

Bayer 1

Chris Spratlin, Debra Bowie, Nichol Collier, Theodore Jennings, Charisse Baker

January 20 - 24, 2025

Mon 20	Tue 21	Wed 22	Thu 23	Fri 24
<p>Dr. Martin Luther King Jr. Day/No School</p>	<p>Wheels - Exploring the Topic - What do we know about wheels? What do we want to find out? - Day 3</p> <div data-bbox="478 654 850 922"> <p>Morning Meeting/Foundational Literacy</p> <p>SFAM Volume 2, Week 16, Days 1-5 (page 66)</p> </div> <div data-bbox="478 930 850 1027"> <p>Question of the Day</p> </div> <div data-bbox="478 1036 850 1133"> <p>Mighty Minutes®</p> </div> <div data-bbox="478 1141 850 1539"> <p>Large Group</p> <p>Opening Routine</p> <ul style="list-style-type: none"> Welcome the children to the large-group area and begin your opening routine. <p>Song, Movement, or Game</p> </div>	<p>Wheels - Exploring the Topic - What do we know about wheels? What do we want to find out? - Day 4</p> <div data-bbox="867 654 1239 922"> <p>Morning Meeting/Foundational Literacy</p> <p>SFAM Volume 2, Week 16, Days 1-5 (page 66)</p> </div> <div data-bbox="867 930 1239 1027"> <p>Question of the Day</p> </div> <div data-bbox="867 1036 1239 1133"> <p>Mighty Minutes®</p> </div> <div data-bbox="867 1141 1239 1539"> <p>Large Group</p> <p>Opening Routine</p> <ul style="list-style-type: none"> Welcome the children to the large-group area and begin your opening routine. <p>Song, Movement, or Game</p> </div>	<p>Wheels - Exploring the Topic - What do we know about wheels? What do we want to find out? - Day 5</p> <div data-bbox="1255 654 1627 922"> <p>Morning Meeting/Foundational Literacy</p> <p>SFAM Volume 2, Week 16, Days 1-5 (page 66)</p> </div> <div data-bbox="1255 930 1627 1027"> <p>Question of the Day</p> </div> <div data-bbox="1255 1036 1627 1133"> <p>Mighty Minutes®</p> </div> <div data-bbox="1255 1141 1627 1539"> <p>Large Group</p> <p>Opening Routine</p> <ul style="list-style-type: none"> Welcome the children to the large-group area and begin your opening routine. <p>Song, Movement, or Game</p> </div>	<p>Wheels - Investigation 1 - What different types of wheels are there? - Day 1</p> <div data-bbox="1644 613 2011 881"> <p>Morning Meeting/Foundational Literacy</p> <p>SFAM Volume 2, Week 16, Days 1-5 (page 66)</p> </div> <div data-bbox="1644 889 2011 987"> <p>Question of the Day</p> </div> <div data-bbox="1644 995 2011 1092"> <p>Mighty Minutes®</p> </div> <div data-bbox="1644 1101 2011 1539"> <p>Large Group</p> <p>Opening Routine</p> <ul style="list-style-type: none"> Welcome the children to the large-group area and begin your opening routine. <p>Song, Movement, or Game</p> </div>

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- Review the question of the day. Create a list of things children have seen with wheels, e.g., bus, bicycle, skateboard, car.
- Invite the children to sing “The Wheels on the Bus” with you.
- Incorporate items from the list into the song, e.g., “The wheels on the *car* go round and round....”

Discussion and Shared Writing:

Taking a Walk to Look for Wheels

- Tell the children that they will be walking around the neighborhood to look for wheels today.
- Before the walk, invite the children to predict what types of wheels they might discover on the walk.
- During the walk, give the children clipboards, paper, and pencils so they can create observational drawings.
- Encourage the children to look for and draw the wheels

- Use [Mighty Minutes 259](#), “If You’re Wearing...”

Discussion and Shared Writing:

How Are Wheels the Same and Different?

- Review the question of the day and talk about the wheels the children drew.
- Display the wheel collection, the pictures of wheels the children discovered on the walk, children’s wheel collages, and pictures of wheels that are not on vehicles.
- Give the children several minutes to explore the materials.
- Create a T-chart. Title one column *Same* and the other *Different*.
- Explain that **same** means “when things are like each other” and that **different** means “when things are not like each other.”
- Encourage the children to identify the similarities and differences among the wheels, e.g., they have different colors, sizes, and

- Review the question of the day.
- Display the picture and explain that the word **bike** is short for the word **bicycle**. Explain that a bicycle is a vehicle with two wheels that a person pedals to move.
- Use [Mighty Minutes 294](#), “Count the Syllables”.
- Incorporate the words *bike* and *bicycle* into the activity.

Discussion and Shared Writing:

What Do We Want to Find Out About Wheels?

- Review the *What We Know About Wheels* chart.
- Say, “We already know so many things about wheels. Let’s think about what we would like to find out about them.”
- Look at the picture of the bicycle and wonder aloud about something, e.g., “I wonder what these pieces are that connect to the wheels.”
- Continue to look at other wheels and recall wheels

- Review the question of the day.
- Incorporate the children’s responses into [Mighty Minutes 232](#), “How Do You Get to School?”

Discussion and Shared Writing:

Wheels That Move People

- Explain to the children that they will visit the parking lot today to look at different wheels that help people move.
- Lead the children to a secure area of the parking lot. Encourage them to notice the wheels on vehicles and to explore their similarities and differences. Explain that the rubber covering on the outside of a vehicle’s wheel is called a **tire**, and the textured surface where it touches the ground is called the **tread**.
- Give the children clipboards, paper, and pencils or markers. Invite them to take notes or create observational drawings of the wheels they see.

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they see. Take photos of the wheels the children find.

- o After the walk, invite the children to share what types of wheels they discovered. Create a list of the wheels that the children recall.

Before transitioning to the interest areas, tell the children that there are catalogs and magazines available in the Art area that they can use to make wheel collages.

Read-Aloud

Read *Otis*.

Before Reading

Introduce the characters and the problem.

“*Otis* is about a little tractor who works on a farm. Otis loves the farm, and he loves it even more when he makes a new friend, a little calf. But one day, the farmer gets a big, new tractor to replace Otis, and Otis can’t work or play with the little calf anymore. What will happen to Otis? Let’s find out!”

While Reading

they all roll. Add the children’s ideas to the appropriate column of the chart.

- o Introduce the word **round** and explain that it means “shaped like a circle or a ball.” Point out that all of the wheels are round and add “all wheels are round” to the *Same* side of the chart.

Before transitioning to interest areas, talk about the photos of wheels in the Art area. Discuss how children can use them as **inspiration** to give them ideas as they create art.

Read-Aloud

Read *We All Went on Safari*.

Before Reading

Ask, “What is this story about?”

While Reading

Encourage children to identify the numerals in the book as you point to them.

After Reading

Give the children a sheet of paper and markers and invite them to create additional counting pages

children have seen or talked about during the week.

- o Invite the children to ask questions and share their ideas.
- o Record their responses on a chart titled *What We Want to Find Out About Wheels*. Support the children to turn their observations into questions. For example, if a child says, “Some wheels have lines on them and some don’t,” you can respond, “You noticed that there are different types of wheels. I will write ‘How are wheels different?’ on the chart.”
- o Review the chart and say, “You are very **curious** about wheels! That means that you are interested in learning more about them.”

Before transitioning to the interest areas, tell the children that there are books about wheels in the Library area that they can explore.

Read-Aloud

Read *Otis*.

Before Reading

- o After returning to the classroom, invite the children to share their observations and any new questions they have about wheels. Add their questions to the *What We Want to Know About Wheels* chart.

Before transitioning to the interest areas, point out the wheeled items that are available to explore in the Music and Movement area.

Read-Aloud

Read *Wheels on the Go!*

Before Reading

Point out the items on the cover and ask, “What do you think this book is about?”

While Reading

Pause to provide enough time for children to complete the activity on each spread or set of facing pages.

After Reading

Invite children to recall some of the wheels in the book and discuss where they have seen similar wheels before.

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Expand vocabulary by pointing to pictures, using gestures to dramatize, and describing:

tractor, unwind, stall, calf, bawled, rumbling, waded, stuck, farmhands, "fit to be tied," grip

Comment on the main characters' thoughts and actions.

- "Otis really loves working and playing on the farm! He's having lots of fun playing different games by himself and watching the farm."
- "Oh, no! The farmer gets a new tractor and leaves Otis behind the barn. Now he can't work on the farm anymore, and he's too sad to play with the little calf. I think he's been left here for a long time; the weeds have grown tall enough to reach his wheels."
- "Otis has a good idea for how to save his friend. He leads her in circles by playing ring-around-the-rosy until she can climb out of the mud!"

After Reading

for the book. Encourage them to depict animals they would like to see on safari.

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 produce the sound for individual letters in CVC words.

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

Recall the characters and the problem.

"We are going to read *Otis* again. What do you remember about Otis the little tractor? Who is Otis's special friend? What happens to Otis when the farmer gets a new tractor? How does Otis save his friend, the little calf?"

While Reading

Expand vocabulary using more verbal explanations:

unwind, stall, waded, stuck, "fit to be tied"

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

tractor, calf, bawled, rumbling, farmhands, grip

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

- "When the farmer brings the little calf to the barn, she is scared and cries for her mother, but having Otis nearby makes her feel better. I think listening to his soft *putt puff* helped her feel safe and calm down."

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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;

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

- o “Otis takes care of the little calf and shows her all the games he used to play by himself. I wonder if he is having more fun with someone to play with.”
- o “When the farmer gets a new tractor, he leaves Otis behind the barn. Why was Otis so sad? Why doesn’t he play with the little calf anymore?”
- o “The big, yellow tractor and the firetruck try to pull the little calf out of the mud pond, but she is too scared to let them help. How does Otis help his friend feel safe? Why does he play a game with the little calf to get her out of the mud?”

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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 saaaaannndddd starts with /s/. The first sound that you hear in each word is different.”)

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 photos of wheels for children to examine.
- o Invite the children to explore different materials as they

- o “The farmer wants to take the little calf to the fair, but she gets stuck in the mud pond. Who does he call to help? Why can’t the big, yellow tractor or the firetruck get the little calf out of the mud?”
- o “After the farmer leaves Otis behind the barn, the little calf visits him. I think she misses her friend and wants him to feel better.”

After Reading

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

- o “I wonder why the little calf was so scared of the big, yellow tractor.”
- o “The farmer gives Otis’s stall to the big tractor and leaves Otis behind the barn. How do you think he feels when Otis saves the little calf? How do you think he feels when he discovers that Otis can help the other animals, too?”
- o “The little calf is stuck in the mud until Otis comes to help her. What does she do to get out? How does she know what to do?”

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Choice Time

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

- o Display some wheeled items that move people, such as roller skates, skateboards, and scooters.
- o Invite the children to explore the materials by rolling them on the floor and testing how they move.

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create, e.g., crayons, markers, paint, clay.

- o Talk with children about their artwork.
- o Invite children to tell you how they used the pictures of wheels as inspiration for their work. Document their ideas on note cards to display alongside their artwork in the classroom.

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

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- o Ask the children to explain how the items could help people move.
- o Create a chart for each object.
- o Help the children use pictures or words to document what they notice about each item (e.g., how it moves, what the wheels look like, whether it goes fast or slow) on the charts.

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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:

- Invite the children to explore the catalogs and magazines, looking for pictures of wheels for the wheel collages.
- Support the children as they cut or tear out pictures they would like to add to their collages.
- Ask open-ended questions about the pictures the children choose: "What do the wheels look like in that picture?" or "You have so many pictures on your collage! What different kinds of wheels did you find?"

can be a helpful tool for teaching addition.

Relate to everyday life. Point out how math appears in everyday situations by making a list of household activities that involve addition.

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 the artwork they created during choice time.
- Display the *What We Know About Wheels* chart.
- Ask the children to recall what they explored about wheels today. Add their ideas to the chart.

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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 saaaaannnnndddd starts with /s/. The first sound that you hear in each word is different.")

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Choice Time

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

- Display books for the children to explore that feature wheels.
- Observe what the children notice or pay attention to while looking through the books about wheels.
- As the children explore the books about wheels, invite them to add questions to the

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- Invite the children to share how they used wheels during choice time.
- Ask the children to look for wheels on their way home from school today.

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What We Want to Find Out About Wheels chart.

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- Invite the children who made wheel collages to share and describe their work.
- Display the *What We Know About Wheels* chart.
- Ask the children to recall the wheels they saw during the walk. Add those types of wheels to the chart.

while also getting some gross motor exercise.

Large-Group Roundup

- Review the *What We Want to Find Out About Wheels* chart.
- Save the chart to refer to throughout the study.
- Remind the children that they will investigate these questions to learn more about wheels over the next several weeks.