**Date**: Monday October 13, 2014 **Creative Minds 3** **Target Focus:** I can say the letters in my name.

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| Adult at Door: Mrs. Zeneberg | | | | | Adult at Rug: Sub | | | | |
| Sign In Activity: Arrange Magnet Letters to Spell Your Name | | | | | | | | | |
| Large Group Time:  Music and Movement Activity: If Your Happy and You Know It, Meet Me at the Zoo  #16 Gross- Motor Activity, #18 Body Awareness, #41 Music, #42 Movement | | | | | | | | | |
| Greeting Time: Child Messages: #1 Monday  Special Notes: | | #2 Terek | | #3 Chicken Rings/ Pretzels & String Cheese | | #4 Vision Screening | | | #5 Pledge |
| Transition: Hickitty Pickitty Bumble Bee Won’t You Spell Your Name For Me?  #11 Community, #24 Phonological Awareness, #54 Community Roles | | | | | | | | | |
| Breakfast: #19 Personal Care, #20 Healthy Behavior | | | | | | | | | |
| Large Group Time:  Gym Time Activity: Balloons and Paddles  #16 Gross- Motor Activity, #18 Body Awareness | | | | | | | | | |
| Small Group: Red, Yellow, Blue and Green Drawings  Materials:  Crayon (red, yellow, blue & green), paper  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Wikki Sticks  Materials:  Wikki Sticks  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | |
| Earlier  May explore colors of crayons by scribbling on paper. | Middle  May make simple representations using one or two colors and shapes, accidentally create an image and then recognize that it can represent something. | | Later  May use the colors to create an effect; may make complex representations with several details; may intentionally represent something. | | 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: Knob Puzzle (With Names- Children say letters then plan)  #2 Planning, #22 Speaking, #55 Decision Making | | | | | Planning: Knob Puzzle (With Names- Children say letters then plan)  #2 Planning, #22 Speaking, #55 Decision Making | | | | |
| Work Time: Farm #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: Recalling Glasses  #6 Reflection, #12 Building Relationships, #22 Speaking | | | | | Recall Time: Recalling Glasses  #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):  Tracing Pages  #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 October 14, 2014 **Creative Minds 3** **Target Focus:** I can name the colors: red, yellow, blue and green.

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| Adult at Door: Mrs. Zeneberg | | | | | Adult at Rug: Sub | | | | |
| Sign In Activity: Arrange Magnet Letters to Spell Your Name | | | | | | | | | |
| Large Group Time:  Music and Movement Activity: Meet Me at the Zoo  #16 Gross- Motor Activity, #18 Body Awareness, #41 Music, #42 Movement | | | | | | | | | |
| Greeting Time: Child Messages: #1 Tuesday  Special Notes: | | #2 Aleigha | | #3 French Toast/Banana Muffins | | #4 Vision Screening | | | #5 Pledge |
| Transition: Bean Bags  #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: Wikki Sticks  Materials:  Wikki Sticks  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Red, Yellow, Blue and Green Drawings  Materials:  Crayon (red, yellow, blue & green), paper  #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  May explore colors of crayons by scribbling on paper. | | Middle  May make simple representations using one or two colors and shapes, accidentally create an image and then recognize that it can represent something. | Later  May use the colors to create an effect; may make complex representations with several details; may intentionally represent something. | |
| Planning: Rolling a Beach Ball (What color is your pointer finger touching?)  #2 Planning, #22 Speaking, #55 Decision Making | | | | | Planning: Rolling a Beach Ball (What color is your pointer finger touching?)  #2 Planning, #22 Speaking, #55 Decision Making | | | | |
| Work Time: Play Dough #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: Rolling a Beach Ball (What color is your pointer finger touching?)  #6 Reflection, #12 Building Relationships, #22 Speaking | | | | | Recall Time: Rolling a Beach Ball (What color is your pointer finger touching?)  #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):  Cutting Paper (pages)  #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 October 15, 2014 **Creative Minds 3** **Target Focus:** I can count 5 Items.

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| Adult at Door: Mrs. Zeneberg | | | | | Adult at Rug: Sub | | | | |
| Sign In Activity: Arrange Magnet Letters to Spell Your Name | | | | | | | | | |
| Large Group Time:  Music and Movement Activity: Instrumental, Tutti Ta, Meet Me at the Zoo  #16 Gross- Motor Activity, #18 Body Awareness, #41 Music, #42 Movement | | | | | | | | | |
| Greeting Time: Child Messages: #1 Wednesday  Special Notes: | | #2 Kade | | #3 Ravioli/Apples&PB | | #4 Vision Screening | | | #5 Pledge |
| Transition: Count 5 fingers  #11 Community, #24 Phonological Awareness, #54 Community Roles | | | | | | | | | |
| Breakfast: #19 Personal Care, #20 Healthy Behavior | | | | | | | | | |
| Large Group Time:  Gym Time Activity: Musical Chairs  #16 Gross- Motor Activity, #18 Body Awareness | | | | | | | | | |
| Small Group: Counting Candles  Materials:  Play dough, Candles (popsicle sticks), Rolling Pin  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Letter and Number Parts  Materials:  Large Numbers, Letters Upper and Lower Case, Paper and Crayons  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | |
| Earlier  May explore play dough and putting candles into it. | Middle  May compare candles (more, bigger, smaller or less). | | Later  May count correctly 5 or more candles. | | Earlier  May point to symbols and say letters or number words; may use the words first or last without understanding; may write squiggles to represent number or letters. | | Middle  May use number or letter words but not know they refer to quantity; may recognize several letters or numbers; may write numeral like forms. | Later  May understand number words refer to quantity; may Recognize and read several digit numbers; may write two or more recognizable numbers. | |
| Planning: Pointing Wands  #2 Planning, #22 Speaking, #55 Decision Making | | | | | Planning: Pointing Wands  #2 Planning, #22 Speaking, #55 Decision Making | | | | |
| Work Time: Hammer and Nails or Screw Board #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: Bring 5 small things you worked with today (Must fit in lunch sack.)  #6 Reflection, #12 Building Relationships, #22 Speaking | | | | | Recall Time: Bring 5 small things you worked with today (Must fit in lunch sack.)  #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):  Lacing Beads  #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 October 16, 2014 **Creative Minds 3** **Target Focus:** I can name the shapes: heart, star and circle.

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| Adult at Door: Mrs. Zeneberg | | | | | Adult at Rug: Sub | | | | |
| Sign In Activity: Arrange Magnet Letters to Spell Your Name | | | | | | | | | |
| Large Group Time: Shakers  Music and Movement Activity: Instrumental, Shake My Sillies Out, Meet Me at the Zoo  #16 Gross- Motor Activity, #18 Body Awareness, #41 Music, #42 Movement | | | | | | | | | |
| Greeting Time: Child Messages: #1 Thursday  Special Notes: | | #2 | | #3 BBQ Chicken/Cracker Sandwiches | | #4 | | | #5 Pledge |
| Transition: Name Shapes (Call names from popsicle sticks to say their shape, use laminated paper shapes.)  #11 Community, #24 Phonological Awareness, #54 Community Roles | | | | | | | | | |
| Breakfast: #19 Personal Care, #20 Healthy Behavior | | | | | | | | | |
| Large Group Time:  Gym Time Activity: Bike Riding/ Sensory Room  #16 Gross- Motor Activity, #18 Body Awareness | | | | | | | | | |
| Small Group: Letter and Number Parts  Materials:  Large Letters Upper and Lower Case, Paper and Crayons  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | | Small Group: Counting Candles  Materials:  Play dough, Candles (popsicle sticks), Rolling Pin  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | | |
| Earlier  May point to symbols and say letters or number words; may use the words first or last without understanding; may write squiggles to represent number or letters. | Middle  May use number or letter words but not know they refer to quantity; may recognize several letters or numbers; may write numeral like forms. | | Later  May understand number words refer to quantity; may Recognize and read several digit numbers; may write two or more recognizable numbers. | | Earlier  May explore play dough and putting candles into it. | | Middle  May compare candles (more, bigger, smaller or less). | Later  May count correctly 5 or more candles. | |
| Planning: Hula Hoop (Must say shape I hold up before planning)  #2 Planning, #22 Speaking, #55 Decision Making | | | | | Planning: Telephones  #2 Planning, #22 Speaking, #55 Decision Making | | | | |
| Work Time: Stepping Stones #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: Telephones  #6 Reflection, #12 Building Relationships, #22 Speaking | | | | | Recall Time: Hula Hoop(Must say shape I hold up before recalling)  #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):  Puzzles  #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: | | | | | | | | | |