Teacher: Tonya Lewis Instructional Assistant: Linda Hester Topic: All About Me Date: 9/11-15/2017

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| Arrival8:45-9:00/12:45-1:00 | **Instructional Method:**Activities will be independentConscious Discipline-Whole group**Critical Vocabulary:**ManageHigh FiveFist bumpPinkie hugGeorge Porgie, pudding and pie,Gave his friend a big high five!With his friend he loved to play,A gift of a hand shake he gave each day.  | **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 behaviorKECS Language Arts 3.5 Draws meaning from pictures, print, and textKESC Social Studies 1.2 Uses environmental clues and tools to understand surroundings.**Learning Target:** I can manage classroom 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, Wishing Well**Activities to Disengage the Stress Response: Breathing ExercisesActivities to Connect: Georgie Porgie **(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/Lunch9:00 -9:30/1:00-1:30 | **Instructional Method: Whole group****Critical Vocabulary:**Pinch PullDrink | **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 open my items during meal time.**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 Discipline9:30-9:40/1:30-1:40Activities for Large Group | **Instructional Method: Whole Group****Critical Vocabulary:**BodyPracticeBrainAttent-o-scopeImportantBinocularsGeorge Porgie, pudding and pie,Gave his friend a big high five!With his friend he loved to play,A gift of a smile he gave each day. | **CONSCIOUS DISCIPLINE**Activities to Unite: Conscious Discipline **CD, Wishing Well, Get Ready (Track 2)** Activities to Disengage the Stress Response: Breathing ExercisesActivities to Connect**: Georgie Porgie (I Love You Ritual)**Activities to Commit: Second Step CD, *The Listening Rules Song Track 3**Second Steps Curriculum: Week 3: Focusing (Review)* **M**- Making attent-o-scopes with hands.**T**: Story and Discussion**W**: Skill Practice Activity 1/I Spy shapes in the classroom **TH**-Skill Practice Activity 2/What’s Missing?**Kentucky Early Childhood Standard:** **KECS Language Arts 2.1 Engages in active listening in a variety of situations****Learning Target:** I can attend to task during large group.**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 Motor9:40-10:20/1:40-2:20 | **Instructional Method:**Individual/Small/Large Group**Critical Vocabulary:**CatchGross | **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 catch a ball.**Strategies:** Modeling, praising appropriate behavior ***Thematic Prop:*** Bubbles, Chalk | **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 Group10:20-10:30/2:20-2:30 | **Instructional Method:** Small Group**Critical Vocabulary:**AdoptReunionCelebrationFamilyDifferentGrandparentsAuntsUnclesCousinsPets**Critical Vocabulary:**RelativesBigSmall | **Teacher Assistant Directed Activity: Dialogic reading “Families”** Teacher and students engaged in building social and vocabulary skills through conversing in small group. **C**-*Families***R-**What do you like to do with your family?**O-**What games do you play with your family? Where do you like to go with your family? **W-**Who is in your family? Where do your family live?**D-**Tell me do you have any pets in your family?**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 describe my family to others. **Strategies:** **Wait time, repeated questioning, rephrasing****Differentiation: Questions will be asked from easiest to more complex.** **Independent Activity:** Students will create a drawing of their family using art materials to complete the task. Each student will be given a sheet of construction paper of their choice and writing material to complete independent activity. **Kentucky Early Childhood Standard Learning Target****KECS Social Studies1.6: Knows that diversity exist in the world.****Learning Target:** I can create a portrait of my family.**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 teacher support if needed.Student will use art materials to create a family portrait. Students will place finish work in the blue bin. Students can show portraits to each other in the classroom. | **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. |
| MathSmall Group | **Instructional Method:** Small Group**Critical Vocabulary:**SameDifferenceChart**Critical Vocabulary:**Correctdifficult | **Teacher Directed Activity:** Teacher will model how to count and place letters on chart. Each student will be given letters in their name to complete the task with support if needed. **Kentucky Early Childhood Standard**: **KECS English Language Arts 3:3 Recognize some letters and words in print.****KECS Math 1.1: Demonstrates an understanding of numbers and counting.****Learning Target**: I can count the letters in my name.**Strategies:** Modeling, repeated directions, visual/tactile cues**Differentiation:****(Teacher model)** Students will count the letters in their name.**(Support)** Students will engage in placing letters on chart paper with teacher support. **(Mastery)** Students will identify the letters in their first name.**(Extension)** Studentscan identify what’s the same or difference about others student’s name.**Independent Activity: Student match numbers 1-10 to the correct number on card using stickers to complete the activity.****Kentucky Early Childhood Standard Learning Target:****KECS Math 1.2 Recognize and describe shapes and spatial relationships.****Learning Target**: I can match numbers 1-10 to correct number.**Strategies:** Modeling, praising appropriate behavior**Differentiation:** **(Modeling)** Students can use stickers to match number 1 to 10 correctly. **(Support)** Students will use fine motor difficulty can be given bigger objects that are easier to grasp. **(Mastery)** Studentscan identify numbers 1 to 10. **(Extension)**Student can find and identify numbers 1 through 10 around the classroom. | **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 Centers10:30-11:30/2:30-3:30 | **Instructional Method: Individual & Small group****Critical Vocabulary:**MaracasBellsDrumsEgg shakersMusicInstrumentsRhythm sticks | Activities to Commit: Second Step CD,***Circle Time Rules*****Activities**: The center of the week is music. I will model how to appropriately play with musical instruments and props, 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 cooperationKECS Health 1.3 Plays in groups or pairs based on similar interest.KECS Health 1.3 Exhibits Independent behaviorKECS Physical Education 1.5: Performs fine motor task using eye-hand coordination.**Learning Target: I can participate in everyday classroom activities. (with support)****Strategies:** Modeling, reviewing expectations, repeated directions, and solution cards.**Level 1 (remember) Tell me the name of this musical props? (maracas, rhythm sticks, bells, etc.)****Level 2 (understand) How is this musical instrument different from the other instrument?****Level 3 (apply) Where have you seen musical instruments?****Level 4 (analyze) What can you play with these instruments?****Level 5 (evaluate) Why do you need to take care of your class instruments?****Level 6 (create) Design your own instruments with art materials. (draw) Can you draw some instruments?** | **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 GroupRead AloudActivities11:30-11:40/3:30-3:40 | **Instructional Method:**Whole Group**Critical Vocabulary:**CozySnoringNappingDreamingDozingSnoozingSlumberClawsThumps | **Books:** The Napping HouseTeacher will read the story and students will join in the predictable text “The Napping House”.**Monday-** Each student will be able to discuss some events that happened in the story.**Tuesday-**Student will discuss what happens in their house when everyone is trying to sleep.**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 purposesKECS English Language Arts 1.3 Speaks with increasing clarity and use of conventional grammarKECS English/Language Arts 3.1 Listens to and/or responds to reading materials with interest and enjoymentKECS English/Language Arts 3.4 Demonstrates emergent phonemic/phonological awarenessKECS English/Language Arts 3.5 Draws meaning from pictures print, and text**Learning Target: I can gain information through listening experiences.****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:**BelongingsDismissalGeorge Porgie, pudding and pie,Gave his friend a big high five!With his friend he loved to play,A gift of a smile he gave each day. | **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 behaviorKECS Language Arts 3.5 Draws meaning from pictures, print, and textKESC Social Studies 1.2 Uses environmental clues and tools to understand surroundings.**Learning Targets: I can manage my belongings at dismissal.****Strategies:** Modeling, prompting**CONSCIOUS DISCIPLINE**Activities to Unite: Conscious Discipline **CD*, The more we get together*** Activities to Disengage the Stress Response: Breathing ExercisesActivities to Connect: **: Georgie Porgie (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.The more we get together, together, together. The more we get together, the happier we’ll be! For your friends are my friends and my friends are your friends. The more we get together, the happier we’ll be!  |
| FRIDAY |  | Fridays for home visits, planning, ARC meetings and room preparation.  |  |