Teacher: Leslie Seymour Instructional Assistant: Cheryl Burks Topic: Being Kind/Giving Date: 12/9-12/12, 2019

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| Arrival/Table Time  8:40-9:10 | **Instructional Method:**  Activities will be independent  Conscious Discipline-whole group  **Critical Vocabulary:**  Folder  Cubby  Greetings  Independent | **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 cd  Activities to Disengage the Stress Response: Breathing exercises  Activities 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, 12-14  B: 1-6, 8, 9, 11  C:1-6,8 D: 1-4, 7-11  E: 1-8 |
| Breakfast/Lunch  9:10-9:25  12:00-12:30 | **Instructional Method:** Whole Group  **Critical Vocabulary:**  Cafeteria  Breakfast  Waiting  Manners | **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:1-6,9-14 B:1-6,8-11 C:1-6,8 D:1-5,7-11  E: 1-8 |
| Gross Motor  9:25-10:00  2:55-3:20 | **Instructional Method:**  Individual, Small Group, Large Group  **Critical Vocabulary:**  Playground  Appropriately  Exercise  Bicycles  Team work  Chilly  Cool  Jackets | **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:1-7,9-14 B:1-6,9-11 C:1-8 D:1-4,6-10  E: 1-8 |
| Conscious Discipline/  Activities for Large Group  10:00-10:15 | **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 Group  Music and Movement  10:00-10:15 | **Instructional Method:**  Whole Group  **Critical Vocabulary:**  Different feelings-disappointed, calm, surprised, worried, frustrated, angry, excited  Emotions  Kind  Happy  Frown  Acts of Kindness | **Activities:**  **Mon/Tues- Feelings Cards**. Children will look at our feelings cards and determine how each child in the picture is feeling by looking at their face. We will discuss times that we felt that way and if it was a good feeling or bad feeling. We will introduce new words such as worried, frustrated, surprised, calm, and disappointed.  **Music:** If You’re Happy and You Know It  **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-** **How to make the Grinch Smile**.Each child will get a heart with their name on it. When it is their turn, we will talk about something kind or nice they could do that would make the Grinch smile and be happy instead of frowning. They will place their heart on our Grinch picture so we can discuss and remember lots of ways we can make the Grinch, and our friends, happy.  **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:1-14 B:1-11 C:1-8 D:1-11  E: 1-8 |
| Small Group  10:15-10:30  1:10-1:25 | **Instructional Method:**  Small Group  **Critical Vocabulary:**  Letter O  Big curve  Little curve  Measure  Measuring  Scale  Weight  Heavy  Light  Balanced  Patterns  Game  Taking turns  Game pieces  Die/Dice | **Teacher Directed Activity (Literacy):** **Writing Letter O.** Students will use the HWT boards and pieces to create, trace, and write independently the letter we are discussing, O.  **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**  **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): Weighing Activity.** Students will be given a variety of boxes (presents) of different weights. They will use the scale to weigh each one and compare heavy and light boxes. They will explore and try to make the scale balanced using a different combination of boxes. We will discuss how the scale goes up and down and if that means that side is heavier or lighter.  **Kentucky Early Childhood Standard**  **KECS Math 1: Demonstrates general skills and uses concepts of mathematics**  **KECS Math 1.3: Uses the attributes of objects for comparison and patterning.**  **KECS Math 1.4: Measures and describes using nonstandard and standard units.**  **Learning Target:** I can explore, compare, and describe length, weight, or volume using nonstandard units.  **Strategies:** Wait time, repeated questioning, rephrasing  **Differentiation:**  **(Modeling)** Students will follow directions from the teacher to complete the activity.  **(Support)** Students can explore with different boxes to see the scale move up and down.  **(Mastery)** Studentswill use terms such as light and heavy to describe the boxes.  **(Extension)** Students will explore to see what combinations of boxes can make the scale balanced.  **Teacher Directed Activity (Motor/Sensory): Candy Cane Patterns.** Each child will be given a variety of colored beads. They will have pipe cleaners they can place them on in a pattern. They will be able to choose if they want to make an AB pattern, ABC pattern, or other type of pattern. There are three colors they can choose from.  **Kentucky Early Childhood Standard**  **KECS Mathematics 1.3 Uses the attributes of objects for comparison and patterning.**  **Learning Target:** I can recognize, duplicate, and extend simple patterns.  **Strategies:** Wait time, repeated questioning, rephrasing  **Differentiation:**  **(Modeling)** Teacher will start a pattern of two colors for students and assist them in continuing it.  **(Support)** Teacher will start a pattern for students and they will independently continue it after examples.  **(Mastery)** Students will create a simple pattern and continue it independently.  **(Extension)** Students will create a more complex pattern (3 colors or AAB, ABB, etc) and continue it independently.  **Teacher Directed Activity (Social): Roll a Reindeer.** Children will be given a game board and reindeer pieces that will create a reindeer. They will take turns rolling a dice and will count the dots to see what number they get. They will then match that number to the game key to see what piece is for that number. (1-head, 2-antlers, 3-eyes, etc.) They will place their corresponding piece on their game board. We will keep going until someone makes a complete reindeer.  **Kentucky Early Childhood Standard**  **KECS Math 1.1: Demonstrates an understanding of numbers and counting.**  **KECS Social Studies 1.4: Knows the rules within the home, school, and community.**  **KECS Health 1.1: Shows social cooperation.**  **Learning Target:** I can recognize some numerals and associates of number concepts with print materials in a meaningful way.  **Strategies:** Wait time, repeated questioning, rephrasing  **Differentiation:**  **(Modeling)** Teacher will model hand over hand rolling the dice and taking turns.  **(Support)** Students will count the dots on the dice and teacher will help them match on key to find what piece they get.  **(Mastery)** Studentswill count the dots on the dice and find what piece they get by looking at the key and matching the number.  **(Extension)**Students will look to see which number they need to roll next to get a piece of the reindeer that they don’t already have. | **Formative and Summative Assessment:**  Teacher Observations  **Modifications:**  A:1-14 B:1-11 C:1-8  D:1-11  E: 1-8 |
| Free Choice Learning Centers  10:30-12:00  1:25-2:55 | **Instructional Method:**  Individual and Small Group  **Critical Vocabulary:**  Finish  Gather  Environment  Favorite  Share  Friends  Clean 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 cooperation  KECS Health 1.3 Plays in groups or pairs based on similar interest.  KECS Health 1.3 Exhibits Independent behavior  KECS 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:1-14 B:1-11 C:1-8 D:1-11  E: 1-8 |
| Large Group  Read Aloud  Activities  3:20-3:35 | **Instructional Method:**  Whole Group  **Critical Vocabulary:**  Share  Reason  Kindness  Fair  Friend  Grinch  Pleasant | **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-** “Llama Llama Time to Share”  **Wed/Thurs-** “The Grinch-Great Big Book”  **Kentucky Early Childhood Standard:**  KECS Language Arts 1.3 Speaks with increasing clarity and use of conventional grammar  KECS 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:1-9,12-14 B:1-7,9,11 C:1-5,7-8 D:1-10  E: 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 Friends  Activities to Disengage the Stress Response: Breathing Exercises  Activities 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:1-6,9-14 B:1-6,9-11 C:1-6,8 D:1-4,7-11  E: 1-8 |
| FRIDAY |  | Fridays for home visits, planning, ARC meetings and room preparation. |  |