**Date**: Monday, April 20, 2015 **Creative Minds 3** **Target Focus:** I can sort by size

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| Adult at Door: Mrs. Z | Adult at Rug: Mrs. Chelsea |
| Sign In Activity: Happy Birthday Logon Card |
| Large Group Time: Music and Movement Activity: #16 Gross- Motor Activity, #18 Body Awareness, #41 Music, #42 Movement |
| Greeting Time: Child Messages: #1 MondaySpecial Notes: happy Birthday Logon | #2 LeaderLogon | #3 Lunch /SnackChicken/  | #4  | #5 Pledge |
| Transition: Counting 30 beans into a bucket #11 Community, #24 Phonological Awareness, #54 Community Roles |
| Breakfast: #19 Personal Care, #20 Healthy Behavior  |
| Large Group Time: Gym Time Activity: T-ball#16 Gross- Motor Activity, #18 Body Awareness |
| Small Group: Sensory RoomMaterials: #3 Engagement, #5 Use of Resources, #12 Building Relationships | Small Group: Throwing BallsMaterials: #3 Engagement, #5 Use of Resources, #12 Building Relationships |
| EarlierMay Do singular non-locomotor moves (swing, turn, shake or twist);Do simple locomotor moves (walk, climb, run); Manipulate objects while staying in place (stand & kick a ball, or extend arms to catch a beanbag) | MiddleMay do two non-locomotor moves in sequence; do or attempt complex locomotor moves, manipulate objects while moving. | LaterMay repeat 3 or more non-locomotor moves in sequence, do complex locomotor moves with ease and coordination; Manipulate objects while staying in place or moving with ease and coordination. | EarlierMay Do singular non-locomotor moves (swing, turn, shake or twist);Do simple locomotor moves (walk, climb, run); Manipulate objects while staying in place (stand & kick a ball, or extend arms to catch a beanbag) | MiddleMay do two non-locomotor moves in sequence; do or attempt complex locomotor moves, manipulate objects while moving. | LaterMay repeat 3 or more non-locomotor moves in sequence, do complex locomotor moves with ease and coordination; Manipulate objects while staying in place or moving with ease and coordination. |
| Planning: Using binoculars children will plan where they want to work. #2 Planning, #22 Speaking, #55 Decision Making | Planning: Using binoculars 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 |
| 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 21, 2015 **Creative Minds 3** **Target Focus:** I can name all 26 letters

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| Adult at Door: Mrs. Z | Adult at Rug: Mrs. Chelsea |
| Sign In Activity: Sign on the line and foam cars |
| Large Group Time: Music and Movement Activity: #16 Gross- Motor Activity, #18 Body Awareness, #41 Music, #42 Movement |
| Greeting Time: Child Messages: #1 TuesdaySpecial Notes: | #2 LeaderAleigha | #3 Lunch /SnackCalzone/ Yogurt & Granola | #4  | #5 Pledge |
| Transition: Alphabet swat  #11 Community, #24 Phonological Awareness, #54 Community Roles |
| Breakfast: #19 Personal Care, #20 Healthy Behavior  |
| Large Group Time: Gym Time Activity: Catch with rubber balls#16 Gross- Motor Activity, #18 Body Awareness |
| Small Group: Upper and lowercase alphabet writingMaterials: upper and lowercase alphabet cards, salt, and trays. #3 Engagement, #5 Use of Resources, #12 Building Relationships | Small Group: sorting coins, caps, and buttons by sizeMaterials: coins, caps, and buttons of various sizes.#3 Engagement, #5 Use of Resources, #12 Building Relationships |
| EarlierChildren may say something is a letter thought they cannot name the letter, say or repeat letters and letter sounds, but not connect the two. | MiddleChildren may recognize/name several letters; recognize and say a few letter sound connections. | LaterChildren may recognize/name many or most letters, including both uppercase and lowercase letters; recognize and say several letter-sound connections. | EarlierChildren may manipulate shapes in play, match shapes without identifying their attributes, work shapes individually; turn puzzle pieces until they slip in place. | MiddleChildren may recognize and name basic shapes, use the same label for similar shapes, identify a few shape attributes, select shapes based on their properties to make something else.  | LaterChildren may identify two-dimensional shapes and some three dimensional shapes, know what makes a shape a shape regardless of size or orientation, combine or recombine shapes to make another specific shape. |
| 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 ArtSelf Portrait Assessment |
| 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 22, 2015 **Creative Minds 3** **Target Focus:** I can identify numbers 6-10.

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| 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 WednesdaySpecial Notes: | #2 LeaderKade | #3 Lunch /SnackRavioli/Apples & PB | #4  | #5 Pledge |
| Transition:  #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: sorting coins, caps, and buttons by sizeMaterials: coins, caps, and buttons of various sizes.#3 Engagement, #5 Use of Resources, #12 Building Relationships | Small Group: Upper and lowercase alphabet writingMaterials: upper and lowercase alphabet cards, salt, and trays. #3 Engagement, #5 Use of Resources, #12 Building Relationship |
| EarlierChildren may manipulate shapes in play, match shapes without identifying their attributes, work shapes individually; turn puzzle pieces until they slip in place. | MiddleChildren may recognize and name basic shapes, use the same label for similar shapes, identify a few shape attributes, select shapes based on their properties to make something else.  | LaterChildren may identify two-dimensional shapes and some three dimensional shapes, know what makes a shape a shape regardless of size or orientation, combine or recombine shapes to make another specific shape. | EarlierChildren may say something is a letter thought they cannot name the letter, say or repeat letters and letter sounds, but not connect the two. | MiddleChildren may recognize/name several letters; recognize and say a few letter sound connections. | LaterChildren may recognize/name many or most letters, including both uppercase and lowercase letters; recognize and say several letter-sound connections. |
| Planning: #2 Planning, #22 Speaking, #55 Decision Making | Planning: #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: #6 Reflection, #12 Building Relationships, #22 Speaking | Recall 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 ArtMe and My Mom Journal  |
| 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 23, 2015 **Creative Minds 3** **Target Focus:** I can identify and say my full name (plus say letters in my name).

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| 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 ThursdaySpecial Notes: | #2 LeaderJaxen | #3 Lunch /SnackSoft Taco/ Oranges | #4 Muffins with Mom Today | #5 Pledge |
| Transition:  #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: Muffins with MomMaterials: Paper, Paint#3 Engagement, #5 Use of Resources, #12 Building Relationships | Small Group: Muffins with MomMaterials: Paper, Paint#3 Engagement, #5 Use of Resources, #12 Building Relationships |
| EarlierMay  | MiddleMay  | LaterMay  | EarlierMay | MiddleMay  | LaterMay  |
| Planning: Show mom where you will work today.#2 Planning, #22 Speaking, #55 Decision Making | Planning: Show mom where you will work today.#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: Tell your neighbor what you did today.#6 Reflection, #12 Building Relationships, #22 Speaking | Recall Time: Tell your neighbor what you did today.#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 |
| 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: |