**Date**: Monday, January 12, 2015 **Creative Minds 3** **Target Focus:** I can write my name.

|  |  |
| --- | --- |
| Adult at Door: Mrs. Z | Adult at Rug: Mrs. Chlesea |
| Sign In Activity: Jaxen’s Birthday Books (December 23rd) |
| 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: | #2 LeaderJaxen | #3 Lunch /SnackHamburgers/ Yogurt and CGranola | #4 Welcome Miss Kayla our intern for this semester | #5 Pledge |
| Transition: Students write their names on Dry erase boards and say their letters in mixed up order. #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: Snow Man Names; children write each letter on their name on a white circle. All letters of their name will be stacked to make a snow man. Then we will compare name lengths.Materials: White circles, extra paper to decorate snow man, markers#3 Engagement, #5 Use of Resources, #12 Building Relationships | Small Group: Snow Man Names; children write each letter on their name on a white circle. All letters of their name will be stacked to make a snow man. Then we will compare name lengths.Materials: White circles, extra paper to decorate snow man, markers#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 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: Say the letters in your name and share.#2 Planning, #22 Speaking, #55 Decision Making | Planning: Say the letters in your name and share.#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: Round Robin Sharing#6 Reflection, #12 Building Relationships, #22 Speaking | Recall Time: Round Robin Sharing#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):Assemble Snow man Names onto background paper. Start tooth brushing 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: Alexis’s Birthday Book #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, January 13, 2015  **Creative Minds 3** **Target Focus:** I can identify numbers 0-5.

|  |  |
| --- | --- |
| Adult at Door: Mrs. Z | Adult at Rug: Mrs. Chlesea |
| Sign In Activity: Jackson Bechaz Birthday Book |
| 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 LeaderJackson | #3 Lunch /SnackCalzone/ Cupcakes | #4  | #5 Pledge |
| Transition: Pull Popsicle sticks with numbers on them, say number before going to wash for breakfast. #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: Mitten Crayon Resistant Water Color GarlandMaterials: White Paper and Crayons, Mitten Tracer, Water colors, brushes & water#3 Engagement, #5 Use of Resources, #12 Building Relationships | Small Group: Mitten Crayon Resistant Water Color GarlandMaterials:White Paper and Crayons, Mitten Tracer, Water colors, brushes & water#3 Engagement, #5 Use of Resources, #12 Building Relationships |
| EarlierChildren may work with materials and tools without being concerned about representing something. | MiddleChildren 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. | LaterChildren may use the properties of the materials to represent something or create and effect, make complex representations with several details, intentionally represent something. | EarlierChildren may work with materials and tools without being concerned about representing something. | MiddleChildren 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. | LaterChildren may use the properties of the materials to represent something or create and effect, make complex representations with several details, intentionally represent something. |
| Planning: Drive Cars to a number card before planning.#2 Planning, #22 Speaking, #55 Decision Making | Planning: Drive Cars to a number card before 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: Use Puppets to Recall#6 Reflection, #12 Building Relationships, #22 Speaking | Recall Time: Use 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):Scissor skills #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, January 14, 2015  **Creative Minds 3** **Target Focus:** I can count to 15.

|  |  |
| --- | --- |
| Adult at Door: Mrs. Z | Adult at Rug: Mrs. Chlesea |
| 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 LeaderTrenton | #3 Lunch /SnackBosco Sticks/ Cheese Its and Fruit Snacks | #4  | #5 Pledge |
| Transition: Have each child count out 15 buttons (Split into two groups to go faster) #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: Snowman HopscotchMaterials:Snowman with numbers 0-5 on itBean Bags#3 Engagement, #5 Use of Resources, #12 Building Relationships | Small Group: BowlingMaterials: Bowling Pins and BallChart Paper#3 Engagement, #5 Use of Resources, #12 Building Relationships |
| EarlierChildren may use a few number words, point to symbols and say words, use the words first and/or last, write squiggles to represent numbers. | MiddleChildren may use number words but not know that they refer to quantity, recognize (read) single digit numbers, use the words first and last correctly, write numeral-like forms. | LaterChildren may understand number words refer to quantity, recognize (read) several double-digit numbers, use a few ordinal position words correctly, write two or more recognizable numerals. | EarlierChildren may use a few number words, point to symbols and say words, use the words first and/or last, write squiggles to represent numbers. | MiddleChildren may use number words but not know that they refer to quantity, recognize (read) single digit numbers, use the words first and last correctly, write numeral-like forms. | LaterChildren may understand number words refer to quantity, recognize (read) several double-digit numbers, use a few ordinal position words correctly, write two or more recognizable numerals. |
| Planning: Class claps together to 15 then plan individually.#2 Planning, #22 Speaking, #55 Decision Making | Planning: Class claps together to 15 then plan individually#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: Use the microphone to recall.#6 Reflection, #12 Building Relationships, #22 Speaking | Recall Time: Use the microphone 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):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**: Thursday, January 15, 2015  **Creative Minds 3** **Target Focus:**  I can say letters.

|  |  |
| --- | --- |
| Adult at Door: Mrs. Z | Adult at Rug: Mrs. Chlesea |
| 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 LeaderCash | #3 Lunch /SnackChicken Nuggets/Goldfish Crackers & Fruit Snacks | #4  | #5 Pledge |
| Transition: Hand out felt letters and have students say the letter name they were given before washing for breakfast. #11 Community, #24 Phonological Awareness, #54 Community Roles |
| Breakfast: #19 Personal Care, #20 Healthy Behavior  |
| Large Group Time: Gym Time Activity: Parachute#16 Gross- Motor Activity, #18 Body Awareness |
| Small Group: BowlingMaterials: Bowling Pins and BallChart Paper#3 Engagement, #5 Use of Resources, #12 Building Relationships | Small Group: Snowman HopscotchMaterials:Snowman with numbers 0-5 on itBean Bags#3 Engagement, #5 Use of Resources, #12 Building Relationships |
| EarlierChildren may use a few number words, point to symbols and say words, use the words first and/or last, write squiggles to represent numbers. | MiddleChildren may use number words but not know that they refer to quantity, recognize (read) single digit numbers, use the words first and last correctly, write numeral-like forms. | LaterChildren may understand number words refer to quantity, recognize (read) several double-digit numbers, use a few ordinal position words correctly, write two or more recognizable numerals. | EarlierChildren may use a few number words, point to symbols and say words, use the words first and/or last, write squiggles to represent numbers. | MiddleChildren may use number words but not know that they refer to quantity, recognize (read) single digit numbers, use the words first and last correctly, write numeral-like forms. | LaterChildren may understand number words refer to quantity, recognize (read) several double-digit numbers, use a few ordinal position words correctly, write two or more recognizable numerals. |
| Planning: Flip over a letter and say its name before planning.#2 Planning, #22 Speaking, #55 Decision Making | Planning: Flip over a letter and say its name before 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: Use hula Hoops to recall.#6 Reflection, #12 Building Relationships, #22 Speaking | Recall Time: Use hula Hoops 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):Practice Writing letters in the alphabet on dry erase boards.#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: |