

September 2023

Mon 4

Tue 5

Wed 6

Thu 7

Fri 8

Holiday - Closed

Beginning the Year - Focus Question 4 -
Day 3

Beginning the Year - Focus Question 5 -
Day 1

Beginning the Year - Focus Question 5 -
Day 2

Beginning the Year - Focus Question 5 -
Day 3

Question of the Day

Question of the Day

Question of the Day

Question of the Day

Choice Time

As you interact with children in the interest areas, make time to do the following:

Choice Time

As you interact with children in the interest areas, make time to do the following:

Choice Time

As you interact with children in the interest areas, make time to do the following:

Choice Time

As you interact with children in the interest areas, make time to do the following:

Talk to the children about the items in the Discovery area.

Invite children to think creatively about new ways to use the items.

Record their ideas about the new uses.

Invite children to try balancing beanbags on different parts of their bodies while they move in a variety of ways, e.g., balancing a beanbag on their heads while jumping, on their backs while crawling, and on their knees while crab walking.

Take pictures of the children balancing the bean bags.

Help children use the recipe in the Cooking area.

If you're using an *Intentional Teaching Experience*, follow the guidance.

Observe children as they use the cooking tools in the Sand and Water area.

Ask questions to encourage children to explore the materials and explain their process, e.g., "What happened when you mixed the sand with the whisk? How many cups do you think it will take to fill that container?"

<p>Large Group</p> <p>Opening Routine</p> <p>Sing a welcome song and talk about who's here.</p> <p>Song, Movement, or Game</p> <p>Use</p> <p><i>Mighty Minutes 84, "Let's Make Letters"</i></p> <p>Discussion and Shared Writing: Cues for Times of the Day</p> <p>Share photos that families have brought in showing daily events at home.</p> <p>Read <i>Quirito, Day and Night</i>.</p> <p>Show the class schedule again.</p> <p>Compare the events in Quirito's day to the events on your class schedule.</p> <p>Discuss the cues you give children throughout the day to tell them that it is time to move on to another daily event, e.g., ringing a bell on the playground to signal that it is time to go inside or playing a chime to give a 5-minute warning before cleanup time.</p> <p>Before transitioning to interest areas, show a familiar classroom item and ask, "What is this? How do we use it?" Then ask, "How else could we use it?" Invite children to explore the collection of items in the Discovery area during choice time.</p> <p>Read-Aloud</p> <p>Read <i>Papa, How Many Stars Are in the Sky?</i></p> <p>Before Reading</p> <p>Show the book cover and read the title. Ask, "How many stars do you think are in the sky?"</p> <p>While Reading</p> <p>Pause to answer children's questions about the story. Explain any words that children may not understand.</p> <p>After Reading</p> <p>Say, "At the end of the story, the grandfather sang to the children in Spanish. What songs do you know in a language other than English?" Tell the children the book will be available to them on the computer in the Technology area.</p>	<p>Large Group</p> <p>Opening Routine</p> <p>Sing a welcome song and talk about who's here.</p> <p>Song, Movement, or Game</p> <p>Use</p> <p><i>Mighty Minutes 77, "Hello Bingo"</i></p> <p>Write <i>Hello</i> in big letters, and point to the letters as you sing.</p> <p>Discussion and Shared Writing: Who Do You Think Works at Our School?</p> <p>Read <i>Kevin and His Dad</i>.</p> <p>Using examples from the story, talk about the ways in which family members help each other at home.</p> <p>Explain, "Just like family members help each other at home, we help each other at school. There are special people here at our school who help to prepare our food and keep our school clean."</p> <p>Talk about the question of the day.</p> <p>Say, "Tomorrow we're having a visitor. It's someone who helps at our school."</p> <p>Give clues and invite the children to guess the person's job.</p> <p>After the children have identified who is coming, ask, "What would you like to ask our visitor tomorrow?" I want to ask, "Do you have to wear special clothes for your job?" When you model ways to ask questions, children learn that the classroom is a good place to wonder, question, and seek answers.</p> <p>Record children's responses.</p> <p>Before transitioning to interest areas, talk about the beanbags in the Music and Movement area and how children can use them to try balancing bean bags on different parts of their bodies.</p> <p>Read-Aloud</p>	<p>Large Group</p> <p>Opening Routine</p> <p>Sing a welcome song and talk about who's here.</p> <p>Song, Movement, or Game</p> <p>Use</p> <p><i>Mighty Minutes 75, "Busy Bees"</i></p> <p>Discussion and Shared Writing: Visit From a School Worker</p> <p>Talk about the question of the day.</p> <p>Review</p> <p><i>Mighty Minutes 31, "What's Inside the Box?"</i></p> <p>Follow the guidance using tools that the visiting school worker uses in his job.</p> <p>Introduce the visitor and invite him to talk to the children about his job.</p> <p>Invite children to ask the questions they generated yesterday.</p> <p>Record the visitor's responses.</p> <p>Before transitioning to interest areas, talk about the recipe that the children may help prepare with the visiting family member in the Cooking area.</p> <p>Read-Aloud</p> <p>Read <i>Elephant and a Song</i></p> <p>Before Reading</p> <p>Show the book cover and read the title. Ask, "What is an elephant's job?"</p> <p>While Reading</p> <p>Sing the words in the book to the tune of the "Here We Go Round the Mulberry Bush."</p> <p>After Reading</p> <p>Ask, "What kinds of things do you do in your neighborhood?" Tell the children that the book will be available to them on the computer in the Technology area.</p>	<p>Large Group</p> <p>Opening Routine</p> <p>Sing a welcome song and talk about who's here.</p> <p>Song, Movement, or Game</p> <p>Use</p> <p><i>Mighty Minutes 82, "Let's Clean Up!"</i></p> <p>Discussion and Shared Writing: Visit From a School Worker</p> <p>Review</p> <p><i>Mighty Minutes 31, "What's Inside the Box?"</i></p> <p>Follow the guidance using tools the school worker uses in her job.</p> <p>Introduce the school worker, and invite the visitor to talk to the children about her job.</p> <p>Invite children to ask the questions they generated yesterday.</p> <p>Record the visitor's responses.</p> <p>Before transitioning to interest areas, talk about the tools in the Sand and Water area and how children may use them.</p> <p>Read-Aloud</p> <p>Read <i>The Gingerbread Man</i>.</p> <p>Before Reading</p> <p>Recall the characters and the problem.</p> <p>"We're going to read <i>The Gingerbread Man</i> again. You may remember that a little old man and woman decide to make a gingerbread man. The Gingerbread Man comes to life as he's being baked in the oven. When the oven door opens, he hops out and runs away. Who chases him? What does he do and say as he's being chased? How does the fox catch him?"</p> <p>While Reading</p> <p>Expand vocabulary using more verbal explanations:</p> <p><i>brave, yanked, grunted</i></p> <p>Reinforce some previously introduced words by pointing to pictures and dramatizing:</p> <p><i>insult, clever, rubbed</i></p> <p>Comment on and ask follow-up questions about the other characters.</p>
---	--	--	---

Small Group

The Long and Short of It

Use

Intentional Teaching Experience M25
"The Long and Short of It"

Small Group

Letter U. We will be learning what words start with U. How to write U, what sound U makes.

Choice Time

Make a paper that talks about "all about me." The children will draw a picture of themselves on it.

Mighty Minutes®

Use *Mighty Minutes 84*, "Let's Make Letters"

Outdoors

Use

Intentional Teaching Experience P29
"Stop & Go"

Large Group Roundup

Recall the day's events.

Show photos of the children engaged in classroom activities during various times of the day.

Use

Intentional Teaching Experience L416
"Storyboard"

Use the photos to create a story.

Bible Lesson

Tell the bible lesson to the children. And God saw that it was good. Genesis 1:10

Read *The Gingerbread Man*.

Tell the children that the book will be available to them on the computer in the Technology area.

Before Reading

Introduce characters and the problem.

"This book is called *The Gingerbread Man*. In this story, a little old man and woman who own a bakery decide to bake a gingerbread man. They are surprised when the gingerbread man comes to life, hops out of the oven, and runs away. The man, the woman, and others try to catch him, but he's too fast. Is he clever enough to get away from the fox? Let's find out."

While Reading

Expand vocabulary by pointing to pictures, using gestures to dramatize, and describing:

aroma, frosted, clattering, flung, dashed, insult, hungry, clever, yanked, grunted, rained

Comment on main characters' thoughts and actions.

"It looks like the Gingerbread Man likes to tease people and animals. Maybe he thinks it's fun, but the people and animals don't seem to think so. I wonder why he does that."

"I don't think the Gingerbread Man should trust the fox, even though the fox says he doesn't like cookies."

"Poor Gingerbread Man! He was clever enough to not get caught when he was being chased, but he wasn't clever enough to stay away from the fox."

"The Gingerbread Man doesn't want to stay with the old man and the old woman. He doesn't want to be stuck in the bakery window."

After Reading

Invite explanations, wonder aloud, and ask follow-up questions.

Small Group

Alphabet Cards

Use

Intentional Teaching Experience L103
"Alphabet Cards"

Small Group

Yellow. Are there any yellow items in our classroom?

Mighty Minutes®

Use

Mighty Minutes 58, "A Hunting We Will Go"

Outdoors

Use

Intentional Teaching Experience P14
"Moving Through the Forest"

Large-Group Roundup

Recall the day's events.

Tell the children that another school worker will be visiting the class tomorrow. Explain the person's job at the school.

Ask, "What would you like to ask our visitor tomorrow?"

Record children's questions.

Bible Lesson

Sing:

God made the sun,
God made each tree,
and God made you,
and God made me.
God made birds to fly in the sky
And fish to swim in the sea.
I'm glad for all the things God made,
I'm glad that God made me.

"How do you think the little old man and woman felt when the Gingerbread Man ran away from them and wouldn't come back when they called to him?"

"I wonder if the policeman, dog, horse, and cow are chasing the Gingerbread Man because they don't like being teased, or because they're hungry. Maybe they're chasing him for both reasons!"

"I think that this is a very clever fox. He seems to know just what to say to make the Gingerbread Man believe that he'll be safe and not be eaten. How do you think he knows what to say?"

After Reading
Invite explanations, wonder aloud, and ask follow-up questions.

"The little old man and woman and the others chased the Gingerbread Man but couldn't catch him. What would you have done to catch the Gingerbread Man?"

"Do you think the fox should have eaten the Gingerbread Man? Why or why not?"

Small Group
Alphabet Cards

Use

Intentional Teaching Experience L103
"Alphabet Cards"

Small Group

Circle. Are there any circles in our classroom?

Mighty Minutes®

Use

Mighty Minutes 82, "Let's Clean Up!"

"Why do you think the Gingerbread Man ran away from the little old man and woman and teased the people and animals as he was being chased?"

"Why do you think the Gingerbread Man believed that the fox wouldn't eat him? Would you have believed the fox if you were the Gingerbread Man?"

Small Group
Geoboards

Use

Intentional Teaching Experience M21.
"Geoboards"

Small Group

Number 1. We will be counting various items in the classroom to learn 1.

Mighty Minutes®

Use

Mighty Minutes 85. "Listen For Your Name"

Outdoors

Use

Intentional Teaching Experience P43.
"Box Dribble"

Large-Group Roundup

Recall the day's events.

Invite children who balanced beanbags during choice time to share what they discovered.

Tell children about the two visitors who will be visiting the classroom tomorrow.

Outdoors

Use

Intentional Teaching Experience P28.
"Keep It Up"

Large-Group Roundup

Recall the day's events.

Write a group thank-you note to the visitors who came yesterday and today. Invite the children to add drawings to the note and sign their names.

Talk about the question of the day.

Show the children a gingerbread man, which can be made from dough or art materials.

Explain, "This is the Gingerbread Man, like the one in our story. He's our new friend, and he came to see us in our classroom. But we're going to leave him here tonight, and we'll visit with him tomorrow. Let's put him in a chair so he can join our group in the morning."

Bible Lesson

"Chalk talk" Have the children color the chalk talk retelling of the story while I read it to them.

Family Partnerships

Invite families to access the eBook,
Neighborhood Song in the
MyTeachingStrategies® Family app.

Bible Lesson
Chapel

