

Date: 10/5-10/8 Weekly Student Objective: All Kinds of Families Study: My Family

Social Studies: Families are Special Social-Emotional: Feelings Math: Patterns/Describe objects

Letter: Ff Science: Animal Families

	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>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 Rainbow Fish</u> Transition: TSW Letter Aa-Ff hunt Technology Berkner Break: <u>The Goldfish Music and Movement</u> 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 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>We Are All Different/We Are All Alike</u> Phonological Awareness Review the letter Ff. Transition: <u>TSW tell their parent's first name</u> Technology: <u>Smartboard, Ff powerpoint</u> 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>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>Five Green and Speckled Frogs</u> Transition: TSW Hop like a frog to their assigned table 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 Read: <u>There is a Bird on Your Head</u> Phonological Awareness Review the letter Ff. Transition: TSW participate in an Eye Spy Game Technology Smartboard: <u>Story bots: Emotions</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: Parents, Family, Same/Different, unique, adult, child 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 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:</p>	<p>Activity 1: After Reading The Rainbow Fish, TSW will use glue and fine motor to create a tissue paper Mosaic on a pre-made Rainbow Fish pattern. They will add one shiny scale to the fish, and talk about how everyone is unique.</p> <p>Materials: white glue with water, colorful tissue paper cut into squares, Rainbow Fish picture, one shiny scale.</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 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: Patterns 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>Activity 1: After talking about same/different, TSW first cut out then pattern pictures of a frog and a fish using ABAB or AABB depending on their skill level.</p> <p>Materials: scissors, 4 frogs, 4 fish pictures per child, pattern strips, Glue stick,</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 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>Cars & Trucks: TSW express opinions or ideas SES4C6A</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>Activity 1: After singing the song and reading the book, 5 Green and Speckled Frogs, TSW cut out then place frogs on the pond/lilly pad 10 frame paper. TSW will use numbers to retell the story/sing the song.</p> <p>Materials: Pond picture, 5 or 10 frogs depending on the skill level, numbers 1-10 depending on number of frogs, plastic baggie to put frogs in to take the materials home for re-tell/recall.</p>	<p>TSW wrap up their day by reviewing what they learned with teacher support 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 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>Activity 1: TSW use "Breathe" paper to practice relaxation breathing. Students will then match feelings with faces using mirrors.</p> <p>Materials: Breathe paper, Emotions faces</p>	<p>TSW wrap up their day by reviewing what they learned with teacher support 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>