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| **Week of : 3/22-3/26/21 Week 29** | **Grade Level – Pre-Kindergarten** |  |
| **PYP Unit and Central Idea –** Shadows and Reflections | |  |
| **Prioritized Standards Addressed This Week:**  **Math –** tangrams and patterns | |
| **Reading/ ELA -** syllables, onset and rime, story elements. | |
| **Science/ Social Studies –** Shadows | |
| **No seesaw items this week** | |

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|  | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |

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| **This portion of the lesson plan is LIVE ONLINE for At-Home Learners** | | | | | |
| ***Morning Meeting***  ***(Live)***  ***Both groups***  ***8:15-8:30*** | **Today is a Remote Learning Day for all Students**  **Log in at 8:15 and then again at 9:15**  Gather & Greet: Let’s Get Started and Good Morning Song for Kids (The Singing Walrus)  <https://www.youtube.com/watch?app=desktop&v=CuI_p7a9VGs>  Message Board: Good morning Pre-K friends. Today is Monday. What makes shadows change?  Alphabet Knowledge: Circle the capital letters in the morning message. Discuss which ones are capital because they start a sentence and which ones are capital because they are the name of something.  GELDS: CLL7.4a | **Today is a Remote Learning Day for all Students**  **Log in at 8:15 and then again at 9:15**  Gather & Greet: Let’s Get Started and Good Morning Song for Kids (The Singing Walrus)  <https://www.youtube.com/watch?app=desktop&v=CuI_p7a9VGs>  Message Board: Good morning Pre-K friends. Today is Tuesday. We will perform a science experiment.  Alphabet Knowledge: Show me something you know. Have child choose what to identify: letter, word, punctuation mark, number of words in a sentence, etc.  GELDS: CLL7.4a, CLL8.4d, CLL8.4b | **Today is a Remote Learning Day for all Students**  **Log in at 8:15 and then again at 9:15**  Gather & Greet: Let’s Get Started and Good Morning Song for Kids (The Singing Walrus)  <https://www.youtube.com/watch?app=desktop&v=CuI_p7a9VGs>  Message Board: Good morning Pre-K friends. Today is Wednesday. We will graph coins.  Alphabet Knowledge:  Show me something you know. Have child choose what to identify: letter, word, punctuation mark, number of words in a sentence, etc.  GELDS: CLL7.4a, CLL8.4d, CLL8.4b | Gather & Greet: Let’s Get Started and I’m Going to Make This an Awesome Day! Jack Hartmann  <https://www.youtube.com/watch?v=oH_Idy1dmH8>  Message Board: Good morning Pre-K friends. Today is Thursday. We will fill in missing parts of our classroom schedule.  Display the classroom/home schedule in the correct order with a few activities missing. Display the pictures of the missing activities and help children put them in the correct place. Ask questions such as: When do we do this activity? What comes after this activity? What comes before this activity? Once the holes are filled, read the schedule together.  GELDS: CD-SS5.4a | Gather & Greet: Let’s Get Started and I’m Going to Make This an Awesome Day! Jack Hartmann  <https://www.youtube.com/watch?v=oH_Idy1dmH8>  Message Board: Good morning Pre-K friends. Today is Friday. We will make a stained-glass art project.  Alphabet Knowledge: Have child circle target letters/words in the morning message. (If child is still working on letter recognition, focus on letters rather than words.)  GELDS: CLL7.4a, CLL8.4d |
| ***Literacy***  ***(Live)***  ***Both groups***  ***8:30-9:00*** | Alliteration  Tongue Twisters  GELDS: CLL6.4c | Compound Words (blending)  Use pictures to make a compound word. | Compound Words (blending)  Knock, Knock | Writer’s Workshop  Model: Use the picture from yesterday for this lesson. Ask students what parts of the illustration you should label and allow them to label their suggestions.  Your turn: Now it’s your turn to label your illustration from yesterday. What can you use to help label? Alphabet Letter & Sounds Mat, ABC Chart, etc. \*Remember, a label can begin with only the beginning sound. If student is just begin learning to label, start with one label. If child is able to label, have them use at least 3 labels.  GELDS: CLL9.4d, CLL6.4f | Writer’s Workshop  Model: Use the picture from yesterday that has labels and model pulling out a word to use in a sentence. Remind student that this ensures that the text matches the illustration.  Your turn: Now it’s your turn to use one label to create your sentence. \*Provide support writing the sentence as needed based on the student’s developmental level. (i.e. child tells sentence and adult writes it; child tells sentence, adult writes it and child copies it on paper; help child stretch words to listen for the sounds as you write the sentence; help child stretch words to listen for sounds as she writes sentence; allow child to write sentence independently)  GELDS: CLL9.4d, CLL6.4f |
| Read *Nothing Sticks Like a Shadow* by Ann Tompert  <https://www.youtube.com/watch?v=LE1PC_j7JLc>  Before reading: Read the title of the book. Read the name of the author and ask, “What does the author do?” Read the name of the illustrator and ask, “What does the illustrator do?” Say, “Look at the cover of the book. Do you think this book is fiction or non-fiction (you may need to remind what fiction and non-fiction mean)?” (Fiction) “Why?” (animals wearing clothes, illustrations are drawings, etc.)  During reading: Mute video and zoom in so you can read the book aloud.  After reading: What happened in the beginning, middle and end of the story?  GELDS: CLL5.4c, CLL8.4a | Read *Guess Whose Shadow* by Stephen R. Swinburne  <https://www.youtube.com/watch?v=j9nLhkcucAw>  Before reading: Look at the front cover of the book. Ask child to point to the title of the book. (Read the title.) Ask child to point to name of author. (Read the name.)  During reading: Mute video so you can read the book. Pause video on the first page and ask child where you begin reading. Have child point while you read the words. (Pause as necessary to give time to read each page.) On pages with two lines, when you get to the end of the line, ask child where you should go next. When you get to the section where child is guessing whose shadow, pause the video to give child time to look at the shadow and come up with a guess. Ask questions such as: Why do you think that? When the answer is revealed, discuss whether the predictions were correct.  GELDS: CLL8.4c, CLL8.4e | Read *Whistle for Willie* Written and Illustrated by Ezra Jack Keats  <https://www.youtube.com/watch?v=ykck8Ytg2a0>  Before reading: Read the title of the book, pointing to each word as you say it. Point to the picture on the cover and ask: Who do you think Willie is? (Willie could be the boy or the dog, but in this story, Willie is the name of the little boy’s dog. The little boy is named Peter.) What is the little boy doing?  During reading: Mute the video and read the story aloud. Pause the video if you need more time to read a page. Move your finger under the words as you read.  After reading: Ask: Why does Peter want to learn how to whistle? What does Willie do when Peter whistles? How did Peter learn to whistle? Can you whistle? How would you whistle to make your dog come to you?  GELDS: CLL5.4a, CLL5.4d | Re-Read *Whistle for Willie* Written and Illustrated by Ezra Jack Keats  <https://www.youtube.com/watch?v=ykck8Ytg2a0>  Before reading: Peter really wanted to whistle, but it was very difficult and he couldn’t do it when he first tried. I wonder how that made Peter feel. Let’s read and find out.  During reading: On page 1, point to Peter and say: Peter looks a little sad here. He must be feeling bad about not being able to whistle. On page 3, say: Peter saw another boy whistling for his dog, and that made Peter wish he could do the same thing. On page 8, say: I bet Peter is feeling a little disappointed that he couldn’t get Wille’s attention by whistling.  On page 12, say: Peter is blowing until his cheeks are tired. He is trying really hard to learn to whistle. He is determined to do it. (determined – really wanting to do something and not giving up until you do it) On page 26, say: Look at Peter! He looks so proud here! (proud – feeling pleased and happy with something you have done) He tried so hard to whistle and now he can do it. I think his mom and dad are proud, too. His mom is clapping for him!  After reading: How did Peter feel when he finally learned to whistle? Why?  GELDS: CLL2.4b, SED5.4d | Read *The Dark, Dark Night* by M. Christina Butler and Jane Chapman  <https://www.youtube.com/watch?v=r5L3mTFCxp8>  Before reading: Look at the front cover of the book. Ask child to point to the title of the book. (Read the title.) Ask the child to point to the name of the authors. (Read the names.) What do you think this book might be about? Why?  During reading: MUTE the video and read the story aloud. Pause as needed for time to read and discuss.  After reading: Discuss characters, setting, problem and solution.  GELDS: CLLCLL8.4e, CLL5.4a, CLL5.4c |
| ***9:15-10:00***  ***Math*** | Coin Sorting  The Money Song | Penny, Nickel, Dime, Quarter | Jack Hartmann  <https://www.youtube.com/watch?v=pnXJGNo08v0>  Sort coins into a sorting tray.    GELDS: CD-MA.4b  Use this seesaw to aid in sorting | Coin Patterns  Children make patterns with coins. For example, heads, tails, heads, tails; or, penny, nickel, penny, nickel.    GELDS: CD-MA4.4c  Use this seesaw to sort and to make patterns | Coin Graphing  Give him a small handful of coins and have him line up the coins in each row.    Ask:  a) Which coin do you have the most of?  b) Which coin do you have the least of?  c) How many quarters do you have?  d) How many more dimes than pennies do you have?  e) How many nickels and dimes do you have altogether?  Use seesaw for this activity    GELDS: CD-MA2.4d | *Benny’s Pennies* by Pat Brisson  <https://www.youtube.com/watch?v=Piu7YZY_JAM>  Benny McBride starts his day with five new pennies and is determined to spend them all. His mother wants him to buy something beautiful. His brother wants something good to eat. His sister wants something nice to wear. Benny knows his dog and cat would like something too. With the help of generous and thoughtful neighbors, Benny fulfills each request with a penny and arrives home loaded with five simple gifts.  GELDS: CD-MA2.4a, CD-SS4.4c | ***No Math and Small Group today*** |
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| ***Specials/***  ***SS/Sci***  ***At Home***  ***Learners***  ***Do at time that is best for you*** | This week we will learn more about shadows. Have you ever seen a shadow of yourself? It’s a dark shape made when your body blocks the light. Our shadow can look long and then it might get short as we move. (Have students make shadows of themselves on the ground.) Try to get your shadow to change. What happens to your shadow when you move close to the light? (It gets shorter.) Away from the light? (It gets longer.)  GELDS: CD-CP2.4b, CD-CP1.4a | Human Sundial Shadow Science Experiment  Materials: open space with no shadows and no clouds overhead, sidewalk chalk, camera, tape measure, science notebook (paper), pen/pencil to record observations   1. Choose a sunny day when no clouds or rain is expected 2. Find an open cement or asphalt area where the sun shines all day 3. Place an ‘X’ on the spot you want your child to stand on 4. Use sidewalk chalk to trace child’s shadows at least 3 times throughout the day (morning, mid-day, late afternoon, and/or early evening are good times) \*Ask your child to predict where their shadow will be and what it will look like at the next tracing time 5. Have child describe shadows each time you take it (long and skinny, short and fat, etc.) and record the observation in their science notebook 6. Measure the length of the shadow each time you trace it and record it in the notebook 7. Invite child to compare observations and formulate a hypothesis (Discuss why the shadow changes throughout the day. Ask questions to get them thinking: What did you observe about your shadow and the sun? Are the tracings the same? Why or why not? When was your shadow the longest? When was it the shortest?)   GELDS: CD-SC2.4c, CD-MA3.4a, CD-CP1.4b | Flashlight Fun  Provide flashlight(s) and various materials such as clear plastic wrap, aluminum foil, tissue paper, cardboard, construction paper, cloth, and wax paper. Ask the child which materials the light will pass through. Show children that some materials allow light to shine through and others do not. Introduce the vocabulary words: **opaque** – not letting light through and **transparent** – letting light pass through and giving a clear view of objects on the other side  For example, light will shine through white construction paper but not black construction paper.  GELDS: CD-SC1.4d | Shadow Watching  Use the video camera on a tablet or phone to record an object in the sun. Speed up the recording and have the children observe and dictate what they see.  GELDS: CD-SC1.4c, CLL4.4c | What Can It Be?  Show student a common object such as a large wooden spoon or one of the rectangular unit blocks. Talk about what the object is used for, stirring things in a pot or building towers, for example. Then ask the student what else they could do with the objects. You could use the spoon to dig in the sand, for example. The spoon could also be a pretend microphone. Encourage student to think of both real life and pretend uses for the object. Continue with a few different objects.  GELDS: CD-CP2.4a |
| ***Due Dates*** | None this week |  |  |  |  |
| **This portion of the lesson plan is for Face to Face Learners** | | | | | |
| ***7:50-8:15*** | *Math Talks/Phonics warm up the day* | | | | |
| ***Morning meeting/***  ***Literacy***  ***8:15-9:00*** | *See detail above* | | | | |
| ***Centers***  ***9:00-9:55*** | *Centers daily (Media Center Wednesdays bi-weekly)* | | | | |
| ***Lunch/***  ***Indoor recess***  ***10:00-11:00*** | *Lunch/Indoor Recess* | | | | |
| ***Small Groups***  ***11:00-11:20*** | *See detail on bottom of page* | | | | |
| ***Math***  ***Face to Face group***  ***11:20-11:40*** | Coin sorting | Coin Patterns | Coin sets:  -more/less  -addition  -toss coins onto mat and have kids count how many are heads vs. Tails. Which set has more? | Coin Graphing  Give him a small handful of coins and have him line up the coins in each row.    Ask:  a) Which coin do you have the most of?  b) Which coin do you have the least of?  c) How many quarters do you have?  d) How many more dimes than pennies do you have?  e) How many nickels and dimes do you have altogether?    GELDS: CD-MA2.4d | *Benny’s Pennies* by Pat Brisson  <https://www.youtube.com/watch?v=Piu7YZY_JAM>  Benny McBride starts his day with five new pennies and is determined to spend them all. His mother wants him to buy something beautiful. His brother wants something good to eat. His sister wants something nice to wear. Benny knows his dog and cat would like something too. With the help of generous and thoughtful neighbors, Benny fulfills each request with a penny and arrives home loaded with five simple gifts.  GELDS: CD-MA2.4a, CD-SS4.4c |
| ***Social Studies/ Science****/*  ***Specials***  ***Face to Face***  ***11:40-11:50*** |  |  |  | Shadow Watching  Use the video camera on a tablet or phone to record an object in the sun. Speed up the recording and have the children observe and dictate what they see.  GELDS: CD-SC1.4c, CLL4.4c | What Can It Be?  Show student a common object such as a large wooden spoon or one of the rectangular unit blocks. Talk about what the object is used for, stirring things in a pot or building towers, for example. Then ask the student what else they could do with the objects. You could use the spoon to dig in the sand, for example. The spoon could also be a pretend microphone. Encourage student to think of both real life and pretend uses for the object. Continue with a few different objects.  GELDS: CD-CP2.4a |
| ***Story Time 11:50-12:00*** |  |  |  | *Choose from classroom library and student media center books – they love to hear their picks read to the class* | *Choose from classroom library and student media center books – they love to hear their picks read to the class* |
| ***Rest time***  ***12:00-1:00*** | *Rest time* | | | | |
| ***Snack/Pack up 1:00-1:15*** | *Snack and pack up* | | | | |
| ***Literacy review/***  ***Story and Phonics***  ***1:15-1:30*** | Introduce Shadows Big & Small Vocabulary  Close – being very near to something else; Look at this row of houses. There is no space between them. They are very close together.  Follow – to go after or behind someone or something; Look at the ducklings. They are waddling in a line. Each duckling follows the one that is in front of him or her. They are all following their mother.  Long – Having more length than other things. Tails on animals can be long, and skirts or pants that we wear can be long. Look at the pencil that the arrow is pointing to. I would say that it’s a long pencil. It’s the longest pencil in the bunch.  Short – Having less length than other things. Hair can be short and tails can be short. Look at the pencil that the arrow is pointing to. I would say that it’s a short pencil. It’s the shortest pencil in the bunch.  Move – To go from one place to another. People can move and objects can move. These men are carrying a couch. I think they want to move it to a different place.  Noon – The very middle of the day. Look at the clock, it has both hands pointing straight up. That means it’s twelve o’clock noon.  GELDS: CLL2.4a | Compound Words-Blending  GELDS: CLL6.4f | Compound Words-Blending  Knock, Knock, Who’s There?  GELDS: CLL6.4f | Compound Words- Segmenting  Let’s Sing about Compound Words!  GELDS: CLL6.4f | Compound Words-Segmenting  “Mystery Box”  GELDS: CLL6.4f |
| ***Outdoor recess***  ***1:30-2:00*** | *Outdoor recess* | | | | |
| ***Closing***  ***2:00-2:15*** |  |  |  | Share an act of kindness that someone did to you | What are you doing over the weekend? |

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| ***Small Groups for face to face learners***  ***11:00-11:20***  ***First Teacher*** | Group 1:  Guided reading group A | Group 2:  Guided reading group A/B | Group 3:  Letter scavenger hunt | Group 4:  Letter scavenger hunt |
| ***Second Teacher*** | Group 2:  Light/Dark – Shadow art | Group 3:  Light/Dark – Shadow art | Group 4:  Light/Dark – Shadow art | Group 1:  Light/Dark – Shadow art |
| ***Independent*** | Group 3:  Listening to stories on Ipad and reading books in our classroom library  (independent) | Group 4:  Listening to stories on Ipad and reading books in our classroom library  (independent) | Group 1:  Listening to stories on Ipad and reading books in our classroom library  (independent) | Group 2:  Listening to stories on Ipad and reading books in our classroom library  (independent) |
| ***Independent*** | Group 4:  Playdough activity | Group 1:  Playdough activity | Group 2:  Playdough activity | Group 3:  Playdough activity |
|  | Caine |  | Malcom/Horn |  |
| ***Group 1*** | Charlie, Ariana, Felton, Elika |  | Ella, Daniel, Connor (math) |  |
| ***Group 2*** | Maxwell, Kai, Leah, Brooklyn, Quaid |  | Kacei, Tripp, Evan, Charlotte (reading) |  |
| ***Group 3*** | Tatum, charlotte, Jet, Andrew, Aaron |  | Caroline, James, Brent  (what things go together) |  |
| ***Group 4*** | Brianna, Xavier, Adrian, Ruby, Hudson |  | Ellis, Levi, Cameron  (reading) |  |