Week of: 12/16/19 Teacher: Ms. Jaci Unit: Clothing

Essential Questions: How do we take care of our clothes?

Things to Be Added: The Old Woman who lived in a shoe interactive shared reading chart in library

Art	Library	Discovery	Writing
 Crayons Markers Dot markers Colored Pencils Construction Paper Playdough Playdough cutters Craypas Stamps Stamp Ink Pads Buttons Pom Poms Yarn Assessments/Questions Tell me about your drawing. How would you describe your? How can you use these items to create something? What does your picture/drawing remind you of? Why did you use those colors? 	Four book baskets Clothing Books Froggy books Winter Books Books children made Mhat kind of books do you like? What was your favorite part of the story? How do you think feels when ? What do you predict will happen next? Which book do you think your friend would like to read? Why? Listening Center Caps for Sale ABC book by Dr. Seuss Assessments/Questions Tell me about the book you're listening to. Why did you select that book? What is your favorite part of the book?	 Magnifying Glasses Different Colored Lenses Bugs to examine What's inside box Balance scale Plant and watering can Pumpkin Fabric samples Assessments/Questions What happens when you put objects under the magnifying glass? How does that work? What do you think will happen if? What other colors can you make using these color lenses? 	 Assorted pencils Colored Pencils Paper (Lined and blank) Envelopes Magic Board with Cards Alphabet Chart Name strips Scotch Tape Questions/Assessments Tell me about your work. How would you describe your? What do you think will happen if? What does yourmake you think of? How can we use these objects to create something?
Sensory	Music	Blocks	Family/Community Involvement:
 Sand/water table Buckets and assorted toys Assessments/Questions How can we fill these jars without spilling the _ on the floor? How can we make? 	 Assorted instruments Scarfs Assessments/Questions How can we make music? Which is your favorite instrument and why? How would you describe this song? 	 wooden blocks in assorted shapes, paper blocks cars, planes road signs Assessments/Questions What are you constructing? Please describe it for me 	Tuesday 12/17/19: 9:30am-10:30am walking trip to laundromat and dry cleaners Chaperones:1 1. Spencer's sitter, Karla 2. Daenerys' mom, Liz 3. Hailey's mom, 4. Albert's mom

1

3. Tell me about what you doing here.4. Where did you hide the in the sand and why?	objects 5. How	do you feel d		4. H to 5. W it 6. W	appen if?	Hanukkah book and craf	her, Billy ndmother comes to read a t activity Landon's mom comes to
 Kitchen with food and Plates, cups and baking supplies Outfits/dress up Puppets and theater Washing machine and Assessments/Questi 1. What role are you playin 2. How are you acting and dressed like that role? 3. What will you do as a Why? 4. I am thirsty/hungry (sp. for healthy food or breaten) What can you serv 5. How is feeling? How you know? 	dryer dons ng? ecific kfast ve me. w do Cou Bris Geo Slic Uni Lac Puz Wa Slor Des 1. Wh 2. Hot long	 Counting Bears Bristle Blocks Geoboards Slide and Build Nature Blocks Uniqz Building Toys Lacers Puzzles Waffle Blocks Slot-A-Shape Builders 		•] As 1. W b 2. W	Listening Center CD player Books with CD's: Hop on Pop and Caps For Sale ssessments/Questions Which book do you like est? Why? Who are your favorite haracters?	Dom Social Emotion Develops positive relation Approaches children als Interacts with other children etc.). c) Shares materials a d) Sustains interactions by suggesting new ideas for friendship with one or more another child or shows on	dards nain 3 nal Development Inships with their peers. a) ready engaged in play. b) In (e.g., in play, conversation, Ind toys with other children. It cooperating, helping, and It play. e) Develops close It peers. f) Offers support to It processes to the peers seems It processes to the
	you have? Monday		Tuesday		Wednesday	Thursday	Friday
ask tomorrow during our visit to the laundromat and		What do you think we w see in the laundromat a dry cleaners that we visi today?	nd	What would work best to clean this piece of dirty clothing? Bar soap, powder soap or liquid	How many buttons are you wearing today? (Introduce tallying concept)	What are you going to do over winter vacation?	

Class Discussion/Shared	Have students turn and talk.	Interactive writing	Let students predict what soap will clean best and	Shared Reading	Shared Reading
Reading			graph results using their	Baa Baa Black Sheep	Baa Baa Black Sheep
	Chart their responses.	Make a chart of students' responses.	pictures.	Baa Baa Black Sheep Have you any wool?	Baa Baa Black Sheep Have you any wool?
	CREATE Session 4 – see lesson plan attached	Differentiation: Emmy, Hailey, Aiden, Evan, Shaan, Charlotte and Daenerys can use the marker and write the words on the chart.		Yes sir, es, sir 3 bags full 1 for Mrs. Jaci and1 for my dame and 1 for the little boy who lives down the lane	Yes sir, es, sir 3 bags full 1 for Mrs. Jaci and1 for my dame and 1 for the little boy who lives down the lane
				Picture walk Discussion of the meaning of lane and dame	Students match the pictures with the words.
76 . 76 .:	0 111	a lar	G 111	G 137	0 116
Morning Meeting:	 Good Morning song Calendar (days of the week song) Weather song and chart Movement Activity New jobs 	 Good Morning song Calendar (days of the week song) Weather song and chart Movement Activity 	 Good Morning song Calendar (days of the week song) Weather song and chart Movement Activity 	 Good Morning song Calendar (days of the week song) Weather song and chart Movement Activity 	 Good Morning song Calendar (days of the week song) Weather song and chart Movement Activity
First Read Aloud	Something from Nothing By Phoebe Gilman	Animals should definitely not wear clothing By Judi Barrett	Pete the Cat I Love My White Shoes By Eric Litwin	A Pocket for Corduroy By Don Freeman	Button, Button, Who's Got the Button?
	Before: Who do you see on the cover of this book?	Before: Do you think animals should wear	Before: Who remembers reading	Before: Who remembers reading this story a while ago?	Before: How many buttons are you wearing today?
	During: Who here has a special blanket? Who made it for you?	clothing? Why or why not? What animal do you see on the front cover? During: What do you notice	Pete the Cat books when we first started school about him rocking in his school shoes? Who has read other Pete the Cat books? What	What happened in the book? If you're wearing pockets today, stand up.	Do you have a zipper on your clothing? If so, where?
		about the porcupine's	do we remember about	During: Did	During: p. 4 Students

<u></u>	T	T	Τ	ı	T
	(Before reading the page)	clothing?	them: (Guide children to	Corduroy/ follow	count the number of
	what do you notice about		answer that he always sings	Lisa's instructions	buttons on each page as
	his blanket?	What are these two body	a song)	What is going to	we read.
		parts on a camel called?		happen to him?	
	Thumbs up if you think		During: What color are		p.6-7 Where are buckles
	grandpa can fix it. Thumbs	What clothing is on his	your shoes?	Look at Lisa's face.	found?
	down if you think grandpa	hump?	Kids sing the song and	How is she feeling?	
	can't fix it. Thumbs in the	•	repeat lines after the	Can you show me how	p.8-9 What items of
	middle if you are unsure	This snake slithered out of	teacher if needed.	you make her	clothing do we tie in
	whether grandpa can fix it.	his pants. How do snakes		expression on your	knots?
	Whether granapa can in it.	move?	What fruit is this?	face?	
					p.10-11 Where do we
	If think due fin	Show me.	Kids sing the song and	Where is Corduroy	wear hair bows? (hair,
	If you think grandpa can fix		repeat the lines after	going?	bow ties)
	it, what do you think he is	Who can find the	teacher if needed	What is really in the	-
	going to turn the jacket	mouse? Show me.		box since it doesn't	p.18-19 If you are
	into?		What fruit is this?	snow inside a	wearing shoelaces, touch
		What material covers a		laundromat?	your head.
	Thumbs up if you think	sheep's body? Wool is very	Kids sing along and repeat		
	grandpa can fix it. Thumbs	warm like a sweater, so this	the lines after the teacher if	What is the thing that	If you are wearing
	down if you think grandpa	is like wearing two sweaters.	needed	Corduroy calls a cage?	Velcro, touch your nose.
	can't fix it. Thumbs in the			What is it used for?	,
	middle if you are unsure	What did the pig get on his	What color do you think his		p. 24Can you find one
	whether grandpa can fix it.	clothes? Pigs bathe and play	shoes turned?	After: Why did Lisa	more?
		in mud.		put his name in his	
	Thumbs up if you think		Kids sing the song or repeat	pocket	After:
	grandpa can fix it. Thumbs	Kangaroos have pockets on	after the teacher if needed.		What are you wearing
	down if you think grandpa	their bodies that they use to			today that helps you
	can't fix it. Thumbs in the	carry their babies so they	What color were his shoes		close your clothes?
	middle if you are unsure	don't need coat pockets.	in the beginning of the		-
	whether grandpa can fix it.	_	book?		
		What clothing is hanging			
	What do you think Joseph's	from the giraffe's neck?	After: Pete's shoes change		
	grandfather is going to	How many ties? How many	colors and how does he act?		
	make from the tie?	bowties? Which is less?	How would you feel if your		
			shoes got dirty?		
	What do you think he's	His suspenders are stuck on			
	going to make?	his antlers – point out both			
	Some to make:	the suspenders and antlers.			
	A.G.	_			
	After:	What do you notice about			
	What would you want to write a story about?	the elephant and the lady?			
	write a story about:				
	l .	I	l	I	I

Standards:	Panding Standards for	Reading Standards for	Reading Standards for	Danding Standards for	Donding Standards for
Stanuarus:	Reading Standards for Literature	Literature	Informational Text	Reading Standards for Literature	Reading Standards for Literature
	Inci atti c	Encrume	Ingormational Text	<i>Enerature</i>	Ellerature
	1. With prompting and	1. With prompting and	1. With prompting and support,	1. With prompting	1. With prompting and
	support, ask and answer	support, ask and answer	ask and answer questions about	and support, ask	support, ask and answ
	about detail(s) in a text.	about detail(s) in a text.	details in a text. 2. With prompting and support,	and answer about detail(s) in a text.	about detail(s) in a tex 2. With prompting and
	Integration and Knowledge of	Integration and Knowledge of	retell detail(s) in a text.	detail(b) in a text.	support, retell familiar
	Ideas	Ideas	4. Exhibit curiosity and	Integration and	stories.
	With prompting and support,	With prompting and support,	interest in learning new	Knowledge of Ideas	3. With prompting and
	students will engage in a	students will engage in a	vocabulary (e.g., ask questions	With prompting and	support, ask and answe
	picture walk to make connections between self,	picture walk to make connections between self,	about unfamiliar vocabulary).	support, students will engage in a picture walk	questions about characters and major
	illustrations, and the story.	illustrations, and the story.	Range of Reading and Level of	to make connections	events in a story.
	indistrations, and the story.	indstrations, and the story.	Text Complexity	between self.	events in a story.
	Craft and Structure Key Ideas	Integration and Knowledge	10. With prompting and	illustrations, and the	
	and Details	of Ideas	support, actively engage in	story.	
	1. Exhibit curiosity and	1. 9. With prompting	group reading activities with		
	interest in learning new	and support, students will compare and contrast two	purpose and understanding.	Craft and Structure Key Ideas and Details	
	vocabulary (e.g., ask questions about unfamiliar vocabulary).	stories relating to the same		2. Exhibit	
	about umammar vocabulary).	topic		curiosity and interest in	
	Range of Reading and Level of			learning new vocabulary	
	Text Complexity	Range of Reading and Level		(e.g., ask questions about	
		of Text Complexity		unfamiliar vocabulary).	
	10. Actively engage in group	10 4 .: 1		D CD 1: 1	
	reading activities with purpose and understanding.	10. Actively engage in group reading activities with		Range of Reading and Level of Text Complexity	
	and understanding.	purpose and understanding.		Level of Text Complexity	
		purpose and understanding.		10. Actively engage in	
				group reading activities	
				with purpose and	
				understanding.	

Small Group	Tie Dye T-shirts	Walking trip book	Science experiment –	Making clothing	January	ĺ
Activities			what soap works best	cookies	Self-Portraits	ĺ
Learning experience	Students will tie dye t-shirts.	Students will make	for cleaning dirty			ĺ
.		individual books (1 page of	clothing	Students will make	Students will draw	ĺ
	Differentiation:	their books will be		cookies by gathering	themselves using	ĺ
		combined into the class	Children will test their	ingredients and taking	fabric for clothes. I	ĺ

Different patterns rubber bands will varying in complex	oe shown	prediction from today's question to find out which type of soap removes a stain the most effectively.	turns completing the various steps as they follow along the kid-friendly recipe. All students who want to will have an opportunity to participate in part of the cooling making process.	will model it. The children will suggest features to add. There will be a mirror for them to refer to as they draw their portraits. I will ask them to describe the clothing they selected.
	Aleen, Albert Isabelle, Noah, Nat, Spencer, Max and Landon will trace the letters in the words. Daenerys, Laila, Charlotte, Aiden, Emmy, and Olivia will write the letters for the words that Ms. Jaci spells for them. Shaan, Evan and Hailey will sound out the letters in the words.		Differentiation: Visuals will be included along with the measurement to help all students "read" the recipe. Students that are beginning to read (Hayley and Daenerys) will be encouraged to sound out the beginning letter sounds of ingredients in the recipe. Students with strong visual skills (Shaan, Evan, Charlotte) will match the word on the recipe with the words on the actual ingredients.	Differentiation: Self-Portrait - Given choices to the self-portrait question for those who need it (CHLOE – Adryiel, Aicha) and anyone else who is unable to answer the open-ended question Children will have the option of cutting their own clothes from the fabric.

Objectives:	SW make tie dye t-shirts	SW write/draw/illustrate a response to our walking trip.	SW predict what soap works best and test their predictions.	SW cooperate as they work together to make the recipe, and take turns completing the various steps in the kid-friendly recipe. Differentiation: The recipe has words and pictures.	SWL to communicate and express their body parts/facial features visually while incorporating their knowledge of buildings into their portraits.
Standards:	Domain 1: Approaches to	Domain 4:	Domain 1:	Domain 2 –	Domain 2 –
	Learning	Communication,	Approach to Learning	Physical	Physical
	Charicalta and Initiation	Language, and Literacy	Charita sita a san diniti atia a	Development and Health	Development and Health
	Curiosity and Initiative	Print Concepts 1. Demonstrate	Curiosity and initiative 4. Exhibits curiosity,	Health	пеан
	4. Exhibits curiosity,	understanding of the	interest, and willingness in	Social and Emotional	5. Demonstrates
	interest, and willingness in	organization and basic	learning new things and	Development	eye-hand
	learning new things and	features of print.	having new experiences.	Uses senses to assist	coordination and
	having new experiences.	a) Follow words from left	g) Willingly engages in	and guide learning. a)	dexterity needed
	a) Asks questions using who,	to right, top to bottom, and		Identifies sights,	to manipulate
	what, how, why, when,	page by page.	activities.	smells, sounds, tastes	objects. a) Uses
	where, what if.	b) Recognize that spoken	Persistence	and textures. b)	pincer grasp
	b) Expresses an interest in	words are represented in	5. Demonstrates	Compares and	(index finger and
	learning about and	written language by	persistence.	contrasts different	thumb) c) Uses
	discussing a growing range	specific sequences of	a) Maintains focus on a	sights, smells, sounds,	materials such as
	of ideas.	letters.	task.	tastes, and textures. c)	pencils, paint
	g) Willingly engages in new	c) Understand that words		Uses descriptive words	brushes, eating
	experiences and activities.	are separated by spaces in		to discuss sights,	utensils and
		print.	Domain 5: Cognition	smells, sounds, tastes,	blunt scissors
	Domain 2:	d) Recognize and name	and knowledge of the	and textures.	effectively.
	physical development	some upper /lowercase	world	1. Uses sensory	
	and Health	letters of the alphabet,	Scientific Thinking	information to plan	Social and Emotional
	DI 'III '	especially those in own	1. Asks questions and	and carry out	Development
	Physical development	name	makes predictions	movements. a)	1. Recognizes
	5. Demonstrates eye-hand coordination and dexterity	. e) Recognize that letters	based on observations	Demonstrates appropriate body	himself/herself as a unique individual
	needed to manipulate	are grouped to form words.	and manipulation of	appropriate body awareness when	having his/her own
	objects.	f) Differentiate letters from	things and events in the environment.	moving in different	abilities,
	a) Uses pincer grasp (index	numerals.	a) Uses senses to	spaces. b) Exhibits	characteristics,
	finger and thumb). b)	Reading Standards:	gather, explore	appropriate body	feelings and
	miger and mumb). b)	Keauing Standards:	gamer, explore	appropriate body	icenings and

- Demonstrates ability to engage in finger plays. c) Uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively.
- d) Manipulates small objects with ease (fits objects into holes, strings wooden beads, stacks mini blocks, uses geo boards, etc.).

Domain 5: Cognition and knowledge of the World

Visual Arts

- 1. Expresses oneself and represents what he/she knows, thinks, believes and feels through visual arts.
 b) Shows an interest in what can be created with tools, texture, color and technique.
 e) Paints, draws and constructs models based on observations.
- 2. Responds and reacts to visual arts created by themselves and others.a) Expresses an interest in drawings, sculptures, models, paintings, and art creations of others.b) Identifies similarities and differences among samples
- c) Shares opinions about visual arts, creations, and experiences.

of visual art.

Foundational Skills Phonics and Word Recognition

- 3. Demonstrate emergent phonics and word analysis skills.
- a) With prompting and support, demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants

Writing Standards: Text Types and Purposes.

1. With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Research to Build and Present Knowledge

8. With guidance and support, recall information from experiences or gather information from provided sources to answer a question

- and interpret information
- c) Makes
 observations and
 describes changes
 in objects, living
 thing,and natural
 events in the
 environment
- e) Asks "why," "how" and "what if" questions and seeks answers through experimentation and investigation
- f) Makes predictions based on background knowledge, previous scientific experiences and observations of objects and events in the world
- 2. Tests predictions through exploration and experimentation.
- 3. Generates explanations and communicates conclusions regarding experiments and explorations
 - b) Identifies cause and effect relationships
 - c) Verifies prediction by explaining "how" and "why."
 - d) Makes age appropriate, logical conclusions about

- movements when carrying out a task. c) Demonstrates awareness of spatial boundaries and the ability to work within them.
- 2. Demonstrate that they are motivated to communicate. c)
 Listens attentively for a variety of purposes (e.g., for enjoyment; to gain information; to perform a task; to learn what happened; to follow directions). e) Nods or gives non verbal cues that he is understanding.

Domain 4: Communication, Language, and Literacy Print Concepts:

Demonstrate understanding of the organization and basic features of print. a) Follow words from left to right, top to bottom, and page by page. b) Recognize that spoken words are represented in written language by specific sequences of letters. c) Understand that words are separated by spaces in print.

- interests.
- a) Describes himself/herself using several different characteristics
- c) Demonstrates knowledge of his/her own uniqueness (talent, interests, preferences, gender, culture, etc.).

			investigations		
Music and Movement	 Boom Chick a Boom Hokey Pokey (computer or by itself) Student choice (from the ones we have learned already) 	 Meatball Run Pirates Life Student choice (from the ones we have learned already) 	 Twist and Shout Hokey Pokey Student choice (from the ones we have learned already) 	 So you want to build a snowman Go Noodle School Student choice (from the ones we have learned already) 	 Chicken Dance Macarena Student choice (from the ones we have learned already)
Standards:	The Arts – Music Expresses oneself by engaging in musical activities. a) Participates with increasing interest and enjoyment in a variety of music activities including listening to music, singing songs, performing finger plays, and experimenting with various musical instruments. Expresses what he/she knows, thinks, feels and believes through dance and creative movement.	The Arts – Music Expresses oneself by engaging in musical activities. e) Expresses his/her preference for certain kinds of music 4.Responds and reacts during musical activities.	The Arts –Music 3. Expresses oneself by engaging in musical activities. a) Participates with increasing interest and enjoyment in a variety of music activities including listening to music, singing songs, performing finger plays, and experimenting with various musical instruments. c) Engages in music activities having different moods, tempos, and rhythms. Music	The Arts – Music 3. Expresses oneself by engaging in musical activities. a) Participates with increasing interest and enjoyment in a variety of music activities including listening to music, singing songs, performing finger plays, and experimenting with various musical instruments. c) Engages in music activities having different moods, tempos, and rhythms. Music	The Arts –Music 4. Responds and reacts during musical activities. b) Moves and keeps rhythm to different kinds of music. c) Reacts to music through oral, written or visual expression. e) Expresses his/her preference for certain kinds of music. f) Repeats, responds and/or reacts to lyrics and/or melodies.

Second Read Aloud	Wash and Dry	The Hat	The Hat	Froggy Gets Dressed	I am Invited to. a
	By Trish Holland	By Jan Brett	By Jan Brett	By Jonathan London	Party
	Before:	Give out different puppets	Cive out different puppets	Before: What is Froggy	By Mo Willems
		and have the students	and have the students	wearing?	Before: Show the
	their clothes?		come up when their part is		cover of the book and
		announced.	announced.	writes the book and an	ask if they remember
	What do they need to			illustrator draws the	the two main
	use to wash their	Before: I wonder why the	Before: Who remembers	pictures.	characters of the
	clothes?	title of this book is The	reading this book		book.
		Hat. Do you see any hats	yesterday? What happened	During: What season is	

	their clothes? Point to ours in the classroom, Point out the hamper. What besides mud makes clothes dirty? Does that look like the laundromat we visited? Have children twist and	on the cover? What animals do you see? During: What clothes do you wear outside in winter? Why do you wear these items? What kind of animal is this? Point out this oval as the next character that they' meet. Let them predict characters they will meet next throughout the book. Why does Hedgie want the other animals to think the sock is his hat? Where do you think all of her clothes went? Who did the animals copy and why? How did the animals copy him? After: What item have you used in a different way? Give an example of me using a diaper for a sunhat for my son when he was a baby. Who have you copied and what did you do?	in the book? During: Why do you need to wear hats, gloves and mittens in the winter time? Have students predict characters they will meet next throughout the book using the clues/side pictures shown yesterday After: Which animal was your favorite? Who wants to put on a puppet show during center time using the puppets?	Have children do motions of taking off clothes Have children do motions of putting on clothes. What else did Froggy forget to put on that's needed in winter? Kids complete all motions.	How does Piggie look? Based on the title of the book, why do you think he feels this way? Have you ever been to a party? What was it like? What did you wear to the party? During: How do you think Gerald the elephant feels? What should Piggie do? What do you think they should wear for a fancy party? How do they feel about going to the party? What do you think they should wear for a fancy pool costume party? After: What did you like about this book? If you were going to dress up, what would you wear (T&T)?
Standards:	Reading Standards for	Reading Standards for	Reading Standards for	Reading Standards for	Reading Standards for

	Literature	Literature	Literature	Literature	Literature
	1. With prompting and support, ask and answer about detail(s) in a text. s. 3. With prompting and support, ask and answer questions about characters and major events in a story	3. With prompting and support, ask and answer about detail(s) in a text. Integration and Knowledge of Ideas With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story. Craft and Structure Key Ideas and Details 3. Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary). Range of Reading and Level of Text Complexity 10. Actively engage in group reading activities with purpose and understanding	Key ideas and Details 1. With prompting and support, ask and answer about detail(s) in a text. 3. With prompting and support, ask and answer questions about characters and major events in a story.	4. With prompting and support, ask and answer about detail(s) in a text. Integration and Knowledge of Ideas With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story. Range of Reading and Level of Text Complexity 10. Actively engage in group reading activities with purpose and understanding.	4. With prompting and support, ask and answer about detail(s) in a text. Integration and Knowledge of Ideas With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story. Range of Reading and Level of Text Complexity 10. Actively engage in group reading activities with purpose and understanding.
Dismissal	Pack Up Goodbye song Discuss something done over weekend	Pack Up Goodbye Song Go Noodle video (if working) on Indoor Recess and Say Hello on CD player if not working,	Pack Up Goodbye Song Go Noodle video (if working) on Indoor Recess or hokey pokey and shape song	Pack Up Goodbye song Shared reading	Pack Up Goodbye song Talk about winter break
Gym/Gross Motor Play		Duck, Duck goose, Going to	Kentucky, Freeze Tag, Bean I		

balls, throwing balls, cones with running, cones with bean bags, basketball, rolling ball, dribbling balls, tunnel crawl

Whole Group Games

Hula Hoops - shout out a specific color. Students dance/move to the closest hoop of that color. Each student puts one foot into the hoop and then listens for the next color. They can share hoops when the teacher calls the color.

Fire and Ice Tag

Obstacle Course with Tunnels and Hula Hoops

Red Rover

Apple-Orange-Banana running game

Red Light, Green Light, One Two Three

Mr. Wolf, what time is it?

Movement and Music CD – assorted songs – ABC aerobics, clap/stomp, follow the leader, statutes, pass the beanbag, Bean Bag Rock Freeze dance

Parachute - warm up by making waves, (small, medium and big) Merry-go-round. Using the right hand, have all children move in one direction. Have word cues the children are familiar with: jog, walk, gallop, jump, skip. When the right hand has practiced several movements, then switch to the left hand.

Paper Spot game - put spots on wall at student waist height and below. Students move in specific ways (hop, skip, etc.) when music plays, then music stops, and teacher calls out a body part and students need to touch a spot with a specific body part.

Bear in the Forest- One player, the bear, crawls around the playing area on his or her hands and knees. The other players weave in and out and

around the bear in a clockwise rotation, some coming within a few inches of the bear and others staying farther away. When ready to surprise the

players, the bear yells "Bear in the Forest!" and leaps up to tag the other players. They scatter as quickly as possible in all directions. Any player tagged becomes a bear and the game is repeated until all are bears.

Cool Down Activity - stretching and deep breaths

Standards for Gym/Gross Motor Play

Domain 2 - Physical Development and Health

- 3. Demonstrates coordination and control of large muscles. a) Displays an upright posture when standing or seated. b) Maintains balance during sitting, standing, and movement activities. c) Runs, jumps, walks in a straight line, and hops on one foot.
- 4. Combines a sequence of large motor skills with and without the use of equipment. a c) Throws, catches or kicks a large, light-weight ball (8" 10"). d) Participates in a series of large motor movements or activities such as, dancing, follow the leader, or Simon Says.
- 5. Engages in a variety of physical fitness activities. a) Engages in large motor activities (e.g., marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops. b) Explores, practices, and performs skill sets: throwing, pushing, pulling, catching, balancing, etc. c) Participates in activities designed to strengthen major muscle groups. d) Participates in activities to promote balance and flexibility.

Differentiation:

Nicole – give her fidget cube to hold on rug, morning meeting sheet and choice of seating (at the table, rug or beanbag, new red chair), have her help me turn the pages of read alouds when she wants to, laminated activity sheets during meetings, have adult take her to gym after rest time to run

Janaya – What I can do when I feel sad book with options

Adriyel – Let him have stuffed animals on rug if they wish, offer them to take turns turning pages of different read alouds, pre-read book when possible before it is read as a group, place toys they created on top of cubbies when it's time to clean up

Vary the number of houses as per the child's ability