	01/09/2017 Monday	01/10/2017 Tuesday	01/11/2017 Wednesday	01/12/2017 Thursday	01/13/2017 Friday
	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
	Tech Integration	Tech Integration	Tech Integration	Tech Integration	Tech Integration
	Promethean Board	Promethean Board	Promethean Board	Promethean Board	Promethean Board
	Objectives	Objectives	Objectives	Objectives	Objectives
	1a- Students will manage feelings during large group time.	1a- Students will manage feelings during large group time.	1a- Students will manage feelings during large group time.	1a- Students will manage feelings during large group time.	1a- Students will manage feelings during large group time.
	3a- Students will balance needs and rights of self and others during large group time.	3a- Students will balance needs and rights of self and others during large group time.	3a- Students will balance needs and rights of self and others during large group time.	3a- Students will balance needs and rights of self and others during large group time.	3a- Students will balance needs and rights of self and others during large group time.
	11a- Students will engage in conversations with peers and teachers.	11a- Students will engage in conversations with peers and teachers.	11a- Students will engage in conversations with peers and teachers.	11a- Students will engage in conversations with peers and teachers.	11a- Students will engage in conversations with peers and teachers.
	17b- Students will use print concepts during large group time.	17b- Students will use print concepts during large group time.	17b- Students will use print concepts during large group time.	17b- Students will use print concepts during large group time.	17b- Students will use print concepts during large group time.
group	18b- Students will use emergent reading skills during large group time.	18b- Students will use emergent reading skills during large group time.	18b- Students will use emergent reading skills during large group time.	18b- Students will use emergent reading skills during large group time.	18b- Students will use emergent reading skills during large group time.
Large Group	20a- Students will count during large group time.	20a- Students will count during large group time.	20a- Students will count during large group time.	20a- Students will count during large group time.	20a- Students will count during large group time.
_	21b- Students will use shape knowledge during large group time.	21b- Students will use shape knowledge during large group time.	21b- Students will use shape knowledge during large group time.	21b- Students will use shape knowledge during large group time.	21b- Students will use shape knowledge during large group time.
	Activities	Activities	Activities	Activities	Activities
	Study Focus: Clothes	Study Focus: Clothes	Study Focus: Clothes	Study Focus: Clothes	Study Focus: Clothes
	Greeting/Community Building:Good morning greeting	Greeting/Community Building:Good morning greeting	Greeting/Community Building:Good morning greeting	Greeting/Community Building:Good morning greeting	Greeting/Community Building:Good morning greeting
	Songs/Fingerplays : 2 children selected songs from chart	Songs/Fingerplays : 2 children selected songs from chart	Songs/Fingerplays : 2 children selected songs from chart	Songs/Fingerplays: 2 children selected songs from chart	Songs/Fingerplays : 2 children selected songs from chart
	Morning Message: How do we dress for the summer?	Morning Message: How do we dress for the winter?	Morning Message: Why do we have buttons on shirts?	Morning Message: People wear different kinds of shoes.	Morning Message: What kind of shoes are you wearing?
	Description:	Description:	Description:	Description:	Description:
	Students will use figures and clothes on the board to dress up dolls for the season. We will discuss the reasoning behind why the dolls are dressed	Students will use figures and clothes on the board to dress up dolls for the season. We will discuss the reasoning behind why the dolls are dressed	Students will look at different buttons that are on different items of clothing. We will discuss the use of buttons. If students are engaged, we will	Students will look at different types of footwear. We will discuss the use of the different footwear. If students are	Students will look at different types of footwear. Students will create piles of their shoes in hoola-hoops. Then the students will decide which

01/09/2017 Monday	01/10/2017 Tuesday	01/11/2017 Wednesday	01/12/2017 Thursday	01/13/2017 Friday
why the dolls are dressed certain ways.	why the dolls are dressed certain ways.	students are engaged, we will talk about how zippers are also used for closures.	footwear. If students are engaged, students will compare their own shoes to	students will decide which shoe is worn most and least by people in the classroom.
Differentiation	Differentiation		each other.	
I.E.P. Modification:	I.E.P. Modification:	Differentiation	Differentiation	Differentiation
-Clear, direct language	-Clear, direct language	I.E.P. Modification: -Clear, direct language	I.E.P. Modification:	I.E.P. Modification: -Clear, direct language
-Modeling	-Modeling	-Modeling	-Clear, direct language	-Modeling
-Hands- on activities	-Hands- on activities	-Hands- on activities	-Modeling	-Hands- on activities
-prompts, illustrations, or dramatizations when needed	-prompts, illustrations, or dramatizations when needed	-prompts, illustrations, or dramatizations when needed	-Hands- on activities -prompts, illustrations, or	-prompts, illustrations, or dramatizations when needed
DLL:	DLL:	DLL:	dramatizations when needed	DLL:
Use picture cards, use gestures to accompany directions	Use picture cards, use gestures to accompany directions	Use picture cards, use gestures to accompany directions	DLL: Use picture cards, use gestures to accompany	Use picture cards, use gestures to accompany directions
Assessments	Assessments	Assessments	directions	Assessments
Students will be assessed using Teaching Strategies Gold objectives. See attached. Through anecdotal records and teacher observations.	Students will be assessed using Teaching Strategies Gold objectives. See attached. Through anecdotal records and teacher observations.	Students will be assessed using Teaching Strategies Gold objectives. See attached. Through anecdotal records and teacher observations.	Assessments Students will be assessed using Teaching Strategies Gold objectives. See attached. Through anecdotal records	Students will be assessed using Teaching Strategies Gold objectives. See attached. Through anecdotal records and teacher observations.
Standards	Standards	Standards	and teacher observations.	Standards
0.1A Grade P CPI 02 0.1A Grade P CPI 03 0.1A Grade P CPI 04 0.2A Grade P CPI 04 0.4A Grade P CPI 01 3.2A Grade P CPI 02 3.2A Grade P CPI 06 3.2A Grade P CPI 08 3.2A Grade P CPI 00 3.3A Grade P CPI 03 4.1A Grade P CPI 01 4.2A Grade P CPI 02	0.1A Grade P CPI 02 0.1A Grade P CPI 03 0.1A Grade P CPI 04 0.2A Grade P CPI 04 0.4A Grade P CPI 01 3.2A Grade P CPI 02 3.2A Grade P CPI 06 3.2A Grade P CPI 08 3.2A Grade P CPI 03 4.1A Grade P CPI 03 4.1A Grade P CPI 02	0.1A Grade P CPI 02 0.1A Grade P CPI 03 0.1A Grade P CPI 04 0.2A Grade P CPI 04 0.4A Grade P CPI 01 3.2A Grade P CPI 02 3.2A Grade P CPI 06 3.2A Grade P CPI 08 3.2A Grade P CPI 03 4.1A Grade P CPI 01 4.2A Grade P CPI 02	Standards 0.1A Grade P CPI 02 0.1A Grade P CPI 03 0.1A Grade P CPI 04 0.2A Grade P CPI 04 0.4A Grade P CPI 01 3.2A Grade P CPI 02 3.2A Grade P CPI 06 3.2A Grade P CPI 08 3.2A Grade P CPI 00 3.3A Grade P CPI 03 4.1A Grade P CPI 01 4.2A Grade P CPI 02	0.1A Grade P CPI 02 0.1A Grade P CPI 03 0.1A Grade P CPI 04 0.2A Grade P CPI 04 0.4A Grade P CPI 01 3.2A Grade P CPI 02 3.2A Grade P CPI 06 3.2A Grade P CPI 08 3.2A Grade P CPI 03 4.1A Grade P CPI 01 4.2A Grade P CPI 02
Vocabulary				
Objectives				
Language Objectives: 8-10				
Activities				
Vocabulary:				
Winter				

Lesson Plans for the Week of 01/09/2017 Allison Schott					
01/09/2017 Monday	01/10/2017 Tuesday	01/11/2017 Wednesday	01/12/2017 Thursday	01/13/2017 Friday	
Winter					
Clothes					
Jacket					
Scarf					
Mittens					
Gloves					
Pants					
thermometer					
Differentiation					
I.E.P modifications:					
-Clear, direct language					
-Modeling					
-Hands- on activities					
-prompts, illustrations, or dramatizations when needed					
DLL:					
Use picture cards, use					
gestures to accompany					
directions					
Assessments					
Students will be assessed using Teaching Strategies Gold objectives. See attached. Through anecdotal records and teacher observations.					
Standards					
3.2A Grade P CPI 09					

01/09/2017 Monday	01/10/2017 Tuesday	01/11/2017 Wednesday	01/12/2017 Thursday	01/13/2017 Friday
Small Group				
Objectives	Objectives	Objectives	Objectives	Objectives
Objectives:	Objectives:	Objectives:	Objectives:	Objectives:
16a- Students will identify letters in their name.	16a- Students will identify letters in their name.	16a- Students will identify letters in their name.	16a- Students will identify letters in their name.	16a- Students will identify letters in their name.
19a- Students will use fine motor skills to write their name.	19a- Students will use fine motor skills to write their name.	19a- Students will use fine motor skills to write their name.	19a- Students will use fine motor skills to write their name.	19a- Students will use fine motor skills to write their name.
20a- Students will count the letters in their name and connect that number to the number of snowballs needed to create their name.	20a- Students will count the letters in their name and connect that number to the number of snowballs needed to create their name.	20a- Students will count the letters in their name and connect that number to the number of snowballs needed to create their name.	20a- Students will count the letters in their name and connect that number to the number of snowballs needed to create their name.	20a- Students will count the letters in their name and connect that number to the number of snowballs needed to create their name.
Activities	Activities	Activities	Activities	Activities
Grouping: 2-4 students per group				
Instruction:	Instruction:	Instruction:	Instruction:	Instruction:
Students will count the letters in their name to determine how many snowballs they will need. Then the students will write the one letter in their name on each snowball.	Students will count the letters in their name to determine how many snowballs they will need. Then the students will write the one letter in their name on each snowball.	Students will count the letters in their name to determine how many snowballs they will need. Then the students will write the one letter in their name on each snowball.	Students will count the letters in their name to determine how many snowballs they will need. Then the students will write the one letter in their name on each snowball.	Students will count the letters in their name to determine how many snowballs they will need. Then the students will write the one letter in their name on each snowball.
Differentiation	Differentiation	Differentiation	Differentiation	Differentiation
I.E.P. Modifications:				
-Clear, direct language				
-Modeling	-Modeling	-Modeling	-Modeling	-Modeling
-Hands- on activities				
-prompts, illustrations, or dramatizations when needed				
DLL:	DLL:	DLL:	DLL:	DLL:
Use picture cards, usegestures to accompanydirections				
Assessments	Assessments	Assessments	Assessments	Assessments
Students will be assessed using Teaching Strategies Gold objectives. See attached. Through anecdotal records	Students will be assessed using Teaching Strategies Gold objectives. See attached. Through anecdotal records	Students will be assessed using Teaching Strategies Gold objectives. See attached. Through anecdotal records	Students will be assessed using Teaching Strategies Gold objectives. See attached. Through anecdotal records	Students will be assessed using Teaching Strategies Gold objectives. See attached. Through anecdotal records

Small Group

 01/09/2017	01/10/2017	01/11/2017	01/12/2017	01/13/2017
Monday	Tuesday	Wednesday	Thursday	Friday
and teacher observations.				
Standards	Standards	Standards	Standards	Standards
2.4A Grade P CPI 02				
3.3A Grade P CPI 03				
4.1A Grade P CPI 01				

		Lesson 1	Plans for the Week of 01/09/2017 Allison Schott	,	
	01/09/2017 Monday	01/10/2017 Tuesday	01/11/2017 Wednesday	01/12/2017 Thursday	01/13/2017 Friday
	Weekly Interest Areas				
	Objectives				
	SWBAT participate in self directed play, interact with peers, and solve social problems.				
	Activities				
	Interest Areas Study Related Objectives:				
	Blocks: Add snowballs				
	Dramatic Play/ Music and Movement: No changes				
	Toys and Games: No changes				
	Art: Add winter colors to easel				
Areas	Literacy/Technology: Study related books Informal read alouds (If not in library then in another interest area.)				
Interest Areas	Discovery: No changes, students can use their own items to measure				
	Sand and Water: No changes				
	Cooking: N/A				
	Outdoors: Introduction to equipment and safe usage of it Portable toys to meet ECERs (balls, jump ropes, etc)				
	Family and Community Involvement: Figurine Project				
	Differentiation I.E.P modifications:				
	-Clear, direct language				
	-Modeling				
	-Hands- on activities				

 Lesson Plans for the Week of 01/09/2017 Allison Schott							
 01/09/2017 Monday	01/10/2017 Tuesday	01/11/2017 Wednesday	01/12/2017 Thursday	01/13/2017 Friday			
-prompts, illustrations, or dramatizations when needed							
Use picture cards, use gestures to accompany directions							
Assessments							
Students will be assessed using Teaching Strategies Gold objectives. See attached. Through anecdotal records and teacher observations.							

	01/09/2017 Monday	01/10/2017 Tuesday	01/11/2017 Wednesday	01/12/2017 Thursday	01/13/2017 Friday
	Fundations	Fundations	Fundations	Fundations	Fundations
	Objectives	Objectives	Objectives	Objectives	Objectives
	16 a and b	16 a and b	16 a and b	16 a and b	16 a and b
	Students will demonstrate knowledge of the alphabet.	Students will demonstrate knowledge of the alphabet.	Students will demonstrate knowledge of the alphabet.	Students will demonstrate knowledge of the alphabet.	Students will demonstrate knowledge of the alphabet.
	Activities	Activities	Activities	Activities	Activities
loud	*Letter Introduced: W *Read letters of the alphabet *Identify the letter in the ABCs with Basic Keywords Poster *Teach the letter-keyword- sound all with the Large Sound Card or Promethean board activity *Reinforce the letter-keyword sound with Promethean board activity *Connect the letter-keyword- sound with written representation *Review other taught sound Differentiation	*Reviewed Letters: A-W *Read letters of the alphabet *Review newly introduced letter with Basic Keywords Poster *Teach the letter-keyword- sound allwith the Large Sound Card or Promethean board activity *Reinforce the letter-keyword sound with Promethean board activity *Connect the letter-keyword- sound with written representation *If time allows, students complete keyword puzzle with	*Letter Introduced: X *Read letters of the alphabet *Identify the letter in the ABCs with Basic Keywords Poster *Teach the letter-keyword- <u>sound all with the Large</u> <u>Sound Card or Promethean</u> <u>board activity</u> *Reinforce the letter-keyword sound with Promethean board activity *Connect the letter-keyword- sound with written representation *Review other taught sound Differentiation	*Reviewed Letters: A-X *Read letters of the alphabet *Review newly introduced letter with Basic Keywords Poster *Teach the letter-keyword- sound allwith the Large Sound Card or Promethean board activity *Reinforce the letter-keyword sound with Promethean board activity *Connect the letter-keyword- sound with written representation *If time allows, students complete keyword puzzle with	*Reviewed Letters: A-X *Read letters of the alphabet *Review newly introduced letter with Basic Keywords Poster *Teach the letter-keyword- sound allwith the Large Sound Card or Promethean board activity *Reinforce the letter-keyword sound with Promethean board activity *Connect the letter-keyword- sound with written representation *If time allows, students complete keyword puzzle with
Read Aloud	I.E.P. Modification:	the class	I.E.P. Modification:	the class	the class
Å	-Clear, direct language	Differentiation	-Clear, direct language	Differentiation	Differentiation
	-Modeling	I.E.P. Modification:	-Modeling	I.E.P. Modification:	I.E.P. Modification:
	-Hands- on activities	-Clear, direct language	-Hands- on activities	-Clear, direct language	-Clear, direct language
	-prompts, illustrations, or	-Modeling	-prompts, illustrations, or	-Modeling	-Modeling
	dramatizations when needed	-Hands- on activities	dramatizations when needed	-Hands- on activities	-Hands- on activities
	DLL:	-prompts, illustrations, or dramatizations when needed	DLL:	-prompts, illustrations, or dramatizations when needed	-prompts, illustrations, or dramatizations when needed
	Use picture cards, use gestures to accompany directions	DLL:	Use picture cards, use gestures to accompany directions	DLL:	DLL:
	Assessments	Use picture cards, use gestures to accompany	Assessments	Use picture cards, use gestures to accompany	Use picture cards, use gestures to accompany
	Students will be assessed using Teaching Strategies	directions Assessments	Students will be assessed using Teaching Strategies	directions Assessments	directions Assessments
	Gold objectives. See attached. Through anecdotal records	Students will be assessed	Gold objectives. See attached. Through anecdotal records	Students will be assessed	Students will be assessed
	and teacher observations.	using Teaching Strategies Gold objectives. See attached.	and teacher observations.	using Teaching Strategies Gold objectives. See attached.	using Teaching Strategies Gold objectives. See attached.
	Standards	Through anecdotal records and teacher observations.	Standards	Through anecdotal records and teacher observations.	Through anecdotal records and teacher observations.
	3.3A Grade P CPI 03		3.3A Grade P CPI 03		

Allison Schott 01/09/2017 01/10/2017 01/12/2017 01/13/2017 01/11/2017 Monday Tuesday Wednesday Thursday Friday 3.3A Grade P CPI 03 Standards 3.3A Grade P CPI 03 Standards Standards 3.3A Grade P CPI 03 3.3A Grade P CPI 03 3.3A Grade P CPI 03 Read Aloud Read Aloud **Objectives Objectives** Read Aloud Read Aloud Read Aloud **Objectives** 18a- Students will interact **Objectives Objectives** 18a- Students will interact during read-alouds and book during read-alouds and book 18a- Students will interact 18a- Students will interact 18a- Students will interact conversations. conversations. during read-alouds and book during read-alouds and book during read-alouds and book conversations. conversations. conversations. 18b- Students will use 18b- Students will use emergent reading skills when emergent reading skills when 18b- Students will use 18b- Students will use 18b- Students will use looking at the book. looking at the book. emergent reading skills when emergent reading skills when emergent reading skills when looking at the book. looking at the book. looking at the book. 18c- Students will retell stories 18c- Students will retell stories using question prompts. using question prompts. 18c- Students will retell stories 18c- Students will retell stories 18c- Students will retell stories Activities Activities using question prompts. using question prompts. using question prompts. Literature: Froggy Gets Activities Literature: Froggy Gets Activities Activities Dressed Dressed Literature: The Mitten Literature: The Mitten Literature: Froggy Gets Dressed Description: Description: Description: Description: Description: Children will sit on carpet and will listen to and/or participate Children will sit on carpet and in an interactive read aloud of will listen to and/or participate a story. a story. a story. in an interactive read aloud of a story. a story. Students will be introduced to the word "setting" this month. Students will be introduced to Throughout the month we will the word "setting" this month. discuss the settings in our Throughout the month we will books. books. books. books. discuss the settings in our Differentiation Differentiation books. Differentiation Differentiation I.E.P modifications: I.E.P modifications: Differentiation I.E.P modifications: I.E.P modifications: I.E.P modifications: -Clear, direct language -Modeling -Modeling -Modeling -Modeling -Modeling -Hands- on activities -prompts, illustrations, or dramatizations when needed DLL: DLL: DLL: DLL: DLL: Use picture cards, usegestures Use picture cards, usegestures Use picture cards, usegestures Use picture cards, usegestures to accompanydirections to accompanydirections to accompanydirections to accompanydirections Use picture cards, usegestures to accompanydirections

Lesson Plans for the Week of 01/09/2017

01/09/2017 Monday	01/10/2017 Tuesday	01/11/2017 Wednesday	01/12/2017 Thursday	01/13/2017 Friday
Assessments	Assessments	Assessments	Assessments	to accompanydirections
Students will be assessed using Teaching Strategies Gold objectives. See attached. Through anecdotal records and teacher observations.	Students will be assessed using Teaching Strategies Gold objectives. See attached. Through anecdotal records and teacher observations.	Students will be assessed using Teaching Strategies Gold objectives. See attached. Through anecdotal records and teacher observations.	Students will be assessed using Teaching Strategies Gold objectives. See attached. Through anecdotal records and teacher observations.	Assessments Students will be assessed using Teaching Strategies Gold objectives. See attached. Through anecdotal records
Standards	Standards	Standards	Standards	and teacher observations.
3.2A Grade P CPI 08	Standards			
3.3A Grade P CPI 06 3.3B Grade P CPI 04 3.3B Grade P CPI 07	3.3A Grade P CPI 06 3.3B Grade P CPI 04 3.3B Grade P CPI 07	3.3A Grade P CPI 06 3.3B Grade P CPI 04 3.3B Grade P CPI 07	3.3A Grade P CPI 06 3.3B Grade P CPI 04 3.3B Grade P CPI 07	3.2A Grade P CPI 08 3.3A Grade P CPI 06 3.3B Grade P CPI 04 3.3B Grade P CPI 07