

Date: 9/21-9/24 Weekly Student Objective: Following Directions Study: Opposites

Social Studies: Community Letter: Dd Science: clean/dirty

Social-Emotional: Cooperation Language: Following Directions Math: Spatial Reasoning

	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 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 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><b>Greeting others SES1C2 and Identifying Name:</b> LLS2C1b TSW sing a greeting song LLS1C1b and identify name or daily job. <b>Circle Time:</b> TSW learn to sit in circle and listen to instruction. ALS2C1 <b>Read:</b> <u>Dot the Fire dog</u> <b>Phonological Awareness</b> Introduce the letter Dd. <b>Transition:</b> TSW jump from paw print to paw print and say the D words <b>Technology</b> Dd Powerpoint LLS3Cf <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 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 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><b>Greeting others SES1C2 and Identifying Name:</b> LLS2C1b TSW sing a greeting song LLS1C1b and identify name or daily job. <b>Circle Time:</b> TSW learn to sit in circle and listen to instruction. ALS2C1 <b>Read:</b> <u>Harry the Dirty Dog</u> <b>Phonological Awareness :</b> Review letters Dd TSW will participate in a letter hunt <b>Transition:</b> TSW jump from paw print to paw print and say the D words <b>Technology:</b> <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 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 TSW initiate and sustain positive interactions with adults and friends SES2C2B TSW continuously attends to a task SES4C3A 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. <b>Circle Time:</b> TSW learn to sit in circle and listen to instruction. ALS2C1 <b>Read:</b> <u>Dot the Fire dog</u> <b>Phonological Awareness</b> Introduce the letter Dd. <b>Transition:</b> TSW jump from paw print to paw print and say the D words <b>Technology</b> Dd Powerpoint LLS3Cf <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 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 TSW initiate and sustain positive interactions with adults and friends SES2C2B TSW continuously attends to a task SES4C3A 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. <b>Circle Time:</b> TSW learn to sit in circle and listen to instruction. ALS2C1 <b>Read:</b> <u>Harry the Dirty Dog</u> <b>Phonological Awareness :</b> Review letters Dd TSW will participate in a letter hunt <b>Transition:</b> TSW jump from paw print to paw print and say the D words <b>Technology:</b> TSW sign in answering a weekly question <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 <b>Vocabulary:</b> clean/dirty, over/under, in/out, in front of/in back of, same/different <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: <b>Make dot the Dalmatian using q-tips</b></p> <p><b>Science:</b> TSW demonstrate curiosity about objects, living things, and other natural events in the environment SS1C1A</p>	<p>Activity 1: TSW develop skills in the areas of following multi step directions and positional concepts by creating a, "Where is the dog book?" TSW place a paper dog where directed independently/modeling/hand over hand when asked by an adult. <b>Materials: book, paper dogs, glue</b></p> <p>Activity 2: Color Data books</p>	<p><b>Standards:</b> TSW make relevant responses to questions and comments about the story LLS1C2C</p> <p><b>Song: TSW participate in Dinosaur Stomp song</b></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 Dinosaurs</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><b>Cars &amp; Trucks:</b> TSW express opinions or ideas SES4C6A</p>	<p><b>Activity 1: After reading the story, "Harry the Dirty Dog," TSW sequence 3-4 pictures to retell how Harry got dirty and then clean again.</b> <b>Materials: pictures to retell story, flowchart, glue, scissors.</b></p> <p>Activity 2: Color Data Books</p>	<p><b>Standards:</b> TSW make relevant responses to questions and comments about the story LLS1C2C</p> <p><b>GAME: Who took the cookie from the cookie jar</b></p> <p>TSW wrap up their day by reviewing what they learned with teacher support: 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>Overall Goals for Centers:</b> 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>Activity 1: TSW develop skills in the areas of following multi step directions and positional concepts by creating a, "Where is the dog book?" TSW place a paper dog where directed independently/modeling/hand over hand when asked by an adult. <b>Materials: book, paper dogs, glue</b></p> <p>Activity 2: <b>Activity 1: After reading the story, "Harry the Dirty Dog," TSW sequence 3-4 pictures to retell how Harry got dirty and then clean again.</b> <b>Materials: pictures to retell story, flowchart, glue, scissors.</b></p>	<p>TSW wrap up their day by reviewing what they learned with teacher support: <b>SONG: TSW participate in a Dinosaur Stomp Song.</b></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><b>Activity 1: TSW use edible finger paint to make Harry the Dog dirty and then wash off with water to make him clean. Each child will have their own plate to avoid cross contamination.</b> <b>Materials: laminated picture of Harry or small dog toys, chocolate pudding for paint, tooth brushes</b></p> <p>Activity 2: Color Data Books</p>	<p>TSW wrap up their day by reviewing what they learned with teacher support <b>GAME: Who took the cookie from the cookie jar</b></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>