**Date**: Monday May 4, 2015 **Creative Minds 3** **Target Focus:**

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| Adult at Door: Mrs. Z | Adult at Rug: Mrs. Chelsea |
| Sign In Activity: Sign on the line and manipulative  |
| 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 LeaderJackson | #3 Lunch /SnackCheese Pizza/ Gold Fish Crackers | #4  | #5 Pledge |
| Transition: Put first, middle, and last name in order. #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: Alphabet basketballMaterials: 2 baskets, 26 alphabet ping pong balls#3 Engagement, #5 Use of Resources, #12 Building Relationships | Small Group: Ribbon sorting by size and measuringMaterials: ribbon of different sizes, sorting mats, Ziploc bags. #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 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: Children will plan using sock puppets#2 Planning, #22 Speaking, #55 Decision Making | Planning: Children will plan using sock 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: Children will journal using dry erase boards.#6 Reflection, #12 Building Relationships, #22 Speaking | Recall Time: Children will journal using dry erase boards.#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**: Tuesday May 5, 2015 **Creative Minds 3** **Target Focus:**

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| Adult at Door: Mrs. Z | Adult at Rug: Mrs. Chelsea |
| 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 TuesdaySpecial Notes: | #2 LeaderDrake | #3 Lunch /SnackTaco Quesadilla/ Graham Crackers | #4  | #5 Pledge |
| Transition: Counting 30 spiral noodles into a bowl  #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: Ribbon sorting by size and measuringMaterials: ribbon of different sizes, sorting mats, Ziploc bags.#3 Engagement, #5 Use of Resources, #12 Building Relationships | Small Group: Alphabet basketballMaterials: 2 baskets, 26 alphabet ping pong ball#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 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: Children will plan using dry erase boards #2 Planning, #22 Speaking, #55 Decision Making | Planning: Children will plan using dry erase boards#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 plan using cell phones with a partner#6 Reflection, #12 Building Relationships, #22 Speaking | Recall Time: Children will plan using cellphones with a partner #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**: Wednesday May 6, 2015 **Creative Minds 3** **Target Focus:** I can find my name.

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| 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 Rolls the dice to pick a song.#16 Gross- Motor Activity, #18 Body Awareness, #41 Music, #42 Movement |
| Greeting Time: #1Introduce bird nest at work time | #2 LeaderJaxen | #3 Lunch /SnackBBQ Pork Sandwich/ Pudding Cups | #4 Tomorrow is Discovery Museum Trip | #5 Pledge |
| Transition: Flash Light Spot and Tell (Use popsicle sticks) #11 Community, #24 Phonological Awareness, #54 Community Roles |
| Breakfast: #19 Personal Care, #20 Healthy Behavior  |
| Large Group Time: Parachute#16 Gross- Motor Activity, #18 Body Awareness |
| Small Group: Marshmallow ShapesMaterials: Marshmallows, Toothpicks#3 Engagement, #5 Use of Resources, #12 Building Relationships | Small Group: PatternsMaterials:Play Dough, Pipe Cleaners, Beads#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 say something is a pattern when it is not, line up objects in no particular order or copy a simple pattern. | MiddleChildren may recognize patterns, create or extend a simple pattern (i.e.; ABABAB) | LaterChildren may say why something is a pattern, create or extend a complex pattern (i.e., AABBAABB or ABCABC)  |
| Planning: Zoo Phonics Alphabet Bingo Matching#2 Planning, #22 Speaking, #55 Decision Making | Planning: Students glue cut out numbers to the paper and say the numbers.#2 Planning, #22 Speaking, #55 Decision Making |
| Work Time: Bird nest and magnifying lens #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: Journal what you did today with the 3 w’s#6 Reflection, #12 Building Relationships, #22 Speaking | Recall Time: Alphabet spinners #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 ArtBendaroos and Salt Trays |
| 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 7, 2105 **Creative Minds 3** **Target Focus:** I can name 13 letters.

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| 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: Roll the dice to choose.#16 Gross- Motor Activity, #18 Body Awareness, #41 Music, #42 Movement |
| Greeting Time: Child Messages: #1 ThursdaySpecial Notes: | #2 LeaderNuray | #3 Lunch /SnackHamburger on a bun/ Chips & Salsa | #4 Children’s Museum Today | #5 Pledge |
| Transition: Cake Walk: Shapes #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: What Time is It Mr. Fox?Materials: #3 Engagement, #5 Use of Resources, #12 Building Relationships | Small Group: What Time is It Mr. Fox?Materials:#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 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: white boards letter writing practice#2 Planning, #22 Speaking, #55 Decision Making | Planning: Planning: Drive Your Car#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: White Boards Shape drawing practice#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 ArtWooden sticks and curves/Shaving cream and trays |
| 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: |