**Date**: Monday, April 13, 2015 **Creative Minds 3** **Target Focus:** I can count to 30.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Adult at Door: Mrs. Z | | | | | Adult at Rug: Mrs. Chelsea | | | | |
| Sign In Activity: sign on the line and play dough | | | | | | | | | |
| Large Group Time:  Music and Movement Activity:  #16 Gross- Motor Activity, #18 Body Awareness, #41 Music, #42 Movement | | | | | | | | | |
| Greeting Time: Child Messages: #1 Monday  Special Notes: | | #2 Leader  Terek | | #3 Lunch /Snack  BBQ Pork on a Bun/ Apples & PB | | #4 | | | #5 Pledge |
| Transition: Turn the lights off and point to a letter using flashlight  #11 Community, #24 Phonological Awareness, #54 Community Roles | | | | | | | | | |
| Breakfast: #19 Personal Care, #20 Healthy Behavior | | | | | | | | | |
| Large Group Time:  Gym Time Activity: kicking a soccer ball with a partner  #16 Gross- Motor Activity, #18 Body Awareness | | | | | | | | | |
| Small Group: Tissue paper tulip  Materials: pre-cut tulip and square pieces of tissue paper  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Alphabet ring toss  Materials: Red solo cups with letters, and a paper plate used as a ring.  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | |
| Earlier  May rote count objects by saying number is random order; recount from the beginning when asked how many; use general words rather than words that compare quantity; add to or take away from a set without understanding that the quantity of objects changes. | Middle  May count up to 10 objects, but may double count or skip numbers; say a different number than the last one counted when saying “how many”; count or eyeball 2 sets of objects and say which one has more/fewer/ the same. | | Later  May count objects accurately; say the last number of objects counted tells how many; count or eyeball 2 sets of object sand say by how many one is more or less than the other; perform simple addition and subtraction, using objects or doing it in their head. | | Earlier  Children may say something is a letter thought they cannot name the letter, say or repeat letters and letter sounds, but not connect the two. | | Middle  Children may recognize/name several letters; recognize and say a few letter sound connections. | Later  Children may recognize/name many or most letters, including both uppercase and lowercase letters; recognize and say several letter-sound connections. | |
| Planning: Using cell phone children will plan where they want to work.  #2 Planning, #22 Speaking, #55 Decision Making | | | | | Planning: Using cell phone children will plan where they want to work.  #2 Planning, #22 Speaking, #55 Decision Making | | | | |
| Work Time: #1 Initiative, #3 Engagement, #4 Problem Solving, #5 Use of Resources, #13 Cooperative Play, #15 Conflict Resolution, #43 Pretend Play | | | | | | | | | |
| Clean Up: #56 Geography, #58 Ecology | | | | | | | | | |
| Recall Time: Have each child journal with colored pencils.  #6 Reflection, #12 Building Relationships, #22 Speaking | | | | | Recall Time: Have each child journal with colored pencils.  #6 Reflection, #12 Building Relationships, #22 Speaking | | | | |
| Outside Time/Gym:#13 Cooperative Play, #16Gross-Motor Skills, #18 Body Awareness | | | | | | | | | |
| Lunch: #19 Personal Care, #20 Healthy Behavior | | | | | | | | | |
| Fine Motor Development Activity with Target Focus (optional):#17 Fine Motor Skills, #25 Alphabetic Knowledge, #31-39 Mathematics, #40 Art  Lacing | | | | | | | | | |
| Story/Rest: #21, 23, 24, 25, 26 & 27 Language, Literacy and Communication, #20 Healthy Behavior | | | | | | | | | |
| Work Time: #1 Initiative, #3 Engagement, #4 Problem Solving, #5 Use of Resources, #13 Cooperative Play, #15 Conflict Resolution, #43 Pretend Play | | | | | | | | | |
| Snack: #19 Personal Care, #20 Healthy Behavior | | | | | | | | | |
| Outside Time: #13 Cooperative Play, #16Gross-Motor Skills, #18 Body Awareness | | | | | | | | | |

**Date**: Tuesday April 14, 2015 **Creative Minds 3** **Target Focus:** I can name all 26 letters

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Adult at Door: Mrs. Z | | | | | Adult at Rug: Mrs. Chelsea | | | | |
| Sign In Activity: Dry erase boards and farm animals | | | | | | | | | |
| Large Group Time:  Music and Movement Activity:  #16 Gross- Motor Activity, #18 Body Awareness, #41 Music, #42 Movement | | | | | | | | | |
| Greeting Time: Child Messages: #1 Tuesday  Special Notes: | | #2 Leader  Nuray | | #3 Lunch /Snack  Bosco Sticks/ Pretzels & Cheese | | #4 | | | #5 Pledge |
| Transition: Pick a letter from the monster mouth  #11 Community, #24 Phonological Awareness, #54 Community Roles | | | | | | | | | |
| Breakfast: #19 Personal Care, #20 Healthy Behavior | | | | | | | | | |
| Large Group Time:  Gym Time Activity: Sensory room  #16 Gross- Motor Activity, #18 Body Awareness | | | | | | | | | |
| Small Group: : Alphabet ring toss  Materials: Red solo cups with letters, and a paper plate used as a ring.  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Tissue paper tulip  Materials: pre-cut tulip and square pieces of tissue paper  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | |
| Earlier  Children may say something is a letter thought they cannot name the letter, say or repeat letters and letter sounds, but not connect the two. | Middle  Children may recognize/name several letters; recognize and say a few letter sound connections. | | Later  Children may recognize/name many or most letters, including both uppercase and lowercase letters; recognize and say several letter-sound connections. | | Earlier  May rote count objects by saying number is random order; recount from the beginning when asked how many; use general words rather than words that compare quantity; add to or take away from a set without understanding that the quantity of objects changes. | | Middle  May count up to 10 objects, but may double count or skip numbers; say a different number than the last one counted when saying “how many”; count or eyeball 2 sets of objects and say which one has more/fewer/ the same. | Later  May count objects accurately; say the last number of objects counted tells how many; count or eyeball 2 sets of object sand say by how many one is more or less than the other; perform simple addition and subtraction, using objects or doing it in their head. | |
| Planning: Children will use finger puppets to plan with a partner.  #2 Planning, #22 Speaking, #55 Decision Making | | | | | Planning: Children will use finger puppets to plan with a partner.  #2 Planning, #22 Speaking, #55 Decision Making | | | | |
| Work Time: #1 Initiative, #3 Engagement, #4 Problem Solving, #5 Use of Resources, #13 Cooperative Play, #15 Conflict Resolution, #43 Pretend Play | | | | | | | | | |
| Clean Up: #56 Geography, #58 Ecology | | | | | | | | | |
| Recall Time: Children will journal with colored pencils.  #6 Reflection, #12 Building Relationships, #22 Speaking | | | | | Recall Time: Children will journal with colored pencils.  #6 Reflection, #12 Building Relationships, #22 Speaking | | | | |
| Outside Time/Gym:  #13 Cooperative Play, #16Gross-Motor Skills, #18 Body Awareness | | | | | | | | | |
| Lunch: #19 Personal Care, #20 Healthy Behavior | | | | | | | | | |
| Fine Motor Development Activity with Target Focus (optional): #17 Fine Motor Skills, #25 Alphabetic Knowledge, #31-39 Mathematics, #40 Art  Tracing and Stencils | | | | | | | | | |
| Story/Rest: #21, 23, 24, 25, 26 & 27 Language, Literacy and Communication, #20 Healthy Behavior | | | | | | | | | |
| Work Time: #1 Initiative, #3 Engagement, #4 Problem Solving, #5 Use of Resources, #13 Cooperative Play, #15 Conflict Resolution, #43 Pretend Play | | | | | | | | | |
| Snack: #19 Personal Care, #20 Healthy Behavior | | | | | | | | | |
| Outside Time: #13 Cooperative Play, #16Gross-Motor Skills, #18 Body Awareness | | | | | | | | | |

**Date**: Wednesday April 15, 2105 **Creative Minds 3** **Target Focus:** I can sort by size.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Adult at Door: Mrs. Z | | | | | Adult at Rug: Mrs. Chelsea | | | | |
| Sign In Activity: Sign by your letter | | | | | | | | | |
| Large Group Time:  Music and Movement Activity:  #16 Gross- Motor Activity, #18 Body Awareness, #41 Music, #42 Movement | | | | | | | | | |
| Greeting Time: Child Messages: #1 Wednesday  Special Notes: | | #2 Leader  Kristi | | #3 Lunch /Snack  Garlic Cheese Flatbread/ Granola Bars | | #4 | | | #5 Pledge |
| Transition: Sort objects by size on the rug.  #11 Community, #24 Phonological Awareness, #54 Community Roles | | | | | | | | | |
| Breakfast: #19 Personal Care, #20 Healthy Behavior | | | | | | | | | |
| Large Group Time:  Gym Time Activity:  #16 Gross- Motor Activity, #18 Body Awareness | | | | | | | | | |
| Small Group: Plant Grass Seed Cups  Materials:  Soil, plastic cups, grass seed  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Elephant Toothpaste  Materials:  Bottles, hydrogen peroxide food coloring and yeast  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | |
| Earlier  Children may use obvious sensory information to explore materials. They may watch or do something but not react in any way other than looking or repeating the action, | Middle  Children may use multiple senses to explore materials, begin to show an interest in processes. May observe how something works or when something happens and indicate or comment on what they see. | | Later  Children may use multiple senses to explore the natural and physical world in greater detail. They use observation to understand how tools and material work. | | Earlier  Children may use obvious sensory information to explore materials. They may watch or do something but not react in any way other than looking or repeating the action, | | Middle  Children may use multiple sense to explore materials, begin to show an interest in processes. May observe how something works or when something happens and indicate or comment on what they see. | Later  Children may use multiple senses to explore the natural and physical world in greater detail. They use observation to understand how tools and material work. | |
| Planning: Roll ball to plan  #2 Planning, #22 Speaking, #55 Decision Making | | | | | Planning: Count to 30 With the Hula Hoop  #2 Planning, #22 Speaking, #55 Decision Making | | | | |
| Work Time: #1 Initiative, #3 Engagement, #4 Problem Solving, #5 Use of Resources, #13 Cooperative Play, #15 Conflict Resolution, #43 Pretend Play | | | | | | | | | |
| Clean Up: #56 Geography, #58 Ecology | | | | | | | | | |
| Recall Time: Have each child journal what they did at work time.  #6 Reflection, #12 Building Relationships, #22 Speaking | | | | | Recall Time: Have each child journal what they did at work time.  #6 Reflection, #12 Building Relationships, #22 Speaking | | | | |
| Outside Time/Gym:  #13 Cooperative Play, #16Gross-Motor Skills, #18 Body Awareness | | | | | | | | | |
| Lunch: #19 Personal Care, #20 Healthy Behavior | | | | | | | | | |
| Fine Motor Development Activity with Target Focus (optional): #17 Fine Motor Skills, #25 Alphabetic Knowledge, #31-39 Mathematics, #40 Art  Scissor skills: cut out different size shapes and sort them. | | | | | | | | | |
| Story/Rest: #21, 23, 24, 25, 26 & 27 Language, Literacy and Communication, #20 Healthy Behavior | | | | | | | | | |
| Work Time: #1 Initiative, #3 Engagement, #4 Problem Solving, #5 Use of Resources, #13 Cooperative Play, #15 Conflict Resolution, #43 Pretend Play | | | | | | | | | |
| Snack: #19 Personal Care, #20 Healthy Behavior | | | | | | | | | |
| Outside Time: #13 Cooperative Play, #16Gross-Motor Skills, #18 Body Awareness | | | | | | | | | |
| Dismiss: | | | | | | | | | |

**Date**: Thursday April 16, 2105 **Creative Minds 3** **Target Focus:** Rhyming words.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Adult at Door: Mrs. Z | | | | | Adult at Rug: Mrs. Chelsea | | | | |
| Sign In Activity: | | | | | | | | | |
| Large Group Time:  Music and Movement Activity:  #16 Gross- Motor Activity, #18 Body Awareness, #41 Music, #42 Movement | | | | | | | | | |
| Greeting Time: Child Messages: #1 Thursday  Special Notes: | | #2 Leader  Trenton | | #3 Lunch /Snack  Hot Dog/Graham Crackers | | #4 | | | #5 Pledge |
| Transition: Rhyming Jar  #11 Community, #24 Phonological Awareness, #54 Community Roles | | | | | | | | | |
| Breakfast: #19 Personal Care, #20 Healthy Behavior | | | | | | | | | |
| Large Group Time:  Gym Time Activity:  #16 Gross- Motor Activity, #18 Body Awareness | | | | | | | | | |
| Small Group: Elephant Toothpaste  Materials:  Bottles, hydrogen peroxide food coloring and yeast  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Plant Grass Seed Cups  Materials:  Soil, plastic cups, grass seed  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | |
| Earlier  Children may use obvious sensory information to explore materials. They may watch or do something but not react in any way other than looking or repeating the action, | Middle  Children may use multiple senses to explore materials, begin to show an interest in processes. May observe how something works or when something happens and indicate or comment on what they see. | | Later  Children may use multiple senses to explore the natural and physical world in greater detail. They use observation to understand how tools and material work. | | Earlier  Children may use obvious sensory information to explore materials. They may watch or do something but not react in any way other than looking or repeating the action, | | Middle  Children may use multiple senses to explore materials, begin to show an interest in processes. May observe how something works or when something happens and indicate or comment on what they see. | Later  Children may use multiple senses to explore the natural and physical world in greater detail. They use observation to understand how tools and material work. | |
| Planning: Count to 30 With the Hula Hoop  #2 Planning, #22 Speaking, #55 Decision Making | | | | | Planning: roll the ball to plan  #2 Planning, #22 Speaking, #55 Decision Making | | | | |
| Work Time: #1 Initiative, #3 Engagement, #4 Problem Solving, #5 Use of Resources, #13 Cooperative Play, #15 Conflict Resolution, #43 Pretend Play | | | | | | | | | |
| Clean Up: #56 Geography, #58 Ecology | | | | | | | | | |
| Recall Time: Have each child journal what they did at work time.  #6 Reflection, #12 Building Relationships, #22 Speaking | | | | | Recall Time: Have each child journal what they did at work time.  #6 Reflection, #12 Building Relationships, #22 Speaking | | | | |
| Outside Time/Gym:  #13 Cooperative Play, #16Gross-Motor Skills, #18 Body Awareness | | | | | | | | | |
| Lunch: #19 Personal Care, #20 Healthy Behavior | | | | | | | | | |
| Fine Motor Development Activity with Target Focus (optional): #17 Fine Motor Skills, #25 Alphabetic Knowledge, #31-39 Mathematics, #40 Art  Cut out picture from magazines with the same beginning sound. | | | | | | | | | |
| Story/Rest: #21, 23, 24, 25, 26 & 27 Language, Literacy and Communication, #20 Healthy Behavior | | | | | | | | | |
| Work Time: #1 Initiative, #3 Engagement, #4 Problem Solving, #5 Use of Resources, #13 Cooperative Play, #15 Conflict Resolution, #43 Pretend Play | | | | | | | | | |
| Snack: #19 Personal Care, #20 Healthy Behavior | | | | | | | | | |
| Outside Time: #13 Cooperative Play, #16Gross-Motor Skills, #18 Body Awareness | | | | | | | | | |
| Dismiss: | | | | | | | | | |