

Friendship For Tots Curriculum Map 2026- 2027

Pre-k 3

Date	What should I be doing?	Days school not in session	Assessments
9/8	Welcome activities-Tuesday first full day Getting to know you and routines	9/7	Finish ESIR Screenings
9/14	Hispanic Heritage Month		
9/21	Theme 2- My Family and Friends Week 1- Immediate Family		
9/28	Theme 2- My Family and Friends Week 2- My Relatives		
10/5	Theme 2- My Family and Friends Week 3- Pets		
10/12	Theme 2- My Family and Friends Week 4- My community	Closed 10/12 PD- 10/14 (early dismissal)	
10/19	Theme 2 review week		
10/26	Theme 3- Color, Shape & size Week 1-color		Begin progress Reports

11/2	Theme 3- Color, Shape & size Week 2-shape	11/3- Professional Development	Progress Reports Due 11/6
11/9	Theme 3- Color, Shape & size Week 3- size		
11/16	Theme 3- Color, Shape & size Week 4- Multiple Attributes		
11/23	Theme 3 Color, Shape, and Size Review Thankfulness week	11/25 Early Dismissal 11/26-11/27- Thanksgiving Recess	
11/30	Theme 4-Safe & healthy Me Week 1- Safe me		
12/7	Theme 4-Safe & healthy Me Week 2-Healthy Me	12/9 Early Dismissal	
12/15	Theme 4-Safe & healthy Me Week 3- Eating Well		
12/21	Winter Holidays around us	12/23- Early dismissal 12/24- 1/1 Winter Recess	
1/4	Theme 4-Safe & healthy Me		

	Week 4- Active Me		
1/11	Theme 4 Safe and Healthy Me Review		
1/18	Theme 6 -Creative Me Week 1- Things kids do	1/18- MLK Day	
1/25	Theme 6 -Creative Me Week 2- Recycled Treasures		Begin Progress Reports
2/1	Theme 6 -Creative Me Week 3- Experimenting		Progress Reports due 2/5
2/8	I can count to 100 Week/ Theme 6 - Creative Me Week 4- Designing and building		
2/15	Harlem Renaissance Week	2/12 & 2/16-closed	
2/22	Theme 6 Review		
3/1	Dr. Seuss week	3/3- early dismissal PD	
3/8	Theme 8- Amazing Critter	3/10- Closed	

	Week1- crawling critters		
3/15	Theme 8- Amazing Critter Week 2- Flying critters	3/19- PD	
3/22	-----	Spring Break Closed until 3/29	
3/29	Theme 8- Amazing Critter Week 3- Hopping critters	3/29	
4/5	Theme 8- Amazing Critter Week 4- Scaly & slithering critters		Begin Progress Reports
4/12	Week of the young child		
4/19	Theme 8 Review	4/21- Early Dismissal	Progress Reports due 4/23
4/26	Theme 7 – On the go Week 1- places kids go		
5/3	Theme 7 – On the go Week 2- Wheels		
5/10	Theme 7 – On the go Week 3- Wings		
5/17	Theme 7 – On the go Week 4- Water		Begin End of year portfolios and reports

5/24	Theme 7 Review	5/28-closed	
5/31	Ready to Step it up!	5/31-closed	
6/7	Student Choice week		Portfolios and reports due 6/12
6/14	Student Choice week	Closed 6/18	Graduation and step up week 6/15

Curriculum Description

Frog Street Threes offers learning experiences and materials that support children's learning across developmental domains. The curriculum is organized around nine themes. They include daily lesson plans for whole-group activities, small-group activities, and practice centers.

Summary of Curriculum Review

- Specifies developmentally appropriate learning goals throughout curriculum activities
- Offers a process and tools for ongoing observation and documentation
- Provides strategies and resources to support family engagement
- Offers comprehensive standardized training and materials to support implementation
- Provides specific prompts to extend children's learning throughout activities
- Gives specific scaffolding strategies to support children who are dual language learners (DLLs)
- Includes specific adaptations for children with disabilities, suspected delays, or other special needs
- Supports individualization based on children's strengths and needs
- Promotes some research-based teaching practices to support preschoolers' development and learning in all Head Start Early Learning Outcomes Framework (ELOF) domains, especially Social and Emotional Development, Language and Communication, Literacy, and Mathematics
- Offers a comprehensive sequence of learning experiences in some domains

Curriculum

Frog Street three's Themes:

Theme 1:Awesome Me

Theme 2:My Family and Friends

Theme 3:Color,Shape, and size

Theme 4:Safe and Healthy Me

Theme 5:Favorite Tales and Rhymes

Theme 6:Creative Me

Theme 7:On the Go

Theme 8:Amazing Critters

Theme 9:Animals

Frog Street Threes

Frogstreet Threes was designed around three key cornerstones (I) early brain development, (II) intentionality, and (III) conscious discipline to provide instruction that optimizes learning and development for three-year olds. The cornerstones include early brain development, intentionality, and conscious discipline.

- I. Early brain development – The first three years of life lay the foundation for lifelong learning. a cA Child's brain is busy wiring the foundations for vision, emotional stability, social interactions, language development, motor development, thinking skills, and much more.
- II. Intention – an intentional parent, teacher, or caregiver focuses on instruction with specific outcomes or goals in mind for children's development and learning
- III. Conscious discipline – comprehensive classroom management and social emotional program that creates a learning environment where children feel safe and loved

Multilingual Learners/ Limited English Proficiency

FFT recognizes that the city of Mount Vernon is woven with a plethora of diversities and cultures that make out community unique. As a result, FFT values and supports linguistically diverse children and recognizes that being multilingual an asset. FFT prides itself in being a place where students with limited English and their families know that they have the 'right to speak,' and that they will be heard and responded to with interest and respect.

During the enrollment process parents are required to complete the Emergent Multilingual Learners Language Profile Protocol (EMLLPP) to identify prekindergarten students who speak a language other than English and allow us to gather information about the child's language skills and practices within a child's family.

It is the expectation that at FFT the teachers of emergent multilingual learners integrate children's home languages strategically to support comprehension, engagement, scaffolding, practice, assessment and extension. FFT provides its staff members with ongoing professional development that focuses on cultural diversity, culturally responsive teaching and topics that pertain to specific research-based strategies that support language acquisition and development.

The following are examples of instructional strategies that are implemented in the classrooms:

- Encourage children to speak their home languages in safe settings, such as with peers or working one-on-one with teachers.
- Set up small groups that include both English-only students and MLLs, to ensure inclusion
- Learn key words or phrases in MLLs' home languages, and sing songs as a class in those languages, too.

- Provide "language-free" safe havens, which may provide MLLs with a much-needed break. Let children play without talking, using blocks, clay, or puzzles, etc.
- Adjusting language to a children's level of English proficiency.
- Invite multilingual families to volunteer in the classroom and use their home language.

Observation and Assessment

Ongoing Observation and Documentation: *Frog Street Threes* describes how ongoing assessment is a process used to understand children's current abilities. It helps staff plan individualized activities, note developmental progress or concerns, and guide instruction. It also discusses the process of documenting observations in individual portfolios (e.g., work samples, photographs, information from families, videos). The *Assessment and Planning guide* includes two anecdotal observation records tools to support teachers in this process as well as FFT in house documentation tools.

Finally, the curriculum embeds specific guidance on ongoing assessment throughout the *Teaching Guides*. At the end of each week, there is an "Assessment" section that prompts teachers to assess children on specific skills and concepts related to the week's learning experiences and goals.

Standardized and Structured Assessment Instruments: *Frog Street Threes* describes and provides a structured assessment tool. *Frog Street Threes Developmental Checklist* aligns with the curriculum's learning goals. The curriculum encourages programs to complete this assessment tool many times throughout the year.

Frogs Street 3's Book List

Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8	Theme 9
Awesome Me My Body Talks How Do You Feel? ittle Red Hen The More the Merrier The Enormous Turnip	Three Bears' Rap The Three Bears' acation Helping Grandma and Grandpa Aunt Jessie's Hats Sara Sidney's Special Day Jasper's New Bed	Finding Colors with Fernando Kate the Chameleon Finding Shapes with Fernando Coletta's Cookies The Three Bears' acation The Enormous Turnip	It's a Safety Rule The Three Bears' acation We Are Safe and Healthy Kids Cowboy Mouse Eat Green Get Moving! Better Things to Do	The Sky is Falling ittle Red Hen The Enormous Turnip The ion and the Mouse Three Bears' Rap The Three ittle Pigs The House that Jack Built	Things Kids Do Shelby's Rainy Day Fun It Started as a Sock Soapy Scientists It's Gravity Better Things to Do Coletta's Cookies	The Places I Go Get Moving! Wheels Are All Around The Three Bears' acation If I Had Wings ittle Bee's Journey The Zebra on the Zyder Zee Boats Float	Backyard Bugs Critter Camouflage Monarchs ittle Bee's Journey Grasshoppe r Gus Ant and the Grasshoppe r The izards in the Window Sara Sidney's	Zoo Day Who's Who at the Zoo? Grandpa's Farm ittle Red Hen In the Deep Blue Sea Five Dancing Dolphins The Circus Circus Fun

I Wonder Soapy Scientists	Community Helpers	It's Not Easy Being a Troll Jasper's		Jack Rhymes			Special Day Kate the	
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	Better Things to Do	New Bed Helping Grandma and Grandpa					Chameleon	
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Scope and Sequence

Themes	Phonological Awareness	Letter Knowledge	Word of the Week	Math
Theme 1 Awesome Me Week 1: Physical Me Week 2: Feeling Me Week 3: Social Me Week 4: Curious Me	✓ sentence segmentation	letters in names	Wk 1: awesome ▪ <i>fantástico</i> Wk 2: ecstatic ▪ <i>muy contento</i> Wk 3: sociable ▪ <i>sociable</i> Wk 4: curious ▪ <i>curioso</i>	Attributes Wk 1: Introduction Wk 2: Color Wk 3: Shape Wk 4: Position Words
Theme 2 My Family and Friends Week 1: Immediate Family Week 2: My Relatives Week 3: Pets Week 4: My Community	✓ sentence segmentation ✓ rhyme awareness	Wk 1: C, c, E, e Wk 2: G, g, A, a Wk 3: P, p, I, i Wk 4: F, f, O, o	Wk 1: siblings ▪ <i>hermanos</i> Wk 2: relatives ▪ <i>parientes</i> Wk 3: veterinarian ▪ <i>veterinario</i> Wk 4: community ▪ <i>comunidad</i>	Attributes and Spatial Relationships Wk 1: Sizes and Sounds Wk 2: Colors and Shapes Wk 3: Spatial Relationships Wk 4: Classification
Theme 3 Color, Shape and Size Week 1: Color Week 2: Shape Week 3: Size Week 4: Multiple Attributes	✓ syllable segmentation ✓ rhyme awareness	Wk 1: R, r, U, u Wk 2: L, l, S, s Wk 3: B, b, T, t Wk 4: D, d, W, w, <i>Ch, ch</i>	Wk 1: primary colors ▪ <i>colores primarios</i> Wk 2: star ▪ <i>estrella</i> Wk 3: gigantic ▪ <i>gigantesco</i> Wk 4: classification ▪ <i>clasificación</i>	Classification Wk 1: Classifying by Color Wk 2: Classifying by Shape Wk 3: Classifying by Size Wk 4: Classifying by Multiple Attributes
Theme 4 Safe and Healthy Me Week 1: Safe Me Week 2: Healthy Me Week 3: Eating Well Week 4: Active Me	✓ sentence and syllable segmentation ✓ rhyme awareness	Wk 1: J, j, N, n, <i>ñ</i> Wk 2: H, h, M, m Wk 3: V, v, X, x Wk 4: K, k, Q, q	Wk 1: cautious ▪ <i>prudente</i> Wk 2: germs ▪ <i>microbios</i> Wk 3: nutritious ▪ <i>nutritivo</i> Wk 4: exercise ▪ <i>ejercitarse</i>	Patterns Wk 1: AB Patterns Wk 2: AB Patterns Wk 3: ABC Patterns Wk 4: AAB Patterns
Theme 5 Favorite Tales and Rhymes Week 1: Hen Tales Week 2: Mouse Tales Week 3: Tales of Three Week 4: "Jack" Rhymes	✓ syllable segmentation ✓ rhyme awareness	Wk 1: Y, y, Z, z Wk 2: A, a, C, c, E, e, G, g, P, p, <i>Ch, ch</i> Wk 3: F, f, I, i, O, o, R, r, U, u Wk 4: L, l, S, s, B, b, T, t, D, d	Wk 1: tales ▪ <i>cuentos</i> Wk 2: make-believe ▪ <i>fantasía</i> Wk 3: manners ▪ <i>modales</i> Wk 4: rhyme ▪ <i>rima</i>	Patterns and One-to-One Correspondence Wk 1: AB, ABC, AAB Patterns Wk 2: Vertical, Horizontal, and Circular Patterns Wks 3-4: One-to-One Correspondence

Scope and Sequence (continued)

Themes	Phonological Awareness	Letter Knowledge	Word of the Week	Math
Theme 6 Creative Me Week 1: Things Kids Do Week 2: Recycled Treasures Week 3: Experimenting Week 4: Designing/Building	✓ syllable segmentation ✓ rhyme awareness ✓ alliteration	Wk 1: N, n, ñ, M, m, H, h, X, x, V, v Wk 2: K, k, Q, q, Y, y, Z, z, C, c, Ch, ch Wk 3: E, e, G, g, A, a, P, p, I, i Wk 4: F, f, O, o, U, u, R, r, L, l	Wk 1: creative ▪ creativo Wk 2: recycle ▪ reciclar Wk 3: predict ▪ predecir Wk 4: architect ▪ arquitecto	<u>One-to-One Correspondence</u> Wks 1-4: One-to-One Correspondence
Theme 7 On the Go Week 1: Places Kids Go Week 2: Wheels Week 3: Wings Week 4: Water	✓ sentence and syllable segmentation ✓ rhyme awareness ✓ alliteration	Wk 1: S, s, B, b, T, t, D, d, W, w Wk 2: J, j, M, m, N, n, ñ, H, h, X, x Wk 3: V, v, K, k, Q, q, Y, y, Z, z Wk 4: C, c, E, e, G, g, A, a, P, p	Wk 1: travel ▪ viajar Wk 2: axle ▪ eje Wk 3: aviator ▪ aviador Wk 4: harbor ▪ puerto	<u>Order and Sequence</u> Wk 1: Order/Sequence by Size Wk 2: Order/Sequence by Position Wk 3: Order/Sequence by Size and Position Wk 4: Order/Sequence by Quantity
Theme 8 Amazing Critters Week 1: Crawling Critters Week 2: Flying Critters Week 3: Hopping Critters Week 4: Scaly & Slithering Critters	✓ sentence and syllable segmentation ✓ rhyme awareness ✓ alliteration	Wk 1: A, a, S, s, C, c, B, b, H, h, O, o, E, e, A, a Wk 2: F, f, B, b, M, m, D, d, L, l, M, m, L, l, A, a, P, p, C, c Wk 3: G, g, C, c, F, f, S, s, G, g, A, a, C, c, S, s Wk 4: S, s, C, c, I, i, L, l, W, w, S, s, C, c, I, i, L, l, G, g	Wk 1: entomologist ▪ entomólogo Wk 2: metamorphosis ▪ metamorfosis Wk 3: serenade ▪ serenata Wk 4: slither ▪ reptar	<u>Numeration</u> Wk 1: Numeration 1-3 Wk 2: Numeration 1-4 Wk 3: Numeration 1-5 Wk 4: Numeration 1-5
Theme 9 Animals Week 1: Zoo Animals Week 2: Farm Animals Week 3: Ocean Animals Week 4: Circus Animals	✓ sentence and syllable segmentation ✓ rhyme awareness ✓ alliteration	Wk 1: E, e, T, t, Z, z, L, l, M, m, E, e, T, t, C, c, L, l, M, m Wk 2: H, h, C, c, D, d, G, g, P, p, C, c, V, v, P, p, Ch, ch, G, g Wk 3: W, w, F, f, D, d, C, c, S, s, B, b, P, p, D, d, C, c, T, t Wk 4: T, t, S, s, E, e, B, b, D, d, T, t, F, f, E, e, O, o, P, p	Wk 1: habitat ▪ hábitat Wk 2: onomatopoeia ▪ onomatopeya Wk 3: underwater ▪ bajo el agua Wk 4: big top ▪ carpa de circo	<u>Numeration</u> Wk 1: Zero and Subtraction Wk 2: Numeration 6-9 (for exposure) Wk 3: Introduction to Addition Wk 4: Review

Hispanic Heritage Month

Theme: Celebrating Our Cultures, Families, Languages & Friends

Length: 5 Days

Essential Question: *How are we alike, how are we different, and how can we celebrate our families, languages, and friends?*

Weekly Learning Goals

By the end of the week, students will:

- Recognize that people and families have different cultures, traditions, languages, and celebrations.
- Hear and use simple Spanish words and greetings.
- Participate in group read-alouds and discussions.
- Practice listening, vocabulary, sequencing, and comprehension skills.
- Identify and talk about themselves and their families.
- Develop fine-motor skills through culturally inspired art activities.
- Participate in music, movement, and cooperative activities.
- Understand that books can introduce us to different people, places, and experiences.

Suggested Spanish Vocabulary:

Hola – Hello

Amigo/Amiga – Friend

Familia – Family

Libro – Book

Fiesta – Party/Celebration

Música – Music

Baila – Dance

Yo soy – I am

Gracias – Thank you

Adiós – Goodbye

DAY 1 – All About Me

Text: *I Am, Yo Soy*

Theme: Identity & Self

Learning objective- Students will identify characteristics that make them unique and practice using the phrase “Yo soy...”/ “I am...”

Morning Meeting: Introduce Hispanic Heritage Month

"Today we are learning about people, families, languages, music, food, celebrations, and traditions from many Spanish-speaking countries and communities."

Show a map/globe and explain that Spanish is spoken in many different countries.

Introduce: **Yo soy = I am**

Invite children to complete:

- "Yo soy ____."
- "I am ____."

Examples:

- "Yo soy Ana."
- "I am happy."
- "Yo soy un amigo."

Literacy Whole Group Activity- "I am" Picture & word match

Create picture cards representing characteristics children can identify:

- happy
- silly
- kind
- strong
- helpful
- fast
- quiet
- creative

Show one card at a time and ask:

"Who are you?"

Children respond:

"Yo soy ____!"

Then place the picture beneath the corresponding English/Spanish word.

Craft-"Yo Soy Me" Self-Portrait

Materials:

- Paper plates or cardstock
- Crayons
- Markers
- Yarn
- Glue
- Googly eyes
- Mirrors

Have children look in a mirror and create a self-portrait.

Teacher writes at the bottom:

"Yo soy _____."

Children can dictate something about themselves:

"I am happy."

"I have curly hair."

"I love dinosaurs."

Display: Create a classroom bulletin board titled:

"¡Yo Soy Yo! — I Am Me!"

DAY 2 – Families & Traditions

Text: *Bisa's Carnaval*

Theme: Family, Love & Celebration

Bisa's Carnaval follows Clara and her great-grandmother during Carnaval in Olinda, Brazil, and highlights family connection, colorful costumes, music, and celebration.

Learning Objective-Students will identify family relationships and recognize that families celebrate special traditions in different ways.

Before Reading:

Show pictures of:

- colorful costumes
- parades
- music
- dancing

Ask:

- "What do you notice?"
- "What do you think is happening?"
- "Have you ever been to a parade?"
- "What does your family celebrate?"

Introduce the word: **Carnaval**

Explain that Carnaval is a celebration in Brazil.

Literacy Whole Group Activity-Story Sequencing

After reading, provide 3–4 picture cards representing major events from the story.

Work together to put them in order:

First → Next → Then → Last

Use sentence frames:

"First, ____."

"Next, ____."

"Last, ____."

For younger students, allow them to physically move to different parts of the room representing **first, next, and last**.

Literacy skills: sequencing, recall, comprehension, retelling, temporal vocabulary.

Craft- Carnival Paper Plate Masks

Materials:

- Paper plates
- Crayons/markers
- Feathers
- Tissue paper
- Sequins
 - Pom-poms
 - Glue
 - Craft sticks

Children decorate colorful Carnival masks.

Discuss:

"What colors did you choose?"

"What would you wear to a parade?"

Important: Present the masks as an exploration of the colorful costumes and celebrations in the story rather than as a generic "Hispanic costume."

Movement Extension-Play upbeat Brazilian music and have a short **Carnaval parade** around the classroom.

Children can march, clap, sway, and dance with their masks.

DAY 3 – Books, Reading & Celebration
Text: *Book Fiesta!*

Theme: The Joy of Reading

Book Fiesta! is a bilingual English-Spanish celebration of children, cultures, and reading, making it particularly useful for connecting Hispanic Heritage Month with literacy.

Learning Objective-Students will recognize that people can enjoy books in different languages and settings.

Before Reading:

Ask:

- "What do you see?"
- "What do you think a fiesta is?"
- "What is your favorite book?"
- "Where can we read?"

Teach:

Libro = Book

Fiesta = Celebration

Literacy Whole Group Activity- "Where Do We Read?" Picture Sort

Prepare pictures of children reading:

- at home
- at school
- in bed
- outside
- at the library
- with a family member
- with a friend

Invite children to identify each setting.

Then ask: "Where do YOU like to read?"

Create a class chart: We Love Books! / ¡Nos Encantan los Libros!

Teacher records children's responses to create a graph.

Craft-My Favorite Book Bookmark

Materials:

- Cardstock strips
- Crayons
- Markers
- Stickers
- Yarn
- Hole punch

Children decorate a bookmark.

Teacher writes:

"Me gusta leer."

"I like to read."

Children may dictate the title or draw a picture of their favorite book.

Extension: Classroom Book Fiesta

Create a special reading area with:

- books
- pillows
- stuffed animals
- bilingual books
- family photos
- children's bookmarks

Let children spend 10–15 minutes choosing books and "reading" independently or with a partner.

DAY 4 – Friendship & Language

Text: *Hola, amigo / Hello, Friend*

Theme: Friendship & Greetings

This bilingual Scholastic book is a lively song centered on greeting and friendship, making it well suited to a PreK 3 whole-group music/literacy experience.

Learning Objective- Students will practice greetings and identify ways to be a good friend.

Morning Meeting

Teach:

Hola = Hello

Amigo = Friend

Adiós = Goodbye

Practice with a partner:

Child A:

"¡Hola!"

Child B:

"¡Hola, amigo!"

Repeat with different partners.

Literacy Whole Group Activity- "Hola, Amigo" Name Game

Place children's name cards in a basket. Pull out one name at a time.

Teacher says:

"¿Quién es?"

Children identify the friend.

Everyone says:

"¡Hola, _____!"

The child responds:

"¡Hola!"

Repeat with several children.

For an additional literacy connection, emphasize the first letter of each child's name.

Example:

M — Mateo

S — Sofia

Ask: "What sound do you hear at the beginning of Mateo?"

Craft- Friendship Flowers

Materials:

- Construction paper
- Paper flowers or flower templates
- Crayons/markers
- Glue
- Popsicle sticks

Each child creates a flower.

In the center, write:

"Mi amigo/a es _____."

Teacher helps each child choose a friend and writes the friend's name.

Children decorate the flower and give it to their friend.

Social-Emotional Extension-Create a class "Friendship Garden."

Each child's flower is added to the bulletin board.

Title: "**Nuestro Jardín de Amigos**" *Our Friendship Garden*

DAY 5 – Our Hispanic Heritage Celebration **Texts: Review all four books**

Theme: Celebration, Reflection & Community

Learning Objective-Students will recall experiences from the week and identify ways people celebrate family, language, friendship, books, music, and culture.

Morning Meeting- Review the four books.

Show each cover and ask:

"What do you remember?"

Create a class chart:

Book	What We Learned
<i>I Am, Yo Soy</i>	We are all unique.
<i>Bisa's Carnival</i>	Families celebrate together.
<i>Book Fiesta!</i>	Books and reading can be celebrated.
<i>Hola, amigo!</i>	We can greet and be kind to friends.

Literacy Whole Group Activity-Story Recall & Class Book

Create a collaborative class book titled:"Our Hispanic Heritage Week"

Give each child a page.

Teacher asks:

"What was your favorite part of our week?"

Children draw their response.

Teacher writes the child's dictated sentence.

Possible sentence frames:

"I liked ____."

"Me gusta ____."

"My favorite was ____."

Bind the pages together to create a classroom book.

Craft-Hispanic Heritage Celebration Collage

Create a large collaborative collage.

Provide pictures and/or teacher-prepared images representing:

- books
- families
- friends
- music
- dancing
- colorful celebrations
- Spanish words
- maps
- children's artwork from the week

Children glue items onto a large sheet of paper.

Title: "Celebremos Juntos" *We Celebrate Together*

Celebration Activity: End the week with a small classroom celebration.

Include:



Music and movement



Shared reading



Mini Carnival parade



Friendship Garden



Class book



Display of children's artwork

Practice the week's Spanish words:

Hola!

Amigo!

Familia!

Libro!

Fiesta!

Gracias!

Adiós!

Chinese /Lunar New Year

Lesson Plan: "How to Catch a Dragon"

Age Group: Preschool (3-5 years old)

Duration: 30-45 minutes

Objective:

- To engage children in a fun and interactive story.
- To develop early literacy and comprehension skills.
- To encourage imaginative play and creative expression.

Materials Needed:

- A copy of "How to Catch a Dragon" book
- Large paper or whiteboard
- Markers or crayons
- Construction paper, scissors, glue sticks
- Pre-cut shapes (dragon parts, traps, etc.)
- Dragon-themed stickers (optional)
- Simple costumes or props for role-playing (optional)

Lesson Steps:

1. Warm-Up Activity: Dragon Talk (5-10 minutes)

- **Objective:** Get the children excited and curious about dragons.
- **Activity:** Begin with a short, interactive discussion. Ask questions like:
 - "What do you think a dragon looks like?"
 - "What sounds do you think a dragon makes?"
 - "What would you do if you saw a dragon?"
- **Extension:** Use a simple dragon puppet or toy to make the discussion more engaging.

2. Storytime: Reading "How to Catch a Dragon" (10-15 minutes)

- **Objective:** Engage children in active listening and story comprehension.
- **Activity:**
 - Read the book aloud to the children, using expressive voices and gestures to bring the story to life.
 - Pause occasionally to ask the children what they think might happen next or how they would try to catch the dragon.
- **Interactive Element:** Let children make sounds or gestures when certain phrases or actions are repeated in the story.

3. Post-Story Discussion: Let's Catch a Dragon! (5 minutes)

- **Objective:** Reinforce comprehension and encourage creative thinking.
- **Activity:**
 - Discuss the different ways the characters tried to catch the dragon in the story.
 - Ask the children how they would catch a dragon if they could. Write down their ideas on a large paper or whiteboard.

4. Creative Activity: Build Your Own Dragon Trap (15-20 minutes)

- **Objective:** Encourage creativity and fine motor skills through crafting.
- **Activity:**
 - Provide each child with construction paper, markers, and pre-cut shapes like ladders, nets, or cages.
 - Ask them to create their own dragon trap using the materials provided.
 - They can decorate their traps with dragon stickers or drawings.
 - As they work, walk around and ask them to explain their trap and how it works.
- **Extension:** Display their traps on a board or wall as part of a "Dragon Catchers" gallery.

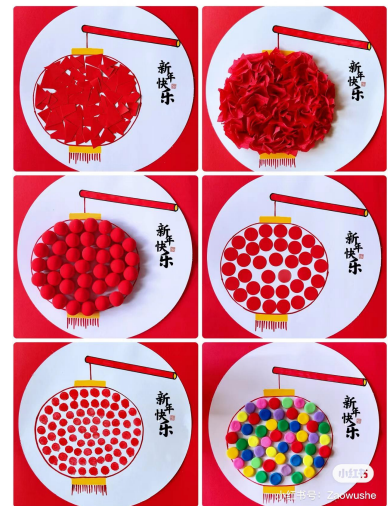
5. Role-Playing: Dragon Catchers (optional, 10 minutes)

- **Objective:** Encourage imaginative play and social interaction.
- **Activity:**
 - Use simple props or costumes to let the children act out being dragon catchers.

- You can play the dragon, or use a puppet/toy, while the children pretend to catch you using their traps.
- Encourage teamwork and imagination during the role-play.

6. Conclusion and Reflection (5 minutes)

- **Objective:** Wrap up the lesson with positive reinforcement.
- **Activity:**
 - Gather the children in a circle and review the day's activities.
 - Ask them to share their favorite part of the story or their favorite trap.
 - End with a simple dragon-themed song or chant to bring closure to the lesson.



100 Day of school activities

Lesson Plan: 100th Day of School Celebration

Age Group: Pre-Kindergarten 3

Objective:

- To celebrate the 100th day of school with fun and educational activities.
- To reinforce counting and number recognition up to 100.
- To develop fine motor skills and encourage creativity.

Materials Needed:

- 100 small objects (pennies, stickers, buttons, etc.)
- Large paper or poster board
- Markers, crayons, and stickers
- 100-themed books (e.g., "100th Day Worries" by Margery Cuyler)
- 100th day crown templates
- Glue, scissors, and construction paper
- Digital timer or stopwatch
- Balloons (optional)
- Snacks (for 100 snacks activity)

Lesson Steps:

1. Morning Circle Time: Counting to 100 (10-15 minutes)

Objective: Introduce the concept of 100 in a fun and engaging way.

Activity:

- Start the day by announcing that it's the 100th day of school.
- Count to 100 together as a class, using a number chart or by counting 100 small objects like buttons or pennies.
- Discuss what "100" means and show them what 100 of something looks like.

2. Storytime: 100th Day of School Book (10-15 minutes)

Objective: Reinforce the concept of 100 through a story.

Activity:

- Read a book related to the 100th day of school, such as "100th Day Worries" by Margery Cuyler.
- After reading, discuss the story and ask the children if they can think of anything they would like to have 100 of.

3. 100th Day Crown Craft (15-20 minutes)

Objective: Celebrate the 100th day of school with a fun craft activity.

Activity:

- Provide each child with a 100th day crown template.
- Help the children decorate their crowns with 100 stickers or by drawing 100 small shapes (e.g., stars, hearts).
- Once completed, assist the children in wearing their crowns for the rest of the day.

4. 100 Objects Collection Activity (20-30 minutes)

Objective: Practice counting and grouping skills.

Activity:

- Set up stations with various small objects (buttons, beads, pasta, etc.).
- Have the children work in small groups or individually to count and collect 100 items.
- Encourage them to count in groups of 10 to reach 100.
- Once they've collected their 100 objects, they can glue them onto a large poster board as part of a class project.

5. Physical Activity: 100 Exercises (10-15 minutes)

Objective: Get the children moving while reinforcing the number 100.

Activity:

- Lead the children in a fun exercise routine where they do 10 repetitions of 10 different exercises (e.g., 10 jumping jacks, 10 hops, 10 claps, etc.).
- Count aloud together as you go through each exercise.

6. Snack Time: 100 Snacks (15-20 minutes)

Objective: Use snack time to reinforce counting.

Activity:

- Provide a variety of small snacks (e.g., cereal pieces, raisins, pretzels).
- Let each child count out 100 pieces of snack to eat, helping them if needed.
- They can group the snacks in sets of 10 to make counting easier.

7. Free Play: 100 Balloons (Optional, 15-20 minutes)

Objective: Celebrate with a fun and energetic activity.

Activity:

- If space allows, fill the classroom with 100 balloons (you can inflate these beforehand).
- Let the children play freely with the balloons, encouraging them to try to count how many they can catch or keep in the air.

8. Closing Circle: Reflection on 100 Days (10-15 minutes)

Objective: Reflect on the day's activities and celebrate accomplishments.

Activity:

- Gather the children in a circle and ask them to share their favorite part of the 100th-day celebration.
- Review the number 100 again and what they've learned about it.
- End the day with a fun song or dance related to the number 100.

Activities:		
Snack and party Turn the big day into a celebration with a 100 theme. Bring balloons, buy cups or napkins with 100 printed on them, or serve snacks in groups of 100. Focus on small finger foods like jellybeans, M&Ms, grapes, and cheese cubes. Split the snacks among the class. Alternatively, you can ask parents to send children to school with pretzel sticks and circular crackers (like Ritz or Oreo.) Create the number 100 by placing two crackers next to a pretzel stick.	Fruit loop necklaces This is a great fine motor challenge. Provide 100 fruit loops to each child and have them lace them together on a string. Separate every ten fruit loops by color to make it easier for children to count to 100	Scavenger hunt Embark on a scavenger hunt with your children and help them find 100 items. Include anything like candies, pencils, or crayons. Instruct the children to work in groups to help them build their social, counting, and teamwork skills.

Theme: Winter Holidays Around Us

Age: 3-Year-Olds

Theme Focus: Winter, kindness, celebrations, family traditions, and seasonal changes

Monday – Welcome to Winter

Circle Time

- Good Morning Song
- Discuss: "What do you notice about winter?"
- Read a winter-themed book.
- Introduce the week's theme: Winter holidays and family traditions.

Literacy

- Letter: **W** for Winter
- Identify words that begin with W (warm, white, wool, wagon).

Math

- Count snowflakes (1–10).
- Sort snowflakes by size.

Art

Snowflake Painting

- Use cotton swabs and white paint on blue paper.
- Add silver glitter for sparkle.

Sensory

- Cotton balls, white pom-poms, scoops, and snowflake cookie cutters.

Gross Motor

- Pretend to skate, shovel snow, build snowmen, and toss snowballs.

Fine Motor

- Peel and stick snowflake stickers onto paper.

Tuesday – Lights That Shine

Circle Time

- Talk about how many winter holidays include lights and candles.
- Read a story about light during winter.

Literacy

- Letter: **L** for Light
- Match uppercase and lowercase L.

Math

- Make patterns with colored paper "lights."
- Count candles or light bulbs.

Art

Colorful Light Garland

- Decorate paper light bulbs.
- String together to hang around the classroom.

Science

- Explore light and shadows using flashlights.

Sensory

- Transparent colored gems, flashlights, and mirrors.

Music & Movement

- Freeze dance with glow sticks or pretend lanterns.

Wednesday – Kindness and Giving

Circle Time

- Discuss ways to show kindness to friends and family.
- Read a story about helping others.

Literacy

- Letter: **K** for Kindness
- Brainstorm kind words.

Math

- Count wrapped gift boxes.
- Sort by color or size.

Art

Kindness Cards

- Decorate cards for family members, neighbors, or community helpers.

Dramatic Play

- Wrap pretend presents with recycled paper and ribbons.

Fine Motor

- Tie ribbon around small boxes.

Gross Motor

- Relay race delivering "kindness packages."

Harlem Renaissance: Lesson Plan

Theme: The Harlem Renaissance: Art, Music, Movement & Community

Essential Question: *How did artists, musicians, and dancers use their talents to share ideas and bring people together?*

Historical Figures

- **Day 1:** Bill "Bojangles" Robinson — Dancer
- **Day 2:** Langston Hughes — Poet & Writer
- **Day 3:** Duke Ellington — Musician & Composer

Weekly Learning Goals

Students will:

- Become familiar with the Harlem Renaissance as a time when many Black artists, writers, musicians, and performers shared their creativity.
- Explore rhythm, movement, poetry, music, and visual art.
- Develop oral language and early literacy skills through read-alouds, rhyming, sequencing, and storytelling.
- Explore STEAM concepts through movement, sound, patterns, and building.
- Create artwork inspired by the people and ideas explored.
- Recognize that artists use different forms of expression to communicate feelings and ideas.

Key Vocabulary

artist • musician • dancer • poet • rhythm • beat • music • dance • poem • community • create • pattern

DAY 1 — Bill "Bojangles" Robinson

Dancing to the Rhythm

Historical Figure Focus

Bill "Bojangles" Robinson (1878–1949)

Tell students:

"Bill Robinson was a famous Black dancer. He became known for tap dancing. He loved to dance and perform for people. During his life, many Black performers were sharing their talents and creativity, especially in Harlem."

Focus primarily on **his dancing, rhythm, movement, and perseverance.**

Read Aloud- Rap a tap tap

Before Reading

Show the cover and ask:

- "What do you notice?"
- "What do you think the character is doing?"
- "What sounds might a dancer make with their feet?"

Introduce:

tap • rhythm • dancer • beat

During Reading

Encourage students to tap their fingers or gently pat their knees when they hear rhythmic language.

After Reading

Ask:

- "What did Bojangles like to do?"
- "What did you notice about his dancing?"
- "How did his feet make sounds?"

Literacy Whole Group-"Tap, Tap, Clap!"

Create a simple rhythm pattern.

Teacher:

Tap – Tap – Clap

Children repeat.

Try:

Clap – Tap – Clap

Then:

Tap – Tap – Tap – Clap

Invite children to create their own four-beat pattern for the class to copy.

Literacy Connection- Explain that the words **tap**, **clap**, and **dance** are words we can use to describe what we are doing.

Create a classroom word/picture chart:

Word Picture

TAP 

CLAP 

DANCE 

BEAT 

Skills: listening, oral language, vocabulary, pattern recognition, following directions.

STEAM-Dancing Shapes

Give children paper footprints or use masking tape to create footprints on the floor.

Create a movement path:

Circle → Square → Circle → Square

Children move along the path while tapping a beat.

Ask:

- "What shape comes next?"
- "Can you find the circle?"
- "What pattern do you see?"

STEM Connection-Discuss **patterns** and **sequencing**. Children can create their own movement patterns:

Tap → Clap → Tap → Clap

or

Jump → Tap → Jump → Tap

CRAFT-My Tap Dance Shoes

Materials:

- Paper shoe templates
- Black, brown, red, or colorful construction paper
- Crayons
- Markers

- Foil
- Glue
- Stickers

Children decorate paper tap shoes. Add strips of foil to represent the metal taps on the bottom of the shoes.

Teacher writes:

"I can make my own rhythm!"

Children can dictate a sentence:

"I like to dance."

DAY 2 —Words Can Make Music Historical Figure Focus- **Langston Hughes (1901–1967)**

Tell students:

"Langston Hughes was a Black writer and poet. He lived in Harlem and wrote poems about people, dreams, families, music, and everyday life. He loved words and used them to share ideas."

For PreK 3, focus on **poetry, sounds, rhyming, imagination, and dreams.**

Read-Aloud- Daddy & Me and the rhythm to be

Before Reading

Ask:

- "Who do you like to spend time with?"
- "What do you like to do together?"
- "What sounds do you hear in the title?"

During Reading

Pause to let children notice repeated words, sounds, and actions. Invite students to make appropriate sound effects or movements when they appear in the story.

After Reading

Ask:

- "What did the child and dad do together?"
- "How did they spend time together?"
- "What did you notice about the words in the story?"

Connect the idea of **sharing experiences through words** to Langston Hughes.

Literacy Whole Group-"My Little Poem"

Tell students:"A poem is made with words. Sometimes poems have rhythm or rhyme."

Create a simple class poem.

Teacher:

I like to _____.

Children provide ideas:

- Dance
- Sing
- Play
- Run
- read

Turn responses into a class chant:

I like to dance.

I like to sing.

I like to play.

I like everything!

Clap the rhythm as a group.

Extension- Introduce simple rhyming pairs:

cat / hat

sun / fun

bee / tree

light / night

Have children identify whether two words "sound alike at the end."

Skills: phonological awareness, rhyming, oral language, sentence development, listening.

STEAM- Build a Harlem Community

Explain:

"Harlem is a community in New York City. During the Harlem Renaissance, many artists, writers, musicians, and families lived and worked in Harlem."

Provide:

- Wooden blocks

- Cardboard blocks
- Legos/Duplo
- Paper
- Tape
- Toy people/cars

Challenge: “ Can you build a community?”

Children work together to build.

STEM Questions

- "How can we make the building stand up?"
- "What happens if the tower gets too tall?"
- "How can we make a stronger base?"
- "Can we build a place for musicians?"
- "Where could our library go?"

Skills: engineering, spatial awareness, problem-solving, collaboration.

CRAFT-My Dream Cloud

Langston Hughes wrote about dreams and hopes.

Materials:

- Cloud templates
- Cotton balls
- Glue
- Blue construction paper
- Crayons/markers

Children decorate their clouds with cotton balls.

Teacher asks:

"What is something you dream about or hope to do?"

Teacher writes the child's words:

"I dream of ____."

Examples:

"I dream of being a dancer."

"I dream of going to the beach."

"I dream of helping people."

DAY 3 — Duke Ellington
Jazz, Music & Sound
Historical Figure Focus

Duke Ellington (1899–1974)

Tell students:

"Duke Ellington was a famous Black musician and composer. He played the piano and created music. He became one of the important musicians connected to the Harlem Renaissance."

For PreK 3, focus on **music, instruments, rhythm, sound, and creative expression.**

Read-Aloud-*Jazz Baby*

Before Reading

Show the cover.

Ask:

- "What instruments do you see?"
- "What do you think jazz sounds like?"
- "Can you make a quiet beat?"
- "Can you make a loud beat?"

Introduce:

jazz • music • instrument • rhythm • beat

During Reading

Allow children to participate in the rhythm and repeated language.

Children can:

- clap
- pat knees
- snap fingers
- sway

- march

After Reading

Ask:

- "What instruments did you hear?"
- "What did the music make you want to do?"
- "Was the music fast or slow?"

Literacy Whole Group

Sound & Word Orchestra

Create word cards with simple musical words:

CLAP

TAP

SHAKE

STOMP

BEAT

Read each word together while demonstrating the action.

Divide the class into small groups.

Group 1: **CLAP**

Group 2: **TAP**

Group 3: **STOMP**

Teacher points to each word, creating a simple "word orchestra."

Example:

CLAP – TAP – STOMP – CLAP

Children "read" the words by recognizing the word/picture and performing the action.

Literacy Skills

- Print awareness
- Vocabulary
- Listening

- Following a sequence
- Connecting words with actions
- Oral language

STEAM- Sound investigation

Provide simple classroom instruments:

- Shakers
- Rhythm sticks
- Drums
- Bells
- Homemade instruments

Allow children to explore:

Loud vs. Quiet

Fast vs. Slow

High vs. Low

Ask:

"What happens when you tap the drum softly?"

"What happens when you hit it harder?"

"Can you make a slow beat?"

"Can you make a fast beat?"

STEM Connection

Discuss that sound is created by **vibrations**.

Keep the explanation simple:

"When we hit, tap, shake, or pluck something, it vibrates. Those vibrations help make sound."

Engineering Challenge

Give children cups, rubber bands, and craft sticks.

Challenge:

"Can you make something that makes a sound?"

Allow children to experiment with rubber bands stretched around cups.

CRAFT- Paper plate tambourine

Materials:

- Two paper plates per child
- Crayons/markers
- Stickers
- Yarn
- Large craft bells or jingle bells, if age-appropriate and securely attached
- Stapler/tape

Children decorate the plates. Teacher securely attaches the plates and bells. Children can use their instruments during a class jazz parade.

JAZZ PARADE "We Are Jazz Musicians!"

Dim the classroom lights slightly and create a simple performance area. Play age-appropriate instrumental jazz. Children use their instruments and move around the room.

Encourage:

- marching
- swaying
- tapping
- clapping
- stopping
- starting

Teacher calls:

"Fast!"

Children move faster.

"Slow!"

Children move slowly.

"Freeze!"

Everyone stops.

Closing Celebration

Bring the three historical figures together.

Show pictures of:

- Bill "Bojangles" Robinson → Dance
- Langston Hughes → Words & Poetry
- Duke Ellington → Music

Ask:

"What did each person use to share their creativity?"

Create a simple class response:

- Bojangles danced.
- Langston Hughes wrote.
- Duke Ellington made music.

Then ask: "What can you create?"

Allow each child to respond:

"I can _____."

Harlem Renaissance Book Selection List

Music & Jazz

- The Sound That Jazz Makes – Introduces jazz through rhythmic text and vibrant illustrations.
- Jazz Baby – A lively, rhythmic story perfect for movement and music.
- Rap a Tap Tap – Celebrates tap dancing and the artistry of Bill 'Bojangles' Robinson.

Art & Creativity

- Beautiful Blackbird – A story about individuality, beauty, and kindness inspired by African folklore.
- I Am Enough – Encourages confidence, empathy, and self-love.
- Radiant Child: The Story of Young Artist Jean-Michel Basquiat – Best for older preschoolers (with teacher guidance) to explore creativity through art.

Harlem & Community

- Uptown – A beautiful celebration of Harlem through the eyes of a young child.
- The Snowy Day – While not about the Harlem Renaissance, it depicts a joyful urban childhood and supports discussions about neighborhoods.

Poetry & Rhythm

- My People – Uses a short poem by Langston Hughes with striking photographs. Read selected pages and discuss the images with young children.