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Early Childhood Themes —Numbers Kit

This sample includes the following:

- Teachers Guide Cover** (1 page)
- Table of Contents** (1 page)
- Introduction** (2 pages)
- Lesson Plan** (1 page)
- Vocabulary Concept Card** (2 pages)
- Song page from Unit Resources** (1 page)
- Pattern page from Unit Resources** (1 page)
- Reader** (9 pages)

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Children Love to Learn!

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Literacy, Language, & Learning

Early Childhood Themes

Numbers

Teacher's Guide



Teacher Created Materials
PUBLISHING

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Introduction

Welcome to the world of early childhood education. Young children love to play, get dirty, and discover. As a teacher, you have the task of introducing them to the world of school. You will need to plan meaningful activities for the children in your classroom. These experiences allow them to discover new things in a safe, nonjudgmental environment and feel successful. The lessons and materials in this kit support the importance of play and meaningful experiences.

The components of this kit can create a captivating unit around the theme. The main resource for the teacher is the *Numbers Teacher's Guide*. In it, teachers can find quick and easy lessons in the following areas: literacy, phonemic awareness and phonics, math,



social studies, science, music and movement, and art. Within each section are five lesson plans. The Menu of Lesson Choices on pages 36–37 provides a quick overview of the contents of the lessons. Each lesson provides details on the materials needed and procedures of the lesson.

The ten vocabulary concept cards are core to many of the lessons. These cards provide clear and detailed photographs depicting numbers and corresponding quantities. They are bright and colorful and give the children images to which they can relate concepts about numbers as they are being discussed throughout the unit. The backs of the cards include activities that teachers can use for activating prior knowledge, developing phonemic awareness and phonics, and building knowledge and comprehension.



Introduction *(cont.)*

The three books included in this kit provide the literature foundation for the theme. The concept book, *Sing a Numbers Song*, provides pictorial support for the children's understanding of numbers, quantities, and counting. A wordless photo book, *Numbers*, helps develop the children's oral language as they discuss and create a story about how to use numbers. A book created around the traditional nursery rhyme "One, Two, Buckle My Shoe" provides a beautifully illustrated way for the children to access and read print.

Each of these books is also provided as an enlarged "lap size" book for teacher read-aloud as children gather around for storytime and other learning activities.



The Audio CD included in the kit provides audio of the theme-related songs (pages 76–81), both as instrumentals and with vocals, and audio of the concept book *Sing a Numbers Song* and the traditional rhyme book *One, Two, Buckle My Shoe*.

The Teacher Resource CD included in the back of this Teacher's Guide provides a variety of features to supplement the lessons: all patterns from this Teacher's Guide (pages 82–104) in both color and black-and-white; the vocabulary word cards from this Teacher's Guide (pages 105–106) in both color and black and white; each of the books in this kit in electronic format with page-turning capabilities; each of the books in this kit in pdf format; additional resources from this Teacher's Guide; video clips to support the kit content and vocabulary; and interactive whiteboard activities to support the lessons. Complete descriptions of the contents of the CDs, as well as instructions for their use, can be found on pages 109–122.



Our Five Senses



- *five* vocabulary concept card
 - The Five Senses (p. 102)
 - pencils
 - clipboards or cardboard
-

Procedure:

- 1 Prior to the lesson, make a copy of The Five Senses chart for each child.
- 2 Gather children together on the rug or in their chairs.
- 3 Display the *five* vocabulary concept card. Ask children to describe what they see. Count the candles in the picture. Lead children in counting to five on their hands.
- 4 Show children The Five Senses chart and explain the activity.
 - Tell children that they will make observations outside.
 - Remind children to walk quietly and stay together as a group.
 - Explain that they will walk around and pretend to be scientists who make observations about what they hear, see, feel, smell, or taste.
 - Show children how to draw pictures on the chart about what they observed.
- 5 Provide each child with a clipboard, The Five Senses chart, and a pencil.
- 6 Walk outside and allow children to talk about what they see, hear, feel, smell, and taste.
- 7 Ask children to name something that they can feel, such as a leaf.
 - Have children locate the feel column on The Five Senses chart.
 - Have them draw a picture of the item they named.
 - Repeat this process for each of the senses. For example, children can get a drink of water and record what they taste.
- 8 Have children work in pairs to find more items for each sense and record the items on their charts.
- 9 Upon returning to the classroom, review the observations that children made. Count how many items they listed in each column.



Extension

Provide children with an extra sheet of The Five Senses to take home. Encourage parents to help their children complete the charts using items they find around their homes.



five



I see five candles.

five



Connecting Pieces: Activating Prior Knowledge

- Display the front of the card. Ask children to look at the picture. Point to the word *five* at the top of the card. Read the word aloud to children and ask them to read the word with you.
- Read the sentence aloud, pointing to each word as you read it. Encourage children to read the sentence with you. Ask them to share details about the picture. Ask children what the candles may represent.



Building Blocks: Phonemic Awareness and Phonics

- Point to the word *five* on the front of the card. Read the word to children. Tell children that the word begins with the /f/ sound. Have them think of other words that begin with the /f/ sound. Write children's responses on the board.
- Explain to children that alliterative sentences have words with the same beginning sound. Write the following sentence on the board: *Frank found five flowers*. Have children dictate other alliterative sentences that use the word *five* and have the initial /f/ sound. Write children's responses on the board. If time permits, have children draw illustrations for their alliterative sentences.

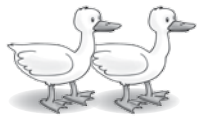


New Ideas: Building Knowledge and Comprehension

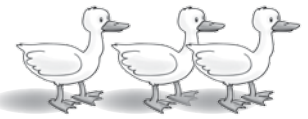
- Ask children to look at the sentence on the card. Read the sentence to children. Then ask children to read the sentence with you. Point to each word as you read the sentence. Tell children that candles can be used to celebrate a birthday. Ask children what they do to the candles when they are placed on top of their birthday cake and lit. Children should respond that they blow out the candles.
- Tell children that they will practice blowing out candles as they count to five. Model how to count to five and then blow out imaginary candles. Continue practicing counting to five while blowing out imaginary candles.
- Explain to children that candles can cause a fire if not handled properly. Tell children that only an adult should light candles.

Numbers Songs (cont.)

.....



Five Little Ducks



Five little ducks went out one
day,
Over the hill and far away.
Mama duck called them,
"Quack, quack, quack."
Four little ducks came running
back.

Four little ducks went out one
day,
Over the hill and far away.
Mama duck called them,
"Quack, quack, quack."
Three little ducks came
running back.

Three little ducks went out
one day,
Over the hill and far away.
Mama duck called them,
"Quack, quack, quack."
Two little ducks came running
back.






Two little ducks went out one
day,
Over the hill and far away.
Mama duck called them,
"Quack, quack, quack."
One little duck came running
back.

One little duck went out one
day,
Over the hill and far away.
Mama duck called him,
"Quack, quack, quack."
No little ducks came running
back.

Sad Mama duck went out one
day,
Over the hill and far away.
Sad Mama duck called,
"Quack, quack, quack."
And five little ducks came
running back!

The Five Senses

Use this pattern with the lesson on page 63.

Seeing 	Hearing 	Touching 	Tasting 	Smelling 

One, Two, Buckle My Shoe

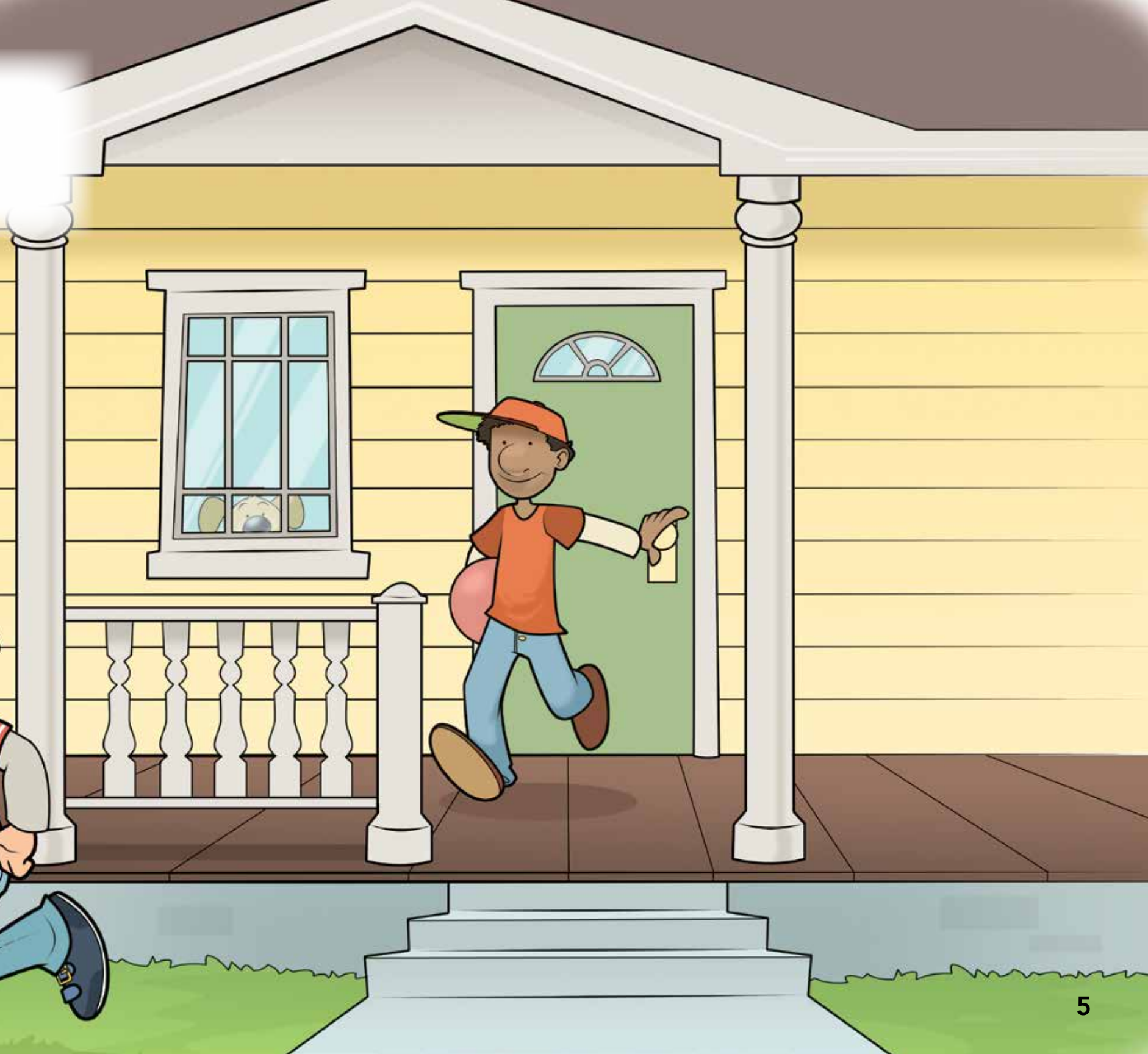


Traditional rhyme illustrated
by Chad Thompson

One, two,
buckle my shoe.



Three, four,
shut the door.



Five, six,
pick up sticks.



Seven, eight,
lay them straight.



Nine, ten,
let's sing it again.



One, two,
buckle my shoe.
Three, four,
shut the door.



Five, six,
pick up sticks.
Seven, eight,
lay them straight.



Nine, ten,
and that's the end.

