

**Bayer 1**

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February 10 - 14, 2025

Wheels - Investigation 3 - How do we use wheels? How do they help us? - Day 3	Tue 11	Wed 12	Thu 13	Fri 14
<p>Morning Meeting/Foundational Literacy</p> <p>SFAM Volume 2, Week 19, Days 1-5 (page 111)</p> <p>Question of the Day</p> <p>Mighty Minutes®</p> <p>Large Group</p> <p>Opening Routine</p> <ul style="list-style-type: none"> <li>Welcome the children to the large-group area and begin your opening routine.</li> </ul> <p>Song, Movement, or Game</p>	<p>Wheels - Investigation 3 - How do we use wheels? How do they help us? - Day 4</p> <p>Morning Meeting/Foundational Literacy</p> <p>SFAM Volume 2, Week 19, Days 1-5 (page 111)</p> <p>Question of the Day</p> <p>Mighty Minutes®</p> <p>Large Group</p> <p>Opening Routine</p> <ul style="list-style-type: none"> <li>Welcome the children to the large-group area and begin your opening routine.</li> </ul> <p>Song, Movement, or Game</p>	<p>Wheels - Celebrating Learning - Celebrating Learning - Day 1</p> <p>Morning Meeting/Foundational Literacy</p> <p>SFAM Volume 2, Week 19, Days 1-5 (page 111)</p> <p>Question of the Day</p> <p>Mighty Minutes®</p> <p>Large Group</p> <p>Opening Routine</p> <ul style="list-style-type: none"> <li>Welcome the children to the large-group area and begin your opening routine.</li> </ul> <p>Song, Movement, or Game</p> <ul style="list-style-type: none"> <li>Review the question of the day.</li> </ul>	<p>Wheels - Celebrating Learning - Celebrating Learning - Day 2</p> <p>Morning Meeting/Foundational Literacy</p> <p>SFAM Volume 2, Week 19, Days 1-5 (page 111)</p> <p>Question of the Day</p> <p>Mighty Minutes®</p> <p>Large Group</p> <p>Opening Routine</p> <ul style="list-style-type: none"> <li>Welcome the children to the large-group area and begin your opening routine.</li> </ul> <p>Song, Movement, or Game</p> <ul style="list-style-type: none"> <li>Use <a href="#">Mighty Minutes 203</a>, "Listen to Letter Sounds"</li> </ul>	<p>Buildings - Exploring the Topic - What do we know about buildings? What do we want to find out? - Day 1</p> <p>Morning Meeting/Foundational Literacy</p> <p>SFAM Volume 2, Week 19, Days 1-5 (page 111)</p> <p>Question of the Day</p> <p>Mighty Minutes®</p> <p>Large Group</p> <p>Opening Routine</p> <ul style="list-style-type: none"> <li>Welcome the children to the large-group area and begin your opening routine.</li> </ul> <p>Song, Movement, or Game</p>

## Bayer Use [Mighty Minutes 249](#), “How Many Movements?”

### Discussion and Shared Writing:

#### Wheels That Help People Move

- Display a photo collection that includes pictures of wheelchairs, stretchers, and strollers.
- Invite the children to examine the pictures and identify any wheels they see.
- Ask, “What are these things used for?” Document the children’s responses.
- Introduce the items’ names one by one and discuss how they are used to help move people: **wheelchair** (a chair with wheels that helps move people who are sick, injured, or have a disability), **stroller** (a small seat with wheels that moves babies or young children), **stretcher** (a bed with wheels that moves sick or injured people), **wagon** (a structure with wheels that adults pull to move children).
- Say, “I wonder if you can move me if I sit in a regular

- Use [Mighty Minutes 286](#), “Simon the Snake”.

### Discussion and Shared Writing:

#### Wheels That Help Lift Heavy Things

- Review the question of the day. Tell the children that there is a machine that uses a wheel to lift heavy things.
- Show the children a photo of cranes lifting and moving objects.
- Explain that a **crane** is a machine that uses a pulley to lift items.
- Encourage the children to recall what a pulley is. Display the pulleys the children made during Investigation 2, Day 5 to help them recall their learning experience. Invite them to describe how they made pulleys and how they have used them since. Document the children’s responses on the board.

Before transitioning to the interest areas, tell the children they can use their pulleys like cranes to lift objects in the Block area.

- Use [Mighty Minutes 229](#), “Find It, Stick It”.

### Discussion and Shared Writing:

#### Planning for the Celebration

- Say, “We have learned so much about wheels. It is time to celebrate all of our hard work! We will have our families and guests visit to see everything we have learned.”
- Work together to create a plan to share the children’s suggestions. For example, say, “Elliot, you want to show everyone how you can move the pile of blocks with the dolly. I will write ‘Set up dolly’ on the list.” Document your plan on a sheet of chart paper titled *Our Celebration Plan*.
- Once the plan has been made, discuss which parts of the plan each child would like to do and talk about what materials or supplies the children need.

Before transitioning to interest areas, review each child’s role in the plan and talk about how the children can help one another as they prepare for the celebration.

with its accompanying poster.

### Discussion and Shared Writing:

#### Celebrating Wheels

- Welcome families and guests to the classroom.
- Say to the children, “You all worked so hard to set up activities and displays about wheels all around our classroom.”
- Review the question of the day. “I wonder what you would like to share with our guests about the activities and displays.”
- Ask the children to explain the activities and displays that are set up around the classroom. Document the children’s responses.

Before transitioning to the interest areas, tell the children that they will take the guests around to the classroom interest areas and teach them what they have learned about wheels.

#### Read-Aloud

Read *Wheels on the Go!*

- Review the question of the day.
- Sing the following song with the children:  
*Head, shoulders, knees and toes, knees and toes,  
Head, shoulders, knees and toes, knees and toes.  
Eyes and ears and mouth and nose,  
Head, shoulders, knees and toes, knees and toes.*
- Invite the children to point to the different parts of their bodies as you sing.
- After the children are finished singing, introduce the term **feature**. Explain that a **feature** is a part of something that stands out and that their eyes, ears, mouth, and nose are features of their face.

### Discussion and Shared Writing:

#### Features of Buildings

- Display a photo of your school or center.
- Ask, “What building is in this picture?”
- Say, “This building is our school. This is where you

**Chair** that does not have wheels.”

- o Sit in a chair without wheels and invite the children to take turns gently trying to push the chair.
- o Next, sit in a chair with caster wheels and invite the children to take turns gently trying to push the chair.
- o Ask, “Which one was easier to move? Why was it easier?”

Before transitioning to the interest areas, point out the stroller and wagon in the Dramatic Play area.

### Read-Aloud

Read *The Lonely Mailman*.

### Before Reading

Recall the characters and the problem.

“We are going to read *The Lonely Mailman* again. You may remember that this story is about a mailman who delivers letters to all the animals in the forest. But do you remember who writes the letters? What happens when the other animals discover the mailman’s secret?”

### Read-Aloud

Read *My Steps*.

### Before Reading

Say, “We read this book before. Who can remind me what the title of the book is? Who can remember what this book is about?”

### While Reading

Pause and allow children to offer ideas about how the girl transformed her stoop by using her imagination. Talk about the words *shivering* (to shake when cold or in fear) and *hydrant* (an upright pipe with a valve you can turn to make water flow).

### After Reading

Encourage children to relate how the girl kept the steps clean and safe. Invite them to share their own experiences with being safe and the ways they used their imaginations during the *Wheels* study.

### Small Group Literacy

PK.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in context.

### Read-Aloud

Read *The Lonely Mailman*.

### Before Reading

Encourage children to recall the problem and solution.

“This is a book we have read two times before. Do you remember what it is called? Who do you see on the cover? What is the mailman’s secret? What do the forest animals do when they discover his secret?”

### While Reading

Expand vocabulary:

*apologies, exhausted, typewriter, secret, “lump in his throat”*

Guide children to reconstruct the story as you turn the pages.

Read a few pages and allow the children to reconstruct parts of the story. Occasionally ask questions such as “What is happening here?” or “What happens next?” that help children recall the events of the story. Encourage children to explain what characters are thinking and feeling.

### After Reading

### Before Reading

Show the cover and encourage children to recall the title of the book. Ask, “Why do you think this book is called *Wheels on the Go*?”

### While Reading

Encourage children to point out any wheels that are similar to wheels they have used before and describe how they work.

### After Reading

Invite children to recall how people used wheels in the book. Ask, “Why did people use different wheels to do different things? What would happen if we only had very small wheels?”

### Small Group Literacy

PK.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in context.

Objective: I can segment and blend CVC words.

PK.FL.WC.4 Know and apply grade-level phonics and word analysis when encoding words.

Objective: I can decode, spell and write CVC words correctly.

come to learn and play.”

- o Show the children a pile of blocks and say, “I want to build our school. Look at the picture. What should I build first?”
- o Display a piece of chart paper titled *Building Features*.
- o Begin to create the building with blocks, following the children’s guidance.
- o Point out the building features (e.g., **doors, windows, walls, and roof**). Ask the children questions that encourage them to describe and notice the features: “The school has a door in the front of it. How can I make a door in my block building?” or “Damien said that our building has a flat roof. Which blocks can I use to make a flat roof?”
- o Write the features the children discuss on the chart.
- o After building, read the features on the list and say, “I wonder if other buildings have the same features as our school.”

## Bayard Reading

Expand vocabulary using more verbal explanations:

*hardly, apologies, exhausted, nervously, secret, “plucks up his courage,” blushes*

Reinforce some previously introduced words by pointing to pictures and dramatizing:

*pricked, flickering, typewriter, “lump in his throat”*

Comment on and ask follow-up questions about the other characters.

- “Hmm. Why did the mailman write these letters for Squirrel and Hedgehog? How do you think Squirrel and Hedgehog felt when they read their letters?”
- “What is the mouse in the red shirt doing in this picture? Why is he hiding a letter in the mailman’s bag?”
- “The other animals wrote the mailman a letter to thank him for how happy his letters made them. The letter says they want to ‘share

Objective: I can segment and blend CVC words.

PK.FL.WC.4 Know and apply grade-level phonics and word analysis when encoding words.

Objective: I can decode, spell and write CVC words correctly.

Teach the Concept

Review letters and sounds.

Explain how letters combine to form words. CVC words are words that have a consonant for the initial letter/sound, a vowel for the middle or medial letter/sound, and a consonant for the final letter/sound.

You may have students name the consonants and vowel in this week’s letter bundle.

Introduce the blending/segmenting mats. Have students to explain where they may have seen these colors (traffic light) and what they think each means.

Use the gradual release of responsibility: (I do; We do; You do) to engage the students in multiple opportunities to practice the skill.

Choice Time

As you interact with the children in each interest area, make time

Wonder aloud and ask follow-up questions.

- “At the end of the story, the mailman thinks about writing more letters. He is no longer lonely, and I think he is done writing letters in secret. What kinds of letters do you think he will write now?”
- “How do the mailman’s letters help the other animals? How do you think the mailman can help the forest animals now that they know he wrote the letters?”
- “Getting letters from their friends makes the forest animals really happy. Do you think they will write their own letters now? I think the mailman will be happier now that he will get letters, too.”
- “I wonder if we can write letters to our friends, just like the mailman wrote letters to the forest animals. What could we write to our friends?”

Small Group Literacy

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Choice Time

As you interact with the children in each interest area, make time to do the following:

- Encourage the children to explain to the guests what they have learned about wheels and to share the displays that are set up around the classroom.

Before transitioning to the interest areas, explain to the children that they can build buildings in the Block area.

Read-Aloud

Read *Changes, Changes*.

### Before Reading

Tell the children the title of the book and show the cover. Ask, “What do you think this book is about?”

### While Reading

Point out that this book is wordless: it does not have any words. Tell the story by describing what is happening in the pictures.

### After Reading

Recall children’s predictions and discuss whether they were correct.

### Small Group Literacy

PK.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in context.

Objective: I can segment and blend CVC words.

**Bayer** their happiness' with him.  
How will they do that?"

## After Reading

Invite explanations, wonder aloud, and ask follow-up questions.

- "I wonder why the mouse in the red shirt follows the mailman. Do you think the mouse has ever gotten a letter from the mailman?"
- "The forest animals don't know the mailman is writing the letters. Who do they think the letters were from? How do they discover the mailman's secret?"
- "The forest animals said the mailman's letters 'filled their days with love and happiness.' Why do you think they wrote him a letter as part of their surprise?"

## Small Group Literacy

PK.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in context.

Objective: I can segment and blend CVC words.

to do the following in the Block area:

- Display the pulleys the children made during Investigation 2, Day 5 along with a photo collection of cranes in action.
- Invite the children to use the pulleys like cranes to lift and move blocks or other items.
- Encourage the children to use other classroom materials to modify their pulleys to create cranes.
- Provide paper and writing utensils so the children can sketch and create plans for their cranes as they work.
- Encourage the children to count the number of items they can lift at one time.

## Whole Group/Small Group Math

**PK.OA.A.2 With guidance and support, begin to solve addition and subtraction word problems, and add and subtract within 5 (e.g., by using objects or drawings to represent the problem).**

analysis skills when decoding isolated words and in context.

Objective: I can segment and blend CVC words.

PK.FL.WC.4 Know and apply grade-level phonics and word analysis when encoding words.

Objective: I can decode, spell and write CVC words correctly.

Teach the Concept

Review letters and sounds. Explain how letters combine to form words. CVC words are words that have a consonant for the initial letter/sound, a vowel for the middle or medial letter/sound, and a consonant for the final letter/sound. You may have students name the consonants and vowel in this week's letter bundle. Introduce the blending/segmenting mats. Have students to explain where they may have seen these colors (traffic light) and what they think each means. Use the gradual release of responsibility: (I do; We do; You do) to engage the students in multiple opportunities to practice the skill.

## Choice Time

- Ask the children questions that encourage them to recall what they have learned.
- Support the children as they interact with the guests at the displays and demonstrate how they made and used wheels.

## Whole Group/Small Group Math

**PK.OA.A.2 With guidance and support, begin to solve addition and subtraction word problems, and add and subtract within 5 (e.g., by using objects or drawings to represent the problem).**

Objective: I can solve addition/subtraction word problems.

Example: Look at the 4 bears (counting bears). There are 3 ears of corn, and each bear wants to eat an ear of corn (yellow disks). Will there be enough ears of corn for every bear to get an ear of corn?

Suggested materials needed: counting bears; yellow disks

Use a think-aloud to model for students on how to match one

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## Choice Time

As you interact with the children in each interest area, make time to do the following in the Block area:

## Bayer I

PK.5.VC.4 Know and apply grade-level phonics and word analysis when encoding words.

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### Choice Time

As you interact with the children in each interest area, make time to do the following in the Dramatic Play area:

**Objective: I can solve addition/subtraction word problems.**

Example: Look at the 4 bears (counting bears). There are 3 ears of corn, and each bear wants to eat an ear of corn (yellow disks). Will there be enough ears of corn for every bear to get an ear of corn?

Suggested materials needed: counting bears; yellow disks

Use a think-aloud to model for students on how to match one yellow disk to one bear. Ask and answer the question: Are there enough ears of corn for every bear? Count the number of bears that do not have an ear of corn. How many bears will not get an ear of corn? ( $4 - 3 = 1$ ) How many more ears of corn do we need for each bear to get one? ( $3 + 1 = 4$ ). Using the gradual release of responsibility: (I do, We do, You do), provide multiple opportunities for students to practice the skill with other examples.

### Large-Group Roundup

- Display the *How Wheels Help People* chart.

As you interact with the children in each interest area, make time to do the following:

- Display the *Our Celebration Plan* chart.
- Support the children as they set up and gather the materials for the celebration.
- As the children work, ensure that information from each of the investigations is highlighted in some way. For example, to share what they learned in Investigation 2: *How do wheels move? How can we make our own wheels?*, the children could create a display of pictures of them making wheels or set up a station for the visitors to make their own wheels, with the children acting as the teachers.
- Support the children in creating labels and write or dictate instructions to go along with the displays.

### Whole Group/Small Group Math

**PK.OA.A.2 With guidance and support, begin to solve addition and subtraction word problems, and add and subtract within 5**

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### Large-Group Roundup

- Review the question of the day.
- Invite the children to help you create a thank-you note for the guests who attended the celebration. Post the note in the classroom for the families to see.

- Display photos of different buildings from your local community.
- Point to the different buildings in the pictures. Explain that a **building** is a structure that has a roof and walls.
- Review the *Building Features* chart with the children. Talk about any new features the children notice about the buildings in the photos.
- Invite the children to build their own buildings using the photos as inspiration.
- As the children build, ask questions about their structures, such as, "Jerimiah, can you tell me about your building? What is this right here? Oh, you built a tall wall just like the building's wall in the photo! I am going to add the word wall to our chart."
- Photograph children's constructions or invite them to display the buildings in a protected area.

### Whole Group/Small Group Math

**Bayer 1** Display a stroller, a wagon, or any other wheeled item that is used to move people.

- o Notice aloud how you see the children using the items in their pretend play: "Josiah, I see that you are pushing three babies in the stroller. Where are you taking them?" or "Monique, I see that you are lying on the floor. What are you lying on? Oh, you turned the blanket into a pretend stretcher. Are the ambulance workers taking you to the hospital?"

### Whole Group/Small Group Math

**PK.OA.A.2 With guidance and support, begin to solve addition and subtraction word problems, and add and subtract within 5 (e.g., by using objects or drawings to represent the problem).**

**Objective: I can solve addition/subtraction word problems.**

Example: Look at the 4 bears (counting bears). There are 3 ears of corn, and each bear wants to eat an ear of corn (yellow disks). Will there be enough ears of corn

- o Say, "Today, we talked about wheels that help people lift things. How did the wheels help?" Document the children's responses on the chart.
- o Save the chart to display during the celebration at the end of the study.

**(e.g., by using objects or drawings to represent the problem).**

**Objective: I can solve addition/subtraction word problems.**

Example: Look at the 4 bears (counting bears). There are 3 ears of corn, and each bear wants to eat an ear of corn (yellow disks). Will there be enough ears of corn for every bear to get an ear of corn?

Suggested materials needed: counting bears; yellow disks

Use a think-aloud to model for students on how to match one yellow disk to one bear. Ask and answer the question: Are there enough ears of corn for every bear? Count the number of bears that do not have an ear of corn.

How many bears will not get an ear of corn? ( $4 - 3 = 1$ )

How many more ears of corn do we need for each bear to get one? ( $3 + 1 = 4$ ).

Using the gradual release of responsibility: (I do, We do, You do), provide multiple opportunities for students to practice the skill with other examples.

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Using the gradual release of responsibility: (I do, We do, You do), provide multiple opportunities for students to practice the skill with other examples.

### Large-Group Roundup

- Display the *How Wheels Help People* chart.
- Say, "Today, we talked about wheels that help people move. How did wheels help?" Document the children's responses on the chart.

### Large-Group Roundup

- Review the *Our Celebration Plan* chart.
- Ask, "What have we completed?" Invite the children to review the plan and suggest items that can be removed or crossed off.
- Remind the children that guests will come tomorrow to celebrate all that they have learned about wheels.

practice the skill with other examples.

### Large-Group Roundup

- Display the *Building Features* chart.
- Remind the children that a building is a structure that has a roof and walls.
- Invite children who built buildings in the Block area to share any new features that they discovered. Add them to the *Building Features* chart.