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Introduction to *Teaching Strategies GOLD™*

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Sandbox Preschool Class

Switch Class ▼

Weekly Planning Forms

Activities



View Weekly Planning Forms for Sandbox Preschool Class

Add Weekly Planning Form

Week ▼	Study / Project / Focus ◀▶	Created By ◀▶	Status ◀▶	
10/24/2011	Autumn	Tammy Scarberry	Not Yet Submitted	<input type="text"/> <input type="button" value="GO"/>
08/01/2011	Our First Week of Head Start	Tammy Scarberry	Not Yet Submitted	<input type="text"/> <input type="button" value="GO"/>
06/20/2011	Nature	Tammy Scarberry	Not Yet Submitted	<input type="text"/> <input type="button" value="GO"/>

Sandbox Preschool Class

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Sandbox Preschool Class

Switch Class ▼

Weekly Planning Forms

Activities

Add Weekly Planning Form for Sandbox Preschool Class

Week of:



Teacher(s):

Tammy Scarberry

Select Weekly Planning Form



Preschool, Pre-K, K



Infants, Toddlers & Twos

SUBMIT

Support

Video Tutorial: Weekly Planning Form, Part 1: Getting Started

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Overview of the Assessment Cycle



Sandbox Preschool Class

Switch Class ▼

Weekly Planning Forms

Activities



Add Weekly Planning Form for Sandbox Preschool Class

Week of:

07/11/2011



Teacher(s):

Tammy Scarberry

Select Weekly Planning Form



Preschool, Pre-K, K



Infants, Toddlers & Twos

Study / Project:

Camping

Use content from a previous Weekly Planning Form?



Yes



No

SUBMIT

Support

Video Tutorial: Weekly Planning Form, Part 1: Getting Started

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Overview of the Assessment Cycle

Week of:

07/11/2011



Study / Project:

Camping

Teacher(s):

Tammy Scarberry

SUBMIT

	Monday	Tuesday	Wednesday	Thursday	Friday
Interest Areas EDIT					
Large Group ADD					
<p>Time of Day: Large Group CLOSE X</p> <p>Activity Title: <input type="text"/></p> <p>Days of the Week: <input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday</p> <p style="text-align: center;">ADD ADD WITH DETAILS</p>					
Small Group ADD					
Read Aloud ADD					
Outdoor Experiences ADD					
Special Activities ADD					
Individual Child Planning ADD					

Interest Areas

EDIT

Large Group

ADD

Small Group

ADD

Read Aloud

ADD

Outdoor Experiences

ADD

Special Activities

ADD

Individual Child Planning

ADD

Family Partnership

ADD

To-Do List

ADD

Reflecting on the Week

ADD

Individual Child Planning ✕

Time of Day:

Individual Child Planning

Child:

Cancel

Add

Read Aloud

ADD

Outdoor Experiences

ADD

Special Activities

ADD

Individual Child Planning

ADD

Family Partnership

ADD

To-Do List

ADD

Reflecting on the Week

ADD

Individual Child Planning ✕

Time of Day:

Individual Child Planning

Child:

Kyla, 4 years old
Jonathan, Jones
Sarah Smith
TT Tyke

Cancel

Add



Español

Social-Emotional

- 1a. Is able to look at a situation differently or delay gratification
- 1b. Is beginning to manage classroom rules, routines, and transitions with occasional reminders
- 1c. Demonstrates confidence in meeting own needs
- 2a. Is beginning to manage separations without distress and engages with trusted adults
- 2b. Is beginning to demonstrate concern about the feelings of others
- 2c. Is beginning to initiate, join in, and sustain positive interactions with a small group of two to three children
- 2d. Is beginning to establish a special friendship with one other child, but the friendship might only last a short while
- 3a. Is beginning to initiate the sharing of materials in the classroom and outdoors
- 3b. Is beginning to suggest solutions to social problems

Physical

- 4. Moves purposefully from place to place with control
- 5. Is beginning to sustain balance during simple movement experiences
- 6. Reaches, grasps, and releases objects
- 7a. Is beginning to use small, precise finger and hand movements
- 7b. Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks

Language

- 8a. Is beginning to respond appropriately to specific vocabulary and simple statements, questions, and stories
- 8b. Is beginning to follow simple requests not accompanied by gestures
- 9a. Names familiar people, animals, and objects
- 9b. Is understood by most people; may mispronounce new, long, or unusual words
- 9c. Is beginning to use complete, four- to six-word sentences
- 9d. Tells simple stories about objects, events, and people not present; lacks many details and conventional beginning, middle,

- 8b. Is beginning to follow simple requests not accompanied by gestures
- 9a. Names familiar people, animals, and objects
- 9b. Is understood by most people; may mispronounce new, long, or unusual words
- 9c. Is beginning to use complete, four- to six-word sentences
- 9d. Tells simple stories about objects, events, and people not present; lacks many details and conventional beginning, middle, and end
- 10a. Is beginning to engage in conversations of at least three exchanges
- 10b. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating

Cognitive

- 11a. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
- 11b. Practices an activity many times until successful
- 11c. Is beginning to solve problems without having to try every possibility
- 11d. Explores and investigates ways to make something happen
- 11e. Is beginning to use creativity and imagination during play and routine tasks
- 12a. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
- 12b. Is beginning to draw on everyday experiences and applies this knowledge to a similar situation
- 13. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
- 14a. Is beginning to draw or construct, and then identifies what it is
- 14b. Is beginning to act out familiar or imaginary scenarios; may use props to stand for something else

Literacy

- 17a. Is beginning to orient book correctly; turns pages from front of the book to the back; recognizes familiar books by their covers
- 19b. Scribbles or makes marks

SUBMIT

CHECK SPELLING (ENGLISH)

CHECK SPELLING (ESPAÑOL)

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Add Experience

Week of: 07/11/2011 Study / Project: Camping Teacher(s): Tammy Scarberry

Individual Child Planning for TT Tyke

Custom Recommended Favorite Recent Search

Recommended Activities for Individual Child Planning

Objective/Dimension: 6 [Show All](#)

Children: TT Tyke

[Refine Search](#)

Objective/Dimension	Activity	
6	At Arm's Reach	SELECT

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Add Experience

Week of: 07/11/2011 Study / Project: Camping Teacher(s): Tammy Scarberry







Individual Child Planning for TT Tyke

Custom Recommended Favorite Recent Search

Activity:

At Arm's Reach

Objectives / Dimensions:

- 1a. Manages feelings 
- 2a. Forms relationships with adults 
- 6. Demonstrates gross-motor manipulative skills 
- 7a. Uses fingers and hands 
- 8a. Comprehends language 
- 11a. Attends and engages 

 Español

Notes:

Next Action

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Change View | Action

Preschool, Pre-K, K Weekly Planning Form

The experience has been added to your weekly planning form.

Week of:

07/11/2011



Study / Project:

Camping

Teacher(s):

Tammy Scarberry

SUBMIT

	Monday	Tuesday	Wednesday	Thursday	Friday
Interest Areas EDIT					
Large Group ADD					
Small Group ADD					
Read Aloud ADD					
Outdoor Experiences ADD					
Special Activities					

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Switch Class ▼

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