

March 2021

Mon 15

Tue 16

Wed 17

Thu 18

Fri 19

Signs - Weeek 2

Signs - Weeek 2

Signs - Weeek 2

Signs - Weeek 2

Signs - Weeek 2

Morning Meeting

**GoodMorning Song:** We will sing the Good Morning Song for Kids by the Singing Walrus.

**Attendance:** I will hold up each child's written name and ask them to identify it.

**Feelings Check:** The children will use their feelings faces to check in with their feelings.

**Question of the Day:** Investigation 1 - What are the characteristics of signs? (We will focus on the characteristic of color.)

We will play a stop and go game using a red sign and a green sign.

I will ask the following question: What is your favorite color? We will create a graph.

We will review the question and discuss how some colors have meaning.

We will play the stop and go game again using some of the children's favorite colors. After a few colors, I will ask the children why they had a hard time deciding what to do when shown these other colors. We will discuss the importance of sign colors.

**Read Aloud:**Red Light, Green Light by Anastasia Suen

I will show the children the cover of the book and ask them to describe what they see.

I will read the book and ask the following questions:

*What does red light mean?*

*What does green light mean?*

*How do traffic lights help vehicles?*

*What did the red flashing lights mean?*

*Why is it important to follow signs?*

Morning Meeting

**GoodMorning Song:** We will sing the Good Morning Song for Kids by the Singing Walrus.

**Attendance:** I will hold up each child's written name and ask them to identify it.

**Feelings Check:** The children will use their feelings faces to check in with their feelings.

**Question of the Day:** What shape is this sign?

I will show the children a stop sign and ask them to identify its shape. We will count the number of sides an octagon has.

I will then ask, What other shapes can signs be? I will record their responses on chart paper.

I will show the children signs and they will sort them by shape.

**Read Aloud:**Shapes are Everywhere! by Charles Ghigna

I will show the children the cover of the book and ask them to identify any shapes they see.

I will read the book and ask the following questions:

*Where can we find shapes?*

*Tell me about the sun.*

*Tell me about the table.*

*Name the items that were shaped liked a square.*

*How many sides does a rectangle have?*

*How many sides does a triangle have?*

*Which shape has more sides, a triangle or a rectangle?*

*Can you make a heart with your fingers and hands? Show me*

Morning Meeting

**Live TEAMS Session**

**GoodMorning Song:** We will sing the Good Morning Song for Kids by the Singing Walrus.

**Attendance:** I will hold up each child's written name and ask them to identify it.

**Feelings Check:** The children will use their feelings faces to check in with their feelings.

**Question of the Day:** Which picture is the arrow pointing to?

I will display two pictures with an arrow sign pointing to one of them.

**Read Aloud:**I Read Symbols by Tana Hoban

I will show the children the cover of the book and ask them to describe what they see.

I will ask the following question before reading the book, Do all signs have words?

I will read the book and we will come to a conclusion.

I will ask the following questions:

*Tell me about the sign with the traffic light on it. What does red mean? What does yellow mean? What does green mean?*

*Describe the sign with the fork and knife? What does it mean?*

*What does the sign with the two people on a see saw mean? Have you ever been to a playground? Tell us about it.*

*What sign would you look for if you wanted to ride the bus?*

Morning Meeting

**GoodMorning Song:** We will sing the Good Morning Song for Kids by the Singing Walrus.

**Attendance:** I will hold up each child's written name and ask them to identify it.

**Feelings Check:** The children will use their feelings faces to check in with their feelings.

**Question of the Day:** What letters do you see on these signs?

I will show the children various signs such as a hospital sign and a railroad sign. I will ask them to identify the letters on the signs.

I will show them signs with words on them and ask them to identify the letters/words on the signs.

**Read Aloud:** Alphabeep A Zipping, Zooming ABC by Debora Pearson

I will show the children the cover of the book and ask them to identify the illustration.

As I am reading, I will ask the children to identify the letters on each page.

I will read the book and ask the following questions:

*Describe some of the signs in the book.*

*What letters/words did you notice?*

*Are stop signs important? Why?*

*There were signs that said caution. What does the word caution mean?*

Morning Meeting

**GoodMorning Song:** We will sing the Good Morning Song for Kids by the Singing Walrus.

**Attendance:** I will hold up each child's written name and ask them to identify it.

**Feelings Check:** The children will use their feelings faces to check in with their feelings.

**Question of the Day:** Can you identify the numbers on these signs?

I will show the children several signs and ask them to identify the numbers on them. We will also discuss the importance of these numbers and what they mean.

**Read Aloud:** I Know Numbers by Taro Gomi

I will show the children the cover of the book and ask them to describe the illustration. I will ask, *How many children do you think are on the cover of the book?* After a few guesses, I will ask the children to count them.

I will read the book and ask the following questions:

*What do the numbers on a clock tell us?*

*Why does a telephone have numbers?*

*Where can you find numbers at the grocery store? What do these numbers tell us?*

*What do the numbers on your clothes and shoes tell us?*

*How do numbers on signs help us?*

*What do the numbers on buildings tell us?*

Activity Time

**Independent Student Work Time**

Step, Hop, and Jump

What to do:

1. Invite your child to move with you in this pattern: step, hop, jump; step, hop, jump.
2. Repeat the pattern, saying each action as you perform it together.
3. Say, *Let's change jump at the end for a new action. How else can we move?*
4. Continue the movement pattern, incorporating his/her suggestions.

**Activity Time**

**Independent Student Work Time**

Color Scavenger Hunt

Materials: items around the house

What to do:

1. Please click the link to view Ms. Damato's video lesson  
[https://www.you.../watch?v=ugGVaXmdako](https://www.youtube.com/watch?v=ugGVaXmdako)
2. Invite your child to go on a scavenger hunt around your house.
3. Have them find different colored items and place them in a basket or bag.
4. Bring the items to the table or rug and have your child identify the objects/colors and sort the items by color.

**Small Group Instruction**

Patterns

Objectives: The children will be able to copy/extend patterns.

Materials: objects to create patterns such as pom poms or buttons

Procedure:

1. I will ask the children to sort their objects by color.
2. I will create patterns and ask the children to copy them.
3. I will create patterns and ask the children to extend the patterns.

**Outdoor Experiences**

Garden Area

**Character Education**

Manners

Objective: The children will be able to explain what good manners are.

Procedure:

1. We will read and discuss the book Penguin Says Please by Michael Dahl.

**Ready Rosie**

**Independent Student Work Time**

Weekend News

**Music and Movement**

Rebus Song Charts

**Stop and Look**

**Traffic Light Song**

**Activity Time**

**Independent Student Work Time**

Straw and Play Dough Shapes

Materials: straws, play dough, various shaped items

What to do:

1. Please click the link to view Ms. Maria's video lesson  
[https://www.you.../watch?v=r9BOI8n-xyk](https://www.youtube.com/watch?v=r9BOI8n-xyk)
2. Gather a few different shaped objects with your child.
2. Have your child identify and describe the shapes.
3. Invite your child to create shapes using straws and play dough. *Let's make a rectangle. A rectangle has two long sides and two short sides.*

**Small Group Instruction**

Color and Shape Bingo

Objectives: The children will be able to identify colors and shapes.

Materials: bingo game board and pom poms

Procedure:

1. I will invite the children to put their bingo game board and pom poms on the table in front of them.
2. I will explain how to play the game.
3. I will pick a card and show it to the children. I will ask the children to identify the color and shape on the card.
4. The children will look on their game board for the matching color and shape. If they have it, they will place pom pom on it.
5. We will continue playing until all the children have covered up their board.

**Outdoor Experiences**

Bike Area

**Character Education**

Manners

Objective: The children will be able to explain what good manners are.

Procedure:

1. We will read and discuss the book Bear Says Thank You by Michael Dahl.

**Ready Rosie**

**Independent Student Work Time**

Finger Shapes

**Activity Time**

**Independent Student Work Time**

Treasure Hunt

Materials: treasure and signs

1. Hide a "treasure"-a special toy, a decorated box, etc.-in your home or in your outdoor area.
2. Ask your child to join you for a treasure hunt. Explain that you will give directions/show signs to help them look for the treasure.
3. Give directions to find the treasure using direction words/signs. You might say, *Walk behind the bookshelf. Look under the chair and between the baskets of magazines.*
4. Once the treasure has been found, hide another treasure to start another treasure hunt.
5. Ask your child to hide a treasure and direct you to find it.

**Small Group Instruction**

Science - Color Mixing

Objectives: The children will be able to develop scientific inquiry skills and demonstrate knowledge of the physical properties of objects.

Materials: red, yellow, and blue paint, paper, paintbrush

Procedure:

1. We will read and discuss the book Colors using Epic Books.
2. I will ask the children to identify the paint colors.
3. We will recall how colors were mixed together in the book to make different colors.
4. The children will explore and paint. As they are creating we will ask questions such as: What two color are you going to mix together? What new color did you make? How do you think we can make green? What two colors would we need?

**Character Education**

Manners

Objective: The children will be able to explain what good manners are.

Procedure:

1. We will read and discuss the book Hippo Says Excuse Me by Michael Dahl.

**Ready Rosie**

**Independent Student Work Time**

Follow My Design

**Activity Time**

**Independent Student Work Time**

The Name Game

Materials:

What to do:

1. Write the name of every person in your family on individual index cards or strips of paper.
2. Hold up the name cards and hide some letters with your fingers. Slowly reveal the letters so your child can guess the name. *I uncovered the first letter of the name. Do you know whose name it is?*
3. As you reveal more letters, ask questions about the letters your child sees. *What letter do we see next? It makes the /r/ sound. Yes! It's Grandma!*
4. Continue with the rest of the name cards. Consider making name cards for other friends and family members or even characters from your child's favorite books!

**Small Group Instruction**

Letter Bingo

Objectives: The children will be able to identify letters and letter sounds.

Materials: bingo game board and pom poms

Procedure:

1. I will invite the children to put their bingo game board and pom poms on the table in front of them.
2. I will explain how to play the game.
3. I will pick a card and show it to the children. I will ask the children to identify the letter/letter sound on the card.
4. The children will look on their game board for the matching letter. If they have it, they will place pom pom on it.
5. We will continue playing until all the children have covered up their board.

**Outdoor Experiences**

Bike Area

**Character Education**

Manners

Objective: The children will be able to explain what good manners are.

Procedure:

1. We will read and discuss the book Mouse Says Sorry by Michael Dahl.

**Ready Rosie**

**Independent Student Work Time**

Looking For Letters in Ads

**Small Group Instruction**

Five Frame Activities

Objectives: The children will be able to identify numerals and connect them to counted objects.

Materials: five frame, numeral cards, and counters such as pom poms or buttons

Procedure:

1. Displaying a Number - I will invite the children to select a number to display in their frame. They will put the corresponding number of counters in their frame.
2. Fill In The Number - I will ask the children to place a few counters in the frame. I will ask, "How many more counters do we need to make 5?" The children can figure out how many more counters they need to fill the 5 frame. (This activity builds understanding that 5 can be broken into smaller parts.)

**Outdoor Experiences**

Beam Area

**Character Education**

Manners

Objective: The children will be able to explain what good manners are.

Procedure:

1. We will read and discuss the book Mind Your Manners by Samantha Brooke.

**Ready Rosie**

**Independent Student Work Time**

Who has the biggest number?

**Music and Movement**

Rebus Song Charts

**Meet the Shapes**

**We Love Color!**

## Goodbye Circle

### Rainbow Colors

1. Ask children to name the colors of the rainbow.

2. Sing the following to the tune of "The Farmer in the Dell."

Look for something [red], look for something [red].

Look all around the room to find something that is [red].

3. I will give the children time to look for an item that matches the color and share it with the group. Then repeat the song with different colors.

2. We will discuss today's activities.

3. We will sing, "It is Time to Say Good-Bye to All My Friends".

## Music and Movement

### Rebus Song Charts

## Meet the Shapes

## We Love Color!

## Goodbye Circle

1. I Can Make A Circle

I will draw a shape with my finger in the air.

I will invite the children to do the same as we sing.

We will sing to the tune of "The Mulberry Bush" while the children are drawing.

We can make a circle, a circle, a circle.  
We can make a circle, just like this!

We will repeat the activity using different shapes.

2. We will discuss today's activities.

3. We will sing, "It is Time to Say Good-Bye to All My Friends".

## Goodbye Circle

### Live TEAMS Session

1. Disappearing Rhymes

I will sketch something with several features on a dry erase board or chalkboard, e.g., a face, building, or tree.

I will say a word that rhymes with one of the features, e.g., "I see something that rhymes with *pie*... yes, it's an eye."

I will erase that feature and begin again, e.g. "I see something that rhymes with *pie*... yes, it's an ear. Let's erase both ears."

We will continue until we have erased the entire sketch.

2. We will discuss today's activities.

3. We will sing, "It is Time to Say Good-Bye to All My Friends".

## Music and Movement

### Rebus Song Charts

## Stop and Look

## Traffic Light Song

## Goodbye Circle

1. Alphabet Bag

I will place letter cards inside a bag.

I will choose a letter card from the bag. I will give the children clues by saying the letter sound, e.g., "This letter makes the /s/ sound."

I will invite the children to guess the letter on the card.

I will repeat the activity until the children have guessed several letters.

2. We will discuss today's activities.

3. We will sing, "It is Time to Say Good-Bye to All My Friends".

## Goodbye Circle

1. I Can Count

We will sing to the tune of "This Old Man."

I can count,

I can count,

I can count to number [three].

Can we count together?

Count along with me!

Let's all count to number [three].

I will invite the children to count to the number in the song.

We will repeat using different numbers.

2. We will discuss today's activities.

3. We will sing, "It is Time to Say Good-Bye to All My Friends".