Teacher: Tonya Lewis Instructional Assistant: Linda Hester Topic: Apples Date: 10/ 10-13/2017

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| Arrival  8:45-9:00/  12:45-1:00 | **Instructional Method:**  Activities will be independent  Conscious Discipline-Whole group  **Critical Vocabulary:**  Personal  Task  Respect  **Peter**, **Peter**, **Pumpkin Eater**  Had a friend  He loved to greet  Treated her with kind respect  And in the morning hugged her neck. | **Activities:** Upon arrival, students will be asked to take their folder out of their backpack and place it in the red bin. Teacher will check their folder/planner (labeled with name) and place them back in student’s backpack. We will help the students find their cubby by locating their name and picture. After this, students will use the restroom and wash their hands. Next students will participate in language based/literacy activities.  **Kentucky Early Childhood Standard:**  KECS Health 1.3 Exhibits Independent behavior  KECS Language Arts 3.5 Draws meaning from pictures, print, and text  KESC Social Studies 1.2 Uses environmental clues and tools to understand surroundings.  **Learning Target:** I can take care of personal needs and stay on task.  **Strategies:** Repeated directions, visual, and tactile cues  **Differentiation:** A large visual schedule will be posted on the wall.  **CONSCIOUS DISCIPLINE**  Activities to Unite: Conscious Discipline **CD We Wish You Well**  Activities to Disengage the Stress Response: Breathing Exercises  Activities to Connect**: Peter, Peter** **Pumpkin Eater** **(I Love You Ritual)**  Activities to Commit: Second Step CD, *Circle Time Rules* | **Formative and Summative Assessment:**  Teacher Observation  **Modifications:**  1a, 1b, 1c,1d, 1f, 1g, 1m,1n, & 1o. (A.M.)  2a,2b,2c,2d,2e,2f, 2g, 2j &2k (B.F.)  3a,3b,3c,3d,3f,3g, & 3j (S.S.)  4a, b, c, d, g, k, m, & n. |
| Breakfast/  Lunch  9:00 -9:30/  1:00-1:30 | **Instructional Method: Whole group**  **Critical Vocabulary:**  Confidence  Self  demonstrate | **Activities:** Students will learn how to go through the line in the cafeteria and make choices. At the table, we will have discussions about our food and school. We will expand and elaborate upon their language.  **Kentucky Early Childhood Standard:**  KECS Health 1.3 Exhibits Independent behavior  **Learning Target:** I can demonstrate self-confidence through interactions.  **Strategies:** Modeling, repeated directions, reviewing expectations | **Formative and Summative Assessment:**  **Modifications:**  1a, 1b, 1c,1d, 1f, 1g, 1m,1n, & 1o. (A.M.)  2a,2b,2c,2d,2e,2f, 2g, 2j &2k (B.F.)  3a,3b,3c,3d,3f,3g & 3j  (S.S.)  4a, b, c, d, g, k, m, & n. |
| Conscious Discipline  9:30-9:40/  1:30-1:40  Activities for Large Group | **Instructional Method: Whole Group**  **Critical Vocabulary:**  Need  Respectful  Ask  **Peter**, **Peter**, **Pumpkin Eater**  Had a friend  He loved to greet  Treated her with kind respect  And in the morning hugged her neck. | **CONSCIOUS DISCIPLINE**  Activities to Unite: Conscious Discipline  **CDc vx My School Family**  Activities to Disengage the Stress Response: Breathing Exercises  Activities to Connect**: Peter, Peter, Pumpkin Eater (I Love You Ritual)**  Activities to Commit: Second Step CD, *The Listening Rules Song Track 3*  *Second Steps Curriculum: Week 6: Asking for What You Need or Want*  **T**: Story and Discussion: How do we communicate with each other? What are other ways people can communicate with each other?  **W**: Skill Practice Activity 1 Scenario You need help tying your shoes. You need help putting on your coat. You need help finding a toy. You need help opening a box.  **TH**-Skill Practice Activity 2/Student write in their journals  **Kentucky Early Childhood Standard:**  **KECS Language Arts 1.3 Demonstrate general skills and strategies of the communication process.**  **KECS Language Arts 2.1 Engages in active listening in a variety of situations**  **Learning Target:** I can ask a teacher for what I need or want.  **Strategies:**  Modeling, reviewing expectations, visual, praising appropriate behavior, and role playing | **Formative and Summative Assessment:**  Teacher Observation Work Sampling Online  **Modifications:**  1a, 1b, 1c,1d, 1f, 1g, 1m,1n, & 1o. (A.M.)  2a,2b,2c,2d,2e,2f, 2g, 2j &2k (B.F.)  3a, b, c, d, f, g, & j  (S.S.)  4a, b, c, d, g, k, m, & n. (G.H.) |
| Gross Motor  9:40-10:20/  1:40-2:20 | **Instructional Method:**  Individual/Small/Large Group  **Critical Vocabulary:**  Hop  Balance  Jump  Clap  Run | **Activities Available:** Tricycles, Bouncing Balls, Basketballs, and Coupe/Truck  **Kentucky Early Childhood Standard:**  **KECS 1.1 Moves through and environment with body control and balance**  **KECS 1.2 Performs a variety of locomotor skills with control and balance**  **Learning Targets:** I can explore a variety of movements.  **Strategies:** Modeling, praising appropriate behavior  ***Thematic Prop:*** Bubbles | **Formative and Summative Assessment:**  Teacher Observation and Work Sampling Online  **Modifications:**  1a, 1b, 1c,1d, 1e, 1f, 1g, 1m, 1n (A.M.)  2a,2b,2c,2d,2e, 2f, 2g, 2j &2k (B.F.)  3a,3b,3c,3d,3f,3g, & 3j (S.S.)  4a, b, c, d, g, k, m, & n. |
| Literacy Small Group  10:20-10:30/  2:20-2:30 | **Instructional Method:**  Small Group  **Critical Vocabulary:**  Granny  Fuji  Tickles  Whisper  Shoes  Shoulder  Ranch  Orchard  Aroma  Crunchy  Sweet  Ladder  Apples  **Critical Vocabulary:**  Print  Hole puncher | **Teacher Assistant Directed Activity: Dialogic reading “Up, Up, Up, It’s Apple Picking Time”** Teacher and students engaged in building social and vocabulary skills through conversing in small group.  **C**-Up, Up, Up! *Apple Picking Time*  **R-** When can you pick apples?  **O-**Where can you find apples? What is the difference between an apple and a banana?  **W-**What is your favorite color apple? What can you make with apples?  **D-**Tell me about the time you visit an orchard?  **Kentucky Early Childhood Standard**  **KECS English Language Arts 3.1 Listens to and responds to reading materials with interest and enjoyment**  **KECS English Language Arts 2.1 Uses spoken language for a variety of purposes**  **KECS English Language Arts 1.3 Speaks with increasing clarity and use of conventional grammar**  **Learning Target:** I can understand print has meaning.  **Strategies:** **Wait time, repeated questioning, rephrasing**  **Differentiation: Questions will be asked from easiest to more complex.**  **Independent Activity:** Students will use hole puncher independently to complete the task. Each student will be given a name card with 26 letters of the alphabet on the card. Students will use the hole puncher to punch each letter of the alphabet out to complete the activity. Students will also be recognizing some knowledge of the alphabet and increasing their fine motor skills while engaging in this activity.  **Kentucky Early Childhood Standard Learning Target**  **KECS Social Studies1.6: Knows that diversity exist in the world.**  **KECS Language Arts 3:3 Demonstrate knowledge of the alphabet.**  **Learning Target:** I can recognize some letters in print.  **Strategies:** Modeling, positive praises  **Differentiation:**  Teacher will discuss each group activity with class.  Students will engage with each other while working in small group with fine motor skills activity.  Student will get their name card and hole puncher. Students will let teacher check their work and place finish work in their backpack.  Students can identify letters they used to complete the learning activity with other peers in their group. | **Formative and Summative Assessment:**  Assistant Observation  Work Sampling Online  **Modifications:**  1a, 1b, 1c,1d, 1e, 1f, 1m,1n, 1o.& 1p (A.M.)  2a,2b,2c,2d,2e,2f, 2j &2k (B.F.)  3a,3b,3c,3d, 3e, 3f & 3j & 3k  (S.S.)  4a, b, c, d, g, k, m, & n. |
| Math  Small Group | **Instructional Method:**  Small Group  **Critical Vocabulary:**  Compare  Concrete  Determine  **Critical Vocabulary:**  Tools  Print | **Teacher Directed Activity:** Teacher will demonstrate apples on a tree. Teacher will ask student which tree has more after counting apples on each tree. Student will use clip cards and clothes pins to determine the correct number on each clip card.  **Kentucky Early Childhood Standard**:  **KECS Math 1.1 Demonstrates general skills and uses concepts of mathematics**  **KECS Math 1.1: Demonstrates an understanding of numbers and counting.**  **Learning Target**: I can compare concrete quantities to determine which has more.  **Strategies:** Modeling, repeated directions, visual/tactile cues  **Differentiation:**  **(Teacher model)** Students will listen to teacher for directions to the activity.  **(Support)** Students will engage in counting during small group with teacher support.  **(Mastery)** Students will identify which tree has more apples.  **(Extension)** Studentswill be able to show their individual work by using clip cards to identify the correct number to complete the activity.  **Independent Activity:** Student use writing utensils to complete the activity. Student will write numbers on the bottom of their paper. Student will place finished work in teacher’s bin.  **Kentucky Early Childhood Standard Learning Target:**  **KECS Math 1.1 Demonstrates general skills and uses concepts of mathematics**  **KECS Math 1.1 Demonstrates an understanding of numbers and counting**  **KECS Math 4.1 Demonstrates competence in beginning skills and strategies of the writing process.**  **Learning Target**: I can use tools to write numbers 1-10.  **Strategies:** Modeling, praising appropriate behavior  **Differentiation:**  **(Modeling)** Students will follow directions from the teacher to complete the activity.  **(Support)** Students can use writing materials to copy numbers.  **(Mastery)** Studentscan identify each number independently.  **(Extension)**Students can find and identify numbers around the classroom with peers. | **Formative and Summative Assessment:**  Teacher Observation  **Modifications:**  1a, 1b, 1c,1d, 1e, 1f, 1m,1n, 1o, & 1p. (A.M.)  2a,2b,2c,2d,2e,2f, 2j &2k (B.F.)  3a,3b,3c,3d, 3e, 3f & 3j & 3k  (S.S.)  4a, b, c, d, g, k, m, & n. |
| Free Choice Learning Centers  10:30-11:30/  2:30-3:30 | **Instructional Method: Individual & Small group**  **Critical Vocabulary:**  Measuring tape  Ruler | Activities to Commit: Second Step CD,***Circle Time Rules***  **Activities**: The center of the week is the math center. Teacher will model how to appropriately take care of the math center materials, put them away; all while using the solution cards to solve social problems.  **Centers Available: Math, Music, Science, Dramatic Play/Housekeeping, Art, Writing, Fine Motor, Block, Sensory, and Library.**  **Kentucky Early Childhood Standard**:  KECS Health 1:1 Show social cooperation  KECS Health 1.3 Plays in groups or pairs based on similar interest.  KECS Health 1.3 Exhibits Independent behavior  KECS Physical Education 1.5: Performs fine motor task using eye-hand coordination.  **Learning Target: I can**  **Strategies:** Modeling, reviewing expectations, repeated directions, and solution cards.  **Level 1 (remember) Tell me the name of the math games?**  **Level 2 (understand) How is this math center different from the science center?**  **Level 3 (apply) Where have you ever used a measuring tape?**  **Level 4 (analyze) What can you do in the math center?**  **Level 5 (evaluate) Why do you need to take care of the math center?**  **Level 6 (create) Design your own leaf (draw) Can you draw some fall leaves? (different colors)** | **Formative and Summative Assessment:**  Teacher Observation and Work Sampling Online  **Modifications:**  1a, 1b, 1c,1d, 1e, 1f, 1m,1n, & 1o. (A.M.)  2a,2b,2c, 2d,2e,2f, 2j &2k (B.F.)  3a,3b,3c,3d, 3e, 3f & 3j & 3k  (S.S.)  4a, b, c, d, g, k, m, & n. |
| Large Group  Read Aloud  Activities  11:30-11:40/  3:30-3:40 | **Instructional Method:**  Whole Group  **Critical Vocabulary:**  Bare  Winter  Flower buds  Brim  Basket  Peel  Pie  Delicious | **Books:** The Apple Pie Tree  Teacher will read the story and students will join in the predictable text “The Apple Pie Tree”.  **Tuesday-** Each student will be able to discuss some events that happened in the story**.** Student will also discuss the cycle of an apple.  **Wednesday-**Student will be able to recall the beginning and ending events from the story.  **Thursday**- Student can use their journal to draw and practice letter formation.  **Kentucky Early Childhood Standard:**  KECS English Language Arts 2.1 Uses spoken language for a variety of purposes  KECS English Language Arts 1.3 Speaks with increasing clarity and use of conventional grammar  KECS English/Language Arts 3.1 Listens to and/or responds to reading materials with interest and enjoyment  KECS English/Language Arts 3.4 Demonstrates emergent phonemic/phonological awareness  KECS English/Language Arts 3.5 Draws meaning from pictures print, and text  **Learning Target: I can answer many why, when, and where questions.**  **Strategies:** Modeling, flexible seating, and reviewing expectations.  **Differentiation:** Some students may visual prompts to stay on task. Some students may need to use the book to remember an event from the story. Some student will be able to recall events from the story. | **Formative and Summative Assessment:**  Teacher Observation  **Modifications:**  1a, 1b, 1c,1d, 1e, 1f, 1m,1n, & 1o. (A.M.)  2a,2b,2c,2d,2e,2f, 2j &2k (B.F.)  3a,3b,3c,3d, 3e, 3f & 3j & 3k  (S.S.)  4a, b, c, d, g, k, m, & n. |
| Dismissal  11:40-1150/  3:40-3:50 | **Instructional Method:**  Whole Group  **Critical Vocabulary:**  **Peter**, **Peter**, **Pumpkin Eater**  Had a friend  He loved to greet  Treated her with kind respect  And in the morning hugged her neck. | **Activity:** Students reflect about the day and sing Goodbye song with peers. Students also gather their belongings and line up for departure.  **Kentucky Early Childhood Standard:**  KECS Health 1.3 Exhibits Independent behavior  KECS Language Arts 3.5 Draws meaning from pictures, print, and text  KESC Social Studies 1.2 Uses environmental clues and tools to understand surroundings.  **Learning Targets: I can follow simple directions.**  **Strategies:** Modeling, prompting  **CONSCIOUS DISCIPLINE**  Activities to Unite: Conscious Discipline **CD You Did It*,***  Activities to Disengage the Stress Response: Breathing Exercises  Activities to Connect: **Peter, Peter, Pumpkin Eater (I Love You Ritual)**  Activities to Commit: Second Step CD, *Circle Time Rules* | **Modifications:**  1a, 1b, 1c,1d, 1e, 1f, (A.M.)  2a,2b,2c,2d, 2j &2k (B.F.)  3a,3b,3c,3d, 3e, 3f & 3j & 3k (S.S.)  4a, b, c, d, g, k, m, & n. |
| FRIDAY |  | Fridays for home visits, planning, ARC meetings and room preparation. |  |