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| Allen/AndersonSept 21-25 | Monday | Tuesday | Wednesday | Thursday | Friday |
| Morning Meeting8:50 – 9:00 | Gather & Greet: Let’s Get Started & Good Morning Song | Songs for Kids | Morning Song for Kindergarten | The Kiboomers<https://youtu.be/TFVjU-dsIM8>Message Board:Good morning! What is in our community?Brainstorm a list of places in the communityGELDS: CD-SS3.4b, CLL7.4a,  | Gather & Greet: Let’s Get Started & Good Morning Song | Songs for Kids | Morning Song for Kindergarten | The Kiboomers<https://youtu.be/TFVjU-dsIM8>Message Board:Good morning! What is a shelter?Say, “Today we will learn about different shelters. Can you guess what is a shelter?” Write the guess below the message.GELDS: CLL8.4b | Gather & Greet: Let’s Get Started & Good Morning Song | Songs for Kids | Morning Song for Kindergarten | The Kiboomers<https://youtu.be/TFVjU-dsIM8>Message Board:Good morning! We will do a science experiment.Clap words in sentence, think aloud while writing. Show me something you know.GELDS: CLL7.4a, CLL8.4c, CLL6.4d | Gather & Greet: Let’s Get Started & Good Morning Song | Songs for Kids | Morning Song for Kindergarten | The Kiboomers<https://youtu.be/TFVjU-dsIM8>Message Board: Good morning! We will go on a shape hunt.Clap words in sentence and think aloud while writing.GELDS: CLL6.4d, CLL8.4b | Gather & Greet: Let’s Get Started & Child choiceMessage Board: Good morning! We will be detectives during science and social studies.Clap words in sentence, think aloud while writing, show me something you know.GELDS: CLL6.4d, CLL7.4a, CD-SS4.4b |
| Large Group Literacy9:20 – 9:40 | Re-read: *Silly Sally*After reading, open to a selected page and have your child show you something he/she knows. Make a note of what your child says. (i.e. town & down rhyme, that’s an S like my name)GELDS: CLL8.4d, CLL7.4a | Silly Sally – arrange words in sentence in orderGELDS: CLL6.4d, CLL8.4b | Retell Three Little Pigs Collect: straw, sticks (twigs, toothpicks), and rocks Use the materials to retell the Three Little Pigs. Were you able to blow down the house of straw and sticks? Why are those not the best building materials for houses?GELDS: CLL2.4b, CLL5.4b, CD-SC3.4a | Re-Read How to Help! poem from Week 5. Read the poem together while your child tracks the print. Have your child show you something he/she knows. Make note of what your child says. Ask your child to highlight letters in their name.GELDS: CLL7.4a, CLL8.4d | Read: Counting on Community by Innosanto Nagara<https://www.youtube.com/watch?v=sS9LKHpEfm0>Read the book, create a counting book of your community.GELDS:CD-MD2.4b |
| Phonological Awareness9:40 – 10:00 | Syllables **Introduction**“Higgledy Piggledy Bumble Bee” w/names of ½ class using the class book from week 2.GELDS: CLL6.4e | Syllables“Higgledy Piggledy Bumble Bee" w/names of 1/2 class using the class book from week 2.GELDS: CLL6.4e | Rhyming"I Say Cat, You Say Mat" – use Scat Like That picture cards from week 4.GELDS: CLL6.4b | Rhyming"I Say Cat, You Say Mat" – use Scat Like That picture cards from week 4.GELDS: CLL6.4b | Syllables“Higgledy Piggledy Bumble Bee” with Community Helper word cards.GELDS: CLL6.4e |
| Reading9:00 – 9:10 | Re-read: *Amy is a Friend* class bookGELDS: CLL5.4b | Read: Three Little PigsDiscuss story with story icons: main character, setting, problem, solutionGELDS: CLL5.4c | Read: Same, Same but Different! By Jenny Sue Kostecki-Shaw<https://www.youtube.com/watch?v=MjK1J0jUxD4>Discuss the similarities and differences between where the boys live. What is the same and different in our community?GELDS: CLL5.4d | Read: City Shapes by Diana Murray<https://www.youtube.com/watch?v=mlZENR7vKn4>Discuss shapes in the bookGELDS: CD-MA6.4a | Read: Last Stop on Market Streep by Matt de la Pena<https://www.youtube.com/watch?v=n4irkUDbaIA> OR <https://www.youtube.com/watch?v=zk6CWvW_5-s&t=24s>Picture Walk, discuss main character, setting, beginning, middle, endGELDS: CLL5.4a, CLL5.4c |
| Specials11:00- 11;10 | SEL:Unit: 1 Week: 6 Activity: Asking for What You Need or Want Puppet ScriptGELDS: SED4.4b | SEL:Unit: 1 Week: 6Activity: Asking for What You Need or Want Story and DiscussionGELDS: SED4.4b | Music: The Wiggles "Dr. Knickerbocker" (move body parts in sequence) <https://youtu.be/7Q63uFFXQ04>GELDS: PDM5.4a, CR3.4a | SEL: Read *I Need a Little Help* by Kathy Schultz<https://youtu.be/sx3RFoCePEM>GELDS: SED4.4b | Art: Draw a picture using shapes.GELDS: MA6.4a, CD-CR2.4a |
| Math 10:15 – 10:45 | Patterns with manipulativesGELDS: MA4.4b | Draw a PatternGELDS: MA4.4b | Introduction-Shapes *Read Round is a Tortilla* by Roseanne Thong<https://youtu.be/TeSgq7p0jUg>Shape CardsNeed Pattern BlocksGELDS: MA6.4a | Shape HuntGELDS: MA6.4a | Patterns using Shape Pattern CardsGELDS: MA4.4b |
| Social Studies/Science10:45 – 11:00 | Exploring fingerprints Materials: hand lens (magnifier), ink pad, paper, markers or drawing materials, wet paper towel or baby wipesGELDS: CD-SC1.4a | Shelter Me: Show picture of house, apartment, trailer, tent – discuss different sheltersGELDS: CD-SC3.4a | How do fires start? Fires are a chemical reaction between oxygen in the air and some kind of fuel. Fire is what we see when matter changes form. Many home fires start in kitchens when people are cooking. They can also be caused by unattended candles, electrical appliances, etc. Complete this experiment to see what a chemical reaction looks like.GELDS: CD-SC4.4c, CD-SC1.4d, CD-CP2.4d | Have your child use paper, crayons, pencil to create a map of your home. Have him/her identify parts of the map. Label the map with your child’s words. i.e. “Here is my bedroom and the kitchen and where we eat.”GELDS: CD-SS3.4a | Exploring fingerprints (part 2): Continue the fingerprint activity from Monday. Lift prints and see if you can match them to the fingerprints from Monday.GELDS: CD-CP1.4c |
| Small Group 1Teacher Directed \_\_\_Independent \_\_\_ | Activity:Students:GELDS: | Activity:Students:GELDS: | Activity:Students:GELDS: | Activity:Students:GELDS: | Activity: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: |
| 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.

City Shapes:

