

Weekly Planning Forms



View Weekly Planning Forms

Please select a class to continue

Sandbox I/T/2 Class Sandbox Preschool Class

Support

Quick Start: Planning

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

Video Tutorial: Weekly Planning Form, Part 2: Filling out the form

Video Tutorial: Weekly Planning Form, Part 3: View, Print and Share

Video Tutorial: Weekly Planning Form, Part 4: Infants, Toddlers and Twos

Contact Us

Resources

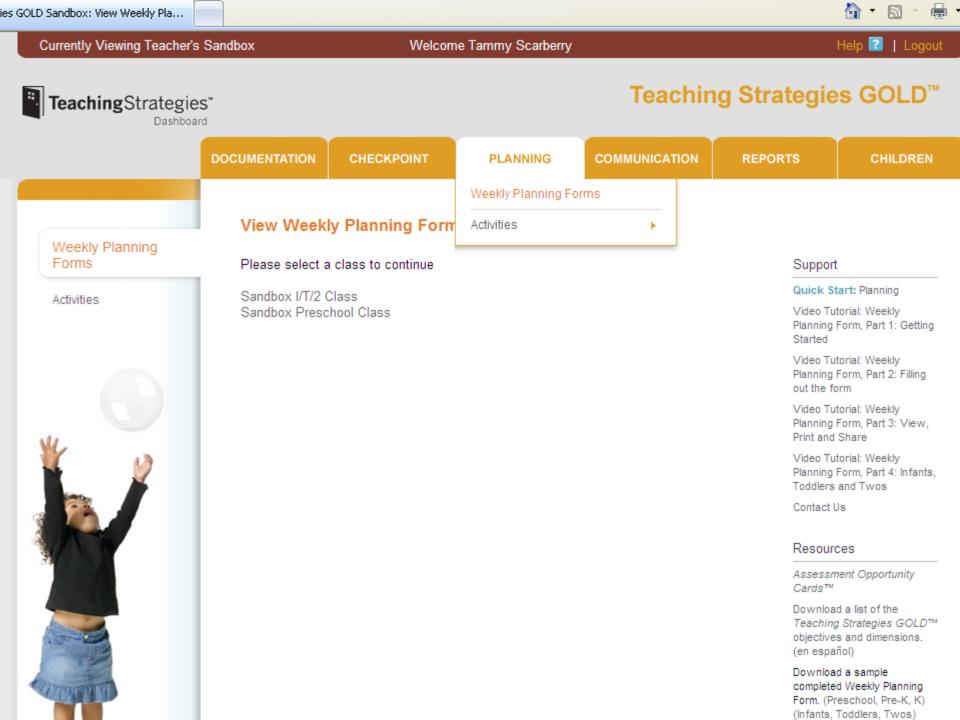
Assessment Opportunity Cards™

Download a list of the Teaching Strategies GOLD™ objectives and dimensions. (en español)

Download a sample completed Weekly Planning Form. (Preschool, Pre-K, K) (Infants, Toddlers, Twos)

Introduction to Teaching Strategies GOLD™

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Sandbox Preschool Class

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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 | GO |
| 08/01/2011 | Our First Week of Head Start | Tammy Scarberry | Not Yet Submitted | GO |
| 06/20/2011 | Nature | Tammy Scarberry | Not Yet Submitted | GO |

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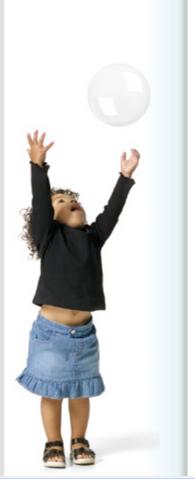
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DOCUMENTATION CHECKPOINT PLANNING COMMUNICATION REPORTS CHILDREN

Sandbox Preschool Class

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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

C Infants, Toddlers & Twos

SUBMIT

Support

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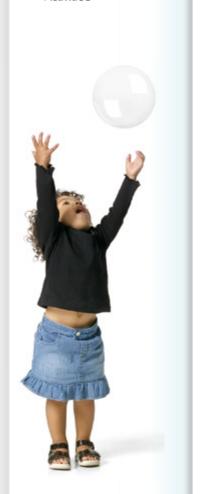
Overview of the Assessment Cycle



Switch Class ▼

Weekly Planning Forms

Activities



Add Weekly Planning Form for Sandbox Preschool Class

| Week of: | Teacher(s): |
|--|--------------------------------|
| 07/11/2011 | Tammy Scarberry |
| Select Weekly Plan Preschool, Pre-K, F | |
| Study / Project: | |
| Camping | |
| Use content from a | previous Weekly Planning Form? |

SUBMIT

C Yes © No

Support

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Video Tutorial: Weekly Planning Form, Part 2: Filling out the form

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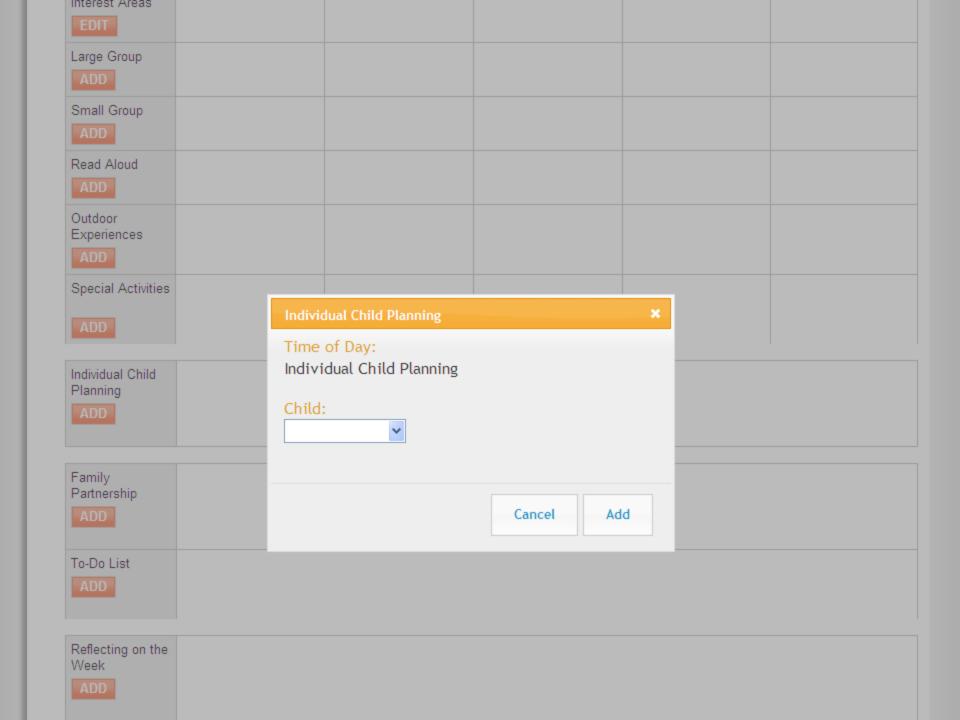
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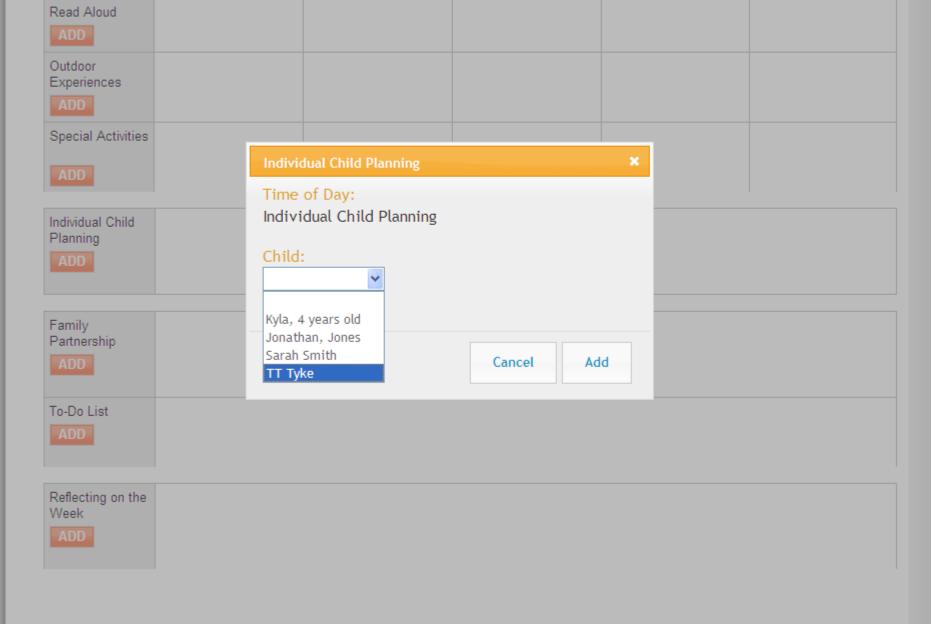
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Overview of the Assessment Cycle

Week of: Study / Project: Teacher(s): SUBMIT 07/11/2011 Camping Tammy Scarberry Monday Tuesday Wednesday Thursday Friday Interest Areas EDIT Large Group ADD CLOSE X Time of Day: Large Group Activity Title: Days of the Week: ☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday ADD ADD WITH DETAILS Small Group ADD Read Aloud ADD Outdoor Experiences ADD Special Activities ADD

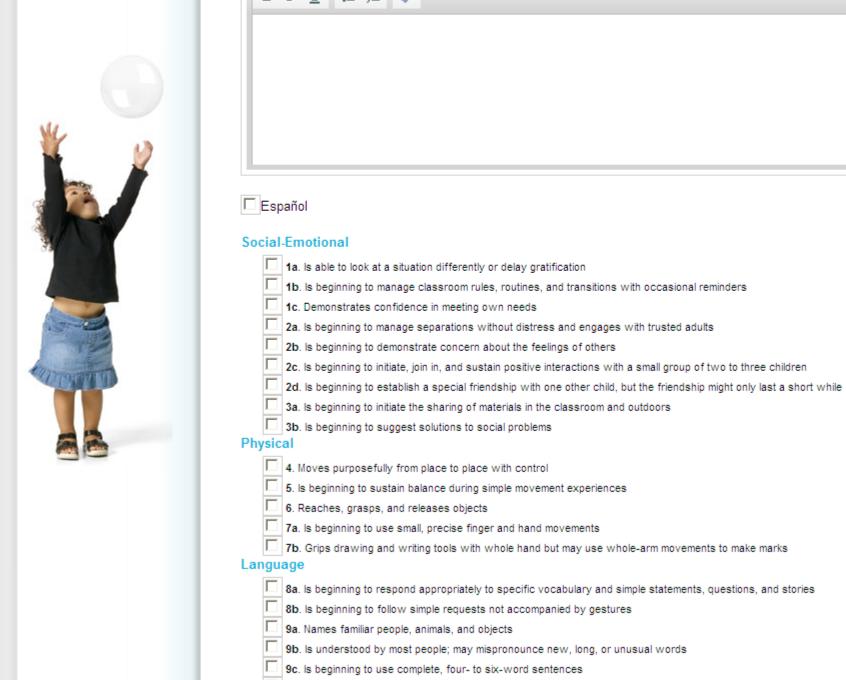
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|----------------------|--|
| ADD | |

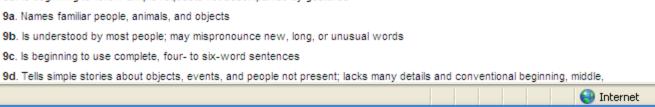




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| | 8b. Is beginning to follow simple requests not accompanied by gestures | | | | |
|--------|--|--|--|--|--|
| | 9a. Names familiar people, animals, and objects | | | | |
| | 9b. Is understood by most people; may mispronounce new, long, or unusual words | | | | |
| | 9c. Is beginning to use complete, four- to six-word sentences | | | | |
| and | 9d. Tells simple stories about objects, events, and people not present; lacks many details and conventional beginning, middle, 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 | | | | |
| Cognit | tive | | | | |
| | 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 | | | | |
| fron | n 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 | | | | |
| Litera | cy control of the con | | | | |
| | 17a. Is beginning to orient book correctly; turns pages from front of the book to the back; recognizes familiar books by their | | | | |
| COV | | | | | |
| | 19b. Scribbles or makes marks | | | | |
| CHD | CHECK SPELLING (ENGLISH) CHECK SPELLING (ESPAÑOL) | | | | |
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Internet

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

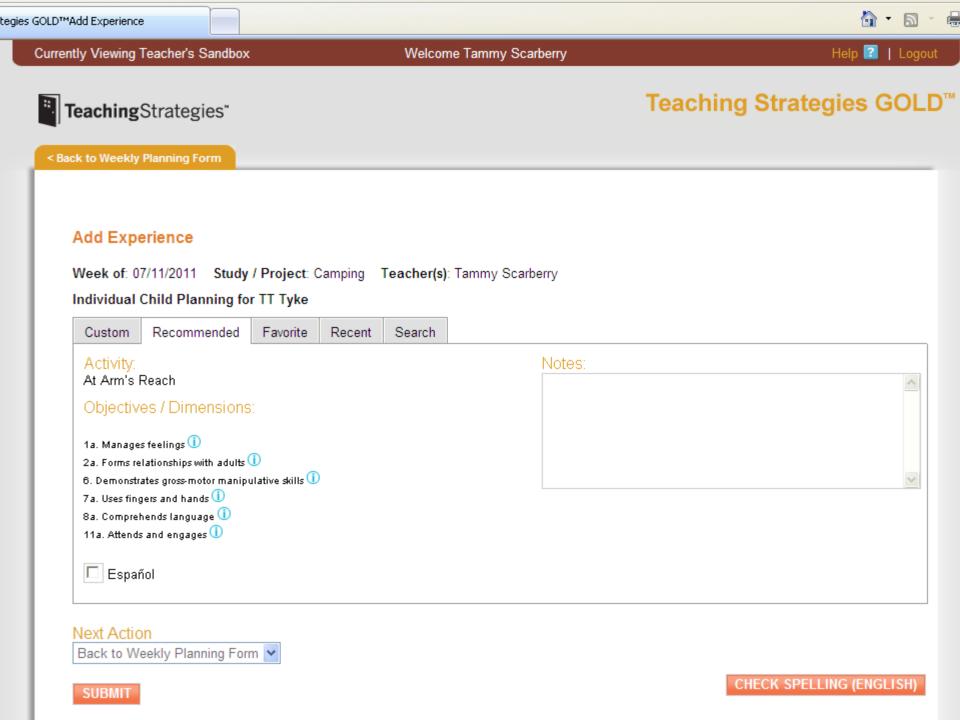
Children: TT Tyke

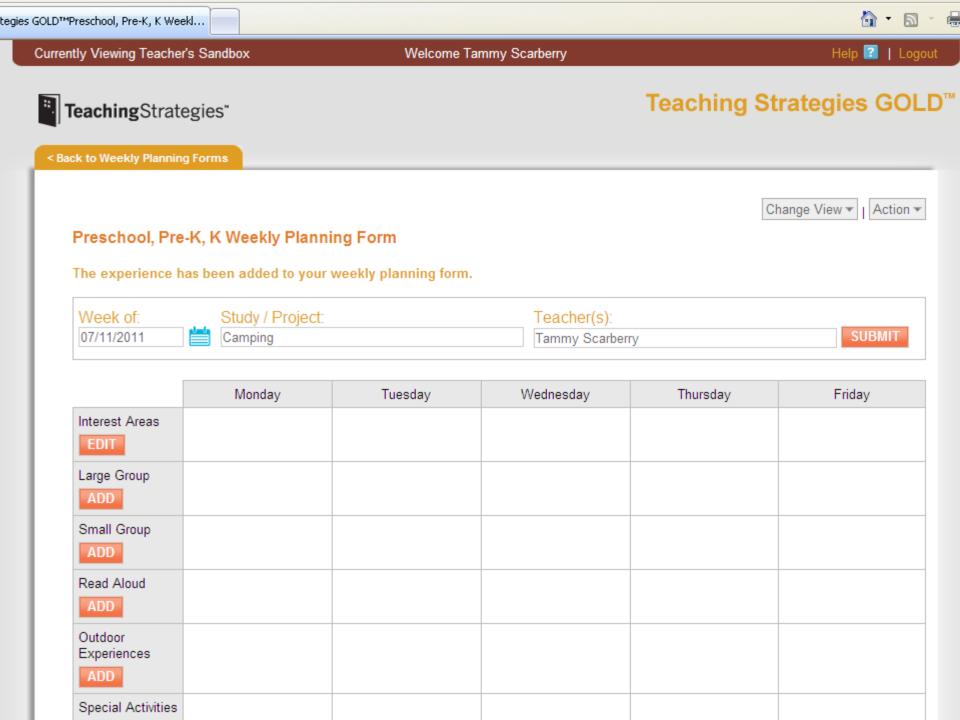
Refine Search

| Objective/Dimension | Activity | |
|---------------------|----------------|--------|
| 6 | At Arm's Reach | SELECT |

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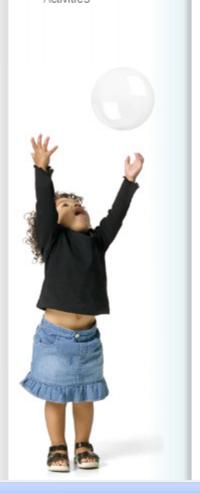


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