

Activities Bank Report

Class: **Wonder Minds** Rating Period: **Fall 2025** Teacher: **AgencyTamarra Barrett, Geo Oropeza, Kamila Ramos, Maria Lazaro, Sarah Swan**



Approaches To Learning

ATL1: Engagement, Attention, and Persistence

Building Earlier	Activities Engage in construction activities with blocks or trains. Students: Karina Ceja
Building Middle	Activities - Conduct group storytime with interactive discussion. - Engage in group listening and participation tasks. Students: Bobby Stewart Mia Aceves Carly Carrot

ATL2: Curiosity, Interest, and Initiative

Building Earlier	Activities Facilitate question-prompting exploration walks. Students: Karina Ceja
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ATL3: Problem-Solving

Building Earlier	Activities Find a broom after adult points out spilled sand. Students: Karina Ceja
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ATL4: Planning

Building Middle	Activities Select instruments after music activity introduction. Students: Karina Ceja
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Social and Emotional Development

SED1: Self-Awareness

Building Middle	Activities Create simple visual surveys about favorite colors, foods, activities, or toys that children can complete and discuss. Students: Mia Aceves
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SED2: Social Awareness

Building Middle	Activities Help children connect behaviors to internal states: "Maya is covering her ears because the sounds feel too loud for her." Students: Mia Aceves
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SED3: Relationships and Reciprocal Interactions with Familiar Adults

Building Middle**Activities**

- Implement structured choice-making conversations where you present options and negotiate together, such as "What should we do at the art table - paint or draw? What do you think about trying both?"

Students: Mia Aceves**SED4: Relationships and Interactions with Peers****Building Middle****Activities**

- Allow children to choose their own partners for activities while also gently encouraging them to include others, respecting their developing peer preferences.

Students: Mia Aceves**SED5: Emotional Knowledge and Regulation****Building Middle****Activities**

- Use emotion vocabulary throughout the day by consistently labeling emotions you observe: "I notice you look excited about painting"

Students: Mia Aceves