Our Lady of Victory School

Scope & Sequence
Prek3 FrogStreet

2026-2027

The Curriculum at a Glance

Dates		Activity Overview	SEL & Project-Based Learning
Week of September 10th, 2026, and Week of September 14th, 2026	Welcome to School Activities	Introduce routines, centers, good/poor choices, safe environment/toilet training, bus lessons, etc	Social-Emotional Learning - Calm: S.T.A.R. - Commit: - Listening Ears - Walking Feet - Gentle Hands - Big Voice Science Experiment - Dancing Gummy Bear or teacher choice
Week of September 21, 2026	Theme 1 Awesome Me	Week 1 Physical Me Wow Word of the Week - Awesome	
Week of September 28, 2026	Theme 1 Awesome Me	Week 2 Feeling Me Wow Word of the Week - Ecstatic	
Week of October 5, 2026	Bus Safety & Fire Prevention	Bus Safety Visit Fire Truck Visit on 10/3/23	
Week of October 13, 2026 **School closed 10/12**	Theme 1 Awesome Me	Week 4 Social & Curious Me Wow Words Sociable & Curious	
Week of October 19, 2026	Theme 2 My Family and Friends	Week 1 Immediate Family Wow Word of the Week - Siblings	Social-Emotional Learning - Calm: Balloon - Commit: - Sharing - Helping Hands - Walking Feet - Big Voice - Read the book "The Family book" Science Experiment - Magic Milk or teacher choice
Week of October 26, 2026	Theme 2 My Family and Friends	Week 2 My Relatives Wow Word of the Week - Relatives	
Week of November 3rd, 2026	Theme 2 My Family and Friends	Week 3 Pets Wow Word of the Week - Veterinarian	
Week of November 9th, 2026 **School closed 11/11**	Theme 2 My Family and Friends	Week 4 My Community Wow Word of the Week - Community	
Week of November 16th, 2026	Theme 3 Color, Shape, Size	Week 2 Shape Wow Word of the Week - Star	Social-Emotional Learning - Calm: Balloon - Commit: - Kindness Tree - Commitment Review
Week of November 23rd, 2027 **School closed 11/26-11/27**	Thanksgiving	What are you thankful for? Holiday Traditions	
Week of November 30, 2026	Theme 3	Week 3 Size	

	Color, Shape, Size	Wow Word of the Week - Gigantic	Science Experiment - Insta snow or teacher choice
Week of December 7, 2026	Theme 3 Color, Shape, Size	Week 4 Multiple Attributes Wow Word of the Week - Classification	
Week of December 14, 2026 **Week of December 21, 2026** **School closed 12/23-1/3**	Holidays around the World	Which holiday do you celebrate? How can we show love to one another?	
Week of January 4, 2027	Theme 4 Safe and Healthy Me	Week 1 Safe Me Wow Word of the Week - Cautious	Social-Emotional Learning - Calm: S.T.A.R. painting - Commit: - Sharing - Thoughtful choices - Friendship Science Experiment - January Germs or teacher choice
Week of January 11, 2027	Theme 4 Safe and Healthy Me	Week 2 Healthy Me Wow Word of the Week - Germs	
Week of January 19, 2027 **School closed 1/19**	Theme 4 Safe and Healthy Me	Week 3 Eating Well Wow Word of the Week - Nutritious	
Week of January 25, 2027	Theme 4 Safe and Healthy Me	Week 4 Active Me Catholic Schools Week Activities Groundhog Day Wow Word of the Week - Exercise	
Week of February 1, 2027	Theme 5 Favorite Tales and Rhymes	Week 1 Hen Tales Wow Word of the Week - Tales	Social-Emotional Learning - Calm: S.T.A.R. Huff & Puff - Commit: - Helping hands - Friendship - Commitment Review Science Experiment - Cloud in a Jar or teacher choice
Week of February 8, 2027	Family & School Community	100th Day of School Parent Involvement Day - Spread the Love	
Week of February 17, 2027 **School closed 2/16 and 2/17**	Theme 5 Favorite Tales and Rhymes	Week 2 Mouse Tales Wow Word of the Week - Make-Beleive	
Week of February 22, 2027	Theme 6 Creative Me	Week 1 Things Kids Do Wow Word of the Week - Creative	
Week of March 1, 2027	Read Across America	Hats off to Reading, Imagination, Team Up, Life Long Learners, Cereal Day	Social-Emotional Learning - Calm: Deep Breathing - Commitment Review Science Experiment - Food Coloring Carnations or teacher choice
Week of March 8, 2027	Theme 6 Creative Me	Week 2 Recycled Treasures Wow Word of the Week - Recycle	
Week of March 15, 2027	Theme 6 Creative Me	Week 3 Experimenting Wow Word of the Week - Predict	

Week of March 22, 2027	Theme 6 Creative Me	Week 4 Designing and Building Wow Word of the Week - Architect	
Week of March 29, 2027 **School Closed 3/25-4/4**	Spring/Easter	Egg Hunt & Bunny Visit Spring Weather	
Week of April 5, 2027 **School closed 4/2-4/12**	Theme 7 Things that Move	Week 1 Places Kids Go Wow Word of the Week - Travel	
Week of April 12, 2027 **School closed 4/2-4/12**	Week of Young Child	Activities: Music Monday, Tasty Tuesday, Work Together, Artsy Thursday, Family Friday	Social-Emotional Learning - Calm: Deep breaths & Giants Steps - Pretezel - Flap Wings - Commitment Review Science Experiment - Volcanos or or teacher choice
Week of April 19, 2076	Theme 7 Things that Move	Week 2 Wheels Wow Word of the Week - Axle	
Week of April 26, 2027	Theme 7 Things that Move	Week 3 Wings Wow Word of the Week - Aviator	
Week of May 3, 2027	Theme 7 Things that Move	Week 4 Water Wow Word of the Week - Harbor	
Week of May 10, 2027	Theme 8 Amazing Criters	Week 1 Crawling and Hopping Critters Wow Word of the Week - Entomologist	
Week of May 17, 2027	Theme 8 Amazing Criters	Week 2 Flying and Scaly Critters Wow Word of the Week - Metamorphosis	Social-Emotional Learning - Calm: Crawling Spiders - Flying Caterpillars - S.T.A.R - Lion Breathing - Pretezel - Flap Wings Science Experiment - Bubble Painting or teacher choice
Week of May 24, 2027	Theme 9 Animals	Week 1 Zoo & Farm Animals Wow Word of the Week - Habitat	
Week of June 1, 2027 **School closed 5/30**	Theme 9 Animals	Week 2 Ocean & Circus Animals Wow Word of the Week - Underwater	
Week of June 7, 2027	Moving Up	Student choice inquiry-based topics	
Week of June 15, 2026 **Last Day of School 6/24**	Moving Up	Student choice inquiry-based topics	Moving Up Practice

Week 1: Welcome to School **Week of September 10th, 2026 and September 14, 2026**

Why This Theme Matters

Building children's welcoming skills creates a sense of connection and comfort in the classroom community. This allows children to participate fully in classroom learning experiences. Having a positive experience of belonging in the early-learning setting helps children look forward to belonging to the learning communities of pre-kindergarten and beyond.

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Objectives **Morning Messages:** **I belong here.** **This is my classroom.** **These are my friends.**	· Intro to Pre-K classroom · Learning to follow the classroom schedule · What are transitions? · Following directions · Safety in our school and classroom · How to ask for what you need · Help students to become more comfortable in their new classrooms · Learning how to introduce themselves to their classmates · Learning to listen to the adults inside and outside of the room				
Read Aloud	Mouse's First Day at School	How do Dinosaurs go to school?	Wemberly Worried	Share and Take Turns	Safe at School
Practice Centers	Introduce schedule, daily routine and transitions. Gradually introduce classroom centers Take a tour of the centers. Manage centers using name or photo cards in pocket charts.	Have children introduce themselves to a partner and switch and encourage children to find a new friend each time. ·Sing, "Here We Are Together	Have students draw their emotions Safe Environment Lesson Good touch/bad touch	Have children take turns sharing items with a timer	Have children review good and poor choices Bus Safety Lesson Handwashing Toliet Training

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Frog Street Threes LESSON PLANNER

Theme 1: Awesome Me • Soy fantástico

Week 1: Physical Me • Mi físico

Wonderful Word of the Week

awesome

fantástico

	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-SE 3, P-SE 11, P-ATL 4	**Unite:** "Head, Shoulders, Knees and Toes" • "Hombros, rodillas y pies" **Calm:** S.T.A.R. **Connect:** morning greeting **Commit:** walking feet				
Morning Message P-LIT 1, P-LIT 2, P-LIT 3	I am awesome. Soy fantástico.	I am terrific. Soy increíble.	I am special. Soy especial.	I am remarkable. Soy extraordinario.	I am magnificent. Soy magnífico.
LITERACY **Read-Aloud** P-LC 1, P-LIT 5, P-SE 9	◯ Awesome Me • Soy fantástico _____ ◯ My Body Talks • Mi cuerpo habla _____	◯ Awesome Me • Soy fantástico _____ ◯ My Body Talks • Mi cuerpo habla _____	◯ Awesome Me • Soy fantástico _____ ◯ My Body Talks • Mi cuerpo habla _____	◯ Awesome Me • Soy fantástico _____ ◯ My Body Talks • Mi cuerpo habla _____	◯ Awesome Me • Soy fantástico _____ ◯ My Body Talks • Mi cuerpo habla _____
Practice Centers	**Creativity Station** Draw self-portraits and describe themselves (P-SE 9, P-PMP 3, P-LC 5, P-LC 7) **Gross Motor** Jump from line and record distance (P-LC 1, P-PMP 1, P-PMP 2) **Library & Listening** Listen to *Awesome Me* • *Soy fantástico* (P-LIT 2, P-ATL 7, P-ATL 2) **Outdoors** Take a nature walk and record awesome sights (P-LC 2, P-ATL 4, P-ATL 9)				
MATH **Attributes: Intro** P-MATH 8, P-ATL 8	**Day 1** Introduce attributes and sing "This Is Tiffany" • "Ésta es Carmen"	**Day 2** Practice using attributes to describe children, toys, and the classroom	**Day 3** Continue using attributes to describe children, toys, and the classroom	**Day 4** Use attributes "tall" and "short" to describe	**Day 5** Use attributes "large" and "small" to describe
Practice Centers	**ABC** Notice letter attributes: straight lines, curvy lines (P-PMP 2, P-ATL 11, P-MATH 8) **Outdoors** Go on an outdoor walk looking for leaves (P-SCI 3, P-MATH 8) **Pretend and Learn** Use dress-up clothing to make and describe outfits (P-ATL 11, P-ATL 13, P-SE 4) **Science** Explore fingerprints and sequence handwashing steps (P-SCI 1, P-SCI 3, P-PMP 6)				
STEAM P-ATL 11, P-SCI 1, P-SCI 5	**Building Structures** Use a variety of materials to build towers and then describe their attributes (tall, short, big, little, soft, hard).				
Moving & Learning P-LC 2, P-PMP 1, P-PMP 2	Play "I am Special" • "Yo soy especial" / Play "I Like Me" • "A mi me gusta"				
Closing Circle P-SE 11, P-ATL 8, P-LC 5	Review & Reflect Theme 1 Theme Letter, Theme 1 PATT Mat, Family Connections Card #1				
Other					

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Frog Street Threes LESSON PLANNER

Theme 1: Awesome Me • Soy fantástico

Week 2: Feeling Me • Yo siento

Wonderful Word of the Week
ecstatic
muy contento

	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-SE 3, P-SE 11, P-ATL 4	**Unite:** "If You're Happy and You Know It" • "Si eres feliz y lo sabes" **Connect:** "On Your Face" • "En la cara" **Calm:** S.T.A.R. **Commit:** listening ears				
Morning Message P-LIT 1, P-LIT 2, P-LIT 3	I am happy. Soy feliz.	I am ecstatic. Estoy muy contento.	I am magnificent. Soy magnífico.	I am special. Soy especial.	I am three. Tengo tres años.
LITERACY **Read-Aloud** P-LC 1, P-LIT 5, P-SE 6	◯ How Do You Feel? • ¿Cómo te sientes? _____ ◯ Little Red Hen • La gallinita roja _____	◯ How Do You Feel? • ¿Cómo te sientes? _____ ◯ Little Red Hen • La gallinita roja _____	◯ How Do You Feel? • ¿Cómo te sientes? _____ ◯ Little Red Hen • La gallinita roja _____	◯ How Do You Feel? • ¿Cómo te sientes? _____ ◯ Little Red Hen • La gallinita roja _____	◯ How Do You Feel? • ¿Cómo te sientes? _____ ◯ Little Red Hen • La gallinita roja _____
Practice Centers	**Creativity Station** Circle happy face stick puppets (P-SE 4, P-PMP 3, P-ATL 13) **Language & Literacy** Match emotion cards (P-ATL 3, P-ATL 7, P-SE 9) **Library & Listening** Listen to *How Do You Feel?* • *¿Cómo te sientes?* (P-LIT 2, P-SE 11, P-ATL 2) **Outdoors** Play a jumping game with emotion circles (P-LC 7, P-PMP 1)				
MATH **Attributes: Color** P-MATH 8, P-LC 6, P-ATL 8	**Day 1** Discuss color attributes: red, yellow, blue	**Day 2** Review attributes: red, yellow, blue; describe clothing colors	**Day 3** Discuss color attributes: orange, green, purple	**Day 4** Go on a color hunt, describe clothing colors	**Day 5** Sing "If You're Clever and You Know It" • "Si eres listo y lo sabes"
Practice Centers	**Creativity Station** Paint at the easel with primary colors (P-ATL 3, P-ATL 6, P-ATL 12) **Math** Arrange paper squares by shades of color (P-MATH 8, P-ATL 7) **Outdoors** Make colored cellophane shadows outdoors (P-SE 4, P-SCI 2, P-SCI 5) **Science** Mix blue and yellow play dough (P-SCI 1, P-SCI 2, P-ATL 11)				
STEAM P-SCI 1, P-SCI 6, P-PMP 3, P-LC 5	**Color Mixing** Explore color mixing with paint and light				
Moving & Learning P-PMP 1, P-PMP 2, P-LC 2	Play the game How Do You Feel? • ¿Cómo te sientes? / Play "At the Easel" • "Con la paleta"				
Closing Circle P-SE 11, P-ATL 8, P-LC 5	Review & Reflect Family Connections Card #2; Conscious Discipline Family Letter				
Other					

Theme: Bus Safety & Fire Prevention **Week of October 5, 2026**

Why This Theme Matters

This is the time of year when we focus on educating families about fire safety, and the simple steps children can take to keep them and their families safe. Equipping children with the knowledge they need to stay safe in an emergency situation can help to build safe practices and prevent fire incidents from occurring. School bus safety is extremely important for all students, especially preschool and pre-k students who are perhaps learning how to ride a bus for the first time.

	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	- What do at school or home if there is a fire. - Understand the dangers of fire. - Know the role of a fire fighter and how they are helpers. - Understand the difference between hot and cold. - Understand riding bus rules and pedestrian safety				
Read Aloud	Let's Meet a Firefighter	Miss Mingo and the Fire Drill	Molly Rides the School Bus	Don't Let the Pigeon Drive the Bus	Keeping Safe: Ziggy and the Lollipop
Practice Centers	Art: Fire Safety Color Collage/Painting Gross Motor: Practice stop, drop and roll & stay low crawling Math: Climb the Ladder Game Sensory Bin: Tissue Paper fire color with water spray bottles Science: Hot & Cold Sorting Blocks: Build a fire usign red solo cups Dramatic Play: Ride the Bus & Community helpers dress up Music: Hurry Hurry Drive the Fire Truck & Wheels on the Bus				
Experience	Mount Vernon Fire Truck Visit on 10/5/23				
Moving & Learning	Review what children should do during a fire drill and ask why it is important to practice what to do during an emergency.				

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Frog Street Threes LESSON PLANNER

Theme 1: Awesome Me • Soy fantástico

Week 3: Social Me • Soy sociable

Wonderful Word of the Week

sociable

sociable

	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-SE 3, P-SE 11, P-ATL 4	**Unite:** "The More We Get Together" • "Si estamos todos juntos" **Connect:** Introduce Absent Child Ritual		**Calm:** S.T.A.R. **Commit:** gentle hands		
Morning Message P-LIT 1, P-LIT 2, P-LIT 3	I am friendly. Soy amistoso.	I am helpful. Soy servicial.	I am kind. Soy amable.	I am a friend. Soy un amigo.	I am three. Tengo tres años.
LITERACY **Read-Aloud** P-LC 1, P-LC 6, P-LIT 5	◯ The More the Merrier • Cuantos más, mejor ____ ◯ The Enormous Turnip • El nabo enorme ____	◯ The More the Merrier • Cuantos más, mejor ____ ◯ The Enormous Turnip • El nabo enorme ____	◯ The More the Merrier • Cuantos más, mejor ____ ◯ The Enormous Turnip • El nabo enorme ____	◯ The More the Merrier • Cuantos más, mejor ____ ◯ The Enormous Turnip • El nabo enorme ____	◯ The More the Merrier • Cuantos más, mejor ____ ◯ The Enormous Turnip • El nabo enorme ____
Practice Centers	**Library & Listening** Listen to *The More the Merrier* • *Cuántos más, mejor* (P-LIT 2, P-ATL 3) **Outdoors** Build sandcastles using sand tools (P-ATL 11, P-ATL 13, P-SE 4) **Pretend and Learn** Work cooperatively to set the table and prepare dinner (P-ATL 13, P-SE 10, P-LC 4) **Science** Examine sand and make sand paintings (P-SCI 1, P-SCI 2, P-SE 4)				
MATH **Attributes: Shape** P-MATH 9, P-LC 6	**Day 1** Play a circle game and demonstrate circle, square, rectangle, and triangle	**Day 2** Children make shapes with their bodies	**Day 3** Hunt for shapes around the classroom	**Day 4** Match attribute button shapes to paper shapes	**Day 5** Hunt for shapes on an outdoor walk using a shape checklist
Practice Centers	**Creativity Station** Cover a box with a shape collage (P-ATL 7, P-ATL 9, P-SE 5, P-LC 4) **Gross Motor** Throw bones in dog bowl (P-PMP 1, P-PMP 2, P-SE 3) **Math** Sort attribute buttons by shape (P-ATL 7, P-LC 2, P-MATH 8) **Fine Motor** Cut shape cookies from play dough (P-ATL 13, P-SE 3, P-PMP 3)				
STEAM P-SE 4, P-MATH 6, P-MATH 10, P-SCI 2, P-SE 11	**My Turn, Your Turn** Build a block structure as a cooperative group effort considering balance and stability to prevent the structure from falling down				
Moving & Learning P-PMP 1, P-PMP 2, P-ATL 11	Sing and dance to "Friendship Dance" / Sing and dance to "Make New Friends" • "Nuevos amigos" / Sing and dance to "Skidamarink" • "¡Es amor!"				
Closing Circle P-SE 11, P-ATL 8, P-LC 5	Review & Reflect Family Connections Card #3 "Making Math Meaningful" • "Hagan que las matemáticas sean significativas" Family Letter				
Other					

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Frog Street Threes LESSON PLANNER

Theme 1: Awesome Me • Soy fantástico

Week 4: Curious Me • Soy curioso

Wonderful Word of the Week
curious
curioso

	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-SE 3, P-SE 11, P-ATL 4	**Unite:** "If You're Clever and You Know It" • "Si eres listo y lo sabes" **Connect:** "Hold My Hands" • "Las manos te tomaré" **Calm:** S.T.A.R. **Commit:** big voice				
Morning Message P-LIT 1, P-LIT 2, P-LIT 3	I am curious. Soy curioso.	I am intrigued. Estoy intrigado.	I wonder. Me pregunto.	I like to learn. Me gusta aprender.	I know many things. Sé muchas cosas.
LITERACY **Read-Aloud** P-LC 1, P-LIT 5, P-ATL 9	◯ I Wonder • Me pregunto _____ ◯ Soapy Scientists • Científicos jabonosos ___	◯ I Wonder • Me pregunto _____ ◯ Soapy Scientists • Científicos jabonosos ___	◯ I Wonder • Me pregunto _____ ◯ Soapy Scientists • Científicos jabonosos ___	◯ I Wonder • Me pregunto _____ ◯ Soapy Scientists • Científicos jabonosos ___	◯ I Wonder • Me pregunto _____ ◯ Soapy Scientists • Científicos jabonosos ___
Practice Centers	**Sensory Table** Test sink or float objects and graph results (P-SCI 2, P-SCI 4, P-SCI 5, P-SCI 6) **Library & Listening** Listen to *Soapy Scientists* • *Científicos jabonosos* and *I Wonder* • *Me pregunto* (P-LIT 2, P-ATL 3, P-ATL 7) **Outdoors** Blow bubbles (P-PMP 2, P-ATL 12, P-ATL 6) **Writer's Corner** Draw picture of something that makes you wonder (P-PMP 3, P-LC 5, P-ATL 12)				
MATH **Attributes: Position Words** P-MATH 10, P-LC 1	**Day 1** Demonstrate position words using hand movements and beanbag	**Day 2** Demonstrate position words using hand movements and beanbag	**Day 3** Hide object in classroom and use position-word clues to find it	**Day 4** Play Simon Says • Simon dice using position words	**Day 5** Give children simple directions to follow using position words
Practice Centers	**Creativity** Use position words to describe drawings (P-SCI 4, P-PMP 3, P-LC 6) **Gross Motor** Play Drop the Clothespin • Lanzando ganchos de ropa (P-SCI 4, P-SCI 5, P-SCI 6, P-PMP 2) **Outdoors** Blow bubbles (P-PMP 2, P-ATL 12, P-ATL 6, P-LC 5) **Pretend and Learn** Use position words to describe items in doll house (P-ATL 13, P-SE 4, P-LC 4)				
STEAM P-SCI 5, P-SCI 6, P-ATL 11	**Science Tool Discovery** Explore science tools: magnifying glass, balance scale, magnet, ruler				
Moving & Learning P-PMP 1, P-ATL 13, P-LC 6	Find things on the playground that make you curious / Play "High - Low" • "Arriba y abajo" / Follow movement directions in "Wiggles, Jiggles & Giggles"				
Closing Circle P-SE 11, P-ATL 8, P-LC 5	Review & Reflect Family Connections Cards #4-5				
Other					

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Frog Street Threes LESSON PLANNER

Theme 2: My Family and Friends ▪ Mi familia y mis amigos

Week 1: Immediate Family ▪ La familia inmediata

Wonderful Word of the Week

siblings

hermanos

	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-ATL 5, P-SE 3, P-SE 7, P-SE 11	**Unite:** "Where is Mother?" ▪ "¿Dónde está mi madre?" **Connect:** Introduce Welcome Back Ritual		**Calm:** Balloon **Commit:** sharing		
Morning Message P-LIT 1, P-LIT 2, P-LIT 3	Every family is different. En esta familia todos nos entendemos. (E, e)	Children love their families. (C, e) Cuando estoy triste, mi familia me da cariño. (C, c, e)	Some families have no children. Si comemos en familia, estamos contentos. (c, e)	Ellen is my sister and my sibling. Elena es mi hermana y es mi amiga. (E, e)	Families care for each other. (c, e) En tu familia te cuidan si te enfermas. (E, e, c)
LITERACY **Read-Aloud** P-LC 1, P-LC 4, P-LC 6, P-LIT 5	◯ Three Bears' Rap ▪ El rap de los tres osos ___ ◯ The Three Bears' Vacation ▪ Las vacaciones de los tres osos ___	◯ Three Bears' Rap ▪ El rap de los tres osos ___ ◯ The Three Bears' Vacation ▪ Las vacaciones de los tres osos ___	◯ Three Bears' Rap ▪ El rap de los tres osos ___ ◯ The Three Bears' Vacation ▪ Las vacaciones de los tres osos ___	◯ Three Bears' Rap ▪ El rap de los tres osos ___ ◯ The Three Bears' Vacation ▪ Las vacaciones de los tres osos ___	◯ Three Bears' Rap ▪ El rap de los tres osos ___ ◯ The Three Bears' Vacation ▪ Las vacaciones de los tres osos ___
Practice Centers	**Language & Literacy** Retell "The Three Bears" ▪ "Los tres osos" (P-LIT 4, P-LC 6, P-MATH 8) **Library & Listening** Listen to *The Three Bears' Vacation* ▪ *Las vacaciones de los tres osos* (P-ATL 3, P-LIT 2, P-LIT 5) **Pretend and Learn** Pack a suitcase for Baby Bear (P-ATL 13, P-LC 2, P-LC 4) **Writer's Corner** Search for focus letters in a sentence (P-LIT 3, P-ATL 3, P-ATL 7)				
MATH **Attributes: Sizes and Sounds** P-MATH 3, P-MATH 8, P-LC 7	**Day 1** Introduce size: small, medium, large and sort sets of items	**Day 2** Sort small, medium and large cups	**Day 3** Distinguish between loud and soft sounds	**Day 4** Use loud and soft sounds to play Musical Hot and Cold ▪ Caliente y frío musicales	**Day 5** Sing "Five in the Bed" ▪ "Cinco en una cama" and discuss bed size
Practice Centers	**Construction** Build small, medium, and large beds (P-ATL 7, P-ATL 12, P-PMP 2) **Math** Arrange manipulatives and Size Sorting Cards by size (P-ATL 4, P-ATL 7, P-MATH 8) **Outdoors** Go on a listening walk (P-PMP 1, P-SCI 6, P-MATH 1) **Science** Sort sound canisters (P-SCI 1, P-SCI 3, P-LC 3)				
STEAM P-SCI 4, P-SCI 5, P-SCI 6	**What Makes a Chair Sturdy?** Experiment with various materials and design ideas to determine what makes a chair sturdy				
Moving & Learning P-LC 2, P-PMP 1, P-PMP 2	Sing along with "Three Bears' Rap" ▪ "El rap de los tres osos" / Sing and dance along with "Goldilocks and the Three Bears"				
Closing Circle P-SE 5, P-SE 9	Review & Reflect Theme 2 Theme Letter, Theme 2 PATT Mat, Family Connections Card #6				
Other					

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Frog Street Threes LESSON PLANNER

Theme 2: My Family and Friends • Mi familia y mis amigos

Week 2: My Relatives • Mis parientes

Wonderful Word of the Week
relatives
parientes

	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-SE 3, P-SE 7, P-SE 11	**Unite:** "Where is Grandma?" • "¿Dónde está mi abuela?" **Connect:** gentle touch greetings		**Calm:** S.T.A.R. **Commit:** helping hands		
Morning Message P-LIT 1, P-LIT 2, P-LIT 3	Grandmas are grand. Gracias abuelito por dejarme ganar. (G, g, a)	Grandma and Grandpa love me. Gustavo es mi abuelo y Graciela es mi abuela. (G, a)	Aunts have nieces and nephews. Ana es mi tía más amable. (A, a)	I play games with my cousins. (g, a) A mis primos les gusta jugar al escondite. (A, a, g)	Aunts and uncles are relatives. (A, a) Algunas veces visito a mis tíos. (A, a, g)
LITERACY **Read-Aloud** P-LC 1, P-LC 4, P-LC 6, P-LIT 5	◯ Helping Grandma and Grandpa • Ayudando a los abuelos _____ ◯ Aunt Jessie's Hats • Los sombreros de la tía Josefina _____	◯ Helping Grandma and Grandpa • Ayudando a los abuelos _____ ◯ Aunt Jessie's Hats • Los sombreros de la tía Josefina _____	◯ Helping Grandma and Grandpa • Ayudando a los abuelos _____ ◯ Aunt Jessie's Hats • Los sombreros de la tía Josefina _____	◯ Helping Grandma and Grandpa • Ayudando a los abuelos _____ ◯ Aunt Jessie's Hats • Los sombreros de la tía Josefina _____	◯ Helping Grandma and Grandpa • Ayudando a los abuelos _____ ◯ Aunt Jessie's Hats • Los sombreros de la tía Josefina _____
Practice Centers	**ABC** Circle focus letters in sentences (P-LIT 3, P-ATL 7) **Language & Literacy** Retell "Aunt Jessie's Hats" • "Los sombreros de la tía Josefina" (P-LIT 4, P-ATL 9, P-ATL 13) **Library & Listening** Listen to *Helping Grandma and Grandpa* • *Ayudando a los abuelos* (P-LIT 2, P-SE 11, P-ATL 2) **Pretend and Learn** Try on hats (P-MATH 9, P-PMP 3, P-ATL 13)				
MATH **Attributes: Colors & Shapes** P-MATH 3, P-MATH 8, P-LC 7	**Day 1** Discuss colors and shapes of cookies	**Day 2** Discuss colors of clothing	**Day 3** Add same-color objects to a set (secondary colors)	**Day 4** Add same-color objects to a set (primary colors)	**Day 5** Make bar graph of children's favorite colors
Practice Centers	**Construction** Pretend to be architects and build block houses (P-ATL 12, P-ATL 13, P-SE 11, P-SCI 3) **Creativity Station** Paint picture for grandparents (P-SE 11, P-LC 7, P-PMP 3) **Math** Sort construction paper squares by color (P-LC 1, P-LC 7, P-PMP 3) **Science** Mix play dough colors and cut out cookie shapes (P-LC 5, P-SCI 1, P-ATL 13)				
STEAM P-SCI 2, P-SCI 4, P-PMP 3	**Vegetable Soup** Explore fresh vegetables noticing color and texture; Prepare vegetable soup in a slow cooker; Discuss how vegetable color and texture changes during cooking				
Moving & Learning P-PMP 1, P-PMP 2, P-LC 2	Sing and clap to "Let's Clap Our Hands for Grandma" • "Demos unos palmaditas por la abuela" Teach children the ASL signs for *mother, father, grandmother,* and *grandfather*				
Closing Circle P-SE 11, P-ATL 8, P-LC 5	Review & Reflect Family Connections Card #7				
Other					

frogstreet

Frog Street Threes LESSON PLANNER

Theme 2: My Family and Friends • Mi familia y mis amigos

Week 3: Pets • Mascotas

Wonderful Word of the Week

veterinarian

veterinario

	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-SE 3, P-SE 7, P-SE 11	**Unite:** "Bingo" • "Bingo" **Connect:** dog trainers		**Calm:** Bunny Breathing **Commit:** walking feet		
Morning Message P-LIT 1, P-LIT 2, P-LIT 3	Parakeets are fine pets. (P, p, i) Los periquitos son pajaritos bonitos. (p, i)	Izzy is my pet snail. Ignacio es mi caracol preferido. (I, i, p)	Fish swim in a fish pond. Los peces nadan en el inmenso mar. (p, i)	Patches is my calico cat. Patricio es mi gato y es inteligente. (P, i)	Pepper is my pet iguana. (P, p, i) Ivana es el nombre perfecto para una iguana. (I, i, p)
LITERACY **Read-Aloud** P-LC 1, P-LC 6, P-LIT 5	◯ Sara Sidney's Special Day • El día especial de Sara Sidney ____ ◯ Jasper's New Bed • La cama nueva de Jasper ____	◯ Sara Sidney's Special Day • El día especial de Sara Sidney ____ ◯ Jasper's New Bed • La cama nueva de Jasper ____	◯ Sara Sidney's Special Day • El día especial de Sara Sidney ____ ◯ Jasper's New Bed • La cama nueva de Jasper ____	◯ Sara Sidney's Special Day • El día especial de Sara Sidney ____ ◯ Jasper's New Bed • La cama nueva de Jasper ____	◯ Sara Sidney's Special Day • El día especial de Sara Sidney ____ ◯ Jasper's New Bed • La cama nueva de Jasper ____
Practice Centers	**ABC** Match magnetic letters to Letter Cards (P-LIT 2, P-LIT 3, P-PMP 3) **Language & Literacy** Sort Jasper's Beds by color and shape (P-ATL 3, P-LC 7, P-MATH 9) **Library & Listening** Listen to *Sara Sidney's Special Day* • *El día especial de Sara Sidney* (P-LC 1, P-LIT 2, P-ATL 7, P-ATL 2) **Pretend and Learn** Set up a dog training school (P-ATL 12, P-ATL 13, P-SE 4, P-LC 6)				
MATH **Attributes: Spatial Relationships** P-MATH 10, P-LC 7	**Day 1** "Hands Up" • "Manos arriba" and discuss location words	**Day 2** "Swim Goldie" • "Nada pececito" and discuss location words	**Day 3** "Here Is a Bunny" • "Este conejito" and discuss location words	**Day 4** "Little Polly Parakeet" • "Pedrito el periquito" and discuss location words	**Day 5** "My Little Turtle" • "Mi tortuguita" and discuss location words
Practice Centers	**Language & Literacy** Match animals to homes (P-MATH 10, P-LC 7, P-LC 1) **Gross Motor** Throw bones in dog bowl (P-PMP 1, P-PMP 2, P-SE 3) **Math** Place stuffed animals with home using position words (P-MATH 10, P-ATL 12, P-ATL 13) **Outdoors** Take outdoor walk searching for pets (P-ATL 11, P-MATH 10)				
STEAM P-MATH 2, P-MATH 3, P-SCI 6	**Pet Graph** Create and analyze data on bar graph showing children's favorite pets				
Moving & Learning P-PMP 1, P-PMP 2, P-ATL 11	Sing and dance to "Old Gray Cat" • "El viejo gato gris" and "My Dog Rags" / Have children fly like parakeets to "Inner Child" / Play "The Trainer Says"				
Closing Circle P-MATH 10, P-SE 3, P-ATL 2	Review & Reflect Family Connections Card #8 "Helping Your Child Learn to Share" • "Enseñen a sus hijos a aprender a compartir" Family Letter				
Other					

frogstreet

Frog Street Threes LESSON PLANNER

Theme 2: My Family and Friends • Mi familia y mis amigos

Week 4: My Community • Mi comunidad

Wonderful Word of the Week

community

comunidad

	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-SE 3, P-SE 7, P-SE 11	**Unite:** "Community Helpers" • "Gente que sirve" **Connect:** saying "thank you" • "gracias"		**Calm:** S.T.A.R. and Balloon **Commit:** big voice		
Morning Message P-LIT 1, P-LIT 2, P-LIT 3	Frank is a neighborhood firefighter. Francisco es un famoso bombero. (F, f, o)	Doctors help us feel better. Los doctores nos curan la fiebre. (f, o)	Police officers fight crime. Los policías son fuertes y amables. (f, o)	You are my favorite teacher. Usted es mi maestra favorita. (f, o)	Vets are doctors for family pets. Los veterinarios curan a las mascotas de las familias. (f, o)
LITERACY **Read-Aloud** P-LC 1, P-LC 6, P-LIT 5	◯ Community Helpers • Gente que sirve a nuestra comunidad _____ ◯ Better Things to Do • Cosas mejores que hacer _____	◯ Community Helpers • Gente que sirve a nuestra comunidad _____ ◯ Better Things to Do • Cosas mejores que hacer _____	◯ Community Helpers • Gente que sirve a nuestra comunidad _____ ◯ Better Things to Do • Cosas mejores que hacer _____	◯ Community Helpers • Gente que sirve a nuestra comunidad _____ ◯ Better Things to Do • Cosas mejores que hacer _____	◯ Community Helpers • Gente que sirve a nuestra comunidad _____ ◯ Better Things to Do • Cosas mejores que hacer _____
Practice Centers	**Language & Literacy** Match community helpers with tools (P-LC 2, P-LC 7) **Library & Listening** Listen to *Community Helpers* • *Gente que sirve a nuestra comunidad* (P-LC 1, P-ATL 3, P-LIT 2) **Outdoors** Talk a walk searching for community helpers (P-ATL 6, P-ATL 11, P-SE 2, P-LC 6) **Writer's Corner** Draw favorite community helper (P-PMP 3, P-LC 3, P-LC 5, P-LIT 6)				
MATH **Attributes: Classification** P-MATH 9, P-SCI 3, P-ATL 8	**Day 1** Introduce open-ended classification	**Day 2** Sort using red, yellow, blue frog counters and Colorful Community Helper Hats	**Day 3** Action rhyme "The Letter" • "La Carta" and sorting attribute buttons by color	**Day 4** Action rhyme "The Letter" • "La Carta" and sorting attribute buttons by shape	**Day 5** Sort Stamp Sort Envelopes by shape
Practice Centers	**Construction** Build block structures and place community helpers inside or outside (P-PMP 2, P-LC 3, P-LC 7, P-ATL 9) **Fine Motor** Sort attributes buttons and frog counters by color (P-PMP 3, P-MATH 9) **Gross Motor** Throw beanbags to land on matching colored hats (P-PMP 1, P-PMP 2, P-ATL 4) **Math** Sort Stamp Sort Envelopes by shape (P-MATH 9, P-LC 6, P-LC 1)				
STEAM P-SCI 5, P-SCI 6	**Road Construction** Use a variety of construction materials to create roadways; Test roadways using toy cars; Determine which roads offer the smoothest ride				
Moving & Learning P-PMP 1, P-ATL 13, P-LC 6	Dance to "Community Helpers" / Practice "Stop, Drop, and Roll" • "¡Al suelo y a rodar!" / Play "Police Officer, May I?"				
Closing Circle P-SE 11, P-ATL 8, P-LC 5	Review & Reflect Family Connections Card #9				
Other					

frogstreet

Frog Street Threes LESSON PLANNER

Theme 3: Color, Shape, and Size • Color, forma y tamaño

Week 1: Color • Color

Wonderful Word of the Week
primary colors
colores primarios

	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-LC 1, P-LC 4, P-ATL 6, P-SE 3	**Unite:** "The Color Song" • "La canción de los colores" **Connect:** "Eye Rhyme" • "Rima de los ojos"		**Calm:** Balloon **Commit:** introduce Kindness Tree		
Morning Message P-LIT 1, P-LIT 2, P-LIT 3	Roses are red. Rosas rojas y rositas rosadas. (R, r)	Uncle Ray likes blue. (R, U, u) La tía Rita usa una falda a rayas. (R, r, u)	Umpires wear blue. (U, u, r) Esa urraca usa un chaleco rayado. (r, u)	Rene has a red umbrella. René tiene un paraguas rojo. (R, r, u)	Uma likes purple plums. (U, u, r) A Úrsula le gusta la ropa roja. (U, r)
LITERACY **Read-Aloud** P-LC 1, P-LC 2, P-LIT 5	◯ Finding Colors with Fernando • Buscando colores con Fernando ____ ◯ Kate the Chameleon • Catalina, la camaleona ___	◯ Finding Colors with Fernando • Buscando colores con Fernando ____ ◯ Kate the Chameleon • Catalina, la camaleona ___	◯ Finding Colors with Fernando • Buscando colores con Fernando ____ ◯ Kate the Chameleon • Catalina, la camaleona ___	◯ Finding Colors with Fernando • Buscando colores con Fernando ____ ◯ Kate the Chameleon • Catalina, la camaleona ___	◯ Finding Colors with Fernando • Buscando colores con Fernando ____ ◯ Kate the Chameleon • Catalina, la camaleona ___
Practice Centers	**Fine Motor** Mix play dough to make new colors (P-PMP 3, P-SCI 1, P-ATL 7) **Language & Literacy** Retell "Kate the Chameleon" • "Catalina, la camaleona" (P-LIT 4, P-LIT 5, P-LC 1) **Library & Listening** Listen to *Finding Colors with Fernando* • *Buscando colores con Fernando* (P-LIT 2, P-PMP,3, P-ATL 10, P-LIT 4) **Writer's Corner** Search for camouflage letters (P-LIT 3, P-ATL 7, P-ATL 10)				
MATH **Classification: Color** FS-1, P-ATL 8	**Day 1** Introduce classification; Classify attribute buttons by color	**Day 2** Classify and sort frog counters by color	**Day 3** Create and analyze bar graph of children's shirt colors	**Day 4** Classify and sort classroom items by color	**Day 5** Classify and sort connecting cubes by color
Practice Centers	**Creativity Station** Sort crayons by color (P-ATL 7, P-PMP 3, P-SCI 6) **Gross Motor** Clothespin color matching (P-PMP 1, P-SCI 6, P-MATH 1) **Math** Sort manipulatives by color (P-ATL 7, P-PMP 3) **Pretend and Learn** Sort cups and napkins by color (P-ATL 6, P-ATL 10, P-ATL 13)				
STEAM P-SCI 2, P-SCI 4, P-SCI 6, P-MATH 1	**Mixing Colors** **Days 1-2:** Mix yellow and red to make orange; **Days 3-4 :** Mix yellow and blue to make green; **Day 5:** Mix red and blue to make purple				
Moving & Learning P-LC 2, P-PMP 1, P-PMP 2	Make color shadows outdoors using colored cellophane / Look through color tubes / Play "If You're Wearing Colors				
Closing Circle P-LC 3, P-LC 4, P-LC 5	Review & Reflect Theme 3 Theme Letter, Theme 3 PATT Mat, Family Connections Card #10				
Other					

frogstreet

Frog Street Threes LESSON PLANNER

Theme 3: Color, Shape, and Size • Color, forma y tamaño

Week 2: Shape • Figura

Wonderful Word of the Week

star

estrella

	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-SE 1, P-SE 3, P-ATL 2	**Unite:** "This Little Shape" • "Esta figurita" **Connect:** draw shape with a partner		**Calm:** Pretzel **Commit:** commitment review		
Morning Message P-LIT 1, P-LIT 2, P-LIT 3	Shapes are everywhere. Son muchas figuras y son todas diferentes. (S, s)	Some shapes have curvy lines. Siempre los círculos tienen sus líneas curvas. (S, s, l)	Squares are shapes with four sides. (S, s) Los cuadrados son figuras con cuatro lados. (S, s, L, l)	Flowers are my favorite shape. (s, l) Las flores son siempre lindas. (l, l, s)	Lines can be straight or curvy. (L, s) Las líneas pueden ser rectas o curvas. (L, l, s)
LITERACY **Read-Aloud** P-LC 6, P-LIT 2	◯ Finding Shapes with Fernando • Buscando figuras con Fernando ___ ◯ Coletta's Cookies • Las galletitas de Carlita ___	◯ Finding Shapes with Fernando • Buscando figuras con Fernando ___ ◯ Coletta's Cookies • Las galletitas de Carlita ___	◯ Finding Shapes with Fernando • Buscando figuras con Fernando ___ ◯ Coletta's Cookies • Las galletitas de Carlita ___	◯ Finding Shapes with Fernando • Buscando figuras con Fernando ___ ◯ Coletta's Cookies • Las galletitas de Carlita ___	◯ Finding Shapes with Fernando • Buscando figuras con Fernando ___ ◯ Coletta's Cookies • Las galletitas de Carlita ___
Practice Centers	**ABC** Shape play dough letters (P-LIT 2, P-LIT 3, P-PMP 3) **Language & Literacy** Retell "Coletta's Cookies" • "Las galletitas de Carlita" (P-LIT 4, P-MATH 9, P-ATL 6) **Library & Listening** Listen to *Finding Shapes with Fernando* • *Buscando figuras con Fernando* (P-MATH 9, P-LIT 2, P-LIT 3, P-PMP 3) **Pretend and Learn** Make play dough shape cookies (P-MATH 9, P-PMP 3, P-ATL 13)				
MATH **Classification: Shape** FS-1, P-MATH 9	**Day 1** Sing "If You're Clever and You Know It" • "Si eres listo y lo sabes," sort attribute buttons	**Day 2** Sort crackers by shape	**Day 3** Explore flower and heart shapes	**Day 4** Use shape blocks to form new shapes	**Day 5** Make bar graph of children's favorite shapes
Practice Centers	**Construction** Sort blocks by shape (P-MATH 9, P-SCI 3, P-SCI 6) **Creativity Station** Make shape collages (P-PMP 3, P-MATH 9, P-MATH 10) **Math** Sort attribute buttons by shape (P-MATH 9, P-LC 3) **Outdoors** Make shadow shapes with bodies (P-MATH 9, P-PMP 1)				
STEAM **Simple Machines** P-SCI 2, P-SCI 4, P-PMP 3	**Day 1** Wheels	**Day 2** Inclined Plane	**Day 3** Wedge/Lever	**Day 4** Screw	**Day 5** Pulley
Moving & Learning P-PMP 1, P-PMP 2, P-LC 2	Play Musical Circles / Use bodies to make shapes / Dance to "Dancing Shapes"				
Closing Circle P-SE 11, P-ATL 8, P-LC 5	Review & Reflect Family Connections Card #11 "Helping Your Child Develop Kindness" • "Enseñen a sus hijos a desarrollar la amabilidad" Family Letter				
Other					

Theme: Thanksgiving: What are you thankful for? **Week of November 23, 2026**

Why This Theme Matters

Thanksgiving is a time that we reflect and take note of all that we are grateful for. It's also a time for gatherings and lots of yummy food! Thanksgiving is a fun holiday to explore in the classroom as you can incorporate sharing, giving, and gathering together. We especially look forward to our friendship feast!

	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	Promote appreciation, gratitude, and teamwork like the first thanksgiving		School Closed	School Closed	School Closed
Literacy Read Aloud	How to Catch A Turkey Bear says Thanks 10 Fat Turkeys				
Practice Centers	Art: Turkey Hands & Corn Painting Fine Motor: What are you thankful for? Math: Feather Color Sort Sensory Bin: Counting Feather Finder Science: All about birds Blocks: Pattern Block Turkeys Dramatic Play: Serve Thanksgiving Dinner				
STEAM	Build a turkey and then make a hideout for it				
Experience	Friendship Feast				
Music	10 Little Turkeys & Turkey Hokey Pokey				

frogstreet

Frog Street Threes LESSON PLANNER

Theme 3: Color, Shape, and Size • Color, forma y tamaño

Week 3: Size • Tamaño

Wonderful Word of the Week
gigantic
gigantesco

	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-LC 1, P-LC 2, P-SE 3	**Unite:** "Sing a Song of Opposites" • "La canción de los opuestos" **Connect:** "Balls" • "Pelotas"		**Calm:** S.T.A.R. **Commit:** commitment review		
Morning Message P-LIT 1, P-LIT 2, P-LIT 3	Big things can be enormous. Busca bastantes toallas para todos. (B, b, t)	Baby turtles are tiny. Benito el burrito, tiene orejas grandes. (B, b, t)	The turnip is very big. Todos traemos botellas grandes de agua. (T, t, b)	Papa Bear has big things. ¡Buenos días a todos! -dijo la boa. (B, b, t)	Baby Bear has tiny things. Bebé Osito tiene patas pequeñas. (B, t)
LITERACY **Read-Aloud** P-LC 1, P-LC 6, P-LIT 5	◯ The Three Bears' Vacation • Las vacaciones de los tres osos ____ ◯ The Enormous Turnip • El nabo enorme ____ ◯ It's Not Easy Being a Troll • No es fácil ser un duende ____	◯ The Three Bears' Vacation • Las vacaciones de los tres osos ____ ◯ The Enormous Turnip • El nabo enorme ____ ◯ It's Not Easy Being a Troll • No es fácil ser un duende ____	◯ The Three Bears' Vacation • Las vacaciones de los tres osos ____ ◯ The Enormous Turnip • El nabo enorme ____ ◯ It's Not Easy Being a Troll • No es fácil ser un duende ____	◯ The Three Bears' Vacation • Las vacaciones de los tres osos ____ ◯ The Enormous Turnip • El nabo enorme ____ ◯ It's Not Easy Being a Troll • No es fácil ser un duende ____	◯ The Three Bears' Vacation • Las vacaciones de los tres osos ____ ◯ The Enormous Turnip • El nabo enorme ____ ◯ It's Not Easy Being a Troll • No es fácil ser un duende ____
Practice Centers	**ABC** Shape play dough letter shapes (P-PMP 3, P-LIT 2, P-LIT 3) **Creativity Station** Draw pictures of the gigantic troll or enormous turnip (P-ATL 12, P-PMP 3) **Library & Listening** Listen to *The Three Bears' Vacation* • *Los vacaciones de los tres osos* (P-LIT 4, P-LIT 5, P-ATL 3, P-PMP 5) **Pretend and Learn** Set the table for Goldilocks and the three bears (P-ATL 13, P-MATH 1, P-MATH 2 P-PMP 5)				
MATH **Classification: Size** FS-1, P-MATH 9	**Day 1** Sort tableware (plates, cups, spoons) by size	**Day 2** Say rhyme "Balls" • "Pelotas" and sort balls by size	**Day 3** Sort "Stacking Blocks" Sequence Cards by size	**Day 4** Sort frog counters by size onto three sizes of lily pads	**Day 5** Match suitcases, bowls, chairs, and beds to bears by size
Practice Centers	**Construction** Sort plastic farm animals by size and build block enclosures (P-ATL 12, P-ATL 10, FS-1) **Fine Motor** Roll and classify small, medium, and large play dough balls (P-PMP 3, FS-1) **Math** Sort plates, cups, and spoons by size (P-ATL 10, P-MATH 1, P-MATH 2, P-SCI 3) **Outdoors** Separate marbles from fine sand using a strainer (P-PMP 3, P-ATL 12)				
STEAM P-MATH 9, P-ATL 10, P-SE 4	**Bed for Papa Bear** Build a bed of blocks to fit a specific size outline designed for a large 8-foot bear				
Moving & Learning P-PMP 1, P-PMP 2, P-ATL 11	Sing and dance to "Three Bears' Rap" • "El rap de los tres osos" / Play "Goldilocks and the Three Bears"				
Closing Circle P-MATH 10, P-SE 3, P-ATL 2	Review & Reflect Family Connections Card #12				
Other					

frogstreet

Frog Street Threes LESSON PLANNER

Theme 3: Color, Shape, and Size • Color, forma y tamaño

Week 4: Multiple Attributes • Atributos múltiples

Wonderful Word of the Week
classification
clasificación

	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-LC 1, P-LC 3, P-LC 4	**Unite:** "Sing a Song of Attributes" • "La canción de los atributos" **Connect:** describe a friend by attributes		**Calm:** S.T.A.R. **Commit:** commitment review		
Morning Message P-LIT 1, P-LIT 2, P-LIT 3	Willy is a white dog with dark black spots. (W, w, d) Churro es un perro chiquito y divertido. (Ch, ch, d)	Daddy drew little blue circles with a marker. (D, d, w) Daniel dibujó dos círculos de chicos. (D, d, ch)	Will you draw me a big square? (W, w, d) Chela tiene mucho dinero. (Ch, d)	Did you draw white flowers? (D, d, w) ¿Dijiste que me darías un chocolate? (D, d, ch)	Dandelions are yellow. (D, d, w) Dame dos chicles, por favor. (D, d, ch)
LITERACY **Read-Aloud** P-LC 3, P-LC 4, P-LC 5	◯ Jasper's New Bed • La cama nueva de Jasper ____ ◯ Helping Grandma and Grandpa • Ayudando a los abuelos ____	◯ Jasper's New Bed • La cama nueva de Jasper ____ ◯ Helping Grandma and Grandpa • Ayudando a los abuelos ____	◯ Jasper's New Bed • La cama nueva de Jasper ____ ◯ Helping Grandma and Grandpa • Ayudando a los abuelos ____	◯ Jasper's New Bed • La cama nueva de Jasper ____ ◯ Helping Grandma and Grandpa • Ayudando a los abuelos ____	◯ Jasper's New Bed • La cama nueva de Jasper ____ ◯ Helping Grandma and Grandpa • Ayudando a los abuelos ____
Practice Centers	**ABC** Match magnetic letters to Letter Cards (FS-1, P-ATL 3, P-LIT 2, P-LIT 5) **Language & Literacy** Retell "It's Not Easy Being a Troll" • "No es fácil ser un duende" (P-LIT 4, P-LIT 5) **Library & Listening** Listen to *Jasper's New Bed* • *La cama nueva de Jasper* (P-LIT 2, P-LIT 5) **Pretend and Learn** Sort "grocery" items, such as cans, boxes and bottles (P-ATL 12, P-ATL 13)				
MATH **Classification: Multiple Attributes** FS-1, P-LC 2	**Day 1** Sing "Catalina Magnalina" • "Catalina Margarina" and sort attribute buttons	**Day 2** Sort frog counters by multiple attributes	**Day 3** Sort items in Classification Bags	**Day 4** Continue sorting items in Classification Bags	**Day 5** Continue sorting items in Classification Bags
Practice Centers	**Fine Motor** Sort attributes buttons by size, color and shape (FS-1, P-ATL 7, P-LC 7) **Math** Sort frog counters by size, color and shape (FS-1, P-ATL 7, P-LC 7) **Outdoors** Collect leaves outdoors and make leaf bracelets (FS-1, P-LC 2, P-SCI 3, P-ATL 11) **Science** Sort items in Classification Bags (FS-1, P-ATL 9, P-ATL 11)				
STEAM P-MATH 1, P-ATL 12, P-SCI 5, P-SCI 6	**Troll Tub** Build a bathtub for a troll by determining his size and building a structure that will be a good fit for him				
Moving & Learning P-PMP 1, P-ATL 13, P-LC 6	Dance to "Rainbow Dancers" • "Bailarines de colores" / Play the listening game, Mr. Police Officer • Sr. Policía				
Closing Circle P-LC 3, P-LC 4	Review & Reflect Family Connections Cards #13-14				
Other					

Theme: Holidays around the World **Week of December 14, 2026, and December 21, 2026**

Why This Theme Matters

It's important that even the youngest students learn that holiday traditions are different around the world and here at home. They may have friends who have different holiday traditions, wear different clothing. It exposes students to a variety of cultures and traditions in other countries (as well as their own).

	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	Expose students to a variety of holidays, such as Christmas, Kwanzaa, Hanukkah, Lunar New Year, Diwali Create acceptance and goodwill to other cultures and traditions				
Literacy **Read Alouds**	Christmas Cookie Day It's Christmas, David! The Not Very Merry Pout Pout Fish Crayola's Diwali Colors Runaway Dreidels The Night Before Hanukkah Celebrate Kwanzaa My Family Celebrates Kwanzaa Ringing in the New Year Chelsea's Chinese New Year				
Practice Centers	Art: Christmas Tree (length shortes to longest strips) Fine Motor: Spin the dreidel Math: Counting Kwanzaa Candles Sensory Bin: InstaSnow Science: Dissolving Candy Canes Blocks: Santa's Workshop Dramatic Play: Hot Cocoa & Cookie Shop Gross Motor: Chinese Dragon Parade				
STEAM	Build a snow fort out of marshmallows				

frogstreet

Frog Street Threes LESSON PLANNER

Theme 4: Safe and Healthy Me • Me cuido y soy saludable

Week 1: Safe Me • Me cuido

Wonderful Word of the Week
cautious
prudente

	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-ATL 4, P-ATL 5, P-SE 3	**Unite:** "Buckle Up" • "Ponerse el cinturón" **Connect:** gentle hands		**Calm:** S.T.A.R., panting **Commit:** sharing		
Morning Message P-LIT 1, P-LIT 2, P-LIT 3	Juan just fastened his seat belt. Juan justo acaba de ponerse el cinturón. (J, j, n)	Jillian never forgets to wear her helmet. Julia nunca se olvida de usar el casco. (J, n)	Nadine never jaywalks. Nancy no juega cuando cruza la pista. (N, n, j)	Never play near fire. (N, n) No juegues nunca cerca del fuego, puedes hacerte daño. (N, n, j, ñ)	Call 911 just for emergencies. (j, n) Jamás desobedezcas las señales de tráfico. (J, ñ)
LITERACY **Read-Aloud** P-LC 1, P-LC 2, P-LIT 5	◯ It's a Safety Rule • La seguridad es lo primero ___ ◯ We Are Safe and Healthy Kids • Somos niños cuidadosos, somos niños saludables ___	◯ It's a Safety Rule • La seguridad es lo primero ___ ◯ We Are Safe and Healthy Kids • Somos niños cuidadosos, somos niños saludables ___	◯ It's a Safety Rule • La seguridad es lo primero ___ ◯ We Are Safe and Healthy Kids • Somos niños cuidadosos, somos niños saludables ___	◯ It's a Safety Rule • La seguridad es lo primero ___ ◯ We Are Safe and Healthy Kids • Somos niños cuidadosos, somos niños saludables ___	◯ It's a Safety Rule • La seguridad es lo primero ___ ◯ We Are Safe and Healthy Kids • Somos niños cuidadosos, somos niños saludables ___
Practice Centers	**Language & Literacy** Retell "We Are Safe and Healthy Kids" • "Somos niños cuidadosos, somos niños y saludables" (P-PMP 6, P-LIT 4, P-ATL 7) **Library & Listening** Listen to *It's a Safety Rule* • *La seguridad es lo primero* (P-PMP 6, P-LIT 4, P-LIT 5, P-ATL 7) **Pretend and Learn** Pretend to be a crossing guard and practice crossing "street" (P-SE 4, P-ATL 12, P-ATL 13, P-LC 1, P-LC 4, P-PMP 6) **Writer's Corner** Write in journals, match road signs, identify focus letters (P-LIT 3, P-LIT 6, P-ATL 7, P-PMP 6)				
MATH **AB Patterns** P-MATH 7, P-PMP 6, P-ATL 3	**Day 1** Introduce AB patterns: snap-clap movement; frog counters; Walk, Don't Walk Pattern Cards	**Day 2** Create AB patterns: attribute buttons	**Day 3** Create AB patterns: connecting cubes	**Day 4** Create AB patterns: frog counters; Cross, Don't Cross Pattern Cards	**Day 5** Create AB patterns: hands up-hands down movement, Safety Helmet Pattern Cards
Practice Centers	**Construction** Build block roads, practice street-crossing safety (P-MATH 7, P-PMP 1, P-PMP 2, P-PMP 6, P-ATL 7, P-ATL 8, P-SE 4) **Fine Motor** Arrange pattern cards in AB pattern (P-MATH 7, P-PMP 6) **Math** Arrange pattern cards and manipulatives in AB pattern (P-MATH 7, P-PMP 6) **Outdoors** Take a walk outdoors in search of patterns (P-MATH 7, P-ATL 7, P-ATL 8, P-PMP 6)				
STEAM P-SCI 1, P-SCI 2, P-SCI 5, P-SCI 6	**Sink and Float: Water Safety** Test the buoyancy of raft materials in a water tub; Add frog counter "passengers" to rafts; Graph results on a sink-or-float T-chart				
Moving & Learning P-LC 2, P-PMP 1, P-PMP 2	Sing "Stop, Drop and Roll" • "¡Al suelo y a rodar!" / Order "Stop, Drop and Roll" Sequence Cards / Play "Five Little Monkeys"				
Closing Circle P-LC 2, P-LC 4	Review & Reflect Theme 4 Theme Letter, Theme 4 PATT Mat, Family Connections Card #15				
Other					

frogstreet

Frog Street Threes LESSON PLANNER

Theme 4: Safe and Healthy Me • Me cuido y soy saludable

Week 2: Healthy Me • Soy saludable

Wonderful Word of the Week

germs

microbios

	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-LC 1, P-SE 1, P-SE 3, P-SE 7	**Unite:** "This Is the Way We Brush Our Teeth" • "Así es como nos cepillamos los dientes" **Calm:** Drain **Connect:** discuss healthy practices **Commit:** thoughtful choices				
Morning Message P-LIT 1, P-LIT 2, P-LIT 3	Health rules keep me healthy. Hay reglas hechas para mantenerme saludable. (H, h, m)	Washing my hands helps keep me healthy. (h, m) Me lavo las manos hoy y todos los días. (h, M, m)	My teacher tells me to cough into my elbow. Mi maestro me ha dicho que tosa en mi brazo. (M, m, h)	Mommy helps brush my teeth to prevent cavities. Mi mamá hace que me cepille los dientes para prevenir las caries. (M, m, h)	Healthy kids follow health rules. (H, h) ¿Has seguido hoy las reglas para mantenerte saludable? (H, h, m)
LITERACY **Read-Aloud** P-PMP 4, P-ATL 6, P-LC 4, P-LC 5	◯ Cowboy Mouse • El ratón vaquero ___ ◯ We Are Safe and Healthy Kids • Somos niños cuidadosos, somos niños saludables ___	◯ Cowboy Mouse • El ratón vaquero ___ ◯ We Are Safe and Healthy Kids • Somos niños cuidadosos, somos niños saludables ___	◯ Cowboy Mouse • El ratón vaquero ___ ◯ We Are Safe and Healthy Kids • Somos niños cuidadosos, somos niños saludables ___	◯ Cowboy Mouse • El ratón vaquero ___ ◯ We Are Safe and Healthy Kids • Somos niños cuidadosos, somos niños saludables ___	◯ Cowboy Mouse • El ratón vaquero ___ ◯ We Are Safe and Healthy Kids • Somos niños cuidadosos, somos niños saludables ___
Practice Centers	**Language & Literacy** Retell "We Are Safe and Healthy Kids" • "Somos niños cuidadosos, somos niños saludables" (P-LIT 4, P-PMP 4, P-ATL 6) **Library & Listening** Listen to *Cowboy Mouse* • *El ratón vaquero* (P-LIT 5, P-ATL 6, P-PMP 4) **Pretend and Learn** Dramatic play doctor's office (P-ATL 6, P-ATL 12, P-ATL 13, P-SE 4, P-PMP 4) **Writer's Corner** Write in journals, shape play dough letters (P-LIT 2, P-LIT 6, P-PMP 4)				
MATH **AB Patterns** P-MATH 7, P-PMP 4, P-ATL 3	**Day 1** Create AB patterns: movement, manipulatives, Soap Dispenser Pattern Cards	**Day 2** Create AB patterns: movement, attribute buttons, Toothbrush Pattern Cards	**Day 3** Create AB patterns: movement, connecting cubes, pattern cards	**Day 4** Create AB patterns: breathing, frog counters, Calm Breathing Pattern Cards	**Day 5** Create AB patterns: movement, connecting cubes, Bandages Pattern Cards
Practice Centers	**Creativity Station** Use a toothbrush as a paintbrush to create paint patterns at the easel (P-MATH 7, P-ATL 12) **Fine Motor** Create patterns with card sets (P-MATH 7, P-PMP 3, P-PMP 4) **Gross Motor** Create movement patterns (P-MATH 7, P-PMP 1, P-PMP 2, P-PMP 4) **Math** Create patterns with manipulatives and Bandage Pattern Cards (P-MATH 7, P-ATL 12, P-PMP 4)				
STEAM P-SCI 1, P-SCI 5, P-SCI 6	**Germs** Define germs; Test materials to find effective ways to remove "germs" (cinnamon) from hands				
Moving & Learning P-PMP 1, P-PMP 2, P-LC 2	Pantomime song lyrics while singing Shawn Brown's "Wash Your Hands"				
Closing Circle P-LC 1, P-LC 2	Review & Reflect Family Connections Card #16				
Other					

frogstreet

Frog Street Threes LESSON PLANNER

Theme 4: Safe and Healthy Me • Me cuido y soy saludable

Week 3: Eating Well • Comer bien

Wonderful Word of the Week

nutritious

nutritivo

	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-LC 3, P-LC 4	**Unite:** "Are You Hungry?" • "¿Tienes hambre?" **Connect:** "One Tortilla" • "Una tortilla"		**Calm:** "S.T.A.R. Song" • "Estrella" **Commit:** thoughtful choices		
Morning Message P-LIT 1, P-LIT 2, P-LIT 3	Vitamins provide extra nutrients. (V, v, x) Las vitaminas nos dan nutrientes extras. (v, x)	Eating new foods is very exciting. (v, x) Vamos a comer verduras con Max. (V, v, x)	Xavier loves vegetables. A Xavier le encantan las verduras. (X, v)	Violet peels vegetables to expose the inside. Violeta pela la parte externa de las verduras. (V, v, x)	Leafy green vegetables are excellent. Las verduras de hojas verdes son excelentes. (v, x)
LITERACY **Read-Aloud** P-PMP 5, P-LC 6, P-LC 7	◯ Eat Green • Frutas y verduras de colores ___ ◯ Helping Grandma and Grandpa • Ayudando a los abuelos ___	◯ Eat Green • Frutas y verduras de colores ___ ◯ Helping Grandma and Grandpa • Ayudando a los abuelos ___	◯ Eat Green • Frutas y verduras de colores ___ ◯ Helping Grandma and Grandpa • Ayudando a los abuelos ___	◯ Eat Green • Frutas y verduras de colores ___ ◯ Helping Grandma and Grandpa • Ayudando a los abuelos ___	◯ Eat Green • Frutas y verduras de colores ___ ◯ Helping Grandma and Grandpa • Ayudando a los abuelos ___
Practice Centers	**ABC** Search for focus letters on menu, work name puzzles (P-LIT 2, P-LIT 3, P-PMP 5) **Library & Listening** Listen to *Eat Green* • *Frutas y verduras de colores* (P-LIT 4, P-LIT 5, P-ATL 3, P-PMP 5) **Pretend and Learn** "Cook" vegetable soup (P-ATL 13, P-LC 1, P-LC 6, P-LC 7, P-SE 3, P-PMP 5) **Writer's Corner** Write and illustrate "recipes" in journals (P-LIT 2, P-ATL 7, P-ATL 12, P-PMP 5)				
MATH **ABC Patterns** P-MATH 7, P-ATL 3, P-ATL 4	**Day 1** Review AB patterns: movement, connecting cubes, Apples Pattern Cards	**Day 2** Introduce ABC patterns: connecting cubes, Vitamins Pattern Cards	**Day 3** Create ABC patterns: connecting cubes, Vegetables Pattern Cards	**Day 4** Create ABC patterns: connecting cubes, Milk Pattern Cards	**Day 5** Create ABC patterns: connecting cubes, Berries Pattern Cards
Practice Centers	**Creativity Station** Paint ABC patterns at the easel (P-MATH 7, P-ATL 3, P-PMP 3) **Fine Motor** Create and copy AB and ABC patterns with frog counters (P-MATH 7, P-ATL 3, P-PMP 3) **Math** Create ABC patterns with frog counters (P-MATH 7, P-ATL 3, P-PMP 3) **Science** Create ABC patterns with sports drink bottles (P-MATH 7, P-SCI 3, P-PMP 5)				
STEAM P-SCI 4, P-SCI 5, P-SCI 6	**Growing Alfalfa** Discuss alfalfa sprouts; Sprout alfalfa seeds under two conditions (light and no light); Make predictions; Observe results over time; Discuss results; Taste alfalfa sprouts				
Moving & Learning P-PMP 1, P-PMP 2, P-ATL 11	Sing "Corn on the Cob" • "Mazorca de maíz" / Play the action rhyme "Vegetable Soup"				
Closing Circle P-MATH 10, P-SE 3, P-ATL 2	Review & Reflect Family Connections Card #17				
Other					

frogstreet

Frog Street Threes LESSON PLANNER

Theme 4: Safe and Healthy Me • Me cuido y soy saludable

Week 4: Active Me • Soy activo

Wonderful Word of the Week
exercise
ejercitarse

	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-ATL 2, P-ATL 4, P-ATL 5, P-ATL 6	**Unite:** "Can You Move with Me?" • "¿Te puedes mover conmigo?" **Connect:** back-to-back lifts		**Calm:** S.T.A.R. **Commit:** thoughtful choices		
Morning Message P-LIT 1, P-LIT 2, P-LIT 3	Kids like to move quickly. Kike quiere bajar dos kilos. (K, k, q)	Kendra likes to wave like a queen. Katy compró un kilo de queso. (K, k, q)	Quinn is a quiet and kind kid. Quiero que me lleven a ver un koala. (Q, q, k)	Kings and queens play croquet. (K, q) Katy quiere aprender karate y equitación. (K, k, q)	Ken quacks like a duck. ¿Dijo Kika que iba a traer quesadillas? (K, k, q)
LITERACY **Read-Aloud** P-LC 2, P-LC 3, P-LC 5	◯ Get Moving! • ¡Muévete! _____ ◯ Better Things to Do • Cosas mejores que hacer _____	◯ Get Moving! • ¡Muévete! _____ ◯ Better Things to Do • Cosas mejores que hacer _____	◯ Get Moving! • ¡Muévete! _____ ◯ Better Things to Do • Cosas mejores que hacer _____	◯ Get Moving! • ¡Muévete! _____ ◯ Better Things to Do • Cosas mejores que hacer _____	◯ Get Moving! • ¡Muévete! _____ ◯ Better Things to Do • Cosas mejores que hacer _____
Practice Centers	**ABC** Walk letter shapes on floor, work name puzzles (P-LIT 3, P-ATL 6, P-ATL 7) **Construction** Plan and build block forts (P-ATL 12, P-ATL 13, P-SE 2, P-MATH 10, P-PMP 1, P-PMP 3) **Library & Listening** Listen to *Get Moving!* • *¡Muévete!* (P-LIT 4, P-LIT 5, P-ATL 3, P-PMP 4) **Outdoors** Play "basketball" (P-PMP 1, P-PMP 2)				
MATH **AAB Patterns** P-MATH 7, P-ATL 2, P-ATL 3, P-ATL 4	**Day 1** Review AB and ABC patterns: connecting cubes, Jumping Jacks Pattern Cards	**Day 2** Introduce AAB patterns: movement, connecting cubes	**Day 3** Create AAB patterns: movement, connecting cubes, Clap-Snap Pattern Cards	**Day 4** Create AAB patterns: movement, manipulatives, Hands Up-Hands Down Pattern Cards	**Day 5** Create AAB patterns: manipulatives, movement
Practice Centers	**Fine Motor** Create AAB patterns will play dough balls (P-MATH 7, P-PMP 3) **Gross Motor** Hop on masking tape grid (P-PMP 1, FS-4, P-LC 1) **Math** Copy ABC patterns with connecting cubes (P-MATH 7, P-PMP 3) **Science** Test floaters and droppers (P-MATH 7, P-SCI 2, P-SCI 3, P-SCI 5)				
STEAM P-SCI 1, P-SCI 2	**Increasing Heart Rate** Test heart rate after doing different types of activities; Record and compare results				
Moving & Learning P-PMP 1, P-ATL 13, P-LC 6	Dance the "Hokey Pokey" / Move to "Shawn Brown Show Theme Song"				
Closing Circle P-LC 3, P-LC 4, P-LC 5	Review & Reflect Family Connections Card #18				
Other					

frogstreet

Frog Street Threes LESSON PLANNER

Theme 5: Favorite Tales and Rhymes • Cuentos y rimas preferidos

Week 1: Hen Tales • Cuentos de gallinas

Wonderful Word of the Week
tales
cuentos

	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-SE 3, P-SE 8, P-LC 1	**Unite:** "Caring Friends" • "Buenos amigos" **Connect:** "I Am Helpful" • "Yo soy servicial"		**Calm:** S.T.A.R., panting **Commit:** helping hands		
Morning Message P-LIT 1, P-LIT 2, P-LIT 3	Yolanda is always helpful. Yolanda siempre es amable y servicial. (Y, y)	My hen is named Zane. Mi gallina y mascota se llama Zoila. (Z, y)	My hen looks like a zebra. Mi gallina picotea zapatos y sandalias. (y, z)	Zada is a zany hen. A las gallinas Zoila y Sara les gustan los zapatos. (Z, z)	Yuen has a yard full of hens. Ya terminó el cuento y no tengo sueño. (Y, y)
LITERACY **Read-Aloud** P-LC 3, P-LC 4, P-LIT 1	◯ The Sky Is Falling • El cielo se está cayendo ____ ◯ Little Red Hen • La gallinita roja ____	◯ The Sky Is Falling • El cielo se está cayendo ____ ◯ Little Red Hen • La gallinita roja ____	◯ The Sky Is Falling • El cielo se está cayendo ____ ◯ Little Red Hen • La gallinita roja ____	◯ The Sky Is Falling • El cielo se está cayendo ____ ◯ Little Red Hen • La gallinita roja ____	◯ The Sky Is Falling • El cielo se está cayendo ____ ◯ Little Red Hen • La gallinita roja ____
Practice Centers	**Gross Motor** Drop acorns or play dough balls from various heights (P-PMP 1, P-PMP 2, P-SCI 5, P-SCI 6) **Language & Literacy** Retell "Little Red Hen" • "La gallinita roja" (P-LIT 4, P-LC 3, P-ATL 10) **Science** Examine acorns (P-SCI 1, P-ATL 7) **Writer's Corner** Write in journals, shape play dough letters, walk large letters (P-LIT 3, P-ATL 7, P-PMP 3)				
MATH **AB, ABC, and AAB Patterns** P-MATH 7, P-ATL 7	**Day 1** Create AB patterns using manipulatives and Acorn Pattern Cards	**Day 2** Create ABC patterns using manipulatives and animal masks	**Day 3** Create ABC patterns with movement, manipulatives and card sets	**Day 4** Create AAB patterns using manipulatives and card sets	**Day 5** Create AAB patterns using children, manipulatives and card sets
Practice Centers	**Construction** Construct a "hen house" fence using blocks in a pattern (P-MATH 7, P-LC 2, P-SE 4) **Fine Motor** Practice making AB, ABC, and AAB patterns (P-MATH 7, P-LC 2) **Math** Practice making AB, ABC, and AAB patterns (P-MATH 7, P-LC 2) **Pretend and Learn** Make play dough cookies at Little Red Hen bakery (P-MATH 7, P-LC 2, P-PMP 3)				
STEAM **It's Gravity** P-ATL 7, P-SCI 3, P-SCI 4	**Day 1** Discuss gravity, roll toilet paper tubes down ramp	**Day 2** Continue ramp experiment testing length of roll	**Day 3** Experiment to build stable block towers	**Days 4-5** Test thick and thin paint	
Moving & Learning P-LC 2, P-PMP 1, P-PMP 2	Dance to "Funky Chicken" • Play "Ms. Hen, May I?" • Sing and dance to "New Chicken Dance"				
Closing Circle P-LC 3, P-LC 4, P-LC 5	Review & Reflect Theme 5 Theme Letter, Theme 5 PATT Mat, Family Connections Card #19				
Other					

Theme: Family & School Community **Week of February 8, 2027**

Why This Theme Matters

This theme is important because it celebrates 100th day of school and also includes a parent involvement day so they can spread the love of Valentines' day Parental involvement improves school quality, teacher morale, and a school's reputation. Students whose parents stay involved in school have better attendance and behavior, get better grades, demonstrate better social skills and adapt better to school. Parental involvement also more securely sets these students up to develop a lifelong love of learning, which researchers say is key to long-term success.

	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	Celebrate and reflect on 100 days of learning Show gratitude for friendships and collaboration with classmates Build strong and effective partnerships with families that can help children and families thrive Help to raise awareness about the importance of family and community involvement in education and the positive impact it can have on student achievement				
Literacy Read Alouds	The Night Before 100th day of School Biscuit's 100th Day of School 100th Day Worries The Day It Rained Hearts Love, Splat (Splat the Cat) How Do Dinosaurs Say I Love You? One Love				
Practice Centers	Art: Tissue Paper Hearts Fine Motor: Valentine's Day Lacing Cards Math: Candy heart patterns Sensory Bin: Candy Hearts Sink The Boat Science: Measuring 100 inches Blocks: Building Hearts - 100 Scavenger Hunt Dramatic Play: Cupid's Corner Gross Motor: 100 exercises				
Experience	Parent Involvement Day				
STEAM	Make a 100 day poster				

frogstreet

Frog Street Threes LESSON PLANNER

Theme 5: Favorite Tales and Rhymes • Cuentos y rimas preferidos

Week 2: Mouse Tales • Cuentos de ratones

Wonderful Word of the Week

make-believe

fantasía

	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-LC 3, P-LC 4, P-LC 5, P-SE 3	**Unite:** "Three Blind Mice" • "Los ratones bailarines" **Connect:** "Three Nice Mice" • "Tres ratoncitos"		**Calm:** S.T.A.R. **Commit:** commitment review		
Morning Message P-LIT 1, P-LIT 2, P-LIT 3	Children like cool characters in stories. A Carlos le gustan los personajes conocidos. (C, c)	Even enormous turnips are good to eat. Es mejor estar contento que triste. (E, e)	Grandmothers tell good stories. Gabriela ganó un gran premio. (G, g)	Always ask to hear a story again. Abuelito me contó un cuento ayer. (A, a)	People and animals tried to pull up the turnip. Parece que no pueden sacar el nabo. (P, p)
LITERACY **Read-Aloud** P-PMP 4, P-ATL 6, P-LC 4, P-LC 5	◯ The Enormous Turnip • El nabo enorme ____ ◯ The Lion and the Mouse • El león y el ratón ____	◯ The Enormous Turnip • El nabo enorme ____ ◯ The Lion and the Mouse • El león y el ratón ____	◯ The Enormous Turnip • El nabo enorme ____ ◯ The Lion and the Mouse • El león y el ratón ____	◯ The Enormous Turnip • El nabo enorme ____ ◯ The Lion and the Mouse • El león y el ratón ____	◯ The Enormous Turnip • El nabo enorme ____ ◯ The Lion and the Mouse • El león y el ratón ____
Practice Centers	**Language & Literacy** Retell and sequence "The Lion and the Mouse" • "El león y el ratón" (P-LIT 4, P-SE 3) **Library & Listening** Listen to *Cowboy Mouse* • *El ratón vaquero* (P-ATL 7, P-LIT 2) **Outdoors** Team Hula Hoop challenge (P-PMP 1, P-PMP 2) **Writer's Corner** Write in journals, shape play dough letters (P-LIT 3, P-PMP 3, P-ATL 5, P-ATL 6)				
MATH **Vertical, Horizontal and Circular Patterns** FS-5, P-MATH 7	**Day 1** Create horizontal and vertical AB patterns	**Day 2** Create horizontal and vertical AB patterns	**Day 3** Create circular AB patterns	**Day 4** Create horizontal, vertical, and circular AB patterns	**Day 5** Create horizontal, vertical, and circular AB patterns
Practice Centers	**Creativity Station** Create AB, ABC, or AAB patterns using yarn "mouse tails" (P-MATH 7, P-ATL 7, P-ATL 12) **Fine Motor** Create AB, ABC, or AAB patterns with manipulatives and card sets (P-MATH 7, P-ATL 10, P-LIT 3) **Gross Motor** Walk, crawl, and jump over a patterned masking tape "ladder" (P-MATH 7, P-PMP 1, P-PMP 2) **Math** Create AB, ABC, or AAB patterns with manipulatives and card sets (P-MATH 7, P-ATL 10)				
STEAM P-SCI 2, P-ATL 11, P-MATH 8	**Day 1** Create mice tails to match length of mice bodies	**Day 2** Create mice tails to match length of mice bodies	**Day 3** Construct mouse burrows	**Day 4** Construct mouse burrows	**Day 5** Discuss five senses and sniff Aroma Canisters
Moving & Learning P-PMP 1, P-PMP 2, P-LC 2	Act out "Old Gray Cat" • "El viejo gato gris" / Play Cat and Mouse tag outdoors / Play "Mouse House"				
Closing Circle P-LC 3, P-LC 4, P-LC 5	Review & Reflect Family Connections Card #20				
Other					

frogstreet

Frog Street Threes LESSON PLANNER

Theme 6: Creative Me • Soy creativo

Week 1: Things Kids Do • Cosas que hacen los niños

Wonderful Word of the Week

creative

creativo

	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-ATL 6, P-SE 1, P-SE 2, P-SE 3	**Unite:** "I'm Creative" • "Soy creativo" **Connect:** "Painting Game" • "Juego de pintar"		**Calm:** deep breaths **Commit:** commitment review		
Morning Message P-LIT 1, P-LIT 2, P-LIT 3	Never forget the power of imagination. Nunca olviden el poder de la imaginación. (N, n)	My imagination is magical. Mi imaginación es mágica. (M, m)	Happy children sing happy songs. Hay niños felices cuando hay canciones felices. (H, h)	X-ray vision would be extremely helpful. Los rayos X son excelentes para la medicina. (X, x)	Violet is very creative. Violeta es vivaz y creativa. (V, v)
LITERACY **Read-Aloud** P-LC 3, P-LC 4, P-LIT 1	◯ Things Kids Do • Cosas que hacen los niños ___ ◯ Shelby's Rainy Day Fun • Silvia pasa un día de lluvia divertido ___	◯ Things Kids Do • Cosas que hacen los niños ___ ◯ Shelby's Rainy Day Fun • Silvia pasa un día de lluvia divertido ___	◯ Things Kids Do • Cosas que hacen los niños ___ ◯ Shelby's Rainy Day Fun • Silvia pasa un día de lluvia divertido ___	◯ Things Kids Do • Cosas que hacen los niños ___ ◯ Shelby's Rainy Day Fun • Silvia pasa un día de lluvia divertido ___	◯ Things Kids Do • Cosas que hacen los niños ___ ◯ Shelby's Rainy Day Fun • Silvia pasa un día de lluvia divertido ___
Practice Centers	**Creativity Station** Make paper-plate puppets (P-ATL 10, P-ATL 12, P-SE 10, P-PMP 3) **Language & Literacy** Retell "Shelby's Rainy Day Fun" • "Silvia pasa un día de lluvia divertido" (P-LC 6, P-LIT 4, P-LC 3, P-SE 10, P-ATL 10) **Library & Listening** Listen to *Things Kids Do* • *Cosas que hacen los niños* (P-LIT 4, P-ATL 4, P-ATL 7) **Writer's Corner** Write in journals, shape play dough letters (P-LIT 3, P-LIT 6, P-ATL 7, P-PMP 3)				
MATH **One-to-One Correspondence** FS-2, FS-3	**Day 1** Create equal and unequal sets: children and frog counters	**Day 2** Create equal and unequal sets: card set and crayons	**Day 3** Create equal and unequal sets: card set and blocks	**Day 4** Create equal and unequal sets: card sets	**Day 5** Create equal and unequal sets: children and streamers
Practice Centers	**Construction** Build block towers (FS-3, P-LC 2, P-SE 4) **Gross Motor** Toss beanbags onto paper plates (FS-3, P-ATL 7, P-PMP 1, P-PMP 2, P-PMP 3) **Math** Make equal and unequal sets (FS-3, P-ATL 7) **Pretend and Learn** Tea party dramatic play (FS-3, P-LC 2, P-SE 4, P-PMP 3, P-ATL 12)				
STEAM **Parachute Experiments** P-SCI 4, P-SCI 5, P-PMP 1, P-PMP 2	**Day 1** Introduce the parachute and demonstrate gravity and air resistance	**Days 2-5** Play parachute games: Popcorn, Ball Roll, Ball Toss, Making Waves, Merry-Go-Round			
Moving & Learning P-LC 2, P-PMP 1, P-PMP 2	Sing and dance to "At the Easel" • "Con la paleta" / Wave streamers or ribbons to "Inner Child"				
Closing Circle P-LC 3, P-LC 4, P-LC 5	Review & Reflect Theme 6 Theme Letter, Theme 6 PATT Mat, Family Connections Card #23				
Other					

Theme: Read Across America **Week of March 1, 2027**

Why This Theme Matters

The annual event is part of Read Across America, an initiative on reading created by the National Education Association. The event is designed to encourage reading in children and is fostered through the schools.

	Monday - Hats off to Reading	**Tuesday - Reading Gives us Bright Future**	**Wednesday - Reading uses our Imagination**	**Thursday - Team Up for Reading**	**Friday - Recruit Life Long Learners**
Objectives	Read Across America Counting Rhyming & Alliteration Diversity and Inclusivity				
Literacy Read Alouds	☐ Connect children and their families to diverse books, languages, and cultures and spread the joy of reading. ☐ https://www.nea.org/professional-excellence/student-engagement/read-across-america/support-your-readers/books-by-theme				
Practice Centers	Art: Imagination - Spilled Milk Book -- Wednesday Theme Math: Caps for Sale - counting Hats - Monday Theme Science: Life long - good health - Friday Theme Blocks: Places you go in community to read - All week Dramatic Play: What do you want to be when you grow up? - Tuesday Theme Gross Motor: Team Building Exercise - Thursday & Friday Theme Reading Buddies - Thursday Theme These are some examples and teachers can generate their own ideas that connect with the daily/weekly theme.				
STEAM	Fizzy Colour Mixing Experiments Read Across America - STEAM Projects - here				

frogstreet

Frog Street Threes LESSON PLANNER
Theme 6: Creative Me • Soy creativo
Week 2: Recycled Treasures • Tesoros reciclados

Wonderful Word of the Week
recycle
reciclar

	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-LC 3, P-LC 4, P-LC 5, P-SE 3	**Unite:** "We Can Help Recycle" • "Ayudemos a reciclar" **Connect:** "Humpty Dumpty" • "El Sr. Huevito", gentle hands		**Calm:** S.T.A.R. **Commit:** commitment review		
Morning Message P-LIT 1, P-LIT 2, P-LIT 3	Kids like to fly kites. Kike recicló dos kilos de papel. (K, k)	Quinn is quiet. Quisiera que todos usen su imaginación. (Q, q)	You help the Earth when you recycle. Yolanda recicla lo que ya no usa. (Y, y)	Zebras are at the zoo. Zapatos que no usas, zapatos que regalas. (Z, z)	Children can be creative. Cada niño nace para ser creativo. (C, c)
LITERACY **Read-Aloud** P-LC 3, P-LC 4, P-LC 5	◯ It Started as a Sock • Todo empezó con un calcetín __	◯ It Started as a Sock • Todo empezó con un calcetín __	◯ It Started as a Sock • Todo empezó con un calcetín __	◯ It Started as a Sock • Todo empezó con un calcetín __	◯ It Started as a Sock • Todo empezó con un calcetín __
Practice Centers	◯ Things Kids Do • Cosas que hacen los niños ___	◯ Things Kids Do • Cosas que hacen los niños ____	◯ Things Kids Do • Cosas que hacen los niños ____	◯ Things Kids Do • Cosas que hacen los niños ____	◯ Things Kids Do • Cosas que hacen los niños ____
	Creativity Station Create sock puppets (P-ATL 7, P-ATL 8, P-PMP 3) **Language & Literacy** Play with puppets creating dialogue (P-LC 3, P-LC 4, P-SE 3, P-SE 4) **Library & Listening** Listen to *It Started as a Sock* • *Todo empezó con un calcetín* (P-PMP 3, P-LIT 2, P-LC 3) **Writer's Corner** Write in journals, shape play dough letters, solve name puzzles (P-LIT 2, P-LIT 3, P-PMP 3)				
MATH **One-to-One Correspondence** FS-2, FS-3	**Day 1** Create equal and unequal sets: puppets and children	**Day 2** Create equal and unequal sets: Trash to Treasure card set	**Day 3** Create equal and unequal sets: finger puppets and children	**Day 4** Create equal and unequal sets: finger puppets and children	**Day 5** Create equal and unequal sets: cups and straws
Practice Centers	**Fine Motor** Match up pairs of socks (FS-3, P-ATL 7, P-PMP 3) **Gross Motor** Make shadow puppets (FS-3, P-ATL 7, P-ATL 10, P-ATL 13)) **Math** Use card sets to create equal and unequal sets (FS-3, P-ATL 7, P-ATL 10) **Outdoors** Make shadows on the playground (FS-3, P-ATL 7, P-ATL 10)				
STEAM **Puppet Theater** P-LIT 4, P-MATH 8, P-ATL 13	**Day 1** Measure and prepare large appliance box for puppet theater	**Day 2** Make curtain and paint box	**Day 3** Create puppet shows	**Days 4-5** Create puppet shows, make flyers announcing performances	
Moving & Learning P-PMP 1, P-PMP 2, P-LC 2	Make shadow puppets / Act out "Puppet Clown" • "Títere payaso"				
Closing Circle P-ATL 5, P-LC 4, P-LC 5	Review & Reflect Family Connections Card #24				
Other					

frogstreet

Frog Street Threes LESSON PLANNER

Theme 6: Creative Me • Soy creativo

Week 3: Experimenting • Experimentar

Wonderful Word of the Week

predict

predecir

	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-LC 3, P-LC 4, P-SE 7	**Unite:** "I Wonder Why" • "Me pregunto por qué" **Connect:** smiling		**Calm:** S.T.A.R. **Commit:** commitment review		
Morning Message P-LIT 1, P-LIT 2, P-LIT 3	Experiments help us answer questions. Experimentar nos enseña a buscar respuestas. (E, e)	Gravity pulls things down to the ground. Gracias a la gravedad las cosas no salen volando. (G, g)	Ask why and how to find answers. Ana pregunta para encontrar respuestas. (A, a)	Predictions are made before experimenting. Predice primero antes de hacer un experimento. (P, p)	I like to experiment. Iremos todos por igual al laboratorio. (I, i)
LITERACY **Read-Aloud** P-LIT 2, P-LC 3, P-LC 4, P-LC 5	◯ Soapy Scientists • Científicos jabonosos ___ ◯ It's Gravity • Es la gravedad ___	◯ Soapy Scientists • Científicos jabonosos ___ ◯ It's Gravity • Es la gravedad ___	◯ Soapy Scientists • Científicos jabonosos ___ ◯ It's Gravity • Es la gravedad ___	◯ Soapy Scientists • Científicos jabonosos ___ ◯ It's Gravity • Es la gravedad ___	◯ Soapy Scientists • Científicos jabonosos ___ ◯ It's Gravity • Es la gravedad ___
Practice Centers	**Language & Literacy** Retell "It's Gravity" • "Es la gravedad" (P-LIT 4, P-ATL 4, P-ATL 5) **Library & Listening** Listen to *Soapy Scientists* • *Científicos jabonosos* (P-LIT 2, P-LIT 5, P-PMP 3) **Sensory** Blow bubbles in water tub (P-PMP 1, P-PMP 2, P-ATL 4, P-ATL 5, P-ATL 10) **Writer's Corner** Write in journals, shape play dough letters, solve name puzzles (P-LIT 3, P-LIT 6, P-ATL 5)				
MATH **One-to-One Correspondence** FS-2, FS-3	**Day 1** Create equal and unequal sets: bubbles and bubble blowers	**Day 2** Test float-or-drop objects and compare set results	**Day 3** Test sink-or-float objects and compare set results	**Day 4** Perform heads-or-tails penny drop and compare set results	**Day 5** Test magnetic objects and compare set results
Practice Centers	**Creativity Station** Draw circles and match to bubble wands (FS-6, P-ATL 7, P-PMP 3) **Gross Motor** Drop clothespins into color-coded cans (FS-3, P-ATL 6, P-ATL 7, P-PMP 2) **Math** Create equal and unequal sets: bubbles and blowers (FS-3, P-ATL 6, P-ATL7) **Science** Test magnetic objects and compare sets (FS-3, P-ATL 6, P-ATL 7, P-SCI 4, P-SCI 6)				
STEAM P-SCI 4, P-SCI 5, P-PMP 3	**Bubble Experiments** Experiment #1: Make predictions, test bubble solutions, analyze results Experiment #2: Make predictions, test bubble blowers, analyze results				
Moving & Learning P-PMP 1, P-PMP 2, P-ATL 11	Blow bubbles and chase them outdoors / Experiment with paper cup bubble blowers				
Closing Circle P-MATH 10, P-SE 3, P-ATL 2	Review & Reflect Family Connections Card #25				
Other					

frogstreet

Frog Street Threes LESSON PLANNER

Theme 6: Creative Me ▪ Soy creativo

Week 4: Designing and Building ▪ Diseñar y construir

Wonderful Word of the Week
architect
arquitecto

	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-LC 3, P-LC 4, P-LC 5	**Unite:** "Johnny Works with One Hammer" ▪ "Juan trabaja con un martillo" **Calm:** S.T.A.R. **Connect:** statue shaping **Commit:** commitment review				
Morning Message P-LIT 1, P-LIT 2, P-LIT 3	Fran is a terrific architect. Francisco es un arquitecto famoso. (F, f)	Our mom makes awesome rolls. Olga cocina en la olla nueva. (O, o)	Uncle Bud is a furniture designer. Un niño es un héroe en potencia. (U, u)	Reggie decorates birthday cakes. Rita decora los pasteles con rosas. (R, r)	Luis loves making designs. A Luis le encanta hacer diseños. (L, l)
LITERACY **Read-Aloud** P-LIT 1, P-LIT 5, P-LC 7	◯ Better Things to Do ▪ Cosas mejores que hacer _____ ◯ Coletta's Cookies ▪ Las galletitas de Carlita ____	◯ Better Things to Do ▪ Cosas mejores que hacer _____ ◯ Coletta's Cookies ▪ Las galletitas de Carlita ____	◯ Better Things to Do ▪ Cosas mejores que hacer _____ ◯ Coletta's Cookies ▪ Las galletitas de Carlita ____	◯ Better Things to Do ▪ Cosas mejores que hacer _____ ◯ Coletta's Cookies ▪ Las galletitas de Carlita ____	◯ Better Things to Do ▪ Cosas mejores que hacer _____ ◯ Coletta's Cookies ▪ Las galletitas de Carlita ____
Practice Centers	**Language & Literacy** Retell "Coletta's Cookies" ▪ "Las galletitas de Carlita" (P-ATL 7, P-LC 6, P-LIT 4) **Library & Listening** Listen to *Better Things to Do* ▪ *Cosas mejores que hacer* (P-ATL 2, P-ATL 3, P-ATL 7, P-LC 1, P-LIT 5) **Pretend and Learn** Make shape play dough cookies (P-SE 3, P-SE 4, P-ATL 13) **Writer's Corner** Write in journals, shape play dough letters, solve name puzzles (P-LIT 3, P-LIT 6)				
MATH **One-to-One Correspondence** FS-2, P-ATL 10	**Day 1** Create equal and unequal sets: cookies and children	**Day 2** Make Sandcastle Choices T-chart, compare set results	**Day 3** Make Collage Choices T-chart, compare set results	**Day 4** Make Skyscraper Choices T-chart, compare set results	**Day 5** Create equal and unequal sets: workers and hats
Practice Centers	**Creativity Station** Decorate gingerbread boy paper cutouts (FS-2, FS-3, P-PMP 3) **Gross Motor** Build block forts, compare fort sides (FS-2, FS-3, P-PMP 3) **Math** Create equal and unequal sets: workers and hats (FS-3, P-ATL 8, P-ATL 10) **Science** Build block towers, compare block quantities (FS-2, FS-3, P-SCI 1, P-PMP 3)				
STEAM P-ATL 12, P-SCI 5, P-ATL 8	**Robot Construction** Discuss the robots on Photo Activity Card #51 / Design and build robots using recycled materials / Ask questions to stimulate creativity				
Moving & Learning P-PMP 1, P-ATL 13, P-LC 6	Play "Who Put the Cookies in the Cookie Jar?" ▪ "¿Quién se comió las galletitas de mamá?"				
Closing Circle P-LC 3, P-LC 4, P-LC 5	Review & Reflect Family Connections Card #26				
Other					

Theme: Easter/Spring **Week of March 29, 2027**

Why This Theme Matters

During Spring and Easter we celebrate life and create objects that symbolize life. Spring-themed activities stimulate preschoolers' cognitive abilities as they learn more about the elements of nature, such as plants, flowers, animals, and even weather changes.

	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	Celebrate Spring and Easter Celebrate life and create objects that symbolize life Analyze changes in weather Learn about life cycle of plants and animals			School Closed	School Closed
Literacy Read Aloud	The Easter Egg Happy Easter, Mouse! Planting a rainbow The Tiny Seed And Then It's Spring Spring Is Here				
Practice Centers	Art: Colorful Rainbow Painting & Symmetrical Butterfly painting Fine Motor: Easter Egg Math: Counting Eggs Sensory Bin: Soil Sensory Table Science: Life cycle of animals Blocks: Building Bird Houses Dramatic Play: Flower Shop Gross Motor: Spring Animal Movements				
STEAM	Planting seeds and nurturing them to grow				
Experience	Pictures with the Easter Bunny				

frogstreet

Frog Street Threes LESSON PLANNER

Theme 7: On the Go ▪ En camino

Week 1: Places Kids Go ▪ Lugares donde van los niños

Wonderful Word of the Week

travel

viajar

	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-ATL 6, P-SE 2, P-SE 3	**Unite:** "My Little Red Wagon" ▪ "Mi pequeño carrito rojo" **Connect:** "painting" on partner's back		**Calm:** deep breaths and giant steps **Commit:** commitment review		
Morning Message P-LIT 1, P-LIT 2, P-LIT 3	Sky skips skillfully. Sara siempre está saltando. (S, s)	Bowen bounces boldly. Beatriz baila bonito. (B, b)	Tilly's tricycle tricks are tricky. Tomás tiene un triciclo. (T, t)	Daddy disco dances. Daniel demoró diez días. (D, d)	Wagner washes wagons. Walter viajó a Washington a comer wafles. (W, w)
LITERACY **Read-Aloud** P-LC 3, P-LC 4, P-LIT 1	◯ The Places I Go ▪ Los lugares a donde voy ___ ◯ Get Moving! ▪ ¡Muévete! ___	◯ The Places I Go ▪ Los lugares a donde voy ___ ◯ Get Moving! ▪ ¡Muévete! ___	◯ The Places I Go ▪ Los lugares a donde voy ___ ◯ Get Moving! ▪ ¡Muévete! ___	◯ The Places I Go ▪ Los lugares a donde voy ___ ◯ Get Moving! ▪ ¡Muévete! ___	◯ The Places I Go ▪ Los lugares a donde voy ___ ◯ Get Moving! ▪ ¡Muévete! ___
Practice Centers	**Gross Motor** Travel from start to finish line following Action Cards (P-PMP 1, P-PMP 2, P-SE 10) **Language & Literacy** Create a "Places Kids Go" story (P-LIT 4, P-LIT 6) **Library & Listening** Listen to *Get Moving!* ▪ ¡Muévete! and *The Places I Go* ▪ *Los lugares a donde voy* (P-LIT 4, P-ATL 4, P-ATL 7) **Writer's Corner** Write in journals, shape play dough letters (P-LIT 3, P-LIT 6, P-ATL 7, P-PMP 3)				
MATH **Order: Size** FS-6	**Day 1** "Head, Shoulders, Knees and Toes" ▪ "Hombros, rodillas y los pies", order three objects by size	**Day 2** Action rhyme "Balls" ▪ "Pelotas", arrange Zoo Animal Sequence Cards by size	**Day 3** Arrange 3 children and Clowns Sequence Cards by size	**Day 4** Arrange Snow Cones Sequence Cards by size	**Day 5** Arrange Sandcastle Sequence Cards by size
Practice Centers	**Construction** Build block roads in different lengths (FS-6, P-LC 2, P-SE 4) **Math** Sequence cards and manipulatives by size (FS-6, P-ATL 7, P-PMP 6) **Science** Sequence Handwashing and Brushing Teeth Cards (FS-6, P-PMP 3, P-PMP 4, P-ATL 7) **Sensory** Fill and sequence cups of water (FS-6, P-PMP 4, P-SCI 3, P-SCI 6)				
STEAM **Long Jumps** P-MATH 8, P-SCI 3, P-PMP 1, P-PMP 2	**Day 1** Demonstrate and practice the long jump and record initial jump distance for each child	**Days 2-5** Continue jumping and measuring jumps looking for ways to increase jumping distance			
Moving & Learning P-LC 2, P-PMP 1, P-PMP 2	Take giant steps and baby steps to travel around the playground / Sing "The Grand Old Duke of York" ▪ "El gran duque de York" / March to "Stars and Stripes Forever"				
Closing Circle P-LC 3, P-LC 4, P-LC 5	Review & Reflect Theme 7 Theme Letter, Theme 7 PATT Mat, Family Connections Card #27				
Other					

Theme: Week of Young Child **Week of April 12, 2027**

Why This Theme Matters

According to the NAEYC website, the purpose of "The Week of the Young Child" is to focus public attention on the needs of young children and their families and to recognize the early childhood programs and services which meet those needs. It is another way to involve families in their children's school.

	Music Monday	**Tasty Tuesday**	**Work Together Wednesday**	**Artsy Thursday**	**Family Friday**
Objectives	Focus on the needs of children and enhance partnerships with families Students will engage in a Hip Hop dance and sing along with a focus on Literacy and Rhyming. Work together, build together, and learn together. Students will work together and choose materials to create a classroom project. Think, problem solve, create - Students will learn about a famous artist and create "masterpieces" of their own. Sharing family stories- Students will share pictures and stories from their favorite adventures with their families				
Literacy Read Alouds	I Want to Grow When You Were a Baby Growing Gardens Dance Like No One is Watching Dot Dot Dot Family Time				
Practice Centers	Art: Self-Portriats Math: Counting family members and clasmates Blocks: Use boxes and loose parts to construct towers. Dramatic Play: Home life Science: Growing food Gross Motor: Dancing Music: Instrument Parade				
Experience	Donuts with Grown Ups				

frogstreet

Frog Street Threes LESSON PLANNER

Theme 7: On the Go • En camino

Week 2: Wheels • Ruedas

Wonderful Word of the Week

axle

eje

	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-LC 3, P-LC 4, P-LC 5, P-SE 3	**Unite:** "My Little Red Wagon" • "Mi pequeño carrito rojo" **Connect:** bicycle buddies		**Calm:** Pretzel **Commit:** commitment review		
Morning Message P-LIT 1, P-LIT 2, P-LIT 3	Jack juggles jam jars. Javier juega a jalar sus juguetes. (J, j)	Manny moves mechanically. (M, m) Manuel se mudará mañana. (M, m, ñ)	New cars are not normally noisy. Noé nunca nada sin Nancy. (N, n)	Hanna and Hank hop hand in hand. Hugo hace huellas hondas. (H, h)	Xavier exited the x-ray. Xavier salió con éxito del examen. (X, x)
LITERACY **Read-Aloud** P-LC 3, P-LC 4, P-LC 5	◯ Wheels Are All Around • Ruedas por todos lados	◯ Wheels Are All Around • Ruedas por todos lados	◯ Wheels Are All Around • Ruedas por todos lados	◯ Wheels Are All Around • Ruedas por todos lados	◯ Wheels Are All Around • Ruedas por todos lados
Practice Centers	◯ The Three Bears' Vacation • Las vacaciones de los tres osos	◯ The Three Bears' Vacation • Las vacaciones de los tres osos	◯ The Three Bears' Vacation • Las vacaciones de los tres osos	◯ The Three Bears' Vacation • Las vacaciones de los tres osos	◯ The Three Bears' Vacation • Las vacaciones de los tres osos
	Creativity Station Make paint tire tracks (P-ATL 7, P-ATL 10, P-ATL 13, P-PMP 3) **Language & Literacy** Explore wheels and dictate a story about them (P-ATL 7, P-ATL 11, P-LIT 4) **Library & Listening** Listen to *Wheels Are All Around* • *Ruedas por todos lados* (P-PMP 3, P-LIT 2, P-LC 3) **Writer's Corner** Write in journals, shape play dough letters, solve name puzzles (P-LIT 2, P-LIT 3, P-PMP 3)				
MATH **Order: Position** FS-2, FS-3, FS-6	**Day 1** Order a set using ordinal numbers: first, second, third	**Day 2** "Three Little Cars" • "Tres carritos", order toy cars and garages	**Day 3** "Three Little Wagons" • "Tres carretillas", ordinal numbers: first, second, third	**Day 4** Photo Activity Card #53, "Five Little Backhoes" • "Cinco excavadoritas"	**Day 5** "Stop, Look and Listen" and "Painting at the Easel" Sequence Cards
Practice Centers	**Outdoors** Explore wagon axle, go on a wheel hunt (FS-6, P-ATL 7, P-ATL 10, P-ATL 11) **Gross Motor** Make and sequence children's shadows by height (FS-6, P-ATL 7, P-ATL 10, P-ATL 13) **Math** Arrange objects by size (FS-6, P-ATL 7, P-ATL 10) **Science** Practice sequencing card sets (FS-3, P-ATL 7, P-ATL 10, P-ATL 13, P-PMP 6)				
STEAM **Wheel Exploration** P-MATH 8, P-ATL 3	**Day 1** Discuss wheel shape and use, contrast round wheel to square	**Days 2-4** Explore objects that roll and don't roll			**Day 5** Experiment with wheels as a tool to do a job
Moving & Learning P-PMP 1, P-PMP 2, P-LC 2	Sing "The Wheels on the Bus" • "Las llantas del bus" / Use noise makers to imitate the sounds				
Closing Circle P-ATL 5, P-LC 4, P-LC 5	Review & Reflect Family Connections Card #28				
Other					

frogstreet

Frog Street Threes LESSON PLANNER

Theme 7: On the Go • En camino

Week 3: Wings • Alas

Wonderful Word of the Week
aviator
aviador

	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-LC 3, P-LC 4, P-SE 7	**Unite:** "Airplane, Airplane" • "Avioncito" **Connect:** pantomime airplane flight with partner		**Calm:** flap wings **Commit:** commitment review		
Morning Message P-LIT 1, P-LIT 2, P-LIT 3	Va-va-room goes the plane. Volando se va el avión. (V, v)	Kelly's kites has pretty paper wings. Kike y Katy tienen un kilo de carga. (K, k, y)	Quinten quietly flies his kite. Quiero que traigas un kilo de queso. (Q, q, k)	Yancey pilots pretty planes. Yanet y Ana anuncian los vuelos. (Y, y)	Bees buzz by the zinnias. (z, y) Las abejas zumban por las zinnias. (z)
LITERACY **Read-Aloud** P-LIT 1, P-LIT 2, P-LC 4	◯ If I Had Wings • Si tuviera alas ___ ◯ Little Bee's Journey • La travesía de Abejita ___	◯ If I Had Wings • Si tuviera alas ___ ◯ Little Bee's Journey • La travesía de Abejita ___	◯ If I Had Wings • Si tuviera alas ___ ◯ Little Bee's Journey • La travesía de Abejita ___	◯ If I Had Wings • Si tuviera alas ___ ◯ Little Bee's Journey • La travesía de Abejita ___	◯ If I Had Wings • Si tuviera alas ___ ◯ Little Bee's Journey • La travesía de Abejita ___
Practice Centers	**Gross Motor** Walk a balance beam with beanbag on head (P-PMP 1, P-PMP 2, P-SE 3, P-ATL 4) **Language & Literacy** Retell "Little Bee's Journey" • "La travesía de Abejita" (P-LIT 4, P-ATL 4, P-ATL 5) **Library & Listening** Listen to *If I Had Wings* • *Si tuviera alas* (P-LIT 2, P-LIT 5, P-ATL 13, P-PMP 3) **Writer's Corner** Write in journals, shape play dough letters, solve name puzzles (P-LIT 3, P-LIT 6, P-ATL 5)				
MATH **Order: Size and Position** FS-3, FS-6, P-MATH 7	**Day 1** Arrange connecting cube "airplanes" by size	**Day 2** Arrange Bees Sequence Cards by size	**Day 3** Arrange Eagle in a Tree Sequence Cards by position	**Day 4** "Three Little Airplanes" • "Tres avioncitos", order first, second, third	**Day 5** Practice three-step directions: first, second, third
Practice Centers	**Math** Arrange card sets and manipulatives by size (FS-6, P-ATL 6, P-ATL7) **Creativity Station** Create drawings and order them by size (FS-6, P-ATL 7, P-PMP 3) **Fine Motor** Make connecting cube "airplanes" and order by size (FS-6, P-ATL 6, P-ATL 7, P-PMP 3) **Science** Create, fly, and order paper airplanes by size (FS-6, P-ATL 6, P-ATL 7, P-SCI 4, P-SCI 6)				
STEAM **Air Experiments** P-SCI 4, P-SCI 5, P-PMP 3	**Day 1** Fill and pop paper bags	**Day 2** Blow lightweight items off a table using "air pushers"	**Day 3** Test ways to move sand using straws and paper fans	**Day 4** Make and use paper fans	**Day 5** Experiment flying paper plate kites
Moving & Learning P-LC 2, P-PMP 1	Use arms as wings to fly to "Inner Child" / Wave streamers to "Airplane Flyers" • "Avioncitos voladores"				
Closing Circle P-LC 4, P-LC 4, P-LC 5	Review & Reflect Family Connections Card #29				
Other					

frogstreet

Frog Street Threes LESSON PLANNER

Theme 7: On the Go • En camino

Week 4: Water • Agua

Wonderful Word of the Week
harbor
puerto

	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-LC 3, P-LC 4, P-LC 5	**Unite:** "Row, Row, Row Your Boat" • "Rema, rema sin parar" **Connect:** partner rowing		**Calm:** S.T.A.R. **Commit:** commitment review		
Morning Message P-LIT 1, P-LIT 2, P-LIT 3	Captain Carl casts out his anchor. Corrientes cálidas calientan el océano. (C, c)	Eglin explored every edge. Esas embarcaciones esperan a los esquiadores. (E, e)	Great grandmother goes golfing. Gabriela ganó un gran paseo en barco. (G, g)	Allison's alligator, Alex, ate an apple. Alex vio agua en el asiento del kayak. (A, a)	Pilots fly private planes. Pablo se paseó en un pequeño bote. (P, p)
LITERACY **Read-Aloud** P-LIT 1, P-LIT 5, P-LC 7	◯ The Zebra on the Zyder Zee • La cebra del barquito Fantasía ____ ◯ Boats Float • Los barcos y los botes flotan ____	◯ The Zebra on the Zyder Zee • La cebra del barquito Fantasía ____ ◯ Boats Float • Los barcos y los botes flotan ____	◯ The Zebra on the Zyder Zee • La cebra del barquito Fantasía ____ ◯ Boats Float • Los barcos y los botes flotan ____	◯ The Zebra on the Zyder Zee • La cebra del barquito Fantasía ____ ◯ Boats Float • Los barcos y los botes flotan ____	◯ The Zebra on the Zyder Zee • La cebra del barquito Fantasía ____ ◯ Boats Float • Los barcos y los botes flotan ____
Practice Centers	**ABC** Shape play dough letters, search for target letters (P-LIT 2, P-LIT 3, P-ATL 2, P-ATL 12) **Language & Literacy** Retell "Boats Float" • "Los barcos y los botes flotan" (P-ATL 7, P-LC 6, P-LC 7, P-LIT 4) **Library & Listening** Listen to *The Zebra on the Zyder Zee* • *La cebra del barquito Fantasía* (P-ATL 2, P-ATL 3, P-ATL 7, P-LC 1, P-LIT 5) **Pretend and Learn** Reenact boat adventure (P-SE 23, P-SE 4, P-ATL 12, P-ATL 13)				
MATH **Order: Quantity** FS-6, P-MATH 2	**Day 1** "When I Was One" • "Cuando tenía un año", Birthday Candle Counting Cards	**Day 2** Count and sequence Five Dancing Dolphins Counting Cards	**Day 3** "Duckings" • "Patitos", sequence Duckling Counting Cards	**Day 4** "Swimming Frogs" • "Ranas nadadoras", sequence Frog Counting Cards	**Day 5** Review ordinal numbers: first, second, third
Practice Centers	**Math** Order card sets and manipulatives by quantity (FS-6, P-ATL 8, P-ATL 10) **Fine Motor** Make connecting cube barges (FS-2, FS-6, P-PMP 3, P-MATH 9) **Gross Motor** Experiment with wave machines (FS-6, P-PMP 3, P-ATL 3, P-ATL 7) **Sensory** Experiment with meat tray barges in water tub (FS-6, P-SCI 1, P-SCI 3)				
STEAM **Water Experiments** P-SCI 1, P-SCI 2, P-SCI 3, P-MATH 10	**Days 1-2** Explore three liquids: lotion, glue, water		**Days 3-4** Explore viscosity of paint		**Day 5** Explore ice
Moving & Learning P-PMP 1, P-ATL 13, P-LC 6	Sing and move to "Baby Shark" and "Goin' on a Shark Hunt"				
Closing Circle P-LC 3, P-LC 4, P-LC 5	Review & Reflect Family Connections Card #30				
Other					

frogstreet

Frog Street Threes LESSON PLANNER

Theme 8: Amazing Critters • Animales increíbles

Week 1: Crawling Critters • Animales rastreros

Wonderful Word of the Week
entomologist
entomólogo

	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-ATL 6, P-SE 2, P-SE 3	**Unite:** "Itsy Bitsy Spider" • "La araña chiquitita" **Connect:** "Caterpillar Crawl" • "La caminata de la oruga"			**Calm:** crawling spiders **Commit:** commitment review	
Morning Message P-LIT 1, P-LIT 2, P-LIT 3	Ants can get in your pants. (A, a, c) ¿Has visto alguna hormiga hoy? (H, h)	Spiders and scorpions are not insects. (S, s, c, a) Horacio y Olga atraparon un escorpión enorme. (H, O, o, e, a)	Beetles, ants, and caterpillars are insects. (B, a, c, s) Otra oruga se ocultó bajo las hojas. (O, o)	Caterpillars can be called eating machines. (C, c, a, b, s) ¿Es verdad que los entomólogos estudian a los escarabajos? (E, e)	Beetles can be brown or a bright color. (B, b, c, a, s) Ana vio una araña andando junto al agua. (A, a)
LITERACY **Read-Aloud** P-LC 3, P-LC 4, P-LIT 1	◯ Backyard Bugs • Los insectos del jardín ___ ◯ Critter Camouflage • El camuflaje de los animales ___	◯ Backyard Bugs • Los insectos del jardín ___ ◯ Critter Camouflage • El camuflaje de los animales ___	◯ Backyard Bugs • Los insectos del jardín ___ ◯ Critter Camouflage • El camuflaje de los animales ___	◯ Backyard Bugs • Los insectos del jardín ___ ◯ Critter Camouflage • El camuflaje de los animales ___	◯ Backyard Bugs • Los insectos del jardín ___ ◯ Critter Camouflage • El camuflaje de los animales ___
Practice Centers	**Creativity Station** Make fingerprint ants (P-PMP 1, P-PMP 2, P-ATL 8, P-ATL 10) **Language & Literacy** Retell "Critter Camouflage" • "El camuflaje de los animales" (P-LIT 4, P-LIT 6) **Library & Listening** Listen to *Backyard Bugs* • *Los insectos del jardín* (P-LIT 4, P-ATL 4, P-ATL 7) **Writer's Corner** Write in journals, shape play dough letters and numerals (P-LIT 2, P-LIT 3, P-LIT 6, P-PMP 3)				
MATH **Numeration 1-3** P-MATH 1, P-MATH 2, P-MATH 3	**Day 1** Count 1-3, make set of 3	**Day 2** Rearrange set of 3, Number Bags 1-3	**Day 3** Rearrange set of 3, Number Bags 1-3	**Day 4** Spider web mats and spider counters 1-3	**Day 5** Leaf mats and caterpillar counters 1-3
Practice Centers	**Fine Motor** Use tweezers to count "caterpillars" 1-3 (P-PMP 3, P-MATH 1, P-MATH 2, P-ATL 7, P-ATL 8) **Math** Number Bags 1-3, make sets of three (P-MATH 1, P-MATH 2) **Outdoors** Search outside for small bugs (P-SCI 1, P-SCI 2) **Science** Spider counting 1-3, discuss spider habitats (P-MATH 1, P-MATH 2, P-ATL 7, P-ATL 8)				
STEAM **Build an Ant** P-SCI 2, P-SCI 3, P-ATL 12, P-LIT 6	**Day 1** Discuss ant parts, build egg carton ant body	**Days 2-3** Add antennae, legs, eyes to ant body		**Days 4-5** Make observations, write in journal	
Moving & Learning P-LC 2, P-PMP 1, P-PMP 2	Sing and move to "Can You Move with Me?" • "¿Te puedes mover conmigo?" and "Little Ants" • "Hormiguitas"				
Closing Circle P-LC 3, P-LC 4, P-LC 5	Review & Reflect Theme 8 Theme Letter, Theme 8 PATT Mat, Family Connections Card #31				
Other					

frogstreet

Frog Street Threes LESSON PLANNER

Theme 8: Amazing Critters • Animales increíbles

Week 2: Flying Critters • Animales voladores

Wonderful Word of the Week

metamorphosis

metamorfosis

	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-LC 4, P-LC 5, P-SE 3	**Unite:** "Roly Poly Caterpillar" • "Rosita, la oruguita" **Connect:** buzzing bees		**Calm:** flying caterpillars **Commit:** commitment review		
Morning Message P-LIT 1, P-LIT 2, P-LIT 3	Flies fly fast. (F, f, l) La libélula vuela libre sobre el lago. (L, l, a)	Butterflies fly and bees buzz. (B, b, l, f) Abejita avanzó apurada de flor en flor. (A, a, p)	Mosquitoes make buzzing sounds. (M, m, b, d) María miró por mucho tiempo a las mariposas. (M, m, a, p)	Dragonflies are dare-devil fliers. (D, d, f, l) Las polillas se posaron sobre las piedras. (L, l, p, a)	Ladybugs are good for your garden. (L, d, b) Catalina escucha el canto de las cigarras. (C, c, a, l)
LITERACY **Read-Aloud** P-LC 3, P-LC 4, P-LC 5	◯ Monarchs • Las mariposas monarca ___ ◯ Little Bee's Journey • La travesía de Abejita ___	◯ Monarchs • Las mariposas monarca ___ ◯ Little Bee's Journey • La travesía de Abejita ___	◯ Monarchs • Las mariposas monarca ___ ◯ Little Bee's Journey • La travesía de Abejita ___	◯ Monarchs • Las mariposas monarca ___ ◯ Little Bee's Journey • La travesía de Abejita ___	◯ Monarchs • Las mariposas monarca ___ ◯ Little Bee's Journey • La travesía de Abejita ___
Practice Centers	**Creativity Station** Make bee buzzers and blotto butterflies (P-ATL 7, P-ATL 10, P-ATL 13, P-PMP 3) **Language & Literacy** Retell "Little Bee's Journey" • "La travesía de Abejita" (P-ATL 7, P-ATL 10, P-ATL 11, P-LIT 4) **Library & Listening** Listen to *Monarchs* • *Los mariposas monarca* (P-PMP 3, P-LIT 2, P-LC 3) **Writer's Corner** Write in journals, shape play dough letters and numerals (P-LIT 2, P-LIT 3, P-LIT 6, P-PMP 3)				
MATH **Numeration 1-4** P-MATH 1, P-MATH 2, P-MATH 3, P-MATH 4	**Day 1** "Four Baby Bumblebees" • "Cuatro abejas bebé", Number Bag 4	**Day 2** Match "Flies and Pies" with Numeral Cards 1-4	**Day 3** Match "Butterflies and Flowers" with Numeral Cards 1-4	**Day 4** "Four Baby Bumblebees" • "Cuatro abejas bebé", Number Bag 4	**Day 5** Make set combinations for 4
Practice Centers	**Fine Motor** Match "Flies and Pies" to numerals 1-4 (P-MATH 1, P-MATH 3, P-MATH 5) **Gross Motor** Make beanbag set combinations for 4 (P-PMP 2, P-ATL 3, P-MATH 1, P-MATH 2, P-MATH 3) **Math** Create number families and match numerals to quantities 1-4 (P-MATH 1, P-MATH 3, P-MATH 5) **Science** Match "Bees and Hives" to numerals 1-4 (P-MATH 1, P-MATH 3, P-MATH 5)				
STEAM **Build a Bug** P-SCI 2, P-SCI 3, P-ATL 12, P-ATL 13	**Day 1** Discuss bugs and brainstorm ideas	**Day 2** Explore bug-making materials	**Days 3-5** Make bug creations		
Moving & Learning P-PMP 1, P-PMP 2, P-LC 2	Sing and move to "Can You Move with Me?" • "¿Te puedes mover conmigo?" and "Shoo Fly" • "Vete mosca"				
Closing Circle P-ATL 5, P-LC 4, P-LC 5	Review & Reflect Family Connections Card #32				
Other					

frogstreet

Frog Street Threes LESSON PLANNER

Theme 8: Amazing Critters • Animales increíbles

Week 3: Hopping Critters • Animales saltadores

Wonderful Word of the Week
serenade
serenata

	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-LC 3, P-LC 4, P-SE 7	**Unite:** "Hopping Bug" • "Bicho brincador" **Connect:** "This Little Cricket" • "Este grillito"		**Calm:** S.T.A.R. **Commit:** commitment review		
Morning Message P-LIT 1, P-LIT 2, P-LIT 3	Grasshoppers hop. (G, s) Saltamontes, sal a saltar. (S, s, a)	Crickets sing at dusk. (C, c, g, s) A Gonzalo le gusta el canto del grillo. (A, G, g, c, s)	Crickets and grasshoppers sing serenades. (C, c, g, s) Saltamontes y grillos cantan serenatas. (S, s, c, a)	Froghoppers hop long distances. (F, g, c, s) Cada cigarra canta diferente. (C, c, a, g)	Some spiders hop. (S, s) Anita adora a las arañas. (A, a, s)
LITERACY **Read-Aloud** P-LIT 1, P-LIT 2, P-LC 4	◯ Grasshopper Gus • Salvador, el saltamontes ◯ Ant and Grasshopper (English only) ____	◯ Grasshopper Gus • Salvador, el saltamontes ◯ Ant and Grasshopper (English only) ____	◯ Grasshopper Gus • Salvador, el saltamontes ◯ Ant and Grasshopper (English only) ____	◯ Grasshopper Gus • Salvador, el saltamontes ◯ Ant and Grasshopper (English only) ____	◯ Grasshopper Gus • Salvador, el saltamontes ◯ Ant and Grasshopper (English only) ____
Practice Centers	**Language & Literacy** Retell "Ant and Grasshopper" (P-LIT 4, P-ATL 4, P-ATL 5) **Library & Listening** Listen to *Grasshopper Gus* • *Salvador, el saltamontes* (P-LIT 2, P-LIT 5, P-ATL 13, P-PMP 3) **Science** Study hopping critters using Photo Activity Cards (P-LC 6, P-LC 7, P-ATL 4, P-ATL 10) **Writer's Corner** Write in journals, shape play dough letters and numerals (P-LIT 3, P-LIT 4, P-ATL 5)				
MATH **Numeration 1-5** P-MATH 1, P-MATH 3, P-MATH 5	**Day 1** "Five Green Grasshoppers" "Cinco saltamontes verdes", Number Bag 5	**Day 2** Set combinations for 5	**Day 3** Froghoppers and Leaves Counting Cards 1-5	**Day 4** "Five Green Grasshoppers" "Cinco saltamontes verdes", Number Bag 5	**Day 5** Spiders and Pumpkins Counting Cards 1-5
Practice Centers	**Math** Number Bags/Numeral Cards 1-5, sand numerals (P-MATH 1, P-MATH 2, P-MATH 3, P-MATH 5) **Creativity Station** Draw numerals in finger paint (P-MATH 5, P-PMP 3) **Fine Motor** Create and count spider set combinations for 5 (P-ATL 7, P-PMP 3, P-MATH 1, P-MATH 3) **Gross Motor** Bounce, catch, and count "hopping grasshoppers" (P-PMP 2, P-MATH 1, P-MATH 2, P-MATH 3)				
STEAM P-MATH 8, P-SCI 3, P-ATL 12	**Cricket Size** Discuss cricket facts using Photo Activity Card #68; Measure using one-inch straw segment; Sort by size				
Moving & Learning P-LC 2, P-PMP 1	Sing and dance to "'All Around My Yard" • "Aquí en mi jardín" / Hold ant and grasshopper races				
Closing Circle P-LC 4, P-LC 4, P-LC 5	Review & Reflect Family Connections Card #33				
Other					

frogstreet

Frog Street Threes LESSON PLANNER

Theme 8: Amazing Critters • Animales increíbles

Week 4: Scaly and Slithering Critters • Animales escamosos y reptadores

Wonderful Word of the Week
slither
reptar

	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-LC 3, P-LC 4, P-LC 5	**Unite:** "Can You Move with Me?" • "¿Te puedes mover conmigo?" **Connect:** "Hey, Little Snake" • "Oye, culebrita"		**Calm:** panting **Commit:** commitment review		
Morning Message P-LIT 1, P-LIT 2, P-LIT 3	Snakes slither and squirm. (S, s, l, i) Silvia la serpiente se subió al sofá. (S, s)	Chameleons change colors. (C, c, l, s) ¡Cómo cambia de colores el camaleón! (C, c)	Iggy iguana is scaly. (I, i, s, c) La iguana asustó mucho a Irene. (I, i, g)	Lizards live in my garden. (L, l, s, i) Los lagartos luchan en el lodo. (L, l, s)	Worms wiggle their way into the dirt. (W, w, s, i) A los gansos les gusta comer gusanos. (g, s, c)
LITERACY **Read-Aloud** P-LIT 1, P-LIT 5, P-LC 7	◯ The Lizards in the Window • Las lagartijas de la ventana ____ ◯ Sara Sidney's Special Day • El día especial de Sara Sidney ____ ◯ Kate the Chameleon • Catalina, la camaleona ____	◯ The Lizards in the Window • Las lagartijas de la ventana ____ ◯ Sara Sidney's Special Day • El día especial de Sara Sidney ____ ◯ Kate the Chameleon • Catalina, la camaleona ____	◯ The Lizards in the Window • Las lagartijas de la ventana ____ ◯ Sara Sidney's Special Day • El día especial de Sara Sidney ____ ◯ Kate the Chameleon • Catalina, la camaleona ____	◯ The Lizards in the Window • Las lagartijas de la ventana ____ ◯ Sara Sidney's Special Day • El día especial de Sara Sidney ____ ◯ Kate the Chameleon • Catalina, la camaleona ____	◯ The Lizards in the Window • Las lagartijas de la ventana ____ ◯ Sara Sidney's Special Day • El día especial de Sara Sidney ____ ◯ Kate the Chameleon • Catalina, la camaleona ____
Practice Centers	**ABC** Write in journals, shape play dough letters and numerals (P-LIT 2, P-LIT 3, P-ATL 2, P-ATL 12) **Construction** Measure using yarn (P-MATH 4, P-MATH 8, P-ATL 6, P-ATL 13, P-PMP 2) **Language & Literacy** Retell "Kate the Chameleon" • "Catalina, la camaleona" (P-LC 6, P-LC 7, P-ATL 7, P-LIT 4) **Library & Listening** Listen to *The Lizards in the Window* • *Las lagartijas de la ventana* (P-ATL 2, P-ATL 3, P-ATL 7, P-LC 1, P-LIT 5)				
MATH **Numeration 1-5** P-MATH 1, P-MATH 2, P-MATH 3, P-MATH 5	**Day 1** Iguanas and Rocks Counting Cards 1-5	**Day 2** Walk number line 0-5	**Day 3** Beanbag toss 1-5	**Day 4** Number Bags and Numeral Cards 1-5	**Day 5** Iguanas and Rocks Counting Cards, beanbag toss
Practice Centers	**Math** Number Bags 1-5 (P-MATH 1, P-MATH 2, P-MATH 4, P-ATL 8, P-ATL 10) **Fine Motor** Make tactile numeral cards 1-5 (P-MATH 5, P-PMP 3, P-ATL 4, P-ATL 7) **Gross Motor** Beanbag toss to targets 1-5 (P-MATH 5, P-MATH 9, P-PMP 3) **Sensory** Walk tactile number line (P-MATH 1, P-MATH 5, P-PMP 1, P-PMP 2)				
STEAM **Water Experiments** P-MATH 3, P-SCI 2, P-SCI 3	**Graphing Reptiles** Discuss reptiles using Photo Activity Cards #69-71; Sort reptile cards; Count reptile sort results; Complete individual reptile graphs; Draw favorite reptile				
Moving & Learning P-PMP 1, P-ATL 13, P-LC 6	Recite "I'm Being Swallowed by a Boa Constrictor" • "Soy el alimento de una boa constrictor" / Act out action rhyme "I'm a Snake" • "Soy una serpiente"				
Closing Circle P-LC 3, P-LC 4, P-LC 5	Review & Reflect Family Connections Card #34				
Other					

frogstreet

Frog Street Threes LESSON PLANNER

Theme 9: Animals ▪ Animales

Week 1: Zoo Animals ▪ Animales del zoológico

Wonderful Word of the Week

habitat

hábitat

	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-ATL 6, P-SE 1, P-SE 2, P-SE 3	Unite: "Oh, Do You Want to See the Zoo?" ▪ "¿Quieres venir al zoológico?" **Calm:** lion breathing **Connect:** "Georgie Giraffe" ▪ "Jorge Jirafa" **Commit:** commitment review				
Morning Message P-LIT 1, P-LIT 2, P-LIT 3	Ellie elephant effortlessly lifts tree trunks. (E, e) La elefanta Elena es grande y elegante. (E, e)	Tyler tiger takes a swim every day. (T, t) El tigre Tito se baña tres veces en la tarde. (T, t)	The zebra sailed the Zyder Zee. (Z, z) La cebra cena camotes. (C, c)	Lila likes lions. (L, l) A Leila le gustan los leones. (L, l)	Monkeys make Monica laugh. (M, m) Los monos hicieron reír a Mónica. (M, m)
LITERACY **Read-Aloud** P-LC 3, P-LC 4, P-LIT 1	◯ Zoo Day ▪ Un día en el zoológico ___ ◯ Who's Who at the Zoo? ▪ ¿Quién es quién en el zoológico? ___	◯ Zoo Day ▪ Un día en el zoológico ___ ◯ Who's Who at the Zoo? ▪ ¿Quién es quién en el zoológico? ___	◯ Zoo Day ▪ Un día en el zoológico ___ ◯ Who's Who at the Zoo? ▪ ¿Quién es quién en el zoológico? ___	◯ Zoo Day ▪ Un día en el zoológico ___ ◯ Who's Who at the Zoo? ▪ ¿Quién es quién en el zoológico? ___	◯ Zoo Day ▪ Un día en el zoológico ___ ◯ Who's Who at the Zoo? ▪ ¿Quién es quién en el zoológico? ___
Practice Centers	**Construction** Build a block "zoo" (P-PMP 1, P-PMP 2, P-ATL 8, P-ATL 10, FS-1) **Language & Literacy** Retell "Who's Who at the Zoo?" ▪ "¿Quién es quién en el zoológico?" (P-LIT 4, P-LIT 6) **Library & Listening** Listen to *Zoo Day* ▪ *Un día en el zoológico*, put Zoo Day Sequence Cards in order (P-LIT 4, P-ATL 4, P-ATL 7) **Writer's Corner** Write in journals, walk giant letters on floor (P-LIT 2, P-LIT 3, P-PMP 1, P-PMP 2)				
MATH **Zero** MATH 2, P-MATH 3, P-MATH 6	**Day 1** Zero (empty set) and numeral "0"	**Day 2** "Five Silly Monkeys" ▪ "Cinco monos tontos" and "Five Little Monkeys" ▪ "Cinco monitos"	**Day 3** Zero (empty set) and numeral "0"	**Day 4** "Four Large Elephants" ▪ "Cuatro grandes elefantes"	**Day 5** "Circle 'Round the Zero" ▪ "Hagan un círculo sobre el cero"
Practice Centers	**Fine Motor** Make play dough numeral outlines 0-5 (P-MATH 5, P-ATL 7, P-ATL 8, P-PMP 3) **Gross Motor** Take steps along number line to match numeral card (P-PMP 1, P-PMP 2, P-MATH 1, P-MATH 3) **Math** Match numeral cards to sets 0-5 (P-MATH 1, P-MATH 2) **Sensory** Walk zero-shaped tactile pathway (P-PMP 1, P-PMP 2, P-MATH 1, P-MATH 3, P-ATL 7, P-ATL 8)				
STEAM **Zoo Animal Sort** P-SCI 2, P-SCI 3, FS-1, P-ATL 12	**Day 1** Legs or no legs	**Day 2** One color or many colors	**Day 3** Fur or no fur	**Day 4** Land or water	**Day 5** Open sort
Moving & Learning P-ATL 12, P-PMP 1	Play "One Elephant" ▪ "Un elefante" / Play "Elephant Soccer" / Dance to "Zookeeper" and "Monkey in the Middle"				
Closing Circle P-LC 3, P-LC 4, P-LC 5	Review & Reflect Theme 9 Theme Letter, Theme 9 PATT Mat, Family Connections Card #35				
Other					

frogstreet

Frog Street Threes LESSON PLANNER

Theme 9: Animals ▪ Animales

Week 2: Farm Animals ▪ Animales de la granja

Wonderful Word of the Week
onomatopoeia
onomatopeya

	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-LC 3, P-LC 4, P-LC 5, P-SE 3	**Unite:** "Old MacDonald Had a Farm" ▪ "El viejo Donaldo tenía una granja" **Connect:** "To Market, To Market" ▪ "Al Mercado"			**Calm:** farm tasks **Commit:** classroom jobs	
Morning Message P-LIT 1, P-LIT 2, P-LIT 3	Horses and hens help farmers. (H, h) ¿Cuándo correrán otra vez los caballos? (C, c)	Cows chew their cud. (C, c) Vamos a visitar a la vaca Valentina. (V, v)	Danny, Daisy, and Dora are ducks. (D, d) Patricia pone alimento a los patos. (P, p)	Goats gobble grass and grains. (G g) Chabela tiene un chivo chiquito. (Ch, ch)	Pink pigs play in pig pens. (P, p) Al gallo Gabriel le gustan los gusanos. (G, g)
LITERACY **Read-Aloud** P-LC 3, P-LC 4, P-LC 5	◯ Grandpa's Farm ▪ En la granja del abuelo ___ ◯ Little Red Hen ▪ La gallinita roja ___	◯ Grandpa's Farm ▪ En la granja del abuelo ___ ◯ Little Red Hen ▪ La gallinita roja ___	◯ Grandpa's Farm ▪ En la granja del abuelo ___ ◯ Little Red Hen ▪ La gallinita roja ___	◯ Grandpa's Farm ▪ En la granja del abuelo ___ ◯ Little Red Hen ▪ La gallinita roja ___	◯ Grandpa's Farm ▪ En la granja del abuelo ___ ◯ Little Red Hen ▪ La gallinita roja ___
Practice Centers	**Language & Literacy** Retell "Little Red Hen" ▪ "La gallinita roja" (P-ATL 7, P-ATL 10, P-ATL 11, P-LIT 4) **Library & Listening** Listen to *Grandpa's Farm* ▪ *En la granja del abuelo* (P-PMP 3, P-LIT 2, P-LC 3) **Science** Sort animal photos into groups (P-SCI 1, P-SCI 2, P-SCI 3, P-ATL 7, P-ATL 10, P-ATL 13) **Writer's Corner** Write in journals, walk large letters on floor (P-LIT 3, P-PMP 1, P-ATL 5, P-ATL 6, P-LIT 2)				
MATH **Numeration 6-9** P-MATH 1, P-MATH 2, P-MATH 3, P-MATH 5	**Day 1** Number Bags 0-5; "Five Brown Cows" ▪ "Cinco vacas marrones"	**Day 2** Introduce numbers 6-7	**Day 3** Review numbers 6-7	**Day 4** Introduce numbers 8-9	**Day 5** Review numbers 8-9
Practice Centers	**Fine Motor** Create and describe set combinations (P-ATL 7, P-PMP 3, P-MATH 1, P-MATH 3) **Gross Motor** Clap, jump, and tap number quantities (P-ATL 10, P-ATL 13, P-MATH 1, P-MATH 3) **Math** Create number families, match numerals to quantities (P-MATH 1, P-MATH 2, P-MATH 3, P-MATH 5) **Sensory** Fill egg cartons with play dough eggs (P-PMP 3, P-MATH 1, P-MATH 3, P-MATH 5)				
STEAM **Butter Exploration** P-SCI 2, P-SCI 3, P-ATL 12, P-ATL 13	**Day 1** Discuss dairy cows	**Day 2** Churn and taste homemade butter	**Day 3** Explore butter packaging	**Day 4** Vote for best package, make graph	**Day 5** Make and taste flavored butter
Moving & Learning P-PMP 1, P-PMP 2, P-ATL 12	Dance to "Funky Chicken" and "New Chicken Dance" / Roll plastic eggs				
Closing Circle P-ATL 5, P-LC 4, P-LC 5	Review & Reflect Family Connections Card #36				
Other					

frogstreet

Frog Street Threes LESSON PLANNER

Theme 9: Animals • Animales

Week 3: Ocean Animals • Animales del océano

Wonderful Word of the Week

underwater

bajo el agua

	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-LC 3, P-LC 4, P-SE 7	**Unite:** "Three Blue Fish" • "Tres peces azules" **Connect:** "I'm Hiding" • "Estoy Escondido"		**Calm:** breathing **Commit:** commitment review		
Morning Message P-LIT 1, P-LIT 2, P-LIT 3	Wally the whale flipped his tail. (W, w) La ballena busca botes blancos. (b)	Crazy crabs crawl on the beach. Canito el cangrejo camina para atrás. (C, c)	For one day, I wish I was a fish. (F, f) Peces pequeños pintados a pincel. (P, p)	Dozens of dolphins danced around us. Daniel el delfín se dio doce volatines. (D, d)	Seahorses swim in the sea, of course. (S, s) Tres tiburones tienen ese tanque. (T, t)
LITERACY **Read-Aloud** P-LIT 1, P-LC 4	◯ In the Deep Blue Sea • En lo profundo del mar ____ ◯ Five Dancing Dolphins • Cinco delfines bailarines ____	◯ In the Deep Blue Sea • En lo profundo del mar ____ ◯ Five Dancing Dolphins • Cinco delfines bailarines ____	◯ In the Deep Blue Sea • En lo profundo del mar ____ ◯ Five Dancing Dolphins • Cinco delfines bailarines ____	◯ In the Deep Blue Sea • En lo profundo del mar ____ ◯ Five Dancing Dolphins • Cinco delfines bailarines ____	◯ In the Deep Blue Sea • En lo profundo del mar ____ ◯ Five Dancing Dolphins • Cinco delfines bailarines ____
Practice Centers	**Language & Literacy** Retell "Five Dancing Dolphins" • "Cinco delfines bailarines" (P-LIT 4, P-ATL 4, P-ATL 5) **Library & Listening** Listen to *In the Deep Blue Sea* • *En lo profundo del mar* (P-LIT 2, P-LIT 5, P-ATL 13, P-PMP 3) **Science** Study ocean animals using Photo Activity Cards (P-LC 6, P-LC 7, P-ATL 4, P-ATL 10) **Writer's Corner** Write in journals, walk giant letters on floor (P-LIT 3, P-LIT 6, P-ATL 4, P-ATL 5, P-PMP 1)				
MATH **Addition** P-MATH 1, P-MATH 3, P-MATH 5, P-MATH 6	**Day 1** Review numerals 0-9; count fish on a line	**Day 2** Play "One Gray Dolphin" • "Un delfín gris" adding to set	**Day 3** Present "Five Dancing Dolphins" • "Cinco delfines bailarines" adding to set	**Day 4** Recite "Five Little Fish" • "Cinco pececitas" adding to set	**Day 5** Play "One Happy Whale" • "Una ballena feliz" adding to set
Practice Centers	**Math** Number Bags/Numeral Cards 0-5, number sentences (P-MATH 1, P-MATH 2, P-MATH 3, P-MATH 5) **Creativity Station** Make and count five fish rubbings (P-MATH 5, P-PMP 3) **Sensory** Draw numerals in sand (P-ATL 7, P-PMP 6, P-MATH 1, P-MATH 3, P-PMP 3) **Gross Motor** Catch "fish" to match numeral cards 0-6 (P-ATL 6, P-MATH 1, P-MATH 2, P-MATH 3)				
STEAM **Salt Water vs. Fresh Water** P-SCI 3, P-ATL 12, P-ATL 13	**Day 1** Discuss ocean and salt water	**Day 2** Test sink-or-float objects	**Day 3** Compare salty and fresh water	**Day 4** Explore salt water density	**Day 5** Test sink-or-float objects
Moving & Learning P-LC 2, P-PMP 1	Sing and dance to "Five Little Fishies" and "Baby Shark" / Play "One Gray Dolphin" • "Un delfín gris"				
Closing Circle P-ATL 6, P-SE 1	Review & Reflect Family Connections Card #37				
Other					

frogstreet

Frog Street Threes LESSON PLANNER

Theme 9: Animals • Animales

Week 4: Circus Animals • Animales del circo

Wonderful Word of the Week

big top

carpa de circo

	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P-LC 3, P-LC 4, P-LC 5	**Unite:** "Did You Ever See a Ringmaster?" • "¿Has visto a un maestro de ceremonias?" **Calm:** blowing "balloons" **Connect:** "Three Circus Clowns" • "Tres payasitos" **Commit:** commitment review				
Morning Message P-LIT 1, P-LIT 2, P-LIT 3	The tiger tamer takes a bow. Tres tigres tiene el circo. (T, t)	Sally seal wears a teal hat. (S, s) Fernanda la foca saltó de un roca. (F, f)	Elephants can be saggy and baggy. (E, e) Esos elefantes, altos y elegantes. (E, e)	Big brown bears dance without a care. (B, b) Oscar el oso saluda orgulloso. (O, o)	Dancing dogs twirl and swirl. (D, d) Perro patinador, pasea con el domador. (P, p)
LITERACY **Read-Aloud** P-LIT 1, P-LIT 5, P-LC 7	◯ The Circus • El circo ____ ◯ Circus Fun • Diversión en el circo ___	◯ The Circus • El circo ____ ◯ Circus Fun • Diversión en el circo ___	◯ The Circus • El circo ____ ◯ Circus Fun • Diversión en el circo ___	◯ The Circus • El circo ____ ◯ Circus Fun • Diversión en el circo ___	◯ The Circus • El circo ____ ◯ Circus Fun • Diversión en el circo ___
Practice Centers	**ABC** Write in journals, walk giant letters on floor (P-LIT 2, P-ATL 12, P-PMP 1, P-PMP 2) **Language & Literacy** Retell "Circus Fun" • "Diversión en el circo" (P-LC 3, P-LC 6, P-LC 7, P-ATL 7, P-LIT 4) **Library & Listening** Listen to *The Circus* • *El circo* (P-ATL 2, P-ATL 3, P-ATL 7, P-LC 1, P-LIT 5) **Pretend and Learn** Dress up for circus dramatic play (P-ATL 8, P-ATL 12, P-ATL 13, P-PMP 1, P-PMP 2)				
MATH **Review** P-MATH 1, P-MATH 2, P-MATH 3, P-MATH 5	**Day 1** Number Bags and Numeral Cards 0-5	**Day 2** Walk number line 0-5	**Day 3** Subtraction on number line	**Day 4** Numeral Cards 0-9 beanbag toss	**Day 5** Dance "Numeral Dance" • "El baile de los números" 1-9
Practice Centers	**Math** Number Bags 0-5 (P-MATH 1, P-MATH 2, P-MATH 4, P-ATL 8, P-ATL 10) **Fine Motor** Feed "elephants" to match numerals and quantities (P-MATH 1, P-MATH 2, P-MATH 4, P-ATL 8, P-ATL 10) **Creativity Station** Paint and count circus objects 1-5 (P-MATH 1, P-MATH 3, P-MATH 4, P-MATH 5, P-PMP 3, P-ATL 3) **Gross Motor** Beanbag toss to targets 0-9 (P-MATH 5, P-MATH 9, P-PMP 3)				
STEAM P-SCI 2, P-SCI 3, P-PMP 1, P-PMP 2	**Balance** Sing and dance to "Calliope Song" / Balance a beach ball like a seal				
Moving & Learning P-PMP 1, P-ATL 13, P-LC 6	Recite "I'm Being Swallowed by a Boa Constrictor" • "Soy el alimento de una boa constrictor" / Act out action rhyme "I'm a Snake" • "Soy una serpiente"				
Closing Circle P-LC 3, P-LC 4, P-LC 5	Review & Reflect Family Connections Card #38				
Other					

Social Worker SEL Monthly Lessons







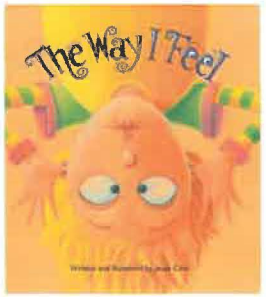
September: Emotions Matching Game

Emotion Matching Game involves creating cards with different feelings and playing a matching game. Feeling books and emotion mirror

How can it help: It helps kids learn to recognize and associate emotions with their visual cues.

How to do it: Create emotion cards with different feelings like happy, sad, angry, and surprised. Flip them over and play a matching game. Discuss what each feeling means as you match the cards. Read the book and reflect on how they feel, along with visually seeing it in the emotion mirrors.

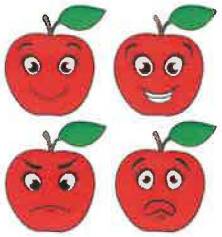
Books: The Way I Feel (we have that book)



Videos: Kids Feelings and Emotions Song animation with a Little Spot

Songs: If you're happy and you know it

Supplies needed: Emotion faces cards - here







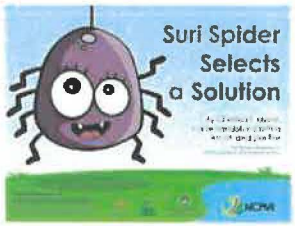
October: Pumpkin Feelings

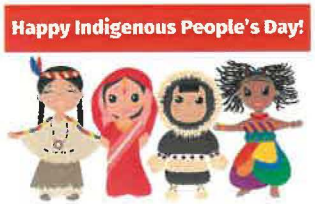
Pumpkin Feelings craft involves giving each child a blank paper Pumpkin and asking the children to draw different facial expressions on the pumpkins. After reading Suri the Spider, we will use the Solution Kit to model problem solving in the classroom step by step.

How can it help: It encourages discussion about emotions and when people might feel a certain way.

How to do it: Draw different emotions/ facial expressions – happy, sad, surprised, and more. Talk about how each person might be feeling and ask your child when they've felt that way too. It's a crafty way to explore emotions. More than one child can pick a solution together. Involve families by giving them ideas for teaching the "Suri Strategy to Select a Solution" at home.

Books: Suri Spider Selects a Solution





Videos: Basic Emotions for Kids

https://www.youtube.com/watch?v=HwmPtGI-f9A

Songs: The Feelings Song

https://www.youtube.com/watch?v=-J7HcVLsCrY

Supplies needed:Premade Pumpkins, scissors, glue, construction paper, markers





November: Gratitude

Creating a Thankful Tree will consist of decorated paper leaves with something the children are thankful for.

How can it help: Creating a Thankful Tree encourages children to recognize the people, places, and things they appreciate. This activity builds optimism, empathy, and a positive classroom community. It builds appreciation and positive thinking.

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How to do it: The Children will decorate paper leaves and write down something they are thankful for. We will add all the leaves together and add them to the classroom tree.

Books: Bear Says Thanks





Videos: Learn about Gratitude

Being Thankful | GRATITUDE ❤ Lesson for Kids

Songs: Thankful

Thankful by The Juicebox Jukebox | Gratitude Appreciation Kids Songs Music Thanksgiving

Supplies needed: precut paper leaves, markers, crayons, colored pencils and big tree





December: Kindness Snowballs

Kindness Snowball Toss teaches children kind words and ideas on how they can be kind and help others.

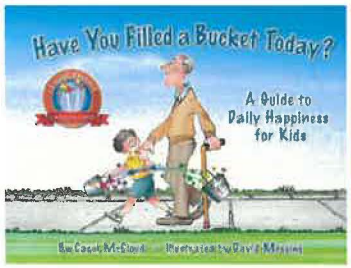
How it helps:

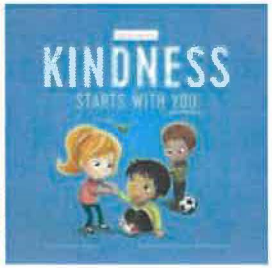
This fun winter-themed activity teaches children that small acts of kindness can make a big difference. It encourages empathy, friendship, and recognizing kind behaviors in themselves and others while building a positive classroom community.

How to do it:

1. Cut out white paper circles to look like snowballs (or let children crumple white paper into "snowballs").
2. Ask each child to think of or draw a kind act they have done or would like to do (helping a friend, sharing toys, giving a hug, cleaning up, saying kind words).
3. Have the children place their kindness snowballs into a basket.
4. One at a time, read or show the kindness ideas and discuss how each act helps others.
5. Create a classroom bulletin board titled "Our Kindness Snowstorm" by displaying all of the snowballs around a large paper snowflake or snowman.

Books: Have You Filled Your Bucket Today? & Kindness Starts With You







Videos: Sesame Street Kindness

https://www.youtube.com/watch?v=BNNcpAcF0GM

Songs: Show Kindness

https://www.youtube.com/watch?v=QpKN-D7zhiE

Supplies needed: White paper balls, bucket, markers, stickers





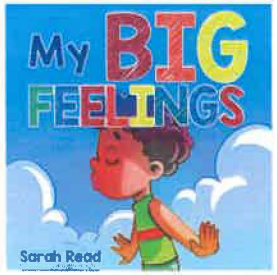
<u>January: Emotion Card Bingo</u>

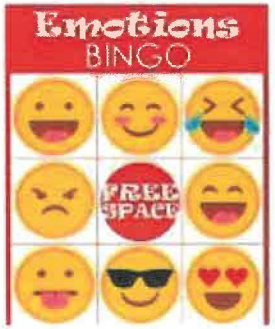
Feelings Bingo is a twist on the classic bingo game, but with emotion cards instead of numbers.

How can it help: It helps children recognize and match emotions while having fun.

How to do it: Create bingo cards with pictures of different emotions. Call out the emotions, and kids can place a marker on the corresponding emotion card on their bingo card. The first one to get a row wins!

Books: My Big Feelings







Videos: My Body Sends Signals

https://www.youtube.com/watch?v=GlvREqs7L9s

Songs: Breathe

https://www.youtube.com/watch?v=_DV-qxbwUo8

Supplies needed: Emotional Bingo Cards, chips

https://www.teacherspayteachers.com/Product/Emoji-Emotions-Bingo-4480924?st=I2e34008e729207d7eaaf1b123852ffbc





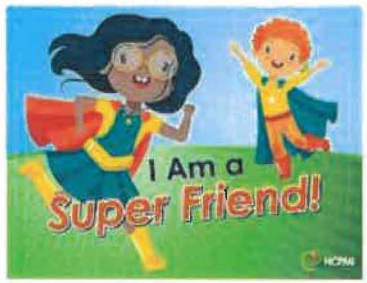
February:Friendship Bracelets

Friendship Bracelets involve making a special bracelet to represent emotions and friendships.

How can it help: It serves as a tangible reminder of feelings and relationships.

How to do it: Create a bracelet using different colored beads to represent emotions like happiness, kindness, and love. Talk about each emotion as you add a bead. When your child wears the bracelet, it's like carrying their emotions and friendship wherever they go.

Books: I Am a Super Friend





Videos: Sesame Street: How to be a good friend

https://www.youtube.com/watch?v=4ai7ckER2os

Songs: Friends, Friends 123!

https://www.youtube.com/watch?v=QaITh9NEQ38&list=RDQMUwzo3Sf1oYU&start_radio=1

Supplies needed: beads, string



March: Calm Down Rainbow & Calm Down Jars

Calm Down Rainbow & Calm Down Jars help with Self-Regulation and teaches calming strategies during strong emotions

How it helps:

This lesson teaches children healthy ways to calm their bodies and minds when they experience big emotions. By learning simple calming strategies, children build self-regulation, emotional awareness, and coping skills they can use at school and at home.

How to Do It:

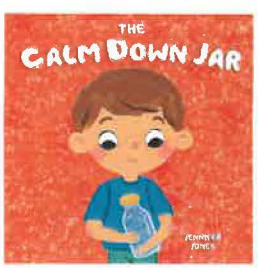
🌈 Calm Down Rainbow

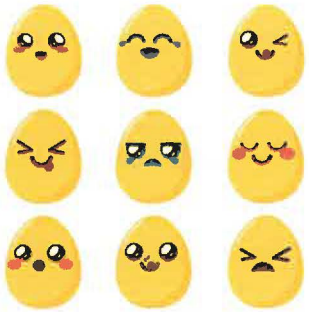
1. Draw or print a large rainbow with six colorful sections.
2. Assign each color a calming strategy:
   - ❤️ Red: Take 3 deep breaths.
   - 🧡 Orange: Count to 10.
   - 💛 Yellow: Stretch your body.
   - 💚 Green: Give yourself a hug.
   - 💙 Blue: Think of a happy place.
   - 💜 Purple: Say, "I can calm my body."
3. Practice each strategy together as a class whenever big feelings arise.

🫙 Calm Down Jars

1. Fill a clear plastic bottle or jar with warm water.
2. Add clear glue or glitter glue.
3. Sprinkle in fine glitter and a few sequins (optional).
4. Seal the lid securely with strong glue.
5. Shake the jar and encourage children to watch the glitter slowly settle while taking slow, deep breaths. Explain that just like the glitter settles, our minds and bodies can settle too.

Books: The Calm Down Jar



Videos: Meditation for Children

https://www.youtube.com/watch?v=iKSkAtFUjo0

Songs: Calm down, Cool Down

https://www.youtube.com/watch?v=TRLS-6s3yfQ

Supplies needed: Plastic bottles (water) water, glitter, seasonal objects





April: Stop, Think, & Go!

Spring is a season of growth, making it the perfect time for children to practice growing their problem-solving skills. This lesson teaches children to **Stop, Think, and Go** before reacting to a problem or big emotion.

🔴 ➡️ Activity: Stop, Think, & Go Traffic Light

How it helps:

This activity teaches children to pause before reacting, think about their choices, and make safe, kind decisions. It builds self-control, emotional regulation, and problem-solving skills.

How to Do It:

1. Create a large traffic light with **red, yellow, and green** circles.
2. Explain what each color means:
   - 🔴 **STOP:** Take a deep breath and calm your body.
   - 🟡 **THINK:** What is the problem? What are my choices? How will my choice affect others?
   - 🟢 **GO:** Choose the best solution and try it.
3. Read simple classroom scenarios (e.g., "Someone grabbed your toy," "You feel frustrated because your tower fell down," or "A friend won't let you join the game.").
4. Have students point to each color as they talk through the steps.
5. Let children role-play the situation using the **Stop, Think, Go** strategy.

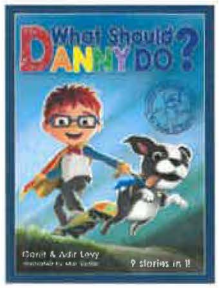
Craft: Stop, Think, & Go Wheel

Each child creates a paper wheel divided into three sections:

🔴 **STOP** – Draw yourself taking a deep breath.
🟡 **THINK** – Draw or write one good choice you could make.
🟢 **GO** – Draw yourself solving the problem kindly.

Attach the wheel with a paper fastener so children can spin it and practice the steps throughout the year.

Book: What Should Danny Do?





Videos: Daniel Tiger – "Stop Stop Stop Song" https://www.pbs.org/video/stop-stop-stop-song-j4de5t/?utm_source=chatgpt.com
Song: Stop, Think & Choose- https://www.youtube.com/results?search_query=Stop+Think+Choose+SEL+song

Supplies needed:





May: Compliment Caterpillar

SEL Focus: Kind Words, Encouragement, and Building Confidence. Spring is a wonderful time for children to focus on the power of kind words. The Compliment Caterpillar helps children recognize the positive qualities in others and understand that their words can make friends feel happy, valued, and included.

How can it help: This activity builds empathy, kindness, friendship skills, and self-confidence. Children practice giving genuine compliments and noticing the positive things their classmates do.

How to Do It:

1. Create a large caterpillar using colorful paper circles.
2. Write the title: "Our Kind Words Help Us Grow!"
3. Each child receives a paper circle to add to the caterpillar.
4. During circle time, invite children to share a compliment about a friend:
    - "I like when ___ helps me."
    - "___ is a good friend because…"
    - "I noticed ___ was kind when…"
5. Write their compliments on the caterpillar sections.
6. Display the caterpillar in the classroom as a reminder that kind words help friendships grow.

Books: Kindness makes us strong



Videos: Kind Words Matter

Kind Words Matter! ❤️ Kindness Song for Kids & Toddlers Social Emotional Learning

Songs: You've Got a Friend in Me"

Randy Newman - You've Got a Friend in Me (From "Toy Story")

Supplies needed:

- Construction paper (variety of colors)
- Large piece of chart paper or bulletin board paper (for the caterpillar body/background)
- Scissors
- Glue sticks or liquid glue
- Markers, crayons, or colored pencils
- Pencil or black marker for writing compliments
- Tape or stapler (for displaying the caterpillar)







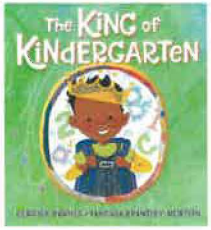
June: Moving on to Kindergarten

King of Kindergarten (same as previous years)

How it can help: It can help to create a smooth transition from Pre-K to Kindergarten a

How to do it: Adult will read various stories about Kindergarten and assist the children in making their own crowns for Kindergarten

Books: The King of Kindergarten






Videos: What is the first day of kindergarten like?

https://www.youtube.com/watch?v=zszbr8MptTA

Songs: This is the way we go to school

https://www.youtube.com/watch?v=fsIb5L0_pGY

Supplies needed: Paper crowns, makers, crayons, stickers

Sensory Diet with Resources:

What is a sensory diet?

A sensory diet is a treatment that can help kids with sensory processing issues.

It includes a series of physical activities that are tailored to sensory needs.
An occupational therapist can create a sensory diet.

A sensory diet is tailored to meet a child's specific needs. The activities included depend on the sensory issues the child has. For example, if a child is sluggish (occupational therapists call this low arousal), a sensory diet might include a routine like this:

- Doing 20 jumping jacks
- Bouncing on a therapy ball 20 times
- Holding a Zen bug yoga pose for 10 seconds
-

The plan would spell out how many times to repeat this circuit of activities and how long each session should last. (The effects can last for hours.) It would also include how many times to do the routine throughout the day.
Plans vary by child. Other common activities are somersaults, log rolling, hopping up and down, and push-ups. A sensory diet might also involve sensory "experiences." These are things like using fidgets or chewing crunchy foods throughout the day.
Sample Sensory Diet:

This is a sample of a sensory diet

Sensory activities - Understood for All, Inc.

🚦 Pre-K SEL Lesson Summary

🛑 Stop • 🤔 Think • 🟢 Go: Making Good Choices

👧👦 **Age Group:** Pre-K (Ages 3–5)

🌟 SEL Competencies

- 🧡 Self-Management
- 🧠 Responsible Decision-Making
- 🤝 Relationship Skills

📚 Lesson Overview

Young children are still learning how to control their impulses and make positive choices. This lesson introduces the simple strategy 🛑 **Stop** • 🤔 **Think** • 🟢 **Go** to help children pause before acting, think about what might happen, and make kind, safe choices.

Through 🖼️ pictures, 🎭 role-playing, 🚦 movement, and interactive decision-making, children practice recognizing everyday situations and choosing behaviors that help themselves and others.

🎯 Learning Objectives

By the end of the lesson, students will be able to:

- ✅ Recognize when they need to stop before acting.
- ✅ Practice taking a calm pause before making a choice.
- ✅ Identify safe and kind choices.
- ✅ Begin to understand that choices have consequences.

✅ Use the words 🔴 **Stop** • 🤔 **Think** • 🟢 **Go** during classroom situations.

❓ Essential Question

💭 **How can stopping and thinking help us make good choices?**

💬 "I Can" Statements

- 🌟 I can stop my body.
- 🌟 I can think before I act.
- 🌟 I can make kind choices.
- 🌟 I can make safe choices.
- 🌟 I can use my words to solve problems.

📖 Vocabulary

⭐ Word	😊 Child-Friendly Meaning
🔴 Stop	Freeze your body.
🤔 Think	Use your brain before you act.
🟢 Go	Make your best choice.
✅ Choice	Something you decide to do.
❤️ Kind	Being nice and helpful.
🧢 Safe	Keeping yourself and others from getting hurt.

21 Signs that a Child Is Having a STRESS RESPONSE

FIGHT

- Yelling, Screaming, Using Mean Words
- Hitting, Kicking, Biting, Throwing, Punching
- Blaming, Deflecting Responsibility, Defensive
- Demanding, Controlling
- "Oppositional" "Defiant", "Noncompliant"
- Moving Towards What Feels Threatening
- Irritable, Angry, Furious, Offended Aggressive

FLIGHT

- Wanting to Escape, Running Away
- Unfocused, Hard to Pay Attention
- Fidgeting, Restlessness, Hyperactive
- Preoccupied, Busy with Everything But the Thing
- Procrastinating, Avoidant, Ignores the Situation
- Moving Away From What Feel Threatening
- Anxious, Panicked Scared, Worried, Overwhelmed

FREEZE

- Shutting Down, Mind Goes Blank
- Urge to Hide, Isolates Self
- Verbally Unresponsive, Says, "I don't know" a lot
- Difficulty with Completing Tasks
- Zoned Out, Daydreaming
- Unable to Move, Feeling Stuck
- Depressed, Numb, Bored/Apathetic, Helpless

Are you meeting ALL of their needs?
OR

Are you just meeting the needs children have that meet your adult expectations of "appropriate" behavior?

Throwing!
IS a NEED

Throwing is NOT a behavior problem.

PUNISHING a child for throwing is the behavior problem!



Providing "YES!!!" opportunities for children to FREELY throw in your environment will take care of a whole lot of behavior challenges. Throwing falls under the "Trajectory Play Scheme" (Chris Athey). MANY children have a DEEP ROOTED urge to make things move. This is their pre-wired play scheme. They will be able to be their best selves when they are able to meet that NEED.

SHOWER PUFFS, whether presented in a basket, with a ribbon attached (oh is that fun to watch fly across the room) or as a pendelum is a GRAND, simple, and inexpensive "YES!" opportunitiy for children to THROW!