

A-Book-A-Week: Classroom Instruction

Ten, Nine, Eight

Activity Card #1	Literacy Development Category: Lots of Links: Counting Our Way from 10 to 1
Suggested Activity Order <p><i>Ten, Nine, Eight</i> is a very special book. Created by Molly Bang for her adopted Bengali daughter, this book reminds many people of Margaret Wise Brown's classic <u>Goodnight Moon</u>. We include it in the A-Book-A-Week program for its attention to counting, its multicultural focus, and the lovely atmosphere of home and bedtime it creates.</p> <ol style="list-style-type: none">1. With your children, count from 1 to 10. Then, count backward from 10 to 0. Review <u>Ten, Nine Eight</u> with your students, showing how the circular picture in on the final page is actually set inside a zero.2. Explain that today we will be making our own <u>Ten, Nine Eight</u> book. We will need to scout around our room to find 10 of something, 9 of something else, etc.3. Assign each child a partner then assign each pair a number of items for which to hunt in your classroom.4. When the scouts have located the items which add up to their assigned number, have them "write" the name of the items, and draw a picture above the name.5. When all the scouts have finished their efforts, reassemble the children. Beginning with the pair that located 10 items, have them share their pictures.6. Paper clip the pictures together to make a book, and read it once again to your students.7. Keep the book to work with again tomorrow.	Materials Needed: <ul style="list-style-type: none"><input type="checkbox"/> <u>Ten, Nine Eight</u> book<input type="checkbox"/> Pages for your class's own Ten, Nine, Eight book (<i>These will be written on and assembled into a book</i>)<input type="checkbox"/> Paper clips

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Activity Card #2	Literacy Development Category: Language Development: Adjectives in written language
Suggested Activity Order <i>In last week's lesson on <u>Chicka Chicka Boom Boom</u>, we drew children's attention to the way that we use describing words (adjectives) when we write. We will be reinforcing this in today's lesson.</i> <ol style="list-style-type: none">1. Show children the <u>Chicka Chicka Boom Boom</u> book from last week.2. Turn to the page on which "skinned-knee D" appears, and read "skinned-knee D" from the text, pointing at the words. Remind the children that we talked about how Mr. Martin used the "describing words".3. Next, explain that Molly Bang (show her name on the cover) who wrote and illustrated this week's book did the same thing.4. For each page of the book, present the phrases in the following fashion: 10 small toes (<i>then write small on your chart paper</i>) 9 soft friends (<i>then write soft on your chart paper</i>) Continue this until you have read and recorded all the adjectives from 10 - 1.5. Return to the children's own Ten, Nine, Eight book, which they assembled yesterday. Ask them if they can be like Molly Bang and Bill Martin and think of a word to describe their objects. (<i>Example: if there are 10 blocks, you might suggest the children say "10 wooden blocks"</i>)6. When the class has decided on their descriptive words, write each phrase on a piece of construction paper. Cut out the children's illustrations, and paste each to its appropriate page.7. Place the book in the classroom library.	Materials Needed: <ul style="list-style-type: none"><input type="checkbox"/> <u>Chicka Chicka Boom Boom</u> book<input type="checkbox"/> <u>Ten, Nine Eight</u> book<input type="checkbox"/> Chart paper and marker<input type="checkbox"/> Construction paper<input type="checkbox"/> Paste

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Activity Card #3	Literacy Development Category: Acts of Writing: The Letter T
Suggested Activity Order <i>In today's lesson, we are increasing children's familiarity with the graphic form of the letter T.</i> <ol style="list-style-type: none">1. As the children watch, write an upper case T on your chart paper or blackboard. Have the children look at the T, pointing out that it has one stick that goes straight down, and one stick that goes straight across.2. Next ask the children if they can find this letter T on the cover of this week's book. You might want to cut a small "window" in an index card to isolate the T at the beginning of <u>Ten</u> and the T at the end of <u>EIGHT</u>.3. Next, as the children watch, write a lower case t on your chart paper or blackboard. Point out that the lower case or "little" t has one stick that goes straight down (just like the upper case T) and a stick that goes straight across. Ask the children if the stick across is in the same place on the lower case t as in the upper case t.4. Use your index card to help show the children the lower case t throughout the pages of <u>Ten, Nine, Eight</u>. As you read each word, stress the t sound.5. Open <u>Dr. Seuss's ABC</u> to the T page. Read the page to the children. Ask how many tired turtles there were. Point out that ten is in both books. Then, use your index card to show all of the letters T on the page in Seuss. Let the children chant "Ten tired turtles in a tuttle tuttle tree."6. Finally, show the children the T/t pages from the different alphabets. Remember to include the T/t taxi page from the new March transportation alphabet book.	Materials Needed: <ul style="list-style-type: none"><input type="checkbox"/> <u>Ten, Nine, Eight</u> book<input type="checkbox"/> <u>Dr. Seuss's ABC</u> book<input type="checkbox"/> Index card with small window cut out in the center<input type="checkbox"/> The T/t pages from the various <u>Webbing Into Literacy</u> alphabet books.

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Activity Card #4	Literacy Development Category: Authors and Illustrators: Painting like Molly Bang
Suggested Activity Order <i>In today's activity, children will be painting with tempera paint, just like Molly Bang.</i> <ol style="list-style-type: none">1. Look through <u>Ten, Nine, Eight</u> with the children, drawing their attention to the paintbrush strokes that are especially visible on the 4 page. Explain that Molly Bang used the same kind of paint for her pictures that we frequently use for art in our own class.2. Show children a jar of tempera paint and a brush and say these materials are much like the ones Molly Bang used.3. Next show the children the 10 page, and explain that all of us will be painting a T/t Ten page today.4. Show the children the picture on the 10 page in their class book. Explain that they may use these objects or any other ten objects they would prefer.5. Throughout the day, let children have turns at your painting center, using tempera to paint 10 objects, just like Molly Bang. Display their 10/Ten painting on a bulletin board that features 10 and Ten for a day or two before sending them home. You can use the cut outs at the end of this file.	Materials Needed: <ul style="list-style-type: none"><input type="checkbox"/> <u>Ten, Nine, Eight</u> book<input type="checkbox"/> Tempera paints<input type="checkbox"/> Paper

Teachers:

Molly Bang is making her own website. You can find discussion and activities for a number of her books at this URL:

<http://www.mollybang.com/>

AND

March 2 is Dr. Seuss's 96th birthday. You might want to take a look at some famous people celebrating Read Across American day:

<http://www.nea.org/readacross/scrapbook/index.html>

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