

Monday 10/29/2018	Tuesday 10/30/2018	Wednesday 10/31/2018	Thursday 11/01/2018	Friday 11/02/2018
Theme for 2 weeks 7:00am - 7:15am	Theme for 2 weeks 7:00am - 7:15am	Theme for 2 weeks 7:00am - 7:15am	Theme for 2 weeks 7:00am - 7:15am	Theme for 2 weeks 7:00am - 7:15am
Theme Fall favorites	Breakfast 9:00am - 9:30am	Breakfast 9:00am - 9:30am	Breakfast 9:00am - 9:30am	Breakfast 9:00am - 9:30am
Water table baby pumpkins  Circle time  Calander and weather	Art 9:30am - 9:45am Marshmallow Pumpkins  mini marshmallows, orange paper with pumpkin shape outlines  have children glue the mini marshmallows on their pumpkins	Art 9:30am - 9:45am Scrape paper candy corn  yellow, orange, white construction paper  using triangles divided into three sections. using the construction paper allow children to tear into small pieces gluing the pieces onto the triangle to create candy corn	Art 9:30am - 9:45am Puffy Ghost  Cotton balls white ghost cut out  have children glue the cotton balls onto the paper  hang around the room	Art 9:30am - 9:45am Mural  using Halloween stickers, markers, and crayons allow children to freely create a mural for the class room board
Breakfast 9:00am - 9:30am	<b>Standards</b> I.VA2.2^ Paste: Use various tools and techniques in completing art projects.	<b>Standards</b> I.VA2.1 Tear: Use various tools and techniques in completing art projects. I.VA2.2^ Paste: Use various tools and techniques in completing art projects.	<b>Standards</b> I.VA2.2^ Paste: Use various tools and techniques in completing art projects. I.VA.2.17^ Create collage (representational).	<b>Standards</b> I.VA2.12 Create collage (nonrepresentational).
Art 9:30am - 9:45am Freestyle art  paint, paper, shaving cream, paint brushes  invite children to freely paint using the shaving cream and different colored paints	Math 10:00am - 10:15am Using the number cards have the children identify which numbers are greater or less than the other card. Introduce higher numbers	Math 10:00am - 10:15am Using the number cards hold up two cards and ask children to tell which one is less than or more than	Math 10:00am - 10:15am Using the number cards have the children identify which numbers are greater or less than the other card. Introduce higher numbers	Math 10:00am - 10:15am Using the number cards hold up two cards and ask children to tell which one is less than or more than
<b>Standards</b> I.VA2.10^ Create paintings (nonrepresentational).	<b>Standards</b> II.MR5.1b Compare pairs of numerals, 1-6, to determine more and less or greater than and less than.	<b>Standards</b> I.MR5.1a Compare pairs of numerals, 1-4, to determine more and less or greater than and less than.	<b>Standards</b> II.MR5.1b Compare pairs of numerals, 1-6, to determine more and less or greater than and less than.	<b>Standards</b> I.MR5.1a Compare pairs of numerals, 1-4, to determine more and less or greater than and less than.
Math 10:00am - 10:15am Using the number cards hold up two cards and ask children to tell which one is less than or more than	Music 10:15am - 10:30am Create different clapping patterns and have the children recreate them  invite children to create their	Social Studies 10:15am -	Music 10:15am - 10:30am Create different clapping patterns and have the	Science 10:15am - 10:30am Have a sensory box and using different textures
<b>Standards</b> I.MR5.1a Compare pairs of numerals, 1-4, to determine				<b>Standards</b> I.SC1.1* Identify and describe objects on the basis of specific properties discerned through the five

more and less or greater than and less than.

Social Studies 10:15am - 10:30am

Talk about the senses

using the senses worksheet have the class as a group match the pictures to the correct sense it belongs to.

**Standards**

**II.AS6.12^** Complete an activity or project in conjunction with another child or small group.

Lunch 11:30am - 12:00pm

Large Motor 12:15pm - 12:30pm

Allow children the chance to settle in their own space. Give verbal ques to focus on specific body movements

Give children building blocks and have them copy teachers blocks.

Deep breathing exercises to help relax

**Standards**

**I.OS1.1a^** Situate oneself in space or situate objects in relation to one another according to the indications given by spatial terms: there-here, in-on, in front of-behind,

own patterns

**Standards**

**I.MU2.3a** Imitate clapping pattern sequences of no more than three claps per pattern.

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Large Motor 12:15pm - 12:30pm

Allow children the chance to settle in their own space. Give verbal ques to focus on specific body movements

Give children building blocks and have them copy teachers blocks.

Deep breathing exercises to help relax

**Standards**

**I.OS1.1a^** Situate oneself in space or situate objects in relation to one another according to the indications given by spatial terms: there-here, in-on, in front of-behind, at the top of-at the bottom of, under, next to-in the middle of, near-far, around, etc.

**II.OS2.2** Copy a tower or construction that has been made by another person using blocks of different shapes, colors or sizes.

**I.MC1.2** Relax specific body

10:30am

Talk about the senses

using the senses worksheet have the class as a group match the pictures to the correct sense it belongs to.

**Standards**

**II.AS6.12^** Complete an activity or project in conjunction with another child or small group.

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Deep breathing exercises to help relax

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**II.OS2.2** Copy a tower or

children recreate them

invite children to create their own patterns

**Standards**

**I.MU2.3a** Imitate clapping pattern sequences of no more than three claps per pattern.

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**II.OS2.2** Copy a tower or construction that has been made by another person using blocks of different

senses.

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Large Motor 12:15pm - 12:30pm

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Give children building blocks and have them copy teachers blocks.

Deep breathing exercises to help relax

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**II.OS2.2** Copy a tower or construction that has been made by another person using blocks of different shapes, colors or sizes.

**I.MC1.2** Relax specific body muscles and/or the whole body, moving from a high activity level to a quiet, focused state.

Quiet Time 12:30pm - 2:30pm

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**I.MC1.2** Relax specific body muscles and/or the whole body, moving from a high activity level to a quiet, focused state.

Quiet Time 12:30pm - 2:30pm

Snack 3:00pm - 3:30pm

Free Play 3:30pm - 6:00pm

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