

Bayer 1

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November 4 - 8, 2024

Mon 4	Tue 5	Wed 6	Thu 7	Fri 8
<div>Trees - Investigation 1 - What are the parts of trees? - Day 1</div> <div><div>Morning Meeting/Foundational Literacy</div><div>SFAM Volume 1, Week 8, Days 1-4 (page 137)</div><div>Teaching the TN Foundational Literacy Supplemental Curriculum is mandatory. You MUST engage students in all components of the foundational literacy lesson. You may lessen the quantity of questions to at least 3 questions each, but every component must be taught:</div><div>Find the Rhyme Break it Up Initial Sound Fluency</div></div>	<div>Election Day/Students Out</div>	<div>Trees - Investigation 1 - What are the parts of trees? - Day 2</div> <div><div>Morning Meeting/Foundational Literacy</div><div>SFAM Volume 1, Week 8, Days 1-4 (page 137)</div><div>Teaching the TN Foundational Literacy Supplemental Curriculum is mandatory. You MUST engage students in all components of the foundational literacy lesson. You may lessen the quantity of questions to at least 3 questions each, but every component must be taught:</div><div>Find the Rhyme Break it Up Initial Sound Fluency</div></div>	<div>Trees - Investigation 1 - What are the parts of trees? - Day 3</div> <div><div>Morning Meeting/Foundational Literacy</div><div>SFAM Volume 1, Week 8, Days 1-4 (page 137)</div><div>Teaching the TN Foundational Literacy Supplemental Curriculum is mandatory. You MUST engage students in all components of the foundational literacy lesson. You may lessen the quantity of questions to at least 3 questions each, but every component must be taught:</div><div>Find the Rhyme Break it Up Initial Sound Fluency</div></div>	<div>Trees - Investigation 1 - What are the parts of trees? - Day 4</div> <div><div>Morning Meeting/Foundational Literacy</div><div>SFAM Volume 1, Week 8, Days 1-4 (page 137)</div><div>Teaching the TN Foundational Literacy Supplemental Curriculum is mandatory. You MUST engage students in all components of the foundational literacy lesson. You may lessen the quantity of questions to at least 3 questions each, but every component must be taught:</div><div>Find the Rhyme Break it Up Initial Sound Fluency</div></div>

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Final Sound Fluency Alliteration Editable PowerPoints for each lesson are available on the Pre-K website.

Click "Education".
Click "Second Quarter..."
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

Mighty Minutes®

Large Group

Opening Routine

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

Song, Movement, or

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Game

- Use [*Mighty Minutes 203*](#), “Listen to Letter Sounds” with its accompanying poster.

Discussion and Shared Writing:

What Are the Parts of Trees?

- Review the question of the day.
- Say, “This tree is missing some of its parts. Can you help me add them?”
- Invite the children to recall the different parts of a tree. As the children name each part, reinforce the definitions for **branches** (woody parts of trees that grow from the trunk), **leaves** (flat parts

Game

- Use [*Mighty Minutes 271*](#), “Benny Bear”.

Discussion and Shared Writing:

Tree Trunks

- Review the question of the day.
- Reintroduce the word *trunk*. Explain that a **trunk** is the main stem of a tree and the outside covering on the trunk is called the **bark**.
- Point to the trees in the photos and ask, “How do we know whether this tree trunk is bigger than this one?”
- Write the children’s responses on the board.

Game

- Use [*Mighty Minutes 274*](#), “What’d You Say?”

Discussion and Shared Writing:

Roots and Branches

- Review the question of the day and tell the children what type of tree is depicted in the picture.
- Reintroduce the term *branches*. Explain that **branches** are the woody parts of a tree that grow from the trunk.
- Display a picture of a tree that shows its roots growing underground. Point to the roots and ask, “What is this part of the tree called?”

Song, Movement, or Game

- Use [*Mighty Minutes 224*](#), “Five Big Leaves”.

Discussion and Shared Writing:

Leaves

- Review the question of the day.
- Display a variety of leaves the children collected over the course of the study.
- Pass around the leaves for the children to examine more closely.
- Point out the different parts of the leaf, including the **veins** (sturdy lines that provide structure

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of a tree that grow from the branches and make food for the tree), **trunk** (the woody main stem of the tree), and **roots** (the part of the tree that grows underground).

- Display a chart titled *Parts of Trees*. Draw and label the different parts that children suggest.
- Support the children to add any parts of the tree they did not recall.

Before transitioning to the interest areas, explain to the children that they may put together puzzles of trees in the Toys and Games area.

Read-Aloud

Read *Our Tree Named Steve*.

- Introduce the word *circumference*. Explain that **circumference** is the distance around a round object. Add that knowing an object's circumference tells us how big it is.
- Say, “We are going to go outside and measure the circumference of the two tree trunks in the photos.”
- While outdoors, find the tree with the larger trunk. Tell the children what type of tree it is and ask a few children to measure its circumference.
- Encourage the children to wrap a piece of string or yarn around the tree and to cut the string where the two ends meet.

- Remind the children that **roots** are the part of a tree that grows underground and provide the tree with water and food.
- Invite the children to look at the branches and roots in the photos and share how they are similar (e.g., both grow from a tree and spread out) and different (e.g., branches grow above ground, and roots grow below ground; branches have leaves, and roots do not).

Before transitioning to the interest areas, explain to the children that they may make model trees in the Art area.

Read-Aloud

and carry water and food), **blade** (the flat main part of a leaf), **lobes** (rounded, separate sections of a leaf), and **tips** (pointy ends of the leaf).

- Ask, “What do you notice about these leaves? What do they look and feel like?”
- Write the children's descriptions on the board.

Before transitioning to the interest areas, explain to the children that they may examine the leaves more closely in the Discovery area.

Read-Aloud

Read *A Grand Old Tree*.

Before Reading

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Before Reading

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

While Reading

Allow time for the children to look at the illustrations on each page. Discuss with the children what is happening in the story and invite them to make predictions about what they think will happen next.

After Reading

Invite the children to recall the main events of the story.

Small Group
Literacy

PK. FL.PA.2
Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) through

- Find the tree with the smaller trunk and tell the children what kind of tree it is. Support a few children to measure its circumference using a different piece of string or yarn.

Before transitioning to the interest areas, explain to the children that they may measure the two different pieces of string in the Art area.

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 initial sounds of CVC words.

Read *Our Tree Named Steve*.

Before Reading

Show the cover of the book and say, “We have read this book before. Do you remember the title of this book?”

While Reading

Discuss the different ways that the family cared for the tree.

After Reading

Talk about how the family named the tree Steve. Invite the children to think of a tree outside of the school that they would like to name.

Small Group
Literacy

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Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) through

Show children the cover of the book and ask, “I wonder what this book will be about?” Encourage children to describe what they see on the cover. Comment on what they notice. For example, you might say, “Yes, Fabien, I see a nest in the tree. Let’s read the book to hear more about the birds who live there.”

While Reading

Use intonation and expression as you read each page. Pause and invite the children look closely at the illustrations.

After Reading

Ask children to recall the events of the story. As children respond, confirm their thinking by repeating what they said. You can say, “Raul, you are right! The tree did change throughout the story. Can you tell me how the tree changed?”

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oral language and with guidance and support.

Objective: I can identify the initial sounds of CVC words.

Explain: Academic vocabulary: consonant, vowel, initial

Beginning sounds or initial sounds are the sounds at the beginning of words or the ones made by letters at the start of a word.

CVC words are words created using a consonant, vowel, and a consonant.

Vowels are the letters A, E, I, O and U, while consonants are all the other letters in the alphabet. Examples of CVC words: hat, cot, lit, and pit.

You can also create nonsense words that follow the rules of CVC words.

Small Group Lesson Planning Tips

- When planning for your small

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- o The standards/objectives listed in the curriculum map are to show the progression of how the standards should be taught. If a student has not mastered a previous standard that is needed to progress forward, then you should spend more time on the standard with that student. However,

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- o Remember, many skills (such as letter and sound recognition and syllables) can be reviewed daily with every skill.
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Read-Aloud

Read *Pablo's Tree*

Before Reading

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Choice Time

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

- Display several simple puzzles of trees with four to five pieces and the *Parts of Trees* chart.
- Invite the children to put together the puzzles.
- As the children complete their puzzles, ask them to identify and describe the parts of the trees on each piece. You might ask, “What part of the tree do you see on your puzzle piece?”
- Support the children to put the puzzles together correctly.

Encourage children to recall the problem and solution.

“This is a book we have read two times before. Do you remember what it is called? Who do you see on the cover? Who is Pablo visiting in the story? What will they do together?”

While Reading

Expand vocabulary:

decorate, adopt

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

Choice Time

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

- Say, “Roots hold trees in the ground and keep them stable. Let’s make trees with roots and find out how they help.”
- Display the photo of the tree with roots from large group, craft sticks, pipe cleaners, and masking tape.
- Invite the children to create a model tree with roots and without roots.
- Display a tray filled with sand or soil and invite the children to place their model trees in the soil. Ensure that the children

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Choice Time

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

- Display a variety of leaves, paper, crayons, tape, and magnifying glasses.
- Ask the children to closely examine the leaves with magnifying glasses and review the parts that you introduced in large group.

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- After they complete a puzzle, tell the children the type of tree in the picture.

Whole
Group/Small
Group Math

PK.CC.B. 5 Given a number from 1-10, count out that many objects.

Objective: I can count out the number of objects to match a number.

One-to-one correspondence is a math skill that involves counting objects in a set by touching or moving each object once and assigning it a number.

Small Group Lesson Planning Tips

- When planning for your small group lessons, please let the

characters are thinking and feeling.

After Reading

Wonder aloud and ask follow-up questions.

- “Each year, Lito puts different decorations on the tree. I wonder how he decides what to put on Pablo’s special tree.”
- “At every birthday, Pablo and the tree are both bigger. How else do you change when you get older?”

Whole
Group/Small
Group Math

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Objective: I can count out the number of

bury the roots of their model trees in the soil.

- Support the children to gently shake the tray and notice what happens to the trees. Ask, “What happened to your trees with roots?” and “What happened to the trees without roots?”
- Confirm that the roots of a tree help the tree stay up and keep it from falling down.

Whole
Group/Small
Group Math

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Objective: I can count out the number of objects to match a number.

- Invite the children to choose a leaf, tape it to the table, tape a sheet of paper over the leaf, and use the side of the crayons to create leaf rubbings.
- Encourage the children to notice the details in their rubbings and compare the rubbings to the original leaves: “Look, I see a long vein in the middle of your leaf rubbing. What does that look like on the real leaf?”

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- demonstrates some progress, expose the student to the next standard in the progression, while continuously reviewing.
- o Remember, many skills (such as number recognition; counting) should be practiced daily, throughout the day.
 - o Make every moment an opportunity to practice skills...be intentional and creative!
 - o At this stage, repetition and meeting students' needs (differentiation) are key factors to student

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success!

Large-Group Roundup

- Display some of the puzzles the children put together during choice time. Invite the entire class to help you put together other puzzles of trees.
- Review *Our Class Definition of Trees* and the *Parts of Trees* chart. Revisit the class definition and add the tree parts.

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Choice Time

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

- Display the two pieces of yarn that the children used to measure the tree trunks, along with a

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Large-Group Roundup

- Invite the children who created model trees during choice time to share their creations.

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Large-Group Roundup

- Invite the children who created leaf rubbings to share their work and point out the parts of the leaf they recall.
- Explain to the children that

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piece of chart
paper titled
*Which Tree Has
the Largest
Trunk?*

- Invite the children to tape the photos from the question of the day onto the chart.
- Move the chart to the floor. Ask the children to tape the pieces of yarn to the chart in straight lines.
- Encourage the children to compare the lengths of yarn. Ask, “Which line is the longest? Which line is the shortest?”
- Confirm that the trunk with the longest line is the biggest and the trunk with the shortest line is the smallest.

Large-Group
Roundup

they will make
their own tree on
Day 5.

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- Review the *Which Tree Has the Largest Trunk?* chart by asking the children to compare the lengths of yarn to identify which tree trunk is biggest.
- Save the *Which Tree Has the Largest Trunk?* chart to share with families at the end-of-study celebration.