

## DAY 8 – September 13, 2004

All activities may be adjusted and rearranged as necessary for individualization.  
Offer a choice of child-initiated center activities daily. See pages 22–23 for ways to enhance the centers for this unit.

### Materials Checklist

#### CIRCLE/GREETING TIME

- Chipmunk Shape Display

#### GROUP

- Alvin Alligator Prop
- Acorn* picture card
- Alphabet Display

#### MANIPULATIVE

- Family Note #2
- Apple stickers
- Highlighter

#### ART

- Alphabet art display, prepared
- 9" x 12" sheet of brown construction paper per child
- 12" x 18" sheet of white construction paper per child
- Black washable-ink pads
- Highlighter
- Sheet of white construction paper

#### MATH

- Apples Math Manipulatives

#### GROUP GAME

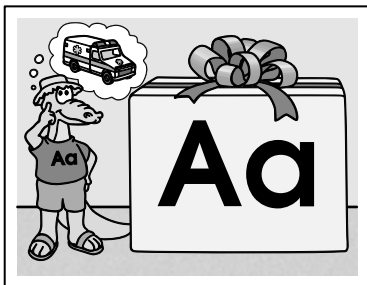
- Hula hoop per child

#### PROBLEM SOLVING

- Learning Fun Page #5

#### WRAP-UP/CLOSURE

- Each child's pocket with Family Note #2



**TEACHER TIP:** Lead the children in counting by rote or singing the ABC song when they are moving from one place to another.

#### CIRCLE/GREETING TIME

- Welcome and Special Events
- Attendance
- Sharing: Talk about the weekend. If the children made Grandparents' Day cards, ask them to tell about their experiences sharing the cards.
- Calendar
- Review: Encourage the children to name the circle shape on the Chipmunk Shape Display. Have them form circles with their arms.
- Plans for the Day

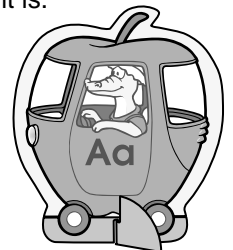
**GROUP (O: E1 States name. LT1 Matches spoken words that begin with the same sound. LT11 Names letters in print.)**

**Preparation:** Cut apart the A, B, and C Alphabet Picture Cards. Save the B and C cards to use later.

Introduce Alvin Alligator and the letter A. Hold the Alvin Prop behind you and say, "We are going to learn the letters in the alphabet with the Alphabet Friends this year! Remember, there are 26 letters in the alphabet. Each Alphabet Friend likes a different letter best! The Alphabet Friends are all looking forward to having a birthday this year. They are trying to guess what their birthday gifts will be. They are hoping that the gifts will be things that start with their favorite letters. Our first Alphabet Friend is coming to visit today. Let's sing a song and see who it is."

A BRAND-NEW FRIEND  
(tune: "She'll Be Comin' Around the Mountain")

Oh, a brand-new friend is coming in a car.  
Oh, a brand-new friend is coming in a car.  
Our friend Alvin is arriving,  
What a funny car he's driving!  
Oh, a brand-new friend is coming in a car.



Have the Alvin Prop drive up, and invite the children to wave to greet him. Have Alvin say, "Hi! My name is Alvin Alligator. What are your names?" Ask the children to tell Alvin their names. Have Alvin say, "My favorite letter is the letter A. It is the first letter of my name. Do any of you have names that start like mine?" After the children respond, have Alvin say, "I drive an apple car. *Apple* begins with the same sound as my name. Listen – *apple, Alvin.*" Show the children the *acorn* picture card and have Alvin continue, "This is an *acorn*. When I say 'acorn,' I hear the name of the letter A. Listen – *acorn.*" Use the Alvin Prop to point to each letter A on the Alphabet Display and say, "My favorite letter is on my birthday gift. This is a capital A and this is a lowercase a. I wonder if there is a toy ambulance in my gift! *Ambulance* begins with the letter A." Encourage the children to name the letter A and the ambulance as you point to them. Have Alvin say, "This week I will help you learn about more words that start with the sounds of my favorite letter – the letter A. See you later alligator!" Have the children wave good-bye to Alvin.

**TRANSITION** – Sing the song "A Brand-New Friend" with the children as they move to the next activities.

## Choice of Learning Activities

**MANIPULATIVE** (*O: Folds paper. P5 Holds a writing instrument between thumb and fingers. A3 Expresses creativity through a variety of art experiences. M10 Sorts and names colors.*)



Make pockets for Family Note #2. Provide each child with a sheet of construction paper. Have the child fold the sheet in half and tape the sides to make a pocket. Use a highlighter to print the child's name on the pocket and ask the child to trace it. Provide apple stickers and encourage the children to use them to decorate the pockets. As they work, encourage the children to name the colors on the apple stickers. Show the children Family Note #2 and explain that it contains important information for their parents. Have each child slip Family Note #2 inside the pocket.

**ART** (*O: A3 Expresses creativity through a variety of art experiences. Tears paper. P2 Uses glue with control. LT11 Names letters in print. P5 Holds a writing instrument between thumb and fingers.*)



**Preparation:** Prepare an alphabet art display. Directions are in the *Training Manual* (p. 14).

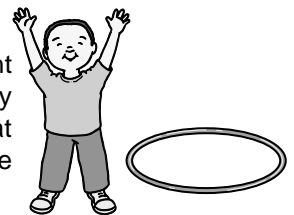
Make letter A alphabet art to display in the classroom. As the children watch, print "A is for anthill" on a sheet of white construction paper. Tell the children that ants live in places called *anthills*. Explain that anthills are often made out of dirt that the ants have piled up. Ask the children if they have ever seen an anthill and to share their experiences. Explain that anthills are many different shapes and sizes. Give each child a 9" x 12" sheet of brown construction paper and a 12" x 18" sheet of white construction paper. Have the child tear an anthill from the brown sheet and glue it to the white sheet. Encourage the children to press their fingers on black washable-ink pads and make fingerprint ants on their anthills. As they work, help them realize that the word *anthill* begins with the letter A. Use a highlighter to print a capital A and a lowercase a on each child's paper. Have the children name the letters and help them trace the letters on their papers, as they show readiness. Hang the sheet with the title from your clothespin and each child's picture from the appropriate clothespin, or display another way in the classroom.

**MATH** (*O: M10 Sorts and names colors. M12 Identifies, copies, and extends simple patterns.*)

Practice patterning with the Apples Math Manipulatives. Distribute the children's envelopes. Have each child remove the cards from the envelope, place them faceup on the table, and name the colors. Have the children sort and group the cards by color. Using the classroom set, start a simple pattern, such as *red, green, red*. Encourage the children to say the color pattern and copy the pattern with their cards. Then have the children extend the pattern by adding more red and green apples in sequence.

**GROUP GAME** (*O: E3 Follows classroom rules or rules of a simple game. M8 Names geometric shapes. M9 Demonstrates understanding of positional concepts. P7 Maintains balance when hopping on one foot.*)

Play the Alvin Alligator Swamp Game. Lay a hula hoop on the ground in front of each child and have the child name the shape. Explain that alligators mostly live in shallow bodies of water called *swamps*. Tell the children to pretend that inside each hula hoop is a swamp. Tell the children to listen closely as you give them directions. Use the following examples to get started.



walk slowly around the swamp      try to jump over the swamp      hop in and out of the swamp on one foot

**PROBLEM SOLVING** (*O: Develops problem-solving skills. P5 Holds a writing instrument between thumb and fingers.*)



Help Alvin Alligator reach the boat safely. Distribute Learning Fun Page #5 and say, "Alvin needs help to reach the boat. Help him find a safe path." Encourage the children to find the path to the boat and trace it with their fingers. Once each child locates the path, have the child use a pencil or crayon to mark it. Invite the children to decorate the pages as desired.

**WRAP-UP/CLOSURE** – Review the letter A and send home the pockets with Family Note #2.

Help Alvin Alligator reach the boat safely.

Name \_\_\_\_\_

