

Date: 9/7-9/10 Weekly Student Objective: Getting Along Study: My School

Social Studies: Cooperation/Sharing Letter: Bb Science: Body Parts

Social-Emotional: Pete the Cat and His Groovy Buttons Math Concept: counting/ID #/more/less/same

	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 by SES4C3B</p>	<p>No School Labor Day</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 by 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>Pete the Cat and His Groovy Buttons</u> Phonological Awareness Introduce the letter Bb. / Review a pattern using AaBb on the SMARTBoard Transition: TSW choose a friend and throw a ball to them Technology Virtual Lesson: Brown Bear, Brown Bear LLS3Cf Transition: TSW will review letter Aa during a letter hunt. Knowledge 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: Wheels on the Bus Phonological Awareness: LLS2C3 Predictive speech in the book Transitions: TSW find the letter Bb letter hunt. Technology Virtual Lesson: Bb Powerpoint. LLS3Cf Standards: TSW make relevant responses to questions and comments about the story LLS1C2C Knowledge 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 Read: <u>Pete The Cat and His Groovy Buttons</u>, <u>PLAY Groovy Button Game as a big group.</u> Need button cards and plastic buttons. Phonological Awareness: LLS2C3 Review a pattern using AaBb on the SMARTBoard Transition: TSW choose a friend a throw a ball to them Technology Virtual Lesson Brown Bear, Brown Bear LLS 3Cf Standards: TSW make relevant responses to questions and comments about the story LLS1C2C Kids choice Knowledge 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: cooperate, share, taking turns Accommodations: 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>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>Art: TSW use hands and fingers to manipulate a variety of tools and materials PDS1C3A: Yellow paper shirt/stickers</p> <p>Science: TSW demonstrate curiosity about objects, living things, and other natural events in the environment SS1C1A</p>	No School	<p>Standards: 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>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>Math: TSW sort shapes found in the environment 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>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</p> <p>Cars & Trucks: TSW express opinions or ideas SES4C6A</p>	<p>Activity 1: After singing the song, "The Wheels on the Bus," TSW tear yellow paper and glue it onto their paper bus. TSW cut a square around the letter Bb. Then glue to the bus. Materials: printed bus, paper, glue stick, scissors, Bb with square around.</p> <p>Activity 2: TSW will begin coloring their DATA Rocket ship Books Materials: crayons/data book</p> <p>***If Time TSW also do Thursdays activity.</p>	<p>Standards: 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: Bb is for Band. TSW choose an instrument and be a band</p> <p>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>Overall Goals for Centers: 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>TSW defend own rights and the rights of others SES3C2B</p>	<p>Activity 1: After singing the song, "The Wheels on the Bus," TSW tear yellow paper and glue it onto their paper bus. TSW cut a square around the letter Bb. Then glue to the bus. Materials: printed bus, paper, glue stick, scissors, Bb with square around</p> <p>Materials: printed bus, paper, glue stick</p> <p>Activity 2: TSW will begin coloring their DATA Rocket ship Books Materials: crayons/data book</p>	<p>TSW wrap up their day by reviewing what they learned with teacher support: Bb is for Band. TSW choose an instrument and be a band</p> <p>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 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>Activity 1: After reading, <u>Pete the Cat and his Groovy buttons</u>, TSW roll a die, count the dots and add that many buttons to their Yellow shirt.</p> <p>Materials: yellow paper shirt, die/dice, die cut circles (small)</p>	<p>TSW wrap up their day by reviewing what they learned with teacher support: Bb is for Band. TSW choose an instrument and be a band</p> <p>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>