

Date: 10/26-10/29 Weekly Student Objective: Fall Celebrations Study: Fall Harvest

Social Studies: Seasonal Changes

Social-Emotional: Common Sense

Math: Graphing/Counting

Science: Spider Facts Letter: A-H

	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 Music: Sing: <u>The Itsy Bitsy Spider with Instruments</u> Read: <u>Spiders, Spiders, Everywhere</u> Transition: Create a class spider web and state peers name 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 Music: Sing: <u>The Itsy Bitsy Spider with Instruments</u> Read: <u>Walter's Wonderful Web (Sara's book)</u> Transition: Create a class spider web and state something you like to eat 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 Music: Sing: <u>The Itsy Bitsy Spider with Instruments</u> Read: <u>The Very Busy Spider</u> Transition: Create a class spider web and state something nice about friend 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>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 Music: Sing: <u>The Itsy Bitsy Spider with Instruments</u> Read: <u>Ms. Spiders Tea Party (Video)</u> Transition: Create a class spider web and state peers name Technology Smartboard Lesson: <u>Handwriting without tears</u> Ff. LLS3Cf Focus: Children will learn the expectations, routines, and behaviors of school. ALS2C2</p>
<p>Assessment Focus: Comprehensive Assessment, Teaching Strategies Gold observations , Student Data Binders Vocabulary: 8 legs, arachnid, webs, tarantulas 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>After learning about spiders, TSW cut and glue to design their own spider hat. TSW add eyes and count how many eyes and legs they have attached.</p> <p>Keep for TEA PARTY DAY!</p> <p>Materials: glue, scissors, paper, google eyes</p>	<p>TSW wrap up their day by reviewing what they learned with teacher support TSW say good bye to their friends</p> <p><u>Standards:</u> 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><u>Standards:</u> 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: shaving cream and plastic spiders</p> <p>Science: TSW demonstrate curiosity about objects, living things, and other natural events in the environment SS1C1A</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>Dramatic Play: TSW use imagination to generate new ideas SES4C4A</p>	<p>TSW create their own paper plate spider web by using yarn to weave back and forth through holes. Develops hand eye coordination.</p> <p>Materials: paper plate, plastic spider and yarn</p>	<p>TSW wrap up their day by reviewing what they learned with teacher support TSW say good bye to their friends</p> <p><u>Standards:</u> 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><u>Standards:</u> Follow Directions LLS1C1B, continuously attend to a task SES4C3A</p>
	<p>Sensory Table: TSW use hands and fingers to manipulate a variety of tools and materials PDS1C3A Fall sensory</p> <p>Fine Motor: TSW use hands and fingers to manipulate a variety of tools and materials PDS1C3A</p> <p>Cars & Trucks: TSW express opinions or ideas SES4C6A</p> <p><u>Overall Goals for Centers:</u> TSW demonstrate self-confidence SES1C1A</p>	<p>TSW take turns exploring the inside of a pumpkin.</p> <p>Materials: pumpkins from last week, scoops, spoons</p> <p>TSW design their own Spider handprint by painting their hands, adding eyes and a web.</p> <p>Materials: black/purple paint, googly eyes</p>	<p>TSW wrap up their day by reviewing what they learned with teacher support TSW say good bye to their friends</p> <p><u>Standards:</u> 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><u>Standards:</u> 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>Miss Spider's Tea Party</p> <p>TSW participate in a variety of activities that include: spider toss, create their own monster slime, Spider Parade, candy corn book, Pumpkin Exploration/Explosion</p> <p>Materials: musical instruments, spider games, candy corn papers, vinegar, baking soda</p>	<p>TSW wrap up their day by reviewing what they learned with teacher support TSW say good bye to their friends</p> <p><u>Standards:</u> 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><u>Standards:</u> Follow Directions LLS1C1B, continuously attend to a task SES4C3A</p>