

Bayer 1

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April 7 - 11, 2025

Mon 7	Tue 8	Wed 9	Thu 10	
<div>Exercise - Investigation 2 - Where do people exercise? What types of exercise do they do there? - Day 2</div> <div>Morning Meeting/Foundational Literacy</div> <div>Review Brigance skills from the Academic Skills/Cognitive Development: Literacy Domain D1-D9</div> <div>SFAM completed; refer back to both resources to provide additional supports for students as needed or use this time to practice Brigance skills from the Academic Skills/Cognitive Development: Literacy Domain D1-D9</div> <div>Question of the Day</div> <div>What would you like to ask our visitor? (Display the <i>Questions for Our Visitor</i> chart.)</div>	<div>Exercise - Investigation 2 - Where do people exercise? What types of exercise do they do there? - Day 3</div> <div>Morning Meeting/Foundational Literacy</div> <div>Review Brigance skills from the Academic Skills/Cognitive Development: Literacy Domain D1-D9</div> <div>SFAM completed; refer back to both resources to provide additional supports for students as needed or use this time to practice Brigance skills from the Academic Skills/Cognitive Development: Literacy Domain D1-D9</div> <div>Question of the Day</div> <div>Do you like to dance?</div> <div>Mighty Minutes®</div>	<div>Exercise - Investigation 2 - Where do people exercise? What types of exercise do they do there? - Day 4</div> <div>Morning Meeting/Foundational Literacy</div> <div>Review Brigance skills from the Academic Skills/Cognitive Development: Literacy Domain D1-D9</div> <div>SFAM completed; refer back to both resources to provide additional supports for students as needed or use this time to practice Brigance skills from the Academic Skills/Cognitive Development: Literacy Domain D1-D9</div> <div>Question of the Day</div> <div>Do you know what this is called? (Display a photo of a treadmill.)</div> <div>Mighty Minutes®</div>	<div>Exercise - Investigation 3 - What types of equipment do people use to exercise? - Day 1</div> <div>Morning Meeting/Foundational Literacy</div> <div>Review Brigance skills from the Academic Skills/Cognitive Development: Literacy Domain D1-D9</div> <div>SFAM completed; refer back to both resources to provide additional supports for students as needed or use this time to practice Brigance skills from the Academic Skills/Cognitive Development: Literacy Domain D1-D9</div> <div>Question of the Day</div> <div>How many times can you jump?</div> <div>Mighty Minutes®</div> <div>Mighty Minutes 295, "Stack & Measure"</div>	<div>Exercise - Investigation 3 - What types of equipment do people use to exercise? - Day 2</div> <div>Morning Meeting/Foundational Literacy</div> <div>Review Brigance skills from the Academic Skills/Cognitive Development: Literacy Domain D1-D9</div> <div>SFAM completed; refer back to both resources to provide additional supports for students as needed or use this time to practice Brigance skills from the Academic Skills/Cognitive Development: Literacy Domain D1-D9</div> <div>Question of the Day</div> <div>What do people use these for? (Display a set of 1-lb. hand weights.)</div> <div>Mighty Minutes®</div>

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Mighty Minutes®

[Mighty Minutes 252, “Spinning Tires”](#)

Song Children sing a song and then identify the rhyming words.

Large Group

Visitor Who Exercises Outdoors
Children ask a visitor questions to learn more about the exercise they do outdoors.

Opening Routine

- Welcome the children to the large-group area and begin your opening routine.

Song, Movement, or Game

- Use [Mighty Minutes 206, “I Can Count!”](#) with its accompanying poster.

Discussion and Shared Writing:

Visitor Who Exercises Outdoors

- Say: “People like to exercise in many different **locations**, or places. Do you remember

[Mighty Minutes 265, “More or Fewer”](#)

Game Children form small groups and then compare which groups have more or fewer people.

Large Group

Indoor Exercise Discuss a variety of indoor exercises and why people do them outdoors.

Opening Routine

- Welcome the children to the large-group area and begin your opening routine.

Song, Movement, or Game

- Use [Mighty Minutes 293, “Alphabet Hold-Up”](#).

Discussion and Shared Writing:

Indoor Exercise

- Review the question of the day.
- Play upbeat music. Invite the children to dance along to the music.
- Say: “Did you know that **dancing**, such as the moves

[Mighty Minutes 287, “Kooky Car”](#)

Game Children work together to use different shapes to create a wacky car.

Large Group

Doing Outdoor Exercise Indoors
Discuss how different exercise machines help people do outdoor exercises indoors.

Opening Routine

- Welcome the children to the large-group area and begin your opening routine.

Song, Movement, or Game

- Use [Mighty Minutes 254, “Playful Petals”](#).

Discussion and Shared Writing:

Doing Outdoor Exercise Indoors

- Say: “On Day 1, we learned that running outdoors is easier and gives us more space than running indoors.”

Game Children use unit cubes to measure classroom items.

Large Group

Exercise Equipment Children explore a jump rope and discuss how people use different types of equipment to exercise.

Opening Routine

- Welcome the children to the large-group area and begin your opening routine.

Song, Movement, or Game

- Use [Mighty Minutes 224, “Five Big Leaves”](#).

Discussion and Shared Writing:

Exercise Equipment

- Take the children outdoors or to a large indoor space.
- Review the question of the day.
- Invite the children to show you how many times they can jump. Write the number of times the children jump onto a piece of chart paper.

[Mighty Minutes 272, “Silly Syllables”](#)

Game Children create silly food combinations and clap out the syllables in the words.

Large Group

Hand Weights Children examine, lift, and compare hand weights.

Opening Routine

- Welcome the children to the large-group area and begin your opening routine.

Song, Movement, or Game

- Use [Mighty Minutes 250, “Position Practice”](#).

Discussion and Shared Writing:

Hand Weights

- Review the question of the day.
- Introduce the term *hand weights*. Demonstrate for the children how to correctly hold and lift the hand weights and explain that **hand weights** are equipment that people lift to

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the exercises that people do outdoors?”

- Invite the children to share their responses.
- Review the question of the day and add the children’s questions to the *Questions for Our Visitor* chart.
- Introduce the visitor.
- Invite her to share what type of exercise she does, where outdoors she does it, and what tools or technology she uses, e.g., stopwatch, smart watch.
- Ask the visitor to share any photos or videos of the exercise she does.
- Encourage children to ask the questions from the *Questions for Our Visitor* chart.
- Record the visitor’s responses.
- Take pictures and videos of the children and visitor to share during the end-of-study celebration.

Before transitioning to the interest areas, explain to the children that they can create a

you were just doing to the music, is a type of exercise that is often done indoors?”

- Display a piece of chart paper titled *Indoor Exercises* and write *dancing* on the chart.
- Ask: “What are some other types of exercise that you do indoors?”
- Document the children’s responses on the chart.
- Display photos of children doing familiar indoor exercises, e.g., karate, yoga, ballet, gymnastics, indoor swimming.
- Discuss the photos with the children. Point out what type of exercise the children are doing and the indoor spaces they are exercising in.

Before transitioning to the interest areas, explain to the children that they can dance in the Music and Movement area.

Read-Aloud

book about friendship

- Choose a book about friendship from your

- Invite the children to run in place for 10 seconds. Explain that when you are indoors, running in place is easier and safer because you will not bump into things or run out of space to move.
- Review the question of the day.
- Explain to the children that the object in the photo is a **treadmill**, which is a machine that people use indoors for walking or running.
- Display photos of people using different exercise machines, such as a stationary bicycle, rowing machine, or stair climber.
- Say: “Machines like these allow people to do exercise indoors because the machines stay in one place.”
- As you discuss the photos, write down what the children notice about the machines and how they work, e.g., the stairs on the machines go around and around as someone steps on them.
- Invite the children to pantomime using the machines, e.g., pedaling a

- Display a jump rope and ask: “Do you know what this is?” and “Have you used it before?”
- Demonstrate for the children how to jump using the jump rope and ask: “Do you think jumping with a jump rope is as easy as jumping without a jump rope?”
- Invite a few children to attempt to use the jump rope and share if they think it is easy or more challenging.
- Explain to the children that jump ropes are **equipment** (items made for a particular use) that people use to make some exercises **challenging**, or harder.

Before transitioning to the interest areas, explain to the children that they can explore different types of exercise equipment in the Music and Movement area.

Read-Aloud

Soccer Counts! / ¡El fútbol cuenta!

Read *Soccer Counts! / ¡El fútbol cuenta!*

make their arm muscles stronger.

- Pass around the set of hand weights for the children to lift. Support children as needed. Point out the muscles in their arms. Invite them to notice how their arm muscles look and feel before, during, and after they lift the hand weight.
- Display a 2-lb. set of hand weights with the weight listed on both ends.
- Invite the children to identify the numbers on the hand weights and share what they think the numbers mean.
- Invite the children to compare the numbers of the two sets of weights. Explain that the number shows how many pounds each weight weighs and the bigger the number is, the heavier the weight is.
- Say: “I wonder if we can make our own hand weights.” and “What materials can we use to make hand weights?”
- Write down materials that the children suggest.

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thank-you note for the visitor in the Art area.

classroom collection to share with the children.

stationary bike, rowing the handles on a rowing machine, or climbing up the stairs on a stair climber.

Read-Aloud

Max
Read *Max*.

Before Reading

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

While Reading

Talk about the movements that Max uses in the dance class. Ask the children to share the different ways they move when they dance.

After Reading

Invite children to try some of the movements Max and his sister use in the dance class. Ask: “Why do you think the dance class is Max’s ‘way to warm up’ for the baseball game on Saturdays?”

Small Group Literacy

I can read sight word/CVC sentences and answer (literal) questions about the text. I can

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I can read sight word/CVC sentences and answer (literal) questions about the text. I can produce orally and/or write complete sentences.

PK.F.5 Read with sufficient accuracy and fluency to support comprehension.

Objective: I can read sight word/CVC sentences and answer (literal) questions about the text.

PK.SC.6 With modeling and/or prompts, orally produce complete sentences.

Objective: I can produce orally and/or write complete sentences.

Whole Group/Small Group Math

I can identify money.

PK.MD.B.3 Begin to recognize currency and its purpose.

Objective: *I can identify money.*

****REVIEW** PK.OA.A.3 Compose and decompose numbers to 5, in more than one way, by using objects or drawings.**

Before transitioning to the interest areas, explain to the children that they can match photos of people exercising in the Discovery area.

Read-Aloud

Max
Read *Max*.

Before Reading

Ask: “Do you remember what this book is about?”

While Reading

Pause and invite children to explain why the dance moves help Max play baseball.

After Reading

Ask: “Do you think Max will invite other baseball players to use dance moves to help them in baseball?” Encourage children to discuss the benefits of stretching and leaping when playing sports.

Small Group Literacy

Before Reading

Tell the children the title of the book. Ask: “What do you think this book is about?” Explain that the book is written in English and in Spanish. Point out the italicized text and say: “Do you notice how these letters look different from the others? These words are in Spanish.”

While Reading

Use the illustrations and the soccer facts below the main text to clarify the content and vocabulary.

After Reading

Turn to the page 11 and ask: “What position would you like to play?”

Small Group Literacy

I can read sight word/CVC sentences and answer (literal) questions about the text. I can produce orally and/or write complete sentences.

PK.F.5 Read with sufficient accuracy and fluency to support comprehension.

Objective: I can read sight word/CVC sentences and answer

Before transitioning to the interest areas, explain to the children that they can make their own hand weights in the Sand and Water area.

Read-Aloud

The Happiest Tree: A Yoga Story
Book Discussion Card 16 (first read-aloud)

Read *The Happiest Tree: A Yoga Story*.

Before Reading

Introduce the characters and the problem.

“Meena is playing a tree in her class’s school play, but she is scared she will ruin it by tripping and falling. One day, after a visit to the grocery store, she sees a group of people in a yoga class. Soon she is learning to breathe and stretch and make herself still. As her class prepares for the play, Meena worries she will stumble and ruin the play. Will she be able to use what she has learned in yoga to become a tree in the play? Let’s read and find out!”

While Reading

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****REVIEW** PK.OA.A.3 Compose and decompose numbers to 5, in more than one way, by using objects or drawings.**

Objective: *I can compose and decompose numbers to 6-10.*

"All About Money"

To effectively teach pre-K students about identifying money, focus on hands-on activities, real-life scenarios, and engaging games that make

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"All About Money"

To effectively teach pre-K students about identifying money, focus on hands-on activities, real-life scenarios, and engaging games that make learning fun and memorable.

1. Introduction to Coins and Bills:

Introduce different coins (penny, nickel, dime, quarter) and their values (1 cent, 5 cents, 10 cents, 25 cents); Show, don't just tell. Allow children to physically handle the coins and bills, emphasizing their size, shape, and color. Use visual aids: display posters or flashcards with images of coins and their values. Introduce the concept of "value": Explain that different coins have different amounts of value, and therefore, can buy different things.

2. Engaging Activities:

Coin sorting: Provide students with a variety of coins and ask them to sort them into different groups based on their values.

"Buy a Letter" activity: Children

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

improved, clumsy, rehearsal, astonishment, topple, sets, India, performance, cloak, snagged

Comment on the main characters' thoughts and actions.

- “Meena loves the idea of an updated play about Red Riding Hood. I think she pretends she isn’t interested in a part because she is nervous that she will ruin the play.”
- “When Meena sees the group of children raising and holding their legs in the air, she is fascinated. She must be wondering how they are able to move so carefully and smoothly.”
- “After practicing yoga, Auntie tells Meena that her yoga pose is ‘very nice,’ and that makes Meena feel golden warm. She must feel proud and happy to be moving so carefully and smoothly.”

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"Buy a Letter" activity: Children "buy" letter beads or stickers to spell their names with pennies, reinforcing the concept of counting and value.

Play money games: Utilize board games like "Monopoly Junior" or create your own games that involve buying and selling items.

Role-playing: Set up pretend

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Play money games: Utilize board games like "Monopoly Junior" or create your own games that involve buying and selling items.

Role-playing: Set up pretend stores or restaurants where children can practice using money to "buy" items.

Use real-life situations: Involve children in real-life money transactions, such as paying for snacks or small items.

Create a money chart: Label a chart with numbers 1-100 and have children place coins on the squares that represent their value.

Sing money songs: Incorporate songs about money to make learning fun and memorable.

3. Reinforcement and Practice:

Encourage saving: Introduce the concept of saving by creating a money jar or piggy bank.

Connect money to everyday life: Talk about how money is used to buy things, pay for services, and earn a living.

Read books about money: Explore books that feature money-related themes, such as people going shopping or earning

money, focus on hands-on activities, real-life scenarios, and engaging games that make learning fun and memorable.

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Create a money chart: Label a

- o “Meena realizes that she can control her body and her thoughts. That makes her feel so glad.”

After Reading

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

- o “I wonder what Meena thinks when her teacher refuses to ‘take no for an answer’ and includes her in the school play.”
- o “Meena works hard to practice yoga and keep her body still. What else can Meena do to calm down when she feels nervous or clumsy?”
- o “I wonder how yoga helped Meena calm herself in the play. What do you think?”

Small Group Literacy

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Choice Time

Art Children create thank-you notes for the visitor.

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

a living.

Choice Time

Music and Movement *Mighty Minutes 280, "Stoplight Dance"*

Children follow color clues to stop, slow down, or freeze as they dance.

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

- Use *Mighty Minutes 280, "Stoplight Dance"*.
- Review adaptations on the back of the card and invite the children to suggest different movements to incorporate into their dancing.

Large-Group Roundup

Review the events of the day.

- Invite the children who danced during choice time to demonstrate a dance move.

create your own games that involve buying and selling items.

Role-playing: Set up pretend stores or restaurants where children can practice using money to "buy" items.

Use real-life situations: Involve children in real-life money transactions, such as paying for snacks or small items.

Create a money chart: Label a chart with numbers 1-100 and have children place coins on the squares that represent their value.

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Choice Time

Music and Movement Children explore different types of exercise equipment and share how they think people use them.

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

- Display several types of exercise equipment for children to explore, e.g.,

comprehension.

Objective: I can read sight word/CVC sentences and answer (literal) questions about the text.

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to do the following in the Art area:

- o Talk with the children about what type of exercise the visitor did outdoors and what they learned about.
- o Support the children to create thank-you notes by drawing pictures and writing or dictating what they would like to say on their card.

Large-Group Roundup

Review the events of the day.

- o Invite the children who created a thank-you note during choice time to share what they created.

Discovery Children match pictures of exercise equipment to pictures of people performing the same exercise outdoors.

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

- o Display the photos of people using exercise machines from large group, along with photos of the people performing the same exercises outdoors, e.g., a photo of a person on a rowboat and a photo of a person using a rowing machine.
- o Invite the children to examine the photos and match the indoor exercise with the outdoor exercise.
- o As the children match the photos, discuss why they think people might use the machines indoors rather than doing the same activity outdoors.

Large-Group Roundup

Review the events of the day.

- o Display the photos the children matched during choice time. Encourage the

light weights, running shoes, yoga mats, helmets, elbow pads.

- o Encourage the children to examine the equipment and share how they think the items are used.
- o Point out to the children that some equipment makes exercise more challenging (jump ropes), while some equipment makes exercise safer and more comfortable (shoes, mats, and helmets).

Large-Group Roundup

Review the events of the day.

- o Invite the children who explored exercise equipment to share what they noticed about it.
- o Explain to the children that they will learn more about equipment and how it is used over the next several days.

Introduce different coins (penny, nickel, dime, quarter) and their values (1 cent, 5 cents, 10 cents, 25 cents); Show, don't just tell.

Allow children to physically handle the coins and bills, emphasizing their size, shape, and color.

Use visual aids: display posters or flashcards with images of coins and their values.

Introduce the concept of "value": Explain that different coins have different amounts of value, and therefore, can buy different things.

2. Engaging Activities:

Coin sorting: Provide students with a variety of coins and ask them to sort them into different groups based on their values.

"Buy a Letter" activity: Children "buy" letter beads or stickers to spell their names with pennies, reinforcing the concept of counting and value.

Play money games: Utilize board games like "Monopoly Junior" or create your own games that involve buying and selling items.

Role-playing: Set up pretend stores or restaurants where children can practice using money to "buy" items.

Use real-life situations: Involve children in real-life money

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Choice Time

Sand and Water Children use funnels, fill materials, and plastic bottles to create hand weights.

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

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- Display plastic water bottles with lids (one per child); funnels; and fill materials, such as sand, marbles, or rocks.
- Invite the children to use the funnels to fill the plastic bottles to create their own hand weights.
- Show the children a scale. Explain that a **scale** is a tool that displays the weight of an object.
- Say: “I wonder how much our hand weights weigh.”
- Invite the children to weigh their hand weights on the scale. Support the children to write the weight onto the plastic bottle with a permanent marker.

Large-Group Roundup

Review the events of the day.

- Invite the children who created hand weights to share what they filled their bottles with and how heavy it is.