

Teachers <i>Loretta Hannah</i>		Week of <i>4/15-19</i>				
	Monday	Tuesday	Wednesday	Thursday	Friday	
This week's song and finger play	<i>- 5 Little Ducks - fingerplay</i> <i>- Mr. Alligator</i>					
Sensory Activities (At least one per day, can be combined with small group/art)	<i>Fingerpainting</i> <i>Letters of our name.</i>	<i>Dinosaur soup</i> <i>Dinosaurs frozen in ice.</i> <i>- trying to remove dinosaurs.</i>	<i>Dinosaurs,</i> <i>water + pebbles</i> <i>in water</i>	<i>Water coloring</i> <i>art / gluing</i> <i>cotton balls on</i> <i>Easter bunnies</i>	<i>Frozen Lego</i> <i>tower of blocks</i> <i>in ice.</i>	
Choice Time Additions (At least one per day - must be something new added to area or materials changed out - can't be basic item required for play)	<i>t-ball -</i> <i>hitting and moving it around</i>	<i>bowls &</i> <i>tubs,</i> <i>what fits?</i>	<i>building,</i> <i>stacking &</i> <i>sorting with</i> <i>big cubes</i>	<i>stand-up</i> <i>walkers</i>	<i>cones &</i> <i>waffle block</i> <i>obstacle</i> <i>course</i>	
Special Events/Reminders						

World o. orders
Small Group Lesson Plans

Teacher: <u>Hannah</u>		Week of: <u>4/15 - 4/19</u>			
	Monday	Tuesday	Wednesday	Thursday	Friday
Small Group	Activity Practice hand washing (tub of water & rags) G	Activity reading "Animals around me" R	Activity Dancing to "Baby Shark" Z	Activity shell dig (in sand) DD	Activity gluing different shapes & color paper together art collage
	Early Child alerts to what is going on around him or her.	Early Child touches, grasps or mouths a book	Early Child turns head, waves arms or kicks legs while lying on back	Early Child responds to sensory experience in the natural world	Early Child holds piece of paper
	Middle Child participates in a part of the daily routine	Middle Child turns pages of a book	Middle Child stands and bounces in response to music	Middle Child picks up, examines or uses natural object or material	Middle Child specifically places piece of paper
	Later Child attempts on own a simple task that is related to daily routine	Later Child looks at book front to back and turns pages one at a time	Later Child moves actively to music	Later Child names an object or event in natural and physical world.	Later Child creates pattern/picture from pieces of paper.

World of Wonders
Small Group Lesson Plans

Teacher: <i>Loretta</i>		Week of: <i>4/15 - 19</i>			
	Monday	Tuesday	Wednesday	Thursday	Friday
Small Group	Activity <i>Pop up Activity Toys.</i>	Activity <i>Alphabet blockst letters.</i>	Activity <i>Rubber Duck Sorting</i>	Activity <i>How Are We Different/or Same.</i>	Activity <i>Bouncing / Rolling Different textures of balls.</i>
	<i>(C) C</i>	<i>(C) O</i>	<i>(C) W</i>	<i>(C) FF</i>	
	Early <i>child gathers their choice of activity toy</i>	Early <i>child observes blocks + their different letters on block</i>	Early <i>child picks up 2 ducks + hit them together</i>	Early <i>child observes self; etc. hands - fingers, feet, toes</i>	Early <i>child attempts to bounce spiky ball. - Does it bounce</i>
	Middle <i>child presses button for objects pop up</i>	Middle <i>child explore alphabet blocks using fingers</i>	Middle <i>child collects multiple ducks we count how many collected.</i>	Middle <i>child explores hands / fingers, eyes etc. of others.</i>	Middle <i>child then attempts to bounce smooth surface ball. - Will it bounce.</i>
Later <i>child waits/presses buttons down realizing this causes popup activity.</i>	Later <i>child scribbles on paper letter w/markers. using letters of child's name.</i>	Later <i>child puts ducks in mouth + chews for exploring texture</i>	Later <i>child identifies self in a mirror - observes others in mirror as well</i>	Later <i>child then attempts bouncing/rolling to choose their favorite ball for play.</i>	

World Orders
Infant Lesson Plans

Teachers	Sarah and Miranda				
	Week of 4/15/2018				
	Monday	Tuesday	Wednesday	Thursday	Friday
This week's song and finger play	Clapping to Song Happy	"Jumping" to 5 little monkeys	Signing the more we get together	Spinning to bop till you drop	"Pretending to be lions" to lion King Song Hakuna Matata
Sensory Activities (At least one per day, can be combined with small group/art)	Scoops and Puff balls	Exploring Paint	Wood blocks and sand (with Sarah's small group)	Easter grass	Corn Starch and Water
Choice Time Additions (At least one per day- must be something new added to area or materials changed out- can't be basic item required for play)	ABC Felt flash cards	Easter eggs	Stickers and Paper	Glue and Easter grass	<div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: inline-block; text-align: center; line-height: 20px; margin-bottom: 5px;">C-T</div> Putting animal puzzles together
Special Events/Reminders				Board of Trustees Meeting 6:15p	

All COR Activities marked with the letter (4 per week)
Lesson plans are due Thursday

World of Wonders
Small Group Lesson Plans

Teacher: <u>Miranda</u>		Week of: <u>April 15, 2019</u>			
	Monday	Tuesday	Wednesday	Thursday	Friday
Small Group Jackson James Karson Oakley	Activity Coloring the letter "G" with our friends <u>(C-F)</u>	Activity Learning animals, shapes and colors with flashcards (signing some along <u>(C-L)</u> the way)	Activity Grouping magnetic tiles by colors and learning our colors <u>(C-W)</u>	Activity Having fun with the seal ring toss with our friends <u>(C-FE)</u>	Activity Coloring with markers <u>Portfolio</u>
	Early Child watches another child	Early Child makes verbal sounds such as cooing and babbling	Early Child shows interest in one object from a collection of objects	Early Child puts own fingers, thumb, or foot in own mouth	Early Child is able to hold a marker in their hand
	Middle Child spontaneously brings an object or shows affection to another child	Middle Child says (signs) a single word to refer to a person, animal, object, or action.	Middle Child collects objects	Middle Child indicates or says an object is mine	Middle Child makes scribbles on paper
	Later Child plays and works alongside other children	Later Child says 2 or 3 word phrase to refer to a person, animal, object, or action	Later Child groups things into two or more collections	Later Child spontaneously identifies themselves in a mirror or photo	Later Child is able to color within the lines

World wonders
Small Group Lesson Plans

Teacher: Sarah		Week of: April 15, 2019			
	Monday (C-D)	Tuesday (C-ad)	Wednesday (C-dd)	Thursday (C-cc)	Friday Portfolio!
Small Group	Activity Reading and Signing book- "Can you make a happy face?"	Activity Having a "Camp Fire" with friends	Activity Wood blocks and sand	Activity Coloring our windows for Spring ♡	Activity Coloring Portfolio Page ☺
Connor Ollie Michael	Early Child expresses emotion with face or body	Early Child imitates an action of an animal, object or a person	Early Child responds to a sensory experience in the natural world	Early Child does a spontaneous action	Early Child grasps object
	Middle Child uses physical contact to express emotion.	Middle Child uses one object to stand for another	Middle Child picks up, examines, or uses natural material.	Middle Child performs an action on an object	Middle Child makes marks on writing surface
	Later Child names emotion	Later Child pretends by using words or action to take on the role of a character	Later Child names natural material	Later Child uses trial / error	Later Child scribbles

World of Ideas
Toddler Lesson Plans

Teachers <i>Ashley & Eric</i>		Week of <i>4/15/2018</i>			
	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Meeting (songs, finger plays, books used this week)	<i>here comes peter cotton tail</i>	<i>Little bunny Foot</i>			
Large Group Activity	<i>Car Wash</i> <i>talk about their colors and sizes</i>	<i>musical chairs</i>	<i>Tag</i>	<i>Baby Shark</i>	<i>Duck Duck Goose</i>
Choice Time Additions Sensory	<i>cotton balls & glitter</i>				
Art	<i>Yarn & Pom Poms</i>				
Dramatic Play	<i>Ranch/Farm</i>				
Manipulatives:	<i>Building wheels</i>				
Choice time focus: What area will you be focusing on with individual children this week?	<i>work on shepe recognition</i>				
Special Events/Reminders				<i>Board of Trustees Meeting 6:15p</i>	

All COR Activities marked with the letter (4 per week)
Lesson plans are due Thursday

World c orders
Small Group Lesson Plans

EH daily observation

Teacher: Ashley		Week of: 4/15/19			
	Monday	Tuesday	Wednesday	Thursday	Friday
Small Group	<p>Activity</p> <p>Work on our ABCs using our soft ABC blocks</p>	<p>Activity</p> <p>Read Name Nema red pajama</p>	<p>Activity</p> <p>count sorting toys working on rote counting and one to one correspondence</p>	<p>Activity</p> <p>Pretend with Tablets and cell phones</p>	<p>Activity</p> <p>Kick the ball</p>
	<p>Early</p> <p>Plays with three-dimensional materials that have the characteristics of letters</p>	<p>Early</p> <p>child turns pages of book</p>	<p>Early</p> <p>uses a word or sign or phrase to ask for "more"</p>	<p>Early</p> <p>explores a tool in his or her play</p>	<p>Early</p> <p>goes up or down a ladder, runs while navigating around people and objects or marches</p>
	<p>Middle</p> <p>Says or sings a letter</p>	<p>Middle</p> <p>looks at a book front to back and turns pages one at a time</p>	<p>Middle</p> <p>uses a number word or rote counts</p>	<p>Middle</p> <p>explores technology device</p>	<p>Middle</p> <p>walks up or down stairs with alternating feet, jumps with both feet off the ground, gallops</p>
	<p>Later</p> <p>Identifies a letter</p>	<p>Later</p> <p>uses a phrase or sentence to talk about a person, animal, object, or event pictured in a book</p>	<p>Later</p> <p>consistently counts (with one-to-one correspondence) up to 10 objects</p>	<p>Later</p> <p>uses tool to support his or her play</p>	<p>Later</p> <p>strikes a large moving object with his or her hand or foot</p>

World c orders
Small Group Lesson Plans

Teacher: ERIC		Week of: 4/15/19			
	Monday 15	Tuesday 16	Wednesday 17	Thursday 18	Friday 19
Small Group	Activity C-X String Art project	Activity C-CC Mix Colors of Paint and talk about the different colors we get	Activity C-66 Treasure Hunt (ask to get certain items)	Activity C-7 Build with magnetic tiles	Activity C-Y Hand print Butterflies Art project
	Early Child Explores Art Materials	Early Child performs an action on an object	Early Child moves one object to gain access to another object	Early Child fits an object into an opening that is the correct size	Early Explores Art Materials
	Middle Child Uses Art Materials	Middle Child uses trial and error to investigate a material itself and/or an idea	Middle Child shows where objects belong or where events happen in the immediate environment	Middle Child moves self or objects in response to a simple position or direction word	Middle Uses Art Materials
	Later Child notices unintended result and says what it looks like	Later Child describes a change in an object or situation	Later Child uses symbols to help retrieve or put away materials or to identify the actual location of interest areas	Later Child recognizes and names two-dimensional shapes	Later Notices unintended result and says what it looks like

C-6 Daily Observation

World of Readers
Toddler Lesson Plans

Teachers		Week of 4/15/2018				
	Monday	Tuesday	Wednesday	Thursday	Friday	
Morning Meeting (songs, finger plays, books used this week)	The Great Big Hairy Spider Sing itsy bitsy spider. Replace words itsy bitsy with great big hairy. Sing in		Sing Little Bunny Foo Foo Students will make a "v" shape w/ their fingers and move their hands up and down to represent bunny Foo Foo.		Learn finger/hand motions to Two Little Blackbirds sitting on a hill (Directions attached)	
Large Group Activity	Deep Voice Students will walk around play ground and grassy field collecting found items to make a nature sensory bin	Hopscootch Teacher will make shapes & numbers on floor w/ tape. Students hop to and from them.	Animal Charades Teacher will act & sound like an animal. Students guess the animal and mirror the actions/sounds.	Table Painting Students will smear globs of paint to cover table	Students will create a spring mural on big paper with yarn & paint.	
Choice Time Additions Sensory	Cotton balls & Ice Cream cones & Nature Sensory bin					
Art	Pipe Cleaners Feathers Glue					
Dramatic Play	Flower Shop					
Manipulatives:	People Links & Playdoh and tools					
Choice time focus: What area will you be focusing on with individual children this week?	Planning times & Recall times C=A					
Special Events/Reminders					Board of Trustees Meeting 6:15p	

All COR Activities marked with the letter (4 per week)
Lesson plans are due Thursday

World of Wonders
Small Group Lesson Plans

Teacher:		Week of: 04/15/19			
	Monday C=J	Tuesday C=L	Wednesday C=DD	Thursday C=W	Friday C=EE
Small Group	<p>Activity</p> <p>Students will practice Scissor cutting + tape ripping fine motor skills. The shapes cut will be taped to paper to make a collage.</p>	<p>Activity</p> <p>Review known ASL signs + introduce "Good morning" attach print off to daily sheets for home practice.</p>	<p>Activity</p> <p>Students will plant a seed. The collection of plants will be placed outside a window of the classroom so the growing process can be observed by students.</p>	<p>Activity</p> <p>Scavenger hunt by color. Teacher will ask student to bring them a (colored) item in class room. The student will group these items by color.</p>	<p>Activity</p> <p>Students will be given I find items to use on Play-doh Scissors, Popsicle sticks, blocks... ect</p>
	<p>1 Early</p> <p>Child uses his or her small muscles to handle or pick up objects.</p>	<p>1 Early</p> <p>Child says or signs a single word to refer to a person, animal, object, or action.</p>	<p>1 Early</p> <p>Child picks up, examines, or uses a natural object or material.</p>	<p>1 Early</p> <p>Child collects objects.</p>	<p>1 Early</p> <p>Child explores a tool in his or her play.</p>
	<p>2 Middle</p> <p>Child fits materials together or pulls them apart.</p>	<p>2 Middle</p> <p>Child says a two or three word phrase to refer to a person, animal, object or action.</p>	<p>2 Middle</p> <p>Child names an object or event in the natural and physical world.</p>	<p>2 Middle</p> <p>Child groups things into two or more collections.</p>	<p>2 Middle</p> <p>Child explores technology devices.</p>
	<p>3 Later</p> <p>Child uses his or her small muscles with moderate control.</p>	<p>3 Later</p> <p>Child talks about real people or objects that are not present.</p>	<p>3 Later</p> <p>Child initiates or talks about performing an action helpful to plants or animals.</p>	<p>3 Later</p> <p>Child represents information (data) in concrete ways.</p>	<p>3 Later</p> <p>Child uses tools to support his or her play.</p>

World of Wonders
Preschool, Pre-K Lesson Plans

Teachers	EPS Ms. Mary				
	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Meeting (songs, topics, new materials, etc. May repeat throughout week)	<p>Morning Meeting Student Count Calendar Weather Review ABC & 123</p>				
Large Group Activity	<p>Look how Big my Bubble is. using (g) Bubble wands</p>	<p>Monkey see monkey do! Coping @ other moves</p>	<p>Making music w/ our new Home made Guitars</p>	<p>Musical Carpet Squares</p>	<p>Color fake Eggs!</p>
Work time Additions Sensory (in addition to water)	<p>Clay</p>				
Art (additional items added to this area)	<p>Easter Grass & Eggs</p>				
Dramatic Play	<p>Animal Hospital</p>				
Literacy Area (1 new activity a week)	<p>Connect a Letter</p>				
Work time focus (what area will you be focusing on with individual children this week?)	<p>our listening Ears</p>				
Special Events/Reminders					<p>Board of Trustees Meeting 6:15p</p>

All COR Activities marked with the letter (4 per week)
Lesson plans are due Thursday

World of Wonders
Small Group Lesson Plans

Teacher: <i>EP5 Mrs. Mary</i>		Week of: <i>4-15-19</i>			
	Monday	Tuesday	Wednesday	Thursday	Friday
Small Group	<p><i>(A) Activity</i> Use shapes to make an object</p>	<p><i>(V) Activity</i> Copying a pattern <i>(to make a simple pattern to follow)</i></p>	<p><i>(W) Activity</i> I go with this! <i>(Student groups things in the collection)</i></p>	<p><i>(X) Activity</i> Look what I can make with all this stuff</p>	<p>Activity Fun Day depends on weather</p>
	<p><i>Early</i> Child moves object in response to a simple position</p>	<p><i>Early</i> Child lines 3+ objects one after another</p>	<p><i>Early</i> Child groups 2+ collections</p>	<p><i>Early</i> Child use art materials to a discrete project</p>	<p><i>Early</i> Child plays w/ certain child.</p>
	<p><i>Middle</i> Child recognizes & names 2-dimensional shapes.</p>	<p><i>Middle</i> Child recognizes & copies a simple pattern</p>	<p><i>Middle</i> Child represents data in concrete ways.</p>	<p><i>Middle</i> Child uses material in an unintended result and says what it looks like.</p>	<p><i>Middle</i> Child asks for certain activity.</p>
	<p><i>Later</i> Child composes shapes & identifies the resulting shape</p>	<p><i>Later</i> Child creates own pattern w/ at least 3 repeats.</p>	<p><i>Later</i> Child represents data in an abstract way</p>	<p><i>Later</i> Child makes a simple representation w/ few details</p>	<p><i>Later</i> Child asks to play w/ the</p>

World of Readers
Preschool, Pre-K Lesson Plans

Teachers Miss Kayla + Miss Shelbi		Week of 4/15/19				
	Monday	Tuesday	Wednesday	Thursday	Friday	
Morning Meeting (songs, topics, new materials, etc. May repeat throughout week)	① 3 Rules ② Letter of the week "K" ③ How many friends ④ How are you today					
Large Group Activity	2D Shape Painting activity	K is for Key. activity	melting rainbow	Which weather do you prefer cold or warm?	sponge paint	
Work time Additions Sensory (in addition to water)	moon sand					
Art (additional items added to this area)	Waterpaint + mold clay into art					
Dramatic Play	Beach					
Literacy Area (1 new activity week)	Magazines					
Work time focus (what area will you be focusing on with individual children this week?)	NS + BV = Using words when getting upset FM + AE = Nice Hands					
Special Events/Reminders						

All COR Activities marked with the letter (4 per week)
Lesson plans are due Thursday

World Wonders
Small Group Lesson Plans

Teacher: Miss. Kayla		Week of: 4/15/19			
	Monday	Tuesday	Wednesday	Thursday	Friday
Small Group	Activity When I go to school Each day THREE things I do with CARE. C=V	Activity WARM WEATHER CLOTHES C=CC	Activity The Three Little Pigs Read + Retell C=P	Activity CRAFT of the Three Little Pigs C=X	Activity Bunny Hug "Tracing" C=P
ARZIA ANDIE BRINLEE CECILIA KATLYN NOZAT NINA ZANE	Early Child names basic body parts	Early Child uses trial error to investigate a material itself an or an idea	Early Child "reads" a picture by labeling what he or she sees.	Early Child uses art materials to build make discrete marks or to mold or flatten.	Early Child scribbles
	Middle Child performs a personal care task with assistance.	Middle Child describes a change in an object or situation	Middle Child identifies what a common symbol represents	Middle Child uses art materials notices an unintentional result and says what it looks like	Middle Child writes discrete letters like forms
	Later Child performs a personal care task independently.	Later Child makes verbal prediction at random.	Later Child reads two or more words	Later Child makes simple representations with a few details.	Later Child writes five or more recognizable letters or numerals

World c onders
Small Group Lesson Plans

Teacher: Ms. Shelbi		Week of: 4/15/19			
	Monday	Tuesday	Wednesday	Thursday	Friday
Small Group	<p>Activity Spring Showers Students draw a picture of a garden then they draw a fork to make rain.</p>	<p>Activity Caterpillar (EE) Pattern Use paper leaves to paste pom poms to make caterpillars.</p>	<p>Activity Helper Song (E) Use community helper people to sing a song (V)</p>	<p>Activity Paper Plate (X) bunny hats Students use paper plates to make hats.</p>	<p>Activity Tissue Paper (D) flowers use construction paper and tissue paper to make flowers talks about parts of flower.</p>
	<p>Early Child uses art to build make discrete marks or to mold or flatten</p>	<p>Early Child uses a tool to support his/her play</p>	<p>Early Child modifies his/her voice when singing parts</p>	<p>Early uses art to build, make discrete marks or to mold or flatten</p>	<p>Early Child names an object or event in the natural and physical world</p>
	<p>Middle Child uses art to notice unintended result and says what it looks like</p>	<p>Middle Child explains in a simple way how tools work</p>	<p>Middle Child explores sounds of instrument rhythm in 3 or more ways</p>	<p>Middle uses art to notice unintended results and says what it looks like</p>	<p>Middle Child talks about performing an action that is helpful to plants</p>
	<p>Later makes Child uses simple represent with few details</p>	<p>Later Child explains in a simple way how to make a piece of technology work</p>	<p>Later Child sings to a familiar song</p>	<p>Later Child makes simple representation with few details</p>	<p>Later Child talks about where different types of wild life live</p>

World of Orders
 Preschool, Pre-K Lesson Plans

Teachers	Katelyn + Angie				
	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Meeting (songs, topics, new materials, etc. May repeat throughout week)	Calendar Sing days of a week song Read stories				
Large Group Activity	Stain glass window with tissue paper	Hula hoop Relay	Table painting	Make a quilt using Big paper	Students will build targets using blocks then bowl down.
Work time Additions Sensory (in addition to water)	Slime, water rain cups				
Art (additional items added to this area)	Cotton balls, water color paints, coloring pages				
Dramatic Play	Camping				
Literacy Area (1 new activity a week)	Chalk, toilet paper word stencils, paint bags				
Work time focus (what area will you be focusing on with individual children this week?)	adding simple math N, B, J				
Special Events/Reminders				Board of Trustees Meeting 6:15p	

All COR Activities marked with the letter (4 per week)
 Lesson plans are due Thursday

World of Wonders
Small Group Lesson Plans

Teacher: MS. Angie Breazeale		Week of: April 15 th - 19 th			
	Monday	Tuesday	Wednesday	Thursday	Friday
Small Group	Activity ^W Using ^{large} Legos to graph the different colors.	Activity ^X Taking a Bunny Pattern and putting our thumbprints all around it.	Activity ^{BB} Going to be observing and Classifying the food + dishes in the kitchen.	Activity ^{HH} Child draws a picture that tells a story of what they did the night	Activity ^M Going Over the Children their letters and their numbers on Big Dry Erase Board.
	Early ³ Child Represent information.	Early ³ Child uses the art materials.	Early ³ Child sorts or matches objects.	Early ³ before Child uses words such as Yesterday.	Early ³ Board Child adds to the topic of what they know.
	Middle ⁴ Child represents information in abstract ways.	Middle ⁴ Child uses few details.	Middle ⁴ Child sorts based on a characteristic.	Middle ⁴ Child uses words about the Past correctly.	Middle ⁴ Child gives details such as small words.
	Later ⁵ Child interprets the information.	Later ⁵ Child uses many detail.	Later ⁵ Child sorts based on 2 or more characteristics.	Later ⁵ Child shares a story that happened in the past.	Later ⁵ Child gives many detail using bigger words + two digit numbers.

World of Wonders
Small Group Lesson Plans

Teacher: Ms. Katelyn		Week of: 4-15-19 - 4-19-19			
	Monday	Tuesday	Wednesday	Thursday 4-18-19	Friday
Small Group	Activity (Q) Read an Elephant and Piggie Book. Color a picture.	Activity (U) Measure how big our feet are using counter blocks	Activity (G) Were going to draw a town on Big paper and talk about Community.	Activity (HH) Draw pictures of what we did during outside time	Activity (S) How many Am I Hiding? math subtraction game.
	Early (4) Child selects or requests a particular book	Early (4) Child directly compares or orders things based on measurement using same or different	Early (4) Child reminds others of class routines and social expectations	Early (4) Child uses words such as yesterday and tomorrow correctly	Early (4) Child identifies 4 or more single-digit numerals
	Middle (5) Child explains why he or she likes a particular book or series of books.	Middle (5) Child uses standard measuring procedures	Middle (5) Child performs an action on his or her own that is helpful to the classroom.	Middle (5) Child shares a story about themselves or family that happened back than immediate past.	Middle (5) Child counts more than 10 objects + says the last number counted tells how many.
	Later (6) Child retells in sequence four or more events in a story of book.	Later (6) Child measures something using 2 diff units + explains why outcome is different	Later (6) Child distinguishes the actions of others as being purposeful or accidental.	Later (6) Child interprets photo or illustration as rep past or future time period	Later (6) Child says how many more or fewer are in one set than in another set

World ()nders
School Aged Lesson Plans

Teachers <i>Tosha + Heidi</i>		Week of <i>4/15/2018</i>			
	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Meeting	<i>Discuss classroom rules and weekly events</i>				
Large Group Activity		<i>Message Hot Potato</i>			<i>Balloon Stomp</i>
Work time Additions (Art/Dramatic Play/Literacy Area/Other)	<p><i>Art - Glue, paint, yarn and stamps will be added for worktime use.</i></p> <p><i>Dramatic Play - Add more play food and dress up costumes</i></p>				
Special Events/Reminders				<i>Board of Trustees Meeting 6:15p</i>	<i>MVED No School</i>

World orders
Small Group Lesson Plans

Teacher: Tasha + Heidi		Week of: 4/15/2019			
	Monday	Tuesday	Wednesday	Thursday	Friday
Small Group	Activity Make marsh-mellow chicks + bunnies	Activity	Activity Technology Day / Learn the history + build a robot!	Activity	Activity Egg Shell Mosaics
	Early Child will be able to handle materials and need little assistance with construction.	Early	Early Child can handle materials and will need assistance to finish project or join a group.	Early	Early Child will be able to handle materials and choose colors. Child will need assistance to complete project
	Middle Child will need little assistance completing project.	Middle	Middle Child will need little assistance to complete the construction of the project.	Middle	Middle Child will need little help to complete project.
	Later Child will not need assistance to complete project	Later	Later Child will need no assistance to complete the project	Later	Later Child will not need help to complete the project.