

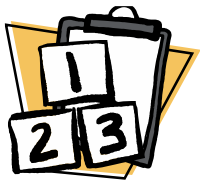


Weekly Plan

Unit 6 Week 5 BB Week 30	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p>Arrival Centers/Gather Stories for Storytelling/Story Acting</p>	<ul style="list-style-type: none"> • Easy to clean-up table centers such as waffle blocks, 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. 				
<p>Greeting</p>					
<p>(Suggested) Intro to Centers</p>					
<p>Centers</p>	<ul style="list-style-type: none"> • Creative Arts • Math • Library and Listening • Puzzles (Manipulatives) • Creative Writing • Blocks • Science • Dramatic Play 				
<p>Thinking and Feedback</p>					



Read Aloud					
Transition(s)					
Literacy Small Groups					
Math Small Groups	<ul style="list-style-type: none"> • Compare Game (Adding) • Pattern Block Puzzles 	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		<ul style="list-style-type: none"> • Problem Story or Socio-Emotional Curriculum 		<ul style="list-style-type: none"> • Problem Story or Socio-Emotional Curriculum 	
Story Acting	Refer to Storytelling/Story Acting Guide				



BUILDING BLOCKS CLIPBOARD DIRECTIONS

Day 1

Numeracy Count and Move in Patterns

Who remembers the story of the Three Billy Goats Gruff? The Billy Goats had to walk across the bridge, and they had to tip-toe or walk quietly so they didn't disturb the troll who lived under the bridge. We are going to pretend we are the Billy Goats, and we are going to tip-toe or walk quietly so we don't disturb the troll, but we are going to do it in patterns of 3!

Count to 30 or more in patterns of 3

1, 2, 3 (pause), 4, 5, 6 (pause), 7, 8, 9 (pause), 10, 11, 12 (pause), 13, 14, 15 (pause), 16, 17, 18 (pause), 19, 20, 21 (pause), 22, 23, 24 (pause), 25, 26, 27 (pause), 28, 29, 30 (pause).

Snapshots (Adding)

We are going to play snapshots a different way today. I am going to show you counters in each of my hands, and you have to add them together. Use your eyes and your mind to take a quick picture!

Display three counters in one hand and three counters in the other hand. Display the counters for an appropriate amount of time.

How many counters did you see in each hand? How many counters are there altogether? Let's check our answers!

Repeat the process with higher numbers.

Day 2

Numeracy: I'm thinking of a Number

We are going to play a guessing game with numbers. I hid a Numeral Card, and you have to guess what the number is!

Give children clues to the number and reveal the card only when a child guesses the number correctly. Provide hints to children.

*It is more than ____.
It is less than ____.
It is higher than ____.
It is lower than ____.*

How did you know it was the number _____?

Gone Fishing 2

Distribute a "lake" (paper plate) and "fish" (counters) to each child.

- We are going to pretend the plate is a lake and the counters are fish.*
- We are going to pretend we are dinosaurs that eat fish! How many fish are in your lake now? Zero that is right!*
- Three fish swam near the dinosaur. So, you are going to add three fish to your plate. Then two more fish joined the others. Add two more fish to your plate.*
- How many fish are there altogether now? That is right, there are 5!*
- The dinosaur is so happy to have the fish to eat. The dinosaur gobbles up all the fish!*

Have children remove the fish.
How many fish are now in the lake? That is right zero!

Continue the story, adding or subtracting various amounts.
You have three fish but want six. How many do you need to add?

For subtraction, have children remove only some of the fish.
How many are still in the lake?

Day 3

Numeracy: Finger Games

Create a house using the Shape Sets shapes with a square (foundation) and triangle (roof).

We are going to play Snapshots using shapes today! I am going to show something I created with shapes. Then, you are going to build it with your pattern blocks!

Show children your house again.

I am going to show you my shape again. If you need to change your structure, you can.

Reveal your house again.

Can someone tell me what they saw? How did you build your house?

Repeat with other secret pictures such as a flower, sun, or sailboat.

Geometry Snapshots (Shapes)

Create a house using the Shape Sets shapes with a square (foundation) and triangle (roof).

We are going to play Snapshots using shapes today! I am going to show something I created with shapes. Then, you are going to build it with your pattern blocks!

Show children your house again.

I am going to show you my shape again. If you need to change your structure, you can.

Reveal your house again.

Can someone tell me what they saw? How did you build your house?

Repeat with other secret pictures such as a flower, sun, or sailboat.

Day 4

Numeracy: I'm thinking of a Number

We are going to play a guessing game with numbers. I hid a Numeral Card, and you have to guess what the number is!

Give children clues to the number and reveal the card only when a child guesses the number correctly. Provide hints to children.

*It is more than ____.
It is less than ____.
It is higher than ____.
It is lower than ____.*

How did you know it was the number _____?

Gone Fishing 2

Distribute a "lake" (paper plate) and "fish" (counters) to each child.

- *We are going to pretend the plate is a lake and the counters are fish.*
- *We are going to pretend we are dinosaurs that eat fish! How many fish are in your lake now? Zero that is right!*
- *Three fish swam near the dinosaur. So, you are going to add three fish to your plate. Then two more fish joined the others. Add two more fish to your plate.*
- *How many fish are there altogether now? That is right, there are 5!*
- *The dinosaur is so happy to have the fish to eat. The dinosaur gobbles up all the fish!*

Have children remove the fish.

How many fish are now in the lake? That is right zero!

Continue the story, adding or subtracting various amounts.

You have three fish but want six. How many do you need to add?

For subtraction, have children remove only some of the fish.

How many are still in the lake?

Day 5

Numeracy: Snapshots (Adding)

We are going to play Snapshots a different way today. I am going to show you counters in each of my hands, and you have to add them together. Use your eyes and your mind to take a quick picture!

Display three counters in one hand and three counters in the other hand. Display the counters for an appropriate amount of time.

How many counters did you see in each hand? How many counters are there altogether? Let's check our answers!

Repeat the process with higher numbers.

Finger Game

We are going to play a number game today. I am going to say a number, and then you have to show me that number using fingers on both of your hands.

Show children an example of 5 using fingers on both of your hands.

Can you show me the number 5? How many did you show on one hand? How many did you show on the other? How many fingers are showing altogether? Can someone show me another way to make 5 using both hands?

Repeat, asking children to describe their actions.

Can you show me the number 4? Can you show me 4 on both hands? Show 4 a different way? Show 4 with the same number on each hand? Show 4 with one more on one hand than the other?

Repeat with different numbers.



UNIT 6 WEEK 5 – X-Ray Vision 2
Group 1 2 3 4

Activity/Materials:

Child's Name	Trajectory Level	Comments/ Reflections:
	10 11 12	
	10 11 12	
	10 11 12	
	10 11 12	
Needs Support:	Challenged:	Enhancements/Enrichments:

<u>Objectives</u>
<ul style="list-style-type: none"> • To count to and back from 10 and beyond • To add small numbers (sums to 5) • To quickly recognize the sum of small groups

<u>Learning Trajectories</u>
<p><u>10 Counter Backward from 10:</u> able to count backwards from 10</p> <p><u>11 Counter from N (N+1, N-1):</u> may begin to count on, counting verbally and with objects from numbers other than 1</p> <p><u>12 Skip Counter by 10's to 100:</u> may count by tens to 100 and may count through decades knowing that 40 comes after 39</p>





UNIT 6 WEEK 5 - Snapshots (Adding)
Group 1 2 3 4

Activity/Materials:





Child's Name	Trajectory Level	Comments/ Reflections:
	4 5 6	
	4 5 6	
	4 5 6	
	4 5 6	
Needs Support:	Challenged:	Enhancements/Enrichments:

<u>Objectives</u>
<ul style="list-style-type: none"> To count to and back from 10 and beyond To add small numbers (sums to 5) To quickly recognize the sum of small groups

<u>Learning Trajectories</u>
<p>4 Perceptual Subitizer: instantly recognizes collections up to 4 and verbally names the number of items (For example, when shown 4 objects briefly, the child says "4.")</p> <p>5 Conceptual Subitizer to 5+: can verbally label all arrangements to 5, using groups (For example, a child at this level might say, "I saw 2 and 2, and so I saw 4.")</p> <p>6 Conceptual Subitizer to 10: can verbally label most arrangements to 6, then up to 10, using groups (For example, a child at this level might say, "In my mind, I made 2 groups of 3 and 1 more, so 7.")</p>



Materials List

Centers	Materials
<p>Creative Arts</p> 	
<p>Library and Listening</p> 	
<p>Blocks</p> 	
<p>Puzzles (Manipulatives)</p> 	

Science



Creative Writing



Dramatic Play



Small Groups

Materials

Independent

Medium Support

High Support

Large Group

Materials

Read Alouds



SWPL Clipboard Directions



“Five Green and Speckled Frogs”:

song lyrics, felt board and pieces (including five tadpoles)

“I Measure Myself”: poem, poetry poster, tape measure

If Your Name Has a ___ In It, Raise Your Hand:

one set of lowercase letters that match those in children’s names

“The Green Grass Grows All Around”:

song lyrics, felt board and pieces

“Mary Had a Little Lamb”: song lyrics

“My Shadow”: poem, poetry poster

“If You’re Happy”: song lyrics

“Looby Loo”: song lyrics

Little Letter/Big Letter Chant:

set of upper- and lowercase letters

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

“Barnyard Song”: song lyrics, word cards: *fiddle-ee-fee; glub, glub; squeal, squeal; whooo, whooo*

“When I Was One”: poem, poetry poster

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

Can You Think of a Word that Begins with the Same Sound as ___? (and *Bigger!*): book

Alphabet Memory Pocket Chart Game:

pocket chart, 2 sets of upper- and lowercase letter cards

LFOAI



Problem Stories

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

Math Components Materials

Hands-on Math Center

Places Scenes (Adding): various counters

Dinosaur Shop (Adding): dinosaur counters, play money

Tangram Puzzles: tangrams

Adding Board Game: game board, game pieces, number cube 1-5

X-Ray Vision 2: counting cards

Small Group

X-Ray Vision 2: counting cards

Snapshots (Adding): counters

Large Group

I'm Thinking of a Number: connecting cubes

X-Ray Vision 2: counting cards

Literature Connections

Anno's Counting House by Mitsumasa Anno

How Many Snails? A Counting Book by Paul Giganti

Takeaway Monsters by Colin Hawkins

Mission: Addition by Loreen Leedy

12 Ways to Get to 11 by Eve Merriam



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, flannel board and pieces for “Five Green and Speckled Frogs” (including five tadpoles) and for “The Green Grass Grows All Around,” tape measure, one set of lowercase letters that match those in children’s names

Five Green and Speckled Frogs

Procedure:

- Put the frogs up on the log as usual, then add the tadpoles to the blue pool. Tell children that these are baby frogs; ask if anyone knows what we call them. If there is a lull, say, “They are tadpoles.”
- Sing the song and add a verse about tadpoles: “Five little baby frogs, can’t climb upon the log. Legs and feet they have not yet, not yet. Not ’til they’re fully grown, and have legs of their own, will they play on the speckled log.”

I Measure Myself

Procedure:

- Read the title of the poem, underlining it with your finger as you read.
- Show the tape measure and ask if anyone remembers the name of the tool used for measuring.
- Model how it is used to measure the length of a child’s arm, a finger, a leg, a foot, etc.

If Your Name Has a ____ in It, Raise Your Hand

Procedure:

- Tell children that you are going to do the activity with their names that they did a few weeks ago. Explain that you are going to show lowercase letters, and they should raise their hand if the lowercase letter you show is in their name. Remind them that they should raise their hand only if the letter is *lowercase* in their name. For example, Emily should not raise her hand when you hold e, but Terrence should because the *E* in Emily’s name is uppercase.
- If children hold up their hand when the letter you hold up is the first letter in their name, you might say, “Cole, you have C in your name, but it’s the uppercase letter, the big C, not the little one. Keep watching for your lowercase letter.”

The Green Grass Grows All Around

Procedure:

- Sing the song, displaying the felt pieces as you sing each verse.

Songs, Word Play, and Letters: Day 2

Materials: poetry posters

Mary Had a Little Lamb

Procedure:

- Sing the song as usual.

My Shadow

Procedure:

- Read the title, point to and sound out *M/m/* in *My*, and *Sh /sh/* and *d /d/* in *Shadow*. Then, recite the poem once.
- Ask if they know what part of the foot is called the heel. Ask children to point to their heel.
- Talk about how shadows grow as the light changes and how real children grow more slowly.

If You're Happy

Procedure:

- Sing familiar verses.
- Ask children for ideas for new verses (wiggle your nose, cover a sneeze, wave goodbye).

Looby Loo

Procedure:

- Tell children that they need to stand up for this song.
- Sing the song as usual, doing the motions.
- Add a few new verses by asking children for ideas of parts of the body to move in a different way.

Songs, Word Play, and Letters: Day 3

Materials: poetry posters, pocket chart, one set of uppercase alphabet cards and one set of lowercase alphabet cards

I Measure Myself

Procedure:

- Ask the children if they remember the poem from the other day. Read the title with children, pointing to and sounding out *M/m/* in *Measure* and *Myself* before underlining and reading the rest of each word.
- Recite the poem naturally, going fairly slowly so that children can chime in.

Big Letter/Little Letter Chant

Procedure:

- Tell children they are going to play the Big Letter/Little Letter Chant game.
- Distribute the lowercase letters and retain the uppercase matches.
- Say this chant: “I have the uppercase [name a letter] as you hold it up. Take a look to see. Someone has its partner. Who might that someone be?”
- Proceed by using the uppercase matches for all letters distributed to children.
- Remind the first few children that they should say, “I have the little [name a letter]” when they hold up their card.

Head, Shoulders, Knees, and Toes

Procedure:

- Stand up and sing the song as usual.
- Sing it a second time using “heels” instead of “knees.” And “chin” instead of “mouth.”

Songs, Word Play, and Letters: Day 4

Materials: poetry posters, word cards: *fiddle-ee-fee*, *glub*, *glub*; *squeal*, *squeal*, *whooo*, *whooo*; pocket chart, 2 sets of upper- and lowercase alphabet cards

If You're Happy

Procedure:

- Tell the children that the first song will be “If You’re Happy.”
- Add additional verses with other emotions such as “surprised” (gasp), “puzzled” (frown your brow), or “disappointed” (look sad).

Barnyard Song

Procedure:

- Tell the children that next they are going to sing the “Barnyard Song,” but with some verses for new animals.
- Tell children you want them to imagine that there’s a pool on the farm where some frogs live, a tree where some owls live, and a pigpen with some piglets enjoying the mud.
- Ask children what sounds they should sing for these new animals (“glub, glub” for frog; “whooo, whooo” for owl; “squeal, squeal” for piglet).
- Sing the first verse as usual with the cat that went “fiddle-ee-fee” and then continue singing, using the new verses with the animals and the sounds they make.
- When finished singing, show the word cards to children and ask them which says *glub, glub*; which says *whooo, whooo*; which says *fiddle-ee-fee*; which says *squeal, squeal*.
- Segment the first phoneme of each of these words with children (/g/ for *glub*, /h/ for *whooo*, /f/ for *fiddle-ee-fee*, /s/ for *squeal*). Comment that they need to look for a word that starts with the letter that is used to represent that sound (g for /g/, h for /h/, f for /f/, s for /s/).

When I Was One

Procedure:

- Tell children that you are going to read a new poem.
- Read the title, underlining the words with your finger.
- Recite the poem naturally. Recite it again, slowly, as the children chime in.

Alphabet Memory Pocket Chart Game

Procedure:

- Tell the children they are going to play the Alphabet Memory Pocket Chart game that they played a few weeks ago.
- Show children an uppercase letter and its lowercase match. Tell children there are lowercase letters in the pockets of the chart and that the uppercase letters will be distributed to them.
- Give each child an uppercase letter that is a match for the letters placed in the pockets.
- Go around the circle, giving each child a turn to choose a pocket. Say the letter’s name when you pull it from a pocket and give it to the child if it is a match. Return it to the pocket if it does not match.
- Continue playing until all the children find the match for the letter they hold.

Songs, Word Play, and Letters: Day 5

Materials: poetry posters, *Bigger!*

Clap, Clap, Clap Your Hands

Procedure:

- Sing four or five verses, using some verses that children have sung before, as well as newer ones (“jump like this,” “sing a song,” “wheels going round”).

Can You Think of a Word that Begins with the Same Sound as ___? (and *Bigger!*)

Procedure:

- Show the book and tell them that you are going to say some words that are in the book, and then you will ask them to think of words that begin with the same sound.
- Say, “*Mountain*, /m/,” and ask children if they can think of other words that begin with /m/. Provide examples if children cannot think of words (*moon, morning, milk, mother*).
- Say, “*Shoes*, /sh/,” and ask children if they can think of other words that begin with /sh/. Provide examples if children cannot think of words (*ship, share, shampoo, shake*).
- Say, “*Legs*, /l/,” and ask children if they can think of other words that begin with /l/. Provide examples if children cannot think of words (*lizard, lake, lemon, light*).

When I Was One

Procedure:

- Tell children that you are going to recite a poem they learned the day before.
- Read the title, underlining the words with your finger.
- Recite the poem naturally. Recite it again, slowly, as the children chime in.

Barnyard Song

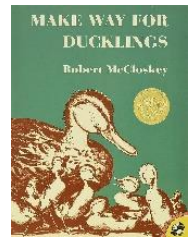
Procedure:

- Tell children that next they are going to sing the “Barnyard Song” again, using some of the verses for new animals (*frog, owl, pig*).
- Stand up and sing the song as usual, with the new animals and their sounds.



UNIT 6: THINGS THAT GROW / WEEK 5

Home Link - English



Dear Families: In this unit, your child will be learning about things that grow. Try at least three of these fun learning activities, or do them all! The most important thing is to enjoy time with your child and learn 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: _____

Language

Me as a Baby and Me Now:

Ask your child to draw him/herself as a baby and now. Discuss with your child how s/he is the same and different now from when s/he was a baby.

Conversation Starters:

- What is different about you between now and when you were a baby?
- What do you think/hope you will be able to do when you get older/bigger?

Literacy

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

I Measure Myself

I measure myself from my head to my toes.
 I measure my arms, starting right by my nose.
 I measure my legs, and I measure me all.
 I measure to see if I'm growing tall.
 - Anonymous

Gross Motor

Simon Says: Take turns with your child to say:

Simon says:

- waddle like a duck
- quack like a duck
- swim like a duck
- fly like a duck
- crawl like a baby
- walk like a toddler
- run like a preschooler

Talk and Read Together

(20 minutes)

Conversation Starters:

- What do you think this book will be 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?
- What is your favorite character?

Math

Constructing shapes:

Gather straws, toothpicks, or strips of paper. Have your child think about the attributes of a shape, such as a square, rectangle, rhombus, or trapezoid. Invite your child to use the materials to create the shape.

Conversation Starters:

- How would you describe the shape you created?
- How many _____ do you think you will need to make 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 things that grow!

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

Books we are reading in school:

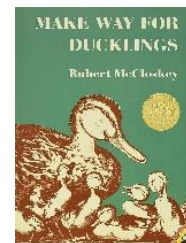
Make Way for Ducklings by Robert McCloskey

Other books you and your child might enjoy:

Animals Born Alive and Well by Ruth Heller

Tips for Reading Together:

- Sit together in a quiet, cozy spot.
- As you read, highlight and define new vocabulary such as *ducklings*, *feather*, *molt*, *waddle*, and *hatch*.
- As you read, ask your child questions pertaining to the book. For example, “Why did the Mallards change their minds about living in the public garden?”



Home Links, Unidad 6: Cosas que Crecen: Semana 5

Estimadas Familias: En esta unidad su niño(a) estará aprendiendo acerca de las cosas que crecen. ¡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

Yo Cuando era un Bebé, y Yo Ahora:

Pídale a su niño(a) que se dibuje así mismo cuando era un bebé y ahora. Platiquen sobre como él/ella es igual y diferente ahora en comparación a cuando él/ella era un bebé.

Formas de Iniciar una Conversación:

- ¿Qué es diferente sobre ti ahora, en comparación a cuando eras un bebé?
- ¿Qué piensas/esperas que podrás hacer cuando seas mayor/más grande?

Alfabetización

Canten Juntos: Esta es una canción con la cual su hijo(a) debe estar familiarizado.

I Measure Myself

I measure myself from my head to my toes.
 I measure my arms, starting right by my nose.
 I measure my legs and I measure me all.
 I measure to see if I'm growing tall.

- Anonymous

Hablar y Leer Juntos (20 minutos)

Formas de Iniciar una Conversación:

- ¿De qué piensas 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 es lo próximo sucederá?
- ¿Cuál es tu personaje favorito?

Motricidad Gruesa

Simons Says (Simón Dice): Tomen turnos con su niño(a) para decir:

Simon says:

- Camina como un pato
- Haz "cuac" como un pato
- Nada como un pato
- Vuela como un pato
- Gatea como un bebe
- Camina como un niño pequeño
- Corre como un niño de kínder

Matemáticas

Construyendo figuras geométricas: Recopile sorbetos, palillos o tiras de papel. Haga que su niño(a) piense sobre los atributos de una figura geométrica (tal como un cuadrado, rectángulo, rombo o trapecoide). Invite a su hijo(a) a utilizar los materiales para crear la figura.

Formas de iniciar una conversación:

- ¿Cómo describirías la figura que creaste?
- ¿Cuántos _____ crees que necesitarás para crear 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 para obtener excelentes libros sobre cosas que crecen!

Lunes ___

Martes ___

Miércoles ___

Jueves ___

Viernes ___

Sábado ___

Domingo ___

Libros que estamos leyendo en la escuela:

Make Way for Ducklings
por Robert McCloskey

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

Animals Born Alive and Well
por Ruth Heller

Sugerencias para Leer Juntos:

- Siéntense juntos en un lugar cómodo y tranquilo.
- Mientras leen, destaque y defina el vocabulario nuevo tal como patitos, plumas, desplumar, caminar balanceándose, salir del cascarón
- Mientras leen, hágale preguntas a su hijo(a) sobre el libro. Por ejemplo, "¿Por qué los patos silvestres cambiaron de opinión acerca de vivir en el huerto público?"