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

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 Monday  Special Notes: | | #2 Leader  Jackson | | #3 Lunch /Snack  Cheese 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 basketball  Materials: 2 baskets, 26 alphabet ping pong balls  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Ribbon sorting by size and measuring  Materials: ribbon of different sizes, sorting mats, Ziploc bags.  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | |
| Earlier  Children may say something is a letter thought they cannot name the letter, say or repeat letters and letter sounds, but not connect the two. | Middle  Children may recognize/name several letters; recognize and say a few letter sound connections. | | Later  Children may recognize/name many or most letters, including both uppercase and lowercase letters; recognize and say several letter-sound connections. | | 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: 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:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 Tuesday  Special Notes: | | #2 Leader  Drake | | #3 Lunch /Snack  Taco 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 measuring  Materials: ribbon of different sizes, sorting mats, Ziploc bags.  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Alphabet basketball  Materials: 2 baskets, 26 alphabet ping pong ball  #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  Children may say something is a letter thought they cannot name the letter, say or repeat letters and letter sounds, but not connect the two. | | Middle  Children may recognize/name several letters; recognize and say a few letter sound connections. | Later  Children 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.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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: #1  Introduce bird nest at work time | | #2 Leader  Jaxen | | #3 Lunch /Snack  BBQ 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 Shapes  Materials:  Marshmallows, Toothpicks  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Patterns  Materials:  Play Dough, Pipe Cleaners, Beads  #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  Children may say something is a pattern when it is not, line up objects in no particular order or copy a simple pattern. | | Middle  Children may recognize patterns, create or extend a simple pattern (i.e.; ABABAB) | Later  Children 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 Art  Bendaroos 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.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 Thursday  Special Notes: | | #2 Leader  Nuray | | #3 Lunch /Snack  Hamburger 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 | | | | |
| 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 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: 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 Art  Wooden 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: | | | | | | | | | |