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| Allen/AndersonSept 28- Oct2,2020 | Monday | Tuesday | Wednesday | Thursday | Friday |
| Morning Meeting8:50 – 9:10Music and Movement | Gather & GreetItsy Bitsy Spider Song<https://youtu.be/BggS5-jz1is>Message Board: Good morning. We will learn about nursery rhymes.Count the words in the sentence. Clap and count syllables in *we*, *about*, *nursery*GELDS: CLL6.4d, CLL6.4e | Gather & GreetItsy Bitsy Spider Song<https://youtu.be/BggS5-jz1is>Message Board: Good morning. We will play a game of Simon Says.Count the words in the sentence. Identify letters: G, g, a, l, m.Clap and count syllables in *morning*, *play*, *game*GELDS: CLL6.4d, CLL6.4e, CLL7.4a | Gather & GreetItsy Bitsy Spider Song<https://youtu.be/BggS5-jz1is>Message Board: Good morning. We will learn a new nursery rhyme.Count the words in the sentence. Show me what you know.GELDS: CLL6.4d, CLL7.4a | Gather & GreetHumpty Dumpty Rap <https://www.youtube.com/watch?v=jYHSyNLflx8>Message Board: Good morning. We will write a new version of *Hey Diddle Diddle*.Count the words in the sentence. Identify letters: G, g, e, l, mGELDS: CLL6.4d, CLL7.4a | Gather & GreetHumpty Dumpty Rap <https://www.youtube.com/watch?v=jYHSyNLflx8>Message Board: Good morning. We will sort objects.Count the words in the sentence. Clap and count syllables in *we, sort, objects*GELDS: CLL6.4d, CLL6.4e |
| Large Group Literacy9:20 – 9:40 | Letter and Word workName matching – for children working on name recognitionLetter collage - create a collage mat using the letters in the name. Have child cut individual letters from magazines, catalogs, or newspaper. This gives them practice recognizing many different styles and fontsGELDS: CLL7.4a | Sequence rhyme *Hey Diddle Diddle*GELDS: CLL5.4b | Segment sentence from *Hey Diddle Diddle*GELDS: CLL6.4d, CLL8.4b | Dictate words & draw picture for new version of *Hey Diddle Diddle*GELDS: CLL5.4b, CLL5.4e, CLL9.4a | Use both *Hey Diddle Diddle* and *Humpty Dumpty* to “Show what you know.”GELDS: CLL8.4d, CLL7.4a |
| Phonological Awareness9:40 – 10:00 | “Down by the Bay" (cloze)GELDS: CLL6.4b | Cereal SyllablesGELDS: CLL6.4e | Rhyming with *Hey Diddle Diddle*GELDS: CLL6.4b | Syllables with toysGELDS: CLL6.4e | Syllables with *Humpty Dumpty*GELDS: CLL6.4e |
| Reading10:00 – 10:10 | Poem: *Hey Diddle Diddle* first readingGELDS: CLL5.4a, CLL6.4b, CLL4.4d | Poem: *Hey Diddle Diddle* critical thinking questionsGELDS: CLL1.4a, CLL5.4b | Poem: *Humpty Dumpty* – first readingGELDS: CLL5.4a, CLL6.4b, CLL4.4d | Poem: Story symbols *Humpty Dumpty* (add heart)GELDS: CLL5.4c. CLL5.4b | Poem: *Humpty Dumpty* – critical thinking questionsGELDS: CLL1.4a, CD-CP3.4a |
| Specials10:10 – 10:25 | SEL: Unit: 2 Week: 7 Activity: Identifying Feelings Card A Story and DiscussionGELDS: SED2.4b | SEL: Unit: 2 Week: 7Activity: Identifying Feelings Card B Story and DiscussionGELDS: SED2.4b | Music: "If You're Happy" - Circle Time Song For Kids<https://youtu.be/ddCrFG1Y7ic>GELDS: PDM5.4a, CR3.4a | SEL: *Lots of Feelings* by Shelley Rotner<https://youtu.be/dfDEQao_9oM>GELDS: SED2.4b | Art: My Many FacesGELDS: CD-CR2.4a |
| Math10:25 – 10:45  | Name the Shape Game: Shape Review Game by Jack Hartmann<https://youtu.be/svrkthG2950>GELDS: CD-MA6.4a | Play Dough ShapesGELDS: CD-MA6.4a | Patterns with Shapes ReviewGELDS: CD-MA4.4c | Counting ReviewGELDS: CD-MA2.4b  | Sorting ReviewGELDS:CD-MA4.4b |
| Social Studies/Science10:45 – 11:05 | Science: Read *Jack Be Nimble* Poem –Is it safe to jump over lit candlesticks? Why not? Perform fire experimentMaterials: 3 birthday candles, lighter, drinking glass, eye dropper, water, baking sheet, play doughGELDS: CD-SC1.4d | Sidewalk Chalk Simon SaysGo outside and draw large letters, numbers and shapes on the sidewalk. Play Simon Says by giving your child a sequence of things to do: Stand on the number 3, then run to the letter, and hop to the square. You can increase the sequence to make it more challenging.GELDS: CD-SS5.4a | Science: Itsy Bitsy Spider evaporation experimentRecite the poem. Point to the line “out came the sun and dried up all the rain.” Tell your child that this is called “evaporation.” Do the following experiment to reinforce the concept of evaporation. Materials: watering can or cup of water. Pour the water on the sidewalk or a concrete area so it makes a puddle. Have your child imagine that the water coming out is rain falling from the clouds. Ask your child what he/she thinks will happen to the water? Return to the puddle after an hour to see what happens. (The puddle has disappeared or gotten smaller.) Explain that the sun’s rays “dried up” the puddle. The water evaporated.GELDS: CD-SC1.4d, CD-SC2.4a | Materials: *Jack Be Nimble* Poem, candlestick made during independent playRead *Jack Be Nimble* Ask child what other ways Jack could move around the candlestick? (crawl, hop, run, etc.) Have child perform movements as they’re named. Challenge child to move faster and slower.GELDS: CD-CP3.4a, CD-SC4.4b, PDM3.4a | Science: Humpty Dumpty egg experiment (hard boiled vs. raw) OTGS pg. 116GELDS: SC1.4a, SC1.4d |
| **Center Time****7:40 – 8:40****Face to Face** |  |  |  |  |  |
| **Small Group** **11:50 – 12:20****Face to Face** |  |  |  |  |  |
| 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: |
| 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: |
| Individualized Support**Vitual Students** | Student:Student: | Student:Student: | Student:Student: | Student:Student: | Student:Student: |
| Individualized Support**Virtual Student** | 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.

