**Date**: Monday, January 19, 2015 **Creative Minds 3** **Target Focus:** I can write my name.

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| Adult at Door: Mrs. Z | | | | | Adult at Rug: Mrs. Chlesea | | | | |
| Sign In Activity: Sign Jet Pizza Thank You Cards | | | | | | | | | |
| 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  Mozzarella Sticks/Oranges | | #4 | | | #5 Pledge |
| Transition: Write your name on the white board  #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 Book  Materials: Jan Brett’s “The Mitten”, Large White Mitten  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Mitten Book  Materials: Jan Brett’s “The Mitten”, Large White Mitten  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | |
| Earlier | Middle | | Later | | Earlier | | Middle | Later | |
| Planning: Drive a Car to the number  #2 Planning, #22 Speaking, #55 Decision Making | | | | | Planning: Drive a Car to the number  #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: Partner Share  #6 Reflection, #12 Building Relationships, #22 Speaking | | | | | Recall Time: Partner Share  #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):  “Our Mitten Book” Page  #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, January 20, 2015  **Creative Minds 3** **Target Focus:** I can identify numbers 0-5.

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| Adult at Door: Mrs. Z | | | | | Adult at Rug: Mrs. Chlesea | | | | |
| Sign In Activity: Number 4 Sheet | | | | | | | | | |
| 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  Kade | | #3 Lunch /Snack  SSG, Egg & Cheese Muffin/ Ants on a Log | | #4 Number of the Day  2 | | | #5 Pledge |
| Transition: Number Swat  #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: Basket Shoot  Materials:  none  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Mr. Fox  Materials:  none  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | |
| Earlier  Children may use a few number words, point to symbols and say words, use the words first and/or last, write squiggles to represent numbers. | Middle  Children 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. | | Later  Children 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. | | Earlier  Children may use a few number words, point to symbols and say words, use the words first and/or last, write squiggles to represent numbers. | | Middle  Children 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. | Later  Children 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: Choo Choo Train to the Area  #2 Planning, #22 Speaking, #55 Decision Making | | | | | Planning: Choo Choo Train to the Area  #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: Voted to find a solution to some problems we’ve been having at Clean up time.  #6 Reflection, #12 Building Relationships, #22 Speaking | | | | | Recall Time: Voted to find a solution to some problems we’ve been having at Clean up 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):  Journal  #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 21, 2015  **Creative Minds 3** **Target Focus:** I can count to 15.

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| Adult at Door: Mrs. Z | | | | | Adult at Rug: Mrs. Chlesea | | | | |
| Sign In Activity: Number of the Day 2 | | | | | | | | | |
| Large Group Time:  Music and Movement Activity:  #16 Gross- Motor Activity, #18 Body Awareness, #41 Music, #42 Movement | | | | | | | | | |
| Greeting Time: Child Messages: #1 Wednesday  Special Notes: | | #2 Leader  None | | #3 Lunch /Snack  Cheeseburger/Whale Crackers & Fruit Snacks | | #4 Number of the Day  4 | | | #5 Pledge |
| Transition: Count 15 buttons  #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: Mr. Fox  Materials:  none  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Basket Shoot  Materials:  none  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | |
| Earlier  Children may use a few number words, point to symbols and say words, use the words first and/or last, write squiggles to represent numbers. | Middle  Children 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. | | Later  Children 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. | | Earlier  Children may use a few number words, point to symbols and say words, use the words first and/or last, write squiggles to represent numbers. | | Middle  Children 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. | Later  Children 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: Use the number wheel to plan.  #2 Planning, #22 Speaking, #55 Decision Making | | | | | Planning: Use the number wheel 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: Use a puppet to Recall.  #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):  Scissor skills: Trace and cut out mittens  #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 22, 2015  **Creative Minds 3** **Target Focus:** I can say letters.

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| Adult at Door: Mrs. Z | | | | | Adult at Rug: Mrs. Chlesea | | | | |
| Sign In Activity: Number of the Day 0 | | | | | | | | | |
| Large Group Time:  Music and Movement Activity:  #16 Gross- Motor Activity, #18 Body Awareness, #41 Music, #42 Movement | | | | | | | | | |
| Greeting Time: Child Messages: #1 Thursday  Special Notes: | | #2 Leader  Nevaeh | | #3 Lunch /Snack  Chicken Rings/ Pudding & Graham Crackers | | #4 | | | #5 Pledge |
| Transition: Letter Bean Bags then toss the Bean Bag into the box  #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: Exercise Count to 15  Materials:  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Exercise Count to 15  Materials:  #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: Roll the Dice and Find the Number  #2 Planning, #22 Speaking, #55 Decision Making | | | | | Planning: Roll the Dice and Find the Number  #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: Microphones  #6 Reflection, #12 Building Relationships, #22 Speaking | | | | | Recall Time: Microphones  #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):  Play dough  #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: | | | | | | | | | |