

# Bayer 1

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March 31 - April 4, 2025

Mon 31	Tue 1	Wed 2	Thu 3	Fri 4
<div>Exercise - Investigation 1 - What are the different types of exercise? - Day 2</div> <div><div>Morning Meeting/Foundational Literacy</div><div>Brigance skills from the Academic Skills/Cognitive Development: Literacy Domain D1-D9</div><div>SFAM completed; refer back to both resources to provide additional supports for students as needed or use this time to practice Brigance skills from the Academic Skills/Cognitive Development: Literacy Domain D1-D9</div></div> <div>Question of the Day</div> <div>Do you know what this is? (Display a stopwatch.)</div> <div><div>Mighty Minutes®</div><div><u><a>Mighty Minutes 221, "Roll &amp; Rhyme"</a></u></div></div>	<div>Exercise - Investigation 1 - What are the different types of exercise? - Day 3</div> <div><div>Morning Meeting/Foundational Literacy</div><div>Brigance skills from the Academic Skills/Cognitive Development: Literacy Domain D1-D9</div><div>SFAM completed; refer back to both resources to provide additional supports for students as needed or use this time to practice Brigance skills from the Academic Skills/Cognitive Development: Literacy Domain D1-D9</div></div> <div>Question of the Day</div> <div>How long can you stand on one foot?</div> <div><div>Mighty Minutes®</div><div><u><a>Mighty Minutes 289, "Missing Shapes"</a></u></div></div>	<div>Exercise - Investigation 1 - What are the different types of exercise? - Day 4</div> <div><div>Click here to learn how to customize your print setting (like color and size)!<div>×</div></div><div>Literacy Domain D1-D9</div><div>SFAM completed; refer back to both resources to provide additional supports for students as needed or use this time to practice Brigance skills from the Academic Skills/Cognitive Development: Literacy Domain D1-D9</div></div> <div>Question of the Day</div> <div>Can you bend down and touch your toes?</div> <div><div>Mighty Minutes®</div><div><u><a>Mighty Minutes 247, "Find a Partner"</a></u></div></div>	<div>Exercise - Investigation 1 - What are the different types of exercise? - Day 5</div> <div><div>Literacy Domain D1-D9</div><div>SFAM completed; refer back to both resources to provide additional supports for students as needed or use this time to practice Brigance skills from the Academic Skills/Cognitive Development: Literacy Domain D1-D9</div></div> <div>Question of the Day</div> <div>How do you know your muscles are strong?</div> <div><div>Mighty Minutes®</div><div><u><a>Mighty Minutes 242, "Who's Not Here Today?"</a></u></div></div>	<div>Exercise - Investigation 2 - Where do people exercise? What types of exercise do they do there? - Day 1</div> <div><div>Morning Meeting/Foundational Literacy</div><div>Brigance skills from the Academic Skills/Cognitive Development: Literacy Domain D1-D9</div><div>SFAM completed; refer back to both resources to provide additional supports for students as needed or use this time to practice Brigance skills from the Academic Skills/Cognitive Development: Literacy Domain D1-D9</div></div> <div>Question of the Day</div> <div>What exercises do people do outdoors?</div> <div><div>Mighty Minutes®</div></div>

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**Game** Children name rhyming words as they roll a ball around the circle.

### Large Group

**Endurance** Introduce the children to endurance exercises by inviting them to run in place as you time them with a stopwatch.

### Opening Routine

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

### Song, Movement, or Game

- Use [\*Mighty Minutes 208\*](#), “Clothes Colors” with its accompanying poster.

### Discussion and Shared Writing:

#### Endurance

- Review the question of the day.
- Write the children’s responses on the board.
- Display a stopwatch. Explain to the children that a **stopwatch** is a tool that

**Game** Children identify what shape comes next in a pattern.

### Large Group

**Balance** Introduce the children to balance exercises by inviting them to balance as they hold different poses or perform different movements.

### Opening Routine

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

### Song, Movement, or Game

- Use [\*Mighty Minutes 241\*](#), “Rhyme Game”.

### Discussion and Shared Writing:

#### Balance

- Review the question of the day.
- Write the children’s responses on the board and invite them to stand on one foot while you use a stopwatch to time them.

**Game** Children follow prompts to find a partner.

### Large Group

**Flexibility** Introduce the children to flexibility exercises by inviting them to safely stretch different parts of their bodies.

### Opening Routine

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

### Song, Movement, or Game

- Use [\*Mighty Minutes 294\*](#), “Count the Syllables”.

### Discussion and Shared Writing:

#### Flexibility

- Review the question of the day.
- Say: “When we stretch in different ways, we show that our bodies are **flexible**, or easy to bend.”
- Invite the children to sit on the floor with you. Demonstrate how to extend

**Song** Children sing a song and identify classmates who are absent.

### Large Group

**Strength** Introduce the children to strength exercises by inviting them to perform exercises such as push-ups, sit-ups, mountain climbers, and planks.

### Opening Routine

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

### Song, Movement, or Game

- Use [\*Mighty Minutes 219\*](#), “Rhyme Time” with its accompanying poster.

### Discussion and Shared Writing:

#### Strength

- Review the question of the day.
- Invite the children to do a few stretches that they learned on Day 4. Remind the children that stretching helps warm up the muscles

[\*Mighty Minutes 291\*](#), “Rhyme or Not”

**Game** Children look at three word cards and determine which two words rhyme.

### Large Group

**Outdoor Exercise** Discuss a variety of outdoor exercises and why people do them outdoors.

### Opening Routine

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

### Song, Movement, or Game

- Use [\*Mighty Minutes 202\*](#), “Jumping Jelly Beans” with its accompanying poster.

### Discussion and Shared Writing:

#### Outdoor Exercise

- Say: “Today, we are going to race one another to see who can run the fastest. Do you think we should race **indoors** (inside the building) or **outdoors** (outside of the building)?”

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helps keep track of how long something takes.

- Show the children the stopwatch and model how it works. Explain that people who exercise often use a stopwatch to see how long they can exercise for or how quickly they can complete an exercise.
- Say: "I wonder how long you can run for. Let's find out using our stopwatch."
- Invite the children to run in place for as long as they can while you time them. Remind the children that exercising for a long time is called **endurance**.
- After running in place, invite the children to discuss what they notice about their body, e.g., breathing harder, sweating.
- Explain to the children that endurance exercises work different parts of our bodies, such as our **heart** (organ that controls the flow of blood), **lungs** (organs we use to breathe), and **muscles** (the flesh underneath the skin that moves your body).

Before transitioning to the interest areas, explain to the

- Reintroduce the term *balance*. Explain to the children that balancing is a type of exercise and that when you **balance**, it means you **pose** (hold a position) or perform a movement without falling.
- Explain to the children that they will play a game of Simon Says, in which you will say a balancing pose and they will perform it.
- Share different balancing poses or movements for the children to perform, e.g., balance on one foot, balance as they jump from side to side, or balance on their toes.
- Invite the children to take turns leading the game.
- As you see children losing their balance, explain that balancing can be difficult, but if they **practice**, or do the same poses or movements over and over, they will improve their balance.
- After the game, invite the children to practice a few poses they need more support with. Offer words of encouragement as their balance improve.

your legs in front of you. Without bending your knees, lean forward and reach for your toes.

- Ask the children to copy your actions. Encourage them to notice how their legs feel as they stretch their bodies forward.
- Reintroduce the term *muscles* and write it on the board. Explain that when children reach toward their toes, they are stretching the **muscles** (the flesh underneath the skin that helps bones move) in their legs and are becoming more flexible.
- Invite the children to do additional stretches, e.g., reaching arms up to the sky, leg lunges, or splits. Encourage them to share how their muscles feel.
- Write down the parts of the body that the children are stretching, such as arms, legs.
- Say: "**Stretching** is a way to prepare muscles for exercise by reaching with and pulling on our bodies to help us become more flexible and ready to **move** (to be in motion)."

in their body before they do more challenging exercises.

- Model for the children how to do a strength exercise, such as a push-up, sit-up, mountain climber, plank (hands and feet on the floor with the body raised in the pushup position), squat.
- Invite the children to perform the exercises and share how their bodies feel and what body parts they are working.
- As the children exercise, introduce the term *weight*. Explain to the children that **weight** is how heavy something is.
- Explain that when they do an exercise such as a push-up, they are pushing up their body weight with their arms and when they do squats, they are pushing up their body weight with their bottom and legs.
- Display a chart titled *Keeping Our Bodies Strong* that lists the different body parts the children exercised, such as *arms* and *back* for push-ups and *legs* and *bottom* for squats.

- Invite the children to share why they think the races should take place indoors or outdoors.
- Explain to the children that people usually run outdoors because of the extra space they need.
- Review the question of the day.
- Write children's responses on a piece of chart paper titled *Outdoor Exercises*.
- Show photos of different types of outdoor exercises, such as runners on an outdoor track, bicyclists in a bike lane on the street, hikers climbing a mountain, swimmers in an outdoor Olympic-sized pool.
- Talk with the children about how the people in the photos have extra space to do their exercises.

Before transitioning to the interest areas, explain to the children that they can race one another doing different exercises outdoors.

Small Group Literacy

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children that they may do more endurance exercises in the Music and Movement area.

Small Group Literacy

I can read sight word/CVC sentences and answer (literal) questions about the text.

**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.

Read-Aloud

*Bear Feels Sick*

*Book Discussion Card 15* (first read-aloud)

Read *Bear Feels Sick*.

Before Reading

Introduce the characters and the problem.

Before transitioning to the interest areas, explain to the children that they can play a balancing game outdoors.

Small Group Literacy

I can read sight word/CVC sentences and answer (literal) questions about the text.

**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.

Read-Aloud

*Hop, Hop, Jump*

Read *Hop, Hop, Jump*.

Before Reading

Read the title and show the cover of the book. Ask: “What do you think this book is about?”

While Reading

Before transitioning to the interest areas, explain to the children that they can stretch their muscles in different ways in the Music and Movement area.

Small Group Literacy

I can read sight word/CVC sentences and answer (literal) questions about the text.

**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.

Read-Aloud

*Bear Feels Sick*

*Book Discussion Card 15* (second read-aloud)

Read *Bear Feels Sick*.

Before Reading

Recall the characters and the problem.

Before transitioning to the interest areas, explain to the children that they can create outlines of their bodies in the Art area.

Small Group Literacy

I can read sight word/CVC sentences and answer (literal) questions about the text.

**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.

Read-Aloud

*Hop, Hop, Jump*

Read *Hop, Hop, Jump*.

Before Reading

Show the children the cover of the book and ask: “Do you remember what this book is about?”

I can read sight word/CVC sentences and answer (literal) questions about the text.

**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.

Read-Aloud

*Bear Feels Sick*

*Book Discussion Card 15* (third read-aloud)

Read *Bear Feels Sick*.

Before Reading

Encourage children to recall the problem and solution.

“We’re going to read a book we’ve read two times before. Can someone tell us the name of this book? What is wrong with Bear? Who takes care of him? What happens to Bear’s friends after he feels better?”

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"This book is called *Bear Feels Sick*. It is the story of a bear who doesn't feel well. Bear's friends want to help him feel better so he can play with them and enjoy the beautiful autumn day. What will Bear's friends do to help him feel better? Let's read to see what happens to Bear and his friends."

### While Reading

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

*autumn, heap, wheezes, badger, wren, coax, smidgen, quivers, frolic*

Comment on the main characters' thoughts and actions.

- o "Bear is tossing, turning, whiffing, and wheezing. He can't even play with his friends. He must really feel sick!"
- o "Bear finally falls asleep after his friends help take care of him. I think his friends must have helped comfort him, and that's why he was able to get some rest."

Point out the body parts written next to the illustrations. Invite the children to discuss how the children featured in the book move their bodies.

### After Reading

Ask: "I wonder what we could do in a talent show?" Encourage the children to show off movements they would demonstrate at a talent show.

### Choice Time

**Outdoors** *Intentional Teaching Experience P16, "Body Part Balance"*: Children practice balancing on different parts of their bodies.

As you interact with the children outdoors, make time to do the following:

- o Use *Intentional Teaching Experience P16, "Body Part Balance"*.

### Whole Group/Small Group Math

I can compare the length, width, and height of two objects.

**PK.MD.A.1 Describe measurable attributes of a single object, such**

"We're going to read *Bear Feels Sick* again. You may remember that Bear was feeling sick and his friends wanted to help him feel well. Does Bear feel better at the end? What happened to his friends?"

### While Reading

Expand vocabulary using more verbal explanations:

*autumn, wheeze, fret*

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

*heap, coax, frolic*

Comment on and ask follow-up questions about the other characters.

- o "Bear's friends could have just left him alone and gone to play and enjoy their day. Why do you think they stay to help Bear?"
- o "Mouse does a lot to help Bear feel better. Why does Mouse feel Bear's head? What is he checking for?"
- o "Why does Mouse start to wheeze and Hare start to

### While Reading

Point out the action words that are used to describe the movements in the book, such as "wiggle it," "kick it," and "twist it."

### After Reading

Invite the children to perform a few actions from the book. Talk with the children about what body parts they use to perform the action: "You are doing 'shrug it.' Your shoulders are moving up and down."

### Choice Time

**Art** Children create life-size body outlines of themselves and use the outlines to identify muscles they use to exercise.

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

- o Display the *Keeping Our Bodies Strong* chart, large sheets of butcher paper, writing utensils, and crayons.
- o Invite the children to lie down on the butcher paper while you trace their bodies.
- o Review the exercises on the *Keeping Our Bodies Strong*

### While Reading

Expand vocabulary:

*badger, wren, smidgen, quivers*

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 wonder if the other animals worry that they will get sick, too. Do you think they are sorry that they helped? What do you think they'll do the next time Bear gets sick?"
- o "It's no fun being sick. After Bear's friends feel better, what are some things they can do to stay healthy?"

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- “When Bear wakes up, he feels much better and is ready to play. He must feel very thankful that his friends helped him to get healthy again, and I’ll bet that’s why he takes care of them when they get sick.”

After Reading

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

- “What are some of the things Bear’s friends do to help him feel better? The other animals paint pictures for Bear and make a leaf crown for his head. Why do you think they do that?”
- “What does Bear do to help care for his friends when they get sick?”
- “At the end of the story, Bear looks happy when he’s caring for his friends. Why do you think he feels this way?”

Choice Time

**Music and Movement** Children perform different endurance exercises and notice how their pulse changes.

as length, width, height.  
**PK.MD.A.2 Compare attributes of two or more concrete objects and use words to define attributes of the objects (i.e. heavier/lighter, longer/shorter, etc.).**

**OBJECTIVE:** I can compare the length, width, and height of two objects.

**What are the attributes of an object?**  
size, shape, color, texture, material, and function.

**REVIEW 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.*

Large-Group Roundup

Review the events of the day.

- Invite the children who participated in the balancing activity during choice time to share what types of movements they learned.

sneeze at the end of the story?”

- “When Bear’s friends get sick, Bear helps take care of them. How do you think they feel when Bear tucks them into bed and tells them not to worry?”

After Reading

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

- “I wonder what would have happened if Bear’s friends didn’t stay to take care of him. What do you think?”
- “Bear’s friends stay with him until he feels better. How do you think Bear’s friends would have felt if Bear had gone off to play after they got sick? How does it make you feel when someone takes care of you?”

Choice Time

**Music and Movement** Children choose a body part and think of different ways they can stretch that body part.

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

chart.

- Invite the children to choose an exercise from the chart, and on their body outlines, color in the body parts they used during that exercise.
- Ask the children to write the type of exercise they chose next to their outlines. Support the children to write the titles as needed.

Whole Group/Small Group Math

I can compare the length, width, and height of two objects.

**PK.MD.A.1 Describe measurable attributes of a single object, such as length, width, height.**  
**PK.MD.A.2 Compare attributes of two or more concrete objects and use words to define attributes of the objects (i.e. heavier/lighter, longer/shorter, etc.).**

**OBJECTIVE:** I can compare the length, width, and height of two objects.

**What are the attributes of an object?**  
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- “I wonder how Bear and his friends will enjoy autumn when they are feeling better. What do you think they will do?”

Choice Time

**Outdoors** Children plan and complete triathlons outdoors.

As you interact with the children outdoors, make time to do the following:

- Introduce the term *triathlon*. Explain to the children that a **triathlon** is a contest in which people do three outdoor exercises, such as swimming, biking, and running.
- Explain to the children that they will conduct their own triathlon. Choose or invite the children to choose three outdoor exercises to include in their triathlon, e.g., running, cycling, skipping.
- Invite small groups of children to participate in the triathlon one group at a time.
- Closely supervise the children as they participate in the triathlon to ensure

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

- Remind the children that endurance exercises are good for the heart. Model for the children how to feel their **pulse**, or heartbeat, by placing their fingers on their wrists or neck. Invite the children to feel their resting heartbeat and notice the slow, steady beat.
- Do a few endurance exercises with the children, such as jumping jacks, mountain climbers (with hands and feet on the floor, bring one knee to your chest, then switch legs), or burpees (from a standing position, squat down with hands on the ground, jump your feet back, return to squat, and stand up).
- Invite the children to take turns using a stopwatch to time their peers to see how long they can do an exercise for. Support the children to use the stopwatch as needed.
- After completing an endurance exercise, ask the children to feel their pulse again and notice that it is

- Explain to the children that they will have opportunities throughout the study to practice their balancing skills.

to do the following in the Music and Movement area:

- Display notecards with the names of several body parts written and pictured on them, e.g., *legs, arms, feet, neck*.
- Explain to the children that they will take turns reading the cards and come up with their own movements to stretch that body part.
- As the children share their movements with others, invite them to name the body part they are stretching.
- Take photos of the different movements the children come up with to share with families at the end-of-study celebration.

Whole Group/Small Group Math

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**PK.MD.A.1 Describe measurable attributes of a single object, such as length, width, height.**  
**PK.MD.A.2 Compare attributes of two or more concrete objects and use words to define**

**REVIEW 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.*

Large-Group Roundup

Review the events of the day.

- Invite the children who created outlines of their bodies during choice time to share them with the class.
- Display the *What We Know About Exercise* chart. Invite the children to share what they learned about the different types of exercise and add it to the chart.

they are doing the exercises safely.

Whole Group/Small Group Math

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**OBJECTIVE:** *I can compare the length, width, and height of two objects.*

**What are the attributes of an object?**  
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**REVIEW 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.*

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faster. Explain that when their heart beats faster, it's getting stronger.

### Whole Group/Small Group Math

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

### Large-Group Roundup

Review the events of the day.

- Invite the children who created their own stretches to share a few with the class.
- Explain to the children that they will continue to do stretches and work on their flexibility throughout the study.

### Large-Group Roundup

Review the events of the day.

- Invite the children who participated in the triathlon during choice time to share their experiences.
- Explain: "Someone who exercises outdoors will visit our classroom tomorrow. Let's think of some questions we would like to ask our visitor."
- Record the children's questions on a chart titled *Questions for Our Visitor*. Save the chart to refer to during large group on Day 2.

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**Large-Group Roundup**

Review the events of the day.

- Invite the children who performed endurance exercises to share how long they were able to do them.