

Date: 8/31-9/3 Weekly Student Objective: Learning Together Study: My School

Social Studies: Making Friends Social-Emotional: Mindful Me Math Concept: counting/ID #

Letter: Aa Science: magnets

|  | Outside Time/Wash Hands/toileting   | Snack   | Circle Time   |
|--|---|---|---|
| Monday   | <p><b>TSW</b> use gross motor skills to manipulate the playground equipment including slides, stairs, balls, bikes and cars!</p> <p><b>Standards:</b> TSW move with control (i.e. walks, runs, skips, jumps, gallops, hops) PDS1C1A<br/>TSW coordinate movements to perform tasks PDS1C2A</p> | <p><b>Snack Goals/Standards</b></p> <p>TSW respond when adults or other children initiate interactions SES2C2A<br/>TSW initiate and sustain positive interactions with adults and friends SES2C2B<br/>TSW continuously attends to a task SES4C3A<br/>TSW pursue challenges by SES4C3B</p> | <p><b>Greeting others SES1C2 and Identifying Name:</b> LLS2C1b TSW sing a greeting song LLS1C1b and identify name or daily job.<br/><b>Circle Time:</b> TSW learn to sit in circle and listen to instruction. ALS2C1<br/><b>Read:</b> Chicka Chicka Boom Boom<br/><b>Awareness:</b> TSW name game( pg. 50)<br/><b>Transition:</b> Table Ticket, match a shape<br/><b>Technology</b> Virtual Lesson: <u>Aa Powerpoint</u> LLS3Cf<br/>Transition: TSW<br/><b>Knowledge Focus:</b> Children will learn the expectations, routines, and behaviors of school. ALS2C2</p>   |
| Tuesday  | <p><b>TSW</b> use gross motor skills to manipulate the playground equipment including slides, stairs, balls, bikes and cars!</p> <p><b>Standards:</b> TSW move with control (i.e. walks, runs, skips, jumps, gallops, hops) PDS1C1A<br/>TSW coordinate movements to perform tasks PDS1C2A</p> | <p><b>Snack Goals/Standards</b></p> <p>TSW respond when adults or other children initiate interactions SES2C2A<br/>TSW initiate and sustain positive interactions with adults and friends SES2C2B<br/>TSW continuously attends to a task SES4C3A<br/>TSW pursue challenges by SES4C3B</p> | <p><b>Greeting others SES1C2 and Identifying Name:</b> LLS2C1b TSW sing a greeting song LLS1C1b and identify name or daily job.<br/><b>Circle Time:</b> TSW learn to sit in circle and listen to instruction. ALS2C1<br/><b>Read:</b> Apples Apples<br/><b>Phonological Awareness</b> Introduce the letter Aa.<br/><b>Transition:</b> TSW name the letter in their 1<sup>st</sup> name (Name Game pg. 50)<br/><b>Technology</b> Virtual Lesson: <u>ABC Mindful Me. ABC Yoga</u> LLS3Cf<br/>Transition: TSW<br/><b>Knowledge Focus:</b> Children will learn the expectations, routines, and behaviors of school. ALS2C2</p>  |
| Wednesday  | <p><b>TSW</b> use gross motor skills to manipulate the playground equipment including slides, stairs, balls, bikes and cars.</p> <p><b>Standards:</b> TSW move with control (i.e. walks, runs, skips, jumps, gallops, hops) PDS1C1A<br/>TSW coordinate movements to perform tasks PDS1C2A</p> | <p><b>Snack Goals/Standards</b></p> <p>TSW respond when adults or other children initiate interactions SES2C2A<br/>TSW initiate and sustain positive interactions with adults and friends SES2C2B<br/>TSW continuously attends to a task SES4C3A<br/>TSW pursue challenges SES4C3B</p>    | <p><b>Greeting others SES1C2 and Identifying Name:</b> LLS2C1b TSW sing a greeting song LLS1C1b and identify name or daily job.<br/><b>Circle Time:</b> TSW learn to sit in circle and listen to instruction. ALS2C1<br/><b>Read:</b> Chicka Chicka Boom Boom<br/><b>Phonological Awareness:</b> LLS2C3 <u>TSW Letter Hunt (Aa)</u><br/><b>Transitions:</b> TSW Finish the pattern on the SMART Board<br/><b>Technology</b> Virtual Lesson: <u>Aa Powerpoint.</u> LLS3Cf<br/><b>Standards:</b> TSW make relevant responses to questions and comments about the story LLS1C2C<br/><b>Knowledge Focus:</b> Children will learn the expectations, routines, and behaviors of school. ALS2C2</p>                          |
| Thursday   | <p><b>TSW</b> use gross motor skills to manipulate the playground equipment including slides, stairs, balls and cars!</p> <p><b>Standards:</b> TSW move with control (i.e. walks, runs, skips, jumps, gallops, hops) PDS1C1A<br/>TSW coordinate movements to perform tasks PDS1C2A</p>        | <p><b>Snack Goals/Standards</b></p> <p>TSW respond when adults or other children initiate interactions SES2C2A<br/>TSW initiate and sustain positive interactions with adults and friends SES2C2B<br/>TSW continuously attends to a task SES4C3A<br/>TSW pursue challenges SES4C3B</p>    | <p><b>Greeting others SES1C2 and Identifying Name:</b> LLS2C1b TSW sing a greeting song LLS1C1b and identify name or daily job.<br/><b>Circle Time:</b> TSW learn to sit in circle and listen to instruction. ALS2C1<br/><b>Read:</b> Apples Apples<br/><b>Phonological Awareness:</b> LLS2C3 <u>Review a pattern using Aa on the SMARTBoard</u><br/><b>Transition:</b> TSW will answer yes/no questions<br/><b>Technology</b> Virtual Lesson: <u>ABC Mindful Me. ABC Yoga</u> LLS3Cf<br/><b>Standards:</b> TSW make relevant responses to questions and comments about the story LLS1C2C Kids choice<br/><b>Knowledge Focus:</b> Children will learn the expectations, routines, and behaviors of school. ALS2C2</p> |
| <p><b>Assessment Focus:</b> Comprehensive Assessment, Teaching Strategies Gold observations , Student Data Binders<br/><b>Vocabulary:</b> learn, friend, citizen, relax, breathe<br/><b>Accommodations:</b> Modeling, Hand over hand tracing, picture cues, simplified directions, verbal prompts 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><b>Reading:</b> 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><b>Beach/Sedona:</b> TSW adjust behavior for alternate activities and in different settings of the learning environment SES3C1D</p> <p><b>Writing:</b> TSW use a variety of writing tools, materials, and surfaces to create drawings or symbols LLS3C1A</p> <p><b>Puzzles:</b> TSW pursue challenges SES4C3B</p> <p><b>Easel:</b> TSW use hands and fingers to manipulate a variety of tools and materials PDS1C3A</p> <p><b>Art:</b> TSW use hands and fingers to manipulate a variety of tools and materials PDS1C3A:</p> <p><b>Science:</b> TSW demonstrate curiosity about objects, living things, and other natural events in the environment SS1C1A</p> | <p>After reading the book: <b>Chicka Chicka Boom Boom</b></p> <p>TSW act out the book using the Story Props.</p> <p>Activity 1: My Name Is _____ it starts with _____</p> <p>TSW trace their name, then decorate their first letter of their name.</p> <p>Activity 2: TSW use Dabbers to find the letter on the coconut tree page when the teacher holds up the letter card.</p> <p>Materials: Dabbers, crayon, letter cards<br/>*Letter Assessment (binder)</p> | <p><b>Standards:</b> TSW make relevant responses to questions and comments about the story LLS1C2C</p> <p>TSW wrap up their day by reviewing what they learned with teacher support</p> <p>TSW say good bye to their friends</p> <p><b>Standards:</b> 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><b>Standards:</b> Follow Directions LLS1C1B, continuously attend to a task SES4C3A</p> |
| <p><b>Math:</b> TSW sort shapes found in the environment MS4C1C</p> <p><b>Play dough:</b> TSW use hands and fingers to manipulate a variety of tools and materials PDS1C3A:</p> <p><b>Blocks:</b> TSW initiate and sustain positive interactions with adults and friends SES2C2B</p> <p><b>Dramatic Play:</b> TSW use imagination to generate new ideas SES4C4A</p> <p><b>Sensory Table:</b> TSW use hands and fingers to manipulate a variety of tools and materials PDS1C3A</p> <p><b>Fine Motor:</b> TSW use hands and fingers to manipulate a variety of tools and materials PDS1C3A</p>  | <p>TSW create a paper plate apple and identify the letter Aa.</p> <p>TSW develop letter recognition/sound, color recognition and following directions.</p> <p>Materials: small paper plate, red paint, paint brush. Aa cut out, white glue</p> <p>*Drawing Assessment (binder)<br/>*Number Assessment (binder)</p>   | <p><b>Standards:</b> TSW make relevant responses to questions and comments about the story LLS1C2C</p> <p>TSW wrap up their day by reviewing what they learned with teacher support</p> <p>TSW say good bye to their friends</p> <p><b>Standards:</b> 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><b>Standards:</b> Follow Directions LLS1C1B, continuously attend to a task SES4C3A</p> |
| <p><b>Cars &amp; Trucks:</b> TSW express opinions or ideas SES4C6A</p> <p><b>Overall Goals for Centers:</b><br/>TSW demonstrate self-confidence SES1C1A</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>After reading the book: <b>Chicka Chicka Boom Boom</b></p> <p>TSW act out the book using the Story Props.</p> <p>Activity 1: My Name Is _____ it starts with _____</p> <p>TSW trace their name, then decorate their first letter of their name.</p> <p>Activity 2: TSW use Dabbers to find the letter on the coconut tree page when the teacher holds up the letter card.</p> <p>Materials: Dabbers, crayon, letter cards<br/>*Letter Assessment (binder)</p> | <p>TSW wrap up their day by reviewing what they learned with teacher support</p> <p>TSW say good bye to their friends</p> <p><b>Standards:</b> 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><b>Standards:</b> Follow Directions LLS1C1B, continuously attend to a task SES4C3A</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>TSW create a paper plate apple and identify the letter Aa.</p> <p>TSW develop letter recognition/sound, color recognition and following directions.</p> <p>Materials: small paper plate, red paint, paint brush. Aa cut out, white glue</p> <p>*Drawing Assessment (binder)<br/>*Number Assessment (binder)</p>   | <p>TSW wrap up their day by reviewing what they learned with teacher support</p> <p>TSW say good bye to their friends</p> <p><b>Standards:</b> 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><b>Standards:</b> Follow Directions LLS1C1B, continuously attend to a task SES4C3A</p> |