

Weekly Plan

Unit 3 Week 4 BB Week 14	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. 				
Greeting					
(Suggested) Intro to Centers					
Centers	<ul style="list-style-type: none"> • Creative Arts • Creative Arts: Easel • Library and Listening: • Puzzles (Manipulatives) • Creative Writing • Blocks: • Science: • Dramatic Play: • Math (Hands-On): Geometry Shape Step Feely Box Shape Flip Book Memory Geometry Shape Pictures 				
Thinking and Feedback					

Read Aloud					
Transition(s)					
Literacy Small Groups					
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
<i>Building Blocks</i> Whole Group	<i>See Clipboard</i>	<i>See Clipboard</i>	<i>See Clipboard</i>	<i>See Clipboard</i>	<i>See Clipboard</i>
Let's Find Out About It Problem Stories		Problem Stories		Problem Story	
Story Acting	Refer to Storytelling/Story Acting Guide				



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

Activity/Materials:

Child's Name	Trajectory Level	Comments/ Reflections:
	11 13 14 16 18	
	11 13 14 16 18	
	11 13 14 16 18	
	11 13 14 16 18	
Needs Support:	Challenged:	Enhancements/Enrichments:

<p>Objectives</p> <ul style="list-style-type: none"> To identify and match shapes To identify and name the shape of objects in their environment 	<p style="text-align: center;"><u>Learning Trajectories</u></p> <p>11 Side Recognizer (Part(s)): can recognize most basic shapes and prototypical examples of other shapes, such as hexagon, rhombus, and trapezoid</p> <p>13 Shape Recognizer (More Shapes): can match angles concretely (For example, given several triangles, the child may find 2 with the same angles by laying the angles on top of one another.)</p> <p>14 Shape Identifier: can match angles concretely (For example: a child can identify shapes. Given several triangles, the child may find 2 with the same angles by laying the angles on top of one another.)</p> <p>16 Parts of Shape Identifier: can identify shapes by components (For example: this is still a triangle even though it is skinny because it has 3 sides and 3 angles.)</p> <p>18 Shapes Class Identifier: begins to use class membership to sort, not explicitly based on properties (For example, a child at this level may say, "I put the triangles over here, and the quadrilaterals, including squares, rectangles, rhombi, and trapezoids, over there.")</p>
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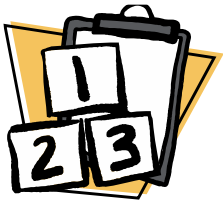
UNIT 3 WEEK 5 – Shape Step
Group 1 2 3 4

Activity/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:

<p style="text-align: center;"><u>Objectives</u></p> <ul style="list-style-type: none"> To identify and match shapes To identify and name the shape of objects in their environment 	<p style="text-align: center;"><u>Learning Trajectories</u></p> <p>10 Shape Recognizer (Rectangles): can recognize more rectangle sizes, shapes, and orientations of rectangles (For example, a child at this level may correctly name these shapes “rectangles.”)</p> <p>11 Side Recognizer (Part(s)): can recognize most basic shapes and prototypical examples of other shapes, such as hexagon, rhombus, and trapezoid</p> <p>13 Shape Recognizer (More Shapes): can match angles concretely (For example: given several triangles, the child may find 2 with the same angles by laying the angles on top of one another.)</p> <p>14 Shape Identifier: can match angles concretely (For example: a child can identify shapes. Given several triangles, the child may find 2 with the same angles by laying the angles on top of one another.)</p>
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BUILDING BLOCKS CLIPBOARD DIRECTIONS

Day 1

Geometry: Shape Step

(In Advance: Create large shapes by making shapes on the floor with masking or colored tape, making chalk shapes outdoors, taping laminated paper shapes to the floor, or using a copier to enlarge Shape Sets from the Teacher's Resource Guide. Create enough rhombi for 5 friends to step on.)

Tell children to step on the rhombus only.

I am going to have five of our friends step on the shapes. _____, _____, _____, _____, _____, can you step on a rhombus? Let's check to make sure our friends are stepping on the rhombuses (rhombi). How do we know it is a rhombus?

Geometry: Mr. Mix-Up Shapes

Today we are going to help Mr. Mix-Up with naming shapes! Remember, we need to stop Mr. Mix-Up when he makes a mistake.

Have Mr. Mix-Up start by confusing the names of a square and a rhombus.

How are their angles different? (Squares must have all right angles; rhombuses may have different angles.) Remember, all rhombuses and squares, which are a special kind of rhombus with all right angles, have four straight sides of equal length.

Repeat with a trapezoid, a hexagon, and any other shapes you would like children to practice.

Day 2

Numeracy: Count and Move (Forward and Back)

Today we are going to count to 10. We are going to pretend we are a rocket ship blasting off from Earth.

Everyone starts in a crouched position, and slowly rises to a standing position while counting aloud to 10.

Now we are going to pretend we are a rocket ship coming back from space to Earth! We are going to start counting backward from the number 10.

While counting backward from 10, everyone slowly sinks back down to a crouched position.

Geometry: Guess My Rule

We are going to play a guessing game. I am going to sort shapes into two different piles, and I want you to think about why I am sorting them this way. Watch carefully as I sort.

Sort shapes, one at a time, until there are at least two shapes in each pile.

Hmm, I wonder where this shape goes. Can you point to where you think this shape goes? What do you think my sorting rule is?

Repeat with other shapes and new rules:
[Guess My Rule Sorting List A11](#).

Day 3

Geometry: Shape Step

(In Advance: Create large shapes by making shapes on the floor with masking or colored tape, making chalk shapes outdoors, taping laminated paper shapes to the floor, or using a copier to enlarge Shape Sets from the Teacher’s Resource Guide. Create enough rhombi for 5 friends to step on.)

Tell children to step on the rhombus only.

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Numeracy: How Many Now?

We are going to play a game with counters and numbers.

Show the children three counters, count them together, and display the matching numeral card.

How many counters are there? Does this numeral card match? Watch. I am going to add one more counter. How many are there now? Let’s count them all together. Does this numeral card match?

Repeat the process. Alternate adding and removing a counter and, eventually, doing the same with two counters.

Day 4

Numeracy: Count and Move (Forward and Back)

Today we are going to count to 10. We are going to pretend we are a rocket ship blasting off from Earth.

Everyone starts in a crouched position and slowly rises to a standing position while counting aloud to 10.

Now we are going to pretend we are a rocket ship coming back from space to Earth! We are going to start counting backward from the number 10.

While counting backward from 10, everyone slowly sinks back down to a crouched position.

Geometry: Guess My Rule

We are going to play a guessing game. I am going to sort shapes into two different piles, and I want you to think about why I am sorting them this way. Watch carefully as I sort.

Sort shapes, one at a time, until there are at least two shapes in each pile.

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Repeat with other shapes and new rules:
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Geometry: Mr. Mix-Up Shapes





Today we are going to help Mr. Mix-Up with naming shapes! Remember we need to stop Mr. Mix-Up when he makes a mistake.

Have Mr. Mix-Up start by confusing the names of a square and a rhombus.

How are their angles different? (Squares must have all right angles; rhombuses may have different angles.) Remember all rhombuses and squares, which are a special kind of rhombus with all right angles, have four straight sides of equal length.

Repeat with a trapezoid, a hexagon, and any other shapes you would like children to practice.

Materials List

Centers	Materials
<p>Creative Arts</p> 	
<p>Library and Listening</p> 	
<p>Blocks</p> 	
<p>Creative Arts/Easel</p> 	

**Puzzles
(Manipulatives)**



Science



Creative Writing



Dramatic Play



Small Groups

Materials

Independent

High Support

Read Alouds



SWPL Clipboard Directions



“Apples and Bananas”: song lyrics

“Hands”: poetry poster

Guess What Word I Am Saying: *A Hat for Minerva Louise*

“If You’re Happy”: song lyrics

“My Big Balloon”: poetry poster

“Clap, Clap, Clap Your Hands”: song lyrics

Bringing the Rain to Kapiti Plain: book

Can You Think of Words that Rhyme with ____?
Bringing the Rain to Kapiti Plain

“Five Green and Speckled Frogs”: song lyrics, flannel board and pieces

“What Are You Wearing?”: song lyrics

“Ten Little Fingers”: poetry poster

Alphabet Clue Game: clipboard/easel, paper, marker

“I’m a Little Teapot”: song lyrics

“Open, Shut Them”: song lyrics

“Down by the Bay”: flannel board and pieces with 1-2 new pieces

“Raindrops”: poetry poster

“Diddle, Diddle, Dumpling”: poetry poster

If You Have the Matching Letter, Shout Its Name!: 2 sets of uppercase letter cards

LFOAI



Problem Stories

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

Math Components Materials

<p>Hands-on Math Center</p>	<p>Shape Pictures: shape sets, pattern blocks</p> <p>Feely Box: Feely Box (a decorated box with a hole large enough to fit a child’s hand but not so large they can see into the box), shape sets</p> <p>Shape Flip Book: shape flip book created in Week 14</p> <p>Memory Geometry: sets C1 and C2 (see <i>Building Blocks</i> Teacher’s Resource Guide)</p>
<p>Small Group</p>	<p>Guess My Rule: shape sets</p> <p>Shape Step: tape, large construction paper, chalk</p>
<p>Large Group</p>	<p>Mr. Mix-Up: puppet, shape set</p> <p>Guess My Rule: shape sets</p> <p>How Many Now?: counters, dark cloth</p> <p>Shape Step: tape, large construction paper, chalk</p> <p>Discuss Shape Pictures: children’s work from Hands-On Math Center</p>
<p>Literature Connections</p>	<p><i>Up Goes the Skyscraper!</i> by Gail Gibbons</p> <p><i>The Village of Round and Square Houses</i> by Ann Grifalconi</p> <p><i>Shapes and Things</i> by Tana Hoban</p> <p><i>So Many Circles, So Many Squares</i> by Tana Hoban</p> <p><i>Manhattan Skyscrapers</i> by Norman McGrath and Eric Peter Nash</p>



Songs, Word Play, and Letters

Standard Connection:
ALL ELA (RF); ELA.RL.4.4b;
ELA.L.PK4.1a, 1b; ELA.L.PK4.2, 2d;
ELA.L.PK4.4, 4a ELA.L.PK4.5, 5a, 5b, 5c, 5d;
ELA.L.PK4.6

Songs, Word Play, and Letters: Day 1

Materials: poetry posters, *A Hat for Minerva Louise*, vocabulary picture cards: scarf, boot, hen, next, shed, hood, hose

Apples and Bananas

Procedure:

- Sing the song as usual.

Hands

Procedure:

- Tell the children they will recite a poem they haven't done for a long time.
- Read the title and underline it, then recite the poem with the motions.

Guess What Word I'm Saying

Procedure:

- Show the book and tell children they are going to play a game with words. Explain that words will be said in a funny way and the children are going to guess the word.
- Give an example: "If I say /h.../en/, you would say **hen**."
- Try: /n.../est/ (nest), /sh.../ed/ (shed), /h.../ood/ (hood), /h.../ose/ (hose).
- When children say a word the right way, confirm their guess and use the word meaningfully in a sentence. For example, "Yes, *Minerva Louise is a hen that does funny things.*"

If You're Happy

Procedure:

- Sing "clapping" and "nodding" verses.
- Add another verse: "If you're sad and know it cry 'boo hoo'" (rub eyes). And another: "If you're surprised and you know it, shout 'oh no!'" (hands up in surprise).

My Big Balloon

Procedure:

- Recite the poem and model the motions.

Songs, Word Play, and Letters: Day 2

Materials: poetry posters, *Bringing the Rain to Kapiti Plain*, “Five Green and Speckled Frogs” flannel board and pieces

Clap Your Hands

Procedure:

- Ask children to stand up. Sing “clapping” and “stamping” verses.
- Ask children for ideas of other things to do with their hands or feet.

Bringing the Rain to Kapiti Plain

Procedure:

- Show the cover, point to the first word in the title and begin to read it, allowing children to join in.
- Read the book naturally, pointing to the pictures, and making comments to explain the meaning of the text.
- Tell children that next, they are going to find rhyming words from the book.

Can You Think of Words That Rhyme with ____? (*Bringing the Rain to Kapiti Plain*)

Procedure:

- Comment that *rain* and *plain* rhyme and ask children if they can think of other words that rhyme with *rain* and *plain*. Suggest some yourself if there is no response (*lane, cane, mane*).
- Repeat the same activity with *dry* and *sky* (*by, my, try*).

My Big Balloon

Procedure:

- Recite the poem and model the motions.

Five Green and Speckled Frogs

Procedure:

- Sing the song, placing the flannel pieces on the flannel board.
- Take two frogs out of the pool together and ask the children how many are left. Then, you might ask, “*How many will be left if I take just one frog out of the pool this time?*”

Songs, Word Play, and Letters: Day 3

Materials: poetry posters, clipboard or easel with paper, marker

What Are You Wearing?

Procedure:

- Sing the song by going around the circle using each child’s name and singing the child’s name and the color of an item that he or she is wearing.
- For variation, include shoes, ribbons, barrettes, beads, or belts.

Ten Little Fingers

Procedure:

- Recite the poem with the motions.
- After reciting the poem say, “*Five fingers* (put up one hand) *and five fingers* (put up the other hand) *that makes ten* (bring hands closer together in front of you). *Take one away* (put one hand down) *and we have five once again* (hold just one hand up).”

Alphabet Clue Game

Procedure:

- Say, “*I will think of a letter and give one clue at a time to you, so you can guess it.*”
- Use R this time. Draw the first line and describe your actions. You might say, “*The letter I’m thinking of has a long vertical line like this* (draw it). *Does anyone want to guess?*”
- Respond to each guess by drawing the letter guessed and pointing out the long, vertical line it has (or that it does not have). You might say, “*Right, the letter in my mind might be T, because it has a long vertical line* (draw T). *That’s not the letter I’m thinking of, though.*”
- Draw the curved line in R. When they guess P, say, “*Yes, this is a P, but it is not the letter that I am thinking of.*” If they guess B and R, say, “*Those are good guesses.*”
- Give the last clue for R and draw the short, diagonal line. Then, draw a B and point out the similarities and differences in the two letters. Tell children that B was a good guess.
- Tell children that they will play again another day with a different letter.

I’m a Little Teapot

Procedure:

- Tell children that they will sing about some hot water in a teapot. Say, “Do you remember the name of this song?”
- Stand up and ask the children to stand up, too.
- Sing the song and do the motions.

Songs, Word Play, and Letters: Day 4

Materials: poetry posters, clipboard or easel with paper, marker

Open, Shut Them

Procedure:

- Put hands out in the gesture that starts this song and ask children what they think the first song is today. To give another clue, close your open hands. When they guess, sing the song as usual.

Hands

Procedure:

- Read the title and underline it, then recite the poem with the motions.

Alphabet Clue Game

Procedure:

- Tell the children they will play the Alphabet Clue Game again. Remind them that they will listen to one clue at a time and then guess the letter.
- Use M this time. Draw the first line and describe your actions. Say, “*The letter I’m thinking of has a long, vertical line like this (draw it). Does anyone want to guess what it is?*”
- Respond to each guess by drawing the letter named and pointing out the long, vertical line it has (or that it does not have). Say, “*Right, the letter in my mind might be (T, I, or H, etc.) because it has a long, vertical line (draw T, I, or H, etc.). That’s not what I’m thinking of, though. I’ll give you another clue.*”
- Draw the first diagonal line in M. Children might guess N or V this time. Draw a V on the side of your paper and point out that it is oriented differently. Tell children this is a good guess, but not your letter.
- Draw the other vertical line (with some space left for the center diagonal line) for M. Children might guess N. Tell children that this looks very much like an N, but there is another line in this letter. Ask if they have any other ideas.
- Draw the last line (diagonal) for M and confirm that the letter is M.
- Tell children they will play the game again another day.

Clap Your Hands

Procedure:

- Sing “clapping” and “stamping” verses.
- Continue singing other verses, using the motions.
- Ask children for ideas of other things to do with their hands, feet, or other body parts.

Songs, Word Play, and Letters: Day 5

Materials: flannel board and pieces for “Down by the Bay” (add 1-2 new pieces for new verses; poetry posters; two sets of uppercase letter cards)

Down by the Bay

Procedure:

- Add a new verse or two (“frog/dog,” “mouse/house,” “goat/coat,” “rat/hat”).

Raindrops

Procedure:

- Comment that both the first line of the poem and the title have the same word, “raindrops.”
- Present the poem orally, doing appropriate gestures for *rooftops*, *ground*, and *umbrella*.

Diddle, Diddle, Dumpling

Procedure:

- Recite the poem.

If You're Happy

Procedure:

- Ask the children to stand up. Sing the song as usual.
- Ask children to help make up motions for other emotions, such as *sad*, *scared*, *angry*, and *excited*.

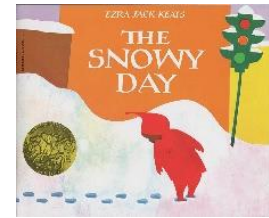
If You Have the Matching Letter, Shout Its Name!

Procedure:

- Tell children that they will play a letter game they played last week.
- Pass out one uppercase letter to each child, making sure the letter each child gets is not the first letter in the child's name. Hold onto the matches for each of the letters you pass out.
- Hold up one letter at a time from your set, and say, “*If you have the match for (lettername), shout its name.*”
- Continue playing until all children have had a turn.



Home Link - English



Dear Families: During this unit, your child will be learning about wind and water. 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: _____

Literacy

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

Raindrops

Raindrops, raindrops
Falling all around!
Pitter-patter
on the ground.
Here is my umbrella.
It will keep me dry!
When I go walking in the rain,
I hold it up so high.
Pitter-patter, raindrops
Falling from the sky!
Here is my umbrella
To keep me safe and dry!
When the rain is over
And the sun begins to glow,
Little flowers start to bud
And grow and grow and grow!
- *Anonymous*

Discovery

Melting Experiment:

(This activity is related to *The Snowy Day*.)

Put one clear container of snow/ice cubes in the refrigerator and keep a second one on the counter. Check the container every couple of hours and talk to your child about what is happening.

Conversation Starters:

- Which one do you think is going to melt more quickly and why?
- What do you notice?
- Why do you think the one on the counter melted faster?

Talk and Read Together

(20 minutes)

Conversation Starters:

- Read the title. What do you think this book is about?
- 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?
- Who is your favorite character in this book?

Math

Sorting Game:

Collect various small items around the house: bottle caps, envelopes, small boxes, lids, etc. Ask your child to sort them as s/he likes.

Conversation starters:

- Why did you put _____ (bottle cap) in this group?
- How would you describe this _____ (box)?
- What is the same or different between _____ and _____?

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 wind and water!

Monday ____ Tuesday ____ Wednesday ____ Thursday ____ Friday ____ Saturday ____ Sunday ____

Books we are reading in school:

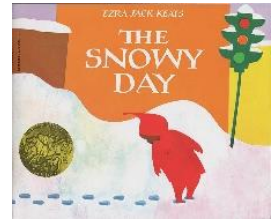
Gilberto and the Wind by Marie Hall Ets
One Dark Night by Hazel Hutchins
Bringing the Rain to Kapiti Plain by Verna Aaderma
Thunder Cake by Patricia Polacco

Other books you and your child might enjoy:

Mouse Shapes by Ellen Stoll Walsh
Shapes, Shapes, Shapes by Tana Hoban

Tips for Reading Together:

- Sit together in a quiet, cozy spot.
- As you read, highlight and define new vocabulary. For example, “**Hurl** means to throw very hard.”
- As you read, ask your child questions pertaining to the book. For example, “Have you ever been awakened by a storm in the night? How did you feel?”



Unidad 3/Semana 5: Home Links - *Viento y Agua*

Estimadas Familias: En esta unidad su niño(a) está aprendiendo sobre el viento y el agua. ¡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;"><u>Alfabetización</u></p> <p>Poema: Reciten juntos. Este es un poema con el cual su hijo(a) debe estar familiarizado</p> <p style="text-align: center;">Raindrops</p> <p>Raindrops, raindrops Falling all around! Pitter-patter on the ground. Here is my umbrella. It will keep me dry! When I go walking in the rain, I hold it up so high. Pitter-patter, raindrops Falling from the sky! Here is my umbrella To keep me safe and dry! When the rain is over And the sun begins to glow, Little flowers start to bud And grow and grow and grow! - Anónimo</p>	<p style="text-align: center;"><u>Descubrimiento</u></p> <p>Experimento de Derretimiento: Esta actividad está relacionada con el libro <i>The Snowy Day</i></p> <p>Coloque un recipiente transparente con nieve/cubos de hielo en el refrigerador y ponga un segundo contenedor en el mostrador. Revise el contenedor cada dos horas y hable con su niño(a) sobre lo que está sucediendo.</p> <p>Formas de iniciar una conversación:</p> <ul style="list-style-type: none"> • ¿Cuál crees que se va a derretir más rápido y por qué? • ¿Qué notas? • ¿Por qué piensas que el del mostrador se derritió más rápido?
	<p style="text-align: center;"><u>Hablar y Leer Juntos</u> (20 minutos)</p> <p>Formas de iniciar una conversación:</p> <ul style="list-style-type: none"> • ¿De qué crees que se tratará este libro? • ¿Cuál es tu parte favorita de la historia? • ¿Qué es lo primero que sucede en la historia? • ¿Qué crees que sucederá después? • ¿Cuál es tu personaje favorito en la historia?
<p style="text-align: center;"><u>Matemáticas</u></p> <p>Juego de Clasificación: Recopile varios artículos pequeños alrededor de su casa: tapas de botella, sobres, cajas pequeñas, tapas, etc. Pídale a su niño(a) que los clasifique como desee.</p> <p>Formas de Iniciar una Conversación:</p> <ul style="list-style-type: none"> • ¿Por qué pusiste _____ (la tapa de la botella) en este grupo? • ¿Cómo describirías esta _____(caja)? • ¿Qué es igual o diferente entre _____ y _____? 	

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 para obtener excelentes libros sobre el viento y el agua!

Lunes _____ Martes _____ Miércoles _____ Jueves _____ Viernes _____ Sábado _____ Domingo _____

Libros que estamos leyendo en la escuela:

Gilberto and Wind por Marie Hall Ets
One Dark Night por Hazel Hutchins
Bringing the Rain to Kapiti Plain por Verna Aaderma
Thunder Cake por Patricia Polacco

Otros libros que usted y su hijo(a) podrían disfrutar:

Mouse Shapes por Ellen Stoll Walsh
Shapes, Shapes, Shapes por Tana Hoban

Sugerencias para leer juntos:

- Siéntense juntos en un lugar cómodo y tranquilo.
- Mientras leen, destaque y defina el vocabulario nuevo. Por ejemplo, “**Lanzar** significa tirar muy duro.”
- Mientras leen, hágale preguntas a su hijo(a) sobre el libro. Por ejemplo, “¿Alguna vez has sido despertado por una tormenta durante la noche? ¿Cómo te sentiste?”