

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 1. Tell me about your drawing. 2. How would you describe your ___? 3. How can you use these items to create something? 4. What does your picture/drawing remind you of? 5. Why did you use those colors?	Four book baskets • Clothing Books • Froggy books • Winter Books • Books children made 1. What kind of books do you like? 2. What was your favorite part of the story? 3. How do you think ___ feels when ___? 4. What do you predict will happen next? 5. Which book do you think your friend would like to read? Why? Listening Center • Caps for Sale • ABC book by Dr. Seuss Assessments/Questions 1. Tell me about the book you're listening to. 2. Why did you select that book? 3. 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 1. What happens when you put objects under the magnifying glass? 2. How does that work? What do you think will happen if? 3. 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 1. Tell me about your work. 2. How would you describe your ___? 3. What do you think will happen if ___? 4. What does your ___ make you think of? 5. How can we use these objects to create something?
Sensory	Music	Blocks	Family/Community Involvement:
• Sand/water table • Buckets and assorted toys Assessments/Questions 1. How can we fill these jars without spilling the _ on the floor? 2. How can we make ___?	• Assorted instruments • Scarfs Assessments/Questions 1. How can we make music? 2. Which is your favorite instrument and why? 3. How would you describe this song?	• wooden blocks in assorted shapes, paper blocks • cars, planes • road signs Assessments/Questions 1. What are you constructing? 2. 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

3. Tell me about what you are doing here. 4. Where did you hide the objects in the sand and why?	4. What kind of dance goes with the song? 5. How do you feel doing that dance? 6. How can we make the sound of the instrument louder or softer?	3. What do you predict will happen if ____? 4. How can we use these items to make a ____? 5. What can we make with this item? 6. What does your structure remind you of?	5. Aiden's mom, Aimee 6. Laila's mom, Saskia 7. Noah's sitter 8. Olivia's grandfather, Billy Wednesday 12/18/19 1:30pm – Charlotte's grandmother comes to read a Hanukkah book and craft activity Thursday 12/19/19 10am: Landon's mom comes to help bake cookies and read a Hanukkah book		
Dramatic Play - Kitchen with food and pots - Plates, cups and baking supplies - Outfits/dress up - Puppets and theater - Washing machine and dryer Assessments/Questions 1. What role are you playing? 2. How are you acting and dressed like that role? 3. What will you do as a ____? Why? 4. I am thirsty/hungry (specific for healthy food or breakfast item) What can you serve me. 5. How is ____ feeling? How do you know?	Math/Manipulatives - Magnatiles - Counting Bears - Bristle Blocks - Geoboards - Slide and Build Nature Blocks - Uniqz Building Toys - Lacers - Puzzles - Waffle Blocks - Slot-A-Shape Builders - Design Builders Assessments/Questions 1. What shape(s) did you use to create ____? 2. How did you sort the ____? 3. How might you see how (tall, short, long, wide) that is? 4. How did you figure out how many ____ you have?	Listening Center - CD player - Books with CD's: Hop on Pop and Caps For Sale Assessments/Questions 1. Which book do you like best? Why? 2. Who are your favorite characters?	Standards Domain 3 Social Emotional Development Develops positive relationships with their peers. a) Approaches children already engaged in play. b) Interacts with other children (e.g., in play, conversation, etc.). c) Shares materials and toys with other children. d) Sustains interactions by cooperating, helping, and suggesting new ideas for play. e) Develops close friendship with one or more peers. f) Offers support to another child or shows concern when a peer seems distressed.		
Question of the Day	Monday What questions should we ask tomorrow during our visit to the laundromat and dry cleaners?	Tuesday What do you think we will see in the laundromat and dry cleaners that we visit today?	Wednesday What would work best to clean this piece of dirty clothing? Bar soap, powder soap or liquid	Thursday How many buttons are you wearing today? (Introduce tallying concept)	Friday What are you going to do over winter vacation?

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

(Before reading the page) what do you notice about his blanket? Thumbs up if you think grandpa can fix it. Thumbs down if you think grandpa can't fix it. Thumbs in the middle if you are unsure whether grandpa can fix it. If you think grandpa can fix it, what do you think he is going to turn the jacket into? Thumbs up if you think grandpa can fix it. Thumbs down if you think grandpa can't fix it. Thumbs in the middle if you are unsure whether grandpa can fix it. Thumbs up if you think grandpa can fix it. Thumbs down if you think grandpa can't fix it. Thumbs in the middle if you are unsure whether grandpa can fix it. What do you think Joseph's grandfather is going to make from the tie? What do you think he's going to make? <i>After:</i> What would you want to write a story about?	clothing? What are these two body parts on a camel called? What clothing is on his hump? This snake slithered out of his pants. How do snakes move? Show me. Who can find the mouse? Show me. What material covers a sheep's body? Wool is very warm like a sweater, so this is like wearing two sweaters. What did the pig get on his clothes? Pigs bathe and play in mud. Kangaroos have pockets on their bodies that they use to carry their babies so they don't need coat pockets. What clothing is hanging from the giraffe's neck? How many ties? How many bowties? Which is less? His suspenders are stuck on his antlers – point out both the suspenders and antlers. What do you notice about the elephant and the lady?	them: (Guide children to answer that he always sings a song) <i>During:</i> What color are your shoes? Kids sing the song and repeat lines after the teacher if needed. What fruit is this? Kids sing the song and repeat the lines after teacher if needed What fruit is this? Kids sing along and repeat the lines after the teacher if needed What color do you think his shoes turned? Kids sing the song or repeat after the teacher if needed. What color were his shoes in the beginning of the book? <i>After:</i> Pete's shoes change colors and how does he act? How would you feel if your shoes got dirty?	Corduroy/ follow Lisa's instructions What is going to happen to him? Look at Lisa's face. How is she feeling? Can you show me how you make her expression on your face? Where is Corduroy going? What is really in the box since it doesn't snow inside a laundromat? What is the thing that Corduroy calls a cage? What is it used for? <i>After:</i> Why did Lisa put his name in his pocket	count the number of buttons on each page as we read. p.6-7 Where are buckles found? p.8-9 What items of clothing do we tie in knots? p.10-11 Where do we wear hair bows? (hair, bow ties) p.18-19 If you are wearing shoelaces, touch your head. If you are wearing Velcro, touch your nose. p. 24Can you find one more? <i>After:</i> What are you wearing today that helps you close your clothes?
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Standards:	<i>Reading Standards for Literature</i> 1. With prompting and support, ask and answer about detail(s) in a text. <i>Integration and Knowledge of Ideas</i> With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story. <i>Craft and Structure Key Ideas and Details</i> 1. Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary). <i>Range of Reading and Level of Text Complexity</i> 10. Actively engage in group reading activities with purpose and understanding.	<i>Reading Standards for Literature</i> 1. With prompting and support, ask and answer about detail(s) in a text. <i>Integration and Knowledge of Ideas</i> With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story. <i>Integration and Knowledge of Ideas</i> 1. 9. With prompting and support, students will compare and contrast two stories relating to the same topic <i>Range of Reading and Level of Text Complexity</i> 10. Actively engage in group reading activities with purpose and understanding.	<i>Reading Standards for Informational Text</i> 1. With prompting and support, ask and answer questions about details in a text. 2. With prompting and support, retell detail(s) in a text. 4. Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary). <i>Range of Reading and Level of Text Complexity</i> 10. With prompting and support, actively engage in group reading activities with purpose and understanding.	<i>Reading Standards for Literature</i> 1. With prompting and support, ask and answer about detail(s) in a text. <i>Integration and Knowledge of Ideas</i> With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story. <i>Craft and Structure Key Ideas and Details</i> 2. Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary). <i>Range of Reading and Level of Text Complexity</i> 10. Actively engage in group reading activities with purpose and understanding.	<i>Reading Standards for Literature</i> 1. With prompting and support, ask and answer about detail(s) in a text 2. With prompting and support, retell familiar stories. 3. With prompting and support, ask and answer questions about characters and major events in a story.

Small Group Activities Learning experience	Tie Dye T-shirts Students will tie dye t-shirts. Differentiation:	Walking trip book Students will make individual books (1 page of their books will be combined into the class	Science experiment – what soap works best for cleaning dirty clothing Children will test their	Making clothing cookies Students will make cookies by gathering ingredients and taking	January Self-Portraits Students will draw themselves using fabric for clothes. I
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	Different patterns with the rubber bands will be shown varying in complexity.	book) Differentiation: Albert will repeat the words. Nat and Albert will be given closed ended questions with clear choices 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.	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 cooking making process. 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.	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. 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.
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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 Learning <i>Curiosity and Initiative</i> 4. Exhibits curiosity, interest, and willingness in learning new things and having new experiences. a) Asks questions using who, what, how, why, when, where, what if. b) Expresses an interest in learning about and discussing a growing range of ideas. g) Willingly engages in new experiences and activities. Domain 2: physical development and Health <i>Physical development</i> 5. Demonstrates eye-hand coordination and dexterity needed to manipulate objects. a) Uses pincer grasp (index finger and thumb). b)	Domain 4: Communication, Language, and Literacy <i>Print Concepts</i> 1. 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. d) Recognize and name some upper /lowercase letters of the alphabet, especially those in own name e) Recognize that letters are grouped to form words. f) Differentiate letters from numerals. Reading Standards:	Domain 1: Approach to Learning <i>Curiosity and initiative</i> 4. Exhibits curiosity, interest, and willingness in learning new things and having new experiences. g) Willingly engages in new experiences and activities. <i>Persistence</i> 5. Demonstrates persistence. a) Maintains focus on a task. Domain 5: Cognition and knowledge of the world Scientific Thinking 1. Asks questions and makes predictions based on observations and manipulation of things and events in the environment. a) Uses senses to gather, explore	Domain 2 – Physical Development and Health <i>Social and Emotional Development</i> Uses senses to assist and guide learning. a) Identifies sights, smells, sounds, tastes and textures. b) Compares and contrasts different sights, smells, sounds, tastes, and textures. c) Uses descriptive words to discuss sights, smells, sounds, tastes, and textures. 1. Uses sensory information to plan and carry out movements. a) Demonstrates appropriate body awareness when moving in different spaces. b) Exhibits appropriate body	Domain 2 – Physical Development and Health 5. Demonstrates eye-hand coordination and dexterity needed to manipulate objects. a) Uses pincer grasp (index finger and thumb).. c) Uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively. Social and Emotional Development 1. Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings 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 <i>Visual Arts</i> 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 of visual art. c) Shares opinions about visual arts, creations, and experiences.	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 and 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.).
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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.

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Second Read Aloud	<i>Wash and Dry</i> By Trish Holland <i>Before:</i> Where can people wash their clothes? What do they need to use to wash their clothes?	<i>The Hat</i> By Jan Brett Give out different puppets and have the students come up when their part is announced. <i>Before:</i> I wonder why the title of this book is The Hat. Do you see any hats	<i>The Hat</i> By Jan Brett Give out different puppets and have the students come up when their part is announced. <i>Before:</i> Who remembers reading this book yesterday? What happened	<i>Froggy Gets Dressed</i> By Jonathan London <i>Before:</i> What is Froggy wearing? Mention that the author writes the book and an illustrator draws the pictures. <i>During:</i> What season is	<i>I am Invited to. a Party</i> By Mo Willems <i>Before:</i> Show the cover of the book and ask if they remember the two main characters of the book.
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	What are the names of the machines called? <i>During:</i> What is this called where the people are changing 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 twirl. We wash clothes at the water table. Remember last week when we sorted buttons. They are sorting clothing. Have children hiss like an iron. A long time ago they didn't have washing machines so they had to do everything with their hands. <i>After:</i> Where do you get your clothes washed?	on the cover? What animals do you see? <i>During:</i> 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? <i>After:</i> 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? <i>During:</i> 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 <i>After:</i> Which animal was your favorite? Who wants to put on a puppet show during center time using the puppets?	it? What do you like playing in the snow? 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. Since he's so tired. What should Froggy do? <i>After:</i> Why didn't Froggy get to play in the snow?	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? <i>During:</i> 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? <i>After:</i> 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 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	Literature 3. With prompting and support, ask and answer about detail(s) in a text. <i>Integration and Knowledge of Ideas</i> With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story. <i>Craft and Structure Key Ideas and Details</i> 3. Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary). <i>Range of Reading and Level of Text Complexity</i> 10. Actively engage in group reading activities with purpose and understanding..	Literature 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.	Literature 4. With prompting and support, ask and answer about detail(s) in a text. <i>Integration and Knowledge of Ideas</i> With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story. <i>Range of Reading and Level of Text Complexity</i> 10. Actively engage in group reading activities with purpose and understanding.	Literature 4. With prompting and support, ask and answer about detail(s) in a text. <i>Integration and Knowledge of Ideas</i> With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story. <i>Range of Reading and Level of Text Complexity</i> 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	Warm Up: stretching/lap running around gym Circle games including Duck, Duck goose, Going to Kentucky, Freeze Tag, Bean Bag circle games, Kids jump their Name Stations: (any of these 3 plus one extra for children who need smaller group/more support) Hula Hoops, scarf juggling, kicking				

	balls, throwing balls, cones with running, cones with bean bags, basketball, rolling ball, dribbling balls, tunnel crawl <u>Whole Group Games</u> 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. <u>Cool Down Activity</u> - 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