**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 Monday  Special Notes: | | #2 Leader  Cash | | #3 Lunch /Snack  Mozzarella 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 shape  Materials:  Shape printable  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Match and stick number game  Materials:  dot stickers, and number game  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | |
| Earlier  Children may manipulate shapes in play, match shapes without identifying their attributes, work shapes individually; turn puzzle pieces until they slip in place. | Middle  Children 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. | | Later  Children 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. | | 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: 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 Tuesday  Special Notes: | | #2 Leader  Terek | | #3 Lunch /Snack  SSG, 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 game  Materials:  dot stickers, and number game  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Find the shape  Materials:  Shape printable  #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 manipulate shapes in play, match shapes without identifying their attributes, work shapes individually; turn puzzle pieces until they slip in place. | | Middle  Children 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. | Later  Children 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 Wednesday  Special Notes: | | #2 Leader  Aleigha | | #3 Lunch /Snack  Cheeseburger/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 Library  Materials:  Library boxes  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Organize the Library  Materials:  Library boxes  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | |
| Earlier  Children may look at books without identifying that any book is not categorized correctly. | Middle  Children may look through the books and identify which books do not belong. | | Later  Children may look through the books identifying those that do not belong and seek out which bin to put the book correctly into. | | Earlier  Children may look at books without identifying that any book is not categorized correctly. | | Middle  Children may look through the books and identify which books do not belong. | Later  Children 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 Thursday  Special Notes: | | #2 Leader  Logon | | #3 Lunch /Snack  Chicken 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 | | | | |
| 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: 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: | | | | | | | | | |