Teacher: Leslie Seymour Instructional Assistant: Cheryl Burks, Beth Combs Topic: Community Helpers Date: 2/17-2/20, 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:**  Community Helpers  Jobs  Responsibilities  Brushing Teeth  Proper cleaning | **Activities:**  **Mon/Tues- Good Tooth Brushing Habits.** Teacher will read poster with pictures and demonstrate good ways to brush teeth using the large toothbrush and teeth. Each child will get a turn to brush the tooth model.  **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.  **Wed/Thurs-** **Recognizing letters.** Teacher will have a large mouth with letters written on each tooth with a dry erase marker. Upon their turn, teacher will tell them to find a letter. They will have to find and recognize that letter on that tooth and then can brush and clean that tooth, wiping all the dry erase marker off.  **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 R  Big line  Little line  Big curve  Little curve  Number  Numerical order  Doctor kit  Doctor tools  Stethoscope  Cotton swab  Community Helpers  Tools  Environment  Jobs | **Teacher Directed Activity (Literacy):** **Writing Letter R.** Students will use the HWT boards and pieces to create, trace, and write independently the letter we are discussing, R.  **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): Recognizing and counting numbers.** Students will be given a mouth with teeth drawn on it. They will have stickers with numbers 1-20 on them. They will be asked to place the stickers on teeth in correct order, counting them as they go.  **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.**  **Learning Target**: I can arrange sets of objects in one to one correspondence.  **Strategies:** Modeling, repeated directions, visual/tactile cues  **Differentiation:**  **(Modeling)** Students will have numbers drawn on the teeth and will match the stickers to the numbers.  **(Support)** Students will have most numbers drawn on the teeth, but some blank, allowing them to fill in the missing number in order on their own.  **(Mastery)** Studentswill have only a few numbers drawn on the teeth, allowing them to fill in the missing numbers on their own.  **(Extension)** Students will place stickers 1-20 on blank teeth in correct order and count the teeth in order from 1-20.  **Teacher Directed Activity (Motor/Sensory): Creating a Doctor Kit.** Students will be given a doctor bag made out of construction paper. They will be given a variety of tools that doctors use and will glue them on the bag. They will discuss what each tool is and how it helps us.  **Kentucky Early Childhood Standard Learning Target:**  **KECS Health Education 1.3 Exhibits independent behavior.**  **KECS Physical Education 1.5 Performs fine motor tasks using eye-hand coordination.**  **Learning Target**: I can use perform fine motor tasks using eye-hand coordination.  **Strategies:** Modeling, praising appropriate behavior  **Differentiation:**  **(Modeling)** Students will follow directions from the teacher to complete the activity.  **(Support)** Students will identify each tool given.  **(Mastery)** Studentswill discuss how these tools help us.  **(Extension)** Students will discuss other things that doctors or other community helpers use to help us.  **Teacher Directed Activity (Social): Community Helpers Magnet/Matching Game.** Students will have a variety of community helper magnets and corresponding action magnets. They will explore and match each community helper with their tool, job, or place.  **Kentucky Early Childhood Standard**:  **KECS Social Studies 1.2 Uses environmental clues and tools to understand surroundings.**  **KECS Health Education 1.1 Shows social cooperation.**  **Learning Target**: I can arrange sets of objects in one to one correspondence.  **Strategies:** Modeling, repeated directions, visual/tactile cues  **Differentiation:**  Questions will be asked from easiest to more complex. | **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  **\*We will have community helper figures in block center for children to play and pretend with.**  **\*We will have community helper puppets in library center for children to play and pretend with.**  **\*We will have some new puzzles that feature community helpers in our fine motor center, including a large floor puzzle.**  **\*We will have a dentist play-doh set in art center that includes white play-doh for teeth, dentist tools, and a mouth with empty holes for the play-doh teeth to go.**  **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:**  Sick  Well  X-Ray  Bone  Cast  Stethoscope  Disease  Brave  Teeth  Tartar  Cavities/filling  Toothpaste  Polish  Healthy  Floss | **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-** “Doctors”  **Wed/Thurs-** “Meet Michael’s Dentist”  **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. |  |