**Date**: Monday May 11, 2015 **Creative Minds 3** **Target Focus:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Adult at Door: Mrs. Z | | | | | Adult at Rug: Mrs. Chelsea | | | | |
| Sign In Activity: Write your last name one the lined paper. | | | | | | | | | |
| Large Group Time:  Music and Movement Activity: Student vote on this year’s favorites  #16 Gross- Motor Activity, #18 Body Awareness, #41 Music, #42 Movement | | | | | | | | | |
| Greeting Time: #1  Special Notes: | | #2 Leader  Kristi | | #3 Lunch /Snack  Calzone/ Bananas & Chocolate Syrup | | #4 | | | #5 Pledge |
| Transition: Call students by things they have the same. Give them clues to what it is.  #11 Community, #24 Phonological Awareness, #54 Community Roles | | | | | | | | | |
| Breakfast: #19 Personal Care, #20 Healthy Behavior | | | | | | | | | |
| Large Group Time:  Gym Time Activity: Practice Graduation Songs  #16 Gross- Motor Activity, #18 Body Awareness | | | | | | | | | |
| Small Group: Bubbles  Materials:  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Musical Shapes  Materials:  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | |
| Earlier  May Do singular non-locomotor moves (swing, turn, shake or twist);Do simple locomotor moves (walk, climb, run); Manipulate objects while staying in place (stand & kick a ball, or extend arms to catch a beanbag) | Middle  May do two non-locomotor moves in sequence; do or attempt complex locomotor moves, manipulate objects while moving. | | Later  May repeat 3 or more non-locomotor moves in sequence, do complex locomotor moves with ease and coordination; Manipulate objects while staying in place or moving with ease and coordination. | | 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: Microphones  #2 Planning, #22 Speaking, #55 Decision Making | | | | | Planning: Puppets  #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: Show and tell what use used or made today.  #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): #17 Fine Motor Skills, #25 Alphabetic Knowledge, #31-39 Mathematics, #40 Art  Play dough/ floam | | | | | | | | | |
| 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 May 12, 2015 **Creative Minds 3** **Target Focus:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Adult at Door: Mrs. Z | | | | | Adult at Rug: Mrs. Chelsea | | | | |
| Sign In Activity: Write your last name one the lined paper. | | | | | | | | | |
| Large Group Time:  Music and Movement Activity: Student vote on this year’s favorites  #16 Gross- Motor Activity, #18 Body Awareness, #41 Music, #42 Movement | | | | | | | | | |
| Greeting Time: #1  Special Notes: | | #2 Leader  Trenton | | #3 Lunch /Snack  Bosco Sticks/Strawberries & Whipped Cream | | #4 | | | #5 Pledge |
| Transition: Call students by things they have the same. Give them clues to what it is.  #11 Community, #24 Phonological Awareness, #54 Community Roles | | | | | | | | | |
| Breakfast: #19 Personal Care, #20 Healthy Behavior | | | | | | | | | |
| Large Group Time:  Gym Time Activity: Practice Graduation Songs  #16 Gross- Motor Activity, #18 Body Awareness | | | | | | | | | |
| Small Group: Musical Shapes  Materials:  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Bubbles  Materials:  #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  May Do singular non-locomotor moves (swing, turn, shake or twist);Do simple locomotor moves (walk, climb, run); Manipulate objects while staying in place (stand & kick a ball, or extend arms to catch a beanbag) | | Middle  May do two non-locomotor moves in sequence; do or attempt complex locomotor moves, manipulate objects while moving. | Later  May repeat 3 or more non-locomotor moves in sequence, do complex locomotor moves with ease and coordination; Manipulate objects while staying in place or moving with ease and coordination. | |
| Planning: Puppets  #2 Planning, #22 Speaking, #55 Decision Making | | | | | Planning: Microphones  #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: Show and tell what use used or made today.  #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/ floam | | | | | | | | | |
| 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 May 13, 2015 **Creative Minds 3** **Target Focus:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Adult at Door: Mrs. Z | | | | | Adult at Rug: Mrs. Chelsea | | | | |
| Sign In Activity: Write your last name one the lined paper. | | | | | | | | | |
| Large Group Time:  Music and Movement Activity: Student vote on this year’s favorites  #16 Gross- Motor Activity, #18 Body Awareness, #41 Music, #42 Movement | | | | | | | | | |
| Greeting Time: #1 | | #2 Leader  Cash | | #3 Lunch /Snack  Chicken Nuggets/ Apples & PB | | #4 | | | #5 Pledge |
| Transition: Call students by things they have the same. Give them clues to what it is.  #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: Hemlock Park  Materials:  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Hemlock Park  Materials:  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | |
| Earlier | Middle | | Later | | Earlier | | Middle | Later | |
| Planning:  #2 Planning, #22 Speaking, #55 Decision Making | | | | | Planning:  #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:  #6 Reflection, #12 Building Relationships, #22 Speaking | | | | | Recall 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 | | | | | | | | | |
| 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 May 14, 2105 **Creative Minds 3** **Target Focus:** I can count to five.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Adult at Door: Mrs. Z | | | | | Adult at Rug: Mrs. Chelsea | | | | |
| Sign In Activity: Write your last name one the lined paper. | | | | | | | | | |
| Large Group Time:  Music and Movement Activity: Student vote on this year’s favorites.  #16 Gross- Motor Activity, #18 Body Awareness, #41 Music, #42 Movement | | | | | | | | | |
| Greeting Time: #1  Special Notes: | | #2 Leader  Aleigha | | #3 Lunch /Snack  Chili Cheese Wrap/ Root Beer Floats | | #4 | | | #5 Pledge |
| Transition: Call students by things they have the same. Give them clues to what it is.  #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: Sidewalk chalk  Materials:  Side walk chalk  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Sand Castles  Materials:  Buckets, shovels  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | |
| Earlier  May use small muscles with some control to manipulate objects; do activities that require simple hand eye coordination. | Middle  May use small muscles with moderate control; Do activities that require moderate hand eye coordination. | | Later  May use small muscles with strength, flexibility and coordination; use hand eye coordination to carry out intricate activities. | | Earlier  May use small muscles with some control to manipulate objects; do activities that require simple hand eye coordination. | | Middle  May use small muscles with moderate control; Do activities that require moderate hand eye coordination. | Later  May use small muscles with strength, flexibility and coordination; use hand eye coordination to carry out intricate activities. | |
| Planning: Hop to where you want to work today.  #2 Planning, #22 Speaking, #55 Decision Making | | | | | Planning: Hop to where you want to work today.  #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: Tell your neighbor what you did today.  #6 Reflection, #12 Building Relationships, #22 Speaking | | | | | Recall Time: Tell your neighbor what you did today.  #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  The best thing about Preschool Journal Page | | | | | | | | | |
| 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: | | | | | | | | | |