

Performance Standards and Observation Plan:

Domain: Physical Development and Health: Strand A: Early learning experiences will support C to develop gross motor skills. LP: Large muscle movement and coordination

Domain: Early language, Communication and Literacy: Strand E: Early learning experiences will support C to gain knowledge of print and its uses.

Learning Progression: Print Concepts

PS8 Works to resolve conflicts. OP: A

Observations Plan Options: anecdotal, work sample, checklist, photo, video, audio

	Monday	Tuesday	Wednesday	Thursday	Friday
Group Time- Sharing, Songs, Weather, Calendar, Counting in English and Spanish (9:05-9:20)	Attendance, classroom jobs, days of week, weather, Word Family Flip Chart and Nursery Rhymes flip chart Discussion about frogs T will provide new vocabulary words. T will point to words as she uses flip charts Learning Progression: Print Concepts	Attendance, days of week, weather Discussion about things that grow and change Continue vocabulary words. Learning Progression: Print Concepts	Attendance, days of week, weather Sentence starter: Now that I am a beautiful butterfly, I think I will... Continue vocabulary words. Learning Progression: Print Concepts	Attendance, days of week, weather vocabulary words. Learning Progression: Print Concepts	Attendance, days of week, weather Review DLL: T will build their letter knowledge in their home language and in English. Learning Progression: Print Concepts
Music and Movement/ Gross Motor (9:20-9:30)	5 Green Speckled Frogs, C will dance Bob till You Drop LP: Large muscle movement and coordination. DLL: T will use words in the C home language during this movement activity C will practice songs for transition ceremony				
Transitions- Bathroom- Snack (9:30- 9:50)	T will encourage C to find a possible solution in case of someone is pushing them while walking to the bathroom. T will work with C to identify the problem and to give them ideas on how to solve it. PS8. During transitions C will move to the next activity in different ways such as: hopping like a frog or crawl like a ladybug. LP: Large muscle movement and coordination				
Learning Center (9:50-10:50)	Dramatic Play Free play C will pretend to be frogs living at a pond.	Sensory Sand and shells Water Table T will add plastic frogs and lily pads to the water table	Manipulative Puzzles, link chain, Legos, number puzzles	Blocks C can count how many blocks they need to build a house or ant building they imagine	Writing Center T will provide with vocabulary word cards for C to identify Learning Progression: Print Concepts
	Small Group	Science C will explore the life cycle of a frog and C will interact with a pet frog.	Math Frog counting C will count how many flies a frog can eat	Easel T will hang pictures of real frogs of different colors for C to paint pictures of them	
Art (during center time) (9:50-10:50)	Frog Stencils art C will use frog stencils to draw and paint	Frog pet rock C will color their own frog rock	Marble Paint Frogs C will use frog shapes, marbles and paint to create their own frog painting	Paper plate frog C will make a frog using a paper plate, green tissue paper or paint	Frog Handprint C will use green paint to make a frog using their hands
Transition- Coats- Clean-up (10:50-10:55)	T will observe C strategies for conflict resolution while cleaning up. PS8 During transitions C will move to the next activity in different ways such as: hopping like a frog or crawl like a ladybug. LP: Large muscle movement and coordination				
Outdoor Time (10:55-11:25)	T will observe C strategies for conflict resolution during outdoor play and T will provide emotional support and ideas on how to get solutions by themselves or with assistant. PS8 Playground play. LP: Large muscle movement and coordination				
Literacy/ Small Groups (11:25-12:00)	Where do frogs come from? Nonfiction book. BQ: What comes first, second, third? There was an old lady who swallowed a frog! by Lucille Colandro. BQ: What did the old lady swallowed to hide the frog? What spilled out after the old lady burped?				
Transitions- Bathroom- Lunch (12:00-12:30)	T will encourage C to find a possible solution in case of someone is pushing them while walking to the bathroom. T will work with C to identify the problem and to give them ideas on how to solve it. PS8. During transitions C will move to the next activity in different ways such as: hopping like a frog or crawl like a ladybug. LP: Large muscle movement and coordination				
Parent Engagement:	Presenting children with illustrations of familiar words along with their print versions helps them make important connections between the object and the word. Flashcards or posters with a colorful picture and the word written under it are excellent word teaching tools. In addition, you can have your C draw his/her own pictures of each word on the same page to help them link the print with the visual.		Vocab Words: frog, tadpole, frog eggs, life cycle, pond		

Note: Literacy experiences encompass reading, writing, speaking and listening.

Blooms Key; **R** (emembering) **U** (nderstanding) **Ap** (plying)
A (nalyzing) **E** (valuating) **C** (reating)

DLL: Dual Language Learners

EF: Executive Function