Teacher: Tonya Lewis Instructional Assistant: Linda Hester Topic: All About School Date: 8-22-17

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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  ***“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!”*** | **Activities:** Upon arrival, students will be asked to take their planner out of their backpack. Teacher will check their folder/planner (labeled with name) and asked to put it back in their 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 with support.  **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, *My School Family-Track 6* (8:50 AM)**  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:**  Healthy  Choices  Discussion/chat  more | **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 starting school. We will expand and elaborate upon their language.  **Kentucky Early Childhood Standard:**  KECS Health 1.3 Exhibits Independent behavior  **Learning Target:** I can make healthy food choices.  **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:**  Welcome  School-Cedar Grove  class  Attend  Attention  friendly  greeting  ***“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, *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*  *Second Steps Curriculum: Week 1: Welcoming*  M: Puppet Script  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 pay attention to who is speaking.  **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:**  Tricycle  Trial  Ride | **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 ride my tricycle on the trail.  **Strategies:** Modeling, praising appropriate behavior  ***Thematic Prop:*** Sponges and bottles | **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  Summer  Tardy  Class  Turn  Attention  Behavior  **Critical Vocabulary:**  Match  Letters  Uppercase | **Teacher Directed Activity: Dialogic reading of *David Goes to School* by David Shannon.** Teacher and students engaged in building social and vocabulary skills through conversing in small group.  **C**-*David Goes to School*  **R-**What did David do?  **O-**What do you think will happen next? What rules did David have at school?  **W-**Who was in charge? When did David \_\_\_\_\_\_\_\_\_\_\_\_\_\_?  **D-**Tell me of a time when your mom told you “no”?  **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 respond to conversations  **Strategies:** **Wait time, repeated questioning, rephrasing**  **Differentiation: Questions will be asked from easiest to more complex.**  **Independent Activity:** Students will match uppercase letters using their fine motors skills with stickers. Each student will have a card 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 match letters  **Strategies:** Modeling  **Differentiation:**  Teacher will model the task with all students.  Teacher will give hand over hand to support student with activity if needed.  Students that finish with their task can place their work in the red bin on teacher’s desk.  Students can identify letters around the classroom. | **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:**  Small  Medium  large  Order  **(Number names)**  **Critical Vocabulary:**  Sort  color | **Teacher Assistant Directed Activity:** Teacher will model how to put arrange 3 things in order by size (smallest to largest). Each student will be given three objects to arrange order by size.  **Kentucky Early Childhood Standard**:  KECS Math 1.4 Uses nonstandard and standard units to measure and describe  **Learning Target**: I can order by size  **Strategies: Modeling, repeated directions, visual/tactile cues**  **Differentiation:**  **(Teacher model)** Students will complete the order by size of three items.  **(Support)** Students having difficulty ordering 3 items will be given teacher support.  **(Mastery)** Students can arrange items from largest to smallest.  **(Extension)** Studentscan find three items in the class and arrange them in order by size.  **Independent Activity: Student will sort manipulatives onto assorted plates.**  **Kentucky Early Childhood Standard Learning Target:**  **KECS Math 1.3** Uses the attributes for comparison and patterning  **Learning Target**: I can sort by color  **Strategies:** Modeling, praising appropriate behavior  **Differentiation:**  **(Modeling)** Students can use tweezers to place the manipulatives onto assorted plates.  **(Support)** Students with fine motor difficulty can be given bigger objects that are easier to grasp.  **(Mastery)** Studentscan make an “*abab”* pattern with manipulatives.  **(Extension)**Student can make a pattern with items in 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:**  Share  Trade  Take turns  Problem solve | Activities to Commit: Second Step CD,***Circle Time Rules***  **Activities**: The center of the week is the block center. I will model how to appropriately play with the blocks, 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 with or near other children (without issue)**  **Strategies:** Modeling, reviewing expectations, repeated directions, and solution cards.  **Level 1 (remember) Tell me the name of the shapes**  **Level 2 (understand) How is this shape different from the other shape?**  **Level 3 (apply) Where have you seen this shape before?**  **Level 4 (analyze) What do you think will happen if you put a [shape] on the bottom/top?**  **Level 5 (evaluate) Why did the circle fall off the top of the tower?**  **Level 6 (create) Design (draw) a building in the writing center and then construct it.** | **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:**  Welcoming  Rules  Bus  Stop  Empty  Full  Wait  Lines  Curves | **Books:** **School Bus by Donald Crews\ Introduce Handwriting Without Tears Letters Ll**  **Tuesday-**Teacher will read the story and students will join in the predictable text “School Bus”.  **Wednesday-**Student will join in by counting the buses on each page.  **Thursday**-Each student will be able to identify if they rode the bus or car to school and create a picture in their journal. Student can also use their journal to practice letter formation. (handwriting without tears).    **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 engage in story time.**  **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:**  Goodbye  Deeds | **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 say goodbye 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  Shine your light near and far Inside me to guide to the way Keeping us safe each day  Shake a hand and you will see Caring friends that we can be Twinkle Twinkle Little Star  Shine your light near and far  With kind words and helpful deeds  I respect you and you respect me Hold a hand and you will see Caring friends that we can be |
| FRIDAY |  | Fridays for home visits, planning, ARC meetings and room preparation. |  |