

	Summer Date Observed	Fall Date Observed	Winter Date Observed	Spring Date Observed
<i>Cognitive/Language Development</i>				
Solves problems			With Guidance 12-19-2016	
Listens attentively		11-21-2016	12-2-2016	
Follows simple directions		11-21-2016	12-2-2016	
Completes task		11-21-2016	12-2-2016	
Can express self verbally		11-21-2016	12-2-2016	
Compares size				
Counts				
Recognizes and matches colors			12-12-2016	



Lesson Plan

Week Of: November 14-18, 2016 Teacher(s): Ms. Cody & Miss Summer Date: 11-3-2016

	Monday	Tuesday	Wednesday	Thursday	Friday
Transitions for the Day (50% Active)	Does it go?	Down by the Station	Does it go?	Down by the Station	Does it go?
Music & Movement (10-15 Minutes)	5 Little Cars	Traffic Light Song	5 Little Cars	Traffic Light Song	5 Little Cars
Title of Book:	Can you tell me how to get to Sesame Street (2)	Dr. Seuss' The Cat in the Hat	Can you tell me how to get to Sesame Street (2)	Dr. Seuss' The Cat in the Hat	Can you tell me how to get to Sesame Street (2)
Activity/Interest Or Environmental Change	Shapes with Cars (9)	Painting with Cars/Trains**	Stop & Go Light Color Sort	Hot Air Balloon Button Art	Sorting, Counting & Graphing Cars (3) (6) (8)
Materials Needed for Activity:	Already cut out shapes that look like streets	Long piece of paper Cars Bright paint Colors	-Black paper cut like a stop & go light -Red, yellow and green pieces of paper	-Buttons -Glue -Paper	-Large piece of paper -Draw on basic shapes

Cognition and General Knowledge

Goal: Counts; recognizes and matches colors

On-going goal

M and I were counting how many cars
were in each color line.



Date: October 10, 2016

Activity: Coloring Pumpkin Seeds

Date: November 18, 2016

Activity: Sorting, counting & graphing cars

M is sorting cars by
color.

I asked M what color
the Jeep was, he told
me "green." I then
asked him to find the
green train and match
them up. He matched
them up successfully
without any help or
guidance.

He can recognize and
match colors. He can
also count without
objects. He needs help
counting when objects
are present.

Results: As we picked apart the seeds, we were
talking about how the seeds get there, what they
feel like, if they have a taste, what they smell like,
what we're going to do with them and how they
were going to be used later in the week. We
counted the seeds this time around.

Macsen did not take much interest in this activity.
Will try again with a different activity.

November 18, 2016

Macsen absolutely loved this activity! He sorted,
counted and indirectly graphed cars. Counted to 10
with solo correspondent.

Next Steps: Continue to work on his vocabulary. He
can count by himself without any object 1-10. I
want him to be able to put a number of objects to a
number.

November: Continue working on recognizing
numbers with the corresponding verbal number.

(Attach evidence if you have it)