

Date: 9/28-10/1 Weekly Student Objective: All About me Study: Getting to know Myself

Social Studies: We are different/We are the same Social-Emotional: Self Awareness Math Concept: sort by size
 Letter: Ee Science: seeing/hearing

	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><i>TSW</i> respond when adults or other children initiate interactions SES2C2A <i>TSW</i> initiate and sustain positive interactions with adults and friends SES2C2B <i>TSW</i> continuously attends to a task SES4C3A <i>TSW</i> 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>NO SCHOOL</u> Transition: TSW Egg hunt and identify letter inside of it Technology: 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><i>TSW</i> respond when adults or other children initiate interactions SES2C2A <i>TSW</i> initiate and sustain positive interactions with adults and friends SES2C2B <i>TSW</i> continuously attends to a task SES4C3A <i>TSW</i> 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>A Parade of Elephants/Elmer</u> Phonological Awareness: Review the letter Ee. TSW participate in a letter hunt Transition: TSW participate in an Eye Spy Game Technology: Smartboard, Ed powerpoint LLS3Cf 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><i>TSW</i> respond when adults or other children initiate interactions SES2C2A <i>TSW</i> initiate and sustain positive interactions with adults and friends SES2C2B <i>TSW</i> continuously attends to a task SES4C3A <i>TSW</i> 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>The Eye Book</u> Transition: TSW Egg hunt and identify letter inside of it Technology: Smartboard Lesson: <u>Handwriting without tears</u> 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><i>TSW</i> respond when adults or other children initiate interactions SES2C2A <i>TSW</i> initiate and sustain positive interactions with adults and friends SES2C2B <i>TSW</i> continuously attends to a task SES4C3A <i>TSW</i> 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>The Ear Book</u> Phonological Awareness: Review the letter Ee. TSW participate in a letter hunt Transition: TSW participate in an Eye Spy Game Technology: Smartboard Lesson: <u>Head and Shoulders Knees and Toes</u> LLS3Cf 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: body parts, prediction/guess, celebrate, patchwork 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 Body part puzzles 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: create a small Elmer using small square sponges and paint</p>	<p>NO SCHOOL</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</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>Science: TSW demonstrate curiosity about objects, living things, and other natural events in the environment SS1C1A</p> <p>Math: TSW sort elephants by size 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>Overall Goals for Centers: TSW demonstrate self-confidence SES1C1A</p>	<p>Activity 1: After reading the story, A Parade of Elephants, TSW develop fine motor skills to decorate an elephant hat to wear while practicing the gross motor actions in the book.</p> <p>Materials: Elephant hat pieces, Crayons,</p> <p>Activity 2: After reading the story, Elmer, TSW work together and develop fine motor skills to decorate a giant elephant to create their own class Elmer.</p> <p>Materials: giant Elmer, crayons, Markers, stickers</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</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 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, "Where do you start your letter," TSW create the letter E using popsicles sticks. TSW glue the sticks together then add eyeballs to their E.</p> <p>Materials: popsicle sticks, glue and eyeball stickers.</p> <p>Activity 2: TSW draw their picture in their Data Notebooks.</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>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: TSW develop expressive and receptive language skills to create their All About Me Book. TSW listen to the teacher's questions and then answer them.</p> <p>Materials: All about me book, crayons</p> <p>Activity 2: TSW draw their picture in their Data Notebooks.</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>