Teacher: Leslie Seymour Instructional Assistant: Cheryl Burks Topic: Thanksgiving Date: 11/25-11/26, 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 D: 1-4, 7-10, 12, 13, 15, 16 |
| 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 D:1-10,12,13,15,16 |
| 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:1-7 D:1-11,13,15,16 |
| 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:**  Disguised  Guess  Solve | **Activities:**  **Mon/Tues-Disguised Turkeys.** The family activity this month was to disguise a turkey. Each child will get a turn to show off their disguised turkey and the class will take turns guessing what it is disguised as.  **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:1-7 D:1-16 |
| Small Group  10:15-10:30  1:10-1:25 | **Instructional Method:**  Small Group  **Critical Vocabulary:**  Journals  Thankful  Share  Recipe  Mixing  Ingredients Measuring | **Teacher Directed Activity (Literacy):** **Journal Writing.** Students will take time to write/draw in their journals. They will be asked to draw something they are thankful for. Teacher and students engage in building social and vocabulary skills through conversing in small group about what they have drawn or written.  **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 (Social): Pumpkin Pie in a cup.** Each small group will participate in a part of the recipe of making pumpkin pie to go along with our theme. They will take turns measuring and adding ingredients to their bowls.  **Kentucky Early Childhood Standard**  **KECS Math 1.1 Demonstrates an understanding of numbers and counting.**  **KECS Math 1.4 Measures and describes using nonstandard and standard units.**  **KECS Health Education 1.1 Shows social cooperation.**  **Learning Target:** I can use tools to explore measuring.  **Strategies:** Wait time, repeated questioning, rephrasing  **Differentiation:** Questions will be asked from easiest to more complex. | **Formative and Summative Assessment:**  Teacher Observations  **Modifications:**  A:1-14 B:1-11 C:1-7  D:1-16 |
| 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:1-7 D:1-16 |
| Large Group  Read Aloud  Activities  3:20-3:35 | **Instructional Method:**  Whole Group  **Critical Vocabulary:**  Thanksgiving  Thankful  Family  Special  Turkey  Friends | **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-** “Gobble Gobble Crash”  **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 D:1-4,6-11,13-16 |
| 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 D:1-10,13,15,16 |
| FRIDAY |  | Fridays for home visits, planning, ARC meetings and room preparation. |  |