**Date**: Monday, March 9, 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 puzzles  |
| 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 LeaderJaxen | #3 Lunch /SnackCorn Dog/Scooby Snacks | #4  | #5 Pledge |
| Transition: White boards-have each child write their name #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: Have each child draw with crayons where they will work. #2 Planning, #22 Speaking, #55 Decision Making | Planning: Have each child draw with crayons 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: Using name sticks, each child will pull a stick and identify the child’s name. #6 Reflection, #12 Building Relationships, #22 Speaking | Recall Time: Using name sticks, each child will pull a stick and identify the child’s name. #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 10, 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: Sign on the line and wooden shape blocks  |
| 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 LeaderNuray | #3 Lunch /SnackBosco Sticks/Cottage Cheese & Pineapple | #4  | #5 Pledge |
| Transition: Bubble gum, bubble gum in a dish. How many pieces do you wish?  #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: Fly on the airplane to designated work time areas #2 Planning, #22 Speaking, #55 Decision Making | Planning: Fly on the airplane to designated work time areas. #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: Telephone#6 Reflection, #12 Building Relationships, #22 Speaking | Recall Time: Telephone  #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 4, 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 LeaderKristi | #3 Lunch /SnackChicken Nuggets/Whale Crackers | #4 Reminder: Tomorrow is Crazy Hat Day | #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: Alphabet Bingo Materials:Zoo Phonic ABC Bingo Cards and Letter “Chips”#3 Engagement, #5 Use of Resources, #12 Building Relationships | Small Group: Alphabet TreeMaterials:Alphabet Tree pages, Dot Stickers labeled with ABC’s#3 Engagement, #5 Use of Resources, #12 Building Relationships |
| EarlierChildren may say something is a letter thought they cannot name the letter, say or repeat letters and letter sounds, but not connect the two. | MiddleChildren may recognize/name several letters; recognize and say a few letter sound connections. | LaterChildren may recognize/name many or most letters, including both uppercase and lowercase letters; recognize and say several letter-sound connections. | EarlierChildren may say something is a letter thought they cannot name the letter, say or repeat letters and letter sounds, but not connect the two. | MiddleChildren may recognize/name several letters; recognize and say a few letter sound connections. | LaterChildren may recognize/name many or most letters, including both uppercase and lowercase letters; recognize and say several letter-sound connections. |
| 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: Binoculars#6 Reflection, #12 Building Relationships, #22 Speaking | Recall Time: Binoculars#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):Links#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 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 LeaderTrenton | #3 Lunch /SnackChili Cheese Wrap/Banana/Choc. Chip Muffins | #4 Cat in the Hat Wear a Crazy Hat  | #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: Alphabet TreeMaterials:Alphabet Tree pages, Dot Stickers labeled with ABC’s#3 Engagement, #5 Use of Resources, #12 Building Relationships | Small Group: Alphabet Bingo Materials:Zoo Phonic ABC Bingo Cards and Letter “Chips”#3 Engagement, #5 Use of Resources, #12 Building Relationships |
| EarlierChildren may say something is a letter thought they cannot name the letter, say or repeat letters and letter sounds, but not connect the two. | MiddleChildren may recognize/name several letters; recognize and say a few letter sound connections. | LaterChildren may recognize/name many or most letters, including both uppercase and lowercase letters; recognize and say several letter-sound connections. | EarlierChildren may say something is a letter thought they cannot name the letter, say or repeat letters and letter sounds, but not connect the two. | MiddleChildren may recognize/name several letters; recognize and say a few letter sound connections. | LaterChildren may recognize/name many or most letters, including both uppercase and lowercase letters; recognize and say several letter-sound connections. |
| 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: Cat in the Hat #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: |