**Date**: Monday October 6, 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: Stamp Your Name |
| Large Group Time: Music and Movement Activity: Instrumental, 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 #2 Drake #3 Lasagna/Fruit Pops #4 Switch Groups #5 PledgeTransition: 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: Paper Plates and Feathers #16 Gross- Motor Activity, #18 Body Awareness |
| Small Group: Tube Tunnels (Introducing Balls into the block area)Materials: Tubes and Balls#3 Engagement, #5 Use of Resources, #12 Building Relationships | Small Group: Frogs on Lily PadsMaterials:Colored Felt Squares, Blue Felt Sheets Frogs#3 Engagement, #5 Use of Resources, #12 Building Relationships |
| EarlierMay use obvious sensory information to explore materials; may watch or do something but not react in any other way than looking. | MiddleUse multiple senses to explore materials; may observe how something works or when something happens and comment on what they see. | LaterMay use multiple sense to explore the natural and physical world in greater detail; may use observation and understand how things work | EarlierMay name objects or actions; use gestures instead of words, but may not always be understandable. | MiddleMay talk about the objects or experiences they have had in the past; take one or two conversational turns. | LaterMay use complex language, such as sentences with “what if”, “because” or “since”; sustain conversations by taking three or more turns. |
| 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: Magnet Letters #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 7, 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: Stamp Your Name |
| Large Group Time: Music and Movement Activity: Instrumental, Hokey Pokey, Meet Me at the Zoo #16 Gross- Motor Activity, #18 Body Awareness, #41 Music, #42 Movement |
| Greeting Time: Child Messages: #1 Tuesday #2 Jaxen #3 Cheeseburger/ Apple sauce & Graham Crackers #4 Dental Clinic #5 PledgeTransition: Pass out colored shapes and call the colors. #11 Community, #24 Phonological Awareness, #54 Community Roles |
| Breakfast: #19 Personal Care, #20 Healthy Behavior  |
| Large Group Time: Gym Time Activity: Parachute Popcorn #16 Gross- Motor Activity, #18 Body Awareness |
| Small Group: Frogs on Lily PadsMaterials:Colored Felt Squares, Blue Felt Sheets Frogs#3 Engagement, #5 Use of Resources, #12 Building Relationships | Small Group: Tube Tunnels (Introducing Balls into the block area)Materials: Tubes and Balls#3 Engagement, #5 Use of Resources, #12 Building Relationships |
| EarlierMay name objects or actions; use gestures instead of words, but may not always be understandable. | MiddleMay talk about the objects or experiences they have had in the past; take one or two conversational turns. | LaterMay use complex language, such as sentences with “what if”, “because” or “since”; sustain conversations by taking three or more turns. | EarlierMay use obvious sensory information to explore materials; may watch or do something but not react in any other way than looking. | MiddleUse multiple senses to explore materials; may observe how something works or when something happens and comment on what they see. | LaterMay use multiple sense to explore the natural and physical world in greater detail; may use observation and understand how things work |
| 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#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 8, 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: Stamp 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 #2 Kristi #3 Pancakes/Cheese Popcorn #4 Dental Clinic #5 PledgeTransition: Pull out 5 counters before going to circle. #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: Shades of PaintMaterials: Red, Yellow and Blue Paint, Paper and Paint Brushes#3 Engagement, #5 Use of Resources, #12 Building Relationships | Small Group: Letter and Number PartsMaterials:Large Numbers, Letters Upper and Lower Case, Paper and Crayons#3 Engagement, #5 Use of Resources, #12 Building Relationships |
| EarlierMay explore sensory properties of paint; work with materials without being concerned with representing something. | MiddleMay notice the effects created by the materials; Accidentally create an image and then recognize that it can represent something. | LaterMay use the colors to create an effect; may make complex representations with several details; may intentionally represent something. | EarlierMay 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. | MiddleMay 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 #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):Play Dough or Floam#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 9, 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: Stamp Your Name |
| Large Group Time: ShakersMusic 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 #2 Cash #3 Chicken Nuggets/ Animal Crackers #4 #5 PledgeTransition: Hand out Shape Cards and call 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 PartsMaterials:Large Letters Upper and Lower Case, Paper and Crayons#3 Engagement, #5 Use of Resources, #12 Building Relationships | Small Group: Shades of PaintMaterials: Red, Yellow and Blue Paint, Paper and Paint Brushes#3 Engagement, #5 Use of Resources, #12 Building Relationships |
| EarlierMay 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. | MiddleMay 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. | EarlierMay explore sensory properties of paint; work with materials without being concerned with representing something. | MiddleMay notice the effects created by the materials; Accidentally create an image and then recognize that it can represent something. | LaterMay use the colors to create an effect; may make complex representations with several details; may intentionally represent something. |
| 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: |