

## EDUPLATE ACTIVITIES FOR TEACHERS OR PARENTS

**Segments of TEKS are noted below. Eduplates can be used to address and teach these critical skills.**

### **§110.2. English Language Arts and Reading, Kindergarten.**

Students learn that individual letters are different from printed words, that words have spaces between them, and that print is read from left-to-right and from top-to-bottom. Kindergarten students learn that spoken language is composed of sequences of sounds. Students learn to segment and identify the sounds in spoken words. Students name each letter of the alphabet, begin to associate spoken sounds with the letter or letters that represent them, and begin to use this knowledge to read words and simple stories. In Kindergarten, students write the letters of the alphabet,

#### **(b) Knowledge and skills**

(5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:

- (B) know that print moves left-to-right across the page and top-to-bottom (K-1);
- (C) understand that written words are separated by spaces (K-1);
- (D) know the difference between individual letters and printed words (K-1);
- (E) know the difference between capital and lowercase letters (K-1);
- (G) understand that spoken words are represented in written language by specific sequences of letters (K-1)

(6) Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds). The student is expected to:

- (B) identify, segment, and combine syllables within spoken words such as by clapping syllables
- (D) identify and isolate the initial and final sound of a spoken word (K-1);

(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:

- (A) name and identify each letter of the alphabet (K-1);
- (B) understand that written words are composed of letters that represent sounds (K-1); and
- (C) learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

(8) Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:

- (A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K- 2);

(14) Writing/spelling/penmanship. The student develops the foundations of writing. The student is expected to:

- (B) write each letter of the alphabet, both capital and lowercase (K);
- (Printouts available from website [www.MyChildsFavoriteWebsite.com](http://www.MyChildsFavoriteWebsite.com))***
- (C) use phonological knowledge to map sounds to letters to write messages (K-1);
- (D) write messages that move left-to-right and top-to-bottom on the page (K-1); and
- (E) gain increasing control of penmanship such as pencil grip, paper position, and beginning stroke

## MATHEMATICS, KINDERGARTEN

### (b) Knowledge and skills.

**(K.1) Number, operation, and quantitative reasoning.** The student uses numbers to name quantities.

The student is expected to:

(A) use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects;

B) use sets of concrete objects to represent quantities given in verbal or written form (through 20); and

(C) use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.

**(K.2) Number, operation, and quantitative reasoning.** The student describes order of events or objects.

The student is expected to:

(A) use language such as before or after to describe relative position in a sequence of events or objects; and

**(K.4) Number, operation, and quantitative reasoning.** The student models addition (joining) and subtraction (separating).

The student is expected to model and create addition and subtraction problems in real situations with concrete objects.

**(K.8) Geometry and spatial reasoning.** The student uses attributes to determine how objects are alike and different.

The student is expected to:

(A) describe and identify an object by its attributes using informal language;

(B) compare two objects based on their attributes; and

**(K.15) Underlying processes and mathematical tools.** The student uses logical reasoning.

The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.

## EDUPLATE ACTIVITIES

### For Children 4 months to 3 years

\_ Child can listen and see pictures as parent/instructor names each illustration or counts out loud and points out as the word is said. When saying the word stress the sound of the first letter. (i.e. P as in pencil. The letter P makes the “ppppp” sound. Can you make the “p” sound.? Now say “pencil”) (Last letter sound can be discussed)  
(4 months and up)

\_ Child identifies by touching the letters, numbers and illustrations someone else names. **PRAISE**

#### **Spanish/English**

\_ Child counts the objects out loud as someone points with finger and counts out loud. The child’s finger can also be guided and touch each picture as the instructor is counting or saying the words. **PRAISE. Spanish/English**

\_ Instructor creates a sentence with the illustrations or words on the Eduplates and reads out loud to child.

#### **Spanish/English**

\_ Make up a fun story using the Eduplate words and numbers while your child is sitting up or on parents lap. Point to the numbers or illustrations when saying the word. Use Professor Read-A-Lot as a character in your story. One can also use the bunny, dog, chickens, fish, cow, monkey, etc. as a character in the story. Point to pictures as they are mentioned.

\_ Sing the alphabet and other songs. Printouts can be found on website. [www.MyChildsFavoriteWebsite.com](http://www.MyChildsFavoriteWebsite.com)

\_ Ask the questions on the plates and have child answer or point to the answer. English

\_ Create own simple one word answer questions or commands regarding the pictures on the Eduplates.

#### Spanish/English

- Examples:

- Put your finger on the apple. **Toca la manzana con un dedo.**

- What fruit is yellow and yummy? **¿Cual fruta es amarilla y sabrosa?**

- What animal says “mooo” and lives in a farm? **¿Qué animal vive en una granja y dice “muuu”?**

- What do you wear on your feet? **¿Qué te pones en tus pies?**

- Touch the red table with your finger. **Toca la mesa roja con un dedo.**

\_ Teach acceptable social and character building skills and communicate a sense of eating healthy by reading what Professor Read-A-Lot has to say to the child.

- “Learn to always say “Thank you.”

- “Saying ‘Please’ often is really cool.”

- “Apples and bananas are good for you.”

- “Drinking lots of milk makes your bones strong.”

Tell child that Professor Read-A-Lot is saying “Super Job” after counting from 1 to 6.

**Praise, Praise, Praise**

Go to website [www.MyChildsFavoriteWebsite.com](http://www.MyChildsFavoriteWebsite.com) and download Children Song Lyrics to popular children songs and sing to child. Printout number and letter sheets to build writing motor skills.

**For Children 2 years thru 4 years Most activities below can be done in any language.**

\_ Child can listen and see pictures as parent/instructor names each illustration or counts out loud and points out as the word is said. When saying the word stress the sound of the first letter. (i.e. P as in pencil. The letter P makes the “ppppp” sound. Can you make the “p” sound.? Now say “pencil”) (Last letter sound can be discussed)  
(4 months and up)

\_ Child identifies by touching the letters, numbers and illustrations someone else names. **PRAISE**  
**Spanish/English**

\_ Have children trace letters and numbers with their index finger. Follow the number sequence noted on the numbers. Have children say the letter, number and name of illustration as they trace the letter or digit.  
**Spanish/English**

\_ Ask questions or commands on the plates. Make up some new ones. **Spanish/English**  
(i.e. What word begins with the letter D, F, H, etc.)

\_ Have child sing the alphabet and point to letters on the edge of Eduplates. **English**

\_ Teach the alphabet with upper and lower case letters. **Spanish/English**

\_ Discuss letters that come before or after specific letters. ( i.e. What letter comes after “O”? What letter comes before “Z”?)

\_ Teach syllable sounds by clapping the one, two and three syllable words. **Spanish/English**

\_ Teach the colors and then quiz child with questions like. (i.e. What is red and is good for you? What color are the chickens? What color are the eggs? ¿De que color son las gallinas?) **Spanish/ English**

\_ Show children the real objects found in the house such as: table, eggs, bananas, apples, oranges, vase, keys, pencil, umbrella, etc. Ask them to find them on the Eduplates and compare or contrast differences. **Spanish/English**

\_ Have children spell all the words and touch letters as they say them. **Spanish/English**  
**Praise, Praise, Praise.**

**Math Activities: Spanish/English**

- Create a word problem such as the following and request an answer.
- Examples of questions to ask
  - 1. The white bunny has 7 carrots. He eats two for dinner. How many does he have left?  
*El conejito blanco tiene siete zanahorias. Se come dos por la cena. ¿Cuántas zanahorias le quedan?*
  - 2. There are 2 chickens on the fence. One decides to jump off and go for a walk. How many chickens are now on the fence?  
*Hay dos gallinas encima de la cerca. Un gallina se decide brincar y irse a una caminada. ¿Cuántos pollos quedaron encima de la cerca?*
  - 3. A little boy has 8 socks. His baby sister takes 3 socks and puts them in the trash can. How many socks does the little boy have left?  
*Un niño tiene ocho calcetines. Su hermanita agarra 3 y los pone en el bote de basura. ¿Cuántos calcetines le quedaron al niño?*
  - 4. A little girl gave her mommy 2 flowers yesterday. She gives her mommy 2 more flowers today. How many flowers did mommy get?  
*Una niña le dio 2 flores a su mamá ayer. Hoy le dio dos más. ¿Cuántas flores en total recibió la mamá de su hija?*

- 5. The farmer sold 5 apples in the morning. He sells 5 more apples in the afternoon. How many apples did the farmer sell altogether?

*El granjero vendió cinco manzanas en la mañana. En la tarde vendió cinco más. ¿Cuántas manzanas en total vendió el granjero el la mañana y en la tarde?*

**Praise, Praise, Praise.**

Go to website [www.MyChildsFavoriteWebsite.com](http://www.MyChildsFavoriteWebsite.com) and download Children Song Lyrics to popular children songs and sing to child. Encourage child to sing along. Printout numbers and teach numbers. Printout Connect the Dot sheets, Beginning Writing Skill Activites.

**For Children 4 years thru 6 years.**

\_Have children say the letter and numbers as they trace with index fingers.

\_Ask questions or commands on the plates. Make up some new ones.  
(i.e. What word begins with the letter D, F, H, etc.)

\_Have child sing the alphabet and point to letters on the edge of Eduplates. (Print Sheets from Song Lyrics on website. [www.MyChildsFavoriteWebsite.com](http://www.MyChildsFavoriteWebsite.com))

\_Teach them the difference between upper and lower case letters from edge of plates.

\_Teach syllable sounds by clapping the one, two and three syllable words. (Use pronunciation in parenthesis)  
(i.e. apple, banana, fish, igloo, hat, umbrella , etc)

\_Teach the colors and then quiz child with questions like. What is red and good for you? What color are the chickens? What color are the eggs? Etc.

\_Discuss letters that come before or after specific letters. ( i.e. What letter comes after “O”? What letter comes before “Z”?)

\_Ask children to make up a 5 word sentence using the words found on the Eduplates. (i.e The monkey is eating a banana.)

\_Ask students to name two other words that begin with each letter. (i.e. A - ant, apron)

\_Ask students to read the speech bubbles from Professor Read-A-Lot and discuss or do.

\_Ask students to read the questions or commands in the rectangles and answer or complete request.

\_ Ask child to name two words or objects closely related to the pictures in the plates.

Examples:

- Plate #2 Name two other animals beside a goat you may find in a farm. (horse, pig, duck, sheep, cow, chickens)

- Plate #1 Name two other fruits you like to eat beside a banana and an apple. (orange, watermelon, cherry, mango, strawberry, melon, avocado etc.)

- Plate #2 Name two other animals you will find in a zoo other than a monkey and lion. ( elephant, snake, giraffe, hippo, birds, tiger, alligator, turtle, iguana, gorilla)

Ask child to find the answer to the following questions. Use Eduplates 1, 2, 3, and 4 .

### English Questions.

- What do you use to start the car? A key.
- What do you wear on your head? A hat.
- What do people wear on their fingers. A ring
- Where do birds sleep? In a nest.
- What yellow fruit is good for you? A banana
- What does a person use when it is raining? An umbrella.

### Spanish Questions.

- |   |   |
|---|---|
| ¿Que se usa para prender el carro? La llave               | ¿ Cómo se dice llave en inglés? Key         |
| ¿Qué se usa sobre la cabeza? Un sombrero o gorra          | ¿ Cómo se dice sombrero en inglés? Hat      |
| ¿Qué se pone la gente en los dedos? Un anillo             | ¿ Cómo se dice anillo en inglés? Ring       |
| ¿En donde duermen los pájaros? En un nido.                | ¿Cómo se dice nido en inglés? Nest          |
| ¿Qué fruta es amarilla y buena para tu salud? El plátano. | ¿Cómo se dice plátano en inglés? Banana     |
| ¿Qué usa la gente cuando está lloviendo? El paraguas.     | ¿ Cómo se dice paraguas en inglés? Umbrella |

Ask students to say or write a short description of selected words naming the colors. Emphasize to be creative.

Such as:

- I see a yellow star with a happy face. ***Yo veo una estrella con una sonrisa.***
- The yellow banana looks delicious. ***El plátano amarillo me aparece delicioso.***
- The yellow fish has big white eyes and blue fins. ***El pez amarillo tiene ojos grandes y blancos. También tiene aletas azules.***
- I want to buy an orange and white umbrella for my mother. ***Yo quiero comprarle a mi mamá un paraguas anaranjado y blanco.***
- The black and white zebra has two big ears. ***La cebra de color negro y blanco tiene dos orejas grandes.***

Teach child colors. Spanish/English

- What color are the eggs? White
- ***¿De qué color son los huevos? Blancos***
- What color is the apple? Red
- ***¿De qué color es la manzana? Roja/Rojo***
- What color is the banana? Yellow
- ***¿De qué color es el plátano? Amarillo***
- What color is the zebra? Black and White
- ***¿De qué color es el cebra? Negro y blanco***
- What color is the nest? Brown with three Green leaves
- ***¿De qué color es el nido? Café (Marrón) con tres hojas verdes.***
- What color is the orange? Orange
- ***¿De qué color es la naranja? Anaranjado***
- What color is the hat? Purple
- ***¿De qué color es el sombrero? Morado/Púrpura***
- What color is the goat? Brown and White
- ***¿De qué color es el chivo? Café (Marrón) y blanco***
- What color is the ring? Red and Gray
- ***¿De qué color es el anillo? Rojo y gris***

- What color is the fish? Blue and Yellow
- *¿De que color es el pez? Azul y amarillo*
- What color are the letters? Black
- *¿De que color son las letras? Negras*
- What color is the yo-yo? Green and Yellow
- *¿De que color es el yo-yo? Verde y amarillo*

### Shapes

- What shape is the X-ray or the boxes where the questions are found? **Rectangle**
- What shape is the orange? **Round/ Circle**
- What shape are the eggs? **Oval/Round**
- What shape is the star? **Star**
- What shape do you see on the boats? **Triangle**
- What letter makes a triangle? **A**
- What letter makes a circle? **O**
- Can you find anymore round objects or pictures? Point them out. ( tires on wagon, apple, yo-yo, )

### Math Activities: Spanish/English

- Create a word problem such as the following and request an answer.
- Examples of Word Problems
- 1. The white bunny has 7 carrots. He eats two for dinner. How many does he have left?  
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- 2. There are 2 chickens on the fence. One decides to jump off and go for a walk. How many chickens are now on the fence?  
*Hay dos gallinas encima de la cerca. Un gallina se decide brincar y irse a una caminada. ¿Cuántos pollos quedaron encima de la cerca?*
- 3. A little boy has 8 socks. His baby sister takes 3 socks and puts them in the trash can. How many socks does the little boy have left?  
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- 4. A little girl gave her mommy 2 flowers yesterday. She gives her mommy 2 more flowers today. How many flowers did mommy get?  
*Una niña le dio 2 flores a su mama ayer. Hoy le dio dos más. ¿Cuántas flores en total recibió la mama de su hija?*
- 5. The farmer sold 5 apples in the morning. He sells 5 more apples in the afternoon. How many apples did the farmer sell altogether?  
*El granjero vendió cinco manzanas en la mañana. En la tarde vendió cinco mas. ¿Cuántas manzanas en total vendió el granjero el la mañana y en la tarde?*

## Problem Solving Activities.

### 1. Using a non-toxic erasable marker have child do the following

- Circle 4 socks. Make another circle around the other 4 socks. Ask ..What do you see? Answer will vary but should be close to this.  
I see two circles with 4 socks in each one. Ask .. How many socks is 4 plus 4? Or How many socks are there altogether. Teach groups of 4. *¿Cuántos calcetines vez en total? ¿Cuántos es cuatro más cuatro?*
- **Make the following statement.** You bought 9 peaches at the store. Your friend ate two of them. Have student cross out two peaches. Ask ...How many peaches do you have left? Have student write the equation on a sheet of paper.  $9 - 2 = 7$
- Have child create a similar story using the apples.
- Have child count and touch numbers up to 20 along the edge of Eduplates.
- How many apples and peaches do you see altogether? Show an addition equation  $10 + 9 = 19$
- Introduce groups by asking ...How many socks are there? 8 How many socks make up a pair of socks? 2 Ask child to make four circles with two socks in each circle. Ask how many pairs of socks do you have? 4 How many socks in each? 2 How many socks altogether? Write the equation  $2 + 2 + 2 + 2 = 8$
- Discuss adding two numbers to come up with the same total.  
Example : Use the carrots.  
With erasable marker Ask to circle one sock. Now circle 7 socks. Fill in the prewritten equation.  
Ask ..How many socks does one plus 7 make or equal to?  
 $\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$  Answer:  $1 + 7 = 8$   
Do again. This time request to circle 2 socks then circle 6 socks. Fill in the prewritten equation.  
Ask....How many socks do 2 plus 6 equal to?  
 $\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$  Answer:  $2 + 6 = 8$

*Continue with the pattern.*

*Wash plates thoroughly with soap and water before next use.*

### Teach Before and After. English/Spanish Use Eduplate #5

Example: What number comes before 3? 2

*¿Que numero viene antes del numero tres?*

What number comes after 4? 5

*¿Que numero sigue el numero cuatro?*

### Teach Greater than and Less than. Use Eduplate #6

Example: What number is less than 9? Answer : 7 or 8

*¿Cual número es menor que nueve?*

What numbers are greater than 10? Answer: 11 and 12

*¿Cuales números son mayores que diez?*

Go to website [www.MyChildsFavoriteWebsite.com](http://www.MyChildsFavoriteWebsite.com) and download Writing Skill, Alphabet, Number, Short Vowel Sound, Connect the Dot and Word Search printouts.

**IMPORTANT:** Remember that one of the main attributes of the Eduplates is that it gives parents/caregivers/teachers the opportunity to give children encouragement and praise while they learn. Activities can be made as easy or as challenging as one desires. The main objectives of the Eduplates is to assist children to master many of the above activities before entering Pre-Kinder, Kindergarten or 1<sup>st</sup> Grade.. *Build self-esteem at home and at school. Excite a child to learn, make learning fun and easy, and provide opportunities to experience success and a sense of accomplishment! And Remember, PRAISE, PRAISE and more PRAISE.*

