Nutrition: | I can eat vegetables. Modeled and encouraging vegetable trying and eating.

Music (consistent goals 3x 3.5x 3.9x 3.3x 3.6x)

Let's Help! Llama, llama, wakey-wakey - Wake of the day (constant goals 8, 9, 10, 15, 16, 17, 18)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00am</td>
<td>Paper strips, tape, colored pencils</td>
</tr>
</tbody>
</table>

ART OPPORTUNITY: (constant goal 3x)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:00pm</td>
<td>Redskins - I got a brown to work on our silhouette. They both went children 1, 4 needed help on</td>
</tr>
</tbody>
</table>

Goals:
- Classroom. These routines and other experiences are a very important part of our curriculum.
- Health and Good hygiene, sleeping, eating, and meals, brushing teeth, sleeping, washing, and getting dressed all routines we experience every day in the classroom.
- Traveler works from 7:30 am until 7:30 pm. See separate paper on staff filling in from 4:00 until 5:30.
- Healthier works 9:00 am until 5:30 pm. See separate paper on staff filling in from 7:30 until 9:00.

Challenges 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: Monday, May 23

Lab 1: Emergent Curriculum Planning Form
Nutrition: I can eat vegetables! Modeling and encouraging vegetable try fair and eating.

Jim Gill Sill Songs

Music (consistent goals 12, 15, 34, 35, 36):

Over the Rainbow

This little explorer is a pioneer primer.

My colors = miss colors.


Book of the day (consistent goals 8, 9, 10, 15, 17, 18):

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>14a</td>
<td>7/13</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12b</td>
<td>7/20</td>
<td></td>
</tr>
<tr>
<td>22a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26b</td>
<td>7/30</td>
<td></td>
</tr>
<tr>
<td>11b</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Time/Location

Opportunity to Offer & Observations

Materials/Procedure

Art Opportunity: (consistent goal 33)

Every activity we do in lab 1 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.

Goals

These lessons and other experiences are a very important part of our curriculum. These lessons and other experiences are a very important part of our curriculum.

Classroom T. Teaching and other experiences are a very important part of our curriculum.

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: Tuesday, May 24

lab 1: Emergent Curriculum Planning Form
<table>
<thead>
<tr>
<th>Time/Location</th>
<th>Materials/Procedures</th>
<th>Opportunity to Offer</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:05, 1:10, 1:15</td>
<td>Tutor by stacking.</td>
<td>6.5.6.7.8.9.10.11.12.13.14.15.16.17.18.19.20.21.22.23.24.25</td>
<td>Tutor &amp; warm the themes.</td>
</tr>
<tr>
<td>5, 5:05, 5:10</td>
<td>2.4 turn the rainbow.</td>
<td>6.5.6.7.8.9.10.11.12.13.14.15.16.17.18.19.20.21.22.23.24.25</td>
<td></td>
</tr>
</tbody>
</table>

**Handwriting: I can eat my vegetables.**

**Music (constant goals 8, 9, 10, 15, 16, 17, 18):**

**Nutrition: I can eat my vegetables.**

**Math (constant goals 3, 35, 36):**

**Reading (constant goals 8, 9, 10, 15, 16, 17, 18):**

**Writing (constant goal 33):**

**Art (constant goal 33):**

**Every activity we do in lab 2 works on the following Teaching Strategies Gold Assessment criteria:**

- 1.3.4.5.6.7.8.9.10.11.12.13.14.15.16.17.18.19.20.21.22.23.24.25.

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

**Date of implementation:** Wednesday, May 25
**Music:** By Jim Gill

**Silly Songs:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00</td>
<td>Coloring with markers (const. goal 33)</td>
<td></td>
</tr>
<tr>
<td>8:00</td>
<td>Reading books (cont. goal 18)</td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td>Work with blocks</td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td>Toy box filled for a visit, spread out with sensory materials</td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td>Lay on a mat, work with blocks</td>
<td></td>
</tr>
</tbody>
</table>

**Dates:**

- 7/18
- 9/10
- 10/12
- 11/14
- 12/16
- 1/18
- 2/20
- 3/22
- 4/24
- 5/26
- 6/28
- 7/30
- 8/1
- 9/3
- 10/5
- 11/7
- 12/9
- 1/11
- 2/13

**Goals:**

- To build empathy with others
- To foster a positive growth mindset
- To encourage students to explore new ideas

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

**Date of Implementation:** Thursday, May 26

Lab 2: Emergent Curriculum Planning Form
<table>
<thead>
<tr>
<th>Time/Date</th>
<th>Materials/Procedure</th>
<th>Opportunity to Offer</th>
<th>Observation</th>
</tr>
</thead>
</table>
| 20.3/12.3
3.8       |                     |                      |             |
| 10:30     |                     |                      |             |
| 11:30     |                     |                      |             |

**Music (consistent goals 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 14, 16, 17, 18):**

*Book of the Day (consistent goals 8, 9, 12, 15, 16, 17, 18):*

**Nutrition:** I can eat vegetables: Make three and encouraging vegetable eating and eating.

**Jimi Jilly Jongs:**

<table>
<thead>
<tr>
<th>Time/Date</th>
<th>Materials/Procedure</th>
<th>Opportunity to Offer</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Every activity we do in lab I works on the following teaching strategies: Cold assessment criteria: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18.

The classroom, these routines and other experiences are a very important part of our curriculum.

Routines and topics, teaching and learning, eating and nutritious, child development, sharing and eating, and getting dressed are all routious we experience every day in the classroom.

Teacher works from 7:30am until 4:30 pm. See separate paper on staff filling in from 4:00 until 5:30. Teacher works 9:00 am until 5:30 pm. See separate paper on staff filling in from 7:30 until 9:00.

**Changes to Routines and Schedule:**

**Date of Implementation:** Friday, May 27

Lab I: Emergent Curriculum Planning Form