

Bayer 1

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November 18 - 22, 2024

Mon 18	Tue 19	Wed 20	Trees - Investigation 4 - What things are made from trees? - Day 1	Fri 22
<div>Trees - Investigation 3 - What grows and lives in trees? - Day 1</div> <div>Morning Meeting/Found ational Literacy</div> <div>SFAM Volume 1, Week 10, Days 1-5 (page 167)</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>o Find the Rhyme</div>	<div>Trees - Investigation 3 - What grows and lives in trees? - Day 2</div> <div>Morning Meeting/Found ational Literacy</div> <div>SFAM Volume 1, Week 10, Days 1-5 (page 167)</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>o Find the Rhyme</div>	<div>Trees - Investigation 3 - What grows and lives in trees? - Day 3</div> <div>Morning Meeting/Found ational Literacy</div> <div>SFAM Volume 1, Week 10, Days 1-5 (page 167)</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>o Find the Rhyme</div>	<div>Morning Meeting/Found ational Literacy</div> <div>SFAM Volume 1, Week 10, Days 1-5 (page 167)</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>o Find the Rhyme</div>	<div>Trees - Investigation 4 - What things are made from trees? - Day 2</div> <div>Morning Meeting/Found ational Literacy</div> <div>SFAM Volume 1, Week 10, Days 1-5 (page 167)</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>o Find the Rhyme</div>

Bayer 1

- Break it Up
- Initial Sound Fluency
- Final Sound Fluency
- Alliteration

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

- Use [Mighty Minutes 286](#), “Simon the Snake”.

- Break it Up
- Initial Sound Fluency
- Final Sound Fluency
- Alliteration

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

- Use [Mighty Minutes 212](#), “Words That Rhyme!” with its

- Break it Up
- Initial Sound Fluency
- Final Sound Fluency
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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

- Use [Mighty Minutes 270](#), “Bowl of Ice Cream”.

- Break it Up
- Initial Sound Fluency
- Final Sound Fluency
- Alliteration

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

- Use [Mighty Minutes 236](#), “Imaginary Bag”.

- Break it Up
- Initial Sound Fluency
- Final Sound Fluency
- Alliteration

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

- Use [Mighty Minutes 299](#), “Pop, Pop, Pop”.

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Discussion and Shared Writing:

Birds Live in Trees

- Review the question of the day.
- Point out each of the photos and explain to the children that animals, such as birds, insects, and reptiles live in trees.
- Say, “We are going to go **bird-watching** outdoors, which means we will find a place where birds like to go and quietly watch them. What do you think we will see the birds doing in trees?”
- Document the children’s responses on the board.
- Take the children outdoors to a

accompanying poster.

Discussion and Shared Writing:

Other Animals That Live in Trees

- Place two plastic hoops on the floor. Add an index card in the middle of each hoop, with one card labeled “Lives in Trees” and the other labeled “Does Not Live in Trees.”
- Explain to the children that they will look at photos of animals and sort them into the correct hoop.
- Review the question of the day and confirm that the dog photo should be placed in the “Does Not Live in Trees” hoop.

Discussion and Shared Writing:

Food Grows on Trees

- Review the question of the day.
- Explain that monkeys and other animals often eat foods that grow on trees.
- Display pictures of foods growing on trees. Ask, “Do you eat any of these foods that grow on trees?” and “Which foods do you eat?”
- Add the children’s responses to a chart titled *What Grows on Trees*.
- Display a basket of real or pretend fruits that grow on trees (e.g., apple, banana,

Discussion and Shared Writing:

Things Made of Wood

- Review the question of the day.
- Hold a tree branch in your hands and gently bend it without breaking it.
- Explain to the children that the tree branch is strong, flexible, and made of **wood**, which is the material under the bark that trees are made of.
- Say, “Wood is **strong**, or hard to break, and can be **flexible**, or easy to bend.”
- Divide the class into groups of three or four children. Explain that they will

Discussion and Shared Writing:

Visitor Who Makes Things From Wood

- Review the question of the day.
- Write any additional questions on the *Questions for Our Visitor chart*.
- Introduce the visitor.
- Invite her to share what her job title is, how she makes things out of wood, and what tools and wood 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.

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- place where birds frequently visit.

 - Invite the children to notice what birds do and how they interact with the trees.
 - Ask, “Why do birds live in trees?” Invite the children to share their responses.
 - Explain that trees provide animals, such as birds, with food (e.g., bugs, nuts, and fruit); water, found on leaves after it rains; **shelter** (a place to live that is protected from the weather); and places for animals to make their nests in holes of the tree trunks or high in the branches.
 - Take photos or videos of the different types of birds the children saw to
- Show photos of different animals that live in trees (e.g., monkey, bird, squirrel) and animals that do not live in trees (e.g., whale, penguin, deer).
 - Invite the children to sort the photos into the correct hoop.
 - As the children sort, talk about the animals that live in trees. You might say, “Nathaniel, do you remember that we read a book about owls that live in trees? Which hoop should we place the picture of the owl in?”
 - After the photos are sorted, add the animals that live in trees to the *Who Lives in Trees* chart.

Before transitioning to the interest areas, explain to the children
- orange) and photos of those same fruits growing on trees.

 - Point to the photos and say, “There are many different types of food that grow on trees! I wonder if we can match the food in the basket to the photo.”
 - Go through the basket of pretend food items and the corresponding photos. Invite the children to examine and match the pretend food to the correct photo.
 - As the children match the photos with the foods, talk with them about where each food grows. You might say, “This is an apple tree. It grows in an **orchard**, which is a place where

- work together to search the classroom for objects made of wood.

 - Talk with the children about the different types of wooden objects they might find in the classroom, such as the wooden blocks in the Block area; the table, chair, and pretend stove in the Dramatic Play area; or the pencils, paper, or paintbrushes in the Art area.
 - Invite one or two groups at a time to search the classroom for items made of wood. Ask the children to bring one or two items they found back to the large-group area.
 - While the groups are searching, encourage them to brainstorm where other
- Record the visitor’s responses.
 - Take pictures and videos of the children and visitor to share during the end-of-study celebration.

Before transitioning to the interest areas, explain to the children that they may explore tools the visitor introduced at the Discovery 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 final sounds of CVC words.

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share with families at the end-of-study celebration.

Before transitioning to the interest areas, explain to the children that they can create a bird’s nest in the Art area.

Read-Aloud

Read *Who Lives in Trees?*

Before Reading

Show the cover and tell children the name of the book. Ask, “What do you think this book is about?”

While Reading

Pause and prompt the children to recall the names of the animals that live in the trees.

After Reading

Ask, “Can you name some of the animals in the book that live in trees?” Add the animals the children

that they can continue building nests and tree shelters for other animals in the Art area.

Read-Aloud

Read *A Grand Old Tree*.

Before Reading

Show children the cover of the book and remind them you have read it before. Say, “This time, we will use our bodies to act out words as we read.”

While Reading

Use your body to act out the action words on the page (e.g., stretch your arms high in the air as you read “her arms reached high into the sky”).

After Reading

Discuss the bird’s actions in the story. Ask, “Where did the bird take the seeds? What do you think will happen to them?”

people grow fruit trees, nut trees, or trees that can make syrup,” or “This is an orange tree. It grows in a **grove**, which is a place where people grow fruits and nuts on trees.”

- Add the foods and photos of foods that grow on trees to the *What Grows on Trees* chart.

Before transitioning to the interest areas, explain to the children that they can conduct a taste test of foods that grow on trees in the Cooking area.

Read-Aloud

Read *Who Lives in Trees?*

Before Reading

Show the cover of the book and ask, “Who remembers the name of this book?” and

wooden items might be found in the classroom.

- After the children find a few items, ask them to describe the items. Document the items to a chart titled *Objects Made of Wood*.

Before transitioning to the interest areas, explain to the children that they may play with the items in all of the interest areas.

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
- 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,

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name to a chart titled *Who Lives in Trees*.

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"What was the book about?"

While Reading

Pause and invite the children to say repetitive lines in the story and name the animals that they see.

After Reading

Discuss the features of the animals in the book and invite the children to share what they think each animal might eat.

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- Use a game: For example, Bingo to

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

Read-Aloud

Read *Who Lives in Trees?*

Before Reading

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Read-Aloud

Read *The Mitten*.

Before Reading

Recall the characters and the

Remind the children of the useful information you found together in this book.

While Reading

Pause and invite the children to discuss the animals found in their community.

After Reading

Refer to the *Who Lives in Trees* chart you made on Day 1 during the read-aloud. Review the animals that live in trees. Ask, "What animals do not live in trees?" Add a column to the chart and record the children's responses.

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., nails, gloves,

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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 pictures of animals the children sorted into the “Lives in Trees” group during large group.
- Talk with the children about how trees provide food, water, and shelter for the animals: “The strong branches of the tree give the sloth a safe place to hang and fruits, leaves, and insects to eat.”

Choice Time

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

- Remind the children that trees give animals, such as birds, a safe place to build their nests.
- Display a photo of a bird’s nest in a tree. Explain that a **nest** is a structure that birds build out of grass, twigs, or straw to hold their eggs.

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 Cooking area:

problem.

“We read this book a few days ago. You may remember that it’s about a boy named Nicki whose grandmother knits him a pair of snow-white mittens. Who can tell me what happens to one of Nicki’s mittens when he goes out to play in the snow? What animals crawl into Nicki’s mitten? What happens to the mitten?”

While Reading

Expand vocabulary using more verbal explanations:

grumbled, scattered, silhouetted

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

wool, knit

hammers, sandpaper).

- Invite the children to examine the tools carefully and ask any additional questions they have about the tools.
- As the children explore the tools, make comments or ask questions to encourage them to share how they think the tool is used. You might say, “Brennen, I noticed that you are looking closely at the hammer the woodworker shared with us. What is the hammer used for?”
- Take photos of the children exploring the tools to share with families at the end-of-study celebration.

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- o Provide the children with grass, straw, twigs, and glue and invite them to create a bird’s nest.
- o As the children create their nest, ask them questions about what a bird’s nest is and why birds make them. You might ask, “Why do you think birds make nests out of straw?” or “Where in the tree does a bird make its nest?”

- o Display grass, straw, glue, craft sticks, pipe cleaners, and other materials that the children can use to make nests and tree shelters.
- o Invite the children to continue making bird’s nests or create other tree shelters for the animals in the pictures (e.g., squirrel nests or a tree with strong branches for a monkey).

- o Display a variety of foods that grow on trees, such as apples, oranges, lemons, peaches, avocado, mango, and cherries. Be prepared to cut the foods into small, bite-sized pieces. Consider also including foods that are made from trees, such as **cinnamon** (spice made from the bark of a cinnamon tree) and **maple syrup** (sweet syrup made from sap collected from maple trees).
- o Show the children pictures of the food growing on trees or being harvested from trees.
- o Explain to the children that they will do a taste test of foods that grow on trees.

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

- o “Baba doesn’t think that having snow-white mittens is a good idea. Why did Baba knit a pair of snow white mittens for Nicki, even though she knew he might lose them?”
- o “Why did the mole want to burrow into the mitten? Why did the mole let the rabbit in? Why did they let the owl in? Why did they let the fox in?”
- o “How did the bear fit into the mitten?”
- o “What happened to make all the animals pop out of the mitten?”

After Reading

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:

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.

Different arrangements:
Objects can be presented in a line, a grid (rectangular

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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

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- o Invite the children to taste each item, decide if they like it, and describe what it tastes like.

Whole Group/Small Group Math

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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?".

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

- o "Even though the mitten is small enough to fit Nicki's hand, it also has enough room for eight animals to fit inside. How do all those animals fit inside the mitten?"
- o "Nicki seems to enjoy playing outside, but later in the story, he looks surprised and worried. What do you think he noticed? How do you think he feels?"
- o "How does Nicki find his mitten? How long do you think he looked for it?"
- o "So much happens to Nicki's mitten when he drops it in the snow. I wonder if Nicki

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-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)

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Large-Group Roundup

- o Display the *Who Lives in Trees* chart. Ask, "What animals live in trees?" Support the children to name a few familiar animals that live in trees in your area (e.g.,

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.

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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

- o Invite the children who created nests and tree shelters during choice time to share what they made with the class.

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.
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.

Example scenarios:
Line arrangement: "How many apples are in this line?" (Showing a row of 5 apples).

knows about the animals that crawled into his mitten."

- o "I wonder why Baba first wants to make sure Nicki is safe and sound when he comes home."

Choice Time

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

- o Point out and talk about the items that are made of wood in each interest area. You might say, "Cory, you are using a pencil to draw a picture. Did you know that pencils and paper are made of wood?" or "Lakesha, you are putting the pretend food away in the refrigerator. The refrigerator is

Large-Group Roundup

- o 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.

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- squirrels, tree frogs).
- o Write the children’s responses on the chart.

o Invite the children who made nests during choice time to share their work.
- o Encourage the children to pay attention to what animal they see in trees when they are outside on the playground or on their way home or to school.

o Display the *What We Know About Trees* chart. Invite the children to share what types of animals live in trees.

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
- o Review the foods the children taste-tested. Invite the children who conducted the taste tests to share if they liked or did not like the foods.

o Invite the children to share their experiences with making applesauce during small group.

o Display the *What We Know About Trees* chart. Invite the children to share what grows on

made out of wood.”

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:

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?".

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trees to add to the chart.

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"How many?"

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Circle arrangement:
"How many stars are in this circle?"
(Showing a circle with 8 stars)

Large-Group Roundup

- Display the *Objects Made of Wood* chart.
- Invite the children who explored wooden items in the interest areas to share what the items were and how the children used them.
- Say, "Someone who makes things out of wood 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 sheet of chart

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paper titled *Questions for Our Visitor*. Save the chart to refer to during large group on Day 2.

Family Partnerships

- Invite family members to search for and discuss objects made of wood in their homes.