

Colors Week: Red Day

a 15 minute whole-class circle

CLASS	Preschool Room 2
AGES	3-5
MINUTES	15
DATE	Monday

The skill under the theme. Naming and finding a target color

The goal it serves. Given a field of three objects, the student will find the named color using words, a point, or a card exchange, in 4 of 5 opportunities.

Today's objective. Every student finds or names something red at least twice during the circle.

You will know it worked when. The grid shows a mark for every student in Who's Here and the Focus Activity, and red-day objects go home named.

HOW THE CIRCLE RUNS

six segments, in order, with minutes

1	GREETING SONG Sing the hello song with the red scarf wave; every student gets one scarf turn.	2 MIN
2	WHO'S HERE Hold up each name card against the red board. The student answers here in their mode; the class claps the name.	3 MIN
3	CALENDAR & WEATHER Move the day frog to Monday together, then check the window and pick today's weather card.	2 MIN
4	MOVEMENT Red light, green light in place: march on green, freeze on red. Two rounds, then melt to sitting.	3 MIN
5	FOCUS ACTIVITY Pass the red basket. Each student pulls one object, and the group answers is it red with thumbs, words, or cards. Red things go on the red mat; tricksters go in the no pile.	3 MIN
6	STORY & CLOSE Read two pages of the red book, then preview centers: the red table has the paint today.	2 MIN

PER-STUDENT RESPONSES

one row per student; mark every segment

Every student finds or names something red at least twice during the circle.

STUDENT	MODE	GREET	HERE	CAL	MOVE	FOCUS	STORY	NOTES
AT	Verbal							
GK	Point							
MB	Verbal							
EW	PECS card							
JH	Verbal, echo							

Mark each segment: + responded · V verbal prompt · G gestural · P physical · A absent

EVERY RESPONSE COUNTS

the mode is the student's, the expectation is shared

VERBAL

A spoken answer at any volume counts, including approximations.

AAC

A device or board activation counts; model it without taking the device.

POINT OR REACH

Pointing at or reaching toward the named choice counts.

SIGN

A sign or gesture the class knows counts; say the word as you accept it.

IF THE CIRCLE WOBBLES

the same response from every adult

IF A STUDENT LEAVES THE CIRCLE

One adult drifts over with the carpet square and offers it where the student landed. No chasing, no carrying back; the circle keeps singing.

REINFORCEMENT

The scarf turn and the basket pull are the payoffs; keep them moving so waiting stays short.

SENSORY

Carpet squares anchor each spot. The student who mouths objects gets the chewable red ring in the basket round.

NOTES & NEXT CIRCLE

two minutes after the circle ends

WHAT LANDED

The segment that held the circle together today.

REGROUP ON

The segment to shorten or re-teach, and for whom by initials.

NEXT CIRCLE STARTS WITH

The first thing tomorrow's circle does.

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.....		
.....		