Teacher: Leslie Seymour Instructional Assistant: Cheryl Burks, Beth Combs Topic: Hibernation Date: 1/27-1/30, 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:**HibernatingAnimalsShadowsLightGroundhogsT-ChartVoteTotal | **Activities:** **Mon/Tues- Exploring Shadows/Light**. We are talking about groundhogs this week and the famous groundhog who comes out to see or not see his shadow. Today we will use flashlights and explore light and shadows. Each child will have a turn to come up to the front and use the flashlight to find their shadow. We will discuss what it means if the groundhog see/doesn’t see his shadow.**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-** **Chart.** Children will decide if they think the groundhog will see his shadow or not see his shadow. We will have a T-chart with yes and no on it. When it is their turn, they will find their name and place it under which they think will happen. We will then discuss how many voted yes and how many voted no.**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:**Letter JBig lineLittle lineBig curveLittle curveCavesNumbersCountingAddingSubtractingTotalTracingLetters A-ZNumerical orderOrder | **Teacher Directed Activity (Literacy):** **Writing Letter J.** Students will use the HWT boards and pieces to create, trace, and write independently the letter we are discussing, J. **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): Counting Bears in Caves.** Students will be given a handful of bears and caves. They will take turns placing a certain number of bears in their cave. We will also play a game where I show them how many bears I have, they close their eyes, and then they will have to guess how many bears are in the cave based on how many bears are missing from what I had before, working on addition and subtraction skills.**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 a number and child will count out that number of bears with hand over hand assistance.**(Support)** Teacher will identify a number and child will place that number of bears in their cave. **(Mastery)** Student will identify a number and place that number of bears in their cave.**(Extension)** Students will add/subtract to figure out how many bears I placed in a cave. I will show them a total of bears, then place some in a cave while they hide their eyes.**Teacher Directed Activity (Motor/Sensory): Tracing Letters.** Students will have pie pans filled with snow. The teacher will hold up a letter and children will identify the letter shown, then trace it with their finger in the snow. These are pre-writing strategies and will help with letter identification. **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 (Social): Stacking cups.** Students will be given cups with numbers on them. Their job will be to make a tower stacking the cups in numerical order. They will start with 1, and go up to either 5, 10, or 20.**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 count in sequence to 5 and beyond.**Strategies:** Wait time, repeated questioning, rephrasing**Differentiation:** **(Modeling)** Teacher will assist child with hand over hand assistance to stack cups in numerical order. **(Support)** Child will place cups in order 1-5.**(Mastery)** Child will place cups in order 1-10.**(Extension)** Child will place cups in order 1-20. | **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**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:**CaveHareBadgerScamperedTerrorFrostDenBurrowLair | **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-** “Time to Sleep”**Wed/Thurs-** “Don’t Wake the Bear”**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.  |  |