

Bayer 1

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December 9 - 13, 2024

Mon 9	Tue 10	Wed 11	Thu 12	Fri 13
Clothes - Exploring the Topic - What do we know about clothes? What do we want to find out? - Day 3	Clothes - Investigation 1 - What different types of clothes are there? Why do we wear them? - Day 1	Clothes - Investigation 1 - What different types of clothes are there? Why do we wear them? - Day 2	Clothes - Investigation 1 - What different types of clothes are there? Why do we wear them? - Day 3	Clothes - Investigation 1 - What different types of clothes are there? Why do we wear them? - 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 12, Days 1-5 (begin w/page 11)	SFAM Volume 2, Week 12, Days 1-5 (begin w/page 11)	SFAM Volume 2, Week 12, Days 1-5 (begin w/page 11)	SFAM Volume 2, Week 12, Days 1-5 (begin w/page 11)	SFAM Volume 2, Week 12, Days 1-5 (begin w/page 11)
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:	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:	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:	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:	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:

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Find the Rhyme
Break it Up
Initial Sound Fluency
Final Sound Fluency
Alliteration

Question of the Day

Mighty Minutes®

Large Group

Opening Routine

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

Song, Movement, or Game

- Use [*Mighty Minutes* 210](#), “[Collecting Questions](#)” with its accompanying poster.

Find the Rhyme
Break it Up
Initial Sound Fluency
Final Sound Fluency
Alliteration

Question of the Day

Mighty Minutes®

Large Group

Opening Routine

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

Song, Movement, or Game

- Use [*Mighty Minutes* 297](#), “[Can You Guess Who?](#)”

Discussion and Shared Writing:

Find the Rhyme
Break it Up
Initial Sound Fluency
Final Sound Fluency
Alliteration

Question of the Day

Mighty Minutes®

Large Group

Opening Routine

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

Song, Movement, or Game

- Use [*Mighty Minutes* 255](#), “[Kittens and Mittens](#)”.

Discussion and Shared Writing:

Find the Rhyme
Break it Up
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Question of the Day

Mighty Minutes®

Large Group

Opening Routine

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

Song, Movement, or Game

- Use [*Mighty Minutes* 217](#), “[Mind on Rhymes](#)” with its accompanying poster.

Find the Rhyme
Break it Up
Initial Sound Fluency
Final Sound Fluency
Alliteration

Question of the Day

Mighty Minutes®

Large Group

Opening Routine

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

Song, Movement, or Game

- Use [*Mighty Minutes* 242](#), “[Who’s Not Here Today?](#)”.

Discussion and Shared

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Discussion and Shared Writing:

What Do We Want to Find Out About Clothes?

- Review the question of the day.
- Post the *What We Know About Clothes* chart near the large-group area.
- Say, “Look at our chart. We already know a lot of things about clothes. I wonder what you are **curious**—or would like to find out about—clothes.”
- Encourage the children to share their ideas. Record their responses on a chart titled *What We Want to Find Out About Clothes*.

Types of Clothes

- Display a chart titled *Types of Clothing*.
- Review the question of the day.
- Explain to the children that there are many different types of **garments** or clothes that people wear each day.
- Display items from the clothing collection.
- Invite each child to choose a garment from the collection and pass it around for others to examine.
- Ask the children to share what clothing type they picked (e.g., a dress, jersey, robe) and support them to name any items that they do not know.

Dressing for the Weather

- Review the question of the day.
- Say, “**Mittens** are clothes that cover your hands.”
- Ask, “When do we wear mittens?”
- Say, “We wear mittens when the **weather** or conditions outside are cold.”
- Display other clothing items that relate to the weather, e.g., rain or snow boots, raincoats, shorts, sun hat.
- Introduce different weather scenarios, e.g., rainy, hot, snowy, or cold outside. Ask children to choose items from the collection they would wear in

Discussion and Shared Writing:

Dressing for The Things You Do

- Review the question of the day.
- Explain to the children that people wear different types of clothes when they do different things.
- Share with children that clothing has a specific **purpose** or reason why it was made. Say, “Pajamas are made to keep you comfortable when you sleep or relax at home.”
- Display different types of clothing that are worn for a specific purpose, e.g., swimsuit, rash guard, sport’s

Writing:

Visitor Who Wears Special Clothing

- Review the question of the day.
- Say, “People in certain jobs wear special clothes. Some wear a **uniform**, which is a set of clothes worn by a specific group of people so that they are all dressed alike.”
- Invite the children to think of people who wear uniforms, such as firefighters, marching band musicians, and sports team players.
- If your school requires school uniforms or if the children know of friends or family members who wear school uniforms, invite

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- As the children respond, expand on their language and help them formulate questions. For example, if a child says, “I think we should wash clothes,” you can respond, “You think we should wash clothes. We will need to know how to wash them. I will write, ‘How can we take care of clothes?’ on our chart.”

Before transitioning to the interest areas, explain to the children that they can explore the clothing collection in the Dramatic Play area.

Read-Aloud

Read *The Girl Who Wore Too Much*.

Before Reading

Recall the characters and the

- As children share, define the clothing type. For example, say, “Jonah, what clothing item did you pick? You picked a jersey. A jersey is a type of clothing someone wears to play a sport like basketball or soccer.”
- Write the different types of clothing onto the *Types of Clothing* chart.

Before transitioning to the interest areas, explain to the children that they can sort the clothing collection in the Dramatic Play area.

Read-Aloud

Read *The Quinceañera*.

Before Reading

Invite children to recall the title of the book. Ask, “Who remembers

- each type of weather.
- Talk with the children about how the clothing items they choose help them in the weather. For example, “This hat will protect your eyes and face from the sun when it is hot outside.”
 - Explain to the children that there are many different types of clothing that protect people’s bodies from the weather.
 - Write the different types of clothing onto the *Types of Clothing* chart.

Before transitioning to the interest areas, explain to the children that they may test some of the clothing in the Discovery area during choice time.

- uniform, apron, special dresses, bow tie.
- Invite the children to name the different clothing items, share their experiences wearing them, and explain the clothing’s purpose. For example, swimsuits are worn when you swim, and special dresses or bow ties are worn when you go to a special place.
 - Help the children name any clothing items that are unfamiliar to them.
 - Write the different types of clothing on the *Types of Clothing* chart.

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

- the children to describe what these uniforms look like.
- Discuss the uniforms that people wear and why they wear them.
 - Introduce the visitor.
 - Invite her to share what her job title is, what types of clothing she wears to do her job, and the purpose of the clothing.
 - Ask the visitor to share any photos or videos of the work that she does.
 - Encourage children to ask the questions from the *Questions for Our Visitor* chart.
 - Record the visitor’s responses.

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problem.

“A few days ago, we read this book together. You may remember that it is the story of Aree, a girl whose parents buy her everything she wants. Who can tell me what happens to Aree when she decides to go to the village dance? How does she solve her problem?”

While Reading

Expand vocabulary using more verbal explanations:

stumbled, refused

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

dainty, vain

Comment on and ask follow-up questions about

what this story is about?”

While Reading

Pause to define vocabulary words: *seamstress, tailor, sewing machine.*

After Reading

Invite the children to look at the illustrations and notice each character’s expressions. Encourage the children to discuss how each character might be feeling.

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.**

Read-Aloud

Read *The Girl Who Wore Too Much*.

Before Reading

Encourage children to recall the problem and solution.

“This is the cover of a book we read a few days ago. Who can tell us the title of the book? What is the problem in the story? How does Aree solve it? What does she realize about having too many things?”

While Reading

Expand vocabulary:

jealous, proud

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

special clothing when they paint in the Art area.

Read-Aloud

- Choose a counting 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

- 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 may explore special clothing in the Dramatic Play area.

Read-Aloud

Read *Who Wears What?*

Before Reading

Show the cover and read the title of the book. Ask, “What do you think this book is about?”

While Reading

Pause and encourage the children to guess who wears the items of clothing described in the book.

After Reading

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the other characters.

- “Aree’s parents seem to enjoy buying Aree lots of fine silk dresses and expensive jewelry. Why do you think this makes them happy?”
- “Why do Aree’s friends decide to leave her when she can’t walk?”
- “When Aree’s parents arrive and see her, what do they think? How do they help Aree with all of her things?”

After Reading

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

- “Aree thinks she will be the most beautiful girl at the dance. How

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:

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,

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.

- “I wonder what it means to have too much of something. How did Aree and her parents find out that she had too much?”
- “At the beginning of the story, Aree seems happy with everything her parents give her. How do you think Aree feels when she gives it all away?”
- “What do you think Aree’s parents will do the next time

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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

Talk about the different clothing items found in the book and what each item’s purpose is.

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do you think she looks wearing all her dresses and jewelry at the same time? How do her friends think she looks?"

- "Why does Aree think her friends are jealous of her?"

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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 baskets or bins and the clothing introduced in large group.
- Invite the children to sort the clothes in various ways based on their own observations (e.g., by type, color, size).
- As the children sort clothing, ask open-ended questions, such as "How are you sorting the clothes?" and "Where do you think this [skirt] goes?"

they see something in a store that they think would look beautiful on Aree?"

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

- Display materials for the children to use for painting, along with smocks or old T-shirts.
- Invite the children to name the type of clothing they wear when they paint and why they wear it.
- Introduce the term *smock*. Explain that a **smock** is a special type of clothing people wear over clothes to protect the clothes underneath from getting dirty.
- As the children paint, discuss how the smock or old T-shirt protects their clothes. For

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Use task cards: Task cards can be used in small group centers, as early finisher work, or for independent learning.
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Choice Time

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

- Observe and photograph the different ways the children sort the clothing. Keep the photos to share with families at the end-of-study celebration.

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

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Choice Time

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

example, say, "I noticed you got a little paint on your *smock*, Josiah. The *smock* protected the clothes you wore underneath."

Whole
Group/Small
Group Math

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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

- Display pretend uniforms from your collection, e.g., firefighter, nurse, construction worker.

- As the children try on the different clothing items, talk about the job they are doing and the clothing's purpose. For example, say, "Rodolpho, I noticed that you are wearing a hard hat. Why do builders wear hard hats when they do their job?"

- Take photos and videos of children exploring the different types of clothing to share with guests at the end-of-study celebration.

Whole
Group/Small

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time to do the following in the Dramatic Play area:

- Invite the children to explore the clothes from the collection.
- As the children explore, observe what they say about clothes, how they describe them, which clothing items interest them, and what questions they have about the clothes.
- Use these observations to plan for future investigations.

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.

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 be found on the MSCS Pre-K website.

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

Large-Group Roundup

- Invite the children to share how they sorted clothes during choice time.
- Display the *What We Know About*

- Display rain boots, sneakers, sandals, and spray bottles filled with water.
- Invite the children to examine the shoes and ask, "What shoes would you wear if it was raining outside?"
- Write the children's prediction on a piece of paper.
- Lay down towels to protect the floor.
- Tell the children that they are going to test each type of shoe to find out what happens when it rains. Show them the spray bottle and explain that they will use it to create pretend rain to wet the shoes.
- Invite the children to spray each type of shoe

counting strategies. Compare a group or set to another group, set, or numerical quantity and verbally explain which has more, less, or equivalent quantities.

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Large-Group Roundup

- Invite the children who painted pictures during choice time to explain the purpose of the smock or old T-shirt.

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

Bayer 1

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- 1. Click on "Education"
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Clothes chart.

- o Say, "Today, we learned that there are different types of clothes. Let's add that to our chart!"

with water and closely examine what happens. For example, water drips off the rain boot, while the sneakers get wet.

- o After the experiment, review the children's predictions and determine if they were correct.
- o Confirm that the rain boots work best in the rain because they **repel** or keep the rain off people's shoes and keep their feet dry.

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

- o Add "smock" or "old T-shirt" to the *Types of Clothing* chart.
- o Explain, "Someone who wears special clothing will be coming to our classroom tomorrow. Let's think of some questions we would like to ask our visitor."
- o Record the children's questions on a chart titled *Questions for Our Visitor*. Save the chart to refer to during large group on Day 4.

be found on the MSCS Pre-K website.

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

Large-Group Roundup

- o Invite the children to help you create a thank-you note for the visitor.
- o Add the clothing items the children learned about to the *Types of Clothing* chart.
- o Review the *What We Know About Clothes* and *What We Want to Find Out About Clothes* charts. Invite the

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3. Click on the appropriate week.

Large-Group Roundup

- Invite the children who explored the clothing items during choice time to share what items they explored.
- Review the *What We Want to Find Out About Clothes* chart.
- Remind the children that over the next several weeks they will be investigating their questions to learn more about clothes.

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.

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children to add what they learned about the different types of clothes and any questions they are still curious about.

- Explain to children that they will visit a laundromat in the next investigation.

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week.

- Large-Group Roundup
- Invite the children who conducted the experiment during choice time to share their findings with the class.
 - Explain to the children that they will continue to learn about the different types of clothes over the next few days.