Teacher: Tonya Lewis Instructional Assistant: Linda Hester Topic: Fall Date: 9/18-22/2017

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| Arrival8:45-9:00/12:45-1:00 | **Instructional Method:**Activities will be independentConscious Discipline-Whole group**Critical Vocabulary:**Self-helpSkills  | **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 self-help skills.**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 Wish You Well,** Activities to Disengage the Stress Response: Breathing ExercisesActivities 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.)4a, b, c, d, g, k, m, & n. |
| Breakfast/Lunch9:00 -9:30/1:00-1:30 | **Instructional Method: Whole group****Critical Vocabulary:**FeetFloorHealthy | **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 keep my feet on the floor.**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:**Self-talkRememberHopReinforceSpeakClearly Good morning, Good morning Let’s get ready the brain smart way Good morning, Good morning Get ready to start the day Get your hands ready – shake, shake Get your arms ready – stretch, stretch Get your brains ready – cross, cross Get your focus ready – breathe, breathe | **CONSCIOUS DISCIPLINE**Activities to Unite: Conscious Discipline  **CD My School Family, Good Morning** Activities to Disengage the Stress Response: Breathing ExercisesActivities to Connect**: Twinkle, Twinkle (I Love You Ritual)**Activities to Commit: Second Step CD, *The Listening Rules Song Track 3*This is my school family This is my school family This is my school family Now wave to a friend  Wave to a friend (boom, boom, boom) *Second Steps Curriculum: Week 4: Self-talk* **M**- Puppet Script on Self-talk**T**: Story and Discussion**W**: Skill Practice Activity 1/Hop, Clap, Jump**TH**-Skill Practice Activity 2/Making Patterns **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 speak clearly.**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:**KickGross | **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 kick a ball.**Strategies:** Modeling, praising appropriate behavior ***Thematic Prop:*** Variety of balls, Chalk, and 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 Group10:20-10:30/2:20-2:30 | **Instructional Method:** Small Group**Critical Vocabulary:**LocatedGoodnightMoonAstronaut**Critical Vocabulary:**PunchersUppercase alphabetsEngaged | **Teacher Assistant Directed Activity: Dialogic reading “Goodnight Moon”** Teacher and students engaged in building social and vocabulary skills through conversing in small group. **C**-*Goodnight Moon***R-** Where is the moon located?**O-**When can you see the moon? Where shape is the moon? **W-**Who can travel to the moon? How far is the moon?**D-**Tell me about the time you said goodnight to someone?**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 gain information from the speaker.**Strategies:** **Wait time, repeated questioning, rephrasing****Differentiation: Questions will be asked from easiest to more complex.** **Independent Activity:** Students will use alphabets puncher independently to complete the task. Each student will be given a sheet of construction paper of their choice and material to complete independent activity. Students will also be increasing their fine motor skill while engaging in this activity. http://s7d2.scene7.com/is/image/lakeshore/ga351_1?$AdditionalThumbnail$**Kentucky Early Childhood Standard Learning Target****KECS Social Studies1.6: Knows that diversity exist in the world.****Learning Target:** I can use an alphabet puncher independently.**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 alphabet puncher to make instant letters on construction sheets. Students will place finish work in the blue bin. 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. |
| MathSmall Group | **Instructional Method:** Small Group**Critical Vocabulary:**Top BottomStartStop**Critical Vocabulary:**IndependentlyCompleteObjects | **Teacher Directed Activity:** Teacher will model how to count and format numbers corrects. Each student will be given letters in their name to complete the task with support if needed. **Kentucky Early Childhood Standard**: **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 copy and format numbers 1-5. **Strategies:** Modeling, repeated directions, visual/tactile cues**Differentiation:****(Teacher model)** Students will trace number 1-5.**(Support)** Students will engage in copying numbers 1-5 with teacher support. **(Mastery)** Students will identify where to start writing formation.**(Extension)** Studentscan be able to identify lines and curves on their paper.**Independent Activity:** Student use dot markers to complete the activity. Student create a pattern with numbers and a variety colors of markers.**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****Learning Target**: I can use dot markers independently.**Strategies:** Modeling, praising appropriate behavior**Differentiation:** **(Modeling)** Students can use dot markers with numbers. **(Support)** Students will use fine motor difficulty can be given bigger objects that are easier to grasp. **(Mastery)** Studentscan use a pattern to complete my task. **(Extension)**Student can find and identify objects with numbers 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:**Living Non-living | Activities to Commit: Second Step CD,***Circle Time Rules*****Activities**: The center of the week is science. Teacher will model how to appropriately take care of science center, class pet, 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 engage in play with peers. (with support)****Strategies:** Modeling, reviewing expectations, repeated directions, and solution cards.**Level 1 (remember) Tell me the name of our class pet? (Blue)****Level 2 (understand) How is this science center different from the library center?****Level 3 (apply) Where have you seen fish?****Level 4 (analyze) What can you put anything in the fish bowl?****Level 5 (evaluate) Why do you need to take care of your blue?****Level 6 (create) Design your pet /animal (draw) Can you draw a large fish? (living or non-living)** | **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:**TreeFallWeirdAdjustedCrushedHammockStrangersSpared | **Books:** Our Tree Named SteveTeacher will read the story and students will join in the predictable text “Our Tree Named Steve”.**Monday-** Each student will be able to discuss some events that happened in the story.**Tuesday-**Student will discuss trees in their environment. (home and school)**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 understand that print has meaning.****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:**My heart to your heart I wish you well My elbow to your elbow I wish you well My back to your back I wish you well My eyes to your eyes I wish you well | **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 line up at dismissal.****Strategies:** Modeling, prompting**CONSCIOUS DISCIPLINE**Activities to Unite: Conscious Discipline **CD My School Family*,*** Activities to Disengage the Stress Response: Breathing ExercisesActivities to Connect: **: I Wish You Well(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.  |  |