

Bayer 1

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January 13 - 17, 2025

Mon 13	Tue 14	Wed 15	Wheels - Exploring the Topic - What do we know about wheels? What do we want to find out? - Day 1	Fri 17
Clothes - Investigation 4 - How do people make clothes? - Day 4	Clothes - Celebrating Learning - Celebrating Learning - Day 1	Clothes - Celebrating Learning - Celebrating Learning - Day 2		Wheels - Exploring the Topic - What do we know about wheels? What do we want to find out? - Day 2
Morning Meeting/Foundation Literacy	Morning Meeting/Foundation Literacy	Morning Meeting/Foundation Literacy	Morning Meeting/Foundation Literacy	Morning Meeting/Foundation Literacy
Question of the Day	Question of the Day	Question of the Day	Question of the Day	Question of the Day
Mighty Minutes®	Mighty Minutes®	Mighty Minutes®	Mighty Minutes®	Question of the Day
Large Group Opening Routine <ul style="list-style-type: none"> Welcome the children to the large-group area and begin your opening routine. Song, Movement, or Game <ul style="list-style-type: none"> Use Mighty Minutes 256, “Same Sound Box”. Discussion and Shared Writing:	Large Group Opening Routine <ul style="list-style-type: none"> Welcome the children to the large-group area and begin your opening routine. Song, Movement, or Game <ul style="list-style-type: none"> Use Mighty Minutes 219, “Rhyme Time” with its accompanying poster. Discussion and Shared Writing:	Large Group Opening Routine <ul style="list-style-type: none"> Welcome the children to the large-group area and begin your opening routine. Song, Movement, or Game <ul style="list-style-type: none"> Use Mighty Minutes 282, “Rolling Compliments”. Discussion and Shared Writing:	Large Group Opening Routine <ul style="list-style-type: none"> Welcome the children to the large-group area and begin your opening routine. Song, Movement, or Game <ul style="list-style-type: none"> Ask the children to sit in a large circle. Discussion and Shared Writing:	Large Group Opening Routine <ul style="list-style-type: none"> Welcome the children to the large-group area and begin your opening routine. Song, Movement, or Game <ul style="list-style-type: none"> Use Mighty Minutes 206, “I Can Count!” with its accompanying poster. Discussion and Shared Writing:

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Buttons!

- Review the question of the day. Encourage the children to closely examine their clothing to notice any buttons.
- Display an item from your collection that has several buttons and say, “Let’s count how many buttons this piece of clothing has.”
- Write the word *Button* on the board and add tally marks for each button on the clothing.
- Ask, “What would happen if we did not have buttons on our clothing?”
- Explain that **buttons** (small, round objects that fit through a hole) help keep clothing on.
- Display several clothing items with buttons from the collection and describe why the garments have buttons and how they are used. Say, “These pants have a button on the waistband to hold them on your waist,” or “This shirt has buttons along the collar, but they are just there for decoration.”

Discussion and Shared Writing:

Preparing for Our Fashion Show

- Say, “We have learned so much about clothes. Now, it is time to show off what we have learned and have a fashion show! We will invite our families and guests to come see the clothes we made and help us celebrate everything that we have learned.”
- Introduce the term *fashion show*. Explain that a **fashion show** is a performance where a designer shows the clothing she has made to an **audience** or a group of people who watch a performance or show.
- Show the children a short video of a fashion show and ask, “What do we need to collect for our fashion show?”
- Work together to create a plan to share the children’s suggestions. Document your plan on a sheet of chart paper titled *Our Fashion Show Plan*. For example, say “Elizabeti, you think we need a walkway to walk down for

Fashion Show

- Review the question of the day.
- Invite the children to **practice** (repeat many times until they are good at something) how they are going to walk down the runway.
- Explain to the children that they should feel **excited** or happy about the work they have accomplished throughout the study.
- Welcome families and guests to the classroom.
- Say to the children, “You all worked so hard to set up our fashion show. I wonder what you would like to tell our guests about our show.”
- Encourage the children to walk down the runway to show their clothes and explain to the guests what type of clothing they have made.
- Ask the children questions that encourage them to recall what they have learned.

Before transitioning to the interest areas, tell the children

- Review the question of the day.
- Use a ball to play *Mighty Minutes 221*, “Roll & Rhyme”.
- Ask the children to notice how the ball rolls across the circle during the activity.

Discussion and Shared Writing:

Rolling, Rolling, Rolling

- Offer the children a few blocks and ask, “Can you roll these to one another?”
- Point out that blocks **slide** across the floor, but they do not **roll**. Use the balls and blocks to demonstrate the difference between rolling and sliding.
- Model curiosity and thinking aloud, “I wonder why the balls *roll*, but the blocks *slide*.” Document the children’s responses.
- Offer the children a collection of classroom items that roll (e.g., toy cars and toy trains) and items that do not roll (e.g., blocks and books). Invite the children to roll the items to each other.

Discussion and Shared Writing:

Collecting Wheels

- Review the question of the day.
- Talk with the children about the different types of wheels they might find around the classroom, such as cars in the Block area, a toy pizza cutter in the Dramatic Play area, or a tape dispenser wheel in the Art area.
- Divide the class into groups of three or four children. Explain that they will work together to search for wheels in the classroom.
- Invite one or two groups at a time to search the classroom for items with wheels. Ask the children to bring one or two items they find back to the large-group area.
- While the groups are searching, encourage the other children to brainstorm where wheels might be found in the classroom.
- After each group has had a turn, review the wheels the children found and ask them to describe the items.

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- Display a variety of buttons of different colors and shapes.
- Ask, “What type of buttons would you like to add to your outfits?”

Before transitioning to the interest areas, explain to the children that they may add buttons and other materials to their clothing in the Art area.

Read-Aloud

Read *Abuela's Weave*.

Before Reading

Ask the children what they remember most about the story.

While Reading

Pause on the page where Esperanza arrives at the market. Ask, “How do you think she is feeling?” and “Why?” Record children’s responses.

After Reading

Invite the children to discuss the illustration on the last page. Ask, “How do you think Esperanza is feeling now? How did her feelings change from when she first arrived at the market?”

our fashion show. That fashion-show walkway is called a *runway*. I will write ‘Collect materials to create a runway.’”

- 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 she 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.

Read-Aloud

Read *Something From Nothing*.

Before Reading

Ask the children what they remember about the story.

While Reading

Invite them to name what the grandfather will make next. Define the words *tattered*, *splotched*, and *splattered*.

After Reading

Go back through the book and ask the children to think of other

that they will take the guests around to the classroom interest areas to show off the displays and explain what they have learned about clothes.

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

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

- Ask, “Will these roll or will they slide? Why?” Document the children’s responses as they sort the collection.
- Explain that the toy cars and trains roll because they have **wheels**, which are round objects that help things move.

Before transitioning to the interest areas, tell the children that the collection of wheeled toys will be available for them to roll in the Toys and Games area.

Read-Aloud

Read *We All Went on Safari*.

Before Reading

Ask, “What do you think this book will be about?”

While Reading

Pause and invite children to identify the animals and the numbers on the page, e.g., “I see animals on this page! How many are there? Mosi counted [two ostriches].” Explain that a safari is an adventure where people go to watch animals. Say, “Tanzania is a country in Africa where people can go on safari.”

Document the children’s descriptions of the items.

- Tell the children that the objects they found make up the beginning of their wheel **collection**, which is a group of things of the same type that are kept together.

Before transitioning to the interest areas, tell the children that they can explore more classroom wheels in the Discovery area during choice time.

Read-Aloud

- Choose an alphabet book from your classroom collection to share with children.

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 whether or not two words begin or end with the same sound.

Explicit Instruction. To support your student's ability to match beginning, ending, or middle

Small Group Literacy Bayer 1

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Explicit Instruction. To support your student's ability to match beginning, ending, or middle sounds, you should start by explicitly teaching the skill. Here's an example of what it would sound like to teach a student to determine whether two words have the same beginning sounds (the same general format can be used for ending and middle sounds):

Explain the Skill/Concept. Define beginning sound and explain the activity. ("Remember that we learned that a beginning sound is the first sound that you hear in a word. What's the beginning sound in the word bat?" "Today we are going to figure out if words have the same beginning sounds.")

Model Skill with Examples. Think aloud about how you figure out that words have the same beginning sound by providing examples. ("Pig /p/ and paint /p/ have the same beginning sound; they both start with /p/. The first sound that you hear in both

things the grandfather could have made. Ask, "What else could he have made with the fabric from the tie?"

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After Reading

Ask, "Which animal would you be most excited to see on safari? If you went on a walk around your neighborhood, what kind of animals would you see?"

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Model Skill with Examples. Think aloud about how you figure out that words have the same beginning sound by providing examples. ("Pig /p/ and paint /p/ have the same beginning sound; they both start with /p/. The first sound that you hear in both words is the same.")

Model Skill with Non-Examples. Think aloud about how you figure out that two words don't have the same beginning sound by providing non-examples. ("Pig /p/ and sand /s/ don't have the same beginning sound; piiiigggg starts with /p/ and saaaaaannndddd starts with /s/.

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Practice the Skill. Engage in one or more of the activities below to practice this skill with your student, giving feedback as necessary. (Now it's your turn to...")

Choice Time

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

- o Display buttons and other decorative items the children can add to their clothes, such as plastic gems, pom-poms, sequins, feathers.
- o Invite the children to use the items to add details and decoration to the clothing items they created.

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

- o Display the *Our Fashion Show Plan* chart.
- o Support the children as they gather and set up materials

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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 the guests what they have learned about clothes and to share the displays that are set up around the classroom.
- o Support children in sharing the different things they learned throughout the study. While the children show their families the displays, you can say,

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Choice Time

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

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Practice the Skill. Engage in one or more of the activities below to practice this skill with your student, giving feedback as necessary. (Now it's your turn to...")

Choice Time

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

- o Display the wheel collection.
- o Invite the children to explore the items and organize the collection in different ways, such as by use, number of wheels, or color.
- o As the children explore the collection, encourage them to notice the different ways they can use wheels.
- o Observe how the children use the variety of wheels. Make note of anything the children are curious about and their questions about wheels.
- o Document your observations to refer to as

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- Support the children to attach items using tacky glue or hot glue.
- Place the clothing in a safe place for the glue to dry. Remind the children that they will share the clothing they designed with their families and guests at the end-of-study celebration.

Whole Group/Small Group Math

PK.OA.A.1 With guidance and support, begin to represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.

Objective: I can use different things to add and subtract.

Here are some ways to teach addition and subtraction to preschoolers:

Start with counting

Use manipulatives. Physical objects can help make addition and subtraction more concrete.

Use drawings. Simple drawings can help represent addition and subtraction problems.

Use a number line. A number line can be a helpful tool for teaching addition.

for the fashion show.

- As the children work, ensure that information from each investigation is highlighted in some way. For example, to share their answers to “What different types of clothes are there? Why do we wear them?” from Investigation 1, the children could discuss the types of clothes they are wearing and their purpose.

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“Nancy, can you show your family how we wove a piece of fabric?” or “Santiago, you learned from our classroom visitor how to set up a clothing store. Would you like to show your grandparents our store in the Dramatic Play area?”

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Relate to everyday life. Point out how math appears in everyday

- Display the wheeled toys that the children used during large group.
- Invite the children to continue exploring and rolling the items.
- Encourage the children to notice how the wheels look and move as they roll. Ask questions such as “What do the wheels do when you push the car?” or “Why do you think this car rolls faster and that one rolls slower?”
- Observe the children as they explore the cars. Note what they say about the wheels, how they explore them, and what they are curious about.
- Document your observations to refer to as you plan future investigations.

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Play games. Games like beach ball toss can help children practice addition and subtraction

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Play games. Games like beach ball toss can help children practice addition and subtraction while also getting some gross motor exercise.

Large-Group Roundup

- Invite the children to share how they used buttons and other materials to decorate their clothing.
- Help the children recall all of the knowledge they gained during the study.
- Ask the children, “What was your favorite part of the *Clothes* study?”
- Record their answers.

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Large-Group Roundup

- Review the *Our Fashion Show Plan* chart and talk about how the room is set up for the fashion show.
- Review the question of the day. Invite the children to suggest songs they would like to play.
- Remind the children that their guests will come tomorrow to celebrate all that the children have learned about clothes.

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Play games. Games like beach ball toss can help children practice addition and subtraction while also getting some gross motor exercise.

Large-Group Roundup

- 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 families to see.

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Large-Group Roundup

- Invite the children who played in the Toys and Games area during choice time to share something they noticed about wheels.
- Display a chart titled *What We Know About Wheels*.

while also getting some gross motor exercise.

Large-Group Roundup

- Invite the children to share how they used wheels during the day and to add any additional items with wheels to the collection.
- Add children’s ideas to the *What We Know About Wheels* chart.

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- Add the children's observations to the chart.
- Save the chart to update with the children's ideas throughout the study.
- Tell the children that they will explore and investigate wheels over the next several weeks.