

Bayer 1

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December 16 - 20, 2024

Mon 16	Tue 17	Wed 18	Thu 19	Clothes - Investigation 3 - Where do we get our clothes? - Day 1
Clothes - Investigation 2 - How do we take care of clothes? - Day 1	Clothes - Investigation 2 - How do we take care of clothes? - Day 2	Clothes - Investigation 2 - How do we take care of clothes? - Day 3	Clothes - Investigation 2 - How do we take care of clothes? - Day 4	
Morning Meeting/Found ational Literacy	Morning Meeting/Found ational Literacy	Morning Meeting/Found ational Literacy	Morning Meeting/Found ational Literacy	Morning Meeting/Found ational Literacy
SFAM Volume 2, Week 13, Days 1-5 (begin w/page 21)	SFAM Volume 2, Week 13, Days 1-5 (begin w/page 21)	SFAM Volume 2, Week 13, Days 1-5 (begin w/page 21)	SFAM Volume 2, Week 13, Days 1-5 (begin w/page 21)	SFAM Volume 2, Week 13, Days 1-5 (begin w/page 21)
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Find the Rhyme Break it Up	Find the Rhyme Break it Up	Find the Rhyme Break it Up	Find the Rhyme Break it Up	Find the Rhyme Break it Up

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Initial Sound Fluency Final Sound Fluency Alliteration	Initial Sound Fluency Final Sound Fluency Alliteration	Initial Sound Fluency Final Sound Fluency Alliteration	Initial Sound Fluency Final Sound Fluency Alliteration	Initial Sound Fluency Final Sound Fluency Alliteration	
Question of the Day	Question of the Day	Question of the Day	Question of the Day	Question of the Day	
Mighty Minutes®	Mighty Minutes®	Mighty Minutes®	Mighty Minutes®	Mighty Minutes®	
Large Group Opening Routine <ul style="list-style-type: none">Welcome the children to the large-group area and begin your opening routine.	Large Group Opening Routine <ul style="list-style-type: none">Welcome the children to the large-group area and begin your opening routine.	Large Group Opening Routine <ul style="list-style-type: none">Welcome the children to the large-group area and begin your opening routine.	Large Group Opening Routine <ul style="list-style-type: none">Welcome the children to the large-group area and begin your opening routine.	Large Group Opening Routine <ul style="list-style-type: none">Welcome the children to the large-group area and begin your opening routine.	
Song, Movement, or Game <ul style="list-style-type: none">Use Mighty Minutes 215, “Once Upon a Blank” with its accompanying poster.	Song, Movement, or Game <ul style="list-style-type: none">Use Mighty Minutes 212, “Words That Rhyme!” with its accompanying poster.	Song, Movement, or Game <ul style="list-style-type: none">Use Mighty Minutes 259, “If You’re Wearing...”	Song, Movement, or Game <ul style="list-style-type: none">Use Mighty Minutes 241, “Rhyme Game”.	Song, Movement, or Game <ul style="list-style-type: none">Use Mighty Minutes 203, “Listen to Letter Sounds” with its accompanying poster.	
Discussion and Shared Writing:	Discussion and Shared Writing:	Discussion and Shared Writing: Drying Clothes	Discussion and Shared Writing: Mending Clothes	Discussion and Shared Writing:	

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Site Visit to the Laundromat

- Review the question of the day.
- Ask, “Do you know the name of a place that has washers and dryers you can use?”
- Introduce the term *laundromat*. Explain that when people do not have a washer and dryer in their home, they can go to a **laundromat**, which is a place where people wash and dry their clothes.
- Explain to the children that they will visit a laundromat today to learn about how people clean their clothes.
- During the site visit, explain to

Washing Clothes

- Review the question of the day.
- Invite the children to share what they recalled from the site visit about washing clothes.
- Read pages 12–13 in *Wash and Dry*.
- **Before reading**, show the children the cover of the book and say, “We already read a few pages in this book. What happened in the beginning of the story?” Write the children’s responses on the board.
- **While reading**, invite the children to notice the washer in the illustrations and discuss how the boy is using the machine to wash

- Review the question of the day.
- Explain to the children that there are several ways to dry clothes.
- Read pages 14–15 in *Wash and Dry*.
- **Before reading**, show the children the cover of book and say, “We already read pages in this book. Can you tell me how the boy washed his clothes? What do you think will happen next?”
- Document the children’s predictions.
- **While reading**, invite the children to notice the clothesline and dryer in the illustrations. Define the words **clothesline** (a

- Say, “There are many different ways that people take care of clothes. Can you tell me some of the ways we learned about?”
- Write the children’s responses on the board.
- Review the question of the day.
- Ask, “What would happen if your clothes got a small tear or hole in them and you didn’t want to throw them away?”
- Introduce the term *mend*. Explain that to **mend** means to fix something.
- Tell the children that people mend clothes by using a **needle** (a thin tool with a hole at one end and a sharp point at the

Writing:

Places We Get Our Clothes

- Review the question of the day.
- Explain to the children that people get their clothing in many different ways and from various places. For example, people buy clothes at clothing stores, at thrift stores, and by shopping online to have clothes delivered to their homes. People also receive clothes as gifts and as hand-me-downs, which are clothes that someone else has worn and no longer needs.
- Introduce the term *store*. Explain that a **store** is a place that sells items such as clothes.

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the children that people **sort** or separate their clothes and put them inside the **washer** to wash them. Then, they put the clean, wet clothes in the **dryer** to dry them.

- o Ask the laundromat worker to show the children the washers and dryers and explain how they work.
- o Encourage the children to ask the laundromat worker any questions they have.
- o Document the children's questions and the worker's responses.
- o Take pictures and videos during the site visit to display during the end-of-study celebration.

clothes. Define the words **load** (an amount of clothes put into a washer), **fabric softener** (a liquid you put in the washer to make clothing soft), and **signal** (a sound that tells you when something happens).

- o **After reading**, discuss the events from the two pages. Talk about how the boy put a load of clothes in the washer, placed dry detergent in the opening of the washer, pressed the "on" button to start the washer, and heard the signal when the clothes were done.

Before transitioning to the interest areas, explain to the children that they will **hand wash** (wash with hands) towels with different types of

rope, cord, or wire that is used for hanging clothes to dry), **clothespin** (a clip or forked peg made of wood or plastic that is used to hold clothes on a line for drying), and **heat** (to make warm).

- o **After reading**, discuss the events from the two pages. Discuss how the boy and his father put the wet clothes onto the clothesline on a sunny day and put the clothes in the dryer on a cloudy day.

Before transitioning to the interest areas, explain to the children that they may continue to test detergents or dry wet clothes on a clothesline in the Sand and Water area.

other end) and **thread** (a thin, long string that is used to sew cloth), or by attaching a **patch** (small piece of material) to the clothing to cover the hole.

- o If possible, model how to use a needle and thread to mend the hole in the sock, or show the children several photos or a short video of someone mending a hole in a sock or other clothing item.
- o Invite the children to share what happened to the hole in the sock after it was mended.

Before transitioning to the interest areas, explain to the children that they may mend clothing with holes using patches in the Discovery area.

- o Show photos of the inside of a familiar clothing store in your area. Invite the children to name the different items they see in the photos, e.g., clothing, racks, baskets, dressing rooms, hangers.
- o As the children share what they see, ask them to describe what the item is used for. For example, a rack is used to hang clothing and a basket is where you place the items you want to buy or try on.
- o Add the items the children share to a chart titled *Our Clothing Store*.
- o Review the chart and say, "These are all items we will need to collect or make for our classroom clothing store."

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Before transitioning to the interest areas, explain to the children that they can set up a laundromat in the Dramatic Play area.

Read-Aloud

Read *Wash and Dry* (pages 1–11).

Before Reading

Show the children the cover of the book and say, “This book’s title is *Wash and Dry*. I wonder what it is going to be about.”

While Reading

Discuss the illustrations in the story. Talk with the children about how the boy’s clothes got dirty and what he did to help his mom wash them.

After Reading

Invite the children to recall the events of the story. Ask the children to share how they help

detergent to see which type works best in the Sand and Water area.

Read-Aloud

- Choose an alphabet book from your classroom collection to share with the children.

Small Group Literacy

PK. FL.PA.2 Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) through oral language and with guidance and support. **Objective: I can identify the medial sounds of CVC words.**

Explain: Identifying medial (middle) sounds is the ability to hear and say the middle sound in a CVC word. It’s an important skill that helps with

Read-Aloud

Read *Who Wears What?*

Before Reading

How the children the cover and ask, “Can you tell me the title of this book?” and “What is this book about?”

While Reading

Pause and invite the children to recall who wears the different items of clothing.

After Reading

Ask, “Have you ever worn any of the clothes we just read about in our book?” Invite the children to describe when and why they wore those clothes.

Small Group Literacy

PK. FL.PA.2 Demonstrate increasing understanding of spoken words,

Read-Aloud

Read *Wash and Dry* (pp. 16–24).

Before Reading

Show the children the cover of book and say, “We have read this book several times. We are now going to finish the story and discover what the boy and his family do with the clothes after they have been washed and dried.

While Reading

Discuss the illustrations in the story. Talk with the children about how the boy and his family folded and hung up the clothes after they were dry.

After Reading

Invite the children to recall the events of the story. Talk with the children about how people washed clothes long ago. Invite the children to compare how people washed

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Explain: Identifying medial (middle) sounds is the ability to hear and say the middle sound in a CVC word. It’s an important skill that helps with accurate writing and spelling.

Here are some activities to help identify medial (middle) sounds:

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their family members do the laundry.

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Explain: Identifying medial (middle) sounds is the ability to hear and say the middle sound in a CVC word. It's an important skill that helps with accurate writing and spelling.

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Here are some activities to help identify medial (middle) sounds:

Point out words and their medial (middle) sounds.
Point out words that medial (middle) with the same sounds.
Use a hand motions: For example, the "punch it out" motion where students slide their arm across their body and punch up when they get to the medial (middle) sound.
Use task cards: Task cards can be used in small group centers, as early finisher work, or for independent learning.
Use CVC cards: CVC cards can be used to practice isolating and identifying beginning, middle, and ending sounds.

Choice Time

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Read-Aloud

Read *The Paper Bag Princess*.

Before Reading

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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:

- Display the clothing collection, baskets, a pretend washer and dryer, and empty,

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

- Display liquid and powder laundry detergent containers and a few white hand towels.
- Explain to the children that people use **detergent** or a strong soap to wash dirty clothes to get them clean.
- Invite the children to use washable markers to draw on the hand towels.
- Say, "These towels are dirty! I wonder which type of *detergent* works best to clean the marker off the towels."
- Offer two plastic tubs filled with

small group centers, as early finisher work, or for independent learning.

Use CVC cards: CVC cards can be used to practice isolating and identifying beginning, middle, and ending sounds.

Choice Time

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

- Display a clothesline and a pile of small clothing items, such as hand towels or socks, along with spray bottles filled with water.
- Show the children several wooden or plastic clothespins and say, "I wonder how we can hang up wet clothes using these."

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

- Display iron-on patches, a small iron, and clothing items with holes from the collection.

Introduce the characters and the problem.

"The Paper Bag Princess" is about a beautiful princess named Elizabeth who is going to marry a prince named Ronald. When a dragon attacks her castle, burns all her clothes, and carries Ronald away, Elizabeth decides to save Ronald. How does she rescue a prince from a dragon? Let's read the book to find out how Elizabeth saves Ronald."

While Reading

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

expensive, smash, fiery, trail, knocker, slammed, fiercest, magnificent, bum

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thoroughly cleaned detergent boxes and bottles.

- As the children explore the materials, make comments and ask questions to encourage them to share what they have learned about doing laundry. For example, say, “Jessi, we have this basket of dirty clothes. What should we do first? Yes, let’s sort the clothes first and find some detergent so we can put the clothes into the washer to wash them.”
- Make note of what the children recalled from the site visit and how they applied what they learned during this activity.

water, one labeled “powder” and one labeled “liquid.”

- Invite the children to add the powder or liquid detergent to the correct tubs. Then, encourage the children to hand wash a dirty towel in each tub.
- Invite the children to rinse the towels in a plastic container of clean water and then squeeze the water from the towels.
- After the towels have been washed, encourage the children to closely examine the towels to determine which detergent worked best.

- Demonstrate how to squeeze open the clothespin, place a clothing item on the clothesline, and use the clothespin to secure the item to the clothesline.

- Invite the children to spray the clothing items with water until they are damp. Encourage the children to describe how the wet clothes feel.

- Ask the children to hang the wet clothing items on the clothesline. Offer support as needed.

- After the clothes have been hung, explain to the children that they will leave the clothes to dry overnight and will check them the following day.

- Invite the children to choose a patch and item of clothing that they would like to mend.

- Show the children the back of the patch. Explain that the back of the patch has an **adhesive** or sticky substance that, when heated up, helps the patch stick to the clothing.

- Support the children in holding and pushing the iron on top of the patch. Follow the instructions on the patch for how long to use the iron.

- Carefully remove the iron and place the clothing item in a safe place to cool down. Explain to the children that they will look at their clothing

Comment on the main characters’ thoughts and actions.

- “Look how angry Elizabeth is. Maybe she’s thinking, ‘You took Prince Ronald! That’s not nice. I’m going to get him back!’”
- “I wonder why Elizabeth tells the dragon that she thinks he’s smart and fierce.”
- “First, Elizabeth tricks the dragon into using up his fiery breath. Then she tricks him into flying very fast. I think this is part of her plan to save Ronald.”
- “Ronald isn’t happy to see the princess because of the way she looks. Elizabeth doesn’t like the way Ronald acts

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Whole
Group/Small
Group Math

PKCC.C.6 Use comparative language, such as more/less than or equal to; compare and describe collections of objects.

Objective: I can identify two groups of objects as greater than or less than.

Academic Vocabulary: compare, more, less, greater, lesser, greater than, less than, equal

Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. Compare a group or set to another group, set, or numerical quantity and verbally explain which has more, less, or equivalent quantities.

Math small group instruction ideas can

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Math small group instruction ideas can be found on the MSCS Pre-K website.

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after she saves him. So they don't get married, but Elizabeth doesn't seem sad at all."

After Reading

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

- "In many stories, something bad happens to the beautiful princess and she has to be saved. How is this story different?"
- "Why do you think Princess Elizabeth is happy about not marrying Prince Ronald?"
- "At the beginning of the story, Ronald doesn't look like he's very nice to Elizabeth, even though she is dressed like a

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ways people take care of their clothes.

suggestions to the chart.

store. Do you know what goes on the rack? Yes, the clothes go on the rack. Let's get some hangers to hang them up."

- o Take photos and videos of the children setting up their clothing store to share with families during the end-of-study celebration.

Whole Group/Small Group Math

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Click on "Education"
Scroll down to "Small Group Lesson Planning Activity"
Click on the appropriate week.

Large-Group Roundup

- Invite the children who set up the store during choice

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time to share
what they
collected.

- Review the *Our Clothing Store* chart. Invite the children to think of any additional items that they might need to add to the store.
- Explain, “Someone who works at a clothing store will be coming to our classroom tomorrow. Let’s think of some questions we would like to ask our visitor.”
- Record the children’s