

It Takes A Village Daily Plan

<p>Teachers: Ms. Vilma and Ms. Yasmine</p>	<p>Center/Class It Takes A Village/Peach Room</p>
<p>Greeting Time:</p> <p>Adult 1: Greet families and conduct daily health checks. Teacher will collect any documents or forms from families. Remind parents to sign their child in and out of school.</p> <p>Adult 2: Sit at the tables with the children and assist with signing in.</p>	<p>Message Board: (10 minutes) Thoughtful Thursday</p> <ol style="list-style-type: none"> 1. Juicy word- Environment 2. Colors 3. Shapes <p>(2nd Step will be incorporated in morning message as apart of their discussion prior to transitioning) Week 4 Number of children: Estimated 9</p>
<p>Planning Time(10 minutes)</p>	
<p>Group 1: SMAT: 0.1.2.- Express ideas for activities and initiate discussions. A.1- Children demonstrate initiative as they explore their world.</p> <p>0.2.1.- Make independent choices and plans from a broad range of diverse interest centers. A.2 Children make plans and follow through on their intentions.</p>	<p>Group 2: SMAT-0.4.4.- Respect the rights of others B.11- Children participate in the community of the classroom.</p> <p>0.5.4.- Take turns B.13- Children engage in cooperative play.</p>
<p>BY: using two cups and a small teddy bear counter. Teacher will mix the cups and children will take turns trying to guess where the counter is. If the child guesses correctly he/she will engage in a verbal plan. Teacher will ask open ended questions and scaffold their responses.</p>	<p>BY: forming a train in the house area. The children will travel throughout the classroom and into the area. When the children get off the train he/she will engage in a verbal plan. Teacher will ask children open ended questions and scaffold the child's responses.</p>
<p>Work Time</p>	
<p>Adults will support student learning by: engaging with the children in the work areas. The adults will play alongside the children and have open ended conversations and interactions with the children.</p>	
<p>Group 1: SMAT- 0.2.3- Move through the classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.</p> <p>0.1.2- Express ideas for activities and initiate discussion. A.1- Children demonstrate initiative as they explore their world.</p> <p>Focus on children's individual needs for further planning</p>	<p>Group 2: SMAT- 0.4.5-Express needs verbally or non-verbally to teacher and peers without being aggressive. B.15 Children resolve social conflicts.</p> <p>0.1.3- actively engage in activities and interactions with teachers and peers.</p> <p>Focus on children's individual needs for further planning.</p>
<p>Clean-Up Time (10 minutes)</p>	
<p>BY: Counting down from 10 minutes, 5 minutes, 1minute. Children will sing along to the chant I find it, I used it, and I put it away while cleaning up and marching as they clean up. Children will engage in a sneaky clean up. They will tip toe and whisper to put</p>	

the toys away. Teacher will model and assist the children while cleaning up.					
Transition activity: Get children involved in a 3 minute warning signal; sing a cleanup song with children during clean-up.					
Recall Time (10-15 minutes)					
Group 1: SMAT- 0.1.2.- Express ideas for activities and initiate discussions. A.1- Children demonstrate initiative as they explore their world. 9.1.3- Focus attention on tasks and experiences, despite interruptions or distractions			Group 2: SMAT-0.2.3- Move through the classroom routines and activities with minimal teacher directions. Transition easily from one activity to the next. B.11- Children participate in the community of the classroom. 0.5.4- take turns. B.13- Children engage in cooperative play.		
BY: using paper and crayons to draw a picture of the toy they used during work time. The teacher will ask the child open ended questions and scaffold his/her responses.			BY: going into the area they worked in. The child will bring back 1 toy that he/she used. The children will share what he did with the rest of the children. Teacher will scaffold the children's responses.		
Large-Group Time (15-20 minutes – add Standard and KDI)					
Originating Idea:					
<input type="checkbox"/> Children's Interest <input type="checkbox"/> Standards <input type="checkbox"/> New/unexplored materials <input type="checkbox"/> Local Traditions <input type="checkbox"/> Assessment					
Move your body Robot CD					
SMAT: 2.4.1. Develop and refine gross motor skills KDI. C.16. Children demonstrate strength, flexibility, balance and timing in using their large muscles. ELOF Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles. Listen and move					
Small Group Time(15-20 minutes – add Standard and KDI)					
Originating Idea:					
<input type="checkbox"/> Children's Interest <input type="checkbox"/> Standards <input type="checkbox"/> New/unexplored materials <input type="checkbox"/> Local Traditions <input type="checkbox"/> Assessment			<input type="checkbox"/> Children's Interest <input type="checkbox"/> Standards <input type="checkbox"/> New/unexplored materials <input type="checkbox"/> Local Traditions <input type="checkbox"/> Assessment		
SMAT: SMAT: 5.1.3. Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions. KDI. G.49. Children draw conclusions based on their experiences. ELOF Goal. P-SCI 1. Child observes and describes observable phenomena			SMAT: 4.2.2. Explore and talk about shapes in the environment. KDI. E.34. Children identify, name, and describe shapes. ELOF Goal P-MATH 9. Child identifies, compares, and composes shapes.		
Beginning: Have different colors on the table and allow children to explore. As	Middle: Teacher holds up a color and children look around the classroom for that	End: When all the colors are done, children name the colors they found. Teacher	Beginning: Have different shapes on the table and allow children to explore them. As	Middle: As children are looking for shapes, teacher observes and comments on	End After children have collected all the shapes. Return to the table and talk

Thursday: October 5, 2023

children are exploring have them name some of the colors they see. Tell children they will look for colors in the classroom.	color and bring the item back to the table. Continue doing this until all colors are done. Observe and comment as children look for colors and assist when needed.	assists children in returning items to its proper place. Proceed to the next activity by naming their favorite color.	they are exploring the shapes have them tell you the shapes they see and tell them they will look for shapes in the classroom.	what children say and assist when needed.	about the shapes they've found. Proceed to the next activity by naming a shape and its sides.
--	--	---	--	---	---

Outdoor Time (Large Motor – 1 hour)

Playground Day. Explore the bars and how to properly climb up.

2.4.1-C.16- Develop and refine gross motor skills. Children demonstrate strength, flexibility, balance, and timing in using their large muscles.

Additional Information

Materials Added to Centers	Songs/Fingerplays/Poems Welcome Good morning Second step CD AROOCHACHA Black sheep (Second step)	SMAT:3.3.10. Answer simple recall questions about a book being read. KDI.D.21. Children understand language. ELOF Goal P-LIT 4. Child demonstrates an understanding of narratives through storytelling/re-telling. The Bear Ate Your Sandwich
Alternative Instructional Strategies	SPECIAL ACTIVITIES	Remarks

Mealtime Topic of Discussion: Open discussion about the food being served

P.M. Planned Activity: Forming different patterns and extending patterns

Standard/KDI:2.4.2-C.17- Develop and refine fine motor skills. Children demonstrate dexterity and hand-eye coordination in using their small muscles.

Materials: Dressing Board

Transition: Marching. The children will wash their hands while playing the game and transition to the table for PM activity.

Today's activities for the 3rd person in the room: ___Assist with drop off, breakfast, lunch, morning message and provide one on one when needed

throughout the day. _____

CHILDREN TO BE OBSERVED:
(List initials)

Teacher: TB, JP

Teacher: JB, RB

INDIVIDUALIZING FOR CHILDREN (list initials, quote IEP goal if applicable, and activity):

SEE PLANNING/RECALL/SMALLGROUP

Assist children in adjusting to the daily routine.

ADDITIONAL NOTES:

Thursday: October 5, 2023