Teacher: Tonya Lewis Instructional Assistant: Linda Hester Topic: All About Me Date: 9-6-7, 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:**  Cubby  Support  George 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 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 hang my backpack in my cubby.  **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: 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.) |
| Breakfast/  Lunch  9:00 -9:30/  1:00-1:30 | **Instructional Method: Whole group**  **Critical Vocabulary:**  Items  Napkin  Straw  Spork | **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 items on 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:**  Participate  Group  Commitments  Focus  George 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, *My School Family-Track 6***  Activities to Disengage the Stress Response: Breathing Exercises  Activities 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*  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 participate in group songs.  **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:**  Balance  Gross motor | **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 walk on a balance beam.  **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:**  Wild  Tame  Different  Inside  Outside  Silly  Bother  Stare  Stinky  Spine  Enjoyment  Interest  **Critical Vocabulary:**  Decorate  Model  Assist | **Teacher Assistant Directed Activity: Dialogic reading *I Like Myself*.** Teacher and students engaged in building social and vocabulary skills through conversing in small group. Letter F  **C**-*I Like Myself*  **R-**What do you like about yourself?  **O-**What color are your eyes? Where do you like to go with your family?  **W-**Who is your friend at school? Where do you live?  **D-**Tell me what center you like to play in at school?  **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 reading activities with interest and enjoyment.  **Strategies:** **Wait time, repeated questioning, rephrasing**  **Differentiation: Questions will be asked from easiest to more complex.**  **Independent Activity:** Students will create a self-portrait using writing utensils and art material 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 recognize gender and create a self-portrait.  **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 will place finish work in the red bin on teacher’s desk.  Students can identify if their peers in classroom by name and gender. | **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:**  Pattern  Create  **Critical Vocabulary:**  Duplicate  Describe | **Teacher Directed Activity:** Teacher will model how to create an abab pattern with colored bears. Each student will be given bears to complete the task with support if needed.  **Kentucky Early Childhood Standard**:  **KECS Math 1.3: Uses the attributes of objects for comparison and patterning.**  **KECS Math 1.1: Demonstrates an understanding of numbers and counting.**  **Learning Target**: I can create a pattern.  **Strategies: Modeling, repeated directions, visual/tactile cues**  **Differentiation:**  **(Teacher model)** Teacher will model an *abab* pattern in small group.  **(Support)** Students will copy the pattern with support.  **(Mastery)** Students will be able to create a simple pattern using bears. (Teacher will give each student a pattern card)  **(Extension)** Studentscan identify pattern with other manipulatives in the classroom.  **Independent Activity: Student will copy the four basic shapes using writing utensils.**  **Kentucky Early Childhood Standard Learning Target:**  **KECS Math 1.2 Recognize and describe shapes and spatial relationships.**  **Learning Target**: I can create and duplicate shapes.  **Strategies:** Modeling, praising appropriate behavior  **Differentiation:**  **(Modeling)** Students can copy the four basic shapes using writing utensils.  **(Support)** Students with fine motor difficulty can be given bigger objects that are easier to grasp.  **(Mastery)** Studentscan describe shapes.  **(Extension)**Student can find four 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:**  Environment  Measuring cups  Measuring spoons  Sand | Activities to Commit: Second Step CD,***Circle Time Rules***  **Activities**: The center of the week is sand/sensory play. I will model how to appropriately play with sand 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 1.3 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 make or maintain a friendship with at least one other child.**  **Strategies:** Modeling, reviewing expectations, repeated directions, and solution cards.  **Level 1 (remember) Tell me the name of this sand props? (rake, measuring cups, measuring spoons, etc.)**  **Level 2 (understand) How is this sand different from the other playdough?**  **Level 3 (apply) Where have you seen sand in your environment?**  **Level 4 (analyze) What can you do with sand?**  **Level 5 (evaluate) Why do you wash your hands before and after playing with sand?**  **Level 6 (create) Design something in the sand (draw) what can you draw in sand?** | **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:**  Spiky  Misty  Eyebrow  Ears  Giggle  Wiggle  Freckles  Gleam  Braces  Distinguished  Different  Sushi  Petite  celebrate | **Books:** **What I Like About Me**  Teacher will read the story and students will join in the predictable text “What I Like About Me”.  **Wednesday-** Each student will be able to identify what they like about themselves.  **Thursday**- Student can use their journal to draw a picture of themselves or family or practice letter formation. (handwriting without tears). Letter Ff    **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 recognize some rhyming words.**  **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  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! | **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*, The more we get together***  Activities to Disengage the Stress Response: Breathing Exercises  Activities 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.)  George 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. |
| FRIDAY |  | Fridays for home visits, planning, ARC meetings and room preparation. |  |