

	Monday	Tuesday	Wednesday	Thursday
<b>8:00</b> Arrival Table Toys #5 Use of Resources I Can Find My Name	Attendance/Find You Name	Attendance/Find You Name	Attendance/Find You Name	Attendance/Find Your Name
<b>8:15</b> Music/ Message Board #11 Community #54 Community Roles	Message Board 1. Teacher Helper 2. Small Group 3. Voice Levels 4. Block Area Wooden Blocks	Message Board 1. Teacher Helper 2. New Sensory Activity 3. Learning Targets 4. Sharing Story	Message Board 1. Teacher Helper 2. Small Group 3. Learning Targets 4.	Message Board 1. Teacher Helper 2. Small Group 3. Learning Targets 4.
Transition I Can Find My Name. I Can Count to 5.	Find Your Name: Children will find their name and go put a block away in the block area based on the number.	Mr. Clown Song: Children and teachers will song Mr. Clown and count to five while children do a trick in the middle of the carpet.	Cookie Jar: Children will sing "Who stole the cookie from the cookie jar? The name that comes out of the cookie jar will wash for breakfast.	Little Red Box: Children will put their name card in a red box before washing for breakfast
<b>8:15</b> Breakfast	Children will eat breakfast at small group tables with teacher and peers. They will have the choice between cereal, fruit, and a drink.			
<b>8:40</b> Planning I Can Find My Name #1 Initiative #2 Planning	Animal Moves: After seeing their name card children will choose how to move the first area they would like to play in. The group will watch to see what area each child chooses.	Area Point: Teacher will hold up a name card. Once a child sees his name, they will point to the area they would like to play.	Area Cards/Point: After seeing their name card, children will point to the area card to show which area they would like to play.	Area Card Clothespin: Children will find the clothespin with their name on it and clip it to the area they want to play before leaving the table.
<b>9:00</b> Work Time	Children are free to explore the classroom centers, learning through experimentation, imagination, discovery, and play. #3 Engagement #4 Problem Solving #13 Cooperative Play #43 Pretend Play #1 Initiative			
<b>10:00</b> Clean Up	Children are free to explore the classroom centers, learning through experimentation, imagination, discovery, and play. #3 Engagement #4 Problem Solving #13 Cooperative Play #43 Pretend Play #1 Initiative			

<p>10:10 Recall</p> <p># 6 Reflection #56 Geography</p>	<p>Stand in Area: Children will go stand in the area /areas they played in during work time.</p>	<p>Camera: Teacher will take pictures of children and work time and children will discuss who they see and where they played.</p>	<p>Bring Back a Toy: Children will bring back a toy from the area they played at and will match it to the area sign.</p>	<p>Area Card Clothespin: Children will review where they placed their clothespin and if tell which toys they played with in that area.</p>	
<p>10:20 Quiet Time</p>	<p>Children will draw with crayons in their journal or on coloring pages at their small group table or cot spot.</p> <p>#29 Writing #40 Art</p>				
<p>10:40 Small Groups</p> <p>#3 Engagement #5 Use of Resources #13 Cooperative Play</p>	<p>Writing Area Teacher: Hernandez (Monday) Bailey (Tuesday) Objective: Children will explore the writing area toys with teacher guidance. Students will come up with ideas on how to use materials and make a plan before playing with materials. Materials: Writing Area Materials</p>			<p>Book Area Teacher: Hernandez (Wednesday) Bailey (Thursday) Objective: Children will explore the book area toys with teacher guidance. Students will come up with ideas on how to use materials and make a plan before playing with materials. Materials: Book Area</p>	
<p>Earlier Children may wander within the center, or move from one item to the next quickly, not interacting with any one material.</p>		<p>Middle Children may pick multiple materials to interact with at one time, not focusing on one specific plan.</p>	<p>Later Children may choose a few toys to use in their plan to play. Their plan to play may also include other students or communicating their ideas to others.</p>	<p>Earlier Children may wander within the center, or move from one item to the next quickly, not interacting with any one material.</p> <p>Middle Children may pick multiple materials to interact with at one time, not focusing on one specific plan.</p> <p>Later Children may choose a few toys to use in their plan to play. Their plan to play may also include other students or communicating their ideas to others.</p>	
<p>Building with Blocks Teacher: Bailey (Monday) Hernandez (Tuesday) Objective: Children will manipulate wooden blocks of many sizes and colors. Materials: Small Wooden Blocks</p>			<p>Sensory Table Teacher: Bailey (Wednesday) Hernandez (Thursday) Objective: Children will explore the sensory table with teacher guidance. Students will come up with ideas on how to use materials and make a plan before playing with materials. Materials: Sensory Table/Smocks</p>		

	Earlier Children may gather blocks in a pile or make simple, unsteady stacks with blocks.	Middle Children may use blocks to create small structures such as lines or bridges. Children may explain what they are making using simple sentences.	Later Children may use blocks to create elaborate structures/enclosures and explain what they are building.	Earlier Children may wander away from the center or splash in the water without playing with toys.	Middle Children may pick multiple materials to interact with at one time, not focusing on one specific plan.	Later Children may choose a few toys to use in their plan to play. Their plan to play may also include other students or communicating their ideas to others.
11:00 Outside Time	Children participate in gross motor activities for 30-minutes, playing on outdoor equipment or in gross motor games. After coming inside, children will take a bathroom break in preparation for lunch. (10-15 minutes to undress outer wear and wash hands for lunch)					
11:45 Lunch	Children will wash hands and then gather in the classroom for lunch. #20 Healthy Behavior					
12:15 Music #40 Music #41 Movement	Song Book	I Love My School Shoes Song Book		Song Book		Song Book
12:30 Pledge Story	Story: Llama Llama Misses Mamma	Story: Pete the Cat: I Love My School Shoes		Story: The Mine-a-saur		Story: Llama Llama and the Bully Goat
12:45 Rest	Children rest on cots up to an hour, laying quietly or sleeping. Quiet activities may be utilized for non-napping children. #20 Healthy Behavior					
1:45 Small Motor	Children will wake up slowly, working on brain boxes and small motor activities.					
2:00 Snack	Children will receive a nutritional snack to rejuvenate for afternoon activities. Children will prepare to go home after snack. #20 Healthy Behavior					
2:30 Outside Time	Children will go outside during nice weather days or will play in the gym.					
2:50 Dismissal #11 Community	At the end of the day, children are walked to the gym where they are dismissed to their families.					