



Unit Planner: Colors of the Rainbow Preschool

Friday, March 23, 2018, 10:06AM



Early Childhood > 2017-2018 > Early Childhood > Early Childhood Development > Preschool > Week 1 - Week 2

Last Updated: Thursday,
November 30, 2017

Cave, Darby

Early Childhood Learning Outcomes

Head Start: Cognition (2015)

Head Start: 8 to 18 Months

Exploration and Discovery

Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects.

Acts intentionally to achieve a goal or when manipulating an object, such as trying to get an adult to do something or trying different ways to reach a toy under a table.

Goal IT-C 2. Child uses understanding of causal relationships to act on social and physical environments.

Engages in purposeful actions to cause things to happen, such as making splashes in a puddle or rolling a ball to knock over a tower.

Memory

Goal IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.

Remembers actions of familiar adults, the usual location of familiar objects, and parts of familiar routines. Notices and responds to new people, objects, or materials in the environment.

Goal IT-C 4. Child recognizes the stability of people and objects in the environment.

Searches for hidden or missing people or objects in the place they were last seen or found. May wait and watch at a door or window for the return of a family member.

Goal IT-C 5. Child uses memories as a foundation for more complex actions and thoughts.

Remembers how to use objects or materials from previous experience. Anticipates routines or events by taking action, such as going to the table when it is time to eat.

Reasoning and Problem-solving

Goal IT-C 6. Child learns to use a variety of strategies in solving problems.

Explores how to make something happen again or how something works by doing actions over and over again, such as repeatedly filling a container and emptying it out.

Goal IT-C 7. Child uses reasoning and planning ahead to solve problems.

Tries different solutions to everyday problems until discovering one that works. May try the same strategy multiple times even if it is not working.

Emergent Mathematical Thinking

Goal IT-C 8. Child develops sense of number and quantity.

Uses a few basic words to refer to change in the amount of objects, such as asking for “more” or saying “all gone” when a plate is empty.

Goal IT-C 9. Child uses spatial awareness to understand objects and their movement in space.

Explores how things fit together, how they fit with other things, and how they move through space, such as a ball thrown under a table.

Goal IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics.

Matches objects by similar or related characteristics, such as matching shapes with openings in a shape-sorting box or by putting a toy bottle with a baby doll.

Imitation and Symbolic Representation and Play

Goal IT-C 11. Child observes and imitates sounds, words, gestures, actions, and behaviors.

Imitates what other people did earlier, such as wiping up a spill or closing a door.

Goal IT-C 12. Child uses objects or symbols to represent something else.

Uses toy objects in ways similar to the real objects they represent, such as talking on a toy phone.

Goal IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences.

Imitates everyday actions of others, such as pretending to feed a doll or stuffed toy.

Content

[Week 1 from Curriculum Manual](#)

Monday

- Morning Routine
- Rainbow Circle Time
- Playground: Color Races
- Exploring Colors
- LUNCH Question Theme: What color is..?
- Story-time: "How Many Colors Are There at School?"
- NAP
- Rainbow Circle Time
- Playground: Simon Says find the color...
- Pick-up time and color flashcards for home

Tuesday

...

Skills

Morning Routine

- Goal IT-C 3
- Goal IT-C 4
- Goal IT-C 11
- Goal IT-C 12

Rainbow Circle Time

- Goal IT-C 6
- Goal IT-C 7

Playground: Color Races

- ...

Performance Assessment(s)

1st Trimester Development

Formative: Other: Teacher Observation

Use the milestones at the right to assess how each child is developing throughout the year.

2nd Trimester Development

Formative: Other: Teacher Observation

Use the milestones at the right to assess how each child is developing throughout the year.

3rd Trimester Development

Formative: Other: Teacher Observation

Use the milestones at the right to assess how each child is developing throughout the year.

Learning Activities

Morning Routine

- Parents drop kids off by meeting with the designated teacher and signing their child in. The child should start to recognize teacher within 2-3 weeks.
- Kids drop their things in their cubbies and play in a designated learning area or settle in on the carpet. The routine should become 2nd nature within 4 weeks.

Teacher Notes & Reflections

Billy -

- 9/20 - after 1.5 weeks of class Billy recognizes me when he comes in the door and remembered my name.
- 9/27 - Billy is showing great progress in his imitation skills. On day 1, he barely participated in Rainbow Circle Time "Copycat." Now, he imitates clapping, waving and nodding.

Krista -

-

Ashley -

-

Jamie -

Miguel -



Atlas Version 8.5

© Rubicon International 2018. All rights reserved