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| Allen/Anderson  Oct 5 – 9, 2020 | Monday | Tuesday | Wednesday | Thursday | Friday |
| Morning Meeting  8:50 9:10  Music and Movement | Gather & Greet  Let’s Get Started & Child’s Choice  Message Board:  Good morning. Today we will work with letters.  Circle the letters in your name.  GELDS: CLL7.4a | Gather & Greet  Let’s Get Started & Child’s Choice  Message Board:  Good morning. Today we will learn a new nursery rhyme.  Clap the syllables in morning, new, today, rhyme, nursery. Which word has the most syllables?  GELDS: CLL6.4e | Gather & Greet  Let’s Get Started & Child’s Choice  Message Board:  Good morning. Today we will perform a science experiment.  Ask your child if he/she can tell you what sound is at the beginning of “today” stretch the sound ttttttt if your child needs support. Have your child write the “T” and you can write the rest. Tell your child you use a capital letter because it is the first word in a sentence. After you write and read the sentence, ask your child to think of other words that start with the ttttt sound.  GELDS: CLL6.4c | Gather & Greet  Let’s Get Started & Child’s Choice  Message Board: Good morning. Today we will sing about a spider.  Ask your child to show you something he/she knows.  GELDS: CLL8.4d, CLL7.4a | Gather & Greet  Let’s Get Started & Child’s Choice  Message Board: Good morning. Today we will learn about a lamb who went to school.  Clap and count the number of words in each sentence. Which sentence is the longest?  GELDS: CLL6.4d |
| Large Group Literacy  9:20 9:40 | Re-read: *Chicka Chicka Boom Boom*  Reinforce letter identification skills with this classic story. Adding props can enhance your reading and give child a chance to be an active participant in the story. Draw a large tree. Read the story slowly and have your child put the various letters on the tree. If you paint or glue a tree on a cookie sheet, you can use small magnetic letters. You can also use the letter tiles from the learning bundle. Add this to your language and literacy center at home for use during independent play.  GELDS: CLL7.4a | dramatize Jack and Jill with props  Dramatize Jack and Jill with simple props such as a hat for Jack, a large hair-bow for Jill and a plastic bucket. Place a resting mat on the floor so that the actors can tumble without hurting themselves.  GELDS: CLL5.4b, CR4.4a | Guess the Nursery Rhyme (props in a box)  Put some props related to various nursery rhymes in a bag or box. Show the children the prop (a plastic cow, for example) and ask them to recall what nursery rhyme it represents. Encourage them to recite that rhyme – “The cow jumped over the moon!”  GELDS: CLL2.4b | act out Miss Muffet  pg. 155  For Miss Muffet all you need is a tuffet (put a pillow on top of a hollow block), a plastic bowl and spoon (for the curds and whey) and a spider. Your child can make one from a black paper plate and strips of construction paper folded accordion-style. Add eyes and a long string for dangling. Recite the poem slowly so you and your child have time to do the motions and sound effects.  GELDS: CLL5.4b, CR4.4a | Give your child a clipboard or piece of paper and markers and invite him/her to “write the room.” This means they copy any words they find interesting. Words may be found on boxes/cans in the cupboard, word cards from learning packets, books, etc.  If your child can write random letters, but not words, have him/her find letters and/or numbers to write  GELDS: CLL9.4a, CLL9.4c, CLL9.4d |
| Phonological Awareness  9:40 10:00 | "A Boom Chicka Boom"  GELDS: CLL6.4a | "Willaby Wallaby"  Jack and Jill variation  GELDS: CLL6.4b, CLL6.4f | *Sheep in a Jeep* by Nancy Shae  <https://youtu.be/Gl3FUj-WQ74>  GELDS: CLL6.4b | "Itsy Bitsy Spider" with different voices  GELDS: CLL6.4a | "Alligator Pie"  GELDS: CLL6.4a |
| Reading  10:00 – 10:10 | Jack and Jill vocabulary - fetch, crown, tumble  Pg. 133  GELDS: CLL4.4d, CLL6.4b | Little Miss Muffet vocabulary=tuffet, curds & whey  GELDS: CLL4.4d, CLL6.4b | Jack and Jill What made Jack fall down? Jill?  GELDS: CLL1.4a | complete Little Miss Muffet variation  GELDS: CLL1.4a, CLL5.4e | Mary Had a Little Lamb vocabulary - lamb, fleece  Why was it against the rule to have a lamb at school?  GELDS: CLL4.4d, CLL6.4b, CLL1.4a |
| Specials  10:10 – 10:25 | SEL: Unit: 2 Week: 8  More Feelings, Card A  Activity:  Story and Discussion  GELDS: SED3.4a | SEL: Unit: 2 Week: 8  More Feelings, Card B  Activity:  Story and Discussion  GELDS: SED3.4a | Art: Humpty Dumpty craft  GELDS: CD-CR2.4a, PDM6.4a | SEL: *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst  <https://youtu.be/vQUt8SHjkno>  GELDS: SED3.4a | Music: Dr. Jean & Friends - Nursery Rhyme Rap CDQ  <https://youtu.be/Z0dTpNboGeE>  GELDS: CLL1.4b, PDM5.4a |
| Math  10:25 – 10:45 | Introduction:  Look at blocks and tell how many objects without counting (0-2)  *OWL Unit 2 Week 1 Day 1*  GELDS: CD- MA1.4e | Look at blocks and tell how many objects without counting (3-4)  *OWL Unit 2 Week 1 Day 2*  GELDS: CD- MA1.4e | Display 2 groups of cubes, tell how many are in each group (1-4) and compare groups (more/less/same)  *OWL Unit 2 Week 1 Day 3*  GELDS: CD-MA1.4e, CD- MA1.4d | Sorting review  GELDS: CD-MA4.4b | Hide groups of objects (1-4) under paper, lift paper and have students tell how many objects as soon as you lift the paper  *OWL Unit 2 Week 1 Day 5*  GELDS: CD-MA1.4e |
| Social Studies/Science  10:45 – 11:05 | Science:  Give child an assortment of small objects – a Unifix cube, a Lego, a person from the Block Center, a crayon, a rock  and a small car, for example. Tape a piece of heavy cardboard to a medium-sized unit block as shown to make a ramp  and place the ramp on a tray. Children roll the various objects down the ramp and observe what happens. Adding  another block increases the slope of the “hill.” What happens now?  GELDS: SC4.4a, SC4.4b | Social Studies:  Create a language experience chart based on Jack and Jill. Jack and Jill fetched water to be helpful; talk with child about what kinds of chores he/she helps with at home.  \_\_\_ helps \_\_\_\_\_\_. (Amy helps wash dishes.)  GELDS: CD-SS1.4a  If needed, dictate the child’s words and sentences (CLL4.4c,)  If your child is beginning to write, allow child to write words and phrases on own or copy words you’ve written. (CLL9.4a, CLL9.4c, CLL9.4d) | Science:  Marker experiment: Collect clear plastic water bottles and some used, water-based markers for a simple science exploration. Fill the bottle with water about ¾ full and place the marker inside, point side down. Watch carefully. Record your observation. Give children a data sheet with the outline of the bottle already drawn and invite them to record what they see happening inside the bottle.  GELDS: SC1.4a, SC1.4c | Social Studies:  Read: *The Little Red Hen* by Paul Galdone. Ask child if he/she would or would not help the little red hen, and explain why. Discuss how the hen’s job would have been different if the others had helped. Record child’s responses for teacher.  GELDS: SS4.4a | Social Studies:  Buy a Letter  Using letter stickers/letter tiles/magnet letters and index cards, have the children buy letters to create their names. Give child a plastic sandwich bag with several pennies in it. Each letter will cost one penny. Have the child tell you which letters he/she will need and exchange one penny for each letter. If your child needs extra support, provide the name card. At the bottom of the index card, indicate how many pennies the child’s name cost.  GELDS: SS4.4c |
| **Center Time**  **7:40 – 8:40**  **Face to Face** |  |  |  |  |  |
| **Small Group**  **11:50 – 12:20**  **Face to Face** |  |  |  |  |  |
| Small Group 1  Teacher Directed \_\_\_  Independent \_\_\_ | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: |
| Small Group 2  Teacher Directed \_\_\_  Independent \_\_\_ | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: |
| Small Group 3  Teacher Directed \_\_\_  Independent \_\_\_ | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: |
| Small Group 4  Teacher Directed \_\_\_  Independent \_\_\_ | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: |
| Individualized Support  **Virtual Students** | Student:  Student: | Student:  Student: | Student:  Student: | Student:  Student: | Student:  Student: |
| Individualized Support  **Virtual Students** | Student:  Student: | Student:  Student: | Student:  Student: | Student:  Student: | Student:  Student: |
| Individualized Support  **Face to Face** | Student:  Student: | Student:  Student: | Student:  Student: | Student:  Student: | Student:  Student: |
| Individualized Support  **Face to Face** | 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.

