

Studies: Phase In/Orientation

Focus Question - What do we need to know at school?

Week 1

Opening Routine: Good Morning Song

	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____
Special Small Group Activities	Introduce cubbies (where to put papers, hang coat/backpack etc.), introduce bathroom (where they are, how to use bathroom (urinal), how to flush and how much toilet paper to use), wash hands (how to use soap dispenser, scrub hands, how to use paper towel dispenser)	Introduce cubbies (where to put papers, hang coat/backpack etc.), introduce bathroom (where they are, how to use bathroom (urinal), how to flush and how much toilet paper to use), wash hands (how to use soap dispenser, scrub hands, how to use paper towel dispenser)	Introduce cubbies (where to put papers, hang coat/backpack etc.), introduce bathroom (where they are, how to use bathroom (urinal), how to flush and how much toilet paper to use), wash hands (how to use soap dispenser, scrub hands, how to use paper towel dispenser)	Introduce cubbies (where to put papers, hang coat/backpack etc.), introduce bathroom (where they are, how to use bathroom (urinal), how to flush and how much toilet paper to use), wash hands (how to use soap dispenser, scrub hands, how to use paper towel dispenser)	Introduce cubbies (where to put papers, hang coat/backpack etc.), introduce bathroom (where they are, how to use bathroom (urinal), how to flush and how much toilet paper to use), wash hands (how to use soap dispenser, scrub hands, how to use paper towel dispenser)
Breakfast Discussion	Question of the Day: Where do we put our things when we come to school? (reiterate above discussions: bathrooms, wash hands, cubbies). Discuss coming to the table, using utensils/napkins, how to dump plate (close milk box, plate on garbage can, utensils not in trash can), transitioning to the other room (what's next)	Question of the Day: Where do we put our things when we come to school? (reiterate above discussions: bathrooms, wash hands, cubbies). Discuss coming to the table, using utensils/napkins, how to dump plate (close milk box, plate on garbage can, utensils not in trash can), transitioning to the other room (what's next)	Question of the Day: Where do we put our things when we come to school? (reiterate above discussions: bathrooms, wash hands, cubbies). Discuss coming to the table, using utensils/napkins, how to dump plate (close milk box, plate on garbage can, utensils not in trash can), transitioning to the other room (what's next)	Question of the Day: Where do we put our things when we come to school? (reiterate above discussions: bathrooms, wash hands, cubbies). Discuss coming to the table, using utensils/napkins, how to dump plate (close milk box, plate on garbage can, utensils not in trash can), transitioning to the other room (what's next)	Question of the Day: Where do we put our things when we come to school? (reiterate above discussions: bathrooms, wash hands, cubbies). Discuss coming to the table, using utensils/napkins, how to dump plate (close milk box, plate on garbage can, utensils not in trash can), transitioning to the other room (what's next)
Group Time 1	Introduce group rug and work on personal space and talk about what happens next: going outside(3 to 5 minutes)	Introduce group rug and work on personal space and talk about what happens next: going outside(3 to 5 minutes)	Introduce group rug and work on personal space and talk about what happens next: going outside(3 to 5 minutes)	Introduce group rug and work on personal space and talk about what happens next: going outside(3 to 5 minutes)	Introduce group rug and work on personal space and talk about what happens next: going outside(3 to 5 minutes)
Outdoor Activities	Introduce areas of the playground and limits, discuss where water fountain can be found, where you can run on the playground (not bike track) and spatial areas (around swings), how to climb up and down the rock climber.	Introduce areas of the playground and limits, discuss where water fountain can be found, where you can run on the playground (not bike track) and spatial areas (around swings), how to climb up and down the rock climber.	Introduce areas of the playground and limits, discuss where water fountain can be found, where you can run on the playground (not bike track) and spatial areas (around swings), how to climb up and down the rock climber.	Introduce areas of the playground and limits, discuss where water fountain can be found, where you can run on the playground (not bike track) and spatial areas (around swings), how to climb up and down the rock climber.	Introduce areas of the playground and limits, discuss where water fountain can be found, where you can run on the playground (not bike track) and spatial areas (around swings), how to climb up and down the rock climber.
Group Time 2	Discuss personal space and introduce classroom limits and wash hands (3 to 5 minutes)	Discuss personal space and introduce classroom limits and wash hands (3 to 5 minutes)	Discuss personal space and introduce classroom limits and wash hands (3 to 5 minutes)	Discuss personal space and introduce classroom limits and wash hands (3 to 5 minutes)	Discuss personal space and introduce classroom limits and wash hands (3 to 5 minutes)
Choice Time	Introduce Art Center and Bus Safety Coloring Book/Art Activity	Introduce Art Center and Bus Safety Coloring Book/Art Activity	Introduce Art Center and Bus Safety Coloring Book/Art Activity	Introduce Art Center and Bus Safety Coloring Book/Art Activity	Introduce Art Center and Bus Safety Coloring Book/Art Activity
Group Time 3	Discuss personal space and discuss what happens next: going outside (3 to 5 minutes)	Discuss personal space and discuss what happens next: going outside (3 to 5 minutes)	Discuss personal space and discuss what happens next: going outside (3 to 5 minutes)	Discuss personal space and discuss what happens next: going outside (3 to 5 minutes)	Discuss personal space and discuss what happens next: going outside (3 to 5 minutes)
Outdoor Activities	Introduce areas of the playground and limits	Introduce areas of the playground and limits	Introduce areas of the playground and limits	Introduce areas of the playground and limits	Introduce areas of the playground and limits

Quiet Time 12:25 pm-1:40 pm

Breakfast Perceptual Motor/Physical Dev

Media screen time is limited to 30 minutes weekly. Parents will read to children 20 minutes daily, participate in scholastic weekly readers & utilize power packs for extended activities in the home to support individualization.

Speech Monday & Wednesday

Wash Hands Approaches to Learning/ Perceptual Motor & Physical Dev

Gross Motor Outside. Perceptual Motor & Physical Dev

Lunch Perceptual Motor & Physical Dev

Brush Teeth Perceptual Motor & Physical Dev

Studies: Phase In/Orientation

Focus Question - Where do we put our things when we come to school?

Week 1

	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____
Choice Time	Discuss Art Center and have children draw themselves on classroom bus.	Discuss Art Center and have children draw themselves on classroom bus.	Discuss Art Center and have children draw themselves on classroom bus.	Discuss Art Center and have children draw themselves on classroom bus.	Discuss Art Center and have children draw themselves on classroom bus.
Group Time 4	Discuss personal space and what's next (Lunch)	Discuss personal space and what's next (Lunch)	Discuss personal space and what's next (Lunch)	Discuss personal space and what's next (Lunch)	Discuss personal space and what's next (Lunch)
Lunch Discussion	Question of the Day: Where do we put our things when we come to school? (reiterate discussions: bathrooms, wash hands, cubbies).	Question of the Day: Where do we put our things when we come to school? (reiterate discussions: bathrooms, wash hands, cubbies).	Question of the Day: Where do we put our things when we come to school? (reiterate discussions: bathrooms, wash hands, cubbies).	Question of the Day: Where do we put our things when we come to school? (reiterate discussions: bathrooms, wash hands, cubbies).	Question of the Day: Where do we put our things when we come to school? (reiterate discussions: bathrooms, wash hands, cubbies).
Outdoor Activities	Introduce areas of the playground and limits	Introduce areas of the playground and limits	Introduce areas of the playground and limits	Introduce areas of the playground and limits	Introduce areas of the playground and limits

<p>Changes to the Environment: Phase In/Start Up Classroom</p>	<p>Dramatic Play: Small doll/doll house Cleaning Cart Food (fruits and vegetables) Plates</p>	<p>Art: Crayons (fat) Paper</p>	<p>Sand & Water:</p>
	<p>Blocks: Medium size vehicles Unit blocks</p>	<p>Toys and Games: Shape sorter Dinosaurs</p>	<p>Library: Crayons (fat) Paper</p>
	<p>Discovery: Magnet puzzle Shape sorter (foam) Barrel of monkeys</p>	<p>Technology:</p>	<p>Music and Movement:</p>