


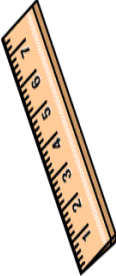






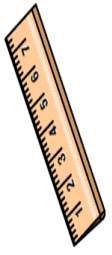
## UPK Small Group Activities by Content Area, Session 2 – Overview

- Provided are 23 lessons in Session 2 which were extracted from the *Numbers Plus* kit to support your lesson planning.
- In addition, 14 math activities are provided from other HighScope resource books, Music Blocking Blocks Song Cards (Tab 6) and supplemental lesson plans (Tab 6).
- The lessons have been grouped by Content Area, but also show the additional content area the lesson may touch upon. It is not the expectation of the binder that you move through the content in the order of the grid, but rather select lessons in each content area that match your children's interests and development.
  - To build mastery, children need to experience activities in the same Content Area 3 - 5 days in a row. Make sure to change Content Area weekly.
- It is important that your lessons cover all five content areas in some way.
  - If you choose to use lessons other than these, be sure to cover all five content areas by the pausing point.
- You will be entering anecdotes on a weekly basis for each child in each of these five content areas.




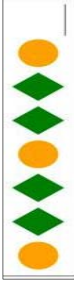



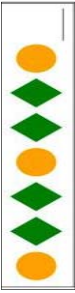

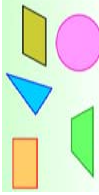





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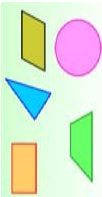
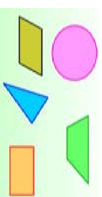

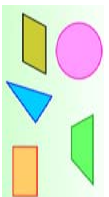

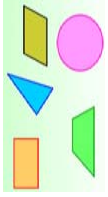




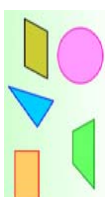


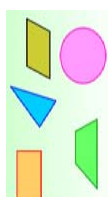

**UPK Math Small Group Activities by Content Area-Session 2 (Rev 2018)**  
 Aligned with KDI, COR Advantage and NYS Next Generation

UPK Small-Group Activities Session 2	Number Sense and Operations (KDI 31, 32, 33) <b>COR Item S</b>	Geometry (KDI 34, 35) <b>COR Item T</b>	Measurement (KDI 36, 37) <b>COR Item U</b>	Algebra (KDI 38) <b>COR Item V</b>	Data Analysis
	NYS NGMLS Counting & Cardinality <ul style="list-style-type: none"> <li>Know number names and the count sequence</li> </ul>	NYS NGMLS – Geometry <ul style="list-style-type: none"> <li>Identify and describe shapes</li> </ul>	NYS NGMLS – Measurement and Data <ul style="list-style-type: none"> <li>Describe and compare measurable attributes</li> </ul>	NYS NGMLS – Operations and Algebraic Thinking <ul style="list-style-type: none"> <li>Understand addition is adding to, and understand subtraction is taking from</li> </ul>	NYS NGMLS – Measurement and Data <ul style="list-style-type: none"> <li>NY-PK-MD Sort objects and count the number of objects in each category</li> </ul>
	<ul style="list-style-type: none"> <li>Count to tell number of objects</li> <li>Compare numbers</li> </ul>	<ul style="list-style-type: none"> <li>Explore and create two- and three-dimensional objects</li> </ul>			
Numbers Plus Kit, Number Sense and Operations, Card 6, "Button Drop"					
Numbers Plus Kit, Number Sense and Operations, Card 12, "Dinosaur Hunt"					
Numbers Plus Kit, Number Sense and Operations, Card 27, "Numeral Hunt"					
"I'm Older Than You. I'm Five!", p. 34, "Dot Cards"					

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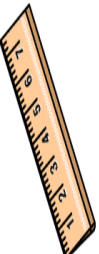

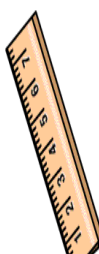






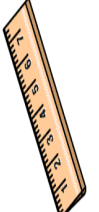
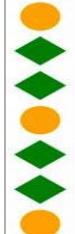


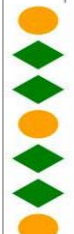

UPK Small-Group Activities Session 2	Number Sense and Operations (KDI 31, 32, 33) <i>COR Item S</i>	Geometry (KDI 34, 35) <i>COR Item T</i>	Measurement (KDI 36, 37) <i>COR Item U</i>	Algebra (KDI 38) <i>COR Item V</i>	Data Analysis (KDI 39) <i>COR Item W</i>
Small-Group Times to Scaffold Early Learning, p. 53, "Going Shopping"					
Movement Plus Rhymes, Songs, & Singing Games, p.12, "One, Two, Tie My Shoe"					
Movement Plus Rhymes, Songs, & Singing Games, p. 6, "Bubble Gum"					
Number Plus Kit, Geometry, Card 2, "Comparing Shapes"					
Number Plus Kit, Geometry, Card 5, "Feeling Shapes: Which Ones Match"					
Number Plus Kit, Geometry, Card 7, "Identifying Shapes"					
Numbers Plus Kit, Geometry, Card 11, "Marshmallow Shapes"					

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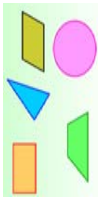
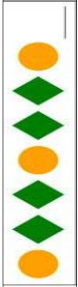
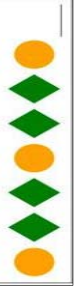










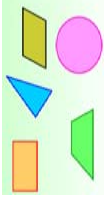

UPK Small-Group Activities	Number Sense and Operations	Geometry	Measurement	Algebra	Data Analysis
<b>Session 2</b>	(KDI 31, 32, 33) <i>COR Item S</i>	(KDI 34, 35) <i>COR Item T</i>	(KDI 36, 37) <i>COR Item U</i>	(KDI 38) <i>COR Item V</i>	(KDI 39) <i>COR Item W</i>
Movement Plus Rhymes, Songs, & Singing Games, p. 80, "Shape Song"					
Story Starters for Group Times, p. 75, "Shape Tales"					
"I'm Older Than you I'm Five!", p. 86, "Secret Shape Sheets"					
Small-Group Times To Scaffold Early Learning, "Flip and Turn Worms" p. 50					
Numbers Plus Kit, Measurement, Card 4, "Color Recipes"					
Numbers Plus Kit, Measurement, Card 5, "Construction Zone: Height"					
Numbers Plus Kit, Measurement, Card 6, "Construction Zone: Width"					

# UPK Math Small Group Activities by Content Area-Session 2 (Rev 2018)


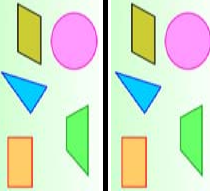


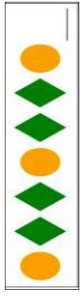







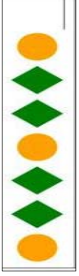
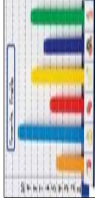
Aligned with KDI, COR Advantage and NYS Next Generation

UPK Small-Group Activities Session 2	Number Sense and Operations (KDI 31, 32, 33) <i>COR Item S</i>	Geometry (KDI 34, 35) <i>COR Item T</i>	Measurement (KDI 36, 37) <i>COR Item U</i>	Algebra (KDI 38) <i>COR Item V</i>	Data Analysis (KDI 39) <i>COR Item W</i>
Numbers Plus Kit, Measurement, Card 9, "How Far Can I Jump"					
Numbers Plus Kit, Measurement, Card 2, "Clifford's House: Building"					
Numbers Plus Kit, Measurement, Card 3, "Clifford's House: Measuring"					
Numbers Plus Kit, Measurement, Card 14, "How Tall is My Teacher"					
Story Starters for Group Times, p. 62, "Dickering Dinosaurs"					
Numbers Plus Kit, Algebra, Card 8, "Jump, Clap"					
Numbers Plus Kit, Algebra, Card 9, "Line Them Up"					
Numbers Plus Kit, Algebra, Card 7, "I Spy Patterns"					

**UPK Math Small Group Activities by Content Area-Session 2 (Rev 2018)**  
 Aligned with KDI, COR Advantage and NYS Next Generation

<b>UPK Small-Group Activities</b>	<b>Number Sense and Operations</b>	<b>Geometry</b>	<b>Measurement</b>	<b>Algebra</b>	<b>Data Analysis</b>
<b>Session 2</b>	(KDI 31, 32, 33) <i>COR Item S</i>	(KDI 34, 35) <i>COR Item T</i>	(KDI 36, 37) <i>COR Item U</i>	(KDI 38) <i>COR Item V</i>	(KDI 39) <i>COR Item W</i>
Numbers Plus Kit, Algebra, Card 13, "Rhythm Stick Patterns"					
Numbers Plus Kit, Algebra, Card 2, "Animal Paths"					
Recipe Activity - "Fruit Kabobs"					
Numbers Plus Kit, Algebra, Card 6, "Fruit Stand"					
Numbers Plus Kit, Data Analysis, Card 2, "Chocolate Milk"					
Song Card - "Dinosaur Graphing Song"- <a href="http://www.rcsdk12.org/prek/blacks">www.rcsdk12.org/prek/blacks</a>					
Numbers Plus Kit, Data Analysis, Card 4, "Does It Look Like Us?"					
Numbers Plus Kit, Data Analysis, Card 5, "Fascinating Fasteners"					

**UPK Math Small Group Activities by Content Area-Session 2 (Rev 2018)**  
 Aligned with KDI, COR Advantage and NYS Next Generation

UPK Small-Group Activities Session 2	Number Sense and Operations (KDI 31, 32, 33) <i>COR Item S</i>	Geometry (KDI 34, 35) <i>COR Item T</i>	Measurement (KDI 36, 37) <i>COR Item U</i>	Algebra (KDI 38) <i>COR Item V</i>	Data Analysis (KDI 39) <i>COR Item W</i>
Numbers Plus Kit, Data Analysis, Card 7, "How Did You Build That?"					
Numbers Plus Kit, Data Analysis, Card 3, "Collage Creations"					
Small-Group Times to Scaffold Early Learning, p. 47, "Basket Toss"					
Song Card - "Animal Habitat Graphing Song" - <a href="http://www.rcsdk12.org/prek/blacks">www.rcsdk12.org/prek/blacks</a>					
Cooking Activity "Ants on a Log"					



## UPK: Materials for Session 2

Text used	Small Group Activity	Materials to Order	Materials from Home
Numbers Plus Kit <b>Number Sense and Operations</b>	Card 6: "Button Drop"	Poker chips, plastic buttons, chart paper	Paper cups or other container(note sizes on card)
Numbers Plus Kit <b>Number Sense and Operations</b>	Card 12: "Dinosaur Hunt"	Small plastic dinosaurs, plastic insects, variety of small animals	Large container (holds up to 10 dinosaurs)
Numbers Plus Kit <b>Number Sense and Operations</b>	Card 27:" Numeral Hunt"	Sticky notes/ Index Cards Small clipboards(9) Small paper bags	None
<u>"I'm Older than You. I'm Five!"</u>	"Dot Cards" p.34	Basket for each child, construction paper, cardboard, variety of beads and buttons, glue Markers or crayons	Acorns, pebbles, beans. bottle lids
<u>Small-Group Times to Scaffold Early Learning</u>	"Going Shopping" p.53	Plastic store items, plastic animals, buttons, beans, straws (50 or more), dice, basket	Shopping bag (holds 20 items), additional items for "shopping"
<u>Movement Plus Rhymes, Songs,&amp; Singing Songs</u>	"One Two ,Tie My Shoe" p.12	Rhythm sticks	Chopsticks
<u>Movement Plus Rhymes, Songs,&amp; Singing Songs</u>	"Bubble Gum" p.6	None	None

## UPK: Materials for Session 2

Text used	Small Group Activity	Materials to Order	Materials from Home
Numbers Plus Kit, <b>Geometry</b>	Card 2: "Comparing Shapes"	Paper, markers or crayons	Set of triangles, circles, and rectangles in different sizes, colors and materials, containers
Numbers Plus Kit, <b>Geometry</b>	Card 5: "Feeling Shapes: Which Ones Match"	Tag board, markers or crayons, feely bag	Set of triangles, circles, and rectangles in the same size
Number Plus Kit, <b>Geometry</b>	Card 7: "Identifying Shapes"	Tag board, scissors, chart paper	Set of 5-6 different types of triangles
Numbers Plus Kit, <b>Geometry</b>	Card 11: "Marshmallow Shapes"	Paper, markers or crayons	Large bag of mini marshmallows, gumdrops or play-doh
<u>Movement Plus Rhymes, Songs, &amp; Singing Songs</u>	"Shape Song" p. 80	Carpet squares or hula hoops	None
<u>Story Starters for Group Time</u>	"Shape Tales" p.75	Construction paper, glue, white paper, tape	Set of circles, triangles, rectangles and squares in different sizes and colors for each child, include various other shapes
<u>I'm Older Than You. I'm Five!"</u>	"Secret Shape Sheets" p. 86	Poster board, puzzles, blocks pencils	Household items to trace

## UPK: Materials for Session 2

Text used	Small Group Activity	Materials to Order	Materials from Home
<u>Small Group Times to Scaffold Learning</u>	Flip and Turn Worms, p. 50	For each child: 5-10 flat elongated objects such as wooden blocks, duplos, or legos that can also stand on end	
Numbers Plus Kit, <b>Measurement</b>	Card 4: "Color Recipes"	Blank recipe cards or index cards, large tub, paint: red, yellow and blue, popsicle sticks , plastic cups (3)	Teaspoons and tablespoons for each child, set of measuring spoons
Numbers Plus Kit, <b>Measurement</b>	Card 5: "Construction Zone: Height"	Duplo blocks, wooden blocks, chalk, straws- two sizes	Ruler, string
Numbers Plus Kit, <b>Measurement</b>	Card 6: "Construction Zone: Width"	Duplo blocks, wooden blocks, chalk , straws two sizes	Ruler, string
Numbers Plus Kit, <b>Measurement</b>	Card 9: "How Far Can I Jump"	Masking tape, sticky notes, unit blocks, letter links , chart paper	None
Numbers Plus Kit, <b>Measurement</b>	Card 2: "Clifford's House: Buidling"	Clifford book by Norman Bridwell, masking tape, glue, paint, crayons, markers, pieces of fabric	Cardboard boxes and cartons in different sizes, unconventional measuring tools such as string, pipe cleaners

## UPK: Materials for Session 2

Text used	Small Group Activity	Materials to Order	Materials from Home
Numbers Plus Kit, <b>Measurement</b>	Card 3: "Clifford's House: Measuring	1 foot ruler, chalk, chart paper, markers, yardsticks, tape measures	Cliffords House from the previous lesson Card 2, unconventional measuring tools such as string or pipe cleaners
<u>Small Group Times to Scaffold Learning</u>	"How Tall is My Teacher" p. 59	Butcher paper, markers/crayons, measuring tools	1 adult dress shoe, 1 child size shoe, unconventional measuring tools
<u>Story Starters for Group Times</u>	"Dickering Dinosaurs" p. 62	Blocks of different lengths, paper, writing tools	
Numbers Plus Kit, <b>Algebra</b>	Card 8: "Jump, Clap"	None	None
Numbers Plus Kit, <b>Algebra</b>	Card 9: "Line Them Up"	Collection of items animals, blocks, buttons, shells etc., paper and markers	Short and long sticks or rods, rice, beans, pebbles
Numbers Plus Kit, <b>Algebra</b>	Card 7: "I Spy Patterns"	Chart paper, various types of patterns	Wallpaper pattern, catalogs, patterned fabric scraps
Numbers Plus Kit, <b>Algebra</b>	Card 13: "Rhythm Stick Patterns"	Rhythm sticks, blocks in different colors	None

## UPK: Materials for Session 2

Text used	Small Group Activity	Materials to Order	Materials from Home
Numbers Plus Kit, <b>Algebra</b>	Card 2: "Animal Paths"	12 Geometric shapes in 2 different colors (6 of each color) and small enough to fit several across a sheet of paper, 8 1/2 by 11 construction paper, small toy animal such as counting bears, 2 baskets, glue sticks	
Recipe Activity	"Fruit Kabobs"		2 kinds of fruit, kabob sticks, recipe cards, small bowls, paper plates,
Numbers Plus Kit, <b>Algebra</b>	Card 6: "Fruit Stand"	Construction paper tape, glue	None
Numbers Plus Kit, <b>Data Analysis</b>	Card 2: "Chocolate Milk"	Small paper cups	Milk, instant chocolate mix (may use fruit juice, cut up fruit or veggies and dip)
Song Card	"Dinosaur Graphing Song"		Song Card from <a href="http://www.rcsdk12.org/prek/blocks">www.rcsdk12.org/prek/blocks</a>
Number Plus Kit, <b>Data Analysis</b>	Card 4: "Does it Look Like Us"	Paper, markers or pencils, glue sticks, scissors	Magazines/catalogs
Numbers Plus Kit, <b>Data Analysis</b>	Card 5: "Fascinating Fastners"	Variety of fastners, chart paper, markers	Dress- up clothes

### UPK: Materials for Session 2

Text used	Small Group Activity	Materials to Order	Materials from Home
Numbers Plus Kit, <b>Data Analysis</b>	Card 7 "How Did You Build That?"	Blocks (assorted shapes), counting bears, chart paper, writing tools	2 containers
<u>"I'm Older than You. I'm Five!"</u>	"Collage Collection" p. 30	Construction paper, collage materials, cardboard or tagboard, glue	Materials to add to collage materials, containers for sorting
<u>Small Group Times to Scaffold Learning</u>	"Basket Toss" p. 47	Bean bags or other tossable items, chart paper, markers	Small and large containers
Song Card	"Animal Graphing Song"		Song Card from <a href="http://www.rcsdk12.org/prek/blocks">www.rcsdk12.org/prek/blocks</a>

## Developmental Range by Item Report for Rochester Test Classroom

Date Generated: 06/03/2014

The Developmental Range by Item report groups children who have achieved the same developmental level on the selected item, helping to identify specific objectives to plan curriculum for in the classroom.

5 - Number and counting	
Level 0 - The child begins to develop the concept of "one" by viewing, touching, and/or manipulating single objects, such as a face, a hand or foot, or a rattle.	
Level 1 - The child indicates that he or she wants more of something. Requesting more indicates that the child understands that a quantity can be increased by more or one more.	
Level 2 - The child rote counts but does not yet have an understanding of what number means (that is, does not count with one-to-one correspondence).	
Level 3 - The child is developing a sense of number and counts up to 10 objects, associating one and only one number with each object counted (using one-to-one correspondence). The child may occasionally double-count (for example, 1, 2, 3, 4, 4, 5) or skip a number (for example, 1, 2, 3, 4, 5, 6, 8). He or she may not realize that the last number counted represents the total. [Note: If a child consistently double-counts (counts the same objects over again), score at level 2.]	Melissa A Patty B Abby B Melissa B
Level 4 - The child can identify four or more numerals from 0 to 9. [Note: Check off each numeral at any time you observe the child identifying that numeral, for example, by reading (naming) it, or by pointing to it spontaneously or in response to a comment or question.]	Jen A Patty A
Level 5 - The child correctly counts more than 10 objects and knows that the last number he or she says tells how many objects there are in total (for example, the child counts correctly to 12 and says there are 12 objects).	Amanda A
Level 6 - The child counts two sets of objects and says whether they have the same number (quantity) or, if they are different, how many more or fewer there are in one set than the other. [Note: If a child says one set has more than the other but cannot yet say by "how many more," do not score at this level.]	Abby A
Level 7 - The child puts together or takes apart items in sets of up to nine objects. He or she knows, for example, that five can be put together (composed) of two plus three, four plus one, or two plus two plus one. Likewise, the child knows five can be divided (decomposed) in these same combinations.	





## Small Group Time: Fruit Kabob

<p>NYS Foundations for the Common CORE or Early Learning Guidelines:          Domain(s) IV Cognition and General Knowledge, B. Critical and Analytic Thinking, J. Properties of Ordering, K. Scientific Thinking          KDI:17,35,38          COR: B. Problem-solving with materials, J. Fine motor skills, V. Patterns</p>	
<b>Target Vocabulary</b>	Kabob Skewer Fruit names chosen Pattern Choose Start Next Repeat
<b>Materials</b>	Visual recipe card Small bowls for fruit; spoons Paper plates or trays for each child Skewers (may use coffee stirs) Choose fruit sturdy enough to place on skewer Examples: choice of two for AB pattern Seedless Grapes Strawberries (sliced in medallions) Blueberries Melon Pineapple
<b>Opening Statement</b>	Today we are going to make something very special! Hold up the skewer and show the fruit.
<b>Beginning</b>	Let's first wash our hands. Review and display the recipe card and ingredients. Explain that the tray or paper plate is their workspace. Today we are going to make a pattern. Let me show you. First I take the skewer and look for the pointy end. Now I'm going to choose two fruits. First, I'm going to take one grape and place it on the skewer. What do you think I'm going to do next? Yes, I'm going to choose another fruit and put it on the skewer. Place the second fruit on the skewer. Together you repeat the pattern Grape, strawberry. Hmm... What do you think comes next? Repeat grape ...strawberry ... grape... strawberry. I made a pattern! Now it's your turn to make one. Let's get started!

<b>Middle</b> <i>Your ideas for scaffolding children at different developmental levels</i>	<p>Pass out to each child the skewer and their own bowl of fruits and place in their workspace.</p> <p>I wonder which fruit you will start with? Guide the children with each step. Which fruit will you put on the skewer next? Observe what fruit the children chooses. Give the children the opportunity to continue at their own developmental level.</p> <p>Remember to note COR Advantage Item V with anecdotes.</p>
<b>Questions/Comments</b>	<p>I wonder which fruit will come next?</p> <p>Tell me about your fruit pattern...</p> <p>Let me try out your pattern...</p> <p>Oh, I see you lined up all the grapes one after another...</p> <p>Look you made a pattern Grape...Strawberry...</p>
<b>End</b> <i>warning and transition to next part of routine</i>	<p>You all worked very hard today making a pattern! Using your example pattern, have each child repeat the pattern and then dismiss to wash hands. It is your choice to save the kabob for snack or allow them to eat their pattern before transitioning to the nexy activity.</p>
<b>Follow-Up</b>	<p>Learning patterns requires a lot of repetition. Have available pattern materials thorough out the day. Example: In the block area, align the unit blocks, square...rectangle during worktime. At transistion, lining up boy...girl...boy...girl</p> <p>You may also do a Data analysis component, What is your favorite fruit?</p>



1. ●

Wash your hands  
and select a  
skewer.



2. ● ●

Put on a strawberry.



3. ● ● ●

Put on a slice of  
banana.



4. ● ● ● ●

Repeat your pattern,  
strawberry-banana.



5. ● ● ● ● ●

Eat and enjoy your  
pattern.

# Animal Habitat (Graphing Song)

Tune: “Mary had a Little Lamb”

*Directions: Cut out the labeled pictures on the pages below. Make a graph by putting the words and pictures of “Farm” and “Jungle” on construction paper or flannel board. Place animal pictures under correct column as you sing the song.*

*COR Advantage: W – Data Analysis, Y – Music, BB – Observing and Classifying, DD – Natural and Physical World, HH - History*

Some animals live on a farm, on a farm, on a farm.

Some animals live on a farm, can you guess which ones!

Some animals live in the jungle, in the jungle, in the jungle,

Some animals live in the jungle, can you guess which ones!

*Child choose an animal from the pile, and group decides where it lives and what sound it makes, i.e.:*

Cows live on a farm, on a farm, on a farm,

Cows live on a farm, and they say, “mooooo.”

Gorillas live in the jungle, in the jungle, in the jungle,

Gorillas live in the jungle, they say “eeh eeh eeh.”

*(continue with other animals)*



# Farm

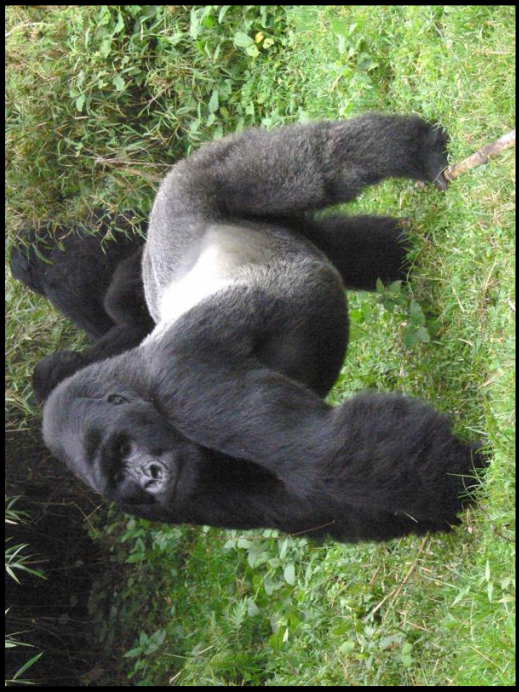


# Jungle

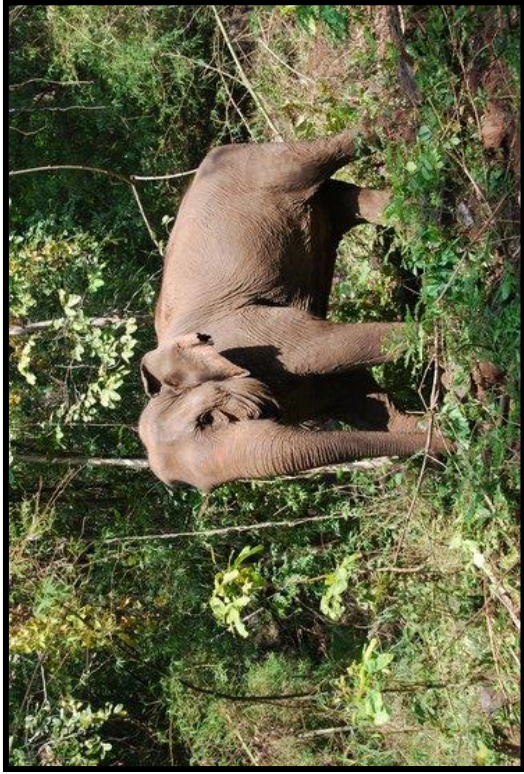




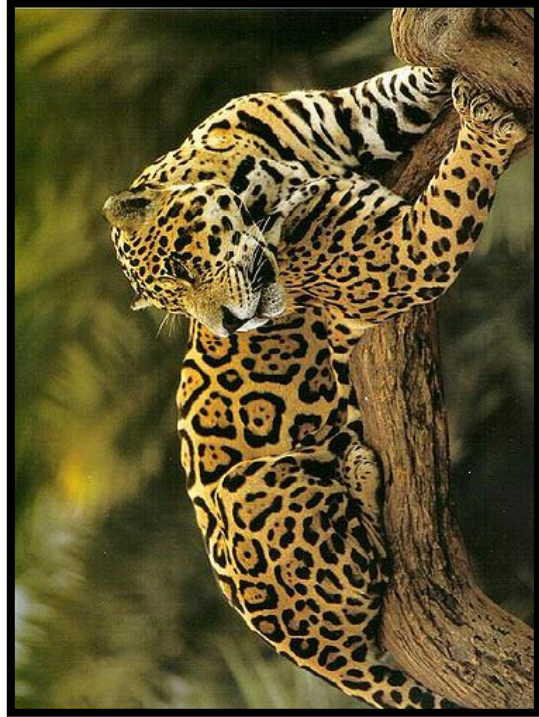




Gorilla



Elephant



Jaguar



Tiger







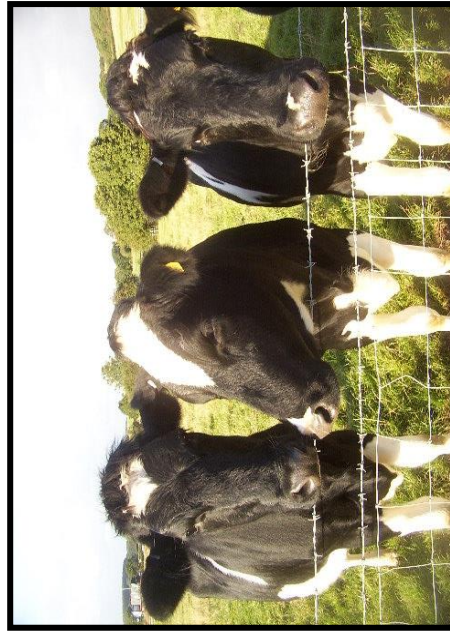
Pigs



Chickens



Horses



Cows



# Dinosaurs (Graphing Song)

Tune: “Mary had a Little Lamb”

BBCD#4, Track #15

*Directions: Cut out the labeled pictures on the pages below. Make a graph by putting the words and pictures of “Carnivore and “Herbivore” on construction paper or flannel board. Place dinosaur pictures under correct column as you sing the song, i.e. Tyrannosaurus and Velociraptor under the word “Carnivores.” For the last verse, take all dinosaur pictures off.*

*COR Advantage: W – Data Analysis, Y – Music, BB – Observing and Classifying, HH – History*

Some dinosaurs were herbivores, herbivores, herbivores.

Some dinosaurs were herbivores. They liked to eat plants.

Some dinosaurs were carnivores, carnivores, carnivores.

Some dinosaurs were carnivores. They liked to eat meat.

Tyrannosaurus Rex were carnivores, carnivores, carnivores.

Tyrannosaurus Rex were carnivores. They liked to eat meat.

Stegosaurus were herbivores, herbivores, herbivores.

Stegosaurus were herbivores. They liked to eat plants.

*(continue with other dinosaurs)*

*(last verse)*

Dinosaurs lived long ago, long ago, long ago.

Dinosaurs lived long ago. Now they are extinct!

*Another favorite is the Dinosaur Pokey: You put your claws in.... and you scratch them all about; You put your feet in... and you stomp them all around; tail/wag it all about; jaws/chomp them all about, etc.*

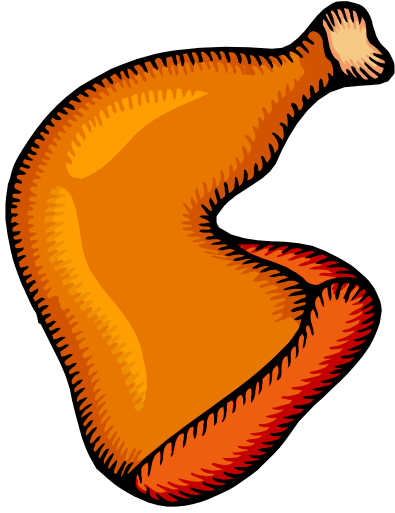


# Herbivore



Stegosaurus

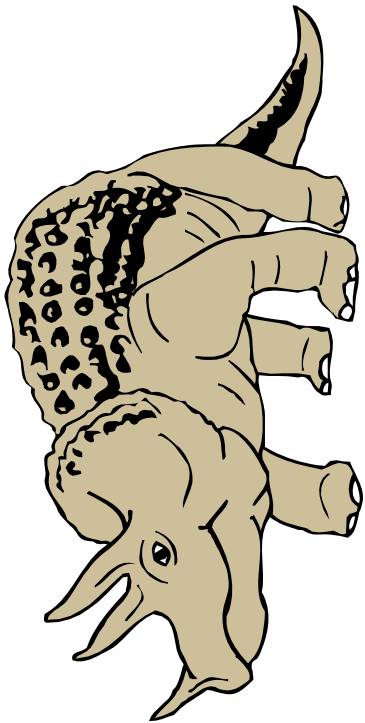
# Carnivore



Tyrannosaurus Rex







Triceratops



Brontosaurus



Velociraptor

