**Date**: Monday, December 15, 2014 **Creative Minds 3** **Target Focus:** I can name the colors pink, black, grey and white.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Adult at Door: Mrs. Z | | | | | Adult at Rug: Sub | | | | |
| Sign In Activity: Decorate a Snow Man (Name on Top) | | | | | | | | | |
| Large Group Time:  Music and Movement Activity: Bean Bag Boogie  #16 Gross- Motor Activity, #18 Body Awareness, #41 Music, #42 Movement | | | | | | | | | |
| Greeting Time: Child Messages: #1 Monday  Special Notes: | | #2 Leader  Jaxen | | #3 Lunch /Snack  Mini Corn Dogs/Left Overs | | #4 | | | #5 Pledge |
| Transition: Pull a Color Out of the Bag  #11 Community, #24 Phonological Awareness, #54 Community Roles | | | | | | | | | |
| Breakfast: #19 Personal Care, #20 Healthy Behavior | | | | | | | | | |
| Large Group Time:  Gym Time Activity: none  #16 Gross- Motor Activity, #18 Body Awareness | | | | | | | | | |
| Small Group: Tree Triangle  Materials:  Green Equilateral Triangles, Markers, Scraps of Paper, Scissors and Glue  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Tree Triangle  Materials:  Green Equilateral Triangles, Markers, Scraps of Paper, Scissors and Glue  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | |
| Earlier  Children may work with materials and tools without being concerned about representing something. | Middle  Children may notice the effects of mixing materials and using tools provided, make simple representations with one or two basic features, accidentally create an image then recognize it can represent something. | | Later  Children may use the properties of the materials to represent something or create and effect, make complex representations with several details, intentionally represent something. | | Earlier  Children may work with materials and tools without being concerned about representing something. | | Middle  Children may notice the effects of mixing materials and using tools provided, make simple representations with one or two basic features, accidentally create an image then recognize it can represent something. | Later  Children may use the properties of the materials to represent something or create and effect, make complex representations with several details, intentionally represent something. | |
| Planning: Draw your plan with a pink, black or gray crayon on White paper.  #2 Planning, #22 Speaking, #55 Decision Making | | | | | Planning: Draw your plan with a pink, black or gray crayon on White paper.  #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: Pick a color to recall.  #6 Reflection, #12 Building Relationships, #22 Speaking | | | | | Recall Time: Pick a color to recall.  #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):  Make Christmas Cards for Parents  #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: | | | | | | | | | |

**Date**: Tuesday, December 16, 2014  **Creative Minds 3** **Target Focus:** I can name the shapes diamond (rhombus) and triangle.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Adult at Door: Mrs. Z | | | | | Adult at Rug: Sub | | | | |
| Sign In Activity: Decorate a Christmas Tree (Write your name on Top) | | | | | | | | | |
| Large Group Time:  Music and Movement Activity: Scarf Dancing  #16 Gross- Motor Activity, #18 Body Awareness, #41 Music, #42 Movement | | | | | | | | | |
| Greeting Time: Child Messages: #1 Tuesday  Special Notes: | | #2 Leader  Alexis | | #3 Lunch /Snack  Nachos/ Left Overs | | #4 | | | #5 Pledge |
| Transition: Practice Drawing the Shapes with a White Board  #11 Community, #24 Phonological Awareness, #54 Community Roles | | | | | | | | | |
| Breakfast: #19 Personal Care, #20 Healthy Behavior | | | | | | | | | |
| Large Group Time:  Gym Time Activity: Snow Ball Fights  #16 Gross- Motor Activity, #18 Body Awareness | | | | | | | | | |
| Small Group: Throwing Snow Ball Throwing Contest (Count how many “balls” get in the basket)  Materials:  10 Crumpled Papers and a Basket  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Throwing Snow Ball Throwing Contest (Count how many “balls” get in the basket)  Materials:  10 Crumpled Papers and a Basket  #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  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: Make a Diamond and/or Triangle with your hands to plan.  #2 Planning, #22 Speaking, #55 Decision Making | | | | | Planning: Make a Diamond and/or Triangle with your hands 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: Find a diamond or triangle in the room to recall.  #6 Reflection, #12 Building Relationships, #22 Speaking | | | | | Recall Time: Find a diamond or triangle in the room to recall.  #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):  Decorate Gift Bags for Parents  #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: | | | | | | | | | |

**Date**: Wednesday, December 17, 2014  **Creative Minds 3** **Target Focus:** I can count ten items.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Adult at Door: Mrs. Z | | | | | Adult at Rug: Sub | | | | |
| Sign In Activity: Decorate a Gift (Write your Name On It) | | | | | | | | | |
| Large Group Time:  Music and Movement Activity: Keep the Beat with Rhythm Sticks  #16 Gross- Motor Activity, #18 Body Awareness, #41 Music, #42 Movement | | | | | | | | | |
| Greeting Time: Child Messages: #1 Wednesday  Special Notes: | | #2 Leader  Drake | | #3 Lunch /Snack  BBQ Chicken Breast/ Left Overs | | #4 | | | #5 Pledge |
| Transition: Ten Tricks  #11 Community, #24 Phonological Awareness, #54 Community Roles | | | | | | | | | |
| Breakfast: #19 Personal Care, #20 Healthy Behavior | | | | | | | | | |
| Large Group Time:  Gym Time Activity: Gym Time with Miss Hernandez’s Class  #16 Gross- Motor Activity, #18 Body Awareness | | | | | | | | | |
| Small Group: Toilet Paper Blizzard; Students will move through the blizzard to identify letters.  Materials:  Toilet Paper and White Circles with ABC’s on it  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Toilet Paper Blizzard; Students will move through the blizzard to identify letters.  Materials:  Toilet Paper and White Circles with ABC’s on it  #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 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: Count out ten counters to plan.  #2 Planning, #22 Speaking, #55 Decision Making | | | | | Planning: Count out ten counters 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: Finger Puppets to recall.  #6 Reflection, #12 Building Relationships, #22 Speaking | | | | | Recall Time: Finger Puppets to recall.  #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):  Wrap Gifts For Parents and Send Home Today  #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: | | | | | | | | | |

**Date**: Thursday, December 18, 2014  **Creative Minds 3** **Target Focus:** I can say letters.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Adult at Door: Mrs. Z | | | | | Adult at Rug: Sub | | | | |
| Sign In Activity: Decorate Santa (Write your name on top) | | | | | | | | | |
| Large Group Time:  Music and Movement Activity: Christmas Songs, Jingle Bells with Maracas and Bells  #16 Gross- Motor Activity, #18 Body Awareness, #41 Music, #42 Movement | | | | | | | | | |
| Greeting Time: Child Messages: #1 Thursday  Special Notes: | | #2 Leader  Ellie | | #3 Lunch /Snack  Waffles/ Left Overs | | #4 | | | #5 Pledge |
| Transition: Letter Swat (Use swatter to swat a letter and child will say that letter)  #11 Community, #24 Phonological Awareness, #54 Community Roles | | | | | | | | | |
| Breakfast: #19 Personal Care, #20 Healthy Behavior | | | | | | | | | |
| Large Group Time:  Gym Time Activity: Wax Paper Skating  #16 Gross- Motor Activity, #18 Body Awareness | | | | | | | | | |
| Small Group: Build a Snowman  Materials:  Boxes, to wrap with white paper, papers scraps, markers etc. to decorate.  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Build a Snowman  Materials:  Boxes, to wrap with white paper, papers scraps, markers etc. to decorate.  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | |
| Earlier  Children may work with materials and tools without being concerned about representing something. | Middle  Children may notice the effects of mixing materials and using tools provided, make simple representations with one or two basic features, accidentally create an image then recognize it can represent something. | | Later  Children may use the properties of the materials to represent something or create and effect, make complex representations with several details, intentionally represent something. | | Earlier  Children may work with materials and tools without being concerned about representing something. | | Middle  Children may notice the effects of mixing materials and using tools provided, make simple representations with one or two basic features, accidentally create an image then recognize it can represent something. | Later  Children may use the properties of the materials to represent something or create and effect, make complex representations with several details, intentionally represent something. | |
| Planning: Letter flash cards  #2 Planning, #22 Speaking, #55 Decision Making | | | | | Planning: Letter flash cards  #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: Letter flash cards continued.  #6 Reflection, #12 Building Relationships, #22 Speaking | | | | | Recall Time: Letter flash cards continued.  #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):  Journal Write; The Best Part About the Holidays is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  #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: | | | | | | | | | |