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| Allen/Anderson  Sept 28- Oct2,2020 | Monday | Tuesday | Wednesday | Thursday | Friday |
| Morning Meeting  8:50 – 9:10  Music and Movement | Gather & Greet  Itsy 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 & Greet  Itsy 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 & Greet  Itsy 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 & Greet  Humpty 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, m  GELDS: CLL6.4d, CLL7.4a | Gather & Greet  Humpty 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 Literacy  9:20 – 9:40 | Letter and Word work  Name matching – for children working on name recognition  Letter 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 fonts  GELDS: 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 Awareness  9:40 – 10:00 | “Down by the Bay" (cloze)  GELDS: CLL6.4b | Cereal Syllables  GELDS: CLL6.4e | Rhyming with *Hey Diddle Diddle*  GELDS: CLL6.4b | Syllables with toys  GELDS: CLL6.4e | Syllables with *Humpty Dumpty*  GELDS: CLL6.4e |
| Reading  10:00 – 10:10 | Poem: *Hey Diddle Diddle* first reading  GELDS: CLL5.4a, CLL6.4b, CLL4.4d | Poem: *Hey Diddle Diddle* critical thinking questions  GELDS: CLL1.4a, CLL5.4b | Poem: *Humpty Dumpty* – first reading  GELDS: CLL5.4a, CLL6.4b, CLL4.4d | Poem: Story symbols *Humpty Dumpty* (add heart)  GELDS: CLL5.4c. CLL5.4b | Poem: *Humpty Dumpty* – critical thinking questions  GELDS: CLL1.4a, CD-CP3.4a |
| Specials  10:10 – 10:25 | SEL: Unit: 2 Week: 7  Activity: Identifying Feelings Card A Story and Discussion  GELDS: SED2.4b | SEL: Unit: 2 Week: 7  Activity: Identifying Feelings Card B Story and Discussion  GELDS: 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 Faces  GELDS: CD-CR2.4a |
| Math  10:25 – 10:45 | Name the Shape Game: Shape Review Game by Jack Hartmann  <https://youtu.be/svrkthG2950>  GELDS: CD-MA6.4a | Play Dough Shapes  GELDS: CD-MA6.4a | Patterns with Shapes Review  GELDS: CD-MA4.4c | Counting Review  GELDS: CD-MA2.4b | Sorting Review  GELDS:CD-MA4.4b |
| Social Studies/Science  10:45 – 11:05 | Science: Read *Jack Be Nimble* Poem –Is it safe to jump over lit candlesticks? Why not? Perform fire experiment  Materials: 3 birthday candles, lighter, drinking glass, eye dropper, water, baking sheet, play dough  GELDS: CD-SC1.4d | Sidewalk Chalk Simon Says  Go 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 experiment  Recite 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 play  Read *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. 116  GELDS: SC1.4a, SC1.4d |
| **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  **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.

