OTeacher: Clarissa Polson Instructional Assistant: Haychel Allen Topic: Derby Date: April 30- May 4, 2018 Arrival **Instructional Method:** Activities: Students come in and put away their things into their cubbies. They will wash hands following the Formative and Summative 8:30-8:45 Individual proper hand washing procedures. AM/PM: Students will sign in by putting their picture stick in the Safe Assessment: 12:30-12:35 Keeper Box then they will get a book for independent reading. **Teacher Observation Critical Vocabulary:** Greet, Backpack, Cubby, **Kentucky Early Childhood Standard: Modifications:** Folder, Soap, Towel, - Health/Mental Wellness 1.1- Demonstrates independent behavior. Student 1: Picture Prompts. Book, Read, - Health/Mental Wellness 1.3 – Exhibits independent behavior. Verbal Prompts, Direct Responsibility, Personal Instruction Space Student 2: Picture Prompts, Learning Target: I can put away my things. Modeling, Verbal Cues Student 3: Modeling, First-Then, Specific Praise Strategies: Cooperative Learning, Independent Student 4: Modeling. Prompting, Hand over Hand, Differentiation: **Picture Prompts** Hand over Hand, Preferential Setting, Picture Schedule Student 5: Modeling and Visual Cues **CONSCIOUS DISCIPLINE Activities to Unite:** Safe Keeper Box Activities to Disengage the Stress Response: S.T.A.R. Activities to Connect: Greeting Students at the Door Activities to Commit: Commitments for Large Group Time Activities: Breakfast/ Instructional Method: **Formative and Summative** Lunch Whole Group Line up in room along the circles on the floor. Students will walk in a straight line and follow hallway rules. Assessment: 8:45-9:15 We will sing our hallway rule song before we leave the classroom. Students will go through the line **Teacher Observation** 12:35-1:05 **Critical Vocabulary:** gathering all of the correct items and then entering their lunch number with assistance if needed. They will Lunch Number, Cafeteria. walk out to table and sit down. Students will follow cafeteria rules and have good manners. Students will Modifications: Tray, Silverware, Choice, open their own milk and silverware. Students will try first then will be assisted with opening things. Students Student 1: Picture Prompts, Rules, Routines, Manners, will stay seated until their name is called to dump their trash, put their tray away, and then line up. Verbal Prompts, Direct Open, Milk, Trash Instruction **Kentucky Early Childhood Standard:** Student 2: Modeling, Verbal - Health/Mental Wellness 1.1- Demonstrates independent behavior. Cues. Corrective Feedback - Social Studies 1.4 - Recognizes and/or follows rules within the home, school, and community. Student 3: Modeling, First-Then, - Health/Mental Wellness 1.2 - Shows social cooperation. Specific Praise, Corrective Feedback **Learning Target:** Student 4: Modeling. Prompting, Hand over Hand. I can use good manners. Direct Instruction, Peer Modeling, Cueing Strategies: Cooperative Learning, Independent Student 5: Modeling and Visual Cues

Conscious	Instructional Method:	Morning Meeting:	Formative and Summative
Discipline	Whole Group	During large group time, we will see who is missing today and sign them into the We Wish You Well chart.	Assessment:
Astivities for Laws	Critical Manahulamu	We will sing the We Wish You Well song. Then we will review our Daily Commitments with song and	Teacher Observation
Activities for Large	Critical Vocabulary:	movements. The students will decide on what commitment that they want to We will also incorporate our	Teacher Checklist
Group 9:25-9:35	Commitments, Greeting,	Greeting Song. We will check the weather by looking at a still weather map image and looking at the temperature. The students will help me to graph the temperature and help me decide if we can go outside	Madifications
1:10-1:20	Commitments, Weather,		Modifications:
1:10-1:20	Temperature, Graph, Daily News, Safe Keeper,	or not. The students will have the opportunity to share some news for our preschool daily news.	Student 1: Picture Prompts, Verbal Prompts, Direct
	Breathing, Connecting,	Monday: Thunder Over Louisville	Instruction
	Personal Space, Kentucky	Tuesday: Hot Air Balloon Glow and Race	Student 2: Picture Prompts,
	Derby Festival, Thunder,	Wednesday: Kentucky Marathon	Modeling, Verbal Cues
	Fireworks, Louisville, Hot	Thursday: Kentucky Oaks/Derby	Student 3: Modeling, First-Then,
	Air Balloon, Glow, Race,	THUISUAY. RETRUCKY Oaks, Derby	Specific Praise
	Marathon, Mini	Activities to Unite: Safe Keeper Box; We Wish You Well	Student 4: Modeling,
	Marathon, Oaks, Derby,	Activities to Disengage the Stress Response: Students will roll dice to pick a breathing activity	Prompting, Picture Prompts
	Horses, Jocky	Activities to Connect: Students will roll dice to pick a connecting activity	Student 5: Modeling and Visual
	Tiorses, seeky	Activities to Commit: Students will commit to working extra hard on one commitment.	Cues
Free Choice	Instructional Method:	Activities:	Formative and Summative
Learning Centers	Independent	Children may choose which center they may want to play in: Blocks, House Keeping, Library, Cozy Corner,	Assessment:
9:45-10:45		Writing, Math, Science, Sand/ Water Table, Music, Listening Center, and Computer or IPAD.	Teacher Observation
1:20-2:20	Critical Vocabulary:		Teacher Checklist
	Centers, Sharing, timer,	Centers Available:	
	Clothespin, Friends,	Listed below are learning opportunities that a child could engage in during free choice time. Children are	Modifications:
	appropriate,	actively learning and exploring through play each day. During this time, they can choose their own center	Student 1: Picture Prompts,
	inappropriate, schedule,	and activity. The activities listed below are examples of activities that a child can engage in at various	Verbal Prompts, Direct
	Commitments, Safe Place,	centers. Blocks: assorted blocks, cars, people, animals. Dramatic Play: clothes, food, dishes, babies, books,	Instruction, De-Escalation
	Clean Up	thematic items. Art: crayons, paper, markers, play dough, paint. Library: books on thematic units. Cozy	Strategies, Adaptive Materials
		Corner: Books, Puppets, Fidgets. Math: Puzzles, Bristle Blocks, Bead Counter, Pattern Blocks, Shapes, and	Student 2: Picture Prompts,
		Gears. Science: Magnets, Magnifying Glass, Rocks, Safety Goggles, Tape Measure, and Scale. Writing: Paper,	Modeling, Verbal Cues,
		Writing Utensils, Doodle Boards, White Boards, Name Cards, and Handwriting Without Tears. Sand/Water	Adaptive Materials
		Table: Variety of sensory play using water, sand, small toys, and small tools. Music: A variety of instruments,	Student 3: Modeling, First-Then,
		Music, and Smartboard interactions. Listening Center: IPOD with headphones listening to pre-downloaded	Specific Praise, Prompting
		classical or daily large group songs. Computer/IPAD: Educational Games, Typing, and Music.	Student 4: Modeling,
			Prompting, Picture Prompts,
		Kentucky Early Childhood Standard:	Visual Timer, Hand-over-Hand
		- Health/Mental Wellness 1.2 - Shows social cooperation.	Student 5: Modeling, Visual
		- Health/Mental Wellness 1.3 - Applies social problem solving skills.	Cues , Corrective Feedback
		- Social Studies 1.4 - Recognizes and/or follows rules within the home, school, and community.	
		Learning Target:	
		I can share toys with my friends.	
		Stratogica	
		Strategies: Manipulative Hands on Indonesiant Connective Learning	
		Manipulative, Hands-on, Independent, Cooperative Learning	

Large Group Music and	Instructional Method: Whole Group	Activities: During large group music and movement, students will be given a musical instrument and are able to dance	Formative and Summative Assessment:
Movement 9:35-9:45 2:30-2:40	Critical Vocabulary: Instruments, Sing, Dance,	using directed and nondirected movements. Students will have the opportunity to lead the class in movements if they choose to.	Teacher Observation
2.30 2.10	Movement, Commitments, Kentucky,	Music: My Old Kentucky Home, Derby Race Call, Down By the Bay, If You're Happy and You Know It	Modifications: Student 1: Picture Prompts,
	Derby, Race, Bay, Happy	Kentucky Early Childhood Standard:	Verbal Prompts, Direct
		- A.H. 1.2 – Develops skills in and appreciation of dance.	Instruction
		- A.H. 1.3 – Develops skills in and appreciation of music.	Student 2: Picture Prompts, Modeling, Verbal Cues
		Learning Target:	Student 3: Modeling, First-Then,
		I can dance using instruments.	Specific Praise
			Student 4: Modeling,
		Strategies:	Prompting, Picture Prompts
		Cooperative Learning	Student 5: Modeling and Visual Cues
		Differentiation:	
		Adaptive Materials, prefered seating	
Small Group	Instructional Method:	Teacher Directed Activity:	Formative and Summative
10:45-10:55 2:20-2:30	Small Group	Number Bean Bag Toss	Assessment: Teacher Observation
2:20-2:30	Critical Vocabulary:	Kentucky Early Childhood Standard:	Teacher Observation Teacher Checklist
Mon: Second Steps	Materials, Rules,	Math 1.1: Demonstrates an understanding of numbers and counting.	reactier checklist
Tues-Thurs:	Routines, Friends,	Water 1.1. Demonstrates an understanding of numbers and counting.	Modifications:
Rotating Groups	Sharing, Taking Turns,	Learning Target:	Student 1: Picture Prompts,
	numbers, letters,	I can recognize numbers.	Verbal Prompts, Direct
	alphabet, Bean Bag, Toss,	, and the second	Instruction
	Bingo, String, Buttons,	Strategies:	Student 2: Picture Prompts,
	Pipe Cleaners	Hands-On, Taking Turns, Modeling	Modeling, Verbal Cues Student 3: Modeling, First-Then,
		<u>Differentiation:</u>	Specific Praise
		Smaller/bigger numbers; pictures	Student 4: Modeling,
			Prompting, Picture Prompts,
		Teacher Assistant Directed Activity:	Direct Instruction
		Alphabet Bingo Game	Student 5: Modeling and Visual
		Kentucky Early Childhood Standard Language Arts 4.2: Produces marks, pictures, and symbols that represent print and ideas.	Cues
		Learning Target: I can recognize letters.	
		Strategies: Modeling, Peer Buddies,	
		Differentiation: Upper and lowercase letters, pictures	
		Independent Activity: Stringing buttons onto pipe cleaners.	

Exemuticy Early Childhood Standard Learning Target: Physical Education 1.5: Performs fine motor tasks using eye-hand coordination				
Learning Target: 1 can string buttons. Strategies: Cooperative Morning Instructional Method: Learning Targets: Strategies: Strategies: Cooperative Morning Instructional Method: Strategies: Strategies: Strategies: Cooperative Morning Instructional Method: Strategies: Strategies: Strategies: Cooperative Morning Instructional Method: Large Group Read Aloud Activities Activities Strategies: Strategies: Strategies: Cooperative Morning Instructional Method: Large Group Read Aloud Activities Strategies: Strategies: Cooperative Morning Instructional Method: Large Group Read Aloud Activities Strategies: Strategies: Cooperative Morning Activities Strategies: Cooperative Morning Instructional Method: Large Group Read Aloud Activities Strategies: Cooperative Morning Activities Discussion Modeling Verbal Cues Student 3. Modeling, Specific Reading Techniques. Asking higher order thinking questions as we read				
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Coross Motor Instructional Method: Instructional			Leaving Touget	
Strategies: Modeling, Hands-On Differentiation: Similer/bigger buttons; smaller/bigger pipe cleaners Activities Available: Critical Vocabulary: Critical Vocabulary: Contical Vocabulary: Large Group Read Aloud Activities 11:35-11:50 3:25-3:35 Large Group Read Bloud Activities Critical Vocabulary: Critical Vocabulary: Large Hollands of Large Group Read Bloud Activities 11:35-11:50 3:25-3:35 Activities Large Group Read Bloud Activities 11:35-11:50 Activities				
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Differentiation: Smaller/bigger buttons; smaller/bigger pipe cleaners			Strategies:	
Instructional Method:			Modeling, Hands-On	
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240-3:10 Group Sides, playground, Hula hoops, sidewalk chalk, etc. In case of rain, we will play in the gym in the AM and in the cafeteria in the PM or we will do gross motor in the classroom. We will also do some activities in the room for movement. (Exercises, ball toss, obstacle course, etc.)	Gross Motor	Instructional Method:		Formative and Summative
240-3:10 Group Sides, playground, Hula hoops, sidewalk chalk, etc. In case of rain, we will play in the gym in the AM and in the cafeteria in the PM or we will do gross motor in the classroom. We will also do some activities in the room for movement. (Exercises, ball toss, obstacle course, etc.)	11:05-11:35		Students will have free choice of a variety of activities outside to do including riding bikes, water table.	
Critical Vocabulary: Rules, Sharing, manners, pedal, skip, hop, tricycle, toss, obstacles Entury Early Childhood Standard: P.E. 1.2 Performs a variety of non-locomotor skills with control and balance. P.E. 1.2 Performs a variety of non-locomotor skills with control and balance. P.E. 1.2 Performs a variety of non-locomotor skills with control and balance. P.E. 1.2 Performs a variety of non-locomotor skills with control and balance. P.E. 1.2 Performs a variety of non-locomotor skills with control and balance. P.E. 1.2 Performs a variety of non-locomotor skills with control and balance. P.E. 1.2 Performs a variety of non-locomotor skills with control and balance. P.E. 1.2 Performs a variety of non-locomotor skills with control and balance. P.E. 1.2 Performs a variety of non-locomotor skills with control and balance. P.E. 1.2 Performs a variety of non-locomotor skills with control and balance. P.E. 1.2 Performs a variety of non-locomotor skills with control and balance. P.E. 1.2 Performs a variety of non-locomotor skills with control and balance. P.E. 1.2 Performs a variety of non-locomotor skills with control and balance. P.E. 1.2 Performs a variety of non-locomotor skills with control and balance. P.E. 1.2 Performs a variety of non-locomotor skills with control and balance. P.E. 1.2 Performs a variety of non-locomotor skills with control and balance. P.E. 1.2 Performs a variety of non-locomotor skills with control and balance. P.E. 1.2 Performs a variety of non-locomotor skills with control and balance. P.E. 1.2 Performs a variety of non-locomotor skills with control and balance. P.E. 1.2 Performs a variety of non-locomotor skills with control and balance. P.E. 1.2 Performs a variety of non-locomotor skills with control and balance. P.E. 1.2 Performs a variety of non-locomotor skills with control and balance. P.E. 1.2 Performs a variety of non-locomotor skills with control and balance. P.E. 1.2 Performs a variety of non-locomotor skills with control and balance. P.E. 1.2 Performs a variety of non-locomotor skill	2:40-3:10	· · · · · ·		Teacher Observation
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Large Group Read Aloud Activities 11:35-11:50 20:10:35-3:35 20:325				_
Read Aloud Activities 11:35-11:50 21:35-3:35 Critical Vocabulary: Front, Back, Title, Read, Predict, Character, Family, Friends, Sharing, Fireworks, Show, Glow, Hot Air Balloon, Tortoise, Hare, Horses Extended Fig. 1. L.A. 3.1 – Listens to and/or responds to reading materials with interest and enjoyment. Large Group Student's will sit on the large carpet with the whole class and listen to the story. Teacher will use Dialogic Reading Techniques. Asking higher order thinking questions as we read the books. Modifications: Student 1: Picture Prompts, Verbal Prompts, Direct Instruction Student 2: Picture Prompts, Modeling, Verbal Cues Student 3: Modeling, Verbal Cues Student 3: Modeling, First-The Specific Praise L.A. 3.1 – Listens to and/or responds to reading materials with interest and enjoyment. - L.A. 3.2 – Shows interest and understanding of the basic concepts and conventions of print. Learning Target: Student 5: Modeling, Prompting, Picture Prompts Student 5: Modeling and Visual Cues Student 5: Modeling and Visual Cues	Large Group	Instructional Mathada	Activity,	
Activities 11:35-11:50 21:35-11:50 3:25-3:35 Front, Back, Title, Read, Predict, Character, Family, Friends, Sharing, Fireworks, Show, Glow, Hot Air Balloon, Tortoise, Hare, Horses Reading Techniques. Asking higher order thinking questions as we read the books. Books: Monday: Firework Show Tuesday: Curious George and the Hot Air Balloon Wednesday: The Tortoise and the Hare Thursday: Horses Kentucky Farly Childhood Standard: - L.A. 3.1 – Listens to and/or responds to reading materials with interest and enjoyment L.A. 3.2 – Shows interest and understanding of the basic concepts and conventions of print. Reading Techniques. Asking higher order thinking questions as we read the books. Modifications: Student 1: Picture Prompts, Verbal Prompts, Direct Instruction Student 2: Picture Prompts, Modeling, Verbal Cues Student 3: Modeling, First-The Specific Praise - L.A. 3.1 – Listens to and/or responds to reading materials with interest and enjoyment L.A. 3.2 – Shows interest and understanding of the basic concepts and conventions of print. Learning Target: Cues				
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3:25-3:35 Front, Back, Title, Read, Predict, Character, Family, Friends, Sharing, Fireworks, Show, Glow, Hot Air Balloon, Tortoise, Hare, Horses Books: Monday: Firework Show Tuesday: Curious George and the Hot Air Balloon Wednesday: The Tortoise and the Hare Thursday: Horses Kentucky Early Childhood Standard: - L.A. 3.1 – Listens to and/or responds to reading materials with interest and enjoyment L.A. 3.2 – Shows interest and understanding of the basic concepts and conventions of print. Books: Monday: Firework Show Tuesday: Curious George and the Hot Air Balloon Wednesday: The Tortoise and the Hare Thursday: Horses Kentucky Early Childhood Standard: - L.A. 3.1 – Listens to and/or responds to reading materials with interest and enjoyment L.A. 3.2 – Shows interest and understanding of the basic concepts and conventions of print. Student 1: Picture Prompts, Verbal Prompts		Critical Vocabulary:	Reduing recliniques. Asking higher order thinking questions as we read the books.	Modifications:
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Family, Friends, Sharing, Fireworks, Show, Glow, Hot Air Balloon, Tortoise, Hare, Horses Hare, Horses Tuesday: Curious George and the Hot Air Balloon Mednesday: The Tortoise and the Hare Student 2: Picture Prompts, Modeling, Verbal Cues Student 3: Modeling, First-The Student 3: Modeling, First-The Student 3: Modeling, First-The Student 3: Modeling, First-The Student 4: Modeling, First-The Student 5: Modeling and Visual Student 5: Model	3.23-3.33			· ·
Fireworks, Show, Glow, Hot Air Balloon, Tortoise, Hare, Horses Kentucky Early Childhood Standard: - L.A. 3.1 – Listens to and/or responds to reading materials with interest and enjoyment L.A. 3.2 – Shows interest and understanding of the basic concepts and conventions of print. Kentucky Early Childhood Standard: - L.A. 3.2 – Shows interest and understanding of the basic concepts and conventions of print. Kentucky Early Childhood Standard: - L.A. 3.1 – Listens to and/or responds to reading materials with interest and enjoyment L.A. 3.2 – Shows interest and understanding of the basic concepts and conventions of print. Learning Target: Cues				· ·
Hot Air Balloon, Tortoise, Hare, Horses Thursday: Horses Kentucky Early Childhood Standard: - L.A. 3.1 – Listens to and/or responds to reading materials with interest and enjoyment L.A. 3.2 – Shows interest and understanding of the basic concepts and conventions of print. Learning Target: Modeling, Verbal Cues Student 3: Modeling, First-The Specific Praise Student 4: Modeling, Prompting, Picture Prompts Student 5: Modeling and Visual Cues				
Hare, Horses Kentucky Early Childhood Standard: - L.A. 3.1 – Listens to and/or responds to reading materials with interest and enjoyment. - L.A. 3.2 – Shows interest and understanding of the basic concepts and conventions of print. Learning Target: Student 3: Modeling, First-The Specific Praise Student 4: Modeling, Prompting, Picture Prompts Student 5: Modeling and Visual Cues				
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- L.A. 3.2 – Shows interest and understanding of the basic concepts and conventions of print. Prompting, Picture Prompts Student 5: Modeling and Visua Learning Target: Cues				·
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Strategies:			Strategies:	
Cooperative Learning				
Differentiation:			Differentiation:	

		Preferred seating, Modeling	
Dismissal	Instructional Method:	Activity:	Formative and Summative
11:50-12:00	Whole Group	We will sing our goodbye song and recap over what we did today. We will work on sounds and letter names	Assessment:
3:35-3:40	Independent	using zoophonics. We will also work on HWT and mat man. Students will wish their friends a good day.	
	· ·	Students will be asked if they need to use the restroom before they go home and expected to follow	
Handwriting	Critical Vocabulary:	restroom and hand washing procedures. Students will take papers or folders out of their cubbies and put	Modifications:
Without Tears	Lineup, backpack,	them into their backpacks and then line up and say their goodbyes. Students will wait for their bus monitors	Student 1: Picture Prompts,
	cubbies, folders, Sign-Out,	to pick them up.	Verbal Prompts, Direct
Zoophonics	Big and Little Lines, Big		Instruction
	and Little Curves	Kentucky Early Childhood Standard:	Student 2: Picture Prompts,
		- Social Studies 1.4 - Recognizes and/or follows rules within the home, school, and community.	Modeling, Verbal Cues
		- Health/Mental Wellness 1.1- Demonstrates independent behavior.	Student 3: Modeling, First-Then,
			Specific Praise
		Learning Targets:	Student 4: Modeling,
		I can take care of my belongings; I can walk in a line.	Prompting, Picture Prompts
			Student 5: Modeling and Visual
		Strategies:	Cues
		Hands-On, Cooperative Learning	
		CONICCIONIC DISCIPLINE	
		CONSCIOUS DISCIPLINE Activities to Unite: Goodbye Song	
		Activities to Disengage the Stress Response: We roll the dice to pick a breathing activity.	
		Activities to Disengage the stress response: We foll the dice to pick a breathing activity. Activities to Connect: We roll the dice to pick a connecting activity.	
		Activities to Commit: Students will commit to a hallway commitment to work on.	
FRIDAY		Fridays for home visits, planning, ARC meetings and room preparation.	
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