Teachers: Cindy Price and Tammy Hornak Topic: Pumpkins and Fall Date:10-26-15

|  |  |  |  |
| --- | --- | --- | --- |
| Arrrival/Sign-In  AM 8:40- 9:05  PM 1:10-1:20 | **Instructional Method:**  **Whole Group with some individual assistance.**  **Critical Vocabulary:**  **Responsibility, Jobs, meteorologist,** | **Activities:** Come in and put backpacks in cubbies with assistance as needed. Wash hands using hand washing procedures.  AM- Get breakfast tags choose jobs for the day, get a book for independent reading and sign in on the sign in sheet.  PM-Put Students will choose jobs for the day. Get a book for independent reading and sign in on the sign in sheet.  Thursdays we will sign in on the Question of the day chart.  Teachers will help children with hand washing procedures.  **Kentucky Early Childhood Standard:** 1.1 Shows social cooperation, 1.4: Knows the need for rules within the home, school and community LA Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print.  **Learning Target: I can exhibit independent behavior. I can recognize the need for rules within the school environment. I can use good manners. I can make a choice, I can look at a book**  **Strategies:-Cooperative Learning** | **Formative and Summative Assessment:**  **Teacher Observation**  **Modifications:**  **DO-1,2,3,4,5,8,14,16,17,19,20**  **AW 1,3,8,12,17**  **SE- 1,2,3,8,12,13,15,17,18,19,20,21** |
| Breakfast/  Lunch  AM 9:05-9:25  PM 12:45-1:10 | **Instructional Method:**  Whole Group  **Critical Vocabulary:**  Manners, Cafeteria, behind, gymnasium, | **Activities: Line up in the room on the footprints and walk in a line to the cafeteria. Go through the line and choose your milk first then get a tray and choose your breakfast or lunch. Walk out to the table and sit down, get some hand sanitizer, open your milk, open your silverware and eat your food using good manners. When you are finished and your name is called take your tray and dump the garbage and set it into the window. Go and sit at the table until your name is called to line up.**  Pm children will go to the cafeteria from the bus hanging their backpacks in the hall. They will follow the same procedure as above.  **Kentucky Early Childhood Standard: SS1.4: Knows the need for rules within the home, school and community, PE1.1: Moves through an environment with body control and balance,H1.1 Shows social cooperation,1.3: Exhibits independent behavior, LA 1.1: Uses non-verbal communication for a variety of purposes, 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes, 2.1: Engages in active listening in a variety of situations**  **Learning Target: I can exhibit independent behavior. I can recognize the need for rules within the school environment. I can use good manners. I can make a choice**  **Strategies: Cooperative Learning, Independent** | **Formative and Summative Assessment:**  **Teacher Observation**  **Modifications:**  **DO-1,2,3,4,5,8,14,16,17,19,20**  **AW 1,3,8,12,17**  **SE- 1,2,3,8,12,13,15,17,18,19,20,21** |
| Morning Meeting  See Large Group | **Instructional Method:**  **Critical Vocabulary:** | **Activities:**  **Kentucky Early Childhood Standard:**  **Learning Target:**  **Strategies:** | **Formative and Summative Assessment:**  **Modifications:** |
| Free Choice Learning Centers  AM 9:50-10:55  PM 1:30- 2:35 | **Instructional Method:**  **Independent**  **Critical Vocabulary:**  **Centers, sharing, appropriate, inappropriate, timer,**  **Solution cards, rules,** | **Activities:**. Children may choose what center they want to play in.  **Centers Available:** Listed below are learning opportunities that a child could engage in, at each center during free choice time.  Children are actively learning and exploring through play.  During this time they can choose their own center, and activity.  The activities listed below are examples of activities that a child can engage in, at various centers. Blocks: assorted blocks, cars , people, animals Dramatic Play: clothes, food, dishes, babies, books, thematic items Art: crayons, paper, markers, play dough, Library: books on thematic units Outdoors: Tricycles, sand and water, slides, balls  **College and Career Ready**-Successful people communicate well with others.  **Kentucky Early Childhood Standard**:**LA1.1: Uses non-verbal communication for a variety of purposes, 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes, 1.3: Communicates with increasing clarity and use of conventional grammar. 2.1: Engages in active listening in a variety of situations, 2.2: Observes to gain information and understanding, 3.2: Shows interest and understanding of the basic concepts and conventions of print. M1.2: Recognizes and describes shapes and spatial relationships,AH1.1: Develops skills in and appreciation of visual arts HE1.1 Shows social cooperation, 1.2 Applies social problem solving skills, 1.3: Exhibits independent behavior, 1.4 Shows a sense of purpose (future-hopefulness)PE1.5: Performs fine motor tasks using eye-hand coordination**  **Learning Target: I can follow the classroom rules: I can communicate my wants and needs: I can play alongside or with my friends: I can exhibit independent behavior**  **Strategies: Manipulatives, Hands on, Cooperative learning** | **Formative and Summative Assessment:**  **Teacher Observation**  **DO-1,2,3,4,5,8,14,16,17,19,20**  **AW 1,3,8,12,17**  **SE- 1,2,3,8,12,13,15,17,18,19,20,21** |
| Large Group | **Instructional Method:**  **Whole Group**  **Critical Vocabulary:**  **Rules, routines,, voice levels, solution cards,**  Meteorologist , proactive, autumn,  Imagination, behind , web | **Activities:** Monday-Books-, White Book, The Very Busy Spider  Music-5 Little pumpkins, Percival The Parrot, Marching Around the Alphabet., Learning letter Sounds, Who let the Letters Out? Itsy Bitsy Spider ,  Activity-Letter “H” Children will do the five little pumpkins holding the pumpkins and saying what their pumpkin said in the finger play. We will also do Itsy Bitsy spider with spider rings as their spiders. Writing the letter H on the board as we transition to centers.  **Tuesday: Books**: White Book, Where The Wild Things Are  **Music:** 5 Little pumpkins, Percival The Parrot, Marching Around the Alphabet., Learning letter Sounds, Who let the Letters Out? Itsy Bitsy Spider  **Activity**. Letter “H” Second Step Story Asking For What You Need .Writing the letter H on the board as we transition to centers.    Wednesday **Books:** White Book ,.Where The Wild Things Are  **Music**5 Little pumpkins, Percival The Parrot, Marching Around the Alphabet., Learning letter Sounds, Who let the Letters Out? Itsy Bitsy Spider    Activity- Letter “H” Mrs. Lyons will come to talk with us. Reread Where the Wild Things Are using the masks. Writing the letter H on the board as we transition to centers.  Thursday **Books: White Book**.  **Music** 5 Little pumpkins, Percival The Parrot, Marching Around the Alphabet., Learning letter Sounds , Who let the Letters Out? Itsy Bitsy Spider  **Activity. Fall Party- Sharpen the Saw – the older children come to our classroom to play with the children at the end of the day for their Sharpen The Saw activity for the month.**    **Kentucky Early Childhood Standard: LA1.1: Uses non-verbal communication for a variety of purposes, 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes. 2.1: Engages in active listening in a variety of situations, 3.1: Listens to and/or responds to reading materials with interest and enjoyment. 3.2: Shows interest and understanding of the basic concepts and conventions of print. 3.5: Draws meaning from pictures, print, and text. HE1.1 Shows social cooperation 1.3: Exhibits independent behaviorSS1.4: Knows the need for rules within the home, school and communityAH1.3: Develops skills in and appreciation of music**. M**1.1: Demonstrates an understanding of numbers and counting**  **College and career Ready- Successful people listen and follow directions.**  **Learning Target: I can sit in a group; I can participate in group activities; I can count to 5; I can listen to a story; I can act out a story.**  **Strategies: Cooperative Learning** | **Formative and Summative Assessment:**  **Teacher observation**  **Modifications:**  **DO-1,2,3,4,5,8,14,16,17,19,20**  **AW 1,3,8,12,17**  **SE- 1,2,3,8,12,13,15,17,18,19,20,21** |
| Small Group  AM-11:10-11:20  PM 2:40-2:50 | **Instructional Method:**  **Small Group**  **Critical Vocabulary:**  **Rules, helpers, taking turns, listen, friends, school , respect, imagination, behind , web,** | **Teacher Directed Activity:**  Discussing Small Medium and large using pumpkins and hats. We will place the pumpkins on the gates and match the corresponding hats to them. This will be placed in the math center after we finish with groups.  **Kentucky Early Childhood Standard: LA** . **1.1: Uses non-verbal communication for a variety of purposes. 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes. 2.1: Engages in active listening in a variety of situationsPE1.5: Performs fine motor tasks using eye-hand coordinationHE1.1 Shows social cooperation1.3: Exhibits independent behavior.**  **Learning Targets: I can follow directions; I can work in small groups I can use my Hands: I can differentiate small ,medium and large.**  **Strategies:-Differentiated Teacher rotates to a different group each day**  **College and Career Ready - Successful people cooperate well with peers but are also able to work independently.**  **Teacher Activity: Dialogic Reading – The Very Busy Spider Rereading and asking questions about what is one the pages and trying to relate this to real ,life experiences We will try to catch a spider web on paper when we go out to the playground.**  **Kentucky Early Childhood Standard LA** . **1.1: Uses non-verbal communication for a variety of purposes. 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes. 2.1: Engages in active listening in a variety of situationsPE1.5: Performs fine motor tasks using eye-hand coordinationHE1.1 Shows social cooperation1.3: Exhibits independent behavior.**  **Learning Target: I can follow directions :I can work in small groups: I can listen, I can participate**  **Strategies:-Differentiated- Teacher rotates to a different group each day**    **Independent Activity :**  Leaf Game – Roll the dice and count how many and put the correct amount on the card using one to one correspondence. They will match the leaves to the leaves on the card. This will be placed in the math center. after we finish with the groups.  **Kentucky Early Childhood Standard HE1.1 Shows social cooperation PE1.5: Performs fine motor tasks using eye-hand coordination 1.3 Exhibits independent behavior.**  **Learning Target: I can use my hands, I can work in small groups, I can follow directions, I can group by colors.**  **Strategies: Differentiated**  Green Group AM –This group will do pennies in piggy banks, read a story and place large beads on pipe cleaners all over a three day period. | **Formative and Summative Assessment:**  **Teacher observation**  **Modifications:**  **DO-1,2,3,4,5,8,14,16,17,19,20**  **AW 1,3,8,12,17**  **SE- 1,2,3,8,12,13,15,17,18,19,20,21** |
| Read Aloud  See Large Group | **Instructional Method:**  **Critical Vocabulary:** | **Activity:**  **Kentucky Early Childhood Standard:**  **Learning Target:**  **Strategies:** | **Formative and Summative Assessment:**  **Modifications:** |
| Gross Motor  AM 9;25-9:40  AM 11:20-11:50  PM 2:50-3:25 | **Instructional Method:**  **Whole Group**  **Critical Vocabulary:**  **Sharing, manners, solutions, choices, skipping, taking turns, pedal, handlebars, line up, hula hoop, sand,** | **Activities Available: Outside Play Equipment, Tricycles, Balls**  **In case of rain we will play in the gym in the AM and in the cafeteria in the PM . We will also do some activity records in the room for movement.(ABC Rock, If your happy and you know it, On the count of five)**  **Kentucky Early Childhood Standard: PE1.1: Moves through an environment with body control and balance1.2: Performs a variety of loco motor skills with control and balance1.3: Performs a variety of non-loco motor skills with control and balance1.4: Combines a sequence of several motor skills with control and balance**  **Learning Targets:** I can run; I can climb;, I can pedal a tricycle; I can throw a ball  **Strategies: Hands On Cooperative learning**  ***Thematic Prop: None*** | **Formative and Summative Assessment:**  **Teacher observation**  **Modifications:**  **DO-1,2,3,4,5,8,14,16,17,19,20**  **AW 1,3,8,12,17**  **SE- 1,2,3,8,12,13,15,17,18,19,20,21** |
| Closing Meeting/Dismissal  AM 12:05  PM 3:45 | **Instructional Method:**  **Whole group**  **Critical Vocabulary:**  **Lineup, behind backpack cubbies, folders,** | **Activity: Students will be asked if they need to use the restroom before they go home and expected to follow restroom and hand washing procedures. Students will take papers or folders out of their cubbies and put them into their backpacks and then line up and say their goodbyes. We will walk down the hall as a class to the bus and car rider area.**  **Kentucky Early Childhood Standard:LA2.1: Engages in active listening in a variety of situationsHE1.1 Shows social cooperation1.2 Applies social problem solving skills1.3: Exhibits independent behaviorPE1.1: Moves through an environment with body control and balanceSS1.4: Knows the need for rules within the home, school and community**    **Learning Targets: I can take care of my belongings; I can walk in a line; I can follow directions**  **Strategies Cooperative Learning, Hands On** | **Formative and Summative Assessment:**  **Teacher observation**  **Modifications:**  **DO-1,2,3,4,5,8,14,16,17,19,20**  **AW 1,3,8,12,17**  **SE- 1,2,3,8,12,13,15,17,18,19,20,21** |