Bayer 1

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March 3 - 7, 2025

Mon 3	Buildings - Investigation 2 - Who builds buildings? What tools do they use? - Day 3	Wed 5	Thu 6	Fri 7
Buildings - Investigation 2 - Who builds buildings? What tools do they use? - Day 2	Morning Meeting/Foundational Literacy SFAM Volume 2, Week 22, Days 1-5 (page 156)	Buildings - Investigation 3 - What are buildings made of? What makes a building strong? - Day 1	Buildings - Investigation 3 - What are buildings made of? What makes a building strong? - Day 2	Buildings - Investigation 3 - What are buildings made of? What makes a building strong? - Day 3
Morning Meeting/Foundational Literacy SFAM Volume 2, Week 22, Days 1-5 (page 156)	Question of the Day	Morning Meeting/Foundational Literacy SFAM Volume 2, Week 22, Days 1-5 (page 156)	Morning Meeting/Foundational Literacy SFAM Volume 2, Week 22, Days 1-5 (page 156)	Morning Meeting/Foundational Literacy SFAM Volume 2, Week 22, Days 1-5 (page 156)
Question of the Day	Mighty Minutes®	Question of the Day	Question of the Day	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	Mighty Minutes®	Mighty Minutes®	Mighty Minutes®
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- Use *Mighty Minutes* 217, "Mind on Rhymes" with its accompanying poster.

Discussion and Shared Writing:

What Tools Are Used to Build Buildings?

- Review the question of the day.
- Say, "A hammer is a tool that is used to build buildings."
- Display a chart titled *Tools for Building*.
- Show children the cover of the book *Building a House.*
- **Before reading**, explain to the children that they will read the story again, but that this time they will look for the different tools that builders use.
- **While reading**, introduce and write down the names of different tools that are shown in the book, e.g., **hammer**, **saw**, **cement mixer**, **trowel**, **mallets**, **screwdrivers**. Invite the children to notice how the workers use the tools.
- Use *Mighty Minutes* 258, "Let's Build a House!".

Discussion and Shared Writing:

Visit From Someone Who Builds Buildings

- 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 helps build buildings, and what tools 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.
- 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

- Use *Mighty Minutes* 218, "Little Bunnies" with its accompanying poster.

Discussion and Shared Writing:

What Are Buildings Made of?

- Show the children common building materials, such as a small piece of **plywood**, a small chunk of **drywall**, or a **brick**.
- Write the materials' names on the board and talk about the samples as you pass them around for children to explore. For example, say, "This is a piece of plywood. It is used to build many different types of buildings. Plywood is made from trees, and it is very strong."
- Introduce the term *strong*. Explain that something **strong** is hard to break or damage.
- Invite them to test the strength of the materials in different ways, such as bending, stretching, or standing on them.
- Ask, "Do you think these materials are strong?" and

- Use *Mighty Minutes* 206, "I Can Count!" with its accompanying poster.

Discussion and Shared Writing:

Making Buildings Stronger

- Display the *What We Know About Buildings* chart.
- Say, "We know that buildings need to be made of strong materials so they don't break or fall apart. I am going to add that to our chart."
- Remind children of the problem that the three little javelinas faced in the story. For example, "The three javelinas wanted to build strong houses to protect themselves from the wolf."
- Ask, "Why do you think the house made of tumbleweeds and the house made of sticks **collapsed** or fell apart?"
- Review the question of the day.
- Ask, "How could the first two little javelinas have made their houses stronger?"

- Use *Mighty Minutes* 230, "Syllables on the Move!".

Discussion and Shared Writing:

Sturdy Buildings

- Review the question of the day.
- Begin stacking small blocks on top of each other to create a tall tower. Ask, "How many blocks do you think we can use to build this tower before it falls?"
- Write the children's predictions on the board.
- As you and the children stack the blocks, model how to count them and add tally marks to the board.
- After the block tower falls, count the tally marks on the board. Tell the children how many blocks were in the tower.
- Introduce the term *sturdy*. Explain that a **sturdy** building is strong and hard to break.
- Say, "Tall buildings can be difficult to build because it can be hard to make them

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- **After reading**, review the list of tool names written on the chart. Invite the children to recall how each tool was used. To support the children with their responses, open the book to the page that shows the tool being used.
- Document the children's responses next to the tool's name on the chart.

Before transitioning to the interest areas, explain to the children that they can explore different types of tools that are used to build buildings in the Discovery area.

Small Group Literacy

PK.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in context.

Objective: I can segment and blend CVC words.

PK.FL.WC.4 Know and apply grade-level phonics and word analysis when encoding words.

Objective: I can decode, spell and write CVC words correctly.

Teach the Concept

children that they can continue to build buildings with the visitor in the Block area.

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Objective: I can decode, spell and write CVC words correctly.

Teach the Concept

Review letters and sounds. Explain how letters combine to form words. CVC words are words that have a consonant for the initial letter/sound, a vowel for the middle or medial letter/sound, and a consonant for the final letter/sound. You may have students name the consonants and vowel in this week's letter bundle. Introduce the blending/segmenting mats. Have students to explain where they may have seen these colors (traffic light) and what they think each means.

"Will these materials make a strong building?"

- Talk with the children about what might happen if buildings were not made of strong materials.

Before transitioning to the interest areas, explain to the children that they can participate in a picture walk of the story *The Three Little Javelinas* and discuss which building was the strongest in the Library area.

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- Write the children's ideas on the board.

Before transitioning to interest areas, explain to the children that they can use clay and other materials to make a sturdy house out of sticks in the Art area.

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sturdy enough so that they don't fall down."

- Ask, "What tall buildings have you seen in our neighborhood? What do you think makes them sturdy?"
- Record children's responses on the board.

Before transitioning to interest areas, explain to the children that they will experiment with how to make sturdy buildings in the Block area.

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Introduce the blending/segmenting mats. Have students to explain where they may have seen these colors (traffic light) and what they think each means.
Use the gradual release of responsibility: (I do; We do; You do) to engage the students in multiple opportunities to practice the skill.

Read-Aloud

- Choose an alphabet book from your classroom collection.

Choice Time

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

Use the gradual release of responsibility: (I do; We do; You do) to engage the students in multiple opportunities to practice the skill.

Read-Aloud

Read *The Three Little Javelinas*.

Before Reading

Encourage children to recall the problem and solution.

"A few days ago, we read *The Three Little Javelinas*. What problem do the javelinas have? How did they solve their problem?"

While Reading

Expand vocabulary:

invisible, *escaped*, *discouraged*

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.

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Read-Aloud

Read *Keep Counting*.

Before Reading

Ask, "What do you remember about this book? Why do you think it is called *Keep Counting*?"

While Reading

Ask children to predict which numeral will be on the next page. Ask, "Do you see things on this page that we didn't count when we read this book before?"

After Reading

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Read-Aloud

Read *The Pot That Juan Built*.

Before Reading

Tell children the name of the book. Ask, "How do you think Juan will build his pot? What materials will he use?"

While Reading

Invite children to chime in on the repetitive phrase "The beautiful pot that Juan built."

After Reading

Recall children's predictions and discuss whether they were correct. Explain that this book is about a real person, Juan Quezada, and that he is a potter who lives in Mexico. Briefly share any additional information from the explanatory pages you think

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Read-Aloud

- Choose a poetry book from your classroom collection.

Whole Group/Small Group Math

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

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- Provide the children with real tools that are mentioned in the story.
- Show the children each tool and explain how the tool is used to build buildings.
- Invite the children to carefully observe the tools and share what they notice.
- Explain to the children how to safely handle the tool and explain that they need to be careful when using it to avoid injury.
- Support the children as they manipulate and explore the tools.

Whole Group/Small Group Math

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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

Encourage children to explain what characters are thinking and feeling.

After Reading

Wonder aloud and ask follow-up questions.

- “The javelina sister made a better decision than her brothers did about what to use to build her house. How do you think she knew to use adobe bricks?”
- “Why do you think Coyote never gave up trying to get the javelinas?”
- “Do you think the three javelinas might decide to build their own houses again, or do you think they will live together? Why do you think so?”

Whole Group/Small Group Math

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.

Ask, “If we kept counting past 10, what else could we add to this neighborhood?”

Whole Group/Small Group Math

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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

might be interesting to the children.

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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 number bonds (a visual diagram with a whole number and its parts) to demonstrate how numbers can be decomposed.

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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.

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"Roll and add": Use a dice or spinner to generate numbers and ask children to add them together to make a total.

Choice Time

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

- Provide materials to make a sturdy building, such as painter's tape, cardboard, cardstock, craft sticks,

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green apples are there? How many apples total?"

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Large-Group Roundup

- Review the *Tools for Building* chart. Invite the children to share the names of the tools they learned about today.
- Explain, “Someone who helps build buildings will be coming to our classroom tomorrow. Let’s think of some questions we’d like to ask our visitor.”

parts) to demonstrate how numbers can be decomposed.
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"Roll and add": Use a dice or spinner to generate numbers and ask children to add them together to make a total.

Choice Time

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

- Provide the children with the building props and tools

composing and decomposing.
"Roll and add": Use a dice or spinner to generate numbers and ask children to add them together to make a total.

Choice Time

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

- Review the question of the day.
- Ask the children to recall what the story is about and what the three buildings were made of.
- Take a picture walk of the book *The Three Little Javelinas* and point out the different materials that the three javelinas used.
- Encourage the children to share why the adobe bricks were stronger than the saguaro ribs and tumbleweeds.

Large-Group Roundup

- Encourage the children who participated in the picture walk of *The Three Little*

"Roll and add": Use a dice or spinner to generate numbers and ask children to add them together to make a total.

Choice Time

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

- Display craft sticks, clay, foam, toothpicks, straws, and other materials to help the children to create a strong building.
- Invite the children to experiment with using different methods to keep their craft sticks from falling down.
- While the children build, ask questions to encourage them to describe their work process. For example, “Why did you put the stick there? What will you add next? How will you make your building strong?”
- If the children are not finished, help them place their buildings in a protected area of the classroom to work on later.

books, or any additional materials that the children suggest.

- Invite the children to build a sturdy block structure.
- As the children build, invite them to try different building techniques. Ask, “Will that make the building sturdy so it does not fall?” or “Do you think adding a strong material to the walls will keep the tower from falling down?”
- Place the children’s structures in a safe place in the classroom where they will not be disturbed.

Large-Group Roundup

- Invite the children who built buildings out of sticks and other materials during choice time to bring their creations to the large-group area.
- Encourage the children to test which building is the strongest by adding light books to the top, blowing on it, or gently pushing on the walls.

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- 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.

from Day 1. Invite the children to continue constructing buildings with the visitor.

- Encourage the children to ask the visitor to help them with any problems they discover as they build and show them how to use the tools she introduced.
- Photograph children's constructions or invite them to display the buildings in a protected area of the classroom.

Large-Group Roundup

- 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.
- Encourage the children to share how the visitor helped them build buildings during choice time.
- Add what the children learned throughout the investigation to the *What We Know About Buildings* chart.

Javelinas to share why the adobe bricks were the strongest.

- Invite the children to share why it is important for building materials to be strong.

Large-Group Roundup

- Invite the children who built buildings out of sticks to share their creations.
- Explain to the children that they will continue to build strong buildings on Day 3.

- Ask the children to share why they think certain buildings were strong while others fell apart.