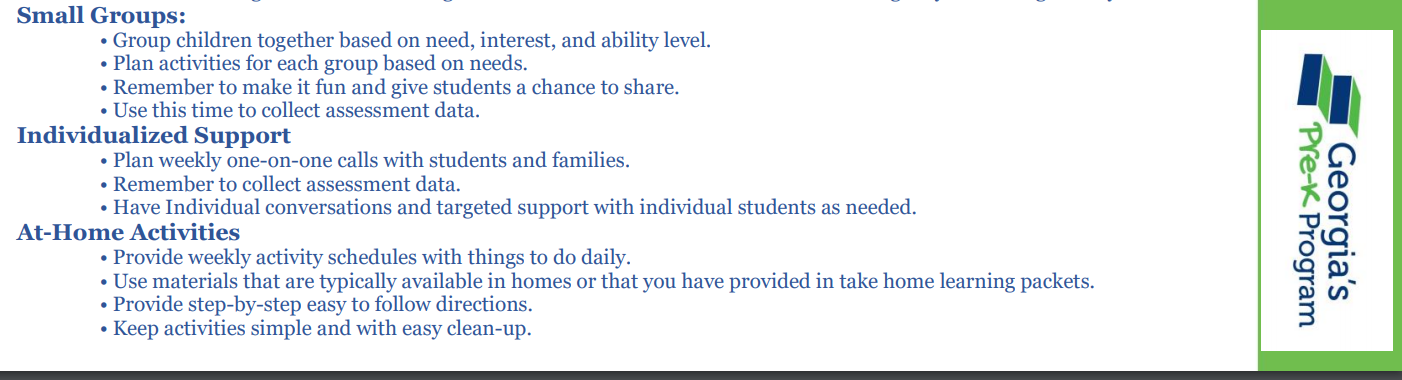
|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Allen/Anderson  September 14-18,2020 | Monday | Tuesday | Wednesday | Thursday | Friday |
| Morning Meeting  8:50 – 9:00 | Gather & Greet  Let’s Get Started  "When I Woke Up Today" by The Laurie Berkner Band from Superhero Album | Best Kids Songs <https://youtu.be/mLOkR_IP1w0>  Review: Last week we started learning about community helpers. Have your child name some of the workers and facts about them. This week we will learn about more helpful people in our community.  Message Board:  Good morning! Who keeps us well?  \*Follow the process from last week saying the message out loud, clapping the words in each sentence, talking as you write, and pointing to each word as you read the final message. Ask your child to point to some letters he/she knows. Challenge your child to circle to letter “o.” Then ask, “How many did you find?”  GELDS: CLL6.4d, CLL7.4a, CD-SS4.4b | Gather & Greet  Let’s Get Started  Five Little Monkeys fingerplay  Message Board:  Good morning!  Where do you go in your neighborhood?  Today we will talk about places we visit in our neighborhood.  GELDS: CD-SS4.4b | Gather & Greet  Let’s Get Started  "When I Woke Up Today" by The Laurie Berkner Band from Superhero Album | Best Kids Songs <https://youtu.be/mLOkR_IP1w0>  Message Board:  Good morning! We will look for patterns.  Count the number of words in each sentence. Ask your child to point to and name letters he/she knows in the message. Re-read the message pointing to each word. Remind your child that we have been learning about patterns. Patterns repeat. Today during math, we’ll be looking for patterns.  GELDS: CLL6.4d | Gather & Greet  Let’s Get Started  "When I Woke Up Today" by The Laurie Berkner Band from Superhero Album | Best Kids Songs <https://youtu.be/mLOkR_IP1w0>  Message Board:  Good morning! Who provides a service?  Today will learn about people in the community who provide services such as picking up the trash, cutting hair, baking, etc. We already learned about someone who provides a service last week. Do you remember who? (mail carrier)    GELDS: CD-SS4.4b | Gather & Greet  Let’s Get Started  "When I Woke Up Today" by The Laurie Berkner Band from Superhero Album | Best Kids Songs <https://youtu.be/mLOkR_IP1w0>  Message Board: Good morning! There are many neighborhood helpers.  Say the 2nd sentence and ask, “How many words are in this sentence?” Write the sentence one word at a time, pointing to the word and having the child say the word with you. Ask your child to find the shortest word and then the longest word in the sentence. Count the number of letters in each word. Was your child correct? Have your child name the neighborhood helpers you’ve discussed this week. Extend by writing the responses under the Morning Message.  GELDS: CLL8.4b, CLL6.4d |
| Large Group Literacy  9:20 – 9:40 | Let’s Meet a Doctor by Bridget Heos  <https://www.youtube.com/watch?v=oTYjDHSDxJ0>  \*You can mute the sound and read the book with your child.  Take a piece of paper and write at the top: A doctor… Tell your child that you are going to make a list of things doctor do. Refer back to the book as necessary and write what your child says.  GELDS: CD-SS4.4b, CLL5.4d, CLL8.4a | Retell Brown Bear, Brown Bear with story cards. Who was the community helper in the story?  GELDS: CLL5.4b | Show vocabulary cards for doctor, dentist, nurse, veterinarian – ask which titles begin with the same letter? Have the child name the letter. If child is unsure, tell him/her it’s the letter Dd. Point to the cards again, which other letters can you name?  GELDS: CLL7.4a | Letter Matching  Materials: uppercase and lowercase letter cards; uppercase and lowercase letter mats  Give your child the set of uppercase letters and the uppercase letter mat. Have your child match the letters. If your child knows the uppercase letters, have him/her match the lowercase letter card to the correct uppercase letter.  GELDS: CLL7.4a | Review KWL chart and add new facts to the L column.  GELDS: CD-SS4.4b, CLL8.4c, CLL9.4c |
| Phonological Awareness  9:50 – 10:10 | “Scat Like That”  (call and response)  <https://www.youtube.com/watch?v=VMxzMPijq1M>  GELDS: CLL6.4a | *Down on Grandpa’s Farm* by Raffi (make animal noises and other things found on a farm) <https://youtu.be/uwyeOi9EH9I>  GELDS: CLL6.4a | Echo Song- Boa Constrictor  <https://youtu.be/Gk8HNpJixC8>  GELDS: CLL6.4a | Read How to Help! Poem.  Put a thumbs up when they hear rhyming words.  GELDS: CLL6.4a, CLL6.4b | *Down on Grandpa’s Farm* by Raffi (make animal noises and other things found on a farm) <https://youtu.be/uwyeOi9EH9I>  GELDS: CLL6.4a |
| Reading  9:00 – 9:10 | Display photo cards of doctor, nurse, dentist, veterinarian and discuss how each of these individuals help keep us well (keep us well and help us get better when we are sick or have an accident). Ask children to talk about experiences with doctors. Does anyone have a family member or friend who is a doctor, nurse, dentist or veterinarian?  Read: Five Little Monkeys Jumping on the Bed by Eileen Christelow <https://www.youtube.com/watch?v=F3zS6zJC7S4>  Discuss whether the doctor was a veterinarian or a pediatrician. Point out the differences between pediatrician and a general practitioner (pediatrician takes care of children). Did the monkeys listen to the doctor? What happened?    GELDS: CD-SS4.4b, CLL5.4c | Read *How to Help!* Poem. Point to each word as you read it. Re-read it while your child points to each word moving from top to bottom and left to right.  GELDS: CLL8.4c | Read: *Clothesline Clues* by Kathryn Heling  <https://www.youtube.com/watch?v=lJlYULkuDvo>  Point to the title of the book. Tell your child the name of the author and ask if he/she remembers what an author does, do the same for the illustrator. As you go through the book, allow your child to guess the community helper after you read the clues.  GELDS: CD-SS4.4b, CLL5.4c, CLL8.4e | Read: Walter the Baker by Eric Carle  <https://www.youtube.com/watch?v=YIAj7iMhkq8>  Use story symbols star, world, magnifying glass and toolbox.  GELDS: CLL5.4c | Read: *Firefighter Pete* by James Dean <https://www.youtube.com/watch?v=AvuHfFq6gI4>  Take a picture walk. Have your child predict what will happen in the story. After reading, discuss the character and setting of the book. What was your child’s favorite part of the story?  GELDS: CLL5.4a, CLL5.4c |
| Specials  11:00 – 11:10 | SEL: Unit 1 Week 5  Following Directions  Puppet Script  GELDS: CLL1.4b | SEL: Unit: 1 Week: 5  Activity: Following Directions Story and Discussion  GELDS: CLL1.4b | Music: THE PEOPLE IN YOUR NEIGHBORHOOD from Sesame Street |Video Tribute by Peter Markes- Use shaker from week 3 (Aug. 31) or another instrument to play during the song.  <https://youtu.be/iO6tB6M-J-k>  GELDS: CD-CR3.4a | SEL: Unit: 1 Week: 5  Activity: Following Directions Skill-Practice Activity 1  GELDS: CLL1.4b | Art: Create your favorite community helper. Write/dictate why on the bottom of the page.  GELDS:CD-CR2.4a, PDM6.4a, CD-MA6.4a |
| Math  10:15 – 10:45 | Introduction- AB Patterns with manipulatives  GELDS: CD-MA4.4c | AB Patterns with manipulatives  GELDS: CD-MA4.4c | Video- We See Patterns Everywhere  <https://youtu.be/UuAYp6O8GwU>  GELDS: CD-MA4.4c | Patterns with Coins  GELDS: CD-MA4.4c | Patterns with Nature  GELDS: CD-MA4.4c |
| Social Studies/Science  10:45 – 11:00 | Science:  Heartbeat activity – What does the doctor do during a checkup visit? They use a stethoscope to hear your heartbeat. Have them place their hand over their heart and find the beat. Encourage them to notice the slow, steady, rhythmic beat. Have children stand and run in place for 1 minute. Have them feel their heartbeat. How is it different? Direct children to take a few slow, deep breaths and feel their heart again. Point out that: Sometimes when we get upset our hearts beat faster. If we want to slow the beating down, we can take several deep breaths like we do when using the calming strategy STAR.  GELDS: PDM1.4e, PDM1.4f | Social Studies: Materials: paper (for chart and child), markers, crayons  Tell your child he/she is going to help you write about places in the neighborhood. “Whenever we begin a new piece of writing, we start writing at the top of the page, and we write from left to right.” Point to the top of the paper. “This is the top of the paper.” On the top, write *Places in Our Neighborhood* Point out that you are writing from left to right, and leaving a space between words. Say, “My favorite place in our neighborhood is the (library). I am going to write *the library* below the title. What is your favorite place in our neighborhood?” Add the place to the list. Give your child a piece of paper and have him/her draw a picture of their favorite place and try copying the word from your list.  GELDS: CD-SS3.4b, PDM6.4a, CLL9.4a, CLL9.4b | Science: Tell your child you’ll be looking for pictures of people exercising. “Why do we need exercise?” Discuss why exercise is good for us. Do an exercise such as a jumping jack and ask if it is an exercise or not, and why. Have your child find pictures in magazines, newspaper, etc. of people exercising and cut them out to make a collage  GELDS: PDM1.4e, PDM6.4c | Social Studies: Community Helpers <https://www.youtube.com/watch?v=MZPegQ0Xea8>  Discuss the jobs of the helpers in the book. Which of the people in the book provide a service?  GELDS: CD-SS4.4b | Social Studies:  Use the sort & classify mats with picture cards to discuss tools used by the community helpers. \*The mats will be included in the take home learning kit you pick up at school.  GELDS: CD-SS4.4b |
| 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: |
| Individualized Support | Student:  Student: | Student:  Student: | Student:  Student: | Student:  Student: | Student:  Student: |
| Individualized Support | Student:  Student: | Student:  Student: | Student:  Student: | Student:  Student: | Student:  Student: |
| 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.



Doctor, Teacher, Construction Worker, Baker/Chef, Barber