Teacher: Tonya Lewis Instructional Assistant: Linda Hester Topic: Fall Date: 9/25-29/2017

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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:**  Procedures  Tops  Bottoms  Between  Around  **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 follow the handwashing procedures.  **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 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:**  Practice  Trying  Helping | **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 ask for help after trying.  **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:**  *Practice*  *Remember*  **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  **CD 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 5: Following Directions*  **M**- Puppet Script on Directions  Demonstrate hand washing procedures first wet hands, then rub with soap, rinse, and dry.  **T**: Story and Discussion: Where do we go after large group? Show students visual picture schedule.  **W**: Skill Practice Activity 1/Hop 3x’s/ Jump 3x’s/and Reach 3x’s  **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 follow simple directions.  **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:**  Galloping  Skipping | **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 experiment with galloping and skipping.  **Strategies:** Modeling, praising appropriate behavior  ***Thematic Prop:*** Variety of balls, 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 Group  10:20-10:30/  2:20-2:30 | **Instructional Method:**  Small Group  **Critical Vocabulary:**  Rake  Summer  Fall  Beginning  Difference  Seasons  **Critical Vocabulary:**  Paint  Top  Left  Right | **Teacher Assistant Directed Activity: Dialogic reading “Fall”** Teacher and students engaged in building social and vocabulary skills through conversing in small group.  **C**-*Fall*  **R-** What happens to the trees in Fall?  **O-**What colors are leaves in the Fall? What is the difference between Summer and Fall?  **W-**Where can you find leaves? How many season do we have?  **D-**Tell me about the time you raked leaves?  **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 recognize the beginning and end of an event.  **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.  **Kentucky Early Childhood Standard Learning Target**  17 Ways To Build Fine Motor Activities Into Your Curriculum - Differentiated Kindergarten**KECS Social Studies1.6: Knows that diversity exist in the world.**  **Learning Target:** I can paint the letters in my first name.  **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 paint each letter in their name with art tools. Students will place finish work in the blue bin.  Students can identify sounds and 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:**  Dots  Marbles  Snake  Wheels  Train  Lace  Flowers  Knobs  Rest  Piggy bank  Balloon  free  **Critical Vocabulary:**  Independently  Trace  Over | **Teacher Directed Activity:** Teacher will read the book 10 Black Dots to small group model how to care for classroom books. Each student will be given 10 black dot to complete the task with support.  **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 use 10 dots to create an image.  **Strategies:** Modeling, repeated directions, visual/tactile cues  **Differentiation:**  **(Teacher model)** Students will listen to the book 10 Black Dots. Each student will get ten black dots.  **(Support)** Students will engage in using the 10 dots in small group with teacher support.  **(Mastery)** Students will identify what they create with their 10 black dots.  **(Extension)** Studentswill be able to show their individual work with peers after they finished the activity.  **Independent Activity:** Student use writing utensils to complete the activity. Student will first trace numbers and then write on the bottom of their paper. Student will place finished work in red 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 trace and copy numbers 6-10.  **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 6-10  **(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:**  Pencil  Paper  Lines | Activities to Commit: Second Step CD,***Circle Time Rules***  **Activities**: The center of the week is the writing center. Teacher will model how to appropriately take care of the writing center materials, how to use position the paper, 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 initiate communication to have needs met. (with support)**  **Strategies:** Modeling, reviewing expectations, repeated directions, and solution cards.  **Level 1 (remember) Tell me what are writing utensils?**  **Level 2 (understand) How is this writing center different from the art center?**  **Level 3 (apply) Where have you seen pencils, papers?**  **Level 4 (analyze) What can you do in the writing center?**  **Level 5 (evaluate) Why do you need to take care of the writing 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:**  Stack  Quit  Holidays  Rest  Neat  Tired  Penguin  Fabulous | **Books:** The Day the Crayon Quit  Teacher will read the story and students will join in the predictable text “The Day the Crayon Quit”.  **Monday-** Each student will be able to discuss some events that happened in the story.  **Tuesday-**Student will discuss the colors 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 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 use simple sentence to express myself.**  **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 participate in singing and hand movements.**  **Strategies:** Modeling, prompting  **CONSCIOUS DISCIPLINE**  Activities to Unite: Conscious Discipline **CD 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, *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. |  |