

Bayer 1

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November 11 - 15, 2024

Mon 11	Tue 12	Wed 13	Thu 14	Fri 15
Veteran's Day/No School	<div>Trees - Investigation 1 - What are the parts of trees? - Day 5</div> <div>Morning Meeting/Foundational Literacy</div> <div>SFAM Volume 1, Week 9, Days 1-5 (page 152)</div> <div>Teaching the TN Foundational Literacy Supplemental Curriculum is mandatory. You <u>MUST</u> 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><div>Find the Rhyme</div></div>	<div>Trees - Investigation 2 - How do trees grow and change? - Day 1</div> <div>Morning Meeting/Foundational Literacy</div> <div>SFAM Volume 1, Week 9, Days 1-5 (page 152)</div> <div>Teaching the TN Foundational Literacy Supplemental Curriculum is mandatory. You <u>MUST</u> 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><div>Find the Rhyme</div></div>	<div>Trees - Investigation 2 - How do trees grow and change? - Day 2</div> <div>Morning Meeting/Foundational Literacy</div> <div>SFAM Volume 1, Week 9, Days 1-5 (page 152)</div> <div>Teaching the TN Foundational Literacy Supplemental Curriculum is mandatory. You <u>MUST</u> 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><div>Find the Rhyme</div></div>	<div>Trees - Investigation 2 - How do trees grow and change? - Day 3</div> <div>Morning Meeting/Foundational Literacy</div> <div>SFAM Volume 1, Week 9, Days 1-5 (page 152)</div> <div>Teaching the TN Foundational Literacy Supplemental Curriculum is mandatory. You <u>MUST</u> 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><div>Find the Rhyme</div></div>

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<ul style="list-style-type: none">◦ Break it Up◦ Initial Sound Fluency◦ Final Sound Fluency◦ Alliteration <p>Editable PowerPoints for each lesson are available on the Pre-K website.</p> <ol style="list-style-type: none">1. Click "Education".2. Click "Second Quarter..."3. Scroll down and to the left, "TN Best for All Foundational Literacy Activities" and click on the lesson for the week of...	<ul style="list-style-type: none">◦ Break it Up◦ Initial Sound Fluency◦ Final Sound Fluency◦ Alliteration <p>Editable PowerPoints for each lesson are available on the Pre-K website.</p> <ol style="list-style-type: none">1. Click "Education".2. Click "Second Quarter..."3. Scroll down and to the left, "TN Best for All Foundational Literacy Activities" and click on the lesson for the week of...	<ul style="list-style-type: none">◦ Break it Up◦ Initial Sound Fluency◦ Final Sound Fluency◦ Alliteration <p>Editable PowerPoints for each lesson are available on the Pre-K website.</p> <ol style="list-style-type: none">1. Click "Education".2. Click "Second Quarter..."3. Scroll down and to the left, "TN Best for All Foundational Literacy Activities" and click on the lesson for the week of...	<ul style="list-style-type: none">◦ Break it Up◦ Initial Sound Fluency◦ Final Sound Fluency◦ Alliteration <p>Editable PowerPoints for each lesson are available on the Pre-K website.</p> <ol style="list-style-type: none">1. Click "Education".2. Click "Second Quarter..."3. Scroll down and to the left, "TN Best for All Foundational Literacy Activities" and click on the lesson for the week of...
Question of the Day	Question of the Day	Question of the Day	Question of the Day
Mighty Minutes®	Mighty Minutes®	Mighty Minutes®	Mighty

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Large Group

Opening Routine

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

Song, Movement, or Game

- Use *Mighty Minutes 218*, “Little Bunnies” with its accompanying poster.

Discussion and Shared Writing:

Making Our Class Tree

- Display and review the *Parts of Trees* chart.
- Say, “Over the last several days, we have learned about the different parts of a tree. I wonder if we can use what

Large Group

Opening Routine

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

Song, Movement, or Game

- Use *Mighty Minutes 264*, “Change the Name Game”.

Discussion and Shared Writing:

Tree Life Cycle

- Review the question of the day.
- Invite the children to add the piece of tape with their name on it to the chart paper to mark how tall they think they were when they were babies.

Large Group

Opening Routine

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

Song, Movement, or Game

- Use *Mighty Minutes 284*, “Veggie Stew”.

Discussion and Shared Writing:

What Do Trees Need to Grow?

- Review the *How Trees Grow and Change* chart.
- Review the question of the day.
- Confirm that food and water help people grow and stay healthy.

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 225*, “A Seed in Need”.

Discussion and Shared Writing:

Visit From a Gardener

- Review the question of the day. Write any additional questions on the *Questions for Our Visitor* chart. Introduce the visitor.

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| <p>we learned to make our own class tree.”</p> <ul style="list-style-type: none"> ◦ Explain to the children that they will make a class tree. ◦ Display photos of different trees the children learned about throughout the study. Write the name of each type of tree on the board (e.g., oak, maple, palo verde, pine, cypress). ◦ Review the question of the day. ◦ Support the children to vote on the type of tree they would like to make. ◦ As the children vote, make tally marks on the board under each tree name. Together with the children, count the tally marks on the | <ul style="list-style-type: none"> ◦ Point to the heights the children marked on the chart paper and say, “When you were babies you were very small. Now, you have grown and gotten taller, and you will keep growing taller and taller until you are tall like the grown-ups in your families.” ◦ Read <i>Growing Trees</i>. ◦ Before reading, say, “The title of this book is <i>Growing Trees</i>. This book is going to show us how trees grow and change over time. Just like you grow taller as you get older, trees begin their life as a tiny seed in the ground and grow taller over time. Growing taller is one way that trees change.” | <ul style="list-style-type: none"> ◦ Say, “Just like us, trees need food and water to grow, too!” ◦ Read <i>Growing Trees</i>. ◦ Before reading, explain to the children that you will read pages in the story to help them learn more about what trees need to grow. ◦ While reading, review pages 12–13 of <i>Growing Trees</i>. Invite the children to notice how Maria took care of her tree. Confirm that Maria’s tree needed sunlight (light from the sun), soil (dirt that is rich in nutrients), space to grow, and water. ◦ After reading, invite the children to recall what the tree needed to grow. | <ul style="list-style-type: none"> ◦ Invite her to share what her job title is, how she helps take care of plants, and what tools she uses. ◦ Ask the visitor to share any photos or videos of the work that she does. ◦ Encourage children to ask the questions from the chart. ◦ Record the visitor’s responses. ◦ Take pictures and videos of the children and visitor to share during the end-of-study celebration. <p>Before transitioning to the interest areas, explain to the children that they may explore the tools the gardener uses at the Discovery area.</p> |
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board to determine which tree has the most votes.

- Explain to the children that they will work together to create different parts of the class tree. Invite the children to take turns sharing what part of the tree they would like to make (e.g., trunk, branches, leaves).
- Write down the children's choices on a chart titled *Our Class Tree*.

Before transitioning to the interest areas, explain to the children that they can create the part of the tree they chose in the Art area.

Read-Aloud

- Choose a poetry book from your

- **While reading,** review pages 4–7 of *Growing Trees* and discuss how the tree changes. Define terms such as life cycle, seed, seed leaves, and seedling.
- **After reading,** ask the children to recall how the tree changed over time (e.g., the seed grew roots, the tree grew taller, the branches grew, the leaves grew, the trunk got wider).
- Add the children's responses to a chart titled *How Trees Grow and Change*.

Before transitioning to the interest areas, explain to the children that they can sequence photos of trees growing in the Discovery area.

- Document the children's responses on the *How Trees Grow and Change* chart.

Before transitioning to the interest areas, explain to the children that they can create a card explaining how to care for trees in the Art area.

Read-Aloud

Read *The Mitten*.

Before Reading

Introduce the characters and the problem.

“*The Mitten* is a story about Nicki, a boy who wants a pair of snow-white mittens. Baba, his grandmother, knits him a pair of mittens, but she tells him not to lose them. When Nicki goes out in the snow to play, he loses one of the mittens. Let's find out what happens to the mitten, why it is

Read-Aloud

Read *Growing Trees*.

Before Reading

Ask, “What do you remember about this book?”

While Reading

Point out interesting details in the pictures and reinforce the words *forester*, *nursery worker*, and *arborist*.

After Reading

Talk about the similarities between what the visitor said about caring for trees and what the book says about tree care.

Small Group Literacy

PK. FL.PA.2
Demonstrate increasing understanding of spoken words, syllables, and sounds

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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 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 accurate writing and spelling.

Here are some activities to help identify final sounds:

- Point out words and their ending sounds

Read-Aloud

Read *Growing Trees*.

Before Reading

Read the title of the story and say, "We read this book during large group and learned about how trees start from a seed and grow and grow into a tree. I wonder if we will find more information on how trees grow. Let's read it to find out."

While Reading

Explain the following terms: *national forest*, *forester*, *nursery worker*, and *arborist*.

After Reading

Refer to the *How Trees Grow and Change* chart and ask, "What did this book tell us about how trees grow?" Record children's ideas on the chart.

Small Group

never the same again, and how Nicki gets it back."

While Reading

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

wool, knit, burrowed, "safe and sound", admire, jostle, wiggled, kickers, snuffling, prickles, grumbled, scattered, silhouetted

Comment on the main characters' thoughts and actions.

- "Baba doesn't think snow-white mittens are a good idea. She thinks Nicki will lose the white mittens in the white snow."
- "Nicki really wants those mittens. I'll bet

(phonemes) through oral language and with guidance and support.

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 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 motion: For example, the "punch it out" motion where students slide their

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- Point out words that end with the same sounds
- Use a hand motion: 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.

Literacy

PK. FL.PA.2
Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) through oral language and with guidance and support.

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he said, 'Baba, if you make me the mittens, I will be very careful with them.'"

- "Nicki loses one mitten, but I don't think he even knows his mitten is gone."
- "Look at all the animals in Nicki's mitten. They all must think that it is a nice, warm place to be."

After Reading

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

- "Nicki wants a pair of snow-white mittens so badly that Baba finally makes them for him. What do you think he said to Baba?"
- "Why do you think all those animals crawled

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

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into Nicki's white mitten? What were the animals thinking?"

- o "What happened to the mitten when more animals crawled into it?"
- o "Baba is looking at one little mitten and one big mitten. She must be wondering how that mitten got so big. How did one mitten get to be bigger?"

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 final sounds of CVC words.

Choice Time

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

- o Display tools that the visitor shared (e.g., hand spades, gloves, pruning shears, watering can).
- o Invite the children to examine the tools carefully and ask any additional questions they have about the tools.

- o As the children examine the tools, make comments or ask questions to encourage them to share how they think the tool is used. You might say, "Darnel, I noticed that you are looking closely at the gloves the gardener shared

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scissors, masking tape, etc.).

- Review the *Our Class Tree* chart and talk with the children about which part they will make.
- Invite the children to use the materials to create the tree.
- As the children create their tree parts, encourage them to look closely at the picture of the tree to notice smaller details. Describe any additional parts to the children, e.g., **twig** (a tiny branch), **flower** (the part of a plant that makes fruit or seeds), and **fruit** (the part of a plant that contains seeds) and add them to the *Parts of Trees* chart.

Whole

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 photos of trees in different stages of their life cycle (e.g., seed, seedling, sapling, tree).
- Support the children to sequence the photos of the tree's life cycle.
- As the children sequence the photos, make comments and ask questions to discuss how plants change. You might say, "You placed the photo of the tiny seed first. What photo do you

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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 motion: 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

with us. Why do you think gardeners wear gloves?"

- Take photos of the children exploring the tools to share with families at the end-of-study celebration.

Whole
Group/Small
Group Math

PK.CC.B.5 With guidance and support, count to answer "how many?" questions about as many as 10 things arranged in a line, rectangular array, or circle.

Objective: I can identify how many objects I see (1-10).

Explain: Students should be able to identify the quantity of up to 10 objects when they are presented in a straight line, neatly organized in rows and

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Group/Small
Group Math

PK.CC.B.5 With guidance and support, count to answer “how many?” questions about as many as 10 things arranged in a line, rectangular array, or circle.

Objective: I can identify how many objects I see (1-10).

Explain: Students should be able to identify the quantity of up to 10 objects when they are presented in a straight line, neatly organized in rows and columns (rectangular array), or in a circular pattern, by counting each item individually and stating the total number when asked "how many?".

- **Key points to remember:**
Limit of 10 objects:
The focus is on counting sets with a

think comes next?” or “I see a tall tree in the photo. Where do you think that picture goes?”

Whole
Group/Small
Group Math

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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 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:

columns (rectangular array), or in a circular pattern, by counting each item individually and stating the total number when asked "how many?".

- **Key points to remember:**
Limit of 10 objects:
The focus is on counting sets with a maximum of 10 items.
- **Different arrangements:**
Objects can be presented in a line, a grid (rectangular array), or a circle.
- **"How many?" questions:**
The task is to answer questions asking about the total quantity of objects in a set.

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maximum of 10 items.

- o **Different arrangements:**
Objects can be presented in a line, a grid (rectangular array), or a circle.
- o **"How many?" questions:**
The task is to answer questions asking about the total quantity of objects in a set.
- o **Guidance and support:**
This implies that the person may need assistance with pointing to each object, keeping track of the count, or reminding them of the counting sequence.

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Objects can be presented in a line, a grid (rectangular array), or a circle.
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- o Display the *How Trees Grow and Change* chart, samples of tree care cards, paper, and writing utensils.
- o Show the children a tree care card and talk about the information that is included on the card, such as how much sun, water, and space the tree needs.
- o Review the chart and explain to the children that they will make a card to teach someone how to care for trees.
- o Support the children as they write or draw instructions for taking care of a tree.

Whole
Group/Small
Group Math

- o **Guidance and support:**
This implies that the person may need assistance with pointing to each object, keeping track of the count, or reminding them of the counting sequence. Have students use the "touch-count" strategy, where they touch the objects as they count.
- o **Example scenarios:**
Line arrangement: "How many apples are in this line?" (Showing a row of 5 apples). Rectangular array: "How many buttons are in this grid?"

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Have students use the "touch-count" strategy, where they touch the objects as they count.

- **Example scenarios:**
Line arrangement: "How many apples are in this line?" (Showing a row of 5 apples).
Rectangular array: "How many buttons are in this grid?" (Presenting a 2x3 grid of buttons)
Circle arrangement: "How many stars are in this circle?" (Showing a circle with 8 stars)

Large-Group Roundup

assistance with pointing to each object, keeping track of the count, or reminding them of the counting sequence.
Have students use the "touch-count" strategy, where they touch the objects as they count.

- **Example scenarios:**
Line arrangement: "How many apples are in this line?" (Showing a row of 5 apples).
Rectangular array: "How many buttons are in this grid?" (Presenting a 2x3 grid of buttons)
Circle arrangement: "How many

PK.CC.B.5 With guidance and support, count to answer "how many?" questions about as many as 10 things arranged in a line, rectangular array, or circle.
Objective: I can identify how many objects I see (1-10).

Explain: Students should be able to identify the quantity of up to 10 objects when they are presented in a straight line, neatly organized in rows and columns (rectangular array), or in a circular pattern, by counting each item individually and stating the total number when asked "how many?".

- **Key points to remember:**
Limit of 10 objects:
The focus is on counting sets with a maximum of 10 items.

(Presenting a 2x3 grid of buttons)
Circle arrangement: "How many stars are in this circle?" (Showing a circle with 8 stars)

Large-Group Roundup

- Encourage the children who explored the visitor's tools during choice time to share what they learned.
- Invite the children to help you create a thank-you note for the visitor. Encourage children to sign their names and add drawings to the note.
- Display the *What We Know About Trees* chart. Invite the

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- Invite the children who worked on tree parts during choice time to share with the class what part of the tree they made and what materials they used.

- Explain to the children that when the tree parts are complete, they will work as a class to put together the tree to share with families at the end-of-study celebration.

stars are in this circle?" (Showing a circle with 8 stars)

Large-Group Roundup

- Invite the children who sequenced the photos during choice time to share how they ordered them.
- Review the *How Trees Grow and Change* chart. Explain that the class will learn more about how trees grow and change in the next few days.

- **Different arrangements:** Objects can be presented in a line, a grid (rectangular array), or a circle.

- **"How many?" questions:** The task is to answer questions asking about the total quantity of objects in a set.

- **Guidance and support:** This implies that the person may need assistance with pointing to each object, keeping track of the count, or reminding them of the counting sequence. Have students use the "touch-

children to share what they learned about trees throughout the investigation (e.g., how trees grow and change, how to care for trees, what tools are used to care for trees, etc.).

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- o **Example scenarios:**
Line
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"How many
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(Presenting a
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buttons)
Circle
arrangement:
"How many
stars are in
this circle?"
(Showing a
circle with 8
stars)

Large-Group
Roundup

- o Invite the
children who

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made tree care cards during choice time to share the care cards with the class.

- Explain, “Someone who helps takes care of trees and plants will be coming to 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 tomorrow.