


Weekly Plan



Unit 4 Week 5 BB Week 20	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"> Children arrive and have breakfast, and then choose from easy-to-clean up table activities, such as waffle blocks, puzzles, Duplos, etc. Teachers collect and scribe children's stories for Storytelling/Story Acting. 				
<p>Greeting</p>					
<p>(Suggested) Intro to Centers</p>					
<p>Centers</p>	<ul style="list-style-type: none"> Creative Arts Library and Listening Puzzles (Manipulatives) Creative Writing Blocks Science Dramatic Play Math (Hands-On) As Long as My Arm X-Ray Vision 1 Compare Capacities 				
<p>Thinking and Feedback</p>					

Read Aloud					
Transition(s)					
Math Small Groups	<ul style="list-style-type: none"> • As Long as My Arm • How Many Now? (Hidden Version) • Count and Move (Forward and Back) 	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 Stories	
Story Acting	Refer to Storytelling/Story Acting Guide				

Materials List

Centers	Materials
<p>Creative Arts</p> 	
<p>Blocks</p> 	
<p>Dramatic Play</p> 	
<p>Science</p> 	
<p>Library and Listening</p> 	

**Puzzles
(Manipulatives)**



Creative Writing



Small Groups Materials

Independent

Medium Support

High Support

Large Group Materials

Read Alouds



SWPL Clipboard Directions



“I’m a Little Teapot”: song lyrics

Alphabet Clue Game: clipboard, paper, marker

“Pease Porridge Hot”: poem, poetry poster

“Five Green and Speckled Frogs”:
flannel board and pieces (5 flannel frogs, white pool - frozen)

Over in the Meadow: book

Do These Words Begin with the Same Sound?:
book, *Over in the Meadow*

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

“The Green Grass Grows All Around”: song lyrics

“Five Little Owls in an Old Elm Tree”: poem, poetry poster

“What are You Wearing?”: song lyrics

“Hands”: poem, poetry poster

“The Wheels on the Bus”: song lyrics

Alphabet Memory Pocket Chart Game:
pocket chart, lower- and uppercase alphabet (2 sets)

“If You’re Happy”: song lyrics

“Down by the Bay”: song lyrics, flannel board and pieces

If You Have the Matching Letter, Say Its Name:
lower- and uppercase alphabet set

“Ten Little Fingers”: poem, poetry poster

LFOAI



Problem Stories

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

Math Components

Materials

Hands-on Math Center

As Long As My Arm: sturdy ribbon (like grosgrain)

X-Ray Vision: counting cards

Compare Capacities:
plastic containers, pourable materials (like sand, rice, water, etc.)

Small Group

How Many Now? (Hidden Version):
numeral cards, counters, dark cloth

X-Ray Vision 1: counting cards

Large Group

As Long As My Arm: sturdy ribbon (like grosgrain)

Snapshots: counters, paper plate, dark cloth

How Many Now? (Hidden Version):
numeral cards, counters, dark cloth

Literature Connections

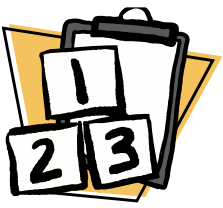
Short Train, Long Train by Frank Asch

The Grouchy Ladybug by Eric Carle

Little Big Bigger by Beth Clure

Is It Larger? Is It Smaller? by Tana Hoban

Guess How Much I Love You by Sam McBratney



BUILDING BLOCKS CLIPBOARD DIRECTIONS

Day 1

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 from 0- 10.

*Now we are going to pretend we are a
rocket ship coming back from space
down 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.

Measurement

As Long as My Arm

Cut a ribbon the length of each child's arm from shoulder to fingertip. This can be done during arrival. Using a ribbon, the length of your arm, model for children how to measure a few items, preferably one longer than, one shorter than, and one the same length as your arm/ribbon.

*We are going to find things in our classroom the same
length as our arms!*

Finding things the same length as their arm helps children understand the vocabulary (shorter, longer, the same length).

*I think this paper will be about the same length as my
arm. I think this eraser is shorter than my arm.*

We will continue to measure things during Hands-on Math Center time.

Day 2

Patterns

Listen and Copy

We are going to make a pattern!

Clap and jump 6 times in a pattern and invite children to clap with you.

For example:

*One (clap), two (clap), three
(jump), four (clap), pause...
Five (clap), six (clap), seven
(jump), eight (clap), pause...*

Continue to the desired number.

Snapshots

*Let's use our eyes and our minds to
take a quick picture!*

Show children an array of 6 (dots or counters). Display the array for 20 seconds or an appropriate time. Then, cover the plate with a cloth or paper.

- *Can you show me with your fingers how many counters you saw?*
- *How many counters did you see?*

Display the array again.

Let's count to see if we are right!

Repeat with a different array.

Day 3

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 from 0-10.

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.

How Many Now? (Hidden Version)

Today, we are going to play How Many Now? in a different way!

Show the children 5 counters, count them together, and cover them with a cloth.

How many counters are there? Watch, I am going to add one more counter. How many are there now?

Have children respond by showing you how many with their fingers. Uncover the cloth and display the matching numeral card.

*Let's count them all together.
Does this numeral card match?*

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

Day 4

Patterns Listen and Copy

We are going to make a pattern!

Clap and jump 6 times in a pattern and invite children to clap with you.

For example:
*One (clap), two (clap), three (jump), four (clap), pause...
Five (clap), six (clap), seven (jump), eight (clap), pause...*

Continue to the desired number

Numeracy Snapshots

Let's use our eyes and our minds to take a quick picture!

Show children an array of 5 (dots or counters) in one row and 2 (dots and counters) in another row... Display the array for 20 seconds or an appropriate time.

- *Can you show me with your fingers how many counters you saw?*
- *How many counters did you see?*

Display the array again.

Let's count to see if we are right!

Repeat with a different array.

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 from 0-10.

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.

How Many Now? (Hidden Version)

Today, we are going to play How Many Now? in a different way!

Show the children 5 counters, count them together, and cover them with a cloth.

How many counters are there? Watch, I am going to add one more counter. How many are there now?

Have children respond by showing you how many with their fingers. Uncover the cloth and display the matching numeral card.

*Let's count them all together.
Does this numeral card match?*

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

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

Objectives

- To directly compare amounts using words like bigger and longer
- To order numbers and lengths
- To count to 10 and beyond

Learning Trajectories

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

Child's Name	Trajectory Level	Comments/ Reflections:
	8 9 10	
	8 9 10	
	8 9 10	
	8 9 10	
Needs Support:	Challenged:	Enhancements/Enrichments:

<u>Objectives</u>
<ul style="list-style-type: none"> To count objects to 10 and beyond To produce a certain number of objects up to 10, keeping track of which objects have been counted To compare by counting To order numbers

<u>Learning Trajectories</u>
<p>8 Counter (10): This child may count structured arrangements of objects to 10. He or she may be able to write or draw to represent 10 and may accurately count a line of nine blocks and say there are 9.</p> <p>9 Counter and Producer (10+): counts and counts out objects to 10+ (up to 30) and has understanding of cardinality (Numbers tell how many?)</p> <p>10 Counter Backward from 10: can count backward from 10</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, clipboard, paper, marker

I'm a Little Teapot

Procedure:

- Ask children to stand up.
- Sing with children and do the motions.
- Add the second verse: "Now that I am empty, fill me up!" (Use hand in gesture to remove lid of teapot, and bend head forward as if teapot is being filled with water.) "Wait ten minutes, (Look at wrist as if at a watch.) then pour another cup!" (Resume teapot pose and tip spout end.)

Alphabet Clue Game

Procedure:

- Tell the children they are going to play the Alphabet Clue Game again. Remind them that in this game, they are to guess the letter, after hearing some clues.
- Begin with *N*. Draw the first line and describe actions. For example, "The letter I'm thinking of has a long vertical line like this. (Draw it.) Does anyone want to guess what letter it is?" Children may guess *H*, *T*, *L*, *E*, *F*, and so on. (These all have a long vertical line at the start.) Write any letter that children guess. Indicate whether or not the letter has a long vertical line. Then, explain that this is not the letter in your mind. If anyone guesses *N*, then tell them that this could be the letter, but you'll give more clues to show whether it is or not.
- Draw the second line and describe actions. Say, "The letter I'm thinking of has a diagonal line next, and it comes down like this." Children might guess *V*. Draw a *V* and tell them that what you drew does look a lot like *V* but it is not that letter.
- Draw the final line and confirm that the letter is *N*.

Pease Porridge Hot

Procedure:

- Recite or read the poem.
- Recite the poem again slowly enough the second time to allow children to chime in.

Songs, Word Play, and Letters: Day 2

Materials: “Five Green and Speckled Frogs” flannel board and pieces, including a white pool (frozen), *Over in the Meadow*

Five Green and Speckled Frogs

Procedure:

- Tell the children, “We are going to sing “Five Green and Speckled Frogs” today, but there is no cool, blue pool. Instead, there’s an ice-covered pool.” (Show the white piece that replaces the blue pool.) Ask if they think that it is wintertime at the pool.
- Substitute “jumped on the slippery ice, fell down once or twice” for “jumped into the pool, where it was nice and cool” for each of the verses. Hold up one finger when singing “once” and two fingers when singing “twice.”

Over in the Meadow

Procedure:

- Hold up the book and ask children if they remember its name. Read the title with the children, underlining the words with a finger.
- Read the book naturally.
- Comment about the baby animals and the important things that each kind of animal must learn to do.

Do These Words Begin with the Same Sound? (and *Over in the Meadow*)

Procedure:

- Tell children you are going to say two words from the book, and they are to tell you whether they start with the same sound.
- Present *sand* and *shore*, saying each one distinctly. Ask children if they begin with the same sound, or a different sound. Confirm that they start with different sounds, /s/ and /sh/. But that *sand* and *sun* start with the same sound, /s/.
- Present these word pairs in the same fashion: *shady* and *shore*; *blue* and *buzz*; *mother* and *mossy*; *chirp* and *shine*; *buzz* and *cheery*; *snug* and *sand*; *buzz* and *build*.
- After children respond to each pair, confirm that they do or do not sound the same at the beginning. Isolate the beginning sound in each word.

Head, Shoulders, Knees, and Toes

Procedure:

- Sing the song, touching the different body parts.
- Sing the song a second time, very slowly, and then a third time, very fast.

Songs, Word Play, and Letters: Day 3

Materials: poetry posters, "The Green Grass Grows All Around" flannel board and pieces

The Green Grass Grows All Around

Procedure:

- Sing the song through once, using the flannel board pieces for each verse.

Five Little Owls in an Old Elm Tree

Procedure:

- Tell the children this poem will be about five animals. Say, "It's not about five frogs or five ducks. Can you guess?" If they can't, say, "These animals are birds, live in trees, and stay awake at night."
- Read the title and recite the poem. Blink and wink eyes, use rings made with forefingers and thumbs for the big round eyes, and use a ring made with arms, raised over head to indicate the moon hanging in the sky.

What Are You Wearing?

Procedure:

- Tell the children that next they are going to sing the song about something they are wearing.
- Sing with children, naming a clothing item and its color that each child is wearing.

Pease Porridge Hot

Procedure:

- Read the title while underlining the words with a finger.
- Recite the poem once fairly slowly, to allow children to chime in.

Songs, Word Play, and Letters: Day 4

Materials: poetry posters, pocket chart and two lowercase alphabet sets

Hands

Procedure:

- Raise your hands up high while sitting and ask if the children can guess the next poem.
- Recite the poem as usual and do the motions with the children.
- Then ask the children to recite the poem independently.

The Wheels on the Bus

Procedure:

- Sing familiar verses.
- Add two new verses: "Bees go *buzz, buzz, buzz,*" "Cats go *meow, meow, meow.*"

Alphabet Memory Pocket Chart Game

Procedure:

- Tell children they have seen the chart before and have played a Memory Game with it but are going to play in a different way today.
- Show children a lowercase letter from the set and then show another lowercase letter to match it.
- Give a lowercase alphabet card to each child and name the letter. Go around the circle giving each child a turn to choose a pocket. When you expose a card in a pocket, say its name. If the card matches the one the child holds, the child keeps it. If it does not match, place it back in the pocket and move on to the next child. Continue until all children have matched their letter to a card in a pocket.

If You're Happy

Procedure:

- Tell the children that they are going to sing using the new verses they learned last week.
- Demonstrate twitching a nose, crooking a finger, nodding head, and blinking eyes before starting the song.

Songs, Word Play, and Letters: Day 5

Materials: poetry posters, flannel board, and pieces for “Down by the Bay”

Down by the Bay

Procedure:

- Show children flannel pieces for new verses: "bear combing hair," "whale with a striped tail," "goat wearing a coat," "cat wearing a hat." Provide the words to use with them in the song.
- Sing the song with the new verses.

If You Have the Matching Letter, Say Its Name

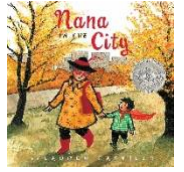
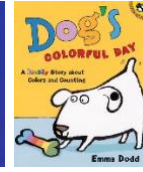
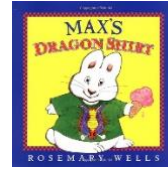
Procedure:

- Select as many upper- and lowercase matching pairs as children in the group, using some different ones than those you used the day before.
- Tell children they are going to play the new alphabet game that they learned the day before. Remind them that each child has an uppercase letter to hold, and that lowercase letters will be shown, one at a time, and named. The child holding the uppercase match says its name. For example, "I have *B*."
- Pass letters out to the children and play. If children say, "I do" or "Me", but do not name the letter, say, "Yes, you have the big *B* that matches my little *b*."

Ten Little Fingers

Procedure:

- Hold up hands and wiggle fingers to signal the poem.
- Lead the children in reciting the poem and doing the motions.

**البرو والبوط المنزلية الوجوددة: 4 عالم من الألوان: الأسبوع الرابع 5**

العائلات الأعزاء في هههههه الوجوددة سوف بيتعلم طفلك عن الألوان. حاول على الأقل بثلاثة من هههههه الأنشطة التعليمية الممتعة، أو انجز هههم كلهم! الشيء الأكثر أههمية هههو التمتع بالوقت بالتعلم مع طفلك عما يحدث في الفصول الدرسية. يبرجى تلوين دداخل مربعات الأنشطة التي تختار ههها وراجع ههههه النموذج إلى المدربة بيوم الاثنين المقبل. **استمع!**

السم الطفل:

معرفة القراءة و الكتابة**الأغنية:**

غني سوياً. هههههه الأغنية يجب أن يكون طفلك على دراية بها

بينجو

كان هههههه مزازرع كان
لديه كلب وكان بينجو اسمه أووو.
بي أي أن جي أووو، بي أي أن جي أووو، بي أي أن
جي أووو، وكان البنغو اسمه أووو.
كان هههههه مزازرع كان لديه كلب وبنغو كان اسمه
(أووو. صفق) أي أن جي أووو، (صفق) أي أن
جي أووو، (صفق) أي أن جي أووو، وكان بنغو
اسمه أووو. هههههه مزازرع كان لديه كلب
وبنغو كان اسمه أووو (صفق، صفق) أن جي أووو
(صفق، صفق) أن جي أووو، أووو
صفق، صفق) أن جي أووو، و البنغو كان اسمه أووو.
(صفق، صفق، صفق) جي أووو، (صفق، صفق،
صفق جي أووو (صفق، صفق، صفق)، جي أووو
و البنغو كان اسمه أووو
كان هههههه مزازرع
، كان لديه كلب و البنغو كان اسمه أووو (صفق،
صفق، صفق، صفق، صفق) أووو،
صفق، صفق، صفق، صفق، صفق أووو، (صفق، صفق)،
(صفق، صفق) أووو، و البنغو كان اسمه أووو
كان هههههه مزازرع كان لديه كلب و البنغو كان
اسمه أووو (صفق، صفق)، (التصفيق، صفق،
صفق)، (صفق، صفق، صفق، صفق)، (صفق،
صفق)
وكان بنغو اسمه أووو!

Bingo

There was a farmer who had a dog
and Bingo was his name-o.
B-I-N-G-O, B-I-N-G-O, B-I-N-G-O,
and Bingo was his name-o.
There was a farmer who had a dog
and Bingo was his name-o.
(Clap)-I-N-G-O, (Clap)-I-N-G-O, (Clap)-I-N-G-O,
and Bingo was his name-o.
There was a farmer who had a dog
and Bingo was his name-o.
(Clap, clap)-N-G-O, (Clap, clap)-N-G-O,
(Clap, clap)-N-G-O, and Bingo was his name-o.
There was a farmer who had a dog
and Bingo was his name-o.
(Clap, clap, clap)-G-O, (Clap, clap, clap)-G-O,
(Clap, clap, clap)-G-O, and Bingo was his name-o!
There was a farmer who had a dog
and Bingo was his name-o.
(Clap, clap, clap, clap)-O, (Clap, clap, clap, clap)-O,
(Clap, clap, clap, clap)-O, and Bingo was his name-o!
There was a farmer who had a dog
and Bingo was his name-o.
(Clap, clap, clap, clap, clap, Clap, clap, clap, clap, clap),
(Clap, clap, clap, clap, clap), and Bingo was his name-o!

الرياضيات**القياس والمقارنة :**

الطلب من طفلك جمع مجموعة من 6 إلى 8 أشياء أوو لعب بطول مختلف. العمل عمل معاً على فرز ههها
بين. الأقصر والأطول. تحدثت عندما تلاحظه

تبدأ المحادثة:

- أنا لاحظت أنه _____ أطول/أقصر من _____ لأن...
- كم عدد _____ الذي يبيأخذ لقياس _____؟

اللغة

صف لي ووجهي:

(ذاتت الصلة بالصورة الذاتية للأطفال التي يعملون عليها في المدرسة).

اطلب من طفلك أن يصف ما الذي يههه/ههههه. لاحظته عن وجهه طفلك

تبدأ المحادثة:

- ما الذي تلاحظه حول ملامحي؟
- أنا ألاحظ أن لديك...

الكلمات التي يمكنك استخدامها:

، الملامح، الوجه، طوييل، قصير، مجعد، مستقيم، بيضاوي، دائري، منحني، الخ

القرائة والتحدث معاً لمدة (20 دقيقة)

تبدأ المحادثة:

- ما هههه الجزء المفضل لديك من القصة؟
- ما هههه أول شيء يحدث في القصة؟
- ما الذي سيحدث بعد ذلك؟

سجل القراءة

تحقق كل يوم من أنك أنت وطفلك تقررؤون قصة سويلاً. يمكنك أن تكون الكاتب باللغة الإنجليزية أو بلغتك الأم. قم بزيارة مكتبك العامة للحصول على كتب رائعة عن الرياح والمياه!

الأحد _____ السبت _____ الجمعة _____ الخميس _____ الأربعاء _____ الثلاثاء ذ _____ الاثنين _____

الكاتب التي نقرأها في المدرسة

قميص ماكس التينين للكاتب روزماري وويليس
Max's Dragon Shirt by Rosemary Wells

يوم الكلب الملون للكاتب إيما دود
Dog's Colorful Day by Emma Dodd

نانا في المدينة للكاتب لورين كاستيلو
Nana in the City by Lauren Castillo

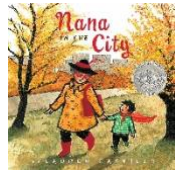
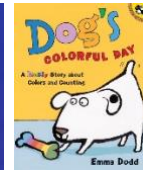
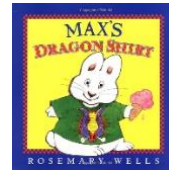
كتب أخرى لك ولطفلك ربما تستمتعون بها:

أكثر، أقل، أأدنى ظلال الناس من تأليف شيلا إم كيلي وشيلي روتنر
Shades of People by Sheila M. Kelly and Shelley Rotner

تصويد بتصويد بتاكل وبيبيبيبيبيبي
Inch by Inch by Leo Lionni

نصائح للقراءة معاً:

- الجلوس معاً في بقعة مريحة هههههه.
- كلما قرراً، سلط الضوء وعرّف المفردات الجديدة. على سبيل المثال، "ملون تعني له عددة ألوان".
- كلما قرراً، اسأل أسئلة لطفلك متعلقة بالكتاب. على سبيل المثال، "لماذا قد أشترى ماكس بنطال جديد؟"



Home Links Unit 4: Mundo di Cores: 5ª Semana

Prezadas Famílias: Nes unidadi, bu fidju sta ben prendi sobre cores. Tenta pelo menos três des atividades di aprendizagen divertidas, ô faze-s tudu! Parti mas importanti e aproveita tenpu ku bu fidju y aprendi kuza ki sta kontisi na sala di aula. Pur favor pinta kaixas di atividades ki bu skodji y divolvi es formuláriu pa skola na próximu sigunda-fera. **DIVIRTI!**

Nomi di kriansa: _____

Alfabetizason

Nhos Canta Djuntu: Bu fidju debi sta familiarizadu ku es música.

Bingo

There was a farmer who had a dog and Bingo was his name-o.

B-I-N-G-O, B-I-N-G-O, B-I-N-G-O, and Bingo was his name-o.

There was a farmer who had a dog and Bingo was his name-o.

(Bati palmas)-I-N-G-O, (Bati palmas)-I-N-G-O, (Bati palmas)-I-N-G-O,
and Bingo was his name-o.

There was a farmer who had a dog and Bingo was his name-o.

(Bati palmas, bati palmas)-N-G-O, (Bati palmas, bati palmas)-N-G-O,

(Bati palmas, bati palmas)-N-G-O, and Bingo was his name-o.

There was a farmer who had a dog and Bingo was his name-o.

(Bati palmas, bati palmas, bati palmas)-G-O, (Bati palmas, bati palmas, bati palmas)-G-O,

(Bati palmas, bati palmas, bati palmas)-G-O, and Bingo was his name-o!

There was a farmer who had a dog and Bingo was his name-o.

(Bati palmas, bati palmas, bati palmas, bati palmas)-O,

(Bati palmas, bati palmas, bati palmas, bati palmas)-O,

(Bati palmas, bati palmas, bati palmas, bati palmas)-O,

and Bingo was his name-o!

There was a farmer who had a dog and Bingo was his name-o.

(Bati palmas, bati palmas, bati palmas, bati palmas, bati palmas),

(Bati palmas, bati palmas, bati palmas, bati palmas, bati palmas),

(Bati palmas, bati palmas, bati palmas, bati palmas, bati palmas),

and Bingo was his name-o!

Ler & Konversa Djuntu (20 minutus)

Temas pa Inisia Konversa:

- Kual e bu parti priferida di stória?
- Kual e primeru kuza ki ta kontisi na stória?
- Kuza ki bu ta atxa ma ta ben kontisi a siguir?

Matimátika

Midi y Konpara:

Pidi bu fidju pel sileciona 6 a 8 objetos ô brinkedus di vários tamanhu. Djuntu, nhos separa kes pikinotis di kes grandes y nhos fala sobre kuza ki nhos observa.

Tema pa Inisia Konversa:

- N'nota ki _____ e mas kumpridu/mas kurtu di ki _____ pamodi...
- Kuantu _____ nu mesti pa midi _____?

Linguagem

Diskrevi nha Rostu: (*Relacionado ku un auto-ritratu ki kriansas sta fazi na skola.*)

Pergunta bu fidju pa diskrevi kuza ki el/a observa na bu rostu y dipos diskrevi kuza ki bô bu observa na se rostu.

Temas pa Inisia Konversa:

- Kuza ki bu observa na nhas karakteristikas?
- N'nota ma bu ten...

Palavras ki Bu Podi Uza: *karacterístikas, rostu, kunpridu, kurtu, enkarokoladu, lizu, oval, redondu, kurvadu, etc.*

Registru di Leitura

Marka kada dia ki bô y bu fidju lê un stória djuntu. Livros podi ser na Inglês ô na bu lingua nativa. Visita biblioteka públika pa enkontra iselentis livros sobri cores!

Sigunda-Fera ___ Tersa-Fera ___ Kuarta-Fera ___ Kinta-Fera ___ Sexta-Fera ___ Sábado ___ Domingo ___

Livros ki nu sta lê na skola:

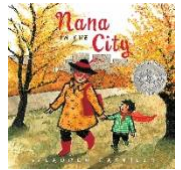
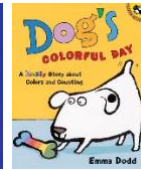
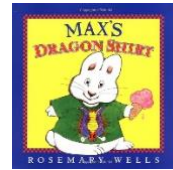
Max's Dragon Shirt di Rosemary Wells
Dog's Colorful Day di Emma Dodd
Nana in the City di Lauren Castillo

Otus livros ki bô y bu fidju podi disfruta:

Shades of People di Sheila M Kelly and Shelly Rotner
Inch by Inch di Leo Lionni

Dikas pa lê djuntu:

- Nhos xinta na un lugar tranquilu y akonxeganti.
- Durante leitura, distaka y difini novus vokabulárius. Pur izemplu, “**Colorful** means having many colors.” (“**Coloridu** significa ki ten txeu cor.”)
- Durante leitura, fazi perguntas pa bu fidju relasionadu ku livro. Pur izemplo, “Why didn't Max buy new pants at the store?” (“Pamodi ki Max ka konpra calça novu na loja?”)



Home Links 家庭連結第 4 單元：顏色世界：第 5 週

親愛的家長：在這單元中，您的孩童將會學習有關顏色的資訊。請試著從事下列至少三項有趣的學習活動，或嘗試全部！最重要的是享受您與孩童理解在教室裡發生事情的時光。請在您所選活動的框框裡著色，並在下一星期一把此表格交還給您學校。玩得開心！

孩子姓名：_____

讀寫

唱歌：一起唱歌。這是一首你孩童應該很熟悉的歌。

BINGO

There was a farmer who had a dog and Bingo was his name-o.

B-I-N-G-O, B-I-N-G-O, B-I-N-G-O, and Bingo was his name-o.

There was a farmer who had a dog and Bingo was his name-o.

(拍手)-I-N-G-O, (拍手)-I-N-G-O, (拍手)-I-N-G-O, and Bingo was his name-o.

There was a farmer who had a dog and Bingo was his name-o.

(拍手、拍手)-N-G-O, (拍手、拍手)-N-G-O, (拍手、拍手)-N-G-O, and Bingo was his name-o.

There was a farmer who had a dog and Bingo was his name-o.

(拍手、拍手、拍手)-G-O, (拍手、拍手、拍手)-G-O, (拍手、拍手、拍手)-G-O

And Bingo was his name-o! There was a farmer who had a dog and Bingo was his name-o.

(拍手、拍手、拍手、拍手)-O, (拍手、拍手、拍手、拍手)-O, (拍手、拍手、拍手、拍手)-O,

and Bingo was his name-o! There was a farmer who had a dog and Bingo was his name-o.

(拍手、拍手、拍手、拍手、拍手)、(拍手、拍手、拍手、拍手、拍手),

(拍手、拍手、拍手、拍手、拍手) and Bingo was his name-o!

數學

一起說和讀

(20 分鐘)

開始談話：

- 你最喜歡故事的哪一部份？
- 故事裡最先發生的事情是什麼？
- 你覺得接下來會發生什麼事？

衡量並比較：

請你的孩童蒐集 6 至 8 件不同長短的物品或玩具。與你的孩童一起把物品依長短分類。共同討論你們注意到的地方。

對話開頭：

- 我注意到 _____ 比 _____ 較長/短，因為...
- 如你想度量 _____，你需要用多少個 _____ 來衡量？

語言

描述我的臉孔：(與孩童在學校裡畫的自畫像有關)

請你的孩童描述他/她在你的臉上觀察到的特徵，然後你能描述你在他/她臉上觀察到的特徵。

對話開頭：

- 你觀察到我五官的什麼特徵？
- 我注意到你有...

你能運用的字：特徵、臉、長、短、捲曲、直、橢圓、圓、曲線，等等。

閱讀記錄

在您與您孩童共同閱讀的每一天旁邊打勾。這些書本能以英文或您的母語寫成。訪問您的公共圖書館，獲取有關色彩世界的精彩書籍！

星期____ 星期____ 星期____ 星期四____ 星期五____ 星期六____ 星期日____

我們在學校閱讀的書籍:

Max's Dragon Shirt 作者：Rosemary Wells
Dog's Colorful Day 作者：Emma Dodd
Nana in the City 作者：Lauren Castillo

您和您的孩子可能喜欢的其他书籍:

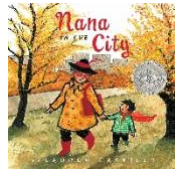
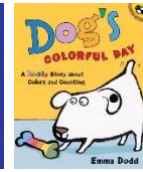
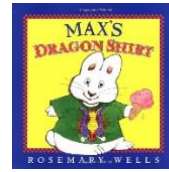
Shades of People
作者：Sheila M Kelly and Shelly Rotner
Inch by Inch 作者：Leo Lionni

一起閱讀的小貼士:

- 在安靜、舒適的地點一起坐下
- 閱讀同時，提出並解釋新的字彙。例如 “‘多彩’ 表示有許多顏色。”
- 閱讀同時，問你的孩童與書本有關的問題。例如，“為什麼 Max 在店裡沒有買新的褲子？”



Home Link - English



Dear Families: In this unit, your child will be learning about colors. 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></p> <p>Describe My Face: (Related to the self-portraits children are working on in school.)</p> <p>Ask your child to describe what s/he notices about your face and then describe what you notice about your child's face.</p> <p>Conversation starters:</p> <ul style="list-style-type: none"> • What do you notice about my features? • I notice you have... <p>Words you can use: <i>features, face, long, short, curly, straight, oval, round, curved, etc.</i></p>	<p style="text-align: center;"><u>Math</u></p> <p>Measure and Compare: Ask your child to gather a selection of 6 to 8 objects or toys of various length. Work together on sorting them between the shortest and the longest. Talk about what you notice.</p> <p>Conversation Starters:</p> <ul style="list-style-type: none"> • I notice that ____ is longer/shorter than ____ because... • How many does it take to measure ____?
	<p style="text-align: center;"><u>Talk and 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>Literacy</u></p> <p style="text-align: center;">Sing Together: This is a song your child should be familiar with.</p> <p style="text-align: center;">Bingo</p> <p>There was a farmer who had a dog and Bingo was his name-o. B-I-N-G-O, B-I-N-G-O, B-I-N-G-O, and Bingo was his name-o. There was a farmer who had a dog and Bingo was his name-o. (Clap)-I-N-G-O, (Clap)-I-N-G-O, (Clap)-I-N-G-O, and Bingo was his name-o. There was a farmer who had a dog and Bingo was his name-o. (Clap, clap)-N-G-O, (Clap, clap)-N-G-O, (Clap, clap)-N-G-O, and Bingo was his name-o. There was a farmer who had a dog and Bingo was his name-o. (Clap, clap, clap)-G-O, (Clap, clap, clap)-G-O, (Clap, clap, clap)-G-O, and Bingo was his name-o! There was a farmer who had a dog and Bingo was his name-o. (Clap, clap, clap, clap)-O, (Clap, clap, clap, clap)-O, (Clap, clap, clap, clap)-O, and Bingo was his name-o! There was a farmer who had a dog and Bingo was his name-o. (Clap, clap, clap, clap, clap), (Clap, clap, clap, clap, clap), (Clap, clap, clap, clap, clap), and Bingo was his name-o!</p>	

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 the world of colors!

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

Books we are reading in school:

Max's Dragon Shirt by Rosemary Wells
Dog's Colorful Day by Emma Dodd
Nana in the City by Lauren Castillo

Other books you and your child might enjoy:

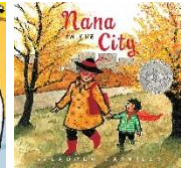
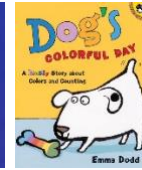
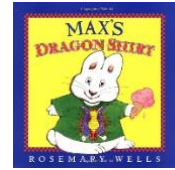
Shades of People by Sheila M Kelly and Shelly Rotner
Inch by Inch by Leo Lionni

Tips for Reading Together:

- Sit together in a quiet, cozy spot.
- As you read, highlight and define new vocabulary. For example, “**Colorful** means having many colors.”
- As you read, ask your child questions pertaining to the book. For example, “Why didn’t Max buy new pants at the store?”



UNIT 4: THE WORLD OF COLOR / WEEK 5
Home Link - French



Home Links (Les Liens de la Maison) Unité 4: Le Monde des Couleurs: Semaine 5

Chères familles: Pendant cette unité, votre enfant va acquérir des connaissances sur les couleurs. Essayez au moins trois de ces activités d'apprentissage amusantes, ou faites-les toutes! Le plus important est que vous passiez de bons moments avec votre enfant à découvrir ce qui se passe en classe. Merci de colorier les cases des activités que vous choisissez, puis de retourner ce formulaire à l'école lundi prochain.

AMUSEZ-VOUS!

Nom de l'enfant: _____

Alphabétisation

Chantez ensemble: Il s'agit d'un chant que votre enfant devrait connaître.

Bingo

There was a farmer who had a dog and Bingo was his name-o.

B-I-N-G-O, B-I-N-G-O, B-I-N-G-O, and Bingo was his name-o.

There was a farmer who had a dog and Bingo was his name-o.

(Clap)-I-N-G-O, (Clap)-I-N-G-O, (Clap)-I-N-G-O,

and Bingo was his name-o.

There was a farmer who had a dog and Bingo was his name-o.

(Clap, clap)-N-G-O, (Clap, clap)-N-G-O, (Clap, clap)-N-G-O,

and Bingo was his name-o.

There was a farmer who had a dog and Bingo was his name-o.

(Clap, clap, clap)-G-O, (Clap, clap, clap)-G-O, (Clap, clap, clap)-G-O,

and Bingo was his name-o!

There was a farmer who had a dog and Bingo was his name-o.

(Clap, clap, clap, clap)-O, (Clap, clap, clap, clap)-O, (Clap, clap, clap, clap)-O,

and Bingo was his name-o!

There was a farmer who had a dog and Bingo was his name-o.

(Clap, clap, clap, clap, clap), (Clap, clap, clap, clap, clap), (Clap, clap, clap, clap, clap),

and Bingo was his name-o!

PARLER ET LIRE ENSEMBLE

(20 minutes)

Démarrer la Conversation:

- Quel est ton moment préféré dans l'histoire?
- Quelle est la première chose qui se passe dans l'histoire?
- À ton avis, que va-t-il se passer ensuite?

Mathématique

Mesurer et Comparer: Demandez à votre enfant de rassembler une sélection de 6 à 8 objets ou jouets de plusieurs longueurs. Travaillez ensemble pour les trier entre les objets les plus courts et les plus longs. Parlez de ce que vous remarquez.

Démarrer la Conversation:

- Je remarque que ____ est plus long/court que ____ parce que...
- Combien ____ faut-il pour mesurer ____?

LANGAGE

Décrivez mon Visage: (*En lien avec l'autoportrait sur lequel les enfants travaillent à l'école.*)

Demandez à votre enfant de décrire ce qu'il/elle remarque à propos de votre visage et puis décrivez ce que vous remarquez à propos du visage de votre enfant.

Démarrer la Conversation:

- Qu'est-ce que tu remarques à propos de mes traits?
- Je remarque que tu as...

Des Mots Que: *traits, visage, long, court, bouclé/frisé, droit, ovale, rond, rebondi, etc.*

Journal des lectures

Veillez cocher chaque jour que vous et votre enfant lisez une histoire ensemble. Les livres peuvent être en anglais ou dans votre langue maternelle. Visitez votre bibliothèque publique pour d'excellents livres sur le monde de la couleur!

Lundi _____ Mardi _____ Mercredi _____ Jeudi _____ Vendredi _____ Samedi _____ Dimanche _____

Les livres que nous lisons à l'école:

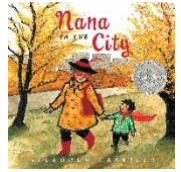
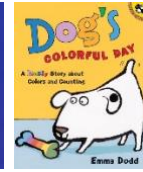
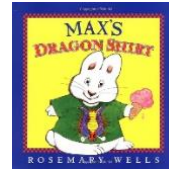
Max's Dragon Shirt écrit par Rosemary Wells
Dog's Colorful Day écrit par Emma Dodd
Nana in the City écrit par Lauren Castillo

Des autres livres que vous et votre enfant pouvez aimer:

Shades of People
écrit par Sheila M Kelly & Shelly Rotner
Inch by Inch écrit par Leo Lionni

Des conseils pour lire ensemble:

- Asseyez-vous ensemble dans un lieu tranquille et confortable.
- Pendant que vous lisez, surlignez et définissez des nouveaux termes. Par exemple, "**Colorful** (**coloré**) veut dire avoir plusieurs couleurs."
- Pendant que vous lisez, posez des questions à votre enfant en rapport avec le livre. Par exemple, "Pourquoi Max n'a-t-il pas acheté de nouveaux pantalons dans le magasin?"



(Lyen Lakay) Inite 4: Monn Koulè Yo: Semèn 5

Chè Fanmi: Nan inite sa a pitit ou pral aprann sou koulè. Eseye omwen twa nan aktivite amizan sa yo, oswa fè tout! Sa ki pi enpòtan an se jwi tan an avèk pitit ou pandan n ap aprann konnen ki sa k ap fèt nan sal klas la. Tanpri, kolorye kare aktivite sila yo nou chwazi yo epi remèt fòm sa a bay lekòl la lendi pwochen.

AMIZE N!

Non timoun nan: _____

Alfabetizasyon

Chante Ansanm: Sa a se yon chan pitit ou dwe abitye avè l.

BINGO

There was a farmer who had a dog and Bingo was his name-o.

B-I-N-G-O, B-I-N-G-O, B-I-N-G-O, and Bingo was his name-o.

There was a farmer who had a dog and Bingo was his name-o.

(Bat Men N)-I-N-G-O, (Bat Men N)-I-N-G-O, (Bat Men N)-I-N-G-O,
and Bingo was his name-o.

There was a farmer who had a dog and Bingo was his name-o.

(Bat Men N, 2 fwa)-N-G-O, (Bat Men N, 2 fwa)-N-G-O, (Bat Men N, 2 fwa)-N-G-O,
and Bingo was his name-o.

There was a farmer who had a dog and Bingo was his name-o.

(Bat Men N, 3 fwa)-G-O, (Bat Men N, 3 fwa)-G-O, (Bat Men N, 3 fwa)-G-O
and Bingo was his name-o!

There was a farmer who had a dog and Bingo was his name-o.

(Bat Men N, 4 fwa)-O, (Bat Men N, 4 fwa)-O, (Bat Men N, 4 fwa)-O,
and Bingo was his name-o!

There was a farmer who had a dog and Bingo was his name-o.

(Bat Men N, 5 fwa), (Bat Men N, 5 fwa), (Bat Men N, 5 fwa),
and Bingo was his name-o!

Matematik

Mezire e Konpare:

Mande pitit ou an pou l rasanble 6 a 8 objè osinon jwèt ki gen longè diferan. Travay ansanm pou n triye yo selon sa ki pi kout ak sa ki pi long. Pale sou ki sa nou remake.

Kesyon pou Kòmanse Konvèsasyon:

- Mwen remake _____ pi long/pi kout pase _____ paske...
- Konbyen _____ li mande pou mezire _____?

Pale epi Li Ansanm (20 minit)

Kesyon pou Kòmanse Konvèsasyon:

- Ki pati w pi renmen nan istwa a?
- Ki premye bagay ki pase nan istwa a?
- Ki sa w panse ki ka rive aprè?

Langaj

Dekri Figi Mwen: (*Anrapò ak otopòtrè elèv yo ap travay sou yo nan lekòl la.*)

Mande pitit ou pou l dekri sa li remake nan figi w epi ou menm dekri sa w remake nan figi pa pitit ou an.

Kesyon pou Kòmanse Konvèsasyon:

- Ki sa w remake konsènan trè m yo?
- Mwen remake ou genyen...

Pami Mo Nou Kapab Itilize: *trè, figi, long, kout, grenn/siwo, swa, oval, won, awondi, et setera*

Rejis Lekti Yo

Make chak jou ou menm ak pitit ou li yon istwa ansanm. Liv yo kapab ann anglè oswa nan lang natif-natal nou. Vizite bibliyotèk piblik ou a pou gwo liv sou mond lan nan koulè!

Lendi ____ Madi ____ Mèkredi ____ Jedi ____ Vandredi ____ Samdi ____ Dimanch ____

Liv n ape li lekòl la:

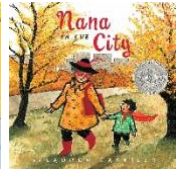
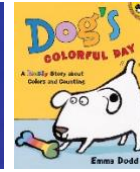
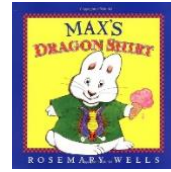
Max's Dragon Shirt ekriven: Rosemary Wells
Dog's Colorful Day ekriven: Emma Dodd
Nana in the City ekriven: Lauren Castillo

Lòt liv ou menm ak pitit ou an kapab jwi ansanm:

Shades of People
ekriven: Sheila M Kelly and Shelly Rotner
Inch by Inch ekriven: Leo Lionni

Kèk konsèy pou lè n ap li ansanm:

- Chita ansanm nan yon plas trankil epiou ki konfòtab.
- Pandan n ap li, souliye epi defini kèk nouvo vokabilè. Pa egzanp, “**Colorful** vle di lè yon bagay genyen plizyè koulè.”
- Pandanke n ap li, poze pitit ou kesyon ki gen pou wè ak liv la. Pa egzanp, “Poukisa Max pa t achte kèk pantalon tounèf nan magazen an?”



Home Links Unidade 4: Mundo de Cores: 5ª Semana

Prezadas Famílias: Durante esta unidade, o seu filho vai aprender sobre as cores. Tente, pelo menos, três destas atividades divertidas de aprendizagem, ou faça todas elas! O mais importante é aproveitar o tempo com o seu filho para aprender sobre o que está acontecendo na sala de aula. Pinte os quadros das atividades que você escolher, e devolva este formulário para a escola na próxima segunda-feira.

DIVERTA-SE!

Nome da criança: _____

Alfabetização

Cantem Juntos: Seu filho já deve estar familiarizado com essa música.

BINGO

There was a farmer who had a dog and Bingo was his name-o.

B-I-N-G-O, B-I-N-G-O, B-I-N-G-O, and Bingo was his name-o.

There was a farmer who had a dog and Bingo was his name-o.

(Bate palmas)-I-N-G-O, (Bate palmas)-I-N-G-O, (Bate palmas)-I-N-G-O,
and Bingo was his name-o.

There was a farmer who had a dog and Bingo was his name-o.

(Bate palmas x 2)-N-G-O, (Bate palmas x2)-N-G-O, (Bate palmas x2)-N-G-O,
and Bingo was his name-o.

There was a farmer who had a dog and Bingo was his name-o.

(Bate palmas x 3)-G-O, (Bate palmas x 3)-G-O, (Bate palmas x 3)-G-O,
and Bingo was his name-o!

There was a farmer who had a dog and Bingo was his name-o.

(Bate palmas x 4)-O, (Bate palmas x 4)-O, (Bate palmas x 4)-O,
and Bingo was his name-o!

There was a farmer who had a dog and Bingo was his name-o.

(Bate palmas x 5), (Bate palmas x 5), (Bate palmas x 5),
and Bingo was his name-o!

Matemática

Medir e comparar:

Pede pra seu filho selecionar 6 a 8 objectos ou brinquedos de vários tamanhos. Juntos, separem os pequenos dos grandes e falem sobre o que vocês observaram.

Temas para iniciar a conversa:

- Eu notei que ____ é mais comprido/mais curto do que ____ porque...
- Quantos ____ precisa-mos para medir ____?

Ler and Conversar Juntos (20 minutos)

Temas para Iniciar a Conversa:

- Qual é tua parte preferida da história?
- Qual é a primeira coisa que acontece na história?
- O que achas que vai acontecer a seguir?

Linguagem

Descreve Minha Face: (*Relacionado á um auto-retrato que as crianças estão fazendo na escola.*)

Pergunta ao seu filho para descrever o que ele/a observa no seu rosto e depois descreve o que você observa no rosto dele/a.

Temas para Iniciar a Conversa:

- Como são as minhas características?
- Eu observei que você tem...

Palavras que Podem Usar: *características, face, longa, curta, encaracolado, liso, oval, redondo, curvada, etc.*

Registro de Leitura

Marque cada dia que você e seu filho leram juntos uma história. Os livros podem ser em Inglês ou na sua língua nativa. Visite sua biblioteca pública para ótimos livros sobre o mundo das cores!

Segunda-Feira ___ Terça-Feira ___ Quarta-Feira ___ Quinta-Feira ___ Sexta-Feira ___ Sábado ___ Domingo ___

Livros que estamos lendo na escola:

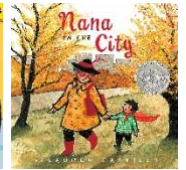
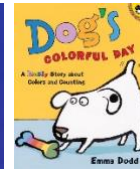
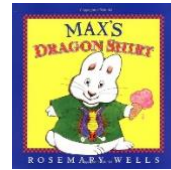
Max's Dragon Shirt por Rosemary Wells
Dog's Colorful Day por Emma Dodd
Nana in the City por Lauren Castillo

Outros livros que você e seu filho podem desfrutar:

Shades of People
por Sheila M Kelly and Shelly Rotner
Inch by Inch por Leo Lionni

Dicas para ler juntos:

- Sentem-se num lugar tranquilo e aconchegante.
- Ao ler, destaque e defina novos vocabulários. Por exemplo, "**Colorful** means having many colors." ("**Colorido** significa que têm muitas cores.")
- À medida que leem, pergunte ao seu filho questões relativas ao livro. Por exemplo, "Why didn't Max buy new pants at the store?" ("Porque Max não comprou calças novas na loja?")



Home Links Xirriirinta Guriga Cutubka 4: Dunida Midabka: Toddobaadka 5

Qoysaska Qaaliga ah: Cutubkan wuxuu ilmahaagu baran doonaa midabada. Isku day ugu yaraan saddex kamid ah hawlaha waxbarasho ee xiisaha leh, ama dhamaantood samee! Waxa ugu muhiimsan waa inaad ku raaxaysato wakhtiga yar ee uu cunugaagu wax ku baranayo waxa ka dhacaya fasalka. Fadlan midabee sanduuqyada hawlaha aad doorato, kuna soo celi foomkan dugsiga Isniinta soo socota.

XARAABEYSO!

Magaca Ilmaha: _____

Qorista/Akhrinta

Wada Heesa: Tani waa hees ay tahay in ilmahaagu uu yaqaano.

BINGO

There was a farmer who had a dog and Bingo was his name-o.
B-I-N-G-O, B-I-N-G-O, B-I-N-G-O, and Bingo was his name-o.

There was a farmer who had a dog and Bingo was his name-o.
(Sacabka tun)-I-N-G-O, (Sacabka tun)-I-N-G-O, (Sacabka tun)-I-N-G-O,
and Bingo was his name-o.

There was a farmer who had a dog and Bingo was his name-o.
(Sacabka tun x2)-N-G-O, (Sacabka tun x2)-N-G-O, (Sacabka tun x2)-N-G-O,
and Bingo was his name-o.

There was a farmer who had a dog and Bingo was his name-o.
(Sacabka tun x3)-G-O, (Sacabka tun x3)-G-O, (Sacabka tun x3)-G-O,
and Bingo was his name-o!

There was a farmer who had a dog and Bingo was his name-o.
(Sacabka tun x4)-O, (Sacabka tun x4)-O, (Sacabka tun x4)-O,
and Bingo was his name-o!

There was a farmer who had a dog and Bingo was his name-o.
(Sacabka tun x5), (Sacabka tun x5), (Sacabka tun x5),
and Bingo was his name-o!

Hadal iyo Akhris Wadajir Ah (20 daqiiqadood)

Lagu bilaawayaasha Wadahadalka:

- Waa maxay qeybta sheekada ka mid ah oo aad ugu jeceshahay?
- Waa maxay waxa ugu horreeya ee ka dhaca sheekada?
- Maxaad u maleyneysaa in uu yahay waxa soo xiga oo dhici doona?

Xisaabta

Cabbir oo Isbarbardhig: Weydii cunugaagu inuu soo ururiyo xul ka kooban 6 illaa 8 shey ama alaabta carruurto ku ciyaarto oo leh dherer kala duwan. Ka wada shaqeeya sidii aad u kala sooci lahaydeen inta u dhaxaysa ugu gaaban iyo ugu dheer. Kala hadal waxa aad ogaato.

Bilaabayaasha Wadahadalka:

- Waxaan ogaaday in ____ uu ka dheer yahay / ka gaaban yahay ____ maxaa yeelay...
- Immisa ____ ayay qaadataa si loo cabbiro ____?

Luqadda

Sheeg Wajigayga: (*La xiriira Sawirka ay carruurta kaga shaqeeyaan dugsiya.*)

Weydii cunugaaga inuu sharaxo waxa uu/ay ka ogaad/to wajigaaga kadibna u sharax waxa aad ka ogaatay wajiga ilmahaaga.

Bilaabayaasha Wadahadalka:

- Maxaad ka ogaatay astaamahayga?
- Waxaan ogaaday inaad leedahay...

Ereyada aad Isticmaali Karto: *astaamo, weji, dheer, gaaban, timo laalaaban, toosan, qaab ukun ah, wareegsan, qalooca, iwm*

Buug-gelinta Akhrinta

Hubi maalin walba in adiga iyo ilmahaaga aad wada akhrisaan sheeko. Buugagta waxay noqon karaan kuwa ah af Ingiriisi ama luuqada gurigaaga. Booqo maktabadda dadweynaha xaafaddaada si aad u hesho buugaag badan oo ku saabsan midabada!

Isniin _____ Talaado _____ Arbaco _____ Khamiis _____ Jimco _____ Sabti _____ Axad _____

Buugaga aan ku akhrino dugsiya:

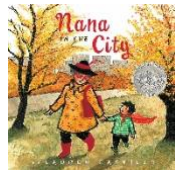
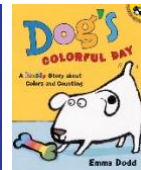
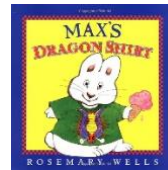
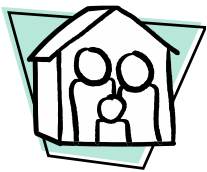
Max's Dragon Shirt qorey Rosemary Wells
Dog's Colorful Day qorey Emma Dodd
Nana in the City qorey Lauren Castillo

Buugaag kale adiga iyo ilmahaaga laga yaabo in aad jeclataan:

Shades of People
qorey Sheila M Kelly & Shelly Rotner
Inch by Inch qorey Leo Lionni

Tallooyinka si wadajir ah u akhrinta:

- Wada fadhiista meel xasilloon oo degan.
- Marka aad akhrinayso, iftiimi oo qeex erayada cusub. Tusaale ahaan, “**Colorful** macnaheedu waa lahaanshaha midabyo badan.”
- Marka aad akhrinayso, weydii ilmahaaga su'aalaha ku saabsan buugga. Tusaale ahaan, “Muxuu Max surwaal cusub uga iibsan waayay dukaanka?”



Unidad 4/Semana 5: Home Links - *El Mundo de los Colores*

Estimadas Familias: En esta unidad su niño(a) está aprendiendo sobre los colores. ¡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: _____

Alfabetización

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

BINGO

There was a farmer who had a dog and Bingo was his name-o.

B-I-N-G-O, B-I-N-G-O, B-I-N-G-O, and Bingo was his name-o.

There was a farmer who had a dog and Bingo was his name-o.

(Aplauso)-I-N-G-O, (Aplauso)-I-N-G-O, (Aplauso)-I-N-G-O,
and Bingo was his name-o.

There was a farmer who had a dog and Bingo was his name-o.

(Aplauso x2)-N-G-O, (Aplauso x2)-N-G-O, (Aplauso x2)-N-G-O,
and Bingo was his name-o.

There was a farmer who had a dog and Bingo was his name-o.

(Aplauso x3)-G-O, (Aplauso x3)-G-O, (Aplauso x3)-G-O,
and Bingo was his name-o!

There was a farmer who had a dog and Bingo was his name-o.

(Aplauso x4)-O, (Aplauso x4 veces)-O, (Aplauso x4)-O,
and Bingo was his name-o!

There was a farmer who had a dog and Bingo was his name-o.

(Aplauso x5), (Aplauso x5), (Aplauso x5),
and Bingo was his name-o!

Matemáticas

Medir y Comparar:

Pídale a su niño(a) que reúna una selección de 6 a 8 objetos o juguetes de diferente longitud. Trabajen juntos clasificándolos entre los más cortos y los más largos. Hablen sobre lo que notan.

Formas de iniciar una conversación:

- Yo noto que ____ es más largo/corto que ____, porque...
- ¿Cuántos ____ hacen falta para medir ____?

Hablar y 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?

Lenguaje

Describe mi Rostro: (*Relacionado con Auto-Retrato en el que los niños están trabajando en la escuela.*)

Pídale a su niño(a) que describa lo que él/ella nota sobre su rostro y luego describa lo que usted nota sobre el rostro de su hijo(a).

Formas de iniciar una conversación:

- ¿Qué notas acerca de mis rasgos?
- Yo noto que tienes...

Palabras que Pueden Utilizar: *rasgos, rostro, largo, corto, rizo, lacio, ovalado, redondo, curva, etc.*

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 mundo del color!

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

Libros que estamos leyendo en la escuela:

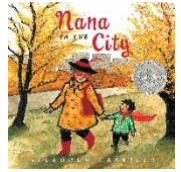
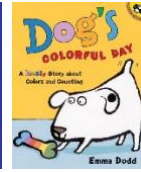
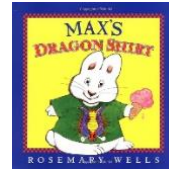
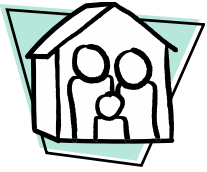
Max's Dragon Shirt por Rosemary Wells
Dog's Colorful Day por Emma Dodd
Nana in the City por Lauren Castillo

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

Shades of People
por Sheila M Kelly & Shelly Rotner
Inch by Inch por Leo Lionni

Sugerencias para Leer Juntos:

- Siéntense juntos en un lugar cómodo y tranquilo.
- Mientras leen, destaque y defina el vocabulario nuevo. Por ejemplo, " **Colorido** significa tener muchos colores."
- Mientras leen, hágale preguntas a su hijo(a) sobre el libro. Por ejemplo, "¿Por qué Max no compró pantalones nuevos en la tienda?"

**Trang chủ Liên kết Bài 4: Thế Giới Màu Sắc: Tuần 5**

Thưa các gia đình: Trong bài học này, con bạn sẽ học về màu sắc. Hãy thử ít nhất ba trong số những hoạt động học tập vui nhộn này, hoặc làm tất cả! Điều quan trọng nhất là tận hưởng thời gian với con của bạn học về những gì đang xảy ra trong lớp học. Vui lòng tô màu trong các ô trống của các hoạt động bạn chọn, và gửi lại mẫu đơn này cho trường vào thứ Hai tới. **CHÚC VUI VẼ!**

Tên con bạn: _____

Chữ

Hát với nhau: Đây là bài hát mà con bạn nên làm quen.

Bingo

There was a farmer who had a dog and Bingo was his name-o.
B-I-N-G-O, B-I-N-G-O, B-I-N-G-O, and Bingo was his name-o.
There was a farmer who had a dog and Bingo was his name-o.
(Clap)-I-N-G-O, (Clap)-I-N-G-O, (Clap)-I-N-G-O, and Bingo was his name-o.
There was a farmer who had a dog and Bingo was his name-o.
(Clap, clap)-N-G-O, (Clap, clap)-N-G-O, (Clap, clap)-N-G-O,
and Bingo was his name-o.
There was a farmer who had a dog and Bingo was his name-o.
(Clap, clap, clap)-G-O, (Clap, clap, clap)-G-O, (Clap, clap, clap)-G-O,
and Bingo was his name-o!
There was a farmer who had a dog and Bingo was his name-o.
(Clap, clap, clap, clap)-O, (Clap, clap, clap, clap)-O, (Clap, clap, clap, clap)-O,
and Bingo was his name-o!
There was a farmer who had a dog and Bingo was his name-o.
(Clap, clap, clap, clap, clap, clap), (Clap, clap, clap, clap, clap), (Clap, clap, clap, clap, clap),
and Bingo was his name-o!

Nói và Đọc Cùng Nhau
(20 phút)**Bắt đầu cuộc trò chuyện:**

- Phần yêu thích của bạn trong câu chuyện là gì?
- Điều đầu tiên xảy ra trong câu chuyện là gì?
- Bạn nghĩ điều gì sẽ xảy ra tiếp theo?

Toán**Đo và so sánh:**

Yêu cầu con bạn thu thập 6 đến 8 đồ vật hoặc đồ chơi có chiều dài khác nhau. Làm việc cùng nhau trong việc phân loại chúng giữa ngắn nhất và dài nhất. Nói về những gì bạn nhận thấy.

Bắt Đầu Câu Chuyện:

- Tôi nhận thấy _____ dài hơn / ngắn hơn _____ vì...
- Bao nhiêu _____ cần để đo _____?

Ngôn Ngữ

Mô Tả gương mặt bạn: (*Liên quan đến the self-portrait children are working on in school.*)

Yêu cầu con em mô tả những gì em ghi nhận về khuôn mặt của bạn và sau đó mô tả những gì bạn nhận thấy về khuôn mặt của con em.

Bắt Đầu Câu Chuyện:

- Bạn nhận thấy gì về các đặc điểm của tôi?
- Tôi nhận thấy bạn có...

Những từ Bạn có thể sử Dụng: *các đặc điểm, mặt, dài, ngắn, xoắn, thẳng, hình bầu dục, tròn, cong, vv.*

Danh sách thống kê việc đọc sách

Đánh dấu mỗi ngày khi mà bạn và con của bạn đọc một câu chuyện với nhau. Các sách có thể bằng tiếng Anh hoặc bằng ngôn ngữ chính của bạn. Ghé thăm thư viện công cộng của bạn để biết những cuốn sách tuyệt vời về thế giới màu sắc!

Thứ Hai ____ Thứ Ba ____ Thứ Tư ____ Thứ Năm ____ Thứ Sáu ____ Thứ Bảy ____ Chủ Nhật ____

Sách mà chúng ta đang đọc ở trường:

Max's Dragon Shirt của Rosemary Wells
Dog's Colorful Day của Emma Dodd
Nana in the City của Lauren Castillo

Các sách khác mà bạn và con bạn có thể thưởng thức:

Shades of People
của Sheila M Kelly and Shelly Rotner
Inch by Inch của Leo Lionni

Các mẹo để đọc cùng nhau:

- Ngồi cùng nhau trong một nơi yên tĩnh yên tĩnh.
- Khi bạn đọc, làm nổi bật và định nghĩa từ vựng mới. Ví dụ: "**Màu sắc** có nghĩa là có nhiều màu."
- Khi bạn đọc, hãy hỏi các câu hỏi về con của bạn liên quan đến cuốn sách. Ví dụ: "Tại sao Max không mua quần mới tại cửa hàng?"