Teacher: Leslie Seymour Instructional Assistant: Cheryl Burks Topic: Winter/Arctic Animals Date: 1/13-1/16, 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:**  Similarities  Differences  Sorting  Habitat  Arctic  Tracks/footprints | **Activities:**  **Mon/Tues- Sorting animals**.We have been discussing arctic/snow animals. Today the children will get an animal and there will be three pictures of different habitats, ocean, arctic, and jungle. They will decide which habitat their animal goes in. We will then discuss the similarities/differences between the 3 habitats.  **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-** **Animal Tracks**. We read a book yesterday about animal tracks in the snow and guessing which animal left which tracks. Today we will make our own tracks in the snow. We will have a large paper laid out and the children will get to choose an animal. They will dip the feet in white paint (like snow) and let it walk across the paper. We will then discuss the similarities/differences in the different animal’s feet.  **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:**  Journals  Dice  Counting  Create  Imagination  Build  Droppers  Observation  Mixing colors | **Teacher Directed Activity (Literacy):** **Journal Writing.** Students will take time to write/draw in their journals. They will be encouraged to write their name and draw a picture of something they enjoy about winter.  **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 (Numeracy): Mitten Math.** Students will be given a mitten cutout. They will take turns rolling the dice and the number they roll on the dice, they will put that many pompoms on their mitten.  **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 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 identify the number on the dice and help child count out correct number of pompoms.  **(Support)** Teacher will identify the number on the dice and the child will count the correct number of pompoms independently.  **(Mastery)** Student will identify the number on the dice and count the correct number of pompoms independently.  **(Extension)** Students will keep their pompoms on their mitten and determine how many they have all together after two turns, adding the pompoms together to find a total.  **Teacher Directed Activity (Motor/Sensory): Using marshmallows and toothpicks to create.** Each child will participate in a STEM activity to create something using marshmallows (snowballs) and toothpicks, to go along with our weekly theme. Students will be given several marshmallows and several toothpicks and will use them to build or create whatever their imagination leads them to.  **Kentucky Early Childhood Standard**  **KECS Physical Education 1.5 Performs fine motor tasks using eye-hand coordination.**  **KECS Health Education 1.3 Exhibits independent behavior**  **KECS Science 1.1 Explores features of environment through manipulation**  **KECS Science 1.3 Uses a variety of tools to explore the environment**  **Learning Target:** I can perform fine motor tasks using eye-hand coordination.  **Strategies:** Wait time, repeated questioning, rephrasing  **Differentiation:** Questions will be asked from easiest to more complex.  **Teacher Directed Activity (Social): Mixing Colors.** Students will be given a coffee filter shaped snowflake, markers, water, and droppers. They will be encouraged to explore what happens when they use a variety of colors to mark on the filters and then use their droppers with water on them. They will discuss their observations and what happens with the colors. They will discuss what combinations of colors made new, different colors.  **Kentucky Early Childhood Standard Learning Target:**  **KECS Science 1.1 Explores features of environment through manipulation.**  **KECS Science 1.2 Ask simple scientific questions that can be answered with exploration.**  **KECS Science 1.3 Uses a variety of tools to explore the environment.**  **Learning Target**: I can observe and/or manipulate objects and events to answer simple scientific questions.  **Strategies:** Modeling, praising appropriate behavior  **Differentiation:**  **(Modeling)** Students will follow directions from the teacher to complete the activity.  **(Support)** Students will make predictions about what colors will be made when two colors mix.  **(Mastery)** Studentswill discuss what colors they made and which colors make new ones.  **(Extension)**Students will be able to discuss color mixing and use words such as primary and secondary. | **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  **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:**  Footprints  Scampers  Den  Snug  Cub  Twins  Cuddles  Explore  Danger  Coats (animals)  South Pole  Waddle  Dive Colonies | **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-** “Plenty of Penguins”  **Wed/Thurs-** “Who Was Here?”  **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. |  |