<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>TSC Objectives</th>
<th>Materials/Procedure</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00 AM</td>
<td>Class</td>
<td>Choral (choral book)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:05 AM</td>
<td>Class</td>
<td>Circus: Read authentic text</td>
<td></td>
<td></td>
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<tr>
<td>10:15 AM</td>
<td>Class</td>
<td>Circus: Read authentic text (story)</td>
<td></td>
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<tr>
<td>10:30 AM</td>
<td>Class</td>
<td>Circus: Read authentic text (story)</td>
<td></td>
<td></td>
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<tr>
<td>10:45 AM</td>
<td>Class</td>
<td>Circus: Read authentic text (story)</td>
<td></td>
<td></td>
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<tr>
<td>11:00 AM</td>
<td>Class</td>
<td>Circus: Read authentic text (story)</td>
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</tr>
<tr>
<td>11:15 AM</td>
<td>Class</td>
<td>Circus: Read authentic text (story)</td>
<td></td>
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<tr>
<td>11:30 AM</td>
<td>Class</td>
<td>Circus: Read authentic text (story)</td>
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<tr>
<td>11:45 AM</td>
<td>Class</td>
<td>Circus: Read authentic text (story)</td>
<td></td>
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</tr>
</tbody>
</table>

**Goals:**
- Classroom: These routines and other experiences are a very important part of our curriculum.
- Material: These routines and other experiences are a very important part of our curriculum.
- **Changes to the Environment:** A variety of manipulative books, and other choices are available for the children to learn, play, and explore. The materials are rotated regularly.

---

**Notes:**
- Art Opportunity: (consistent goal 33)
- After snack: [Spilled water at the sink]
- After snack: [Spilled water at the sink]
- After snack: [Spilled water at the sink]
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Materials &amp; Procedures</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15</td>
<td>Arriving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30</td>
<td>Circle time</td>
<td></td>
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<tr>
<td>8:45</td>
<td>Read a story book</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td>Art time</td>
<td></td>
<td></td>
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<tr>
<td>9:30</td>
<td>Snack time</td>
<td></td>
<td></td>
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<tr>
<td>9:45</td>
<td>Outdoor play</td>
<td></td>
<td></td>
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<tr>
<td>10:00</td>
<td>Transition time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:15</td>
<td>Small group time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30</td>
<td>Free play</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td>Circle time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:15</td>
<td>Snack time</td>
<td></td>
<td></td>
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<tr>
<td>11:30</td>
<td>Outdoor play</td>
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<tr>
<td>11:45</td>
<td>Transition time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch time</td>
<td></td>
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</tbody>
</table>

**Goals:**
Every activity we do in lab 1 works on the following Teaching Strategies and Core Knowledge Standards: 2.3, 3.4, 5.4, 6.7, 8.9, 10.12, 13.14, 15, 16, 17, 18, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30, 53, 54, 55, and 56.

**Changes to the Environment:**
A variety of manipulated books and center choices are available for the children to learn, play, and explore. The materials are rotated regularly.

**Date of Implementation:**
Tuesday, May 15, 2018

---

**Note:**
This page contains a schedule for a classroom activity, including time slots for various activities such as circle time, small group time, and outdoor play. The schedule is divided into 15-minute intervals, starting at 8:15 AM and ending at 12:00 PM.
Goodnight Moon Book
Parrots Dance
Hide and Peek
Before I go to sleep
Book of the day (consistent goals 8, 9, 10, 15, 16, 17, 18):

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/11 2:00</td>
<td>Play with blocks</td>
<td>#</td>
</tr>
<tr>
<td>11/1 3:30</td>
<td>Visit trucker</td>
<td>#</td>
</tr>
<tr>
<td>11/4 10:00</td>
<td>Arrive</td>
<td></td>
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<tr>
<td>10:00</td>
<td>Leave</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TSQ Objectives</th>
<th>Materials/Procedures</th>
<th>Time/Location</th>
<th>Opportunity to Offer A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

Every activity and each day 5 works on the following Teaching Strategies:
- Reading books
- Reading books
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<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:30</td>
<td>Pajama stories</td>
<td></td>
</tr>
<tr>
<td>4:10</td>
<td>Craft</td>
<td></td>
</tr>
<tr>
<td>5:20</td>
<td>Transition</td>
<td></td>
</tr>
</tbody>
</table>

**Music (consistent goals 15, 34, 35, 36):**

- Chandelier Diamond CD

**Nutrition:**

- We're going to the Farmer's Market

**Book of the day (consistent goals 8, 9, 10, 11, 12, 17, 18):**

- Goodnight Moon big book
- Barnyard Dance
- Hide and seek
- Hippo goes bananas

Every activity we did in lab 2 works on the following:

- Teaching Strategies: Gold Assessment Criteria: 1, 2, 3, 4, 5, 6. 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, and 38

**Goals:**

- These routines and other experiences are a very important part of our curriculum.
- Helps with Goodbyes, Greeting, and Meeting, Encourages learning, sleeping, sleeping, and goodbyes.
- Reading, Writing, and Playing with materials.
- Toddler counts, these routines are very helpful.
- Reading, Writing, and Playing with materials.
- Toddler counts, these routines are very helpful.

**Changes to the environment:**

- A variety of manipulative books, and center choices are available for the children to learn, play, and explore.
- The materials are rotated regularly.

**Date of Implementation:**

- June 27, 2018

**Lab 1: Emergent Curriculum Planning Form**
<table>
<thead>
<tr>
<th>33, 7a</th>
<th>Porter</th>
<th>Team Paint</th>
<th>10:00 AM</th>
<th>Writing Hands - Graphs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Book</td>
<td>Read/Book</td>
<td></td>
<td>Art Opportunity: (constant goal 33)</td>
</tr>
<tr>
<td>18a, 3a</td>
<td>Book</td>
<td>Telling Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Step 10</td>
<td>Before Asking</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Lunch in Diner</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>20a, 8a, 3a</td>
<td></td>
<td>Get Pool Out</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Materials/Procedures</td>
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<td>Time/Location</td>
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<tr>
<td></td>
<td>Opportunity to Other A</td>
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<tr>
<td></td>
<td>Observation</td>
<td></td>
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</tr>
</tbody>
</table>

Every activity we do in Lab 1 works on the following Teaching Strategies Goal assessment criteria: 3.3, 4.5, 6.9, 10, 11, 12, 13, 14, 24, 28, 29, 30, 31, 32, 33, and 38.

Geeks classroom. These routines and other experiences are a very important part of our curriculum. Routines and Good Vibes, Regulating and Collecting, Calming and Distracting, Brushing Teeth, Sleeping, and Napping, and Getting Dressed are all routines we experience everyday in the classroom.

- Teacher works from 7:30 AM to 11:00 PM. Separate paper on staff filling in form 4:00 until 5:30.
- Teacher works 9:00 until 5:30 PM. Separate paper on staff filling in form 4:00 until 5:30.

Changes to the Environment: A variety of manipulative books and center choices are available for the children to learn, play, and explore. The materials are rotated regularly.

Date of Implementation: Friday, May 18, 2018