

Bayer 1

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March 24 - 28, 2025

Mon 24	Tue 25	Wed 26	Thu 27	Fri 28
<p>Exercise - Exploring the Topic - What do we know about exercise? What do we want to find out? - Day 1</p> <p>Morning Meeting/Foundation Literacy</p> <p>SFAM Volume 2, Week 24, Days 1-5 (page 186)</p> <p>SFAM Volume 2, Week 24, Days 1-5 (page 186)</p> <p>Question of the Day</p> <p>Can you run in place?</p> <p>Mighty Minutes®</p> <p><u>Mighty Minutes 279, "Letter, Letter, Sound!"</u></p> <p>Game Children play a variation of "Duck, Duck, Goose" to identify letter sounds.</p> <p>Large Group</p>	<p>Exercise - Exploring the Topic - What do we know about exercise? What do we want to find out? - Day 2</p> <p>Morning Meeting/Foundation Literacy</p> <p>SFAM Volume 2, Week 24, Days 1-5 (page 186)</p> <p>SFAM Volume 2, Week 24, Days 1-5 (page 186)</p> <p>Question of the Day</p> <p>What types of exercise do you like to do?</p> <p>Mighty Minutes®</p> <p><u>Mighty Minutes 235, "What Is Today?"</u></p> <p>Song Children sing a song about the days of the week.</p> <p>Large Group</p>	<p>Exercise - Exploring the Topic - What do we know about exercise? What do we want to find out? - Day 3</p> <p>Morning Meeting/Foundation Literacy</p> <p>SFAM Volume 2, Week 24, Days 1-5 (page 186)</p> <p>SFAM Volume 2, Week 24, Days 1-5 (page 186)</p> <p>Question of the Day</p> <p>What exercise do you do outside?</p> <p>Mighty Minutes®</p> <p><u>Mighty Minutes 246, "Little Snowflakes"</u></p> <p>Poem Children act out a poem about snowflakes and count out the number of "snowflakes" that land.</p>	<p>Exercise - Exploring the Topic - What do we know about exercise? What do we want to find out? - Day 4</p> <p>Morning Meeting/Foundation Literacy</p> <p>SFAM Volume 2, Week 24, Days 1-5 (page 186)</p> <p>SFAM Volume 2, Week 24, Days 1-5 (page 186)</p> <p>Question of the Day</p> <p>What type of exercise is [Dillon] doing? (Display a photo taken on Day 3 of a child in your class exercising on the playground.)</p> <p>Mighty Minutes®</p> <p><u>Mighty Minutes 251, "Favorite Treats"</u></p> <p>Poem Children create a list of treats, vote for their favorite one, and tally the results.</p>	<p>Exercise - Investigation 1 - What are the different types of exercise? - Day 1</p> <p>Morning Meeting/Foundation Literacy</p> <p>SFAM Volume 2, Week 24, Days 1-5 (page 186)</p> <p>SFAM Volume 2, Week 24, Days 1-5 (page 186)</p> <p>Question of the Day</p> <p>Can you jump five times?</p> <p>Mighty Minutes®</p> <p><u>Mighty Minutes 253, "Describing Shapes"</u></p> <p>Game Children guess a shape as it is drawn and described by a teacher.</p> <p>Large Group</p>

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What Is Exercise? Introduce the children to exercise. Invite them to run in place and notice how their body feels and changes.

Opening Routine

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

Song, Movement, or Game

- o Review the question of the day.
- o Use [Mighty Minutes 249](#), “[How Many Movements?](#)”
- o Invite the children to perform different types of movements, e.g., running in place, jumping jacks, hopping on one foot. Write the different movements the children perform on a piece of chart paper.

Discussion and Shared Writing:

What Is Exercise?

- o Say: “I noticed that when I move my body to [run in place], I am breathing faster than before. Are you breathing faster, too? What

What Types of Exercise Do You Like to Do? Read *Exercise: Let’s Move and Play*.

Opening Routine

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

Song, Movement, or Game

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

Discussion and Shared Writing:

What Types of Exercise Do You Like to Do?

- o Review the question of the day.
- o Read *Exercise: Let’s Move and Play*.
- o **Before reading**, use sticky notes to cover the action word headings such as *jumping*, *pushing*, *climbing*, and *stretching*.
- o **While reading**, take a picture walk of the book. Invite the children to look at each

Large Group

Exercise on the Playground Take the children outdoors to observe and document how people exercise.

Opening Routine

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

Song, Movement, or Game

- o Use [Mighty Minutes 230](#), “[Syllables on the Move!](#)”

Discussion and Shared Writing:

Exercise on the Playground

- o Review the question of the day.
- o Say: “We are going to visit a playground today to see the different ways children move their bodies to exercise.”
- o Find a place on the playground where children can sit quietly and observe.
- o Give the children clipboards, paper, and writing utensils. Explain that they will be

Large Group

What Do We Want to Find Out About Exercise? Document the children’s questions about exercise on the *What We Want to Find Out About Exercise* chart.

Opening Routine

- o Welcome the children to the large-group area and 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 Exercise?

- o Post the *What We Know About Exercise* chart near the large-group area.
- o Say: “Look at our chart. We already know a lot of things about exercise. I wonder what you would like to investigate about exercise.”
- o Explain that **investigate** means to look closely at something to get more information.

Types of Exercise Show the children a variety of exercise movement cards. Children act out each movement and discuss the exercises.

Opening Routine

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

Song, Movement, or Game

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

Discussion and Shared Writing:

Types of Exercise

- o Review the question of the day.
- o Write the following exercises on notecards or pieces of paper and attach a photo of the action to the card: “Run in place for 10 seconds”; “Stand on one foot for 3 seconds”; “Do two push-ups”; and “Sit down and touch your toes.”

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else do you notice about your body?”

- o Invite the children to share what they notice about their bodies as they move, e.g., they are getting warmer, thirsty, tired.
- o After the movement activity, introduce the term *exercise*. Explain that **exercise** is when someone moves their body.
- o Ask: “Did we just exercise our bodies?”
- o Review the list of movements the children performed and explain that all of the movements are exercises. Write the title *Exercises* on the chart.

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

Small Group Literacy

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

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

photo and name the type of **actions**, or movements, that are exercise. Encourage the children to share their experiences doing the exercise. Reveal the action words on each page as the children guess.

- o **After reading**, review the *Exercises* chart with the children. Write down any new movements that the children discuss.

Before transitioning to the interest areas, explain to the children that they can sort photos of the different types of exercise they learned about in the Discovery area.

Small Group Literacy

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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.

observers (people who watch and listen) and notice the different ways that children move as they play.

- o Invite the children to do an observational drawing of a child participating in exercise.
- o Call the children’s attention to the different ways that the other children are moving on the playground. For example, say: “Tabitha, who are you watching exercise? Yes, that boy is riding a tricycle. He is using his legs to pedal the tricycle. Can you draw the boy riding his tricycle on your paper?”
- o Document the different movements the children notice to discuss and add to the *Exercises* chart during large-group roundup.

Before transitioning to the interest areas, explain to the children that they can exercise outdoors.

Small Group Literacy

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

- o Encourage the children to share their ideas. Record their responses on a chart labeled *What We Want to Find Out About Exercise*.
- o As the children respond, expand on their language and help them formulate questions. For example, if a child says, “I can run really fast,” you can respond, “I wonder what happens to your body when you run really fast. I will write, ‘What happens to our bodies when we exercise?’ on our chart.”

Before transitioning to the interest areas, explain to the children that they can create a class book in the Art area using the photos of them exercising on the playground.

Small Group Literacy

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

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

- o Show the children the cards and discuss the movements written on them. Model how to do the movements safely and for how long.

- o Explain to the children that you will hold up a card and they will perform the action themselves.

- o As the children complete the movements on the card, introduce and discuss the terms **endurance** (to do something for a long time), **balance** (to hold still without falling), **strength** (to be strong), and **flexibility** (to bend). For example, say: “You are using endurance when you run for a long time” or “You are showing your flexibility when you bend to touch your toes.”

Before transitioning to the interest areas, explain to the children that they can create their own movement cards and perform those movements in the Art area.

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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

Exercise: Let's Move and Play

Read *Exercise: Let's Move and Play*.

Before Reading

Show the cover of the book and read the title. Say: "The children on the cover of this book are exercising. What movements do you see them doing?"

While Reading

Point out the children on the page and discuss the different types of exercise they are doing.

After Reading

Invite the children to discuss the different ways they like to exercise.

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

Read-Aloud

Rah, Rah, Radishes!

Read *Rah, Rah, Radishes!*

Before Reading

Show the children the cover of the book and ask: "What do you think this book is about?"

While Reading

Use the photos to introduce the different vegetables. Explain to the children that eating vegetables keeps your body strong just like exercise.

After Reading

Ask the children which vegetable is their favorite. Make a class list of favorite vegetables. Review the photos again and ask: "Which vegetables would you like to try?"

Choice Time

Discovery Children sort photos of children exercising into different

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Read-Aloud

Exercise: Let's Move and Play

Read *Exercise: Let's Move and Play*.

Before Reading

Show the cover of the book. Ask: "Do you remember this book?" and "Can you tell me what it is about?"

While Reading

Explain that instead of sitting during the story, the children will stand up and pantomime (act out) the movement they see on each page. Model for the children how to pantomime movements,

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

Read-Aloud

Rah, Rah, Radishes!

Read *Rah, Rah, Radishes!*

Before Reading

Show the children the cover of the book and ask: "Who can remember what this book is about?"

While Reading

Point out the action words for each type of vegetable (e.g., "Slice 'em. Mash 'em. Wham! Wham! Wham!" for potatoes).

After Reading

Point out the last page, "A Few More Bites." Read the "Color Your Plate" section. Invite the children to think about different-colored foods they like to eat and share their favorites with a peer.

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Read-Aloud

Exercise: Let's Move and Play

Read *Exercise: Let's Move and Play*.

Before Reading

Show the children the book. Read the title and say: "Who can tell me the title of this story?"

While Reading

Call children's attention to the illustrations of the muscles of the children featured in the book. Discuss how exercise uses different muscles.

After Reading

Choice Time Bayer 1

Music and Movement Children perform exercises such as sit-ups, push-ups, skips, and jumps.

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

- o Introduce new exercises, such as sit-ups, push-ups, skipping, and jumping.
- o Model how to perform these actions safely. Write the names of the movements on the *Exercises* chart.
- o Invite the children to perform the actions. Ask: "What parts of your body are you moving?" and "How does your body feel when you exercise?"
- o Take photos of the children exercising to share with families at the end-of-study celebration.

Whole Group/Small Group Math

I can compose and decompose numbers to 5.

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

groups.

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

- o Display several photos of children running, climbing, jumping, balancing, etc.
- o Choose a few exercise categories for the children to sort their photos into, such as *climbing*, *running*, and *jumping*. Provide boxes, baskets, or plastic toy hoops with the categories labeled for the children to sort the photos into.
- o Ask the children to sort the photos.
- o Discuss what the children see the people doing in the photos. For example, say: "Alejandro, what is the child doing in this photo? Yes, he is using his arms to climb on the monkey bars. That is right, this photo goes into the *climbing* category."

Whole Group/Small Group Math

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such as climbing, pushing, and pulling.

After Reading

Ask the children to share what types of exercises in the book they recall seeing on the playground today.

Choice Time

Outdoors Children exercise on the playground.

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

- o Invite the children to exercise on the playground.
- o As they play, discuss with individual children what types of exercises they are doing. For example, say: "Damien, I noticed that you *ran* to the swings when you noticed Pamela was done" or "Gilberto, I notice that you *climbed* up the stairs of the play structure so you could slide down the slide."
- o Take photos of the children exercising to make a class book on Day 4.

Whole Group/Small

Whole Group/Small Group Math

I can compose and decompose numbers to 5.

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 5.*

To teach composing and decomposing numbers in pre-K, start with concrete manipulatives like counters or blocks, visually showing how to group and separate objects to represent different parts of a number, using simple language like "putting together" and "taking apart," and incorporating fun activities like games and stories that involve combining and splitting quantities; focus on small numbers initially and gradually increase complexity as children grasp the concept.

Use manipulatives:

Counting objects: Show a group of objects (e.g., 5 blocks) and ask children to count them, then separate them into smaller groups (like 3 and 2) while explaining that you are "breaking apart" the number 5.

Number cards and counters: Use

Invite the children to share what muscle groups they recalled from the book and what exercises used those muscles.

Choice Time

Art Children create their own exercise movement cards.

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

- o Display the *Exercises* chart and materials for the children to create movement cards, e.g., notecards and writing utensils.
- o Invite the children to choose an exercise they would like others to perform.
- o As the children create their cards, ask questions and make comments that support them in deciding how long or how many times they would like their peers to perform the action. For example, say: "Jessie, you picked *jump* as your exercise. How many times would you like everyone to jump?"

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Number cards and counters: Use number cards with corresponding counters to show how different combinations of smaller numbers can make a larger number.

Finger counting: Use fingers to represent numbers and show how to combine or separate fingers to make different sums.

Use Visual representation:

Number bonds: Introduce

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Group Math

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Finger counting: Use fingers to represent numbers and show how to combine or separate fingers to make different sums.

Use Visual representation:

Number bonds: Introduce number bonds (a visual diagram with a whole number and its parts) to demonstrate how numbers can be decomposed. Picture cards: Use pictures with different quantities of objects to ask questions like "How many red apples are there? How many green apples are there? How many apples total?"

Activities and Games:

"Make a number": Give children a set of counters and a target number, asking them to find different combinations of counters that add up to that number.

"Number sorting": Provide a collection of objects and ask children to sort them based on quantity, discussing how many are in each group.

"Story problems": Create simple stories that involve combining or separating objects to practice composing and decomposing.

"Roll and add": Use a dice or spinner to generate numbers and

- o After the cards are created, invite the children to take turns holding up their cards for their peers to perform.
- o Supervise and model how to perform the movements to ensure that children are doing them safely.

Whole Group/Small Group Math

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ask children to add them together to make a total.

Choice Time

Art Children create a page for the class book called *How We Exercise*.

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

- Review the question of the day.
- Display the photos taken on Day 3 of the children exercising on the playground and book-making materials, such as heavy cardstock or construction paper, glue sticks, and writing utensils.
- Invite the children to choose one photo to create a page for the book.
- Ask the children to glue the photo to a sheet of paper. Then, ask the children to write, draw, or dictate what they would like to share about the photo.
- Ask questions to support children's observations. You might say: "Felipe, you chose the picture of Josie and Caleb playing hopscotch

increase complexity as children grasp the concept.

Use manipulatives:

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"Make a number": Give children a set of counters and a target number, asking them to find different combinations of

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ask children to add them together to make a total.

on the playground. How are they moving their bodies as they play? Yes, they are hopping. Let's write about that on the page."

- o Collect the children's papers and add them to a class book called *How We Exercise*.

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