



IN THIS SECTION YOU WILL FIND

# UNIT 1 WEEK 5

Pages 597 to 621





IN THIS SECTION

# MATERIALS LIST

Pages 599 to 603

**Centers**

**Materials**

(Materials are purposefully left blank for teacher to fill in, as needed)

**Creative Arts**



**Blocks**



**Dramatic Play**





**Science**




**Library and Listening**



<p><b>Puzzles (Manipulatives)</b></p> 	
<p><b>Creative Writing</b></p> 	

<b>Small Groups</b>	<b>Materials</b>
Independent	
Medium Support	
High Support	

<b>Large Group</b>	<b>Materials</b>
<p><b>Read Alouds</b></p> 	

## SWPL Clipboard Directions



**“Open, Shut Them:** song lyrics

**“I’m a Little Teapot”:** song lyrics

**“Ten Little Fingers”:** poem, *Big Book of Poetry*/poetry posters

**“Five Little Ducks”:** song lyrics

**“Clap Your Hands”:** song lyrics

***Polar Bear, Polar Bear, What Do You Hear?:*** book, flannel board and pieces

**“Head, Shoulders, Knees, and Toes” (and Those Words Rhyme):** song lyrics

**“Five Green and Speckled Frogs”:** flannel board and pieces (frogs, log, bugs, pool)

**“Hands”:** poem, *Big Book of Poetry*/poetry posters

**Alphabet Memory Pocket Chart Game:** 2 sets of uppercase alphabet cards, pocket chart

## LFOAI



## Problem Stories

<b>Math Components    Materials</b>	
<b>Hands-on Math Center</b>	<p><b>Shape Hunt (Triangles):</b> Shape Sets</p> <ul style="list-style-type: none"> <li>• <b>Straw Shapes:</b> plastic stirrers</li> </ul>
<b>Small Group</b>	<p><b>Straw Shapes:</b> plastic stirrers</p> <p><b>Is It or Not? (triangles):</b> large index cards, markers</p>
<b>Large Group</b>	<p><b>“Jack in the Box”</b></p> <p><b>Shape Show (Triangles):</b> big, flat triangle, triangular items, colored tape</p> <p><b>Snapshots:</b> dark cloth, paper plates or ready-made camera with dots</p> <p><b><i>The Shape of Things or Building Shapes:</i></b> books</p> <p><b>Shape Show (Rectangles):</b> big, flat rectangles, square items, colored tape</p>
<b>Literacy Connections</b>	<p><b><i>What is Square?</i></b> By Rebecca K. Dotlich</p> <p><b><i>The Village of Round and Square Houses</i></b> by Ann Grifalconi</p> <p><b><i>Harold and the Purple Crayon</i></b> by Crockett Johnson</p> <p><b><i>The Silly Story of Goldielocks and the Three Squares</i></b> by Grace Maccarone</p> <p><b><i>There’s a Square: A Book About Shapes</i></b> by Mary Serfozo</p>







IN THIS SECTION

# WEEKLY PLAN

Pages 605 to 607



# Weekly Plan

**\*\*Week 5 is open for planning, as needed, to complete Unit 1 and/or teacher-planned activities.**

Extension Week Week 5/ BB Week 5	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>Arrival Centers</b> Gather Stories for Storytelling/ Story Acting	<ul style="list-style-type: none"> <li>Easy to clean-up centers such as waffle blocks, puzzles, Duplos, etc. for children to choose as they finish breakfast/arrival routine.</li> <li>Teachers use this time to collect stories from children for Storytelling/Story Acting.</li> </ul>				
<b>Greeting</b>	<ul style="list-style-type: none"> <li>See Introduction</li> </ul>				
<b>(Suggested) Intro to Centers</b>					
<b>Centers</b>	<i>Revisit centers children were interested in or where more support is needed.</i>				
<b>Thinking and Feedback</b>					
<b>Read Aloud</b>	<i>Revisit stories children were interested in or needed more help understanding or utilize any supplemental books.</i>				
<b>Transition(s)</b>	<i>Revisit transitions children were interested in or transitions that focus on skills children need more support in (rhyming, letter identification, etc.)</i>				

<b>Literacy Small Groups</b>	Revisit any SG lesson based on student data or need.	See Day 1	See Day 1	See Day 1	See Clipboards
<b>Math Small Groups</b>	<ul style="list-style-type: none"> <li>• Guess My Rule</li> <li>• Shape Step</li> </ul>	See Day 1	See Day 1	See Day 1	See Clipboards
<b>Building Blocks</b>	See Clipboards	See Clipboards	See Clipboards	See Clipboards	See Clipboards
<b>Let's Find Out About It</b>	Revisit any LFOAI lesson based on student data or need.				
<b>Problem Stories</b>	Revisit any Problem Story based on class interest or need.				
<b>Story Acting</b>	Refer to Storytelling/Story Acting Guide				





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# ***BUILDING BLOCKS*** **CLIPBOARD DIRECTIONS**

Pages 609 to 612



## DAY 1

### Geometry

#### *The Shape of Things or Building Shapes:*

- Read aloud either Big Book: *The Shape of Things* or *Building Shapes*.
- Together, look for triangles in the classroom.

### Shape Show

#### Triangles:

- Show a flat triangle. Outline the sides of the triangle, describing and exaggerating your actions: *straight side...turn, straight side...turn, straight side...stop*.
- Ask children how many sides the triangle has and count the sides with them. Emphasize that a triangle's sides and angles can be different sizes. What matters is that its sides are straight and connected to make a closed shape (no openings or gaps).
- Ask children what things they have at home that are triangles. Show different examples of triangles. Have children draw triangles in the air. If available, have children walk around a large triangle, such as one marked with colored tape on the floor.

## DAY 2

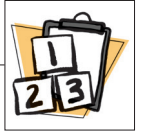
### Numeracy

#### Jack in the Box:

Jack-in-the-Box, Jack-in-the-Box,  
Wake up, wake up, somebody knocks.  
One time, two times, three times, four.  
Jack pops out of his little round door.

#### Snapshots:

- Remind children they will use their eyes and minds like a camera by taking a picture (snapshot) of what they see. Show children the different arrays of dots or counters. After giving them thinking time, have children call out or hold up how many they see with their fingers. Ask children "*How did you know there were \_\_\_\_ dots?*"



### DAY 3

#### Geometry

##### *The Shape of Things or Building Shapes:*

- Read aloud either Big Book: *The Shape of Things* or *Building Shapes*.
- Look for rectangles in/around the classroom.

#### Shape Show

##### Rectangles:

- Show a rectangle. Outline its perimeter, describing and exaggerating your actions: *straight side...turn, straight side...turn, straight side...turn, straight side...stop.*
- Ask children how many sides the rectangle has and count the sides with them. Emphasize that opposite sides of a rectangle are the same length, and all “turns” are right angles.
- Talk about the right angle like an uppercase L in a doorway. Make uppercase L’s with children using thumbs and index fingers.
- Ask children what things they have around them that are rectangles. Show different examples of rectangles.

### DAY 4

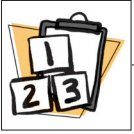
#### Numeracy

##### Jack in the Box:

Jack-in-the-Box, Jack-in-the-Box,  
Wake up, wake up, somebody knocks.  
One time, two times, three times, four.  
Jack pops out of his little round door.

##### Snapshots:

- Remind children they will use their eyes and minds like a camera by taking a picture (snapshot) of what they see. Show children the different arrays of dots or counters. After giving them thinking time, have children call out or hold up how many they see with their fingers. Ask children “*How did you know there were \_\_\_\_ dots?*”

**DAY 5****Geometry*****The Shape of Things or Building Shapes:***

- Read aloud either Big Book: *The Shape of Things* or *Building Shapes*.
- Discuss familiar shapes. Explain that a diamond can also be called a rhombus.

**Shape Show****Square:**

- Show a square. Outline its perimeter, describing and exaggerating your actions: *straight side...turn, straight side...turn, straight side...turn, straight side...stop*.
- Ask children how many sides the square has and count the sides with them. Remind them all sides of a square are the same length, and all “turns” are right angles.
- Remind children about right angles (uppercase L’s or the corner of a doorway). Make uppercase L’s with children using thumbs and index fingers.
- Ask children what things they have around them that are squares. Show different examples of squares.





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***BUILDING BLOCKS***  
**SMALL GROUPS**

Pages 613 to 615



Week 5- Straw Shapes		4		Activity/Materials:	Comments
Group 1	2 3	Trajectory Level			
Child's Name		5	13		
		5	13		
		5	13		
		5	13		
Needs support:		Challenged:		Enhancements/Enrichments:	
<b>Objectives</b>		<b>Trajectories</b>			
<ul style="list-style-type: none"> <li>To locate, name, and build familiar two-dimensional shapes, including circles, squares, and rectangles</li> <li>To distinguish between visually similar non-examples of familiar two-dimensional shapes.</li> </ul>		<ul style="list-style-type: none"> <li><b>5: Constructor of Shapes from Parts- Looks-like Representing-</b> A significant sign of development is when a child represents a shape by making a shape "look like" a goal shape.</li> <li><b>13: Constructor of Shapes from Parts—Exact Representing-</b> A significant step is when the child can represent a shape with completely correct construction, based on knowledge of components and relationships.</li> </ul>			

# Building Blocks Small Groups: Is it or Not?

U1-W5



Week 5- Is It or Not?  
Group 1 2 3 4 Activity/Materials:

Child's Name	Trajectory Level	Comments/Reflections:
	6 9 10	
	6 9 10	
	6 9 10	
	6 9 10	
Needs support:	Challenged:	Adaptions/Modifications:

**Objectives**

- To distinguish between visually similar non-examples of familiar two-dimensional shapes.

**Trajectories**

- 6: Shape Recognizer: All Rectangles-** As children develop understanding of shape, they recognize more rectangles sizes, shapes, and orientations of rectangles.
- 9: Shape Recognizer: More Shapes-** As children develop, they are able to recognize most basic shapes and prototype examples of other shapes, such as hexagon, rhombus, and trapezoid.
- 10: Shape Identifier-** Can name most common shapes, including rhombi, without making mistakes such as calling ovals, circles. A child at this level implicitly recognizes right angles, so distinguishes between a rectangle and a parallelogram without right angles.





IN THIS SECTION

# HOME LINKS

OTHER LANGUAGES AVAILABLE ON THE MDE WEBSITE

Pages 617 to 621



## Unit 1 - Week 5: Home Links - Family

Dear Families: In this unit, your child is learning about Families. Try at least three of these fun learning activities or do them all! The most important thing is to enjoy time with your child learning about what’s happening in the classroom. Please color in the boxes of the activities you choose and return this form to school next Monday. **HAVE FUN!**

Child’s Name: \_\_\_\_\_

### LANGUAGE

#### Storytelling:

- Tell your child a story about your family.
- Ask your child to tell you a story about your family and write it down.
- Act out the two stories.

### TALK & READ TOGETHER (20 minutes)

#### Conversation Starters:

- What is your favorite part of the story?
- What is the first thing that happens in the story?
- What do you think will happen next?

### MATH

*Triangle definition:* A triangle is a shape that has 3, straight, closed sides.

Go on a triangle hunt with your child. Count how many triangles you find and ask your child to draw or take pictures of them.

#### Conversation Starters:

- How do you know it is a triangle?
- How many triangles did we find? How do you know?

### LITERACY

**Poem:** Recite the poem together. This is a poem your child should be familiar with:

#### Ten Little Fingers

I have ten little fingers,  
and they all belong to me.  
can make them do things.  
Would you like to see?  
I can shut them up tight,  
or open them all wide,  
I can put them together,  
or make them all hide.  
I can make them jump high.  
I can make them jump low.  
I can fold them quietly,  
and hold them all just so.



## Reading Log

Check off each day that you and your child read a story together. The books can be in English or in your home language. Visit your public library to find great books about families!

Monday \_\_\_      Tuesday \_\_\_      Wednesday \_\_\_      Thursday \_\_\_      Friday \_\_\_      Saturday \_\_\_      Sunday \_\_\_

### Suggested Books:

- *On Mothers Lap* by A.H. Scott
- *Owl Babies* by Martin Waddell
- *Where the Wild Things Are* by Maurice Sendak

## Tips for Reading Together

- Sit together in a quiet, cozy spot.
- As you read, highlight and define new vocabulary.  
For example, “A **lap** is a place on somebody’s legs where you sit.”
- As you read ask your child questions pertaining to the book. For example,  
“Why do you think Michael’s favorite place to be is his mother’s lap?”



## Unidad 1/Semana 5: Home Links - Familias

Estimadas Familias: En esta unidad su niño(a) está aprendiendo acerca de las Familias. ¡Traten de hacer por lo menos tres de estas divertidas actividades de aprendizaje o háganlas todas! Lo más importante es disfrutar el tiempo con su hijo(a), aprendiendo sobre lo que está sucediendo en el salón de clases. Por favor colorea los cuadros de las actividades que usted elija y devuelva esta hoja a la escuela el próximo lunes. ¡**DIVIERTANSE!**

Nombre del niño: \_\_\_\_\_

<p style="text-align: center;"><b><u>Lenguaje</u></b></p> <p style="text-align: center;"><b>Contar Historias:</b></p> <p>Cuéntele una historia a su niño(a) sobre su familia. Pídale a él/ella que le cuente una historia sobre su familia y que la escriba. Actúen las dos historias.</p>	<p style="text-align: center;"><b><u>Alfabetización</u></b></p> <p><b>Poema:</b> Reciten el poema juntos. Este es un poema con el cual su hijo(a) debería estar familiarizado:</p> <p style="text-align: center;"><b><u>Ten Little Fingers</u></b></p> <p>I have ten little fingers, and they all belong to me. I can make them do things. Would you like to see? I can shut them up tight, or open them all wide, put them together, or make them all hide. I can make them jump high. I can make them jump low. I can fold them quietly and hold them all just so.</p>
<p style="text-align: center;"><b><u>Hablar &amp; Leer Juntos</u></b></p> <p style="text-align: center;">(20 minutos)</p> <p><b>Formas de iniciar una conversación:</b></p> <ul style="list-style-type: none"> <li>● ¿Cuál es tu parte favorita de la historia?</li> <li>● ¿Qué es lo primero que sucede en la historia?</li> <li>● ¿Qué crees que es lo que sucederá después?</li> </ul>	<p style="text-align: center;"><b><u>Matemáticas</u></b></p> <p><i>Definición de Triángulo:</i> Un triángulo es una figura geométrica que tiene tres lados rectos cerrados. Vayan en búsqueda de triángulos con su niño(a). Cuenten cuantos triángulos encuentran y pídale a su hijo que los dibuje o tómeles fotos.</p> <p><b>Formas de iniciar una conversación:</b></p> <ul style="list-style-type: none"> <li>● ¿Cómo sabes que es un triángulo?</li> <li>● ¿Cuántos triángulos encontramos? ¿Cómo lo sabes?</li> </ul>





## Registro de Lectura

Marque cada día que usted y su hijo(a) lean una historia juntos. Los libros pueden ser en inglés o en su idioma natal. ¡Visite su librar público local para obtener excelentes libros sobre familias!

Lunes \_\_\_

Martes \_\_\_

Miércoles \_\_\_

Jueves \_\_\_

Viernes \_\_\_

Sábado \_\_\_

Domingo \_\_\_

## Libros Sugeridos:

- *On Mother's Lap* por A.H. Scott
- *Owl Babies* por Martin Waddell
- *Where the Wild Things Are* por Maurice Sendak

## Sugerencias para leer juntos:

- Siéntense juntos en un lugar cómodo y tranquilo.
- Mientras leen, destaque y defina el vocabulario nuevo. Por ejemplo, “El **regazo** es un lugar de las piernas de una persona donde te puedes sentar”.
- Mientras leen, hágale preguntas a su niño(a) sobre el libro. Por ejemplo, “¿Por qué piensas que el lugar favorito de Michael para sentarse es el regazo de su mamá?”