

Bayer 1

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April 14 - 18, 2025

Mon 14	Exercise - Investigation 3 - What types of equipment do people use to exercise? - Day 4	Wed 16	Thu 17	Fri 18
<p>Exercise - Investigation 3 - What types of equipment do people use to exercise? - Day 3</p> <p>Morning Meeting/Foundational Literacy</p> <p>Review Brigance skills from the Academic Skills/Cognitive Development: Literacy Domain D1-D9</p> <p>SFAM completed; refer back to both resources to provide additional supports for students as needed or use this time to practice Brigance skills from the Academic Skills/Cognitive Development: Literacy Domain D1-D9</p> <p>Question of the Day</p> <p>Can you walk in a straight line?</p> <p>Mighty Minutes®</p> <p><u>Mighty Minutes 245, "Shape Match"</u></p>	<p>Morning Meeting/Foundational Literacy</p> <p>Review Brigance skills from the Academic Skills/Cognitive Development: Literacy Domain D1-D9</p> <p>SFAM completed; refer back to both resources to provide additional supports for students as needed or use this time to practice Brigance skills from the Academic Skills/Cognitive Development: Literacy Domain D1-D9</p> <p>Question of the Day</p> <p>Can you do this pose? (Display a card with a simple yoga pose, such as cat pose or child's pose.)</p> <p>Mighty Minutes®</p>	<p>Exercise - Investigation 3 - What types of equipment do people use to exercise? - Day 5</p> <p>Morning Meeting/Foundational Literacy</p> <p>Review Brigance skills from the Academic Skills/Cognitive Development: Literacy Domain D1-D9</p> <p>SFAM completed; refer back to both resources to provide additional supports for students as needed or use this time to practice Brigance skills from the Academic Skills/Cognitive Development: Literacy Domain D1-D9</p> <p>Question of the Day</p> <p>When do you wear this? (Display a child's helmet.)</p> <p>Mighty Minutes®</p>	<p>Exercise - Celebrating Learning - Celebrating Learning - Day 1</p> <p>Morning Meeting/Foundational Literacy</p> <p>Review Brigance skills from the Academic Skills/Cognitive Development: Literacy Domain D1-D9</p> <p>SFAM completed; refer back to both resources to provide additional supports for students as needed or use this time to practice Brigance skills from the Academic Skills/Cognitive Development: Literacy Domain D1-D9</p> <p>Question of the Day</p> <p>What would you like to share with families at the celebration?</p> <p>Mighty Minutes®</p> <p><u>Mighty Minutes 286, "Simon the Snake"</u></p>	<p>Spring Bread II/Good Friday-No School</p>

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Game Children take turns identifying and matching two shape cards.

Large Group

Balance Beam Children discuss how people use balance beams and take turns balancing as they travel along on a piece of tape on the floor.

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 accompanying poster.

Discussion and Shared Writing:

Balance Beam

- Review the question of the day.
- Call the children’s attention to the line of tape on the floor.

[*Mighty Minutes 229*](#), “Find It, Stick It”

Game Children write their names on sticky notes and follow prompts to attach them to various items around the room.

Large Group

Classroom Visitor Who Does Yoga Children ask the visitor questions and imitate simple poses she does to learn more about yoga.

Opening Routine

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

Song, Movement, or Game

- Use [*Mighty Minutes 204*](#), “How’s the Weather?” with its accompanying poster.

Discussion and Shared Writing:

Classroom Visitor Who Does Yoga

- Review the question of the day.

[*Mighty Minutes 263*](#), “Move Across the Room”

Game Children sort themselves into different groups based on their responses to closed-ended questions.

Large Group

Safety Equipment Discuss safety equipment and why people use it. Create a list of exercises where the children might need to wear safety equipment.

Opening Routine

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

Song, Movement, or Game

- Use [*Mighty Minutes 244*](#), “Alphabet Bag”.

Discussion and Shared Writing:

Safety Equipment

- Review the question of the day.
- Explain that a **helmet** is a type of equipment that protects people’s heads.

Poem Children identify the /s/ sound in a poem.

Large Group

Preparing for the Celebration

Create a plan with the children’s suggestions for what they would like to share with families and guests at the celebration.

Opening Routine

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

Song, Movement, or Game

- Use [*Mighty Minutes 275*](#), “Movin’ Around”.

Discussion and Shared Writing:

Preparing for the Celebration

- Say: “We have learned so much about exercise. It is time to display all our hard work! We will have our families and guests visit to see everything that we have learned.”
- Review the question of the day.

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- Remind the children that **balance** means to hold a pose, or move without falling.
- Demonstrate how to walk and balance on the tape by placing one foot in front of the other until you reach the end.
- Invite the children to take turns walking along the piece of tape to practice balancing. Remind them that as they practice walking on the line, it will improve their balance.
- Display a photo or video of someone using a balance beam. Explain to the children that a **balance beam** is a type of exercise equipment that people balance on.
- Invite the children to share what they notice about the balance beam. Write the children's responses on the board.

Before transitioning to the interest areas, explain to the children that they can practice their balancing skills on a balance beam outdoors.

- Explain to the children that the pose is called **yoga**, which is a set of exercises that help you relax and practice your balance and flexibility.
- Ask: "Have you done yoga before?"
- Introduce the visitor.
- Invite the visitor to share why she enjoys yoga, where she does yoga, how it keeps her body strong and healthy, and what equipment she uses, e.g., mat, yoga block.
- Ask the visitor to demonstrate a few yoga poses for the children to see how she moves her body. Point out the visitor's balance and flexibility as she moves.
- Encourage children to ask the questions from the *Questions for Our Visitor* chart.
- Record the visitor's responses.
- Take pictures and videos of the children and visitor to share during the end-of-study celebration.

- Ask: "What do you think would happen if you did not wear a helmet and you fell off your bike or scooter?"
- Explain to the children that it is important when exercising to protect our bodies to avoid getting **injured** or hurt.
- Display additional safety equipment, such as elbow and knee pads, mouth guards, gloves.
- Invite the children to examine the different types of equipment and share why they think people wear them and what parts of the body they protect.
- Together, create a list of different types of exercises where children might need to wear safety equipment, e.g., while riding a bike or scooter, while roller skating, while playing sports.
- Explain to the children that adults will help them know when they need to wear safety equipment and how to keep their bodies safe while exercising.

Before transitioning to the interest areas, explain to the children that they can wear

- Work together to create a **plan** (set of actions) to share the children's suggestions. For example: "Celeste, you want to show your family members how we learned to do different yoga poses? I will write 'Display the photos of yoga poses in the classroom' to our list." Document your plan on the board titled *Our Celebration Plan*.
- Once the plan has been made, discuss which parts of the plan each child would like to do and talk about what materials or supplies they will need.

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

Small Group Literacy

I can read sight word/CVC sentences and answer (literal) questions about the text. I can produce orally and/or write complete sentences.

PK.F.5 Read with sufficient accuracy and fluency to support comprehension.

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Objective: I can read sight word/CVC sentences and answer (literal) questions about the text.

PK.SC.6 With modeling and/or prompts, orally produce complete sentences.

Objective: I can produce orally and/or write complete sentences.

Read-Aloud

Soccer Counts! / ¡El fútbol cuenta!

Read *Soccer Counts! / ¡El fútbol cuenta!*

Before Reading

Show the children the cover of the book and ask: “Who remembers what this story is about?”

While Reading

Before transitioning to the interest areas, explain to the children that they can do yoga in the Music and Movement area.

Small Group Literacy

I can read sight word/CVC sentences and answer (literal) questions about the text. I can produce orally and/or write complete sentences.

PK.F.5 Read with sufficient accuracy and fluency to support comprehension.

Objective: I can read sight word/CVC sentences and answer (literal) questions about the text.

PK.SC.6 With modeling and/or prompts, orally produce complete sentences.

Objective: I can produce orally and/or write complete sentences.

Read-Aloud

The Happiest Tree: A Yoga Story

Book Discussion Card 16 (second read-aloud)

Read *The Happiest Tree: A Yoga Story*.

different types of safety equipment outdoors.

Small Group Literacy

I can read sight word/CVC sentences and answer (literal) questions about the text. I can produce orally and/or write complete sentences.

PK.F.5 Read with sufficient accuracy and fluency to support comprehension.

Objective: I can read sight word/CVC sentences and answer (literal) questions about the text.

PK.SC.6 With modeling and/or prompts, orally produce complete sentences.

Objective: I can produce orally and/or write complete sentences.

Read-Aloud

poetry book

- Choose a poetry book from your classroom collection to share with the children.

Whole Group/Small Group Math

Objective: I can read sight word/CVC sentences and answer (literal) questions about the text.

PK.SC.6 With modeling and/or prompts, orally produce complete sentences.

Objective: I can produce orally and/or write complete sentences.

Read-Aloud

The Happiest Tree: A Yoga Story

Book Discussion Card 16 (third read-aloud)

Read *The Happiest Tree: A Yoga Story*.

Before Reading

Encourage children to recall the problem and solution.

“This is the cover of a book we read a few days ago. Who can tell us the title of the book? In this story, Meena is taking yoga lessons and is nervous about being a tree in the school play. Do you remember what happens on the day of the play?”

While Reading

Expand vocabulary:

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Use the illustrations and the soccer facts below the main text to clarify the content and vocabulary. During this second read-aloud, read a few more of the soccer facts below the main text.

After Reading

Ask: "Which team do you think will win the next time they play?" and "Why do you think that?"

Whole Group/Small Group Math

I can classify objects and count the number of objects in each category.

PK.MD.C.4 Sort a collection of objects into given categories using more than one attribute.

Objective: I can classify objects and count the number of objects in each category.

****REVIEW****

PK.OA.A.3 Compose and decompose numbers to 5, in more than one way, by using objects or drawings.

Objective: I can compose and decompose numbers to 6-10.

Before Reading

Recall the characters and the problem.

"We are going to read *The Happiest Tree: A Yoga Story* again today. You may remember that it is about a girl named Meena who is learning yoga and preparing to be a tree in the school play. Who remembers why Meena is nervous about being in the play? What happens to Meena just before the play starts? How does Meena solve her problem?"

While Reading

Expand vocabulary by using more verbal explanations:

improved, rehearsal, sets, India, snagged

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

clumsy, topple, cloak, astonishment

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

I can classify objects and count the number of objects in each category.

PK.MD.C.4 Sort a collection of objects into given categories using more than one attribute.

Objective: I can classify objects and count the number of objects in each category.

****REVIEW****

PK.OA.A.3 Compose and decompose numbers to 5, in more than one way, by using objects or drawings.

Objective: I can compose and decompose numbers to 6-10.

Choice Time

Outdoors Children put on safety equipment while exercising and discuss how it protects their bodies.

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

- Offer the children safety equipment, such as elbow pads, knee pads, and helmets, along with different ride-on toys such as tricycles, scooters, or scooter boards.

rehearsal, sets, performance, cloak

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 characters are thinking and feeling.

After Reading

Wonder aloud and ask follow-up questions.

- "At the beginning, Meena does not want to have a part in the play. What else could Meena have done to participate in the play without being a tree?"
- "What might have happened if Meena had fallen during the play? What would she have done? What would you do?"

Whole Group/Small Group Math

Choice Time

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Outdoors Children practice different ways of traveling on a balance beam.

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

- Find an object outdoors that the children can safely balance on, e.g., playground edging or cement curb (in a safe location), or draw lines on the sidewalk with chalk.
- Invite the children to travel along the balance beam in different ways, e.g., placing one foot in front of the other, taking wide steps, or going forward and then backward.
- Support the children as they balance as needed by holding their hands or standing close by.

Large-Group Roundup

Review the events of the day.

- Invite the children who balanced on the beam to share the different ways they balanced.
- Say: "Someone who does yoga will be coming to our classroom tomorrow. Let's

- "Meena's teacher, Mrs. Jackson, insists on having Meena play a part in the play. Why do you think she wants everyone to be included?"
- "At the first rehearsal, Meena stumbles and trips. Why do you think the other children playing trees groan 'Meena . . . ?'"
- "Mrs. Vohra, who owns the Indian grocery store, is called 'Auntie' by everyone. Why do you think that is? What do you think she means when she says 'clumsy, shumsy' to Meena?"

After Reading

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

- "At the dinner table, Meena says she's the worst tree in the world. How do you think that makes her family feel? What do her parents do to help her feel better?"
- "I notice that some of the children look upset during the performance when one of Meena's branches snags Red Riding Hood's cloak. I wonder what the other

- Support the children as they put on safety equipment. Talk with the children about how safety equipment will protect their bodies as they play.
- As the children play, discuss the different ways they are moving their bodies. You might say: "Lisa, you are exercising your leg muscles as you push the scooter with your legs" or "Felix, you are using your balance and the strength in your legs to move around on that scooter board."

Large-Group Roundup

Review the events of the day.

- Invite the children who wore safety equipment as they exercised during choice time to share what they wore and why.
- Display the *What We Know About Exercise* chart. Invite the children to share what they learned about the equipment that people use to exercise and add it to the chart.

I can classify objects and count the number of objects in each category.

PK.MD.C.4 Sort a collection of objects into given categories using more than one attribute.

Objective: I can classify objects and count the number of objects in each category.

****REVIEW****

PK.OA.A.3 Compose and decompose numbers to 5, in more than one way, by using objects or drawings.

Objective: *I can compose and decompose numbers to 6-10.*

Choice Time

All Areas Children collect and set up materials for the celebration.

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

- Display the *Our Celebration Plan* chart.
- Support the children as they collect and set up materials for the celebration.
- As the children work, ensure that information from each investigation is highlighted

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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.

children in the play are thinking.”

- “Meena’s parents and teacher tell her to just do her best. I wonder how that can help Meena do better in the play.”

Whole Group/Small Group Math

I can classify objects and count the number of objects in each category.

PK.MD.C.4 Sort a collection of objects into given categories using more than one attribute.

Objective: I can classify objects and count the number of objects in each category.

****REVIEW****

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Choice Time

Music and Movement Children practice different yoga poses.

in some way. For example, to share the answer to “What are the different types of exercise?” from Investigation 1, the children could create a display of the photos showing them participating in the different exercises.

Large-Group Roundup

Review the events of the day.

- Review the *Our Celebration Plan* chart and talk about how the room is set up for the celebration.
- Remind the children that their guests will come tomorrow to celebrate all that the children have learned about exercise.

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

- Display photos of simple yoga poses on cards or paper, along with yoga mats. Share with the children that the **mat** (a piece of material that covers the floor) keeps their bodies comfortable as they exercise on the floor.
- Demonstrate for the children how to do the yoga poses. Explain how you are moving your body as you do the pose.
- As the children imitate your pose, point out how the children are using their balance to hold a pose without falling or are using their flexibility as they bend.

Large-Group Roundup

Review the events of the day.

- Invite the children who did yoga during choice time to share what poses they recall doing