



Bayer 1

October 21 - 25, 2024

Mon 21		Wed 23	Thu 24	Fri 25
<p>Balls - Investigation 3 - How do balls roll? - Day 4</p>	<p>Balls - Investigation 4 - How do people use balls? - Day 1</p>	<p>Balls - Investigation 4 - How do people use balls? - Day 2</p>	<p>Balls - Investigation 4 - How do people use balls? - Day 3</p>	<p>Balls - Celebrating Learning - Celebrating Learning - Day 1</p>
<p>Morning Meeting/Foundationa l Literacy</p> <p>Teaching the TN Foundational Literacy Supplemental Curriculum is mandatory. You should 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:</p> <p>Find the Rhyme Break it Up Initial Sound Fluency Final Sound Fluency Alliteration Editable PowerPoints for each</p>	<p>Morning Meeting/Foundationa l Literacy</p> <p>Teaching the TN Foundational Literacy Supplemental Curriculum is mandatory. You should 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:</p> <p>Find the Rhyme Break it Up Initial Sound Fluency Final Sound Fluency Alliteration Editable PowerPoints for each</p>	<p>Morning Meeting/Foundationa l Literacy</p> <p>Teaching the TN Foundational Literacy Supplemental Curriculum is mandatory. You should 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:</p> <p>Find the Rhyme Break it Up Initial Sound Fluency Final Sound Fluency Alliteration Editable PowerPoints for each</p>	<p>Morning Meeting/Foundationa l Literacy</p> <p>Teaching the TN Foundational Literacy Supplemental Curriculum is mandatory. You should 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:</p> <p>Find the Rhyme Break it Up Initial Sound Fluency Final Sound Fluency Alliteration Editable PowerPoints for each</p>	<p>Morning Meeting/Foundationa l Literacy</p> <p>Teaching the TN Foundational Literacy Supplemental Curriculum is mandatory. You should 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:</p> <p>Find the Rhyme Break it Up Initial Sound Fluency Final Sound Fluency Alliteration Editable PowerPoints for each</p>



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lesson are available on the Pre-K website.

Click "Education".  
Click "First 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 Game

- Use [Mighty Minutes 217](#), "Mind on Rhymes" with its accompanying poster.

Discussion and Shared Writing:

lesson are available on the Pre-K website.

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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 Game

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

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Mighty Minutes®

Large Group

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

Song, Movement, or Game

- Use [Mighty Minutes 205](#), "Choose the Moves" with its accompanying poster.

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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 240](#), "Five Little Birds".

Discussion and Shared Writing:

lesson are available on the Pre-K website.

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Question of the Day

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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 213](#), "Looking for a Letter" with its accompanying poster.

Discussion and Shared Writing:

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## Blowing and Rolling Balls

- Review the question of the day. Place several lightweight balls from the collection (e.g., table tennis, pom-poms, and cotton balls) along a line of masking tape.
- Invite a child to blow on one of the lightweight balls to make it move.
- Ask, “How did the ball move?” Invite the children to share their responses.
- Revisit the word **force**. Explain that when you blow on a ball, you are using force to make it move.
- Invite the children to take turns blowing the balls to see how far they roll.
- Document on chart paper which balls rolled the shortest and farthest distances after the children blew on them.
- Say, “Over the last few days we tested how fast—the *speed*—and how

## We Use Balls to Play!

- Take the children outdoors.
- Review the question of the day.
- Confirm with the children that they use a playground ball to play.
- Invite the children to play with the playground balls. Ask the group questions that encourage them to notice how they use balls, such as “How is Fabien playing with the ball?” and “How else could he play with it?”
- Encourage the children to share different ways to play with the ball by using action words such as **kick**, **throw**, **bounce**, **roll**, and **dribble**.
- Record the children’s responses on a piece of chart paper titled *How We Use Balls*.

Before transitioning to the interest areas, explain to the children that they will explore

## Visitor Who Plays a Sport

- Review the question of the day. List the sports the children name on the board.
- Review the list and say, “There are so many different sports that use balls!”
- Introduce the visitor to the children.
- Ask the visitor to share what ball she uses to play her sport, what tools or equipment she uses, and how the sport is played.
- If possible, watch a short video of people playing the visitor’s sport to help the children understand how the players use the ball.
- Say, “In any sport, we need muscles to move a ball.” Explain that **muscles** (flex your arm) are the tissue on your bones that make them move.
- Ask the visitor to demonstrate or describe

## We Use Balls to Exercise!

- Review the question of the day. Invite the children to share how they think people use the ball you displayed.
- Introduce the term **exercise** and explain that it is an activity that makes a person’s body healthy and strong.
- Say, “This is a [yoga ball]. People use this type of ball when they exercise.”
- Demonstrate how to use the exercise ball you selected. If you are unable to demonstrate it yourself, show the children a short video of someone using an exercise ball to exercise.
- Invite the children to notice how you or the person in the video used the ball.
- Display other balls that people use to exercise (e.g., different sizes of weighted balls, Pilates balls).

## Planning for the Celebration

- Say, “We have learned so much about balls. It’s time to celebrate all of our hard work! Our families and guests will visit tomorrow to see what we have learned.”
- Review the question of the day.
- Introduce the term **plan** and explain that it is a list of the steps you want to take to do something.
- Explain to the children that you will work together to create a celebration plan out of the things the children suggest.
- For example, you might say, “Gabby, you wanted to show your uncle how fast the ball you made rolled down the ramp. I will write ‘Set up ramps and ball collection’ on our plan.” Document your plan on a sheet of chart paper titled *Our Celebration Plan*.



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far—the *distance*—the balls in our collection roll. We also learned that we can move balls by using force.”

Before transitioning to the interest areas, explain to the children that they can explore rolling the balls down ramps in the Block area.

Read-Aloud

Read *The Doorbell Rang*.

Before Reading

Ask, “Who can remember what this book is about?”

While Reading

Pause to let children fill in predictable, repeated phrases.

After Reading

Show the children a set of 12 counters or other manipulatives. Tell them that they will recreate the story and use the manipulatives as cookies. Invite the children to retell the story and act out the parts of Victoria, Sam, and

playing with the balls in different ways outdoors.

Read-Aloud

Read *The Little Red Hen*.

Before Reading

Encourage children to recall the problem and solution.

“A few days ago, we read *The Little Red Hen*. What is the problem in the story? How does Little Red Hen teach Dog, Cat, and Goose a lesson?”

While Reading

Expand vocabulary:

*muss, chore, aroma*

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

how she keeps her muscles strong to participate in the sport.

- o Encourage the children to ask the questions on the *Questions for Our Visitor* chart.
- o Record the visitor’s responses.
- o 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 will play a sport with the visitor outdoors.

Read-Aloud

Read *A Birthday Basket for Tía*.

Before Reading

Tell the children the title of the story and ask, “What do you think this story is about?”

While Reading

- o Ask, “How do you think people use these balls to exercise?” Write the children’s responses on the board.

Before transitioning to the interest areas, explain to the children that they can use the exercise balls in the Music and Movement area.

Read-Aloud

Read *A Birthday Basket for Tía*.

Before Reading

Show the cover of the book and invite the children to recall details from the beginning of the story.

While Reading

Continue adding gifts that Cecilia puts in the basket to the chart you started during the read-aloud on Day 2.

After Reading

Review the list of gifts. Ask, “What made each gift special? What would you put in a birthday basket for your *tía*?”

- o Once the plan is complete, discuss which parts of the plan each child would like to do and talk about any materials or supplies they need.

Before transitioning to the interest areas, review each child’s role in the celebration plan and talk about how the children can help one another as they prepare for the celebration.

Read-Aloud

Read *Bounce*.

Before Reading

Ask, “Who can remember what this book is about?”

While Reading

Pause to let children fill in the rhyming words. Define the words *market* (a store that sells food) and *shade* (a place that is protected from the sun).

After Reading



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their visitors. Have the children help you divide the manipulatives among the characters as the story unfolds.

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.**

**Explain:**

- o Academic vocabulary: consonant, vowel, initial
- o 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.
- o CVC words are words created using a consonant, vowel, and a consonant.
- o Vowels are the letters A, E, I, O and U, while

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 “How would the story be different if Dog, Goose, and Cat agreed to help Little Red Hen plant the wheat, harvest it, grind it, and make the bread?”
- o “What do you think would happen if Dog, Goose, and Cat needed help from Little Red Hen? What would she do? What would you do?”

Small Group Literacy

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Write on chart paper the name of each gift that Cecilia puts in the basket. Read the story until the part where Cecilia puts the mixing bowl in the basket. Tell the children that you will finish reading the story tomorrow.

After Reading

Ask the children to predict what will happen in the second half of the story.

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- o CVC words are words created using a consonant, vowel, and a consonant.
- o Vowels are the letters A, E, I, O and U, while consonants are all the other letters in the alphabet. Examples of CVC words can include 'hat', 'cot', 'lit', and 'pit'.
- o You can also create nonsense words that

Look through the book and ask children to share what balls they see. Make a list of the balls. Show the picture of the fruit and ask, “Do any of these fruits look like balls?”

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

Small Group Lesson Planning Tips

- o When planning for your small group lessons, please let the data that you have collected from Brigance, anecdotal notes, teacher observations, etc. inform the skill of focus.
- o The standards/objectives listed in the curriculum map are to show the progression of how the standards should be taught.
- o 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, don't

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- o Remember, many skills (such as letter and sound recognition and syllables) can be reviewed daily with every skill.
- o At this stage, repetition and meeting students' needs (differentiation) are key factors to student success!

Choice Time

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

- o Display the children's handmade ball collection, a ramp, tape, and standard and nonstandard measuring tools.
- o Invite the children to test how fast and how far the balls roll.

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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.
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Choice Time

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

- o Remember, many skills (such as letter and sound recognition and syllables) can be reviewed daily with every skill.
- o At this stage, repetition and meeting students' needs (differentiation) are key factors to student success!

Choice Time

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

- o Display the exercise balls from large group and photos of people using those types of exercise balls in different ways.
- o Display the photos. Ask, "How is this person using the ball to exercise?"
- o Invite the children to safely explore the exercise balls. As you observe, encourage children to notice how they are moving their

standard with that student. However, don't live there. As the student demonstrates some progress, expose the student to the next standard in the progression, while continuously reviewing.

- o Remember, many skills (such as letter and sound recognition and syllables) can be reviewed daily with every skill.
- o At this stage, repetition and meeting students' needs (differentiation) are key factors to student success!

Choice Time

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

- o Display the *Our Celebration Plan* chart.
- o Support the children as they set up displays and gather the materials for the celebration.





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- Support the children as they measure and mark the distance their balls roll and encourage them to use words such as *fast, faster, fastest* and *slow, slower, slowest* to describe their balls' speeds.
- As the children test their handmade balls, ask questions such as "How far did your ball roll?" and "What changes can you make to your ball to make it roll *farther*?"
- Explain to the children that they will get a chance to share how well their balls rolled in large-group roundup.

Whole Group/Small Group Math

PK.CC.B.5 Understand that a number represents a corresponding quantity.

**Objective: I can subitize quantities 1-5.**

What is Subitizing?

- **Explain:**  
Subitizing is the ability

are key factors to student success!

Whole Group/Small Group Math

PK.CC.B.5 Understand that a number represents a corresponding quantity.

**Objective: I can subitize quantities 1-5.**

What is Subitizing?

- **Explain:**  
Subitizing is the ability to instantly recognize "how many" in a small set.
- A perfect example of subitizing is dice; when you roll a dice and you see two dots on top, you see two dots on top, you instantly recognize it as representing a quantity of two.

Here are some ways to explain subitizing to preschoolers:

- Use objects
- Ask children to identify how many objects they can see without

- Invite the children to play a sport with the visitor.
- Introduce the term **rules** and explain that they are a set of directions that tell someone how to do something.
- Support the visitor as she shares the rules of the sport with the children and encourage her to explain how the children will use the ball.
- Take pictures of the children participating in the sport to share with families at the end-of-study celebration.

Whole Group/Small Group Math

PK.CC.B.5 Understand that a number represents a corresponding quantity.

**Objective: I can subitize quantities 1-5.**

What is Subitizing?

- **Explain:**  
Subitizing is the ability to instantly recognize

bodies while using the balls.

- Use action words to describe their movements. You might say, "Muhammad, I see you *balancing* your body carefully on the yoga ball," or "Joan, is that ball heavy? When you *lift* the ball, you are exercising your arm muscles."

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- As the children work, ensure that each investigation is highlighted in some way. For example, to show what they learned about how balls bounce in Investigation 2, the children could display photos of them bouncing balls and create a station where the visitors can bounce balls as the children play the teacher's role.
- Support the children to create labels and write or dictate instructions to go along with the displays.

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Here are some ways to explain subitizing to preschoolers:

- Use objects
- Ask children to identify how many objects they can see without counting. You can use counters, cubes, toy animals, or pebbles.
- Use games
- Play games that help children develop subitizing skills, such as:
- Dot card flash: Show children dot cards with different patterns and numbers of dots up to five for a brief moment, then ask them to tell you

counting. You can use counters, cubes, toy animals, or pebbles.

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- Play games that help children develop subitizing skills, such as:
- Dot card flash: Show children dot cards with different patterns and numbers of dots up to five for a brief moment, then ask them to tell you how many dots they saw.
- Matching: Use two different sets of subitizing cards and have children match the cards by the same number of dots.
- Which doesn't belong: Lay out four cards, three with the same numeral and one that doesn't, and have children find the card that doesn't belong.
- Use LEGO
- Playing with LEGO can help children learn to

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- o Which doesn't belong: Lay out four cards, three with the same numeral and one that doesn't, and have children find the card that doesn't belong.
- o Use LEGO
- o Playing with LEGO can help children learn to subitize because the even arrangements of rows make it easy to recognize the number of dots on a brick.
- o Use dice
- o The dots on each side of a die are arranged in patterns that children become familiar with over time.

**Challenge: Create addition equations**

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**Challenge: Create addition equations**

Choice Time

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

- o Display balls from the collection that can be played with outdoors (e.g., soccer ball, football, volleyball, tennis ball) along with the *How We Use Balls* chart.
- o Invite the children to share different ways they can play with the balls.

- o Matching: Use two different sets of subitizing cards and have children match the cards by the same number of dots.
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Large-Group Roundup

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Large-Group Roundup

- o Invite the children who exercised during choice time to share how they used the exercise balls.
- o Display the *How We Use Balls* chart. Say, "Today

- o Matching: Use two different sets of subitizing cards and have children match the cards by the same number of dots.
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**Challenge: Create addition equations**

Large-Group

Smart

## Large-Group Roundup

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- Invite the children who rolled their balls in large group to share how fast and how far the balls rolled.
- Encourage the children who modified their balls to share what they changed and why.
- Ask, “What have we learned about balls and how they roll?” Add the children’s responses to the *What We Know About Balls* chart.

- Make comments and ask questions as you observe the children playing with balls. You might say, “Gabriel, how are you playing with the football? Oh, you’re kicking the football. I am going to write *kick* next to the word *football* on our chart” or “Chantelle, I noticed that you *rolled* the volleyball to Beatrice. How else can you play with a volleyball?”
- Take pictures and document the different ways the children played with balls on the *How We Use Balls* chart to share with families at the end-of-study celebration.

## Large-Group Roundup

- Review the *How We Use Balls* chart and talk about the different ways the children use balls.
- Say, “Someone who uses a ball to play a sport will be coming to our classroom tomorrow.

- 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.
- Invite the children to share what they learned about the sport the visitor introduced.
- Ask, “Is there a sport that uses balls that you would like to learn more about?”
- Add children’s responses to the *What We Want to Find Out About Balls* chart.

we talked about how people use balls to exercise and stay healthy. Let’s add what we learned to our chart.”

- Save the chart to display during the end-of-study celebration.

## Roundup

- Review the *Our Celebration Plan* chart from large group.
- Ask, “What items have we completed from our plan?” Invite the children to review the list and suggest items within the plan that can be checked off.
- Remind the children that guests will visit tomorrow to celebrate the children’s learning about balls.



**Bayer 1**

Let’s think of some questions we’d like to ask our visitor.”

- Record the children’s questions on a sheet of chart paper titled *Questions for Our Visitor*. Save the chart to refer to during large group tomorrow.