**Date**: Monday, March 30, 2015 **Creative Minds 3** **Target Focus:** I can count to 30

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| Adult at Door: Mrs. Z | | | | | Adult at Rug: Mrs. Chelsea | | | | |
| Sign In Activity: Happy Birthday Card For Kade | | | | | | | | | |
| 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  Kade | | #3 Lunch /Snack  Pepperoni Pizza Bites/ Ants on Log | | #4  Happy Birthday Kade | | | #5 Pledge |
| Transition: count to 30 using music sticks  #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: Marshmallow bunny  Materials: marshmallows, and pre-cut bunny.  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Sorting Easter egg activity  Materials: containers labeled small, medium, and large, plastic eggs with various objects inside.  #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 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: Using microphones children will plan  #2 Planning, #22 Speaking, #55 Decision Making | | | | | Planning: Using microphones children will 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: Have each child journal with colored pencils.  #6 Reflection, #12 Building Relationships, #22 Speaking | | | | | Recall Time: Have each child journal with colored pencils.  #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): #17 Fine Motor Skills, #25 Alphabetic Knowledge, #31-39 Mathematics, #40 Art  Table Toys | | | | | | | | | |
| 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 | | | | | | | | | |

**Date**: Tuesday March 31, 2105 **Creative Minds 3** **Target Focus:** I can sort by size

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| Adult at Door: Mrs. Z | | | | | Adult at Rug: Mrs. Chelsea | | | | |
| Sign In Activity: Dry erase boards and farm animals | | | | | | | | | |
| 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  Jackson | | #3 Lunch /Snack  Taco/Yogurt & Granola | | #4 | | | #5 Pledge |
| Transition: Identifying a letter from the alligator mouth  #11 Community, #24 Phonological Awareness, #54 Community Roles | | | | | | | | | |
| Breakfast: #19 Personal Care, #20 Healthy Behavior | | | | | | | | | |
| Large Group Time:  Gym Time Activity: Sensory room  #16 Gross- Motor Activity, #18 Body Awareness | | | | | | | | | |
| Small Group: Sorting Easter egg activity  Materials: containers labeled small, medium, and large, plastic eggs with various objects inside.  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group:  Marshmallow bunny  Materials: marshmallows, liquid glue, and pre-cut bunny.  #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  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: Children will use finger puppets to plan.  #2 Planning, #22 Speaking, #55 Decision Making | | | | | Planning: Children will use finger puppets 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: Children will journal with colored pencils.  #6 Reflection, #12 Building Relationships, #22 Speaking | | | | | Recall Time: Children will journal with colored pencils.  #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): #17 Fine Motor Skills, #25 Alphabetic Knowledge, #31-39 Mathematics, #40 Art  Play Dough | | | | | | | | | |
| 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 | | | | | | | | | |

**Date**: Wednesday April 1 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. Chelsea | | | | |
| Sign In Activity: Sign your name by your letter | | | | | | | | | |
| 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  Drake | | #3 Lunch /Snack  BBQ Chicken Drumsticks/Goldfish | | #4 | | | #5 Pledge |
| Transition: Pull a number out of the bag  #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: Treasure Map  Materials:  Treasure map sheet  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: iPads  Materials:  iPads, Rocket Speller  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | |
| Earlier  Children may explore writing materials and tools through writing and drawing. Will write or draw squiggles or write at random on the page; begin to write letter like forms. | Middle  Children may “write” or ask an adult to write a label. They may write individualized letter like forms or several recognizable letters or groups of letters. | | Later  Children may ask an adult to write for a variety of purposes. They may combine letters to write “words”. May start to write in horizontal lines, but will write anywhere if they run out of room. | | Earlier  Children may navigate the iPad, but have difficulty naming the letters. | | Middle  Children may navigate the iPad and correctly name several letters. | Later  Children may use iPad correctly and name most to all of the letters correctly. | |
| Planning: Use the map the child will circle where they wish to work and explain.  #2 Planning, #22 Speaking, #55 Decision Making | | | | | Planning: Child will draw a picture of where they will 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 journal what they did at work time.  #6 Reflection, #12 Building Relationships, #22 Speaking | | | | | Recall Time: Teacher will take pictures using the iPad of that child at work time. Child recalls based on the picture.  #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): #17 Fine Motor Skills, #25 Alphabetic Knowledge, #31-39 Mathematics, #40 Art  Legos Duplos | | | | | | | | | |
| 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 April 2, 2105 **Creative Minds 3** **Target Focus:** I can identify and say my full name (plus say letters in my name).

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| Adult at Door: Mrs. Z | | | | | Adult at Rug: Mrs. Chelsea | | | | |
| Sign In Activity: Sign your name by your letter | | | | | | | | | |
| 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  Cash | | #3 Lunch /Snack  Mac-n-Cheese/Banana Muffins | | #4 | | | #5 Pledge |
| Transition: Name Magnets  #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: iPads  Materials:  iPads, Rocket Speller  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Treasure Map  Materials:  Treasure map sheet  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | |
| Earlier  Children may navigate the iPad, but have difficulty naming the letters. | Middle  Children may navigate the iPad and correctly name several letters. | | Later  Children may use iPad correctly and name most to all of the letters correctly. | | Earlier  Children may explore writing materials and tools through writing and drawing. Will write or draw squiggles or write at random on the page; begin to write letter like forms. | | Middle  Children may “write” or ask an adult to write a label. They may write individualized letter like forms or several recognizable letters or groups of letters. | Later  Children may ask an adult to write for a variety of purposes. They may combine letters to write “words”. May start to write in horizontal lines, but will write anywhere if they run out of room. | |
| Planning: Child will draw a picture of where they will work.  #2 Planning, #22 Speaking, #55 Decision Making | | | | | Planning: Use the map the child will circle where they wish to work and explain.  #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: Teacher will take pictures using the iPad of that child at work time. Child recalls based on the picture.  #6 Reflection, #12 Building Relationships, #22 Speaking | | | | | Recall Time: Have each child journal what they did at work 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): #17 Fine Motor Skills, #25 Alphabetic Knowledge, #31-39 Mathematics, #40 Art  Puzzles | | | | | | | | | |
| 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: | | | | | | | | | |