**Date**: Monday, March 2, 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: Sign on the Line and The Barn | | | | | | | | | |
| 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  Alexis | | #3 Lunch /Snack  Chicken Patty/ Choc. Pudding | | #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  #16 Gross- Motor Activity, #18 Body Awareness | | | | | | | | | |
| Small Group: Sort the Wooden blocks by shape  Materials:  Wooden blocks  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Newspaper Letter Hunt  Materials:  Newspaper, Highlighters, Letter Cards  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | |
| Earlier  May identify things as being the same or different when they match or sort. | Middle  Use the words some, none or all when they sort. | | Later  Use the word *not* to identify a property something does not have when they sort. | | Earlier  Children may say something is a letter thought they cannot name the letter, say or repeat letters and letter sounds, but not connect the two. | | Middle  Children may recognize/name several letters; recognize and say a few letter sound connections. | Later  Children may recognize/name many or most letters, including both uppercase and lowercase letters; recognize and say several letter-sound connections. | |
| Planning: Sort links according to shape.  #2 Planning, #22 Speaking, #55 Decision Making | | | | | Planning: Sort links according to shape.  #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: Puppets  #6 Reflection, #12 Building Relationships, #22 Speaking | | | | | Recall Time: Puppets  #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 and Red Group: iPads-Sorting 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**: Tuesday March 3, 2105 **Creative Minds 3** **Target Focus:** I can name 13 letters.

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| Adult at Door: Mrs. Z | | | | | Adult at Rug: Mrs. Chlesea | | | | |
| Sign In Activity: Sign on the Line and Play Dough | | | | | | | | | |
| 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  Sophia | | #3 Lunch /Snack  Taco Quesadilla/Goldfish | | #4 | | | #5 Pledge |
| Transition: Letter Monster or Crocodile: Pull out letters and say the name and sound.  #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: Newspaper Letter Hunt  Materials:  Newspaper, Highlighters, Letter Cards  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Sort the Wooden blocks by shape  Materials:  Wooden blocks  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | |
| Earlier  Children may say something is a letter thought they cannot name the letter, say or repeat letters and letter sounds, but not connect the two. | Middle  Children may recognize/name several letters; recognize and say a few letter sound connections. | | Later  Children may recognize/name many or most letters, including both uppercase and lowercase letters; recognize and say several letter-sound connections. | | Earlier  May identify things as being the same or different when they match or sort. | | Middle  Use the words some, none or all when they sort. | Later  Use the word *not* to identify a property something does not have when they sort. | |
| Planning: Letter Wheel  #2 Planning, #22 Speaking, #55 Decision Making | | | | | Planning: Letter Wheel  #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):  Red Group: iPads-Sorting App and Blue Group: Scholastic Books  #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 4, 2105 **Creative Minds 3** **Target Focus:** I can identify numbers 6-10.

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| Adult at Door: Mrs. Z | | | | | Adult at Rug: Mrs. Chlesea | | | | |
| Sign In Activity: Sign on the Line and Vehicles | | | | | | | | | |
| 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  Jackson | | #3 Lunch /Snack  Mac-n-cheese/ Applesauce | | #4 | | | #5 Pledge |
| Transition: Roll the dice and point at the number.  #11 Community, #24 Phonological Awareness, #54 Community Roles | | | | | | | | | |
| Breakfast: #19 Personal Care, #20 Healthy Behavior | | | | | | | | | |
| Large Group Time:  Gym Time Activity: Red Rover  #16 Gross- Motor Activity, #18 Body Awareness | | | | | | | | | |
| Small Group: Bowling by Tens  Materials:  (See attached Directions), 2 Bean Bags, Lego Duplos, Counting Bears  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Letter and Number Parts  Materials:  Large Letters & Numbers, Paper & Writing Materials, White Boards & Markers  #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 say something is a letter thought they cannot name the letter, say or repeat letters and letter sounds, but not connect the two. | | Middle  Children may recognize/name several letters; recognize and say a few letter sound connections. | Later  Children may recognize/name many or most letters, including both uppercase and lowercase letters; recognize and say several letter-sound connections. | |
| Planning: Drive your car to the house number.  #2 Planning, #22 Speaking, #55 Decision Making | | | | | Planning: Drive your car to the house 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: Binoculars: others guess where they played.  #6 Reflection, #12 Building Relationships, #22 Speaking | | | | | Recall Time: Binoculars: others guess where they played.  #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):  Journals  #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 5, 2105 **Creative Minds 3** **Target Focus:** I can rhyme.

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| Adult at Door: Mrs. Z | | | | | Adult at Rug: Mrs. Chlesea | | | | |
| Sign In Activity: Sign on the Line and Waffle Blocks | | | | | | | | | |
| 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  Drake | | #3 Lunch /Snack  Hamburger/ Popcorn | | #4 | | | #5 Pledge |
| Transition: “Down by the Bay” Song: Children will take a turn to make a rhyme and then wash for breakfast.  #11 Community, #24 Phonological Awareness, #54 Community Roles | | | | | | | | | |
| Breakfast: #19 Personal Care, #20 Healthy Behavior | | | | | | | | | |
| Large Group Time:  Gym Time Activity: Simon Says  #16 Gross- Motor Activity, #18 Body Awareness | | | | | | | | | |
| Small Group: Letter and Number Parts  Materials:  Large Letters, Paper & Writing Materials, White Boards & Markers  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Bowling by Tens  Materials:  (See attached Directions), 2 Bean Bags, Lego Duplos, Counting Bears  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | |
| Earlier  Children may say something is a letter thought they cannot name the letter, say or repeat letters and letter sounds, but not connect the two. | Middle  Children may recognize/name several letters; recognize and say a few letter sound connections. | | Later  Children may recognize/name many or most letters, including both uppercase and lowercase letters; recognize and say several letter-sound connections. | | 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: Phones  #2 Planning, #22 Speaking, #55 Decision Making | | | | | Planning: Phones  #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: Pick one toy you played with today and say a word it rhymes with.  #6 Reflection, #12 Building Relationships, #22 Speaking | | | | | Recall Time: Pick one toy you played with today and say a word it rhymes with.  #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):  Apple Tree Letter Matching  #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: | | | | | | | | | |