**Date**: Monday, March 16, 2105 **Creative Minds 3** **Target Focus:** I can sort by shape.

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| 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 MondaySpecial Notes: | #2 LeaderCash | #3 Lunch /SnackMozzarella Sticks/Granola Bars | #4 Reminder: Tomorrow is Wear green Day!Guest reader: Mr. Klumpp | #5 Pledge |
| Transition: Hand out shapes and have them sorted onto paper plates. #11 Community, #24 Phonological Awareness, #54 Community Roles |
| Breakfast: #19 Personal Care, #20 Healthy Behavior  |
| Large Group Time: Gym Time Activity: Red light, green light#16 Gross- Motor Activity, #18 Body Awareness |
| Small Group: Find the shapeMaterials:Shape printable#3 Engagement, #5 Use of Resources, #12 Building Relationships | Small Group: Match and stick number gameMaterials:dot stickers, and number game #3 Engagement, #5 Use of Resources, #12 Building Relationships |
| EarlierChildren may manipulate shapes in play, match shapes without identifying their attributes, work shapes individually; turn puzzle pieces until they slip in place. | MiddleChildren 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.  | LaterChildren 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. | 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: Teacher will plan as they work.#2 Planning, #22 Speaking, #55 Decision Making | Planning: Teacher will plan as they 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 draw with crayons where they worked work.#6 Reflection, #12 Building Relationships, #22 Speaking | Recall Time: Have each child draw with crayons where they worked work.#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):Blue Group: iPads-Rocket Speller App and Red Group: Scholastic Books-“Clifford: Can You see the wind blow?”#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 March 17, 2105 **Creative Minds 3** **Target Focus:** I can identify number 6-10.

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| 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 TuesdaySpecial Notes: | #2 LeaderTerek | #3 Lunch /SnackSSG, Egg & Cheese Muffin/Green Pudding & Vanilla Wafers | #4  | #5 Pledge |
| Transition: Bubble gum, bubble gum in a dish. How many pieces do you wish? Students pick a number card 6-10 and say its name. #11 Community, #24 Phonological Awareness, #54 Community Roles |
| Breakfast: #19 Personal Care, #20 Healthy Behavior  |
| Large Group Time: Gym Time Activity: Sensory room and bikes #16 Gross- Motor Activity, #18 Body Awareness |
| Small Group: Match and stick number gameMaterials:dot stickers, and number game#3 Engagement, #5 Use of Resources, #12 Building Relationships | Small Group: Find the shapeMaterials:Shape printable#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 manipulate shapes in play, match shapes without identifying their attributes, work shapes individually; turn puzzle pieces until they slip in place. | MiddleChildren 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.  | LaterChildren 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: Number Dial 6-10 with Dice#2 Planning, #22 Speaking, #55 Decision Making | Planning: Number Dial 6-10 with Dice#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 draw with crayons where they worked work.#6 Reflection, #12 Building Relationships, #22 Speaking | Recall Time: Have each child draw with crayons where they worked work.  #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):Blue Group: Scholastic Books-“ Clifford: Can You see the wind blow?” and Red Group: iPads-Rocket Speller App#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 March 18, 2105 **Creative Minds 3** **Target Focus:** I can identify 13 letters.

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| 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 LeaderAleigha | #3 Lunch /SnackCheeseburger/Apples & PB | #4  | #5 Pledge |
| Transition: Letter Spotlight #11 Community, #24 Phonological Awareness, #54 Community Roles |
| Breakfast: #19 Personal Care, #20 Healthy Behavior  |
| Large Group Time: Gym Time Activity: Duck Duck Goose #16 Gross- Motor Activity, #18 Body Awareness |
| Small Group: Organize the LibraryMaterials:Library boxes#3 Engagement, #5 Use of Resources, #12 Building Relationships | Small Group: Organize the LibraryMaterials:Library boxes#3 Engagement, #5 Use of Resources, #12 Building Relationships |
| EarlierChildren may look at books without identifying that any book is not categorized correctly. | MiddleChildren may look through the books and identify which books do not belong. | LaterChildren may look through the books identifying those that do not belong and seek out which bin to put the book correctly into. | EarlierChildren may look at books without identifying that any book is not categorized correctly. | MiddleChildren may look through the books and identify which books do not belong. | LaterChildren may look through the books identifying those that do not belong and seek out which bin to put the book correctly into. |
| Planning: Letter Monsters/Crocodile#2 Planning, #22 Speaking, #55 Decision Making | Planning: Letter Monsters/Crocodile#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 draw with crayons where they worked work.#6 Reflection, #12 Building Relationships, #22 Speaking | Recall Time: Have each child draw with crayons where they worked work.#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):Pincher Grip Practice#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, March 19, 2105 **Creative Minds 3** **Target Focus:** I can identify beginning word sounds.

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| Adult at Door: Mrs. Z | Adult at Rug: Mrs. Chlesea |
| Sign In Activity: Decorate Your Socks |
| 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 LeaderLogon | #3 Lunch /SnackChicken Rings/Chips, Cheese & Salsa | #4  | #5 Pledge |
| Transition: Hand out shapes and have them sorted onto paper plates. #11 Community, #24 Phonological Awareness, #54 Community Roles |
| Breakfast: #19 Personal Care, #20 Healthy Behavior  |
| Large Group Time: Gym Time Activity: Yoga Poses#16 Gross- Motor Activity, #18 Body Awareness |
| Small Group: “If You Give a Pig a Pancake”Materials:Feed the Pig Game, “If You Give a Pig a Pancake”#3 Engagement, #5 Use of Resources, #12 Building Relationships | Small Group: “If You Give a Pig a Pancake”Materials:Feed the Pig Game, “If You Give a Pig a Pancake”#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: Letter Spinner#2 Planning, #22 Speaking, #55 Decision Making | Planning: Letter Spinner#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: Microphone#6 Reflection, #12 Building Relationships, #22 Speaking | Recall Time: Microphone#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: |