

October 2021

Mon 4	Tue 5	Wed 6	Thu 7	Fri 8
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Trees - Exploring the Topic: What do we know about trees? What do we want to find out?

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Large Group
One Halloween book a week will be read during Morning Meeting

Large Group
Morning Meeting and Weather
How Do You Feel Today?

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Morning Meeting and Weather
How Do You Feel Today?
-Students will move their picture with their name underneath the emotion they are feeling.
Good Morning Song
-Sing a good morning song together as a class to welcome the children.
What Day is it Today?
-Sing the Days of the Week song by Dr. Jean. Ask the children what day is it today? Have the student who has the job 'Days of the Week' move the arrow to the correct day of the week.
Who Came to School Today?
-Students will move their picture and name on the SmartBoard to show if they are at school or at home. We will count how many students are at home, how many students are at school, and how many students are in total.
0.3.3
RF.PK.1d
4.1.1
What is the Weather today? (Done during second morning meeting after Gross Motor Play)
-Children will identify and discuss the weather and match the actual weather to the picture on the SmartBoard.
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SL.PK.1b
0.2.4
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Large Group

What's in the Box? Introduction to a new study.

We will play a game, 'What's in the Box?' as a class to introduce our new study. I will place tree related objects (apple, pinecone, twig, leaf, and an acorn in the box. I will explain to the children that they will see some objects that grow on or are associated with something big and they have to guess what it that they grow on. We will then talk about what all these items have in common and where you can find these items. Then I will tell them that our new study will be about trees.

Read-Aloud

Integrated Speech Lesson

Ms. Melissa Goldman will come in and do an integrated speech lesson with the class. She will read a book and do an activity with the children.

Question of the Day

Did you see a tree on your way to school today?

Outdoor Experiences

Monday Gross Motor

10:00-10:20 am

Bike Area B

1:10-1:30 pm

Walk 1

2.4.1

2.4.2

2.4.3

Outdoor Experiences

Physical Fun

*Intentional Teaching Experience*P15, "Dribble Kick"

Small Group

M02 - Counting & Comparing

Music & Movement

Movement:A Tree My Size
Discussion and Shared Writing:The Sizes of Trees
Materials:*Mighty Minutes*49, "A Tree My Size"; several books about trees

1.2.1

1.1.1

2.3.1

Read-Aloud

Read Aloud

I am a Tree by Scholastic

Are the roots above ground or under ground?

What helps you stand tall? What is your "trunk"?

What is on your body that protects you like the bark protects the tree?

What color leaves have you seen?

1.3.6, 1.3.7, 1.3.8, 9.1.3, 9.3.4, 9.4.1, 9.4.2, RLPK1, RLPK3, RLPK7, RLPK10, RFPK1b, RFPK1d, RFPK3a, RFPK4, SLPK1a, SLPK2, SLPK6, WPK8, LPK6

Question of the Day

Think about one tree very near your home or a tree you see on your way to school. Are you bigger or smaller than the tree?

Outdoor Experiences

Tuesday Gross Motor

10:00-10:20 am

Beam

1:10-1:30 pm

Garden Area

2.4.1

2.4.2

2.4.3

Outdoor Experiences

Physical Fun

*Intentional Teaching Experience*P15, "Dribble Kick"

Small Group

Name Puzzles

Children will have their name made into a puzzle to put together.

Children who need assistance will be given a name card to help them put in the correct order.

Children who can will identify each letter in their name.

Read-Aloud

Read Aloud

A Tree is Nice by Janice May Udry

What are trees made of?

What are they doing in this picture with the leaves? (Raking)

What is hanging from the tree in this picture? (a swing) Has anyone every gone on a tree swing?

What do the leaves on the trees do for us? (give us shade)

1.3.6, 1.3.7, 1.3.8, 9.1.3, 9.3.4, 9.4.1, 9.4.2, RLPK1, RLPK3, RLPK7, RLPK10, RFPK1b, RFPK1d, RFPK3a, RFPK4, SLPK1a, SLPK2, SLPK6, WPK8, LPK6

Question of the Day

Are you bigger or smaller than this tree? (Place a small potted tree near the question chart.)

Outdoor Experiences

Wednesday Gross Motor

10:00-10:20 am

Bike Area A

1:10-1:30 pm

Walk 2

2.4.1

2.4.2

2.4.3

Outdoor Experiences

Physical Fun

*Intentional Teaching Experience*P15, "Dribble Kick"

Small Group

Patterns

Children will use pre made tree patterns to copy and extend the pattern

Group 1 will do AB and AAB patterns

Group 2 will do AB, AAB, ABB, and ABC patterns

Music and Movement

Movement:A Tree My Size
Discussion and Shared Writing:The Sizes of Trees
Materials:*Mighty Minutes*49, "A Tree My Size"; several books about trees

1.2.1

1.1.1

2.3.1

Read-Aloud

Read Aloud

Stuck by Oliver Jeffers

Have you ever gotten anything stuck in a tree?

Have you ever gotten stuck somewhere?

What first gets stuck in the tree?

Do you think the boy could have really thrown a fire truck, ship, and whale into a tree?

What could the boy have done to get the kite out of the tree instead of throwing everything in it?

1.3.6, 1.3.7, 1.3.8, 9.1.3, 9.3.4, 9.4.1, 9.4.2, RLPK1, RLPK3, RLPK7, RLPK10, RFPK1b, RFPK1d, RFPK3a, RFPK4, SLPK1a, SLPK2, SLPK6, WPK8, LPK6

Question of the Day

Which of these comes from a tree? (Show three items, one of which comes from a tree.)

Outdoor Experiences

Thursday Gross Motor

10:00-10:20 am

Bike Area A

1:10-1:30 pm

Bike Area B

2.4.1

2.4.2

2.4.3

Outdoor Experiences

Physical Fun

*Intentional Teaching Experience*P15, "Dribble Kick"

Small Group

LL32 - Describing Art

Music & Movement

Song:"The Green Grass Grows"
Discussion and Shared Writing:What Will We See on Our Tree Hunt?
Materials:*Mighty Minutes*54, "The Green Grass Grows";*Intentional Teaching Experience*LL45, "Observational Drawing"; small clipboards; paper and pencils; digital camera

1.2.1

1.1.1

2.3.1

Read-Aloud

Read Aloud

Pete the Cat: Five Little Pumpkins by James Dean

Why are the pumpkins dressed up?

What is the difference between a jack on lantern and a pumpkin?

What color is a pumpkin? What shape?

What do you do on Halloween?

1.3.6, 1.3.7, 1.3.8, 9.1.3, 9.3.4, 9.4.1, 9.4.2, RLPK1, RLPK3, RLPK7, RLPK10, RFPK1b, RFPK1d, RFPK3a, RFPK4, SLPK1a, SLPK2, SLPK6, WPK8, LPK6

Question of the Day

Which of these comes from a tree? (Show three items, one of which comes from a tree.)

Outdoor Experiences

Friday Gross Motor

10:00-10:20 am

Walk 1

1:10-1:30 pm

Bike Area A

2.4.1

2.4.2

2.4.3

Outdoor Experiences

Physical Fun

*Intentional Teaching Experience*P15, "Dribble Kick"

Small Group

M59 - More or Fewer Towers

Music and Movement

Movement:A Tree My Size
Discussion and Shared Writing:The Sizes of Trees
Materials:*Mighty Minutes*49, "A Tree My Size"; several books about trees

1.2.1

1.1.1

2.3.1

Large Group

Closing Meeting

Closing Meeting Routine:

- Share and Tell. Each child will share with the class what their favorite thing was that they did in school today.
- Discuss letters Bb, Ff, and Pp

-Goodbye Song

RF.PK.2a

1.2.1

1.2.3

1.1.1

1.1.3

Family Partnerships

Send home a letter to families describing the study and enlisting their participation. Ask families to share memories with their children about when they were young and perhaps had memorable experiences with a tree, e.g., climbed a tree, enjoyed a picnic in the shade of a tree, or watched animals in trees. Ask them to send pictures if possible.

Mighty Minutes®

*Mighty Minutes*17, "Leaping Sounds"

Music & Movement

Song:"The Green Grass Grows"
Discussion and Shared Writing:What Will We See on Our Tree Hunt?
Materials:*Mighty Minutes*54, "The Green Grass Grows";*Intentional Teaching Experience*LL45, "Observational Drawing"; small clipboards; paper and pencils; digital camera

1.2.1

1.1.1

2.3.1

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1.1.1

1.1.3

Second Step

Self-Talk

Day 3: Skill-Practice Activity 1

1. Have children sit on the floor. Remind them to use the Listening Rules and their attent-o-scopes.
2. Describe the game. **We are going to play a self-talk action game. First I will say an action. Then you will say the same action. Then you will stand up and say it and do it!**
3. Name an action. **Hop on one foot.**
4. **Now say it with me: Hop on one foot.** Have children say it along with you.
5. **Stand up! Now say it and do it by yourselves.** Have children name and do the action by themselves. Then have them sit down again.
6. Notice and reinforce the use of self-talk during the game: **I could hear you using self-talk to say what you had to do.**
7. Repeat a few times with different actions.

Mighty Minutes®

*Mighty Minutes*15, "Say It, Show It"; numeral cards

Large Group

Closing Meeting

Closing Meeting Routine:

- Share and Tell. Each child will share with the class what their favorite thing was that they did in school today.
- Discuss letters Bb, Ff, and Pp

-Goodbye Song

RF.PK.2a

1.2.1

1.2.3

1.1.1

1.1.3

Mighty Minutes®

*Mighty Minutes*60, "The Name Dance"

Second Step

Self-Talk

Day 1: Puppet Script

Teacher (make laughing sounds): I hear **some children laughing**. I think it is _____ and _____ (Boy and Girl puppets). **Let's see what they are doing**.

Boy (laughing): **Ha, ha, you missed me!**

Girl: **That was fun! Let's do it ag-** She stops and looks at the seated children. **Uh oh! Everybody is sitting down.**

Boy (worried): **Oops. The teacher said to clean up. But we were playing.**

Teacher (to puppets): **You started playing instead of cleaning up. I have an idea. Sit next to me.** Remove puppets. **Looks like _____ and _____ (Girl and Boy) did not keep their attention on cleaning up. They forgot to use the attent-o-scopes we learned about last week. Let's remind them.** Have the children make their attent-o-scopes and focus them on you. **Now put your hands down, but keep focusing on me.**

Let's point to the parts of your bodies you use when you focus your attention. Have children point to the following body parts as you say them. **You need your eyes, ears, and brain.**

I have another way that helps me stay focused on what I have to do. I quietly tell myself over and over what I have to do. This is called *self-talk*.

Put puppets back on. **Why do I use self-talk and keep telling myself what I need to do?**

Girl: **Because it helps you keep doing what you have to do.**

Boy: **Wow! If we had used self-talk, we could have kept our attention on cleaning up.**

Teacher: **That's right. Self-talk helps you keep your attention on the things you need to do. Thank you for helping us learn today.**

Song

Teach and sing Verse 3 of "The How to Learn Song" (Streaming Lesson Media or Track 5 of the *Join In and Sing* CD). Sing the previous verses. Sing the song throughout this week. Brain Builder 2: Which Way? Play the Which Way? game one or more times during the day. The symbol you'll need to play the game is also in the Teaching Materials Notebook. Photocopy it before you play. Continue to play each day this week.

Second Step

Self-Talk

Day 2: Story and Discussion

Yesterday _____ and _____ (Boy and Girl puppets) learned about self-talk, or talking to themselves to help focus their attention on what they have to do.

Show the photo. Ask children what they see, what is happening, and how the children in the photo feel. Point out the story elements. **Here are Olivia and Tony. They are building tall towers with blocks. As they are building, they hear the teacher say, "Everyone, focus your attention. It's almost group time-time to start cleaning up." The teacher plays the special clean-up music.**

Olivia begins to sing a little song to herself: "Pick up the blocks and put 'em in the box. When that's done, go to group time." She and Tony put blocks into the box. Tony can barely hear Olivia's song.

"What are you singing?" asks Tony.

Olivia sings her song for Tony. "Pick up the blocks and put 'em in the box. When that's done, go to group time." It helps me remember what to do," she says. Olivia sings her song until all the blocks are back in the box. Tony helps her put the box of blocks on the shelf.

Olivia begins, "When that's done..." But Tony finishes, "...go to group time." And they do.

1. What did Olivia do to stay focused? (She sang to herself. She kept singing about what she had to do.)

2. Using self-talk helped Olivia focus attention on what she needed to do. What were the two things she needed to do? (Put the blocks away and then go to group time.)

3. If you sometimes use self-talk to help focus your attention on what you have to do, pat your head.

Self-talk helps you focus on what you need to do.

Mighty Minutes®

*Mighty Minutes*60, "The Name Dance"

Mighty Minutes®

Mighty Minutes 15, "Say It, Show It"; numeral cards

Family Partnerships

Encourage families to take their children for a walk around their neighborhood to examine the trees they see. Give each family a small bag and ask them to help their children gather interesting parts that have fallen, such as leaves, twigs, acorns, nuts, and bark.