

Bayer 1

October 28 - November 1, 2024

Mon 28	Tue 29	Wed 30	Thu 31	Fri 1
<p>Balls - Celebrating Learning - Celebrating Learning - Day 2</p> <p>Morning Meeting/Foundationa l Literacy</p> <p>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:</p> <ul style="list-style-type: none"> Find the Rhyme Break it Up Initial Sound Fluency Final Sound Fluency 	<p>Trees - Exploring the Topic - What do we know about trees? What do we want to find out? - Day 1</p> <p>Morning Meeting/Foundationa l Literacy</p> <p>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:</p> <ul style="list-style-type: none"> Find the Rhyme Break it Up Initial Sound Fluency 	<p>Trees - Exploring the Topic - What do we know about trees? What do we want to find out? - Day 2</p> <p>Morning Meeting/Foundationa l Literacy</p> <p>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:</p> <ul style="list-style-type: none"> Find the Rhyme Break it Up Initial Sound Fluency 	<p>Trees - Exploring the Topic - What do we know about trees? What do we want to find out? - Day 3</p> <p>Morning Meeting/Foundationa l Literacy</p> <p>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:</p> <ul style="list-style-type: none"> Find the Rhyme Break it Up Initial Sound Fluency 	<p>Trees - Exploring the Topic - What do we know about trees? What do we want to find out? - Day 4</p> <p>Morning Meeting/Foundationa l Literacy</p> <p>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:</p> <ul style="list-style-type: none"> Find the Rhyme Break it Up



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- o Alliteration

Editable PowerPoints for each lesson are available on the Pre-K website.

1. Click "Education".
2. Click "First 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

Mighty Minutes®

Large Group

Opening Routine

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

Song, Movement, or Game

- o Final Sound Fluency

- o Alliteration

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- o Use [Mighty Minutes 254, "Playful Petals"](#).

Discussion and Shared Writing:

Celebrating the *Balls* Study

- o Review the question of the day.
- o Add the children's responses to the *What We Know About Balls* chart.
- o Introduce the term **greet** and explain that it means to say hello to someone. Encourage the children to greet a few of the guests as they arrive.
- o Welcome families and guests to the classroom.
- o Say to the children, "You all worked so hard to set up activities and displays about balls all around our classroom. I wonder what you would like to share with our guests about the activities and displays."

Song, Movement, or Game

- o Use [Mighty Minutes 207, "Welcome, Friends"](#) with its accompanying poster.

Discussion and Shared Writing:

The Trees We See

- o Review the question of the day.
- o Say, "Did you know that we see trees almost every day when we go places and play outside?"
- o Display a picture of a familiar tree near the school and ask, "Have you seen this tree before?" and "Where have you seen it?"
- o Share with the children where the tree is located near the school.
- o Invite the children to share what they notice about the tree in the photo.

Song, Movement, or Game

- o Use [Mighty Minutes 208, "Clothes Colors"](#) with its accompanying poster.

Discussion and Shared Writing:

Walk Around the School to Find Trees

- o Review the question of the day.
- o Explain to the children that today they will take a walk outside of the school to look for trees.
- o Take a walk outside with the children. Invite them to look at the different types of trees and share what they notice.
- o As the children observe the trees, point out the different parts, such as the **branches** (woody parts of trees that grow from the trunk), **leaves** (flat parts of a tree that grow from the branches and make food for the

Song, Movement, or Game

- o Use [Mighty Minutes 260, "Letter-Sound Trouble"](#).

Discussion and Shared Writing:

Places Trees Grow

- o Review the question of the day.
- o Show children photos of trees growing in different places, such as the school's neighborhood, a forest, a desert, or a nursery.
- o As you look at the photos of trees in different places. Explain that a **forest** is a large group of trees, a **desert** is a very dry area of land where few or no trees grow, a **nursery** is a place where people grow trees and other plants that can be sold or planted somewhere else, and a **neighborhood** is a place where people live near other people.

begin your opening routine.

Song, Movement, or Game

- o Use [Mighty Minutes 210, "Collecting Questions"](#) with its accompanying poster.

Discussion and Shared Writing:

What Do We Want to Find Out About Trees?

- o Post the *What We Know About Trees* chart near the large-group area.
- o Say, "Look at our chart. We already know a lot about trees. Let's think about what we would like to find out about trees."
- o Review the question of the day.
- o Encourage the children to share their ideas. Record their responses on a chart titled *What We Want to Find Out About Trees*.



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- Ask the children to explain the activities and displays that are set up around the classroom. Document the children’s explanations.

Before transitioning to the interest areas, tell the children that they will take their guests around to the classroom interest areas and share what they have learned about balls.

Read-Aloud

Choose a familiar book that the children enjoyed reading during the study.

Before Reading

Show the cover and ask the children to recall the title of the book.

While Reading

Pause and let the children tell you what happens next in the story or point out interesting things on the page.

After Reading

- Help the children share their ideas and extend their language. For example, say, “Santiago, I heard you say that the sticks on the tree are long and green. Yes, the branches on the tree are very long, and the leaves are bright green.” As children share what they notice about the tree, you will gain an understanding of what they already know and the experiences they have had with trees.

- Write the children’s observations about the tree on the board.
- Explain to the children that in the next several weeks, they will be learning more about trees.

Before transitioning to the interest areas, explain to the children that they can create a tree collage in the Art area.

Read-Aloud

Read *Chicka Chicka Boom Boom*.

tree), **trunk** (the woody main stem of the tree), and **roots** (the part of the tree that grows underground).

- Invite the children to collect sticks, leaves, acorns, pinecones, or other parts of the trees that have fallen to the ground.
- Take photos of the different types of trees the children find.
- After the walk, display the *Our Class Definition of Trees* chart. Review the definition with the children and invite them to add to or modify the definition based on the trees they saw during the walk.

Before transitioning to the interest areas, explain to the children that they may create an observational drawing of the trees they saw on the walk in the Discovery area.

Small Group Literacy

- As the children look at the trees in the photos, help them to describe the similarities and differences. For example, say, “There are many trees in the forest and only a few in the desert,” or “The trees in the nursery are in big planters, and the trees in our neighborhood are growing in the ground.”
- Record the children’s ideas on the board.

Before transitioning to the interest areas, explain to the children that they may sort photos of trees in 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 initial sounds of CVC words.

Explain:

- As the children respond, expand on their language and help them formulate questions. For example, if a child says, “I think we should grow trees at school,” you might say, “You think we should grow trees at school. We will need to know how to plant them and what to feed them. I will write these questions on the chart: How do we plant trees? What do they need to grow?”

Before transitioning to the interest areas, explain to the children that they may explore books about trees in the Library area.

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Explain:

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Give the children paper and pencils and invite them to write a review of the book. Explain that people write a review of something when they want to share what they liked or did not like about it.

Small Group Literacy

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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.

Before Reading

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

While Reading

Clearly read the words, use intonation (changing the volume of your voice), and show expression (e.g., excitement, sadness).

After Reading

Invite the children to recall what happened throughout the story. Encourage the children to share some of the letters that they remember.

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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

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Small Group Lesson Planning Tips

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Choice Time

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

- o Encourage the children to explain to their guests what they have learned about balls and to share the displays that are set up around the classroom.

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Read-Aloud

Read *Pablo's Tree*.

Before Reading

Introduce the characters and the problem.

"We are going to read a story called *Pablo's Tree*. Every year, Pablo spends the night after his birthday at his grandfather's house. To celebrate Pablo's birthday, his grandfather decorates a special tree just for him, but the decorations are a surprise! What do you think is on Pablo's special tree? Let's read the story and find out!"

While Reading

student success!

student success!

Read-Aloud

Read *Chicka Chicka Boom Boom*.

Before Reading

Show the children the cover of the book and ask, "Who remembers what happens in this story?"

While Reading

Pause as you read each page and give children time to fill in rhyming words.

After Reading

Show the children the page listing the alphabet. Use it to transition children to the next activity. Point to the letters as you read them. For example, say, "This is the letter *B*. If your name starts with *B*, you may go wash your hands and sit down at the lunch table."

Whole Group/Small Group Math

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.

- o 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.

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<div><div>Smart</div><div>Bayer 1</div></div> <div><ul style="list-style-type: none">Ask the children questions that encourage them to recall what they have learned.Support the children as they interact with the guests at the displays and demonstrate how they bounced, rolled, and used balls.</div> <div><div>Whole Group/Small Group Math</div><div>PK.CC.B. 5 Given a number from 1-10, count out that many objects.</div><div>Objective: I can count out the number of objects to match a number.</div><ul style="list-style-type: none">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.<div><div>Small Group Lesson Planning Tips</div><ul style="list-style-type: none">When planning for your small group lessons, please let the data that you have collected from</div></div>	<div>student success!</div> <div><div>Choice Time</div><div>As you interact with the children in each interest area, make time to do the following in the Art area:</div><ul style="list-style-type: none">Provide the children with construction paper, scissors, glue, and printed photos or magazines featuring different types of trees.Invite the children to cut and glue several photos onto the paper to create a collage.As the children create their collage, ask questions to encourage them to share what they already know about trees. You might ask, "Can you tell me about the tree in this photo? Oh, I heard you say that this tree is similar to the one you have inside your home for the holidays. What did you do with that tree?"</div>
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- o Remember, many skills (such as number recognition; counting) should be practiced daily, throughout the day.
- o Make every moment an opportunity to practice

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he holds his arms. I wonder if he is imagining how his mother held him as a baby.”

- o “Pablo said, ‘The tree grew and grew. Like me.’ What does Pablo mean? How does the tree grow just like him?”

After Reading

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

- o “I wonder what Pablo’s tree will be decorated like next year. If you had a birthday tree, how would you like it decorated?”
- o “Every year, Pablo visits his grandfather after his birthday. What special things do you do to celebrate your birthday?”

Whole Group/Small Group Math

then you should spend more time on the 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 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 success!

Choice Time

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

Read-Aloud

Read *Pablo’s Tree*.

Before Reading

Recall the characters and the problem.

“We are going to read *Pablo’s Tree* again. You may remember that this story is about a boy named Pablo, his grandfather, and the special tree his grandfather planted for him. What does Pablo’s grandfather do every year for Pablo’s birthday? What makes the tree special?”

While Reading

Expand vocabulary using more verbal explanations:

adopt, nursery

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

piñatas, wind chimes, jingle, streamers, fist, lanterns

Comment on and ask follow-up questions

<div>Smart</div> <div>Bayer 1</div> <div><div>skills...be intentional and creative!</div><div><ul style="list-style-type: none">At this stage, repetition and meeting students' needs (differentiation) are key factors to student success!</div></div> <div><div>Large-Group Roundup</div><div><ul style="list-style-type: none">Revisit the question of the day.Invite the children to help you create a thank-you note for the guests who attended the celebration. Post the note in the classroom for the guests to see.</div></div> <div><div>Preparation</div><div><div>Materials</div><div><div><u>Mighty Minutes 278</u>, “<u>Take a Turn</u>” (with ball)</div><div>Large Group: <u>Mighty Minutes 254</u>, “<u>Playful Petals</u>”; <u>What We Know About Balls</u> chart</div></div></div></div>	<div><div>then you should spend more time on the 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.</div><div><ul style="list-style-type: none">Remember, many skills (such as number recognition; counting) should be practiced daily, throughout the day.Make every moment an opportunity to practice skills...be intentional and creative!At this stage, repetition and meeting students' needs (differentiation) are key factors to student success!</div><div><div>Large-Group Roundup</div><div><ul style="list-style-type: none">Invite the children who made tree collages during choice time to share their creations.</div></div></div>	<div><div>PK.CC.B. 5 Given a number from 1-10, count out that many objects.</div><div><div>Objective: I can count out the number of objects to match a number.</div><div><ul style="list-style-type: none">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.</div></div><div><div>Small Group Lesson Planning Tips</div><div><ul style="list-style-type: none">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.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,</div></div></div>	<div><div><ul style="list-style-type: none">Display a few of the photos the children observed during large group.Invite the children to sort the photos of trees in various ways based on their own observations (e.g., by size, amount, place).As the children sort photos, ask open-ended questions, such as “How are you sorting the photos?” and “Where do you think this photo goes?”Observe and photograph the different ways the children sort the photos. Keep the photos to share with families at the end-of-study celebration.</div><div><div>Large-Group Roundup</div><div><ul style="list-style-type: none">Invite the children to share how they sorted the photos of trees during choice time.Display the <i>What We Know About Trees</i> chart.</div></div></div>	<div><div>about the other characters.</div><div><ul style="list-style-type: none">“Why doesn’t Mamá tell Pablo what Lito put on his tree? Do you think she knows?”“Mamá tells Pablo to be careful when he gives Lito his huge hug. I think she is worried Lito will fall down. How does Lito feel about Pablo’s big hugs?”“When Mamá tells Lito she is going to adopt a baby, he goes to the nursery and buys a tree. Why doesn’t he plant it right away? What is he waiting for?”“Lito is so excited to meet his new grandson. I wonder how he feels when he finally plants Pablo’s tree.”</div><div><div>After Reading</div><div>Invite explanations, wonder aloud, and ask follow-up questions.</div></div></div>
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Bayer 1

Read-Aloud: a familiar book that the children enjoyed reading during the study

Small Group: Intentional Teaching Experience M24, “Matzo Balls”; recipe; ingredients; mixing bowls; measuring cups and spoons; liquid measuring cup; large stock pot with a fitted lid; mixing spoon; timer; soup bowls and spoons

Outdoors: Intentional Teaching Experience P04, “Kick High”; playground balls

Large-Group Roundup: paper, writing materials

Vocabulary

greet: to say hello to someone you meet

Small Group

Matzo Balls

- o Use Intentional Teaching Experience M24, “Matzo Balls”.

Reflection

- o Display a piece of chart paper titled *Our Class Definition of Trees*.
- o Explain to the children that a **definition** is an explanation of what a word means.
- o Say, “If someone did not know what a tree is, what would we tell them?”
- o Work with the children to create a working definition of **tree**. Explain to the children that as they learn more about trees, they will review the definition to see if it needs to change.

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- o Make every moment an opportunity to practice skills...be intentional and creative!
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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:

- o Say, “Today, we learned that trees grow in different places. Let's add that to our chart.”

- o “What do Pablo and Lito do together each year for Pablo's birthday?”
- o “Pablo and Lito enjoy sitting and listening to the wind together. What else do you think they can hear?”

Choice Time

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

- o Provide nonfiction books that feature trees for the children to explore.
- o Introduce the word *nonfiction*. Explain that a **nonfiction** book shares facts and describes actual events.
- o **Before reading**, show the children the covers of the books and ask the children to share what they think the books will be about.
- o **While reading**, invite the children to share what

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Congratulations on completing the *Balls* study! Throughout the study, you learned tips and strategies to help you confidently implement a study with the children in your class. Reflect on these experiences to refine your teaching practice as you introduce future studies. Consider asking yourself the following questions:

- What were the most engaging parts of the study?
- If I were to change any part of the study, what would it be?
- How can I use what I learned in this study as I plan for the next?

- Display photos of trees the children found on the walk.
- Invite the children to create observational drawings of the trees.
- Notice the details the children include in their drawings, such as the trunk, leaves, branches, and roots.
- Provide word cards that name the parts of trees (e.g., *trunk*, *branches*, *leaves*, *roots*).
- Invite the children to refer to the cards to label the parts of trees in their drawings.

Large-Group Roundup

- Invite the children who made observational drawings to share them with the class.
- Display a chart titled *What We Know About Trees*.
- Say, “We already know so many things about

they notice about the trees in the photos.

- **After reading**, ask questions that prompt the children to share information from the books. For example, say, “Do you remember what we learned about the trees in this photo?”



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trees. What are some things we know about trees that we can add to our chart?"

- Add the children’s responses.
- Post the chart somewhere convenient so you can update it with the children’s ideas throughout the study.