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| Allen/AndersonOctober 12- 16,2020 | Monday | Tuesday | Wednesday | Thursday | Friday |
| Morning Meeting**Simutaneous**7:50 am– 8:10am | Columbus DaySchool Closed | Teacher Workday | Gather & Greet: Let’s Get Started and What’s the Weather Like Today? By The Kiboomers <https://www.youtube.com/watch?v=Jn7uAsLWXpk>Have your child look out the window and identify the weather.Message Board: We will begin learning about Fall.Find and circle the letter Ll. How many did you find?GELDS: CLL7.4a, CD-SC2.4d | Gather & Greet: Let’s Get Started and What’s the Weather Like Today? By The Kiboomers <https://www.youtube.com/watch?v=Jn7uAsLWXpk>Have your child look out the window and identify the weather. Is it the same or different than yesterday?Message Board: We will make a leaf man.GELDS: CD-SC2.4d | Gather & Greet: Let’s Get Started and What’s the Weather Like Today? By The Kiboomers <https://www.youtube.com/watch?v=Jn7uAsLWXpk>Have your child look out the window and identify the weather. Is it the same or different than yesterday?Message Board:What have you learned about fall?Add information to KWL chart.GELDS: CD-SC2.4d |
| Music with Movement8:20 am - 8:25am | GELDS: | GELDS: | GELDS:CD -CR1.4a | GELDS: CD -CR1.4a | GELDS: CD -CR1.4a |
| Large Group Literacy10:15am – 10:30am | GELDS: | GELDS: | Create a Fall KWL chartGELDS: CD-SC2.4d CLL8.4c, CLL9.4c | Introduce Fall word cards. Have your child add drawing or pictures to the color word cards.Encourage your child to practice building the words with letter card/magnet letters.GELDS: CLL7.4a, CLL4.4d | Follow the directions to make Squishy Bags. Have your child use finger or q-tip to form letters, write name, or practice writing fall words (depending on child’s level).GELDS: CLL7.4a |
| Phonological Awareness10:30 – 10:45 | GELDS: | GELDS: | Fall Leaves-RhymingGELDS: CLL6.4b | Fall Leaves- SyllablesGELDS: CLL6.4e | Down on Grandpa’s Farm by Raffi (make animal noises and other things found on a farm) <https://youtu.be/uwyeOi9EH9I>GELDS: CLL6.4a |
| Book #1**During Morning Message** | GELDS: | GELDS: | Read: Leaf Man by Lois Ehlert <https://www.youtube.com/watch?v=Y3Ia1YSha3M>(push in vocabulary)GELDS: CLL4.4d | Read: *There Was an Old Lady Who Swallowed Some Leaves* by Lucille Colandro<https://www.youtube.com/watch?v=EdnyNoNo2a0>picture walk, concepts of printGELDS: CLL5.4a, CLL5.4c, CLL8.4e | Read: *Goodbye Summer Hello Autumn* by Kenard Pak<https://www.youtube.com/watch?v=SEuyPEgUNdk>What were some signs of fall in the story?GELDS: CD-SC2.4d, CLL5.4c |
| Specials(F2F – Social/Emotional Block - add Feeling Buddies in place of Art & Music)8:10 am – 8:20am | SEL:GELDS: | SEL:GELDS: | SEL: Second Step Unit: 2 Week: 9 Identifying AngerActivity: Puppet ScriptGELDS: SED1.4b, SED 2.4b | SEL: Second Step Unit: 2 Week: 9 Identifying AngerActivity: Story and DiscussionGELDS: SED1.4b, SED 2.4b | **F2F:** SEL:GELDS: |
| **Remote Learners:**Art: Fall Tree HandprintGELDS: CD-CR2.4a, CD-SC2.4c |
| Math 11:50 am – 12:10pm | GELDS: | GELDS: | Toolbox #105 Positional I SpyPlay “I Spy” by giving clues using positional words.You might tell the children, “I spy something that is below the clock, and it is tall,” or “I spy something that is above the clock, and it is a circle.”GELDS: CD-MA5.4a | Toolbox #106 Positions with Nature ItemsUse items from nature walk and some clear plastic cups. Call out positional words and have the children place the nature items in a variety of positions such as on top of the cup, inside or under the cup. Being able to see the items, even when it’s inside the cup, adds interest to this activityGELDS: CD-MA5.4a | Toolbox #105 Bear HideHide some counting bears in places the children canfind them using the positional words you say. Read*Inside, Outside, Upside Down* by Stan Berenstain and Jan Berenstain. As you are reading the story, review the positional words used throughout thebook. After reading the book, inform the children there are some bears that are hidden in the classroom and they must find them with your help. Give the children clues such as, “There is a red bear inside something that is beside the coats.” “There is a blue bear inside a yellow cylinder.” <https://youtu.be/fAVdDwP2aP0>GELDS: CD-MA5.4a |
| Book #212:10 pm – 12:20 | GELDS: | GELDS: | GELDS: | GELDS: | GELDS: |
| Lunch 10:55 – 11:25 |  |  |  |  |  |
| Recess 12:20 12:50 |  |  |  |  |  |
| Rest Time1:00 – 2:00 |  |  |  |  |  |
| Center Time 9:00 – 10:00 |  |  |  |  |  |
| Clean Up |  |  |  |  |  |
| Snack/Pack/Restroom2:00 – 2:10 |  |  |  |  |  |
| Closing Circle2:10 – 2:15 | GELDS: | GELDS: | GELDS: | GELDS: | GELDS: |
| Social Studies/Science (F2F - include in small group)**Small Group F2F****8:25 – 8:55****1:00 – 1:30** | Science:GELDS: | Social Studies:GELDS: | Science:Nature Walk – collect variety of items (leaves, acorns, twigs, rocks, pinecones, seasonal flowers, etc.) to create a home science area. Discuss items found, what do they look like? Feel like? Are they big/little? Fat/thin? Hard/Soft? GELDS: CD-SC1.4aGroup 1 | Science:*Leaf Man* by Lois Ehlert (2nd Read)Materials: leaves, crayons, glue, white construction paperTake your students on a leaf walk and have them collect leaves to bring back to class with them. Tell child to be on the lookout for leaf people or other leaf pictures they might see as they collect leaves. When you get back from the walk, have child pick 1 leaf to glue on to the paper and add features, such as arms and legs, head, or tail. Additional leaves can be used for sorting, counting, exploring with magnifying glasses, etc.GELDS: CD-SC1.4a, CLL5.4dGroup 2 | Science:Leaf & Bark Rubbing JournalMaterials: paper, crayons, glue stick, scissors, homemade journal, leaf identification chart and cards (or non-fiction book about leaves such as Why Do Leaves Change Color? By Betsy Maestro)Staple paper together to create a journal. Allow your child to decorate the cover. Go outside to collect leaves (these can be added to science center when done). Bring paper and crayons outside to make bark rubbings of trees you find. (Optional: Bring a book or chart of trees to identify each tree and match the leaves when you put the book together) Note the difference between the young and old trees. Bring the leaves inside and use the attached chart (or a non-fiction book about leaves) to identify the types of leaves found. Create leaf rubbings on a separate piece of paper, cut them out and add them to the journal. Do the same with the bark rubbings.GELDS: CLL5.4d, CLL8.4a, CD-SC1.4a |
| **F2F** - Number of groups may change based on students in F2F |
| Small Group 1Teacher Directed \_\_\_Independent \_\_\_ | Activity:Students:GELDS: | Activity:Students:GELDS: | Activity: **See Science Activity**Students:GELDS: | Activity: **Letter/Sound Recognition**Students:GELDS: | Activity: **See Science Activity**Students:GELDS: |
| Small Group 2Teacher Directed \_\_\_Independent \_\_\_ | Activity:Students:GELDS: | Activity:Students:GELDS: | Activity: **Letter/Sound Recognition**Students:GELDS: CLL9.4d, CLL7.4a | Activity: **See Science Activity see science activity for today.**Students:GELDS: CLL9.4d, CLL7.4a | Activity: **See Science Activity see science activity for today.**Students:GELDS: |
| Small Group 3Teacher Directed \_\_\_Independent \_\_\_ | Activity:Students:GELDS: | Activity:Students:GELDS: | Activity:Students:GELDS: | Activity:Students:GELDS: | Activity:Students:GELDS: |
| Small Group 4Teacher Directed \_\_\_Independent \_\_\_ | Activity:Students:GELDS: | Activity:Students:GELDS: | Activity:Students:GELDS: | Activity:Students:GELDS: | Activity:Students:GELDS: |
| **REMOTE LEARNERS** - Number of groups may change based on students in Remote Learning **1:00pm – 1:30pm** |
| Small Group 1Teacher Directed \_\_\_Independent \_\_\_ | Activity:Students:GELDS: | Activity:Students:GELDS: | Activity: **Letter/ Sound Recognition** Students:GELDS: CLL9.4d, CLL7.4a | Activity: **See Science Activity for today**Students:GELDS: | Activity: **See Science Activity for today.**Students:GELDS: |
| Small Group 2Teacher Directed \_\_\_Independent \_\_\_ | Activity:Students:GELDS: | Activity:Students:GELDS: | Activity:Students:GELDS: | Activity:Students:GELDS: | Activity:Students:GELDS: |
| Individualized Support  | Student:Student: | Student:Student: | Student:Student: | Student:Student: | Student:Student: |
| Individualized Support | Student:Student: | Student:Student: | Student:Student: | Student:Student: | Student:Student: |

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

