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| Week of: 08/ 31 – 09/04.Allen/Anderson | Monday | Tuesday | Wednesday | Thursday | Friday |
| Morning Meeting8:50 – 9:00 | Gather & GreetSing “Let’s Get Started” then sing and dance to ["The Goldfish (Let's Go Swimming)"](https://youtu.be/Cg-wnQKRHTs) by The Laurie Berkner BandMessage Board: Write: Good morning!Post: name card (we are going to make our name)CLL8.4c, CLL8.4d | Gather & GreetSing “Let’s Get Started” then sing and dance to "The Goldfish (Let's Go Swimming)" by The Laurie Berkner Band<https://youtu.be/Cg-wnQKRHTs>Message Board:Write: Good morning! Post: whale and polka dot tail cards (today we will talk about rhyming words) CLL8.4c, CLL8.4d | Gather & GreetSing “Let’s Get Started” then sing and dance to "The Goldfish (Let's Go Swimming)" by The Laurie Berkner Band<https://youtu.be/Cg-wnQKRHTs>Message Board:Write: Good morning!Draw a picture of a book (today we will read a book about friendship)CLL8.4c, CLL8.4d | Gather & Greet Sing “Let’s Get Started” then sing and dance to "The Goldfish (Let's Go Swimming)" by The Laurie Berkner Band<https://youtu.be/Cg-wnQKRHTs>Message Board:Write: Good morning!Write a few letters (today we will talk about letters)CLL8.4c, CLL8.4d | Gather & GreetSing “Let’s Get Started then choose [The Good Morning Song by The Singing Walrus](https://www.youtube.com/watch?v=CuI_p7a9VGs) , [Brand New Day](https://www.youtube.com/watch?v=pEkeQcHX1LU) or ["The Goldfish (Let's Go Swimming)"](https://youtu.be/Cg-wnQKRHTs) Message Board:Write: Good morning!Draw a picture of a fish (we are going to read a book about a special fish)CLL8.4c, CLL8.4d |
| Large Group Literacy9:20 – 9:40 | Materials: Chicka Chicka Boom Boom by Bill Martin, Jr., name card, letters in nameRe-read: Chicka Chicka Boom BoomWhen you get to the appropriate places in the story, discuss the letters in your child’s name. Give your child his/her name card and the letter cards/magnet letters from the take home learning bag so your child can find the letters in his/name and put them together to make his/her name.CLL7.4a | Materials: Brown Bear, Brown Bear by Bill Martin Jr.; Brown Bear storytelling cards (cut apart)Have your child retell Brown Bear, Brown Bear while putting the storytelling cards in order. Use the book for reference if necessary.CLL5.4b | Read: How Do Dinosaurs Stay Friends? By Jane Yolen & Mark Teague<https://www.youtube.com/watch?v=j5FH68LaW6A>Create a list of ways to keep a friend.As you write, talk aloud about where to start writing and using spaces between words.CLL8.4b | Materials: crayon; paper; letter cards A, B, T, C, I, D and name cardDemonstrate drawing a straight line in the air. Have child imitate the movement. Demonstrate drawing a curved line in the air. Have child imitate the movement. Demonstrate making a straight line with a curved line attached to it.Display the A, B, C, T, I, and D letter cards. Call attention to the letters that are created with straight lines.Ask your child to chase one of the letters.Call attention to letters created using curved lines and have your child use a finger to trace over one of the letters. Ask your child to find a letter with both straight and curved lines.Hold the letter cards up one at a time. Have your child describe the type of lines used to form the letters and attribute of the letters.Ask your child to look at his/her name card and describe the type of lines used in the first letter.CLL7.4a, CLL9.4d | Materials: play dough from Friday’s cooking activity, name cardEncourage your child to explore the play dough. Model: Rolling playdough to make “snakes” and form letters. Discuss straight and curved lines from yesterday’s lesson.Have your child use the playdough to make the letters in his/her name. Ask, “Which letters were easiest to make?”CLL7.4a |
| Phonological Awareness9:50 – 10:10 | This fun song with motions uses a repeating chant sung in different “voices” to practice listening and repeating. You can hear the tune to *A Ram Sam Sam*: <https://www.youtube.com/watch?v=zBttxAMxaXE>*A ram sam sam. A ram sam sam.* *(hit fists together one on top of the other; switch positions with the second line)**Gooli, gooli, gooli, gooli, gooli, ram sam sam* *(keep hands in fists, roll over and over each other (gooli) then hit on top of each other – ram sam sam)**A raf-fi, A raf-fi**(place hands together in front of you, move them up and apart in a big arc)**Gooli, gooli, gooli, gooli, ram sam sam* *(make fists, roll over and over each other (gooli) then hit on top of each other – ram sam sam)*Let your child choose the voices (baby voice, monster voice, robot voice, etc.)**CLL6.4a** | Introduce rhyming words“Down by the Bay” with pictures of rhyming pairs<https://youtu.be/jAjhLexlrDc>CLL6.4b | Use Rhyming Picture Cards – Model: show your child 2 cards that rhyme and discuss that they sound the same at the end (do this with multiple sets of cards) Guided Practice: Show 3 cards (2 rhyme, 1 does not) say “Whale. Fly. Do those words rhyme? No, they don’t sound the same at the end. Whale. Tale. Do those words rhyme? Yes, they sound the same at the end.Your Turn: Match the sets of rhyming words. Challenge: ask your child to come up with another word that rhymes with the pair.CLL6.4b | Re-read Mortimer. Encourage the children to make the sounds with you. Really exaggerate them. You can listen to a great recording of RobertMunsch reading Mortimer at: <https://youtu.be/P1q7sJUkLck>CLL6.4a | “Down by the Bay” (show pictures of rhyming pairs)<https://youtu.be/jAjhLexlrDc>CLL6.4b |
| Reading9:00 – 9:10 | Brown Bear Brown Bear (pattern of words)ClL8.4b, CLL8.4c | Duck in a Truck (listen for how Duck’s friends helped) After reading this story, talk about how Duck’s friends helped him get unstuck. Ask, “Has a friend ever helped you?”CLL5.4a, CLL5.4c | Read Mortimer and emphasize the sound effects. You can listen to a great recording of Robert Munsch reading Mortimer at: <https://youtu.be/P1q7sJUkLck>CLL5.4c, CLL6.4a | Don’t Let the Pigeon Drive the Bus (feelings)CLL8.4a, SED5.4d | Read: The Rainbow Fish by Marcus Pfister <https://www.youtube.com/watch?v=Z3cmddZh6t8>Before Reading: Ask your child to identify ways he/she is different from friends (different hair/eye colors)Pause during the reading to ask questions such as: How does Rainbow Fish feel? What do you think might happen next?After reading ask: When no one wants to be friends with Rainbow Fish, how did he feel? How would you feel if that happened to you? Ask your child if he/she would give a scale to a friend if they didn’t have one? CLL1.4a, CLL1.4c, SED5.4e |
| Specials11:00 – 11:10 | SEL: Focusing Attention, Puppet ScriptAPL3.4b | SEL: Listening, Story and DiscussionAPL3.4b | Music: The Freeze<https://youtu.be/5awvRont0OI>CLL1.4b, PDM5.4a | SEL: Listening, Read: The Listening Walk By Paul Showers<https://youtu.be/uCs66HaouFU>APL3.4b | Art: Make a rainbow fishCD-CR2.4a, PDM6.4c |
| Math 10:15 – 10:40 | Introduce sorting & explore/sort socksMA4.4b | Review sorting with students. Model sorting objects and discuss your sorting criteria. Have students sort items from the take home kit. “Now it’s your turn. Sort your items by color.” If child has trouble sorting by color, give him/her the sorting mat. If child sorts by color independently, have them think of another way they can sort the item.MA4.4b | Read: *Sort It Out* by Barbara MaricondaDiscuss pictures; give your child an assortment of objects from their take home kit and encourage them to compare sizes, shapes and colors; next, begin a discussion about other ways they can be sorted and make some different groupingshttps://youtu.be/TdSw0dUHkWUMA4.4b | Sort coins – give sorting mat if needs supportMA4.4b | Collect natural objects (leaves, rocks, sticks, pinecones, etc.) and sort by 1 attribute, then re-sort by another attributeMA4.4b |
| Social Studies/Science10:45 – 11:00 | Science: Read: My Five Senses by Aliki<https://www.youtube.com/watch?v=8FW2jQqweOg>Discuss the 5 senses. Brainstorm a list of things you can: see (i.e. people, books, birds, letters); hear (i.e. people, air conditioner, tv); taste, smell and touch. Write down what your child says.SC1.4a | Social Studies: Brainstorm with your child to get ideas about families. For example, families can live in a house or an apartment, have grandmothers and/or grandfathers, etc. Have your child come up with activities that families can do together. SS1.4a | Science: Make musical shakers and rain makersMaterials: cardboard tubes (i.e. toilet paper, paper towel), plastic cups, cellophane, crunched up balls of paper, tape, etc. and items to fill shakers (i.e. pasta, rice, beads)To make musical shakers: Put shaker filler in plastic glasses, put another cup on top and seal with tape or glue. Use different filler for different sounds.To make rain makers, secure cellophane over one end of a cardboard tube with tape. Fill the rain maker with a handful of rice and add crunched up paper balls until the rain maker is ¾ full. Cover the other end with cellophane and secure it with tape. Explore the sounds you can make with the musical shakers. Does the sound change if you shake, pat, slap and knock it? What happens if you cover the shaker with your hands? Can you make loud and fast sounds? What about slow and quiet sounds? What happens to the sound when you use the rain maker? Is it soft or loud? How does it compare to the sound the musical shaker makes? What senses did you use for this activity?SC1.4a | Science: Refer back to the Listening Walk story from specials and take a sensory walk. Walk around outside and have your child examine the world using 5 senses. Ask what your child sees. Have him/her describe what they hear. What kinds of smells are in the air? Let your child feel the grass and trees and anything else you encounter in the walk. Bring something for him/her to taste during the walk. Then make a book about the walk you took. Collect samples of what you found and put them in the book. This will help your child remember the ways you use your senses.SC1.4c | Social Studies: Read: What We Wear by Maya Ajmrea <https://www.youtube.com/watch?v=bEjWpGzLMCw>Discuss how children of various cultures dress. Have your child compare and contrast his/her own dress to that of the children in the book. Record your child’s observations. SS2.4c |
| Small Group8:00-8:4012:00- 2:30 | Activity:Students: | Activity:Students: | Activity:Students: | Activity:Students: | Activity:Students: |
| Individualized Support8:00 – 8:4012:00 – 2:30 | Students: | Students: | Students: | Students: | Students: |

\*This template is for synchronous learning planned by the teachers. At Home Activities are provided in the detailed learning packets.

