Teacher: Tonya Lewis Instructional Assistant: Linda Hester Topic: All About School Date: 8-28-17 to 9-1-17

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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:**  Responsible  routine  Independent | **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 follow routines.  **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, *Welcome* (track 3)**  Activities to Disengage the Stress Response: Breathing Exercises  Activities to Connect:***Twinkle, Twinkle* (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.) |
| Breakfast/  Lunch  9:00 -9:30/  1:00-1:30 | **Instructional Method: Whole group**  **Critical Vocabulary:**  Cafeteria  Hold  tray  help | **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 use two hands to hold my tray.  **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.) |
| Conscious Discipline  9:30-9:40/  1:30-1:40  Activities for Large Group | **Instructional Method: Whole Group**  **Critical Vocabulary:**  Listening  Watching  calm  gentle  peers  ***“Twinkle, Twinkle, Little Star,***  ***What a wonderful child you are,***  ***With bright eyes and nice, round cheeks,***  ***A talented person from head to feet.***  ***Twinkle, Twinkle, Little Star,***  ***What a wonderful child you are!”*** | **CONSCIOUS DISCIPLINE**  Activities to Unite: Conscious Discipline **CD, *My School Family-Track 6***  Activities to Disengage the Stress Response: Breathing Exercises  Activities to Connect:***Twinkle, Twinkle* (I Love You Ritual)**  Activities to Commit: Second Step CD, *The Listening Rules Song Track 3*  *Second Steps Curriculum: Week 2: Listening*  M: Listening Rules  T: Story and Discussion  W: Skill Practice  TH-Skill Practice Activity 2  **Kentucky Early Childhood Standard:**  **KECS Language Arts 2.1 Engages in active listening in a variety of situations**  **Learning Target:** I can use listening ears.  **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,3b,3c,3d,3f,3g, & 3j  (S.S.) |
| Gross Motor  9:40-10:20/  1:40-2:20 | **Instructional Method:**  Individual/Small/Large Group  **Critical Vocabulary:**  Slide  Careful  Mulch | **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**  **Learning Targets:** I can slide on my bottom.  **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.) |
| Literacy Small Group  10:20-10:30/  2:20-2:30 | **Instructional Method:**  Small Group  **Critical Vocabulary:**  Who  What  When  Where  Fog  Jog  Dog  Frog  **Critical Vocabulary:**  Identify  Support  First | **Teacher Assistant Directed Activity: Dialogic reading of Jump Frog Jump.** Teacher and students engaged in building social and vocabulary skills through conversing in small group. Letter F  **C**-*Jump Frog Jump*  **R-**What did the Frog do?  **O-**What do you think will happen next? What did the dog do?  **W-**Who did not like frogs? Where did the frog jog?  **D-**Tell me of a time when you seen a frog?  **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 listen to a story.  **Strategies:** **Wait time, repeated questioning, rephrasing**  **Differentiation: Questions will be asked from easiest to more complex.**  **Independent Activity:** Students will place stickers on the letters in their first name. Each student will be given a sheet of construction paper with their name and stickers to this complete independent activity.  **Kentucky Early Childhood Standard Learning Target**  **KECS Language Arts 3.3 Recognize some letters of the alphabet.**  **Learning Target:** I can identify the letters in my first name.  **Strategies:** Modeling, hand over hand  **Differentiation:**  Teacher will model the task with all students.  Teacher will assist with hand over hand to support student if needed.  Students that finish with their task can place their work in the red bin on teacher’s desk.  Students can identify items in the classroom that begins with their first name. | **Formative and Summative Assessment:**  Teacher Observation and 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.) |
| Math  Small Group | **Instructional Method:**  Small Group  **Critical Vocabulary:**  **(Number names)**  One  Two  Three  Four  Five  Count  Imitate  **Critical Vocabulary:**  Shapes  Circle  Square  Triangle  Rectangle | **Teacher Directed Activity:** Teacher will model how to how to count to five using one to one correspondence. Each student will be given cubes to count 1 to 5.  **Kentucky Early Childhood Standard**:  **KECS Math 1.3**  **Learning Target**: I can imitate rote count using the names of the numbers.  **Strategies: Modeling, repeated directions, visual/tactile cues**  **Differentiation:**  **(Teacher model)** Students will imitate rote count to five or beyond.Students having difficulty counting to five will be given teacher support.  **(Support)** Students will count to five using one to one correspondence.  **(Mastery)** Students will be able to recognize numbers one through five. (Teacher will show number cards to students)  **(Extension)** Studentscan identify numbers 1 through 5 in the classroom.  **Independent Activity: Student will identify and create a shape using writing utensils.**  **Kentucky Early Childhood Standard Learning Target:**  **KECS Math 1.2 Recognize and describe shapes and spatial relationships.**  **Learning Target**: I can recognize some basic shapes.  **Strategies:** Modeling, praising appropriate behavior  **Differentiation:**  **(Modeling)** Students can identify a shape they would like to create.  **(Support)** Students with fine motor difficulty can be given bigger objects that are easier to grasp.  **(Mastery)** Studentscan describe shapes and use crayons to color inside that shape.  **(Extension)**Student can identify basic shapes around the classroom. | **Formative and Summative Assessment:**  Assistant 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.) |
| Free Choice Learning Centers  10:30-11:30/  2:30-3:30 | **Instructional Method: Individual & Small group**  **Critical Vocabulary:**  Group  Pairs  Clothes | Activities to Commit: Second Step CD,***Circle Time Rules***  **Activities**: The center of the week is housekeeping/dramatic play. I will model how to appropriately play with the items, 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 1.3 Plays in groups or pairs based on similar interest.  KECS Health 1.3 Exhibits Independent behavior  **Learning Target: I can play in groups or pairs based on similar interest (without issue)**  **Strategies:** Modeling, reviewing expectations, repeated directions, and solution cards.  **Level 1 (remember) Tell me the name of this clothing?**  **Level 2 (understand) How is this clothing different from the other clothing?**  **Level 3 (apply) Where have you seen this clothing?**  **Level 4 (analyze) What do you with this clothing?**  **Level 5 (evaluate) Why do you wear clothing?**  **Level 6 (create) Design a special clothing (draw) a picture of you in your special clothing.** | **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.) |
| Large Group  Read Aloud  Activities  11:30-11:40/  3:30-3:40 | **Instructional Method:**  Whole Group  **Critical Vocabulary:**  Listen  Steer | **Books:** **Don’t Let the Pigeon Drive the Bus!**  **Monday-**Teacher will read the story and students will join in the predictable text “Don’t Let the Pigeon Drive the Bus”.  **Tuesday-** Student will discuss the rules on the bus and safety.  **Wednesday-** Each student will be able to identify the rules on the bus and discuss why we must follow rules.  **Thursday**- Student can also use their journal to practice letter formation. (handwriting without tears). Letter Ll    **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: 1) I can participate actively in a story.**  **Strategies:** Modeling, flexible seating, and reviewing expectations.  **Differentiation:** Some students may need the teacher to model. Some students may need hand over hand assistance. 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.) |
| Dismissal  11:40-1150/  3:40-3:50 | **Instructional Method:**  Whole Group  **Critical Vocabulary:**  wave | **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 wave to my friends.**  **Strategies:** Modeling, prompting  **CONSCIOUS DISCIPLINE**  Activities to Unite: Conscious Discipline **CD, *Caring Friends* (track 7)**  Activities to Disengage the Stress Response: Breathing Exercises  Activities to Connect:***Twinkle, Twinkle* (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.)  ***“Twinkle, Twinkle, Little Star,***  ***What a wonderful child you are,***  ***With bright eyes and nice, round cheeks,***  ***A talented person from head to feet.***  ***Twinkle, Twinkle, Little Star, What a wonderful child you are!”*** |
| FRIDAY |  | Fridays for home visits, planning, ARC meetings and room preparation. |  |