UPK Small Group Activities by Content Area, Session 3 – Overview

- Provided are 36 lessons in Session 3 which were extracted from the *Numbers Plus* kit, other HighScope resource books, and team-developed lessons.

- To build mastery, children need to experience activities in the same Content Area several days in a row.

- Included in this session are 2 lessons that provide you the opportunity to develop your own small groups using the books Beep, Beep, Vroom, Vroom and Mouse Count.

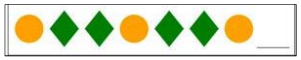
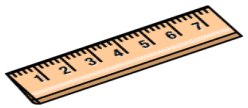
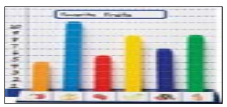
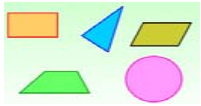
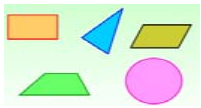
- It is important that during this session your lessons cover all five content areas.
  - If you choose to use lessons other than these, be sure to cover all five content areas by the pausing point.

- You will be entering anecdotes for each child in each of these five content areas.

Rev 2018

UPK Math Small Group Activities by Content Area-Session 3 (Rev 2018)

Aligned with KDI, COR Advantage and NYS Next Generation

UPK Small-Group Activities Session 3	Number Sense and Operations	Geometry	Measurement	Algebra	Data Analysis
	(KDI 31, 32, 33)	(KDI 34, 35)	(KDI 36, 37)	(KDI 38)	(KDI 39)
	COR Item S	*COR Item T*	*COR Item U*	*COR Item V*	*COR Item W*
	NYS NGMLS Counting & Cardinality	NYS NGMLS – Geometry	NYS NGMLS – Measurement and Data	NYS NGMLS – Operations and Algebraic Thinking	NYS NGMLS – Measurement and Data
	• Know number names and the count sequence	• Identify and describe shapes	• Describe and compare measurable attributes	• Understand addition is adding to, and understand subtraction is taking from	• NY-PK.MD Sort objects and count the number of objects in each category
	• Count to tell number of objects	• Explore and create two- and three-dimensional objects		• Understand simple patterns	
	• Compare numbers				
Story Starters, "Follow My Path," p. 64					
Story Starters, "Rescue the Kitty," p. 72					
Story Starters, "Robot Trail Mix," p. 74					
Arts Smart, "Wood Scrap Sculptures" p. 52					
Arts Smart, "Obstacle Course" p. 112					

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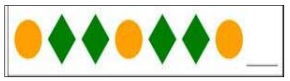
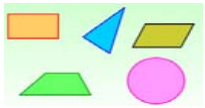
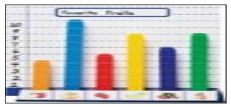
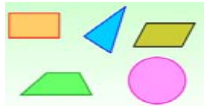
	COR Item S	*COR Item T*	*COR Item U*	*COR Item V*	*COR Item W*
Arts Smart, "Quilting with Fabric Squares," p. 162					
Number Plus Kit, Number Sense and Operations, Card 26, "Numeral Hopscotch"					
Small-Group Times to Scaffold Early Learning, "Shape Hopscotch," p. 69					
Number Plus Kit, Number Sense and Operations, Card 28, "Numerals in the Newspaper"					
Number Plus Kit, Number Sense and Operations, Card 29, "Numeral Soup"					
Numbers Plus Kit, Number Sense and Operation, Card 30, "Roll of the Dice"					
"Shape Hokey Pokey" www.rcsdk12.org/prek/blocks					

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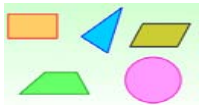
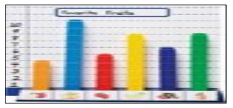
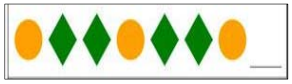
	COR Item S	*COR Item T*	*COR Item U*	*COR Item V*	*COR Item W*
50 Large Group Activities for Active Learners, p. 61 "Goldilocks and the Rhythm Sticks"					
"Bakery Shop Counting Song" www.rcsdk12.org/prek/blocks					
"Five Green and Speckled Frogs" www.rcsdk12.org/prek/blocks					
"Hickory Dickory Dock" www.rcsdk12.org/prek/blocks					
Children's book Ten Black Dots, by Donald Crews (see lesson plan).					
Children's book The Shape of Things, by Dayle Ann Dodds (see lesson plan)					
Develop your own math lesson around the children's book, Beep Beep Vroom Vroom, by Stewart Murphy					

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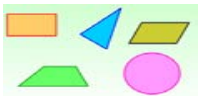
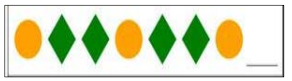
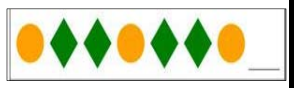
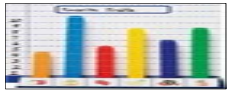
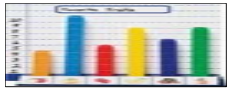
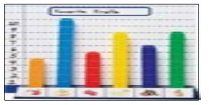
	COR Item S	*COR Item T*	*COR Item U*	*COR Item V*	*COR Item W*
Develop your own math lesson around the children's book, Mouse Count, by Ellen Stoll Walsh					
Recipe Activity: Silly Putty (see Lesson Plans)					
Recipe Activity: Rice Cake Faces (see Lesson Plans)					
Numbers Plus Kit, Algebra, Card 3, "Borders and Frames"					
Numbers Plus Kit, Algrbra, Card 16, "Toothpicks and Beads					
Numbers Plus Kit, Data Analysis, Card 9, "Inventory"					
Numbers Plus Kit, Data Analysis, Card 11, "Numeral Parts"					
Numbers Plus Kit, Measurement, Card 25, "Which Weighs More"					

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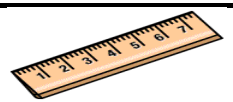
	COR Item S	*COR Item T*	*COR Item U*	*COR Item V*	*COR Item W*
Numbers Plus Kit, Measurement, Card 20 "Straw Poll"					
Numbers Plus Kit, Measurement, Card 19, "Skyscraper"					
"I'm Older Than You, I'm 5 "Sand Bakery," p. 82					
"I'm Older Than You, I'm 5 "Snack Sort," p. 99					
Recipe Activity: Ants on a Log (see Lesson Plan)					
Recipe Activity: Ice Cream in a Bag (see Lesson Plan)					
Building a City (see Lesson Plan)					
Honey Pot Grid Game (see Lesson Plan)					
First 30 Days, SGT, Unexplored Materials, p. 143					

Text used	Small Group Activity	Materials to Order	Materials from Home
Story Starters for Small Group Times	"Follow My Path", p 64		For each child: two kinds of objects (at least 6 of each)
Story Starters for Small Group Times	"Rescue the Kitty", p. 72	For each child: Set of 5 or more rectangle blocks, people or animals	
Story Starters for Small Group Times	"Robot Trail Mix", p. 74	Chart paper and markers	Ideas for each child: 6-8 of small animals, beads, shells, pegs, nuts and bolts, buttons, golf tees
Art Smart, The Creative Arts in Preschool	"Wood Scrape Sculpture", p. 52	Glue, cardboard base,	Wood scrapes of different shapes, wooden sticks
Art Smart, The Creative Arts in Preschool	"Obstacle Course", p. 112	Hula hoop, balance beam, hollow blocks, cloth tunnel, chairs	Large boxes, coffee cans
Art Smart, The Creative Arts in Preschool	"Quilting with Fabric Squares", p. 162	Glue, cardboard for each child, you can use tissue paper in place of fabric	Fabric scraps, book The Quilt by Anna Jones or Quilt Counting 1,2,3 by Lesa Cline-Ransome
Numbers Plus Kit, Number Sense and Operations	Card 26, "Numeral Hopscotch"	Tape, chart paper, markers	Dot cards for numerals 1-5 (3 cards of each numeral), container

Text used	Small Group Activity	Materials to Order	Materials from Home
Small-Group Times to Scaffold Early Learning	"Shape Hopscotch", p. 69	Chart paper and markers	Tape masking hop scotch, Circle, Rectangle, Triangle shape card, several smaller paper shapes, container
Numbers Plus Kit, Number Sense and Operations	Card 28, "Numerals in Newspapers"	Scissors, paper, glue (or tape), crayons or markers	Newspaper advertisements containing large numerals (coupons, sales fliers), envelopes
Numbers Plus Kit, Number Sense and Operations	Card 29, "Numeral Soup"	Small magnetic numerals (approximately 20, 2 of each number), magnet wand	Plastic tub filled with rice, very dry sand or birdseed, set of numeral cards from 0-9, cookie sheet or another metallic surface
Numbers Plus Kit, Number Sense and Operations	Card 30, "Roll of the Dice"	For each child: 2 dice, crayons or markers, Chart paper, counting bears, large numerals made of plastic, wood or heavy cardboard	
Song Card	"Shape Hokey Pokey"		Song Card, one for each child: paper circle, triangle, square

Text used	Small Group Activity	Materials to Order	Materials from Home
50 Large Group Activities for Active Learners	"Goldilocks and the Rhythm Sticks", p. 61	2 rhythm sticks for each child, the book The Three Bears	
Song Card	"The Bakery Shop Counting Song"	Velcro dots	Song Card
Song Card	"Five Green and Speckled Frogs"	Velcro dots	Song Card
Song Card	"Hickory Dickory Dock"	Velcro dots	Song Card
Book: Ten Black Dots by Donald Crews	Lesson included in Tab 7	Book: Ten Black Dots, glue, construction paper	10 black circles for each child or a bingo marker for each child, see sample lesson in tab 7 of this binder
Book: The Shape of Things by Dayle Anne Dodds	Lesson included in Tab 7	Collection of contstruction paper circles, rectangle (10 or more of each), 8 1/2 x 11 paper, glue or glue sticks, sticky notes, Book: The Shape of Things	
Book: Beep, Beep, Vroom, Vroom by Stuart Murphy		Suggestion: Rubber cars of 3 different colors	
Book: Mouse Count by Ellen Stoll Walsh			Suggestion: Jar with lid, 10 pom poms that can be used as mice, rubber snake (or make a snake from a tube sock)
Recipe: Silly Putty	Lesson included in Tab 7	Elmer's Glue, craft sticks for stirring, measuring spoon	Liquid starch, cups,

Text used	Small Group Activity	Materials to Order	Materials from Home
Recipe: Rice Cake Faces	Lesson included in Tab 7	Recipe card included in tab 7, emotion face cards, hand mirror	Small bowls for fruit, spoons, paper plates or trays (one for each child), fruit (raisins, strawberries, bananas, blueberries, grapes),cherrios,
Numbers Plus Kit, Algebra	Card 3, "Borders and Frames"	Pictures mounted on paper with at least a 1 inch border, 3-4 types of materials to decorate the borders (stickers, foam shapes, gems, wood shapes), colored pencils and markers, glue	
Numbers Plus Kit, Algebra	Card16, "Toothpicks and Beads"	Small plastic or wooden beads in different colors, modeling clay, sticky notes, masking tape, pipe cleaners	Toothpicks, cups,
Numbers Plus Kit, Data Analysis	Card 9, "Inventory"	Duplo's or Legos (at least 10 same size, variety of colors), writing materials, chart paper, markers	
Numbers Plus Kit, Data Analysis	Card 11, "Numeral Parts"	3-4 numerals from 0-9 for each child, chart paper, markers	

Text used	Small Group Activity	Materials to Order	Materials from Home
Numbers Plus Kit, Measurement	Card 25, "Which Weighs More"	Balance Scale for every 2-3 children,2 small pails, scoop for filling the pails, counting bears, nuts and bolts, crayons	Large collection of items that vary in weight: fabric scraps, pebbles, stones
Numbers Plus Kit, Measurement	Card 20, "Straw Poll"	Collection of things from the classroom that correspond to the lengths of the straws	Drinking straws, play dough, rolling pins
Numbers Plus Kit, Measurement	Card 19, "Skyscraper"	10 small cube blocks for each child	Pictures of Skyscrapers
I'm Older Than You, I'm Five	"Sand Bakery", p, 82	Sand table, sets of measuring cups, sets of measuring spoons, marker	Old kitchen utensils, old plastic mixing bowls recipe cards
I'm Older Than You, I'm Five	"Snack Sort", p. 99	Chart paper and markers	Mixed snack such as trial mix, fruit salad, or vegetable salad, individual serving containers
Recipe Activity	"Ants on a Log", lesson included in tab 7	Recipe card included in tab 7	20 paper plates and knives, 6 tablespoons, 6 small bowls, 20 pieces of celery (or pretzel rods) Sunflower seed butter (or cottage cheese or cream cheese), raisins dried cranberries, rice crispy cereal

Text used	Small Group Activity	Materials to Order	Materials from Home
Recipe Activity	"Ice Cream in a Bag", lesson included in tab 7	Recipe card included in tab 7, emotion face cards, hand mirror	For each child: pint-sized ziploc bag, gallon-sized ziploc bag 1/2 measuring cup, measuring teaspoons, milk, vanilla, sugar, salt, ice, vanilla
Lesson Plan- Tab 7	"Build A City"	400 unifix cubes (enough for 20 people), 20 dice: number and dot	20 My city game mat (in tab 7), photos of building and cities
Lesson Plan- Tab 7	"Honey Pot Grid Game"	400 couting bears (enough for 20 people), 20 dice: number and dot	20 Honey Pot grid board (in tab 7)

Small Group Time Planning Form Date:

NYS Foundations for the Common CORE or Early Learning Guidelines: Domain(s) KDI: COR: Lesson Objective:	
Target Vocabulary	
Materials	
Opening Statement	
Beginning	.
Middle *Your ideas for scaffolding children at different developmental levels*	
Questions	
End *warning and transition to next part of routine*	
Follow-Up	

Small Group Time: Silly Putty

NYS Foundations for the Common CORE or Early Learning Guidelines: Domain(s) Domain IV, H-Measurement, L-Scientific Thinking KDI: 36 and 45 COR: BB. Observing and classifying, U. Measurement Lesson Objective: Measuring and Comparing changes in matter	
Target Vocabulary	Liquid Solid Stretch Measure Long Short
Materials	Elmer's Glue StaFlo Liquid Starch (must be this brand) Popsicle or craft sticks 20 Small cups or containers Storage bag or container ¼ cup measuring cup ½ cup measuring cup
Opening Statement	Today we are going to combine two liquids (things that we can pour) and see what happens.
Beginning	Have the children measure out 1/2 cup of white Elmer's glue and pour it into their container. Support children measuring out a ¼ cup StaFlo Liquid Starch. Have them use their sticks to stir and talk about the change that happens.
Middle *Your ideas for scaffolding children at different developmental levels*	When it's formed, take it out of the cup and shape it with your hands. Children can stretch it and shape it. Talk about the length as they stretch the putty. As an extension, children can use markers and color on the putty. Children can then stretch it and talk about what they observe.
Questions	Which did we add more of the, the glue or starch? How did you know that? What happened to the glue and starch when we began to stir? How does it feel? What could we use with the putty?
End *warning and transition to next part of routine*	Place in a clear, plastic, resalable container or bag when you're finished using it. Safety warning: though Elmer's is non-toxic, liquid starch, such as StaFlo, shouldn't be consumed.
Follow-Up	Add the putty to your art area. Have glitter and scissors available for further extension activities.

RECIPE CARDS FOR SILLY PUTTY

1. Put ½ cup of glue in your bowl.

2. Add ¼ cup of liquid corn starch into your bowl.

3. Stir

4. Play!

Small Group Time: Ants on a Log

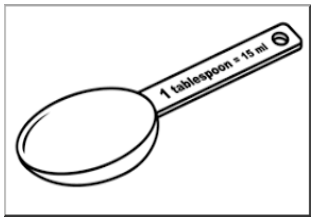
NYS Next Generation Mathematics Learning Standards (2017): Describe and Compare measurable attributes

HighScope KDIs: 36 and 37
COR: U- Measurement
Lesson Objective: Measuring

DUE TO POTENTIAL CHOKING HAZARD, RAISINS AND CELERY SHOULD ONLY BE SERVED TO CHILDREN 4 AND OLDER

Target Vocabulary	Number words (counting out 5-10 ants) Spread Measuring Tablespoon Recipe Ingredients
Materials	Paper plates Plastic knives 6 Tablespoons 6 Small bowls 20 Pieces of celery or 20 pretzel rods Sunflower seed butter, cottage cheese or cream cheese in several bowl Raisins, dried cranberries or Rice Krispies cereal
Opening Statement	Sing the song, The Ant's Go Marching 1 by 1. Ask the question, "What do you know about ants?"
Beginning	Today we are going to make our own marching ants. They will be marching on a log and we will be using these recipe cards (show the recipe cards). Show them how the cards are numbers. Review each one, talking about measuring out the Sunflower seed butter and spreading it. Tell the children they can use 5-10 ants (their choice of how many). Explain that as soon as they put their ants on the log and count them, they may eat their snack. Place the bowls of sunflower seed butter and tablespoons on the table (3 for each small group to avoid long wait periods). Take the opportunity to discuss how children will have to take turns measuring out the sunflower seed butter.
Middle *Your ideas for scaffolding children at different developmental levels*	Place the recipe cards on the small group table. As you pass out the small group baskets (that have the plates, plastic knife, 10 ants, and celery or pretzel log) have each child use hand sanitizer. Support children as they follow the recipe cards, pointing to the numbers of the cards as they follow the sequence.
Questions	Moving from child to child, ask: I see you have the "sunflower seed butter on".....what step comes next? How many ants did you decide to put on your log?
End *warning and transition to next part of routine*	Have the children count the number of ants on their log. Remind them that the number that they end on tells how many they have. For COR, note if the children are counting with 1:1 correspondence and how high they count.
Follow-Up	Read the book Hey Little Ant by Phillip Hoose. Put plastic ants in the sand table with tweezers and little containers to put them in as children find them. Put up a chart where children can record how many ants they found next to their name (letter link).

Developed by B. Decker 2018



1. Put one tablespoon of sunflower seed butter on your plate.

2. Spread the sunflower butter on your celery using your knife.

3. Put on your raisins (ANTS).

4. Eat your ants on a log.

Activity: Honey Pot Grid Game

Number Sense and Operations

Objectives:

To develop skills in 1:1 correspondence, number recognition 1-6, counting 1-6.

Introduction:

Tell the children that today they have many hungry bears. Their bears are looking for honey. They will be using their dice to help each bear find a honey pot.

Materials: Each child should have a basket containing:

- Honey Pot grid board
- 20 plastic bear counters
- A Dice with dots or numbers 1-6

Instructions:

- Have the child roll the dice and identify the number. They will need to count out that many bears and put one bear on a honey pot.
- The child rolls the dice again and repeats counting out bears, placing them on honey pots until their board is full.
- Children can be encouraged to play the game a second time.
- Children should be allowed to explore the materials and develop their own "rules" for playing the game if they so desire.
- Questions: How many bears have eaten their honey? How many more bears need to eat?

Variations/Extensions:

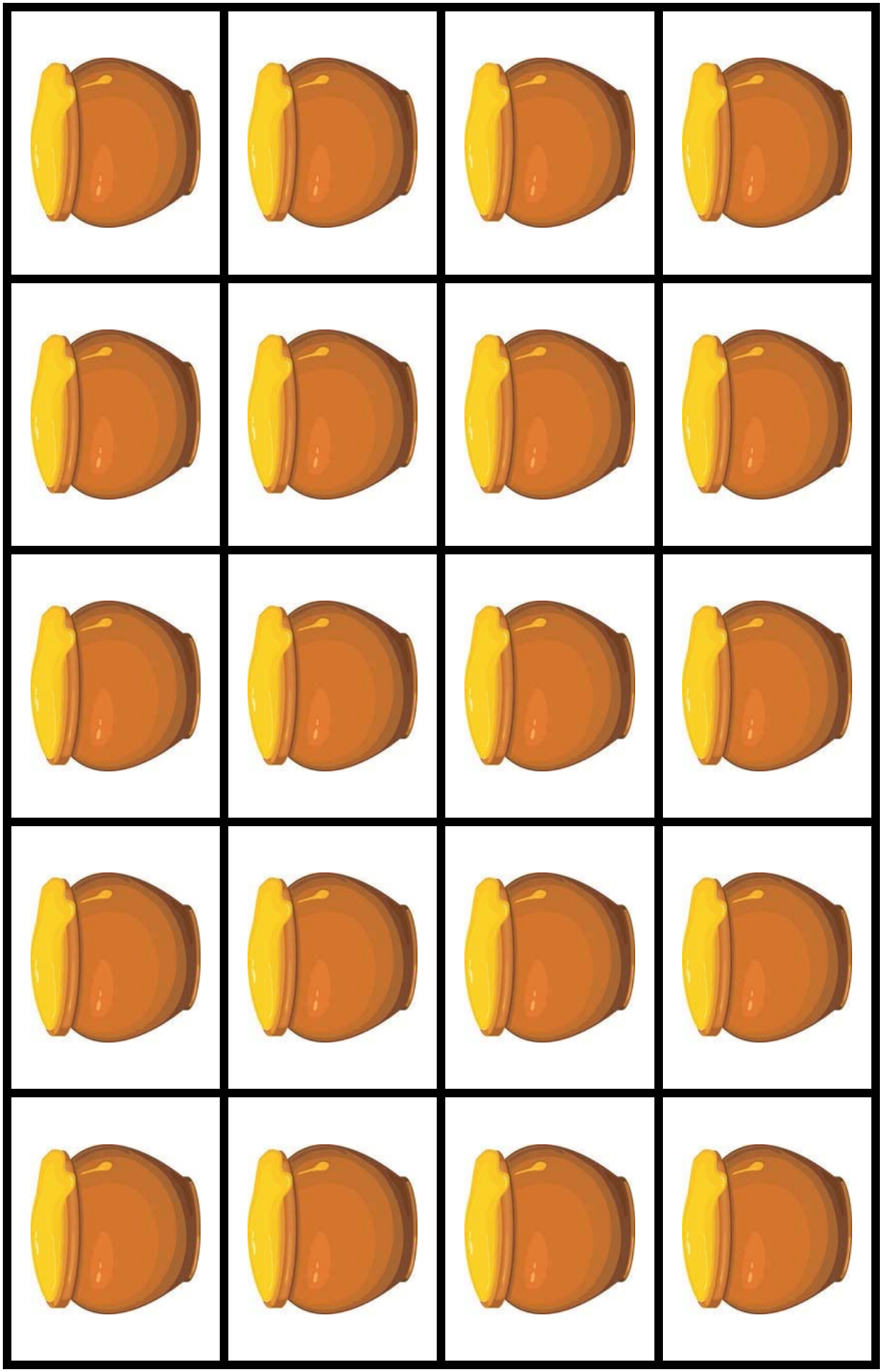
- Put out stamps and empty grid board. Let children create their own grid game boards.
- Send the games home for families to play.

Set Up & Clean Up Instructions:

Set Up: Make 20 honey pot grid boards and put them in page protectors or laminate them
Clean Up: Children put all the materials away in a location where they can access them again during worktime.

BD/ 4/2009

Honey Pot Grid Game



Small Group: Ice Cream in a Bag

Early Learning Guidelines: Domain IV: Cognition and General Knowledge, G. Number Sense, H. Measurement and K. Scientific Thinking KDI: 31, 36, 39, 50 COR: S, U, W, CC	
Target Vocabulary	Recipe Ingredients 1st , 2nd, 3rd, 4th ,5th,6th measure teaspoon tablespoon tightly liquid solid
Materials	**Each student will make their own bag of ice cream. I suggest you have an extra set of measuring tools.** • Visual recipe card. • Pint-sized Ziploc bag/per child • Gallon- sized Ziploc bag/per child • Measuring cup for ½ cup milk • Teaspoon to measure ½ tsp Vanilla • Tablespoon to measure 1 Tbsp. Sugar • Ice (fill ¾ in each gallon Ziploc) • Teaspoon to measure 6 tsp salt
Opening Statement	How many of you like ice cream? Well today we're going to be "ice cream makers!!"
Beginning	Let's first wash our hands. Review and display the visual recipe card, measuring tools and ingredients. Read the directions together. Put the child's name with permanent marker on the Gallon size bag and pint size bag (this may be done ahead of time.)
Middle *Your ideas for scaffolding children at different developmental levels*	Pass out the small pint size bag. Have each child follow the visual directions, as you support them pouring, milk and adding the vanilla. Remember to say "hold your bag tightly, with two hands." Model this. Set the small bag aside. Fill each large bag ¾ full with ice. Add the salt. Place the pint bag inside the large bag and seal. Have each child begin to Shake, Shake, Shake the bag for 5 minutes.
Questions	• What ingredients do you think we will need to make ice cream? • Do you know what it means to measure something? • When do you use measuring spoons? • What do you think will happen when we place the small bag in the big ice bag?

	• How many times did you shake your bag? • Now we are finished with SGT. I wonder what we do next?
Ending *Warning and transition to next part of routine*	After 5 minutes tell the children to stop. Check the consistency. The milk mixture will turn to a solid. Point this out to the children. Open each bag with the child's help and place the ice cream in a container for eating. Have the children support clean-up and transition to the next activity
Follow-Up	• Chart: What is your favorite ice cream? And then tally the results. This gives a Data Analysis component • Parent Activity, Invite parents to a "Homemade" ice cream social! • Add bowls, spoons, measuring cups and measuring spoons to your to the House Area. • Think about saving your vanilla extract bottles, salt containers etc. and display them in the House Area for our cooks!

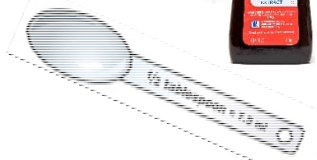
Ice Cream in a Bag

1

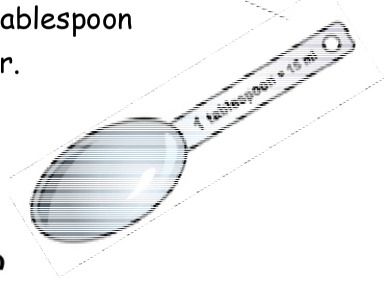
Put ½ cup of milk into a pint size zip-lock bag.

2

Add ½ teaspoon of vanilla.

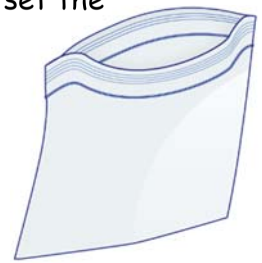


Add 1 tablespoon of sugar.



3

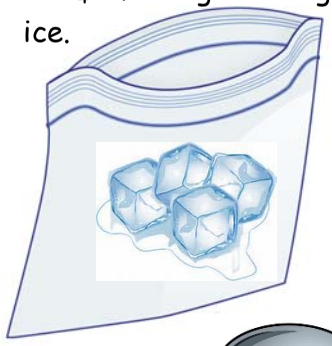
Zip-lock the bag tightly. Try to get most of the air out! Then set the bag aside.



*You may want to tape the bag.

4

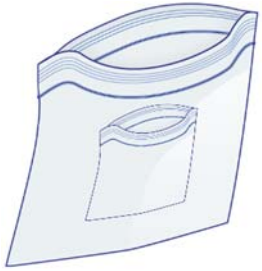
Fill ¾ of the gallon bag with ice.



Add 6 tablespoons of salt to the ice.

5

Place the sealed pint sized bag inside the gallon bag of ice.



Seal and shake for 5 minutes. (You can add "shake" music at this time.)

6

Take the ice cream bag out of the ice.

Carefully take the ice cream out of the bag and put into a bowl.

ENJOY !!

Rice Cake Faces Lesson Plan

NYS Next Generation Mathmatics Learning Standards (2017):): Describe and Compare measurable attributes; Counting and Cardinality; Measurement and Data; Geometry KDI: 9,32,34,36 CO: S,T,U		
Target Vocabulary	Recipe Numbers 1-5 may extend to 10 Ordinals 1st, 2nd, 3rd, 4th, 5th , 6th Rice cake Sun butter Cream cheese Spread Fruit names chosen Tablespoon	Knife Reflection Choose Put Start Feelings Happy , Sad Scary, Mad, other choices
Materials	Visual recipe card Visual Cards of Emotions Small bowls for fruit/ spoons Paper plates or trays for each child to create Choose fruit, raisins, cherrios to create face Strawberries/bananas (sliced in medallions) Blueberries Grapes/ sliced in half May choose other fruits (**CHOKING ALERT- FOOD CHOCIES- Child 3 and under**) Hand mirror (at least 3)	
Opening Statement	Today we are going to make something very special! Hold up the Rice Cake…We are going to make a" face "using this rice cake. Are you ready…Let's get started!!	
Beginning	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 face. Discuss with the students what type of face they would like to make. Some children may like to have a mirror to look at their own face. "What do you see in your reflection?" Two eyes,one nose etc. Others may like to see emotion cards to share how their face will feel. Two What will your face look like? Let's get started !!	

Middle *Your ideas for scaffolding children at different developmental levels*	Pass out to each child their own bowl and knife for spreading, place in their workspace. Each child is given the opportunity to measure out one tablespoon of Sun butter or cream cheese. Scoop onto the rice cake. Allow the children to spread the Sun butter/cream cheese on the circle shape rice cake. Additional bowls/spoons and a varity of fruits are placed on the table. I wonder which fruit you will start with? Guide the children, counting out their choices. "I see you took two blueberries, three banana slices and five cherrios. " I wonder what your face is going to look like?" Count with the child 1-2 etc. Observe what fruit the children chooses. Give the children the opportunity to continue at their own developmental level. Each face is the child's own creation! Remember to note COR Advantage: S, T,U with anecdotes.
Questions	Ask while moving from child to child: • I wonder what your face will look like? • How many eyes does your face have? • Tell me more about your face? • What would your face like to tell us? • I see you chose… • Oh I see you… • Can we count together? • I see…
End *warning and transition to next part of routine*	You all worked very hard today making your faces! Let's clean-up our space. Each child is dismissed to wash hands. It is your choice to save the FACES for a snack or allow them to eat their creation before transitioning to the nexy activity.
Follow-Up	In the Art area, have available paper and writing utencils for drawing other types of faces. Add manipulitives and different shapes for children to create different shape faces(squares, triangles etc.) Place in the book Area, a variety of Counting books,also books about Shapes, Feelings, and foods. Some examples: *Round is a Tortilla* by Roseanne Thong, *Shapes.Shapes,Shapes* by Tana Hoban, *Glad Monster, Sad Monster* by Ed Emberley, *The Way I Feel* by Janan Cain *The Feelings Book* by Todd Parr, *Mouse Count* by Ellen Stoll Walsh.

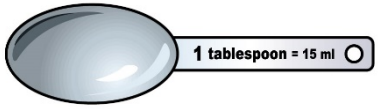
Rice Cake Faces Recipe

1

One Rice Cake.

2

Add 1 tablespoon
Sun Butter or Cream Cheese

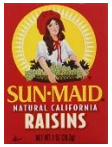


3

Spread the Sun Butter
or Cream Cheese on the
Rice Cake.

4

Add toppings of your
choice to make a face

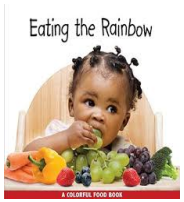


CHOKING ALERT:
for child 3 and under

5

Count as you
create your face…

6



ENJOY !!

Activity: Building a City

Number Sense and Operations, Measurement

KDI: 31, 32,33, 36, 37

Objectives:

To practice counting objects 1:1. Recognizing numbers 1-6. Using comparison words of taller, shorter, longer, and the same as.

Introduction:

As a class, look at photographs of buildings in a city. Talk about their height and what makes some of the structures the same or different. Introduce the word "skyscraper". Explain that today we are going to build our own cities.

Materials:

- My city game mat (in tab 7)
- Unifix cubes or 1 inch wooden cubes (20 per child)
- Dice with either numbers or dots depending on the group's readiness
- Photos and books on: cities, construction workers, and construction vehicles

Instructions:

- Give each child a basket with a copy of the City Map, 20 unfix cubes, a dice (numbers or dots).
- The child rolls the dice and identifies the number. They place that many cubes on their city mat, wherever they choose.
- Children continue rolling the dice and making buildings on each of the squares.
- The teacher works with children recognizing numbers, counting the cubes and acknowledging how tall or short buildings are. Move from child to child.
- Once all the squares on the mat are filled with towers and the children feel their buildings are the desired height, the game is complete. Children can study their city. Which building in the tallest? Which is the smallest? Are their any buildings that are the same height? What happens inside the buildings on their city mat?

Variations/Extensions:

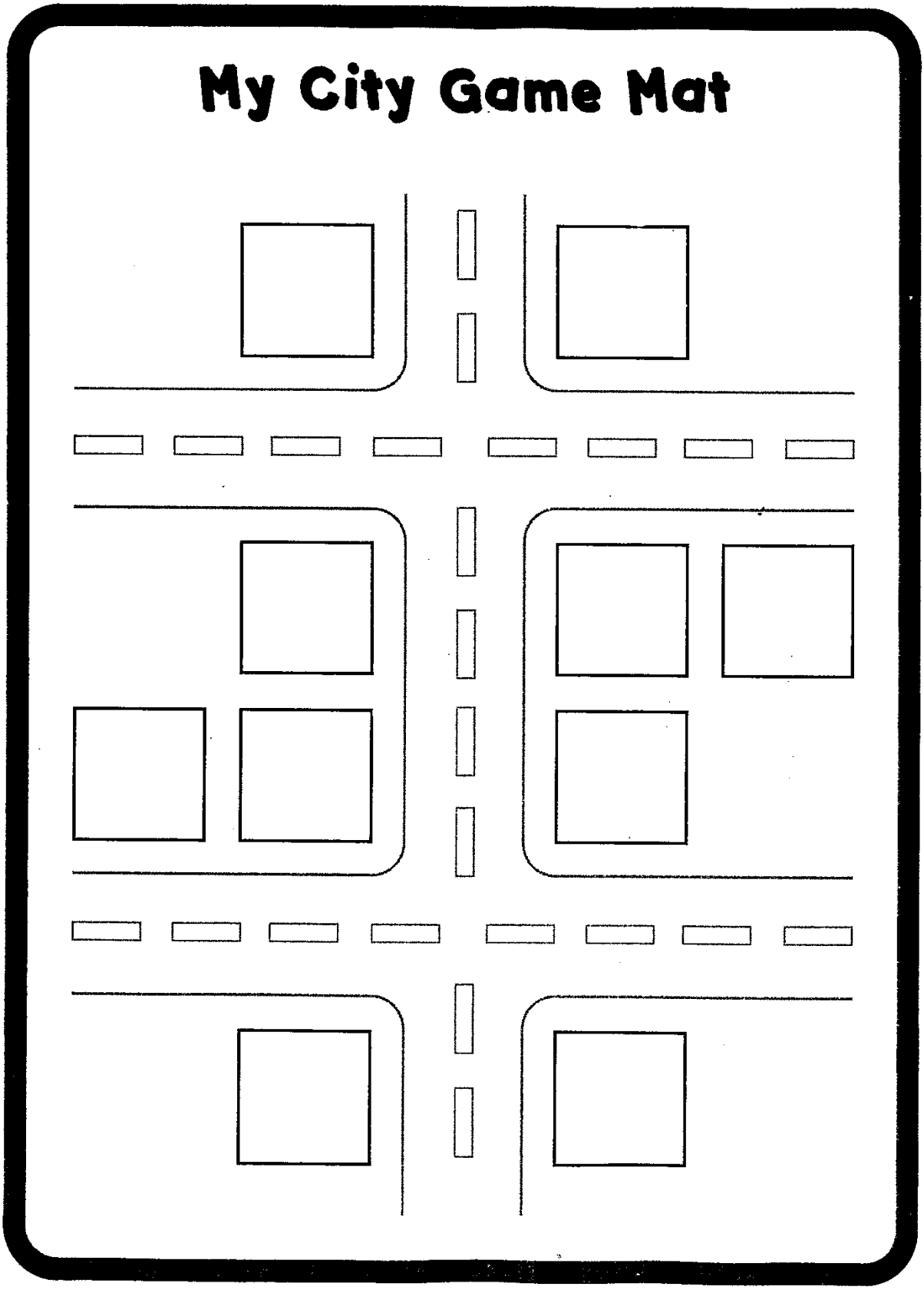
- Use only two colors of unifix cubes. Tell the children as they make their buildings to do an A-B pattern.
- Talk about what machines and/or tools are used to build tall buildings. The class can explore community helpers that build buildings. Once the buildings are built, talk about what happens inside their buildings?

Set Up & Clean Up Instructions:

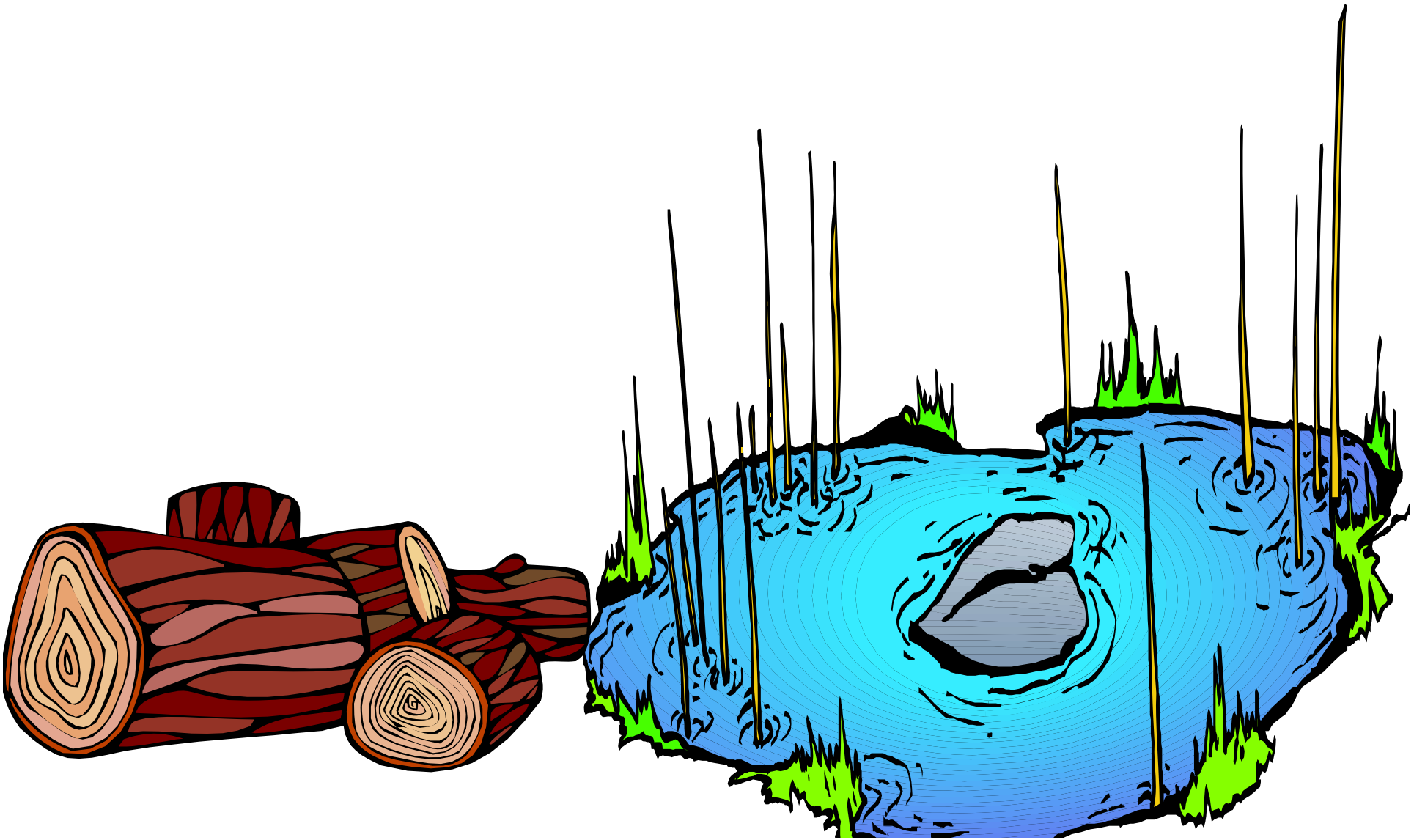
Set Up: Make several copies of the city mat and laminate them (or put them in page protectors). Determine the children's readiness for either a number dice or one with dots that they can count.
Clean Up: Decide where the materials will go so they can be used during work time.

BD/ 4/2009

My City Game Mat



Five Green and Speckled Frogs



Five Green and Speckled Frogs

BBCD#4, Track #19
Traditional Song

Five green and speckled frogs
Sittin' on a speckled log,
Eating some most delicious bugs, yum yum!
One jumped into the pool,
Where it was nice and cool,
Now there are four green speckled frogs, glub glub!

**Continue to subtract frogs as they jump into the pool!*

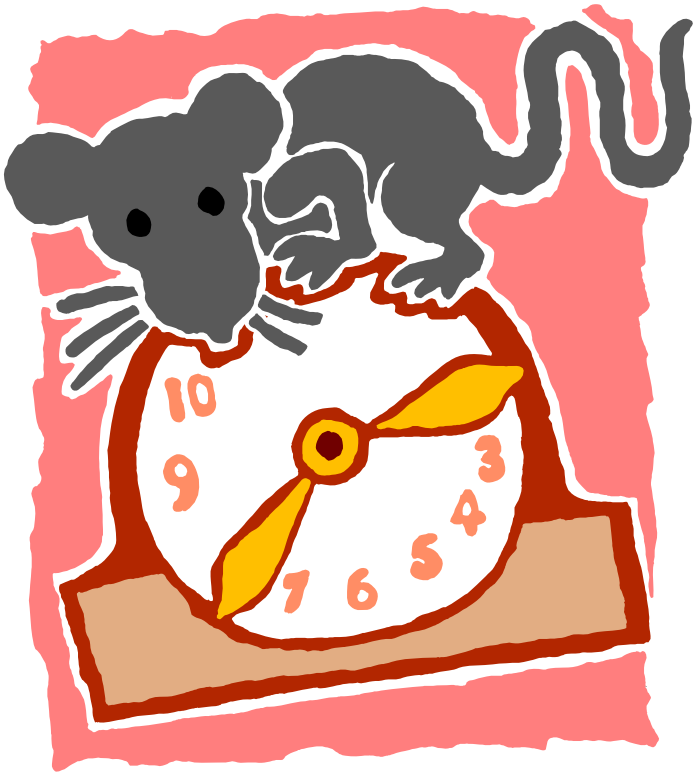
Frog cut-outs (with extras)








Hickory, Dickory Dock



1

2

3

4

5

6

7

8

Hickory, Dickory Dock

(No xylophone)

Hickory, dickory dock.
Tick Tock *(tap, tap)*
The mouse ran up the clock
Tick Tock *(tap, tap)* *play Xylophone up*
The clock struck one,
The mouse ran down. *play Xylophone down*
Hickory, dickory dock.
Tick Tock *(tap, tap)*

Instead of mouse, ask children, "What else could run up the clock?" Use their answers in the song! Instead of one show children other numbers and have them name them in the song. At the end of the song, tap and count each number (see below).

The clock struck two, the mouse said, "boo!"
Hickory Dickory Dock. One, Two!

The clock struck three, the mouse said, "Wee!"
Hickory Dickory Dock. One, Two, Three!

The clock struck four, she ran out the door.
Hickory Dickory Dock. One, Two, Three, Four!

The clock struck five, the mouse did the jive.
Hickory Dickory Dock. One, Two, Three, Four, Five!

The clock struck six, the mouse ran quick.
Hickory Dickory Dock. One, Two, Three, Four, Five, Six!

The clock struck seven, his engines were revin'.
Hickory Dickory Dock. One, Two, Three, Four, Five, Six, Seven!

The clock struck eight, he said "I'm late!"
Hickory Dickory Dock. One, Two, Three, Four, Five, Six, Seven, Eight!

9 Little Muffins in the Bakery Shop

Chant rhythmically as you would do in 5 Little Monkeys Jumpin' on the Bed

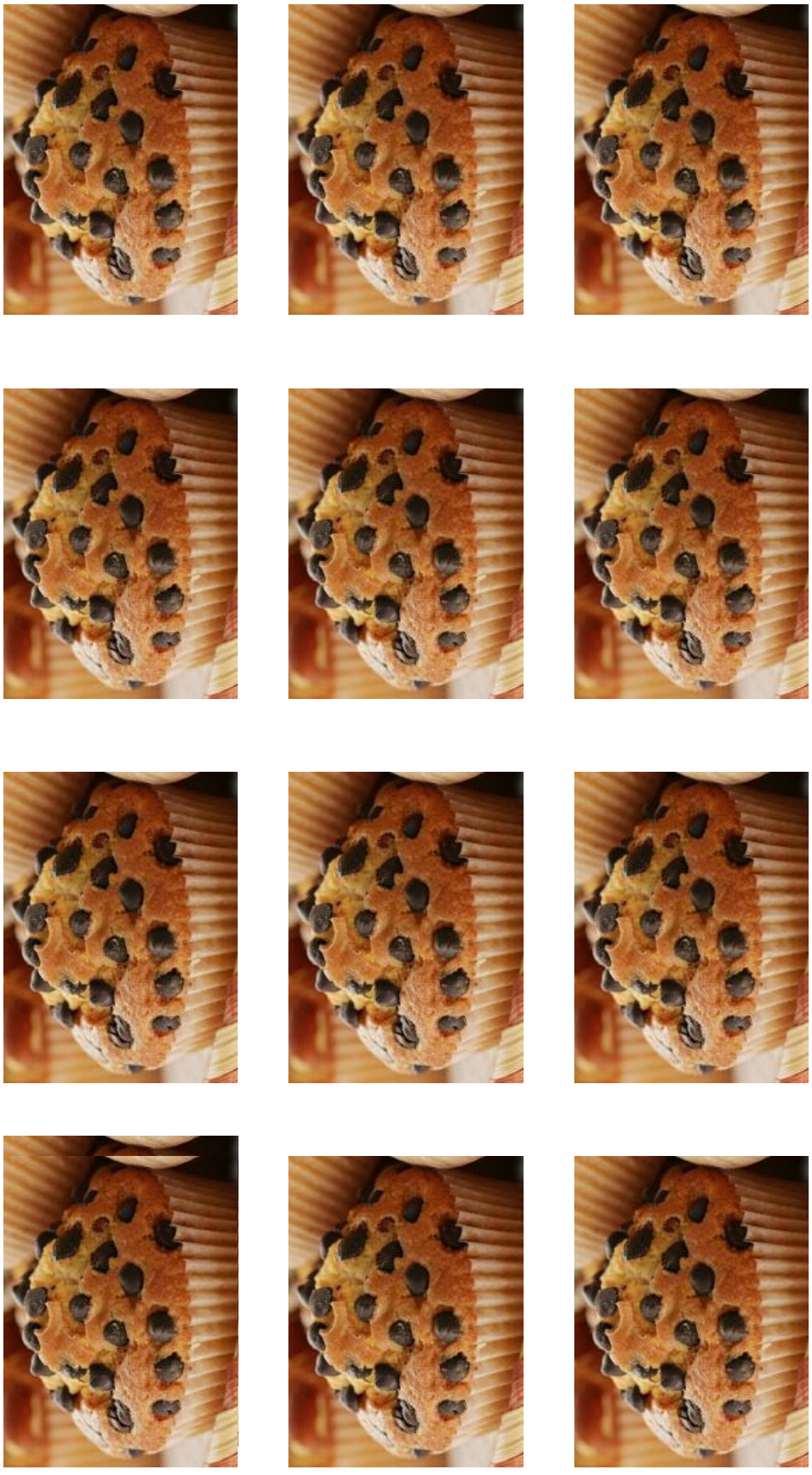
9 Little Muffins in the Bakery Shop

Use muffin cut-outs below and Velcro onto bakery picture. Use children's names, and have them pretend to pay a quarter and take a muffin off the page. Count how many are left each time.

There were 9 little muffins in the bakery shop,
They had chocolate chips on top.
Along came Tony with a quarter to pay,
He bought one muffin and he took it away.

Continue chant with 8, 7, 6. 5. 4, 3, 2, and 1 muffin.

Children can also think of other foods that are sold at a bakery, e.g. donuts, cookies, bagels, and say the chant using their ideas. As an art activity, have the children make their own pictures of food to put into the bakery shop!



Sample Lesson for Ten Black Dots

By Donald Crews
Greenwillow, 1968

INTRODUCING THE BOOK

Read the book aloud and show children the illustrations. Discuss how the dots are used on each page. Then, ask children to name other objects that might include the given number of dots.

Number Sense and Numeration Activity
Dotty Pictures

Materials (for each child)

- 20 pieces of 8 1/2-by 11-inch white construction paper- one for each child
- 20 plastic sandwich bag containing 10 1/2-inch black dots or commercial stick-on dots
- glue
- crayons or markers

1. Tell the children that the class will be making their own Ten Black Dots and each child will do a page. Distribute the small group baskets containing bags of dots, glue, crayons or markers, and paper. Tell children to use from one to ten dots to create their own pictures.

2. When children have completed their illustrations, ask them to tell you about their illustrations. Record their words on their page, making sure they tell you how many dots that they used.

3. Assemble all the pages and put it together for a class book. The following day, read the book at small group.

Sample Lesson for the the book: The Shape of Things

NYS Foundations for the Common CORE or Early Learning Guidelines
Domain(s) 5 – Cognition and Knowledge of the World: Identify and describe shapes.
COR Item T, Geometry: Shapes and spatial awareness
KDI: 34 **Shapes:** Children identify, name, and describe shapes.
35. Spatial awareness: Children recognize spatial relationships among people and objects

Lesson Objective:
Level 1-Children currently identifying one shapes by its correct name. Children will glue shapes on paper and be able to name 2 shapes.
Level 2-Children currently identifying 2 shapes by their correct name. Children will put shapes together to create a picture and name two of the shapes used.
Level 3 –Children currently identify 4 shapes. Children create pictures by combining shapes that create a new shape and name that shape.

Target Vocabulary	Circle, Triangle, Rectangle, Square, Semi-circle, illustrator
Materials	Collection of construction paper circles, rectangles, and triangles (10 or more) 8 1/2 X 11 inch paper Glue or glue sticks Sticky notes
Opening	Show the children the book called: The Shape of Things which they read the day before at small group. Ask the children if they remember any of the objects the author made out of circle, triangles, squares and rectangle.
Beginning	**Look at a few of the pages and talk about the shapes that were put together to make a boat and house.** **Today I am going to give you your small group basket. There are lots of shapes in the basket. I wonder what you will make when you put some of your shapes together.** Give children their baskets that contain paper, shapes, and glue sticks.
Middle *Your ideas for scaffolding children at different developmental levels*	While the children are working, move from child to child comment, **"Tell me about the shapes you are using?"** When they have completed their work say, "**Tell me about your picture."** Record the child's words on a sticky note, and add the note to the back of the picture.
Questions	**If child cannot name shapes, the teacher will state, " I see you are using a…." and point to the shape.** **What shapes did you use? How do you know it is a ……(triangle etc.)** **Tell me wht happened when you put these two shapes together?**

Shape Hokey Pokey

Developed by M. Speranza

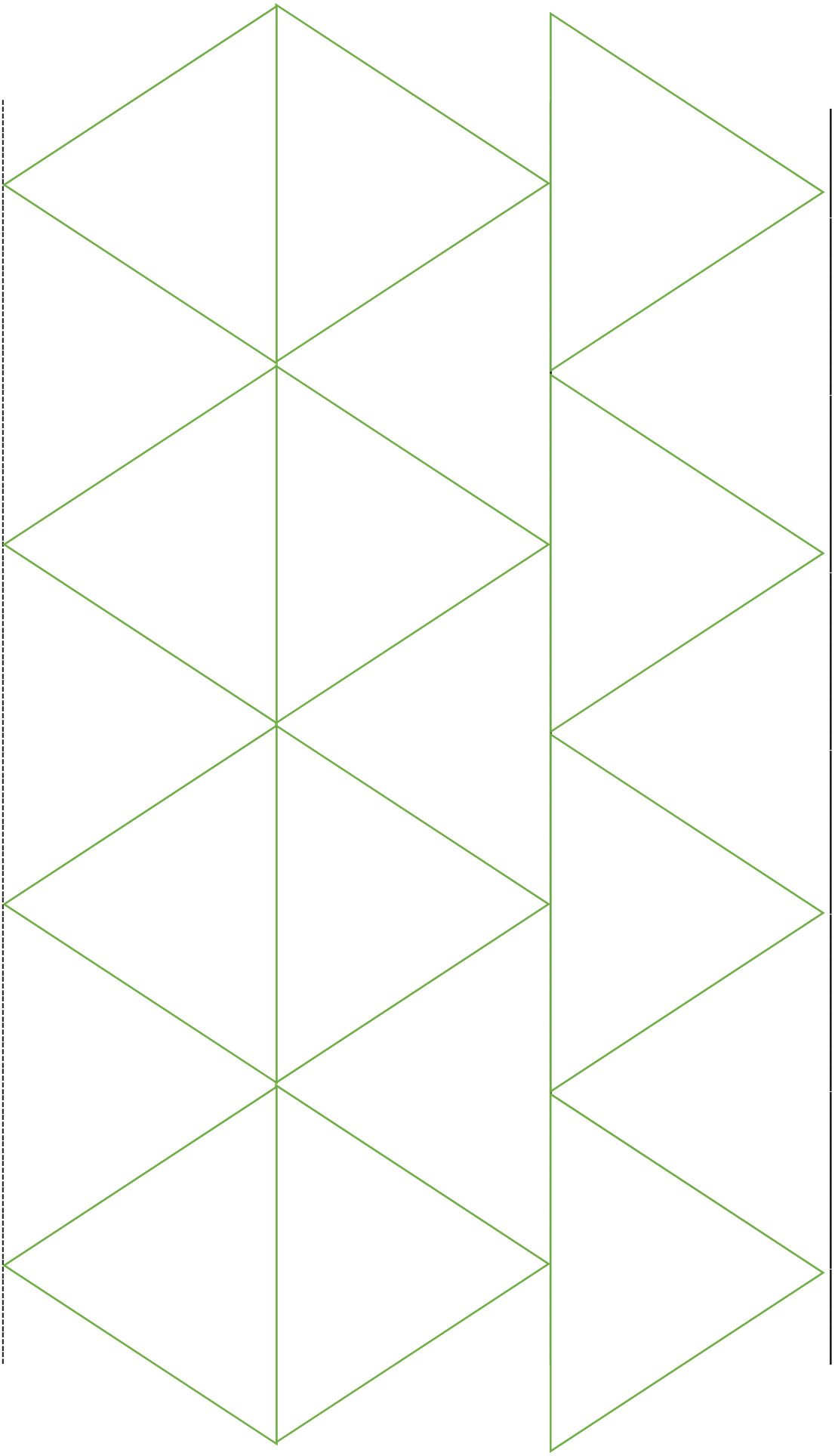
Give one of each shape (made of construction paper or other material) – circles, squares, triangles, etc. to each child. Begin with the non-specific first verse where children hold all the shapes to help everyone feel successful. As you continue the song, children listen for that shape and follow the actions of the song. Be sure to pause between verses to ask the children to find the next shape, giving them ample time before starting the verse. Also note that it may be challenging for some preschoolers to separate one shape from the others if you use construction paper to make the shapes. If so, try to make the shapes from a thicker material such as foam board.

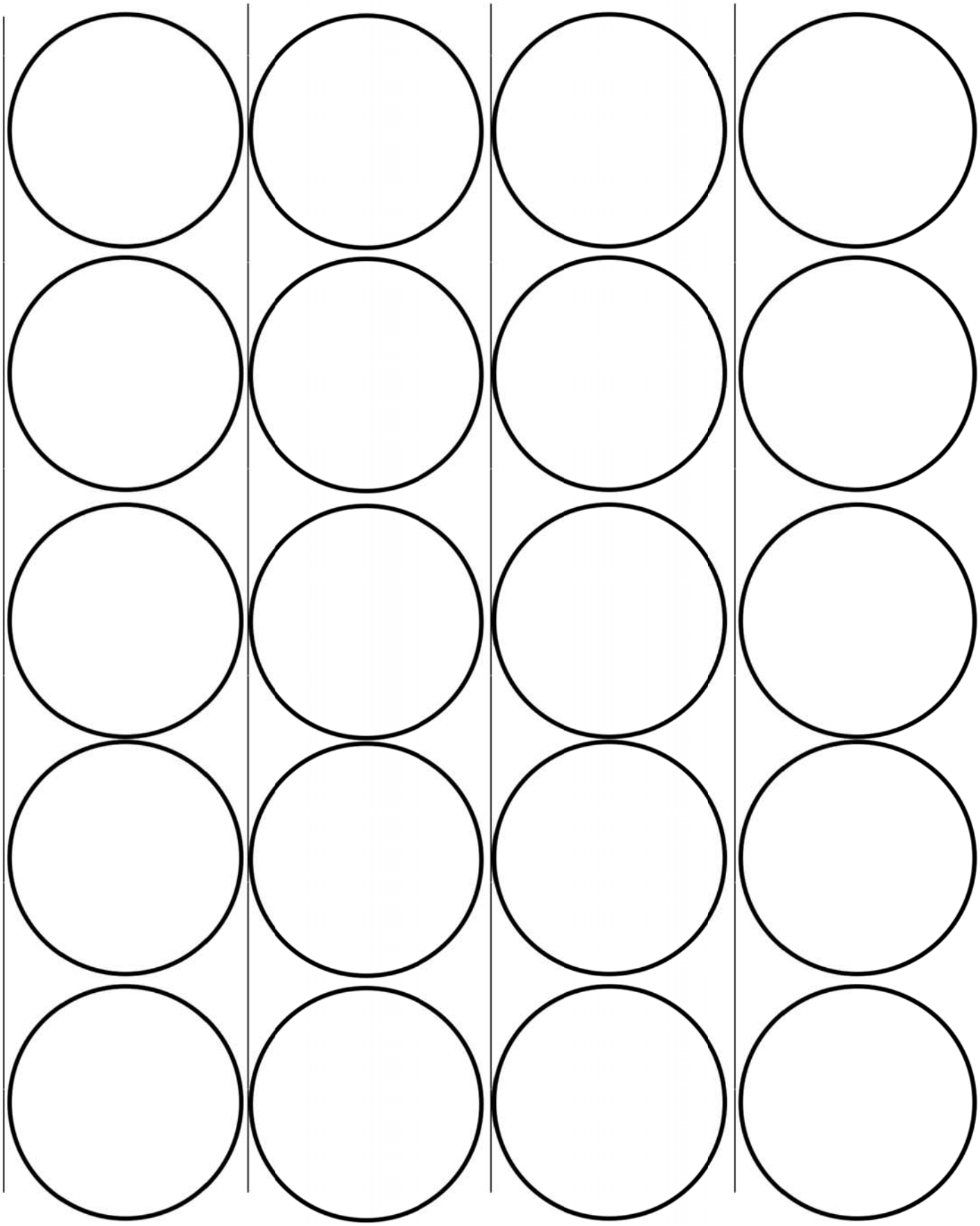
COR Advantage: J – Fine Motor Skills, T – Geometry, Y - Music

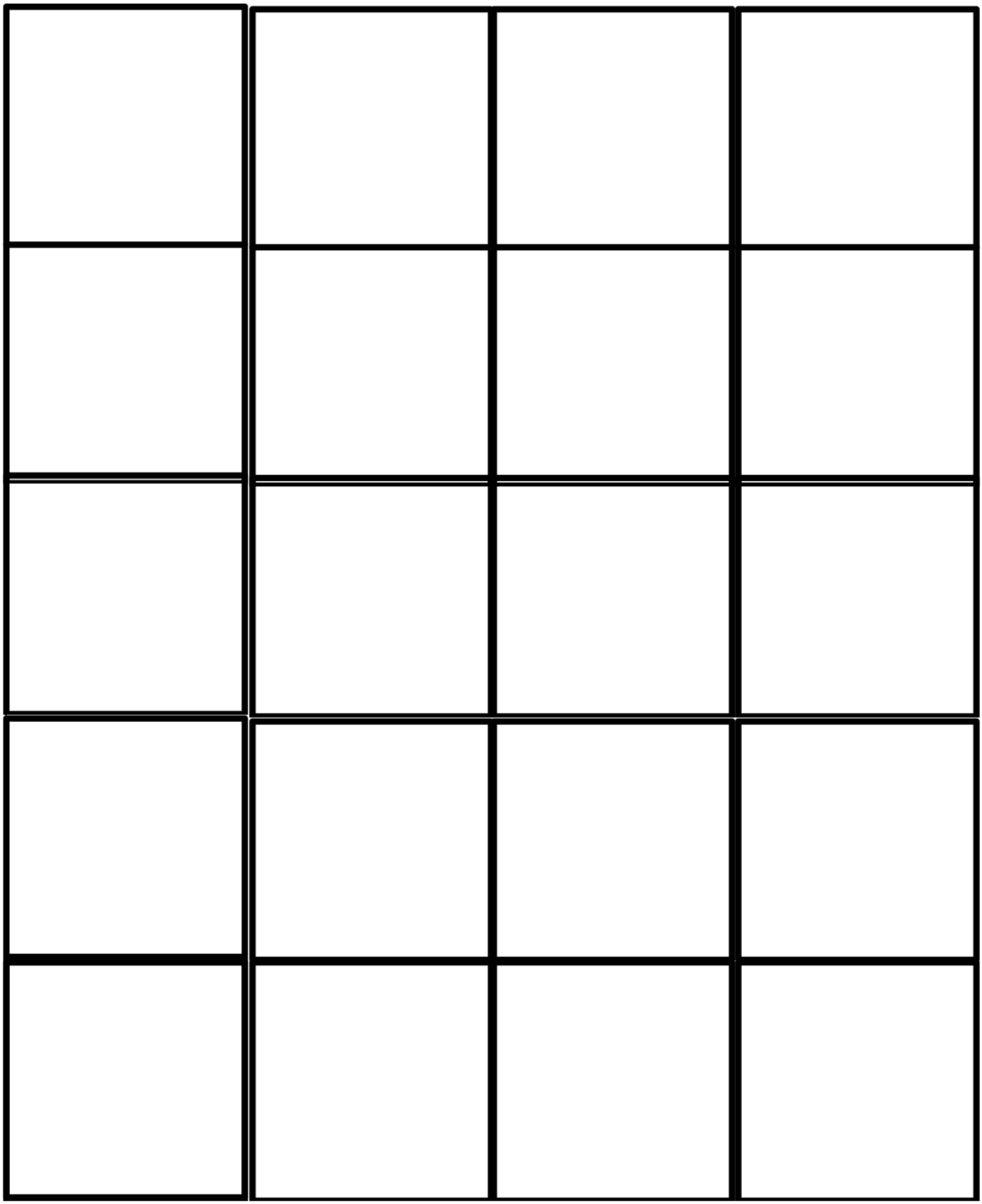
You put your shapes in, you put your shapes out,
You put your shapes in and you shake them all about.
You do the hokey pokey and you turn yourself around,
That's what it's all about!

You put your circle in, you put your circle out,
You put your circle in, and you shake it all about.
You do the hokey pokey and you turn yourself around,
That's what it's all about!

(Continue with other shapes and end the song by repeating the first verse.)







Grid Game