

Teacher: Sarah Mills

Instructional Assistant: Cara Hall

Topic: All About Me/My family

Date: Sept. 10-14

<p>Arrival 8:30-8:45 12:30-12:45</p>	<p>Instructional Method: Individual</p> <p>Critical Vocabulary: Greet, Backpack, Cubby, Folder, Soap, Towel, Book, Read, Responsibility, Personal Space</p>	<p>Activities: Students will come in and put their belongings in their cubbies. They will then proceed to the sink to wash their hands. Students will be instructed of the correct way to wash hands, and sing the washing hands song. Students will then go to check into school for the day. They will find their name on their bug and put it on the Who Buzzed Into School Today? chart. Students will then proceed to their seats and work on morning activities (coloring, books, writing)</p> <p>Kentucky Early Childhood Standard:</p> <ul style="list-style-type: none">- Health/Mental Wellness 1.1- Demonstrates independent behavior.- Health/Mental Wellness 1.3 – Exhibits independent behavior. <p>Learning Target: I can put away my things.</p> <p>Strategies: Working on independence, cooperative learning</p> <p>Differentiation: Picture schedules, child pictures on names, hand over hand, varied seating</p> <p>CONSCIOUS DISCIPLINE Activities to Unite: Safe Keeper Box Activities to Disengage the Stress Response: Balloon Activities to Connect: Greet students at the door and ask which greeting they would like Activities to Commit: Large group commitments</p>	<p>Formative and Summative Assessment: Observation</p> <p>Modifications:</p> <p>Student 1: Visuals, picture cues, sensory strategies, adaptive materials, de-escalation strategies, differential reinforcement, specific and positive feedback, frequent breaks, extended response time, picture schedules</p> <p>Student 2: corrective feedback with re-teaching, de-escalation strategies, differential reinforcement, direct instruction, explicit social skills, scaffolded instruction- visual, written, physical, verbal and tactile, sensory regulation, adaptive materials</p> <p>Student 3: Differential reinforcement Multi-sensory instructional strategies Scaffolded Instruction Visual, written, verbal, physical, picture prompts and cues, sensory regulation strategies, adaptive materials as needed</p> <p>Student 4: modeling, prompting, cueing, direct instruction in social skills, peer buddy, social stories</p> <p>Student 5: modeling, corrective feedback with re-teaching, instructional role play, sensory regulation strategies, adaptive materials</p>
<p>Breakfast/8:45-9:15 Lunch 12:45-1:15</p>	<p>Instructional Method: Whole Group</p> <p>Critical Vocabulary: Lunch Number, Cafeteria, Tray, Silverware, Choice, Rules, Routines, Manners, Open, Milk, Trash</p>	<p>Activities: Students will line up at the door and walk quietly in the hall to the cafeteria. Students will go through the cafeteria line and get food or unpack items from their lunch box. Students in lunch line will put in lunch code independently or with assistance. Students will maintain a level 2 conversation voice to talk while eating. When the meal is complete, students will then throw away items. Students will then be called to line up. We will then walk with a voice level of 0 back to the classroom.</p> <p>Kentucky Early Childhood Standard:</p> <ul style="list-style-type: none">- Health/Mental Wellness 1.1- Demonstrates independent behavior.- Social Studies 1.4 - Recognizes and/or follows rules within the home, school, and community.- Health/Mental Wellness 1.2 - Shows social cooperation. <p>Learning Target: I can use good manners.</p> <p>Strategies: Working on independence</p>	<p>Formative and Summative Assessment: Observation</p> <p>Modifications:</p> <p>Student 1: Visuals, picture cues, sensory strategies, adaptive materials, de-escalation strategies, differential reinforcement, specific and positive feedback, frequent breaks, extended response time, picture schedules</p> <p>Student 2: corrective feedback with re-teaching, de-escalation strategies, differential reinforcement, direct instruction,</p>

			<p>explicit social skills, scaffolded instruction- visual, written, physical, verbal and tactile, sensory regulation,adaptive materials</p> <p>Student 3: Differential reinforcement Multi-sensory instructional strategies Scaffolded Instruction Visual, written, verbal, physical, picture prompts and cues, sensory regulation strategies, adaptive materials as needed</p> <p>Student 4:modeling, prompting, cueing, direct instruction in social skills, peer buddy, social stories</p> <p>Student 5: modeling, corrective feed back with re-teaching, instructional role play, sensory regulation strategies, adaptive materials</p>
<p>Conscious Discipline 9:20-9:25</p> <p>Activities for Large Group 1:20-1:25</p>	<p>Instructional Method:Whole group, small group</p> <p>Critical Vocabulary: Commitments, Greeting, Commitments, Weather, Temperature, Graph, Daily News, Safe Keeper, Breathing, Connecting, Personal Space, Feelings, Frustrated, Mad, Angry, Upset, Sad, Scared, Nervous, Happy, Excited, Joyful, All About Me, Listening, Polite</p>	<p>Activities to Unite:We wish you well, safe keeper box</p> <p>Activities to Disengage the Stress Response:Drain</p> <p>Activities to Connect: We will begin to discuss breathing activities and introduce the dice</p> <p>Activities to Commit: Students will focus on one commitment for the week</p>	<p>Student 1: Visuals, picture cues, sensory strategies, adaptive materials, de-escalation strategies, differential reinforcement, specific and positive feedback, frequent breaks, extended response time, picture schedules</p> <p>Student 2: corrective feedback with re-teaching, de-escalation strategies, differential reinforcement, direct instruction, explicit social skills, scaffolded instruction- visual, written, physical, verbal and tactile, sensory regulation,adaptive materials</p> <p>Student 3: Differential reinforcement Multi-sensory instructional strategies Scaffolded Instruction Visual, written, verbal, physical, picture prompts and cues, sensory regulation strategies, adaptive materials as needed</p> <p>Student 4:modeling, prompting, cueing, direct instruction in social skills, peer buddy, social stories</p> <p>Student 5: modeling, corrective feed back with re-teaching, instructional role play, sensory</p>

			regulation strategies, adaptive materials
<p>Large Group Music and Movement 9:25-9:30 1:25-1:30</p>	<p>Instructional Method: Whole Group</p> <p>Critical Vocabulary: Instruments, Sing, Dance, Movement, Commitments, Feelings, Emotions, Friend, Yet,</p>	<p>Activities: Students will have the opportunity to dance and sing along with music. Each child will have a maraca, and will dance along with varying songs. We will discuss the expectations of dancing, singing, and playing a musical instrument. Students will be asked to stay in their carpet space, keep their hands and bodies to themselves, and to make sure that they are being gentle with the instrument to keep themselves safe.</p> <p>Music: Action Song, The Power of Yet, ABC Rock</p> <p>Instructional Method: Whole Group</p> <p>Critical Vocabulary: Instruments, Sing, Dance, Movement, Commitments, Feelings, Emotions</p> <p>Strategies: Cooperative learning, working on independence</p> <p>Differentiation: Some students will use instruments that have handles, while others will use instruments that do not have handles. Modeling, preferential seating</p>	<p>Formative and Summative Assessment: Teacher observation, teacher checklist</p> <p>Modifications: Student 1: Visuals, picture cues, sensory strategies, adaptive materials, de-escalation strategies, differential reinforcement, specific and positive feedback, frequent breaks, extended response time, picture schedules</p> <p>Student 2: corrective feedback with re-teaching, de-escalation strategies, differential reinforcement, direct instruction, explicit social skills, scaffolded instruction- visual, written, physical, verbal and tactile, sensory regulation, adaptive materials</p> <p>Student 3: Differential reinforcement Multi-sensory instructional strategies Scaffolded Instruction Visual, written, verbal, physical, picture prompts and cues, sensory regulation strategies, adaptive materials as needed</p> <p>Student 4: modeling, prompting, cueing, direct instruction in social skills, peer buddy, social stories</p> <p>Student 5: modeling, corrective feedback with re-teaching, instructional role play, sensory regulation strategies, adaptive materials</p>

<p>Large Group Read Aloud Activities 9:30-9:40/ 1:30-1:35</p>	<p>Instructional Method: Large Group</p> <p>Critical Vocabulary: Front, Back, Title, Read, Predict, Character, Feelings, Emotions, Respectful, Kind,</p>	<p>Activity: Students will come to assigned seats on carpet. We will discuss the expectations for sitting on the carpet (hands and body to self, raise hand to share, etc.). We will sing our Good Morning/Good Afternoon greeting song. We will then review rules of the classroom. We will discuss if we have been following rules of the classroom, and how the rules make sure that we are safe and learning in the classroom. We will then begin discussing how we are similar and different. Students will share about information about themselves. Monday: All About Me Art project Tuesday: Finish All About Me Art project Wednesday: Students will share their interests with the class. Thursday: Students will share about their families.</p> <p>Books: We will listen to several stories this week about All About Me. I will ask critical thinking questions to ask students how they feel about themselves and their family. We will then do a picture walk, and begin the stories. We will read the books: One for Me, One for You, Feelings, When Sophie Gets Angry, Do you Want to Be my Friend?</p> <p>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.</p> <p>Learning Target: I can listen to a story while sitting on the large group carpet.</p> <p>Strategies: Cooperative Learning</p> <p>Differentiation: Preferred seating, Modeling. I will ask students to answer questions either verbally or using visuals, whichever is most appropriate to that student. Fidgets, hand over hand.</p>	<p>Formative and Summative Assessment:Teacher observation, teacher checklist</p> <p>Modifications:Student 1: Visuals, picture cues, sensory strategies, adaptive materials, de-escalation strategies, differential reinforcement, specific and positive feedback, frequent breaks, extended response time, picture schedules</p> <p>Student 2: corrective feedback with re-teaching, de-escalation strategies, differential reinforcement, direct instruction, explicit social skills, scaffolded instruction- visual, written, physical, verbal and tactile, sensory regulation, adaptive materials Student 3: Differential reinforcement Multi-sensory instructional strategies Scaffolded Instruction Visual, written, verbal, physical, picture prompts and cues, sensory regulation strategies, adaptive materials as needed Student 4: modeling, prompting, cueing, direct instruction in social skills, peer buddy, social stories Student 5: modeling, corrective feed back with re-teaching, instructional role play, sensory regulation strategies, adaptive materials</p>
<p>Small Group 9:40-9:50/ 1:35-1:45</p>	<p>Instructional Method: Small Group, Individual</p> <p>Critical Vocabulary:</p>	<p>Teacher Directed Activity: Students will work on All About Me art project. Students will draw a picture of themselves, their family, and/or activities that they like to do. I will also ask them things that they like about themselves and what they like to do.</p> <p>Kentucky Early Childhood Standard:</p> <ul style="list-style-type: none"> - Health Education 1.1 Shows social cooperation. - Health Education 1.2 Applies social problem solving skills. <p>Learning Target: I can solve social problems.</p> <p>Strategies: Hands-On, Taking Turns, Modeling</p>	<p>Formative and Summative Assessment:Teacher observation, teacher checklist</p> <p>Modifications:Student 1: Visuals, picture cues, sensory strategies, adaptive materials, de-escalation strategies, differential reinforcement, specific and positive feedback, frequent breaks, extended response time, picture schedules</p>

		<p>Differentiation: Modeling, Fidgets, Hand-over-hand, use of visuals</p> <p>Teacher Directed Activity: Students will review what they drew last week and share with teacher about each picture (who is in their family, their favorite food, etc.)</p> <p>Kentucky Early Childhood Standard:</p> <ul style="list-style-type: none"> - Health Education 1.1 Shows social cooperation. - Health Education 1.2 Applies social problem solving skills. <p>Learning Target: I can solve social problems.</p> <p>Strategies: Hands-On, Taking Turns, Modeling</p> <p>Independent Activity:Kentucky Early Childhood Standard: Students will draw a picture indicating things that they like to do and things that they like about themselves.</p> <ul style="list-style-type: none"> - Health Education 1.1 Shows social cooperation. - Health Education 1.2 Applies social problem solving skills. <p>Learning Target: I can solve social problems.</p> <p>Strategies: Hands-On, Taking Turns, Modeling</p>	<p>Student 2: corrective feedback with re-teaching, de-escalation strategies, differential reinforcement, direct instruction, explicit social skills, scaffolded instruction- visual, written, physical, verbal and tactile, sensory regulation,adaptive materials</p> <p>Student 3: Differential reinforcement Multi-sensory instructional strategies Scaffolded Instruction Visual, written, verbal, physical, picture prompts and cues, sensory regulation strategies, adaptive materials as needed</p> <p>Student 4:modeling, prompting, cueing, direct instruction in social skills, peer buddy, social stories</p> <p>Student 5: modeling, corrective feed back with re-teaching, instructional role play, sensory regulation strategies, adaptive materials</p>
<p>Free Choice Learning Centers 9:50-10:50/ 1:45-2:45</p>	<p>Instructional Method: Independent</p> <p>Critical Vocabulary: Centers, Sharing, timer, Clothespin, Friends, appropriate, inappropriate, schedule, Commitments, Safe Place, Clean Up</p>	<p>Activities: Students will practice checking in and out of centers this week. We will review the rules and expectations of these centers, as well as review the expectations of the centers that were open last week.</p> <p>Centers Available: Housekeeping center, blocks, art, books, science, sensory, math, and manipulatives</p> <p>Kentucky Early Childhood Standard:</p> <ul style="list-style-type: none"> - Health/Mental Wellness 1.2 - Shows social cooperation. - Health/Mental Wellness 1.3 - Applies social problem solving skills. - Social Studies 1.4 - Recognizes and/or follows rules within the home, school, and community. <p>Learning Target: I can share toys with my friends.</p> <p>Strategies: Manipulative, Hands-on, Independent, Cooperative Learning</p>	<p>Formative and Summative Assessment:Teacher checklist, Teacher Observation</p> <p>Modifications:Student 1: Visuals, picture cues, sensory strategies, adaptive materials, de-escalation strategies, differential reinforcement, specific and positive feedback, frequent breaks, extended response time, picture schedules</p> <p>Student 2: corrective feedback with re-teaching, de-escalation strategies, differential reinforcement, direct instruction, explicit social skills, scaffolded instruction- visual, written, physical, verbal and tactile, sensory regulation,adaptive materials</p>

			<p>Student 3: Differential reinforcement Multi-sensory instructional strategies Scaffolded Instruction Visual, written, verbal, physical, picture prompts and cues, sensory regulation strategies, adaptive materials as needed</p> <p>Student 4: modeling, prompting, cueing, direct instruction in social skills, peer buddy, social stories</p> <p>Student 5: modeling, corrective feedback with re-teaching, instructional role play, sensory regulation strategies, adaptive materials</p>
<p>Gross Motor 11:05-11:35/ 2:55-3:20</p>	<p>Instructional Method: Large group, individual, small group</p> <p>Critical Vocabulary: Rules, Sharing, manners, pedal, skip, hop, tricycle, toss, obstacles</p>	<p>Activities Available: Weather permitting, we will go out to the playground. Students will be able to play on the playground, play with the outdoor xylophone, and ride tricycles.</p> <p>Kentucky Early Childhood Standard: P.E 1.1 Performs a variety of locomotor skills with control and balance. P.E. 1.2 Performs a variety of non-locomotor skills with control and balance.</p> <p>Learning Targets: I can skip. I can climb. I can pedal a tricycle. I can throw a ball.</p> <p>Strategies: Cooperative Morning</p> <p>Thematic Prop: outdoor xylophone</p>	<p>Formative and Summative Assessment: Teacher Observation, teacher checklist</p> <p>Modifications: Student 1: Visuals, picture cues, sensory strategies, adaptive materials, de-escalation strategies, differential reinforcement, specific and positive feedback, frequent breaks, extended response time, picture schedules</p> <p>Student 2: corrective feedback with re-teaching, de-escalation strategies, differential reinforcement, direct instruction, explicit social skills, scaffolded instruction- visual, written, physical, verbal and tactile, sensory regulation, adaptive materials</p> <p>Student 3: Differential reinforcement Multi-sensory instructional strategies Scaffolded Instruction Visual, written, verbal, physical, picture prompts and cues, sensory regulation strategies, adaptive materials as needed</p> <p>Student 4: modeling, prompting, cueing, direct instruction in social skills, peer buddy, social stories</p>

			<p>Student 5: modeling, corrective feed back with re-teaching, instructional role play, sensory regulation strategies, adaptive materials</p>
<p>Dismissal: 11:45-12:00/ 3:25-3:40</p>	<p>Instructional Method:Whole group, individual</p> <p>Critical Vocabulary: Lineup, backpack, cubbies, folders, Sign-Out</p>	<p>Activity: Students will come to the carpet for a closing circle. We will discuss our day, and review our learning goals and targets. We will talk about what to look forward tomorrow at school. We will also discuss expectations for dismissal, who is a car rider or a bus rider.</p> <p>Kentucky Early Childhood Standard: - Social Studies 1.4 - Recognizes and/or follows rules within the home, school, and community. - Health/Mental Wellness 1.1- Demonstrates independent behavior.</p> <p>Learning Targets: I can take care of my belongings; I can walk in a line.</p> <p>Strategies: Hands-On, Cooperative Learning</p> <p>CONSCIOUS DISCIPLINE Activities to Unite: Goodbye Song Activities to Disengage the Stress Response: We roll 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.</p>	<p>Formative and Summative Assessment: Teacher Observation, Teacher Checklist</p> <p>Modifications:Student 1: Visuals, picture cues, sensory strategies, adaptive materials, de-escalation strategies, differential reinforcement, specific and positive feedback, frequent breaks, extended response time, picture schedules Student 2: corrective feedback with re-teaching, de-escalation strategies, differential reinforcement, direct instruction, explicit social skills, scaffolded instruction- visual, written, physical, verbal and tactile, sensory regulation, adaptive materials Student 3: Differential reinforcement Multi-sensory instructional strategies Scaffolded Instruction Visual, written, verbal, physical, picture prompts and cues, sensory regulation strategies, adaptive materials as needed Student 4: modeling, prompting, cueing, direct instruction in social skills, peer buddy, social stories Student 5: modeling, corrective feed back with re-teaching, instructional role play, sensory regulation strategies, adaptive materials</p>

FRIDAY		Fridays for home visits, planning, ARC meetings and room preparation.	