

"c" is for catina cat

DATE: August 26

THEME OF WEEK: "I AM CARING AND CAPABLE"
SPECIAL LITERATURE:

LITERACY – "C" IS FOR CATINA CAT (FOCUS ON THE HARD "C" SOUND)

<p>Day 1: Practice alphabet from "a-g" using zoophonics cards</p> <p>Small Group: Make "c's" out of cookie dough! Then sprinkle, bake and enjoy!</p>	<p>Day 2: Practice the alphabet from "h-m"</p>	<p>Day 3: Practice the alphabet from "n-s"</p> <p>Small Group: Catina cat animal alphabet stick puppet (color and glue onto a popsicle stick)</p>	<p>Day 4: Practice the alphabet from "t-z"</p>	<p>Day 5: Practice the alphabet from "a-z"</p> <p>Small Group: Practice matching letters using the zoophonics letter grid.</p>
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MATH - #3

<p>Day 1: Practice "catina cats" math rhyme "catina cat sips her tea, she cleans her whiskers and counts to 3."</p>	<p>Day 2: On a piece of paper, glue 3 small catina cat Animal Picture Letters with the rhyme and number 3.</p>	<p>Day 3: Study <u>c</u>urves and <u>c</u>ircles. Practice making BIG <u>c</u>ircles on paper and using <u>c</u>halk outside!</p>	<p>Day 4: Learn about <u>c</u>oins and practice making different patterns using different <u>c</u>oins.</p>	<p>Day 5: Introduce them to <u>c</u>alculators. Allow them to explore the buttons and numbers and explain how they are used.</p>
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PSYCHO-MOTOR (PRACTICE ACTIVITIES STARTING WITH LETTER C)

<p>Day 1: Watch a real <u>c</u>at play (short video clip). Children mimic them as they <u>c</u>reep, <u>c</u>rawl, jump, run, pounce and prowl like <u>c</u>ats.</p>	<p>Day 2: <u>C</u>rawl like <u>c</u>aterpillars. Do the <u>c</u>rab walk. Do this quickly, slowly, backwards, forwards, in, out, over, quietly, noisily, happily, sadly, etc.</p>	<p>Day 3: Toss and <u>c</u>atch <u>c</u>otton balls to each other. Pretend to bat them with their "<u>c</u>at paws."</p>	<p>Day 4: Move <u>c</u>lockwise and <u>c</u>ounter<u>c</u>lockwise. Show children a <u>c</u>lock and how the hands move <u>c</u>lockwise.</p>	<p>Day 5: "Zoorobics"</p> <p>Take a nature walk and search for <u>c</u>ircles and <u>c</u>urves. Have children <u>c</u>all out the different <u>c</u>ritters and <u>c</u>olors they see.</p>
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MUSIC AND RHYTHM

All week: During this 3rd week we will practice the Zoophonics signals by singing "Come meet us at the Zoo" (zoophonics CD)

- Listen to country music (clap and dance)
- Listen to conga music from Cuba (form a conga line by placing hands on hips of person in front)
- Listen to calypto music from the Caribbean

SOCIAL STUDIES AND SOCIAL COMMUNICATION

<p>Day 1: Discover <u>c</u>ountries with letter "c" like <u>C</u>anada, etc.</p>	<p>Day 2: Ask students what a "<u>c</u>ousin" is. Do they have any <u>c</u>ousins?</p>	<p>Day 3: Which states in the United States start with a "<u>c</u>"?</p>	<p>Day 4: Talk to <u>c</u>hildren about the phrases, "I <u>c</u>an" and "I <u>c</u>an't."</p>	<p>Day 5: What are <u>c</u>ontinents? List and <u>c</u>ircle all the "c's"</p>
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SCIENCE – FOCUS ON THINGS THAT START WITH "C"

<p>Day 1: Show catina cat's Nature Wall Card. Describe where catina cat lives and eats.</p>	<p>Day 2: Study <u>c</u>louds. Walk outside and see if you can identify the <u>c</u>louds in the sky. Use <u>c</u>otton balls to glue "<u>c</u>louds" on paper.</p>	<p>Day 3: Learn about <u>c</u>actus. Why doesn't <u>c</u>actus need a lot of water and where do they live?</p>	<p>Day 4: What does the word "<u>c</u>limate" mean? What is the <u>c</u>limate like where you live?</p>	<p>Day 5: Learn about <u>c</u>rabs, and other <u>c</u>rustaceans. (look at pictures)</p>
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ARTS AND CRAFTS – ACTIVITIES BEGINNING WITH "C"

<p>Day 1: Mix <u>c</u>olors to make a new one. Blue and yellow make green. Red and blue make purple.</p>	<p>Day 2: <u>C</u>onnect <u>c</u>olorful <u>c</u>onstruction paper strips to form a <u>c</u>lass <u>c</u>hain.</p>	<p>Day 3: Make <u>c</u>alico <u>c</u>ats. Glue tiny pieces of calico cloth (orange, gray, tan or black) on copies of catina cat's ALC.</p>	<p>Day 4: Make a toothpick sculpture using toothpicks and marshmallows.</p>	<p>Day 5: Practice <u>c</u>utting "catina cat" using scissors</p>
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SENSORY AND DRAMA

Throughout week:

- Sensory play! Let children play with cups and containers at the water table. Fill a water table or wash tub with water. Provide many sized containers, especially plastic measuring cups. Discover that a container contains only as much as the container allows. You can't pour a quart's worth of water into a measuring cup. Demonstrate and discuss. Teach children to pour, using a plastic measuring cup and plastic glasses. Make sure they stop before getting to the top.
- Roll out play dough and make shapes with various cookie cutters.
- Open and close clothespins. Have them hang cloth or clothes on a clothesline with clothespins. (add to pretend play center)

