

Teacher: Gendvilas

Week of: 10/15-19

Study/Focus: Facial Features/Senses

| | Monday | Tuesday | Thursday | Friday |
|---|--|--|--|--|
| Bathroom | | | | |
| Welcome/Breakfast | Music, movement TSW count boys vs girls and compare (20.) Shape: Circle/ Color: Green Phonics: TSW identify letter by naming and making the letter sound. (9abc, 11a, 13 | Music, movement TSW count boys vs girls and compare (20.) Shape: Circle/ Color: Green Phonics: TSW identify letter by naming and making the letter sound. (9abc, 11a, 13 | Music, movement TSW count boys vs girls and compare (20.) Shape: Circle/ Color: Green Phonics: TSW identify letter by naming and making the letter sound. (9abc, 11a, 13 | Music, movement TSW count boys vs girls and compare (20.) Shape: Circle/ Color: Green Phonics: TSW identify letter by naming and making the letter sound. (9abc, 11a, 13 |
| Individual Work box Math, Literacy, Fine Motor, library, Music | Clothespin match numerals and correct group of items | Color match, color sort, match & identify letters | Write/trace letters, identify & sort farm animals | Pattern extension, categorizing, story retell |
| Outside Gross Motor, fine motor | | | | |
| Bathroom | | | | |
| CIRCLE TIME(AM) In addition to large group time being used for sharing, social interaction, introducing topics, materials, ideas, and/or activities, etc., this time is also to be used to enhance content learning. | TSW learn new vocabulary words by orally identifying and/or finding picture. TSW Follow two-step directions, participating in games during story to find the correct items to match story and place it. Word Wall Words | TSW learn new vocabulary words by orally identifying and/or finding picture. TSW Follow two-step directions, participating in games during story to find the correct items to match story and place it. Word Wall Words | TSW learn new vocabulary words by orally identifying and/or finding picture. TSW Follow two-step directions, participating in games during story to find the correct items to match story and place it. Word Wall Words | TSW learn new vocabulary words by orally identifying and/or finding picture. TSW Follow two-step directions, participating in games during story to find the correct items to match story and place it. Word Wall Words |
| CIRCLE TIME(PM) In addition to large group time being used for sharing, social interaction, introducing topics, materials, ideas, and/or activities, etc., this time is also to be used to enhance content learning. | TSW follow one-step directions, to find items from story. 9abc, 11a, 13 TSW learn phrase from story. "GO AWAY" TSW identify circle by finding items in the room. | TSW follow one-step directions, to find items from story. 9abc, 11a, 13 TSW learn phrase from story. "GO AWAY" TSW identify circle by finding items in the room. | TSW follow one-step directions, to find items from story. 9abc, 11a, 13 TSW learn phrase from story. "GO AWAY" TSW identify circle by finding items in the room. | TSW follow one-step directions, to find items from story. 9abc, 11a, 13 TSW learn phrase from story. "GO AWAY" TSW identify circle by finding items in the room. |
| Read Aloud to support the study or focus: large group, small group or individually | Go Away Big Green Monster Strategy: read aloud/think aloud. | Go Away Big Green Monster Strategy: Cloze reading | Go Away Big Green Monster Strategy: Cloze reading | Go Away Big Green Monster Strategy: Cloze reading |

| | | | | | |
|--|--|---|---|---|---|
| | | TSW identify front, back, spine, as parts of the book 9a, 17a, 18abc | TSW identify front, back, spine, as parts of the book 9a, 17a, 18abc | TSW identify front, back, spine, as parts of the book 9a, 17a, 18abc | TSW identify front, back, spine, as parts of the book 9a, 17a, 18abc |
| | Transition Activities (literacy exit Ticket) | TSW answer a teacher directed question about body parts (I use my eyes, ears, nose, to ?, or I SEE with my ??) 8a, 9abcd. 10a, 10b | TSW answer a teacher directed question about body parts (I use my eyes, ears, nose, to ?, or I SEE with my ??) 8a, 9abcd. 10a, 10b | TSW answer a teacher directed question about body parts (I use my eyes, ears, nose, to ?, or I SEE with my ??) 8a, 9abcd. 10a, 10b | TSW answer a teacher directed question about body parts (I use my eyes, ears, nose, to ?, or I SEE with my ??) 8a, 9abcd. 10a, 10b |
| | Small Group Guided learning, modeling exploration, skill building and practice Experiences can be repeated to deepen children's understanding of concepts and build confidence as learners | Create own book Pattern Beads Green Paint - Monster Pumpkin Pie Play Dough station | 5 Senses game Pattern Beads Play Dough/Monster Stew - materials to create a monster with green play dough | Finish Book Paint a different color monster "Go Away Big "Color" Monster!!" Play Dough/collage materials - create a monster | Cooking: Green pudding monsters |

Learning Centers/ Activities

| Open Ended Art/Creative Media | Writing Center | Sand/Water Sensory | Standards/Objectives |
|---|---|--|---|
| Chalk Paint (#/animal sponges or stampers) Markers collage materials Play Dough - create a monster 14a, 33 | Dry erase boards 7b, 19a, 19b Markers, crayons and pencils Tracing first name Letters of the week activities: Words, Pictures 15bc; 16ab Coloring sheets Magnet letters | Corn with farm animals White board with list of animals and # to find 2bcd; 12ab | Teaching Strategies Gold: identified in each area TSW Identify function of the 5 senses by pointing to or naming correct facial feature when asked ("I SEE with my ?...) naming at least 3 features. |

| | | | |
|---|--|---|--|
| <p>Blocks/Construction/Woodworking</p> <p>Barn 11bcde unit blocks cars and trucks Animals Tractors</p> | <p>Dramatic Play</p> <p>Pumpkin pie play dough 3ab Pies 2bcd dishes 14ab kitchen Fall vegies - farmers market White Board for "Menu"</p> | <p>Music/Movement</p> <p>1 Little finger 34, 35 Head & Shoulders 15a Musical Instruments Spider on the floor Go Away! Color song Matt Man</p> | <p>TSW identify body parts EYES, EARS NOSE MOUTH AND HANDS by naming when teacher points to corresponding part or uses props from story.</p> <p>TSW Identify vocabulary from story by naming or finding correct prop/picture as story is read.</p> |
| <p>Technology/Science/Discovery</p> <p>Binoculars, flashlights, color shakers, hammer nails 28, 32</p> | <p>Math/Numeracy/Manipulative/ Toys and Games</p> <p>animal sorting -28 clothes pin numbers 7a, 16ab File folder games (colors, matching, patterns, etc) 23 Big/Little 13 Puzzles</p> | <p>Outdoor Environment Gross Motor</p> <p>Tricycles balance beam Sidewalk chalk slide/steps/ladder sand toys BBall Hoop corn/beans table mega blocks hula hoops Legos Large Trucks 4, 5, 6</p> | |
| <p>LIBRARY</p> <p>Books about: ABC, Colors, Shapes, Monsters, Halloween, Emotions, Body Parts, clothing</p> | <p>Phonological/Phonemic Awareness (letter/word sounds)</p> <p>*Continuing to learn about the letters and their sounds & clapping syllables in words</p> | <p>Peter Peter Pumpkin Eater Eensy Weensy Spider</p> | |