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| <p>Lead: Nikara</p> <p>Date: Monday, November 18, 2024</p> <p>Today's Schedule: (Outside)</p> <p>8:45 Drop off</p> <p>9:15 - 9:45 Snack</p> <p>10:05 – 10:10 Clean up</p> <p>10:15 - 10: 30 Gathering time</p> <p>10:30 - 10:45 Outside</p> <p>10:45 Pick up</p> <p>Today's Schedule: (Inside)</p> <p>8:45 Drop off</p> <p>9:15 - 9:45 Snack</p> <p>10:05 - 10: 10 Clean up</p> <p>10:15- 10:30 Gathering time</p> <p>10:35 - 10:38 Large motor transition</p> | <p></p> <p><u>Overall Goal For This Specific Child:</u> Foster her desire to build friendships and help her learn her friends names</p> <p><u>Strengths:</u>  is very observant of her peers. She often tries to call her peers by name. She can communicate her thoughts verbally. The campfire is set up so the children will face each other as they “make s’mores”. This will guide them to begin conversations with the other children.  will be able to interact will her peers in the block area as they fish.</p> <p><u>Interests:</u>  has recently shown interest in the fishing poles that were used in the sensory bin and couple weeks ago. She also enjoys the creative art table. There will be magnetic fishing poles in the block area. This will give  more purpose with the fishing pole. There will also be painting as part of the small sensory bin.</p> <p><u>Developmental needs:</u>  loves getting to know her friends in class, but she sometimes has a difficult time calling them by the correct name. Throughout the day, we can point out the names of her peers to her. When we sing Tommy Thumb, we will also use children’s specific names.</p> <p></p> <p><u>Overall Goal For This Specific Child:</u> Help him feel comfortable in the classroom.</p> <p><u>Strengths:</u>  has a lot of verbal communication skills. I’ve also noticed some fine motor skill improvement over the semester. As mentioned earlier, many of the activities can help to encourage conversations between the children. Another activity that will do this is the whisper tube on the loft.</p> <p><u>Interests:</u> Theo spends a lot of time reading books. He is also currently fascinated with spiders. He enjoys making and eating bread. We will be painting bread today to meet the interest of  and to get him more involved in the art area. We also have several books around the dramatic play area as well.</p> | <p>Check-in/out: </p> <p>Snack: </p> <p>Gathering time/Story time Activities Set Up help:  pass out egg shakers</p> <p> grab chicken during explanation about chickens</p> <p>Picture Taker: </p> <p>Music Coordinator: </p> |

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| <p>10:38 - 10: 45 Closing activity</p> <p>10:45 Pick up</p> | <p>Developmental needs: [REDACTED] still working to improve his fine motor skills, so I have included the tweezers again in the large sensory bin for him to continue practicing with.</p> <p>[REDACTED]</p> <p>Overall Goal: Strengthen language development and communication skills.</p> <p>Strengths: [REDACTED] often tries to perform autonomously. He has tried to master several skills on his own such as puzzles, putting together a toy, or using scissors. I have included a yarn cutting activity on the easel to allow Harisson more practice with using scissors.</p> <p>Interests: [REDACTED] is very interested in playing the ukulele and plucking its strings. He has also spent a lot of time exploring the sound tube. The yarn activity also allows him to explore the plucking motions of the yarn on the easel. There is also a ukulele in the dramatic play area. The sound tub is taped to the loft and is longer, so he can continue to explore making sounds through it.</p> <p>Developmental needs: [REDACTED] is still learning to express himself verbally, so the sound tube will also be a good opportunity for more speech. Teachers can also try to encourage conversations with him throughout the day.</p> | |
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| The Overall Class |
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| <p>What is your focus for the day?: Today's focus is authenticity. I chose this focus because many of the children have thrived on the authentic experiences they have had so far such as window washing, washing babies, tangible experiments, and more. Today, there will be many activities that will give them authentic experiences including the chicken in gathering time, snow, worms, camping, and more. These will help them better connect their learning to real experiences they may see outside of class.</p> <p>Strengthening relationships between children and teachers: [REDACTED] was sick last week, so she couldn't come to class, so it will be important to show our excitement to have her back in class. When she gets to class, we can smile and invite her to join us at an activity. There is still a spider book in [REDACTED] cubby that we can show him as well. We should keep close communication with him throughout class to see if he needs to go potty. Teachers should encourage conversations throughout the day to help the children build relationships and their language development.</p> |
| <p>Assessment: Observe the children at each activity. Determine what type of authentic experiences children are more drawn to. Was it the activities with living things (worms and a chicken)? Or was it something else?</p> |
| Holistic Development |

Developmental Domains: **Cognitive Development** The shape sorters will encourage the children to sort shapes and colors. The finishing activity will also help the children to learn about magnetic attractions and improve hand-eye-coordination.

Physical Development:

Gross Motor: The children can crawl through wooden tunnel and climb up the stairs and slide down the loft. The children will also be dancing for transitions.

Fine Motor: The children can practice their fine motor skills through painting ice and snow at the small sensory table and painting bread, using tweezers at the large sensory table, using scissors at the easel, and making monsters at the content table.

Linguistic Development: There are books spread throughout the classroom for the children to read. There is a ukulele to encourage singing in the dramatic play area. There are a lot of vocab words that can be discussed - as listed in each individual activity.

Social/Emotional Development: The campfire is a great area to encourage conversations between children. We can tell stories around the fire and ask questions to the children. Monster making at the content table is also a good place to discuss emotions with the children We can ask the children questions about what faces the monsters are making and why they may feel that way.

Mathematical development While the children are sticking leaves on the easel, we can count with them how many points are on the leaves or how many they are sticking on the easel. The children will also be sorting buttons on the second half of the sensory table.

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| Reading Area | <p>Books: "Backyard Bugs" – This book will be placed by the large sensory table with the worms.</p> <p>"Goodnight Moon, Twinkle Twinkle Little Star, and Brown Bear Brow Bear What Do You See" – These books will be inside the tent and go along with the camping theme. S also loves to sing twinkle twinkle little star. Brown Bear Brown Bear is a book that [REDACTED] often reads.</p> <p>"Fish Eyes" – This book is near the block area with fishing.</p> <p>"Night Night Farm" – This will help introduce the children to the chicken that will be in class during gathering time.</p> <p>How are you making this area more engaging for the children: We have stuffed animal chickens, babies, puppet chicken, and a puppet duck for the children to play with. We also have the story of the Little Red Hen on the flannel board. There are also some quiet manipulatives like puzzles and shape sorters.</p> | <p>RR2: Farm animal puppets Cabinet 2 Shelf 2</p> <p>The Little Red Hen Drawer 7</p> <p>Stuffed animals Cabinet 3 and 6</p> |

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| Creative Art | <p>What?: The children will be painting bread. The art table will have cups with colored milk, bread cut into 4ths, and food-safe paint brushes. The children will be able to paint onto the bread which can be cooked in the toaster oven and saved for snack time. Their bread will need to be placed on a napkin with their name when it's done.</p> <p>Reasoning: [redacted] really engages in activities involving bread, and this one may help [redacted] spend more time in the creative art area.</p> <p>Language/ Scaffolding: We can point out the cause and effect of the paint getting brighter once it's been toasted. We can also discuss the colors with the children.</p> <p>Safety/ Management: Make sure to write each child's name on a napkin to keep track of their bread.</p> | Paintbrushes belong to Nikara Toaster Oven - Kitchen |
| Easel | <p><u>Side 1</u></p> <p>What?: For this side of the easel we will have strings taped vertically to the easel with real scissors for the children to practice cutting with. There will be extra string in the tray in case it needs to be refilled. Plastic sheet will need to be placed underneath the easel.</p> <p>Reasoning: A few weeks ago, I observed Harisson trying to cut paper with the playdough scissors. This activity will give [redacted] and other children the opportunity to explore this type of fine motor activity.</p> <p>Language/ Scaffolding: We can use words like "pluck", "cut", and "snip". We can guide the children on how to use the scissors.</p> <p>Safety/ Management: Because these are real scissors, we need to have a teacher present anytime children are at this activity. We need to watch to make sure hair, clothes, and fingers are not getting cut. We also want to make sure children are not being poked by scissors as well.</p> <p><u>Side 2</u></p> <p>What?: The children will be painting and sticking leaves to the other side of the easel. There will be a container full of leaves that they can stick to the easel once they have painted on it.</p> <p>Reasoning: Children like [redacted] and [redacted] have been found using stickers during previous activities. Leaves are also a tangible, realistic object they see in their normal experiences. I want the children to have more experiences sticking things to the easel and having those experiences with things they see in nature. [redacted] and [redacted] have tried pulling leaves off trees in the recent classes outside.</p> <p>Language/ Scaffolding: Talk to the children about the leaves they see outside. You can count the points on each leaf and the colors it has.</p> <p>Safety/ Management: Be prepared to clean up leaf crumbs if they get too much in the way.</p> | RR1: Scissors 9 |
| Large Sensory Table | <p>What?: The Large sensory table today will be spilt in two. One side will have dirt, live worms, magnifying glasses, and spiders in resin, and tweezers. For set up we will need to make sure worms are put in there the day of and magnifying glasses and tweezers are spread through out the area. The other side will have dirt but no worms. There will be cups for digging and sorting and tweezers as well. Instead of the worms, we will have mosaic tiles,</p> | Dirt can be put back in the gallon bucket or in a garbage bag |

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| | <p>and buttons or beads hidden throughout for the children to find, collect, and sort.</p> <p>Reasoning: I chose this activity because the children have been able to connect some other activities with real-life experiences, such as window washing. Interacting with worms is another activity that connects them with things they experience at home. Theo has also recently become fascinated with spiders, so I have included spiders for him to observe as well. The tweezers are a tool that is included because the children are still working on their fine motor skills, and this is an opportunity to continue practicing those skills. The other side includes buttons and stones for the children that may fear worms. This part of the activity will specifically appeal to [REDACTED] who spend a lot of their time collecting and sorting small objects that they find.</p> <p>Language/ Scaffolding: We can use words like “slimy”, “squirm”, “wiggle”, “worm”, “button”</p> <p>Safety/ Management: Since the bin has a lot of small objects, we will want to watch closely to make sure no pieces or worms are placed in their mouths. We also want to keep worms inside the table and not throughout the classroom. We can encourage the children to be gentle with the worms as they pick them up and hold them. ***Children will need to wash their hands after touching the dirt.***</p> | <p>RR1: Tweezers and magnifying glass 81 Bug collection 76 Buttons 19</p> |
| Small Sensory Table | <p>What?: We will have a variety of sizes of ice cubes (and/or snow) in the sensory bin. There will also be rock salt to sprinkle on the ice and paint to brush onto the ice as well. The salt will be in cups in the bin that they can sprinkle or dump.</p> <p>Reasoning: The children have displayed interest in cause and effects reactions throughout the semester. The ice crackling and melting from the rock salt will create a new reaction for the children to observe and participate in. Children like [REDACTED] were using the frozen paint/water sticks a couple classes ago, so this will open a new way of using ice to explore.</p> <p>Language/ Scaffolding: We can use words like “melt/melting”, “salt”, “cold” We can discuss with the children how salt makes snow and ice melt. Ask them if they see lots of snow/ice outside their houses/apartments.</p> <p>Safety/ Management: I will have a refill container of salt on the counter by the sink.</p> | <p>RR1: Ice Melt Cabinet 97 Paintbrushes</p> |
| Block Area Elements Blocks/Magnetic Fishing | <p>What?: Today, we will have a pool (no water) full of magnetic objects, including fish, magnetic shapes, and magnetic blocks. (This is an extension from dramatic play.) There will be magnetic fishing poles the children can use to catch items from the pool. The “water” will be a sheet of blue paper taped to the floor, and the wooden cradle will function as a boat. There will also be element blocks they can also explore. The water will also be lined with rocks that they painted a few weeks ago.</p> <p>Reasoning: A couple weeks ago, [REDACTED] played with a fishing pole from the sensory table for over 10 minutes. I want to give her more purpose with the fishing pole as she plays. [REDACTED] also spent a good amount of time at the sensory table playing with the fishing poles. Fishing may be an activity he has experienced in real life.</p> <p>Language/ Scaffolding: We can use words like “magnet”, “stick” “bottlecap”, “fishing”. We can also ask the child if they’ve ever ridden in a boat or gone fishing. Practice identifying colors with the</p> | <p>Rr2: Magnetic fishing pole Four elements blocks 191 Big fish - 156 drawer 5 rr1: bottle caps 17 gross garage: small fish 3</p> |

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| | <p>children.</p> <p>Safety/ Management: Help prevent the magnets from getting tangled. Also watch the children to be sure magnets aren't being swung in the direction of other children.</p> | |
| <p>Dramatic Play Camping</p> | <p>What?: Today, we will have a camping and fishing themed dramatic play. I will have a tent with sleeping bags set up and a "campfire" and smores kit. There will also be magnet fishing and element blocks nearby. There will also be books and flashlights inside the tent to encourage reading. I will have the two balance beams lining the firepit to function as seating.</p> <p>Reasoning: In the past, [REDACTED] has mentioned the desire to build a fire. Although we can't build an actual fire, this will allow him to explore that interest a little more. Summer has also officially ended, but camping may have been something that the children have experienced over the summer. I have included flashlights as well to help the experience feel more authentic, and [REDACTED] had used them while to see in the tunnel. Other children walked around the classroom shining lights at their peers. The dark tent will give a new, exciting place to explore.</p> <p>Sequence: The children can arrive at the campsite, catch some fish from the block area, and cook it by the fire. Afterwards, they can read a book and sleep/explore in the tent. They can also make smore's and build a fire and cook on the fire or the grills.</p> <p>Language/ Scaffolding: During this activity, we can teach the children words like "s'mores", "marshmallow", "chocolate", "fire", "wood", "tent", etc. We can demonstrate the sequence to the children by showing them how to make a s'more or how to catch and "cook" the fish. There will also be a book by the camping area to read to the children. Singing campfire songs is encouraged.</p> <p>Safety/ Management: While children are exploring the tent, we need to make sure a teacher always has an eye on the inside of the tent. Teachers also need to watch the balance beam to make sure no children are falling off it onto the fire pit.</p> | <p>Ukulele rr2: 274 Rr1: feathers 77, pinecones 82 Rr2: camping and tents 246</p> |
| <p>Content Table Playdough monsters</p> | <p>What?: Today, the children will be making monsters from playdough. There will be a few colors of playdough, googly eyes, pipe cleaners, and pom poms for them to construct their own monsters. There will be one already made to demonstrate what they could possibly make.</p> <p>Reasoning: This activity will help the children's imaginative creativity since there isn't just one way to make monsters. Children like [REDACTED] and [REDACTED] have spent a lot of time at the content table creating with playdough, so this will give them something new to create. Monsters also make a variety of facial expressions, so the children can explore those emotions as well.</p> <p>Language/ Scaffolding: Talk the children about emotions as they create their monsters. Are they sad, angry, or happy? Ask them about what makes them feel those specific emotions.</p> <p>Safety/ Management: Pipe cleaners have sharp edges, so we need to make sure no children get poked by the</p> | <p>Rr1 – googly eyes, pipe cleaners, little sticks, pom poms</p> |

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| | ends. Also watch for children trying to eat the playdough, and reset boundaries as needed. | |
| The Loft or Gross motor | <p>What?: The loft will have a sound tube attached to the top of the loft down to the floor by the tunnel for the children to speak to each other. There will also be a tunnel taped to the stairs of the loft with cars to roll down it. We also have a tunnel near the loft as well.</p> <p>Reasoning: The children have spent a lot of time in the tree tunnel exploring and talking to their friends. Harrison had explored looking through and making noises with the sound tube. Both activities will encourage communication.</p> <p>Language/ Scaffolding: Help show the children how the sound tube works. Speak and whisper through to demonstrate how the sound can travel.</p> <p>Safety/ Management: The car tube may cause foot traffic issues on the stairs. Please be careful that there isn't too much crowding or any pushing.</p> | Rr2 – cars Rr1: extendable tubes and pvc tube |
| Outdoors | <p>What?: Today, we will have the fort kit for the children to build with. We will also have basketball hoops and balls, diggers, and hand shovels if there is snow. If the weather permits, we will bring the caged chicken outside after gathering time.</p> <p>Reasoning: The fort kit will give the children the opportunity for something new to explore. Wade has shown interest in basketball, so we will have the basketball hoops out again.</p> <p>Language/ Scaffolding: I can assist the children in lifting pieces and showing/helping them to attach pieces of the fort.</p> <p>Safety/ Management: The diggers have come close to hitting children before, so we need to make sure children are not getting too close and the children on the diggers are also careful.</p> | |
| Manipulatives | <p><u>Manipulative 1</u> What?: We will have two shape sorters in the reading area.</p> <p>Reasoning: Many children have participated in sorting activities of colors and shapes. Savannah has begun identifying shapes. [REDACTED] have also identified colors. This will give them and other children more experience with identifying those.</p> <p>Location: They will be in the reading area.</p> <p><u>Manipulative 2</u> What?: We will have a diffuser with just water in it (the fog machine wasn't working).</p> <p>Reasoning: The children have been fascinated by cause-and-effect relationships throughout the semester. The Diffuser will allow them to explore the mist it creates and the different colors it produces. They can control those functions through buttons as well.</p> | Shape sorters – toddler 20 Diffuser belongs to Nikara |

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| | Location: The diffuser will be in the area between the sink and reading area. | |
| Alternative Activities | <p>Activity 1 What?: We will have Nuts about sorting again.</p> <p>Reasoning: [REDACTED] as spent a lot of time playing with this activity in the past, and it is a good activity to encourage talking about colors.</p> <p>Activity 2 What?: We will also have cars and ramps from the toddler closet.</p> <p>Reasoning: It's been awhile since we have had this activity out, so the children may enjoy having this activity again.</p> | Cars and ramps and nuts about sorting from toddler closet |
| Snack Brookelle | <p>What is the snack? What are the portions?: For snack, the children will be painting bread. Each child will get 1/4th piece of bread. They will also have one applesauce squeeze pouch.</p> <p>Build Community: Bring out pictures of the children and have them identify/teach each other's names</p> <p>Reminders for snack person of the day:</p> <p>**part of snack will be made at the creative art table, so be prepared to help cook the finished bread in the toaster oven. As the bread is finished, it will need to be placed on a napkin with their names on it and saved for snack. When snack is over, an alternative activity can be placed on the creative art table.</p> <p>Write the snack on the snack whiteboard paper so parents can see it as they are dropping off</p> <ul style="list-style-type: none"> - Don't forget to wear your snack apron when serving snacks - Wipe the table before serving snack - Wear your gloves - Children must wash hands or use hand sanitizer before and after snack - Children must chew and swallow food before getting up from the table - Allow the children to pour their drinks and serve themselves as much as you can | <p>What is needed on the snack cart?: Examples: 1 hot pad 10 cups 10 napkins 2 small pitchers 1 large pitcher 3 snack towels 2 metal bowls for bread 2 tongs Snack bin Snack apron Gloves Hand sanitizer Pictures of children</p> |

Closing Time

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| Clean-Up | What are you going to do to facilitate and manage clean-up?: I will give all the children a 5-minute warning at 10:00. Theo often tells the children about the 5 minute warning, so I will encourage him to help me let his friends know. I will give children specific tasks if I notice they are not picking up any toys. | Bins in cupboard |
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| Transition Into Gathering Time | What is your transition?: We will dance to shake your sillies out as we dance with the egg shakers. | Egg shakers – rr2 273 |
| Calm Attention Getter | What is your Attention Getter?: We will sing Tommy Thumb capture the children's attention. Last time, the children enjoyed having their names be used, so I will use specific names while singing it. We will do one time louder, another softer, and the third time as a whisper. | |
| Gathering Time | <p>What is your gathering time?: For gathering time, we will be learning about chickens. We will start with singing Old McDonald with the puppet sticks. We will identify chicken noises. Then we will talk about feathers and eggs. I will pass out feathers for each child to feel. Then we will bring out the live chicken for the children to interact with and feel.</p> <p>Why did you choose this topic? What will the children learn?: I chose this topic because the children have thrived on authentic experiences in previous activities. A has mentioned that she sees chickens around her house, so this will be something that she can relate to.</p> <p>How will the children be involved?: Each child will get an Old McDonald prop on a stick, and we will sing as they hold up the props. Each child will also be able to have their own feathers to hold. They will also get to pet and interact with the chicken. They will have the choice to feed worms to the chicken if they would like.</p> <p>How will you manage the children?: I will explain that all children need to be seated before I move to each step. Specifically when the chicken is out, I will explain that the children need to sit on the outside of the plastic mat until it is their turn. Each child who would like to feed a worm to the chicken will have to wait until they are called up. I will explain to them to carefully hold their worm inside the bowl as they hold it up to the chicken. During this specific part, I will clearly tell the children that they must be sitting on their pockets before the next child can feed the chicken. I will need supporting teachers to help all the children to have a good view.</p> <p>Script: I will start by asking the children what different animals they find on a farm. I will invite them to make each animal sounds after. After that, a supporting teacher will help to pass out the Old McDonald sticks. I will first tell the children to hold and keep it safe. Before playing the song, I will tell the children to hold their stick up when they hear their animal. Esther will then begin playing Old McDonald. When the song is through, I will tell the children that there are chickens on farms. "Can you make a chicken sound?" I will then tell the children that chickens have feathers. A supporting teacher will help to pass out feathers to each child. We will talk about how soft they are, and they help to keep chickens warm. I will also explain that chickens lay eggs, and they can be brown, white, and sometimes blue. While I'm explaining those things, a supporting teacher will grab the chicken and cage from the observation booth and bring it inside the classroom. Before the chicken gets brought in, I will tell the children that I have a surprise guest for them – a chicken! Her name is Nugget. I will get the chicken out of the cage and invite the children to come to feel its feathers but not to touch her face. After that, I will tell the children that chickens like to eat worms. I will ask them "Do you think Nugget is hungry?" A supporting</p> | |

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| | teacher will pass out a bowl with a worm in it to each child who would like to feed Nugget. I will call on each child to come take their turn feeding Nugget. | |
| Transition to the door or into closing activity (Storytime) | <p>The children will dance to I Know a Chicken by Laurie Berkner while they wait to wash their hands. When they finish washing their hands, they will dance over to the door. If it is for the closing activity, they will still wash their hands, but they will dance around the room after until they reach their seats again.</p> <p>Your Transition: All supporting teachers will need to help make sure all children's hands are clean. This will prevent illness from touching the chicken.</p> | |
| Closing activity (Storytime) | <p>Calm Attention Getter: We will sing open and shut them</p> <p>What is your story or activity?: The Activity will be the story of The Little Red Hen with the flannel board.</p> <p>Why did you choose this story/activity?: This story is relevant to the gathering time activity because the main character is a chicken. The story is also about the process of making bread, which is an activity that Theo often talks about. It also teaches about the importance of helping our friends.</p> <p>How will the children be involved?: Each child will get to hold a piece of the the story to put on the board when it's their turn. I will also ask them questions throughout the story such as, "Would you help the little red hen grind her wheat?" or "Would you help her to plant her seeds?"</p> <p>How will you manage the children?: I will ask each child to sit on their pockets until it's their turn to go up. I will ask supporting teachers to help each child to have a good view</p> <p>Script: I will tell the children that I will be telling them a story about a hen, like Nugget! I will introduce the little red hen and ask the child with the little red hen to come put it on the flannel board. I will tell them that the little red hen wants to make some bread. She will grow the seeds, cut and grind the wheat to make flour, and make the bread. After each animal character says "not I", I will ask the children if they will help her. Then I will ask the child with the corresponding prop to come "help" the little red hen. At the end of the story, the animal characters will not get any bread, but the little red hen will "thank" the children.</p> | |