas. Paint all the way down across your body to the ground on your left side.

Inhale as you reach, and exhale as you move your pretend brush toward the ground.

¡Yo construyo! ¡Yo creo!

**Tema
6**

Lectoescritura

Practica la escritura de letras y palabras con diferentes herramientas. Intenta escribir con los dedos, con marcadores, con pinturas, ¡hasta con la crema del pastel!

Al aire libre

Pinta con agua. Busca un pincel y llena de agua una cubeta pequeña o una lata. Sumerje el pincel en el agua y pinta en las paredes, los árboles, la cercas, el buzón del correo y los muebles del patio.

Estrategia calmante

Enseña a alguien de tu familia a hacer la estrategia calmante **Donde el pintor alcanza**.

Imagina que tienes un pincel en la mano derecha. Ponte a pintar en un lienzo imaginario.

Empieza alcanzando tan alto como puedas con la mano derecha hasta el lado izquierdo de tu lienzo. Pinta hasta debajo de tu lado derecho, cruzando en diagonal sobre tu cuerpo.

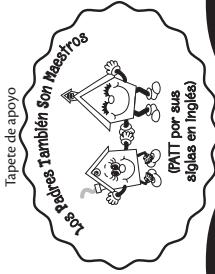
Después de unas pinceladas, cambia de mano. Empieza a pintar con la mano izquierda el lado derecho de tu lienzo. Pinta hasta abajo, cruzando en diagonal sobre tu cuerpo hasta llegar a la parte inferior de tu lado izquierdo.

Inhala mientras te estiras y exhala cuando mueves tu pincel imaginario hacia abajo.

Tarea del tema

Matemáticas

Construye una torre de vasos de papel. Coloca tres vasos boca abajo sobre una superficie plana. Pon un pedazo de cartón sobre los vasos. Pon tres vasos más sobre el cartón. Sigue alternando vasos y pedazos de cartón. ¿Hasta qué altura llegará tu torre? ¿Cuántos vasos usaste? ¿Qué pasa si cambias el número de vasos? ¿Qué pasa si cambias la posición de los vasos? Diviértete construyendo y contando. No te olvides de anotar las construcciones que hiciste.



*We are busy building a city.
Please send empty cardboard boxes—
both small and large.*

*We are busy building a city.
Please send empty cardboard boxes—
both small and large.*

*We are busy building a city.
Please send empty cardboard boxes—
both small and large.*

*We are busy building a city.
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*We are busy building a city.
Please send empty cardboard boxes—
both small and large.*

*We are busy building a city.
Please send empty cardboard boxes—
both small and large.*

*Estamos muy ocupados construyendo
una ciudad. Sírvanse enviar cajas
vacías de cartón, grandes y chicas.*

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una ciudad. Sírvanse enviar cajas
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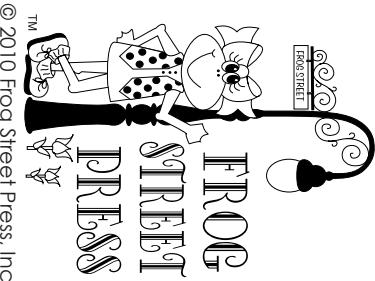
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una ciudad. Sírvanse enviar cajas
vacías de cartón, grandes y chicas.*

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una ciudad. Sírvanse enviar cajas
vacías de cartón, grandes y chicas.*

How to Make Take-Home Storybooks

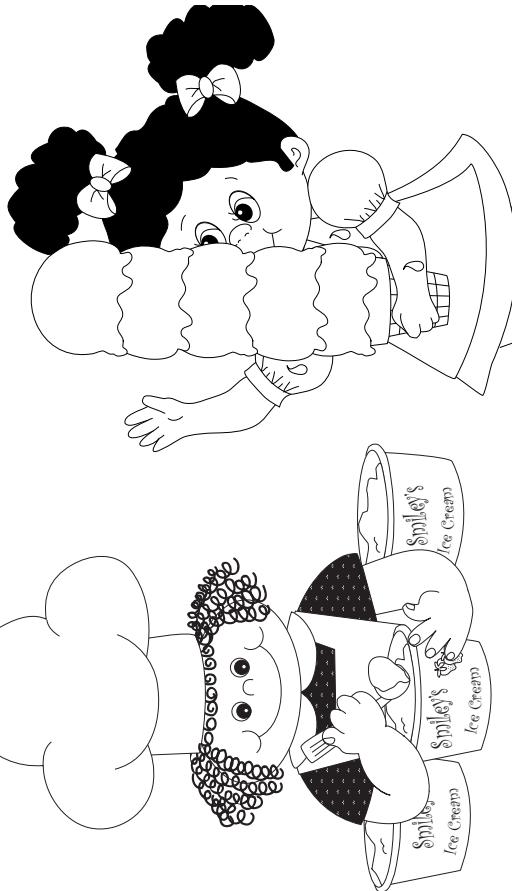
1. Locate the take-home storybook on the *Family Connections* CD. The first page of the file on the CD is the optional cover. When you have printed the cover, cut the page lengthwise and discard the directions.
2. The next two pages of the file on the CD are the eight pages of the story. If your printer allows you to print two-sided, do just that. If you can only print one-sided, print the two pages.
3. Reproduce the story on one two-sided page. If you printed on two pages from the CD, select the option on your copy machine that allows you to output one two-sided copy from two one-sided pages.
4. Cut the pages in half lengthwise and fold in half (hamburger fold) aligning the pages in numerical order.
5. Lay the cover behind the folded inside pages and staple.

One
More
Scoop



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Tune: "Skip to My Lou"

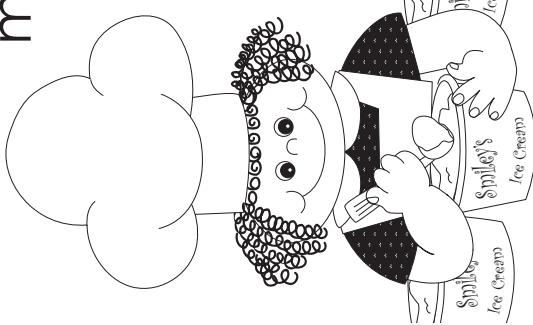


makes five

Four plus one more that
scoop, scoop, scoop so high

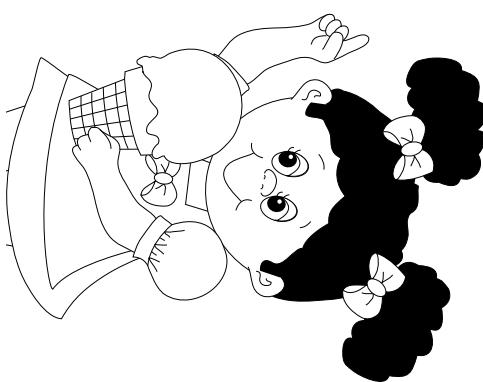
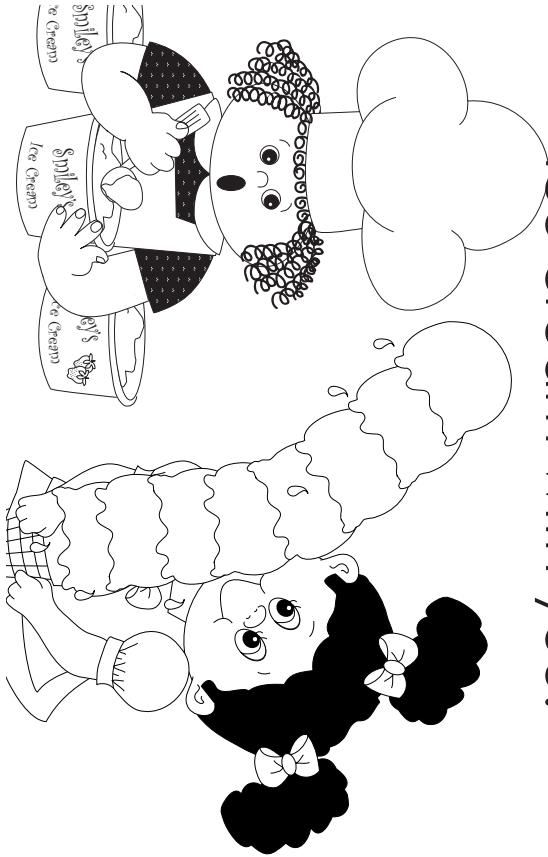
makes four.

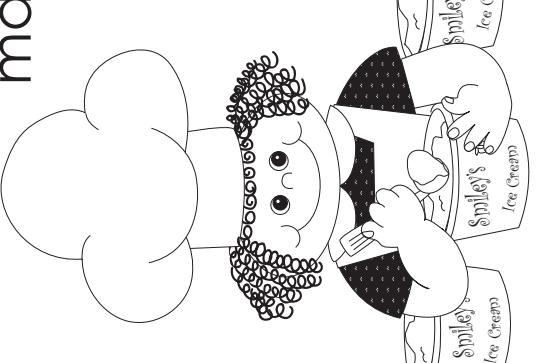
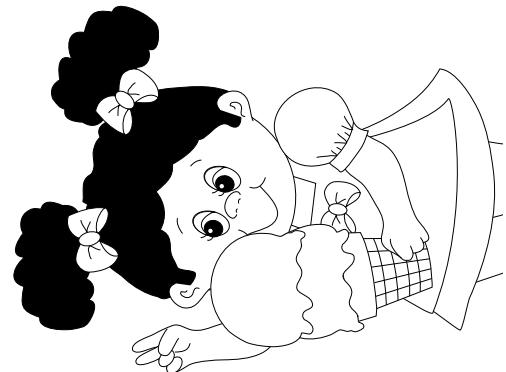
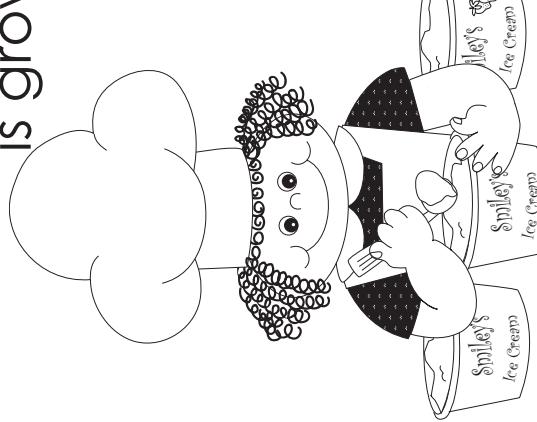
One more scoop—that
scoop, scoop, scoop some more



I like ice cream. Yes, I do.
I'd be glad to share my
ice cream with you.

Scoop, scoop, scoop it up
Please put one scoop in my cup



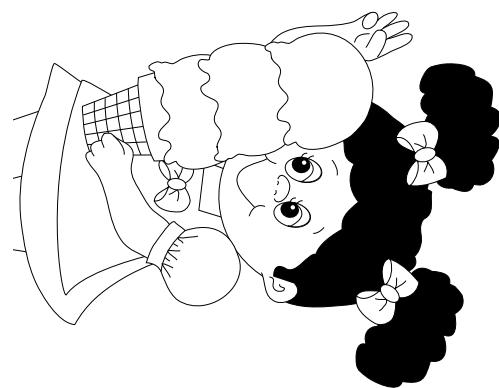
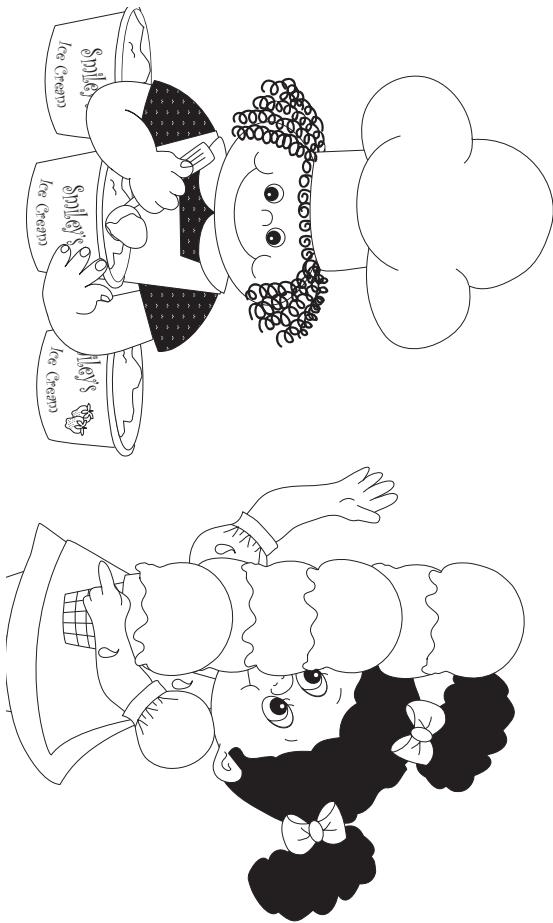


Scoop, scoop, scoop for me
One more scoop—that
makes three

Scoop, scoop, scoop plus one more
makes two.

Scoop, scoop, scoop, keep it going,
Watch just how my stack
is growing.

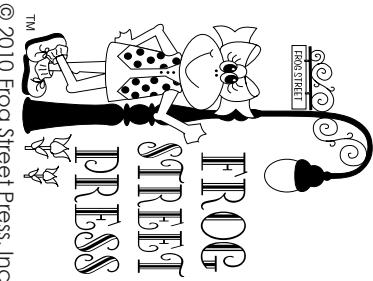
Scoop, scoop, and mix
Five plus one more makes six.



How to Make Take-Home Storybooks

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Una
porción
más



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Tune: "Skip to My Lou"



que cuatro
más una
hacen cinco

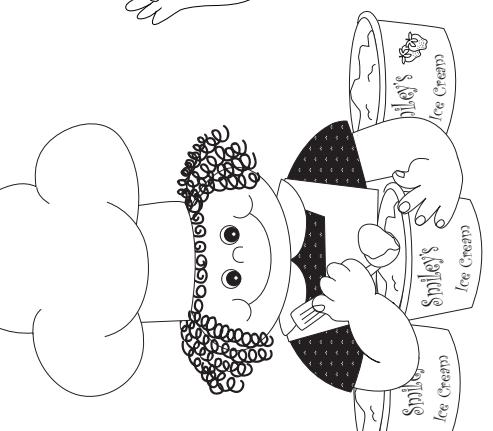
Sírveme,
sírveme y date
un brinco



Sírveme,
serán cuatro.

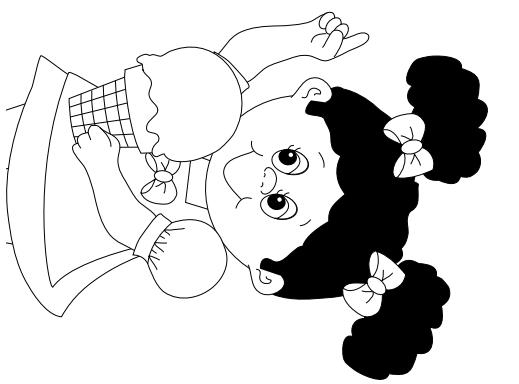
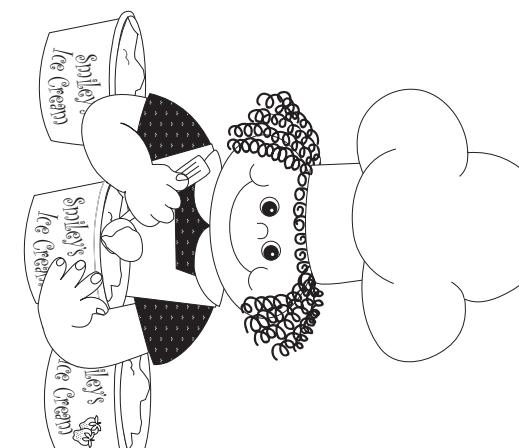
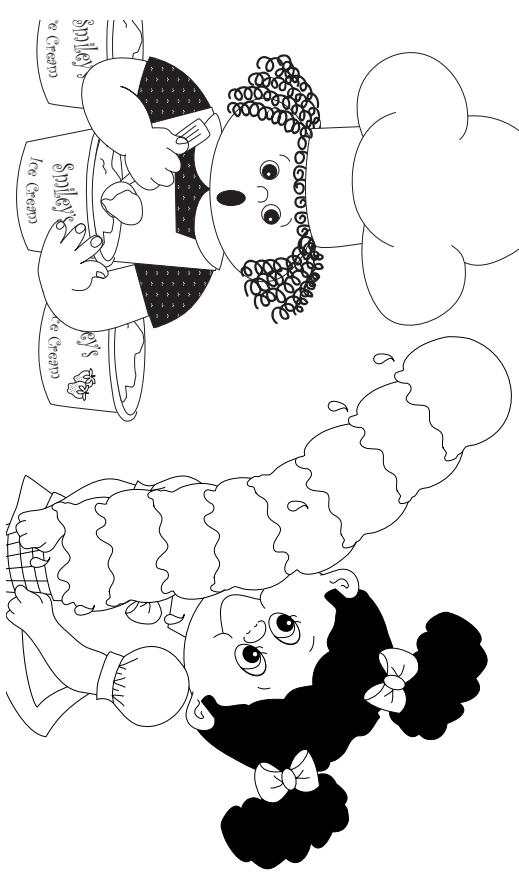


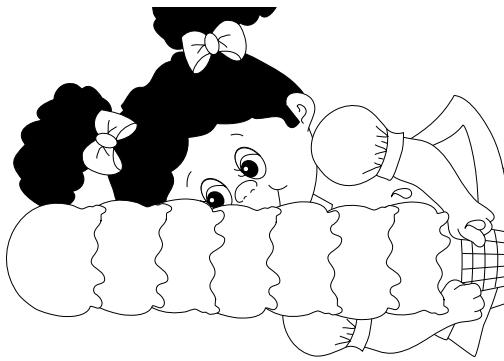
Sírveme,
inda no seas
ingrato



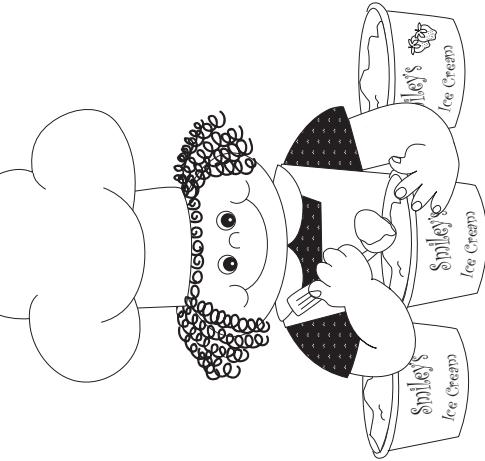
Sírveme,
sírveme más,
más,
más,

Sírveme,
porción y te
vas.

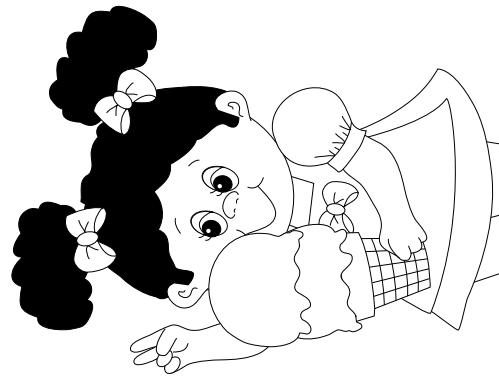




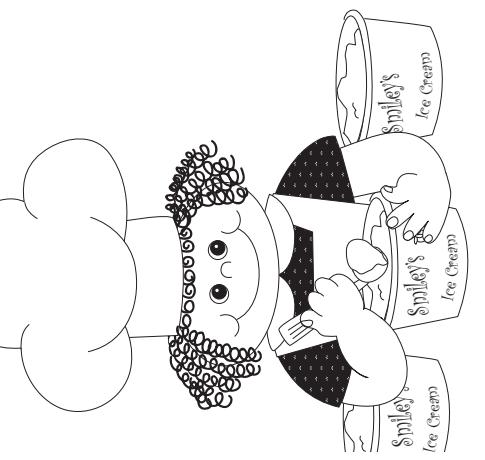
porque mi
helado está
creciendo.



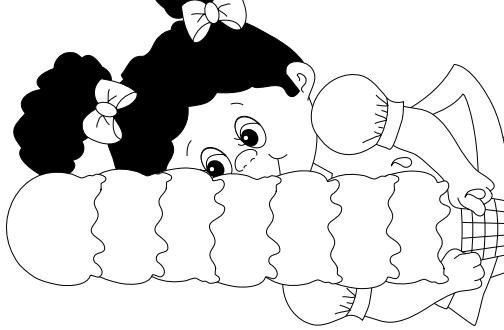
Sírveme,
sírveme, síguelo
haciendo,



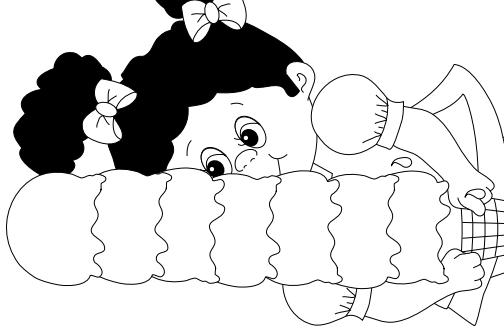
una más una
son dos.



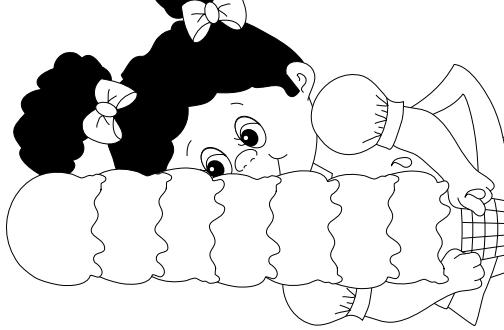
Sírveme y
después me
dices adiós



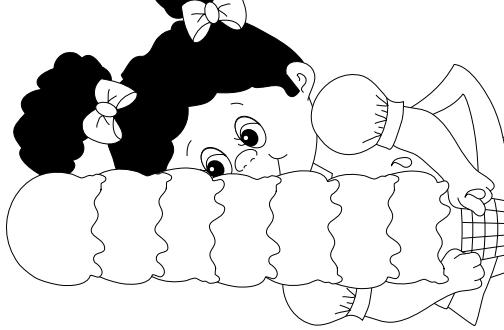
irveme, mira
que aunque
no estés



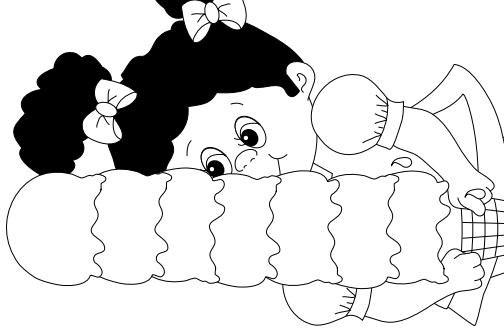
una son seis.
cinco más
cinco más



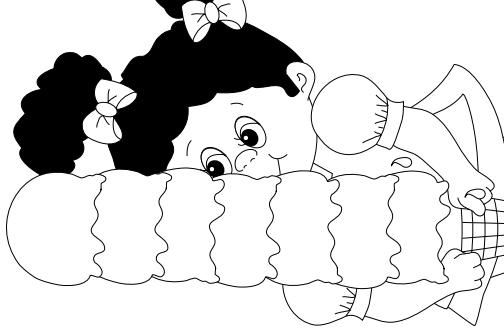
Sírveme,
sírveme, es
que no ves



Una más, yo
tendría tres
que con



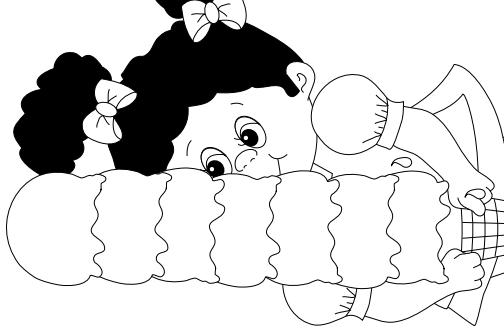
Sírveme,
una más una
son dos.



irveme, mira
que aunque
no estés



una son seis.
cinco más
cinco más



Sírveme,
sírveme, es
que no ves



Una más, yo
tendría tres
que con

Please send small and large cardboard boxes for our building center.

Please send small and large cardboard boxes for our building center.

Please send small and large cardboard boxes for our building center.

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*Sírvanse enviar cajas grandes
y chicas de cartón para nuestro
“Centro de construcción”*

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y chicas de cartón para nuestro
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Pulley Breathing

© Becky Bailey

This is a calming activity that your child has learned at school. When children feel upset, it is helpful for them to have a repertoire of strategies for calming down and developing self-control. If your child becomes upset, you may want to suggest using the strategy.

- Pretend you are pulling and releasing a pulley rope that is tied to a heavy load.
- Inhale slowly as you p-u-l-l the rope down, and exhale completely as you release the rope.
- Repeat five or six times.

Pulley Breathing

© Becky Bailey

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La respiración de la polea

© Becky Bailey

Ésta es una actividad tranquilizadora que sus hijos han aprendido en la escuela. Cuando se sienten disgustados, es útil para ellos tener un repertorio de estrategias para calmarse y desarrollar su autocontrol. Si sus hijos se disgustan, ustedes pueden sugerirles que usen esta estrategia.

- Imaginen que están jalando y soltando la cuerda de una polea que está atada a una carga pesada.
- Aspiren lentamente mientras jalan la cuerda hacia abajo y exhalen mientras sueltan por completo la cuerda.
- Repitan cinco o seis veces.

La respiración de la polea

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- Imaginen que están jalando y soltando la cuerda de una polea que está atada a una carga pesada.
- Aspiren lentamente mientras jalan la cuerda hacia abajo y exhalen mientras sueltan por completo la cuerda.
- Repitan cinco o seis veces.

La respiración de la polea

© Becky Bailey

Ésta es una actividad tranquillizadora que sus hijos han aprendido en la escuela. Cuando se sienten disgustados, es útil para ellos tener un repertorio de estrategias para calmarse y desarrollar su autocontrol. Si sus hijos se disgustan, ustedes pueden sugerirles que usen esta estrategia.

- Imaginen que están jalando y soltando la cuerda de una polea que está atada a una carga pesada.
- Aspiren lentamente mientras jalan la cuerda hacia abajo y exhalen mientras sueltan por completo la cuerda.
- Repitan cinco o seis veces.

Calming Affirmations

© Becky Bailey

Repeating these affirmations when feeling upset may help your child relax and regain composure. Your child always has a choice. Choosing to calm down before acting when he or she is upset is a smart and helpful choice.

I am safe.
I am calm.
I can handle this.

Calming Affirmations

© Becky Bailey

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Oraciones que tranquilizan

© Becky Bailey

Repetir estas oraciones cuando se siente disgustado puede ayudar a sus niños a relajarse y recuperar la compostura. Sus niños tienen siempre una opción. Escoger calmarse antes de actuar cuando están disgustados es una opción inteligente y amable.

Estoy protegido.

Estoy calmado.

Puedo manejar esto.

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Oraciones que tranquilizan

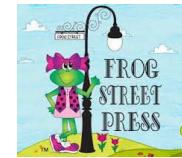
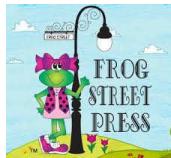
© Becky Bailey

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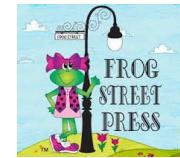
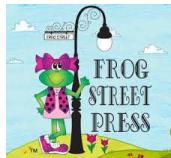
Puedo manejar esto.



| Lesson Plan for I Build! I Create! • Yo construyo! Yo creo! - Construction Terms • Terminos de la construcción (Week 24) | | | Date: February 13-17, 2017 | Class: Gard 2 | | | | | | |
|---|---|--|---|---|---|--|--|--|--|--|
| Wonderful Word: geometric, geométrico | | Character <i>Cooperation and Intentionality</i> Education: <i>Colaboración e Intencionalidad</i> | | Technology: ABC and XYZ; Reading Buddy | | | | | | |
| Literacy: Vocabulary and Alliteration | | Letter English - R, r, T, t, I, i Knowledge: Spanish - R, r, T, t, I, i | Math: Geometry and Spatial Sense | | | | | | | |
| English Vocabulary: angle, circle, comparison, cooperation, geometric, hexagon, octagon, oval, position, rectangle, rhombus, shapes, slanted, spatial, square, trapezoid, triangle | | | | | | | | | | |
| Spanish Vocabulary: ángulo, círculo, comparación, colaboración, geométrico, hexágono, octágono, óvalo, posición, rectángulo, rombo, figuras, inclinado, espacial, cuadrado, trapecio, triángulo | | | | | | | | | | |
| LESSON COMPONENTS | Monday | Tuesday | Wednesday | Thursday | Friday | | | | | |
| Greeting Circle | BUILDING COMMUNITY •UNITE: Use Dr. Jean's Transition Tip (p14) to greet the children. Sing "If You're Clever and You Know It" p 184. •DISENGAGE THE STRESS RESPONSE: Invite the children to perform Balloon calming strategy. •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Challenge children to notice two kind acts today. • Morning Message: Cindy Circle and Suzy Square like to sing. • A Cindy Circulo y Suzy Cuadrado les gusta cantar. | BUILDING COMMUNITY •UNITE: Sing "Three Straight Sides" p 192. •DISENGAGE THE STRESS RESPONSE: •Ask for three volunteers and ask them to position their bodies into a triangle. Inhale as they raise their arms. •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: Trixie Triangle and Rudy Rectangle are friends. • Trixie Triangulo y Rudy Rectangulo son amigos. | BUILDING COMMUNITY •UNITE: Use Dr. Jean's Transition (p14) to greet the children. Sing "Twinkle, Twinkle, Little Star" p 193. •DISENGAGE THE STRESS RESPONSE: •Implement Kite Breathing (p 168). •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: Renee Rhombus has four equal sides. • Renee Rombo tiene cuatro lados iguales. | BUILDING COMMUNITY •UNITE: Sing "If You're Clever and You Know It" p 184. •DISENGAGE THE STRESS RESPONSE: Invite children to select a calming strategy to implement, •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: Oscar the Octagon has eight sides. • Oscar el Octágono tiene ocho lados. | BUILDING COMMUNITY •UNITE: Dr. Jean's Transition (p14) to greet the children. Sing "Open, Shut Them" p 187. •DISENGAGE THE STRESS RESPONSE: •Review Kite Breathing •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: I can put together two rectangles and make a new shape • Puedo juntar dos rectángulos y formar una nueva figura geométrica. | | | | | |
| Moving and Learning | Cooperative Musical Circle • Círculos musicales de colaboración game | "Three Straight Sides" • "Tres lados rectos" ball-rolling song | "Rainbow Dancers" • "Bailarines de colores" ribbon dance | "Little Ants" • "Hormiguitas" action song | "Hands and Fingers" • "Manos y dedos" action song | | | | | |

| LESSON COMPONENTS | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|--|--|--|--|
| Phonological Awareness | Introduce letters <i>R, T, I</i> <ul style="list-style-type: none"> Learn a finger play about circles Vocabulary Card <i>circle-círculo</i> <i>square-cuadrado</i> | Focus on <i>R: What starts with the letter R?</i> <ul style="list-style-type: none"> Vocabulary Cards <i>rectangle-rectangulo</i> <i>triangle-triangulo</i> | Focus on <i>T: What starts with the letter T?</i> <ul style="list-style-type: none"> Vocabulary Card <i>rhombus-rombo</i> | Focus on <i>I: What starts with the letter I?</i> <ul style="list-style-type: none"> Vocabulary Cards <i>hexagon-hexagono</i> <i>rhombus-rombo</i> | <ul style="list-style-type: none"> Sound out the letters <i>R, T, I</i> |
| Language Development | <ul style="list-style-type: none"> Introduce idea circle stands for unity <i>Can You See the Shapes? • ¿Ves las figuras?</i> Discuss role of author and illustrator Introduce circle and square Photo Card 20: find circles <i>The Button Story • El cuento del botón</i> Discuss story illustrations | <ul style="list-style-type: none"> “Tillie the Triangle” • “Tita el Triángulo” prop story Associate shapes with common foods Recognize letter <i>T</i> Photo Activity Cards 18, 19, 21 | <ul style="list-style-type: none"> “Song of the Kites” (Cultural Rhymes • <i>Rimas culturales</i> flip book) Introduce <i>rhombus • rombo</i> Discuss experiences with kites Photo Activity Cards 22, 23 | <ul style="list-style-type: none"> “Smart Cookie’s Creative Cookies” • “Las galletas creativas de Galletita Lista” story folder Identify problem solving in story Rebus Poster <i>How to Make Fruit Salad</i> Introduce <i>hexagon</i> and <i>rhombus</i> | <ul style="list-style-type: none"> <i>Hands and Fingers • Manos y dedos</i> Predict story content <i>Twinkle, the Little Star • Chispita la estrellita</i> Recall story details |
| Cognitive Development/Fine Motor Skills <i>Handwriting without Tears</i> | <ul style="list-style-type: none"> Make a Valentine Card Get Set for School CD Alphabet Song (2) | <ul style="list-style-type: none"> Valentine’s Project Get Set for School CD Alphabet Song (2) | <ul style="list-style-type: none"> Build a Robot Get Set for School CD Alphabet Song (2) | <ul style="list-style-type: none"> Make body shapes Build a house with shapes Get Set for School CD Alphabet Song (2) | <ul style="list-style-type: none"> Make a shapes collage. Get Set for School CD Alphabet Song (2) |
| Weekly Learning Centers | <ul style="list-style-type: none"> Gross Motor Area-Play a beanbag tossing game using a laminated circle and a square Construction Center-Build only with square and circular blocks | <ul style="list-style-type: none"> Gross Motor Area-Play a beanbag tossing game using various laminated triangles Construction Center-Build only with triangular and rectangular blocks | <ul style="list-style-type: none"> Gross Motor Area-Play a beanbag tossing game using stars Construction Center-Build only with rectangular blocks | <ul style="list-style-type: none"> Gross Motor Area-Play a beanbag tossing game using all of the shapes Construction Center-Add large and small boxes for building | <ul style="list-style-type: none"> Gross Motor Area-Describe the location of their beanbags in relationship to their target (on top of, beside, below, above, near, far) Construction Center-Build garages |
| STEM | <ul style="list-style-type: none"> Discuss shape and color of objects Experiment with straw rollers | <ul style="list-style-type: none"> Compare squares and rectangles Sort cards by shapes | <ul style="list-style-type: none"> Construct models with angles Solve shape and color riddles | <ul style="list-style-type: none"> Build a “robot” Discuss how the robots help on Science Copy fish with pattern block | <ul style="list-style-type: none"> Glue shape cutouts into design Discuss and explore the materials used to build the robot. |
| Character Education/Social Emotional Development | <ul style="list-style-type: none"> Introduce the concept of <i>intentionality</i>. | <ul style="list-style-type: none"> Explain the children the Valentine’s Celebration | <ul style="list-style-type: none"> Introduce the concept of cooperation | <ul style="list-style-type: none"> <i>Who made the first button?</i> <i>Who made the first cookie?</i> | <ul style="list-style-type: none"> Discuss what we need to build a box to keep our toys. |

| LESSON COMPONENTS | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------|---|--|--|--|---|
| Closing Circle | <ul style="list-style-type: none"> Reflecting on the day: <i>How are circles different from squares</i> Perform the Daily Commitment check Kindness Tree Family Connection: Challenge children to find three circles and three squares at home. | <ul style="list-style-type: none"> Reflecting on the day: <i>How are rectangles and triangles different?</i> Perform the Daily Commitment check Kindness Tree Family Connection: Have families send a collection of small and large boxes to school over the next couple of weeks. | <ul style="list-style-type: none"> Reflecting on the day: <i>Which activity did you enjoy most today?</i> Perform the Daily Commitment check Kindness Tree Family Connection: Remind children that <i>rhombus</i> is another name for <i>diamond</i>. | <ul style="list-style-type: none"> Reflecting on the day: <i>Where do you usually see a sign that is a hexagon?</i> Perform the Daily Commitment check Kindness Tree Family Connection: Encourage children to be shape detectives and find shapes as they travel home. | <ul style="list-style-type: none"> Reflecting on the day: <i>What happens in the sky when the stars sing loudly?</i> Perform the Daily Commitment check Kindness Tree Family Connection: Encourage children to teach someone at home how to do the Kite Breathing calming strategy. |
| Outdoor Learning | <ul style="list-style-type: none"> Invite children to play with Frisbees and Hula-hoops. Point out that both items are circular. Have children stand in a square. Ask a volunteer to count the sides and to identify the corners | <ul style="list-style-type: none"> Have the children stand in a rectangle. Ask volunteers to identify the long sides, short sides, and angles. Count the sides. Have children look for rectangles on the outside of the school building | <ul style="list-style-type: none"> Provide colored sheets of cellophane. Have children create colored shadows on the playground | <ul style="list-style-type: none"> Take a walk around the school, looking for street signs. Make a list of shapes the children find | <ul style="list-style-type: none"> Invite children to play parachute games that focus on spatial and positional vocabulary |
| Learning Goals | <ul style="list-style-type: none"> Increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal Produces a word that begins with the same sound as a given pair of words Names common shapes Creates shapes Demonstrates use of location words Describes attributes Uses art as a form of creative self-expression and representation | <ul style="list-style-type: none"> Is aware of where own body is in space, respects personal boundaries Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal Recognizes at least 20 letter sounds Shows interest in books Asks and answers appropriate questions about the book Recognizes at least 20 letter sounds Provides appropriate information for various situations | <ul style="list-style-type: none"> Shows competence in initiating social interactions Demonstrates receptive vocabulary (three to four thousand words) Produces a word that begins with the same sound as a given pair of words Provides appropriate information for various situations Uses a wide variety of words to label and describe people, places, things, and actions Uses books and other written materials to engage in prereading behaviors Demonstrates understanding of terms used in the instructional language of the classroom | <ul style="list-style-type: none"> Produces a word that begins with the same sound as a given pair of words Is able to increase or decrease intensity of emotions more consistently although adult guidance is sometimes necessary Shows competence in initiating social interactions Uses a wide variety of words to label and describe people, places, things, and actions Asks and answers appropriate questions about the book Shows initiative in independent situations and persists in attempting to solve problems | <ul style="list-style-type: none"> Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary Demonstrates use of location words Produces a word that begins with the same sound as a given pair of words Uses category labels to understand how words and objects relate to each other Asks and answers appropriate questions about the book Recognizes at least 20 letter sounds |



Lesson Plan for I Build! I Create! • **Yo construyo! Yo creo!** - Tools and Machines • Herramientas y Maquinas
(Week 25)

Date: February 20-24, 2017

Class: Gard 2

Wonderful Word: **machinery, maquinaria**Character *Cooperation and Intentionality*Education: *Colaboración e Intencionalidad*

Technology: Sounds and Rhymes; Writer's Corner; Tux Paint

Literacy: Oral Language and Phonological Awareness (alliteration, compound words)

Letter English - D, d, S, s, L, I
Knowledge: Spanish - D, d, S, s, L, I

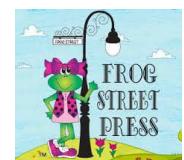
Math: Measurement, Counting Non-standard Units

English Vocabulary: *tools, machinery, constructing, funnel, more, less, same, hammer, scissors, shovel, bulldoze, graders, move, push, pull, lift, inclined plane, pulley*Spanish Vocabulary: *herramientas, maquinaria, construir, embudo, más, menos, lo mismo, martillo, tijeras, pala, excavadora, niveladora, mover, empujar, jalar, levantar, plano inclinado, polea*

| LESSON COMPONENTS | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------------|--|---|---|--|--|
| Greeting Circle | <p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Sing "Someone's in the Kitchen with Dinah" p 190. •DISENGAGE THE STRESS RESPONSE: Invite children to perform Belly Breathing p 168. •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Challenge children to notice two kind acts today. • Morning Message: <i>List some kitchen tools you like to use.</i> • <i>Haz una lista de algunos de los utensilios de cocina que te gusta usar.</i> | <p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Sing "Johnny Works with One Hammer" p 184. •DISENGAGE THE STRESS RESPONSE: Choose a calming strategy p 168. •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Saws and screwdrivers are tools.</i> • <i>Las sierras y los desarmadores son herramientas.</i> | <p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Sing "Mi Little Red Wagon" p 186. •DISENGAGE THE STRESS RESPONSE: Teach children Pulley Breathing p 168. •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Which tools push and pull?</i> • <i>Que herramientas empujan y jalan?</i> | <p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Teach children "Front-End Loader" p 182. •DISENGAGE THE STRESS RESPONSE: Demonstrate using a pretend shovel. •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Which tools dig and drill?</i> • <i>Que herramientas excavan y perforan?</i> | <p>BUILDING COMMUNITY</p> <ul style="list-style-type: none"> •UNITE: Teach the children the finger spelling for the letters <i>d, s, l</i> p 15 and sing "Where is A?" p 192. •DISENGAGE THE STRESS RESPONSE: Invite children to perform Drain calming strategy. •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Hearing aids make sounds louder.</i> • <i>Los aparatos para oír hacen los ruidos mas fuertes.</i> |
| Moving and Learning | "Peanut Butter and Jelly" • "Mantequilla de cacahuate y mermelada" action song | "Push, Pull, Swing" action song | Tug-of-Peace game | "Push, Pull, Swing" song and pantomime | I Spy • Yo veo game |
| Phonological Awareness | <ul style="list-style-type: none"> •Vocabulary Card: <i>inspiration</i> •Introduce the letters of the week. | <ul style="list-style-type: none"> •Focus on <i>M, P.</i> What starts with the letters <i>M, P?</i> | <ul style="list-style-type: none"> •Sound out <i>Mm, Pp, Ff</i> | <ul style="list-style-type: none"> •Discuss the power of words •Focus on <i>F.</i> What starts with the letters <i>F?</i> | <ul style="list-style-type: none"> •Words beginning with <i>Mm, Pp, Ff</i> |

| LESSON COMPONENTS | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|--|---|---|--|
| Language Development | <p><i>Dance! • ¡A bailar!</i></p> <ul style="list-style-type: none"> • Make story predictions • Contrast <i>ordinary</i> and <i>extraordinary</i> • Photo Activity Card 4 | <p><i>Skidamarink • ¡Es amor!</i></p> <ul style="list-style-type: none"> • Discuss meaning of love • Introduce <i>inspire</i> | <p><i>Twinkle, the Little Star • Chispita la estrellita</i></p> <ul style="list-style-type: none"> • Create a prop for story • Play the role of <i>Twinkle</i> <p><i>Three Bears' Rap • El rap de los tres osos</i></p> <ul style="list-style-type: none"> • Introduce <i>collage</i> as style of illustration | <p><i>Nature's Giants • Gigantes de la naturaleza</i></p> <ul style="list-style-type: none"> • Recognize descriptions as creations • Discuss inspiration for descriptions | <p><i>Animal Friends • Amigos animales</i></p> <ul style="list-style-type: none"> • Identify characters in wordless book |
| Cognitive Development/Fine Motor Skills <i>Handwriting without Tears</i> | <ul style="list-style-type: none"> • Make a cake using play dough • <i>Get Set for School CD</i> "Ten Little Fingers" (16) | <ul style="list-style-type: none"> • Decorate a hammer. • <i>Get Set for School CD</i> "Ten Little Fingers" (16) | <ul style="list-style-type: none"> • Build a machine • <i>Get Set for School CD</i> "Ten Little Fingers" (16) | <ul style="list-style-type: none"> • Make a collage of tools and machines • <i>Get Set for School CD</i> "Ten Little Fingers" (16) | <ul style="list-style-type: none"> • Glue tools in the toolbox. |
| Weekly Learning Centers | <ul style="list-style-type: none"> • Pretend and Learn-Make cookies with play dough • Fine Motor-Sweep pebbles into a scoop with a pastry brush | <ul style="list-style-type: none"> • Pretend and Learn-Use an eggbeater to create bubbles in a bucket of soapy water | <ul style="list-style-type: none"> • Pretend and Learn-Explore a toolbox of toy tools | <ul style="list-style-type: none"> • Pretend and Learn-Pretend to be the Little Red Hen baking her bread • Fine Motor-Explore with sand and a variety of digging tools | <ul style="list-style-type: none"> • Pretend and Learn-Provide drawing paper and marking pens. Invite children to print name cards or exit signs using large letters for children who are visually impaired. |
| STEM | <ul style="list-style-type: none"> • Create and count thumbprints frogs • <i>Naked Eggs and Flying Potatoes</i> Bubbling Lava Bottle pp 37-38 | <ul style="list-style-type: none"> • Make wet sand prints to match number in set • Make handprints counting boards | <ul style="list-style-type: none"> • Make five-pattern-block picture • Make shadow sculptures | <ul style="list-style-type: none"> • Hop along number line • <i>Naked Eggs and Flying Potatoes</i> Seven-Layer Density Column pp 71-75 | <ul style="list-style-type: none"> • Create a button-counting book • Discuss viscosity Paper weight model of viscosity |
| Character Education/Social Emotional Development | <ul style="list-style-type: none"> • Discuss cooperation | <ul style="list-style-type: none"> • Discuss artists that created masterpieces. | <ul style="list-style-type: none"> • Photo Activity Card 4 • Discuss sculptures • Invite children to perform Pretzel p 171 | <ul style="list-style-type: none"> • Introduce <i>Intentionality</i>: sometimes accidents happen | <ul style="list-style-type: none"> • Develop concept of gratitude • Teach the calming strategy Gratitude p 168. |
| Closing Circle | <ul style="list-style-type: none"> • Reflecting on the day: <i>Which of the kitchen tools did you find more interesting today?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Remind families to send shoe boxes for an upcoming project. Send home a copy of <i>One More Scoop Storybook</i>. | <ul style="list-style-type: none"> • Reflecting on the day: <i>What did you learn about tools today?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Challenger children to devise a way to determine the middle of a pillow at home. | <ul style="list-style-type: none"> • Reflecting on the day: <i>Which simple machines are used on a bus?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Encourage children to notice and report any big machines that they see as they go to and from school. | <ul style="list-style-type: none"> • Reflecting on the day: <i>How do you use your hands as tools?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Challenge children to identify a digging job that they have done with their families. | <ul style="list-style-type: none"> • Reflecting on the day: <i>Which tools are available to help children who are hearing impaired?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Encourage children to teach someone Pulley Breathing. |

| LESSON COMPONENTS | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------|--|--|--|--|--|
| Outdoor Learning | <ul style="list-style-type: none"> Provide funnels, colanders, and strainers for sand play. | <ul style="list-style-type: none"> Encourage children to use chalk to create sidewalk art. Ask if the chalk is a tool. | <ul style="list-style-type: none"> Discuss playground equipment in terms of tools and machines. | <ul style="list-style-type: none"> Find a spot on the playground where children can dig. Provide digging tools (shovels, hand shovels) and invite children to dig. Encourage them to pay close attention to things that are unearthed. | <ul style="list-style-type: none"> Look on the playground and around the outside of the school for handicap accessible modifications (ramps, railings, door exits, height of water fountains). |
| Learning Goals | <ul style="list-style-type: none"> Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary Demonstrates empathy and caring for others Produces a word that begins with the same sound as a given pair of words Retells or reenacts a story after it is read aloud Coordinates sequence of movements to perform tasks Counts up to ten items and demonstrates that the last count indicates how many items were counted | <ul style="list-style-type: none"> Produces a word that begins with the same sound as a given pair of words <ul style="list-style-type: none"> Uses a variety of art materials and activities for sensory experience and exploration Demonstrates interest in and shows appreciation for the creative work of others Shows understanding by responding appropriately Combines words to make a compound word Counts one to ten items, with one count per item Uses art as a form of creative self-expression and representation | <ul style="list-style-type: none"> Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary Retells or reenacts a story after it is read aloud Uses a wide variety of words to label and describe people, places, things, and actions Investigates and describes sources of energy including light, heat, and electricity Initiates problem-solving strategies and seeks adult help when necessary | <ul style="list-style-type: none"> Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal Demonstrates knowledge of nonverbal conversational rules Demonstrates that the order of the counting sequence is always the same regardless of what is counted Describes attributes Produces a word that begins with the same sound as a given pair of words | <ul style="list-style-type: none"> Is aware of own feelings most of the time Demonstrates empathy and caring for others Produces a word that begins with the same sound as a given pair of words Uses a wide variety of words to label and describe people, places, things, and actions Provides appropriate information for various situations |



| Lesson Plan for I Build! I Create! • Yo construyo! Yo creo! - I Can Build • Puedo Construir (Week 26) | | | Date: Feb. 27-March 3, 2017 | Class: Gard 2 | | | |
|--|---|--|---|--|---|--|--|
| Wonderful Word: construct , construir Character <i>Cooperation and Intentionality</i> Education: <i>Colaboración e Intencionalidad</i> | | | Technology: Words, Words, Words; Reading Buddy; Tux Paint | | | | |
| Literacy: Sentence Structure, Vocabulary, Oral Language | | | Letter English - C, c, N, n, B, b Knowledge: Spanish - C, c, N, n, B, b | Math: Classifying, Data Analysis | | | |
| English Vocabulary: assemble, build, caring, category, cleverness, concrete, construction, cooperation, deeds, foundation, friend, habitats, homes, intentions, loquacious, model, raw materials, sort, structure | | | | | | | |
| Spanish Vocabulary: ensamblar, construir, cuidado, categoría, inteligencia, concreto, construcción, colaboración, acciones, cimiento, amigo, hábitats, casas, intenciones, locuaz, modelo, materia prima, clasificar, estructura | | | | | | | |
| LESSON COMPONENTS | Monday | Tuesday | Wednesday | Thursday | Friday | | |
| Greeting Circle | BUILDING COMMUNITY •UNITE: Sing "Stack the Blocks" p 188. •DISENGAGE THE STRESS RESPONSE: Invite children to choose a calming strategy pp 158-169. •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Challenge children to notice two kind acts today. • Morning Message: <i>I can build with blocks.</i> • <i>Puedo construir con bloques.</i> | BUILDING COMMUNITY •UNITE: Teach the children "Rectangles and Squares" p 188. •DISENGAGE THE STRESS RESPONSE: Invite children to choose a calming strategy pp 168-169. •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Building with boxes can be fun.</i> • <i>Puede ser divertido construir con cajas.</i> | BUILDING COMMUNITY •UNITE: Sing "When Sammy Put the Paper on the Wall" p 193. •DISENGAGE THE STRESS RESPONSE: Invite children to choose a calming strategy pp 168-169. •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: What can we build now with newspapers? • Que podemos construir con periódicos? | BUILDING COMMUNITY •UNITE: Invite children to sing "The Green Grass Grew All Around" p 184. •DISENGAGE THE STRESS RESPONSE: Practice the S.T.A.R. calming strategy p 168. •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>I can build.</i> • <i>Puedo construir.</i> | BUILDING COMMUNITY •UNITE: Sing "Hello Friend" p 183. •DISENGAGE THE STRESS RESPONSE: Invite children to choose a calming strategy pp 168-169. •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Now we can build friendships with our classmates.</i> • <i>Podemos construir amistades con nuestros compañeros de clase.</i> | | |
| Moving and Learning | Create a music ensemble | Drum to marching music | Dance with streamers | Play a musical adding-on game | Follow musical directions for greeting friends | | |
| Phonological Awareness | •Introduce the letters of the week. •Vocabulary Cards: construct , friend | •Sound out the letters Cc , Nn , Bb • Introduce model | •Focus on the letter Cc •Photo Pockets: Nn with nail Cc with clovo | •Focus on the letter N • Discuss terms— <i>habitats</i> and <i>homes</i> | • Focus on the letter B | | |

| LESSON COMPONENTS | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|--|--|--|---|
| Language Development | <p><i>The Do-Nothing Machine • La máquina de no hacer nada</i></p> <ul style="list-style-type: none"> • Introduce vocabulary in context • Compare tools in book with classroom tools • Photo Activity Cards 20, 21 | <p><i>Homes for Everyone • Casas de todos clases</i></p> <ul style="list-style-type: none"> • Compare their own homes to structures • <i>Giants Made by People • Gigantes hechos por el hombre</i> • Identify giants used for building | <p><i>"Reagan's Journal" • "El diario de Reagan"</i></p> <ul style="list-style-type: none"> • Think about solving construction problems <p><i>"If All the World Were Paper"</i></p> <p>Describe different types of paper (drawing paper, wallpaper, wrapping paper, waxed paper, etc.)</p> <ul style="list-style-type: none"> • <i>What can you make with paper?</i> | <p><i>"Animal Habitats and Homes" • "Los hábitats y las casas de los animales"</i> story folder</p> <ul style="list-style-type: none"> • Describe raw materials used to build homes • Photo Activity Cards 22, 120 | <p><i>The Do-Nothing Machine • La máquina de no hacer nada</i></p> <ul style="list-style-type: none"> • Identify building materials • Name the machine |
| Cognitive Development/Fine Motor Skills <i>Handwriting without Tears</i> | <ul style="list-style-type: none"> • Creativity Station-Decorate boxes covered in plastic wrap • <i>Get Set for School CD "Bird Legs" (12)</i> | <ul style="list-style-type: none"> • Creativity Station-Decorate paper to use as wrapping paper for boxes • <i>Get Set for School CD "Bird Legs" (12)</i> | <ul style="list-style-type: none"> • Creativity Station-Make tissue paper collages • <i>Get Set for School CD "Bird Legs" (12)</i> | <ul style="list-style-type: none"> • Creativity Station-Make a collage using environmental print • <i>Get Set for School CD "Bird Legs" (12)</i> | <ul style="list-style-type: none"> • Creativity Station-Paint a group mural • <i>Get Set for School CD "Bird Legs" (12)</i> |
| Weekly Learning Centers | <ul style="list-style-type: none"> • Sort blocks by size and geometric categories • Test the float ability of boats | <ul style="list-style-type: none"> • Construct shapes with connecting cubes • Discuss fossil shells • Make a fossil | <ul style="list-style-type: none"> • Introduce geometric vocabulary Build five-cube arrangements • Explore ways to connect paper | <ul style="list-style-type: none"> • Introduce capillary action with coffee filters • Sort name trains | <ul style="list-style-type: none"> • Observe effects of aging (coins) • Observe effects of aging (banana) |
| STEM | <ul style="list-style-type: none"> • Sort blocks by size and geometric categories • Test the float ability of boats | <ul style="list-style-type: none"> • Construct shapes with connecting cubes • Discuss fossil shells • Make a fossil | <ul style="list-style-type: none"> • Introduce geometric vocabulary Build five-cube arrangements • Explore ways to connect paper | <ul style="list-style-type: none"> • Introduce capillary action with coffee filters • Sort name trains | <ul style="list-style-type: none"> • Observe effects of aging (coins) • Observe effects of aging (banana) |
| Character Education/Social Emotional Development | <ul style="list-style-type: none"> • <i>What's the tallest building in Dallas, TX?</i> | <ul style="list-style-type: none"> • Discuss what we need to build a house. | <ul style="list-style-type: none"> • Introduce idea of building friendships | <p>READ ACROSS AMERICA March 2, Dr. Seuss's Birthday</p> | <ul style="list-style-type: none"> • Practice the S.T.A.R. calming strategy p 168 |
| Closing Circle | <ul style="list-style-type: none"> • Reflecting on the day: <i>Describe the musical ensemble we created today.</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Make a photo collage and show it to the parents. | <ul style="list-style-type: none"> • Reflecting on the day: <i>What did you make with your box?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Challenge children to identify something at home that is made out of a box. | <ul style="list-style-type: none"> • Reflecting on the day: <i>What interested you more today?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Encourage children to teach someone at home how to fold a fan. | <ul style="list-style-type: none"> • Reflecting on the day: <i>What habitat means?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Suggest children to count the letters in family member's names and compare the lengths of the names. | <ul style="list-style-type: none"> • Reflecting on the day: <i>What makes a friend an old friend?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Send home the calming affirmations <i>I am safe, I am calm, I can handle this.</i> |

| LESSON COMPONENTS | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------|---|--|--|--|--|
| Outdoor Learning | <ul style="list-style-type: none"> Provide indoor blocks for outdoor building. | <ul style="list-style-type: none"> Encourage children to build box towers and knock them down with balls. | <ul style="list-style-type: none"> Add paper bag blocks to the cardboard boxes for building. | <ul style="list-style-type: none"> Provide markers for children to decorate and label their outdoor buildings. | <ul style="list-style-type: none"> Play cooperative games (p. 197) with the parachute. |
| Learning Goals | <ul style="list-style-type: none"> Is aware of own feelings most of the time Demonstrates empathy and caring for others Names at least 20 upper- and at least 20 lowercase letters Demonstrates receptive vocabulary (three to four thousand words) Asks and answers appropriate questions about the book Combines sentences that give detail, stays on topic, and clearly communicates Slides, flips, and turns shapes to demonstrate that the shapes remain the same Describes attributes | <ul style="list-style-type: none"> Is aware of own feelings most of the time Uses information learned from books by describing, relating, categorizing, or comparing and contrasting Uses a large speaking vocabulary, adding several new words daily Shows initiative in independent situations and persists in attempting to solve problems Uses a wide variety of words to label and describe people, places, things, and actions Perspectives and feelings that are different from her own | <ul style="list-style-type: none"> Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal Demonstrates empathy and caring for others Uses information learned from books by describing, relating, categorizing, or comparing and contrasting Asks and answers appropriate questions about the book Produces a word that rhymes with a given word Sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different | <ul style="list-style-type: none"> Uses sentences with more than one phrase Assumes various roles and responsibilities as part of a classroom community Uses information learned from books by describing, relating, categorizing, or comparing and contrasting Identifies equal and unequal sets Collects data and organizes it in a graphic representation Combines ideas for complex sentences Provides appropriate information for various situations | <ul style="list-style-type: none"> Demonstrates empathy and caring for others Participates in classroom music activities Uses a large speaking vocabulary, adding several new words daily Uses some appropriate writing conventions when writing or giving dictation Uses information learned from books by describing, relating, categorizing, or comparing and contrasting Begins to have meaningful friends Describes attributes Sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different |



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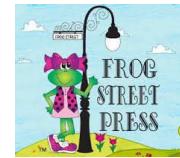
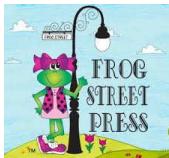


Theme: Scents of the Spring

Gard 2 Lesson Plan

Week: March 6-10, 2017

| Day of the Week/ Objectives | Calendar Circle Time | Language Comprehension | Phonics Development | Handwriting Enrichment | STEM | Social Studies | Curriculum Centers |
|---|--|--|---|---|---|--|--|
| Monday To learn spring is a season. | Introduce the theme. Calendar/Weather Sing “Spring Is Here.” P.M: <i>What are some signs of spring?</i> | Tell children that different flowers of all colors bloom in the spring. Read <i>Mouse’s First Spring</i> | Review the letter V: What starts with V and what sound it makes | Stamp V | Count Flowers | Tell children that when it’s Spring here, it may be a different season in other countries. | Take a spring walk outdoors |
| Tuesday To work on fine motor skills. | Calendar/Weather Sing “Rain, Rain Go Away.” PM: <i>What are some activities we can do during rainy days?</i> | Discuss about spring weather. Tell them what “April showers bring May flowers” mean. Rain helps flowers to grow. | Sing the alphabet song | Color and add flowers to a vase. | Count 1-10 using pegs | Tell children that rain is good for farmers, who grow the food for us to eat. Ask them what other reasons why rain is essential. | Raindrop race with eyedropper. Use dropper to place 2 drops of water side by side and tilt paper and let raindrops race to the bottom. |
| Wednesday To learn an author write a book. | Calendar/Weather Sing “I Love the Mountains.” PM: <i>What is your favorite flower and color in the spring?</i> | Tell children that plants and flowers originate from a seed. | Sing “Oh Mister Sun” | Pretend rice is seed and start a pretend garden | Spring Observation Center | Discuss Helen Keller | Pretend to be a florist with plastic flowers. |
| Thursday To ask questions related to the current topic of discussion. | Calendar/Weather Sing “Baby Bumble Bee.” PM: <i>List some favorite spring animals or bugs.</i> | Tell children that in spring, you see a lot of baby animals that are born. | Read “Very Hungry Caterpillar” | Connect the bunnies | Oral Language Card 39: discuss flowers Sort the flowers | Different countries dress differently for spring. Look at how children are dressing and discuss their clothing. | Rubber ducks in water |
| Friday To ask and answer simple questions to stories. | Calendar/Weather Read “To be a Kite.” PM: <i>What is your favorite springtime activity?</i> | Talk about all the different Spring activities that we can do outside. | Finger Play “Five Speckled Frogs” | V is for Vehicle and vegetables | Make numbers with fingers Counting Jar (0-10) | Discuss St. Patrick’s Day | Make a kite. Puzzles <i>The Cat in the Hat</i> |



| Lesson Plan for I Build! I Create! • <i>Yo construyo! Yo creo!</i> - I Can Create • <i>Puedo Crear</i> (Week 28) | | | Date: March 13-17, 2017 | Class: Gard 2 | | |
|--|---|---|--|---|--|--|
| Wonderful Word: <i>inspiration, inspiracion</i> | | Character <i>Cooperation and Intentionality</i> Education: <i>Colaboración e Intencionalidad</i> | Technology: Frog Street Math; Reading Buddy; Tux Paint | | | |
| Literacy: Oral Language, Phonological Awareness | | Letter English - M, m, P, p, F, f Knowledge: Spanish - M, m, P, p, F, f | Math: Identifying and Labeling Sets | | | |
| English Vocabulary: <i>alliteration, attribute, collages, convey, create, extraordinary, flatten, grateful, gratitude, images, imaginative, inspired, intentionality, numeral, pentagon, quadrilateral, sculpture, strategy</i> | | | | | | |
| Spanish Vocabulary: <i>aliteración, atributo, collages, transmitir, crear, extraordinario, aplanar, agradecido, imágenes, imaginativo, inspirado, intención, numeral, pentágono, cuadrilátero, escultura, gratitud, estrategia</i> | | | | | | |
| LESSON COMPONENTS | Monday | Tuesday | Wednesday | Thursday | | |
| Greeting Circle | BUILDING COMMUNITY •UNITE: Sing "This Old Man Is Rockin'On p 192. •DISENGAGE THE STRESS RESPONSE: Play Look at Me p 174. •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Challenge children to notice two kind acts today. • Morning Message: <i>I can make up and perform fancy dances.</i> • <i>Puedo crear y ejecutar bailes estafalarios.</i> | BUILDING COMMUNITY •UNITE: Sing "Look What I Create" p 185. •DISENGAGE THE STRESS RESPONSE: Introduce the calming strategy Painter's Reach p 169. •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>I create fantastic paintings and murals.</i> • <i>Creo pinturas y murales fantásticos.</i> | BUILDING COMMUNITY •UNITE: Sing "I Can Be a Pretzel" p 171. •DISENGAGE THE STRESS RESPONSE: Invite children to perform Pretzel p 171. •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>It is fun to sculpt and mold play dough.</i> • <i>Es divertido esculpir y moldear plastilina.</i> | BUILDING COMMUNITY •UNITE: Sing along with "Lizzie Leaping Lizard" p 185. •DISENGAGE THE STRESS RESPONSE: Practice the S.T.A.R. calming strategy p 168. •CONNECT: Implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Pencils and markers are tools for writing.</i> • <i>Los lápices y los marcadores son herramientas para escribir.</i> | BUILDING COMMUNITY •UNITE: Sing "This Old Man Is Rockin'On p 192. •DISENGAGE THE STRESS RESPONSE: Teach the calming strategy Gratitude p 168. •CONNECT: Use Fanny Frog to implement the Absent Child Ritual. •COMMIT: Implement the Safe Keeper Ritual and the Daily Commitment Ritual. •Kindness Tree • Morning Message: <i>Please make a book from the paper in the center.</i> • <i>Hagan un libro con el papel del centro por favor.</i> | |
| | "Put Your Little Foot" • "Pasitos" dance | Dance with streamers | Play Freeze • Inmóvil | Pantomime "Body Talk in Rhyme" | Follow directions to "Shake Your Reader Ribbons" | |
| | •Vocabulary Card: <i>inspiration</i> •Introduce the letters of the week. | •Focus on M, P. What starts with the letters M, P? | •Sound out Mm, Pp, Ff | •Discuss the power of words ••Focus on F. What starts with the letters F? | •Words beginning with Mm, Pp, Ff | |

| LESSON COMPONENTS | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|--|--|---|--|
| Language Development | <p><i>Dance! • ¡A bailar!</i></p> <ul style="list-style-type: none"> • Make story predictions • Contrast ordinary and extraordinary • Photo Activity Card 4 | <p><i>Skidamarink • ¡Es amor!</i></p> <ul style="list-style-type: none"> • Discuss meaning of love • Introduce <i>inspire</i> | <p><i>Twinkle, the Little Star • Chispita la estrellita</i></p> <ul style="list-style-type: none"> • Create a prop for story • Play the role of <i>Twinkle</i> <p><i>Three Bears' Rap • El rap de los tres osos</i></p> <ul style="list-style-type: none"> • Introduce collage as style of illustration | <p><i>Nature's Giants • Gigantes de la naturaleza</i></p> <ul style="list-style-type: none"> • Recognize descriptions as creations • Discuss inspiration for descriptions | <p><i>Animal Friends • Amigos animales</i></p> <ul style="list-style-type: none"> • Identify characters in wordless book |
| Cognitive Development/Fine Motor Skills <i>Handwriting without Tears</i> | <ul style="list-style-type: none"> • Make an instrument collage • <i>Get Set for School CD Count on Me (9)</i> | <ul style="list-style-type: none"> • Decorate paper bag blocks with markers. • <i>Get Set for School CD Count on Me (9)</i> | <ul style="list-style-type: none"> • Make torn-paper collages • <i>Get Set for School CD Count on Me (9)</i> | <ul style="list-style-type: none"> • Build a sculpture with play dough. • <i>Get Set for School CD Count on Me (9)</i> | <ul style="list-style-type: none"> • Creativity Station-Paint a design using the child's name • <i>Get Set for School CD Count on Me (9)</i> |
| Weekly Learning Centers | <ul style="list-style-type: none"> • Fine Motor-Make music using ways other than instruments • Creativity Station-Draw or paint covers for their musical instruments | <ul style="list-style-type: none"> • Creativity Station-Draw with various mediums | <ul style="list-style-type: none"> • Construction-Build statues with blocks or stuff paper bags to create a sculpture | <ul style="list-style-type: none"> • Fine Motor-Use markers to copy short sentences | <ul style="list-style-type: none"> • Fine Motor-Practice the directions of the <i>How to Care for Books • Cómo cuidar los libros</i> rebus poster using books • Creativity Station-Illustrate pretend books. |
| STEM | <ul style="list-style-type: none"> • Create and count thumbprints frogs • <i>Naked Eggs and Flying Potatoes</i> Bubbling Lava Bottle pp 37-38 | <ul style="list-style-type: none"> • Make wet sand prints to match number in set • Make handprints counting boards | <ul style="list-style-type: none"> • Make five-pattern-block picture • Make shadow sculptures | <ul style="list-style-type: none"> • Hop along number line • <i>Naked Eggs and Flying Potatoes</i> Seven-Layer Density Column pp 71-75 | <ul style="list-style-type: none"> • Create a button-counting book • Discuss viscosity Paper weight model of viscosity |
| Character Education/Social Emotional Development | <ul style="list-style-type: none"> • Discuss cooperation | <ul style="list-style-type: none"> • Discuss artists that created masterpieces. | <ul style="list-style-type: none"> • Photo Activity Card 4 • Discuss sculptures • Invite children to perform Pretzel p 171 | <ul style="list-style-type: none"> • Introduce <i>Intentionality</i>: sometimes accidents happen | <ul style="list-style-type: none"> • Develop concept of gratitude • Teach the calming strategy Gratitude p 168. |
| Closing Circle | <ul style="list-style-type: none"> • Reflecting on the day: <i>How do you feel when you dance?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Encourage children to show their favorite dance moves to their families. | <ul style="list-style-type: none"> • Reflecting on the day: <i>What did you learn about illustrator today?</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Invite the families for a gallery showing of the children's creative work. | <ul style="list-style-type: none"> • Reflecting on the day: <i>How is clay different from play dough.</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Challenge children and families to look for sculptures as they travel to an from school. | <ul style="list-style-type: none"> • Reflecting on the day: <i>Give me an example of an onomatopoeia word.</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Challenge children to use onomatopoeia words to name the sounds they will hear on their way home. | <ul style="list-style-type: none"> • Reflecting on the day: <i>Describe the story you wrote in the wordless book.</i> • Perform the Daily Commitment Check. • Kindness Tree • Family Connection: Encourage children to talk with someone at home about what they are grateful for. |

| LESSON COMPONENTS | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------|--|--|--|--|--|
| Outdoor Learning | <ul style="list-style-type: none"> Take rhythm band instruments outdoors. Invite children to have a parade. | <ul style="list-style-type: none"> Invite children to use chalk to draw pictures on the sidewalk, or attach easel paper to the fence (or take easels outdoors) and encourage children to paint an outdoor scene. | <ul style="list-style-type: none"> Turn a strip of masking tape backwards and place it on children's arms to make a bracelet. Encourage children to create a bracelet using items they find outdoors (leaves, bark, twigs, pebbles). | <ul style="list-style-type: none"> Provide colorful sheets of cellophane and challenge children to create colorful shadows. | <ul style="list-style-type: none"> Invite children to write the story for a wordless book outdoors. |
| Learning Goals | <ul style="list-style-type: none"> Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary Demonstrates empathy and caring for others Produces a word that begins with the same sound as a given pair of words Retells or reenacts a story after it is read aloud Coordinates sequence of movements to perform tasks Counts up to ten items and demonstrates that the last count indicates how many items were counted | <ul style="list-style-type: none"> Produces a word that begins with the same sound as a given pair of words Uses a variety of art materials and activities for sensory experience and exploration Demonstrates interest in and shows appreciation for the creative work of others Shows understanding by responding appropriately Combines words to make a compound word Counts one to ten items, with one count per item Uses art as a form of creative self-expression and representation | <ul style="list-style-type: none"> Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary Retells or reenacts a story after it is read aloud Uses a wide variety of words to label and describe people, places, things, and actions Investigates and describes sources of energy including light, heat, and electricity Initiates problem-solving strategies and seeks adult help when necessary | <ul style="list-style-type: none"> Increasingly interacts and communicates with peers to initiate pretend-play scenarios that share a common plan and goal Demonstrates knowledge of nonverbal conversational rules Demonstrates that the order of the counting sequence is always the same regardless of what is counted Describes attributes Produces a word that begins with the same sound as a given pair of words | <ul style="list-style-type: none"> Is aware of own feelings most of the time Demonstrates empathy and caring for others Produces a word that begins with the same sound as a given pair of words Uses a wide variety of words to label and describe people, places, things, and actions Provides appropriate information for various situations |