

**Bayer 1**

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March 17 - 21, 2025

Mon 17	Tue 18	Wed 19	Thu 20	Fri 21
Buildings - Investigation 4 - How can we make a community with our buildings? - Day 1	Buildings - Investigation 4 - How can we make a community with our buildings? - Day 2	Buildings - Investigation 4 - How can we make a community with our buildings? - Day 3	Buildings - Celebrating Learning - Celebrating Learning - Day 1	Buildings - Celebrating Learning - Celebrating Learning - Day 2
Morning Meeting/Foundational Literacy  SFAM Volume 2, Week 23, Days 1-5 (page 171)	Morning Meeting/Foundational Literacy  SFAM Volume 2, Week 23, Days 1-5 (page 171)	Morning Meeting/Foundational Literacy  SFAM Volume 2, Week 23, Days 1-5 (page 171)	Morning Meeting/Foundational Literacy  SFAM Volume 2, Week 23, Days 1-5 (page 171)	Morning Meeting/Foundational Literacy  SFAM Volume 2, Week 23, Days 1-5 (page 171)
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"> <li>Welcome the children to the large-group area and begin your opening routine.</li> </ul> Song, Movement, or Game	Large Group  Opening Routine  <ul style="list-style-type: none"> <li>Welcome the children to the large-group area and begin your opening routine.</li> </ul> Song, Movement, or Game	Large Group  Opening Routine  <ul style="list-style-type: none"> <li>Welcome the children to the large-group area and begin your opening routine.</li> </ul> Song, Movement, or Game	Large Group  Opening Routine  <ul style="list-style-type: none"> <li>Welcome the children to the large-group area and begin your opening routine.</li> </ul> Song, Movement, or Game  <ul style="list-style-type: none"> <li>Use <a href="#">Mighty Minutes 294</a>, <a href="#">"Count the Syllables"</a>.</li> </ul>	Large Group  Opening Routine  <ul style="list-style-type: none"> <li>Welcome the children to the large-group area and begin your opening routine.</li> </ul> Song, Movement, or Game  <ul style="list-style-type: none"> <li>Use <a href="#">Mighty Minutes 240</a>, <a href="#">"Five Little Birds"</a>.</li> </ul>

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- o Use [Mighty Minutes 214](#), “Bubble Pop” with its accompanying poster.

### Discussion and Shared Writing:

#### Planning Our Community

- o Review the question of the day.
- o Explain to the children that a **community** is a place where many people live and work.
- o Say, “We all live in a community that has many different types of buildings!”
- o Show an aerial photo of the community you live in.
- o Invite the children to examine the buildings in the photo.
- o Tell the children that they will make buildings and create their own community in the classroom that they can share with their friends and families at the end-of-study celebration.
- o Say, “Before we make our community, we need to know what types of buildings we want to have in it.”

- o Use [Mighty Minutes 207](#), “Welcome, Friends” with its accompanying poster.

### Discussion and Shared Writing:

#### Making Our Buildings

- o Review the question of the day.
- o Point to the *Our Community Buildings* chart and say, “Yesterday, we made a plan for what buildings we are going to create for our community.”
- o Display the building plans that you and the children created yesterday.
- o Ask, “What building materials and tools will we need to build our buildings?”
- o List the materials that the children suggest on the board. Add any materials that you have brought in for this project to share with the children.
- o Explain to the children that they will **gather** and bring all the materials to one place for the class to begin creating their buildings.

- o Use [Mighty Minutes 251](#), “Favorite Treats”.

### Discussion and Shared Writing:

#### Creating Our Community Map

- o Display the neighborhood map from Investigation 1 and different aerial photos of communities similar to yours.
- o Say, “We are going to create a map just like this for our community!”
- o Review the question of the day.
- o Have children suggest and decide on a name for your community.
- o Display a large sheet of paper and add the community’s name as the title.
- o Introduce the term *location*. Explain that a **location** is where something is.
- o Tell the children that they will decide the location where they would like to place their building on the map.

### Discussion and Shared Writing:

#### Preparing for the Celebration

- o Say, “We have learned so much about buildings. It’s time to celebrate all of our hard work! Our families and guests will visit our community tomorrow and see what we have learned.”
- o Review the question of the day.
- o Write the children’s responses on the board.
- o Introduce the term *invitation*. Explain that an **invitation** is a written note that you give someone to ask them to go somewhere and do something.
- o Say, “I think we should create invitations to invite our friends and family to visit our community.”
- o Invite the children to share the things they would like to include in their invitations, such as the name of the community they created, what time the celebration begins, and what classroom to come visit.

### Discussion and Shared Writing:

#### Sharing Our Community

- o Review the question of the day.
- o Point to the community of buildings and say, “Today, we are going to take your families on a tour of our community to show them the buildings that we made.”
- o Explain that a **tour** is when someone shows you the important or interesting things about a specific place.
- o Ask, “What are some of the things you would like to share about our buildings while we are giving them the tour?”
- o Write a list of the children’s responses on the board.

Before welcoming the guests to the celebration during choice time, explain to the children that they will give their guests a tour of the community they built and share what they learned throughout the study of buildings.

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- Display the *Types of Buildings* chart used in Investigation 1.
- Review the different types of buildings on the list and invite the children to choose one type of building they would like to build.
- Document the children's choices on a piece of chart paper titled *Our Community Buildings*.

Before transitioning to the interest areas, explain to the children that they will make a plan for the buildings they will create in the Art area.

### Small Group Literacy

**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.*

*Decodable Readers to practice fluency and comprehension are*

Before transitioning to the interest areas, explain to the children that they can build their buildings for the community in the Art area.

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### Read-Aloud

Read *The Pot That Juan Built*.

### Before Reading

Show the cover and read the title. Say, "Do you remember this book? What was it about?"

### While Reading

- Help the children as they determine a place for their buildings. You might say, "Claudia built a school building. What other buildings should be next to the school? I think we should add a few houses so families can bring their children to school there."
- Draw squares or rectangles for buildings and add the building type and the child's name to the map.
- Invite the children to suggest where to add roads and other details on the community map.

Before transitioning to the interest areas, explain to the children that they can add their building to their chosen location on the map during choice time.

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- Once the children know what they will add to their invitations, discuss what materials or supplies they need.

Before transitioning to the interest areas, explain to the children that they can create their invitations for the celebration in the Art area.

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### Read-Aloud

Read *Buildings, Buildings, Buildings*.

### Small Group Literacy

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### Read-Aloud

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

### Choice Time

As you interact with the children, make time to do the following in all interest areas:

- Welcome the families and guests to the celebration.

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*found here!*

### Read-Aloud

Read *Building a House*.

### Before Reading

Show the cover of the book and say, "We have read this book before. Can you tell me what it's about?"

### While Reading

Take a picture walk and invite the children to recall the story.

### After Reading

Invite the children to share the roles of each job and why they are important to building a house.

### Choice Time

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

- Say, "I am going to create a building for our community, too! Before I build it, I want to draw what it will look like."

Do a picture walk and invite the children to describe what took place in the story. Read the pages that the children cannot recall.

### After Reading

Ask, "How is making a pot similar to building a building?"  
Encourage the children to respond.

### Choice Time

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

- Display the materials that the children gathered along with the building supplies you have provided.
- Invite the children to create their own buildings by referring to their building plans.
- Remind the children of the things they learned about building strong buildings. Invite them to use those techniques as they build.
- As the children build, make comments and ask questions. For example, say, "Selena, you are building a tall office building. Do you remember what you added

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

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### Read-Aloud

Read *Building a House*.

### Before Reading

Explain to the children that you will take a picture walk through the story.

### While Reading

Point to the different workers and invite the children to mime their actions. You might say, "This picture shows a picture of a builder with a hammer. Can you show me what he might do with the hammer?"

### After Reading

Name a few of the jobs the children read about in the book. Invite them to repeat the different gestures their classmates thought of while reading the book.

### Before Reading

Show the children the cover and ask, "Can you remember the title of this book?" and "What types of buildings will we see in here?"

### While Reading

Take a picture walk and invite the children to identify the types of buildings, the buildings' features, and what materials they think the buildings are made out of.

### After Reading

Ask, "Did we make any buildings like this in our community?"

### Choice Time

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

- Provide materials for the children to create their invitations.
- Support children as they write or dictate what they would like to write on their invitations.
- Invite the children to write their names on the invitations so the guests will know who the invitation is from.

- Encourage the children to give their families and friends a tour of the community.
- Ask questions and make comments that encourage the children to share what they learned about buildings with their families. For example, "Lydia, can you share what type of building you made? What features does it have? What building materials and tools did you use?"
- Take photos of the guests and children during the celebration.

### Whole Group/Small Group Math

**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 5.

To teach composing and decomposing numbers in pre-K, start with concrete manipulatives like counters or blocks, visually showing how to group and separate objects to represent different parts of a number, using

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- Share with the children the type of building you are going to make. Demonstrate how to draw the building.
- Display the *Building Features* chart from Exploring the Topic and invite the children to suggest features to add to your building. For example, ask, “What kind of features should I add to my house? Yes, I think my house needs one door and two windows.”
- Provide the children with paper and writing utensils and invite them to create a plan for their community building. Explain that a **plan** is something that helps organize the steps for completing a goal so that it is easier to remember what to do.
- Support the children in creating their plan. Encourage them to add features to their buildings and include specific details based on the type of building it is, e.g., adding a sign if it is a store, adding several doors if it is a school or office, etc.

to your tower to keep it from falling?” or “Weston, you are making a store building. Let’s add the sign you created during choice time a few days ago.”

- Place the children’s structures in a safe place in the classroom where they will not be disturbed.

Whole Group/Small Group Math

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**Objective:** I can compose and decompose numbers to 5.

To teach composing and decomposing numbers in pre-K, start with concrete manipulatives like counters or blocks, visually showing how to group and separate objects to represent different parts of a number, using simple language like "putting together" and "taking apart," and incorporating fun activities like games and stories that involve combining and splitting quantities; focus on small numbers initially and gradually increase complexity as children grasp the concept.

Whole Group/Small

Choice Time

As you interact with the children in each interest area, make time to do the following in a large area of the classroom:

- Display the map created in large group.
- Lay a large sheet of butcher paper on the ground and invite the children to draw roads and other features they would like to add before placing their buildings on it.
- Encourage the children to refer to the community map and determine where their building should go. Mark the buildings’ locations on the butcher paper to help with placement for the end-of-study celebration.
- Take photos and store the children’s buildings in an area of the classroom where they will not be disturbed.

Whole Group/Small Group Math

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

- Explain to the children that they will take their invitations home and share them with their family members.

Whole Group/Small Group Math

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**Use manipulatives:**  
**Counting objects:** Show a group of objects (e.g., 5 blocks) and ask children to count them, then separate them into smaller

simple language like "putting together" and "taking apart," and incorporating fun activities like games and stories that involve combining and splitting quantities; focus on small numbers initially and gradually increase complexity as children grasp the concept.

**Use manipulatives:**  
**Counting objects:** Show a group of objects (e.g., 5 blocks) and ask children to count them, then separate them into smaller groups (like 3 and 2) while explaining that you are "breaking apart" the number 5.  
**Number cards and counters:** Use number cards with corresponding counters to show how different combinations of smaller numbers can make a larger number.  
**Finger counting:** Use fingers to represent numbers and show how to combine or separate fingers to make different sums.

**Use Visual representation:**  
**Number bonds:** Introduce number bonds (a visual diagram with a whole number and its parts) to demonstrate how numbers can be decomposed.  
**Picture cards:** Use pictures with different quantities of objects to ask questions like "How many red

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### Group Math

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**Number bonds:** Introduce number bonds (a visual diagram with a whole number and its parts) to demonstrate how numbers can be decomposed.

**Picture cards:** Use pictures with different quantities of objects to ask questions like "How many red apples are there? How many green apples are there? How many apples total?"

#### Activities and Games:

**"Make a number":** Give children a set of counters and a target number, asking them to find different combinations of counters that add up to that number.

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**"Story problems":** Create simple stories that involve combining or separating objects to practice composing and decomposing.

**"Roll and add":** Use a dice or spinner to generate numbers and ask children to add them together to make a total.

### Large-Group Roundup

- Invite the children to help you create a thank-you note for the guests who attended the celebration. Encourage children to sign their names and add drawings to the note.
- Display the *What We Know About Buildings* chart. Add anything new that the

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### Large-Group Roundup

- Invite the children who finished their buildings to share what they have made with the class.
- Encourage the children who have not finished their buildings to share what needs to be done.
- Explain to the children that they will create a map of their community on Day 3.

### Use Visual representation:

**Number bonds:** Introduce number bonds (a visual diagram with a whole number and its parts) to demonstrate how numbers can be decomposed.

**Picture cards:** Use pictures with different quantities of objects to ask questions like "How many red apples are there? How many green apples are there? How many apples total?"

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**"Make a number":** Give children a set of counters and a target number, asking them to find different combinations of counters that add up to that number.

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### Large-Group Roundup

- Invite the children to talk about where their buildings will go on the butcher paper.

**"Story problems":** Create simple stories that involve combining or separating objects to practice composing and decomposing.

**"Roll and add":** Use a dice or spinner to generate numbers and ask children to add them together to make a total.

### Large-Group Roundup

- Invite the children who created invitations to share them with the class.
- Show the children any displays that were created and set up.
- Remind the children that they will be taking part in a special celebration tomorrow.

children have learned about buildings.

- Display the *What We Want to Find Out About Buildings* chart. Invite the children to review the chart to see if any of their questions remain unanswered and make a plan to answer them.

Large-Group Roundup  
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- Invite the children to share their building plan with the class.
- Ask the children to share what type of building they chose and what features they will add to it.
- Explain to the children that they will work on creating their building tomorrow.

- Explain to the children that they will share their community with guests at the end-of-study celebration.