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| **Week of : 4/12-4/16/21 Week 31** | **Grade Level – Pre-Kindergarten** |  |
| **PYP Unit and Central Idea – Make it move** |  |
| **Prioritized Standards Addressed This Week:** **Math –** Combining and Naming Quantities |
| **Reading/ ELA -** Segmenting phonemes, identifying the last sound in a word |
| **Science/ Social Studies –** Motion |
| **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 Wake Up! By AO Kids<https://www.youtube.com/watch?app=desktop&v=dwIDbh-Tzho>Message Board: Good morning Pre-K friends. Today is Monday. We will begin learning about the way things move. Create Make it Move KWL chart (fill out K- know and W- want to know sections)GELDS: CD-SC4.4a, CD-SC4.4b, APL2.4a | **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 Wake Up! By AO Kids<https://www.youtube.com/watch?app=desktop&v=dwIDbh-Tzho>Message Board: Good morning Pre-K friends. Today is Tuesday. We will listen for the final sounds in words.Review Make It Move vocabulary words. Ask one of the questions below to initiate conversation:What do these words tell us about how things move? Why do things go slow or fast? Does going up or down affect how things move? How do you stop things from moving? How do you start them?GELDS: CLL2.4a. CD-SC4.4b | **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 Spread a Little Sunshine Start the Day Song by Jack Hartmann <https://www.youtube.com/watch?v=E0IvFmXwxec>Message Board: Good morning Pre-K friends. Today is Wednesday. We will stretch words.Alphabet Knowledge: Show something you know. It can be a letter, word, punctuation mark, etc.GELDS: CLL7.4a, CLL8.4d | Gather & Greet: Let’s Get Started and Spread a Little Sunshine Start the Day Song by Jack Hartmann <https://www.youtube.com/watch?v=E0IvFmXwxec>Message Board: Good morning Pre-K friends. Today is Thursday. We will play Simon Says to review different types and speeds of motion.Have student point to each word as you read the morning message. Ask student to circle 3 words. He does not need to be able to read the words, you are assessing that the child understands that letters form words and words are separated by spaces in print.GELDS: CLL8.4b, CLL8.4c | Gather & Greet: Let’s Get Started and It’s Friday by Skoolbo Music <https://www.youtube.com/watch?v=yXhyE2hxtUs>Message Board: Good morning Pre-K friends. Today is Friday. We will add information to the L section of our KWL chart.Alphabet Knowledge:Show something you know. It can be a letter, word, punctuation mark, etc.GELDS: CLL7.4a, CLL8.4d |
| ***Literacy******(Live)******Both groups******8:30-9:00*** | We will be learning about how things move in different directions and at different speeds. Let’s think about how things move. I can take a toy car and push it down a ramp. It will move fast. Let’s look at our vocabulary cards.Introduce Make It Move VocabularyDown – in a lower place; This is a big red arrow. The pointed end is at the bottom. It is pointing down.Fast – to move quickly; During a race, the cars move very fast. Look at how the objects in this picture are blurry, that’s because of how fast the cars are moving.Slow – not fast or quick; This is a slow turtle. Look how big it is. Its shell looks very heavy. I think that makes it hard for the turtle to move fast.Start – begin to do something; This looks like a race. The race will start as soon as the runners are all lined up at the starting line.Stop – to quit or not do something anymore; This is a stop sign. When you are driving a car and come to this sign, you stop so that pedestrians (people walking) and approaching vehicles can go. Up - in a higher place; This is a big red arrow. The pointed end is at the top, so the arrow is pointing up.Speed – how fast or slow something moves; A speed limit sign tells how fast you can drive on the road.Motion – when an object moves; The snowboarder is in motion. The snow is being pushed out of the way as he glides downhill.Force – a push or pull, makes an object move or stop, speed up or slow down; The girls are using force to move the wagon. One girl is pushing while the other is pulling.Push – making an object move away from you (roll, kick, throw, bounce, write, etc.) The boy is pushing the girl on the swing. I wonder how high she will go. **Pull** – making an object move toward you; The man is pulling the girls in the wagon. I wonder if he is going fast or slow?**Position** – a place where something is located or has been put; The dog is sitting under the desk while his human in working. Do you think he is always in this position?**Gravity** – an invisible force that pulls objects toward Earth; The sky diver uses the parachute to help control his speed as gravity pulls him down to Earth.**Roll** – to move by turning over and over; The girl is playing with a small ball. When she pushes the ball, it rolls away. Weigh – to measure how heavy or light something is by using a scale; This is a balance scale. We have this type of scale in our classroom to weigh objects.GELDS: CLL2.4a | Shared Reading: Hands PoemWe talked about how things move in different ways and directions. Listen to this poem about how we can move our hands in different ways. Read the poem aloud. Use gestures to show actions such as snap, touch, clap. Read the poem again. Ask student to imitate the actions. Display the poem and read it again. Have student point to each word as you read it together.GELDS: CD-SC3.4c, CLL8.4c | Can you stretch these words? (pen, hen, map, cap, pot, cot)Remind student we stretch a word by saying it slowly and listening for the sounds we hear. Display the pictures from the bundle.     \*Make it easier: Ask child to identify initial consonant sound and letter that makes the sound.Make it harder: Have child identify the 3 sounds and write the words.GELDS: CLL6.4f, CLL6.4c | Hands PoemRe-read the poem, having student point to each word as you read it together. Review things hands do in the poem. Ask, what else can we do with our hands? Reflect: What might be different if our hands were attached to our head where our ears are now?GELDS: CLL8.4c, CD-SC3.4c, CLL1.4c | Story ElementsMaterials: Book chosen by child, Story Map Template, pencil, crayons/colored pencilsAllow student to choose a book from your collection for this activity.Before reading: Ask child to show you the front, back, top, and bottom of the book. Ask child to point to the title. Read the title of the book and the name of the author and illustrator. Ask child to tell you what each person does. Open the book and ask child to point to where you should begin reading the story.After reading: Complete the Story Map handout. Have child draw pictures for each story element and write what she says. GELDS: CLL8.4e, CLL5.4c |
| Read *Move It! Motion, Forces and You* by Adrienne Mason<https://www.youtube.com/watch?v=n9Z46AsujL4> Before reading: This week, we will be talking about ways things move. We began creating our KWL chart this morning and included information about what we want to know about ways things move. Let’s see if this book answers any of our questions.During reading: Mute video and read the book out loud. Stop and discuss as prompted by student.After reading: What did you learn about motion? Do we have any new information to add to the KWL chart?GELDS: CLL8.4a, CD-SC4.4b | Read *Oscar and the Cricket* *A Book About Moving and Rolling* by Geoff Waring<https://www.youtube.com/watch?v=ESg905sVipI>Before reading: Ask student to point to the title of the book. Read the title. Point to the author’s name (Geoff Waring) and explain that he is both the author and the illustrator. Ask student to tell you what that means. Model using the title to predict what Oscar and Cricket will do to make things move and roll.During reading: Mute the video and read it aloud. After reading: What are the different ways things moved in the story? Rewind and discuss as necessary to facilitate the discussion and reinforce the concepts.GELDS: CLL8.4e, CLL5.4c, CD-SC4.4a | Read *Sheep in a Jeep* by Nancy Shaw<https://www.youtube.com/watch?v=WhiIywoy4Eg>Before reading: Review vocabulary words force and motion. Tell student that as you read the book, they should look and listen for examples of force and motion.During reading: Mute video and read the book aloud. After reading: What are some examples of a force and resulting motion from the story? GELDS: CD-SC4.4a | Read *Forces Make Things Move* by Kimberly Brubaker Bradley<https://www.youtube.com/watch?v=502rVAVejr8>Before reading: This is an informational text. Does that mean it’s real (non-fiction) or make believe (fiction)? Review questions in the W column of the KWL chart. Tell students to listen for that information as you read the book. During reading: Stop and discuss as prompted by student. This is a longer book so it is okay if you need to break it up into 2 story time sessions.After reading: Did you learn anything about the questions in the W column? If so, add it to the L section of the KWL chart. If not, ask student to share 2 things he learned.GELDS: APL4.4a, APL2.4b, CD-SC4.4a | Read *One Duck Stuck* by Phyllis Root<https://www.youtube.com/watch?v=wKiTASVQ0xs>Before reading: Read the title of the book. Model using the title and cover to help predict what the story will be about. Say, “This book is called One Duck Stuck. Look at the cover of the book. Where do you think the duck gets stuck? I see grass and mud, I wonder if he’s in the swamp. Let’s read the story and find out.”During reading: Mute the video and read out loud. Push in vocabulary to help with understanding. Marsh – a type of wetland very similar to swampsMuck - mudAfter reading: Where did the duck get stuck? The animals worked together to get the duck out of the muck but the author doesn’t say what they did. How do you think the animals got the duck out of the muck? GELDS: CLL5.4c, CLL5.4e |
| ***9:15-10:00******Math*** | Read How *Many Bugs in a Box?*: A Pop-upCounting Book by David A. Carter. <https://www.youtube.com/watch?v=UCuCI58GLQw>Gather a variety of small boxes and small plastic bugs. Thechildren can roll a die or draw a number card to place creepy bugs in a box. Ask, “You have three bugs in one box and two bugs in another box. How many bugs do you have in all?GELDS: CD-MA2.4c | You will need *The Very Hungry Caterpillar* by Eric Carle, as well as a caterpillar and the foods that the caterpillar eats in the story. <https://www.youtube.com/watch?v=oFRYjOkbxfE>Retell the storyhaving the children count out the pieces of food.Ask questions such as, “The caterpillar ate one apple and three plums. How much food has heeaten now?”GELDS: CD-MA2.4c | Domino Parking LotHave a mat with vertical sections numbered zero to 12, and a set of dominoes. Have the children place the dominoes on the mat according to how many dots there are combined. For example, a child picks up a domino with three dots on one end and one dot on the other, then they would place it on the number four parking space.GELDS: CD-MA2.4c | Gone GameYou will need a sheet of construction paper with a line drawn to divide the page in half, ten counters and a die for each child. Have the children put all the counters on the upper half of the paper. Have the children roll the die and remove that number of counters from the top half of the paper and place on the lower half. Have them count how many they still have on the upper half. Say, “You started with ten counters and removed four counters from the top half of your paper. How many do you have left?”GELDS: CD-MA2.4c | ***No Math and Small Group today***  |
| ***Specials/******SS/Sci******At Home******Learners******Do at time that is best for you*** | Watch Swings, Slides and Science Physics for Kids by SciShow Kids<https://www.youtube.com/watch?v=JvSClZ3vHOI>Before watching: We are going to watch a short video that explains force using an example of something we are all familiar with, slides and swings.After watching: Review information learned about force, gravity, and friction. What force makes you swing? What makes you stop? What other forces can you discover when playing outside?GELDS: CD-SC4.4a | It’s ElectricMaterials: paper, writing utensil, flashlightRefer back to Oscar and the Cricket Oscar’s ball does not use electricity to move. What made it start to roll?Explain that toys that need batteries use electricity. Use a flashlight with its batteries out to demonstrate that some things do not work without batteries. Today we will make a list of toys you have that use electricity as a source of energy. Have student list toys they have that DO use electricity. Ask him to identify the source of electricity, such as battery or electrical outlet. Record student’s ideas.GELDS: CD-SS4.4d | Roll, Blow, BounceMaterials: plastic ball, timer (watch or phone) paper, pencilHold up a plastic ball. We can move the ball across the room in different ways. We can push it, blow on it, and bounce it. Which way do you think is fastest? (Record child’s prediction) Let’s find out which is fastest. Have child blow the ball across the room. Time how long it takes and write it on the paper. Have the child roll the ball across the room. Time and record it. Have the child bounce the ball across the room. Time and record it. Ask, “Which way was the fastest? Was your prediction correct?”GELDS: CD-SC4.4a, CD-SC1.4d | Simon Says to ExerciseRefer back to Oscar and Cricket. Oscar and Cricket both exercise. Oscar chases the ball and uses muscles to pull a large branch. Cricket uses leg muscles to jump. Exercise is fun and healthy! Let’s play Simon Says.When playing the game, give directions focusing on different types and speeds of motion. Simon says jump up and down. Simon says jump faster. Simon says jump slowly. Simon says run in place. Simon says run slowly. Simon says run faster. Simon says clap your hands. Simon says clap very fast. Simons says clap very slowly. GELDS: CD-SC4.4b | Add new information learned to the L section of the KWL chart. Explain that we will continue studying ways things move next week and ask if the student has anything she would like to add to the W section.GELDS: CLL9.4c |
| ***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*** |  |  |  | Gone GameYou will need a sheet of construction paper with a line drawn to divide the page in half, ten counters and a die for each child. Have the children put all the counters on the upper half of the paper. Have the children roll the die and remove that number of counters from the top half of the paper and place on the lower half. Have them count how many they still have on the upper half. Say, “You started with ten counters and removed four counters from the top half of your paper. How many do you have left?”GELDS: CD-MA2.4c | Sharing SticksHave the children find sticks and bring them to you. Ask questions, “Laura has two sticks and Ethan has three sticks. How many sticks do we have all together?” Have the children lay the sticksdown together. Encourage them to touch each stick to add them together. Next ask, “We havefive sticks. If I break one in two pieces, how many do we have now?” Keep it going. “If we have six sticks and I throw two away, how many do I have?”GELDS: CD-MA2.4c |
| ***Social Studies/ Science****/****Specials******Face to Face******11:40-11:50*** |  |  |  | Simon Says to ExerciseRefer back to Oscar and Cricket. Oscar and Cricket both exercise. Oscar chases the ball and uses muscles to pull a large branch. Cricket uses leg muscles to jump. Exercise is fun and healthy! Let’s play Simon Says.When playing the game, give directions focusing on different types and speeds of motion. Simon says jump up and down. Simon says jump faster. Simon says jump slowly. Simon says run in place. Simon says run slowly. Simon says run faster. Simon says clap your hands. Simon says clap very fast. Simons says clap very slowly. GELDS: CD-SC4.4b | Add new information learned to the L section of the KWL chart. Explain that we will continue studying ways things move next week and ask if the student has anything she would like to add to the W section.GELDS: CLL9.4c |
| ***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*** |  |  |  | Erase A Rhyme. On a dry erase board draw a picture of a boy with eyes, ears, nose, mouth, hair, arms, hands, pants and shoes.Why is there a bear in a chair sitting in my \_\_\_\_\_\_\_\_? (hair)I think that bug just might land right in my \_\_\_\_\_\_\_\_. (hand)Did someone put ants in my \_\_\_\_\_\_\_\_\_? (pants)Oh dear oh dear, there is a bee near my \_\_\_\_\_\_. (ear)Bye, bye little flies, it’s time for me to close my \_\_\_\_\_. (eyes)Sound the alarm, there is a monkey on my \_\_\_\_\_. (arm)Get the hose and clean out my \_\_\_\_\_. (nose)Did you hear the news? I have two brand new \_\_\_\_\_. (shoes)Please brush this sand off my \_\_\_\_. (hand)I can’t hear you. I think I have something stuck in my \_\_\_\_. (ear)Pigs live on a farm and a duck just landed on my \_\_\_\_. (arm)A breeze just blew in from the south blowing some dust right into my \_\_\_\_\_\_. (mouth)GELDS: CLL6.4b | Segmenting PhonemesOWL pg. 44GELDS: 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: Identifying ending sounds: match the words with the same ending sound(cut, match, glue) | Group 2:Identifying ending sounds: match the words with the same ending sound(cut, match, glue) | Group 3:Identifying ending sounds: match the words with the same ending sound(cut, match, glue) | Group 4: Identifying ending sounds: match the words with the same ending sound(cut, match, glue) |
| ***Second Teacher*** | Group 2:  Craft: Funny Frogs<https://www.youtube.com/watch?v=fCiq-a-l-tw>GELDS: CD-CR2.4a |  Group 3:Craft: Funny Frogs<https://www.youtube.com/watch?v=fCiq-a-l-tw>GELDS: CD-CR2.4a | Group 4: Craft: Funny Frogs<https://www.youtube.com/watch?v=fCiq-a-l-tw>GELDS: CD-CR2.4a | Group 1: Craft: Funny Frogs<https://www.youtube.com/watch?v=fCiq-a-l-tw>GELDS: CD-CR2.4a |
| ***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 math mats | Group 1:Playdough math mats | Group 2:Playdough math mats | Group 3:Playdough math mats |
|  | Caine  |  | Malcom/Horn |  |
| ***Group 1*** | Charlie, Ariana, Felton, Elika, Bexley |  | 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) |  |