

Lesson Plans for My School and Me • Mi escuela y yo - This Way to Pre-K (Week 1)				Date	Teacher
Wonderful Word	<i>routine, rutina</i>	Character Education	Respect, <i>Respeto</i> Responsibility, <i>Responsabilidad</i>	Technology	Frog Street Pre-K Interactive Software will be introduced next week.
Literacy	Oral Language	Letter Knowledge	English/Spanish - Letters in Child's Name; Alphabet	Math	Listening; Attributes
English Vocabulary	centers, circle, classroom, daily schedule, friends, letter wall, listening, pledge, principal, safe, school, teacher				
Spanish Vocabulary	<i>centros, círculo, salón de clase, horario diario, amigos, pared de letras, escuchar, juramento, director, seguro, escuela, maestro</i>				
LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Greeting Circle Time:	<ul style="list-style-type: none"> Building community Introduce responsibilities in the classroom Morning Message I.C.2., VIII.B.1	<ul style="list-style-type: none"> Building community Introduce and review school routines Morning Message I.C.1., I.C.2.	<ul style="list-style-type: none"> Building community Introduce and review daily commitments Morning Message 	<ul style="list-style-type: none"> Building community Introduce school outside of the classroom Morning Message II.B.1., I.C.1., I.C.2.	<ul style="list-style-type: none"> Building community Acknowledge new friendships Morning Message I.C.3., II.B.5., II.B.4.
Moving and Learning Time:	"Hands and Fingers" • "Manos y dedos" participation song	"Rainbow Dancers" • "Los bailarines del arco iris" ribbon dance	Copy letter shapes using body	Freeze • Las estatuas game	"Shake Hands" greeting game
Read-Aloud Time:	<i>This Way to Pre-K • Camino a Pre-Kinder</i> <ul style="list-style-type: none"> Introduce school vocabulary Discuss school personnel <i>This Way to Pre-K • Camino a Pre-Kinder</i> <ul style="list-style-type: none"> Compare classroom in book to your classroom 	<i>This Way to Pre-K • Camino a Pre-Kinder</i> <ul style="list-style-type: none"> Discuss role of author and photographer Remember sequence of story events "I Like School" • "Me gusta la escuela" story folder <ul style="list-style-type: none"> Predict what might be included in story Match story activities to classroom activities 	<i>This Way to Pre-K • Camino a Pre-Kinder</i> <ul style="list-style-type: none"> Compare photographs and illustrations that are drawn by hand Evaluate cover photo <i>Fanny Frog's Fantastic Poems and Rhymes</i> (Pledge of Allegiance) <ul style="list-style-type: none"> Develop concept of pledge or promise Discuss attributes of the <i>U.S. and State flags</i> 	Assorted library books <ul style="list-style-type: none"> Introduce proper book handling skills Practice "reading" books in classroom library <i>This Way to Pre-K • Camino a Pre-Kinder</i> <ul style="list-style-type: none"> Reread the book and discuss photo details 	<i>This Way to Pre-K • Camino a Pre-Kinder</i> <ul style="list-style-type: none"> Guest reader Sing "Do You Know the Principal?" • "¿Conocen al director?" "I Like School" • "Me gusta la escuela" story folder <ul style="list-style-type: none"> Retell the story using story props Sock-dance like children in the story
Weekly Learning Centers Time:	<ul style="list-style-type: none"> Pretend and Learn - Encourage children to play school. Construction - Demonstrate how to build with the blocks. Encourage children to build a school. Library and Listening - <i>This Way to Pre-K • Camino a Pre-Kinder</i>. 	<ul style="list-style-type: none"> Pretend and Learn - Each day focus on different center activities and elements in the class schedule. Construction - Make suggestions for adding a playground/neighborhood Library and Listening - <i>This Way to Pre-K • Camino a Pre-Kinder</i>. 	<ul style="list-style-type: none"> Pretend and Learn - Toward the end of the week, introduce school helpers into children's play. Construction - Continue building with blocks Library and Listening - <i>This Way to Pre-K • Camino a Pre-Kinder</i>. 	<ul style="list-style-type: none"> Pretend and Learn - Use the information they gather to add to their model Library and Listening - "I Like School" • "Me gusta la escuela" story props - retell story 	<ul style="list-style-type: none"> Pretend and Learn - Continue with suggesting ideas for blocks Library and Listening - "I Like School" • "Me gusta la escuela" story props - retell story
Literacy Learning Centers Time:	<ul style="list-style-type: none"> Introduce classroom centers Learn "Clean Up" • "A limpiar" routine Centers <ul style="list-style-type: none"> Creativity Station-Use crayons to draw and color Fine Motor Center-Put puzzles together ABC-Explore magnetic letters and Wikki Stix 	<ul style="list-style-type: none"> Introduce daily schedule Introduce management system Centers <ul style="list-style-type: none"> Creativity Station-Draw favorite part of school day. Language and Literacy-Sequence school activities ABC-Identify beginning letter of names 	<ul style="list-style-type: none"> Introduce the letter wall and the alphabet Centers <ul style="list-style-type: none"> ABC Center-Place magnetic letters on letter-shape puzzles Language and Literacy-Practice Pledge of Allegiance Writer's Corner-Shape letters with play dough 	<ul style="list-style-type: none"> Tour the school Photograph school personnel Centers <ul style="list-style-type: none"> Library and Listening-Introduce listening center Pretend and Learn-Role-play school jobs Creativity Station-Create drawings for theme project 	<ul style="list-style-type: none"> Identify school personnel by photos and names Learn to greet and thank school workers Centers <ul style="list-style-type: none"> Library and Listening-Retell story Pretend and Learn-Role-play school helpers Writer's Corner-Create thank-you notes for school helpers
Math and Science Learning Centers Time:	<ul style="list-style-type: none"> Learn how to wash hands Discuss germs Centers <ul style="list-style-type: none"> Pretend and Learn-Practice washing hands Creativity Station-Draw a germ VI.D.2., II.A.2.	<ul style="list-style-type: none"> Compare loud and soft sounds Take a listening walk Centers <ul style="list-style-type: none"> Sensory Table-Sort sounds heard on walk Science-Sort objects that make sounds when dropped VI.A.1., VII.C.1.	<ul style="list-style-type: none"> Introduce term <i>attributes</i> Practice using attributes to describe classmates Centers <ul style="list-style-type: none"> Math-Describe assortment of items Language and Literacy-Play Spotlight with stuffed animals III.C.1., II.B.3., VIII.B.1.	<ul style="list-style-type: none"> Practice describing classmates "This Is Tiffany" • "Ésta es Carmen" attribute song Centers <ul style="list-style-type: none"> Science-Work in pairs to describe and identify items in feely box Writer's Corner-Compare marks made by different writing instruments VII.B.3., I.C.1.	<ul style="list-style-type: none"> Compare straight and curved lines Identify straight and curved lines in letters Centers <ul style="list-style-type: none"> Math-Sort magnetic letters by straight and curved lines ABC-Make letters with Wikki Stix V.C.2., VI.A.2., II.D.1.

LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Content Connections Time:	Science • Conduct experiment to see how germs travel VI.D.2.	Social Studies • Discuss daily routines VII.A.3.	Fine Arts and Literacy • Play "Alphabet March and Match" VII.D.1., VII.D.2., II.A.1.	Social Studies • Discuss safety on playground equipment	Social Studies • School personnel visit classroom and explain their jobs VII.B.3., VIII.A.2.
Closing Circle Time:	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection 	<ul style="list-style-type: none"> • Reflecting on the day • Check on Commitments • Kindness Tree • Family Connection
Outdoor Learning	Play group games this week. • Cat and Mouse (p. 194)	Play group games this week. • Dog and Bone (p. 194) • La rueda de San Miguel (p. 196)	Play group games this week. • Japanese Tag (p. 196)	Play group games this week. • Duck, Duck, Goose (p. 194)	Play group games this week. • Drop the Handkerchief (p. 194) or Take the children outdoors to chase bubbles. • Reflect
Learning Goals	<ul style="list-style-type: none"> • I.C.2.-Assumes various roles and responsibilities as part of a classroom community • VIII.B.1. Participates in classroom music activities • II.A.1. Shows understanding by responding appropriately • III.D. 2. Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • II.D.1. Retells or reenacts a story after it is read aloud • I.B.1.b. Takes care of and manages classroom materials • II.D.2. Demonstrates understanding of terms used in the instructional language of the classroom • VI.D.2. Practices good habits of personal health and hygiene • II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions. ELL: Child follows one-step oral directions in second language. • VI.D.2.Practices good habits of personal health and hygiene 	<ul style="list-style-type: none"> • I.C.1. Child uses positive communication or conversation skills to build relationships with others. • I.C.2. Assumes various roles and responsibilities as part of a classroom community • III.D. 2. Uses information learned from books by describing, relating, categorizing, or comparing and contrasting • III.D.3. Asks and answers appropriate questions about the book • II.D.2. Demonstrates understanding of terms used in the instructional language of the classroom • VII.A.3. Child connects their life to events, time, and routines. • VI.A.1. Child observes, verbally describes, and investigates properties and characteristics of common objects. • VII.C.1. Identifies, compares, discusses earth materials and their properties and • VII.A.3. Child connects their life to events, time, and routines. 	<ul style="list-style-type: none"> • I.C.2. Assumes various roles and responsibilities as part of a classroom community • III.B.4. Sentence segmenting for Concept of Word. Child separates a normally spoken four-word sentence into individual words. • III.C.1.Names at least 20 upper- and at least 20 lowercase letters • III.A.1. Child engages in pre-reading and reading-related activities during shared or interactive reading. • III.D.3. Asks and answers appropriate questions about the book • III.C.1 Names at least 20 upper- and at least 20 lowercase letters • II.B.3. Provides appropriate information for various situations • VIII.B.1. Participates in classroom music activities • Forerunner V.C.1. and V.E.1. Describes attributes • II.D.1. Uses a wide variety of words to label and describe people, places, things, and actions • VII.D.1. Identifies flags of the United States and resident state • VII.D.2. Recites the Pledge of 	<ul style="list-style-type: none"> • II.B.1. Is able to use language for different purposes • I.C.1. Child uses positive communication or conversation skills to build relationships with others. • I.C.2. Assumes various roles and responsibilities as part of a classroom community • III.A.2. Child self selects books and other written materials to engage in pre-reading behaviors. • I.C.2. Assumes various roles and responsibilities as part of a classroom community • VII.B.3. Discusses the roles and responsibilities of community workers • I.C.1. Child uses positive communication or conversation skills to build relationships with others. • Forerunner V.E.1. Describes attributes • II.D.1. Uses a wide variety of words to label and describe people, places, things, and actions • II.D.5. Uses category labels to understand how words and objects relate to each other • VI.D.1. Practices good habits of 	<ul style="list-style-type: none"> • I.C.3. Shows competence in initiating social interactions • II.B.5. Demonstrates knowledge of nonverbal conversational rules • II.B.4. Demonstrates knowledge of verbal conversational rules • VII.B.3. Discusses the roles and responsibilities of community workers • III.B.1. Participates in classroom music activities • VIII.B.2. Responds to different musical styles through movement and play • VII.B.3. Discusses the roles and responsibilities of community workers • II.B.4. Demonstrates knowledge of verbal conversational rules • Forerunner V.C.2. Describes attributes • VI.A.2. Child investigates and verbally describes position and motion of objects. • II.D.1. Uses a wide variety of words to label and describe people, places, things, and actions • VII.B.3. Discusses the roles and responsibilities of community workers • VIII.A.2 Uses art as a form of