



IN THIS SECTION YOU WILL FIND

UNIT 2 WEEK 5

Pages 609 to 629



IN THIS SECTION

MATERIALS LIST

Pages 611 to 618

Centers

Materials

Creative Arts



Blocks



Dramatic Play



Science



Library and Listening



Puzzles (Manipulatives)



Creative Writing



Small Groups	Materials
<p>Independent</p>	
<p>Medium Support</p>	

Large Group Materials

Read Alouds



Guess What Word I am Saying (*Hooray, a Piñata!*): book

“The More We Get Together”: song lyrics

“Down by the Bay” (Those Words Rhyme): flannel board and pieces

Let’s Clap Our Names Game

“Head, Shoulders, Knees, and Toes”: song lyrics

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

“Mix a Pancake” (Those Words Begin with the Same Sound):
poetry poster (optional: skillet, bowl, spoon, pancake turner)

“Five Juicy Apples”: poetry poster

“Six Little Ducks” (Can You Think of Words that Rhyme with ___?): song lyrics

I’m Thinking of ___ Word Clue Game (*Matthew and Tilly, Dandelion*): books, picture cards: bike, crayon, zebra, giraffe

“If You’re Happy”: song lyrics

If Your Name Starts with (Letter Name), Raise Your Hand:
uppercase letter cards with initial letters of each child’s name

“Five Green and Speckled Frogs”: song lyrics

“Ten Little Fingers”: poetry poster

SWPL Clipboard Directions



LFOAI



Problem Stories

Materials: Block People (*Set Up for Success*)

Math Components Materials

<p>Hands-on Math Center</p>	<p>Shape Pictures:</p> <ul style="list-style-type: none"> • shape sets • pattern blocks <p>Memory Geometry (see <i>Building Blocks</i> Teacher’s Resource Guide)</p> <p>Rectangles and Boxes:</p> <ul style="list-style-type: none"> • rectangular boxes • large paper <p>Shape Flip Book (see <i>Building Blocks</i> Teacher’s Resource Guide)</p> <p>Compare Game:</p> <ul style="list-style-type: none"> • counting cards
<p>Small Group</p>	<p>Guess My Rule:</p> <ul style="list-style-type: none"> • shape sets <p>Shape Step:</p> <ul style="list-style-type: none"> • large shapes to step on
<p>Large Group</p>	<p>I Spy: shape sets</p> <p>Shape Step: large shapes to step on</p> <p>“Five Little Fingers”: see <i>Building Blocks</i> Teacher’s Edition</p> <p>Guess My Rule: shape sets</p> <p>The Shape of Things: book</p>
<p>Literature Connections</p>	<p><i>Brown Rabbit’s Shape Book</i> by Alan Baker</p> <p><i>Bear in a Square</i> by Stella Blackstone</p> <p><i>What is Square?</i> by Rebecca Kai Dotlich</p> <p><i>The Village of Round and Square Houses</i> by Ann Grifalconi</p> <p><i>There’s a Square: A Book About Shapes</i> by Mary Serfozo</p>



IN THIS SECTION
WEEKLY PLAN

Pages 619 to 620

Weekly Plan



Unit 2 Week 5 Extension Week BB Week 10	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Arrival Centers Gather Stories for Storytelling/ Story Acting					
	<ul style="list-style-type: none"> • Easy to clean up centers such as waffle blocks, wooden puzzles, Duplos, etc. for children to choose as they finish breakfast/arrival routine. Teachers use this time to collect stories from children for Storytelling/Story Acting. 				
Greetings	<ul style="list-style-type: none"> • See Introduction 				
Centers	Revisit centers children were interested in or where more support is needed.				
Read Aloud	Revisit stories children were interested in or needed more help understanding. Utilize any supplemental books.				
Transition(s)	Revisit transitions children were interested in or transitions that focus on skills children need more support in (rhyming, letter identification, etc.)				
Literacy Small Groups	Revisit any SG lesson based on student data or need.				
Math Small Groups	<ul style="list-style-type: none"> • Guess My Rule • Shape Step 	See Day 1	See Day 1	See Day 1	See Day 1
Building Blocks Whole Group	See <i>Clipboard</i>				
Story Acting	Refer to Storytelling/Story Acting Guide				



UNIT 2
WEEK 5

IN THIS SECTION

BUILDING BLOCKS
SMALL GROUPS

Pages 621 to 623



Materials:

UNIT 2 WEEK 5- Guess My Rule
Group 1 2 3 4



Child's Name	Trajectory Level	Comments/ Reflections:
	11 13 14 16	
	11 13 14 16	
	11 13 14 16	
	11 13 14 16	
	Challenged:	Enhancements/Enrichments:

Learning Trajectories

11 Side Recognizer-Parts: Can recognize parts of shapes and identifies sides as distinct geometric objects.
13 Shape Recognizer, More Shapes: Can identify most basic shapes and prototypical shapes (hexagon, rhombus, and trapezoid).
14 Shape Identifier: Can name most common shapes including rhombi without making mistakes.
16 Parts of Shape Identifier: Can identify shapes in terms of components. "No matter how skinny it looks, that's a triangle because it has 3 sides and 3 angles".

Objectives

- To name and describe familiar 2-dimensional shapes
- To distinguish between visually similar non-examples of familiar 2D shapes
- To match congruent shapes by memory.



Unit 2 Friends / Week 5 - RECORD SHEET



UNIT 2 WEEK 5- Shape Step
Group 1 2 3 4

Materials:

Child's Name	Trajectory Level	Comments/ Reflections:
	10 11 13 14	
	10 11 13 14	
	10 11 13 14	
	10 11 13 14	
Needs Support:	Challenged:	Enhancements/Enrichments:

Objectives

- To name and describe familiar 2-dimensional shapes
- To distinguish between visually similar non-examples of familiar 2D shapes
- To match congruent shapes by memory.

Learning Trajectories

10 Shape Recognizer: Can recognize more rectangles sizes, shapes, and orientations of rectangles.
11 Side Recognizer: Can recognize parts of shapes and identifies sides as distinct geometric objects.
13 Shape Recognizer, More Shapes: Can identify most basic shapes and prototypical shapes (hexagon, rhombus, and trapezoid).
14 Shape Identifier: Can name most common shapes including rhombi w/out making mistakes.



IN THIS SECTION

HOME LINKS

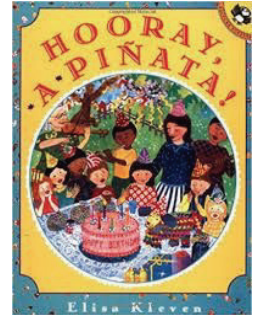
OTHER LANGUAGES AVAILABLE ON THE MDE WEBSITE

Pages 625 to 629



Unit 2 - Week 5: Home Links - Friends

Dear Families: In this unit your child will be learning about friendship. 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 is 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: _____

<p style="text-align: center;"><u>Language</u> (Related to <i>Hooray a Piñata</i>)</p> <p>Childhood Stories:</p> <ul style="list-style-type: none"> • Tell your child about what you used to do with your friends when you were little. • Ask your child to draw or tell a story about something she/he like to do with friends. <p>Conversation Starters:</p> <ul style="list-style-type: none"> • What is your favorite thing to do with your friends and why? • Where is your favorite place to play with your friends? 	<p style="text-align: center;"><u>Literacy</u></p> <p>This is a song your child should be familiar with.</p> <p style="text-align: center;">Five Green and Speckled Frogs</p> <p style="text-align: center;">Five Green and speckled frogs, Sat on a speckled log, Eating some most delicious bugs. YUM! YUM! (<i>Spoken</i>) One frog jumped in the pool, where it was nice and cool. Now there are only four green and speckled frogs. GLUB! GLUB! (<i>Spoken</i>)</p> <p style="text-align: center;"><i>Repeat in descending order until there are no frogs left on the log.</i></p>
<p style="text-align: center;"><u>Talk & Read Together</u> (20 minutes)</p> <p>Conversation Starters:</p> <ul style="list-style-type: none"> • 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? 	<p style="text-align: center;"><u>Math</u></p> <p>I Spy: Name the shape of something in the room ("I spy something that is a big rectangle."). Have your child guess the item or shape you are thinking about. Take turns naming and guessing the shapes.</p> <p>Conversation Starters:</p> <ul style="list-style-type: none"> • How many sides does it have? • How do you know? • How do you know it is a _____?



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 for great books about friends!

Monday ___ Tuesday ___ Wednesday ___ Thursday ___ Friday ___ Saturday ___ Sunday ___

Suggested books:

Friends by Helme Heine
Chester's Way by Kevin Henkes
Jamaica Tag Along by Juanita Havill

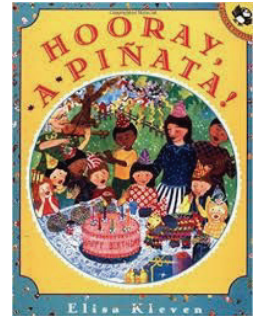
Tips for Reading Together

- Sit together in a quiet cozy spot.
- As you read, highlight and define new vocabulary. For example, “**Tag-along** means to go with someone when you are not invited.”
- As you read, ask your child questions pertaining to the book. For example, “How did **Jamaica** feel when her brother did not let her play?”



Unidad 2/Semana 5: Home Links - Amigos

Estimadas Familias: En esta unidad su niño(a) está aprendiendo acerca de la amistad. ¡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: _____

Lenguaje

(Relacionado con el libro *Hooray a Piñata!*)

Historias de la infancia:

- Cuéntele a su niño(a) acerca de lo que usted solía hacer con sus amigos cuando era pequeña.
- Pídale a su hijo(a) que dibuje o cuente una historia acerca de algo que a él/ella le gusta hacer con sus amigos.

Formas de iniciar una conversación:

- ¿Cuál es tu actividad favorita para hacer con tus amigos y por qué?
- ¿Cuál es tu lugar favorito para jugar con tus amigos?

Alfabetización

Esta es una canción con la cual su niño(a) debe estar familiarizado(a).

Five Green and Speckled Frogs

Five Green and speckled frogs,
Sat on a speckled log,
Eating some most delicious bugs.
YUM! YUM! (*Hablado*)
One frog jumped in the pool,
where it was nice and cool.
Now there are only four green and speckled frogs.
GLUB! GLUB! (*Hablado*)

Repita en orden descendiente hasta que no más haya ranas en el tronco.

Hablar & Leer Juntos (20 minutos)

Formas de iniciar una conversación:

- ¿Cuál es tu parte favorita de la historia?
- ¿Qué es lo primero que sucede en la historia?
- ¿Qué crees que sucederá después?

Matemáticas

Yo veo (I Spy):

Nombre la figura geométrica de algo en el cuarto (por ejemplo, "Yo veo algo que es un rectángulo grande"). Haga que su hijo adivine el artículo o figura que usted está pensando. Tomen turnos nombrando y adivinando las figuras.

Formas de iniciar una conversación:

- ¿Cuántos lados tiene?
- ¿Cómo lo sabes?
- ¿Cómo sabes que es un _____?



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 biblioteca pública local para obtener excelentes libros sobre amigos!

Lunes ___ Martes ___ Miércoles ___ Jueves ___ Viernes ___ Sábado ___ Domingo ___

Libros sugeridos:

Friends por Helme Heine
Chester's Way por Kevin Henkes
Jamaica Tag Along por Juanita Havill

Sugerencias para leer juntos:

- Siéntense juntos en un lugar cómodo y tranquilo.
- Mientras leen, destaque y defina el vocabulario nuevo. Por ejemplo, “**Tag-along** significa pegarse a alguien cuando no estás invitado.”
- Mientras leen, hágale preguntas a su niño(a) sobre el libro. Por ejemplo, “¿Cómo se sintió **Jamaica** cuando su hermano no la dejó jugar?”