Teacher: Leslie Seymour Instructional Assistant: Cheryl Burks Topic: Celebrations/Traditions Date: 12/16-12/19, 2019

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| Arrival/Table Time8:40-9:10 | **Instructional Method:**Activities will be independentConscious Discipline-whole group**Critical Vocabulary:**FolderCubbyGreetingsIndependent | **Activities:** Upon arrival, students will be asked to take their folder out of their backpack and place it in the basket. Teacher will check their folder (labeled with their name) and place them back in the student’s backpack. We will help 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 table activities at the three tables.**Kentucky Early Childhood Standard:** KECS Language Arts 3.5 Draws meaning from pictures, print and text.KECS Health 1.3 Exhibits independent behavior.KECS Social Studies 1.2: Uses environmental clues and tools to understand surroundings.**Learning Target:** I can choose a table activity after managing 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 Twinkle Twinkle Little Star cdActivities to Disengage the Stress Response: Breathing exercisesActivities to Connect: Three Blind Mice (I Love You ritual)Activities to Commit: Second Step cd, Circle Time rules | **Formative and Summative Assessment:**Teacher Observations**Modifications:**A: 1-6, 9, 11, 12-14B: 1-6, 8, 9, 11C:1-6,8D: 1-4, 7-11E: 1-8 |
| Breakfast/Lunch9:10-9:2512:00-12:30 | **Instructional Method:** Whole Group**Critical Vocabulary:**CafeteriaBreakfastWaitingManners | **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 manners and school. We will expand and elaborate upon their language.**Learning Target:** I can identify my meal number with support.**Strategies:** Modeling, repeated directions, reviewing expectations | **Formative and Summative Assessment:**Teacher Observations**Modifications:**A:1-6,9-14B:1-6,8-11C:1-6,8D:1-5,7-11E: 1-8 |
| Gross Motor9:25-10:002:55-3:20 | **Instructional Method:**Individual, Small Group, Large Group**Critical Vocabulary:**PlaygroundAppropriately ExerciseBicyclesTeam workChillyCoolJackets | **Activities Available:** Tricycles, bouncing balls, basketballs, cozy coupes/cars, throwing and catching balls, balancing buckets/lines, jumping obstacles, running, kicking balls to target, swinging putters, playground equipment-slide, steps**Kentucky Early Childhood Standard:**KECS Physical Education 1.1: Moves through an environment with body control and balance.KECS Physical Education 1.2: Performs a variety of loco-motor skills with control and balance.KECS Physical Education 1.4: Combines a sequence of several motor skills with control and balance.**Learning Targets:** I can participate in movement activities.**Strategies:** Modeling, praising appropriate behavior***Thematic Prop:***  | **Formative and Summative Assessment:**Teacher Observation**Modifications:**A:1-7,9-14B:1-6,9-11C:1-8D:1-4,6-10E: 1-8 |
| Conscious Discipline/Activities for Large Group10:00-10:15 | **Instructional Method:**Whole Group**Critical Vocabulary:**Words from songs | **Conscious Discipline****Activities to Unite:** We Wish You Well; This is My School Family**Activities to Disengage the Stress Response:** Breathing Exercises**Activities to Connect:** Star Song (I Love You ritual)**Activities to Commit:** Second Step cd, The Listening Rules Song***\****We will continue introducing our ‘Kindness Tree’ this week. It is hanging in our classroom. When we catch someone being kind, we will write their name on a leaf and add it to the tree. \*We will continue reciting our hallway poem for how to walk in the hallway to help us remember the rules. “Standing tall in the hall, Arms by our side, hands we hide, Walking feet, Lips don’t speak.”  |  |
| Large GroupMusic and Movement10:00-10:15 | **Instructional Method:**Whole Group**Critical Vocabulary:**ShapesSquareTriangleCircleOvalDiamondStarRectangleTraditionsFamilyCelebrations | **Activities:** **Mon/Tues- Shape Game**. Children will be given a shape to hold. We will sing a song “If you’re holding a \_\_\_\_\_ stand up” in the tune of “If you’re happy and you know it.” When the song says their shape, they will stand up and name their shape.**Music:** If You’re Holding a Shape, Stand Up”**Kentucky Early Childhood Standard:** KECS English/Language Arts 1.2 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 2.2 Observes to gain information and understanding.KECS Social Studies 1.2 Uses environmental clues and tools to understand surroundings.**Learning Target:** I can listen to the speaker during large group. I can use many senses to explore and interpret the environment. **Strategies:** Modeling, reviewing expectations, visual, praising appropriate behavior, and role playing**Differentiation:** Teacher assistance and hand over hand prompts will be used when needed.**Wed/Thurs-** **Discuss Traditions.** I sent home a holiday tradition paper for each child and family to fill out. Today, each child will discuss their favorite traditions such as favorite holiday book, favorite holiday treat, how they decorate, etc. **Music:** **Kentucky Early Childhood Standard:** KECS English/Language Arts 1.2 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 2.2 Observes to gain information and understanding.KECS Social Studies 1.2 Uses environmental clues and tools to understand surroundings.**Learning Target:** I can listen to the speaker during large group. I can use many senses to explore and interpret the environment. **Strategies:** Modeling, reviewing expectations, visual, praising appropriate behavior, and role playing**Differentiation:** Teacher assistance and hand over hand prompts will be used when needed. | **Formative and Summative Assessment:**Teacher Observation**Modifications:**A:1-14B:1-11C:1-8D:1-11E: 1-8 |
| Small Group10:15-10:301:10-1:25 | **Instructional Method:**Small Group**Critical Vocabulary:**TraceGraspLetters A-ZBig LineLittle LineBig CurveLittle CurveMeasuringIngredientsDirectionsOatsJournalsExchangeTaking TurnsSocialGivingGifts | **Teacher Directed Activity (Literacy):** **Tracing Letters.** Students will have pie pans filled with sand. The teacher will hold up a letter and children will identify the letter shown, then trace it with a candy cane in the sand, holding it in the same grasp they would a pencil or writing utensil. These are pre-writing strategies to help them learn the grasp and making lines of letters.**Kentucky Early Childhood Standard** **KECS English Language Arts 3.2 Shows interest and understanding of the basic concepts and conventions of print.** **KECS English Language Arts 3.3 Demonstrates knowledge of the alphabet****KECS English Language Arts 4.2 Produces marks, pictures, and symbols that represent print and ideas****KECS English Language Arts 4.3 Explores the physical aspect of writing****Learning Target:** I can write recognizable letters.**Strategies:** Wait time, repeated questioning, rephrasing**Differentiation:** Questions will be asked from easiest to more complex.**Teacher Directed Activity (Numeracy): Measuring to make reindeer food.** Students will be given ingredients to make reindeer food. They will follow a recipe to measure items into their baggie. They will be given a poem to attach to their bag and can take this home to use on Christmas Eve.**Kentucky Early Childhood Standard** **KECS Math 1: Demonstrates general skills and uses concepts of mathematics** **KECS Math 1.1 Demonstrates an understanding of numbers and counting.****KECS Math 1.4 Measures and describes using nonstandard and standard units.****Learning Target:** I can use tools to explore measuring.**Strategies:** Wait time, repeated questioning, rephrasing**Differentiation:** Questions will be asked from easiest to more complex.**Teacher Directed Activity (Motor/Sensory): Journal Writing.** Students will take time to write/draw in their journals. They will write or draw about what they want for Christmas or something they enjoy this time of year. Teacher and students engage in building social and vocabulary skills through conversing in small group about what they have drawn or written.**Kentucky Early Childhood Standard** **KECS English Language Arts 4.2 Produces marks, pictures, and symbols that represent print and ideas****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 make comparisons through everyday experiences and play.**Strategies:** Wait time, repeated questioning, rephrasing**Differentiation:** Questions will be asked from easiest to more complex.**Teacher Directed Activity (Social): Book Exchange.** Each small group will participate in a book exchange. We will discuss giving to people we care about and how it makes us feel. We will take turns exchanging books and then spend some time exploring their new books.**Kentucky Early Childhood Standard** **KECS Health Education 1.1 Shows social cooperation.****KECS Health Education 1.4 Shows a sense of purpose (future hopefulness).** **Learning Target:** I can show social cooperation.**Strategies:** Wait time, repeated questioning, rephrasing**Differentiation:**  Questions will be asked from easiest to more complex. | **Formative and Summative Assessment:**Teacher Observations**Modifications:**A:1-14B:1-11C:1-8D:1-11E: 1-8 |
| Free Choice Learning Centers10:30-12:001:25-2:55 | **Instructional Method:**Individual and Small Group**Critical Vocabulary:**FinishGatherEnvironmentFavoriteShareFriendsClean up | **Activities:** Weekly center themes, learning rules and how to play in each center**Centers Available:** Math, Music, Science, Dramatic Play/Housekeeping, Art, Writing, Fine Motor, Blocks, Sensory, and Library**\*In our block center**, we will have a tool kit and box of toys set out. The children can pretend to be elves that are fixing toys for the holidays.**\*In our house area,** we will have a felt tree that children can pretend to decorate with felt ornaments.**\*In our fine motor center**, we will have wrapping paper, boxes, scissors, and tape. Children can practice the skill of wrapping gifts as we talk about the season of giving.**\*In our writing center**, we will have paper, pencils, envelopes, and stamps so children can write a letter to Santa. We will write Santa on a card and they will be encouraged to practice writing those letters, as well as using their name cards in the writing center to write their name at the bottom of the letter.**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 Language Arts 1:2 Uses language for a variety of purposes.KECS Physical Education 1.5: Performs fine motor task using eye-hand coordination.KECS Mathematics 1.3: Uses the attributes of objects for comparison and patterning.KECS Science 1.4: Collects, describes, and records information through a variety of means.**Learning Target:** I can clean up after free choice activities.**Strategies:** Modeling, reviewing expectations, repeated directions, and solution cards. | **Formative and Summative Assessment:**Teacher Observations**Modifications:**A:1-14B:1-11C:1-8D:1-11E: 1-8 |
| Large GroupRead AloudActivities3:20-3:35 | **Instructional Method:**Whole Group**Critical Vocabulary:**CanceledDeliverHolidayStockingDecorate  | **Activity:** Students join together on the carpet and listen to a story. Group discussion will follow and students will have a turn to share something they related to or enjoyed about the book. **Books:** **Mon/Tues-** “Merry Christmas Little Critter”**Wed/Thurs-** “Llama Llama Holiday Drama”**Kentucky Early Childhood Standard:** KECS Language Arts 1.3 Speaks with increasing clarity and use of conventional grammarKECS Language Arts 2.1 Uses spoken language for a variety of purposes.KECS Language Arts 3.6 Tells and retells a story.**Learning Target:** I can participate actively in story time.**Strategies:** Modeling, flexible seating, and reviewing expectations**Differentiation:** Some students may need visual prompts to stay on task. Some students may need to use the book to remember an event from the story. Some students will be able to recall events from the story. | **Formative and Summative Assessment:**Teacher Observation**Modifications:**A:1-9,12-14B:1-7,9,11C:1-5,7-8D:1-10E: 1-8 |
| Dismissal 3:35-3:40 | **Instructional Method:**Whole Group**Critical Vocabulary:**Procedures Goodbye | **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.KECS Social Studies 1.2 Uses environmental clues and tools to understand surroundings.**Learning Targets:** I can manage dismissal procedures.**Strategies:** Modeling, prompting**CONSCIOUS DISCIPLINE**Activities to Unite: Conscious Discipline, Caring FriendsActivities to Disengage the Stress Response: Breathing ExercisesActivities to Connect: Three Blind Mice (I Love You ritual)Activities to Commit: Second Step cd, Circle Time rules | **Formative and Summative Assessment:**Teacher Observations**Modifications:**A:1-6,9-14B:1-6,9-11C:1-6,8D:1-4,7-11E: 1-8 |
| FRIDAY |  | Fridays for home visits, planning, ARC meetings and room preparation.  |  |