Teacher: Leslie Seymour Instructional Assistant: Cheryl Burks, Beth Combs Topic: Nursery Rhymes/Fairy Tales Date: 3/9-3/12, 2020

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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: 1-8F: 1-9 |
| 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: 1-8F: 1-9 |
| 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: 1-8F: 1-9 |
| 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:**HomesHouseApartmentTrailerRetell storyPropsActing | **Activities:** **Mon/Tues- Places We Live.** We will have a discussion about the places we live. I will have pictures of different settings, houses, apartments, trailers, zoo, barn, and school. We will discuss which ones people can live in and what lives in the other places. The children will then get to participate by holding their picture up for where they live. (This to go along with 3 Little Pigs and compare how they live in different houses.)**Music:** Willaby Wallaby Woo**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-** **Retelling a Story/Story Props.** Students will have the opportunity to retell a story by using props in a story box. Each child will get one prop, either a bear of 3 different sizes, bowl, bed, or chair-all sized small, medium, and large. We will retell the story as a group and each child that has that prop, will demonstrate with the prop.**Music:** Willaby Wallaby Woo**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: 1-8F: 1-9 |
| Small Group10:15-10:301:10-1:25 | **Instructional Method:**Small Group**Critical Vocabulary:**Letter MBig lineLittle lineBig curveLittle curveSmallMediumLargeSort FirstSecondThirdLastSequenceFeelingsEmotionsPretendBody clues/cues | **Teacher Directed Activity (Literacy):** **Writing Letter M.** Students will use the HWT boards and pieces to create, trace, and write independently the letter we are discussing, M. **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): Sorting Objects by Size.** Students will be given a variety of a group of objects. Each grouping will have a small, medium, and large item. They will have to sort all objects by size and put them in order by size. They can discuss which grouping of items are larger and smaller as well. **Kentucky Early Childhood Standard Learning Target:****KECS Mathematics 1.3 Uses the attributes of objects for comparison and patterning.****Learning Target**: I can compare and order by size.**Strategies:** Modeling, praising appropriate behavior**Differentiation:** **(Modeling)** Students will follow directions from the teacher and complete the activity with hand over hand assistance given.**(Support)** Students will place items from their group in order by size. **(Mastery)** Studentswill be able to use words such as smaller, medium, and larger to compare their items.**(Extension)** Students will be able to discuss which groupings of objects are smaller or bigger in size.**Teacher Directed Activity (Motor/Sensory): Sequencing.** Students will be given 3 different collage materials-paper for straw, sticks, and bricks. We will retell the story “The 3 Little Pigs” and discuss what happened first, second, and third. Students will then glue the materials in the correct order. **Kentucky Early Childhood Standard** **KECS English Language Arts 1.1 Uses non-verbal communication for a variety of purposes.****KECS English Language Arts 3.6: Tells and retells a story.** **Learning Target:** I can use illustrations to tell major events of a story. **Strategies:** Wait time, repeated questioning, rephrasing**Differentiation:** **(Modeling)** Students will follow directions from the teacher and complete the activity with hand over hand assistance.**(Support)** Students will have a paper that will have first, second, and third listed and be given clues to help them retell and remember the sequence. **(Mastery)** Studentswill put the three items in order independently.**(Extension)** Students will be able to retell the entire story in correct sequence independently. **Teacher Directed Activity (Social): Feelings Charades.** Each child will have a turn to act out a certain ‘feeling/emotion.’ They can make faces or have body motions/movements as cues that we have talked about. The class will have to guess the emotion they are showing. We will talk about how it is important to read one another’s cues and body language to see how they are feeling.**Kentucky Early Childhood Standard** **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****KECS Health Education 1.1 Shows social cooperation.****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. | **Formative and Summative Assessment:**Teacher Observations**Modifications:**A:1-14B:1-11C:1-8D:1-11E: 1-8F: 1-9 |
| 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: 1-8F: 1-9 |
| Large GroupRead AloudActivities3:20-3:35 | **Instructional Method:**Whole Group**Critical Vocabulary:**StrawWhisperLadderChimneyHappilyPorridgeTrust Frightened | **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-** “Goldilocks and the Three Little Bears”**Wed/Thurs-** “Three Little Pigs”**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: 1-8F: 1-9 |
| 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: 1-8F: 1-9 |
| FRIDAY |  | Fridays for home visits, planning, ARC meetings and room preparation.  |  |