**Date**: Monday, April 27, 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: sign on dry erase boards and pizza maker flannel boards | | | | | | | | | |
| 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: **Vision and Hearing Test** | | #2 Leader  Nevaeh | | #3 Lunch /Snack  Cheese French Bread/Apple Sauce | | #4  **Vision/ Hearing Test Today** | | | #5 Pledge |
| Transition: Hand each child a shape, ask children holding a specific shape to jump 5 times.  #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: Sorting cotton balls into containers by size  Materials: 3 containers labeled small, medium and large, tongs, and cotton balls.  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Alphabet memory game  Materials: Alphabet cards  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | |
| Earlier  Children may manipulate shapes in play, match shapes without identifying their attributes, work shapes individually; turn puzzle pieces until they slip in place. | Middle  Children 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. | | Later  Children 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. | | 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 phones children will plan where they want to work.  #2 Planning, #22 Speaking, #55 Decision Making | | | | | Planning: Using cell phones 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 dry erase boards.  #6 Reflection, #12 Building Relationships, #22 Speaking | | | | | Recall Time: Have each child journal with dry erase boards.  #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  Links and disks | | | | | | | | | |
| 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 28, 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: Counting 30 and puzzles | | | | | | | | | |
| 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  Ellie | | #3 Lunch /Snack  Goulash/ Chips & Salsa | | #4 | | | #5 Pledge |
| Transition: last name fly swatter 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: Alphabet Memory Game  Materials: Alphabet cards  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Sorting cotton balls into containers by size  Materials: 3 containers labeled small, medium and large, tongs, and cotton balls.  #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  Children may manipulate shapes in play, match shapes without identifying their attributes, work shapes individually; turn puzzle pieces until they slip in place. | | Middle  Children 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. | Later  Children 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 Art  Bendaroos and Salt trays | | | | | | | | | |
| 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 29, 2015 **Creative Minds 3** **Target Focus:** I can find my name.

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| Adult at Door: Mrs. Z | | | | | Adult at Rug: Mrs. Chelsea | | | | |
| Sign In Activity: Write your last name one the lined paper. | | | | | | | | | |
| Large Group Time:  Music and Movement Activity: Student Rolls the dice to pick a song.  #16 Gross- Motor Activity, #18 Body Awareness, #41 Music, #42 Movement | | | | | | | | | |
| Greeting Time: #1  Introduce bird nest at work time | | #2 Leader  Alexis | | #3 Lunch /Snack  BBQ Chicken/ Pudding | | #4  Tomorrow is Children’s Parade; Ask your Parents to walk with us. | | | #5 Pledge |
| Transition: Flash Light Spot and Tell (Use popsicle sticks)  #11 Community, #24 Phonological Awareness, #54 Community Roles | | | | | | | | | |
| Breakfast: #19 Personal Care, #20 Healthy Behavior | | | | | | | | | |
| Large Group Time:  Parachute  #16 Gross- Motor Activity, #18 Body Awareness | | | | | | | | | |
| Small Group: Marshmallow Shapes  Materials:  Marshmallows, Toothpicks  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Patterns  Materials:  Play Dough, Pipe Cleaners, Beads  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | |
| Earlier  Children may manipulate shapes in play, match shapes without identifying their attributes, work shapes individually; turn puzzle pieces until they slip in place. | Middle  Children 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. | | Later  Children 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. | | Earlier  Children may say something is a pattern when it is not, line up objects in no particular order or copy a simple pattern. | | Middle  Children may recognize patterns, create or extend a simple pattern (i.e.; ABABAB) | Later  Children may say why something is a pattern, create or extend a complex pattern (i.e., AABBAABB or ABCABC) | |
| Planning: Zoo Phonics Alphabet Bingo Matching  #2 Planning, #22 Speaking, #55 Decision Making | | | | | Planning: Students glue cut out numbers to the paper and say the numbers.  #2 Planning, #22 Speaking, #55 Decision Making | | | | |
| Work Time: Bird nest and magnifying lens #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: Journal what you did today with the 3 w’s  #6 Reflection, #12 Building Relationships, #22 Speaking | | | | | Recall Time: Alphabet spinners #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  Bendaroos and Salt Trays | | | | | | | | | |
| 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 30, 2105 **Creative Minds 3** **Target Focus:** I can count to five.

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| Adult at Door: Mrs. Z | | | | | Adult at Rug: Mrs. Chelsea | | | | |
| Sign In Activity: Write your last name one the lined paper. | | | | | | | | | |
| Large Group Time:  Music and Movement Activity: Student Rolls the dice to pick a song.  #16 Gross- Motor Activity, #18 Body Awareness, #41 Music, #42 Movement | | | | | | | | | |
| Greeting Time: #1  Special Notes: **Children’s Parade Today**  Introduce bird nest at work time | | #2 Leader  Sophia | | #3 Lunch /Snack  Waffles & SSG/Cheese & Crackers | | #4  **Children’s Parade Today** | | | #5 Pledge |
| Transition: Bubble Gum: Sing “bubble gum, bubble gum in a dish. How many pieces do you wish?” Student says the number then count to it.  #11 Community, #24 Phonological Awareness, #54 Community Roles | | | | | | | | | |
| Breakfast: #19 Personal Care, #20 Healthy Behavior | | | | | | | | | |
| Large Group Time:  Gym Time Activity: Practice Graduation Songs  #16 Gross- Motor Activity, #18 Body Awareness | | | | | | | | | |
| Small Group: Geometry #23 Shiny shapes  Materials:  tinfoil  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Geometry #23 Shiny shapes  Materials:  tinfoil  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | |
| Earlier  Play with foil but not mold it or make shapes, say they made a shape but not name it, say what the shape reminds them of, describe what their shape does (rolls, slides) | Middle  May mold or wrap a simple shape and name it, describe their actions (I wrapped the edges really flat), say two shapes are the same or different but not how. | | Earlier  Play with foil but not mold it or make shapes, say they made a shape but not name it, say what the shape reminds them of, describe what their shape does (rolls, slides) | | Middle  May mold or wrap a simple shape and name it, describe their actions (I wrapped the edges really flat), say two shapes are the same or different but not how. | | Earlier  Play with foil but not mold it or make shapes, say they made a shape but not name it, say what the shape reminds them of, describe what their shape does (rolls, slides) | Middle  May mold or wrap a simple shape and name it, describe their actions (I wrapped the edges really flat), say two shapes are the same or different but not how. | |
| Planning: Students glue cut out numbers to the paper and say the numbers.  #2 Planning, #22 Speaking, #55 Decision Making | | | | | Planning: Zoo Phonics Alphabet Bingo Matching  #2 Planning, #22 Speaking, #55 Decision Making | | | | |
| Work Time: Bird nest and magnifying lens #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: Alphabet spinners  #6 Reflection, #12 Building Relationships, #22 Speaking | | | | | Recall Time: Journal what you did today with the 3 w’s  #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  **Children’s Parade leave at 12:20** | | | | | | | | | |
| 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: | | | | | | | | | |