**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 MondaySpecial Notes:  | #2 LeaderKade | #3 Lunch /SnackPepperoni 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 |
| EarlierMay 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. | MiddleMay 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. | LaterMay 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. | EarlierMay identify things as being the same or different when they match or sort. | MiddleUse the words some, none or all when they sort. | LaterUse 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 ArtTable 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 TuesdaySpecial Notes: | #2 LeaderJackson | #3 Lunch /SnackTaco/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 |
| EarlierMay identify things as being the same or different when they match or sort. | MiddleUse the words some, none or all when they sort. | LaterUse the word *not* to identify a property something does not have when they sort. | EarlierMay 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. | MiddleMay 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. | LaterMay 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 ArtPlay 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 WednesdaySpecial Notes: | #2 LeaderDrake | #3 Lunch /SnackBBQ 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 MapMaterials: Treasure map sheet#3 Engagement, #5 Use of Resources, #12 Building Relationships | Small Group: iPadsMaterials:iPads, Rocket Speller#3 Engagement, #5 Use of Resources, #12 Building Relationships |
| EarlierChildren 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. | MiddleChildren 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.  | LaterChildren 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. | EarlierChildren may navigate the iPad, but have difficulty naming the letters. | MiddleChildren may navigate the iPad and correctly name several letters. | LaterChildren 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 ArtLegos 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 ThursdaySpecial Notes: | #2 LeaderCash | #3 Lunch /SnackMac-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: iPadsMaterials:iPads, Rocket Speller#3 Engagement, #5 Use of Resources, #12 Building Relationships | Small Group: Treasure MapMaterials: Treasure map sheet#3 Engagement, #5 Use of Resources, #12 Building Relationships |
| EarlierChildren may navigate the iPad, but have difficulty naming the letters. | MiddleChildren may navigate the iPad and correctly name several letters. | LaterChildren may use iPad correctly and name most to all of the letters correctly. | EarlierChildren 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. | MiddleChildren 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.  | LaterChildren 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 ArtPuzzles |
| 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: |