Bayer 1

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February 3 - 7, 2025

Mon 3	Tue 4	Wed 5	Wheels - Investigation 3 - How do we use wheels? How do they help us? - Day 1	Fri 7
Wheels - Investigation 2 - How do wheels move? How can we make our own wheels? - Day 3	Wheels - Investigation 2 - How do wheels move? How can we make our own wheels? - Day 4	Wheels - Investigation 2 - How do wheels move? How can we make our own wheels? - Day 5	Morning Meeting/Foundational Literacy SFAM Volume 2, Week 18, Days 1-5 (page 96) 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	Wheels - Investigation 3 - How do we use wheels? How do they help us? - Day 2
Morning Meeting/Foundational Literacy SFAM Volume 2, Week 18, Days 1-5 (page 96)	Morning Meeting/Foundational Literacy SFAM Volume 2, Week 18, Days 1-5 (page 96)	Morning Meeting/Foundational Literacy SFAM Volume 2, Week 18, Days 1-5 (page 96)		Morning Meeting/Foundational Literacy SFAM Volume 2, Week 18, Days 1-5 (page 96)
Question of the Day	Question of the Day	Question of the Day		Question of the Day
Mighty Minutes®	Mighty Minutes®	Mighty Minutes®		Mighty Minutes®
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- Use *Mighty Minutes* 256, "Same Sound Box".

Discussion and Shared Writing:

What Can We Use to Make Wheels?

- Review the question of the day.
- Invite the children who responded with "yes" to share how they could make a wheel with the item.
- Display a large picture of a wheel with the parts labeled, including the *tire*, *tread*, *spokes*, and *rim*.
- Invite the children to point out and name the parts of the wheel.
- Say, "I wonder if there are any materials in our classroom that we can use to make wheels. What do you think we can use?" Encourage the children to think about the different parts of a wheel as they brainstorm materials.
- Document the children's responses on a chart and save it to refer to as the
- Give each child a small square of tissue paper.
- Encourage the children to toss the paper in the air and watch it float back down to the ground.
- Ask, "How can we keep the tissue paper in the air without touching it?"
- After the children experiment with keeping their tissue paper in the air in different ways, model how to gently blow the tissue paper up into the air.
- Invite the children to work with a partner to count how long each of them can keep their paper in the air.

Discussion and Shared Writing:

Wind Turbines

- Display several pictures of wind turbines.
- Review the question of the day. Explain that the structure in the picture is called a **wind turbine**, which is a machine that has **blades** (thin, flat, spinning parts of a machine) that spin to create power.
- Use *Mighty Minutes* 212, "Words That Rhyme!" with its accompanying poster.

Discussion and Shared Writing:

Pulley Wheels

- Review the question of the day.
- Display several pictures of simple pulleys.
- Invite the children to explore the pictures and point out the wheels. Tell the children that the machines in the pictures are called pulleys. Explain that a **pulley** is made with a rope and a grooved wheel and that it is used to lift things.
- Ask, "How are these pulleys being used? How do you think they work?" Document the children's responses on the board.
- Point out that the rope goes over the wheel and the wheel turns as the rope lifts or lowers an item.
- Say, "I wonder if we can make our own pulley."
- Use *Mighty Minutes* 219, "Rhyme Time" with its accompanying poster.

Discussion and Shared Writing:

Wheels That Help People Get Places

- Display pictures of tricycles or scooters that are similar to ones the children have access to outdoors.
- Invite the children to tell you about their experiences using the items.
- Ask, "How do these things help us move?" Record the children's descriptions of movements on the board using words such as *scoot*, *ride fast*, *push the pedals*, and *glide*.
- Say, "I wonder which of these things can get you somewhere the fastest!"
- Take the children to the playground. Explain that they will test the toys in a race to find out which moves the fastest.
- Mark off a start and finish line on the test track.
- Use *Mighty Minutes* 242, "Who's Not Here Today?"

Discussion and Shared Writing:

Wheels That Help People Play Sports

- Show the children pictures of people playing a sport that involves wheels, such as **motor sports**, **inline skate races**, **roller derby**, **wheelchair basketball**, **skateboarding,** and **cycling**.
- Give the children time to explore the pictures and point out any wheels they see.
- Ask, "How are these people using wheels?" Record the children's responses.
- Introduce the visitor to the children.
- Ask the visitor to share how she uses wheels to play a sport.
- If possible, show a short video of the visitor's sport being played to help the children visualize how the players use wheels.

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children build wheels during choice time.

Before transitioning to the interest areas, point out the items the children can use in the Art area to make their own wheels.

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

- Explain that there are wheels and gears inside the machine that help the blades spin.
- Explain that **force** is the power or energy that acts on something to change how it moves.
- Say, "I wonder what the force is that pushes the blades to make them spin." Document the children's ideas on the board. Encourage the children to consider why this structure is called a *wind turbine* and why the word *wind* is in the name as they think of their responses.
- Tell the children that the wind acts as a force on the blades of the wind turbine and makes them spin.

Before transitioning to the interest areas, tell the children that they can create their own wind-powered wheels in the Art area.

Small Group Literacy

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

Before transitioning to the interest areas, tell the children that there are materials they can use to make pulleys in the Art area.

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- Invite the children to choose a ride-on toy for the testing race. Support the children as they ride the toys to notice which is faster.
- Demonstrate how to use stopwatches to time how long each method takes.
- Have several races to allow all children who are interested to participate. Encourage children who are not testing the riding toys' speeds to take turns timing the races, recording the times, and cheering on their peers.

Before transitioning to the interest areas, tell the children that they can explore more ways people use wheels to get places in the Library area.

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- Invite the children to ask the questions from the *Questions for Our Visitor* chart.
- Take pictures and videos of the children and visitor to share during the celebration.

Before transitioning to the interest areas, tell the children that they can experiment with racing wheels in the Block area.

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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.

Read-Aloud

Read *Gathering the Sun*.

Before Reading

Ask, "What do you remember about this book?"

While Reading

Choose different poems from the book to read. Talk about the illustrations for each poem. For example, in the poem "*Lettuce/Lechuga*," invite the children to discuss and describe the lettuce in the field.

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Teach the Concept

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- You may have students name the consonants and vowel in this week's letter bundle.
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Read-Aloud

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

Choice Time

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

- Display the photos of pulleys from large group, along with a variety of materials the children can use to make pulleys, such as a construction set with wheels

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Read-Aloud

Read *My Steps*.

Before Reading

Tell the children the title of the book. Ask, "What do you think this book is about?"

While Reading

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After Reading

Invite the children to recall the poems they enjoyed listening to the most and any Spanish words they remember.

Choice Time

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

- Display the list of classroom materials for making wheels that the children brainstormed during large group and the pictures of wheels from the site visit.
- Support the children to collect the items on the list and use them to make wheels or structures with wheels.
- As they work, ask questions that encourage the children to think about the different parts of the wheel, how they can create each part, and how the parts work together. For example, "What are you going to use the **rod** (a straight, skinny bar) for?" or "How are you going to join the spokes to the rim?"
- Encourage children to compare the physical

opportunities to practice the skill.

Read-Aloud

Read *Bear on a Bike/Oso En Bicicleta*.

Before Reading

Show the children the cover of the book and say, "We read this book the other day and saw the different types of transportation Bear takes to explore the world around him. Let's read this book again and see if we can find different ways to move and travel."

While Reading

Ask the children to point out each way that Bear travels.

After Reading

Ask, "Are there any other types of wheels we found in this book that we could add to our *What Do We Know About Wheels* chart?" Add the children's suggestions.

Choice Time

and rods, rope, yarn, casters, hangers, dowels, and pipe cleaners.

- Provide paper and writing utensils so the children can sketch and plan their designs.
- Invite the children to work together to create pulleys.
- Remind the children that a *pulley* is a wheel with a rope over it that is used to lift things.
- As the children work, ask questions that encourage them to notice how the wheel helps the pulley to lift items: "What would happen if you tried to lift that basket without the wheel in the pulley?" or "How does the wheel help the string move as you pull it?"

Whole Group/Small Group Math

PK.OA.A.1 With guidance and support, begin to represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.

Read-Aloud

Read *The Lonely Mailman*.

Before Reading

Introduce the characters and the problem.

"We are going to read a story called *The Lonely Mailman*. Every day, the lonely mailman delivers letters to the other animals in the forest, but no one knows much about him. He doesn't say much, and after he delivers a letter, he doesn't stay long. But one day, the mailman finds a letter for him! Who could it be from? Let's read the story and find out!"

While Reading

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

hardly, *pricked*, *flickering*, *apologies*, *exhausted*, *typewriter*, *nervously*, *secret*, *"lump in his throat," "plucks up his courage," blushes*

Comment on the main characters' thoughts and actions.

Talk about the way the children in the book use their imagination to turn their front steps into horses, caves, and classrooms.

After Reading

Ask the children to recall the different ways the children used their front steps.

Choice Time

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

- Review the question of the day.
- Display the pictures of races from large group (e.g., motor sports, cycling, inline skate races).
- Point to the cars or people in the pictures and say, "They are racing to see who can go the fastest."
- Say, "Let's race items from our wheel collection!"
- Set up a ramp and invite the children to use it to race items from the collection.
- As the children experiment with racing items, ask open-

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properties, size, and function of their wheels with other children's wheels. For example, "Charlotte, I see that you are using the craft sticks to make the spokes for a big wheel. Look, Marta is using toothpicks for her spokes. Her wheel looks smaller."

- When children create a wheel that does not roll, encourage them to work together to problem solve and come up with a solution to make the wheel roll.

Whole Group/Small Group Math

PK.OA.A.1 With guidance and support, begin to represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.

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

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

- Display a variety of square sheets of paper, scissors, straws, paper fasteners, hole punches, and tape.
- Explain to the children that they can use the materials to make a **pinwheel**, which is a toy that has blades that spin in the wind.
- Follow the guidance on page 8 of this *Teaching Guide* to help the children cut out, hole-punch, and assemble their pinwheels.
- Support children to identify the wheel and the axle on their pinwheels.
- Invite the children to experiment with blowing to move the pinwheels. Draw their attention to how the pinwheel moves and spins on its axle.

Whole Group/Small Group Math

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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 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

- "The mailman is so busy delivering letters! I wonder why he never stops to chat with the other animals."
- "Wow! Look at all those letters the mailman wrote to deliver tomorrow. Why do you think the mailman writes letters for the other animals? Do you think anyone knows he writes them?"
- "The mailman is so surprised to find a letter for him! If the mailman didn't write the letter, who did?"
- "The other animals found out the mailman writes their letters, and they want to thank him! Sometimes, people cry when they feel really happy. I think that's how the mailman feels right now; that's why he feels 'a lump in his throat.'"

After Reading

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

- "Who did the other animals think the letters were from? Why do you think the mailman secretly wrote the letters for them?"

ended questions to help them compare the speed of the items: "Why do you think the blue truck was faster than the fire truck?"

- Reinforce any vocabulary you have introduced, such as *speed* and *force*: "Let's test the *speed* of each car to see how fast it can go," and "Javier, how did the car move differently when you used *force* to push it down the ramp instead of placing it at the top and letting it go?"

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- “Let’s look at the letters the mailman wrote for Rabbit and Bear. The mailman knew Rabbit was scared of the water, and the mailman knew how Bear could help Rabbit feel safe. Why did the mailman write them letters? What else could the mailman have done to solve their problem?”
- “The lonely mailman is too busy delivering mail to talk to the other animals in the forest. What do they do to make friends with him? How can we use letters to make friends?”

Choice Time

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

- Display a variety of books that show different modes of transportation.
- Tell the children that people use many different types of vehicles with wheels to travel.
- Invite the children to explore the books and discuss the vehicles and how they help

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?

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Large-Group Roundup

- Say, “We have explored so many ways to make our own wheels! We made wheels, pinwheels, and pulleys. What did you discover about making wheels?”
- Document the children’s responses on the *What We Know About Wheels* chart.

people get from place to place.

- Introduce the term **vehicle** (something that is used to move people or things) and the names of various vehicles, such as **motorcycle**, **bicycle**, **taxi**, and **bus**.
- Encourage the children to share their own experiences using the different types of vehicles they identify in the books.
- Create a chart titled *How Wheels Help People*.
- Say, “These wheels help people go places. How did wheels help?” Document the children’s responses on the chart.
- Save the chart and use it to continue collecting the children’s observations about how wheels help people throughout the investigation.

Large-Group Roundup

- Invite the children to share wheels they created and point out the parts of the wheel they included.
- Ask, “What other types of wheels would you like to

Whole Group/Small Group Math

PK.OA.A.1 With guidance and support, begin to represent addition and subtraction with

Large-Group Roundup

- Invite the children to help you create a thank-you card for the visitor. Encourage children to sign their names and add drawings to the note.

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make?" Document the children's responses on the board.

Large-Group Roundup

- Invite the children who created pinwheels in the Art area to share their work.

objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.

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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.

- Display the *How Wheels Help People* chart.
- Say, "Today, we talked about wheels that help people move things. How did wheels help?" Document the children's responses on the chart.

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- How many bears will not get an ear of corn? (4 – 3 = 1)
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Large-Group Roundup

- Review the question of the day and help the children put the wheels in order from smallest to biggest.
- Tell the children that a visitor will be coming tomorrow to talk about a sport she plays that involves wheels.
- Ask, “What would you like to ask our visitor?” Document the children’s responses on a