**Date**: Monday October 6, 2014 **Creative Minds 3** **Target Focus:** I can say the letters in my name.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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 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: 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 Pads  Materials:  Colored Felt Squares, Blue Felt Sheets Frogs  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | |
| Earlier  May use obvious sensory information to explore materials; may watch or do something but not react in any other way than looking. | Middle  Use multiple senses to explore materials; may observe how something works or when something happens and comment on what they see. | Later  May use multiple sense to explore the natural and physical world in greater detail; may use observation and understand how things work | Earlier  May name objects or actions; use gestures instead of words, but may not always be understandable. | Middle  May talk about the objects or experiences they have had in the past; take one or two conversational turns. | Later  May 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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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 Pledge  Transition: 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 Pads  Materials:  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 | | |
| Earlier  May name objects or actions; use gestures instead of words, but may not always be understandable. | Middle  May talk about the objects or experiences they have had in the past; take one or two conversational turns. | Later  May use complex language, such as sentences with “what if”, “because” or “since”; sustain conversations by taking three or more turns. | Earlier  May use obvious sensory information to explore materials; may watch or do something but not react in any other way than looking. | Middle  Use multiple senses to explore materials; may observe how something works or when something happens and comment on what they see. | Later  May 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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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 Pledge  Transition: 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 Paint  Materials:  Red, Yellow and Blue Paint, Paper and Paint Brushes  #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 sensory properties of paint; work with materials without being concerned with representing something. | Middle  May notice the effects created by the materials; 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  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 #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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Adult at Door: Mrs. Zeneberg | | | Adult at Rug: Sub | | |
| Sign In Activity: Stamp 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 #2 Cash #3 Chicken Nuggets/ Animal Crackers #4 #5 Pledge  Transition: 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 Parts  Materials:  Large Letters Upper and Lower Case, Paper and Crayons  #3 Engagement, #5 Use of Resources, #12 Building Relationships | | | Small Group: Shades of Paint  Materials:  Red, Yellow and Blue Paint, Paper and Paint Brushes  #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 sensory properties of paint; work with materials without being concerned with representing something. | Middle  May notice the effects created by the materials; 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: 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: | | | | | |