**Date**: Monday, December 8, 2014 **Creative Minds 3** **Target Focus:** I can name the colors pink, black, grey and white.

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| Adult at Door: Mrs. Z | | | | | Adult at Rug: Sub | | | | |
| Sign In Activity: Sand Trays | | | | | | | | | |
| 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  Chicken Rings/Pretzels & String Cheese | | #4 | | | #5 Pledge |
| Transition: Flip a Color  #11 Community, #24 Phonological Awareness, #54 Community Roles | | | | | | | | | |
| Breakfast: #19 Personal Care, #20 Healthy Behavior | | | | | | | | | |
| Large Group Time:  Gym Time Activity: Miss Kara’s Activity  #16 Gross- Motor Activity, #18 Body Awareness | | | | | | | | | |
| Small Group: Color Signs  Materials:  Pink, Gray, Black and White Paint, and Color Signs  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Color Signs  Materials:  Pink, Gray, Black and White Paint, and Color Signs  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | |
| Earlier  Children may refer to different colors but not name them, match colors but not name them, sort by characteristics other than color. | Middle  Children may name one or more colors, sort one or more colors, match one or more colors. | | Later  Children may name several colors, put the colors into patterns and may ask to have more colors to make more complex patterns. | | Earlier  Children may refer to different colors but not name them, match colors but not name them, sort by characteristics other than color. | | Middle  Children may name one or more colors, sort one or more colors, match one or more colors. | Later  Children may name several colors, put the colors into patterns and may ask to have more colors to make more complex patterns. | |
| Planning: Pull a color from the bag to plan  #2 Planning, #22 Speaking, #55 Decision Making | | | | | Planning: Pull a color from the bag to plan  #2 Planning, #22 Speaking, #55 Decision Making | | | | |
| Work Time: Parent Gifts (Phase One- Salt Dough) #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: Show and Tell one thing you worked with today.  #6 Reflection, #12 Building Relationships, #22 Speaking | | | | | Recall Time: Show and Tell one thing you worked with 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):  Lacing Beads  #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 9, 2014  **Creative Minds 3** **Target Focus:** I can name the shapes diamond (rhombus) and triangle.

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| Adult at Door: Mrs. Z | | | | | Adult at Rug: Sub | | | | |
| Sign In Activity: Sand Trays | | | | | | | | | |
| 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  Aleigha | | #3 Lunch /Snack  Calzone/Apple Sauce | | #4 | | | #5 Pledge |
| Transition: Pick a Hand (Mrs. Z will hold a small Diamond or a Triangle hidden in her hands. Child will choose a hand s tell the Shape.)  #11 Community, #24 Phonological Awareness, #54 Community Roles | | | | | | | | | |
| Breakfast: #19 Personal Care, #20 Healthy Behavior | | | | | | | | | |
| Large Group Time:  Gym Time Activity: Musical Chairs  #16 Gross- Motor Activity, #18 Body Awareness | | | | | | | | | |
| Small Group: Small to Big Branches Tree  Materials:  White Paper, Various lengths of colored paper strips, Star and brown rectangle (for stump)  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Tree Triangle  Materials:  White Paper, Various lengths of colored paper strips, Star and brown rectangle (for stump)  #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 a Picture of what you will do today; add a diamond or a triangle.  #2 Planning, #22 Speaking, #55 Decision Making | | | | | Planning: Draw a Picture of what you will do today, add a diamond or a triangle  #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: Telephone  #6 Reflection, #12 Building Relationships, #22 Speaking | | | | | Recall Time: Telephone  #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 Writing  #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 10, 2014  **Creative Minds 3** **Target Focus:** I can count ten items.

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| Adult at Door: Mrs. Z | | | | | Adult at Rug: Sub | | | | |
| Sign In Activity: Sand Trays | | | | | | | | | |
| Large Group Time:  Music and Movement Activity: Brush Your Teeth  #16 Gross- Motor Activity, #18 Body Awareness, #41 Music, #42 Movement | | | | | | | | | |
| Greeting Time: Child Messages: #1 Wednesday  Special Notes: | | #2 Leader  Kade | | #3 Lunch /Snack  Ravioli/Popcorn | | #4 | | | #5 Pledge |
| Transition: Count 10 counters (Two Teachers working at once to make the transition go faster.)  #11 Community, #24 Phonological Awareness, #54 Community Roles | | | | | | | | | |
| Breakfast: #19 Personal Care, #20 Healthy Behavior | | | | | | | | | |
| Large Group Time:  Gym Time Activity: Hide and Go Seek  #16 Gross- Motor Activity, #18 Body Awareness | | | | | | | | | |
| Small Group: Thank You to Jets  Materials:  Thank You Letters, Camera and Markers  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Thank You to Jets  Materials:  Thank You Letters, Camera and Markers  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | |
| Earlier  May | Middle  May | | Later  May | | Earlier  May | | Middle  May | Later  May | |
| Planning: Fish for what area you will work in today.  #2 Planning, #22 Speaking, #55 Decision Making | | | | | Planning: Fish for what area you will work in 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: Recall with a puppet.  #6 Reflection, #12 Building Relationships, #22 Speaking | | | | | Recall Time: Recall with a puppet.  #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):  Bendaroos  #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 11, 2014  **Creative Minds 3** **Target Focus:** I can say letters.

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| Adult at Door: Mrs. Z | | | | | Adult at Rug: Sub | | | | |
| Sign In Activity: Sand Trays | | | | | | | | | |
| Large Group Time:  Music and Movement Activity: Jack Be Nimble Jack Be Quick  #16 Gross- Motor Activity, #18 Body Awareness, #41 Music, #42 Movement | | | | | | | | | |
| Greeting Time: Child Messages: #1 Thursday  Special Notes: | | #2 Leader  Dawson | | #3 Lunch /Snack  Chicken Drumstick/Banana Muffins | | #4 | | | #5 Pledge |
| Transition: Bottle Cap Letter Draw (Student pulls a bottle cap out of the bag and says its letter then feeds it to the Letter Monster.)  #11 Community, #24 Phonological Awareness, #54 Community Roles | | | | | | | | | |
| Breakfast: #19 Personal Care, #20 Healthy Behavior | | | | | | | | | |
| Large Group Time:  Gym Time Activity: What Time is it Mr. Fox  #16 Gross- Motor Activity, #18 Body Awareness | | | | | | | | | |
| Small Group: Parent Gifts (Phase Two- Painting/Decorating)  Materials:  Salt Dough Ornaments (made earlier), Paint and Brushes, Glitter  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Parent Gifts (Phase Two- Painting/Decorating)  Materials:  Salt Dough Ornaments (made earlier), Paint and Brushes, Glitter  #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: Use the Planning/Recalling Wheel.  #2 Planning, #22 Speaking, #55 Decision Making | | | | | Planning: Toss a bean bag to the area you would like to work at.  #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: Toss a bean bag to the area you worked at.  #6 Reflection, #12 Building Relationships, #22 Speaking | | | | | Recall Time: Use the Planning/Recalling Wheel  #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):  Cutting Pages  #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: | | | | | | | | | |