

Monday, March 6

7:35 – 8:50	<p>Arrival Transition: Students will separate from familiar adults in a familiar setting with minimal distress. Use a 3-finger grasp of dominant hand to hold a writing tool, with modeling and support. Print letters of own name and other meaningful words with mock letters and some actual letters.</p> <p>Students will: complete graph question, put folder in basket, hang up coat/book bag, sign-in and wash hands</p> <p>Breakfast: Students will demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating tongue-twisters.</p> <p>Students will get their breakfast, opening items independently, eat and clean up. Brush Teeth. They will find their name and choose a center.</p> <p>Assessment: observation, anecdotal notes.</p>
8:50 – 9:30	<p>Morning Meeting: Communicate about past events and anticipate what comes next during familiar routines and experiences. Demonstrate an understanding of time in the context of daily experiences. With modeling and support, recognize familiar elements of the natural environment and understand that these may change over time. With modeling and support, remember and use information for a variety of purposes. Use prior knowledge and information to assess, inform and plan for future actions and learning. Identify real life connections between words and their use. Speak audibly and express thoughts, feelings and ideas clearly. (Articulation) Describe familiar people, places, things and experiences. Identify and name numerals 1-9. Count to 20 by ones with increasing accuracy. Create patterns. PATHS: Recognize and identify own emotions and the emotions of others.</p> <p><i>~Students will learn the morning routine</i></p> <p>Attendance: Speak audibly and express thoughts, feelings and ideas clearly. (Articulation).</p> <p><i>~Students will answer the question of the day in a complete sentence, staying on topic as their name is called.</i></p> <p>Math Question of the Day: Students will answer the question, <i>"What is something that you did over the weekend?"</i></p> <p>Movement: Have the kids sing: Rise and Shine, Shake a Hand, Shake the Sillies Out, and locomotor Movement</p> <p>Learning Activities:</p> <ul style="list-style-type: none">• Announce student jobs for the day• Chant: Students will say the Nathan Hale Chant. The chant leader will use the microphone• Pledge: The students will echo repeat the pledge• Lunch Count: The lunch counter of the day will count the number of kids that are present, and write the number on the board.• Calendar: The calendar person will flip the number for the day. They will tell the class the day, month and date• Number Counting: Number student will come up and count to today's number. They will tell the kids what they need to do while counting to today's number.• Pattern: The pattern helper will come up and create a pattern. After completing, all students will say the pattern. The Number helper will come up and count the number of pieces used, find the number and put it up.• Weather: The weather helper will tell what weather is, and explain what frog needs to wear to go play outside. <p>Math Review: Recognize basic shapes. Understand and use names of shapes when identifying objects. Identify and name numerals 1-9. Count to 20 by ones with increasing accuracy. Sort and classify objects by one or more attributes (e.g., size, number).</p> <ul style="list-style-type: none">• Review shapes by singing the shape song and using shape flashcards. Pass out one of each shapes to the kids. Sing the shape parade song, lifting the shapes as the song mentions them.• Review numbers by singing the number song and by using the number flashcards. Have each child identify 3 random numbers. After naming the numbers, the kids will get a group of fruit snacks to sort and eat. <p>Story Time: Ask and answer questions, and comment about characters and major events in familiar stories. With modeling and support, describe what part of the story the illustration depicts. With modeling and support, name the author and illustrator of a story and what part each person does for a book. Actively engage in group reading with purpose and understanding. Retell or re-enact familiar stories. Demonstrate an understanding of the differences between fantasy and reality.</p> <p><i>~Students will tell what an author does. Students will sequence the story.</i></p> <p>Read: <u>Even Superheroes have Bad Days</u></p> <p>Students will identify the author and illustrator before reading the story. Students will tell what a title is, and what a character is. Students will sequence the story, beginning, middle and end.</p> <p>Assessment: observation, anecdotal notes, check off sheet</p>
9:30 – 10:00	<p>Literacy: With modeling and support identify initial and final sounds in spoken words. With modeling and support, recognize and name some upper and lower case letters in addition to those in first name. With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified. With modeling and support, recognize the sounds associated with letters.</p> <p><i>~Students will identify what letters are used for, and name some letters and sounds</i></p> <p>Review with students that we use letters to write words. Have the kids sing the phonics song and complete the Just Dance ABC song. Using the letter flashcards, have the kids say the name and sound of each of the letters. Have students individually name a letter. Introduce the students to letter Ss. Demonstrate how to write the letter Ss, and the sound that letter Ss makes.</p>

	<p>Activity: Pass out a piece of string to each of the students. Demonstrate how to use the string to create the letter S. Have the students create the letter S, then practice tracing over it with their finger saying the sound that it makes.</p> <p>Assessment: observation, anecdotal notes</p>							
10:00 - 10:15	<p>Movement: ~Demonstrate basic understanding that physical activity helps the body grow and be healthy. Participate in structured and unstructured physical play exhibiting strength and stamina. Demonstrate locomotor skills with control, coordination and balance during active play. Demonstrate coordination in using objects during active play. Use classroom and household tools independently with eye-hand coordination to carry out activities. Coordinate the use of hands, fingers, and wrists to manipulate objects and perform tasks requiring precise movements. Use non-locomotor skills with control, balance and coordination during active play (bending, stretching, twisting). Demonstrate spatial awareness in physical activity and movement.</p> <p><i>~Students will move following the directions in the music video.</i></p> <p>Using the overhead projector, students will participate in the following the music movement activities: 5 Little Monkeys, I like to Move It and I'm Gonna Catch You.</p>							
10:15 - 11:15	<p>Centers: Participate cooperatively in complex pretend play, involving assigned roles and an overall plan. Demonstrate ability to solve everyday problems based upon past experience. Demonstrate cooperative behaviors and fairness in social interactions. With modeling and support, negotiate to solve social conflicts with peers. With modeling and support, demonstrate an awareness of the outcomes of choices. With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness.</p> <p><i>~Students will complete the assigned task for the center that they are assigned.</i></p>							
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11:15- 11:20	<p>Prepare for Lunch: Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.). Follow basic health practices. Independently complete personal care tasks</p> <p>Wash hands, prepare for lunch</p>							
11:20- 12:00	<p>Lunch and Outdoor Recess (gross motor),</p> <p><i>~Demonstrate basic understanding that physical activity helps the body grow and be healthy. Participate in structured and unstructured physical play exhibiting strength and stamina. Demonstrate locomotor skills with control, coordination and balance during active play. Demonstrate coordination in using objects during active play. Use classroom and household tools independently with eye-hand coordination to carry out activities. Coordinate the use of hands, fingers, and wrists to manipulate objects and perform tasks requiring precise movements. Use non-locomotor skills with control, balance and coordination during active play (bending, stretching, twisting). Demonstrate spatial awareness in physical activity and movement. Independently complete personal care tasks</i></p> <p><i>~Students will learn and demonstrate the rules for the playground.</i></p> <p>Introduce the rules for the playground and inform kids why we have those rules. Allow the kids to play.</p>							
12:00 - 12:45	Rest Time							
12:45 - 12:50	Snack Time							
12:50 - 1:42	Art							
1:42 - 2:00	<p>Snack</p> <p>Daily Review Skill : Identify and name numerals 1-9</p> <p><i>~Students will practice naming numbers 0-15. Students will name a number.</i></p> <p>Students will be given a number. They will have to name the number that they are given.</p> <p>Assessment: observation, anecdotal notes, check off sheet</p>							
2:00 - 2:15	<p>Prepare to go home/Dismissal: Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.).</p>							

Tuesday, March 7

7:35 – 8:50	<p>Arrival Transition: Students will separate from familiar adults in a familiar setting with minimal distress. Use a 3-finger grasp of dominant hand to hold a writing tool, with modeling and support. Print letters of own name and other meaningful words with mock letters and some actual letters.</p> <p>Students will: complete graph question, put folder in basket, hang up coat/book bag, sign-in and wash hands</p> <p>Breakfast: Students will demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating tongue-twisters.</p> <p>Students will get their breakfast, opening items independently, eat and clean up. Brush Teeth. Students will find their name and choose a center.</p> <p>Assessment: observation, anecdotal notes.</p>
8:50 – 9:30	<p>Morning Meeting: Communicate about past events and anticipate what comes next during familiar routines and experiences. Demonstrate an understanding of time in the context of daily experiences. With modeling and support, recognize familiar elements of the natural environment and understand that these may change over time. With modeling and support, remember and use information for a variety of purposes. Use prior knowledge and information to assess, inform and plan for future actions and learning. Identify real life connections between words and their use. Speak audibly and express thoughts, feelings and ideas clearly. (Articulation) Describe familiar people, places, things and experiences. Identify and name numerals 1-9. Count to 20 by ones with increasing accuracy. Create patterns. PATHS: Recognize and identify own emotions and the emotions of others.</p> <p><i>~Students will learn the morning routine</i></p> <p>Attendance: Speak audibly and express thoughts, feelings and ideas clearly. (Articulation).</p> <p><i>~Students will answer the question of the day in a complete sentence, staying on topic as their name is called.</i></p> <p>Question of the Day: Students will answer the question, "<i>What kind of super power would you like to have and why?</i>"</p> <p>Movement: Have the kids sing: Rise and Shine, Shake a Hand, Shake the Sillies Out, and locomotor Movement</p> <p>Learning Activities:</p> <ul style="list-style-type: none">• Announce student jobs for the day• Chant: Students will say the Nathan Hale Chant. The chant leader will use the microphone• Pledge: The students will echo repeat the pledge• Lunch Count: The lunch counter of the day will count the number of kids that are present, and write the number on the board.• Calendar: The calendar person will flip the number for the day. They will tell the class the day, month and date• Number Counting: Number student will come up and count to today's number. They will tell the kids what they need to do while counting to today's number.• Pattern: The pattern helper will come up and create a pattern. After completing, all students will say the pattern. The Number helper will come up and count the number of pieces used, find the number and put it up.• Weather: The weather helper will tell what weather is, and explain what frog needs to wear to go play outside. <p>Math Review: Recognize basic shapes. Understand and use names of shapes when identifying objects. Identify and name numerals 1-9. Count to 20 by ones with increasing accuracy. Sort and classify objects by one or more attributes (e.g., size, number).</p> <ul style="list-style-type: none">• Review shapes by singing the shape song and using shape flashcards. Demonstrate to the kids how to create other objects using shapes. Pass out four shapes to each of the kids. Have them use the shapes to create an object. Have kids name what they created.• Review numbers by singing the number song and by using the number flashcards. Have the kids practice naming three random numbers, After naming the numbers they will get cereal to sort. <p>Story Time: Ask and answer questions, and comment about characters and major events in familiar stories. With modeling and support, describe what part of the story the illustration depicts. With modeling and support, name the author and illustrator of a story and what part each person does for a book. Actively engage in group reading with purpose and understanding. Demonstrate an understanding of the differences between fantasy and reality.</p> <p><i>~Students will tell what an author does. Students will sequence a story.</i></p> <p>Read: Public School Superhero</p> <p>Have the students identify what an author and illustrator does before reading. Students will tell what the book is about. After telling what the book is about, students will sequence the story, using pictures, as to what happened at the beginning, middle and end.</p> <p>Assessment: observation, anecdotal notes, check off sheet</p>
9:30 – 10:00	<p>Literacy: With modeling and support identify initial and final sounds in spoken words. With modeling and support, recognize and name some upper and lower case letters in addition to those in first name. With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified. With modeling and support, recognize the sounds associated with letters.</p> <p><i>~Students will identify what letters are used for, and name some letters and sounds</i></p> <p>Review with students that we use letters to write words. Have the kids sing the phonics song and complete the Just Dance ABC song. Using the letter flashcards, have the kids say the name and sound of each of the letters.</p> <p>Students will learn about the letter Ss. Inform the students that they are going to be clapping the syllables. Each</p>

	<p>student will be given a word that begins with the letter Ss. They will have to clap the syllables in the word that they are given.</p> <p>Activity: Students will each choose a card with a picture that begins with "S". They will clap the syllable in the card that they chose. Students on the carpet will count the number of syllables in the word that is being clapped. Students will also echo syllable clap the word after the leader student.</p> <p>Assessment: observation, anecdotal notes, check off sheet</p>								
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11:15- 11:20	<p>Prepare for Lunch: Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.). Follow basic health practices. Independently complete personal care tasks</p> <p>Wash hands, prepare for lunch</p>								
11:20- 12:00	<p>Lunch and Outdoor Recess (gross motor),</p> <p>~Demonstrate basic understanding that physical activity helps the body grow and be healthy. Participate in structured and unstructured physical play exhibiting strength and stamina. Demonstrate locomotor skills with control, coordination and balance during active play. Demonstrate coordination in using objects during active play. Use classroom and household tools independently with eye-hand coordination to carry out activities. Coordinate the use of hands, fingers, and wrists to manipulate objects and perform tasks requiring precise movements. Use non-locomotor skills with control, balance and coordination during active play (bending, stretching, twisting). Demonstrate spatial awareness in physical activity and movement. Independently complete personal care tasks</p> <p>~Students will demonstrate the rules for the playground.</p> <p>Introduce the rules for the playground and inform kids why we have those rules. Allow the kids to play.</p>								
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1:42 - 2:00	<p>Snack</p> <p>Daily Review Skill: With modeling and support, recognize and name some upper and lower case letters in addition to those in first name. The teacher will review letters and sounds. Students will have to name a given letter and sound before getting ready to go home.</p> <p>Assessment: observation, anecdotal notes, check off sheet</p>								
2:00 - 2:15	<p>Prepare to go home/Dismissal: Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.).</p>								

Wednesday, March 8

7:35 – 8:50	<p>Arrival Transition: Students will separate from familiar adults in a familiar setting with minimal distress. Use a 3-finger grasp of dominant hand to hold a writing tool, with modeling and support. Print letters of own name and other meaningful words with mock letters and some actual letters.</p> <p>Students will: complete graph question, put folder in basket, hang up coat/book bag, sign-in and wash hands</p> <p>Breakfast: Students will demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating tongue-twisters.</p> <p>Students will get their breakfast, opening items independently, eat and clean up. Brush Teeth. Students will find their name and choose a center.</p> <p>Assessment: observation, anecdotal notes.</p>
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9:30 – 10:00	<p>Literacy: With modeling and support identify initial and final sounds in spoken words. With modeling and support, recognize and name some upper and lower case letters in addition to those in first name. With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified. With modeling and support, recognize the sounds associated with letters.</p> <p><i>~Students will identify what letters are used for, and name some letters and sounds</i></p> <p>Review with students that we use letters to write words. Have the kids sing the phonics song and complete the Just Dance ABC song. Using the letter flashcards, have the kids say the name and sound of each of the letters.</p> <p>Students will review the letter Ss by singing the letter Ss songs. They will use dry erase boards to write the letter</p>

	<p>Ss. Students will be given a picture. They will have to name the picture and then tell the letter that the picture begins with.</p> <p>Activity: The teacher will review 5 different letters and the sounds that they make. Each student will be able to come up and get a card. They will say the name of the picture, and place it under the letter that it begins with.</p> <p>Assessment: observation, anecdotal notes, check off sheet</p>							
10:00 - 10:15	<p>Movement: ~Demonstrate basic understanding that physical activity helps the body grow and be healthy. Participate in structured and unstructured physical play exhibiting strength and stamina. Demonstrate locomotor skills with control, coordination and balance during active play. Demonstrate coordination in using objects during active play. Use classroom and household tools independently with eye-hand coordination to carry out activities. Coordinate the use of hands, fingers, and wrists to manipulate objects and perform tasks requiring precise movements. Use non-locomotor skills with control, balance and coordination during active play (bending, stretching, twisting). Demonstrate spatial awareness in physical activity and movement.</p> <p><i>~Students will move following the directions in the music video.</i></p> <p>Using the overhead projector, students will participate in the following the music movement activities: The Monkey Dance, Get the Sillies Out, The Freeze Game</p>							
10:15 - 11:15	<p>Centers: Participate cooperatively in complex pretend play, involving assigned roles and an overall plan. Demonstrate ability to solve everyday problems based upon past experience. Demonstrate cooperative behaviors and fairness in social interactions. With modeling and support, negotiate to solve social conflicts with peers. With modeling and support, demonstrate an awareness of the outcomes of choices. With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness.</p> <p><i>~Students will complete the assigned task for the center that they are assigned.</i></p> <p>The teacher will introduce how to complete work at each of the centers before choosing a game from that center. The teacher will inform students that they will have a center assigned to them, and they have to complete their work, and stay at that center until the bell rings. Students will rotate through 2 different centers.</p>							
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11:15- 11:20	<p>Prepare for Lunch: Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.). Follow basic health practices. Independently complete personal care tasks</p> <p>Wash hands, prepare for lunch</p>							
11:20- 12:00	<p>Lunch and Outdoor Recess (gross motor),</p> <p>~Demonstrate basic understanding that physical activity helps the body grow and be healthy. Participate in structured and unstructured physical play exhibiting strength and stamina. Demonstrate locomotor skills with control, coordination and balance during active play. Demonstrate coordination in using objects during active play. Use classroom and household tools independently with eye-hand coordination to carry out activities. Coordinate the use of hands, fingers, and wrists to manipulate objects and perform tasks requiring precise movements. Use non-locomotor skills with control, balance and coordination during active play (bending, stretching, twisting). Demonstrate spatial awareness in physical activity and movement. Independently complete personal care tasks</p> <p><i>~Students will learn and demonstrate the rules for the playground.</i></p> <p>Review the rules for the playground and inform kids why we have those rules. Allow the kids to play.</p>							
12:00 - 12:45	Rest Time							
12:45 - 12:50	Snack Time							
12:50 - 1:42	Gym							
1:42 - 2:00	<p>Snack</p> <p>Daily Review Skill: Identify and name numerals 1-9. Demonstrate one-to-one correspondence when counting objects up to 10. Count to 20 by ones with increasing accuracy. Understand that the last number spoken tells the number of objects counted. Name basic shapes.</p> <p><i>~Students will identify and show position/directional words.</i></p> <p>Using a chair and their bodies, students will be given a position. They will need to demonstrate the position, and tell where they are before getting their things ready to go home.</p> <p>Assessment: observation, anecdotal notes, check off sheet</p>							
2:00 - 2:15	<p>Prepare to go home/Dismissal: Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.).</p>							

<p>7:35 – 8:50</p>	<p>Arrival Transition: Students will separate from familiar adults in a familiar setting with minimal distress. Use a 3-finger grasp of dominant hand to hold a writing tool, with modeling and support. Print letters of own name and other meaningful words with mock letters and some actual letters.</p> <p>Students will: complete graph question, put folder in basket, hang up coat/book bag, sign-in and wash hands</p> <p>Breakfast: Students will demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating tongue-twisters.</p> <p>Students will get their breakfast, opening items independently, eat and clean up. Brush Teeth</p> <p><i>*Students will be pulled to complete their letter Aa sentence.</i></p> <p>Assessment: observation, anecdotal notes.</p>
<p>8:50 – 9:30</p>	<p>Morning Meeting: Communicate about past events and anticipate what comes next during familiar routines and experiences. Demonstrate an understanding of time in the context of daily experiences. With modeling and support, recognize familiar elements of the natural environment and understand that these may change over time. With modeling and support, remember and use information for a variety of purposes. Use prior knowledge and information to assess, inform and plan for future actions and learning. Identify real life connections between words and their use. Speak audibly and express thoughts, feelings and ideas clearly. (Articulation) Describe familiar people, places, things and experiences. Identify and name numerals 1-9. Count to 20 by ones with increasing accuracy. Create patterns. PATHS: Recognize and identify own emotions and the emotions of others.</p> <p><i>~Students will learn the morning routine</i></p> <p>Attendance: Speak audibly and express thoughts, feelings and ideas clearly. (Articulation).</p> <p><i>~Students will answer the question of the day in a complete sentence, staying on topic as their name is called.</i></p> <p>Question of the Day: Students will answer the question, “<i>What do you want to do/be when you grow up?</i>”</p> <p>Movement: Have the kids sing: Rise and Shine, Shake a Hand, Shake the Sillies Out, and locomotor Movement</p> <p>Learning Activities:</p> <ul style="list-style-type: none"> ● Announce student jobs for the day ● Chant: Students will say the Nathan Hale Chant. The chant leader will use the microphone ● Pledge: The students will echo repeat the pledge ● Lunch Count: The lunch counter of the day will count the number of kids that are present, and write the number on the board. ● Calendar: The calendar person will flip the number for the day. They will tell the class the day, month and date ● Number Counting: Number student will come up and count to today’s number. They will tell the kids what they need to do while counting to today’s number. ● Pattern: The pattern helper will come up and create a pattern. After completing, all students will say the pattern. The Number helper will come up and count the number of pieces used, find the number and put it up. ● Weather: The weather helper will tell what weather is, and explain what frog needs to wear to go play outside. <p>Math Review: Recognize basic shapes. Understand and use names of shapes when identifying objects. Identify and name numerals 1-9. Count to 20 by ones with increasing accuracy. Sort and classify objects by one or more attributes (e.g., size, number).</p> <ul style="list-style-type: none"> ● Review shapes by singing the shape song and using shape flashcards. ● Have each child name the four shapes. Each student will be given a picture. They will have to name the shape that the picture is, and sort the picture by what shape that it is. ● Review numbers by singing the number song and by using the number flashcards. Have each child identify 3 random numbers. Using cars with numbers and dots on them, have the kids match the number to the car with that amount of dots. <p>Story Time: Ask and answer questions, and comment about characters and major events in familiar stories. With modeling and support, describe what part of the story the illustration depicts. With modeling and support, name the author and illustrator of a story and what part each person does for a book. Actively engage in group reading with purpose and understanding. Demonstrate an understanding of the differences between fantasy and reality.</p> <p><i>~Students will tell what an author does. Students will identify details in the story.</i></p> <p>Read: Superhero Silliness</p> <p>Students will identify the author and illustrator before reading the story. Students will tell what a title is and name what a character is. Students will name the character, and tell one thing that he did that was silly.</p> <p>Assessment: observation, anecdotal notes, check off sheet</p>
<p>9:30 – 10:00</p>	<p>Literacy: With modeling and support identify initial and final sounds in spoken words. With modeling and support, recognize and name some upper and lower case letters in addition to those in first name. With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified. With modeling and support, recognize the sounds associated with letters.</p> <p><i>~Students will identify what letters are used for, and name some letters and sounds</i></p> <p>Review with students that we use letters to write words. Have the kids sing the phonics song and complete the Just Dance ABC song. Using the letter flashcards, have the kids say the name and sound of each of the letters. Review</p>

	<p>the letter Ss using songs. Introduce the students to word segments, and how they can hear 2 sounds and put them together to create a word. Using different compound words, have the kids connect the segments to create the word. Give each of the kids a word to put together independently.</p> <p>Activity: Have students compete the letter Ss journal page.</p> <p>Assessment: observation, anecdotal notes, check off sheet</p>								
10:00 - 10:15	<p>Movement: ~Demonstrate basic understanding that physical activity helps the body grow and be healthy. Participate in structured and unstructured physical play exhibiting strength and stamina. Demonstrate locomotor skills with control, coordination and balance during active play. Demonstrate coordination in using objects during active play. Use classroom and household tools independently with eye-hand coordination to carry out activities. Coordinate the use of hands, fingers, and wrists to manipulate objects and perform tasks requiring precise movements. Use non-locomotor skills with control, balance and coordination during active play (bending, stretching, twisting). Demonstrate spatial awareness in physical activity and movement.</p> <p>~Students will move following the directions in the music video.</p> <p>Using the overhead projector, students will participate in the following the music movement activities: Head, Shoulders, Knees and Toes, The Shimmie Shake, The Ants Go Marching</p>								
10:15 - 11:15	<p>Centers: Participate cooperatively in complex pretend play, involving assigned roles and an overall plan. Demonstrate ability to solve everyday problems based upon past experience. Demonstrate cooperative behaviors and fairness in social interactions. With modeling and support, negotiate to solve social conflicts with peers. With modeling and support, demonstrate an awareness of the outcomes of choices. With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness.</p> <p>~Students will complete the assigned task for the center that they are assigned.</p> <p>The teacher will introduce how to complete work at each of the centers before choosing a game from that center. The teacher will inform students that they will have a center assigned to them, and they have to complete their work, and stay at that center until the bell rings. Students will rotate through 3 different centers.</p> <p>~See the attached centers activities sheet.</p> <table border="1" data-bbox="191 751 1572 1138"> <tr> <td> <p>Math (Blue): Students will measure different superheroes and record how tall and long they are</p> </td> <td> <p>Literacy (Orange): Students will match superhero swords with lowercase letters to superheroes wearing the uppercase letter.</p> </td> <td> <p>Math (Green): Students will create patterns using different colored superhero fruit snacks</p> </td> <td> <p>Literacy (Yellow): Students will match clouds with pictures on them to the superhero wearing the beginning letter shirt.</p> </td> </tr> <tr> <td> <p>Art (Red): Students will create a mask and a superhero cape</p> </td> <td> <p>Math (pink): Students will count the number of superhero masks and match it to the superhero holding that number.</p> </td> <td> <p>Numbers (Purple): Students will cut out the letter S and turn it into an superhero..</p> </td> <td> <p>Science (Brown): Students will the iPads to play the Imagine Learning game.</p> </td> </tr> </table> <p>Assessment: observation, anecdotal notes, check off sheet</p>	<p>Math (Blue): Students will measure different superheroes and record how tall and long they are</p>	<p>Literacy (Orange): Students will match superhero swords with lowercase letters to superheroes wearing the uppercase letter.</p>	<p>Math (Green): Students will create patterns using different colored superhero fruit snacks</p>	<p>Literacy (Yellow): Students will match clouds with pictures on them to the superhero wearing the beginning letter shirt.</p>	<p>Art (Red): Students will create a mask and a superhero cape</p>	<p>Math (pink): Students will count the number of superhero masks and match it to the superhero holding that number.</p>	<p>Numbers (Purple): Students will cut out the letter S and turn it into an superhero..</p>	<p>Science (Brown): Students will the iPads to play the Imagine Learning game.</p>
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11:15- 11:20	<p>Prepare for Lunch: Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.). Follow basic health practices. Independently complete personal care tasks</p> <p>Wash hands, prepare for lunch</p>								
11:20- 12:00	<p>Lunch and Outdoor Recess (gross motor),</p> <p>~Demonstrate basic understanding that physical activity helps the body grow and be healthy. Participate in structured and unstructured physical play exhibiting strength and stamina. Demonstrate locomotor skills with control, coordination and balance during active play. Demonstrate coordination in using objects during active play. Use classroom and household tools independently with eye-hand coordination to carry out activities. Coordinate the use of hands, fingers, and wrists to manipulate objects and perform tasks requiring precise movements. Use non-locomotor skills with control, balance and coordination during active play (bending, stretching, twisting). Demonstrate spatial awareness in physical activity and movement. Independently complete personal care tasks</p> <p>~Students will learn and demonstrate the rules for the playground.</p> <p>Introduce the rules for the playground and inform kids why we have those rules. Allow the kids to play.</p>								
12:00 - 12:45	Rest Time								
12:45 - 12:50	Snack Time								
12:50 - 1:42	Library								
1:42 - 2:00	<p>Snack</p> <p>Daily Review Skill: Identify and name numerals 1-9.</p> <p>Students will review numbers 0-15. Using flashcards, students will have to name the number before getting ready to go home.</p> <p>Assessment: observation, anecdotal notes, check off sheet</p>								
2:00 - 2:15	<p>Prepare to go home/Dismissal: Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.).</p>								

Friday, March 10

7:35 – 8:50	<p>Arrival Transition: Students will separate from familiar adults in a familiar setting with minimal distress. Use a 3-finger grasp of dominant hand to hold a writing tool, with modeling and support. Print letters of own name and other meaningful words with mock letters and some actual letters.</p> <p>Students will: complete graph question, put folder in basket, hang up coat/book bag, sign-in and wash hands</p> <p>Breakfast: Students will demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating tongue-twisters.</p> <p>Students will get their breakfast, opening items independently, eat and clean up. Brush Teeth</p> <p><i>*Students will be called back for end of week testing (Aa, numbers)</i></p> <p>Assessment: observation, anecdotal notes.</p>
8:50 – 9:30	<p>Morning Meeting: Communicate about past events and anticipate what comes next during familiar routines and experiences. Demonstrate an understanding of time in the context of daily experiences. With modeling and support, recognize familiar elements of the natural environment and understand that these may change over time. With modeling and support, remember and use information for a variety of purposes. Use prior knowledge and information to assess, inform and plan for future actions and learning. Identify real life connections between words and their use. Speak audibly and express thoughts, feelings and ideas clearly. (Articulation) Describe familiar people, places, things and experiences. Identify and name numerals 1-9. Count to 20 by ones with increasing accuracy. Create patterns. PATHS: Recognize and identify own emotions and the emotions of others.</p> <p><i>~Students will learn the morning routine</i></p> <p>Attendance: Speak audibly and express thoughts, feelings and ideas clearly. (Articulation).</p> <p><i>~Students will answer the question of the day in a complete sentence, staying on topic as their name is called.</i></p> <p>Question of the Day: Students will answer the question, "<i>What is your favorite way to help your family?</i>"</p> <p>Movement: Have the kids sing: Rise and Shine, Shake a Hand, Shake the Sillies Out, and locomotor Movement</p> <p>Learning Activities:</p> <ul style="list-style-type: none">• Announce student jobs for the day• Chant: Students will say the Nathan Hale Chant. The chant leader will use the microphone• Pledge: The students will echo repeat the pledge• Lunch Count: The lunch counter of the day will count the number of kids that are present, and write the number on the board.• Calendar: The calendar person will flip the number for the day. They will tell the class the day, month and date• Number Counting: Number student will come up and count to today's number. They will tell the kids what they need to do while counting to today's number.• Pattern: The pattern helper will come up and create a pattern. After completing, all students will say the pattern. The Number helper will come up and count the number of pieces used, find the number and put it up.• Weather: The weather helper will tell what weather is, and explain what frog needs to wear to go play outside. <p>Math Review: Recognize basic shapes. Understand and use names of shapes when identifying objects. Identify and name numerals 1-9. Count to 20 by ones with increasing accuracy. Sort and classify objects by one or more attributes (e.g., size, number).</p> <ul style="list-style-type: none">• Review shapes by singing the shape song and using shape flashcards.• Have each child name the four shapes. Each student will be given a picture. They will have to name the shape that the picture is, and sort the picture by what shape that it is.• Review numbers by singing the number song and by using the number flashcards. Have each child identify 3 random numbers. Using cars with numbers and dots on them, have the kids match the number to the car with that amount of dots. <p>Story Time: Ask and answer questions, and comment about characters and major events in familiar stories. With modeling and support, describe what part of the story the illustration depicts. With modeling and support, name the author and illustrator of a story and what part each person does for a book. Actively engage in group reading with purpose and understanding. Demonstrate an understanding of the differences between fantasy and reality.</p> <p><i>~Students will tell what an author does. Students will identify details in the story.</i></p> <p>Read: Super Fly</p> <p>Students will identify the author and illustrator before reading the story. Students will tell what a title is and name what a character is. Students will sequence the story beginning, middle and end.</p> <p>Assessment: observation, anecdotal notes, check off sheet</p>
9:30 – 10:00	<p>Literacy: With modeling and support identify initial and final sounds in spoken words. With modeling and support, recognize and name some upper and lower case letters in addition to those in first name. With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified. With modeling and support, recognize the sounds associated with letters.</p> <p><i>~Students will identify what letters are used for, and name some letters and sounds</i></p> <p>Review with students that we use letters to write words. Have the kids sing the phonics song and complete the Just Dance ABC song. Using the letter flashcards, have the kids say the name and sound of each of the letters.</p>

	<p>Students will review the letter Cc. Review what a rhyming word is. Inform the kids that there are words in the poem that rhyme. Have the kids repeat the rhymes after they are said as a whole group. Next, give each of the kids 2 different words. Have them decide if the words rhyme or if they do not.</p> <p>Activity: Using their writing books, students will write a sentence using a rhyming word. (I like the cat and the bat, I see the car and the star)</p> <p>Assessment: observation, anecdotal notes, check off sheet</p>								
10:00 - 10:15	<p>Movement: ~Demonstrate basic understanding that physical activity helps the body grow and be healthy. Participate in structured and unstructured physical play exhibiting strength and stamina. Demonstrate locomotor skills with control, coordination and balance during active play. Demonstrate coordination in using objects during active play. Use classroom and household tools independently with eye-hand coordination to carry out activities. Coordinate the use of hands, fingers, and wrists to manipulate objects and perform tasks requiring precise movements. Use non-locomotor skills with control, balance and coordination during active play (bending, stretching, twisting). Demonstrate spatial awareness in physical activity and movement.</p> <p>~Students will move following the directions in the music video.</p> <p>Using the overhead projector, students will participate in the following the music movement activities: Old Mc Donald had a Farm, Happy and You Know It, Jump Up</p>								
10:15 - 11:15	<p>Centers: Participate cooperatively in complex pretend play, involving assigned roles and an overall plan. Demonstrate ability to solve everyday problems based upon past experience. Demonstrate cooperative behaviors and fairness in social interactions. With modeling and support, negotiate to solve social conflicts with peers. With modeling and support, demonstrate an awareness of the outcomes of choices. With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness.</p> <p>~Students will complete the assigned task for the center that they are assigned.</p> <p>The teacher will introduce how to complete work at each of the centers before choosing a game from that center. The teacher will inform students that they will have a center assigned to them, and they have to complete their work, and stay at that center until the bell rings. Students will rotate through 3 different centers.</p> <p>~See the attached centers activities sheet.</p> <ul style="list-style-type: none"> Free choice centers or complete any center that has not been finished during the week <table border="1"> <tr> <td> <p>Math (Blue): Students will measure different superheroes and record how tall and long they are</p> </td> <td> <p>Literacy (Orange): Students will match superhero swords with lowercase letters to superheroes wearing the uppercase letter.</p> </td> <td> <p>Math (Green): Students will create patterns using different colored superhero fruit snacks</p> </td> <td> <p>Literacy (Yellow): Students will match clouds with pictures on them to the superhero wearing the beginning letter shirt.</p> </td> </tr> <tr> <td> <p>Art (Red): Students will create a mask and a superhero cape</p> </td> <td> <p>Math (pink): Students will count the number of superhero masks and match it to the superhero holding that number.</p> </td> <td> <p>Numbers (Purple): Students will cut out the letter S and turn it into an superhero..</p> </td> <td> <p>Science (Brown): Students will use the iPads to play the Imagine Learning game.</p> </td> </tr> </table> <p>Assessment: observation, anecdotal notes, check off sheet</p>	<p>Math (Blue): Students will measure different superheroes and record how tall and long they are</p>	<p>Literacy (Orange): Students will match superhero swords with lowercase letters to superheroes wearing the uppercase letter.</p>	<p>Math (Green): Students will create patterns using different colored superhero fruit snacks</p>	<p>Literacy (Yellow): Students will match clouds with pictures on them to the superhero wearing the beginning letter shirt.</p>	<p>Art (Red): Students will create a mask and a superhero cape</p>	<p>Math (pink): Students will count the number of superhero masks and match it to the superhero holding that number.</p>	<p>Numbers (Purple): Students will cut out the letter S and turn it into an superhero..</p>	<p>Science (Brown): Students will use the iPads to play the Imagine Learning game.</p>
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11:15- 11:20	<p>Prepare for Lunch: Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.). Follow basic health practices. Independently complete personal care tasks</p> <p>Wash hands, prepare for lunch</p>								
11:20- 12:00	<p>Lunch and Outdoor Recess (gross motor),</p> <p>~Demonstrate basic understanding that physical activity helps the body grow and be healthy. Participate in structured and unstructured physical play exhibiting strength and stamina. Demonstrate locomotor skills with control, coordination and balance during active play. Demonstrate coordination in using objects during active play. Use classroom and household tools independently with eye-hand coordination to carry out activities. Coordinate the use of hands, fingers, and wrists to manipulate objects and perform tasks requiring precise movements. Use non-locomotor skills with control, balance and coordination during active play (bending, stretching, twisting). Demonstrate spatial awareness in physical activity and movement. Independently complete personal care tasks</p> <p>~Students will learn and demonstrate the rules for the playground.</p> <p>Introduce the rules for the playground and inform kids why we have those rules. Allow the kids to play.</p>								
12:00 - 12:45	Rest Time								
12:45 - 12:50	Snack Time								
12:50 - 1:42	Spanish								
1:42 - 2:00	<p>Snack</p> <p>Daily Review Skill:</p> <p>~Students will give a rhyming word</p> <p>Students will review rhyming words with the students. Each student will be given a word. They will have to echo, or give another word that rhymes with the word that is given.</p> <p>Assessment: observation, anecdotal notes, check off sheet</p>								
2:00 - 2:15	<p>Prepare to go home/Dismissal: Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.).</p>								

