

Bayer 1

Chris Spratlin, Debra Bowie, Nichol Collier, Theodore Jennings, Charisse Baker

February 17 - 21, 2025

Mon 17	Tue 18	Wed 19	Thu 20	Fri 21
Presidents Day/No School	<p>Buildings - Exploring the Topic - What do we know about buildings? What do we want to find out? - Day 2</p> <p>Morning Meeting/Foundational Literacy</p> <p>SFAM Volume 2, Week 20, Days 1-5 (page 126)</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"> Welcome the children to the large-group area and begin your opening routine. <p>Song, Movement, or Game</p>	<p>Buildings - Exploring the Topic - What do we know about buildings? What do we want to find out? - Day 3</p> <p>Morning Meeting/Foundational Literacy</p> <p>SFAM Volume 2, Week 20, Days 1-5 (page 126)</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"> Welcome the children to the large-group area and begin your opening routine. <p>Song, Movement, or Game</p>	<p>Buildings - Exploring the Topic - What do we know about buildings? What do we want to find out? - Day 4</p> <p>Morning Meeting/Foundational Literacy</p> <p>SFAM Volume 2, Week 20, Days 1-5 (page 126)</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"> Welcome the children to the large-group area and begin your opening routine. <p>Song, Movement, or Game</p>	<p>Buildings - Investigation 1 - What different types of buildings are there? How are they the same and different? - Day 1</p> <p>Morning Meeting/Foundational Literacy</p> <p>SFAM Volume 2, Week 20, Days 1-5 (page 126)</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"> Welcome the children to the large-group area and begin your opening routine. <p>Song, Movement, or Game</p>

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- Say, “Do you remember the song we sang yesterday? It was called ‘Head, Shoulders, Knees, and Toes.’ We are going to sing a similar song today, but instead of the features of your bodies, we are going to sing about the features of buildings!”
- Sing the following to the tune of “Head, Shoulders, Knees, and Toes”:
Doors, windows, roof, and walls, roof and walls, Doors, windows, roof, and walls, roof and walls. These are features many buildings have, Doors, windows, roof, and walls, roof and walls!

Discussion and Shared Writing:

Taking a Walk to Discover Building Features

- Tell the children that they will take a walk around the school building today.
- Review the question of the day.
- Invite the children to predict what features (e.g., **stairs, ramp, hallway, rooms**) they might discover on the outside and inside of the

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

Discussion and Shared Writing:

Why Do We Have Buildings?

- Review the question of the day.
- Introduce the term *shelter*. Explain that **shelter** is a place that protects people from weather or danger.
- Say, “When it rains or is too cold or hot outside, I like to stay inside a building where it’s safe. People like to stay inside buildings to protect themselves from **weather**, such as rain, wind, snow, or heat.”
- Display photos that depict different types of weather, e.g., sunny, partly cloudy, rainy, snowy, windy, and a T-chart with one column labeled *Inside of Buildings* and the other column labeled *Outside of Buildings*.
- Show each photo and ask, “Would you want to be inside or outside a building in this type of weather?”

- Use [*Mighty Minutes 226*](#), “[Little Sea Star](#)”.

Discussion and Shared Writing:

What Do We Want to Find Out About Buildings?

- Post the *What We Know About Buildings* chart near the large-group area.
- Say, “Look at our chart. We already know a lot of things about buildings. Let’s think about things that we would like to find out about buildings!”
- Review the question of the day.
- Encourage the children to share their ideas. Record their responses on a chart titled *What We Want to Find Out About Buildings*.
- As the children respond, expand on their language and help them formulate questions. For example, if a child says, “My mom’s house has stairs, but my dad’s house doesn’t. How come his house doesn’t have stairs?” you might say, “Miguel, you’re wondering why some buildings have

- Use [*Mighty Minutes 271*](#), “[Benny Bear](#)”.

Discussion and Shared Writing:

The Buildings in Our Neighborhood

- Review the question of the day.
- Tell the children that they will take a walk around the neighborhood. Explain that a **neighborhood** is an area in a city, town, or other place where people live near each other.
- Show the children a simple, hand-drawn map of the neighborhood around the school. Explain that a **map** is a tool that shows people what natural features, places, and important buildings are in the area.
- Point out and explain what the map shows. You might say, “Here is a map of our neighborhood. Here is our school building, and here is the park at the end of our street.”
- Invite the children to share what places on the map they are familiar with.

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school while on the walk. Write a list of their ideas on the board.

- As you walk around the school, encourage the children to look at the different features on the inside and outside of the building. Take photos of the features the children find.
- Discuss the features the children discover while on the walk. You might say, “Kendra, you noticed that there is a long walkway leading up to the school. That walkway is called a *ramp*,” or “Elias noticed that we have doors on the inside and outside of our building.”
- After the walk, invite the children to share what building features they discovered. Add the features the children recall to the *Building Features* chart.

Before transitioning to the interest areas, explain to the children that they can make an observational drawing of the school in the Art area.

Read-Aloud

Read *A Chair for My Mother*.

- Encourage children to explain why they would want to be inside or outside a building in the different types of weather.
- Invite the children to share their responses. Post each photo on the preferred side of the T-chart.

Before transitioning to interest areas, explain to the children that they can build a shelter for toy people in the Block area.

Read-Aloud

Read *Changes, Changes*.

Before Reading

Ask “What do you remember about this book? Why do you think it is called *Changes, Changes*?”

While Reading

Invite children to retell the story.

After Reading

Flip back through the book and record children’s dictation on sticky notes. Place sticky notes on each page as children describe what is happening on that page. Reread their words to retell the

stairs and why some buildings do not. I’ll write ‘How are buildings the same and different?’ on the chart.”

Before transitioning to the interest areas, explain to the children that they can sort photos of different buildings in the Art area.

Read-Aloud

Read *A Chair for My Mother*.

Before Reading

Recall the characters and the problem.

“We’re going to read *A Chair for My Mother* again. You may remember that Rosa, her mother, and her grandmother lost everything in a fire. Their family and friends give them some things for their new apartment, but there is still one thing they really want but don’t have. What do Rosa and her family want? What do they do to get it?”

While Reading

Expand vocabulary using more verbal explanations:

change, exchanged

- Write the children’s responses on the board.

Before going on the walk, explain to the children that they will follow the walking route on the map to see the different buildings around the neighborhood.

Read-Aloud

Read *Buildings, Buildings, Buildings*.

Before Reading

Show the children the cover of the book and ask, “What do you think this book is about?”

While Reading

Pause and invite the children to notice the features of each building.

After Reading

Review any of the pictures in the book that are similar to buildings in the neighborhood.

Small Group Literacy

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

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Before Reading

Introduce the characters and the problem.

"In *A Chair for My Mother*, Rosa, her mother, and her grandmother lose everything they own during a fire. Their new apartment has some furniture, a rug, pots, dishes, and silverware, but it doesn't have a comfortable chair. How will they get that chair? Let's read and find out."

While Reading

Expand vocabulary by pointing to pictures, using gestures to dramatize, and describing:

waitress, diner, boss, pile, wallet, velvet, change, tips, bargain, spoiled, "take a load off my feet," exchanged

Comment on the main characters' thoughts and actions.

- o "I wonder why Rosa, Mama, and Grandma are saving money in the jar. Maybe they are saving money to buy something very special."

story as you turn the pages of the book.

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.

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

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

tips, bargain, "take a load off my feet"

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

- o "Why do you think Mama looks worried when she doesn't have a lot of tips? Maybe she worries that there won't be enough money to buy the chair."
- o "Grandma must really love her family. She doesn't have a job but she still finds a way to help Rosa and Mama save money to buy the chair."
- o "Why do you think Rosa, Mama, and Grandma can't wait for the chair to be delivered?"
- o "I think having the chair makes the new apartment finally feel like home to Mama and Grandma. I think that makes Rosa feel good, too."

After Reading

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, do the following outdoors:

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- “Rosa wants a chair covered in velvet with roses. I wonder if her family lost a chair like that in the fire.”
- “I wonder how Rosa felt when she saw her house on fire. Maybe she felt scared and worried about what would happen to her and her family.”
- “I think Rosa feels good about how she helped her family save enough money to buy ‘the best chair in the whole world.’”

After Reading

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

- “When Rosa is paid for helping at the diner, she puts half the money in the jar. I wonder what she will do with the other half of her money. What would you do with it?”
- “One way that Rosa helps her family is by helping at the diner and saving some of the money she makes in the jar. How do you help your family at home?”

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 to do the following in the Block area:

- Show the children a few toy people.
- Say, “It’s very cold and rainy outside, and these people need a building they can go inside to protect them from the weather! Can we build a building that keeps these people dry and warm?”
- Encourage the children to build buildings out of blocks for the toy people.
- As the children build, make comments and ask questions to help them explain what they are building. For example, say, “Santiago, I noticed that you put a roof on your building. That will keep the people inside nice and dry while it’s raining outside” or “Tatiana, where will you put the door so that the people can come inside? Yes, I think right

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

- “Why do you think Rosa’s mother brought home the biggest jar she could find at the diner? Would a smaller jar have worked as well?”
- “What do you think Grandma meant when she said she felt like Goldilocks in The Three Bears?”

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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

- Take the children on a walk around the school’s neighborhood. Follow the route you have drawn on the map as you walk.
- As you arrive at different buildings, invite children to pay attention to the features and introduce what type of building it is. For example, say, “That building is a house. I can tell that people live there because of the bicycle and single mailbox outside of it” or “This building is a store. I can tell by the sign out front and the items for sale in the window.”
- Take photos of the buildings you see and document what children notice on the walk. Print out the photos to share with children throughout the investigation and use them to make a class book.

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).

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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.

there would be a good spot to put it.”

- Take photos of the children's block creations.

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 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

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 to do the following in the Art area:

- Review the definition of a *building*: “a structure with a roof and walls.”
- Show the children photos of different types of buildings, e.g., high-rise apartment building, igloo, cabin, etc., and photos of structures that are not buildings, e.g., a gazebo, bus stop, shade structure, etc.
- Invite the children to examine and sort the photos

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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

- Invite the children to recall what types of buildings they

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Choice Time

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

- Display a photo of the school.
- Invite the children to create an observational drawing of the school.
- Notice the details the children include in their drawings, such as the windows, doors, and walls.
- Provide word cards for building features (e.g., *window, door, roof*, etc.). Invite the children to refer to the cards to label the parts of their pictures.

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.

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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

- Invite the children who built buildings for the toy people to share their creations with the class.
- Add “buildings provide shelter” and other things the children learned today to the *What We Know About Buildings* chart.

into two groups, “buildings” and “not buildings.”

- Ask questions that prompt the children to share their thinking as they sort the photos. You might ask, “Paco, I noticed that you put the photo of the grocery store into the buildings pile. Why did you place it there?” or “Uma, I see that you are not sure where to put the shade structure. Does it have a roof and walls?”

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.

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saw on your walk.

- Explain to the children that they will learn more about the different types of buildings over the next few days.
- As children talk about the features of the buildings they noticed, listen closely for what they already know and what questions they have. Add that information to the *What We Know About Buildings* and *What We Want to Find Out About Buildings* charts.

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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

- Invite the children to share their observational drawings with the class.
- Display a chart titled *What We Know About Buildings*.

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

- Invite the children who sorted the collection of photos to share which photos were buildings and which were not.
- Explain to the children that they will learn about the different types of buildings and how they are the same and different over the next several days.

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- Say, “We already know so many things about buildings. What are some things we know about buildings that we can add to our chart?”
- Add the children’s responses.
- Post the chart somewhere convenient so you can update it with the children’s ideas throughout the study.