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

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

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| <p><b>Large Group Music and Movement</b><br/>9:35-9:45<br/>2:30-2:40</p>   | <p><b><u>Instructional Method:</u></b><br/>Whole Group</p> <p><b><u>Critical Vocabulary:</u></b><br/>Instruments, Sing, Dance, Movement, Commitments, snowflakes, snowman, winter, season, mittens</p>                                  | <p><b><u>Activities:</u></b><br/>During large group music and movement, students will be given a musical instrument and are able to dance using directed and nondirected movements. Students will have the opportunity to lead the class in movements if they choose to.</p> <p><b><u>Music:</u></b> Little Snowflake, Snowman Hokey Pokey, Winter Mittens Song</p> <p><b><u>Kentucky Early Childhood Standard:</u></b><br/>- A.H. 1.2 – Develops skills in and appreciation of dance.<br/>- A.H. 1.3 – Develops skills in and appreciation of music.</p> <p><b><u>Learning Target:</u></b><br/>I can dance using instruments.</p> <p><b><u>Strategies:</u></b><br/>Cooperative Learning</p> <p><b><u>Differentiation:</u></b><br/>Adaptive Materials, preferred seating</p>  | <p><b><u>Formative and Summative Assessment:</u></b><br/>Teacher Observation</p> <p><b><u>Modifications:</u></b><br/><b><u>Student 1:</u></b> Picture Prompts, Verbal Prompts, Direct Instruction<br/><b><u>Student 2:</u></b> Picture Prompts, Modeling, Verbal Cues<br/><b><u>Student 3:</u></b> Modeling, First-Then, Specific Praise<br/><b><u>Student 4:</u></b> Modeling, Prompting, Picture Prompts<br/><b><u>Student 5:</u></b> Modeling and Visual Cues</p> |
| <p><b>Small Group</b><br/>10:45-10:55<br/>2:20-2:30</p> <p>Mon: Second Steps<br/>Tues-Thurs:<br/>Rotating Groups</p> | <p><b><u>Instructional Method:</u></b><br/>Small Group</p> <p><b><u>Critical Vocabulary:</u></b><br/>Materials, Rules, Routines, Friends, Sharing, Taking Turns, count, 15, number, coat, zip, botton, roll, dice, letter, practice</p> | <p><b><u>Teacher Directed Activity:</u></b><br/>Counting Snowballs Activity. Students will put the correct amount of cotton balls on the card according to the number written on the card.</p> <p><b><u>Kentucky Early Childhood Standard:</u></b><br/>- Math 1.1: Demonstrates an understanding of numbers and counting.</p> <p><b><u>Learning Target:</u></b><br/>I can count to 15.</p> <p><b><u>Strategies:</u></b><br/>Hands-On, Taking Turns, Modeling</p> <p><b><u>Differentiation:</u></b><br/>Some students will just copy and touch count, others will count only to 5 and others up to 20 or up.</p> <p><b><u>Teacher Assistant Directed Activity:</u></b><br/>Students will work on putting on coats and zipping them up. Assistant will teach and re-teach several ways to get coat on.</p> <p><b><u>Kentucky Early Childhood Standard</u></b><br/>- Physical Education 1.5: Performs fine motor tasks using eye-hand coordination</p> <p><b><u>Learning Target:</u></b><br/>I can put on my own coat.</p> <p><b><u>Strategies:</u></b><br/>Modeling, Peer Buddies,</p> <p><b><u>Differentiation:</u></b><br/>Some will need help starting to zip or bottom, some will just work on putting on coat.</p> | <p><b><u>Formative and Summative Assessment:</u></b><br/>Teacher Observation<br/>Teacher Checklist</p> <p><b><u>Modifications:</u></b><br/>Student 1: Picture Prompts, Verbal Prompts, Direct Instruction<br/>Student 2: Picture Prompts, Modeling, Verbal Cues<br/>Student 3: Modeling, First-Then, Specific Praise<br/>Student 4: Modeling, Prompting, Picture Prompts, Direct Instruction<br/>Student 5: Modeling and Visual Cues</p>                             |

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|   |  | <p><b><u>Independent Activity:</u></b><br/>Students will roll letter dice and practice writing that letter on a dry erase board with dry erase marker.</p> <p><b><u>Kentucky Early Childhood Standard Learning Target:</u></b><br/>- Language Arts 4.2: Produces marks, pictures, and symbols that represent print and ideas.</p> <p><b><u>Learning Target:</u></b><br/>I can write letters.</p> <p><b><u>Strategies:</u></b><br/>Modeling, Hands-On</p> <p><b><u>Differentiation:</u></b><br/>Some will trace, some will copy. Simply letters, complex letters, upper and/or lowercase letters.</p>   |  |
| <p><b>Gross Motor</b><br/>11:05-11:35<br/>2:40-3:10</p>                       | <p><b><u>Instructional Method:</u></b><br/>Individual/Small/Large Group</p> <p><b><u>Critical Vocabulary:</u></b><br/>Rules, Sharing, manners, pedal, skip, hop, tricycle, toss, obstacles</p>                   | <p><b><u>Activities Available:</u></b><br/>Students will have free choice of a variety of activities outside to do including riding bikes, water table, slides, 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.)</p> <p><b><u>Kentucky Early Childhood Standard:</u></b><br/>P.E 1.1 Performs a variety of locomotor skills with control and balance.<br/>P.E. 1.2 Performs a variety of non-locomotor skills with control and balance.</p> <p><b><u>Learning Targets:</u></b><br/>I can skip. I can climb. I can pedal a tricycle. I can throw a ball.</p> <p><b><u>Strategies:</u></b><br/>Cooperative Morning</p>                       | <p><b><u>Formative and Summative Assessment:</u></b><br/>Teacher Observation<br/>Teacher Checklist</p> <p><b><u>Modifications:</u></b><br/><b><u>Student 1:</u></b> Picture Prompts, Verbal Prompts, Direct Instruction, Corrective Feedback<br/><b><u>Student 2:</u></b> Picture Prompts, Modeling, Verbal Cues<br/><b><u>Student 3:</u></b> Modeling, Specific Praise, Corrective Feedback<br/><b><u>Student 4:</u></b> Modeling, Prompting, Picture Prompts, Hand over hand, Direct Instruction<br/><b><u>Student 5:</u></b> Modeling and Visual Cues</p> |
| <p><b>Large Group Read Aloud Activities</b><br/>11:35-11:50<br/>3:25-3:35</p> | <p><b><u>Instructional Method:</u></b><br/>Large Group</p> <p><b><u>Critical Vocabulary:</u></b><br/>Front, Back, Title, Read, Predict, Character, Family, Friends, Sharing, Snow, Snowball, Snowman, Winter</p> | <p><b><u>Activity:</u></b><br/>Students 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.</p> <p><b><u>Books:</u></b><br/><b><u>Monday:</u></b> Clifford’s First Snow Day<br/><b><u>Tuesday:</u></b> Snowballs<br/><b><u>Wednesday:</u></b> The Snowy Day<br/><b><u>Thursday:</u></b> I Know An Old Lady Who Swallowed Some Snow</p> <p><b><u>Kentucky Early Childhood Standard:</u></b><br/>- L.A. 3.1 – Listens to and/or responds to reading materials with interest and enjoyment.<br/>- L.A. 3.2 – Shows interest and understanding of the basic concepts and conventions of print.</p> <p><b><u>Learning Target:</u></b><br/>I can listen to a story while sitting on the large group carpet.</p> <p><b><u>Strategies:</u></b></p> | <p><b><u>Formative and Summative Assessment:</u></b></p> <p><b><u>Modifications:</u></b><br/><b><u>Student 1:</u></b> Picture Prompts, Verbal Prompts, Direct Instruction<br/><b><u>Student 2:</u></b> Picture Prompts, Modeling, Verbal Cues<br/><b><u>Student 3:</u></b> Modeling, First-Then, Specific Praise<br/><b><u>Student 4:</u></b> Modeling, Prompting, Picture Prompts<br/><b><u>Student 5:</u></b> Modeling and Visual Cues</p>   |

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