

Bayer 1

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December 2 - 6, 2024

Mon 2	Tue 3	Wed 4	Thu 5	Fri 6
<div>Trees - Investigation 4 - What things are made from trees? - Day 3</div> <div>Morning Meeting/Foundational Literacy</div> <div>SFAM Volume 2, Week 11, Days 1-5 (page 1)</div> <div>Teaching the TN Foundational Literacy Supplemental Curriculum is mandatory. You MUST engage students in all components of the foundational literacy lesson. You may lessen the quantity of questions to at least 3 questions each, but every component must be taught:</div> <div>Find the Rhyme Break it Up Initial Sound Fluency</div>	<div>Trees - Celebrating Learning - Celebrating Learning - Day 1</div> <div>Morning Meeting/Foundational Literacy</div> <div>SFAM Volume 2, Week 11, Days 1-5 (page 1)</div> <div>Teaching the TN Foundational Literacy Supplemental Curriculum is mandatory. You MUST engage students in all components of the foundational literacy lesson. You may lessen the quantity of questions to at least 3 questions each, but every component must be taught:</div> <div>Find the Rhyme Break it Up Initial Sound Fluency</div>	<div>Trees - Celebrating Learning - Celebrating Learning - Day 2</div> <div>Morning Meeting/Foundational Literacy</div> <div>SFAM Volume 2, Week 11, Days 1-5 (page 1)</div> <div>Teaching the TN Foundational Literacy Supplemental Curriculum is mandatory. You MUST engage students in all components of the foundational literacy lesson. You may lessen the quantity of questions to at least 3 questions each, but every component must be taught:</div> <div>Find the Rhyme Break it Up Initial Sound Fluency</div>	<div>Clothes - Exploring the Topic - What do we know about clothes? What do we want to find out? - Day 1</div> <div>Morning Meeting/Foundational Literacy</div> <div>SFAM Volume 2, Week 11, Days 1-5 (page 1)</div> <div>Teaching the TN Foundational Literacy Supplemental Curriculum is mandatory. You MUST engage students in all components of the foundational literacy lesson. You may lessen the quantity of questions to at least 3 questions each, but every component must be taught:</div>	<div>Clothes - Exploring the Topic - What do we know about clothes? What do we want to find out? - Day 2</div> <div>Morning Meeting/Foundational Literacy</div> <div>SFAM Volume 2, Week 11, Days 1-5 (page 1)</div> <div>Teaching the TN Foundational Literacy Supplemental Curriculum is mandatory. You MUST engage students in all components of the foundational literacy lesson. You may lessen the quantity of questions to at least 3 questions each, but every component must be taught:</div>

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<div>Final Sound Fluency Alliteration</div> <div>Question of the Day</div> <div>Mighty Minutes®</div> <div>Large Group</div> <div>Opening Routine<ul style="list-style-type: none">◦ Welcome the children to the large-group area and begin your opening routine.</div> <div>Song, Movement, or Game<ul style="list-style-type: none">◦ Use Mighty Minutes 258, “Let’s Build a House!”</div> <div>Discussion and Shared Writing:</div> <div>Woodworking Tools</div>	<div>Final Sound Fluency Alliteration</div> <div>Question of the Day</div> <div>Mighty Minutes®</div> <div>Large Group</div> <div>Opening Routine<ul style="list-style-type: none">◦ Welcome the children to the large-group area and begin your opening routine.</div> <div>Song, Movement, or Game<ul style="list-style-type: none">◦ Use Mighty Minutes 231, “I Am Grateful for...”</div> <div>Discussion and Shared Writing:</div> <div>Preparing for the Celebration</div>	<div>Final Sound Fluency Alliteration</div> <div>Question of the Day</div> <div>Mighty Minutes®</div> <div>Large Group</div> <div>Opening Routine<ul style="list-style-type: none">◦ Welcome the children to the large-group area and begin your opening routine.</div> <div>Song, Movement, or Game<ul style="list-style-type: none">◦ Use Mighty Minutes 281, “Up & Down”.</div> <div>Discussion and Shared Writing:</div> <div>Celebrating Trees</div>	<div>Find the Rhyme Break it Up Initial Sound Fluency Final Sound Fluency Alliteration</div> <div>Question of the Day</div> <div>Mighty Minutes®</div> <div>Large Group</div> <div>Opening Routine<ul style="list-style-type: none">◦ Welcome the children to the large-group area and begin your opening routine.</div> <div>Song, Movement, or Game<ul style="list-style-type: none">◦ Use Mighty Minutes 209, “Hello Around the World” with its accompanying poster.</div>	<div>Find the Rhyme Break it Up Initial Sound Fluency Final Sound Fluency Alliteration</div> <div>Question of the Day</div> <div>Mighty Minutes®</div> <div>Large Group</div> <div>Opening Routine<ul style="list-style-type: none">◦ Welcome the children to the large-group area and begin your opening routine.</div> <div>Song, Movement, or Game<ul style="list-style-type: none">◦ Use Mighty Minutes 214, “Bubble Pop” with its accompanying poster.</div>	
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- Invite the children to recall the tools the visitor shared on Day 2. Display a collection of tools the children can use for woodworking, including **hammers** (tools used for pounding nails), **nails** (thin, pointed pieces of metal that hold materials together), **sandpaper** (rough paper used to smooth things, such as wood), and **clamps** (things used to firmly hold two or more objects together).
- Write each item's name on the board.
- Review the question of the day and write the children's explanation for how a hammer is used next to the
- Say: "We have learned so much about trees. It is time to **celebrate** or do something special to display all our hard work! We will have our families and guests visit to see everything that we have learned."
- Review the question of the day.
- Work together to create a plan to share the children's suggestions. For example, you might say, "Santiago, you want to show everyone our class tree? I will write 'Find a place to display our class tree' on the list." Document your plan on a sheet of chart paper titled Our Celebration Plan.
- Once the plan has been made,
- Review the question of the day.
- Invite the children to share the things they learned throughout the *Trees* study.
- Say to the children, "You all worked so hard to set up activities and displays about trees all around our classroom."
- Welcome families and guests to the classroom.
- Ask, "What would you like to share with our guests about the activities and displays?"
- Invite the children to **present** or share with other people the activities and displays that are set up around the classroom.

Discussion and Shared Writing:

Our Clothes Today

- Review the question of the day.
- Introduce the term *clothes*. Explain that **clothes** are things people wear to cover their bodies and keep them comfortable and protected.
- Explain to the children why you wore your clothes today. You might say, "I wore tennis shoes today because they are comfortable and protect my feet when I walk outdoors."
- Display a chart titled *Our Clothes Today*.
- Invite groups of 2–3 children to

Discussion and Shared Writing:

Clothes Go on Our Bodies

- Review the question of the day.
- Explain to the children that the clothing we wear is meant to cover different parts of our bodies.
- Introduce the children to the clothing collection and say, "There are so many different types of clothing that we have in our collection!"
- Display a few familiar clothing items, such as a T-shirt, pants, and shoes.
- Ask, "What part of our bodies do we wear these clothes on?"

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word hammer on the chart.

- Invite the children to recall how the other items are used and document their ideas next to the items on the chart.

Before transitioning to the interest areas, tell the children that they may use the tools to create things from wood in the Discovery area.

Read-Aloud

- Choose a counting book from your classroom collection to share with the children.

Small Group Literacy

Objective: I can identify the final sounds of CVC words.

discuss which parts of the plan each child would like to do and talk about what materials or supplies she will 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.

Read-Aloud

Read *The Mitten*.

Before Reading

Encourage children to recall the problem and solution.

“This is the cover of a book we all read together a few days ago. Can someone remind me of this book’s title? In this story, a little boy named Nicki has a

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 the guests what they have learned about trees.

Read-Aloud

- Choose a rhyming book from your classroom collection to share with children.

Small Group Literacy

Objective: I can identify the final sounds of CVC words.

Explain: Identifying final sounds is the ability to hear and say the last sound in a word. It’s an important skill that helps with

stand up and talk about what clothing items they are wearing, e.g., pants, shirts, shoes. Create a list of the clothing items and place tally marks next to the items that are repeated.

- Continue this activity until all children have had a turn.
- Explain to the children that you will count the tally marks together during large-group roundup.

Before transitioning to the interest areas, explain to the children that they can create portraits of themselves wearing clothes in the Art area.

Read-Aloud

Read *The Girl Who Wore Too Much*.

- Invite the children to share their answers. Confirm that **pants** are clothes that cover people’s stomachs, bottoms, and legs; **shirts** are clothes that cover people’s chests, backs, stomachs, and arms; and **shoes** are clothes that cover people’s feet.
- Define any additional clothing items the children notice in the collection (e.g., socks, skirts, hats) and discuss what part of the body the clothes are worn on.
- Write the children’s responses on the board.

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

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

Here are some activities to help identify final sounds:

Point out words and their ending sounds. Point out words that end 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 final sound.

Use a game: For example, Bingo to identify the sound that has been cut off the "tail end" of a word.

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

problem. How does he solve it?"

While Reading

Expand vocabulary:

burrowed, wiggled

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

Wonder aloud and ask follow-up questions.

- o "I think that Nicki found his mitten because it went flying in the air. If

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

Choice Time

Before Reading

Introduce the characters and the problem.

"The Girl Who Wore Too Much" is a story about Aree, a girl whose parents buy her everything she wants. Aree's room is filled with expensive gifts, like jewelry and beautiful silk dresses. One day, Aree hears about a village dance, and she can't decide what to wear. Let's find out what Aree wears, what happens to her, and what she learns on her way to the dance."

While Reading

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

Thailand, showered, dainty, show off, silk, pasin, vain, proud,

paper dolls or continue their self-portraits in the Art area.

Read-Aloud

Read *The Quinceañera*.

Before Reading

Show the children the cover and read the title. Say, "This book is about a celebration called a quinceañera. A quinceañera is a special birthday party for a girl who is turning 15 years old."

While Reading

Invite the children to look at the illustrations and notice the special clothes the character wears for her special birthday celebration.

After Reading

Ask, "What special things do you do to celebrate birthdays in your family?"

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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 Discovery area:

- Display a collection of woodworking tools (e.g., hammers, nails, sandpaper, and clamps), clothespins, scraps of wood, paint, paintbrushes, safety goggles, gloves, and nontoxic wood glue.
- Show the children the pieces of wood and remind them that wood comes from trees.
- Ask the children to put on safety goggles and gloves.

the animals hadn't climbed out of his mitten, how would Nicki have found it?"

- "Nicki really wanted a pair of snow white mittens at the beginning of the story. Do you think he'll ask for the same color of mittens next time?"
- "How does the mitten look different at the end of the story? I wonder if the mitten smells and feels different at the end of the story, too."
- "I wonder where the animals will go to stay warm now. Maybe they will find another warm place to stay."

Small Group Literacy

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 trees and to share the displays that are set up around the classroom.
- Support children to share the different things they learned throughout the study, while they show their families the displays: "Jessi, can you tell your grandpa what are the different parts of trees? Yes, a tree has a *trunk, branches, leaves, and roots!*" or "Candice, you learned that apples grow on trees. Can you tell your mom which foods you liked in the taste

stumbled, jealous, soil, exhausted, refused

Comment on the main characters' thoughts and actions.

- "Aree always got everything she wanted. She liked showing off her fine dresses and jewelry."
- "When Aree hears about the village dance, she probably thinks, 'I have so many beautiful dresses and jewelry that I will be the prettiest girl at the dance.'"
- "Aree realizes that having so many things to wear makes it difficult to choose. Aree first puts on an emerald green pasin, but then she adds a fuschia one, a chartreuse one, and an

Small Group Literacy

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

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Point out words and their ending sounds. Point out words that end 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 final sound.

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- o Invite the children to use the tools to create and build with the wood.
- o Children can use the nails to join pieces together, shape the wood with sandpaper, use the glue and clamps to glue two pieces together, and paint and decorate their creations.
- o Model how to use the tools safely. For example, demonstrate how to use a clothespin to safely hold a nail steady before hammering it into the wood.

Whole
Group/Small
Group Math

PKCC.C.6 Use
comparative
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test and which ones you did not?"

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. I can identify two groups of objects as greater than or less than. (*Brigance Skill*)

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

- o 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.,

aquamarine one."

- o "When Aree and her friends start walking to the dance, Aree's clothes make her so heavy and tired that she can't keep up. So she misses the dance! I'll bet she wishes she hadn't worn so many things."

After Reading

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

- o "In the beginning of the story, Aree feels lucky because she has everything she wants. How do you think her friends feel?"
- o "As she's going to the dance, Aree looks tired and sad. Why do you think she feels this way?"

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 Art area:

- o Display several paper dolls and paper clothing items.
- o Model how to dress a paper doll with paper clothing.
- o Invite the children to dress their paper dolls.
- o As the children dress their paper dolls, discuss where the clothing items go on the doll's body.

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equal to; compare and describe collections of objects. I can identify two groups of objects as greater than or less than. *(Brigance Skill)*

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- o 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.
- o Compare a group or set to another group, set, or numerical quantity and verbally explain which has more, less, or

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

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

- o "I wonder why Aree doesn't take off all of the heavy things she's wearing before she gets too tired to walk."

Small Group
Literacy

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- o Make comments and ask questions as the children dress their dolls. For example, say, "Sasha, where do the pants go on your paper doll? Yes, they go on the doll's legs and waist," or "I noticed that your paper doll does not have any clothes covering its chest and stomach. What piece of clothing can we put on your doll?"

Whole
Group/Small
Group Math

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equivalent quantities.

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Choice Time

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 4 the children could create a display of their wooden creations or create a woodworking station to share with the visitors.
- Create labels and write or dictate instructions to go

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along with the displays.

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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 paper, writing utensils, and if possible, a full-length mirror for the children to refer to for inspiration.
- Introduce the term *self-portrait*. Explain that a **self-portrait** is a drawing that someone does of himself.

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- Explain to the children that they will create self-portraits showing the clothes they are wearing.
- As the children create their self-portraits, ask them questions about their drawings to discover what they know about clothes. You might say, “Julian, can you tell me about your drawing? Oh, you are drawing your pants. What else did you draw?”