

# *PreK for Maine*

## *Unit 1: Family*

Maine Department of Education  
In collaboration with  
Boston Public Schools

## **Unit 1 Overview: Family**

In Unit 1, children explore and talk about families and the many different ways family members relate to and help one another. Through the Unit texts, children hear about families that work together to solve problems, conflicts, and dilemmas. They consider the many roles and responsibilities of family members.

Also in this Unit, children establish foundational skills in understanding letters and letter sounds. They experience taking different perspectives and using inquiry to solve problems through work in Centers, Small Groups, and Storytelling/Story Acting.

Teachers and children engage in Thinking and Feedback and use artifacts to examine and develop their work. Non-fiction and expository text to help children make connections to the real world. Outdoor teaching and learning opportunities are highlighted to expand the boundaries and possibilities of the indoor classroom.

### **Basic Unit Concepts/Goals:**

**A Family Defined:** *A family is a group of people who create a set of relationships to ensure that their own and their loved ones' immediate and longer term needs-physical, emotional, cognitive and language-are met, including those of children. People related by marriage, blood or emotional commitment (or other kind of commitment) who help each other with respect to subsistence and a range of other needs, including those of children, are a family. Sometimes, family arrangements include economic commitment and domestic care giving, while sharing and not sharing a residence.*

1. Family members have role names: mother, father, sister, brother, uncle, aunt, grandmother/father, cousin, stepfather/mother etc.
2. Some family members live together; sometimes family members live apart.
3. Grown-ups in a family take care of the children. Younger children need more care. Older children can help care for younger brothers and sisters.
4. Children sometimes get angry at parents and may feel that their parents don't love them as much as their siblings.
5. Sometimes grown-ups in a family don't like things that children do and tell them to stop or be quiet.

6. Families do things together that are fun.
7. Family members support each other; cooperate, share, and express interests.
8. Families are involved in children's learning, including their language and literacy learning and their efforts exert very strong effects.
9. Members of a family express emotions-happiness, empathy, anger, sadness, jealousy-and use language to develop relationships.
10. Families use conversation and stories to share their memories of past events and their plans for the future.

# Unit 1 Family- Overview

## UNIT 1- FAMILY

### Enduring Understandings used in Math Components

- A family is a group of people that care for and support each other.
- Family members have names for each other
- More mature family members are responsible for the safety and needs of less mature members.

### Essential Questions used in Math Components

- What does it mean to be a member of a family?
- How do families care for each other?
- Why is solving problems together important?
- How do you find the resources, information and support to solve your problems?

### Guiding Math Ideas

- Discovery and Exploration of Math Materials
- Enjoyment and Participation in Math Activities
- Rote Counting- Numbers as meaningful
- 3-D Shapes
- Matching and Grouping
- Introduction to Problem Solving

Where's the Math?  
 Teacher Supports for Unit Concepts  
 Rote Counting Steps  
 Early Geometry- 3-D Shapes  
 Math as a Problem Solving Activity

### UNIT 1 MATH IDEAS BY THE WEEK- LINKS TO THEME

WEEK 1	WEEK 2	WEEK 3	WEEK 4	BONUS AND EXTENSIONS
Guiding Math Idea: Introduction of Math and math materials Link to theme: Finding security and comfort in playing with familiar toys.	Guiding Math Idea: Enjoyment of math activities: Making collections/groups Link to theme: A family is a group of big and little people	Guiding Math Idea: Exploring the number list through rhyme and finger plays Link to Theme: Counting the people and animals who live with you.	Guiding Math idea: Exploring 3-D shapes Link to Theme: Symbolic play: Building houses and matching rooms to people	Guiding Math Idea: Introduction of the idea of a problem and problem solving using math Link to theme: Families solve problems

				together- and so do pre-K classes.
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**Math for ME- Scope and Sequence of Math Content and Concept Learning Progressions**

**Core Construct = The Overall Goal for the Year That Applies To All Units**

(Unit 1 Highlighted)

<b>MELDS COMPONENT CORE CONSTRUCT Concept</b>	<b>UNIT 1 FAMILY</b>	<b>UNIT 2 FRIENDS</b>	<b>UNIT 3 WIND &amp; WATER</b>	<b>UNIT 4 WORLD OF COLOR</b>	<b>UNIT 5 SHADOWS &amp; REFLECTIONS</b>	<b>UNIT 6 THINGS THAT GROW</b>
<b><u>MATHEMATICAL PRACTICES</u></b> <b>CHILDREN ARE COMPETENT MATHEMATICIANS</b> <b>Attitudes/Approach</b>	Learning math starts with discovery and exploration.	Participating in Math Activities with friends.	Using math to observe the weather.	Playing games = engaging with math concepts & skills.	Science and math concepts help us understand shadows.	Math is energizing and useful in many contexts: school, home, and the surrounding environment.
<b>Usefulness (Mathematizing)</b>	We use math every day: Connecting to number in real world	Math in our Classroom- Routines and activities	Math helps us describe and make sense of the physical world.	Math ideas relate to games & outdoor play (comparisons, quantity, subitizing)	Math is embedded in learning projects (Uses math in STEM activities)	
<b>Problem Solving MATH HELPS SOLVE PROBLEMS</b>	What is a problem? Introducing math into problem solving.	People work together to solve math problems	Gathering Information (data) to help solve problems	Finding patterns in data to help solve problems.	Generating and testing solutions to problems [STEM]	Solving practical problems using geometry and measurement data: Planning a garden.
<b>Communication (Mathematizing) MATH = COMMUNICATION</b>	Naming our math center and math activities	Math has special vocabulary. (e.g. 3D and 2D shapes/comparison words)	Math words and math ideas appear in story-books, outdoors	Identifying math words and math ideas that appear in story-books,	Growing accuracy and expanding use of language of math (verbal and	Applying the many "languages" of math in multiple contexts.

			and home.	outdoors and home: subitizing, patterns, etc.	non-verbal).	
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MELDS COMPONENT CORE CONSTRUCT Concept	UNIT 1 FAMILY	UNIT 2 FRIENDS	UNIT 3 WIND & WATER	UNIT 4 WORLD OF COLOR	UNIT 5 SHADOWS AND REFLECTIONS	UNIT 6 THINGS THAT GROW
<p><b>COUNTING &amp; CARDINALITY CLUSTER</b></p> <p><b>COUNTING DETERMINES QUANTITY</b></p> <p><b>Counting Rote &amp; Rational</b></p>	Practicing the number word list through words & action.	<p>Practicing the number word list through words &amp; action.</p> <p>Transition from rote to rational counting strategies: One object has only one name</p>	<p>Rote Counting Strategies: Numbers have an order. Correcting errors.</p> <p>Transition from rote to rational counting strategies: Counting dissimilar objects</p>	<p>Rote: Expanding the number word list to 20 and beyond.</p> <p>Transition from rote to rational counting strategies: Connecting groups to number names</p>	<p>Rote Counting Strategies: Finding patterns in counting above 10.</p> <p>Transition from rote to rational counting strategies– Order irrelevance; Keeping track of numbers counted</p>	<p>Counting the same group of objects results in the same result. [Stability of sets and/or order irrelevance]</p> <p>Using and applying rational counting to questions of quantity</p>
<p><b>Numerals NUMERALS AND MATH SYMBOLS REPRESENT MATH IDEAS</b></p>	Some writing marks are called numbers (numerals) and others are letters.	Identifying/naming number symbols in the environment.	Matching numerals with their names (0-5). Exploring writing numerals	Matches numerals with their names (0-10). Exploring Writing numerals with intent.	Writing number symbols up to 10.	We communicate math ideas using number symbols.
<p><b>Cardinality SEEING, SAYING AND REPRESENTING CARDINALITY INVOLVES MULTIPLE CONCEPTS.</b></p> <p><b>Subitizing</b></p>	Grouping objects of 1 or 2 (arbitrary or attribute-based)	Grouping of objects and describing likes and differences	“Seeing” groups of numbers automatically up to 5. (perceptual subitizing)	“Seeing” groups (up to 5) and sometimes using them as a counting strategy	Exploring the “5” group in activities.	Relating counting and cardinality with increasing accuracy: labeling groups with various arrangements arrays.
<p><b>Cardinality</b></p>		Using a number word or some form of Counting to answer <i>How Many?</i>	Counting groups of objects or persons and assigns a number name (1-2)	Counting groups of objects or persons and assigns a number name	Showing understanding that <i>How many</i> means the last number counted and represents the	

				(Increasing accuracy)	amount in the entire group.	
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MELDS COMPONENT CORE CONSTRUCT Concept	UNIT 1 FAMILY	UNIT 2 FRIENDS	UNIT 3 WIND & WATER	UNIT 4 WORLD OF COLOR	UNIT 5 SHADOWS AND REFLECTIONS	UNIT 6 THINGS THAT GROW
<b><u>OPERATIONS AND ALGEBRAIC THINKING</u></b> Quantity <b>DETERMINING HOW MANY? IS THE GOAL OF EARLY MATH</b>	Introducing Number Questions	Responding to Number Questions with Demonstration or Words.(1, 2)	Beginning to count from 1 onward when asked how many. Gives an answer. Number words refer to quantity.	Showing understanding that <i>How many</i> means the last number counted represents the entire group.	Showing understanding that <i>How many</i> means the last number counted represents amount in entire group.	Combining ideas of 1:1 correspondence, cardinality and number stability to understand quantity.
<b>Relationships MATH = FINDING RELATIONSHIPS AND PATTERNS.</b> 1:1 <b>Correspondence &amp; Other math relationships</b> ( $< > + - =$ )	Demonstrating perceptive (intuitive) number in play or other daily activities	1:1 Correspondence is a special type of relationship— one name, one object. (See rational counting)	Beginning comparison of groups for more or less (visual estimating/ some counting).	Beginning to compare groups using counting strategies (up to 10).  Beginning to recognize parts/wholes of number groups.	Counts groups and begins to compare numbers $< > +=$ (up to 10)  Finding number partners: number within numbers (up to 5).	Comparing groups of numbers $< > + - =$ using word, actions or objects.  Beginning to compose/decompose numbers (up to 5)
<b>Representation MATH IDEAS APPEAR IN MANY MODES AND CONTEXTS.</b> Physical verbal <b>Modeling</b>	Objects can represent other objects.	Representing number with words signs or gestures.	Number can be represented by manipulatives (unit blocks, counters) and symbols and people.	Drawing, describing or showing with manipulatives how number names relate to groups.	Beginning concepts of Adding and Taking (up to 5) Away (varying ways of representing)	Communicating addition and subtraction with fingers and manipulatives. (up to 5)
<b>Tools for Representing Number &amp; Relationships</b>		Exploring number matching puzzles and manipulatives to represent relationships	Using number matching puzzles and manipulatives to represent relationships	Introducing number paths. Identifying a story problem.	Using number paths and grid games as a counting tool. Using story problems to visualize operations	Beginning to use number paths and grid games to communicate math ideas. Acting out story problems to visualize operations up to 10.





MELDS COMPONENT CORE CONSTRUCT Concept	UNIT 1 FAMILY	UNIT 2 FRIENDS	UNIT 3 WIND & WATER	UNIT 4 WORLD OF COLOR	UNIT 5 SHADOWS AND REFLECTIONS	UNIT 6 THINGS THAT GROW
<p><b>GEOMETRY (INCLUDES CLASSIFICATION) FORMING AND APPLYING IDEAS OF SHAPES AND SPATIAL RELATIONSHIPS</b></p> <p><b>Shape 3D-2D Attributes</b></p>	<p>Manipulating and building with 3-D Shapes</p>	<p>Finding 3-D and 2-D shapes in the environment and using words to describe geometrical figures.</p>	<p>3D and 2D shapes have different attributes and uses.</p> <p>Discovering and describing some attributes of shapes.</p>	<p>Classifying shapes by describing and comparing some attributes.</p>	<p>Copies or represents shapes using manipulatives or drawing.</p>	<p>Growing accuracy in discovering, describing and comparing attributes of shape: Exploring grouping shapes by characteristics.</p>
<p><b>Parts/Wholes</b></p> <p><b>COMPOSING &amp; DECOMPOSING FIGURES</b></p>	<p>Taking apart and putting together toys, puzzles &amp; manipulatives</p>	<p>Taking apart and putting together toys, puzzles and manipulatives and sometimes describing parts and wholes</p>	<p>Identifying the parts of objects in the classroom and outside world and relating those parts to whole.</p>	<p>Using shape puzzles and shape manipulatives for parts/whole understandings</p>	<p>Putting a variety of shapes together to make objects or pictures. Identifying words for part/whole concepts.</p>	<p>Taking apart shapes and reassembling. May identify parts.</p>
<p><b>Space (Spatial relations)</b></p> <p><b>Orientation</b></p> <p><b>Directionality</b></p>	<p>Informal spatial movement: Moving our bodies in many different directions</p>	<p>Recognizing and responding to Directionality and Orientation words or commands</p>	<p>Moving objects and our bodies and describing relative positions in space. (Movement patterns or models such as maps)</p>	<p>Playing games and initiating activities that involve directionality and orientation.</p>	<p>Orientation: Shapes are still the same shape, despite their orientation (Intro to slides, flips and turns). Identifying shape and space concepts in STEM activities</p>	<p>Orientation: Manipulating and describing 2-D Shapes by Slides flips and turns</p> <p>Integrating shape and space concepts in class projects and problem solving.</p>

MELDS COMPONENT CORE CONSTRUCT Concept	UNIT 1 FAMILY	UNIT 2 FRIENDS	UNIT 3 WIND & WATER	UNIT 4 WORLD OF COLOR	UNIT 5 SHADOWS AND REFLECTIONS	UNIT 6 THINGS THAT GROW
<b>MEASUREMENT &amp; DATA (INCLUDES CLASSIFICATION AND PATTERNS) FINDING MEASURABLE PROPERTIES AND EXPLORING MEASUREMENT METHODS</b> Measurement Tools		Exploring measurement tools indoors and outdoors.	Matching measurement tools to their purposes: measuring water; temperature	Mixing and creating colors using measurement tools.	Using tools to measure and compare shadows.	Solving problems using some form of measurement method and tools.
<b>Measurement Methods &amp; Attributes</b>		Exploring and describing Measurable Attributes in everyday activities. May use seriation	Experimenting with measurement: Directly comparing 2 or more items on an attribute.	Experimenting with measurement methods Using measurable attributes to organize materials.	Experimenting with measurement methods Non-standard measurement	
<b>Specific Language &amp; Concepts</b> <b>PRACTICAL APPLICATION OF MEASUREMENT</b>	Everyday use of measurement words in play, at school and at home.	Growing use of accurate measurement terms: Exploring the Language of Time in classroom routines	Growing use of accurate measurement terms: Exploring temperature and capacity/volume	Growing use of accurate measurement terms: Exploring weight and mass. Describing past, present and future events.	Growing use of accurate measurement terms: Exploring length and distance: Continuous and discrete measurement	Demonstrating the practical use of measurement (including data skills) to solve problems in everyday life
<b>Data GATHERING, ORGANIZING AND USING INFORMATION TO MAKE MEANING AND SOLVE PROBLEMS</b>	Matching and grouping (Attribute recognition)	Describing, sorting and classifying collections. (Self-described or in response to questions)	Growing use of discrete attributed for classification/sorting strategies to organize collections of things. Discovering patterns in movement song or materials.	Organizing data: Recording data graphically in charts & graphs. Describing patterns.	Growing abilities to recognize, copy describe and create patterns.	

# Outdoor Learning Unit 1

## Unit 1: Family – Week by Week Outdoor Learning Ideas

The following chart provides suggestions for outdoor learning ideas by week. The topics suggested corresponding to what is occurring outside in Maine during the fall (October/Early November). As the natural world is always changing, choose those topics that fit best what is available at your site during each week.

Week 1	Week 2	Week 3	Week 4	Week 5
Senses	Insects Worms & slugs	Autumn Leaves	Apples & Pumpkins Harvest	Bird Migration Ducks & Geese

## Unit 1 Family – Overview

A family is a group of people that care and support each other.

**Nature connection** – Animals that have similar characteristics are in the same family

Time frame for nature topics – October through 1<sup>st</sup> week of November

## Guiding ideas

- Animals (including people) learn through their senses
- Trees are plants that start as seeds and change throughout their lives. Observing trees throughout the year provides opportunities to sharpen observation skills, see how nature changes throughout the seasons, and better understand environmental concepts.
- Animal classification includes families of animals
- Fall is a time when animals migrate, leaves change color, plants are harvested, and insects are abundant.

## Outdoor Learning components and concepts

- Exploring the senses
  - Infants discover the world through their senses and recognize their mothers by sight, smell, and the sound of their voice
  - Our senses include sight, sound, scent, touch, and taste
  - Brain research shows that all learning starts as a sensory input
  - When we engage more than one sense, we are more likely to remember our experience

- The natural world provides the most numerous opportunities to engage the senses (especially multisensory experiences)
- Insects (and worms & slugs)
  - Insects are a class of arthropods (invertebrates) that include over 1500 families
  - There are more insects than any other kind of animal on earth
  - Insects are important for our natural ecology
  - Insects have three body parts, six legs, two antenna and some have wings (either two or four)
  - Insects develop in three or four stages called incomplete or complete metamorphosis
  - Spiders, pill bugs, worms, slugs, centipedes, etc are not insects, but live side-by-side with some of them
    - Slugs and worms play an important role in nature by eating decomposing vegetation
    - Worms and slugs live in soil and can be found under logs
    - Worms have no eyes, prefer damp dark soil, breathe through their skin, and are beneficial to gardens because they eat soil making tunnels that provide air to plant roots
    - Slugs help break down wood and other natural materials
    - Slugs glide on slime that they produce and can raise and contract the tentacles on their head (that are their eyes)
    - The difference between a slug and a snail is that a slug does not have a shell and a snail does
- Trees (autumn leaves)
  - Trees can be identified by their trunk size and their age compared to a family
    - baby trees: small diameter trunk where you can put you hand around it
    - brother and sister trees: medium sized diameter trunk where you can put your arms around it and touch your fingers
    - mom and dad trees: large diameter trunk where you can't touch your fingers when arms are around it
    - grandma and grandpa trees: extra-large diameter trunk where you need several children to hold hands around the tree
  - Each tree has leaves of a specific shape, size and color
  - Leaves are green because of the chlorophyll in them
  - The chlorophyll (green) fades away as the weather gets colder and the days get shorter, then the true color of the leaf shows
  - Deciduous trees become dormant and drop their leaves as they prepare for winter
- Apples and pumpkins (harvest)

- Many farmers grow apples and pumpkins and sell them at a Farmer's Market where families buy them
- Apples and pumpkins are fruit filled with seeds
- Apples grow on trees, pumpkins grow on vines on the ground
- Harvest is the time when we pick apples, pumpkins, and some foods from our garden to share with our family
- Migration (geese & ducks, butterflies)
  - Animals need to migrate (move away) as winter approaches if they cannot find food where they are
  - Some birds, insects (monarch butterflies) and mammals migrate
  - Monarch butterflies adapt to changing weather by migrating from Canada to Mexico in the fall; in the spring the descendants of these Monarchs will begin the journey back north
  - Birds (geese and ducks) have an inner compass that helps them tell north from south.
  - Ducks and geese are in the same family

### **Outdoor learning ideas by the week**

- Week 1 – Senses
  - Nature Families: Children collect natural materials and create a self-portrait of their families.
  - Family Meals: Children create recipes using items from nature that they collected.
  - Take a listening hike. Count how many sounds you can hear. Try to identify them.
  - Put on “deer ears” by cupping your hands behind your ears to hear better
  - Use an identifier to help identify bird calls
  - Pass around a “touch sock” – Cover a can/container (oatmeal) with a large tube sock. Place a natural object in the container. Children put their hand in the sock and feel the object without being able to see it. They describe the characteristics of what they feel, but don't name it if they know what it is until everyone has had a chance to feel the object.
  - Feel the texture of the bark on the trees
  - Dozen touches (egg carton) – Give each child (or pair of children) an egg carton to use to collect different textures. Depending on the age of the children, you can assign a particular texture and its opposite for each side of the egg carton such as soft/hard, smooth/rough, etc.
  - Use mortar and pestles to mash fragrant herbs from the garden. Make sachets by putting some in a square of netting and tying with a ribbon.

- Smell different plants and compare their scents (whiffer sundae) – Give each child (or pair of children) a cup to use to collect different plants, dirt, flowers, leaves, etc. that they can smell. They put them together to make a whiffer sundae. They can name their sundae and pass them around so everyone can take a whiff.
- Use magnifying glasses to see things up close (microhike) – Use small hoops on the ground and have children use hand lenses to look at everything in that small hoop.
- I Spy game by giving clues for something you see in nature
- Play “What’s Missing?” game – Collect items from nature and place them on a tray. Have the children look carefully at all the objects. Then cover them all with a cloth after sharing them with the children. Take one away before removing the cloth and ask the children which one is missing.
- Fill sensory table with water, sand, or natural objects that have different textures
- Place natural materials with contrasting textures into different sorting baskets: feathers, seeds, pine cones, rocks, shells, moss, etc. Make a collage with the different textures.
- Week 2 – Insects (worms & slugs)
  - Make a list of insects found when outside and compare this list to a list of what children expected to see.
  - Zap game – Play this game like red light/green light. Children act out the stages of complete metamorphosis (egg – squat down, larva - crawl, pupa - rest, adult – run)
  - Insect song (Head, thorax, abdomen) – Sing Head/Thorax/Abdomen to the tune of Head/Shoulders/Knees and Toes. Middle part – 2 eyes, 6 legs, 2 antennae, and sometimes wings. Since insects are cold blooded and their activity changes based on the temperature, sing the song slowly if it is cold outside and speed up as the temperature goes up.
  - Use butterfly nets to catch insects in the meadow – put a white sheet on the ground in an area where you might find insects. Everyone makes a circle around the sheet but a bit outside of it. Then everyone walks toward the sheet. It is amazing to see how many insects will be on the sheet for the children to look at. If you catch insects, remember to let them go unless you want to take them in the classroom to study them before letting them go.
  - Sing the rhyming song “Oh a Gathering We Will Go” to the tune of “Oh a Hunting We Will Go”. Example *Oh a gathering we will go (repeat), we’ll catch a frog and put him in a log, and then we’ll let him go* (e.g. snake/cake, duck/truck, bee/tree, etc – children can choose the animal and the rhyming word)
  - Look under logs and rocks to find worms and slugs
  - Insect scavenger hunt

- Take tools on your hike such as bug boxes and magnifying glasses to look at insects that you catch.
- Bring in some of the insects, worms, and slugs that you catch and make a terrarium for them. Return them to their natural habitat after a week or two.
- Act out metamorphosis of a caterpillar to butterfly. Compare photographs of the human life cycle with metamorphosis
- Fill discovery (sensory) table with sand or dirt and pieces of bark and hide plastic insects for the children to find
- Week 3 – Trees (family of trees by size, autumn leaves)
  - Choose a special tree to visit in all seasons. Use a journal to document the tree through drawings, paintings, and thoughts throughout the year.
  - Make bark rubbings – how do the trees differ?
  - Meet a tree activity: Blindfold or have children close their eyes and lead them carefully to a nearby tree. Let them feel the bark, the size, the branches, the leaves and even the base of the tree. They can even smell it. Then lead them back and let them guess which tree they had just met. If the children are old enough they can do this with each other in pairs.
  - Collect leaves from different trees and then try and identify them with field guides – children can make their own tree field guide.
  - Compare trees to our bodies. The roots are like our feet and help them stand up. The tree trunk is like our torso. The bark is like our skin and helps protect the tree. The branches are like our arms. The leaves are like our fingers. Go through a year of being a tree.
  - Take measuring tapes outside and measure the circumference of trees. Record all the information and chart it. What is the largest you can find?
  - Look for families of trees (babies, sister/brother, mom/dad, grandpa/grandma)
  - Collect colored leaves to sort and match. Find the tree the leaf belongs to. Arrange leaves in size from smallest to largest.
  - Play the “chlorophyll game”: As children hold colorful leaves, have them hide underneath a green sheet (chlorophyll), tell the story of chlorophyll, as the days get shorter and chlorophyll goes away, take the sheet away and let the children run around with their leaves. And the children chant “chlorophyll, chlorophyll, go away, the colorful leaves want to come out and play”.
  - Rake leaves and jump in the piles
  - Make leaf rubbings by putting the leaf in an envelope. This makes it easier for the children to rub the envelope with a side of a crayon keeping the leaf still.
  - Fill discovery (sensory) table with leaves
- Week 4 – Apples and pumpkins (harvest)
  - Match the colors of apples and pumpkins with autumn leaves
  - Collect crabapples if there is a crabapple tree nearby. Who eats these?



- Bring pumpkins in the classroom. Weigh them on a scale, put them in water to see if they float or sink. Cut them open to find the seeds inside.
- Do a taste test using different kinds of apples and graph which ones the children like best
- Make applesauce, roast pumpkin seeds, make pumpkin bread
- Set up a farmer's market in dramatic play
- Tell the apple story (little red house with no windows or doors, a chimney on top with a star inside), then cut open the apple to see the star inside
- Week 5 – Migration (geese, ducks, butterflies)
  - Watch for migrating birds in the fall
  - Pretend to be geese migrating. The girls say “hink” while the boys say “honk”
  - Play “Migrate, Activate and Hibernate” trail game: As children hike, the leader holds up a picture of an animal. If that animal hibernates, the children all pretend to sleep. If the animal migrates, they pretend like they are birds flying away. If the animal is active all winter, the children just keep hiking.
  - Take a compass outside to find south. How do birds and other animals know in which direction to fly? Follow the compass south and have a little treat when you reach your destination.
  - Explain that birds migrate (move) in order to find food. Have children act this out. Set up plates at two ends of a large space. Put just a little “food” (such as raisins) on plates on the “north” side. They will need to go to the plates on the south side to find more food.
  - Divide the class into two groups: take two different routes to go “south” and meet at a pre-arranged destination. Compare the things each group did and saw along the way.
  - Keep track of birds seen outside on a chart. Which stay in the winter and which have migrated?
  - Play *Who Migrates*: Each child is a bird and draws a card to see what that bird eats (can research this in a bird field guide) – mosquitoes, worms, berries, fish in small ponds, squirrels, frogs, ants, mice snakes, insects under bark, caterpillars, etc. Each child decides whether the food their bird eats is available in the winter time and whether they need to migrate or eat.
  - Look at maps of bird migration routes.
  - Listen to a recording of migrating geese.
  - Compare ducks and geese to better understand their similarities and why they are part of the same family (animal classification)

Full Day Schedule

Unit 1 Week 1	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>Crybaby</i> 1 <sup>st</sup> read	<i>Peter's Chair</i> 1 <sup>st</sup> read	<i>Crybaby</i> 2 <sup>nd</sup> read	<i>Peter's Chair</i> 2 <sup>nd</sup> read	<i>Crybaby</i> 3 <sup>rd</sup> Read
Centers					
Intro to Centers	Paintings Inspired By <i>Crybaby</i>  Paper Collages	Exploring Letters  Building Block Towers	Writing My Name and Family Names  Caring for Babies	Building Homes  Printing with Objects	Books about Caring for Babies  Water Transfer
Art Studio	Paper Collages	Continue	Continue	Printing with Objects	Continue
Easel	Paintings Inspired by <i>Crybaby</i>	Continue	Continue	Continue	Continue
Writing and Drawing			Writing My Name and Family Names	Continue	Continue
Library & Listening	Books about Caring for Babies	Continue	Continue	Continue	Continue
Dramatization	Caring for Babies	Continue	Continue	Continue	Continue
Blocks		Building Block Towers	Continue	Building Homes	Continue

Discovery Table	Water Transfer Add dipping containers, bottles w/ various neck sizes	Continue	Add funnels (various sizes)	Continue	Continue Add bottles with different caps
Puzzles & Manipulatives		Exploring Letters	Continue	Continue	Continue
Technology	Blocks area: Educreations app to recreate Block Towers			Block area: Building Homes; using computational thinking	
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard directions				
Whole Group Lessons	LFOAI: Caring For Babies	Math: 10 Tiny Babies	LFOAI: Re-visit Caring for Babies	Problem Story (class discusses issues impacting classroom community) or Social Emotional Curriculum	Problem Story (class discusses issues impacting classroom community) or Social Emotional Curriculum

Small Groups	<p style="text-align: center;"><b>Group1 Literacy</b> Medium Support: Draw &amp; Label Family Pictures</p> <p style="text-align: center;"><b>Group 2 Math</b> Low Support: Introduction to Exploring Manipulatives</p> <p style="text-align: center;"><b>Group 3 Independent</b> Book Browsing or Activity of Choice</p>		<p style="text-align: center;"><b>Group1 Literacy</b> High Support: Storytelling with Pictures and Words</p> <p style="text-align: center;"><b>Group 2 Math</b> Low Support: Exploring Manipulatives</p> <p style="text-align: center;"><b>Group 3 Independent</b> Book Browsing or Activity of Choice</p>	
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Outdoor Learning	Refer to Nature Extensions for Individual Lesson plans	small groups: exploring manipulatives using nature items	small groups: use nature items collected to create family pictures
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Part Day Schedule

Unit 1 Week 1	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>Crybaby</i> 1 <sup>st</sup> read	<i>Peter's Chair</i> 1 <sup>st</sup> read	<i>Crybaby</i> 2 <sup>nd</sup> read	<i>Peter's Chair</i> 2 <sup>nd</sup> read	<i>Crybaby</i> 3 <sup>rd</sup> Read
Centers					
Intro to Centers	Paintings Inspired by <i>Crybaby</i>  Paper Collages	Exploring Letters  Building Block Towers	Writing My Name and Family Names  Caring for Babies	Building Homes  Printing with Objects	Books about Caring for Babies  Water Transfer
Art Studio	Paper Collages	Continue	Continue	Printing with Objects	Continue
Easel	Paintings Inspired by <i>Crybaby</i>	Continue	Continue	Continue	Continue
Writing and Drawing			Writing My Name and Family Names	Continue	Continue
Library & Listening	Books about Caring for Babies	Continue	Continue	Continue	Continue
Dramatization	Caring for Babies	Continue	Continue	Continue	Continue
Blocks		Building Block Towers	Continue	Building Homes	Continue
Discovery Table	Water Transfer Add small dipping containers, bottles	Continue	Add funnels	Continue	Add bottles with different caps

Puzzles & Manipulatives		Exploring Letters	Continue	Continue	Continue
Technology	Blocks area: Educreations app to recreate Block Towers			Block area: Building Homes; computational thinking	
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard directions				
Let's Find Out About It  Problem Stories	Caring for Babies	Problem Story (class discusses issues impacting classroom community) Or Social Emotional Curriculum of Choice	Revisit Caring for Babies	Problem Story (class discusses issues impacting classroom community) Or Social Emotional Curriculum of Choice	Problem Story (class discusses issues impacting classroom community) Or Social Emotional Curriculum of Choice
Math Whole Group  Small Groups  Story Telling/Acting	<b>Math Whole Group</b> 10 Tiny Babies	<b>Group 1 Literacy (choose 1)</b> High Support: Storytelling with Pictures and Words Medium Support: Draw & Label Family Pictures Medium Support: Letter Matching  <b>Group 2 Math (choose 1)</b> Low Support: Introduction to Exploring Manipulatives Low Support: Exploring Manipulatives  <b>Group 3 Independent</b> Book Browsing or Activity of Choice			<b>Story Telling/Acting</b> (refer to Storytelling/Story Acting Guide)
Outdoor Learning	Refer to Nature Extensions for Individual	small groups: exploring manipulatives using nature items  small groups: use nature items collected to create family pictures			

	Lessons plans	
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Unit 1

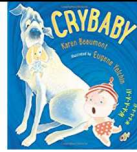


Week 1

## *Crybaby Read Aloud*

**Standards:**

*ELA.SL.CC.PS.1.a*  
*ELA.SL.CC.PS.1.b*  
*ELA.SL.CC.PS.2*  
*ELA.SL.CC.PS.3*



**Materials:**

- *Crybaby*, Karen Beaumont
- “Woolly” stuffed animal (optional)
- Vocabulary word picture cards

**Vocabulary:**

- **quiet:** making little or no noise.
- **tickled**
- **sleepy:** ready for sleep, to go to bed
- **woolly:** made of wool, fine soft curly or wavy hair forming the coat of a sheep
- **joy:** feeling happy
- **Hurried:** to go quickly or faster
- **Rush:** to move towards something quickly
- **Slurp:** eat or drink something with a loud sloppy sucking noise
- **retriever**

**Preparation:**

Set up materials.

**First Read:**

Children will:

- Listen to a story read aloud.
- Demonstrate increasing levels of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teachers will:

- Read with expression.
- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice. If none of those are possible, by inserting a short definition.
- Give comprehension asides: comment during the story about the main character’s emotional state, explain an illustration or a change in scene, or indicate what various characters do or do not know.
- Model analytical thinking when appropriate – e.g. “I’m thinking....”



"We have a new story to read today. The title of this book is *Crybaby*. The author of this story, the person who wrote the words is Karen Beaumont. The name of the person who illustrated the book-created the pictures is Eugene Yelchin.

On the cover of this book we see a dog named Roy and a baby. These are the main characters in the story. Baby wakes up in the middle of the night and begins to cry. She wakes the dog and everyone in the house. Let's read to find out who tries to help Baby stop crying and whether what they try works.

In a **quiet** house on a **quiet** street...

"**Quiet**...there is little or no noise at night.

"she woke Roy, the old retriever, when she cried

"Father **hurried** to the baby...Rush, rush!" He quickly moved to the baby."

"Brother **tickled** Baby's tummy..."

"Sister changed the baby's diaper..."

"Bark! Bark! No, Roy! Down, boy! Baby doesn't want that toy."

"Grandma tried to feed the baby...**Slurp, slurp!**

"Grandpa tried to burp the baby..."

"She woke the **sleepy** next-door neighbors when she cried. They came in their pajamas...Knock, knock!" The neighbors had been sleeping too. It is so late now! Look, they even had to use a flashlight!"

"The neighbors rocked the baby...Rock, rock!"

*Show cover, pointing to the title, author's and illustrator's names.*

*Introduce the main character and the story problem, using the illustrations on the cover.*

*State the story problem*

*Page 2: Lower your voice and read  
In a low, whisper, say to children*

*Page 3: Point to dog.*

*Page 6: point to Father.*

*Page 10: Pretend to tickle.*

*Point to the diaper and pinch your nose.*

*Page 12: Point to the sheep on Roy's head.*

*Page 14: Model slurping noise when reading  
Pretend to tap on a student's back*

*Page 17: Point to sleepy neighbors, read in a  
sleepy voice. Make a knocking motion with your  
hand.*

*Page 18: Model rocking back and forth.*

*Page 20: Point to Roy.*

“BARK! BARK! No, Roy! Down, boy! Baby doesn’t want that toy.” Take a look at Roy’s face. I think Roy is feeling sad. He keeps trying to help, but no one lets him give the **woolly** toy to Baby. I don’t think they believe a dog can help a Baby.”

“Look at what everyone is doing now! They’re all doing something different. It looks like they are trying different tricks to help Baby go back to sleep. Look! Someone is pulling a rabbit out of a hat, doing hula hoop tricks, balancing a chair on his nose, juggling balls, making music, and blowing bubbles... Look at Baby’s face. It looks like she stopped crying now. I think she looks surprised by all the tricks they are doing. Maybe she thinks they are all silly for trying these tricks.”

“Still that old **retriever**--a dog who brings things to people-- wouldn’t leave her side. No, Roy! Down, boy!” Look at Roy’s face now. He looks happy as he gives Baby her sheep.”

“Baby reaches for her toy, a white and **woolly** little sheep. The sheep has fine soft curly or wavy hair.”

“Baby smiles, then falls asleep. Baby finally has her woolly sheep. She just needed her sheep to go back to sleep!”

“Quiet Baby...what a **joy!** She is falling asleep. Her eyes are closed. Everyone is tiptoeing away.” “What a **joy!** They are feeling happy that Baby has stopped crying.”

“Good boy, Roy!” Now everyone is going back to sleep, even Roy! I think everyone is relieved that

### *Comprehension Aside*

*Page 21 and 22: Point to each picture and name what is happening.*

*Page 22: Point to the Baby in the bubble. Comprehension aside*

*Page 23: Point to the dog.*

*Comprehension aside*

*Page 24: Point to the woolly sheep.*

*Page 25: Point to baby in her crib.*

*Page 26: Read very quietly, model a joyful face and tiptoeing.*

Baby is no longer crying and is finally back to sleep. It is quiet again!"

**Discussion Questions(s):**

- Why do you think Baby stopped crying when Roy gave her the white and woolly little sheep?
- Some children have favorite toys they like to sleep with. What are some toys you think children would sleep with? Why do some children like to sleep with toys?

**Second Read**

Children will:

- Listen again to the story read aloud.
- Demonstrate increased level of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teacher will:

- Continue to define the vocabulary words from Story Reading 1 and include additional vocabulary. Include words that may need more verbal definitions.
- Explain feelings or thoughts of secondary characters.
- Deepen the comprehension of primary characters, story problem, etc.
- Model analytical thinking.

"We read this book before, and I know you remember the title is...*Crybaby*. We remember Baby is crying very loudly in her crib. Her family members are trying different things to figure out how to comfort her- to quiet her so she can go back to sleep. Let's read the story once more."

"Mother and Father **hurried** to the baby. "Rush, rush!" Mother and Father want to take care of Baby. When Baby cries, they quickly go to Baby to help her to find out what she needs."

"Here Roy tries to give Baby the toy sheep. Mother and father don't think that Baby wants the sheep from the dog."

*Show cover, pointing to the title as children read title.*

*Re-orient children to the book page 13-14*

*Page 6*

*Page 8*

“Look at the faces of the family members on these pages. They have all been trying to help Baby. I see frowns on their faces. I think they are feeling pretty sad that Baby isn’t happy with what they are doing for her. It looks like they are wondering--thinking about what else to try.”

*Page 13 and 14*

“There are no words on this page, but everyone is trying a different thing to try and quiet Baby. Look at the tricks again...hula hoops, pulling a rabbit out of a hat, juggling balls, blowing bubbles, and playing music with maracas.... Baby isn’t crying in this picture, but maybe she is wondering what they are doing.”

*Page 21-22*

“Still that old **retriever** wouldn’t leave her side. A **retriever** is a dog that gets things for people. Roy gave Baby her sheep and I think he is happy that he could help her.”

*Page 23*

“Finally, Roy gives Baby her white and woolly little sheep. Baby stopped crying and falls back asleep, just as the sun is rising.”

*Page 24 and 25*

“Quiet Baby...what a joy!” Everyone is happy that Baby stopped crying. They can all go back to sleep too.”

*Page 26*

### ***Discussion Questions(s):***

- Why were Baby’s family and neighbors not able to quiet Baby, but Roy was?
- How do you think all the people were feeling in the story when they couldn’t quiet Baby? Why?

After the questions, summarize children’s responses: When Baby cries, everyone tried to help stop her tears. Her family may have felt worried, frustrated, or sad because she wouldn’t stop crying. They want to take care of her. Finally, Roy gives her the woolly little sheep and she stops crying. She wanted her sheep and goes to sleep. Everyone is happy and relieved that Baby stops crying. Everyone goes back to bed.

### ***Third Read:***

Children will:

- Reconstruct parts of the story with the teacher
- practice saying and using story-related vocabulary words
- recall main events and characters in the story when prompted

Teacher will:

- Jointly reconstruct the story with children.
- Expand, clarify or add more information to children’s response.
- Address misunderstandings.
- Define words as necessary.
- Deepen comprehension asides.
- Model analytical thinking.

<p>“We have read this book twice and today we are going to talk about and tell the story together.” We’ll do motions for each time someone tries to help and when Baby cries.”</p>	<p><i>Underline and read the title</i></p> <p><i>Use phrases such as “We remember....”or “What is happening here?” as you point to the action on the pages.</i></p> <p><i>Your comments will be mostly in response to what children say</i></p>
<p>“We remember what happened here...</p>	<p><i>Begin reconstruction by reading pages 2-4 to the children.</i></p>
<p>What’s happening here?</p>	<p><i>Pages 5 and 6</i> <i>As students tell what Father and Mother do, make the following motions: pump arms for “Rush, rush!” “finger to lips for “Hush, hush!”</i></p>
<p>“We remember what happens here with Roy!”</p>	<p><i>Pages 7-22</i></p> <p><i>Page 24-28</i> <i>Read these pages slowly to keep the flow of the</i></p>

story.

***Discussion Questions(s):***

- Everybody tried to get Baby to stop crying. Why didn't they just let her cry?
- What are other reasons a baby might cry? (hunger, pain, fear, boredom, messy diaper, too cold/hot, teething, missing someone?)

***Fourth Read:***

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children, or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

***Discussion Questions(s):***

- If you had been Baby's big brother or sister, what would you have tried to get her to stop crying? What other things might you try?

<b>Suggested Transition Activity</b> <b>First Reading of Crybaby</b>	<b>Literacy/Language Skills Supported</b>
<p>Say: "Today, I'm going to dismiss you by colors in your clothing. I'm going to find colors in our storybook, Crybaby"</p> <p>"If you are wearing something that is blue like the front cover you may ..." (whatever the transition is)</p> <p>"If you are wearing something that has red like Baby's diaper (point to), you may ....."</p> <p>"If you are wearing something green like father's pajamas (point to), you may ....."</p> <p>"If you are wearing something black like Roy's fur... (point to)"</p> <p>"If you are wearing something blue like Grandma's pajamas..." (point to)</p> <p>"</p>	<p><b><u>Direct</u></b></p> <ul style="list-style-type: none"> <li>-vocabulary support (clothing item names)</li> <li>-literacy terms support (letters, words, write)</li> <li>-category labels (clothing, colors)</li> </ul> <p><b><u>Indirect</u></b></p> <ul style="list-style-type: none"> <li>-exposure to other vocabulary through teacher use (e.g., dismiss, wearing, get ready, etc.)</li> <li>-repeated exposure to well-formed sentence ("If you are wearing...." )</li> </ul>

<b>Suggested Transition Activity</b> <b>Second Reading of Crybaby</b>	<b>Literacy/Language Skills Supported</b>
<p>Say: "I'm going to dismiss you by the first letter in your name. I'm going to find names of things in our storybook that start with the same letters as your names. Here's the first one. If your name starts with B like Baby" (hold up letter and point to picture of Baby in the book),  like Louise and lullaby, L  S like sister,  G like grandpa,  R like Roy,</p> <p>Provide additional letters, each one the first in a book word, to accommodate the names of all children in the class (e.g., H like harmonica, T like tears, etc.), to give each child a turn. Keep the children's nametags handy for use when a child does not respond to the letter in his/her first name like father.</p> <p>NOTE: If children do not identify the letter, show their name tag, repeating the name of the letter, and dismiss them.</p>	<p><b>Direct:</b>  letter ID  vocabulary exposure</p> <p><b>Indirect:</b>  -repeated exposure to well-formed sentences  -letter-sound connections, over time, as children engage in this activity AND the first sound in first name activity, and begin to link their name's first letter to their names first sound</p>

<b>Suggested Transition Activity</b> <b>Third Reading of Crybaby</b>	<b>Literacy/Language Skills Supported</b>
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See instructional guidance above. This transition is identical in approach. It differs in the specific content (words/storybook link).

Say: I'm going to dismiss you by the first letter in your name. I'm going to find names of things in our storybook that start with the same letters as your names.

NOTE: Keep the children's name tags handy for use when a child does not respond to the letter in his/her first name. . If children do not identify the letter, show their name tag, repeating the name of the letter, and dismiss them.

Simplify by just using the SWPL "If your name starts with (letter name), you may get ready...."

**Direct:**

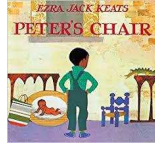
letter ID  
vocabulary exposure

**Indirect:**

-repeated exposure to well-formed sentences  
-letter-sound connections, over time, as children engage in this activity AND the first sound in first name activity, and begin to link their name's first letter to their names first sound

Suggested Transition Activity Fourth Reading of Crybaby	Literacy/Language Skills Supported
<p>Tell children that you are going to dismiss them today by naming clothing items. "If you are wearing long sleeves like mother and father (point to), you may...." "If you are wearing short sleeves like sister (point to), you may..." "If you are wearing anything with pockets, like this neighbor (point to), you may..... "</p> <p>As children respond, name items and repeat names of features designated (e.g., "Yes, Amina, your shirt has long sleeves.").</p>	<p><b><u>Direct</u></b> -vocabulary support (clothing feature names; clothing item names) -category names (clothing)</p> <p><b><u>Indirect</u></b> -exposure to other vocabulary through teacher use (e.g., dismiss, today, wearing) -repeated exposure to well-formed sentences</p>

<p>Unit 1</p>  <p>Week 1</p>	<p><i><b>Peter's Chair Read Aloud</b></i></p>	<p><b>Standards:</b>          ELA.SL.CC.PS.1.a          ELA.SL.CC.PS.1.b          ELA.SL.CC.PS.2          ELA.SL.CC.PS.3</p>
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<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● <i>Peter's Chair</i>, Ezra Jack Keats</li> <li>● Vocabulary word picture cards</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● <b>cradle:</b> a small bed for a baby that rocks</li> <li>● <b>crib:</b> a small bed with high sides to keep a bay from falling out.</li> <li>● <b>crocodile</b></li> <li>● <b>stretch:</b> reach</li> <li>● <b>fuss</b></li> <li>● <b>mutter</b></li> <li>● <b>signs:</b> clues</li> <li>● <b>high chair:</b> a chair for a baby to sit in for eating</li> </ul>	<ul style="list-style-type: none"> <li>● <b>rascal:</b> a person who plays tricks on someone</li> <li>● <b>dog biscuit:</b> dog cookie</li> </ul>
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**Preparation:** Set up materials.

**First Read:**

Children will:

- Listen to a story read aloud.
- Demonstrate increasing levels of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teachers will:

- Read with expression.
- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice. If none of those are possible, by inserting a short definition.
- Give comprehension asides: comment during the story about the main character's emotional state, explain an illustration or a change in scene, or indicate what various characters do or do not know.

- Model analytical thinking when appropriate – e.g. “I’m thinking....”

“The title of this book is *Peter’s Chair*. The author, the person who wrote the story, is Ezra Jack Keats. He is also the illustrator, the person who drew the pictures.”

“On the cover of this book we see a boy named Peter. Peter lives with his mother, father, and baby sister. He also has a dog, named Willie.”

“In this story Peter discovers that the furniture he used when he was a baby is painted pink for his new baby sister. This upsets Peter and he decides to run away with his old chair, so his father can’t paint that too. Let’s read the story and find out what happens to Peter and his chair.”

“Peter stretched as high as he could...”

‘Look at Peter’s face; he looks upset.’

“His mother was **fussing** around the **cradle**.”

“Would you like to help paint sister’s **high chair**?”

“He saw his **crib** and **muttered**...”  
 “My crib. It’s painted pink too.”,

“Peter filled a shopping bag with cookies and **dog biscuits** – dog cookies.”

“Peter is upset because they painted his **cradle**, his **high chair** and his **crib**. He decides to run away with his blue chair, so they can’t paint that too.”

“Soon his mother saw **signs** that Peter was home.”  
 “That **rascal** is hiding behind the curtain.”

*Point to the title and underline each word with your finger.*

*Introduce the main characters*

*State the story problem.*

*Page 2: model stretching*

*Point at Peter’s face.*

*Page 6: make “fussing” motions  
 point to cradle*

*Page 8: point to high chair*

*Page 10: point to crib  
 speak in a low and irritated voice*

*Page 14*

*Page 22*

*Page 22: point to bag, crocodile  
 point to shoes*

“Peter looks happy because he tricked his mother. What a **rascal!**”

*Page 24*

“Peter changed his mind. He was no longer upset that they painted his furniture since he was too big for it anyway. Peter even offered to help his father to paint his blue chair pink for his sister.”

*Page 27*

**Discussion Question(s):**

- Why do you think Peter was upset when he saw that his baby furniture was painted pink?
- Why did Peter’s father let Peter help him paint the furniture?
- Peter seemed surprised that his baby furniture was painted. Do you think that Peter’s parents told him about their plan to paint the furniture pink ahead of time? Why do you think that?
- What things did you use when you were a baby but no longer use? Why?

**Second Read**

Children will:

- Listen again to the story read aloud.
- Demonstrate increased level of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teacher will:

- Continue to define the vocabulary words from Story Reading 1 and include additional vocabulary. Include words that may need more verbal definitions.
- Explain feelings or thoughts of secondary characters.
- Deepen the comprehension of primary characters, story problem, etc.
- Model analytical thinking.

“We have read this book yesterday (or last week or a few days ago) and I know you remember the title.....”

*Hold up the book, show the cover.*

*Take the responses and read and underline the title again.*

“We remember that Peter was upset that his parents had painted all of his furniture pink. Here he is running away with his blue chair, so his father couldn’t paint the chair pink too. Let’s read the story again.”

*Re-orient children to the book: Pages 10-11*

“Peter **stretched**, reached, as high as he could.”

*Page 1*

“Peter’s mother didn’t see that it was Willie, not Peter, who knocked down the building, so she told Peter to play more quietly. I think Peter might be thinking that it isn’t fair that he gets blamed for making loud noises that could wake up the baby. Look at his face.”

*Page 4*

“His mother was fussing around the **cradle**-- this small bed for a baby that rocks.”

*Page 5*

“I see a smile on Peter’s father’s face, so I don’t think that he knows that Peter is upset that he is painting Peter’s baby furniture pink. He probably thought that Peter was too big to use the high chair any longer. Instead of buying new furniture, he decided to paint it pink to make it look like new for his baby girl.”

*Page 7*

“Willie doesn’t understand why Peter is upset but he knows that Peter isn’t happy. Willie is licking Peter’s face to try to make him feel better.”

*Page 13*

“He **arranged**--placed-- his things very nicely and decided to sit in his chair for a while.”

*Page 18*

“I think that Peter’s mother is happy that Peter didn’t run far away. She must know that Peter is upset because she prepared him something special for lunch.”

*Page 21*

“Peter’s mom thinks that Peter is hiding behind the curtain. She thinks he is a **rascal**-- someone that plays tricks on people.”

*Page 22*

**Discussion Question(s):**

- Why do you think that Peter took the picture of him when he was a baby when he ran away?
- Why do you think that Peter wanted to bring Willie when he decided to run away?
- How do you think that Peter felt about having a baby sister? Why do you think that?
- How did Peter’s mother feel about him being a ‘rascal’? How do you know?

**Third Read:**

Children will:

- Reconstruct parts of the story with the teacher
- practice saying and using story-related vocabulary words
- recall main events and characters in the story when prompted

Teacher will:

- Jointly reconstruct the story with children.
- Expand, clarify or add more information to children’s response.
- Address misunderstandings.
- Define words as necessary.
- Deepen comprehension asides.
- Model analytical thinking.

“We have read this book twice and today we are going to talk about and tell the story together.”

*Hold up the book and show the cover*

*Underline and read the title*

*Use phrases such as “We remember....” or “What is happening here?” as you point to the action on the pages.*

*Your comments will be mostly in response to what children say*

*Page 1 Read the page*

*Pages 3 - 4*

*Pages 5 – 6*

*Pages 7 – 8*

*Pages 9 – 10 Ask before turning the page*

“What is happening here?”

“Why does Peter’s mom want him to play quietly?”

“We remember.....”

“What is Peter thinking?”

<p>“What did Peter decide to do next?”</p>	<p><i>Pages 11 – 12</i></p>
<p>“What is happening here?”</p>	<p><i>Pages 13 – 14</i></p>
<p>“Why did Peter decide to fill a shopping bag with cookies and dog biscuits?”</p>	<p><i>Pages 15 – 16</i></p>
<p>“What was Peter thinking here?”</p>	<p><i>Page 24</i></p>
<p>“Why did Peter decide to help his father paint the chair pink?”</p>	

**Discussion Question(s):**

- What could Peter have done instead of running away when he was upset about the pink furniture?
- The baby in *Crybaby* and Peter both had a pet dog at home that made them feel better. Do you remember how?

**Fourth Read:**

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

**Story Transitions:**

<b>Suggested Transition Activity</b> <b>First Reading of Peter’s Chair</b>	<b>Literacy/Language Skills Supported</b>
<p>Say: “I’m going to dismiss you by the first letter in your name. I’m going to find names of things in our storybook that start with the same letters as your names.”</p> <p>“If your name begins with <b>P</b> like Peter (point to picture of Peter in book), you may get ready for . . .”</p> <p>“If your name begins with <b>B</b> like bone (point to the bone in book), you may . . .”</p> <p>“<b>S</b> like sidewalk” (point to sidewalk in book), etc.</p> <p>Use as many book words as needed to accommodate the first letters in all of the children’s names.</p> <p><b>NOTE: Keep the children’s name tags handy for use when a child does not respond to the letter in his/her first name.</b> If children do not identify the letter, show their name tag, repeating the name of the letter, and dismiss them. (At this early point in the year, many children are likely to need nametag support.)</p> <p>Simplify by just using the SWPL “If your name starts with (letter name), you may get ready....”</p>	<p><b>Direct</b></p> <ul style="list-style-type: none"><li>-letter ID</li><li>-vocabulary support</li></ul> <p><b>Indirect</b></p> <ul style="list-style-type: none"><li>-repeated exposure to well-formed sentence (“If your name begins with.....like....”)</li><li>-letter-sound connections, over time, as children engage in this activity AND the first sound in first name activity, and begin to link their name’s first letter to their names first sound.</li></ul>



<b>Suggested Transition Activity</b> <b>Second Reading of Peter’s Chair</b>	<b>Literacy/Language Skills Supported</b>
<p>See instructional guidance above for p. 21. This transition is identical in approach. It differs in the specific content (words/ storybook link).</p> <p>Say: “Today, I’m going to dismiss you by colors in your clothing. I’m going to find colors in our storybook, Peter’s Chair.”</p> <p>“If you are wearing something that is pink or has pink like Susie’s crib or high chair (point to), you may get ready . . . .”</p> <p>“If you are wearing something that is blue like Peter’s blue chair (point to), you may . . . .”</p> <p>“If you are wearing black like the color of Willie (point to), you may . . .”</p> <p>“If you are wearing green like Peter’s shirt (point to), you may...”</p>	<p><u>Direct</u></p> <ul style="list-style-type: none"> <li>-vocabulary support (clothing item names)</li> <li>-literacy terms support (letters, words, write)</li> <li>-category labels (clothing, colors)</li> </ul> <p><u>Indirect</u></p> <ul style="list-style-type: none"> <li>-exposure to other vocabulary through teacher use (e.g., dismiss, wearing, get ready, etc.)</li> <li>-repeated exposure to well-formed sentence (“If you are wearing....”)</li> </ul>

<b>Suggested Transition Activity</b> <b>Third Reading of Peter’s Chair</b>	<b>Literacy/Language Skills Supported</b>
<p>See instructional guidance above for p. 64. This transition is identical in approach. It differs in some of the specific content (words/ storybook).</p> <p>Tell children that you are going to dismiss them today by naming clothing items</p> <p>“If you are wearing long sleeves (point), like Peter, you may . . . .”</p> <p>“If you are wearing overalls, like Peter and his father (point), you may . . . .”</p> <p>“If you are wearing a dress, like Peter’s Mother, (point), you may . . . .”</p> <p>“If you are wearing sneakers, like Peter (point), you may . . . .”</p>	<p><u>Direct</u></p> <ul style="list-style-type: none"> <li>-vocabulary support (clothing feature names; clothing item names)</li> <li>- category names (clothing)</li> </ul> <p><u>Indirect</u></p> <ul style="list-style-type: none"> <li>- exposure to other vocabulary through teacher use (e.g., today, dismiss, wearing)</li> <li>-repeated exposure to well-formed sentences</li> </ul>

<b>Suggested Transition Activity</b> <b>Fourth Reading of Peter’s Chair</b>	<b>Literacy/Language Skills Supported</b>
<p>Dismiss children by first letter of their first name, or if there is a fourth reading of Peter’s Chair, use the following</p> <p>Say: “I’m going to dismiss you by the first letter in your name. I’m going to find names of things in our storybook that start with the same letters as your names.”</p> <p>“If your name begins with <b>P</b> like Peter (point to picture of Peter in book),  <b>B</b> like bone (point to the bone in book),  <b>S</b> like sidewalk (point to sidewalk in book),  <b>C</b> like cradle, etc.</p> <p>Use as many book words as needed to accommodate the first letters in all of the children’s names.</p> <p><b>NOTE: Use children’s nametags to provide instructional support for children who need it.</b> If children do not identify the letter, show their name tag, repeating the name of the letter, and dismiss them</p> <p><b>Simplify by just using the SWPL “If your name starts with (letter name), you may get ready....”</b></p>	<p><b>Direct</b></p> <ul style="list-style-type: none"> <li>-letter ID</li> <li>-vocabulary support</li> </ul> <p><b>Indirect</b></p> <ul style="list-style-type: none"> <li>-repeated exposure to well-formed sentence (“If your name begins with.....like....”)</li> <li>-letter-sound connections, over time, as children engage in this activity AND the first sound in first name activity, and begin to link their name’s first letter to their names first sound</li> </ul>

Unit 1



Week 1

## Paintings inspired by Cry Baby

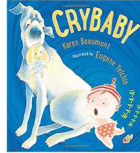
Art Studio



Standards:

ATL.IC.PS.1

ATL.IC.PS.2



### Materials:

- *Cry Baby*
- brushes of different lengths & widths
- paint
- q-tips
- sponges
- containers for water

### Vocabulary:

- **illustrate(-or)**: A picture/person who creates pictures
- **author**: a person who writes a story
- **depict**: show in a picture or painting
- **inspiration**: to encourage somebody to do something
- **create**: to make

### Preparation:

Set up materials.

### Intro to Centers:

“The **illustrations** in *Cry Baby* were **created** by Eugene Yelchin. What do you notice?”

“On this page the author, Karen Beaumont, wrote that ‘a not so quiet baby cried’. The **illustrator**, Eugene Yelchin, **depicted** this by drawing the birds being **startled** or scared off of the wire they perched on.

“On this page Karen Beaumont wrote “she woke her mother and her father when she cried. How did Eugene Yelchin **depict** this in his illustration?”

“Today in the art studio you can **create** paintings **inspired** by *Cry Baby*. We have \_\_\_\_\_[colors]

*Show cover page and a few chosen pages from book.*

*Children respond.*

*Show illustration.*

*Show illustrations.*

*Children respond.*

paint, thick brushes, thin brush, Q-tips, and tools to help clean the paint off your brushes.”

“Maybe you want to paint the baby or the dog from our story, or you can create a picture of something else you are thinking of.

*Show materials as labeling them.*

*Model proper use of brushes, q-tips, sponges and water cups for rinsing.*

*Model different brush strokes while labeling actions.*

***During Centers:***

Encourage children to experiment with different brush strokes and different materials. Encourage children to notice and describe shapes, colors and lines in their paintings.

***Guiding Questions during Centers:***

- How are the colors you are painting with similar to or different from the colors Eugene Yelchin used in *Cry Baby*?
- Why is it helpful for illustrations to match the words in a book?
- How can illustrations depict ideas?
- Which illustrations in *Cry Baby* inspired your painting?

***Thinking and Feedback:***

Invite children to share their processes. Encourage children to describe any challenges they encountered and any discoveries they made.

***Documentation:***

Collect samples of children’s work as well as photographs and/or videos of their process; you might use the video to launch a discussion of the painting techniques during Thinking and Feedback.

***Provocation:***

In following weeks, add other books to the Art Studio for inspiration.

Use children’s paintings to reconstruct and/or sequence a story.



# Printing With Objects

Art  
Studio
**Standards:**

 ATL.IC.PS.1  
 ATL.IC.PS.2  
 ATL.IC.PS.3  
 ATL.IC.PS.5  
 ATL.IC.PS.6

**Material:**

- *Peter's Chair*
- tempera paint
- paper
- sponges or paper towels (for ink pads)
- trays
- objects for printing: natural and recycled materials
- smocks
- images of prints (see Resources)

**Vocabulary:**

- print: make letters, words, or pictures on paper or fabric
- press: push with your fingers or hand
- inkpad
- design: plan
- create: make
- technique: a way to do something

**Preparation:** Set up materials.

**Intro to Centers:**

"Ezra Jack Keats used two **techniques**--ways to do something--to **create** the illustrations for *Peter's Chair*. He used collage and he also used **printing**--placing an object on an **inkpad** and then **pressing** the object on paper. What do you notice?"

"Why do you think he used two different **techniques** for his illustrations?"

"Here are images of **prints** created by artists. How are these prints similar to or different from the illustrations in *Peter's Chair*?"

"Today in the Art Studio, you can experiment with these materials to create your own **prints**."

*Show illustrations. Children respond.*

*Children respond.*

*Show images. Children respond.*

*Show materials. Model.*

**During Centers:**

Encourage children to create different designs by changing the orientation of the object. Support children with fine motor challenges to press objects onto paper. Encourage children to add prints to their paper collages. Encourage children to use their prints as settings/scenery in Dramatization and Blocks.

**Guiding Questions during Centers:**

- How is printing similar to or different from painting?
- How is your printing (on collage) similar to or different from Ezra Jack Keats' illustrations in *Peter's Chair*?
- How can you mix colors using the printing technique?
- How is your print similar to or different from your friends'?

**Thinking & Feedback:** Invite children to share their processes. Encourage children to describe any challenges they encountered.

**Documentation:** Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

**Provocation:**

Invite children to use the printing technique to create letters and words.

Encourage children to find other materials in the classroom and outside for printing. Encourage children to predict what kind of print an object will create.







## Paper Collages



Art  
Studio

### Standards:

ATL.IC.PS.1  
ATL.IC.PS.2  
ATL.IC.PS.3  
ATL.IC.PS.5  
ATL.IC.PS.6

### Materials:

- *Peter's Chair*
- variety of paper (tissue, coffee filters, construction, wrapping, etc.)
- scissors
- variety of adhesives
- glue brushes or Q-tips
- small containers
- images of collages (see Resources)

### Vocabulary:

- collage: art made by attaching materials to a flat surface
- create: make
- technique: a way to do something
- adhere: stick together
- three-dimensional

**Preparation:** Set up materials.

### Intro to Centers:

"In *Peter's Chair*, Ezra Jack Keats used **collage**--art made by **adhering**--sticking-- materials to a flat surface, as a **technique**--a way to do something-- for his illustrations. What do you notice?"

"Here are images of **collages** made by artists. What do you notice?"

"How are these **collages** similar to or different from the **collages** in *Peter's Chair*?"

"Today in the Art Studio, you can **create collages** with these materials. First, cut or rip paper, then use glue to **adhere** them to larger piece of paper."

*Show illustrations.  
Children respond.*

*Show images. Children respond.*

*Children respond.*

*Show materials. Model.*



### **During Centers:**

Encourage children to experiment with and describe the different kinds of paper, i.e., “This paper is shiny and slick.” Encourage children to notice shapes in their own and their friends’ collages. Encourage children to describe shape attributes using language learned in Building Blocks, i.e., “How do you know that is a triangle? (Three straight sides, three angles.)”

### **Guiding Questions during Centers:**

- How are the collage illustrations in *Peter’s Chair* the same as or different from the illustrations of in *Crybaby*?
- How is creating a collage the same as or different from painting?
- Why are some kinds of paper easier/more difficult to adhere to your collage?
- How can you adhere these strips to make your art work three-dimensional, stand out from the paper?

**Thinking & Feedback:** Invite children to share their processes. Encourage children to describe any challenges they encountered or any discoveries they made.

**Documentation:** Collect samples of the children’s work as well as photographs and/or video of their process. You might use the video to launch a discussion about this new technique during Thinking and Feedback.

### **Provocation:**

Invite children to add natural and/or recycled materials to their collages.

Invite children to use paint or watercolors in combination with the collage technique.

Add *I Spy* series of books to Library & Listening. Compare and contrast illustrations to collages.



“Tree and Houses” by Karla Gerard



Collages by Robin Brooks



"River"



"Androscoggin River"



“Friendship Maine” by Paula Ragsdale



## Building Block Towers



Blocks

**Standards:**

ATL.IC.PS.1 -

ATL.IC.PS.6



### Materials:

- *Peter's Chair*
- various blocks, i.e., unit, Kapla, foam
- cardboard boxes (small to medium sized)
- plastic milk crates
- flat surfaces for children to build on
- images of towers and tall buildings (see Resources)
- image from *Peter's Chair* of the tower he built
- clipboard
- paper
- writing utensils

### Vocabulary:

- tower: a tall, narrow building or structure
- structure: something built that stands up by itself
- building: a structure with a roof and walls
- construct: make something
- base: the bottom of something
- foundation: a structure that supports a building from underneath
- stack: put one thing on top of another
- positional words, i.e., next to, on top
- under: below, beneath
- plan
- stable: not easy to move
- sturdy: strong
- topple: fall over

**Preparation:** Set up materials.

### Intro to Centers:

"In *Peter's Chair*, Peter **constructed**--he built--a tower of blocks. He worked carefully to keep it from **toppling**--falling-over. What do you notice?"

"Today in Blocks, you can use different kinds of blocks to **construct** towers like Peter did."

"Sometimes when people build **structures**,--towers or buildings--they create a **plan** first. One way to make a **plan** is to draw a picture of what you want to build."

"Now I have a plan for a tower. I can look at it when I build my tower."

*Show illustration.*

*Children respond.*

*Model drawing a plan, using positional and shape words, i.e., "I want to put a triangle block on top of a square block, and I want to put a short rectangular block under a long rectangle block."*

"I want my tower to be **stable**--not fall over easily. I need a strong **base**, or **foundation**--the **bottom** of the tower."

"**Stack** blocks--put them on top of each other and on the **base** to build a tower, just like Peter in *Peter's Chair*."

"Experiment with making your tower **sturdy**--not easily knocked down. What happened to Peter's tower when Willie ran into it?"

*Construct a small block tower and point to the base.*

*Model. Show illustration.*

*Children respond.*

### ***During Centers:***

Encourage children to refer to images of towers and buildings for inspiration. Encourage children to make and follow a plan.

Encourage children to observe how their friends are building, and point out that there are many different ways to build towers. Encourage children to collaborate.

Encourage children to draw and label pictures of the towers.

Support children in navigating building space appropriately to minimize knocking over each other's structures.

### ***Guiding Questions during Centers:***

- What shapes do you notice in Peter's/your/your friends' tower?
- How can you keep your tower stable as you build it higher?
- How is building a tower with colored foam blocks different from building a tower with wooden unit blocks? Why?
- How does having a plan help you construct your tower?
- If someone wanted to construct a tower like yours, how would you tell them to build it?

***Thinking & Feedback:*** Invite children to share their processes. Encourage children to describe any challenges they might have encountered.

***Documentation:*** Display photographs and children's plans of their block towers for reference and inspiration. Use documentation and observation to assess children's understanding of geometry and positional words.

### ***Provocation:***

Encourage children to look for towers in their school and home neighborhoods. Encourage children to look for towers in fiction and non-fiction books.

Challenge children to stack, balance, and make sturdy other structures made from other materials, i.e., plastic cups, natural and recycled materials, etc.

# PETER'S CHAIR





Portland Observatory



Eastern Promenade Portland





Portland Head Light



Church in Augusta

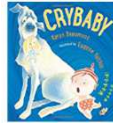


# Building Homes



Blocks

**Standards:**

 ATL.IC.PS.1 -6  
 ATL.RPS.PS.1-8  
 ATL.EP.PS.1-5

**Materials:**
**Week 1:**

- *Peter's Chair*
- *Crybaby*
- Unit Blocks
- Variety of blocks like small wooden blocks/ inch cubes
- natural and recycled materials

**Week 2: Add:**

- *Sometimes I'm Bombaloo*
- images of characters and settings from *Crybaby*, *Peter's Chair*, and/or *Sometimes I'm Bombaloo* mounted on blocks or with binder clips

**Vocabulary:**

- structure
- building: a structure with a roof and walls
- construct: make something
- stack: put one thing on top of another
- positional words, i.e., next to, on top
- under: below, beneath
- plan
- home: the place where a person lives
- family names, i.e., mom, aunt, cousin, etc.
- neighbor: a person who lives near you
- neighborhood: a place where people live

**Preparation:** Set up materials.

**Intro to Centers:**
**Week 1:**

"In *Crybaby* and *Peter's Chair*, Baby, Peter, and their families lived in **homes**. What do you notice?"

"Peter's **home** had a bedroom."

"Today in Blocks you can build **homes** with these materials. You can **stack** them to build your **structure**. Put them next to, on top, or under each other."

"Make a **plan** before you **construct** your **building**."

"You could build a **home** with a bedroom like Peter's or a home with a living room to gather in like Louise's."

*Show illustrations.*

*Children respond.*

*Show illustration.*

*Show materials. Model building.*

**Week 2:**

“In *Sometimes I’m Bombaloo* Katie Honors also lived in a home like Peter and Baby. What do you notice?”

“You have been **constructing** homes in Blocks. Today you can add the families of Peter, Baby, and Katie to your **homes.**”

“In *Crybaby*, Why did Baby’s **neighbors**--people who lived near them--come to their **home**?”

“All your **homes** put together can make a **neighborhood**--a place where people live.”

*Show illustrations.*

*Show documentation of children’s work.*  
*Show materials.*

*Show illustration.*

**During Centers:** Encourage children to collaborate on building their homes, i.e., one child draws the plan, another child builds using the plan. Encourage children to use strategies they learned from building stable block towers to build stable structures. Encourage children to draw and label their structures.

**Guiding Questions during Centers:**

- Why did you choose these materials for your home?
- How is the home you are building similar to or different from the one you live in/from your friend’s?
- How are your neighbors similar to or different from Baby’s neighbors in *Crybaby*?
- How could you make your home hold more or fewer neighbors than your friend’s home?

**Thinking & Feedback:** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

**Documentation:** Collect samples of the children’s work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

**Provocation:**

Walk around the neighborhood and encourage children to notice the buildings. Take photographs to use as inspiration.

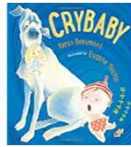


## Books About Caring for Babies



### Standards:

ELA.SL.CC.PS.1.a  
 ELA.SL.CC.PS.1.b  
 ELA.SL.CC.PS.2  
 ELA.SL.CC.PS.3  
 ELA.SL.PKI.PS.1  
 ELA.SL.PKI.PS.2  
 ELA.SL.PKI.PS.3



### Materials:

- *Crybaby*
- *Peter's Chair*
- books about caring for babies (include wordless books, board books, books on CD/ tape, books reflecting the diversity of families/ cultures of children)
- 'We Take Care of Our Books' and '3 Ways to Read Books' visuals (see Resources)

### Vocabulary:

- **baby:** a very young child
- **family names,** i.e., sibling, parent, cousin, etc.
- **research:** find information about
- **family:** a group of people who care for and support each other

### Preparation:

Set up materials..

### Intro to Centers:

"In *Crybaby*, we read about the people in Baby's **family**. We learned that she had a **mother, father, grandma, grandpa,** and **brother and sister**. In *Peter's Chair* we learned that Peter had a **mother** and **father**, and he was going to have a **baby sister**. How are Peter's **family** and Baby's **family** the same or different?"

"Today, in Library and Listening, you can **research**--find information about-- how other families care for **babies**. What do you notice?"

"How are these books similar to or different from *Crybaby* and *Peter's Chair*?"

*Show illustrations. Children respond.*

*Show books. Children respond.*

*Show non-fiction books with photographs. Guide children to notice contrasting features, i.e., photographs vs. illustrations. Children respond.*



## Writing My Name and Family Names



**Standards:**  
ELA.SL.CC.PS.1  
ELA.SL.CC.PS.1.b



### **Enduring Understanding(s):**

Family members have names for each other.

### **Essential Question(s):**

How do you most effectively communicate your thoughts, feelings, and traditions?

### **Materials:**

- *Peter's Chair*
- writing utensils
- paper
- children's names cards
- family name word cards
- metal binder rings
- thera-putty or playdough
- squeeze balls

### **Vocabulary:**

- letter
- name
- write
- family member names, i.e., sibling, parent, cousin, etc.

**Preparation:** Write children's names on tag board strips. Based on each child's ability, decide whether to use first name only or both first and last names, whether to use upper- and lowercase letters, or all uppercase. If needed, place a child's picture next to their name as a visual prompt.

For some children, "warming up" their hands might be helpful. Let them squeeze thera-putty or squeeze balls before they write. Other warm-up exercises could be making fists and opening them, wiggling their fingers, or writing the letters in the air.

### **Intro to Centers:**

"The child in *Peter's Chair* was **named** Peter. The grown-ups were called **mother, father, grandpa, and grandma**. What do you notice about these names?"

"This is how I write Peter's **name**. He might have called his **mother, 'mom.'** This is how I write **'mom.'** What do you notice?"

"What **letters** are the same as or different from the letters in your name?"

"Today at Writing and Drawing, you can practice **writing names** using these materials."

*Show illustrations.*

*Model writing names, pointing characteristics of letters, i.e., letters with straight/curved lines.*

*Children respond.*

*Show materials.*

**During Centers:**

Compare and contrast the families in the books to the families in *Peter's Chair* and *Crybaby*. Encourage children to use their research to create stories in Writing and Drawing and/or Dramatization. Support children in comparing and contrasting the number of family members in the books.

**Guiding Questions during Centers:**

- If you were to write a book about your family, what would it be about?
- How is the family in this book similar to or different from your family?
- How is a photograph similar to or different from a drawing or a painting in a book?
- How is a book helpful for research?

**Thinking & Feedback:** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

**Documentation:** Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

**Provocation:**

Take children to the local library and show them how they can find additional books about babies and families that can be checked out and brought into the classroom to support further research.



## Writing My Name and Family Names



**Standards:**  
ELA.SL.CC.PS.1  
ELA.SL.CC.PS.1.b



### Materials:

- *Peter's Chair*
- writing utensils
- paper
- children's names cards
- family name word cards
- metal binder rings
- thera-putty or playdough
- squeeze balls

### Vocabulary:

- Letter
- name
- write
- family member names, i.e., sibling, parent, cousin, etc.

**Preparation:** Write children's names on tag board strips. Based on each child's ability, decide whether to use first name only or both first and last names, whether to use upper- and lowercase letters, or all uppercase. If needed, place a child's picture next to their name as a visual prompt.

For some children, "warming up" their hands might be helpful. Let them squeeze thera-putty or squeeze balls before they write. Other warm-up exercises could be making fists and opening them, wiggling their fingers, or writing the letters in the air.

### Intro to Centers:

"The child in *Peter's Chair* was **named** Peter. The grown-ups were called **mother, father, grandpa, and grandma**. What do you notice about these names?"

"This is how I write Peter's **name**. He might have called his **mother, 'mom.'** This is how I write **'mom.'** What do you notice?"

"What **letters** are the same as or different from the letters in your name?"

"Today at Writing and Drawing, you can practice **writing names** using these materials."

*Show illustrations.*

*Model writing names, pointing characteristics of letters, i.e., letters with straight/curved lines.*

*Children respond.*

*Show materials.*

***During Centers:***

Support children at various levels of writing ability, including scribble marks and simple pictures. Use unlined paper so that children are not concerned with making their name 'fit' on the lines. It is appropriate for some children's scale of letters to be disproportionate, i.e., initial letters may be bigger and the following letters smaller as they get to the edge of the paper.

Support children in using the name cards in a variety of ways, i.e., copying, tracing, writing a few of the letters, etc. Support children in writing a variety of letters, i.e., "I see you wrote the letter 'E' for the first letter in your name, 'Emily.' Do you notice any other letters? Yes, I see a 'm,' too. Shall we try to write 'm'? You make a curved line, curved line."

***Guiding Questions during Centers:***

- How is your name similar to or different from your friend's name?
- How are names similar to the labels (on materials, in centers, etc.) in our classroom?
- Whose name is longer/ shorter? Your name or \_\_\_\_\_'s? How do you know?
- Where else can you find your name in the classroom?
- What do you call the people in your family?

***Thinking & Feedback:*** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

***Documentation:*** Use children's writing samples to assess progression in writing and letter recognition.

***Provocation:*** As children become more capable with using name cards and writing their names, add a "signing in" routine as part of morning arrival. Consider a variety of methods to sign in, i.e., writing on a dry erase board (on a vertical), in a binder next to a model to copy, clipboards with 3-4 children's names grouped together.

Encourage children to make 'nametags' for different family names, i.e., mother, cousin, etc. to wear in Dramatization.





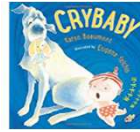
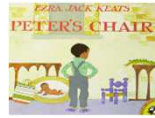
## Caring For Babies



Dramatization

**Standards:**

 CA.DE.PS.1 -  
 CA.DE.PS.3

 CA.DP.PS.1 -  
 CA.DP.PS.2

**Materials:**

- *Crybaby*
- *Peter's Chair*
- baby bottles
- baby food containers
- bibs
- burping cloths
- baby dolls
- baby furniture

**Vocabulary:**

- feed: give food to someone or something
- calm: quiet and peaceful
- upset: angry or unhappy
- hush: to make calm, to soothe
- Soothe: to make calm

**Preparation:** Set up materials.

**Intro to Centers:**

"In *Crybaby*, there was a Baby. In *Peter's Chair*, Peter and his mother and father prepared to care for his baby sister Susie. What do you notice?"

"Peter's family prepared baby furniture for Susie. Why do babies need special furniture?"

"In *Crybaby*, the family tried to **hush** the baby when she was **upset**. They tried to change her diaper, burp her, **feed** her, and rock her; the dog **soothed** her and made her **calm** by giving her the stuffed toy.

"Why can't babies care for themselves?"

"Today in Dramatization, you can care for babies with these materials."

*Show illustrations. Children respond.*

*Show illustrations. Children respond.*

*Show illustrations. Model 'whisper.'*

*Children respond.*

*Show materials. Model burping/feeding/soothing baby.*

**During Centers:**

Model using sequential vocabulary, i.e., “First, let’s soothe the baby; second, let’s change her diaper; third, let’s feed her.” Encourage children to act out scenes from *Crybaby* and *Peter’s Chair*. Encourage children to act out multiple roles, and roles they do not typically take on, i.e., “Isabelle, you usually like to play the mother, maybe this time you’d like to try being the baby sister?” Support children in creating nametags in Writing and Drawing with characters’ images/ names for children to wear as a prompt, i.e., “Jayden is pretending to be Peter (point to nametag), what would he say/act like?”

**Guiding Questions during Centers:**

- How did you decide who will be the brother, cousin, mother, grandma etc.?
- How is Baby’s family similar to or different from Peter’s family?
- How is your family similar to or different from Baby’s or Peter’s family?
- How does your family take care of babies/you/each other?

**Thinking & Feedback:** Invite children to share their processes. Encourage children to describe any challenges they encountered.

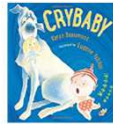
**Documentation:** Collect samples of the children’s work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

**Provocation:**

Encourage children to draw and write stories about their families to act out in Dramatization. Encourage children to create items in Blocks and the Art Studio for babies, i.e., baby carriages, rattles, soft toys, etc.



# Water Transfer



## Materials:

### Week 1:

- Small dipping containers
- Bottles with various neck sizes
- Funnels (various sizes)
- Bottles with different caps (twist top, push top, squeeze)

### Week 2:

- Pump bottles
- Spray bottles
- Target for spray
- Containers for filling and pouring
- Ping-Pong ball placed on a slice of pool noodle (target)

## Vocabulary:

- Dip
- Submerge
- Fill
- Container
- Funnel
- Transfer
- Flow
- Prime
- Refill
- Aim
- Squirt
- Target
- Narrow

**Preparation:** Fill sensory table with water. Add material. See weekly plans for roll-out.

## Intro to Centers:

### Week 1:

“Today in Discovery you can transfer water with these materials. You can submerge a bottle to fill it with water or you can use dipping containers and funnels to fill bottles with water.”

“What do you notice when I submerge this bottle?”

Or

“A funnel is a tool that I can use to fill up a bottle with a small neck. When I use a funnel I can fill this bottle fast without spilling water.”

*Show materials. Model.*

*Show materials. Model.*

**Week 2:**

"I can fill this pump (spray) bottle by unscrewing the cap and submerging the bottle in the water. Now I'm putting the tube back in the bottle and screw on the cap."

"When I prime, push, the pump, the air in the tube comes out first before the water squirts (sprays) out."

"When you use the spray bottles, make sure to spray into the discovery table. You can use this ping pong ball as a target."

*Show materials. Model.*

***During Centers:***

Encourage children to work together, filling their bottles with water. Remind them that the water needs to stay in the table and to use a target for the spray bottles.

***Guiding Questions during Centers:***

- What is the fastest way to fill this bottle? Let's try and find out.
- Why do you see bubbles when you submerge your bottle?
- Why do people use funnels?
- Do you have any spray bottles in your home? What do you use them for?  
How could you spray water without the bottle?

***Thinking & Feedback:*** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

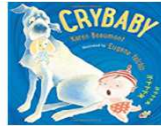
***Documentation:*** Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

***Provocation:*** Use spray bottles filled with liquid water colors at the easel





# Exploring Letters



## Materials:

- *Crybaby*
- alphabet charts
- 2 inch x 2 inch tagboard squares of letters in different fonts
- images of environmental print (see Resources)
- Letters from Alphabet puzzles
- Letter tiles
- Magnetic letters

## Vocabulary:

- letter
- sort: put similar things together
- uppercase
- lowercase

## Preparation:

- Glue letters in different fonts onto tagboard tiles, approximately 2 inches by 2 inches.
- Set up letter tiles, puzzle letters, magnetic letters etc. for children to match or group together (different A's together, C's, etc.)
- Set up laminated photographs of familiar environmental print for children to explore, copy, or match letters

## Intro to Centers:

"*Crybaby* is a book about Baby and her family. Let's look at the title on the front cover. What do you notice?"

"What **letters** are in '*Crybaby*'?"

"Here is 'baby' in the book. What do you notice? How are the **letters** in 'baby' on this page similar to or different from the **letters** in '*Crybaby*' on the front cover?"

"Today in Puzzles and Manipulatives you can explore **letters**. You can **sort letters**- put similar **letters** together. You can also match **uppercase** and **lowercase letters**."

*Show front cover, pointing to the title.*

*Children respond.*

*Children respond.*

*Children respond.*

*Model.*

### ***During Centers:***

Depending on children's skill level, adjust the number of letters to be sorted. Encourage children to count and compare how many of each letter they sorted, i.e., "How many A's did you sort? Do you have more/fewer A's than E's?" Encourage children to collaborate in sorting, i.e., "Jayden is making a group of A's...do you have any A's to give him? Guide children to notice similar features of letters, i.e., straight/ curved lines. Encourage children to compare letters they are sorting to the letters in their names.

### ***Guiding Questions during Centers:***

- How did you sort the letters?
- Why did the author and illustrator make the letters look different on different pages?
- Where in the classroom can you find these letters?
- How are these letters similar to and/or different from each other?

***Thinking & Feedback:*** Invite children to share their processes. Encourage children to describe challenges they encountered.

***Documentation:*** Use this lesson as an opportunity to assess children's understanding of letter names and concepts of print.

### ***Provocation:***

As children become familiar with putting together letters to make words, tape letters on unit blocks so children can build words in Blocks. Note that when they spontaneously make words, they may still put them together phonetically, similar to the way they would use invented spelling when writing.









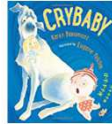


## Let's Find Out About It: Caring for Babies

**Standards:**

CA.DE.PS.1 - 3

CA.DP.PS.1 - 2


**Materials:**

- *Crybaby*
- rattles, blankets, baby toys
- baby items and similar items used by older children, i.e., baby spoon and spoon, fabric blocks and LEGOs, etc.
- images of caring for babies (see Resources)

**Vocabulary:**

- uncomfortable
- care
- soothe
- safe

**Preparation:** Set up materials.

**Let's Find Out About It:**

"In *Crybaby*, Baby's family took **care** of her."

"Here are images of other families taking **care** of their babies. What do you notice?"

"Families **care** for the babies by feeding them when they are hungry, changing their diapers when they are dirty, and **soothing** them when they are upset or **uncomfortable**."

"Here are some things that help **soothe** a baby. What do you notice?"

"Families also keep babies **safe** because they cannot take **care** of themselves. Here are \_\_\_\_\_ for babies. What do you notice?"

"Here are \_\_\_\_\_ for older children. What do you notice?"

"Why is this \_\_\_**safer** for a baby than this \_\_\_\_\_?"

*Show illustrations.*

*Show images.  
Children respond.*

*Show rattles, blankets, and baby toys.  
Children respond.*

*Show baby spoons, fabric blocks, etc.*

*Show spoons, LEGOs, etc.*

*Guide children to notice safety features such as rounded corners, non-breakable materials, and nothing a baby can swallow.*

**Using this as a Provocation:** Add materials to Dramatization. Ask families to send in photos of them taking care of babies. Use photos in Writing and Drawing for children to reference and caption. Encourage children to write short books about baby care, e.g., "How to Change a Baby's Diaper" or "How to Burp a Baby."

## LFOAI: Care That Babies Need



Burping



Changing Diapers




# Nursing/Feeding



## Comforting/Cuddling





<b>Unit 1</b>  <b>Week 1</b>	<p style="text-align: center;"><b><i>SWPL or Large Group</i></b></p> <p style="text-align: center;"><b>Moving like <i>10 Tiny Babies</i></b></p> <p style="text-align: center;">High Support</p>	<b>Math</b> <b>LG</b>	<b>Standards: CC; G</b> <b>CC:</b> Rote counts to 10 and beyond by ones with increasing accuracy <b>G:</b> Uses physical movement to gain understanding of orientation and directionality
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<p><b><i>Guiding Math Idea(s)</i></b></p> <ul style="list-style-type: none"> <li>● Enjoyment and Participation in Math Activities</li> <li>● Rote Counting- Numbers are counting words.</li> </ul> <p><b><i>Math Concepts From Unit 1 Learning Progressions</i></b></p> <ul style="list-style-type: none"> <li>● Practicing the number word list through words &amp; action.</li> <li>● Moving our bodies in many different directions</li> </ul> <p><b><i>Adaptations for Using Large Group In Alternate Schedule Slots:</i></b></p> <ul style="list-style-type: none"> <li>● SWPL- Read book in brief SWPL Slot. Follow with chant and actions as children transition into another activity. Adjust numbers (e.g. 5 Tiny babies) to fit time slot.</li> <li>● Transitions- Children do actions as they line up to go outside or finish clean up and gather in large group area, etc. Use Chart (see Preparation below) for quick reference. Children can hop, crawl, leap and count as they head to the door or another classroom location.</li> </ul>	
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<p><b><i>Materials:</i></b></p> <ul style="list-style-type: none"> <li>● <i>10 Tiny Babies</i> by Karen Katz (NOT the board book)</li> <li>● If possible, use a projector or eBook reader with attached screen to project the pages on the wall.</li> <li>● Large chart paper/marker (Optional)</li> </ul>	<p><b><i>Math Vocabulary:</i></b></p> <ul style="list-style-type: none"> <li>● Numbers- We call number names when we count.</li> </ul>
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***Preparation:***

This is a simple book that reinforces the weekly emphasis on families and the text *Crybaby*. The focus is on the number word list as children move their bodies and say numbers. Each number chant ends in a rhyme. Read book through prior to introducing to children. Project the pages onto wall or screen, or use large chart paper and make a list of the number and the action that each baby makes so that you can move along with the children. Do this counting/action book at least 2 different times in Unit 1.

<p>Today (or this week) we read a book about a baby who is crying [<i>Crybaby</i>]. Now let's read a book about babies who do all sorts of funny things. Count along with me as we read it.</p>	<p style="text-align: center;"><b><i>Read the book.</i></b></p>
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Are we babies? Do any of you have a baby brother or sister at your house?  
These babies do a lot of funny things- and today we are going to pretend to be babies.

What else do babies do?

Okay babies- let's head to bed!

*Children may begin to join in and say the numbers along with the teacher.  
A few children add something about a baby in their family.*

*Children imitate the movements all together for the first few times [All children, not just 1, run in place, etc.]*

*Free yourself to do the motions along with the children. Use teaching aid- [a number chart, the projected book, or large copy of the text] Join the children in counting and moving.*

*When repeated, ask for 1, then 2, then 3 and more "babies" to do the actions until everyone is included. Or include all the children each time, if that works better for the group.  
Repeat as many times as the children want and time permits. Substitute movements that the children suggest.*

*At the end of the book the babies are headed to bed. Choose an area of the classroom as the bed, and have children move towards that area as they chant. This activity can be a transition into another activity.*

*Children move to the "bed" and pretend to sleep as chant/book ends.*

***Strategies to Provoke Math Thinking:***

- Repetition of the number word list is important. Children need to practice the number word list multiple times and in varied ways.
- Moving while counting is an effective way for children to internalize the number word list. Another embedded math concept is making groups.
- The babies are headed to bed. Use direction or position words as children move.

***Provocation:***

*"It is not only babies who can move in a lot of different ways. Big kids move too!  
What are some other ways that preschoolers [or 4 year olds, etc.] move?"*



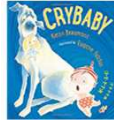
Encourage children to add and show other movements they do, such as riding a tricycle, dancing, etc. as the group counts the number list together.



## Small Groups: Letter Matching

### Medium Support

**Standards:**  
ELA.SL.CC.PS.3  
ELA.SL.PKI.PS.3



#### **Materials:**

- *Peter's Chair*
- *Crybaby*
- laminated tag or poster board
- laminated letter tiles
- double sided tape or Velcro

#### **Vocabulary:**

- letter
- match
- same
- different

**Preparation:** Make 3-4 poster-size boards with 6 letters in a column on one side and a space to attach matching letters on the other side. Each board should have a different assortment of letters. Create letter tiles to match mounted letters (see Resources).

**Procedure:** Point out letters in names of characters from *Crybaby* and *Peter's Chair*, i.e., "Peter's name begins with the letter 'P.'"

Tell children they will match letters. Model looking through the assortment of letter tiles, finding a match, and adhering it to the corresponding letter on the board. Model naming letters as you find and match them, i.e., "This is an 'A'. 'A' like in Alvin's name. It matches with this 'A' on the poster board. I'll stick it next to the 'A'."

If children do not match letters correctly, draw their attention to the features of the letter, i.e., "This letter 'B' is a straight line with two curves on this side and this 'P' has just one. They also make different sounds." Record letters and letter sounds children identify.

Depending on children's ability, limit to letters in their name, high-frequency letters, or lowercase in addition to uppercase.



<p>Unit 1</p>  <p>Week 1</p>	<p><b>Small Groups: Exploring Manipulatives</b></p> <p><i>Low Support</i></p>	<p>Math</p> <p>SG1</p>	<p><b>Standards:</b></p> <p><b>MP:</b> Develops positive attitudes about math.</p> <p><b>MP:</b> Participates in whole group and small group math-focused activities.</p> <p><b>MD:</b> Matches and groups similar objects.</p>
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<p><b>Guiding Math Ideas</b></p> <ul style="list-style-type: none"> <li>● Discovery and exploration of math materials</li> <li>● Enjoyment and participation in math activities</li> </ul> <p><b>Math Concepts From Unit 1 Learning Progressions</b></p> <ul style="list-style-type: none"> <li>● Learning math starts with discovery &amp; exploration</li> <li>● Naming our math center and math activities.</li> </ul> <p><b>Adaptations to Center Time/Free Play:</b></p> <p>Children will also play in this center during Center Time. Use the suggestions observations and reflective statements to note their play patterns and support during the first week of small group. Extend free play with manipulatives as needed.</p>
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<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● Attribute toys in baskets or buckets (colored, many sized dinosaurs, cars, bears, etc.) – 2 or more sets.</li> <li>● 1" Inch Cubes</li> <li>● Multi-colored and sized baskets (plastic or natural materials)</li> <li>● Paper plates</li> <li>● Large Numeral Cards 1-5</li> </ul>	<p><b>Math Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Math</li> <li>● Math center</li> <li>● Count(ing)- We count to find out how many</li> <li>● Match- things that are the same</li> <li>● Group- things that go together</li> <li>● Labels- papers or stickers with words and pictures.</li> </ul>
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**Preparation:**

**See Preparing the Math Environment in Initial Training Materials.**

Initial play in the math center with toys should be on the floor, not tables. Select sets of attribute toys and place in baskets with labels. Children will share baskets of attribute toys, inch cubes, etc. Adjust number of attribute sets depending on number of children in group. Be aware of not introducing too many toys at one time. Place toys, paper plates, small baskets and numeral cards on floor.

**Procedure:**

Suggested ways to introduce math center to children:

*This part of our room is called the math center. Math helps us figure things out, count and solve problems. The math center has lots of toys and games we can play with a friend and alone, and things we can build. We will learn a lot about numbers and counting and shapes here.*

Children will probably dive in, but if necessary, invite children to play and start playing alongside them to encourage any hesitant children. Model placing items in baskets, grouping items, combining inch cubes with animals, and other ways to play with toys.

As Small Group ends:

*It is time to clean up. Let's put the toys back in the baskets that match. [Show baskets with labels].*

### **Strategies that Facilitate Math Thinking:**

- Exploring manipulatives encourages children to be comfortable playing in the math center, and to associate math learning with enjoyable activities. Free play for at least the first 2 weeks is important before introducing more intentional activities. This can also happen during free center time. Observation and reflective description are strategies to support children's play.
  - *I see you are putting all the baby dinosaurs in a row. What are they doing?*
  - *When I play with cars, I like to put all the little ones together. How do you like to play?*
- Observe any matching, grouping or sorting activities.
  - *Some of these unit blocks are yellow and some of the cars are yellow. That means that the color matches. OR You have made a group of yellow things.*
- Clean- up is a math activity. Children are matching, sorting, & grouping when they organize materials. They are using spatial abilities as they fit items onto the shelves.
  - *It's time to clean up. I wonder where these XXX (toys) go? Let's look for the matching picture on the label.*
  - *Will there be room for these trucks on the shelf beside the blocks?*

#### **Documentation:**

Most 4 year olds children will demonstrate some classifying or sorting skills. Make note of those children whose play seems random or who may be overwhelmed by the amount of materials and adjust numbers and types of manipulatives. In addition, note children who are grouping and/or sorting items based on an attribute such as color to guide future counting and classifying activities.

#### **Provocation:**

Encourage Spatial Thinking and awareness of locations of thing in space: Use words such as over, under, beside, on top of as you describe children's play.

## Small Groups: Book Browsing Independent

### Standards:

ELA.SL.CC.PS.1.a  
ELA.SL.CC.PS.1.b  
ELA.SL.CC.PS.2  
ELA.SL.CC.PS.3  
ELA.SL.PKI.PS.1 - 3

### Materials:

- unit books as they are introduced
- variety of non-fiction books
- picture vocabulary word cards
- “We take care of our books” and “3 Ways to read a book” resources

### Vocabulary:

- book
- front/back cover
- pages
- author
- illustrator

**Preparation:** Set up materials.

**Procedure:** Model proper care of books, i.e., holding them right side up, gently turning pages in the correct direction. Model choosing one book at a time and putting it on the shelf or in the bin after reading. Refer to “*We Take Care of Our Books*” and “*3 Ways to Read a Book*” visuals.

Encourage children to look at books collaboratively or independently. Encourage children to compare and contrast fiction and non-fiction books with similar subjects, i.e., *Peter’s Chair* and a book of photographs of different kinds of families.

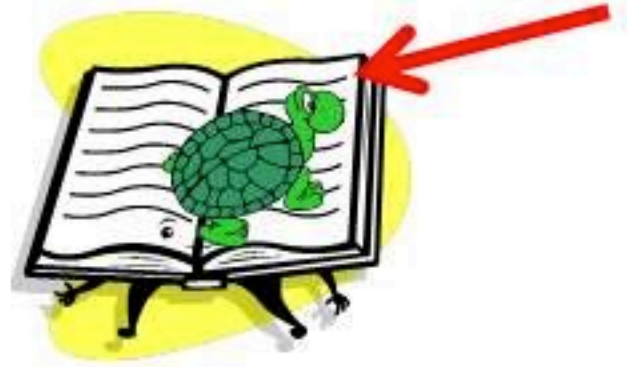
Pair children to look at picture vocabulary word cards and find the same or similar illustrations. Model a simple clue game: one child looks at the card and gives description clues to a partner to guess the picture.

### Guiding Questions:

- Why did you pick this book?
- What happens in the story? (Encourage children to “read” the illustrations.)
- Which page interests you and why?
- How is your book the same as or different from your friend’s?

# We Take Care of Our Books!

Turn the pages gently from the corner.



Read with the book laying flat on your lap, on the table, or on the floor.



Do not throw books or hit with books.



Return the book to the correct place.

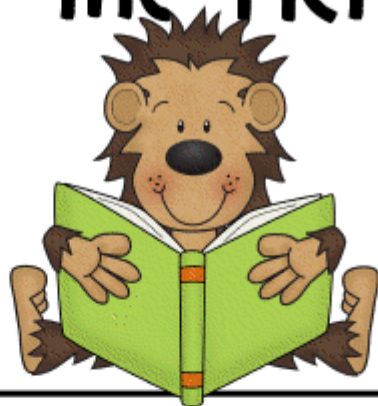


Love your books as if they were your babies.



# 3 ways to read a book

READ the PICTURES



READ the WORDS



RETELL the STORY



<p>Unit 1</p>  <p>Week 1</p>	<p><b>Small Groups: Exploring Manipulatives</b></p> <p><i>Low Support</i></p>	<p>Math</p> <p>SG2</p>	<p><b>Standards:</b></p> <p><b>MP</b>-Develops positive attitudes about math.</p> <p><b>CC</b>-Participates in whole group and small group math-focused activities.</p> <p><b>CC</b>-Recognizes and names written numerals 0-5</p> <p><b>MD</b>-Matches and groups similar objects.</p>
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<p><b>Guiding Math Ideas</b></p> <ul style="list-style-type: none"> <li>● Discovery and exploration of math materials</li> <li>● Enjoyment and participation in math activities</li> <li>● Numbers are counting words</li> <li>● Matching and Grouping</li> </ul> <p style="text-align: center;"><b>Math Concepts From Unit 1 Learning Progressions</b></p> <ul style="list-style-type: none"> <li>● Learning math starts with discovery &amp; exploration</li> <li>● Demonstrating perceptive (intuitive) number in play or other daily activities.</li> <li>● Matching and Grouping (Attribute recognition)</li> </ul>
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<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● Attribute toys in baskets or buckets (colored, many sized dinosaurs, cars, bears, etc.) – 2 or more sets.</li> <li>● 1 " Inch Cubes</li> <li>● Multi-colored and sized baskets (plastic or natural materials)</li> <li>● Paper plates</li> <li>● Family attribute figures</li> <li>● Muffin tins or other organizers with compartments.</li> <li>● Large Numeral Cards-1-5</li> <li>● Plastic Numerals 1-5</li> </ul>	<p><b>Math Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Math</li> <li>● Math center</li> <li>● Count(ing)- we count to find out how many</li> <li>● Match- when things are the same</li> <li>● Group- several objects that go together</li> <li>● Labels- papers or stickers with words and pictures that show us what something is.</li> <li>● Number- a word that tells us to count</li> </ul>
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**Preparation:**  
 See Small Group 1. Added items are Family Figures and Plastic Numerals 1-5. This activity is foundational for Week 2 Who Lives with Me? Activity.

**Procedure:**  
 Place the numeral cards and plastic numbers in the play area. Describe your own actions as you choose a number and place a matching number of manipulative items beside it or near it.



*I wonder how many XXX I have in this group. I am going to count them. [Count items from 1-5 and place a card or plastic number beside it].* Keep your groups to less than 5 for this activity.

Model placing items in spare baskets, grouping items, putting items in different compartment, or combining inch cubes with attribute toys and other ways children play with toys that demonstrate mathematical thinking. While you will model counting and grouping, **do not** direct children to make groups of numbers according to your instruction.

Remind children of the clean-up routine.

*When it is time to clean up, we will put the toys back in the baskets that match. [Show baskets with picture/word labels].*

### **Strategies that Facilitate Math Thinking:**

- Observe whether children imitate your number play, or use counting words as they play.
  - Do children notice your use of number symbols? [ number cards or plastic numbers]
  - Are children using any counting-related skills such as pointing or reciting number words [accuracy is not necessary at this point] as they play?
  - *These cards are number cards. When we see them, we can say a number word.*
- Children who are **not** counting are still using mathematical thinking as they match, group, and sort items. They are creating concepts and categories, which is how the brain learns math. Continue to observe and support any matching, grouping or sorting activities.
- Clean-up is a math activity. Continue to help children as they organize materials in clean-up containers. Children are matching, sorting, grouping when they organize materials. They are using spatial abilities as they fit items onto the shelves.

### **Documentation:**

Counting and 1:1- Many 4 year olds have a notion of counting as a strategy for problem-solving, although they vary widely in accuracy. Observe any spontaneous use of number words to describe their play, including more global concepts such as “more” or “some”.

Most 4 year olds children will demonstrate some innate classifying or sorting skills. Make note of those children whose play seems random or who may be overwhelmed by the amount of materials and adjust numbers and types of manipulatives for the rest of the week. Note children who are grouping and/or sorting items based on an attribute to guide planning counting and classifying skills. Closely observe play and note any embedded math concepts, such as directionality, orientation, taking apart and putting things together, and visual estimating. These actions are foundational and can be used to build math skills.

### **Provocation:**

Naming number symbols: As children explore the number cards and toys, use number names as you pick up the number symbol This small group focuses on numbers 1-5. Recite the number word list as children show interest, including numbers greater than 5.

Encourage Spatial Thinking: Use words such as over, under, beside, on top of as you describe children’s play or as they place items back on the shelves during clean up.



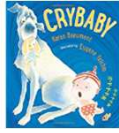
## Small Groups: Draw & Label Family Pictures

Medium Support

### Standards:

ELA.SL.CC.PS.3

ELA.SL.PK1.PS.3



### Materials:

- *Crybaby*
- *Peter's Chair*
- paper
- writing utensils (since children's drawings will be used in *Watercolor Painting* lesson, do not use water-based writing utensils)
- photographs of children's families
- word cards of relevant family names
- children's name cards

### Vocabulary:

- family
- family names, i.e., sibling, parent, cousin, etc.
- home

**Preparation:** Set up materials.

### Procedure:

Show illustrations in *Crybaby* and point out that Baby's family has a mother, father, sister, brother, and grandparents. Show illustrations in *Peter's Chair* and point out that Peter's family has a father, mother, and a baby sister. Compare and contrast the two families. Ask children to draw the people in their family and label who they are. Use family photographs for children to reference.

### Guiding Questions:

- How is your family the same as or different from your friends' family?
- What does your family do together?
- How is what you call your \_\_\_\_\_ (mother, father, etc.) different from what your friend calls their \_\_\_\_\_ (mother, father, etc.)?
- How do the people in your family take care of each other?

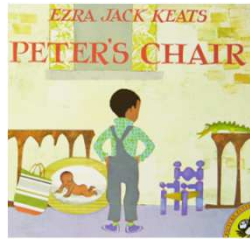
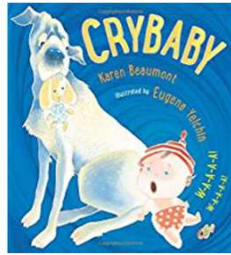


## Small Groups: Storytelling With Pictures and Words

### High Support

**Standards:**

ELA.SL.CC.PS.1.a  
 ELA.SL.CC.PS.1.b  
 ELA.SL.CC.PS.2  
 ELA.SL.CC.PS.3  
 ELA.SL.PKI.PS.1 - 3

**Preparation:**

Set up materials.

**Materials:**

- *Crybaby*
- *Peter's Chair*
- blank paper
- writing utensils

**Vocabulary:**

- illustration
- storytelling
- (non-) fiction
- beginning
- middle
- end

**Procedure:**

Refer to *Peter's Chair* and *Crybaby* as stories that are fictional, but that might be based on the author's real experiences. Tell children that today they will tell and draw their own stories about their families. Discuss the stories the children will illustrate. Encourage children to turn and talk to a friend and then share out their ideas.

Ask children to begin illustrating. If you have started Storytelling, discuss how this process is different as they will first draw and then add words to their pictures.

When children finish their illustrations, ask them if they would like to dictate words for their story.

**Guiding Questions:**

- What is the beginning, middle, and end of your story?
- How is your story the same as or different from *Peter's Chair*, *Crybaby* and/or your friend's story?
- Is your story fiction or non-fiction?
- How do your illustrations help tell your story?
- How did the illustrations in *Peter's Chair* and/or *Crybaby* help tell the story?



## Songs, Word Play, and Letters

### Day 1:

*Materials: Poetry poster, poems written out on small index cards, 1 set of uppercase letters, 1 set of children's name cards, flannel board, and Five Green And Speckled Frogs flannel pieces (5 green speckled frogs, 1 brown speckled log, 1 blue pool, several black bugs)*

### If You're Happy

Procedure:

- Say, *"The first song we are going to sing today is "If You're Happy."*
- Sing the first verse slowly and do motions (clapping hands) as you sing.
- Sing and model motions at a slower pace so children who are not familiar with the song or motions can follow along if they want to try.
- Ask children to sing the song again with you. This time, sing two verses, using clapping hands in the first verse and tapping knees in the second.

### If Your Name Starts With [Name a Letter], Raise Your Hand

Procedure:

- Say, *"We're going to play a game with our names. I'm going to hold up a letter, like this."* (Hold up the first letter from your own name.)
- *"If your name starts with [name letter], raise your hand. My name starts with [name letter], so I'm raising my hand."* Then show your name card, point out the first letter so they will learn the meaning of *starts with*. Then say, if applicable, *[child's name] starts with [name letter], so he can raise his hand, too. I will do a letter for everybody's name. Everyone will get a turn today to play this game.*
- If a child whose name starts with the letter you hold up does not respond, pull out that child's name card, point to the first letter and say, *"Your name starts with the letter B, Bobby, so you may raise your hand."*

### Stand Up Poem:

Procedure:

- Say, *"Next, we are going to learn a new poem called "Stand Up." We all need to stand to do the motions to this poem."*
- Do all the motions as you recite the poem.

### Five Green and Speckled Frogs

Procedure:

- Introduce the song by telling children you are going to sing a song about 5 frogs that jump off a log into a cool blue pool. As you place the log on the flannel board say, “*Here’s the log and here are 1, 2, 3, 4, 5, speckled frogs sitting on the log*” (count the frogs as you place each one). We say that the frogs are *speckled* because they have spots all over their bodies. “*I’ll put the cool pool over here, and some little bugs next to it.*” Sing the song, moving one frog each time. For verses 1-3 state the number of frogs remaining, while pointing to them. On the last three verses, pause briefly to allow children time to notice the number of frogs remaining before you say their number.
- Point to the bugs on the flannel board when you come to that point in the song. Model eating the bugs by saying *glub, glub, glub*. Rub your stomach while singing *most delicious*. Sing the song again if you think children will enjoy it. Say, “*That was so much fun, I think we’ll do it again! Let me put the frogs back over here on their log, 1, 2, 3, 4, 5 frogs.* (Count each frog as you move it to the log. ) *Now we are ready! Let’s sing this fun song again!*”

**Day 2:**

*Materials: Poetry poster, Flannel board and flannel pieces for “Down By the Bay” (snake, cake, dog, mouse, house, waves and 3 watermelons) and “Diddle, Diddle Dumpling” (boy, bed, a pair of stockings, and 2 shoes)*

**If You’re Happy (And Those Words Begin With the Same Sound)**

Procedure:

- Say, “*The first song we are going to sing today is “If You’re Happy.”*”
- Sing three verses: clapping hands, stomping feet, and shouting “*Hurray!*”
- After singing the song, say, *I noticed that some of the words in the song begin with the same sounds. Happy and Hands begin with the same sound; they sound the same at the beginning; /h/ happy and /h/ hand. Both of these words begin with the /h/ sound.*
- Say, *Hurray begins with the /h/ sound too! /h/...hurray. Those are three words we just sang that all begin with the same sound. /h/ happy, /h/ hand, and /h/ hurray! That’s really interesting!*
- Then, to transition to the poem that is next, say something like, *We used our hands for clapping in this song, and now we are going to do a poem about all the things that the fingers on our hands can do. This poem is called “Ten Little Fingers.”*

**Ten Little Fingers ( And Chiming In With Rhyming Words)**

Procedure:

- Recite poem, using index card with words for reference, if needed. Do not show poem.
- Say, “*Let’s do that poem once again.*” This time, pause briefly before the second word in each pair of rhyming words so children can chime in (me/see; wide/hide and/low/so). There’s no need to tell children to say the rhyming words. Pausing just before you say them will prompt

them.

- Hold up both hands with fingers splayed and ask children to do the same. Say, “*There is something else we can all do with our fingers. We can count them!*” Lead counting by bending 1 finger down at a time on one hand and then the other, until all have been counted.

### **Eentsy, Weensy Spider**

Procedure:

- Say, “*We are going to sing “The Eensy Weensy Spider” next. In this song, we can use our fingers to represent the spider going up the water spout” (demonstrate how to do this).*”

### **Down By the Bay**

Procedure:

- Say, “*Now we are going to sing a funny song about some very silly animals. The name of the song is “Down by the Bay.”*”
- Sing the song and place the appropriate animals on the flannel board as you sing. Remove the last flannel piece before you put the next one on the board.

### **Diddle, Diddle Dumpling**

Procedure:

- Say, “*Now, we are going to learn a new poem called “Diddle, Diddle Dumpling.”*”
- Arrange the flannel pieces on the flannel board to make a scene depicting the poem. As you place the flannel pieces on the board, you might say, “*I am going to put the bed right here in the middle of the flannel board. Here is the little boy, John. I will place him on the bed. I will put his shoe beside the bed, like this.*”
- Recite the poem slowly as you point to the appropriate part of the flannel board scene. Don’t display the written poem yet, as children should learn to attend to the spoken words first.
- Repeat the poem as before. Then, display the poem and talk about the parts of the illustration that match the words in the poem’s verses.

### **Day 3:**

*Materials: Poetry poster, Flannel board and flannel pieces for “Five Green and Speckled Frogs” and “Down By the Bay”, Predictable book: Over in the Meadow*

### **Open, Shut Them:**

Procedure:

- Say, “*Today we are going to start with the song “Open, Shut them.”*”
- Sing the song while doing the motions. Say, “*That is such a fun song! Let’s try it again, this time a little bit faster!*”

### **Five Green and Speckled Frogs (And Chiming In With Rhyming Words):**

Procedure:

- Say, “*We are going to sing “Five Green and Speckled Frogs” again today. First I am going to put the speckled log on the flannel board. Help me count the frogs to make sure we have all five. Have children count with you as you put the frogs on the board one at a time. Now we need the cool blue pool. I will put it over here on this side of the frogs.*”
- Sing song, moving the frogs one at a time as you sing. Give children the opportunity to assess the 3, 2, 1 frogs in the last 3 verses. Use the same motions to accompany club, *glub, gulub and most delicious.*
- Slow down slightly when you reach the second word of a rhyming pair (frog/log, pool/cool) so children can chime in on these words.
- Then say, “*That is such a fun song to sing! Now I am going to put all the pieces away so we will have them when we sing this song again.*” Name the pieces as you take them off the flannel board and count the frogs as you put them away. Children can join you in counting.
- Then say something like, “*Frogs play in water and sometimes we find them in meadows. We are going to read a book next about some other animals and their mothers who live in a meadow.*”

***Over in the Meadow:***

Procedure:

- Show the cover of the book and read the title, underlining the words with your finger as you read. Read the author's and illustrator's names the same way.
- Read *Over in the Meadow*, keeping the natural rhythm of the verse. Point to pictures on each page to identify objects/ animals named.
- Say, “*Let's go back and look at some of the animals in the book.*” Go to the page with the mother turtle. Say, “*Here's the mother turtle (point) and the baby turtle (point).*”
- *These are turtles. The mother turtle tells the baby turtle to dig in the sand (model digging action).* Follow the same procedure for a couple more animals.

***Down By the Bay (And Chiming In With Rhyming Words):***

Procedure:

- Say, “*We just read a book about some animals that we would find in a meadow and now we are going to sing a silly song about some other animals that are down by the bay.*”
- Sing the song and place the appropriate animals on the flannel board as you sing. Be sure to remove the last piece before adding a new one.
- Slow down a little before the second word in a rhyming pair so children can chime in (grow/go; snake/ cake; mouse/house)
- After you have finished singing the song, put the snake and cake back up on the flannel board. Say, “*Snake and cake rhyme. Both words have ‘ake’ as their last parts-- sn-ake and c-ake.*” Then say both words again, separating–ak ein each word from its onset, so children can hear the rime. Proceed in the same way with mouse/house and grow/go.

***Let's Clap Our Names***

Procedure:

- Say, “*We are going to play a clapping game. I will say a name, and then together, we will say the name and clap the parts we hear in the name.*”
- Model the activity by saying a name (not one from the class) slowly, segmenting the syllables. Then say the name again, this time clapping with each syllable. Do several names so that children will understand the activity.
- Then go around the circle, saying a child’s name slowly, breaking it into syllables, then saying the name again, clapping once for each syllable.
- Every child’s name should be used in this activity.  
\*counting the number of syllables is not the focus and should not be stressed in this activity

#### **Day 4:**

**Materials:** Poem posters, flannel board and flannel pieces for “Old MacDonald Had a Farm” (farm, chicks, ducks, cow, and turkey), uppercase alphabet

#### **Old MacDonald Had a Farm:**

Procedure:

- Say, “*Today we are going to sing a song about a farmer and the animals he has on his farm.*”
- Before singing the song, hold up each animal and identify it with the children.
- Sing the song, adding the appropriate flannel piece for each verse. Leave pieces on the board, once they have been placed there until the song ends.
- Tell children they will sing the song another day.
- Say, “*Now, we’ll put the chick, duck, cow and turkey away for today.*” (Ask children to name each animal with you as you remove them from the flannel board.)

#### **Ten Little Fingers (And Chiming In With Rhyming Words):**

Procedure:

- Tell children you will recite a poem about ten little fingers.
- Recite the poem to the children, doing all the motions.
- As you recite the poem, slow down before the second word in a rhyming pair so children can chime in (me/see; wide/hide; low/so).
- After reciting the poem, hold up both hands with fingers splayed, and count fingers. Have children count their fingers as you count yours, bending one finger down at a time.

#### **I’m a Little Teapot:**

Procedure:

- Show children an actual teapot and talk about what it is used for, then name its parts (handle, spout, lid). Also tip it as if pouring, and name those actions (tipping and pouring). Use a teacup to pretend to pour tea into.
- Then say, “*We have just talked about a real teapot and now we are going to sing a song in which we pretend that we are teapots!*”



- Model how children should position themselves, with one arm up for a teapot spout and the other hand on a hip for handle.
- Sing the song slowly, using appropriate motions to accompany the song.
- Sing the song a second time.

**If Your Name Starts With [Name A Letter], Raise Your Hand:**

Procedure:

- Say, *“Today we are going to play the name game again. I’m going to hold up a letter, like this. (Hold up the letter that starts your own name.) If your name starts with [name letter], raise your hand. My name starts with [nameletter], so I’m raising my hand. Then show your name card, point out the first letter so they will learn the meaning of starts with. Then say, if applicable, [child’s name] starts with [name letter], so he can raise his hand, too. I will do a letter for everybody’s name. Everyone will get a turn to play this game.”*

**Stand Up:**

Procedure:

- Say, *“Now, we are going to recite the poem “Stand Up.” Let’s all stand so we can do the motions and recite the poem.”*
- Recite the poem without displaying poem.
- Then say, *“Next, we are going to sing the song “If You’re Happy.” We will stay standing so we can do all the motions!”*

**If You’re Happy:**

Procedure

- Sing two verses of the song, using clapping hands and stomping feet as motions.
- Sing a third verse -- *“If you’re sad and you know it cry, waa, waa.”* Rub your eyes for the motion. Mention this would be a good song for the baby in *Crybaby*.

**Day 5:**

*Materials: Poetry poster, flannel board and flannel pieces for “Five Green and Speckled Frogs”, predictable book: Over in the Meadow*

**Five green and Speckled Frogs (And Chiming In With Rhyming Words):**

Procedure:

- Say, *“We’re going to sing “Five Green and Speckled Frogs” again today. First, I will place the speckled log near the top of the flannel board. Next I will put the five green and speckled frogs on the speckled log (Count Frogs as you place them; invite children to join you), and I won’t forget the cool blue pool. I’ll put that right here next to the log.”*
- Move the frogs and other pieces as usual. Pause briefly for children to assess 3, 2, and 1 frog(s) that remain in the last few verses.

- As you remove frogs, count them.

***Over In The Meadow (And Chiming In With Rhyming Words):***

Procedure:

- Show the cover of the book. Say, “*We read this book a couple of days ago, so you will remember the title is (pause for children to answer). Yes, Over in the Meadow.*” Underline the title with your finger as you read it.
- Read, keeping the natural rhythm of the verse. Point to pictures to identify objects named.
- After reading, say, “*I’m going to read this book again. This time, you can read some of the words with me. Linger on the first sound of the second word in a rhyming pair (e.g., sun/one), to signal children to chime in.*”

***Head And Shoulders, Knees And Toes:***

Procedure:


- Tell children the next song has motions they can make only when standing up. Before singing, have children point to their head, shoulders, knees, toes, eyes, ears, mouth and nose, one at a time, as you name the body parts and point to it on your own body.
- Sing “*Head and Shoulders, Knees and Toes*” modeling the motions

***If Your Name Starts With [Name A Sound], Raise Your Hand***

Procedure:

- Say, “*Next, we are going to play a game with your names. We played a name game yesterday and you raised your hand when I held up the first letter in your name. We are going to play the game a little differently today though. In this game, you are going to raise your hand when I say the first sound in your name—the sound that is at the very beginning.*”
- Model this activity for children by using a first sound not used in the children’s names. Say, “*I’m going to say a sound, /t/, /t/. Let’s pretend that someone named Tabitha is in our class. If I said /t/ and then said, If your name starts with /t/, raise your hand, then Tabitha would raise her hand because her name starts with /t/.../t/..Tabitha.*”
- Say, “*Now, I’m going to say some sounds that I know are at the beginning of your names. When I say a sound, think about your own name. If it begins with the sound I say, then raise your hand. I’ll help you, if you need it. I will say enough sounds so everyone will have a turn to raise his or her hand today.*”
- Proceed with the game, using beginning sounds found in children’s names. Say beginning sounds clearly and accurately. If a child whose name starts with a sound called does not respond, say, “*Teddy, your name starts with /t/. Teddy /t/, so you can raise your hand.*” Children may not yet be familiar with thinking of their names as having a sound at the beginning and they may not be able to isolate the first sound from the rest of the name. This task will be harder for children whose names begin with a consonant blend (e.g., Brenda) than for children whose names begin with a single consonant (e.g., Katy). Be sure to say the target sound (/t/), and not the letter name (“t”). Repeat the sound enough to give children time to compare it to the beginning sound in their name



Unit 1  Week 1	<b>Building Block Towers</b> Higher Level Technology Supplement	ISTE-S 3	MELDS Standards: ATL.IC.PS.1 ATL.IC.PS.6
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### **Technology Concepts**

- A design process is used to create an innovative artifact and solve authentic problems
- Educreations allows for the planning and managing of a design process
- A process of developing, testing, and refining is part of the design process
- Perseverance with use of technology present

#### **Materials:**

- Educreations App
- Tablet
- Area to place tablet in block area

#### **Vocabulary:**

- Use vocabulary from original lesson
- Design
- Develop and test
- Rebuild

#### **Preparation:**


Teachers have explored and are comfortable using the Educreations App  
Preload Educreations App

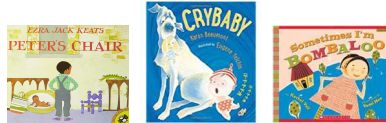
#### **Procedure:**

- Block towers will be built and children will re-create towers in Educreations
- Or - towers will be drawn in Educreations and children will recreate what was drawn in Educreations
- It is strongly suggested that the Educreation graph paper background is selected for this activity
- Save Draft and have the child speak into the microphone to explain tower
- Save finished videos

#### **Documentation:**

Work product can be used for child assessment. Educreation can be electronically shared with parents through email, or a classroom social media site such as Class DoJo or SeeSaw

<p>Unit 1</p>  <p>Weeks 1 &amp; 2</p>	<p><b><i>Building Homes: Discovery</i></b> Lower Level Technology Supplement</p>	<p>ISTE-S 3 c,d:</p>	<p>MELDS Standards: ATL.IC.PS.1 ATL.IC.PS.6</p>
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### ***Technology Concepts***

- Collections of homes are gathered and meaningful connections are created through identifying neighborhoods
- Slideshow allows for the developing of ideas and theories about homes and neighborhood

#### ***Materials:***

- Tablet, Smart Phone, or Digital Camera
- Google Slides or Powerpoint

#### ***Vocabulary:***

- Use vocabulary from original lesson

#### ***Preparation:***

Have digital device ready to take picture of homes built

#### ***Procedure:***

- Week 1: Take pictures of homes built by children
- Week 2: Place pictures of homes together for a slideshow (using Google Slides or Powerpoint) that children can view (as a small group or large group)
- Week 2: During viewing of slide show extend discussion on neighborhood - a place where people live

#### ***Documentation:***

The slideshow can be used for child assessment. Slideshow can be electronically shared with parents through email, or a classroom social media site such as Class DoJo or SeeSaw

<p>Unit 1</p>  <p>Week 1</p>	<p><b>Outdoor Learning Opportunities:</b></p> <p>Nature Family Portraits</p>	<p><b>Standards:</b>  <b>M.MD.PS.1</b>  <b>SED.SD.BRC.PS.1</b>  <b>CA.VA.PS.4</b></p>
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<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● Paper/writing utensil or whiteboard/marker (This will be used to write down what the children already know about the word “family”)</li> <li>● Baskets, paper bags or other additional tools that could be used to help the children collect natural materials</li> <li>● Glue (optional)</li> <li>● Paper (optional) <ul style="list-style-type: none"> <li>○ These items will only be necessary if you want to save the students nature artwork</li> </ul> </li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Family</li> <li>● Collect</li> <li>● Portrait</li> <li>● Large</li> <li>● Small</li> </ul>
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What is a family? Children have an opportunity to discuss what a family is and what their family looks like.

Have the children go outside and collect items from nature that they can use to create an art project about families. Encourage the children to use their senses to describe at least one item they found during their nature exploration.

After the children have collected their items invite them to create a self-portrait of their families using the natural materials. They can make the family portrait on the ground outside using the ground as their canvas or paper. You can take a picture when they are complete. Or you can have the children use paper and glue to create their family portrait.

Extension: Have the children sort their nature items alone or in small groups (texture, shape, color, etc.) Use this activity to talk about how the items can be the same or different, just like families.

**Guiding Questions:**

- Tell me about your family portrait.
- What do you see in your portrait that is similar or different from your classmates?
- Tell me about the nature items that you used to create your family portrait.



Full Day Schedule

Unit 1 Week 2	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>Sometimes I'm Bombaloo</i> 1 <sup>st</sup> read	<i>Crybaby</i> 4 <sup>st</sup> read	<i>Peter's Chair</i> 3rd read	<i>Sometimes I'm Bombaloo</i> 2 <sup>nd</sup> read	<i>Pter's Chair</i> 4 <sup>th</sup> Read
Centers					
Intro to Centers	Building Homes (see Week 1)  Paintings Inspired By <i>Crybaby</i> (see Week 1)	Creating Favorite Toys  Blowing and Printing with Bubbles	Paint Mixing  Painting Furniture	Playing With Family Figures  Making Names	Paint Chip Matching  Books about Caring for Babies (see Week 1)
Art Studio	Creating Favorite Toys	Continue	Continue	Blowing and Printing with Bubbles	Continue
Easel	Paintings Inspired by <i>Crybaby</i>	Continue	Paint Mixing	Continue	Continue
Writing and Drawing	Making Names	Continue	Continue	Continue	Continue
Library & Listening	Books about Caring for Babies	Continue	Continue	Continue	Continue
Dramatization	Painting Furniture	Continue	Continue	Continue	Continue



Blocks	Building Homes & Playing with Family Figures	Continue	Continue	Continue	Continue
Discovery Table	Water Transfer Add containers for filling and pouring, pump bottles	Continue	Add Spray bottles and targets	Continue	Continue
Puzzles & Manipulatives	Exploring Letters	Continue	Paint Chip Matching	Continue	Continue
Technology	LFOAI: Pets in a family Epic! kids books	Small Groups: Building Homes			
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard directions				
Whole Group Lessons	LFOAI: Pets in a Family	Math: Goodnight Numbers	LFOAI: Baby Furniture	Problem Story (class discusses issues impacting classroom community) or Social Emotional Curriculum	LFOAI: Hardware Store

Small Groups	<p><b>Group1 Literacy</b> Medium Support: Draw &amp; Label Family Pictures</p> <p><b>Group 2 Math</b> Low Support: Exploring Manipulatives</p> <p><b>Group 3 Independent</b> Book Browsing or Activity of Choice</p>	<p><b>Group1 Literacy</b> High Support: Drawing Emotions</p> <p><b>Group 2 Math</b> Building Houses</p> <p><b>Group 3 Independent</b> Book Browsing or Activity of Choice</p>	<p><b>Group1 Literacy</b> Medium Support: Name Matching</p> <p><b>Group 2 Math</b> Med/High Support: Who Lives with Me?</p> <p><b>Group 3 Independent</b> Book Browsing or Activity of Choice</p>
Outdoor Learning	Refer to Nature Extensions for Individual Lessons plans	<p><b>small groups: Who Lives with Me?</b> exploring animal habitats</p> <p>Butterfly Metamorphosis: <i>The Very Hungry Caterpillar</i></p>	

Part Day Schedule

Unit 1 Week 2	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>Sometimes I'm Bombaloo</i> 1 <sup>st</sup> read	<i>Crybaby</i> 4 <sup>st</sup> read	<i>Peter's Chair</i> 3 <sup>nd</sup> read	<i>Sometimes I'm Bombaloo</i> 2 <sup>nd</sup> read	<i>Peter's Chair</i> 4 <sup>th</sup> Read
Centers					
Intro to Centers	Creating Favorite Toy  Painting Furniture	Making Name  Building Homes and Playing with Family Figures	Paint Mixing  Paint Chip Matching	Blowing and Printing with Bubbles  Books about Caring for Babies	Paint Mixing  Building Homes and Playing with Family Figures
Art Studio	Creating Favorite Toys	Continue	Continue	Blowing and Printing with Bubbles	Continue
Easel	Paintings Inspired by <i>Crybaby</i>	Continue	Paint Mixing	Continue	Continue
Writing and Drawing	Making Names	Continue	Continue	Continue	Continue
Library & Listening	Books about Caring for Babies	Continue	Continue	Continue	Continue
Dramatization	Painting Furniture	Continue	Continue	Continue	Continue
Blocks	Building Homes and Playing with Family Figures	Continue	Continue	Continue	Continue

Discovery Table	Water Transfer Add pump bottles	Continue	Add spray bottles, target	Continue	Continue
Puzzles & Manipulatives	Exploring Letters	Continue	Paint Chip Matching	Continue	Continue
Technology	LFOAI: Pets in a family Epic! kids books	Small Groups: Building houses in block area			
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard directions				
Let's Find Out About It  Problem Stories	LFOAI: Pets in a Family	Problem Story (class discusses issues impacting classroom community) Or Social Emotional Curriculum of Choice	Baby Furniture	Problem Story (class discusses issues impacting classroom community) Or Social Emotional Curriculum of Choice	Hardware Store
Math Whole Group  Small Groups  Story Telling/Acting	<b>Math Whole Group</b> Goodnight Numbers	<b>Group 1 Literacy (choose 1)</b> High Support: Drawing Emotions Medium Support: Name Matching  <b>Group 2 Math (choose 1)</b> Low Support: Building Houses Medium to High Support: Who Lives with Me?  <b>Group 3 Independent</b> Book Browsing or Activity of Choice			<b>Story Telling/Acting</b> (refer to Storytelling/Story Acting Guide)

Outdoor Learning	Refer to Nature Extensions for Individual Lessons plans	<b>small groups: Who Lives with Me?</b> exploring animal habitats  Butterfly Metamorphosis: <i>The Very Hungry Caterpillar</i>	
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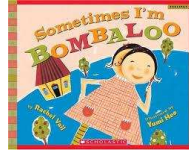
## *Sometimes I'm Bombaloo* Read Aloud

**Standards:**

ELA.SL.CC.PS.1.a - b

ELA.SL.CC.PS.2

ELA.SL.CC.PS.3

**Materials:**

- *Sometimes I'm Bombaloo*
- Vocabulary word picture cards

**Vocabulary:**

- Excellent: very good
- patient: waiting without becoming upset
- (self-)control
- fist
- whine: long, high pitched cry
- fierce: strong and violent
- scrunch: squeeze something so it isn't flat or smooth
- Smash: hit very hard
- Frightened: scary
- Relieved: feeling better

**Preparation:** Set up materials.

**First Read:**

Children will:

- Listen to a story read aloud.
- Demonstrate increasing levels of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teachers will:

- Read with expression.
- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice. If none of those are possible, by inserting a short definition.
- Give comprehension asides: comment during the story about the main character's emotional state, explain an illustration or a change in scene, or indicate what various characters do or do not know.

- Model analytical thinking when appropriate – e.g. “I’m thinking....”

<p>“The title of this book is <i>Sometimes I’m Bombaloo</i>. The author is Rachel Vail. She wrote the story. Yumi Heo is the illustrator, she created the pictures.”</p>	<p><i>Show cover, pointing to the title, author’s, and illustrator’s names.</i></p>
<p>“The story is about a little girl named Katie Honors and what sometimes happens when she has gets angry.”</p>	<p><i>Introduce the main character and the story problem, using the illustrations on the cover</i></p>
<p>“I smile a lot because usually I’m happy, and I give <b>excellent</b> -very good- hugs.”</p>	<p><i>Page 2 smile</i></p>
<p>“Katie has many toys to put away when she is done playing with them. Toys, like this puzzle, take longer to put away since they have so many pieces. Sixty-fourty-eight isn’t a real number, but I think that Katie thinks this is a big number.”</p>	<p><i>Pages 5 &amp; 6</i></p>
<p>“Katy says “please”, the magic word, when she asks her father to pass food.”</p>	<p><i>Page 8</i></p>
<p>“I don’t whine or stamp my feet or growl.....</p>	<p><i>Page 9 act out</i></p>
<p>“You can see by looking at Katie’s face that she is starting to get upset.”</p>	<p><i>Page 10</i></p>
<p>“I show my teeth and make <b>fierce</b> noises.”</p>	<p><i>Page 12 act out</i></p>
<p>“My face <b>scrunches</b> tight like a monster’s.”</p>	<p><i>Page 13 act out</i></p>
<p>“I use my feet and <b>fists</b> instead...”</p>	<p><i>Page 16 make fist</i></p>
<p>“I want to <b>smash</b> stuff.”</p>	<p><i>Page 22 act out</i></p>
<p>“Katie is so angry that she throws all of her neatly folded clothes through the room.”</p>	<p><i>Page 24</i></p>
<p>“And I’m sorry and a little <b>frightened</b>.”</p>	

“Katie feels frightened because she couldn’t control what she was doing when she was so very angry.”

*Page 27 act out*

“I think Katie is feeling **relieved** – better- when her mom hugs her instead of being upset that Katie had smashed things, thrown her clothes all over the place, and hurt her baby brother.”

*Page 29*

### **Discussion Questions(s):**

- Sometimes the feeling of being both mad and sad is known as feeling ‘frustrated.’ Do you think Katie is frustrated? Why?
- Do you sometimes get as angry as Katie? What do you do? How do you feel?

### **Second Read**

Children will:

- Listen again to the story read aloud.
- Demonstrate increased level of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teacher will:

- Continue to define the vocabulary words from Story Reading 1 and include additional vocabulary. Include words that may need more verbal definitions.
- Explain feelings or thoughts of secondary characters.
- Deepen the comprehension of primary characters, story problem, etc.
- Model analytical thinking.

“We read this book once before and we remember the title...”

*Hold up the book, show cover.*

“On this page, Katie is about to lose her **self-control** because her little brother has knocked down the castle she just built. We remember what happened when Katie became **fiercely**

*Take the responses the children give you and read and underline the title again.*

*Pages 9 & 10 Re-orient children to the book.*



mad. She says: "I'm Bombaloo." Let's read the story once more."

"Saying" please" and "thank you" and spreading a napkin across your lap like Katie's mom and dad do in this picture show good table manners."

*Page 8*

"It looks like Katie's brother has fun knocking over Katie's building. He is too little to understand that this upsets Katie."

*Page 9*

"I show my teeth and make **fierce** -strong-noises."

*Page 12*

"Katie's brother looks surprised and frightened because Katie is losing self-control."

*Page 16*

"I think this must be Katie's mother's or father's hand pointing to her bed because Katie is yelling and kicking and throwing things."

*Page 18*

"The illustrator made this page dark to show that Katie took some time-out to think by herself."

*Pages 19 & 20*

"I want to **smash** stuff -hit things very hard-."

*Page 22*

"Katie's mother understands that Katie didn't mean to lose self-control and she understands that Kati is **frightened** and sorry when it over. So instead of being upset, she hugs Katie to make her feel better."

*Page 28*

### **Discussion Questions(s):**

- Katie and her mother clean up the mess that Bombaloo made. Why doesn't the text read 'the mess that Katie made'?"
- Why did Katie's mom help her clean up the mess?
- Why is being Bombaloo scary for Katie?

**Third Read:**

Children will:

- Reconstruct parts of the story with the teacher
- practice saying and using story-related vocabulary words
- recall main events and characters in the story when prompted

Teacher will:

- Jointly reconstruct the story with children.
- Expand, clarify or add more information to children’s response.
- Address misunderstandings.
- Define words as necessary.
- Deepen comprehension asides.
- Model analytical thinking.

<p>“We have read this book twice and today we are going to talk about and tell the story together.</p>	<p><i>Hold up the book and show the cover</i> <i>Underline and state the title</i></p> <p><i>Use phrases such as “We remember...” or “What is happening here?” as you point to the action on the pages.</i></p> <p><i>Your comments will be mostly in response to what children say.</i></p> <p><i>Page 2 read</i></p>
<p>“What is happening here?”</p>	<p><i>Pages 3 &amp; 4</i></p>
<p>“We remember....”</p>	<p><i>Pages 4 &amp; 5</i></p>
<p>“And here....”</p>	<p><i>Pages 6 &amp; 7</i></p>
<p>“But then something changes.....”</p>	<p><i>Pages 8 &amp; 9</i></p>
<p>“What happens next?”</p>	<p><i>Ask before turning the page.</i></p>
<p></p>	<p><i>Pages 10, 11, 12, 13 read</i></p>
<p>“We remember.....”</p>	<p><i>Pages 14 &amp; 15</i></p>

<p>“Why is there a hand pointing at Katie’s bed when she is Bombaloo?”</p>	<p><i>Pages 15 &amp; 16</i></p>
<p>“Why is this page all black?”</p>	<p><i>Pages 17 &amp; 18</i></p>
<p>“But when Katie is Bombaloo, she.....”</p>	<p><i>Pages 19 &amp; 20</i></p>
<p>“What is happening when the underpants land on Katie’s head?”</p>	<p><i>Pages 21 &amp; 22 read</i></p>
<p>“We remember.....”</p>	<p><i>Pages 23 &amp; 24</i></p>
<p>“We remember.....”</p>	<p><i>Pages 25 &amp; 26</i></p>
<p></p>	<p><i>Page 27 read</i></p>

**Discussion Questions(s):**

- In Peter’s Chair, Peter, just like Katie, was mad. Why do you think that he ran away instead of smashing things?

**Fourth Read:**

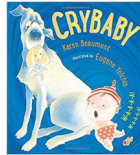
Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.



## Creating Favorite Stuffed Toys



### Materials:

- *Cry Baby*
- *Peter's Chair*
- Stencils of various animals and/or shapes (animals, people, etc)
- Glue
- Cotton balls, Pom poms, felt pieces, sand paper, bubble wrap other fabrics/materials of various textures
- Paper
- Scissors
- Markers, crayons, pencils etc.

### Vocabulary:

- Neighbors
- Techniques: ways
- Items
- Soothe - calm
- Comfort - calm
- Create - Make
- Stencil
- Outline: the shape
- Description words: soft, fluffy, fuzzy, bumpy, rough etc.
- Additional: extra
- Details: parts
- Complete: Done

### Preparation:

Set up materials.

Flag pages in *Cry Baby* of family members trying to soothe the baby, and of the baby grabbing toy sheep.

Flag page in *Peter's Chair* with items he chose to take with him out of his house.

### Intro to Centers:

"In the book *Cry Baby*, the family members and **neighbors** all tried many different **techniques** to get the baby to stop crying. We find out that all the baby really wanted was a stuffed toy sheep"

*Show illustration of baby taking sheep from the dog.*

“Sometimes babies and young children have favorite stuffed toys or **items** that help to **soothe**, or calm, them like this sheep helped the baby. In Peter’s Chair Peter also took items with him that may have helped to make him feel more comfortable such as his toy crocodile and the photograph of him as a baby”

“Can you think of any items that you have at home that can help to **comfort**, or make you feel better when you’re sad?”

“Today at the Art Studio you can **create** an image of your favorite item that might help **soothe** you. You can choose to find a **stencil** of your favorite item to help you create the **outline**, or you can choose to draw it on your own.”

“After you have your outline **complete**, you can choose the materials that have a **texture** similar to your favorite stuffed toy and glue them onto your drawing. We have **soft** and **fluffy** materials, we have some **fuzzy** materials, and we have some **rough** or **bumpy** materials. You can choose materials with all the same texture or you can choose materials that feel different. What textures do you think you might need?”

“After your done giving your stuffed toy the right texture there are markers, crayons and colored pencils available to add any **additional**, or extra **details** you might need like eyes, a nose, a tail or legs to make your favorite toy **complete**.”

*Show picture of baby falling asleep.*

*Show picture of Peter with his materials arranged after leaving his house.*

*Children respond .*

*Provide examples as needed (blanket, baby dolls, stuffed animals, cars etc)*

*Show materials.*

*Model.*

*Show materials. \*Use description words that match textures of items available.*

*Model.*

*Children respond.*

*Show materials.*

*Model.*

***During Centers:*** Encourage children to experiment with and describe the different textures available. Encourage children to notice, describe and compare shapes and textures in their own work and in their peers. Allow children to free hand draw their toy or support them in using stencils

to get the desired shape as needed. Encourage children drawing their items to think about the shapes they will need to successfully create it.

***Guiding Questions during Centers:***

- How does your favorite stuffed toy feel?
- What do you call your favorite stuffed toy? How did it get its name?
- How do you think Roy knew the baby wanted the toy sheep?
- Why do you think the sheep is so special to the baby?
- How is your favorite toy similar to or different from the baby's?/from your friend's?

***Thinking and Feedback:***

Invite children to share their processes. Encourage children to describe any challenges they encountered or any discoveries they made.

***Documentation:***

Collect samples of children's work as well as photographs and/or videos to show their process. You might use a video to launch a discussion about different techniques during Thinking and Feedback.

***Provocation:***

Invite children to cut their stuffed toy out if they choose, or write about the special toy they have created/have at home.

Invite children to use other collage materials available if needed (ie: buttons, ribbons, yarn etc)

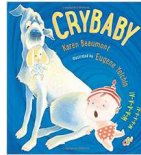
Invite children to bring a picture or their special toy to school to show where their inspiration came from for their design.

Provide images via books/electronics as visuals if children need support in creating the outline and a stencil of their chosen creature is not available.





## Blowing and Printing with Bubbles



### Materials:

- *Cry Baby*
- Bubble solution or dish soap and water
- Food coloring or liquid watercolors
- Containers to hold solution
- Straws with different widths and lengths
- Bubble wands
- Thick Paper (construction paper, card stock, etc.)

### Vocabulary:

- Illustrate (-or): a picture/person who creates pictures.
- Techniques: ways to do a task
- Surrounding: all around something
- Experiment: try out new ways to do something.
- Aim: point at
- Opposite: Other side

### Preparation:

Add color to bubble solution. Set up materials for children to access.

### Intro to Centers:

“The **illustrator** of *Cry Baby*, Eugene Yelchin, had some interesting ideas. One of the pages I found interesting was this one. What do you notice?”

“We see all of the family members trying different **techniques** to get the baby to stop crying. One of the family members is blowing bubbles and in the **illustration** the bubbles are **surrounding** the family members”

“Have any of you used bubbles before?”

“Today at the art studio you can **experiment** with making bubble prints on paper. There are

*Show Cry Baby and display page with bubbles. Children respond.*

*Point to different family members to show the technique they are attempting, point to child blowing bubbles last.*

*Point out bubbles all around family members.*

*Children respond*

*Label colors of bubble solution available.*

containers with [Color] bubble solution, dip one end of the straw in the mixture, then **aim** the straw at the paper and blow through the **opposite** end to form the bubbles.”

*Model.*

***During Centers:***

Encourage children to experiment with different sized straws and different colored solution. Encourage children to notice and describe the shapes and sizes of prints they’ve created.

***Guiding Questions during Centers:***

- How are the bubble prints similar to or different from the illustrations of bubbles that Eugene Yelchin created in *Cry Baby*?
- How did the different size of the straws affect the bubbles and prints?
- What **techniques** did you try to make the bubbles larger/smaller?
- What do the bubble prints make you think of?

***Thinking and Feedback:***

Invite children to share their processes. Encourage children to share any challenges they encountered and any discoveries they made.

***Documentation:***

Collect samples of children’s work as well as photographs or videos of their process; you might use the videos to launch a discussion about the techniques used or challenges faced when creating the bubbles during Thinkings and Feedback.

***Provocation:***

Use large shallow containers, allow children to blow into the solution forming bubbles on the surface then place the paper on top of the bubbles to make prints.

Allow children to use their bubble art as a background for future painting or drawing activities, encouraging them to use other materials (paint, crayons, markers etc) to create an illustration.

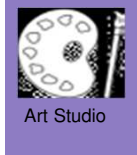
Allow children to use manipulatives and/or measuring tools to measure and compare the size of bubbles they were able to form.



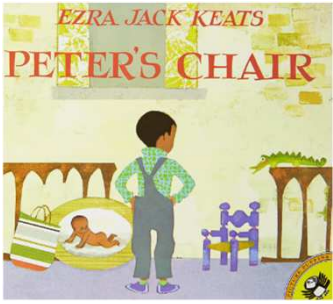
Encourage children to explore creating bubble prints with other circular items such as toilet paper rolls.



# Paint Mixing



**Standards:**  
ELA.SL.CC.PS.1.a - b  
ELA.SL.PKI.PS.3



- Materials:**
- *Peter's Chair*
  - tempera paints: red, blue, yellow
  - brushes
  - paper
  - paint cups
  - containers for water
  - spoons
  - mixing trays/palettes
  - smocks

- Vocabulary:**
- primary colors: red, blue, yellow
  - mix: combine two or more things into one
  - palette: a thin board for mixing paint
  - experiment: try something
  - predict: make a guess about what will happen

**Preparation:** Set up materials.

**Intro to Centers:**  
"In *Peter's Chair*, Peter's father painted Peter's cradle and high chair for his sister Susie."  
  
"Last week we painted with **primary colors--red, yellow, and blue**. Today at the easel, we are going to **experiment** with mixing those colors together to make new colors."  
  
"What do you **predict** will happen when I **mix** blue and yellow together?"  
  
"I want to create a new color, but I want to keep blue and yellow, so I'm going to rinse my brush before I put it in another color."  
  
"What do you **predict** will happen if I **mix** red and yellow together?"  
  
"I could **mix** colors together on the paper and I can also use a **palette**--a thin board--to mix the colors before I put a new color on the paper."

*Show illustrations.*

*Show materials.*

*Children respond.*  
*Model.*

*Children respond.*

*Model.*

***During Centers:***

Encourage children to make predictions about what colors they will create when they combine primary colors. Refer to *Mouse Paint* and other art books for inspiration. Support children in mixing with different amounts of each color. Encourage children to share colors they've created with each other, perhaps to make a collaborative painting.

***Guiding Questions during Centers:***

- How did you create this color?
- What do you think is a good name for this color? Why?
- How is the color that you created similar to or different from the color that your friend created?
- What happens if you add more or less of a color as you are mixing?

***Thinking & Feedback:*** Ask children to share any challenges they encountered, or discoveries they made, while working at the easel.

***Documentation:*** Collect samples of the children's work, as well as photographs and/or video of their process. Use the video to launch a discussion during Thinking and Feedback.

***Provocation:***

Create a class chair for children to paint collaboratively. Use paper towel tubes for chair legs and cereal boxes for the seat and back.

Encourage children to notice colors around the school and outside on the playground. Offer different materials for children to experiment with mixing colors, i.e., watercolors, tissue paper, crayons, etc.

## Slide 2

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- 1 define the vocab and if you want materials add it to the vocab list  
-Marina Boni  
, 8/8/2018
- 2 add to vocab list and add definition  
-Marina Boni  
, 8/8/2018



## Painting Furniture

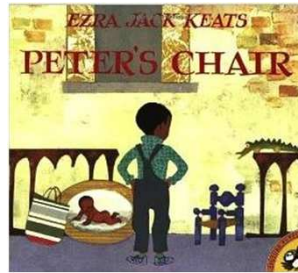


Dramatization

### Standards:

ELA.SL.CC.PS.1.a - b

ELA.SL.PKI.PS.3



### Materials:

- *Peter's Chair*
- empty paint cans
- paintbrushes of different sizes
- furniture: cradle, chair, crib, high chair

### Vocabulary:

- furniture
- crib
- high chair
- cradle

**Preparation:** Set up materials.

### Intro to Centers:

"In *Peter's Chair*, Peter's father painted Peter's old **cradle**, **high chair**, and **crib** for his baby sister Susie. What do you notice?"

"Peter took his chair outside before his father could paint it. Then Peter had a 'change of heart.' Why did Peter help his father paint his old **chair** pink?"

"Today in Dramatization, you can paint **furniture**- with these materials. What do you notice?"

*Show illustrations.*  
*Children respond.*

*Show illustrations.*  
*Children respond.*

*Show materials. Model painting furniture.*  
*Children respond.*

### During Centers:

Encourage children to take on a variety of roles from *Peter's Chair*. Encourage children to extend the story. Encourage children to create labels or 'nametags' that they can wear with the name of the role/character they are playing, i.e., 'mother', 'father', 'Peter', etc. Support children in using sequential language as they paint: "First, put the paintbrush in the paint. Second, brush the paint on the chair, etc."

### Guiding Questions during Centers:

- Why did Peter's father paint furniture to prepare for Susie?
- How else can a family prepare for a baby?
- Why is furniture for babies smaller than furniture for older children?
- How is painting furniture similar to or different from painting at the easel?

**Thinking & Feedback:** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

**Documentation:** Photograph children as they play; use the documentation to launch a discussion during Thinking and Feedback.

**Provocation:**

Invite families to send in pictures of children as babies. Encourage children to write stories using the photographs for inspiration.

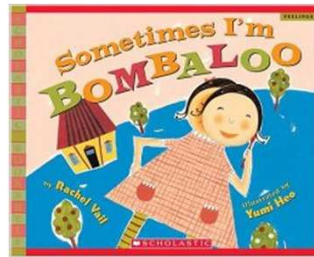
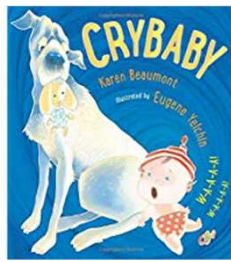




## Playing with Family Figures



**Standards:**  
 ELA.SL.CC.PS.1.a - b  
 ELA.SL.PKI.PS.3



### Materials:

- *Sometimes I'm Bombaloo*
- *Peter's Chair*
- *Crybaby*
- images of homes (see Resources)
- variety of blocks, i.e. unit, foam, hollow, etc.
- diverse family figures
- fabric pieces
- paper
- clipboards
- writing utensils
- photographs of children and their family members taped to unit blocks

### Vocabulary:

- home: the place where a person lives
- apartment: a home in a building
- house: a building where people live
- building: a structure with a roof and walls
- family: a group of people who care for and support each other
- family names, i.e., mom, aunt, cousin, etc.

### Preparation:

Set up materials.

### Intro to Centers:

"In *Crybaby*, Baby had a **mother**, a **father**, a **sister**, a **brother**, a **grandma**, and a **grandpa**."

"In *Peter's Chair*, Peter had a **mother** and a **father**, and he was going to have a new **baby sister**."

"In *Sometimes I'm Bombaloo*, Katie had her **mother** and a **baby brother**. How is Katie's **family** similar to or different from Peter's and Daniel's **family**?"

"How did the **families** care for each other?"

"Today in Blocks, you can create caring **families** with these materials."

*Show illustrations.*

*Show illustrations.*

*Show illustrations.*  
*Children respond.*

*Children respond.*

*Show materials.*

“You can build **homes** for the **families**. You could build an **apartment building**, or a **house**, or a different sort of home. Here are images of homes. What do you notice?”

*Show images of homes.  
Children respond.*

“What would the **families** do in their **homes**?”

*Children respond.*

“Make a plan before you build a **home** for the **families**.”

*Show sample of children’s plans.*

***During Centers:***

Provide non-fiction resources, i.e., magazines and video clips, of families taking care of each other.

Encourage children to create a neighborhood with their homes. Suggest that neighbors visit each other like in *Crybaby*.

Compare and contrast family configurations, i.e., Isabel has two brothers in her family, Jayden has a brother and a sister.

Encourage children to write stories about their families in Writing and Drawing and/or use their families in Discovery.

***Guiding Questions during Centers:***

- How do the people in this family care for each other?
- How is your family the same as or different from the families in *Crybaby*, *Peter’s Chair*, and/ or *Sometimes I’m Bombaloo*?
- Are there more than, less than, or an equal number of people in your family and your friends’ families?
- What kind of home does this family live in?
- Can a friend be part of your family? Why or why not?

***Thinking & Feedback:*** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

***Documentation:*** Collect samples of the children’s work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

***Provocation:***

Compile children’s family stories from Writing & Drawing into a class book called *A Family is \_\_\_\_\_*.

Create a class graph of the number of members in children’s families (include non-relatives, i.e., a friend who is called ‘auntie’, etc.)

Invite families to send in photographs and/or videos of them caring for and enjoying each other.





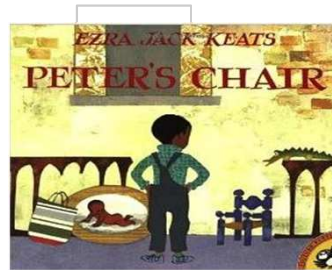
## Making Names



Writing &  
Drawing

### Standards:

ELA.SL.CC.PS.1.a - b  
ELA.SL.PKI.PS.3



### Materials:

- *Peter's Chair*
- tag or poster board
- tag or poster board letter tiles
- small dishes or trays
- unifix cubes
- small round stickers
- magnetic or foam letters
- clothespins

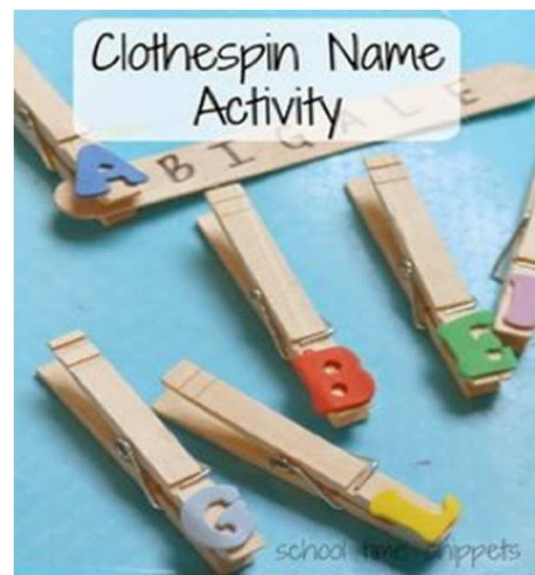
### Vocabulary:

- letter
- name: what you call a person
- square: a shape with four straight sides and four right angles
- match: look the same

### Preparation:

Set up materials.

Depending on the ability of the children, use tiles/foam/magnetic letters/unifix cubes for letters. For fine motor development, write letters on clothespins and ask children to clip clothespins on top of corresponding letter.



### **Intro to Centers:**

“The children’s **names** in *Peter’s Chair* were Peter and Susie.”

“Here are the **letters** in their **names**. What do you notice?”

“You practiced **writing names** before in Writing and Drawing. What do you notice?”

“Today, at Writing and Drawing, you can practice making **names** using these materials.”

“First, find the card with your **name**. Here is \_\_\_\_\_’s **name**. How do we know this is \_\_\_\_\_’s **name**? There is a **square** underneath each **letter**. Next, find the **letter** that **matches**--is the same as--the **letter** in the **name**. And put it in the **square**.”

*Show illustrations.*

*Show names written on sentence strips.  
Children respond.*

*Show children’s work. Children respond.*

*Show materials.*

*Model.*

### **During Centers:**

Support children with various levels of letter recognition and/or fine motor ability. Encourage children to collaborate. Refer to Week 1: *Drawing and Labeling Family Pictures*. Encourage children to reference their name cards.

### **Guiding Questions during Centers:**

- Who else has the same letters in their name as your name? How do you know?
- What lines/curves are in the letters of your name?
- Is your name longer or shorter than \_\_\_\_\_’s name? How do you know?
- Where in our classroom can you find the letters in your name?

**Thinking & Feedback:** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

**Documentation:** Collect samples of the children’s work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

### **Provocation:**

Add tag or poster board cards with character names and/or vocabulary words from story reads to Writing and Drawing and/or Puzzles and Manipulatives.



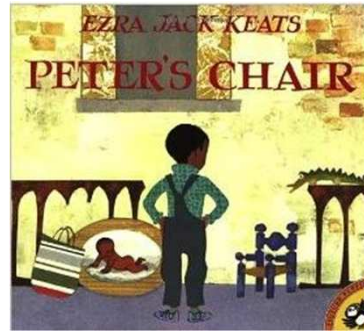
## Paint Chip Matching



Puzzles &  
Manipulatives

### Standards:

ELA.SL.CC.PS.1.a - b  
ELA.SL.PKI.PS.3



### Materials:

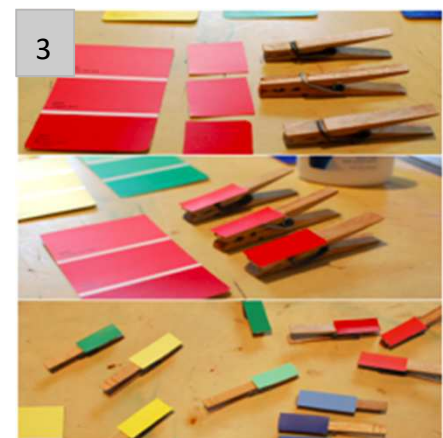
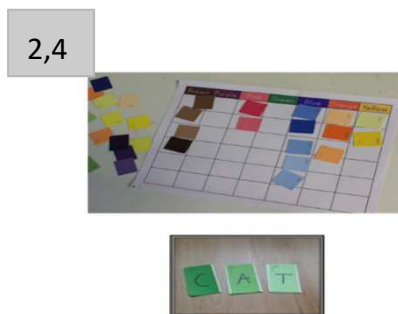
- *Peter's Chair*
- paint chip samples
- clothespins
- Velcro
- tag or poster board

### Vocabulary:

- match: look the same
- similar: almost the same
- different: not the same
- paint (-chip)
- samples: a small amount or piece of something

### Preparation:

1. Mount paint chips on tag or poster board.
2. Make a grid with colors across the top and blank spaces below for chips in the corresponding color family to be filled in.
3. For fine motor development, glue paint chips on clothespins.
4. Write letters on paint chip samples and ask children to make their names with letters in same shades of a particular color.



### **Intro to Centers:**

"In *Peter's Chair*, Peter and his father went to the hardware store to buy paint. Hardware stores don't have enough space for paint cans of every color. Customers choose from **paint chip samples**--a small amount of **paint**-- to decide which color **paint** to purchase. What do you notice?"

"The hardware store clerk then mixes different paints together to **match** the color on the **paint chip**. Why is it helpful to see a **sample** of something before you buy it? How is this **similar** to or **different** from when you mixed colors in the Art Studio?"

"Today at Puzzles and Manipulatives, you can **match paint chips**/sort **similar paint chips** into groups/or make your name with **paint chips** with these materials."

*Show illustrations. Show paint chip samples. Children respond.*

*Show children's work. Children respond.*

*Show materials. Model, asking children to describe their matches.*

### **During Centers:**

Encourage children to collaborate to match/make groups. Encourage children to match paint chips to colors they created during *Paint Mixing*. Encourage children to use *more, less, most, least*, etc. when describing groups, i.e., "There are more red paint chips than green. The blue group has the most paint chips." Encourage children to match paint chips to colors in the classroom.

### **Guiding Questions during Centers:**

- How did you sort/match the paint chips?
- Why do you think this paint color is called \_\_\_\_\_?
- On many paint chips, the paint formula is listed on the back of the card. What would your formula be for the color you created in *Paint Mixing*?
- Why do you think Peter and his father chose pink for Susie's chair?

**Thinking & Feedback:** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

**Documentation:** Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

### **Provocation:**

Add paint chip samples to Dramatization. Encourage children to pretend to be customers choosing paint colors and hardware store clerks mixing paint colors.

Add paint chip samples to Art Studio for children to reference when painting.

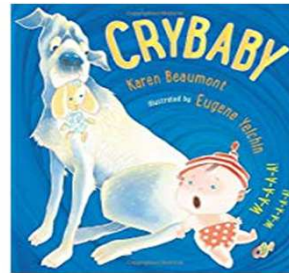
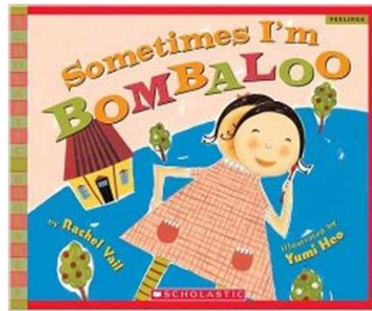


## Small Groups: Drawing Emotions High Support

**Standards:**

ELA.SL.CC.PS.1.a - b

ELA.SL.PKI.PS.3

**Materials:**

- *Sometimes I'm Bombaloo*
- *Crybaby*
- paper
- writing utensils
- mirrors
- vocabulary picture word cards
- images of feelings (see Resources)

**Vocabulary:**

- emotions: angry, frustrated, joyful, excited, shy, etc.
- feeling
- represent
- express

**Preparation:**

Set up materials. Consider that children might illustrate challenging emotions. Watch the following message from Fred Rogers for inspiration:

<https://www.youtube.com/watch?v=fKy7ljRr0AA>

**Procedure:**

Refer to the illustrations in *Crybaby* and *Sometimes I'm Bombaloo*. Ask children if they can tell by the illustrations how the characters are **feeling**. Refer to images (see Resources) and ask children to describe the emotions that are shown.

Explain that **feelings** can also be called **emotions**.

Compare and contrast **emotions** children have experienced to **emotions represented**--shown--in the stories and in the images.

Invite the children to illustrate an **emotion(s)**. Support a variety of depictions, i.e., they could draw a face or use colors and/or designs to **represent** their **emotion(s)**.

Take dictation of children's words to caption their illustrations or encourage children to write independently.

**Guiding Questions:**

- How is your illustration the same as or different from the illustrations in the stories and/or your friend's illustration(s)?
- How does your illustration **represent** your **emotion(s)**?
- When Katie was upset in *Sometimes I'm Bombaloo*, she showed her teeth and made fierce noises to **express** herself, How do you **express** yourself when you are \_\_\_\_\_?



**sad**



**happy**



**angry**



**surprised**



**shy**



**excited**





**Frightened**



**silly**

# Small Groups: Name Matching

## Medium Support

All unit texts

- Materials:**
- multiple sets of laminated tag or poster board with children’s names (4-5 names in each set – see template in resources)
  - vocabulary word picture cards
  - trays

- Vocabulary:**
- name
  - match
  - same
  - different

**Preparation:**  
Group sets of name cards together. Put names beginning with the same letter in the same set.

Mix up names and put on trays.

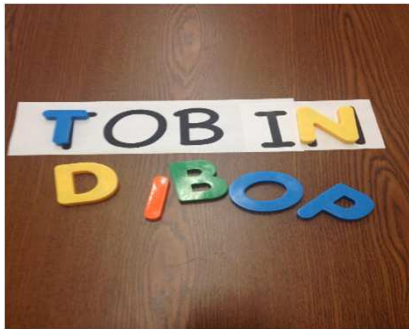
**Procedure:**  
Model activity, i.e., “I’m going to find two **names** that **match**. These two cards say, ‘*Matthew*,’ so they **match**, I’ll put them to the side.”

Support children in saying aloud **names**. Point out letters in **names**, similarities, and differences among **names**.

As children become more capable at **matching** their **names**, extend the activity to Center Time as a Memory game.

### Guiding Questions

- How is your name the **same** as/ **different** from your friend’s name?
- What words can you think of that beginning with the **same** sound as your **name**?
- Whose **name** is longer/ shorter? How do you know?
- What would happen if we all had the **same name**?



Small Groups U1 Name Matching Template  
Fill in names and print twice

**Jake**

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Small Groups U1 Name Matching Template


Fill in names and print twice


Small Groups U1 Name Matching Template

Fill in names and print twice


Small Groups U1 Name Matching Template

Fill in names and print twice


<p>Unit 1</p>  <p>Week 2</p>	<p><b>Small Groups: Building Houses</b></p> <p>Low Support</p>	<p>Math</p> <p>SG1</p>	<p><b>Standards:</b></p> <p><b>MP:</b> Participates in whole group and small group math-focused activities.</p> <p><b>G:</b> Explores three-dimensional and two-dimensional shapes in the environment</p> <p><b>MD:</b> Matches and groups similar objects.</p>
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<p><b>Guiding Math Ideas:</b></p> <ul style="list-style-type: none"> <li>● Discovery and exploration of math materials</li> <li>● Matching and Grouping</li> <li>● 3-D Shapes</li> </ul> <p><b>Math Concepts: [From Unit 1 Learning Progressions]</b></p> <ul style="list-style-type: none"> <li>● Manipulating and building with 3-D Shapes</li> <li>● Objects can represent other objects</li> </ul>
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<p><b>Materials: This small group takes place in the block center</b></p> <ul style="list-style-type: none"> <li>● Unit blocks (already present in the block center)</li> <li>● Add containers of 3-D small multicolored blocks.</li> <li>● Add Family Blocks</li> <li>● Books about building: <i>Jack the Builder, When I Build with Blocks, Changes, Changes</i></li> <li>● Work mats or sit-upons for individual work spaces, as needed.</li> <li>● Laminated chart of names of 3-D Shapes (in Teacher Materials Packet).</li> <li>● Camera, Tablet or Phone Camera</li> </ul>	<p><b>Math Vocabulary: If children are curious, give the accurate names for these 3-d shapes (unit blocks) Refer to Chart as needed.</b></p> <ul style="list-style-type: none"> <li>● Cube</li> <li>● Sphere</li> <li>● Prism as in blocks that are Rectangular and Triangular Prisms</li> <li>● Cylinder</li> </ul>
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**Preparation:**

This activity takes place in the block center and could be repeated several times to give all children the opportunity to play in the block center, as some children choose the block center regularly and others do not.

As the start of Week 2, add the Family Blocks, Small 3-D Blocks, and books to the center, so that children can explore these materials prior to this Small Group.

**Procedure:**

*We are playing in the block center today during our Math Time. Some of you may want to build houses or apartments or other buildings. You can work by yourself or with a friend.*

Build alongside the children, describing the structure that you and the children are making.

Encourage children to extend their play, making note of any structures that resemble houses or apartments. They may also choose to build other structures. *I am building some stairs. I have a basement in my house... Where do you sleep?*

Use words that describe spatial concepts, such as relative position in space: Over, under, beside, on top of, etc. Uses words to describe the different types of blocks. [See strategies]

Children are still getting used to the clean-up routine. Remind children of the routine as they match the different shapes of blocks with the labels on the shelves.

*When it is time to clean up, we will put the toys back in the place that matches. [Show baskets or spots on block shelves with picture/word labels].*

### **Strategies that Facilitate Math Thinking:**

- Building with blocks is a long-standing favorite activity that is intrinsically mathematical. Watch for the use of actions words that demonstrate spatial concepts of orientation. As children play, describe how they are using the blocks: *I see that you are putting these blocks on top of the big ones, etc.*
- It is common to use inaccurate words to describe 3-D objects. While playing with the blocks, use the words for 3-D shapes when possible. For example, a round 3-D object is not a “circle”. It is as *sphere*. A little block is not a “square” but a “cube”. Decide when and how you will introduce 3-D names into block play. Accurate terms are the foundation for later geometry learning.
- *Representation* is a key math process. In this activity, children are *representing* their ideas about structures as well as their understandings of size, shape, and orientation.
- Cleaning up blocks can be a daunting task. Labels on the shelves with drawings of the different types of blocks will help children as they work in this area. Facilitate both the clean-up process and the formation of matching, grouping and spatial skills.
  - *I see this picture looks like the blocks that you used for your road. Let’s stack them up and see if they will fit.*
  - *These long blocks are really heavy. Let’s be sure to put them all the way back on the shelf.*
  - *All of these small cylinders can fit in the basket.*


### **Documentation:**

Take photos of children’s structures to document children’s growing skills over the year in block play as they demonstrate the different stages of block play from simple to complex.

### **Provocation:**

Spatial Thinking as a Life Skill: Block play AND cleaning up blocks are excellent Geometry activities for reinforcing spatial abilities. Use the words that you hear children using in other contexts, such as locating objects in the classroom or in cubbies, on the playground, etc. to observe whether children have a general understanding of locating objects in space.



<p>Unit 1</p>  <p>Week 2</p>	<p><b><i>Small Groups: Who Lives with Me?*</i></b></p> <p>Medium to High Support</p>	<p>Math</p> <p>SG2</p>	<p><b>Standards:</b></p> <p><b>CC:</b> Recognizes and names written numerals 0-5</p> <p><b>OA:</b> Responds with number words and/or counting strategy when asked the question, How many?</p> <p><b>MD:</b> Matches and groups similar objects.</p>
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<p><b><i>Enduring Understanding(s):</i></b></p> <ul style="list-style-type: none"> <li>● A family is a group of people that care for and support each other.</li> <li>● What does it mean to be a member of a family</li> <li>●</li> </ul> <p><b><i>Guiding Math Ideas:</i></b></p> <ul style="list-style-type: none"> <li>● Numbers are counting words.</li> <li>● Matching and Grouping</li> <li>●</li> </ul> <p><b><i>Math Concepts From Unit 1 Learning Progressions:</i></b></p> <ul style="list-style-type: none"> <li>● Introducing number questions.</li> <li>● Objects can represent other objects.</li> <li>● Matching and Grouping (Attribute recognition)</li> </ul>
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<p><b><i>Materials:</i></b></p> <ul style="list-style-type: none"> <li>● <i>Families</i> by Rotner &amp; Kelly</li> <li>● See week one for math center manipulatives</li> <li>● Additional Items: <ul style="list-style-type: none"> <li>● Bucket of Family manipulatives</li> <li>● Pet manipulatives</li> <li>● Muffin tins, 10 Frames and other organizers with compartments.</li> </ul> </li> <li>● House/Apartment Template - Teacher Materials Pack</li> <li>● Large Numeral Cards-1-10</li> <li>● Plastic or Wooden Numerals 1-10</li> </ul>	<p><b><i>Math Vocabulary:</i></b></p> <ul style="list-style-type: none"> <li>● Group- a collection of things or people that go together</li> <li>● Family- a group of people who love and care for me</li> <li>● Creatures- living things that are not plants, for example: animals and humans</li> </ul>
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***Preparation:***

Read the book *Families* at SWPL time in week prior to this Small Group. Place book in Math Center. This activity can take place on the floor or on tables.

Add new listed items to Math Center. Children play with toys for at least 2 days before this small group. Have large numeral cards and basket of plastic numerals available.

Before the activity begins, review the children’s registration information about the numbers and members of their family. It is not necessary that everyone’s group be 100% accurate, but the teacher can facilitate counting and grouping by asking questions or reminding children of their family members. Be inclusive as you describe the places where children live- houses, apartments, cabins, shelters, etc.-

### **Procedure:**

*"We all have a family, the people who live with us in our home."*

Refer to *Families* and note a few pages that depict varying numbers and roles of family members. Place the baskets of family and pet manipulatives on floor or tables and invite children to play with them. Think out loud as you play alongside the children.

*This looks like a mommy. This could be a Grandpa, etc.* Children may begin to name and sort the figures as family members or into family groups as they explore the manipulatives. Pets also live in some homes, so include those manipulatives to extend thinking.

As play continues, put the house templates on the floor or table.

*Here is something that looks like a house or apartment- a home. We might want to pretend that we are filling up our home with all of the people who live with us.*

*Who lives with you? How many people live with you?*

If children show interest in counting or number identification, place number cards alongside each child's work area that corresponds to the number of people they have placed in their "house". Model counting the groups and placing a number beside them. Children may wish to add pets.

Use the phrase "All together" as you count.

1-2-3-4- *You have 4 people all together in your family.* If they include pets: *All together, there are 6 creatures who live at your house. A creature is a funny word that means a living thing that is not a plant.*

Remind children of the clean-up routine.

*When it is time to clean up, we will put the toys back in the baskets that match. [Show baskets with picture/word labels]. We have some new baskets that have labels for our family and pet toys.*

### **Strategies that Facilitate Math Thinking:**

- Introducing number questions- Solving problems using math is a major goal for preschoolers.
  - *Who lives with you?* Encourages children to categorize and classify.
  - *How many people live with you? How many all together?* introduces the idea of cardinality.
- Observe counting skills:
  - Are some children gathering up an indeterminate number of family manipulatives in their houses? – They are at the *global stage* of counting- seeing and approximating.
  - Are children using any counting-related skills such as pointing or reciting number words [accuracy is not necessary at this point] as they play?
  - Are some children saying the correct number word when they see a numeral or point and count simultaneously?
- Continue to observe any matching, grouping or sorting activities.
  - Are children selecting larger/smaller family figures to represent adults and children?
  - Are children including pets into their groups?

### **Documentation:**

Take photographs of the family groups/house pictures with child in the picture.

**Provocation:**

Some 4 year olds will demonstrate advanced number skills, even at the start of the school year. You may see children grouping people and pets, counting one group and then going to the other group counting *all together*. All children, however, are using mathematical reasoning. Encourage this innate mathematical reasoning through open- ended questioning and descriptive statements. *How did you do that? Or Show me how you know that. How do you know?* (that there are 7 people and pets, for example). *I wonder how you did that.*

\*This activity is loosely based on activity "How Many Creatures?" created by Juanita Copley in *The Young Children and Mathematics, 2<sup>nd</sup> Edition, (2010)*.



## Songs, Word Play, and Letters

### Day 1:

*Materials: Poetry poster, flannel board, flannel pieces for “Down By the Bay”, and “Bingo” (farmer, dog, and letters B, I, N, G, O), children’s name cards written in standard form, uppercase alphabet cards that match the beginning letter in each child’s name*

### Bingo:

Procedure:

- Say, “*The first song we are singing today is about a farmer and his dog.*”
- As you place the farmer and the dog on the flannel board, say, “*This is the farmer and this is the farmer’s dog. The dog’s name is Bingo and these are the letters we use to write Bingo: B- I- N- G- O*” (As you place each letter on the flannel board, name it and encourage children to join in). After the name is formed, name letters again, pointing to each one: *B-I-N-G-O. Say, all of those letters, together, say, “BINGO.”*
- Sing the verse through once, pointing to each letter as it is named.
- Turn the *B* over, and sing the song a second time, clapping for *B* instead of saying the letter name. Continue turning one letter over, per verse, until the entire name is clapped. Sing the song slowly enough so children can follow along (coordinating clapping and singing is difficult, at first).
- It is helpful to put a picture of clapping hands and on the back of each letter as a visual cue to clap rather than sing these letters’ names. For the first few times that you sing this song, you might also explain, before starting to sing each of the clap and sing verses, *We clap here* (point to the clapping hand picture on the overturned card with letter B on the other side) *instead of saying ‘B’ and then we sing I-N-G-O*). *Okay, let’s start.*

### If Your Name Starts With [Say a Letter Name], Raise Your Hand:

Procedure:

- Say, “*Do you remember the name game with the letters? We are going to play that game today. Hold up a letter and show it to the group. Say, If your name starts with [name letter], you raise your hand* (model). *Everyone will get a turn.*”
- Play one round of the game as usual. If a child whose name starts with a letter does not respond, find the child’s name card, point to the first letter, and say, *Monica, your name starts with M, so you may raise your hand. The letter M is the first letter in your name.*
- For the second round, you can vary the actions. Instead of raising their hand, they could pat their head. Model the change for them.

### ***Time For Bed (And Those Words Rhyme):***

#### **Procedure:**

- Show children the cover of *Time for Bed*, read the title, underlining it with your finger.
- As you read each page, point to the picture of the baby animal named and follow the rhythm of the verse on each page. When you are finished reading you might say, *“That book was about animal mothers trying to get their babies to go to sleep. I noticed that some words in the book rhyme--their last parts are the same.”*
- Turn back to appropriate pages and say, *Mouse and house rhyme, m – ouse, h -ouse (segment – ouse in each word so children can hear the rime). They both have ‘ouse’ as their last part.*
- Follow the same procedure for pup/up and deer/here. Then say, *“That’s interesting that words can have last part that sound the same.”*
- Say something like, *“The book we just read had a lot of rhyming words in it. The song we are singing next also has a lot of words that rhyme.”*

### ***Down By the Bay:***

#### **Procedure:**

- Say, *“Now we are going to sing the song called “Down by the Bay.”*
- Say, *“I am going to place the watermelons and the water right here, near the top of the flannel board (place flannel pieces on board as you name them).The first verse we are singing is about the whale with the polka dot tail, so I will place that piece right below the water in the bay.*
- Sing the song, placing the appropriate flannel pieces on the board, one verse at a time. Remove the pieces for each verse before putting on the next one.
- Sing the song a second time if children respond enthusiastically the first time.

### ***Day 2:***

*Materials: Poetry poster, flannel board, flannel pieces for “Diddle, Diddle, Dumpling”, Crybaby, Picture Cards: tears*

### ***Five Green and Speckled Frogs:***

#### **Procedure:**

- Say, *“We’re going to sing “Five Green and Speckled Frogs” again today. Here is the speckled log that I am placing at the top of the flannel board.Help me count the frogs as I put them on the log. Here is the cool blue pool. I am putting it over here, next to the log.”*
- Sing the song, moving one frog at a time. Do the motion associated with most *delicious*.
- Ask children to count the frogs with you as you remove them to put away. Then say, *“I will put the speckled log and the cool blue pool with the frogs, then we will know where they are when we want to sing this song again.”*

### **Diddle, Diddle Dumpling (And Those Words Begin With the Same Sound):**

Procedure:

- Display the poetry poster and tell children you are going to read the poem “Diddle, Diddle Dumpling.”
- Read the poem slowly, but with rhythm and expression. Do not point to words or underline the lines of text. When You finish, say, *Diddle and dumpling begin with the same sound,/d/. diddle,/d/ dumpling (emphasize /d/ at the beginning of each word). Say, Both words begin with/d/, and I think that is interesting.*
- Point to the illustration and comment that it shows what happens in the poem. Read a line at a time, underlining it with your finger, and point out in the illustration where that part of the poem is depicted.
- After reviewing the lines of the poem and connecting each one with a part of the illustration, recite the poem again, inviting children to chime in.

### **Can You Think of Words That Begin With the Same Sound As \_\_\_\_\_? (And Crybaby):**

Procedure:

- Show the book and say, “*You will remember that we read “Crybaby” at story time. Now, we are going to play a game using a word from the story.*”
- Say, “*This is a thinking game. I will say a word, and you will try to think of other words that start with the same sound. Let’s start with tears (Show the picture card). The baby in the story cried a lot of tears. Tears starts with /t/, and so do toe and top,/t/ toe, /t/ top.*”
- Ask children if they have an idea for another word that starts with /t/ like in *tears*. Few, if any, children may think of words on this first time of playing. The teacher provides additional words to model how this is done.
- For example, after giving children a chance to offer a word, suggest a word (e.g., toy, tongue, tiny), and say, *I think toy starts like tears,with /t/. Tongue Starts like tears, too. /t/,/t/, tongue.*

### **Hands:**

Procedure:

- Say, “*Next, we are going to learn a poem about our hands. In Fact, the name of the poem is “Hands.” We all need to stand up for this poem.* Recite the poem slowly once. Do all the motions, pausing briefly between lines to allow children to follow along.
- Then say, “*This poem was about our hands. Now we are going to sing a song about other parts of our body. We need to stay standing for this song.*”

### **Head and Shoulders, Knees and Toes:**

Procedure:

- Say something like, “*The name of this song is “Head and Shoulders, Knees and Toes.” We are going to use our hands to tap parts of our body that we are singing about.*”
- Sing slowly and model the motions.
- Sing the song a second time, a little faster, continuing to model the motions.

### **Day 3:**

**Materials:** *Poetry poster, flannel board, flannel pieces for “Old MacDonald” (chick, duck, cow, turkey, pig), BINGO letters or chart, and Time for Bed*

### **BINGO:**

Procedure:

- Say, *“The first song we are going to sing today is about a farmer's dog. I am going to put the farmer, right here, at the top of the flannel board. Now, I am going to put the dog right beside the farmer. Continue—I bet you remember the name of the farmer’s dog. Confirm by saying, Yes, that’s right. The dog’s name is Bingo.”*
- As you place the letters for Bingo’s name on the flannel board, name each one. You might say, *“The first letter we need is a B. The second letter in Bingo’s name is an I. I am going to place the I right after the B. Now we have B-I “(point to each letter every time you name it).*
- Continue in this way until you have all the letters to spell BINGO on the board.
- Point to the letters in BINGO when singing that part. Continue singing all the verses, clapping for letters as they are turned over, one at a time. When finished, remove the dog and letters (tell children to say the name of each letter with you as you remove them), but leave the farmer on the board. Say, *“I am going to leave the farmer on the board because now we are going to sing a song about another farmer.”*

### **Old MacDonald Had a Farm:**

Procedure:

- Say, *“This farmer doesn’t have a dog, named Bingo, as far as I know. He does have a lot of other animals, though. I am going to put the animals down here (place the flannel pieces in a line, in the lower area of flannel board), and then I’ll move them one by one up here to the top of the flannel board as we sing about them. Let’s do the duck first, and then we’ll do the cow second.”*
- Sing two verses and then say, for example, *“Now we need third animal.”* Continue in the same way, using the words *fourth* and *fifth* in relation to animals you sing next.
- Ask children to name each animal with you as you remove it from the flannel board and put it away.

### **Time For Bed (And Chiming in with Rhyming Words):**

Procedure:

- Read the title of the book, underlining the words with your finger. Tell children the author and illustrator’s names, running your finger under the words as you read them.
- Remind children that this is a book about baby animals that need to go to sleep.
- You might say, *“Maybe you have trouble going to sleep sometimes, just like the baby animals. Or maybe you don't want to stop playing and go to bed.”*
- Say, *“I am going to read the book again, and this time you can say some of the words with me. Some of the words in this book rhyme—their last parts sound the same. Mouse and house rhyme—they both have ‘ouse’ as their last part, a lot of other words in this book also rhyme.”*

- As you read the book a second time, slow down as you reach the last word on each page to let the children chime in with the word, as you read it. Prompt recall by holding onto the first sound longer than you normally would. As children begin to chime in, say the rest of the word with them

### **Stand Up:**

#### Procedure:

- Say, “*We are going to recite the poem “Stand Up,” next so we all need to stand.*” Recite the poem slowly enough so children can follow along as you model the motions.
- Show children the poetry poster and talk about the illustrations, referring to lines of text, as appropriate. Then, recite the poem and motions a second time, without pointing to the text.
- Then say, for example, *In this poem we moved different parts of our body. Next, we are going to recite another poem and do different things with just our hands.*
- 

### **Day 4:**

*Materials: Poetry poster, Over in the Meadow. Oonga Boonga, Peter’s Chair, Picture Cards: cradle, harmonica, high chair, flannel board, flannel pieces for “Five Green and Speckled Frogs”*

### **Eentsy, Weensy Spider:**

#### Procedure:

- Place your fingers in position to start the song, and ask the children if they remember what song starts with their fingers positioned like this.
- Sing the song, leading the children in the motions. Sing the song a second time, going a little faster.

### **Five little Ducks:**

#### Procedure:

- Tell children you are going to teach them a new song called “*Five Little Ducks.*”
- Hold up one hand, splaying fingers. Sing the song slowly, using hand motions to show hills and the quacking. Put one finger down every time one less duck comes back. After the first verse or two, ask children to join in on the hand motions and *Quack, quack, quack.*
- You might say, “*I am sure mother duck must have been very happy when all her little ducks came back home again! We will sing this fun song again another day.*”

### **Over in the Meadow (And Those Words Rhyme!):**

#### Procedure:

- Read the book’s title, running your finger under the words as you read them. Point to the name of the author/illustrator as you read it. Read the book, keeping the natural rhythm of the verse. Point to pictures of the animals and other objects as they are named in the text.
- After reading the book, tell children you are going to reread some pages and talk about some of



the words that rhyme. Read the first page. Say, *Sun and one rhyme-- they both have 'un' as their last part.* After reading the fishpage, say, *"Blue and two rhyme, don't they--they both have 'oo' as their last part."* Proceed similarly with another page or two.

### **I'm Thinking Of \_\_\_\_ Clue Game (And Peter's Chair):**

Procedure:

- Show children the book and read the title. Explain that you will play a game using some words from this story.
- You might say, *"I will give you some clues so you can guess a word I am thinking of from the story. Listen Carefully to the clues and when you have an idea, raise your hand."*
- For *cradle*, use these clues: *This is a bed that a tiny baby sleeps in. When Peter was a baby, his parents rocked him in one of these.* If the children do not guess the word based on these clues, give this one: *The name of this kind of baby bed starts with /k/.*
- For *high chair*, use these clues: *A baby sits in one of these when she eats dinner. This piece of baby furniture has very long legs,* If children need another clue, use this one: *the name of this piece of baby furniture begins with /h/.*
- After the children guess each word, show the picture card and explain the word again. For example, you might say, *"This is the cradle, the kind of bed for a very young baby. It has rockers (point to) so parents can rock the baby to sleep."*

### **Five Green and Speckled Frogs:**

Procedure:

- Tell children you are going to sing *"Five Green and Speckled Frogs"* next.
- Say, *"First, I am going to put the speckled log at the top of the flannel board. Now let's count our speckled frogs to make sure they are all here today (count frogs as you place them on the log). The last thing we need is the cool blue pool, I will put it right here, beside the speckled log."*
- Sing the song slowly enough for children to keep up. When done, ask the children to count the frogs with you as you remove them from the board. Then say, *"Now I am going to put the frogs, the speckled log and the cool blue pool back in the bag so that next time we sing this song we will know right where to find them."*

### **Day 5:**

*Materials: Poetry poster, flannel board, flannel pieces for "Down by the Bay", easel, markers, Crybaby and Peter's Chair*

### **Down By the Bay:**

Procedure:

- Tell children the first song you are singing today is *"Down by the Bay."*
- Place the appropriate flannel piece on the board, before you sing each verse. Remove the piece for each verse before putting on the piece for the next verse.
- After you have finished singing the song, put the first two flannel pieces back up (snake, cake)

and say, *Snake and cake rhyme, they both have 'ake' as their last part.* Say the words again, segmenting the *-ake* in each word so children can clearly hear the rhyme. Proceed the same way for the other rhyming words.

### **Interesting – Sounding Words (And *Crybaby* and *Peter's Chair*)**

Procedure:

- Show children the covers of the two books and read the titles aloud. Say, “*These books have some interesting-sounding words in them. We are going to talk about some of those words.*”
- Flip through *Crybaby* and read these words and phrases out loud: *Bark; hush; p-e-e-u-u-w-w; waaa.*
- Comment on each of the words as you read them and have children say them with you.
- Do the same with *Peter's Chair*, using the word *muttered, fussing, crash, and shhhh.* Compare the loud word “*crash*” with the quiet word “*shhhh.*”
- Write the words *shhh* and *crash* on the easel. Isolate each sound in *crash*, and name the letter(s) you use to represent each sound, as you say these out loud before writing them. Be sure to say *s-h* together quickly, as the letters that, together represent the /sh/ sound rather than naming each separately, with a pause in between their names.
- Point out that *shhh* starts with /sh/, while *crash* ends with /sh/, and that this sound is written with *sh*—the two letters together. Say /sh/ and writesh with several *hhhhh (shhhh)* to indicate that you are saying the word for an extended time, as you would if you said “*Shhhhhh.*”

### **If You're Happy:**

Procedure:

- You might say, “*Next, we are going to sing a song we have sung before called*” *If You're Happy*. Sing the first two verses (“*clap your hands*”, “*stomp your feet*”) as usual.
- You can add verses using interesting-sounding words from *Crybaby* and *Peter's Chair*. Examples :*If you're sad and you know it, cry waaa!, If someone's noisy and you know it, whisper shhh!*

### **Ten Little Fingers:**

Procedure:

- Show children the poetry poster. Underline the title of the poem as you read it.
- Recite the poem, modeling the motions.

### **Diddle, Diddle, Dumpling:**

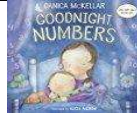
Procedure:

- Tell children you are going to recite the poem “*Diddle, Diddle Dumpling,*” a poem they have done before.
- Recite the poem with the children, without referring to the book.
- Then show the poetry poster and talk about the illustration, referring to the text, and then back to the illustration. Help make it clear that the text--the words of the poem-- not the illustration, carries the specific message.

- Recite the poem again with children

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<p>Unit 1 Week 2</p> 	<p><b>SWPL or <u>Large Group</u></b></p> <p><b>Reading <i>Goodnight Numbers</i></b></p> <p>High Support</p>	<p>Math</p> <p>LG and SWPL</p>	<p><b>Standards: CC</b></p> <p>CC: Rote counts to 10 and beyond by ones with increasing accuracy</p> <p>OA: Transitions from rote counting to 1:1 correspondence</p>
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<p><b>Guiding Math Ideas:</b></p> <ul style="list-style-type: none"> <li>Rote Counting- Numbers are counting words.</li> </ul> <p><b>Math Concepts: [From Unit 1 Learning Progressions]</b></p> <ul style="list-style-type: none"> <li>We use math every day: Connecting number to real world situations</li> <li>Practicing the number word list through words &amp; action.</li> </ul> <p><b>Adaptations for Using Large Group In Alternate Schedule Slots:</b></p> <ul style="list-style-type: none"> <li>Jumping to the numbers on the number list can be done any time.</li> </ul>	
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<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li><i>Goodnight Numbers</i> by D. McKellar</li> </ul>	<p><b>Math Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Countless- too many to count</li> <li>10-frame: a picture that helps us count.</li> </ul>
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**Preparation:**

This book will also be used several times during the year, as children grow in their counting strategies. Read book through prior to introducing to children, noting the tips for parents and caregivers at the end of the book about how to maximize the math concepts. Note that with each new number, the illustrations show numerous examples of the number, including *ten-frames* with matching objects depicted on the walls. 10-Frames will be used in future math activities.

<p>“How do you get ready for bed? “Have you ever thought about how numbers and counting could help you get ready for bed?</p>	<p><i>[Children provide various answers]</i></p> <p><i>Teacher adds example- One way that numbers help me get ready for bed is by setting my alarm clock numbers to wake me up in the morning to get ready for school.</i></p> <p><i>OR</i></p> <p><i>When I brush my teeth, I count to 10 to make sure I have brushed them long enough to get clean. [ Use any examples of your choice]</i></p>
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“We’re going to read a story about how some children get ready for bed. They notice numbers all around them and say goodnight to the numbers before they fall asleep.”

“Now, I’m going to read it again, and when I say a number, I’ll count something on the page.”

“See this picture on the wall- it has pictures in each square. I’m going to count them. This special picture is called a 10-frame.”

“Let’s count together- Shall we jump or clap?”

*Read the story from start to finish.*

*Children may begin to join in and say the numbers along with the teacher.*

*Invite children to notice another group of the selected number and count together.*

*Introduce the idea of the 10-frame: On at least one page, point out to the children the 10-frame on the wall and count the objects there.*

*Some children identify groups of the featured number and then the entire group counts those things.*

*Children are made aware of this part of the illustrations, as an introduction to future use of 10-frames as a counting tool.*

*Reciting the number list is the primary goal of this Large Group. Practice the number word list from 1-10 as a whole group using motion.*

*Children will jump/clap once for each number word they say. Repeat if children are interested, substituting other actions for each number word.*

***Strategies to Provoke Math Thinking:***

- Model pointing to 1 object at a time on the page, matching it with one number name as you count one of the groups in each page.
- Describe and accurately label the math tool 10-frame. 10 Frames will be used throughout the year. This is only an introduction to this tool that can assist with 1:1 counting.
- Moving bodies while counting reinforces memorization of the number word list. This can be done daily at many different times of the day such as transitions, outdoors, & during clean up.
- The inside covers have 1-10 counting words in English, Spanish, French and German and also show tally marks. Some children in your group may be able to count in a language other

than English [or you may be able to do so]. As you re-visit this book numerous times during the year, add other languages or use when you introduce tally marks in Data Representation.

***Provocation:***

Encourage children to think about the many ways that number is represented in the book:

*Numbers are shown in many ways. How do you see numbers on this page?* [Numeral, word, objects, 10-frames]. Accept all answers as you introduce the idea that numbers are shown in multiple ways.

Link the book to the Unit theme on Family by asking them who helps them get ready for bed.

Unit 1

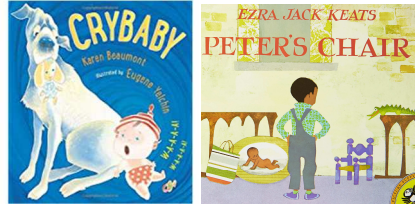


Week 2

## Let's Find Out About It: Pets in a Family

### Standards:

ELA.SL.CC.PS.1.a - b  
ELA.SL.CC.PS.2 - 3  
ELA.SL.PKI.PS.1 - 3



### Materials:

- *Cry Baby*
- *Peter's Chair*
- Images of various animals often had as pets (cats, birds, hamsters, guinea pigs, fish, etc.) (Keep in mind the children in your group and include any animals you know/suspect they have at home)
- Technology to be able to look up and display images of additional pets mentioned (ipad, phone, computer, etc)

### Vocabulary:

- pet- animal that lives with you that makes you happy or keeps you company
- author
- company- being together/not alone

### Preparation:

Flag pages in both books with pictures of multiple family members.

Flag pages in both books with illustrations of the dogs.

Flag page in Peter's Chair of Peter and Willie outside the house.

Flag page in Cry Baby of Roy giving toy sheep to the baby.

Print/prepare animal Photos.

### Let's Find Out About It:

"We have read two books together, Cry Baby and Peter's Chair, and I noticed that in both of these stories the Authors, who wrote the words, introduced us to different family members. What do you notice?"

"There are some things the same about each family in our stories, and some things that are different. One thing I noticed about both of

*Show covers of books.*

*Show pages of of books with illustrations of multiple family members in each.*

*Children respond.*

*Restate/extend similarities and differences*

these books is that both families have a dog in them. In *Cry Baby* they have a dog named Roy, and in *Peter's Chair* they have a dog named Willie. Today we are going to talk about different **pets** that can be part of your family."

"**Pets** are animals that live with you either inside or outside your home that are cared for by someone in your family, and keep you **company** or make you happy in some way. When Peter was feeling sad and decided to run away Willie went with him and kept him **company** so he didn't get too lonely."

"And in *Cry Baby* when the baby was very sad and couldn't stop crying, Roy brought her the stuffed toy to help her feel happy and **comfort**, or calm, her."

"Both of these families had dogs as pets, but there are lots of other animals that people can have as part of their family. Can you think of any animals that you or someone else might have as a pet in their family?"

"There are lots of different types of pets that people can have as part of their family. Why might people have pets as part of their family?"

In the Writing and Drawing Center we have been writing the names of our family members, if you would like to write or draw about a pet in your family you could do that while you are working in Writing and Drawing."

*children had noticed.*

*Show illustrations of each dog.*

*Show illustration of Peter and Willie outside of their house.*

*Show illustration of Roy giving baby the toy sheep.*

*Show pictures (if available) that match the animals children state, and label them/describe them.*

*Invite children to share their pet's name and how they care for their pet or how their pet keeps them company or makes them feel happy.*

*Children respond.*

***Provocation:***

Add pets to Dramatization.



Ask families to send in family pictures with pets included in them, to discuss or post in the classroom to encourage conversations and/or inspire artwork.

Add images of pets to Writing and Drawing for children to reference and encourage them to write captions or draw about any pets in their family.









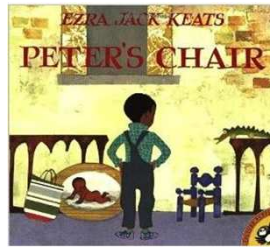
## Let's Find Out About It: Baby Furniture

### Standards:

ELA.SL.CC.PS.1.a - b

ELA.SL.CC.PS.2 - 3

ELA.SL.PKI.PS.1 - 3



### Materials:

- Peter's Chair
- vocabulary picture word cards
- doll furniture

### Vocabulary:

- furniture
- crib
- cradle
- highchair
- safe
- soothe
- rock
- curved
- slat
- rascal

**Preparation:** Set up materials.

### Let's Find Out About It:

"In *Peter's Chair*, Peter's father painted Peter's old **cradle**, **crib**, and **highchair** for his sister Susie. Peter didn't need them anymore, he wasn't a baby."

"**Cradles**, **cribs**, and **highchairs** are **furniture** for babies. What do you notice?"

"How is a **cradle** similar to or different from a **crib**? The **curved** part is called a **rocker**. What do you notice?"

"**Rocking** babies in **cradles** can **soothe** them when they are upset or help them fall asleep."

"A **crib** has **slats** on the sides to keep a baby **safe**. When babies get older, those **rascals** can climb right out!"

"Why do you think a **highchair** is designed like this?"

"Can you name other furniture that is specifically designed for babies?"

*Show illustrations.*

*Show images.  
Children respond.*

*Children respond.*

*Children respond.*

*Children respond.*



**cradle**



**crib**



**high chair**



**swing**



**changing table**



**bouncy chair**



**playpen**



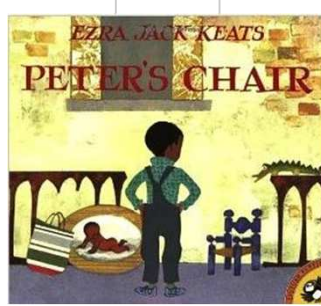
## Let's Find Out About It: Hardware Store

### Standards:

ELA.SL.CC.PS.1.a - b

ELA.SL.CC.PS.2 - 3

ELA.SL.PKI.PS.1 - 3



### Materials:

- *Peter's Chair*
- items from a hardware store i.e., screws, keys, light switches, etc.
- images of hardware stores (see Resources)
- non-fiction books about hardware stores

### Vocabulary:

- tools
- supplies
- clerk
- customer
- hardware

**Preparation:** Set up materials.

### Let's Find Out About It:

"In *Peter's Chair*, Peter and his father bought **supplies** at the **hardware** store to paint Susie's chair."

"Here are images of **hardware** stores. What do you notice?"

"A **hardware** store sells paint, like Peter and his father needed, but also **tools**--things that help people do work. You can buy big **tools** like rakes and shovels, and smaller **tools** like screws and nails. What do you notice?"

"**Clerks** work at **hardware** stores. How do clerks help **customers**?"

*Show illustration.*

*Show images.  
Children respond.*

*Show tools.*

*Show images.*

### Using this as a Provocation:

If appropriate, put tools from the hardware store in Discovery Puzzles and Manipulatives for children to explore and to strengthen fine motor abilities.

Ask children what items from a hardware store could be used to repair or maintain areas of the classroom, i.e., screwdrivers to tighten loose screws in tables.







<p>Unit 1 Week 2</p>	<p style="text-align: center;"><b><i>Small Groups: Building Houses (Math)</i></b></p> <p style="text-align: center;">Lower Level Technology Supplement Note that this activity focuses on the concept of Computational Thinking without the use of digital technology</p>	<p>ISTE-S Standard 5c</p>	<p><b>Standards:</b> ELA.SL.CC.PS.1.a - b ELA.SL.CC.PS.2 - 3 ELA.SL.PKI.PS.1 - 3</p>
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<p><b><i>Technology Concepts: Computational Thinking</i></b></p> <ul style="list-style-type: none"> <li>● Process of building a home is broken down into component parts</li> <li>● With teacher's help, children identify key information in the building process</li> <li>● Descriptive models of homes are discussed</li> </ul>
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<p><b><i>Materials:</i></b> Materials: This list is replicated from the original activity</p> <ul style="list-style-type: none"> <li>● Unit blocks (already present in the block center)</li> <li>● Add containers of 3-D small multicolored blocks.</li> <li>● Add Family Blocks</li> <li>● Books about building: Jack the Builder, When I Build with Blocks, Changes, Changes</li> <li>● Work mats or sit-upons for individual work spaces, as needed.</li> <li>● Laminated chart of names of 3-D Shapes (in Teacher Materials Packet.</li> <li>● Camera, Tablet or Phone Camera</li> </ul>	<p><b><i>Computational Thinking Vocabulary:</i></b></p> <ul style="list-style-type: none"> <li>● Use vocabulary from original lesson</li> <li>● What are the steps you are taking</li> <li>● As you play along with children, describe order you are using when constructing building</li> <li>● Help identify patterns found in buildings created by children</li> </ul>
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***Preparation:***

Follow guidelines in Small Group Math Activity

***Procedure:***

Follow guidelines in Small Group Math Activity

<p>Unit 1 Week 2</p>	<p><b><i>Let's Find Out About It: Pets in a Family</i></b> Higher Level Technology Extension</p>	<p><b>ISTE-S</b> Standard 2</p>	<p><b>Standards:</b> ELA.SL.CC.PS.1.a - b ELA.SL.CC.PS.2 - 3 ELA.SL.PKI.PS.1 - 3</p>
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<p><b><i>Technology Concepts</i></b></p> <ul style="list-style-type: none"> <li>● Increased awareness of being part of an interconnected digital world</li> <li>● Teacher models safe use of digital technology</li> </ul>
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<p><b><i>Materials:</i></b></p> <ul style="list-style-type: none"> <li>● in Epic! Books find the three Nat Geo books: <i>Jump Pup</i>, <i>Play Kitty</i>, <i>Dogs</i> (Title of Books are italicized)</li> <li>● Tablet available</li> </ul>	<p><b><i>Vocabulary</i></b></p> <ul style="list-style-type: none"> <li>● Use vocabulary from original lesson</li> <li>● Use vocabulary tree suggestions from each Epic! Books</li> <li>● Digital citizenship</li> </ul>
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***Preparation:***

Download Epic! Books for Kids App and create your digital classroom

Create a Collection in Epic! Books that includes these 3 books and others that you find fit “Pets in a Family”

Make sure you review all book before sitting with children


***Procedure:***

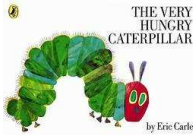
Place tablet in reading area and read books with children - these books have self-read capability, but an adult needs to be present at minimum the first few times

You can share your collection with the Epic! Book community - explain digital citizenship: respecting rights, sharing, and safety

Find the collection with the books and read

Use Vocabulary Tree in each book to support the understanding and use of words

<p>Unit 1</p>  <p>Week 2</p>	<p><b>Outdoor Learning Opportunities:</b></p> <p>Butterfly Metamorphosis</p>	<p><b>Standards:</b>  S.LS.PS.4  CA.MD.PS.2  PHD.GM.PS.4</p>
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<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● Book – <i>The Very Hungry Caterpillar</i> by Eric Carle</li> <li>● Green material to be used as a cover when becoming a chrysalis</li> <li>● Container for keeping a caterpillar as it becomes a butterfly</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Egg</li> <li>● Caterpillar (larva)</li> <li>● Chrysalis (pupa)</li> <li>● Butterfly (adult)</li> <li>● Metamorphosis</li> </ul>
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Read the Very Hungry Caterpillar and have the children act out the story and the different stages of becoming a butterfly. Discuss the fact that Eric Carle uses the word Cocoon rather than Chrysalis. Moths come out of a cocoon, butterflies from a chrysalis. These are the pupa stages of a butterfly.

Sing the following song:

**Butterfly Cycle**  
(to the tune of "Row, Row, Row Your Boat")

Hatch, hatch little egg,  
I'm so very small.  
Teeny tiny caterpillar,  
You can't see me at all.

Crawl, caterpillar, crawl,  
Munching on a leaf.  
Crawling, munching, crawling, munching,  
Eat and eat and eat.

Form, form chrysalis,  
I'm a different shape;  
Hanging by a silken thread

Until I can escape.

Rest, rest, chrysalis  
While I change inside;  
Now at last my time has come  
To be a butterfly.

Stretch, stretch, pretty wings,  
It's a special day;  
Soon they will be strong enough  
For me to fly away.

Fly, fly, butterfly,  
Fly from flower to tree;  
Find a place to lay my eggs  
So they can grow like me.

Extension: Find caterpillars outside on milkweed to bring in the classroom. Watch the caterpillars grow and form a chrysalis and eventually become a butterfly. Let the butterfly go after it emerges.

Extension 2: Play the ZAP game – like red light, green light. Everyone lines up next to each other. Person at the front says a stage of development of the butterfly – egg (crouch down), caterpillar (crawl towards the person), chrysalis (pretend to sleep), butterfly (run to the person).

**Guiding Questions:**

- How do butterflies grow?
- What does a chrysalis look like?
- How does a caterpillar move?



Full Day Schedule

Unit 1 Week 3	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<b><i>Corduroy</i></b> 1 <sup>st</sup> read	<b><i>Sometimes I'm Bombaloo</i></b> 3 <sup>rd</sup> read	<b><i>Corduroy</i></b> 2 <sup>nd</sup> read	<b><i>Sometimes I'm Bombaloo</i></b> 4 <sup>th</sup> read	<b><i>Corduroy</i></b> 3 <sup>rd</sup> Read
Centers					
Intro to Centers	Watercolor Paintings  Painting to Music	Birth Announcements  Sign Making	Piggy Banks  Transporting Babies	Reading Aloud to Dollies/Animals	
Art Studio	Watercolor Paintings	continue	Piggy Banks	continue	continue
Easel	Painting to Music	continue	continue	continue	continue
Writing and Drawing		Birth Announcements	continue	continue	continue
Library & Listening	Reading Aloud to Dollies/Animals	continue	continue	Books about Caring for Babies	continue
Dramatization	Painting Furniture	continue	Transporting Babies	continue	continue
Blocks	Playing with Family Figures	Sign Making	continue	continue	continue

Discovery Table	Water Wheels	continue	continue	continue	continue
Puzzles & Manipulatives	Paint Chip Matching	continue	continue	Fabric Swatches	continue
Technology	LFOAI: Educreations app making signs	Blocks & Writing: Educreations app making signs	continue	continue	continue
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard directions				
Whole Group Lessons	LFOAI: Signs	Math: Help Corduroy Find His Button	LFOAI: Fasteners	Problem Story (class discusses issues impacting classroom community) or Social Emotional Curriculum	LFOAI: Masks

Small Groups	<p><b>Group 1 Literacy</b> Medium Support: Name Matching</p> <p><b>Group 2 Math</b> Med/High Support: Who Lives with Me?</p> <p><b>Group 3 Independent</b> Book Browsing or Activity of Choice</p>	<p><b>Group 1 Literacy (choose 1)</b> Medium Support: Pen &amp; Watercolor Outdoor Illustration</p> <p>Medium Support: Exploring Fasteners</p> <p><b>Group 2 Math</b> Medium Support: Stuffed Animal Families</p> <p>Medium Support: Bears, Dots, and Blocks</p> <p><b>Group 3 Independent</b> Sand Tray Writing</p>
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Outdoor Learning	Refer to Nature Extensions for Individual Lessons plans	<b>Small Group:</b> Exploring fasteners-finding burdocks outside Go for a hike where there are different trees
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Part Day Schedule

Unit 1 Week 3	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>Corduroy</i> 1 <sup>st</sup> read	<i>Sometimes I'm Bombaloo</i> 3rd read	<i>Corduroy</i> 2 <sup>nd</sup> read	<i>Sometimes I'm Bombaloo</i> 4 <sup>th</sup> read	<i>Corduroy</i> 3rd Read
Centers					
Intro to Centers	Watercolor Paintings  Painting to Music	Birth Announcements  Sign Making	Piggy Banks  Transporting Babies	Fabric Swatches  Water Wheels	Intro Centers of Choice
Art Studio	Watercolor Paintings	continue	Piggy Banks	continue	continue
Easel	Painting to Music	continue	continue	continue	continue
Writing and Drawing		Birth Announcements	continue	continue	continue
Library & Listening	Reading Aloud to Dollies/Animals	continue	continue	Books about Caring for Babies	continue
Dramatization	Painting Furniture	continue	Transporting Babies	continue	continue
Blocks	Playing with Family Figures	Sign Making	continue	continue	continue

Discovery Table	Water Wheels	continue	continue	continue	continue
Puzzles & Manipulatives	Paint Chip Matching			Fabric Swatches	
Technology	LFOAI: Educreations app-making signs	Blocks & Writing: Educreations making signs			
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard directions				
Let's Find Out About It  Problem Stories	LFOAI: Signs	LFOAI: Fasteners	Problem Story (class discusses issues impacting classroom community) Or Social Emotional Curriculum of Choice	LFOAI: Masks	Problem Story (class discusses issues impacting classroom community) Or Social Emotional Curriculum of Choice
Math Whole Group  Small Groups  Story Telling/Acting	<b>Math Whole Group</b> Help Corduroy find His Button	<b>Group1 Literacy (choose 1)</b> Medium Support: Pen & Watercolor Outdoor Illustration Medium Support: Exploring Fasteners <b>Group 2 Math (choose 1)</b> Medium Support: Stuffed Animal Families Medium Support: Bears, Dots and Blocks <b>Group 3 Independent</b> Sand Tray Writing			<b>Story Telling/Acting</b> (refer to Storytelling/Story Acting Guide)
Outdoor Learning	Refer to Nature Extensions for Individual Lessons plans	<b>small group:</b> Exploring fasteners-finding burdocks outside  Go for a hike where there are different trees			



Unit 1

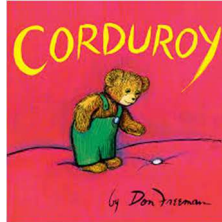


Week 3

## ***Corduroy Read Aloud***

**Standards:**

ELA.RL.KID.PS.1 - 3  
ELA.RL.CS.PS.1 - 3  
ELA.RL.IKI.PS.1 - 2  
ELA.RL.LTC.PS.1



***Materials:***

- *Corduroy*
- vocabulary picture cards

***Vocabulary:***

- blinked: close and open your eyes quickly
- escalator: a set of stairs that move
- amazing: surprising
- evening: almost night
- flashlight
- department store: A store that sells many different things
- overalls
- shoulder strap
- palace : a very large house, usually belonging to a king or a queen
- admiring: looking at and liking
- topple: fall
- night watchman: a security guard who makes sure that nobody gets into the store after it closes for the night
- dash: going really fast
- exclaimed: cried out loud
- customer: somebody that is visiting a store to buy something
- Blink
- enormous: very big
- Shoulder
- sigh
- Customer
- thread: a fine string used to sew things

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>● admire: looking at and liking</li><li>● search: looking for something</li></ul> |
|--|---|

**Preparation:** Set up materials.

**First Read:**

Children will:

- Listen to a story read aloud.
- Demonstrate increasing levels of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teachers will:

- Read with expression.
- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice. If none of those are possible, by inserting a short definition.
- Give comprehension asides: comment during the story about the main character's emotional state, explain an illustration or a change in scene, or indicate what various characters do or do not know.
- Model analytical thinking when appropriate – e.g. "I'm thinking...."



“The title of this book is *Corduroy*. The author is Don Freeman, he wrote the story. He is also the illustrator. He made the pictures.”

Here on the cover, we see Corduroy. Corduroy is a stuffed toy bear who lives in a department store. In this story there is also a little girl named Lisa, and Lisa’s mother. Corduroy wishes that someone would buy him and take him home. But when Lisa asks her mother to buy Corduroy for her, her mother says she can’t buy him on this day. Let’s read the story and find out why Lisa’s mother said no, and what Corduroy does after that.”

“The girl looks sad too. I don’t think she minds that Corduroy’s overalls are missing a button.”

“Corduroy had never seen an **escalator**, a set of stairs that move, before and he thinks it might be a mountain since he is going up as you have to do when you climb a mountain.”

“This must be a **palace!**” Corduroy gasped. “I guess I’ve always wanted to live in a palace.”  
“Corduroy thinks the furniture department of the department store is a **palace**--a very big and fancy home where kings and queens live-- because there are many beds and chairs and lamps.”

*Show cover, pointing to the title, author’s, and illustrator’s names.*

*Introduce the main character and the story problem, using the illustrations on the cover*

*Page 1 Point to Corduroy*

*Page model “sigh”*

*Point to the spot of the missing button*

*Page 8 Point to escalator*

*Page 11 model gasping*

*Page 11 point to all of the furniture.*

“Some mattresses have buttons sewn onto them to keep the mattress inside filling in place.”

“-- and off the mattress Corduroy **toppled**”

“The night watchman is making sure that nobody comes into the store after it closes for the night.”

“When he heard the crash he came **dashing** down the escalator.”

“The little girl was one of the first **customers**, people that come into the store to buy things. I think that she wanted to make sure that no other customer would get there before her to buy Corduroy.”

The room was small, nothing like that **enormous**, very big, palace in the department store.”

*Page 14 point to Corduroy falling off the bed*

*Page 16 Model dashing motion*

*Page 18 Point at flashlight*

*Page 26 Model blinking*

### **Discussion Questions(s):**

- Why was Corduroy concerned that he had lost a button?
- What do you think that Corduroy is thinking here when the night watchman pulls the cover of his face and looks at him?
- How did Lisa feel when her mother told her that she couldn't buy Corduroy?

### **Second Read**

Children will:

- Listen again to the story read aloud.
- Demonstrate increased level of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teacher will:

- Continue to define the vocabulary words from Story Reading 1 and include additional vocabulary. Include words that may need more verbal definitions.
- Explain feelings or thoughts of secondary characters.
- Deepen the comprehension of primary characters, story problem, etc.
- Model analytical thinking.

“We have read this book before and we remember the title.....”

“Here we see Corduroy and Lisa both looking sad. Lisa’s mother had said that she couldn’t buy Corduroy today because she had already spend too much money and he didn’t look new because of his missing button on his shoulder strap. Corduroy decides to go look for his lost button and meets the night watchman. We’re going to read the story once more.”

“A **department store** sells all kind of items. Corduroy is sitting in the toy department along with other stuffed animals and toys.”

*Hold up the book, show cover.  
Children respond. Read and underline the title again.*

*Show pages 4 & 5. Re-orient children to the story.*

*Page 1*

“He’s lost the button on one of his **shoulder straps** - the thin long piece of material that goes over Corduroy's shoulder that buttons to the top of his overalls so they don’t fall down-”

*Page 3*

“Corduroy was **amazed**. He was surprised to see such an **enormous** place with so much furniture that it reminds him of a **palace**.”

*Page 10*

He wandered around **admiring** the furniture - he likes it -”

*Page 12*

“The night watchman is surprised to hear the loud bang because he thinks he is the only one in the store since it is night time and all customers have left. He might think that somebody broke into the store.”

*Page 17*

“Corduroy was just waking up when the first **customer** - shopper - came into the store in the morning.”

*Page 22*

“Corduroy thinks that Lisa is a friend because Lisa had prepared a bed for Corduroy and sewn a button on his **overalls**. Friends do nice things for each other.”

*Page 28*

**Discussion Question(s):**

- When Lisa is telling Corduroy that she can buy him with money from her piggy bank, the other stuffed animals seem to be looking at Lisa and smiling. What do you think they might be thinking?
- Have you ever wanted something a lot and your mother or father said, No, you can’t have that. It is too expensive.”? How did that make you feel? What did you say?
- Do you think that Lisa has any brothers and sisters? Why do you think that?

**Third Read:**

Children will:

- Reconstruct parts of the story with the teacher

- practice saying and using story-related vocabulary words
- recall main events and characters in the story when prompted

Teacher will:

- Jointly reconstruct the story with children.
- Expand, clarify or add more information to children’s response.
- Address misunderstandings.
- Define words as necessary.
- Deepen comprehension asides.
- Model analytical thinking.

<p>“We have read this book twice and today we are going to talk about and tell the story together.”</p> <p>“What is happening here?”</p> <p>“Why can’t Lisa buy Corduroy?”</p> <p>“And here we remember.....”</p> <p>“Why does Corduroy think the escalator is a Mountain?”</p> <p>“Corduroy thinks he is in a palace because, we “We know what is happening here.....”</p> <p>“What happens next?”</p> <p>“Why did the night watchman came dashing down the escalator?”</p> <p>“And here.....”</p> <p>“What do you think the night watchman was thinking about how Corduroy got upstairs?”</p>	<p><i>Hold up the book and show the cover. Underline and read the title. Your comments will be mostly in response to what children say.</i></p> <p><i>Page 2</i></p> <p><i>Page 3</i></p> <p><i>Pages 4-5</i></p> <p><i>Pages 8-9</i></p> <p><i>Pages 10-11 Pages 12 -13</i></p> <p><i>Say before turning to page 14</i></p> <p><i>Page 16</i></p> <p><i>Page 18</i></p> <p><i>Page 19</i></p>
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“And next....”	<i>Say before turning to page 20</i>
“We remember.....”	<i>Page 22</i>
“Here we remember....”	<i>Page 24</i>
“How do you think Lisa feels about bringing home Corduroy? Why?”	<i>Page 25</i>
“What is happening here?”	<i>Pages 26-27</i>

**Discussion Questions(s):**

- In three stories we read, stuffed animals made the children feel happy: Lisa was happy with Corduroy, the baby in *Crybaby* was happy with the wooly sheep, and Peter, in *Peter’s Chair*, had a stuffed alligator that he took with him when he ran away. Why did they all like their stuffed animals so much?

**Fourth Read:**

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

<b>Suggested Transition Activity</b> <b>First Read</b>	<b>Literacy/Language Skills</b> <b>Supported</b>
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<p>See instructional guidance above for pp. 21, 39, &amp; 71</p> <p>“Today, I’m going to dismiss you by colors in your clothing. I’m going to find colors in our storybook, <i>Corduroy</i>.”</p> <p>“If you are wearing green, like Corduroy’s overalls, (point) you may . . .”</p> <p>“If you wearing pink, like Lisa’s coat (point, you may . . .”</p> <p>“If you are wearing white, like Lisa’s kerchief (point), you may . . .”</p> <p>“If you are wearing yellow, like the color of the letters in the title <i>Corduroy</i>, you may . . .”</p>	<p><b><u>Direct</u></b></p> <ul style="list-style-type: none"> <li>-vocabulary support (clothing item names)</li> <li>-literacy terms support (letters, words, write)</li> <li>-category labels (clothing, colors)</li> </ul> <p><b><u>Indirect</u></b></p> <ul style="list-style-type: none"> <li>-exposure to other vocabulary through teacher use (e.g., dismiss, wearing, get ready, etc.)</li> <li>-repeated exposure to well-formed sentence (“If you are wearing...”)</li> </ul>
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<p><b>Suggested Transition Activity</b></p> <p><b>Second Read</b></p>	<p><b>Literacy/Language Skills Supported</b></p>
<p>Say: “I’m going to dismiss you by the first letter in your name. I’m going to find names of things in our storybook that start with the same letters as your names. “</p> <p>“If your name begins with <b>C</b> like Corduroy (underline title and point to letter), you may . . .”</p> <p>“If your name begins with <b>L</b>, like Lisa, you may . . .”</p> <p>“If your name begins with <b>E</b> like escalator, you may . . .”</p> <p>“If your name begins with <b>O</b>, like overalls, you may . . .”</p> <p>“If your name begins with <b>P</b>, like palace, you may . . .”</p> <p>“If your name begins with <b>F</b>, like flashlight, you may . . .”</p> <p><b>NOTE: Use children’s nametags to provide instructional support for children who need it.</b> If children do not identify the letter, show their name tag, repeating the name of the letter, and dismiss them.</p>	<p><b><u>Direct</u></b></p> <ul style="list-style-type: none"> <li>letter ID</li> <li>vocabulary exposure</li> </ul> <p><b><u>Indirect</u></b></p> <ul style="list-style-type: none"> <li>-repeated exposure to well-formed sentences</li> <li>-letter-sound connections, over time, as children engage in this activity AND the first <i>sound</i> in first name activity, and begin to link their name’s first letter to their names first sound</li> </ul>

Suggested Transition Activity Third Read	Literacy/Language Skills Supported
<p>Tell children that you are going to dismiss them today by naming clothing items.</p> <p>“If you are wearing overalls, like Corduroy (point), you may get ready for . . .”</p> <p>“If you are wearing, a dress like the doll on the toy shelf (point), you may . . .”</p> <p>“If you are wearing short sleeves like the doll, you may . . .”</p> <p>“If you are wearing a blouse like the saleslady, you may . . .”</p>	<p><b>Direct</b></p> <ul style="list-style-type: none"> <li>-vocabulary support (clothing item names)</li> <li>-category labels (clothing, colors)</li> </ul> <p><b>Indirect</b></p> <ul style="list-style-type: none"> <li>-exposure to other vocabulary through teacher use (e.g., dismiss, wearing, get ready, etc.)</li> <li>-repeated exposure to well-formed sentence (“If you are wearing....”)</li> </ul>

Suggested Transition Activity Fourth Read	Literacy/Language Skills Supported
<p>Tell children that you are going to dismiss them by items that <u>fasten</u> on clothing. (define fasten again)</p> <p>“If you are wearing something with buttons, like on Corduroy’s shoulder strap, you may . . .”</p> <p>“If you are wearing something with a zipper, you may . . .”</p> <p>“If you are wearing something that has laces, you may . . .”</p> <p>“If you are wearing something with snaps, you may . . .”</p> <p>“If you have something with Velcro, you may . . .”</p>	<p><b>Direct</b></p> <ul style="list-style-type: none"> <li>vocabulary support (clothing item names)</li> <li>-category labels (clothing, colors)</li> </ul> <p><b>Indirect</b></p> <ul style="list-style-type: none"> <li>-exposure to other vocabulary through teacher use (e.g., dismiss, wearing, get ready, etc.)</li> <li>-repeated exposure to well-formed sentence (“If you are wearing....”)</li> </ul>





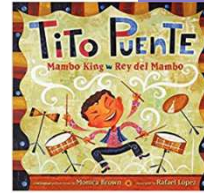
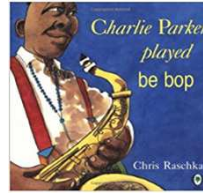
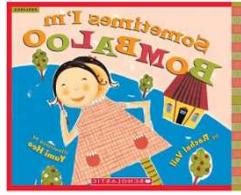
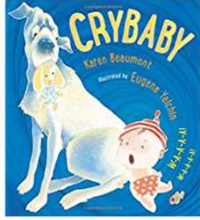


## Painting to Music



Art Studio

**Standards:**  
CA.MD.PS.1  
CA.VA.PS.1 - 5



### Materials:

- *Crybaby*
- *Sometimes I'm Bombaloo*
- *Tito Puente, Mambo King*
- *Charlie Parker Played Be Bop*
- paper
- paint brushes of different sizes
- tempera paint
- paint created by children in *Paint Mixing*
- sponges
- cotton balls
- CD player or computer with variety of music
- headphones

### Vocabulary:

- express
- music (-ian)
- emotions: joyful, excited, upset, etc.
- artist: a person who makes art

**Preparation:** Set up materials.

### Intro to Centers:

"In *Crybaby*, Baby's family played **music** to soothe him. What do you notice?"

"Let's listen to some **music** with our eyes closed. What **emotions**--like happy, sad, excited, or angry--do you feel when you hear the music? Why?"

"**Musicians** like Tito Puente and Charlie Parker used **music** to **express emotions**. Here are other **artists'** work that **express emotions** in paintings. What do you notice?"

"Today in the Art Studio, you can create paintings while listening to **music** for inspiration."

*Show illustrations.*  
*Children respond.*

*Play music.*  
*Children respond.*

*Show images.*  
*Children respond.*

**During Centers:**

Encourage children to paint to a variety of music, with all children listening to the same music, or using headphones for children to listen individually. Allow children to move/dance to the rhythm of the music as they paint. Refer to *Sometimes I'm Bombaloo* and discuss how the illustrator used color to express Katie Honors' feelings. Discuss how the illustrations in *Tito Puente, Mambo King* and *Charlie Parker Played Be Bop* are similar to or different from the music they played. Play music in other centers as inspiration. Encourage children to notice rhythmic patterns in music. Encourage children to use instruments made in *Bottle Shakers* to accompany music.

**Guiding Questions during Centers:**

- What emotion(s) does your painting communicate?
- How is your painting the same as or different from your friend's?
- How is painting to music the same as or different from painting without music?
- If you wanted to express the emotion of \_\_\_\_\_, what color(s) would you use? Why?

**Thinking & Feedback:** Invite children to share their processes. Encourage children to describe any challenges they encountered.

**Documentation:** Collect samples of the children's work as well as photographs and/or video of their processes; use the documentation to launch a discussion during Thinking and Feedback.

**Provocation:**

Invite children to create with different materials while listening to music, i.e., creating collages while listening to music.

Play familiar naptime music. Display paintings created in children's rest spots.









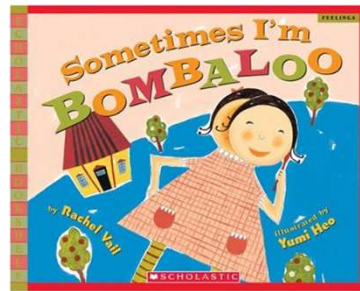
## Watercolor Paintings



### Standards:

CA.MD.PS.1

CA.VA.PS.1 - 5



### Materials:

- *Sometimes I'm Bombaloo*
- *Crybaby*
- painting with watercolors visual (see Resources)
- watercolor paints
- paper
- brushes
- containers for water
- paper towels or clean rags
- cotton balls
- small sponges

### Vocabulary:

- watercolors
- paintbrush
- dab
- rinse
- illustration

**Preparation:** Set up materials.

### Intro to Centers:

"The illustrators of *Sometimes I'm Bombaloo* and *Crybaby* used **watercolor** paints to create the **illustrations**."

"What is similar and/or different about the **illustrations**?"

"Today, in the Art Studio, you can create **watercolor** paintings like the illustrators did. I will follow the visual called "How to Paint with Watercolors".

"What could you do to clean the **paintbrush** if you want to paint with a new color?"

"If you wanted to paint with a color that is not here in the **watercolors**, what could you do?"

*Show illustrations.*

*Children respond.*

*Model following the visual, defining **dab**.*

*Children respond.*

*Model **rinsing** the paintbrush*

*Children respond. Guide children to understand that they could mix the colors to create a new color, as they did in Color Mixing lesson.*

***During Centers:***

Notice if children are using the step-by-step instructions. Encourage children to collaborate on their paintings. Invite them to tell you about their painting and write down their words. Ask children if their painting describes a story they would like to tell.

***Guiding Questions during Centers:***

- What happens when you add more/less water to your paint?
- How is painting with watercolors similar to or different from painting with tempera paint?  
How did you create this color?

***Thinking & Feedback:*** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

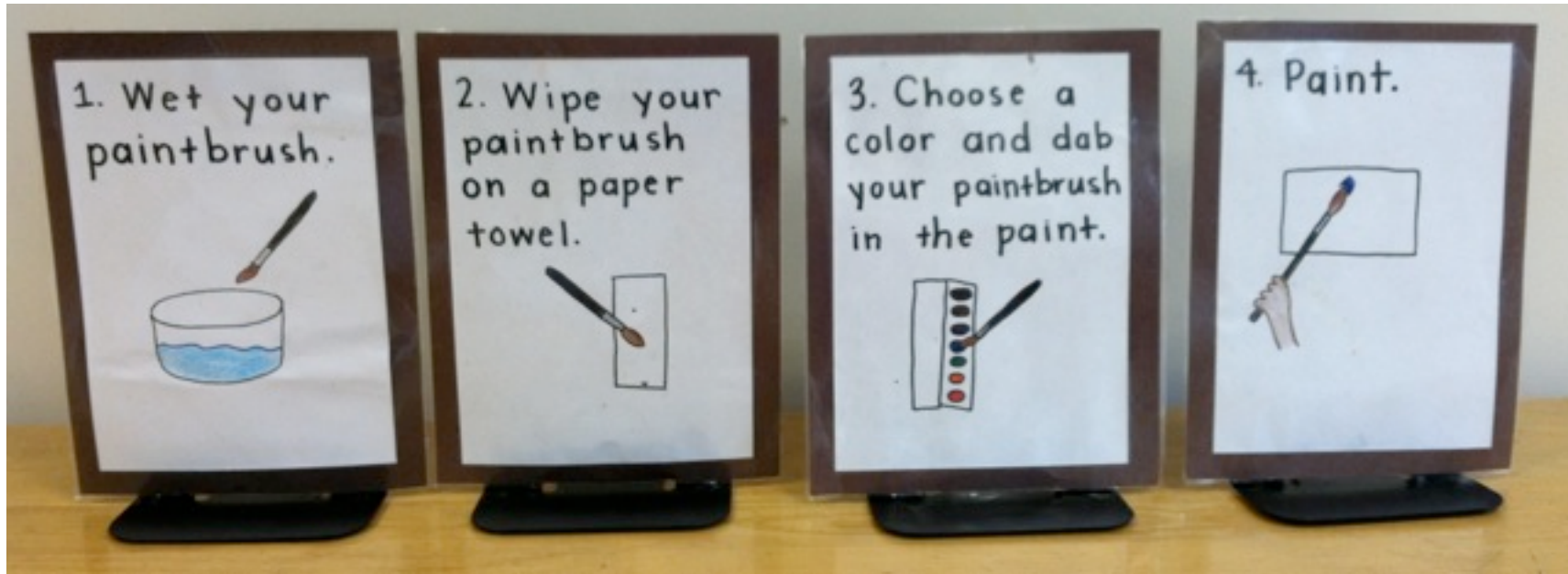
***Documentation:*** Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

***Provocation:***

Encourage children to use watercolors on their family pictures from Small Group *Draw and Label Family Pictures*.

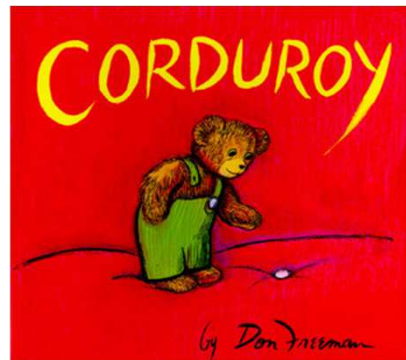


# Steps for Watercolor Painting





## Piggy Banks



### Materials:

- Corduroy
- sample piggy banks or images of piggy banks (see Resources)
- pretend coins
- writing utensils
- cube shaped tissue boxes
- colored tissue paper
- construction paper
- glue and water mixture
- small containers to hold mixture
- small paintbrushes
- googly eyes, buttons, or bottle caps for eyes and nose
- adhesives

### Vocabulary:

- piggy bank
- slot: a long, thin opening
- remove: move or take something away
- save: keep something
- money
- coins

**Preparation:** Make glue mixture: 3 parts glue to 1 part cool water mixed thoroughly together.

Set up materials. Designate an area for boxes to dry.

On the following day, set up a separate table for children to add construction paper, eyes, ears, and pipe cleaner tails to their dried piggy banks.

Once children have completed their banks, cut a small flap at the bottom and re-seal with masking tape. This will be the “door” children will open to empty the bank.

### Into to Centers:

“In *Corduroy*, Lisa really wanted to buy Corduroy and take him home. She went back to the store the next day and used the **money** that she had **saved**--kept--in her **piggy bank** to buy him.”

*Show illustrations.*

"The book doesn't show us what Lisa's **piggy bank** looked like. Here is a **piggy bank**. What do you notice?"

"How does it sound when I put a **coin** in the **slot**--the opening--in the top of the **piggy bank**?"

"I could keep adding **coins** and **save** them until the **piggy bank** was full.

"How could I get the **money** out of the **piggy bank**?"

"Today at the Art Table you can make your own **piggy bank** using these materials."

"When you finish covering your box, let it dry. Tomorrow, you can add eyes, ears, and a tail to your **piggy bank**."

*Show piggy bank.  
Children respond.*

*Model.  
Children respond.*

*Children respond.  
Model taking coin out of piggy bank.*

*Show materials.  
Model process for the first day.*

### ***During Centers:***

Talk about how the tissue paper changes as it is applied to the box (the paper colors "bleed" together as the paper gets wetter). Support children in using the 'right amount' of glue so that the tissue paper sticks, but the box doesn't become too soggy.

Allow children to create other kinds of animal banks besides piggy banks.

Encourage children to consider why a pig is a good shape for a bank, i.e., a pig shape can hold more money.

Encourage children to create pretend money in Writing & Drawing.

### ***Guiding Questions during Centers:***

- Lisa bought Corduroy with money she saved. If you saved money, what would you buy?
- How can you tell if your piggy bank is full (you can shake it and hear the money inside)?
- How are coins similar to or different from paper money/ cards?
- What shapes are you using to make your piggy bank? How do you know you're using a (triangle, circle, square, etc.)?

***Thinking & Feedback:*** Because this project has two steps, have children talk about where they are in the process and their plans for continuing their work.

***Documentation:*** Take photographs of children of children's processes.

### ***Provocation:***

Encourage children to consider saving money for things other than toys, i.e. fundraising for a good cause (something that the classroom/ school/ community needs).

For children who are ready, support them in exploring part-whole relationships, i.e. four quarters equal one dollar, etc.

## Piggy Banks



3 parts glue  
1 part cool water  
Mix thoroughly in jar or bowl until a consistency of paint.  
Re-mix if ingredients separate.





## Water Wheels



Discovery

Standards:  
S.ES.PS.2

### Materials:

- 2-3 toy water wheels
- scoops, spoons, and/or ladles
- cups
- empty yogurt containers
- empty spray bottles
- smocks
- shallow trays or bins
- plastic gloves
- images of waterwheels (see Resources)
- paper

### Vocabulary:

- water wheel
- faster: move quicker
- slower: not fast
- pour
- spin: turn around and around
- turn
- scoop
- fill

**Preparation:** Set up materials. For children with sensory issues, provide plastic gloves. Set up a smaller amount of water in an individual shallow tray or bin. Provide a spoon or ladle to pour water.

### Intro to Centers:

“Today at the Discovery Table, you can explore moving water with a **water wheel**.”

“What do you think will happen if I **pour** water on the **water wheel**?”

“What did you notice?”

“How could I make the water wheel spin **faster**? **Slower**?”

*Show water wheel.*

*Children respond.  
Model.*

*Children respond.*

*Children respond.  
Model.*

“Today at Discovery, there are materials for **scooping** and **pouring** water onto the **water wheels** to make them **spin**.”

*Show materials.*

***During Centers:***

Encourage children to experiment with making the water wheels spin faster or slower. Show images of waterwheels and explain their uses, i.e. generating electricity, part of a larger machine, etc.

Encourage children to use water wheels to move objects in the water, i.e., a counting bear in a cup.

***Guiding Questions during Centers:***

- How can you pour the water to make the water wheel spin faster/ slower?
- What happens when you pour more/ less water on the water wheel?
- What do you hear when you pour the water, i.e. plop, splash, gurgle, etc.?
- What does the water feel like if you pour it on your fingers or your hand?  
If you use the squirt bottle, does the wheel go faster than if you use the cup? Why?

***Thinking & Feedback:*** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

***Documentation:*** Collect samples of the children’s work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

***Provocation:***

Encourage children could paint waterwheels using watercolors at the Art Studio.

Challenge children to consider work that a water wheel could do in the classroom or at home?

Read *Pancakes, Pancakes* (Eric Carle) and *The Little Red Hen* (Paul Galdone) and notice illustrations of waterwheels.



THE MILL

NOW LEASING



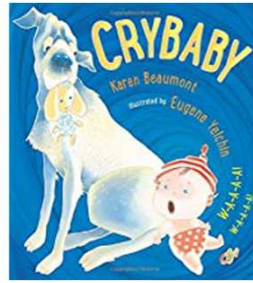
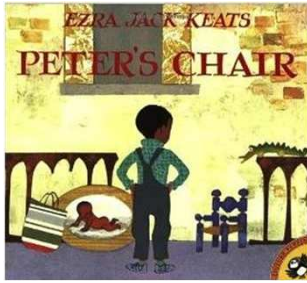




1882  
**DOLLYWOOD**  
**GRIST MILL**



## Birth Announcements



Writing &  
Drawing

### Standards

ELA.RF.PC.PS.1.b

ELA.IT.I.PS.1

ELA.W.TTP.PS.2

### Materials:

- *Crybaby*
- *Peter's Chair*
- samples of birth announcements
- birth announcement template (see Resources)
- writing utensils
- paper
- measuring tape
- pretend or real weighing scales
- bags of sand that are the equivalent to 3, 5, and 8 pounds (secure tightly & label)

### Vocabulary:

- birth announcement
- birthdate: when a person was born
- length: how long something is
- weight: how heavy something is
- scale
- pounds: amount of weight
- measure: find out how long or heavy something is
- heavy (-ier, -est)
- light (-er, -est)

### Preparation:

Set up materials.

### Intro to Centers:

"In *Peter's Chair*, Peter had a new baby sister named Susie."

"Sometimes families let people know that they have a new baby by writing **birth announcements**. Here is a **birth announcement**. What do you notice?"

"**Birth announcements** tell the **birthdate**--when the baby was born. Most **birth announcements** tell the baby's **length**--how long a baby is from his/her head to his/her feet, and the baby's **weight**--how heavy the baby is. What do you notice?"

"Today in Writing and Drawing, you can write **birth announcements** for baby dolls with these materials."

*Show illustrations.*

*Show birth announcement. Children respond.*

*Read birth announcement. Point out information, such as the parents' names or the baby's birthplace. Children respond.*

*Show materials.*

“What information will you include in your **birth announcement**?”

*Children respond.*

“Use these tools to measure your baby’s **length** and **weight**.”

*Show tools.*

***During Centers:***

Support children in using the scale and measuring tape to weigh and measure their babies. Compare and contrast weights, using terms such as lighter, heavier, heaviest. Introduce terms for standard measurements such as pounds and ounces and encourage them to use them in their birth announcements. Encourage children to find other materials in the classroom that are the same weights as the bags of sand, i.e., one unit block are equivalent to one pound.

***Guiding Questions during Centers:***

- How would you feel if you had a new baby brother or sister? Why? How is that similar to or different from how Peter felt about his baby sister Susie?
- How is writing a birth announcement similar to or different from making signs?
- How did you use the tools to measure your baby?
- Why would a family send out a birth announcement? Who might they send one to?

***Thinking & Feedback:*** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

***Documentation:*** Collect samples of the children’s work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

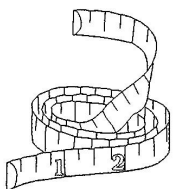
***Provocation:***

This activity supports children’s understanding that print carries meaning. Birth announcements are examples of non-fiction writing. Discuss other announcements they have seen and could make. Compare and contrast fiction and non-fiction writing features. Encourage children to continue experimenting with measurement in other centers, such as Discovery.

# Welcome Our New Arrival!



Write your baby's name here.



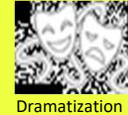
My baby is \_\_\_\_\_ inches long.



My baby weighs \_\_\_\_\_ pounds and \_\_\_\_\_ ounces.



## Transporting Babies

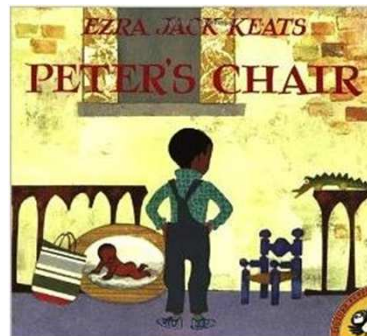
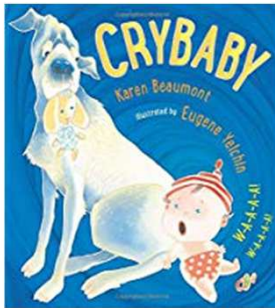


Dramatization



Blocks

**Standards:**  
 SED.SD.BRC.PS.1  
 .SED.SD.BRC.PS.4  
 MELDS.CA.DE.PS.1  
 - 3



### Materials:

- baby dolls
- images of transporting babies(see Resources)
- *How to Swaddle a Baby* visual (see Resources)
- fabric pieces
- baby car seats, strollers, etc. (ask families to contribute)
- baskets

### Vocabulary:

- swaddle: wrap tightly with a blanket
- sling
- transport: move from one place to another
- stroller: small carriage with four wheels for a baby
- car seat
- carriage
- safety: not in danger
- buckle: a metal piece for fastening a belt

**Preparation:** Set up materials.

### Intro to Centers:

"In *Peter's Chair* and *Crybaby*, the families took care of their babies. What do you notice?"

"Here are images of other families caring for and **transporting** babies--moving them from one place to another. What do you notice?"

"Families **swaddle** babies to comfort and carry them. Since babies can't walk yet, families might use **strollers**, **carriages**, and **slings**. They **buckle** them in **car seats** to keep them **safe**. What do you notice?"

"Today in Dramatization and Blocks, you can **transport** babies with these materials. You can follow the instructions: *How to Swaddle-wrap-a Baby* if you want to carry your baby in a **sling**."

*Show illustrations. Children respond.*

*Show images. Children respond.*

*Children respond.*

*Show materials. Model referring to visual.*

**During Centers:**

Encourage children to collaborate, i.e., one child puts the baby in the stroller/carseat/ carriage, another child attaches the buckle(s). Discuss why the safety features on the pieces of equipment are helpful and necessary. Encourage children to transport babies to other centers/areas of the classroom, i.e., “Now that your baby is all swaddled, where might you take her/him? To the library?(Library and Listening Area)” Encourage children to consider roles and responsibilities of different family members, i.e., “Can fathers /siblings carry babies in a sling, too?”

**Guiding Questions during Centers:**

- How do you think a baby feels swaddled in a baby sling?
- How does the weight of a baby make it easier or difficult to transport a baby in a sling/stroller/carseat?
- Babies need help from their families. What are things that your family helps you with? Why?
- How do you help other people in your family?

**Thinking & Feedback:** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

**Documentation:** Collect samples of the children’s work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

**Provocation:**

Encourage children to draw diagrams of baby equipment (car seat, stroller, etc.). Have vocabulary picture word cards (buckle, wheels, handle, etc.) for reference when labelling their diagrams. Encourage children to build baby equipment in Blocks and/or in the Art Studio using recycled materials.

Ask families to send in photographs of children in strollers/slings/carriages. Compare and contrast to how they get around as older children, i.e., rear-facing carseats as infants vs. booster seats as preschoolers.

Compare and contrast how people carry their babies with how animals carry their babies.

## Transporting Babies











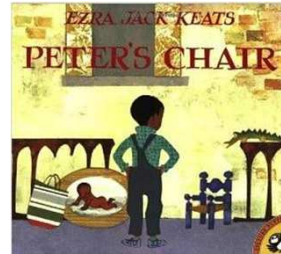
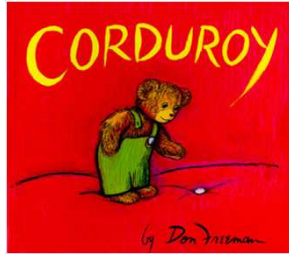


## Fabric Swatches



Puzzles &  
Manipulatives

**Standards:**  
CA.VA.PS.1  
PHD.FM.PS.5  
PHD.FM.PS.6



### Materials:

- Corduroy
- Peter's Chair
- fabric swatches of different textures, colors, weights and patterns
- clothing (overalls, shirt, pants, etc.)
- feely box

### Vocabulary:

- swatch
- fabric
- material
- soft: not hard
- rough: not smooth, bumpy or lumpy
- smooth: not rough

**Preparation:** Set up materials.

### Intro to Centers:

"In *Corduroy*, Corduroy wore overalls. The **fabric**--the material--of his overalls was called **corduroy**. Peter also wore **overalls**. How are Corduroy's overalls similar to or different from Peter's overalls?"

"Here is more fabric. What do you notice?"

"Today at Puzzles and Manipulatives, you can explore **fabric swatches**--small pieces of **fabric**. You can also play the Feely Box game with **fabric**."

"How is this **fabric** similar to or different from this **fabric**?"

*Show illustrations.  
Children respond.*

*Show materials. Children respond.*

*Model.*

*Model comparing fabrics using descriptive language, i.e., "This fabric feels **soft**," "This fabric feels **rougher** than this fabric," or "This fabric feels **bumpy**", etc.*

### During Centers:

Compare and contrast clothing i.e., between characters in books and children; or among children. Encourage children to compare the fabric in their clothes to the fabric swatches. Encourage children to describe attributes of fabric as they play Feely Box.

***Guiding Questions during Centers:***

- Which of these fabrics would be better to wear on a hot day? On a cold day? Why?
- How are these fabrics similar to or different from each other?
- How would you sort these fabrics? Why?
- What fabric do you have the most/least of? ie., soft, rough, smooth.

***Thinking & Feedback:*** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

***Documentation:*** Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

***Provocation:***

Encourage children to research how fabric is created i.e., wool from sheep, linen from flax. also Research how fabric is used, i.e., for sails, clothing, and protection.



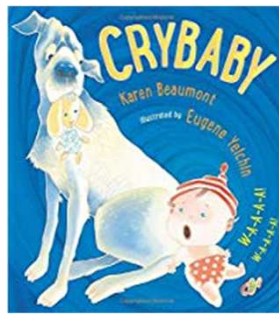
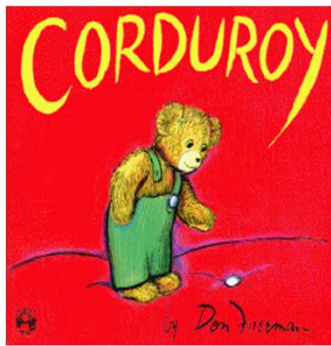
## Reading Aloud to Dolls and Stuffed Animals



Library &amp; Listening

### Standards:

ELA.RL.IKI.PS.1  
 ELA.RL.LTC.PS.1  
 .ELA.RF.PC.PS.1



### Materials:

- *Corduroy*
- *Crybaby*
- books on CD
- dolls
- stuffed animals
- *3 Ways to Read Books* and *We Take Care of Our Books* visuals (see Resources)

### Vocabulary:

- author: person who writes a story
- Illustrator: person who creates pictures
- character: someone in a book
- setting: where a story happens
- story: how something happened

### Preparation:

Set up materials.

### Intro to Centers:

"In *Corduroy*, Lisa took care of Corduroy by sewing a button on his overalls."

"In *Crybaby*, Baby's family cared for her by soothing her when she was upset. What do you notice?"

"Another way families show they care for each other is by reading **stories** together."

"Today in Library and Listening, you can care for dolls and stuffed animals by reading **stories** to them. What do you notice?"

"You can read the words by looking at letters you know. You can also talk about the **characters**--someone in a **story**, and the **setting**--where a **story** happens, by looking at the **illustrations**."

"Just like when we read stories together, I pointed out the **author**--the person who wrote the **story** and **illustrator**--the person who created the pictures to my doll/stuffed animal. Why do you think that is important?"

*Show illustration.*

*Show illustrations.  
 Children respond.*

*Model reading to doll and/or stuffed animal, using "3 Ways to Read Books" and "We Take Care of Our Books" visual.  
 Children respond.*

*Children respond.*

### ***During Centers:***

Encourage children to “read” illustrations and sound out letters they know. Notice and document children’s print awareness and book handling. Encourage children to write stories similar to ones they choose to read. Encourage children to act out stories to dolls and stuffed animals in Dramatization. Provide simpler books such as board books if appropriate. Add books by same authors and/or with characters, i.e., *Pet Show* by Ezra Jack Keats.

### ***Guiding Questions during Centers:***

- Why did you choose this book to read?
- Why is reading a book to somebody a way to show you care for them?
- How is the way you are reading to the doll/ stuffed animal similar to or different from the way someone in your family reads to you?
- How is taking care of our books a way to show you care about our classroom?

***Thinking & Feedback:*** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

***Documentation:*** Collect samples of the children’s work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

### ***Provocation:***

Encourage children to read stories to their families and/or other school staff members (principal, custodian, specialists, etc.). Collaborate with other classes, perhaps upper grades, as ‘Reading Buddies’.

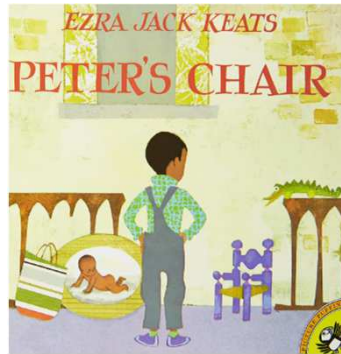




## Sign Making



**Standards:**  
 ELA.W.PDPS.1  
 ELA.W.R.PS.2



### Materials:

- images of signs (see Resources)
- variety of paper
- writing utensils
- scissors
- craft sticks
- Tape
- pre-cut shapes (circle, square, triangle, octagon, rectangle)
- Unit blocks
- Cars and people figures

### Vocabulary:

- sign
- information: something that you know
- letter
- communicate: tell someone something

### Preparation:

Set up materials.

### Intro to Centers:

“We learned about birth announcements in Let’s Find Out About It. We discussed how Peter’s family might have created a birth announcement to tell people Susie was born. **Signs** are another way of **communicating**--telling--**information**. What do you notice?”

“Today in Writing and Drawing, you can make **signs** with these materials. **Signs** can be pictures, words, or both pictures and words.”

“What materials could I use to make a stop **sign**?”

“Now, I will write ‘stop.’ What **letter** does the word ‘stop’ begin with?”

“Even if I couldn’t read these **signs**, how would I know these are stop **signs**?”

*Show birth announcements.*

*Show images of signs.*

*Children respond.*

*Show materials.*

*Children respond. Model.*

*Model. Children respond.*

*Show images of stop signs.*

*Children respond.*

### ***During Centers:***

Support children in using a variety of materials to create their signs. Support children in writing words or drawing pictures for their signs. Encourage children to build roads and buildings and use their signs. Encourage children to notice other signs in the classroom. Discuss the information the signs communicate. Encourage children to use their signs in other centers such as Dramatization.

### ***Guiding Questions during Centers:***

- Where else have you seen signs, i.e., around school/your neighborhood?
- How are signs helpful?
- How can a sign's shape/color/symbols communicate information?
- How is your sign similar to or different from your friend's?

***Thinking & Feedback:*** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

***Documentation:*** Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

***Provocation:*** Play a silent sign game with a group of children: explain that you will not speak at all, but will instead 'talk' to them with signs. Before playing the game, create several picture signs that, when viewed in sequence, create a short sentence. Ask children if they can figure out the sentence.



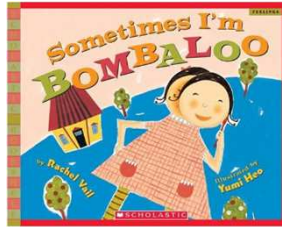




## Small Groups: Pen and Watercolor Outdoor Illustrations

### Medium Support

**Standards:**  
CA.VA.PS.1 - 5



#### **Materials:**

- watercolors
- watercolor paper
- black ink pens (waterproof)
- variety of paintbrushes
- containers for water
- paper towels or rags
- cotton balls
- small sponges
- trays
- seat cushions, newspaper, or padded envelopes to sit on

#### **Vocabulary:**

- outdoors
- waterproof
- watercolor
- dab
- rinse

**Preparation:** Set up materials. Since this lesson is outdoors, plan logistics accordingly, i.e. paraprofessional/ specialist rotates groups of children during Centers.

#### **Procedure:**

Refer to the illustrations in *Sometimes I'm Bombaloo* and discuss how they were created with black ink pen and watercolors. Invite children to use materials to create similar illustrations. Remind children of when they painted to music and invite them to paint to the outdoor sounds, i.e., birds, traffic, other children playing, etc.

Children can draw with the pens first, and then add the watercolors or use the watercolors first and add details with the pens once the paintings have dried. Demonstrate how the black ink pens help with details and shapes that are challenging to make with a paintbrush. Offer cotton balls and/or sponges to paint with as an alternative to paintbrushes.

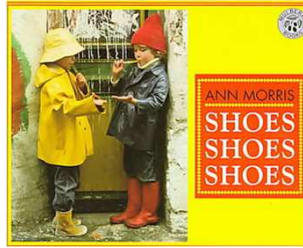
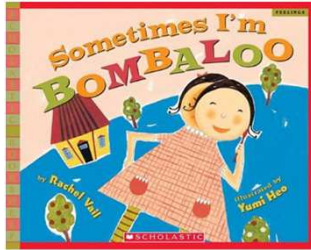
#### **Guiding Questions:**

- How does the outdoors inspire your illustration?
- How is your illustration the same as or different from the ones in *Sometimes I'm Bombaloo* and/or your friend's illustration?
- How is using watercolors the same as or different from using tempera paint?
- How is using these pens the same as or different from markers/crayons?



## Small Groups: Exploring Fasteners

### Medium Support



#### Materials:

- children's shoes
- clothing with a variety of fasteners, i.e., shirts, jackets, pants, etc.

#### Vocabulary:

- zipper
- Velcro
- tie
- shoelace
- practice
- independent
- assistance

**Preparation:** Set up materials.

#### Procedure:

Refer to *Sometimes I'm Bombaloo* and point out examples of Katie being **independent**--being able to do something by herself. Refer to the illustration of "I can Velcro my own shoes". Discuss how getting dressed **independently** is something that children learn to do.

Explain that **fasteners** are a challenging part of getting dressed. Show shoes/clothing with **Velcro, zippers, shoelaces**, etc. and encourage children to explore and **practice** with each kind of **fastener**.

#### Guiding Questions:

- What kinds of things can you do **independently**- by yourself- and what things do you need **assistance**--help--with from a parent or other family member?
- How do you **assist** other family members?
- Why is **Velcro**, a **zipper**, etc. a good **fastener** for \_\_\_\_\_? (i.e., Velcro might be good if you want to fasten your shoes quickly.)
- Which kind of fastener do you find the most/least challenging? Why?
- How did you learn how to do \_\_\_\_\_ **independently**- by yourself?



## Small Groups: Sand Tray Writing Independent

**Standards:**

ELA.W.PD.PS.1

ELA.LS.CSE.PS.1.a

**Materials:**

- trays/shoe box lids
- children's name cards and/or letter cards
- fine sand, glitter, or salt

**Vocabulary:**

- **line:** a long, narrow mark
- **curve:** a smooth, rounded line
  - horizontal
  - vertical

**Preparation:** Fill trays with sand, glitter, or salt. Set out name cards and/or letter cards

**Procedure:**


Children can practice letter/name writing in the sand. Show children how to gently shake trays back and forth to erase the marks they made.

As an alternative, children could write their names and letters on small white boards.

**Guiding Questions:**

- What kinds of lines, i.e., straight, curved, short, etc., are in your name?
- How many letters are in your name?
- How is your name the same as or different from your friend's name?



<p>Unit 1</p>  <p>Week 3</p>	<p><b>Small Groups: Stuffed Animal Families</b></p> <p>Medium Support</p>	<p>Math</p> <p>SG1</p>	<p><b>Standards:</b></p> <p><b>MD:</b> Matches and groups similar objects. Sorts, orders and classifies familiar objects by a single attribute (e.g., size, shape, color, texture, orientation, and position) and explains the reason</p>
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<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>● Family is a group of people that care for and support each other.</li> </ul> <p><b>Guiding Math Ideas:</b></p> <ul style="list-style-type: none"> <li>● Matching and Grouping</li> </ul> <p><b>Math Concepts From Unit 1 Learning Progressions:</b></p> <ul style="list-style-type: none"> <li>● Matching and Grouping (Attribute recognition)</li> <li>● Uses some sorting, ordering and classifying skills</li> </ul>
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<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● Groups of assorted stuffed animals. <i>See note in preparation</i>] OR 3 Different Sets of Attribute Figures or Small and large farm animals or sea creatures-Any manipulatives that can be sorted into “families”</li> <li>● Small Boxes or Baskets</li> <li>● Numeral cards or plastic numerals</li> <li>● Large paper or Chart Paper and Marker</li> </ul>	<p><b>Math Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Sort- finding ways things are alike and different</li> <li>● Group- a collection of things that go together</li> </ul>
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**Preparation:**

This Small Group is loosely connected to *Corduroy* through the use of stuffed animals as manipulatives. Gather a large assortment of stuffed animals in the math area. Put them in a pile on the floor or table. Collect washable animals from staff, homes, from thrift stores, etc. Sanitize prior to and after use. Place animals in math center at least 1 day before you conduct this small group for exploration. Set out boxes, baskets, numerals, large paper and marker.

**Note:** Some centers do not allow stuffed animals, due to health concerns. If this is your school’s policy, use at least 3 different sets of attribute figures, mixed all together (not sorted into labeled baskets).

**Procedure:**

After a brief period of free play, introduce the idea of sorting and grouping.

*I see a lot of different kinds of stuffed animals. I wonder if I could make some different families with these stuffed animals. I think I’ll make a family of bears. Which ones might go together?*

Begin making groups and describing your actions. Think out loud as you include some animals in your group and exclude others. After you create your “family”, count it and put a numeral beside your group. Place it in a basket if you wish. Write on the Large Paper:

*Ms. XXXX’s Bear family- 5 bears, or 2 big bears and 3 little ones, etc.*

Model putting groups together in other ways:

*I think I’ll make a family of all blue animals. Or Here’s a group that has only big animals in it.*

Encourage each child to make at least one group. As they complete a group, write each group on the large paper, who made it, and describe it by counting and naming it as the child directs.

After children make their groups, encourage them to dump items back in the pile and start a new group.

### **Strategies that Facilitate Math Thinking:**


- Classifying, Sorting and Grouping: We classify things based on their similarities and differences. Children begin to sort and group as Infants and Toddlers. Children often create their own categories.
  - Use reflection and description as child creates groups:
    - Groups items, but does not yet express reason for grouping. Support with ideas/observations: *These things all look like bunnies. Were you making a bunny group?*
    - Arbitrary groups- child groups items based on personal preference or idea: I like these ones. I don’t like those. Reflect child’s actions.
    - Grouping based on an observable attribute: Color, size, shape
    - Grouping based on a concept: Things that go, Things that you take on a trip.
  - Seriation: Note any children who line up items based on their size or other attribute.
- Encourage grouping and re-grouping, a basis for learning mathematics operations.

#### **Documentation:**

Some children will engage in pretend play with the animals, rather than sorting and grouping. There still may be classifying going on- assigning the bigger animals as adults and smaller animals as children, for example. As in other activities with lots of manipulatives, some children may be overwhelmed by the amount of materials. Make accommodations as needed.

#### **Provocation:**

Provocations are not always questions. Presenting unorganized materials along with organizing tools invites children to use classification skills. The science area can also be used as a place for classification provocations (baskets of rocks, leaves, etc.)

<p>Unit 1</p>  <p>Week 3</p>	<p><b><i>Small Groups: Bears, Dots and Blocks- Creating Small Number groups</i></b></p> <p>Medium Support</p>	<p>Math</p> <p>SG2</p>	<p><b>Standards:</b></p> <p><b>CC:</b> Transitions from rote to 1:1 Correspondence</p> <p><b>OA:</b> Responds with number words and /or counting strategy when asked the question How Many?</p> <p><b>MD:</b> Matches and groups similar objects.</p>
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<p><b><i>Guiding Math Ideas:</i></b></p> <ul style="list-style-type: none"> <li>● Matching and Grouping</li> </ul> <p><b><i>Math Concepts From Unit 1 Learning Progressions:</i></b></p> <ul style="list-style-type: none"> <li>● Grouping objects of 1 or 2 (arbitrary or attribute based)</li> <li>● Matching and Grouping</li> <li>● Taking apart and putting together toys, puzzles &amp; manipulatives</li> </ul>	
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<p><b><i>Materials:</i></b></p> <ul style="list-style-type: none"> <li>● Small bear manipulatives</li> <li>● Several sets of number cards with black circle dots in quantities 1-5. (Teacher Materials Packet)</li> <li>● 1 “ unit blocks</li> <li>● 2 part puzzles</li> <li>● <i>I have 2 eyes</i> – For Extension- SWPL Unit 1</li> </ul>	<p><b><i>Vocabulary:</i></b></p>
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***Preparation:***  
Gather materials.

***Procedure:***  
Place bears and number cards in Small Group area.  
Children play with bears. Model 1:1 correspondence. Count as you place bears in a row. Look through the number cards and choose the number of dots that matches your group.  
Place 1 bear on top of 1 circle sticker.  
*1-2- I have 2 circles on my card. I have 2 bears in my group.*  
Invite children to play with the number cards and bears and observe how they create groups and if they verbalize counting while they do so.  
Add the 1 “ unit blocks. Model placing 1 bear on one block.  
This action will create a group of 2.  
Count 1 bear, 1 block and place “2” number card beside it.  
*I have 2 things in my group- 1 bear and 1 block.*  
Children will continue to play with 1 “ blocks, bears and cards.  
Ask children to give you “2” of something- bears, blocks, or other items in the Math Center.

Add the 2 part puzzles from the Math Center shelves to children’s play to reinforce the idea of “2” but affirm children’s creation of different size groups up to 5. Continue to create small groups and count. Some children may want to create larger groups than 5. Observe how they solve the “problem” of only having cards with up to 5 dots on them.

**Strategies that Facilitate Math Thinking:**

- 1:1 Correspondence: Self- correcting materials- The small sizes of the bear manipulatives, the circle stickers, and the 1” blocks naturally lead children to 1:1 correspondence as they play. The small blocks have room for only 1 bear. A child usually puts 1 bear on top of 1 sticker.
- Using Black Dots on Number cards helps children focus on number, rather than matching colors.
- Counting to two: Two is a naturally occurring number in the environment that is easy for children to identify: Body parts (eyes, ears, arms), 2 teachers, clothing such as shoes. To help children quantify, ask children to bring you “2” of something. Some children will easily and accurately complete this request. Others may bring a group of things. Some may try to find the numeral 2 or point to it. All are important indicators of understandings that a counting question should be answered with some type of counting strategy.

**Documentation:**

Observe children as they place bears on stickers and on blocks and as they count. Refer to stages of Rote and Rational Counting (Where’s the Math?) to guide your planning of counting activities.

**Provocation:**

Extend thinking: Lead children in the SWPL *I have 2 Eyes*- Focusing on groups of 2. Ask the children to name other things that they see that are in sets of 2 that are in the room. Children can go around the classroom and place sticky notes with the number 2 and 2 dots beside those things that are in twos.

Similar activities can be found in many early childhood math activity books, including *More than Counting* (2011), Moomaw and Hieronymous



## Songs, Word Play, and Letters

### Day 1:

*Materials: Poetry poster, flannel board and flannel pieces for “BINGO”*

#### **BINGO:**

Procedure:

- You might say, *“Today we are going to sing about Bingo, the farmer’s dog. I am going to put the letters we need on the flannel board. First, we need the letter B, The second letter we need is I. The third letter we need to write Bingo’s name is N, and the fourth letter is G. The last letter we need is O. There, now we have all the letters we need. Underline the whole word and read it...BINGO.”*
- Sing the verse through, pointing to each letter as its name is sung. Say, *“I’m going to turn the B over. Now, let’s sing it again and clap instead of saying B.”*
- Then tell children you are going to turn over the *I*, and everyone will clap two *times this* time, once for the *B* that’s turned over, and once for the *I*. Repeat with remaining letters, replacing each with a clap.

#### **The Wheels on the Bus:**

Procedure:

- Say, *“We are going to sing a fun song next called “The Wheels on the Bus.”*
- Sing several verses, modeling appropriate motions.

#### **Ten Little Fingers (And Those Words Rhyme!):**

Procedure:

- Turn to the poetry poster and, read the title as you underline it with your finger, and then recite the poem naturally, as you look at children and model the motions.
- When you finish, tell the children there are some words that rhyme—words that have the same last *part*. Read the first four lines of the poem again. You might say, *Me and see rhyme. They both have ‘ee’ as their last part.* Repeat both words, segmenting the –ee to stress the rime unit.
- Read the next four lines and say something like, *Wide and hide rhyme, too!* Say both words again, segmenting –ide.
- Tell children that some words in this poem also start *with the* same sound. Say, *Tight and together begin with the same sound---/t/, tight, together ---but they don’t rhyme. Me and see rhyme, and so do wide and hide.*

**Stand Up:**



Procedure:

- Display the poetry poster and underline the title with your finger as you read it. Tell the children that you need to look at the print sometimes to help remember the words of the poem.
- Recite the poem while looking at the children and modeling the motions

### **Day 2:**

**Materials:** *Poetry poster, flannel board and flannel pieces for “Five Green and Speckled Frogs”, children’s name cards, uppercase letter cards representing all first letters and first letter combinations in children’s name*

#### **Five Green and Speckled Frogs:**

Procedure:

- Tell the children you will start by singing s“*Five Green and Speckled Frogs.*”As you place the log, pool, and bug pieces on the board ask children to name the items with you (e.g., “Okay, we have some things to put on our flannel board. *First*, we have the ...pool. Then we have the ...log,” etc.). Add details such as, *Yes, a brown and speckled log!*
- As frogs are placed, say, “*Here’s the first frog, the second frog, the third frog...fourth....fifth.*”
- Sing the song, pausing for children to chime in with the number of frogs remaining, when there are 3, 2, 1, and none left. When removing frogs, ask the children to count *with you. 1, 2, 3, 4, 5* (as each is picked up). *I’m glad we have all 5!*

#### **If Your Name Starts With [ Name a Letter], Raise Your Hand:**

Procedure:

- Say, “*We are going to play the name game! I’ll hold up a letter (pick a letter). If your name starts with [name a letter], raise your hand. Everyone will get a turn.*”
- Play one round of the game. Support any children who don’t raise their hands when the first letter of their name is called by holding up their name card. Say, “*I’m holding the letter S. Sarah, your name starts with S,so you can raise your hand. Point to S on Sarah’s name card and say,Here is theSin your name(point to first letterSinname)and here is the letter cardS.*” (Show card with letterSon it.)

#### **I’m A Little Teapot ( And Those Words Rhyme):**

Procedure:

- Say, “*Now we are going to sing the song, “I’m A Little Teapot.”Sing as usual, modeling the motions.*
- Say, “*Now you can sit down and we are going to talk about some of the words in the song. I heard many words that rhyme in that song and maybe you did, too. Shout rhymes without—they both have ‘out’ as their last part. Let’s see if we can remember any other words in the song that have the same last part.*”

- Begin singing it to the children, slowly. Name the rhyming pair after the last word in each rhyming pair is said. (*stout, spout*)

### **Time For Bed:**

Procedure:

- Hold up the book and tell children you will now read...(point to title)*Time For...* (pause for children to chime in)*Bed!*
- Point to the author and illustrator names on the cover and explain that these are the people who wrote the words and painted the pictures they see and hear in the book.
- Read the book. Support children in chiming in with the second word in each rhyming pair by slowing down as you pronounce it.

### **Clap Your Hands:**

Procedure:

- Tell children the *last* song you are going to sing today is “*Clap Your Hands.*”
- Sing one verse of the song slowly and do the clapping of hands as you sing.
- Say, “*That was so much fun! Let’s try it again. This time we will add another verse.*” This time, sing two verses, leading the children in the motions (clapping hands and stamping feet).

### **Day 3:**

**Materials:** *Poetry poster flannel board and flannel pieces for Brown Bear (black sheep, blue horse, brown bear, goldfish, green frog, purple cat, red bird, white dog, yellow duck) and “Down By The Bay”, Peter’s Chair, Whistle For Willie, Brown Bear, Brown Bear, What Do You See? Picture Cards: shadow, shrub, wink*

### **Five Little Ducks:**

Procedure:

- Hold up fingers of one hand and raise it. Ask children if they remember the song “Five Little Ducks.” Say, *We’re going to sing it again today, so get your five ducks ready!* (Wiggle the fingers of your raised hand.)
- Sing the song, raising and lowering your hand to indicate hills and lowering fingers to your thumb to represent quacking beak.
- Then say something like, “*This is such a fun song to sing! Next, we are going to sing a silly song that is fun to sing, too! It is called “Down By the Bay.”*”

### **Down By The Bay (And Those Words Rhyme!):**

Procedure:

- As you place flannel pieces on the flannel board say, “*I am going to put the watermelon and waves at the top of the flannel board. Let’s start by singing about the snake baking a cake!*” Sing song using familiar verses.
- After you finish singing the song, say, “*I’m going to put some pieces from the song back up. You can name them with me.*” Place flannel pieces on the board whose names rhyme (e.g.,

snake and cake, or mouse and house). After children say the names, repeat them, emphasizing the rime unit –ake-. Ask, *Do those words rhyme?* Confirm and add, “Yes, *snake* and *cake* rhyme. They both have ‘ake’ as their *last part*.”

- Repeat with 2 – 3 other rhyming pairs.

### **Ten Little Fingers:**

Procedure:

- Display poetry poster. Underline the words in the title with your finger as you read them. Talk about the illustrations.
- Recite the poem doing the motions.
- When you are done reciting the poem and doing the finger movements, say, “*Let’s put our hands up again and count our ten fingers*” (count along with the children on your own hands to model).

### **I’m Thinking Of \_\_\_\_ Clue Game (*And Peter’s Chair and Whistle For Willie*):**

Procedure:

- Hold up the books *Peter’s Chair and Whistle for Willie*. Tell children you are going to play a clue game with words from these two stories.
- Say, *I am going to give you some clues so you can guess what word I am thinking of. Listen to all the clues, then raise your hand when you have a guess.*
- For *shadow*, use these clues: *This is something very dark that you see on the ground on a sunny day, when your body blocks the sun.* If children do not guess the word based on these clues, give this one: *Peter played outside, he tried to run from his, but he couldn’t get away from it.*
- For *wink*, use these clues: *This is what we do when we close just one eye.* If children need another clue, give this one. This is what one of these looks like---and wink your eye. If children still need another clue, give this one: *This word starts with /w/...*
- For *crocodile*, use these clues: *This is a long animal with scaly skin and a big mouth with sharp teeth. These animals live in water in swamps.* If children do not guess the word with these clues, give this one: *In Peter’s Chair, Peter played with a stuffed toy animal like this.*

### **The Wheels On The Bus:**

Procedure:

- Tell children you are going to sing “*The Wheels on the Bus*” next.
- Sing several verses and model the motions.

### ***Brown Bear, Brown Bear, What Do You See?:***

Procedure:

- Show the cover of the book, read the words in the title as you underline them with your finger. Read the author and illustrator names.
- Read the story, keeping the natural rhythm of the verse as you read

## **Day 4:**

*Materials: NA*

### **If You're Happy:**

Procedure:

- Say, *"The first song we are singing today is "If You're Happy." We need to stand up to sing this song."*
- Sing two verses of the song using clapping hands and stomping feet as the motions.
- Add some new verses using different motions and/or feelings. For example, *If you're hungry and you know it, rub your tummy; If you're sleepy and you know it, yawn w-i-d-e; If you're thinking and you know it, tap your head.*

### **If Your Name Starts With [ Name A Sound], Raise Your Hand**

Procedure:

- Say, *"Today you are going to play the name game with sounds instead of letters. I will say a sound. Then you think about your name. If your name starts with the sound I say, raise your hand. Everyone will have a turn to raise their hand."*
- Give an example, such as: *Here is a sound: /s/. (Repeat the sound several times---- /s/ /s/ /s/--- to give children a chance to think about it and compare to their own names.) Sam, your name starts with /s/ ,so you can raise your hand. Sarah, your name also starts with /s/, so you can raise your hand, too.*

### **Head and Shoulders, Knees and Toes:**

Procedure:

- Say, *"Let's all stand up so we can sing a song about parts of our body. The name of the song is "Head and Shoulders, Knees and Toes."*
- Sing the song once fairly slowly so children can keep up.
- Sing a second time a bit faster.
- Then say, *"In this song we touched different parts of our body as we sang. In the next song we will sing today we will use parts of our body to make a handle and a spout for a teapot. Can you guess the name of the song? (Confirm that it is "I'm a Little Teapot.")"*

### **I'm A Little Teapot (And Chiming In With Rhyming Words):**

Procedure:

- Sing the song, leading the children in the motions.
- Sing the song a second time, pausing a bit before the last word in each line (*stout, spout, shout, out*) to let the children chime in. Prompt with the first sounds of the word (*st...*) to help children join in.

### **Day 5:**

*Materials: Poetry poster, flannel board and letters for BINGO (and extra letters T, R, S, W, P, Over In TheMeadow*

#### **BINGO (And We Can Change It and Rearrange It):**

Concepts: letter identification; oral vocabulary; beginning reading, scaffolded

Vocabulary: farmer, dog, name, clap, letter, replace, remove

Procedure:

- Say, “*The first song we are singing today is about the farmer’s dog, named Bingo.*”
- As you place each letter on the flannel board, name it and encourage children to name letters with you. When BINGO has been spelled, underline and read the word.
- Sing the song as usual, pointing to the exposed letters as you sing them in the song.
- Then say, “*I’m going to replace the letter B with the letter T ,and change this word to /t/, /t/, Tingo!*”
- Then say, I’m going to *replace T with R-- /rrrrr/. Ringo. We have just made a new word!* This activity is intended to model reading. Continue replacing the first letter with others, naming both the letter removed and the one used to replace it, as long as children are interested and engaged.

#### **Over In The Meadow ( And Chiming In With Rhyming Words):**

Procedure:

- Point to the title of the book, underlining its words with your finger as you read them. Point to and read the author/illustrator’s name.
- Read the book once, pointing to the pictures to show the children the animals and other objects as they’re named.
- Say, “*I’m going to read this book again, and this time you can read along with me.*”When you come to the second word in a rhyming pair, hang onto the first sound or two to encourage children to chime in.

#### **Can You Think Of Words That Rhyme With \_\_\_\_\_ (And Over In The Meadow):**


Procedure:

- Say, “*I have picked some words from the story, OverIn the Meadow, to use for a rhyming game*”. Choose 2 - 3 words (e.g. *blue, gate, shine*)
- Start with *blue*. Ask children if they remember the blue stream in the book. You might say, *Too rhymes with blue, and so does flew—they all have ‘ew’ as their last part. Can you think of some other words that rhyme with blue and too?* Remind children to raise their hands if they have an idea.
- You may need to offer words and ask if it rhymes with *blue*. You might say, “*Does bike rhyme with blue? How about shoe? Blue—shoe. Do they both have ‘ew’ as their last part?*”
- Repeat the same game with one or two other words.

#### **Clap Your Hands:**

Procedure:

- Tell children that they are going to sing the song, "*Clap Your Hands*." Sing the line, clapping your hands.
- Say, "*We are going to sing a couple of familiar verses first, ones we have sung before.*" Sing song, modeling the motions.
- Say, "*Now let's try some new verses. First we'll try 'tap your toes,' and second we'll sing 'blink your eyes.'*" Model the new motions as you sing these new verse

<p>Unit 1    Week 3</p>	<p><b>Large Group</b></p> <p><b>Help Corduroy Find His Button</b></p> <p>High Support</p>	<p>Math  LG</p>	<p><b>Standards:</b></p> <p><b>MP:</b> Recognizes the idea of a problem and problem solving in the physical and social world.</p> <p><b>G:</b> Uses physical movement to gain understanding of orientation and directionality</p>
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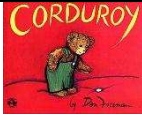


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<p><b>Guiding Math Ideas:</b></p> <ul style="list-style-type: none"> <li>● Introduction to Problem Solving</li> </ul> <p><b>Math Concepts: [From Unit 1 Learning Progressions]</b></p> <ul style="list-style-type: none"> <li>● What is a problem? Introducing math into problem-solving</li> <li>● Moving our bodies in many different directions</li> </ul> <p><b>Adaptations for Using large Group in Alternate Schedule Slots:</b></p> <ul style="list-style-type: none"> <li>● Take the book, bear and buttons outdoors and search for them on the playground.</li> </ul>
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<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● <i>Corduroy</i> by Freeman</li> <li>● Stuffed Bear- [Or Corduroy Bear, if you have one]</li> <li>● 5 Large circles to represent Buttons – Paper plates with black sticker dots work well</li> <li>● Number Chart on Wall for Reference [Optional]</li> </ul>	<p><b>Math Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Problem- Something that we wonder about and want to figure out or solve</li> <li>● Solve- finding answers to a problem</li> </ul>
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**Preparation:**

**This Math Large Group takes place AFTER the Read-Aloud *Corduroy*.**

Make the buttons. During room preparation, place 4 large button circles in different locations around the room. Save the 5<sup>th</sup> button to show the children during group time.

Gather *Corduroy* book, Stuffed Animal or other representation of Corduroy, and 1 Button.

<p><b>Intro:</b></p> <p><i>Remember when we read Corduroy? Corduroy had a problem. Do you ever have a problem? A problem is something we wonder about and want to figure out or solve.</i></p> <p><i>Corduroy had a problem. He lost one button on</i></p>	<p><i>Children offer ideas about what a problem is and what Corduroy’s problem was.</i></p> <p><i>Children may recall some of the ways that</i></p>
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his shoulder strap. He wanted to find it- to solve his problem.

How did Corduroy try to solve his problem?

He searched in the store for his button.

He looked down at the floor.

He went up the escalator- or went upstairs.

He crawled onto (on top of) a mattress

He fell off the bed. [fell down]

Sometimes I lose things and have to look for them.

Has anyone ever lost something?

We are going to pretend to help Corduroy find his button—

We are going to look for 5 buttons, not just one.

Remember we are going to look for 5 buttons.

Where did you find a button?

I noticed that XXX found a button under the big truck in the blocks.

How many buttons have we found so far?

How can we find out if we have them all?

We have 3 here. How many more do we need?

We helped solve the problem of the missing buttons today, using our math thinking. We looked in a lot of places and we counted.

Corduroy tried to find a button.

Describe Corduroy's search for his button. Show some pictures from the book about the search, using positional and directional words.

Use the stuffed animal and imitate the actions that he did while you describe them.

[Give personal example if needed, using positional and directional words].

A few children contribute stories about lost items.

Show the button.

Ask another adult or child to hide this button.

Count 1-5 on fingers or point to number chart.

Begin search. For accommodations or to manage the activity, you can use teams.

Children search the room for buttons and bring them back to the group area.

As the children find buttons, place them in a row in the group area. Use problem solving, spatial and quantity/counting questions

When all 5 are in the group area, count together.  
1-5

Repeat as many times as time permits. Children can take turns hiding buttons for others to find.

Wrap up and summarize.

### **Strategies to Provoke Math Thinking:**

- Focusing on small quantities: Although you may observe children rote-counting to 10 or above, that does not automatically mean that children have a sense of quantity. Small quantities, such as 1-5 are a good starting point for understanding: *We count to find out how many.* In this activity, children count as items are added to the group as a way to encourage 1:1 correspondence and the idea of quantity.



- Geometry as Spatial Understandings: We often associate geometry with shapes- but spatial concepts are also foundational. Pair positional or directional words with locations and actions to teach/reinforce understanding of relative positions in space.
- Problem-solving: Introduce the idea of solving a problem as a process that uses math-skills. This shifts the attention from the “right” answers onto the many ways that we can approach problems. Corduroy did not actually solve his problem during his search- but he used some excellent strategies. Problem-solving will be featured during each Unit in Week 5.

***Provocation:***

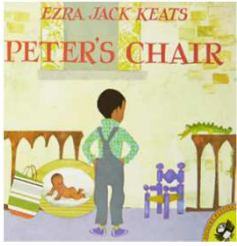
Children may still be learning about the layout of the classroom, their favorite activities, the location of their cubbies, who is beside them at lunch, etc. Encourage the use of spatial terms during the everyday routines of the classroom: [ Examples]

*Who is beside you at the lunch table?*

*Where did you hang your jacket?*

Begin making notes about possible problems that the class can solve during Week 5- Bonus Week

# Let's Find Out About It: Signs



**Materials:**

- *Peter's Chair*
- images of signs (see Resources)
- images of signs around the school, neighborhood, and/or classroom
- samples of children's work: birth announcements

**Vocabulary:**

- sign
- information: something you know
- symbol
- letter(s)

**Preparation:** Set up materials.

**Let's Find Out About It:**  
"When Peter's sister Susie was born, his family might have made birth announcements to tell people. You made birth announcements in Centers."  
  
"A birth announcement gives you **information**. What do you notice?"  
  
"Another kind of writing that gives you **information** is a **sign**."  
  
"What do you notice?"  
  
"Sometimes a **sign** has a picture with **words**; sometimes there is just a picture or just **words**."  
  
"Here are **signs** from different countries. What do you notice?"  
  
"How would you know what to do if you saw this **sign**, even if you can't read the **letters** or **symbols**?"

*Show children's work*  
  
*Children respond.*  
  
*Show examples.*  
  
*Children respond.*  
  
*Show images of stop signs.*  
*Children respond.*  
  
*Children respond.*















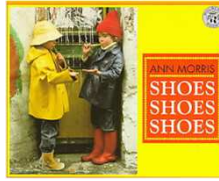
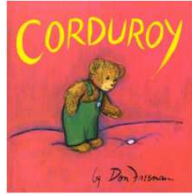


## Let's Find Out About It: Fasteners

### Standards:

ELA.IT.D.PS.1 - 2

ELA.IT.I.PS.1



### Materials:

- Corduroy
- Shoes, Shoes, Shoes
- clothing/shoes with a variety of fasteners

### Vocabulary:

- fastener
- shoelace
- buckle
- Velcro
- zipper

**Preparation:** Set up materials.

### Let's Find Out About It:

"In *Corduroy*, Lisa's mother noticed that Corduroy's overall strap was **unfastened**. Lisa sewed a button on it. How was that helpful?"

"Many of you are wearing clothes with **fasteners**. What do you notice?"

"Shoes can also have **fasteners**. Why is it helpful to keep your shoes **fastened**?"

"Let's read this book. The title is *Shoes, Shoes, Shoes*, by Ann Morris."

*Show illustrations.*

*Children respond.*

*Show clothing or point out examples from children's clothing, naming the fasteners and demonstrating how they work.*

*Children respond.*

*Children respond.*

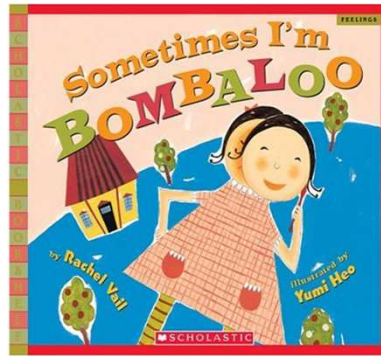
*Read book, pointing out the kind of fastener on each shoe (buckle, shoelace, Velcro, etc.)*



## Let's Find Out About It: Masks

### Standards:

SED.ED.SE.PS.3  
 SED.SD.BRC.PS.10  
 ATL.RPS.PS.1



### Materials:

- *Sometimes I'm Bombaloo*
- masks
- images of masks (see Resources)

### Vocabulary:

- mask
- disguise
- emotions
- pretend

**Preparation:** Set up materials.

### Let's Find Out About It:

"In *Sometimes I'm Bombaloo*, Katie becomes 'Bombaloo' when she gets upset. She says her face is like a monster. She is not really a monster, but the **mask** helps her to seem like a monster. What do you notice?"

"Here are **masks**. What do you notice? What **emotion** do you think this **mask** represents?"

"A mask can represent an **emotion**, like Katie's Bombaloo **mask**. People can also wear **masks** to **disguise** themselves--**pretend** they are someone/thing else. Why would someone do that?"

"This week in the Art Studio, you can make a **mask** that represents an **emotion** or a **mask** you can use to **disguise** yourself."

*Show illustrations.  
 Children respond.*

*Show images or sample masks.  
 Children respond.*

*Children respond.*

*Show images or books about mask-making.  
 Talk about the process. Talk about  
 occasions where somebody might wear a  
 mask.*



Native American Mask





African Masks



The Raksassa (“huge and strong” or “monster”)mask is used in the traditional “Topeng dance styles of Bali, Indonesia. The Balinese have a number of different dance styles that are used to educate, inform and entertain.









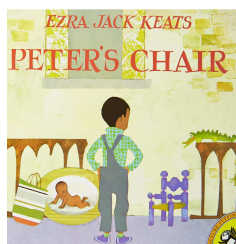
Masquerade Ball





Different kind of masks

<p>Unit 1 Week 3</p>	<p><b><i>Let's Find Out About It: Signs</i></b> Higher Level Technology Supplement</p>	<p>ISTE-S Standards: 6a,c</p>	<p>Standards: SS.CG.PS.1 ELA.IT.I.PS.1</p>
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***Technology Concepts***

- Appropriate digital tool (Educreation) is used to create and communicate
- Child communicates ideas clearly using Educreation

<p><b><i>Materials:</i></b></p> <ul style="list-style-type: none"> <li>● Tablet</li> <li>● Educreations App</li> </ul>	<p><b><i>Vocabulary:</i></b></p> <ul style="list-style-type: none"> <li>● Use vocabulary from original lesson</li> <li>● Visual design</li> </ul>
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***Preparation:***

Have saved sign work from Sign Making ready for use

***Procedure:***

Teachers use signs from Educreations as examples using procedure from original lesson



<p>Unit 1 Week 3</p>	<p><b><i>Sign Making: Writing and Drawing, Blocks</i></b></p> <p>Lower Level Technology Supplement</p>	<p>ISTE-S Standard 3c</p>	<p>Standards: ELA.W.PDPS.1 ELA.W.R.PS.2</p>
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***Technology Concepts***

- Educreations app used to create collection of artifacts
- Connections about signs created as forms of communication discovered

<p><b><i>Materials:</i></b></p> <ul style="list-style-type: none"> <li>● Tablet</li> <li>● Educreations App</li> </ul>	<p><b><i>Vocabulary:</i></b></p> <ul style="list-style-type: none"> <li>● Suggest using the same vocabulary from original activity</li> <li>● How we use technology to aid in creating signs (design)</li> </ul>
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***Preparation:***

Educreations App prepared

***Procedure:***


Make signs using white paper background.

Children self-select colors used

Guides/suggestions provided in original activity can be used

<p><b><i>Documentation Extension:</i></b></p>
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Collect samples of the children's work in Educreation. Use the voice recorder if desired for further documentation; use the Educreation documentation to launch a discussion during Thinking and Feedback.

<p>Unit 1</p>  <p>Week 3</p>	<p><b><i>Outdoor Learning Opportunities:</i></b></p> <p>Families of Trees</p>	<p><b>Standards:</b>  <b>M.MD.PS.10</b>  <b>CA.MD.PS.2</b>  <b>S.LS.PS.1</b>  <b>SS.G.PS.4</b></p>
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<p><b><i>Materials:</i></b></p> <ul style="list-style-type: none"> <li>● A wooded area with a lot of trees</li> </ul>	<p><b><i>Vocabulary:</i></b></p> <ul style="list-style-type: none"> <li>● Baby</li> <li>● Brother/sister</li> <li>● Mom/dad</li> <li>● Grandpa/grandma</li> <li>● Tree</li> </ul>
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Go for a hike in the woods or in a park where there are different size trees.

Trees with different size diameters are different ages. Have the children put their arms around the trees to determine how old they are.

Baby trees – can put your hand around the tree trunk

Brother/sister trees – can reach all the way around the trunk with your arms and touch your fingers

Mom/dad trees – can reach around the tree, but can't touch your fingers

Grandpa/grandma trees – need several children to hold hands to get around the trunk

Extension: Turn into a tree by comparing the children's bodies to the trees – feet are roots, body is trunk, skin is bark, arms are branches, fingers are leaves.

Extension 2: Meet a tree activity – In pairs the children lead each other to a tree with eyes shut and touch the tree, then after returning to their original place, they open their eyes and have to find the tree.

***Guiding Questions:***

- Why are trees different sizes?
- What can we learn about trees by measuring the circumference of their trunk?
- Do trees have families?

Full Day Schedule

Unit 1 Week 4	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<b>The Hello Goodbye Window</b> 1 <sup>st</sup> read	<b>The Hello Goodbye Window</b> 2 <sup>nd</sup> read	<b>Corduroy</b> 4 <sup>th</sup> read	<b>The Hello Goodbye Window</b> 3 <sup>rd</sup> read	<b>The Hello Goodbye Window</b> 4 <sup>th</sup> read
Centers					
Intro to Centers	Line, Dot, Squiggle Painting  Bath Time and Dressing	Collaborative Collage  Using Vocabulary Cards	Building Homes with Windows  Water Play Funnels and Tubes	Jumbled Names in Envelopes	Into Center of Choice
Art Studio	Piggy Banks	Collaborative Collage	continue	continue	continue
Easel	Line, Dot, Squiggle Painting	continue	continue	continue	continue
Writing and Drawing		Using Vocabulary Cards	continue	<i>The Hello, Goodbye Window</i> Drawings	continue
Library & Listening	Books about Caring for Babies	continue	continue	continue	continue
Dramatization	Bath Time and Dressing	continue	continue	continue	continue
Blocks			Building Homes with Windows	continue	continue



Discovery Table	Water Wheels	continue	Water Play Funnels and Tubes	continue	continue
Puzzles & Manipulatives	Fabric Swatches	continue	continue	Jumbled Names in Envelopes	continue
Technology	Outdoor Learning: digital microscope apple & pumpkins		Blocks: Building homes w/windows		
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard directions				
Whole Group Lessons	<b>LFOAI:</b> Musical Instruments	Problem Story (class discusses issues impacting classroom community) or Social Emotional Curriculum	<b>LFOAI:</b> Revisit Musical Instruments	Problem Story (class discusses issues impacting classroom community) or Social Emotional Curriculum	<b>LFOAI:</b> How People Get Around

Small Groups	<b>Group1 Literacy</b> High Support: Bombaloo Masks <b>Group 2 Math</b> Medium Support: Dot Pictures <b>Group 3 Independent</b> Book Browsing or Activity of Choice	<b>Group1 Literacy (choose 1)</b> Medium Support: Button Sorting Medium Support: Rhyming Word Cards <b>Group 2 Math</b> Low Support: Measuring <b>Group 3 Independent</b> Book Browsing or Activity of Choice
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Outdoor Learning	Refer to Nature Extensions for Individual Lessons plans	<b>Small Groups:</b> rhyming word cards & animals song plan farmer's market field trip
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Part Day Schedule

Unit 1 Week 4	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<b>The Hello Goodbye Window</b> 1 <sup>st</sup> read	<b>The Hello Goodbye Window</b> 2 <sup>nd</sup> read	<b>Corduroy</b> 4 <sup>th</sup> read	<b>The Hello Goodbye Window</b> 3 <sup>rd</sup> read	<b>The Hello Goodbye Window</b> 4 <sup>th</sup> read
Centers					
Intro to Centers	Line, Dot, Squiggle Painting  Bath Time and Dressing	Collaborative Collage  Using Vocabulary Cards	Building Homes with Windows  Water Play Funnels and Tubes	Jumbled Names in Envelopes	Into Center of Choice
Art Studio	Piggy Banks	Collaborative Collage	continue	continue	continue
Easel	Line, Dot, Squiggle Painting	continue	continue	continue	continue
Writing and Drawing		Using Vocabulary Cards	continue	<i>The Hello, Goodbye Window</i> Drawings	continue
Library & Listening	Books about Caring for Babies	continue	continue	continue	continue
Dramatization	Bath Time and Dressing	continue	continue	continue	continue
Blocks			Building Homes with Windows	continue	continue

Discovery Table	Water Wheels	continue	Water Play Funnels and Tubes	continue	continue
Puzzles & Manipulatives	Fabric Swatches	continue	continue	Jumbled Names in Envelopes	continue
Technology	Outdoor Learning: digital microscope apple & pumpkins		Blocks: Building homes w/windows		
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard directions				
Let's Find Out About It  Problem Stories	<b>LFOAI:</b> Musical Instruments	Problem Story (class discusses issues impacting classroom community) or Social Emotional Curriculum	<b>LFOAI:</b> Revisit Musical Instruments	Problem Story (class discusses issues impacting classroom community) Or Social Emotional Curriculum of Choice	<b>LFOAI:</b> How People Get Around
Math Whole Group  Small Groups  Story Telling/Acting	<b>Math Whole Group</b>	<b>Group 1 Literacy (choose 1)</b> High Support: Bombaloo Masks Medium Support: Button Sorting Medium Support: Rhyming Word Cards  <b>Group 2 Math (choose 1)</b> Medium Support: Dot Pictures Low Support: Measuring  <b>Group 3 Independent</b> <b>Book Browsing or Activity of Choice</b>			<b>Story Telling/Acting</b> (refer to Storytelling/Story Acting Guide)

Outdoor Learning	Refer to Nature Extensions for Individual Lessons plans	<b>Small Groups:</b> rhyming word cards & song plan farmer's market field trip	

Unit 1

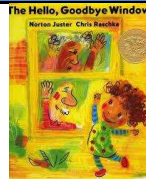


Week 4

*The Hello, Goodbye Window Read Aloud*

**Standards:**

ELA.RL.KID.PS.1 - 3  
ELA.RL.CS.PS.1 - 3  
ELA.RL.IKI.PS.1 - 2  
ELA.RL.LTC.PS.1



**Materials:**

- *The Hello, Goodbye Window*
- *Vocabulary word picture cards*

**Vocabulary:**

- brick: a small rectangular block, typically made of clay
- path: a walkway
- porch: covered entrance, doorway
- regular: normal
- barrel: cylindrical container
- tap: knocking lightly with your fingers
- frighten: scare
- Step stool: a stool with two or three steps and a platform on top to reach high places.
- harmonica: musical instrument
- supper: dinner: evening meal
- reflection: an image formed by something shiny
- specialty: something someone is very good at doing.
- acorn: a nut from an oak tree
- hose: a long tube for watering plants.
- expect: believe that something will happen soon
- delivery: dropping something off
- magic: having special powers
- extinct: species no longer alive

**Preparation:** Set up materials.

**First Read:**

Children will:

- Listen to a story read aloud.
- Demonstrate increasing levels of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teachers will:

- Read with expression.
- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice. If none of those are possible, by inserting a short definition.
- Give comprehension asides: comment during the story about the main character's emotional state, explain an illustration or a change in scene, or indicate what various characters do or do not know.
- Model analytical thinking when appropriate – e.g. "I'm thinking..."

"I have a new story to read to you today and the title is *The Hello, and Goodbye Window*. The author, the person who wrote the words, is Norton Juster and the illustrator, the person that drew the pictures is Chris Raschka.

This girl is waving to her Nana and Poppy through her grandparents' kitchen window as she comes to visit them. She calls it the Hello, Goodbye Window. You can see many interesting things if you look through the window from the outside, but there is even more to see if you look out the window when you are standing inside. Nana says it is a magic window and anybody can come along when you least expect it. Let's read and find out what happens.

"When I stay over we have our **supper**—evening-meal, in the kitchen..."

*Show cover, pointing to the title, author's, and illustrator's names.*

*Introduce the main character and the story problem, using the illustrations on the cover*

*Page 1 move finger along the front to halfway down the back around the house*

*Page 2 Point at the Hello, Goodbye Window*

*Page 4 Point to **flower barrel**. Pretend to **tap** on a window and **duck down**. Show a frightened expression*

*Page 5 Make **peek-a-boo** motion*

*Page 7 Point to **harmonica***

"I don't think that she really believes that grandpa thinks she is outside. She knows he is making a joke."

"He says it's his **specialty**--something he is very good at--."

"I'm thinking that the girl believes this cat is a tiger because he has stripes just like a tiger does. She might not know that a tiger is much larger than a cat."

"He is **extinct**, so he doesn't come around much. There are no dinosaurs alive anymore in this world."

"The pizza **delivery** guy; He **delivers**--drops off-- pizzas at your house after you order it on the phone.

"The girl is imagining --making up--animals and people passing by the Hello, Goodbye Window."

*Page 9 Point at the **reflection** in the window.*

*Page 16 Point to "tiger"*

*Page 17 Point at all illustrations*

*Page 18 Shake head*

*Page 24 Blow kisses*

### **Discussion Questions(s):**

- Why do you think that the girl likes spending time with her grandparents?
- Why is the Hello, Goodbye Window special, different from all the other windows in the house?
- Do you think the girl really saw a dinosaur, a pizza delivery guy, and the queen of England outside the Hello, Goodbye Window? Why do you think that?
- There are some things that the girl is not allowed to do in the house. Why not? (Show page)

### **Second Read**

Children will:

- Listen again to the story read aloud.
- Demonstrate increased level of sustained and focused engagement.



- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teacher will:

- Continue to define the vocabulary words from Story Reading 1 and include additional vocabulary. Include words that may need more verbal definitions.
- Explain feelings or thoughts of secondary characters.
- Deepen the comprehension of primary characters, story problem, etc.
- Model analytical thinking.

“We read this book one time.”

Here the girl has just been dropped off by her parents to visit her grandparents. You remember that one could see lots of interesting things through the window. Let’s read the story again.

“There is a **brick path** that goes to the back **porch**.....” “We can see a few bricks here... the rectangular blocks made from clay. In this picture we can’t see the **path**--*the walkway*--going to the back of the house. You can enter the house through the **back porch**--a covered entrance at the back of the house--.”

“It looks like a **regular**--*normal*--window....”

“So you can climb up the **flower barrel**--*the cylindrical container filled with soil, meant to plant flowers*. Maybe Nana and Poppy didn’t plant any flowers yet because we can’t see them in the picture. Besides, if there were flowers in the barrel, the girl would have crushed them when climbing on the barrel.”

“.....and **frighten**--scare--them.”

“It doesn’t look like Nana and Poppy are frightened in these pictures. They are smiling. I think they are happy to see their grandchild.

*Hold up the book, show cover*

*Take the responses the children give you and read and underline the title again.*

*Page 1 Re-orient children to the book.*

*Page 1 Point to bricks.*

*Page 4*

*Point at pictures*

“The girl can’t reach the sink, so she uses a **step stool**--*a stool with two or three steps with a platform on top so you can climb up to reach high places.*”

*Page 6*

“Poppy is playing his **harmonica**--*a musical instrument that plays tunes when you blow into it.*”

*Page 8*

“I think that Poppy is joking when he says that he can play the **harmonica** while drinking a glass of water. I think he likes to make his granddaughter laugh.

“...we can look at our **reflection**--*an image formed by something shiny--in the window.*”

*Page 10*

“I think that Nana is upset when the neighbor’s dog goes to the bathroom in her flower beds, because he might step on the flowers and crush them, and she also doesn’t like to accidentally step in dog poop when she is working in her garden.”

“He says it is his **specialty**--*something that he is very good at doing.*”

*Page 15*

“Here the girl is hiding behind her grandmother to protect her from the “tiger”. Nana doesn’t look frightened. She must know the tiger is just a cat.”

*Page 18*

### **Discussion Questions(s):**

- How do you think that Nana and Poppy feel when their granddaughter is going back home with her parents after her visit? Why do you think that?
- Do you think the cat in the backyard lives with the grandparents or with somebody else? Why?
- What can the child see from the Hello, Goodbye Window at night? In the morning?

### **Third Read:**

Children will:

- Reconstruct parts of the story with the teacher
- practice saying and using story-related vocabulary words
- recall main events and characters in the story when prompted

Teacher will:

- Jointly reconstruct the story with children.
- Expand, clarify or add more information to children's response.
- Address misunderstandings.
- Define words as necessary.
- Deepen comprehension asides.
- Model analytical thinking.

"We have read this book twice and today we are going to talk about and tell the story together.

*Hold up the book and show the cover  
Underline and state the title*

*Use phrases such as "We remember..." or "What is happening here?" as you point to the action on the pages.*

*Your comments will be mostly in response to what children say.*

"What is happening here?"

*Pages 3-4*

"We remember....."

*Pages 5-6*

"What is happening here?"

*Pages 7-8*

"And here....."

*Pages 9-10*

"It is night time and....."

*Pages 11-12*

"And in the morning....."

*Pages 13-14*

"We remember that Poppy makes breakfast. Making oatmeal with bananas and raisins is his specialty. He must have prepared it many times so that he is really good at it."

*Pages 15-16*

<p>“Nana and the girl go out to the garden.....”          Why does the girl think the cat is a tiger?          There are some other outside activities they enjoy doing. We remember that .....</p>	<p><i>Pages 17-18</i></p>
<p>“And then.....”</p>	<p><i>Pages 21-22</i></p>
<p>“Then sometimes I just sit by the Hello, Goodbye Window and watch.” What is she watching?</p>	<p><i>Pages 23-24</i></p>
<p>“Here mom and dad come to pick up the girl after work. How does she feel about that?”</p>	<p><i>Page 25</i></p>
<p>“And here she is thinking.....”</p>	<p><i>Pages 27</i></p>

**Discussion Questions(s):**

- In *Peter’s Chair* we read that Peter had a sister, Susie. Do you think that the girl in *The Hello, Goodbye Window* had any siblings? Why do you think that?
- What do you see when you are looking out the window of your home?
- Do you see the same things from the windows upstairs and downstairs? Why/why not?

**Fourth Read:**

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.



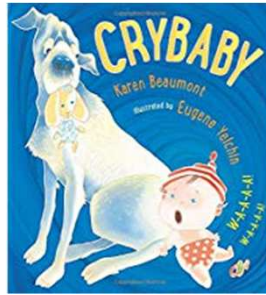
## Bath Time and Dressing



Dramatization

### Standards:

SED.SD.BRC.PS.1  
 SED.SD.BRC.PS.4  
 CA.DE.PS.1  
 CA.DE.PS.2  
 CA.DE.PS.3



### Materials:

- *Crybaby*
- baby dolls
- empty plastic bins to use as pretend bath tubs
- washcloths
- empty soap/ shampoo bottles
- diapers
- baby doll clothes
- towels
- sponges

### Vocabulary:

- delicate: breaks or becomes damaged easily
- soothe: make calm
- bathtub
- soap
- shampoo
- towel
- washcloth
- diaper

### Preparation:

Create a visual of directions of “How to Give a Baby a Bath” (draw simple pictures or add photographs for each step):

1. Sit baby in tub
2. Put soap/ shampoo on washcloth
3. Gently wash baby
4. Take baby out of tub and dry with towel
5. Put on diaper

### Intro to Centers:

“In *Crybaby*, Baby’s family took care of her by **soothing** her--making her calm, when she was upset. Another way families care for babies is to give them a bath.”

“Do you think Baby could give herself a bath? Why or why not?”

“Today in Dramatization, there are babies who need baths.”

“First, sit the baby carefully in the **bathtub**.”

“Next, put a little bit of **soap** and **shampoo** on a **washcloth**.”

*Show illustrations.*

*Children respond.*

*Show baby doll.*

“Next, very gently rub the **soap** and **shampoo** on the baby’s body.”

“Why is it important to be gentle with a baby? If this were baby Louise and she was crying, what might her family do to **soothe** her?”

“Next, rinse the **soap** off the baby with a little water.”

“Then, take the baby very gently out of the bath and **dry** him with a **towel**.”

“When the baby is dry, put the **diaper** on the baby.”

“Finally, dress the baby so he won’t be cold.”

*Model, referring to visual steps.*

*Children respond.*

*Continue to model, referring to visual steps.*

***During Centers:*** Encourage children to refer to and use the “How to Give a Baby a Bath” visual. Incorporate ordinal numbers, i.e., *first, second, third*, etc.

After children bathe and dress babies, encourage children to pretend to feed babies, or to get babies ready for bed, or to pretend that a baby is crying and say “oonga boonga” to soothe the baby.

Support children in using positional words such *above, below, next to*, etc., i.e., “I’m going to put the towel **under** the baby so I can dry him.” “I’ll leave the shampoo **beside** the bathtub.”

***Guiding Questions during Centers:***

- What things can you do by yourself, and what things do you need help to do?
- What can you do now that you couldn’t do as a baby?
- How does your family take care of you/each other?
- How have you taken care of somebody else in your family?
- What does it feel like to take care of somebody else?
- How does it feel when somebody takes care of you?

***Thinking & Feedback:*** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

***Documentation:*** Collect samples of the children’s work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

***Provocation:*** Encourage children to make connections to animal babies, i.e. , “Do you think animal babies need baths? Are they able to bathe themselves, or do they have family members who help them? How do animals bathe?”

Encourage children to think about the changing roles of family members in caring for babies as they grow. Relate these conversations to the children themselves, where they are in their own development, and how they are growing more independent.





## Collaborative Collage



**Standards:**  
CA.VA.PS.1 - 5



### Materials:

- *Peter's Chair*
- construction paper, recycled, and natural materials
- small cups
- paintbrushes
- glue or glue sticks
- large sheets of paper
- children's collages

### Vocabulary:

- collage: art made by attaching materials to a flat surface
- illustrate: create a picture
- collaborate: work together

**Preparation:** Set up materials.

### Intro to Centers:

"Ezra Jack Keats used **collage**--art made by attaching materials to a flat surface--to **illustrate** *Peter's Chair*. What do you notice?"

"You made **collages** in the Art Studio. How are your collages the same as or different from Ezra Jack Keats'?"

"Today in the Art Studio, you can create one large **collage** with friends. What are some ways you can **collaborate**--work together?"

*Show illustrations.*  
*Children respond.*

*Show children's work.*  
*Children respond.*

*Children respond.*

### During Centers:

Encourage children to try different materials from their individual collages. Compare and contrast children's collages with Ezra Jack Keats's illustrations in *Peter's Chair*. If working with several friends is too overwhelming for children, encourage children to collaborate in pairs on smaller pieces of paper. Allow children to work on a variety of surfaces, i.e., on a table, at the easel, on the floor.

**Guiding Questions during Centers:**

- How is creating a collaborative collage similar to or different from creating a collage by yourself?
- What shapes are you using in your collage? How do you know this is a (square, triangle, etc.)?
- How are you and your friend(s) collaborating?
- What are other ways that you and your friends could collaborate in the classroom?

**Thinking & Feedback:** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

**Documentation:** Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

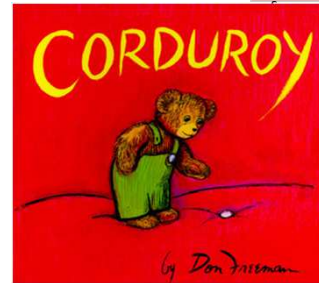
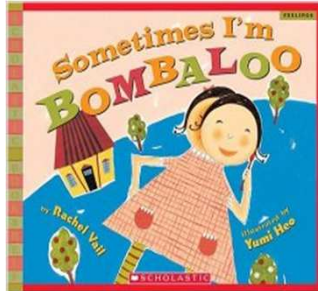
**Provocation:**

Encourage children to use collage with another art technique, i.e., add collage material to their *Line, Dot, and Squiggle Paintings* and/or paint with line, squiggles, and dots on their collages. Use collaborative collages as backdrops in Dramatization.





## Jumbled Names in Envelopes



### Materials:

- *Peter's Chair*
- *Corduroy*
- *Sometimes I'm Bombaloo*
- envelopes
- children's names cut into tagboard letter tiles
- trays

### Vocabulary:

- envelope: a cover for a letter or a card
- letter: a written message to someone
- jumbled: mixed up
- in order

**Preparation:** Make an envelope for each child with his/her name written on the front. For children who have difficulty recognizing their name, add their photograph to the front of the envelope. Cut out letter tiles of each child's name and put inside corresponding envelope (see Resources for example). Make an envelope for yourself to demonstrate during Intro to Centers.

### Intro to Centers:

"The characters in *Sometimes I'm Bombaloo*, *Corduroy*, and *Peter's Chair* all had names. There were Peter, Lisa, and Katie Honors. What do you notice about their names?"

"Today at Puzzles and Manipulatives, you can spell your name with **letter** tiles."

"Find the **envelope** with your name on it. Inside each envelope are the **letters** of your name, but they are all **jumbled**- mixed- up. Put the **letters in order** to spell your name."

"This **envelope** has my name on it. Here are the **letters** for my name."

"How do I know what **letter** comes first?"

"Where else can you find your **name** in the classroom?"

*Show illustrations.*

*Write the names on chart paper so children can see them clearly.*

*Children respond.*

*Model opening envelope and taking letters out.*

*Children respond.*

**During Centers:** Support children who have trouble spelling their names. Encourage children to work together, especially children who share similar letters. Compare and contrast lengths of names, ex. “Max and Marisol both have names that start with ‘M,’ but Max’s name has three letters, Marisol’s has seven. Whose name has more letters? Whose name has fewer letters?”

**Guiding Questions during Centers:**

- How did you know which envelope had your name in it?
- Who else in the classroom has the same letters as you in their name?
- How is your name the same as \_\_\_\_\_’s name? How is your name different from \_\_\_\_\_’s name?
- What other words can you spell with the letters in your envelope? (accept any spellings, real or invented)

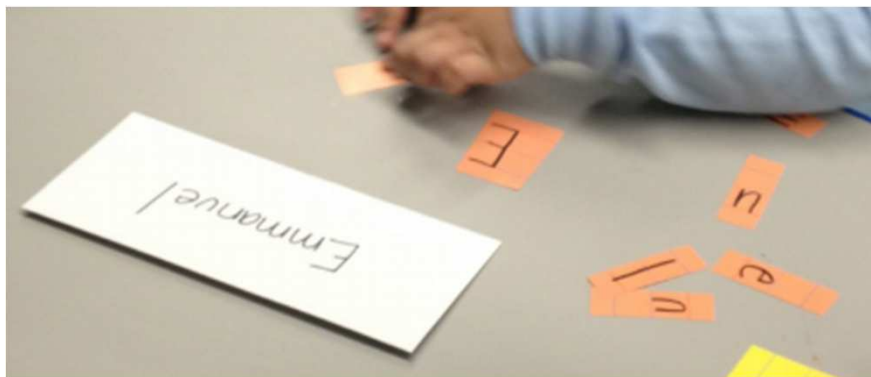
**Thinking & Feedback:** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

**Documentation:** Collect samples of the children’s work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

**Provocation:**

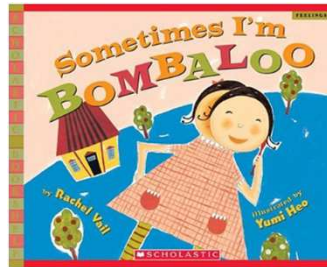
Continue this activity on a following day using family member names: mother, father, brother, etc.

Encourage children to find letters from their names around the classroom or the school.





## Line, Dot, and Squiggle Paintings



### Materials:

- tempera paint
- small cups
- paintbrushes
- paper
- samples of children's paintings
- images of artwork (see Resources)

### Vocabulary:

- line: a long, narrow mark on a surface
- dot: small, round mark
- squiggle: a curvy line
- paint(-brush, -stroke)
- stroke: move your hand gently over something
- dab
- horizontal: side to side, across
- vertical: up and down
- curve: smooth rounded line

**Preparation:** Set up materials.

### Intro to Centers:

"The illustrators of *The Hello Goodbye Window* and *Sometimes I'm Bombaloo* used paint to create their illustrations. What do you notice?"

"The illustrators used different **brushstrokes** to create their illustrations."

"Here are images of other paintings made with **lines**, **dots**, and **squiggles**. What do you notice?"

"One **brushstroke** is a **line**. The **line** can be long or a short. The **line** can be **vertical**--up and down, or **horizontal**--side to side."

"A second **brushstroke** is a **dot**, made by **dabbing** the brush on the paper. A gentle **dab** can make a little **dot**. What kind of **dot** would you make with a stronger **dab**?"

"A third **brushstroke** is a **squiggle**, made by moving your brush from side to side. You can make a **squiggle** with lots of **curves**, or just a few."

"Today, in the Art Studio, you can create paintings using one, two, or all three of these **brushstrokes**."

*Show illustrations.  
Children respond.*

*Show images. Children respond.*

*Model.*

*Model.  
Children respond.*

*Model.*

**During Centers:** Encourage children to use their prior knowledge about mixing colors to paint with a color that is not available. Encourage children to use sequential language to describe their process, i.e., “First, I put the paintbrush in the paint. Second, I put the paint on the paper. Third, I moved the paintbrush back and forth to make a squiggle.” Encourage children to collaborate, i.e., one child paints a squiggle line, the other paints with dots.

**Guiding Questions during Centers:**

- How did you decide what kinds of brushstrokes to use in your painting?
- Why is it helpful to know how to make different brushstrokes?
- Which brushstroke did you use most/ least in your painting?
- How is your painting similar to or different from the illustrations in (*Sometimes I’m Bombaloo, Crybaby*)?

**Thinking & Feedback:** Invite children to share their processes. Encourage children to describe any challenges they encountered.

**Documentation:** Collect samples of children’s work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

**Provocation:**

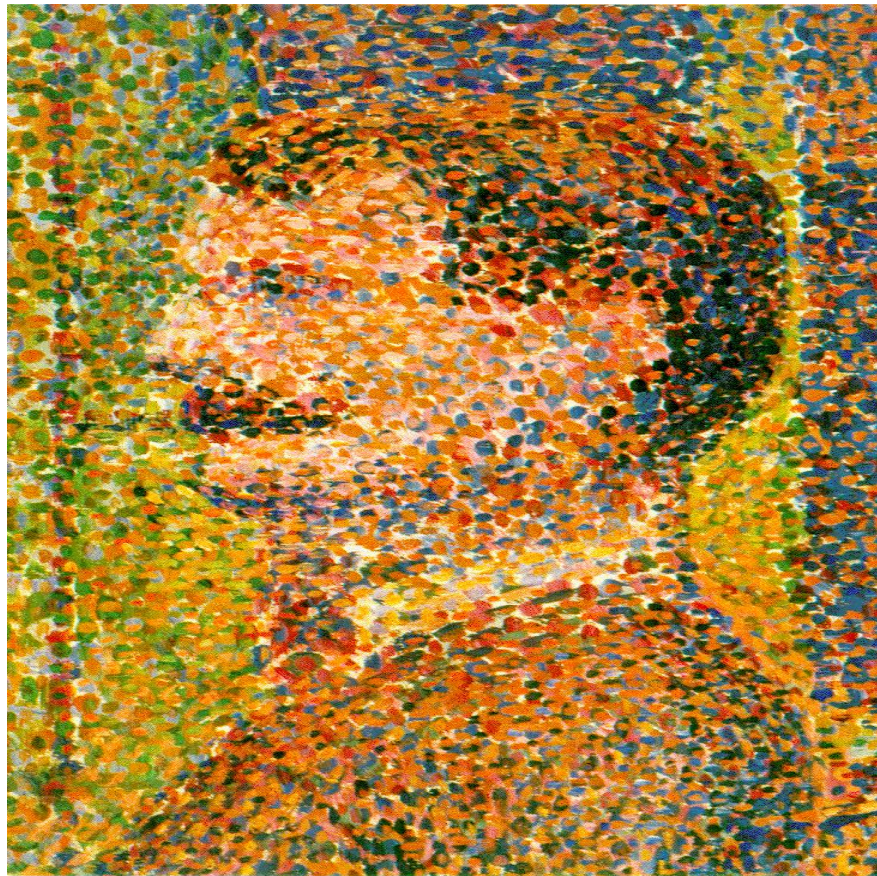
Reference these brushstrokes when children are writing or looking at print. Encourage children to notice lines, dots, and squiggles in the environment. Encourage children to make lines, dots, and squiggles in sand and water, or with clay or playdough.

# Line, Dot, and Squiggle Painting

## Line



Dot



Squiggle





## Using Vocabulary Cards

All unit books



### Standards:

ELA.LS.VAU.PS.1

ELA.LS.VAU.PS.3

#### Materials:

- unit books
- writing utensils
- paper
- 3-4 page blank books
- vocabulary word picture cards
- pocket folders
- thera-putty, squeezey balls, and/or playdough

#### Vocabulary:

- fiction/non-fiction: pretend/ not pretend
- vocabulary: words that someone knows
- word
- illustrate: make a picture
- story: how something happened

**Preparation:** Glue image of unit book's cover on the outside of a pocket folder and place the corresponding vocabulary word picture cards inside.

If appropriate, allow children to “warm up” their hands before drawing and writing by squeezing thera-putty or with simple hand exercises, i.e., opening and closing fists and opening them, wiggling their fingers, writing the letters in the air, etc.

#### Intro to Centers:

“We have read **fiction** and **nonfiction** books. What do you notice?”

“We learned **vocabulary- words-** in these books. What are some **words** you learned from \_\_\_\_\_?”

“Today at Writing and Drawing, you can use these materials to **illustrate** and write your own stories with **vocabulary words** you’ve learned.”

“This word says \_\_\_\_\_. What is a sentence with this word?”

*Show books. Children respond.*

*Children respond.*

*Show materials. Model using cards and returning them to the appropriate folder.*

*Children respond.*

***During Centers:***

If appropriate, draw a line on the bottom of the page as a visual cue for writing. Encourage children to act out stories they have written. Encourage children to sequence stories with *first, next, then, last*, etc. Encourage children to notice features of letters/words, i.e., number of letters, line formation, etc.

***Guiding Questions during Centers:***

- How did you decide to write a fiction or nonfiction story?
- What can you do if you want to write a word from a book, but there is no vocabulary card?
- If this vocabulary word did not have a picture on the card, how could you figure out what the word is?
- How do illustrations help you learn new words?

***Thinking & Feedback:*** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

***Documentation:*** Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

***Provocation:*** Display children's finished work (pictures and/or books) in Library & Listening alongside classroom books. Encourage children to categorize peers' books, i.e., according to theme, fiction/nonfiction, etc. Challenge children to write alternate endings to unit books.





cradle



crocodile



escalator



high chair



crib



frightened



fist



scrunch



palace



overalls



harmonica



brick



barrel



acorn



hose

Unit 1



Week 4

## Building Homes/Buildings with Windows

Blocks



Standards:

ATL.IC.PS.1 - 5



### Materials:

- The *Hello, Goodbye Window*
- Variety of blocks: unit, cardboard, window, kapla, etc.
- People figurines
- Images of houses and apartments (if possible closely matching types of homes children in the class live in)
- Images of the house from *The Hello, Goodbye Window*
- Clipboard
- Paper
- Writing materials

### Vocabulary:

- Special
- Home
- Stack
- Shorter
- Wider
- Plan
- Construct
- Multiple
- Between

**Preparation:** Set up materials.

### Intro to Centers:

"In our book *The Hello, Goodbye Window* The family members had a **special** window in their **home** that they liked to look out together to see people arriving, the gardens growing and to play games through together. Here is a picture of the house, what do you notice?"

"Today we are going to build **homes** with windows in the block area. You can **stack** the blocks to make tall homes or place them next to each other to make **shorter** and **wider** homes"

*Show illustrations.  
Children Respond*

*Show materials. Model.*

*Show materials.*

“You could make a **plan** before you **construct** your home by telling a friend what you want your home to look like or by drawing it on a paper like we did in Discovery. You could build a house with just one window, or you could have **multiple** windows. You could use the window blocks or you could leave spaces **between** blocks to make the windows.”

“Maybe you want to build something to see when you look out your window like the little girl in our story. What might you want to see out your window?”

*Model building with unit blocks and window blocks.*

*Model building with only unit blocks and leaving spaces between them as windows.*

*Model.*

*Children respond.*

***During Centers:***

Encourage children to work together to build homes and/or neighborhoods. Encourage children to use strategies they learned when building stable block towers to build stable homes. Encourage children to draw and label their structures and add windows throughout the structure.

***Guiding Questions during Centers:***

- How is your home similar to or different from the house in *The Hello, Goodbye Window*?
- How is your home similar or different from the one you live in/the one your friend built?
- Who lives in the home you built?
- What rooms did you choose to put in your home?
- What do you think you would see out of the window(s) in the home you built?

***Thinking and Feedback:*** Invite children to share their processes. Encourage children to describe any challenges they encountered.

***Documentation:*** Collect samples of their plans and take photographs and/or videos to show the children’s process and final product. Record their dictations about what they are building and what they might see out of the windows.

***Provocation:*** Add materials that teacher/students collected from outside for them to create the landscape around their house/building (sticks, rocks, leaves, flowers etc).

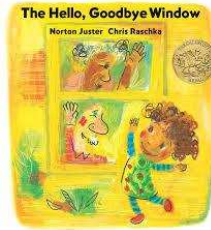
Use photographs of their buildings at writing/drawing center and encourage them to write/draw what they saw out the windows.







Unit 1  Week 4	<b><i>Hello Goodbye Window Pictures</i></b>	Writing and Drawing	Standards:
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<p><b>Materials:</b></p> <ul style="list-style-type: none"><li>● <i>The Hello, Goodbye Window</i></li><li>● Template of Window frame (see resources) or use blank paper and add a window frame after children completed their drawings.</li><li>● Crayons, colored pencils</li></ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>● window frame</li><li>● view</li><li>● imagination</li><li>● realistic</li></ul>
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**Preparation:**

Set out material.

<p><b>Intro to Centers:</b></p> <p>“Through <i>The Hello, Goodbye Window</i>, you could see many things. What do you notice on this page?”</p> <p>“What do you see when you look through our classroom window?”</p> <p>“In Writing and Drawing you can draw a picture and write about something you might see through a window. You can draw a realistic picture of something you actually see, or you can use your imagination.”</p> <p>“What might you draw?”</p>	<p><i>Show illustrations.</i></p> <p><i>Children respond</i></p>  <p><i>Children respond</i></p>  <p><i>Children respond</i></p>
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### ***During Centers:***

Teachers will help children plan what to draw. Teachers will take dictation or help children write about their drawings.

### ***Guiding Questions during Centers:***

- What will you draw?
- Are you looking out the window from the inside or are you looking through the window from the outside? How can you tell?
- What do you see out your window at home?
- Did you draw a realistic picture, or did you use your imagination? Why is this picture realistic/imaginative?

### ***Thinking and Feedback:***

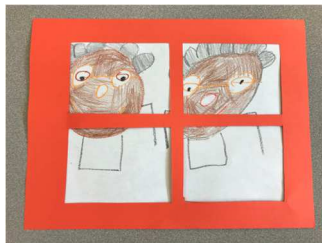
Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

### ***Documentation:***

Collect samples of the children's work; use the work to launch a discussion during Thinking and Feedback.

### ***Provocation:***

- Guide children to look through various windows in the school.
- Take pictures of views outside windows
- Ask parents to take a picture of the view outside a window in their home.
- Invite children to draw two pictures of a window, one looking out and one looking in.
- Provide children with material to create their own window frames.





## Water Play With Funnels and Tubes



**Standards:**  
S.ES.PS.2

### **Materials:**

- funnels
- clear plastic tubes of different lengths
- cups
- plastic containers
- ladles
- plastic gloves
- smocks
- bins and trays
- food coloring

### **Vocabulary:**

- funnel
- tube: a long, hollow object
- faster: with more speed
- slower: not fast
- pour
- scoop

**Preparation:** Set up materials. If appropriate, make plastic gloves available, or use a smaller amount of water in a shallow tray or bin. Add food coloring to water as a visual support for tracking water movement.

### **Intro to Centers:**

“Today in Discovery, you can experiment with moving water. You can use these **funnels** and **tubes** to move the water **faster** or **slower**.”

“First, **scoop** the water, then **pour** the water in the funnel. What do you notice?”

“What do you notice if I hold the **funnels** and **tube** in different positions?”

*Show materials.*

*Model. Children respond.*

*Model. Children respond.*

**During Centers:** Encourage children to collaborate, i.e., one child holds the funnel and tube, while another child pours the water. Encourage children to experiment with holding the funnel and tube in different positions, i.e., higher/lower. Encourage children to use different lengths/thicknesses of tubing. Encourage children to document their experiments in Writing & Drawing.

**Guiding Questions during Centers:**

- How can you make the water move slower or faster?
- Why is one side of the funnel large and the other small?
- How is moving water with funnels and tubes similar to or different from moving water with water wheels?
- What do you notice when you hold the funnel and/or tube higher/lower?
- What do you notice when you use different lengths/thicknesses of tubing?

**Thinking & Feedback:** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

**Documentation:** Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

**Provocation:**

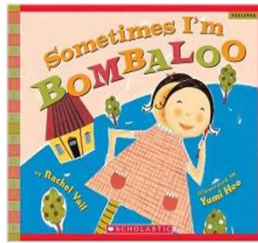
Invite children to use water wheels with the funnels and tubes.

Challenge children to construct a water-moving machine using funnels, tubes, and water wheels. Invite them to think of other materials they could use to move water. Research water moving machines on the internet for inspiration.



## Small Groups: Bombaloo Masks

### High Support



#### Materials:

- *Sometimes I'm Bombaloo*
- paper
- paper plates
- scissors
- mask stencil
- rubber bands
- string
- writing/drawing utensils
- adhesives
- glue brushes
- recycled and natural materials
- images of masks (see Resources)

#### Vocabulary:

- mask
- feelings
- emotions
- disguise

**Preparation:** Set up materials.

**Procedure:** Refer to the illustration in *Sometimes I'm Bombaloo* of Katie's face looking like a monster mask. Remind the children that sometimes people wear masks to disguise themselves so that others will not recognize them, but that masks can also express feelings. Show mask images (see Resources) and discuss the faces and feelings they notice.

Encourage children to draw a plan for their mask.

Demonstrate attaching rubber bands and/or string to masks so children can wear them. This activity can continue in Centers.

#### Guiding questions:

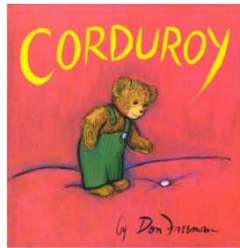
- Why did you use these materials to create your mask?
- What does your mask represent, i.e., a feeling, a character, an animal?
- How is your mask similar to or different from Katie's/ your friend's mask?
- When Katie puts on a mask, is she really a monster? How do you know?



## Small Groups: Button Sorting

### Medium Support

**Standards:**  
M.G.PS.1  
PHD.FM.PS.5



#### **Materials:**

- Corduroy
- trays or paper plates for sorting
- buttons
- buttons made from colored paper and laminated

#### **Vocabulary:**

- button
- attribute
- sort
- same
- different
- similar

**Preparation:** Set up materials. Decide how many attribute are appropriate for children to sort, i.e., one attribute: color, shape, or size; two attributes: color and shape, shape and size. If buttons are not appropriate to use with your children, use paper buttons.

**Procedure:** Remind children that in *Corduroy*, Corduroy lost his button and went to look for it. When Lisa took him home, she sewed a new button on his overalls. Tell the children that today they will be sorting buttons.

Model sorting buttons by different attributes.

#### **Guiding Questions:**

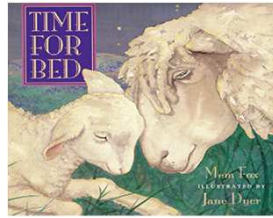
- How did you sort your buttons?
- How is this button similar to or different from Corduroy's button?
- How is this activity similar to *Making Groups*?
- Corduroy had one button left on his overalls, and he found a button on a mattress. Where else do you see buttons in our classroom?



## Small Groups: Rhyming Word Cards

### Medium Support

**Standards:**  
RF.PA.PS.1.a  
RF.PA.PS.1.c



#### **Materials:**

- *Time for Bed*
- rhyming word cards (see Resources)

#### **Vocabulary:**

- rhyme
- match
- sound
- pair

**Preparation:** Set up materials.

#### **Procedure:**

Review the rhyming words in *Time for Bed* with children. Invite children to chime in on rhymes.

Show children the rhyming word cards.

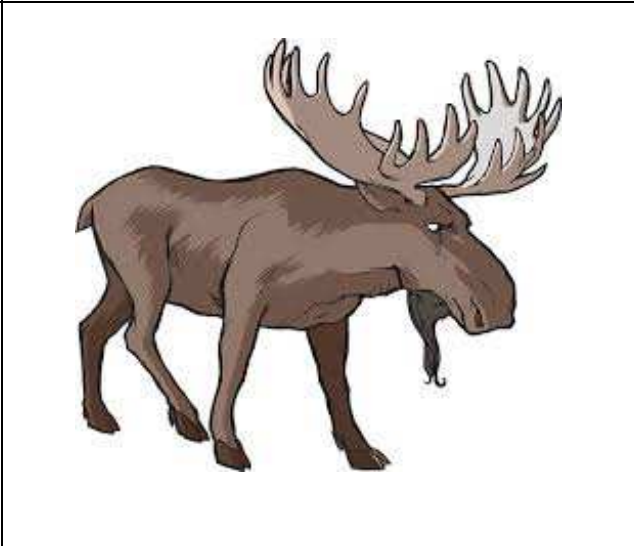
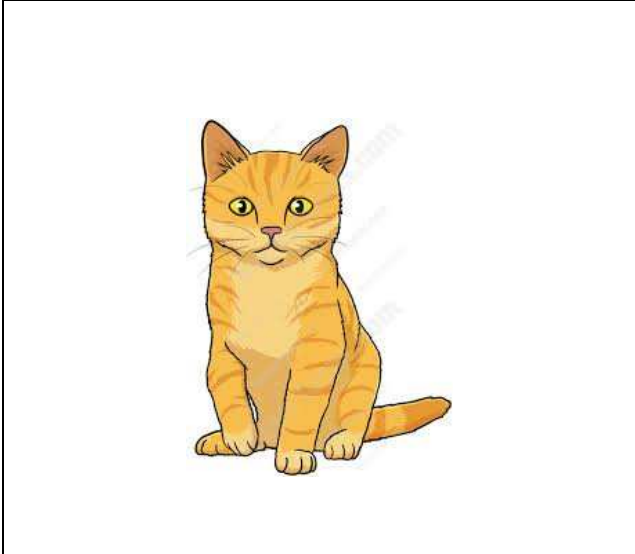
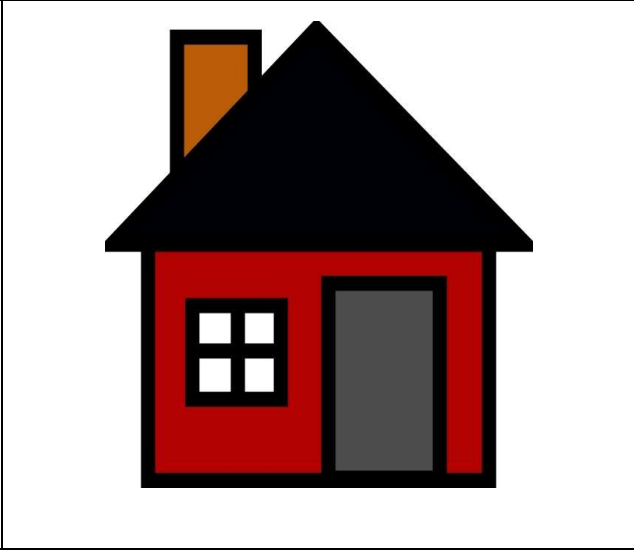
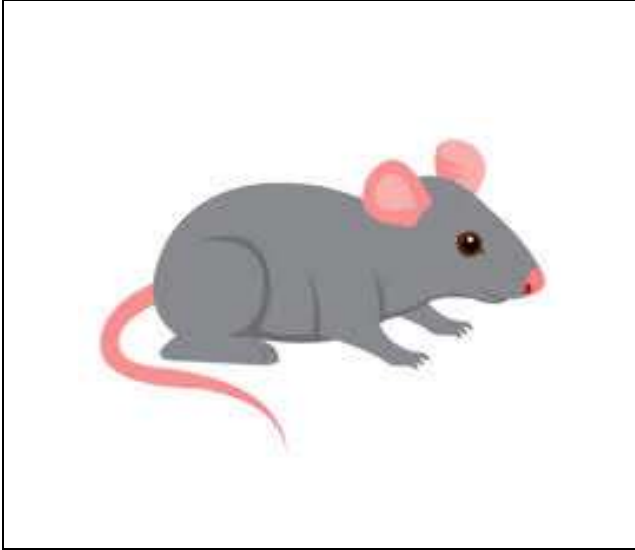
**Option 1:** Model with the word *mouse*. Ask children to say mouse; choose 2 words that do not rhyme with mouse and one that does rhyme. Ask the children to say all the words and then choose which pair of words rhyme.

Give pairs of children sets of cards to play the game.

**Option 2: Memory Game:** place all the cards upside down. Turn over one card, and then turn over a second. If they rhyme, collect the pair. If they do not rhyme, turn the cards back over, and go to the next person's turn.

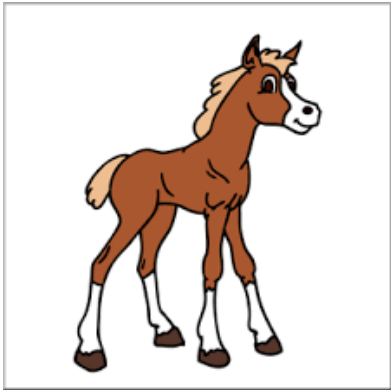
For either option, encourage children to play independently or with your support as needed.

Unit 1 Small Groups: Rhyming Word Cards





Unit 1 Small Groups: Rhyming Word Cards



<p>Unit 1</p>  <p>Week 4</p>	<p><b>Small Groups: Dot Pictures</b></p> <p>Medium Support</p>	<p>Math</p> <p>SG1</p>	<p><b>Standards:</b></p> <p><b>CC:</b> Transitions from rote to 1:1 Correspondence</p> <p><b>OA:</b> Responds with number words and /or counting strategy when asked the question How Many?</p>
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<p><b>Guiding Math Ideas:</b></p> <ul style="list-style-type: none"> <li>● Numbers are counting words.</li> </ul> <p><b>Math Concepts: [From Unit 1 Learning Progressions]</b></p> <ul style="list-style-type: none"> <li>● Demonstrating perceptive (intuitive) number in play and other activities</li> <li>● Some writing marks are called numbers and some are called letters.</li> </ul>
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<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● Dot (Bingo-Type) Markers (use non-toxic ones made for children)</li> <li>● Writing Markers</li> <li>● Blank 5 X 7 Index Cards</li> <li>● Sticky Notes</li> <li>● Hole Punch</li> <li>● Binder Rings</li> <li>● 10 Black Dots by Crew (Optional use for Provocation)</li> </ul>	<p><b>Math Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Dot Markers- special markers that make different colored circles</li> </ul>
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**Preparation:**

This activity follows up on Week 3 *Small Group Bears and Dots*. Gather materials. Cover table with newspaper as dot markers can stain. Gather materials.

**Procedure:**

*Remember last week when we played with bears and dots and blocks? We had some number cards with dots on them. Today, we are going to play with dots and cards and markers.*

Introduce and demonstrate Dot (Bingo-type) Markers if they are a new item for the children.

*See these special markers- They are Dot Markers. They make circles. We can also call them “dots”.*

Show Writing Markers.

*I can use these markers for all kinds of things- writing, drawing pictures and making lines.*

*After I make some dots I’ll use some markers to connect my dots, or make pictures. I’m counting my dots.*

Distribute all markers and several index cards to children. Make sure that each child has a work space.

Children can use materials as they wish. As children place dots on the paper and/or use markers they may count or identify it as a picture. They may also place dots in random order or fill their paper with dots. Preserve the open-ended nature of this activity while you continue to model making groups, drawing pictures and counting.

As children finish their cards, offer to count with them, writing the number of dots and a description on each card if they show interest. You can write on it or place a sticky note on it depending on what the child wants.

Create number books:

*I'm going to make a number dot book.* Model taking your cards, punching holes in the corner and putting cards together with the binder ring. Children can make their own books if they wish.

Put child's name on book and place in Math Center

Throughout this activity, describe the two types of symbol systems you are using:

*I use letters to write your name and the name of your picture. I use numbers to write How Many dots you have on each page. We also make a lot of marks that aren't numbers or letters when we draw.*

### **Strategies that Facilitate Math Thinking:**

- 1:1 Correspondence: This activity follows up the Bears and Dots activity from Week 3 with an open-ended creative approach that connects art and math.
- Open-Ended Materials: These materials are inexpensive. Be generous. Children often “have to do too much and too many” [Bev Bos] before they can focus on a discrete task.
- Initially, all writing marks will look random or unidentifiable to children. This activity helps children's first efforts in differentiating numerals from letters or other marks.
- Distribution of materials: Arrangement and distribution of materials is a subtle but important math strategy. By offering children more than 1 card, modeling placing some dots on each card, and writing numbers as children count, children are learning from the environment and each other as well as from direct instruction.

#### **Documentation:**

The number books are an artifact for portfolios or other tools. Date and identify the books. There will be several number book activities throughout the year for comparison.

#### **Provocation:**

Place Dot Markers, paper, markers in the Math Center for the remainder of the Unit to encourage children to experiment with materials.

This activity can be a companion to the counting book *10 Black Dots*. Read it during SWPL and notice if children make the connection.

<p>Unit 1</p>  <p>Week 4</p>	<p><b>Small Groups or SWPL: What is BIG?</b>  <b>Introduction to Measuring</b></p> <p>Low Support</p>	<p>Math</p> <p>SG2</p>	<p><b>Standards:</b>  <b>MP:</b> Communicates math ideas verbally and non-verbally</p>
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<p><b>Guiding Math Ideas:</b></p> <ul style="list-style-type: none"> <li>● Enjoyment and participation in math activities</li> </ul> <p><b>Math Concepts From Unit 1 Learning Progressions:</b></p> <ul style="list-style-type: none"> <li>● Everyday use of measurement words in play, at school and at home</li> </ul> <p><b>Adapting for SWPL:</b></p> <ul style="list-style-type: none"> <li>● This book is very brief. Read and show pig box and ask children to find anything in the room that is bigger than the pig and stand beside it. Record their answers and recall during small group or large group the following day.</li> </ul>
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<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● <i>A Pig is Big</i> by Douglas Florian</li> <li>● <i>A large, but lightweight box, with pig ears and pig nose taped on it (Pattern in Teacher materials) – OR some other way to represent a large pig.</i></li> <li>● <i>Large chart paper and Marker</i></li> <li>● <i>Small and large animal toys [added to Math Center shelves</i></li> <li>● <i>Is it Larger? Is it Smaller?</i> by Tana Hoban [Optional for Extension]</li> </ul>	<p><b>Math Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Measure- A way to find out the size of something</li> <li>● Dimensions- numbers we use to tell how big something is</li> <li>● Magnitude- huge</li> </ul>
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**Preparation:**

Read through the book. Prepare the box, which is used to represent a large pig. Place box in the Math Center.

Prepare the Large Paper: Heading: *Is it bigger than a pig?* Draw line down the middle of paper and write Yes and No on the 2 columns.

This Small Group moves around the room. It can be started in the Math Center or in the meeting/circle area.

**Procedure:**

*We read our book 10 Tiny Babies and we pretended to be tiny babies when we leapt or crawled. Today we are going to read about something that is NOT tiny- it is Big!*

*Can you look at my box and my book and guess what we are going to do today?*

Children guess.

Read the book and talk about things that are big.

Pause at each page that asks a question of the children and wait for their answers.

*I wonder if we can find some big things. We are going to pretend that this box is a great big pig!*

Ask children to bring a few items from the Math Center shelves

Compare them to the box.

*Is it bigger than our pig?*

Record on the large paper as children bring items and write name of item on the yes or no side.

*Let's keep looking. Maybe there is something in our room that is bigger than our pig.*

Go with the small group and take the pig box around to different areas of the room, looking for something that is bigger than the pig box: Furniture, adults, etc. Don't forget the outdoors.

Be sure to do direct comparisons- holding the pig box near the item and comparing.

As you finish the group time, revisit your chart and summarize:

Ask children to count and report.

*We found X things that were not bigger (smaller) than a pig. We found XX things that were bigger than a pig. Did we find anything that was the same size as our pig?*

Other words for big: Big is a concept about relative comparison- things are *big* in comparison to other things. Ask children if they know other words for "big" and write them on the wall paper as well. [The book has some of those words.]

Play again if you have time and...Don't forget to have fun!

### **Strategies that Facilitate Math Thinking:**


- Provide opportunities for children to use measuring ideas and terms during mealtimes and routines. Add clarification or definition if needed.
  - Would you like some more strawberries? These apples are different sizes. Would you like a big one or a little one? Is it a long time or a short time until we go outside?
- Early Measurement involves direct comparisons of two or more things. The pig box in this activity introduces the use of a measuring with an arbitrary unit- a key concept in non-standard measurement explored in Units 5 and 6. Encourage informal measurement comparisons.
- Math is engaging and fun! Each unit has at least one silly and light-hearted activity included like this one. Be intentional about describing math activities with positive words and actions.
- Extending Learning: Keep the pig box out in an area for the room for at least a week. Anytime that individual children need a task or are waiting (such as washing hands, finishing clean up, etc.), ask children to find something bigger or smaller than the pig.

#### **Documentation:**

Designate a day and keep a list of the measuring words that you hear children using. You may be surprised at how many times during the day children use these terms in their play, in school routines and interacting with friends. Use these words to help you plan additional measuring activities and to reinforce the use of math language in mathematizing other experiences, such as outdoor play.

#### **Provocation:**

*Is it Larger? Is it Smaller?* by Tana Hoban is a great book to provoke additional comparisons.

<p>Unit 1    Week 4</p>	<p style="text-align: center;"><b>Large Group</b></p> <p style="text-align: center;"><b>Windows and Rectangular Shapes</b></p> <p style="text-align: center;">High Support</p>	<p>Math  LG</p>	<p><b>Standards:</b></p> <p><b>MP:</b> Participates in small group and whole group math activities.</p> <p><b>G:</b> Recognizes and describes simple shapes</p>
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<p><b>Guiding Math Idea(s):</b></p> <ul style="list-style-type: none"> <li>● Enjoyment and participation in Math</li> </ul> <p style="text-align: center;"><b>Math Concepts From Unit 1 Learning Progressions:</b></p> <ul style="list-style-type: none"> <li>● We use math every day: Connecting math concepts to environment</li> <li>● Manipulating 3-D Shapes</li> </ul> <p style="text-align: center;"><b>Adaptations for Using Large Group in Alternate Schedule Slots:</b></p> <ul style="list-style-type: none"> <li>● As children finish clean up at different times, remind them of the story about the <i>Hello Goodbye Window</i> and ask them to count the windows in the room. Write down the number and discuss during SWPL.</li> </ul>
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<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● <i>The Hello, Goodbye Window</i> by Juster &amp; Raschka</li> <li>● Large empty rectangle picture frame</li> <li>● Rectangle-shaped Post-It Notes</li> <li>● Unit Blocks from Block Center</li> <li>● A cardboard box with 2 long and 2 short sides</li> <li>● Large paper and marker</li> </ul>	<p><b>Math Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Rectangle- A shape with 2 long sides and 2 short sides.</li> <li>● Rectangular prism- A block that is shaped like a rectangle</li> </ul>
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**Preparation:**

This Math Large Group takes place **AFTER** the Read-Aloud *The Hello, Goodbye Window*  
Gather materials.

<p><i>Remember when we read The Hello Goodbye Window? The story had a special window.</i></p> <p><i>The Hello-Goodbye window looks sort of like this frame I have right here.</i></p> <p><i>What do you notice about this shape?</i></p>	<p><i>Show book and turn to a page that shows the window with T-Rex looking through it- the best depiction of a rectangular shape.</i></p> <p><i>Show the picture frame.</i></p> <p><i>Children describe the picture frame. Some may</i></p>
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*It is like a rectangle, because 2 sides are long and 2 sides are short. Let's look around our room. Do you see any windows?*

*What shape do these windows remind you of?  
Those windows look like my special frame here.*

*I wonder--how many rectangular-shaped windows do we have in our classroom? How could we find out? When we find one, we'll put a rectangle paper, this Sticky-Note, on it.*

*Let's go!*

*How can we find out how many rectangle-shaped windows do we have?*

*I'm writing the numbers on our chart.*

*There might be other things in our room that look like rectangles- These blocks and this box are called rectangular prisms. They are like a flat rectangle (show the Sticky-note), only "thicker".*

*They remind me of the Hello-Goodbye window. Can you find other rectangular-shaped things?*

*identify it as a "rectangle." Some may attend to the color or have other descriptions.*

*Children point to windows.*

*Some children respond rectangles. Some may say the windows look like the picture frame.*

*Children may suggest hunting for windows. Suggest hunt if children do not.*

*Put Sticky-note on your picture frame.*

*Make teams of 2-3 children. Distribute sticky-notes and have fun as the children go around the room and place sticky notes on windows.*

*Children go around the room and put sticky-notes on any windows they see.*

*Children may return to the search and count the marked windows and report*

*Record the number of windows children report. Expect children to report different quantities.*

*As time permits, extend the exploration as children find other items they identify as rectangles or rectangular shaped.*

*Children return to the hunt. Wrap up the activity by adding any other items to the list.*

### **Strategies to Provoke Math Thinking:**

- Rectangles are flat- 2 D- Rectangular prisms have depth (3 D). Use accurate terminology. If the phrase *rectangular prism* seems awkward, describe blocks as rectangular-shaped, or say "this looks like a rectangle or this side looks like a rectangle".
- *Stability of sets*: Same windows- different answers- Groups of children will get different answers. This will not typically bother most children, as they have not yet mastered the concept of *stability of sets*. This activity is not about finding right answers. It is about using counting as a strategy to answer a problem *How Many Windows?* Support children's growing understanding of stability of sets through intentional activities. Model accuracy.

***Provocation:***

Use teachable moments to help children discover other 3-D shapes around them, such as spheres (balls) cubes (packages ) and cylinders (electric poles and pipes)





## Let's Find Out About It: Musical Instruments



### Materials:

- *The Hello, Goodbye Window*
- *Charlie Parker Played be bop*
- *Tito Puente Mambo King*
- Instruments: harmonica (or photograph of one), rhythm instruments (shakers, hand drums, etc.)
- Images of instruments (see resources)
- Technology to play youtube links (ipad, laptop, phone, etc.)

#### Suggested Links:

- Charlie Parker “Koko” (Sax):  
<https://www.youtube.com/watch?v=okrNwE6GI70>
- Tito Puente “Timbales” (Drums):  
<https://www.youtube.com/watch?v=xKPSs2AD6N8>

### Vocabulary:

- instrument
- Tempo: speed
- musician
- rhythm
- harmonica
- drums
- saxophone
- percussion

**Preparation:** Set up materials, Pre load youtube links.

### Let's Find Out About It:

“In *The Hello, Goodbye Window*, the grandpa played the song “Oh, Susannah” on his **instrument** called a **harmonica**. She talked about how he could change the **tempo**, or the speed, that he played the song. Sometimes he would play it fast and sometimes he would change the **tempo** and play it slow. What do you notice?”

“Today we are going to talk about a couple different types of **instruments** and some **musicians** (or people), that played them.”

*Show illustration.*  
*Children respond.*

“Here is a book about a **musician** named Tito Puente. He played the **drums**.”

“Listen to Tito Puente playing the song Timbal. What do you notice? How does the tempo, or speed, sound to you?”

“Charlie Parker is another **musician**. His **instrument** was the **saxophone**. Listen to what that instrument sounds like.”

“Here is a book about Charlie Parker. What do you notice about the words?”

“The **saxophone** and the **harmonica** are **instruments** played by blowing air into them with your mouth. Other **instruments** that are played with your hands, like the **drums**, are called **percussion instruments**.”

*Show illustrations and summarize story from Tito Puente, Mambo King.*

*Play a clip of ‘Timbal’ by Tito Puente  
Children respond.*

*Play a clip of ‘Koko’ by Charlie Parker.*

*Read a few pages Charlie Parker Played Bebop  
emphasizing the rhythm.  
Children respond.*

*Show instruments or images of instruments as  
mentioning their names.*

***Provocation:***

Allow children to explore different percussion instruments during centers/outside time and encourage them to explore with different tempos as the grandfather from *The Hello, Goodbye Window* did.

Provide an opportunity for children to create their own drums with empty containers during Centers.

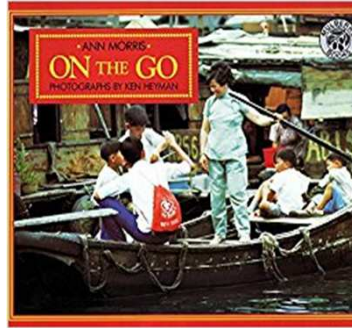
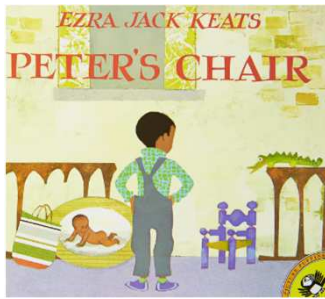
Explore with different tempos while singing songs together at Songs, Word Plays, and Letters.







## Let's Find Out About It: How People Get Around



### Materials:

- *Peter's Chair*
- *On The Go*
- pretend vehicles and animals
- images of transportation (see Resources)

### Vocabulary:

- vehicle
- transportation
- travel

**Preparation:** Set up materials.

### Let's Find Out About It:

"In *Peter's Chair*, Peter got around using his feet."

"People use different forms of **transportation** to **travel**--get around--from place to place."

"What do you notice about the ways people get around?"

"Sometimes people use **vehicles** to **travel**. Sometimes people ride animals. Sometimes people walk from one place to another."

"How does your family travel?"

"How can you be safe in a car or on the bus?"

*Show illustrations.*

*Read On The Go.*

*Show illustrations.*  
*Children respond.*

*Children respond.*











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## Songs, Word Play, and Letters

### Day 1:

**Materials:** Poetry poster, flannel board and flannel pieces for “Old MacDonald,” Brown Bear, Brown Bear, and “Five Green And Speckled Frogs”

#### Old MacDonald Had a Farm:

- Say, “We haven’t sung “Old Mac Donald Had a Farm” for a long time. We can sing about a lot of animals today. I’m going to put all the animals down here (Place the flannel pieces in a line on lower area of flannel board.), and then I’ll move them one by one as we sing about them. Let’s do the duck first, and then the goat. Sing two verses. Now we need a third animal. Continue.
- Ask children to name animals with you as you remove them from the board.
- Then you might say, *I wonder if Old MacDonald had a pond or pool near his farm, with green and speckled frogs on it. We are going to sing a fun song about some frogs in the next song.*

#### Five Green and Speckled Frogs:

Procedure:

- Ask, *How many frogs should we have for the song “Five Green and Speckled Frogs”? Count with me as I put them on their brown speckled log. Explain that something that is “speckled” has spots on it, and point out the spots on frogs and the log. Once materials are up say, “We’re all ready, so let’s sing!”*
- Sing the song as usual. Name the *speckled log* and the *cool pool* as you remove them from the flannel board. Tell children you are going to *count* the frogs to make sure none got lost. Invite children to count with you, as you remove each one from the flannel board.

#### Open, Shut Them:

Procedure:

- Say, “Let’s get our hands ready for the song “Open, Shut, Them.” We have sung this song before, so the words and motions will be familiar to you.”
- Sing the song and model the motions.

#### Alphabet Clue Game:

Concepts: letter identification; beginning writing

Vocabulary: clue, guess, letter, vertical

Procedure:

- Choose a letter that has more than one line (e.g., F).

- Say, “*We are going to play a game. I’m going to think of a letter in my mind, give you one clue at a time, and you guess the letter. Here is the first clue. Draw the first line of the letter, in this case the vertical line of F. Say, The first clue is a long vertical line, just like this. Any guesses about what letter I am thinking of?*”
- Respond to each guess by talking about how the letter is made. Examples: *I’m not thinking about the letter H, but H is a good guess because it has a long vertical line, like this* (say as you write the first line of H on the easel,--then finish writing H).
- *T is a good guess. I make a long vertical line first when I write T, and then add a horizontal line across the top, like this. But I am not thinking of T.*
- Then tell children you are going to give them the next clue for F. As you add the next line F, say, *I am making a short horizontal line at the top, like this. Can you guess the letter in my mind?* Write their guesses on the side and point out how they differ. *L does have a long vertical line and a short horizontal line* (point to). *But the L’s short horizontal line is at the bottom* (point to) *of the long vertical line, not at the top* (point to), *as it is here on the letter I’m making.* Then add the last line of the F, describing your actions as you do. Ask again, if they know what letter you are thinking of. Confirm their answer.
- Then you might say, *If I add one more line here at the bottom, it would be the letter E, wouldn’t it?*
- Tell children, “*We’ll play this alphabet game another day and use a different letter. I won’t use the letter F the next time. I’ll think of a different letter.*”

### ***Brown Bear, Brown Bear, What Do You See?: Book***

#### Procedure:

- Show children the cover of the book and say, “*We read this story the other day, so you will remember the title is...*(Give children a chance to respond). Confirm their answer by reading the title. Then read the title again, slowly as you underline the words. Tell children you are going to use the flannel pieces for this story today.
- As you start to put up the flannel pieces, tell children to join you in saying the animal’s name and “*What do you see?*”

#### **Stand Up:**

Concepts: oral language, vocabulary, following directions

Vocabulary: bend, bow, clap, hand, knees, stamp, stand, turn, wave

#### Procedure:

- Say, “*We are going to do a familiar poem today, one we have done several times before. I’m going to find the poem in our big book.*” After finding the poem, point to the words in the title, as you read each one.
- Do not point to the words in the big book, focus on reciting the poem and modeling the motions.
- Depending on your group, this poem may work better if done between the Alphabet Clue Game and Brown Bear

## **Day 2:**

*Materials: CD, Time For Bed, flannel board and flannel pieces for "Down By The Bay"*

### **Clap Your Hands:**

Procedure:

- Say, *"Today, we are going to start with the song "Clap Your Hands." We are going to be using a lot of our body when we do the motions, so we need to stand up for this song."*
- Sing slowly enough for children to follow, modeling the motions.
- Sing song a second time, using motions and whispering the words.

### **Time For Bed (And Chiming In With Rhyming Words):**

Procedure:

- Say, *"Today we are going to read this book. We have read it before, so you will remember that the title is...(point to the title). Confirm their answer by underlining each word as you read the title.*
- Point to the pictures to show children the baby animals as they're named in the book. Hold onto the first sound longer than usual to encourage children to chime in with you.
- When you come to the second word in a rhyming pair, hold onto the first sound longer than usual to let the children chime in.

### **Can You Think Of Words That Rhyme With \_\_\_\_\_? (And Time For Bed):**

Procedure:

- Choose two or three words from *Time for Bed* for making rhymes (e.g. cat, sheep, bee). Tell children they are going to play a rhyming game with words from the book.
- Turn to the page with the cat. Say, *"Here's the little cat. CAT and THAT rhyme, they both have 'at' as their last part. Can you think of other words that rhyme with cat?"*
- Let children offer ideas, accepting nonsense words as well as real words. Rhyming may be a new skill for many children, so be ready to add ideas of your own.
- When you're finished rhyming with one target word, review. You might say, *"We thought of lots of words that rhyme with cat: flat, mat, hat, bat".*
- Use the same procedure using 2-3 more words from the book as target words

### **Down By The Bay:**

Procedure:

- Say, *"Now we are going to sing "Down by the Bay," a song that has a lot of rhyming words in it. Maybe we can make up a new verse using CAT as one of the animals."*
- Sing the song, using familiar verses. Place the appropriate flannel pieces on the board for each verse. Remove the pieces for each verse before putting on the new ones.
- Then say, *"Now it will be fun to make up our own verse about a cat. Think about some of the words we just thought of that rhymed with cat. Let's see, have you ever seen a cat wearing*

a...(ask children what word might work here). Yes, *HAT rhymes with CAT, so we could use that. Let's sing our new verse now.*

### **Day 3:**

**Materials:** Poetry poster, Corduroy, Picture Cards: escalator and overalls, flannel board and flannel pieces for BINGO, extra flannel letters: T,R,S,W,P

#### **If You're Happy:**

Procedure:

- Say, "Today we are going to start with the song "If You're Happy." This is a familiar song. We've sung it several times before." Lead children in singing two verses of the song in the usual way, using *clap hands* and *stamp feet* as the motions.
- Add new verses using expressions and actions for feelings. Examples: *If You're frightened and you know it, hide your eyes.*
- *If you're funny and you know it, laugh, Ha ha!*
- *If you're grouchy and you know it, growl, Grrrr!r*

#### **BINGO (And We Can Change It And Rearrange It):**

Procedure:

- Ask children to name letters as you place B-I-N-G-O on the board, one at a time. Say, "We're going to sing "BINGO" the way we always do and then we're going to play around with the letters, like we did last week."
- Sing the song as usual, then put the letters back on the board. Say, "We know this word is BINGO. Now I am going to remove the B from Bingo and replace it with the letter T. Now we have a new word." This new word is... Say /t/, pause for children to join in saying the first sound of the word with you, and then read the rest of the word.
- Proceed the same way, replacing the letter with S to make *Singo* and then the S with R to make *Ringo*. Each time, point to the new initial letter and sound it out and hang onto this sound as children join you. Then read the rest of the word, as children do it too.
- Say, "Now I am going to take all the letters off the board, except G and O. This new word is Go (underline *go* with your finger as you read it). If I remove the G from Go and replace it with an N, I have the new word No (underline *no* with your finger as you read it). Make the words *bin* and *in*, if time permits and children are interested.
- As you put the letters away, you might say, "We can change and rearrange letters to create a lot of different words."

#### **Hands:**

Procedure:

- Tell the children they are going to recite the poem called "Hands."
- Recite the poem the first time without referring to the poetry poster. Do all the motions,

pausing briefly between lines to allow children to follow along.

- Display the poetry poster. Point to the title and read it as you underline the word with your finger.

### **Ten Little Fingers:**

Procedure:

- Display the poetry poster. Say something like, “*The poem we just read was called “Hands.”* Hold up your hands and say, *This poem is about the ten fingers on our hands. Point to the title and underline it with your finger as you say, The title of this poem is “Ten Little Fingers.”* Wiggle your fingers.
- Present the poem as usual, leading the children in the finger movements.

### **I’m Thinking Of \_\_\_\_\_ Clue Game (And Corduroy):**

Procedure:

- Show children the “*Corduroy*” book cover and tell them they are going to play a guessing game about some words in the story. Remind them to listen to the clues, think about them, and raise their hands when they think they know the word.
- For *escalator*, use these clues: *This is a set of stairs that continuously move. Some go up and some go down. Corduroy rode one of these in the department store.*
- For *overalls*, use these clues: *This is a piece of clothing that has pants, shoulder straps, and buttons. Corduroy was wearing this kind of clothing when Lisa saw him in the toy department .If children need another clue, use this one: The name of this item of clothing starts with the letter O.*
- For *thread*, use these clues: *This is something you put through a needle when you are sewing. It holds pieces of cloth together. If children need another clue, give this one: Lisa used this when she sewed the button on Corduroy’s overalls.*
- For *palace*, use these clues: *This is a large fancy house that a king or queen could live in. Corduroy thought he was in one when he went to the furniture department at the store. If children need another clue, give this one :The name of this big and fancy house starts with /p/.*
- After they guess each answer, show them the picture card and point out the features you gave as clues.

### **I’m A Little Teapot:**

Procedure:

- Say, “*We just talked about a palace, a fancy house a king or queen might live in. I wonder if you would find a fancy teapot in a palace! We are going to sing “I’m a Little Teapot” next, so let’s stand up and pretend we are all fancy teapots!*”
- Sing the song as usual, leading the children in motions.
- After singing the song, say, “*Some people like to put sugar in their tea to sweeten it. People often keep sugar in a sugar bowl. I brought a real sugar bowl to show you (show one and talk about its shape and handles). Now, I want to show you how to be a sugar bowl rather than a teapot. All you need to do is put your hands on your hips, like this. Now you are sugar bowls*”

*with a handle on each side!*“

#### **Day 4:**

**Materials:** CD, *Big Book of Poetry*, *Peter's Chair*, *Noisy Nora*, *Corduroy*

#### ***Head and Shoulders, Knees and Toes:***

Procedure:

- Say, “*The first thing we will do today is sing “Head and Shoulders, Knees and Toes.” You’ll remember we need to stand up for this song.*”
- Continue the song using only motions (no words) for one body part at a time, until the song is done quietly with only motions.

#### ***Stand Up:***

Procedure:

- Say, “*We had to stand up to do the motions for “Head and Shoulders, Knees and Toes” and now we are going to do a poem called “Stand Up.”*”
- *Display the poem, point to the title, underlining it with your finger as you read it.*
- *Recite the poem with the children and model the motions.*

#### ***The Wheels on the Bus:***

Procedure:

- As you do the motions for the wheels turning on the bus, say, “*What song do you think we are going to do now?*”
- Sing the verses the children already know, leading them in the appropriate motion for each verse.
- Introduce additional verses by singing them, modeling motions, and inviting children to join in by singing slowly enough for them to follow along.

#### ***First Sound Matching: (Peter's Chair, I'm Bombaloo, and Corduroy)***

Procedure:

- Say, “*We have met a lot of different characters in the books we have read. In I'm Bombaloo, there was Katie. In Corduroy, there was Corduroy, and the girl Lisa and in Peter's Chair -- (pause to give children a chance to guess). Yes, there was Peter, his baby sister Susie, and someone else ---- Peter's dog, Willie!*”
- Say, “*We are going to play a game with some of the characters' names from the stories. I'll say a name, and you think about the sound that name starts with. Then we'll go around the circle and everyone will say his or her name, and see if anyone has a name that starts with the same sound.*”



- When you play the game you might say, Charles – Peter (stress the /ch/ in Charles and /p/ in Peter), no, that's not the same sound. Charles' name doesn't begin with /p/, like Peter. Larry – Peter (stress the /l/ in Larry and the /p/ in Peter). Does Larry start with the same sound as Peter? No, it doesn't. Listen carefully to this one. Penelope – Peter. What do you think? Yes, Penelope starts with /p/ and so does Peter- /p/ Peter; /p/ Penelope.
- Choose a character's names for which there is a first sound match with a child's name. Compare names quickly and move things along. Isolate the first sounds of the two names needed: /n/Nancy; /p/Peter. No, not a match, they do not start with the same sound.

### ***Diddle, Diddle, Dumpling:***

Procedure:

- Display the poem. Read the title, as you underline it with your finger. Talk about the illustration. Then recite the poem, without pointing to the words in the big book. Your focus should be on reciting the poem and maintaining eye contact with the children.

### ***Day 5:***

***Materials: CD, Over In The Meadow, Flannel board and flannel pieces for "Five Green and Speckled Frogs," two sets of uppercase alphabet cards, Pocket chart***

### **Five Green and Speckled Frogs:**

Procedure:

- Say, "Today, we are going to start by singing about the five green and speckled frogs. I'll put the brown speckled log right here, at the top of the flannel board. I'll put the cool blue pool beside it. Help me count the frogs to make sure all five have come to play today (count frogs as you place them on the board)."
- Sing the song in the usual way.
- When collecting frogs to put them away, take three frogs out of the pool together and then the other two, as you say, "Three frogs (pick up three together)... four...five frogs (as you remove the last two).

### ***Over In The Meadow (And Can You Think of Words That Begin With the Same Sound As \_\_\_\_\_?):***

Procedure:

- Show the children the cover of the book reminding them that they have heard this story before. Tell them that you are going to play a game with *some* of the words from this book.
- Say, "We are going to play a thinking game again. I will say a word, and you will try to think of other words that begin with the same sound. Let's start with meadow. All the animals in the book lived" over in the meadow."
- Say, "I will start the game by telling you my idea for a word that begins like meadow, /m/. I think Mother begins with the same sound as meadow. /M/, mother, /m/, meadow, meadow and

mother *both begin with/m/.Now it's your turn. Raise your hand if you have an idea for another word that has the same beginning sound as meadow--/m/.*

- After children have had a chance to offer a word, suggest another one yourself (e.g., *milk, man, mother* ). Say, “*I think milk begins like meadow, /m/ milk, /m/ meadow. Does anyone have another idea?*” Offer two more ideas if children do not offer any, then say, *We’ll play this game again on another day.*”

### **Open, Shut Them:**

Procedure:

- As you make the motions of opening and shutting your hands, ask children what song they think is next. Confirm “*Open-Shut Them.*”•After singing, comment about the *four* things the song tells us to do with our hands –open, shut, clap, and creep.Then say, “*We do a fifth thing, too, when the song says“but do not let them in.” We put our hands behind our back. What else could we do at the end of the song?”*•(Hold hands up high; hold them out to our sides; cross our arms in front of us...)

### **Five Little Ducks:**

Procedure:

- Say, “*We just sang a song about different things to do with our hands. Now we are going to do something else with our hands as we sing “Five Little Ducks.” We are going to use hand motions to show the ducks (hold up one hand), the hills (show the hand motion), and the quacking (show the hand motion).*”
- Sing the song and ask children to join in with the lyrics and the hand motions

<p>Unit 1 Week 4</p>	<p><b><i>Outdoor Learning: Apples and Pumpkins</i></b> Higher Level Technology Supplement</p>	<p>ISTE-S 3 c</p>	<p>Standards: S.PS.PS.3 S.LS.PS.1</p>
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<p><b><i>Technology Concepts: Using Digital Microscope</i></b></p> <ul style="list-style-type: none"> <li>● Children construct new knowledge about natural world through digital tool</li> <li>● Children make new connections to learning through digital tool</li> </ul>
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<p><b><i>Materials:</i></b></p> <ul style="list-style-type: none"> <li>● Digital Microscope</li> <li>● Laptop or other device</li> <li>● Select items from Outdoor Learning, Week 4</li> <li>● Journal for recording results of observations</li> </ul>	<p><b><i>Vocabulary:</i></b></p> <ul style="list-style-type: none"> <li>● Use vocabulary from original lesson</li> <li>● Digital Microscope</li> <li>● Compare</li> <li>● Contrast</li> <li>● Observe</li> <li>● Describe</li> </ul>
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***Preparation:***

Connect digital microscope to laptop or other device

Layout items (i.e. cut up crabapples, pumpkin seeds, leaves, etc...)

Journal is ready for recording observations

***Procedure:***

Model for children how to use digital microscope so that children understand how to use device

Introduce vocabulary and encourage children to use words as they observe

Record observations

<p>Unit 1 Week 4</p>	<p style="text-align: center;"><b><i>Building Homes/Building with Windows: Blocks</i></b></p> <p style="text-align: center;">Lower Level Technology Supplement: Note that this activity focuses on the concept of Computational Thinking without the use of digital technology</p>	<p>ISTE-S 5 a,c</p>	<p>Standards: ATL.IC.PS.1 - 5</p>
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<p><b><i>Technology Concepts: Computational Thinking - Debugging</i></b></p> <ul style="list-style-type: none"> <li>● With guidance by teacher, children identify what will make structure work</li> <li>● With guidance by teacher, children make changes based on what was identified and make changes to structure or “fix it”</li> </ul>
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<p><b><i>Materials:</i></b></p> <ul style="list-style-type: none"> <li>● Identical to original activity</li> </ul>	<p><b><i>Vocabulary:</i></b></p> <ul style="list-style-type: none"> <li>● Use vocabulary from original lesson</li> <li>● Problem</li> <li>● What in structure is working</li> <li>● What is not working</li> <li>● Steps</li> <li>● Fixing problem</li> <li>● Debugging</li> </ul>
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***Preparation:***  
See original activity

***Procedure:***  
See original activity

<p>Unit 1</p>  <p>Week 4</p>	<p><b><i>Outdoor Learning Opportunities:</i></b></p> <p>Farmers Market</p>	<p><b>Standards:</b>  <b>CA.DE.PS.3</b>  <b>M.OAT.PS.4</b>  <b>SED.SD.BRC.PS.6 &amp; 11</b>  <b>SS.E.PS.2</b></p>
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<p><b><i>Materials:</i></b></p> <ul style="list-style-type: none"> <li>● Table to be the market stand.</li> <li>● Baskets, paper bags or other containers to gather the fruits and vegetables</li> <li>● Assortment of fruits and vegetables (real if possible, or realistic plastic)</li> <li>● Cash register with real or fake money</li> </ul>	<p><b><i>Vocabulary:</i></b></p> <ul style="list-style-type: none"> <li>● Farmer’s Market</li> <li>● Vegetables</li> <li>● Fruit</li> <li>● Purchase</li> <li>● Money</li> </ul>
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Set up the dramatic play area as a farmer’s market. Children can pretend to be a family that shops at the market or the family that has their vegetables and fruit for sale. The children can price the items. Children can gather fruits and vegetables to buy and then use the money to buy them.

Extension: Take field trip to a farmer’s market.

Extension 2: Make vegetable soup (use *Stone Soup* book to introduce) where everyone brings a vegetable to contribute to the soup. Use pumpkin carving knives for the children to cut up the vegetables.

***Guiding Questions:***

- Does your family shop at a Farmer’s Market?
- What can you find at a Farmer’s Market?
- What vegetable would you buy to add to the soup?

Full Day Schedule


Unit 2 Week 2	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud					
Centers					
Intro to Centers					
Art Studio					
Easel					
Writing and Drawing					
Library & Listening					
Dramatization					
Blocks					

Discovery Table					
Puzzles & Manipulatives					
Technology					
Thinking & Feedback					
SWPL Whole Group					
Whole Group Lessons	LFOAI:	Math: What's Our Favorite?	LFOAI:	LFOAI:	

Small Groups	<p><b>Group1 Literacy</b></p> <p><b>Group 2 Math</b> Low Support: Playing with Numbers</p> <p><b>Group 3 Independent</b></p>	<p><b>Group1 Literacy</b></p> <p><b>Group 2 Math</b> Low Support: Leaf Pictures</p> <p><b>Group 3 Independent</b></p>
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Outdoor Learning	Refer to Nature Extensions for Individual Lesson plans	small groups:	small groups:
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<p>Unit 1</p>  <p>Week 5</p>	<p><b>Small Groups: Playing with Numerals</b></p> <p>Low Support</p>	<p>Math</p> <p>SG1</p>	<p><b>Standards:</b></p> <p>CC: Rote counts to 10 and beyond by ones with increasing accuracy.</p> <p>CC: Recognizes and names written numerals 0-5</p>
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<p><b>Guiding Math Ideas:</b></p> <ul style="list-style-type: none"> <li>● Rote counting</li> </ul> <p><b>Math Concepts From Unit 1 Learning Progressions:</b></p> <ul style="list-style-type: none"> <li>● Some marks are called numerals and some are called letters.</li> <li>● Practicing the number word list through words and action</li> </ul>
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<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● Wooden, plastic or magnetic numeral sets</li> <li>● Number puzzles and number games or manipulatives</li> <li>● Plastic plates and bowls</li> <li>● Selected manipulatives</li> </ul>	<p><b>Math Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Number names</li> <li>● In a line</li> <li>● Group</li> </ul>
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**Preparation:**

Gather math manipulatives that include number symbols along with the wooden and plastic numerals.

**Procedure:**

This open-ended small group features toys from the Math Center that include numerals. Children will engage in free play with the number sets, the plates/bowls and the manipulatives. They may decide to make sets, to line up numbers, to identify number names or pretend play.

**Strategies that Facilitate Math Thinking:**

- Expanding children’s choices: Children may need encouragement to expand their play with number toys. Invite exploration of new materials, including those with self-correcting features, such as number/object 2 part puzzles, manipulatives, wooden numbers, and organizers.
- Describing Play: Describing children’s play using math words is one of the most effective ways to mathematize experiences. When children line up toys, say- *You are putting these toys in a line.* Or *I see that you have **grouped** all the large toys together,* etc.
- Numerals in context: It will be much later when children begin to manipulate written number symbols with understanding, but providing early experiences that combine play with identification of symbols is a good strategy. Identify numbers in the context of play: “ *This number symbol is 5. When I count five things, I put this number beside it,* etc.

***Documentation:***

Use small group format to observe which children are unsure or wait for others to chime in to identify numbers. Support them with additional activities and explicit language. Observe children who are competent at counting up to 10 and beyond and adjust counting activities in Unit 2.

***Provocation:***

There are lots of number symbols present in the classroom. Invite children to find them in hide and seek versions of this activity. Include 1:1 counting when possible to put numerals in context.

<p>Unit 1</p>  <p>Week 5</p>	<p><b>Small Groups: Leaf Pictures</b></p> <p>Low Support</p>	<p>Math</p> <p>SG2</p>	<p><b>Standards:</b></p> <p><b>MP:</b> Participates in whole group and small group math-focused activities.</p> <p><b>MD:</b> Discovers connections between formal geometric shapes and the surrounding environment (Unit 2)</p>
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<p><b>Guiding Math Ideas:</b></p> <ul style="list-style-type: none"> <li>● Discovery and exploration of math materials</li> <li>● Matching and Grouping</li> </ul> <p><b>Math Concepts From Unit 1 and 2 Learning Progressions:</b></p> <ul style="list-style-type: none"> <li>● Describing sorting and classifying collections.</li> <li>● Objects can represent other Objects (<i>Leaf Man</i>)</li> </ul>
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<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● <i>Mouse’s First Fall</i> by Lauren Thompson and <i>Leaf Man</i> by Lois Ehlert- Any other fall books that feature leaves or fall colors in your collection</li> <li>● Leaf Shapes in Fall Colors</li> <li>● Glue sticks</li> <li>● Recycled cardboard in various sizes (or paper)</li> <li>● Markers</li> </ul>	<p><b>Math Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Fall or Autumn: A Season of the year when the leaves change and the air is cool.</li> </ul>
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**Preparation:**

This activity bridges Units 1 and 2, reinforcing the concepts of sorting, grouping and shapes from Unit 1 and previewing the use of collections in Unit 2. It also integrates math into seasonal-themed activities. Gather materials in Small Group Area. Using sturdy brown cardboard provides a good background for the leaf pictures, as well as contrasts with the bright leaves. Organize leaves by color or size or shape, using the math organizers or bowls and plates in Math Center.

**Procedure:**

Place the books on table in Small Group along with the art materials. Look through the books with children, commenting on the colorful pictures and wondering about the stories. *Mouse’s First Fall* describes leaves and names colors and attributes such as pointy, round, skinny, smooth. *Leaf Man* combines leaves in creative ways. There are also movement and measuring words. Invite children to use materials and create leaf pictures. Use math descriptors to reflect children’s work. Save pictures for Unit 2, Week 1, when you read *Mouse’s First Fall* and go on a nature walk.

**Strategies that Facilitate Math Thinking:**


- **Math Provocations as a Strategy:** These semi-open-ended activities are Math Provocations, because the choice and arrangements of materials lead participants into using materials in ways that reinforce math concepts without direct instruction. Observe if and how children group materials, comment on how they place items on the page, how they choose colors, etc. We often introduce a book first, and then do follow up activities- but it is also stimulates creativity and math thinking by doing the opposite: Introducing an activity such as this one inspired by illustrations, prior to reading the book.
- **The Art/Math Connection:** Art and Math combine in concepts such as perspective, use of space, gradations of color, and form among many other ideas. Provide opportunities for children to see art in math and math in art.

***Documentation:***

Save the pictures and use them in Unit 2. Children can add to their pictures after their nature walk.

***Provocation:***

See materials as provocations above.

<p>Unit 1</p>  <p>Week 5</p>	<p><b>Large Group: What's Our Favorite?</b></p> <p>High Support</p>	<p>Math LG</p>	<p><b>Standards:</b></p> <p><b>MP:</b> Recognizes the idea of a problem and problem solving in the physical and social world.</p> <p><b>OA:</b> Transitions from rote counting to 1:1 Correspondence</p>
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<p style="text-align: center;"><b>Guiding Math Ideas:</b></p> <ul style="list-style-type: none"> <li>● Introduction to Problem Solving</li> </ul> <p style="text-align: center;"><b>Math Concepts: [From Unit 1 Learning Progressions]</b></p> <ul style="list-style-type: none"> <li>● What is a problem? Introducing math into problem solving</li> <li>● We use math every day: Connecting math concepts to environment</li> <li>● Using a number word or counting to find out how many</li> </ul> <p style="text-align: center;"><b>Adaptations for Using large Group in Alternate Schedule Slots:</b></p> <ul style="list-style-type: none"> <li>● At lunch time or during free play, go around with a tray with name cards and artifacts. Have children think about their favorites, and invite them to put a card in the basket that matches their favorite. Place artifact baskets and name cards in Math Center and count the totals during SWPL and do activities during transitions or SWPL during the week.</li> </ul>	
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<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● Large Chart Paper and Markers</li> <li>● Artifacts from large group activities in the past 4 weeks- 10 Tiny babies, Goodnight Numbers Jumping, Finding Corduroy's Button, Looking for Windows/Rectangles. (Adjust number of choices as you prefer)</li> <li>● Name cards with child's name and picture</li> <li>● 4 baskets</li> </ul>	<p><b>Math Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Voting- a way for each person in a group to show what she/he wants.</li> <li>● Favorite- what we like best</li> <li>● First, Second - words that tell us what to do next</li> </ul>
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**Preparation:**

*This activity needs to take place early in the week, as the results of the "vote" will dictate the order of several activities for the remainder of the week.*

Read the *Where's the Math?* Tip sheet on Problem-Solving.  
 Gather materials. Place one artifact in front of each basket.  
 Distribute each name card in front of each child.

<p><b>Intro:</b></p>	
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We've been learning about being problem-solvers at school. Remember how we helped each other solve the problem of *How Many Windows* are in our classroom? Did we also solve another problem (show Corduroy book) using our math thinking? *We helped Corduroy find his button. Today, I need your help in solving a problem. I want us to do our favorite things, but I'm not sure which one to choose to do **first**. I have 4 things here that remind me of things we have had a lot of fun doing at school. I wonder which one is our group's **favorite**? One way to find out is to **vote**! That means that each one of us will have a chance show our favorite- the one we like the most. Then, we will count our cards to find out which ones have the most votes- our favorite. When we vote, everyone has a chance to say what they think.*

*Do a little thinking. When I show the basket if this is your favorite, put your name card in this basket.*

*I wonder which basket has the most cards?  
XXX has X votes.*

*We will do this one **first**! Don't worry, we will have a chance to do the other things too. I'm going to write down the votes and tomorrow we will choose another one.*

*Children may remember the button hunt.*

*Children may start calling out their favorites. Redirect to the voting idea as a better idea than shouting out.*

*Show the artifacts. Children describe activities.*

*Show the 4 baskets and start the voting process. Each child puts his/her card in a basket.*

*Lay the cards out and count them.*

*Call out children's names as you count 1:1.*

*Use Chart paper and write results.*


*Go right into the first activity. Do others at various times during SWPL or outdoors. Be sure to cross them off the list, so that children will know that you did all activities.*

### ***Strategies to Provoke Math Thinking:***

- Voting is another way of finding out how many. While children are familiar with naming a favorite, voting is a harder concept. Using one name card for one vote introduces voting more clearly than raising hands (preschoolers typically raise their hands every time!) Writing down results makes math thinking visible.
- Beginning problem solving using data representation: The name cards are a simple way to show the results of a "survey". Do activities of this type before using flipcharts (such as question of the day).

***Provocation:***

Talk about favorites at other times during the day. Encourage children to identify favorites and plan their play, such as planning to go to the art area first, etc.

<p>Unit 1</p>  <p>Week 5</p>	<p><b>Outdoor Learning Opportunities:</b></p> <p>Geese &amp; Ducks</p>	<p><b>Standards:</b>  M.MD.PS.1  S.LS.PS.4  CA.VA.PS.4</p>
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<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● Pictures of ducks and geese</li> <li>● Bird field guides</li> <li>● Identifier with bird cards for ducks and geese</li> <li>● Paper and crayons, markers, or paint</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Geese</li> <li>● Ducks</li> <li>● Animal classification</li> <li>● Similar characteristics</li> <li>● Differences</li> </ul>
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How do we classify animals? What does it mean to be in the same family of animals? Children have an opportunity to look at the similarities and differences between ducks and geese. Have the children look at pictures of ducks and geese. Have them talk about the similarities between the two types of birds. What is the same (webbed feet, bills, etc.) and what is different (colors, size, etc.). They can also look through a bird field guide to discover how the geese and ducks are organized and find the name of the family they are part of.

Extension: Have the children draw pictures of the ducks and geese to help them figure out the similarities and differences.

**Guiding Questions:**

- What makes a duck a duck? What makes a goose a goose?
- How are they the same? How are they different?
- What are the characteristics that they share that might make them part of the same family of birds?



## Books in Unit 1

### Read Alouds

- *Peter's Chair* by Ezra Jack Keats
- *Crybaby* by Karen Beaumont
- *Sometimes I'm Bombaloo* by Rachel Vail
- *The Hello, Goodbye Window* by Norton Juster
- *Corduroy* by Don Freeman

### Math Books

- *10 Tiny Babies* by Karen Katz (NOT the board book) – Whole Group
- *Families* by Rotner & Kelly
- *Goodnight Numbers* by D. McKellar
- *A Pig is Big* by Douglas Florian

### LFOAI Books

- *Shoes, Shoes, Shoes* by Ann Morris
- *Charlie Parker Played Be Bop* by Christopher Rashka
- *Tito Puente - Mambo King/Rey del Mambo* by Rafael Lopez and Monica Brown
- *On the Go* by Ann Morris

### SWPL Books

- *Over in the Meadow* by Ezra Jack Keats
- *Time for Bed* by Mem Fox
- *Brown Bear, Brown Bear* by Eric Carle

## Recommended Children's Nature Books for Unit 1

### Field Guides

- (Scholastic) National Audubon Society First Field Guide – *Insects*
- (Scholastic) National Geographic My First Pocket Guide – *Insects*
- Peterson Field Guides for Young Naturalists – *Butterflies*
- Take-Along Guide – *Caterpillars, Bugs, and Butterflies* by Mel Boring

### About Books – Guides for Children

- *About Birds* by Catherin Sill
- *About Arachnids* by Catherine Sill

### Senses

- *The Sound of Silence* by Katrina Goldsaito
- *I Went Walking* by Sue Williams

### Insects, Slugs, Worms

- *Hey Little Ant* by Phillip and Hannah Hoose
- *Wiggling Worms at Work* by Wendy Pfeffer
- *Some Smug Slug* by Pamela Duncan Edwards
- *Underground* by Denise Fleming
- Backyard Books by Judy Allen and Tudor Humphries
  - *Are you a Butterfly?*
  - *Are you a Ladybug?*

### Trees

- *Red Leaf, Yellow Leaf* by Lois Ehlert
- *Leaf Man* by Lois Ehlert

### Apples, Pumpkins, Harvest

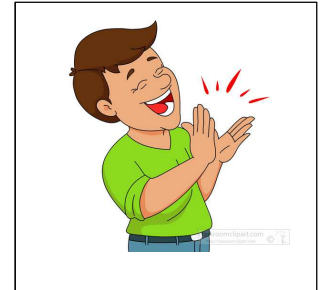
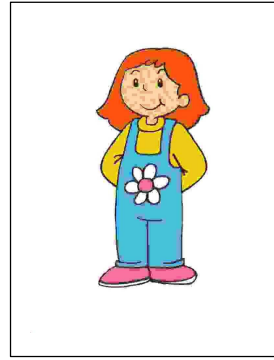
- *The Apple Pie Tree* by Zoe Hall
- *Raccoons and Ripe Corn* by Jim Arnosky
- *Stone Soup* by Jon Muth

### Migration (Ducks, Geese)

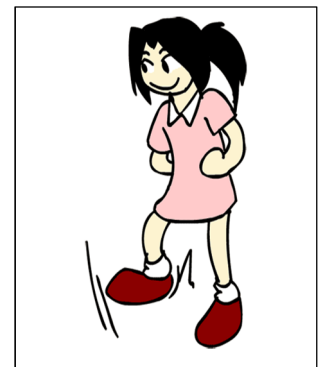
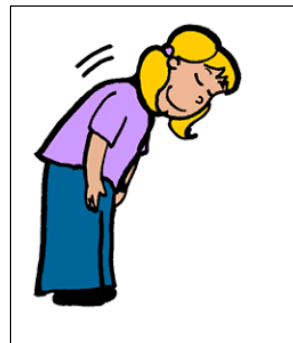
- *All About Turkeys* by Jim Arnosky
- *Birds in Your Backyard* by Barbara Herkert
- *Make Way for Ducklings* by Robert McCloskey

# STAND UP

Stand up.  
Turn around.  
Clap to four.  
Don't sit down.



Clap once more.  
Take a bow.  
Stamp your foot.  
Stop right now.



Wave your hand.  
Bend two knees.  
Sit back down,  
And look at me.

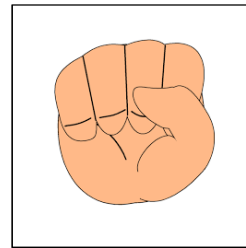


## Ten Little Fingers

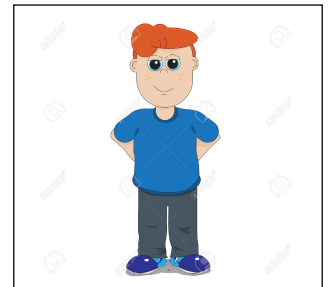
I have ten little fingers,  
And they all belong to me.  
I can make them do things.  
Would you like to see?



I can shut them up tight,  
Or open them all wide,  
Put them together,



Or make them all hide.  
I can make them jump high,  
I can make them jump low,  
I can fold them quietly,



And hold them all just so.



-Anonymous

Print back-to-back, flip on the long side. Cut and attach small piece of Velcro on both sides of letter card

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L

Print back-to-back, flip on the long side. Cut and attach small piece of Velcro on both sides of letter card



Print back-to-back, flip on the long side. Cut and attach small piece of Velcro on both sides of letter card

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Print back-to-back, flip on the long side. Cut and attach small piece of Velcro on both sides of letter card





Print back-to-back, flip on the long side. Cut and attach small piece of Velcro on both sides of letter card

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Print back-to-back, flip on the long side. Cut and attach small piece of Velcro on both sides of letter card



Print back-to-back, flip on the long side. Cut and attach small piece of Velcro on both sides of letter card

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Print back-to-back, flip on the long side. Cut and attach small piece of Velcro on both sides of letter card



Print back-to-back, flip on the long side. Cut and attach small piece of Velcro on both sides of letter card

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**cradle**



**crocodile**

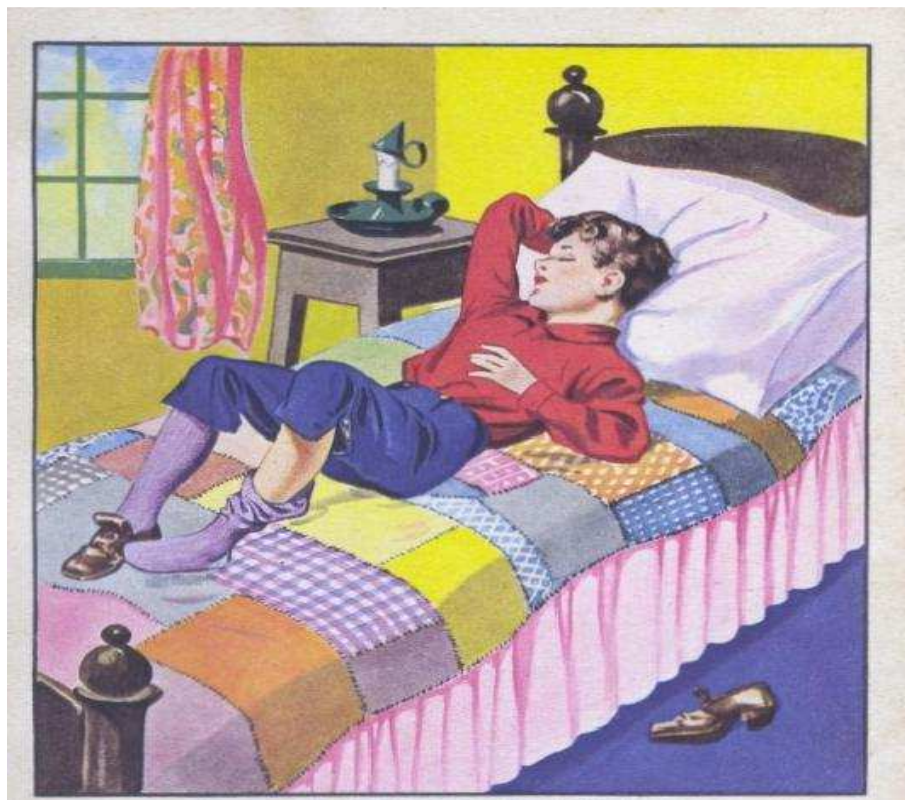
# DIDDLE, DIDDLE, DUMPLING

Diddle, diddle, dumpling, my son John

He went to bed with his stockings on.

One shoe off, and one shoe on,

Diddle, diddle, dumpling, my son John.





**escalator**



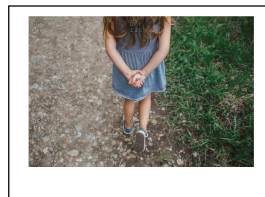




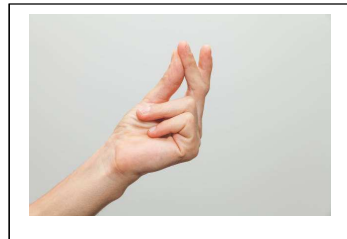
# HANDS



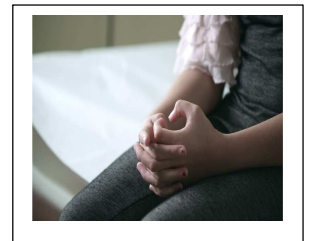
Hands up high.  
Hands down low.  
Hands behind you.  
Where'd they go?



Snap your fingers.  
Touch your nose.  
Now your chin,  
Then your toes.



Cup your hands.  
Then give a clap.  
Now hands together.  
In your lap.

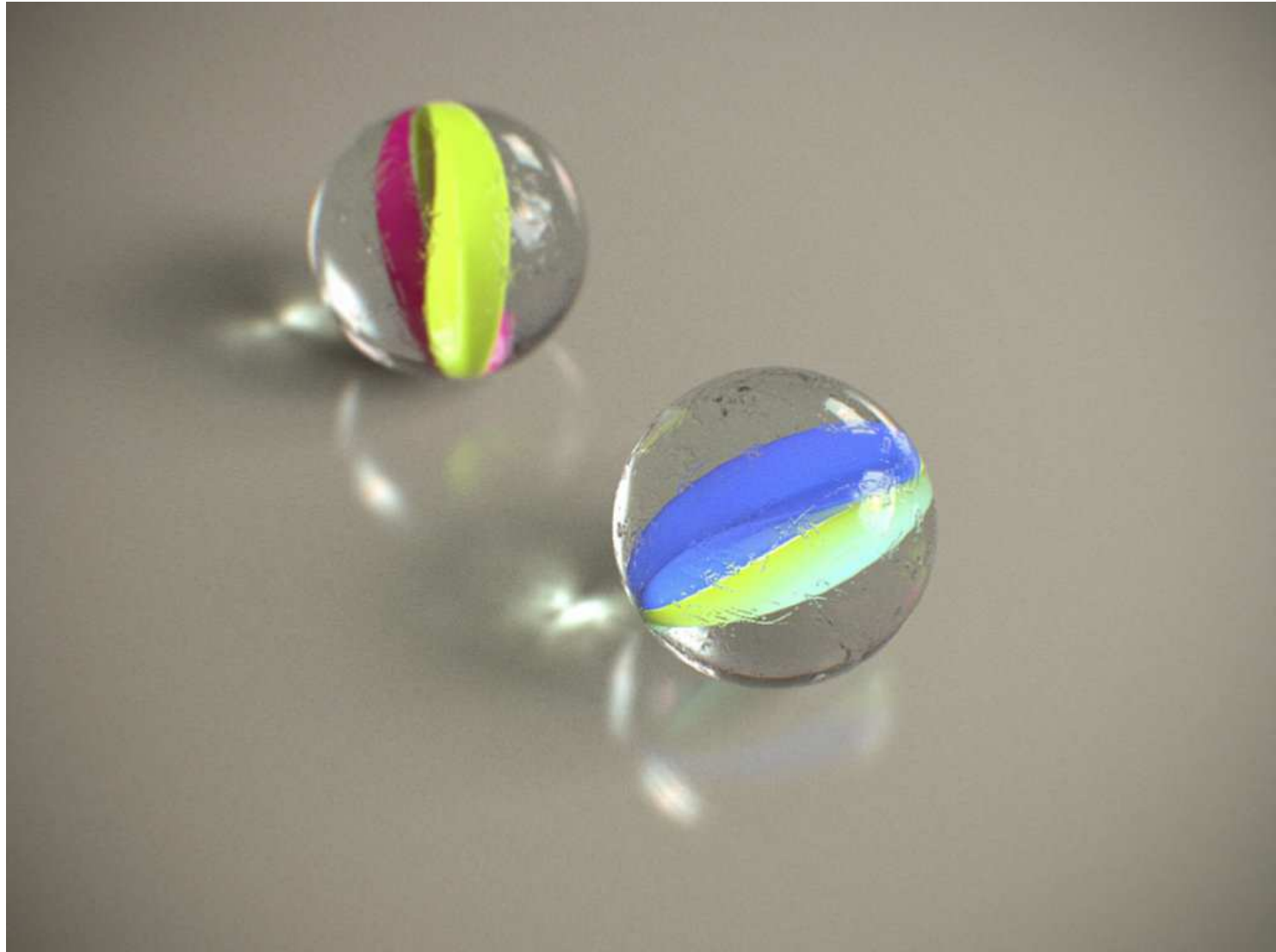




harmonica



**kite**



**marbles**



**Overalls**



**palace**



**shadow**



**shrub**



## Harmonica

- 1. I'm thinking of a word that is the name of a musical instrument. You hold the instrument in your mouth and blow into it.*

*If the children do not guess the word based on those clues, use:*

- 2. Baby Louise's grandpa blew into this instrument to play music for her.*

*If the children do not guess the word based on those clues, use*

- 3. The name of this instrument starts with /H/*

## Cradle,

- 1. This is a bed that a tiny baby sleeps in. When Peter was a baby, his parents rocked him in one of these.*

- 2. The name of this kind of baby bed starts with /k/.*

### High chair

1. *A baby sits in one of these when she eats dinner. This piece of baby furniture has very long legs,*
2. *The name of this piece of baby furniture begins with /h/.*

### Crocodile

1. *This is a long animal with scaly skin and a big mouth with sharp teeth. These animals live in water in swamps*
2. *In Peter's Chair, Peter played with a stuffed toy animal like this.*
3. *The name of this animal starts with /c/*

### Marbles

1. *These are little glass balls that children like to play with. In Noisy Nora, Nora's sister Kate had some and Nora dumped them on the floor. They made a lot of noise.*
2. *The name of these little glass balls starts with /m/.*

## Kite

- 1. This is a toy that flies through the air as you hold it with a string. You need a windy day to get this toy to fly up in the air.*
- 2. Nora flew her brother's down the stairs."*
- 3. The name of this toy starts with /k/*

## Shadow

- 1. This is something very dark that you see on the ground on a sunny day, when your body blocks the sun.*
- 2. Peter played outside, he tried to run from his, but he couldn't get away from it.*
- 3. The name of the word I'm thinking of starts with /sh/*

## Wink

1. *This is what we do when we close just one eye.*
2. *This is what one of these looks like---and wink your eye.*
3. *This word starts with /w/*

## Shrub

1. *This is a bushy plant.*
2. *Noisy Nora saw one by her mailbox.*
3. *Its name rhymes with tub.*

## Escalator

1. *This is a set of stairs that continuously move. Some go up and some go down.*
2. *Corduroy rode one of these in the department store.*
3. *This word begins with /e/*

## Overalls

- 1. This is a piece of clothing that has pants, shoulder straps, and buttons.*
- 2. Corduroy was wearing this kind of clothing when Lisa saw him in the toy department.*
- 3. The name of this item of clothing starts with /o/.*

## Thread

- 1. This is something you put through a needle when you are sewing. It holds pieces of cloth together.*
- 2. Lisa used this when she sewed the button on Corduroy's overalls.*
- 3. The word starts with /th/*

## Palace

- 1. This is a large fancy house that a king or queen could live in.*
- 2. Corduroy thought he was in one when he went to the furniture department at the store.*
- 3. The name of this big and fancy house starts with /p/.*



**thread**



**wink**