

Week of: Aug 31	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Morning Meeting</p>	<p>Message Board: Write: Good morning! Post: name card (we are going to make our name) -Morning Song, -Warm Wishes, -Schedule check - Sing and dance to "The Goldfish (Let's Go Swimming)" by The Laurie Berkner Band -Greet your Neighbor -Calendar- Patterning -7 Days -King/Queen for the day GELDS: APL5.4b, CLL8.4d CLL8.4c, CLL8.4d</p>	<p>Message Board: Write: Good morning! Post: whale and polka dot tail cards (today we will talk about rhyming words) -Morning Song, -Warm Wishes, -Schedule check - Sing and dance to "The Goldfish (Let's Go Swimming)" by The Laurie Berkner Band -Greet your Neighbor -Calendar- Patterning -7 Days -King/Queen for the day GELDS: APL5.4b, CLL8.4d</p>	<p>Message Board: Write: Good morning! Draw a picture of a book (today we will read a book about friendship) -Morning Song, -Warm Wishes, -Schedule check - Sing and dance to "The Goldfish (Let's Go Swimming)" by The Laurie Berkner Band -Greet your Neighbor -Calendar- Patterning -7 Days -King/Queen for the day GELDS: APL5.4b, CLL8.4d</p>	<p>Message Board: Write: Good morning! Write a few letters (today we will talk about letters) -Morning Song, -Warm Wishes, -Schedule check - Sing and dance to "The Goldfish (Let's Go Swimming)" by The Laurie Berkner Band -Greet your Neighbor -Calendar- Patterning -7 Days -King/Queen for the day GELDS: APL5.4b, CLL8.4d</p>	<p>Message Board: Write: Good morning! Draw a picture of a fish (we are going to read a book about a special fish) -Morning Song, -Warm Wishes, -Schedule check - Sing and dance to "The Goldfish (Let's Go Swimming)" by The Laurie Berkner Band -Greet your Neighbor -Calendar- Patterning -7 Days -King/Queen for the day GELDS: APL5.4b, CLL8.4d</p>
<p>Large Group Literacy</p>	<p>Materials: Chicka Chicka Boom Boom by Bill Martin, Jr., name card, letters in name. HOMEWORK: cut apart the Brown Bear story telling cards for tomorrow. Re-read: Chicka Chicka Boom Boom video story. Talk about the letters in the children's names. Have</p>	<p>Materials: Read Brown Bear, Brown Bear by Bill Martin Jr.; Have Ss use the storytelling cards to retell for the 2nd reading. For 3rd reading, have Ss put the storytelling cards in order. Use the book for reference if necessary. CLL5.4b</p>	<p>Read: How Do Dinosaurs Stay Friends? By Jane Yolen & Mark Teague https://www.youtube.com/watch?v=j5FH68LaW6A Where do you start your letters song- HWT. Create a list of ways to keep a friend.</p>	<p>Materials: crayon; paper; letter cards A, B, T, C, I, D and name card Demonstrate drawing a straight line in the air. Have child imitate the movement. Demonstrate drawing a curved line in the air.</p>	<p>Materials: play dough from Friday's cooking activity, name card Encourage your child to explore the play dough. Model: Rolling playdough to make "snakes" and form</p>

	<p>Ss use their name card and the letter cards/magnet letters from the take home learning packet so your child can find the letters in their name and put them together to make their name. Put together a couple of names for Ss to see. Tell them to practice on their own as well. "Race yourself." Show letters sticking to tree. Play song while adding the letters.</p> <p>CLL7.4a</p>		<p>As you write, talk aloud about where to start writing and using spaces between words.</p> <p>CLL8.4b</p>	<p>Have child imitate the movement. Demonstrate making a straight line with a curved line attached to it. Display the A, B, C, T, I, and D letter cards. Call attention to the letters that are created with straight lines. Ask your child to chase one of the letters. Call attention to letters created using curved lines and have your child use a finger to trace over one of the letters. Ask your child to find a letter with both straight and curved lines. Hold the letter cards up one at a time. Have your child describe the type of lines used to form the letters and attribute of the letters. Ask your child to look at his/her name card and describe the type of lines used in the first letter.</p> <p>CLL7.4a, CLL9.4d</p>	<p>letters. Discuss straight and curved lines from yesterday's lesson. Have your child use the playdough to make the letters in his/her name. Ask, "Which letters were easiest to make?"</p> <p>CLL7.4a</p>
<p>Phonological Awareness</p>	<p>This fun song with motions uses a repeating chant sung in different "voices"</p>	<p>Introduce rhyming words with "Down by the Bay."</p>	<p>Use Rhyming Picture Cards –</p>	<p>Re-read Mortimer. Encourage the children to make the sounds</p>	<p>"Down by the Bay" (show pictures of rhyming pairs)</p>

	<p>to practice listening and repeating. You can hear the tune to <i>A Ram Sam Sam</i>: https://www.youtube.com/watch?v=zBttxAMxaXE</p> <p>Watch video first then practice using different voices (baby voice, monster voice, robot voice, etc.) CLL6.4a</p>	<p>https://youtu.be/jAjhLexlrDc Use picture cards to match words that rhyme. CLL6.4b</p>	<p>Model: show your child 2 cards that rhyme and discuss that they sound the same at the end (do this with multiple sets of cards) Guided Practice: Show 3 cards (2 rhyme, 1 does not) say “Whale. Fly. Do those words rhyme? No, they don’t sound the same at the end. Whale. Tale. Do those words rhyme? Yes, they sound the same at the end. Your Turn: Match the sets of rhyming words. Challenge: ask your child to come up with another word that rhymes with the pair. CLL6.4b</p>	<p>with you. Really exaggerate them. You can listen to a great recording of Robert Munsch reading Mortimer at: https://youtu.be/P1q7sJUKLck CLL6.4a</p>	<p>https://youtu.be/jAjhLexlrDc CLL6.4b</p>
<p>Reading</p>	<p><u>Brown Bear Brown Bear</u> (pattern of words) Read through once, then retell using the flannel characters. CIL8.4b, CLL8.4c</p>	<p><u>Duck in a Truck</u> (listen for how Duck’s friends helped) After reading this story, talk about how Duck’s friends helped him get unstuck. Ask, “Has a friend ever helped you?” CLL5.4a, CLL5.4c</p>	<p>Read <u>Mortimer</u> and emphasize the sound effects. You can listen to a great recording of Robert Munsch reading Mortimer at: https://youtu.be/P1q7sJUKLck CLL5.4c, CLL6.4a</p>	<p><u>Don’t Let the Pigeon Drive the Bus</u> (feelings) CLL8.4a, SED5.4d</p>	<p>Read: The Rainbow Fish by Marcus Pfister https://www.youtube.com/watch?v=Z3cmddZh6t8 Before Reading: Ask your child to identify ways he/she is different from friends (different hair/eye colors) Pause during the reading to ask</p>

					<p>questions such as: How does Rainbow Fish feel? What do you think might happen next? After reading ask: When no one wants to be friends with Rainbow Fish, how did he feel? How would you feel if that happened to you? Ask your child if he/she would give a scale to a friend if they didn't have one?</p> <p>CLL1.4a, CLL1.4c, SED5.4e</p>
Specials	<p>SEL: Focusing Attention, Puppet Script: Using Puppet talk about the 4 rules of good listening and how it helps Beatrice be a better listener. Something in the counting box. Bf we open, show me good listening... it's an attentOscope. It can help you focus.</p> <p>APL3.4b</p>	<p>SEL: Listening, Story and Discussion. Remind Ss what an attentoscope does... helps them focus. Tell the story of Alex and how he had to really focus to listen to the art lesson. Let's play I spy with our attentoscopes! Take them around the room.</p> <p>APL3.4b</p>	<p>Music: Go Noodle-Mario's Meatball Run.</p> <p>CLL1.4b, PDM5.4a, APL3.4b</p>	<p>SEL: Listening, Read: The Listening Walk By Paul Showers</p> <p>https://youtu.be/uCs66HaouFU</p> <p>APL3.4b</p>	<p>Art: Make a rainbow fish- Ss use</p>  <p>CD-CR2.4a, PDM6.4c</p>
Math	<p>Sorting: Show Ss big mess of objects. How can I clean it up? Model putting objects into</p>	<p>Review sorting with students. Show Ss collection of socks. How can we sort these? Model</p>	<p>Read: <u>Sort It Out</u> by Barbara Mariconda Discuss pictures; give your child an assortment</p>	<p>Sort coins – give sorting mat if needs support</p>	<p>Collect natural objects (leaves, rocks, sticks, pinecones, etc.)</p>

	<p>different groups. Introduce the word "sorting." Read book, <u>Sorting</u>. Have some Ss stand, some sit. "Create" groups this way to have Ss move. Other groups: boys, girls; hands on head, hands on tummy.</p> <p>MA4.4b</p>	<p>sorting objects and discuss your sorting criteria. Have students sort items from the take home kit. "Now it's your turn. Sort your items by color." If child has trouble sorting by color, give him/her the sorting mat. If child sorts by color independently, have them think of another way they can sort the item.</p> <p>MA4.4b</p>	<p>of objects from their take home kit and encourage them to compare sizes, shapes and colors; next, begin a discussion about other ways they can be sorted and make some different groupings</p> <p>https://youtu.be/TdSw0dUHKWU</p> <p>MA4.4b</p>	<p>MA4.4b</p>	<p>and sort by 1 attribute, then re-sort by another attribute</p> <p>MA4.4b</p>
<p>Social Studies/Science</p>	<p>Science: Read: My Five Senses by Alik https://www.youtube.com/watch?v=8FW2jQgweOg Discuss the 5 senses. Brainstorm a list of things you can: see (i.e. people, books, birds, letters); hear (i.e. people, air conditioner, tv); taste, smell and touch. Write down what your Ss says.</p> <p>SC1.4a</p>	<p>Social Studies: Brainstorm with your child to get ideas about families. For example, families can live in a house or an apartment, have grandmothers and/or grandfathers, etc. Have your child come up with activities that families can do together.</p> <p>SS1.4a</p>	<p>Science: Make musical shakers and rain makers Materials: cardboard tubes (i.e. toilet paper, paper towel), plastic cups, cellophane, crunched up balls of paper, tape, etc. and items to fill shakers (i.e. pasta, rice, beads) To make musical shakers: Put shaker filler in plastic glasses, put another cup on top and seal with tape or glue. Use different filler for different sounds. To make rain makers, secure cellophane over one end of a cardboard tube with tape. Fill the rain maker with a handful of rice and add crunched up paper balls until the rain maker is ¾ full.</p>	<p>Science: Refer back to the Listening Walk story from specials and take a sensory walk. Walk around outside and have your child examine the world using 5 senses. Ask what your child sees. Have him/her describe what they hear. What kinds of smells are in the air? Let your child feel the grass and trees and anything else you encounter in the walk. Bring something for him/her to taste during the walk.</p> <p>Then make a book about the walk you took. Collect samples of what you found and</p>	<p>Social Studies: Read: What We Wear by Maya Ajmrea https://www.youtube.com/watch?v=bEjWpGzLMCw Discuss how children of various cultures dress. Have your child compare and contrast his/her own dress to that of the children in the book. Record your child's observations.</p> <p>SS2.4c</p>

			<p>Cover the other end with cellophane and secure it with tape. Explore the sounds you can make with the musical shakers. Does the sound change if you shake, pat, slap and knock it? What happens if you cover the shaker with your hands? Can you make loud and fast sounds? What about slow and quiet sounds? What happens to the sound when you use the rain maker? Is it soft or loud? How does it compare to the sound the musical shaker makes? What senses did you use for this activity?</p> <p>SC1.4a</p>	<p>put them in the book. This will help your child remember the ways you use your senses.</p> <p>SC1.4c</p>	
<p><u>Individualized Support-</u> LAUREN Weeks 1 & 3 JEANETTE Weeks 2, 4</p>	<p>Students: Ayleen Axel</p>	<p>Students: Grayson Haroun</p>	<p>Students: Desmond Grace</p>	<p>Students: Edison Ethan</p>	<p>Students: Emma Harrison</p>
<p><u>Individualized Support</u> JEANETTE Weeks 1, 3 LAUREN Weeks 2, 4</p>	<p>Students: Ismail Lauren</p>	<p>Students: Magali Paul</p>	<p>Students: Saodat Sophia</p>	<p>Students: Vienna Vivaan</p>	<p>Students: Zaria Asim</p>

Week of: August 31-September 4, 2020

Week #3

Teacher: PreK

Theme: All About Me & My School

*This template is for synchronous learning planned by the teachers. At Home Activities are provided in the detailed learning packets.