|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Allen/Anderson  Sept 7-11, 2020 | Monday | Tuesday | Wednesday | Thursday | Friday |
| Morning Meeting  8:50 – 9:00 | Gather & Greet  Message Board:  ***NO SCHOOL***  GELDS: | Gather & Greet Sing “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! We will learn about (post the community helper cards: pictures of police officer, firefighter, mail carrier)  Ask, “What do you think this message means?” (Child might say: police officer, firefighter, mail carrier Adult responds, Yes, they are a police officer, fireman and mail carrier. These are some of the community helpers who work in our neighborhood. This week, we will learn about community helpers.) Say, “Let’s read it together.” Point to each word as you read “Good morning! We will learn about community helpers.”  GELDS: CD-SS4.4b | Gather & Greet Sing “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! Who delivers  ?  \*Draw or use a picture for the word mail.  Introduce the question mark (?). Explain that the sentence is an asking sentence called a question. We use a question mark when we are asking a question. Ask your child to answer the question in the message. (mail carrier, postal worker, mailman, etc.) Say, “Yes, the mail carrier delivers mail. Today we are going to read a book about a boy mailing a letter to his friend.”  GELDS: CD-SS4.4b, CLL8 | Gather & Greet Sing “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:  Today will we begin adding a 2nd sentence to the morning message. The message is: “Good morning! Who keeps us safe?”  Tell your child you will say the message tapping your knees for each word. Count the words (taps). Have your child count the words (taps).  Write the sentence one word at a time. Point to each word as you read it. Encourage your child to say the words with you. Read the message together again pointing to each word as you read it.  Invite your child to point to a letter in the message from their name. Ask your child to tell you the letter name.  GELDS: CLL6.4d, CLL7.4a | Gather & Greet Sing “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!  For the next sentence, draw 5 lines on the paper (one for each word in the sentence). Say each word in the sentence (There are many neighborhood helpers.) as you point to each line. Count the lines and ask, “How many words are in our sentence?”  Write the sentence one word at a time, pointing to the word and having the child say the word with you. Provide the letter cards for **s** and **i.** Have your child find these letters in the sentence, say the names of the letters, and circle the letters on the paper. Have your child name the community helpers we discussed this week.  GELDS: CLL8.4b, CD-SS4.4b |
| Large Group Literacy  9:20 – 9:40 | GELDS: | Take a piece of paper and fold it into 3 sections to create a KWL chart about community helpers.  GELDS: CD-SS4.4b, CLL8.4c, CLL9.4c | Name work  GELDS: CLL7.4a | Review the KWL chart from Tuesday and add items your child has learned this week to the L section.  GELDS: CD-SS4.4b | Have your child fold a piece of paper into 3 sections and label them: Beginning, Middle, End  Review Officer Buckle and Gloria and discuss what happened in the book. Have your child draw pictures to represent the beginning, middle, and end of the book. Have your child tell you what happened in each part and write what he/she says.  GELDS: CLL5.4b, CLL9.4a |
| Phonological Awareness  9:50 – 10:10 | GELDS: | "I Say Cat, You Say Mat" - use pictures  GELDS: CLL6.4b | "Down by the Bay" (show pictures of rhyming pairs)  GELDS: CLL6.4b | "I Say Cat, You Say Mat" - use pictures  GELDS: CLL6.4b | Read *Silly Sally* By Audrey Woods (pause to say the rhymes)  <https://youtu.be/I1Ia6wmmraI>  GELDS: CLL6.4b |
| Reading  9:00 – 9:10 | GELDS: | Jade’s Trip around Town  Discuss community helpers  GELDS: CLL5.4a, CLL5.4d, CD-SS4.4b | A Letter to Amy  Comprehension questions  GELDS: CLL5.4a, CLL5.4c | The Post Office Book: Mail and How it Moves  \*Also need A Letter to Amy  Using informational text  GELDS: CLL5.4c, CLL8.4a | **\*Do this activity BEFORE Large Group Literacy**  Officer Buckle and Gloria  Comprehension questions, safety tips  GELDS: CLL5.4d, CLL8.4e, PDM1.4c |
| Specials  11:00 – 11:10 | SEL:  GELDS: | Unit: 1 Week: 4  Activity: Self-Talk Puppet Script  GELDS: SED3.4a | Music:  Community Helper Hop by Kimbo Children's Music People in Our Neighborhood  <https://youtu.be/YKZpQlq9aNQ>  Follow movement directions in the song.  GELDS: CD-CRI.4a | Unit: 1 Week: 4  Activity: Self-Talk Story & Discussion  GELDS: SED3.4a | Art:  Community Helpers Wreath  GELDS:  CD-CR2.4a, PDM6.4a |
| Math  10:15 – 10:45 | GELDS: | Sorting  Practice sorting by one or more attributes.  GELDS: CD-MA4.4b | Spill the Bears Game  Put a certain number of counting bears in a cup. Have child spill the cup and count the bears. Repeat with different amounts of bears.  GELDS:CD-MA2.4b | Toy Sorting  Sort toys by one or more attributes.  GELDS: CD-MA4.4b | Read Ten Little Fish By Audrey Wood  <https://youtu.be/ptZfp436eZk>  Count fish on each page. After story have child count 10 or more items that you have collected.  GELDS: CD-MA2.4b |
| Social Studies/Science  10:45 – 11:00 | Science:  GELDS: | Social Studies:  [Doctor de Soto](https://www.youtube.com/watch?v=DvhURD26eZ) by William Steig  Have your child discuss a time he/she visited the dentist  GELDS: PDM1.4e, PDM1.4f | Science:  Penny experiment  GELDS: CD-SC1.4c, CD-SC1.4d | Social Studies:  Watch the video: I Want to be a Firefighter  Draw a picture of what you want to be when you grow up.  GELDS: PDM1.4f, CD-SS4.4b | Social Studies:  Display 2 pictures of community helpers (police officer and firefighter). Instruct your child to listen carefully as you provide a set of clues that describe the attributes of just one community helper from the 2 photos.  GELDS: PDM1.4f, CD-SS4.4b |
| Small Group 1  Teacher Directed \_\_\_  Independent  8: 00 – 8:40  12: 00 - 2:30\_\_\_ | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: |
| Small Group 2  Teacher Directed \_\_\_  Independent  8:00 – 8:40  12:00 –2:30\_\_\_ | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: | Activity:  Students:  GELDS: |
| Individualized Support  8:00 – 8:40  12:00 – 2:30 | Student:  Student: | Student:  Student: | Student:  Student: | Student:  Student: | Student:  Student: |
| Individualized Support  8:00 – 8:40  12:00 2:30 | Student:  Student: | Student:  Student: | Student:  Student: | Student:  Student: | Student:  Student: |
| Individualized Support  8:00 – 8:40  12:00 -2:30 | Student:  Student: | Student:  Student: | Student:  Student: | Student:  Student: | Student:  Student: |
| Individualized Support  8:00 8:40  12:00 – 2:30 | 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.

