

Date: 10/19-10/22 Weekly Student Objective: Fall Celebrations Study: Fall Harvest

Social Studies: Seasonal Changes

Social-Emotional: Responsibility

Math: Measuring

Science: Sink and Float Letter: Gg

	Outside Time/Wash Hands/toileting	Snack	Circle Time
Monday	<p>TSW use gross motor skills to manipulate the playground equipment including slides, stairs, balls, bikes and cars!</p> <p>Standards: TSW move with control (i.e. walks, runs, skips, jumps, gallops, hops) PDS1C1A TSW coordinate movements to perform tasks PDS1C2A</p>	<p>Snack Goals/Standards</p> <p>TSW respond when adults or other children initiate interactions SES2C2A TSW initiate and sustain positive interactions with adults and friends SES2C2B TSW continuously attends to a task SES4C3A TSW pursue challenges SES4C3B</p>	<p>song LLS1C1b and identify name or daily job. Circle Time: TSW learn to sit in circle and listen to instruction. ALS2C1 Read: <u>The Pumpkin Patch</u> Transition: TSW find the letter Gg hunt Technology Smartboard Lesson: <u>Handwriting without tears</u> Ff. LLS3Cf Focus: Children will learn the expectations, routines, and behaviors of school. ALS2C2</p>
Tuesday	<p>TSW use gross motor skills to manipulate the playground equipment including slides, stairs, balls, bikes and cars!</p> <p>Standards: TSW move with control (i.e. walks, runs, skips, jumps, gallops, hops) PDS1C1A TSW coordinate movements to perform tasks PDS1C2A</p>	<p>Snack Goals/Standards</p> <p>TSW respond when adults or other children initiate interactions SES2C2A TSW initiate and sustain positive interactions with adults and friends SES2C2B TSW continuously attends to a task SES4C3A TSW pursue challenges SES4C3B</p>	<p>song LLS1C1b and identify name or daily job. Circle Time: TSW learn to sit in circle and listen to instruction. ALS2C1 Read: <u>Spookley The Square Pumpkin</u> Transition: TSW choose a letter and do what it says Technology Smartboard Lesson: <u>Handwriting without tears</u> Ff. LLS3Cf Focus: Children will learn the expectations, routines, and behaviors of school. ALS2C2</p>
Wednesday	<p>TSW use gross motor skills to manipulate the playground equipment including slides, stairs, balls, bikes and cars.</p> <p>Standards: TSW move with control (i.e. walks, runs, skips, jumps, gallops, hops) PDS1C1A TSW coordinate movements to perform tasks PDS1C2A</p>	<p>Snack Goals/Standards</p> <p>TSW respond when adults or other children initiate interactions SES2C2A TSW initiate and sustain positive interactions with adults and friends SES2C2B TSW continuously attends to a task SES4C3A TSW pursue challenges SES4C3B</p>	<p>Greeting others SES1C2 and Identifying Name: LLS2C1b TSW sing a greeting song LLS1C1b and identify name or daily job. Circle Time: TSW learn to sit in circle and listen to instruction. ALS2C1 Read: <u>Go Away Big Green Monster</u> Transition: TSW choose a letter and do what it says Technology Smartboard Lesson: <u>Handwriting without tears</u> Ff. LLS3Cf Focus: Children will learn the expectations, routines, and behaviors of school. ALS2C2</p>
Thursday	<p>TSW use gross motor skills to manipulate the playground equipment including slides, stairs, balls and cars!</p> <p>Standards: TSW move with control (i.e. walks, runs, skips, jumps, gallops, hops) PDS1C1A TSW coordinate movements to perform tasks PDS1C2A</p>	<p>No School Parent /Teacher Conferences</p>	
<p>Assessment Focus: Comprehensive Assessment, Teaching Strategies Gold observations , Student Data Binders Vocabulary: short/long, fat/thin, tall/short/shortest, gourds, pumpkins Accommodations: Modeling, Hand over hand tracing, picture cues, simplified directions, verbal prompts, adaptive scissors and any other assistance that will help the student to be successful in their tasks.</p>			

Center Choices	Centers (Small Groups)	Closing Circle	Going Home
<p>Reading: TSW hold a book right side up with the front cover facing the reader, carefully turning the pages one page at a time LLS2C2A</p> <p>Beach/Sedona: TSW adjust behavior for alternate activities and in different settings of the learning environment SES3C1D</p> <p>Writing: TSW use a variety of writing tools, materials, and surfaces to create drawings or symbols LLS3C1A</p> <p>Puzzles: TSW pursue challenges SES4C3B</p> <p>Easel: TSW use hands and fingers to manipulate a variety of tools and materials PDS1C3A</p>	<p>TSW increase their awareness of different sizes by measuring gourds using snap cubes. TSW then count how many snap cubes they have and write that number/trace the number.</p> <p>Materials: gourds, snap cubes, measuring cards</p>	<p>TSW wrap up their day by reviewing what they learned with teacher support TSW say good bye to their friends</p> <p>Standards: Follow Directions LLS1C1B, continuously attend to a task SES4C3A</p>	<p>TSW follow 1-3 step directions to get back pack, folder, and dismiss.</p> <p>Standards: Follow Directions LLS1C1B, continuously attend to a task SES4C3A</p>
<p>Art: TSW use hands and fingers to manipulate a variety of tools and materials PDS1C3A: Paint with gourds, monster finger painting</p> <p>Science: TSW demonstrate curiosity about objects, living things, and other natural events in the environment SS1C1A weighing/exploring pumpkins</p> <p>Math: MS4C1C</p> <p>Play dough: TSW use hands and fingers to manipulate a variety of tools and materials PDS1C3A:</p> <p>Blocks: TSW initiate and sustain positive interactions with adults and friends SES2C2B</p>	<p>Sink/Float: TSW predict if fall items will sink or float. After making a prediction students will test their prediction.</p> <p>Materials: gourds of various sizes, pine cones, leaves, rock, pine needles</p>	<p>TSW wrap up their day by reviewing what they learned with teacher support TSW say good bye to their friends</p> <p>Standards: Follow Directions LLS1C1B, continuously attend to a task SES4C3A</p>	<p>TSW follow 1-3 step directions to get back pack, folder, and dismiss.</p> <p>Standards: Follow Directions LLS1C1B, continuously attend to a task SES4C3A</p>
<p>Dramatic Play: TSW use imagination to generate new ideas SES4C4A</p> <p>Sensory Table: TSW use hands and fingers to manipulate a variety of tools and materials PDS1C3A</p> <p>Fine Motor: TSW use hands and fingers to manipulate a variety of tools and materials PDS1C3A Mini erasers to count</p> <p>Cars & Trucks: TSW express opinions or ideas SES4C6A</p> <p>Overall Goals for Centers: TSW demonstrate self-confidence SES1C1A</p>	<p>After reading the story, Go Away Green Monster, TSW create their own Green monster by designing the monster face when given precut out pieces. TSW verbally retell how they created their monster when completed.</p> <p>Materials: book, glue, precut pieces</p>	<p>TSW wrap up their day by reviewing what they learned with teacher support TSW say good bye to their friends</p> <p>Standards: Follow Directions LLS1C1B, continuously attend to a task SES4C3A</p>	<p>TSW follow 1-3 step directions to get back pack, folder, and dismiss.</p> <p>Standards: Follow Directions LLS1C1B, continuously attend to a task SES4C3A</p>
<p>TSW initiate and sustains positive interactions with adults and friends SES2C2B</p> <p>TSW demonstrate positive ways to resolve conflict SES2C2C</p> <p>TSW understand and follows rules in the learning environment SES3C1B</p> <p>TSW ask permission before using items that belong to others SES3C2A</p> <p>TSW defend own rights and the rights of others SES3C2B</p> <p>TSW participate in cleaning up the learning environment SES3C2D</p> <p>TSW show respect for learning materials and toys SES3C2E</p> <p>TSW select an activity when choices are provided SES4C1A</p>	<p>No School Parent/Teacher Conferences</p>		