

Unit 5: *Shadows and Reflections*

Week 1

Full Day Schedule

Unit 5 Week 1	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>Play With Me,</i> 1st Read	<i>Raccoon on His Own,</i> 1st Read	<i>Play With Me,</i> 2nd Read	<i>Raccoon on His Own,</i> 2nd Read	<i>Play With Me,</i> 3rd Read
Centers					
Intro to Centers	Woodland/Swamp Research Woodland Animal Puzzles	Painting a Woodland Reflections in Water	Woodland/Swamp Mylar and Block Structures	Shiny Paintings	
Art Studio		Painting a Woodland	continue	Shiny Paintings	continue
Easel				continue	continue
Writing and Drawing	Woodland/ Swamp Research	continue	continue	continue	continue
Library & Listening					
Dramatization			Woodland/ Swamp	continue	continue
Blocks			Mylar and Block Structures	continue	continue
Discovery Table		Reflections in Water	continue	continue	continue

Puzzles & Manipulatives	Woodland Animal Puzzles	continue	continue	continue	continue
Technology	library & writing: Woodland/swamp animal research; Tablet			small groups: reflective/non-reflective; digital microscope	
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard Directions				
Whole Group Lessons	LFOAI: Reflections	Math: Tall, Tall Tree	LFOAI: Sources of Light	Problem Story (class discusses issues impacting classroom community) or Soc/Emotional Curriculum of choice	LFOAI: Clear and Blurry Reflections

Small Groups	<p align="center">Group1 Literacy High Support: Kaleidoscopes</p> <p align="center">Group 2 Math High Support: Tall, Tall Tree Game</p> <p align="center">Group 3 Independent Teacher's Choice</p>		<p align="center">Group1 Literacy Medium Support: Reflective/ Non-Reflective Materials</p> <p align="center">Group 2 Math High Support: Making Tall Trees</p> <p align="center">Group 3 Independent Teacher's Choice</p>		
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Outdoor Learning	Refer to Nature Extensions for Individual Lesson plans	small groups: making kaleidoscopes with natural materials	small groups: adding natural materials; reflective/non reflective Tall, Tall tree-make using natural materials		
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Part Day Schedule

Unit 5 Week 1	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>Play With Me,</i> 1st Read	<i>Raccoon on His Own,</i> 1st Read	<i>Play With Me,</i> 2nd Read	<i>Raccoon on His Own,</i> 2nd Read	<i>Play With Me,</i> 3rd Read
Centers					
Intro to Centers	Woodland/Swamp Research Woodland Animal Puzzles	Painting a Woodland Reflections in Water	Woodland/Swamp Mylar and Block Structures	Shiny Paintings	
Art Studio		Painting a Woodland	continue	Shiny Paintings	continue
Easel			Storm Paintings	continue	continue
Writing and Drawing	Woodland/ Swamp Research	continue	continue	continue	continue
Library & Listening					
Dramatization			Woodland/ Swamp	continue	continue
Blocks			Mylar and Block Structures	continue	continue

Discovery Table		Reflections in Water	continue	continue	continue
Puzzles & Manipulatives	Woodland Animal Puzzles	continue	continue	continue	continue
Technology	library & writing: Woodland/swamp animal research; Tablet			small groups: reflective/non-reflective; digital microscope	
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard directions				
Let's Find Out About It Problem Stories	LFOAI: Reflections	LFOAI: Sources of Light	Problem Story (class discusses issues impacting classroom community) Or Social Emotional Curriculum of Choice	LFOAI: Clear and Blurry Reflections	Problem Story (class discusses issues impacting classroom community) Or Social Emotional Curriculum of Choice
Math Whole Group Small Groups Story Telling/Acting	Math Whole Group Tall, Tall Tree	Group1 Literacy (choose 1) High Support: Kaleidoscopes Medium Support: Reflective/ Non-Reflective Materials Group 2 Math (choose 1) High Support: Tall, Tall Tree Game High Support: Making Tall Trees Group 3 Independent			Story Telling/Acting (refer to Storytelling/Story Acting Guide)
Outdoor Learning	Refer to Nature Extensions for Individual Lessons plans	small group: kaleidoscopes using flowers or leaves small group: Tall, Tall trees; use natural materials small group: reflective/non-reflective using sea glass/nature items			

Reflections in Water

NAMING WORDS		ACTION WORDS		DESCRIBING WORDS
light	raccoon	reflect	document	shiny
reflection	swamp	view	shine	reflective
surface	mylar	explore	illuminate	bright
Illustration	pond	observe	notice	dull
				clear

Comments / Questions / Expanded Conversation

RIGHT HERE:

- **Use Self talk + Force Choice Questions – for example:**

I can see my reflection in the mylar. My face looks a little blurry. When you look at your reflection in the mylar does it look clear like in a mirror or blurry?

- **Expand Children’s Comments:**

Child: This reflection is bright.

Teacher: That reflection is bright and very clear and detailed.

Teacher: You see a reflection of your face!

CONNECT TO TEXT:

In the book, *Raccoon On His Own*, the raccoon saw his reflection in the water of the stream. What else did he see in the stream on his journey in the boat?

NON-IMMEDIATE EVENTS:

I saw my face and the sky reflected in a puddle outside today. When you go outside, look in the big puddle and see what is reflected. Then, try to remember to tell me about it. !

Sorting Reflective/ Non-Reflective Materials

NAMING WORDS	ACTION WORDS	DESCRIBING WORDS	
mirror surface characteristic category	sort classify describe decide organize	shiny crumpled aluminum dull	dull flat reflective non-reflective

Comments / Questions / Expanded Conversation

RIGHT HERE:

- **Use Self talk + Open ended Questions – for example:**

I put these materials together in the reflective category. What kinds of materials have you gathered?.

- **Expand Children’s Comments:**

Child: Mine is shiny.

Teacher: Yes. The foil on my paper is shiny and reflective.

CONNECT TO TEXT:

The little girl in the book, *Play With Me*, looked in the pond and saw reflections. What animals did she see reflected there?

NON-IMMEDIATE EVENTS:

I am looking forward to using all of these materials to make a collage. I wonder what sort of design I should create. I will spend some time over the next few days thinking about what kind of collage I might like to make.

Painting a Woodland

NAMING WORDS		ACTION WORDS		DESCRIBING WORDS	
meadow	fawn	paint	create	color names	colorful
pond	frog	design	include	light	bright
stream	box turtle	choose	combine	creative	unique
reflection	chipmunk				
blue jay	turtle				
alligator	raccoon				
snake	reptile				
amphibian					

Comments / Questions / Expanded Conversation

RIGHT HERE:

- **Use Parallel talk + Open ended Questions – for example:**

You included animals from the books in your design. I see a blue jay in the sky and here is the box turtle...what other animals did you include in your painting?

- **Use Self talk – for example:**

I like the light blue color of this paint that I made by mixing some white paint with the blue paint. I think I'll call it 'pond blue!' And I made a light green alligator the same way, by combining green and white paint.

- **Expand Children's Comments**

Child: I made a painting!

Teacher: You painted with several colors. No one else has painted a purple raccoon. That makes your colorful painting unique.

CONNECT TO TEXT:

In the book, *Raccoon on His Own*, there was a big reptile, an alligator. I see it in your painting. There were three reptiles in *Play With Me*: the frog, the turtle, and the snake. If you were looking for a frog, a turtle or a snake, where would you look?

NON-IMMEDIATE EVENTS:

If you could have some animals as friends like the girl in the book, *Play With Me*, what animals would you choose?

Unit 5 Week 1 Puzzles and Manipulatives

Woodland Animal Puzzles

NAMING WORDS		ACTION WORDS		DESCRIBING WORDS
jigsaw puzzle	deer	fit	find	color names
piece	rabbits	attach	connect	shape words
animals	meadows	match	complete	size words
frogs	ponds	emerge	predict	
chipmunks	rivers			
raccoons	wood			
forest	stream			

Comments / Questions / Expanded Conversation

RIGHT HERE:

- **Use Parallel talk + Prediction – for example:**

You found the piece that fits and attached it. I see the picture starting to emerge. What animal do you predict this will be?

- **Use Parallel Talk with a Focus on Morphology – (plurals):**

I see puzzles with rabbits, and chipmunks, and frogs, and _____ (point to other animals and encourage the child to say the names...frogs, snakes, raccoons etc.)

CONNECT TO TEXT (Categorization and language comprehension):

Both of the stories that we read this week told about animals that live in forests, streams and ponds. Let's point to the animals that you see in your puzzle that live in the forest. Which ones live in the forest? (If the child is only pointing, name the animals for the child.)

NON-IMMEDIATE EVENTS:

I have a puzzle table at my house. We always have a puzzle on the table to work on. What do you do for fun when you are not at school?

Mylar and Block Structures

NAMING WORDS	ACTION WORDS	DESCRIBING WORDS
reflection light surface swamp illustration raccoon structure mylar	(present progressive and irregular past tense) building / built making / made falling / fell breaking / broken growing / grew create plan sketch	(comparatives and superlatives) big / bigger / biggest tall / taller / tallest high / higher / highest long / longer / longest strong / stronger / strongest wide / wider / widest thin / thinner / thinnest thick / thicker / thickest flat / flatter / flattest

Comments / Questions / Expanded Conversation

RIGHT HERE:

- **Use Parallel talk with a Focus on Morphology – for example:**

You are building a tower. It is tall, now it is taller, now it is the tallest tower of all. You built the tallest tower in the block town.

- **Use Self talk with a Focus on Morphology – for example:**

I am making a house. It is going to have thick high walls and a wide flat roof. See, this house has the thickest, highest walls and the widest roof of all the houses in this block town. Tell me about what you are building.

- **Use Morphological Expansions – for example:**

Child: make a tower Teacher: You made a tower.

Child: My tower is big. Teacher: Your tower is bigger and taller than the one you built before.

NON-IMMEDIATE EVENTS:

Child: I falled down on the ice at my house.

Teacher: You fell? You fell on the ice? I hope you didn't get hurt. Tell me more about what happened.

Unit 5 Week 1 Dramatic Play

Woodland/ Swamp

NAMING WORDS		ACTION WORDS		DESCRIBING WORDS
woodland	moss	notice	design	tall
forest	ferns	overlap	view	short
habitat	canopy	grow	appear	sunny
tree	branches	plan		green
sunlight	cave	create		

Comments / Questions / Expanded Conversation

RIGHT HERE:

- **Use Parallel talk + Forced Choice Questions – for example:**

I see that you are looking in *Play With Me* to get ideas about creating a woodland. There are lots of different animals in that book. Would you like to make a bird or a turtle?

- **Use Self talk + Open Ended Question + Forced Choice Question**

I am going to sketch a plan for creating some trees with construction paper. Do you think I should make tall trees or short trees?

CONNECT TO TEXT:

In the book, *Play With Me*, the little girl sat at a pond in a woodland, and many animals came to sit near her. I wonder what other animals she might have seen if she had walked further into the woods.

NON-IMMEDIATE EVENTS (use immediate examples first):

I enjoy walking in the woods sometimes. It is very peaceful and quiet, and if I listen carefully I can hear animals making all sorts of different sounds.

Unit 5 Week 1 Library and Listening

Woodland/ Swamp Research

NAMING WORDS		ACTION WORDS		DESCRIBING WORDS
researcher	graph	investigate	analyze	non-fiction
data	fact	explore		
information		revise		
zoologist		report		
results		summarize		

Comments /Questions / Expanded Conversation

RIGHT HERE:

- **Use Parallel Talk + Open Ended Question – foreexample:**

I see that you are reading a book about squirrels. What are you learning?

- **Ask an Open Ended Question + Use Self Talk – for example:**

What is something interesting about deer? I read in this book that deer sometimes have antlers.

- **Use Self Talk + Open Ended Question – foreexample:**

When I read this book about lizards I had a lot of questions. I wonder what else I could do to find out more information about lizards?

Text Connections:

This book about raccoons reminds me of *Raccoon on His Own* and the raccoon's adventure in the boat.

Unit 5

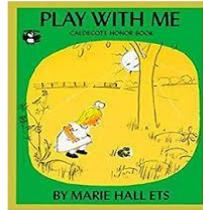


Week 1

Play with Me Read Aloud

Standards:

ELA.SL.CC.PS.1 - 3; ELA.RL.KID.PS.1 - 3
ELA.RL.CS.PS.1 - 3; ELA.RL.IKI.PS.1 - 2
ELA.RL.LTC.PS.1



Materials:

- *Play With Me*

Vocabulary:

- acorn: nut of an oak tree
- bough: a large branch of a tree
- chipmunk
- dew: drops of water that form outside at night
- fawn: young deer
- leaped: jumped
- log
- meadow: land covered with tall grass
- mosquito: a flying insect that can bite and make you itch
- nearer: closer
- nibbling
- plopped
- shelling
- trail
- weed

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 or by inserting a short definition.

- Provide 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>“I have a new story to read to you today. The title of this book is <i>Play with Me</i>. The author and illustrator is Mary Hall Ets. She also wrote <i>Gilberto and The Wind</i>.”</p>	<p><i>Show cover, underline the title, author’s, and illustrator’s name.</i></p>
<p>“On the cover of this book we see a little girl. But, when the girl finds wild animals and invites them to play with her, they do not want to. This makes her sad. Let’s read and find out what she does to solve her problem.”</p>	<p><i>Introduce the main character and the story problem, using the illustrations on the cover.</i></p>
<p>“The sun was up and there was dew -drops of water- on the grass. And I went to the meadow to play.</p>	<p><i>p. 1 Point to meadow.</i></p>
<p>“A grasshopper sat on a leaf of a weed.”</p>	<p><i>p. 2 Point to grasshopper.</i></p>
<p>“And I tried to catch him, but he leaped away.”</p>	<p><i>p. 3 Gesture leaped.</i></p>
<p>“I think he was waiting to catch a mosquito – a flying insect that can bite and make you itch.”</p>	<p><i>p. 4</i></p>
<p>“A turtle was sitting on the end of a log.”</p>	<p><i>p.6 Point to log.</i></p>
<p>“But before I could touch him, he plopped into the water.”</p>	<p><i>p.7 Gesture plopped.</i></p>
<p>“A chipmunk was sitting beneath the oak tree, Shelling an acorn with his sharp little teeth.”</p>	<p><i>p.8 Point to chipmunk. Gesture shelling an acorn.</i></p>
<p>“A blue jay came and sat on a bough...”</p>	<p><i>p. 10 Point to blue jay and bough.</i></p>
<p>“He was wiggling his nose and nibbling a flower.”</p>	<p><i>p. 12 Gesture wiggling and nibbling.</i></p>

<p>“And watched a bug making trails on the water.”</p>	<p><i>p.17 Point to trail.</i></p>
<p>“The girl is looking so sad because nobody wanted to play with her.”</p>	<p><i>Comprehension aside.</i></p>
<p>“...came a baby fawn -baby deer- and looked at me.”</p>	<p><i>p.23 Point to fawn.</i></p>
<p>“I held my breath and he came nearer -closer-.”</p>	<p><i>p. 24</i></p>

Discussion Questions(s):

- Why did the animals come play with the little girl at the end of the story?
- Why did the girl want to play with the animals?

Second Read

Children will:

- 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 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.

<p>“We read this book yesterday (or last week or a few days ago) and I know you remember the title.....”</p>	<p><i>Hold up the book, show the cover. Take the responses children provide. Read and underline the title again.</i></p>
<p>“We remember that the little girl was looking for some animal friends to play with, but all of the animals ran away from her in the beginning. Let’s read the story again.”</p>	<p><i>Re-orient children to the book: p. 10-11</i></p>

“And I went to the meadow –land covered with tall grass- to play.”	<i>p.1</i>
“A grasshopper sat on a leaf of weed -plant”	<i>p. 2</i>
“And I tried to catch him, but he leaped - jumped- away too.”	<i>p. 5</i>
“A chipmunk was sitting beneath the oak tree, shelling - taking the shell off- an acorn with his sharp little teeth.”	<i>p. 8</i>
“He was wiggling his nose and nibbling -taking small bites- a flower.”	<i>p.12</i>
“All of the animals are running away. They might be afraid of the little girl and don’t want to be caught because they don’t know that she wants to play with them.”	<i>Comprehension aside.</i>
“Now that the girl is sitting very still, the animals seem curious and no longer afraid.”	<i>p. 20-21 Read pages and give comprehension aside.</i>

Discussion Questions(s):

- How do you think the little girl was feeling when the fawn licked her cheek? How do you know?
- *You can see the reflection of the girl and animals in the pond. How is the reflection different from the one you see in a mirror?*

Third Read:

Children will:

- Jointly reconstruct the story with peers and teacher
- Recall some main events when prompted
- Ask/Answer questions for further understanding

Teacher will:

- Jointly reconstruct the story with children.
- Expand, clarify or add more information to children’s responses.

- Address misunderstandings.
- Define words as necessary.
- Deepen comprehension asides.
- Model analytical thinking.

<p>“We have read this book twice and today we’re going to talk about and tell the story together.”</p>	<p><i>Hold up the book, show the cover. Underline and state the title</i></p>
	<p><i>Use phrases such as “We remember...” or “What is happening here?” while pointing to the action on the pages. Comments will be mostly in response to what the children say.</i></p>
	<p><i>p 1. Read</i></p>
<p>“What is happening here?”</p>	<p><i>p. 2 – 3</i></p>
<p>“We remember....”</p>	<p><i>p. 4 – 9</i></p>
<p>“Why did the blue jay fly away?”</p>	<p><i>p. 11</i></p>
	<p><i>p. 12 – 15</i></p>
<p>“And her....”</p>	<p><i>p. 17</i></p>
<p>“Why does the girl look so sad?”</p>	<p><i>p. 18 – 19</i></p>
<p>“We remember....”</p>	<p><i>p. 24 – 25 Read</i></p>
<p>“And then....”</p>	<p><i>p. 26 - 27</i></p>

Discussion Questions(s):

- How are the animals in *Raccoon on His Own* different or the same from the animals in *Play With Me*?

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):

- Do you think that there were other children that lived near the little girl? Why?
- On the cover of the book, we see the frog glancing back at the girl. What might he be thinking?

Suggested Transition Activity First Read	Literacy/Language Skills Supported
<p>Say: "I'm going to dismiss you by colors, or patterns from <i>Play With Me</i>. If you are wearing something brown, like the rabbit, you may..."</p> <p>"If you are wearing something checkered like the shell of the turtle, you may..."</p>	<p>Direct</p> <ul style="list-style-type: none"> -Category Labels -Vocabulary Support

Suggested Transition Activity Second Read	Literacy/Language Skills Supported
<p>Say: "I'm going to dismiss you by the ending sounds in your names. If your name ends in /k/ like snake, you may...; If your name ends in /r/ like grasshopper, you may...; If your name ends in /n/ like fawn you may..."</p>	<p>Direct</p> <ul style="list-style-type: none"> -Ending Sounds -Vocabulary Support

Suggested Transition Activity Third Read	Literacy/Language Skills Supported
<p>Say: "I'm going to dismiss you by sounds anywhere in your name. If you have /s/ like snake anywhere in your name, you may...; If you have /t/ like turtle anywhere in your name, you may... ; If you have /ch/ like chipmunk anywhere in your name, you may..."</p>	<p>Direct</p> <ul style="list-style-type: none"> -Vocabulary Support -Phonological Awareness

Suggested Transition Activity Fourth Read	Literacy/Language Skills Supported

Say: "I am going to dismiss you by the first sounds in your name. If your name starts with /r/ like rabbit, you may...; If your name starts with /s/ like snake, you may....".

Direct

-Beginning Sounds

-Vocabulary Support

Unit 5

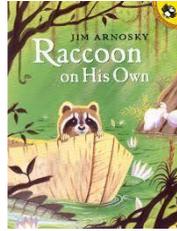


Week 1

Raccoon on His Own Read Aloud

Standards:

ELA.SL.CC.PS.1 - 3; ELA.RL.KID.PS.1 - 3
ELA.RL.CS.PS.1 - 3; ELA.RL.IKI.PS.1 - 2
ELA.RL.LTC.PS.1



Materials:

- *Raccoon on His Own*

Vocabulary:

- bank – the higher ground along the edge of a stream
- crawfish – animal that looks like a small lobster
- draped
- drifting – moving slowly on water
- merganser – fish-eating diving duck
- nudged – pushed
- paddled
- reflection
- scatter
- sturdy - strong
- swamp – land that is always wet and often partly covered with water

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 or by inserting a short definition.
- Provide 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. The title of this book is *Raccoon On His Own*. The author and illustrator is Jim Arnosky. He also wrote *Rabbits And Raindrops*."

"On the cover of this book, we see this story's main character, a little raccoon. The little raccoon has a mother, and two siblings who are not in the picture here on the book's cover. We'll see them when we read the story.

"One day, something happened that separated this little raccoon from the rest of his family. When this happened, the little raccoon was all alone and scared. Let's read this story to find out whether the little raccoon ever got back to his family."

"A small wooden boat floated, **nudged** -pushed – against some mud."

"Mother found a crunchy **crawfish**."

"A chill ran down his spine."

"He was **drifting** in the boat, alone."

"The raccoon reached up to grab a **sturdy** – strong – branch."

"But the raccoon saw the shape of a long snake **draped** across the branch and he ducked down."

"Here you see raccoon's **reflection**. The water was so smooth-still - it looked like a mirror and

Show cover, underline the title, author's, and illustrator's name.

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

p. 1 Point to boat and mud

p. 5 Point to crawfish

p. 7 Make digging motion and make floating gesture with arm.

p. 9 Model

Make drifting gesture with your arm

p. 12 Model reached and point to branch

p.13 Trail the shape of the snake with your finger, model ducking down.

p. 15 Finish reading the page, then give comprehension aside.

raccoon could see himself when he looked down. It made him feel like he wasn't alone."

"The little raccoon looks very scared: his ears are folded back, and he is peeking over the top of the boat."

"...and all three **scattered** away."

"A mother **merganser paddled** by,..."

"Raccoon looked sad because watching the merganser with her babies reminded him of his family. I don't think he had noticed that his family had followed him along the **bank** – the higher ground along the edge of a stream."

p. 20 Finish reading the page and give comprehension aside.

p. 21 Point at Warblers. Make a "churring" sound

p. 24 Gesture scattered.

p. 25 Point to merganser. Make paddling motion with hands.

Give comprehension aside.

Discussion Questions:

- Why didn't raccoon's family climb in the boat with him?
- What might have happened if the raccoon fell or jumped out of the boat?

Second Read

Children will:

- 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 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 the other day and I know you remember it..."

"We remember that the little raccoon saw some pretty scary things as he was floating down the stream in the boat all alone. Let's read the story one more time."

"In the dark **swamp** – land that is always wet and at often partly covered with water - a new day dawned..."

"Mother found a crunchy **crawfish** – an animal that looks like a small lobster. "

"The two siblings are looking worried because their brother was floating away in the boat downstream."

"A chill ran down his spine – a shiver down the middle of his back."

"He was **drifting** – moving slowly on water – in the boat."

"Do you see mother raccoon looking at her cub? She is worried about him and follows him along the edge of the **bank**."

"Now the little raccoon's family is looking really worried because I think they're afraid the alligator is going to try to eat him."

"The raccoon reached into the water to touch one turtle's shell, and all three **scattered** – swam away fast."

"The turtles were afraid that the raccoon would try to catch them just like the raccoon was afraid that the alligator was trying to catch him."

Hold up book, show cover.

Take the responses the children provide and read and underline the title again.

p. 10 Re-orient children to the book.

p. 1

p. 5

p. 7 Comprehension aside

p. 9

p. 16 Comprehension aside

p.18

p. 24

Comprehension aside.

“What is raccoon thinking here?”	<i>p. 5 – 8</i>
“What is happening here?”	<i>p. 10</i>
“Why didn’t raccoon try to catch this low branch?”	<i>p. 11-12</i>
“And here....”	<i>p. 13 – 14</i>
“We remember.....”	<i>p. 16 Point to reflection</i>
“What was raccoon thinking here?”	<i>p. 17 – 18</i>
“What is happening here?”	<i>p. 19 – 20</i>
“What is happening here?”	<i>p. 21 – 22 Read</i>
“Why is the little raccoon looking so sad?”	<i>p. 23 – 24</i>
“And here we remember....”	<i>p. 25 – 26</i>
	<i>p. 27 – 28 Read</i>
	<i>p. 29</i>

Discussion Questions(s):

- The little raccoon was afraid of some of the animals he met on his boat ride but not of others. Why?

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):

- Dog, in *Dog's Colorful Day*, went on an adventure like the little raccoon did. Whose adventure was more exciting? Why?

Suggested Transition Activity First Read	Literacy/Language Skills Supported
<p>Say: "I'm going to dismiss you by numbers in your family. For example, "It looks like there were 4 raccoons in the raccoon family in <i>Raccoon on his Own</i>. (Show book.) "If there are 4 people in your family you may . . ."</p>	<p>Direct -Numeracy concepts</p>

Suggested Transition Activity Second Read	Literacy/Language Skills Supported
<p>Say: "I will use ending sounds again to dismiss you." Use sounds from <i>Raccoon on His Own</i>. "If your name ends in /n/ like raccoon; /p/ like swamp; /r/ like river; you may . . ."</p>	<p>Direct - Ending sounds Vocabulary supports</p>

Suggested Transition Activity Third Read	Literacy/Language Skills Supported
<p>Say: "I'm going to dismiss you by the numbers of people in your family. If you have ten people in your family like the ten merganser ducks...(nine, eight, seven, six, five like the warblers, four like the raccoons, you may . . ."</p>	<p>Direct - Numeracy concepts</p>

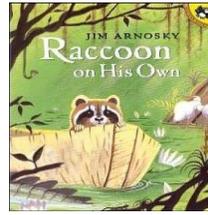
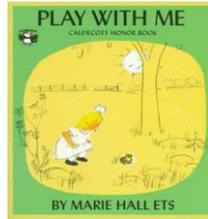
Suggested Transition Activity Fourth Read	Literacy/Language Skills Supported
<p>Say: "I'm going to dismiss you by the ending sounds in your names. If your name ends /n/ like raccoon../r/ like alligator../•e/ like lilly../ch/ like branch...you may . . ."</p>	<p>Direct - Ending sounds Vocabulary supports</p>



Painting A Woodland/Swamp



Standards:
 ATL.EP.PS.1 -5
 CA.VA.PS.1-5
 CA.DE.PS.1 -3
 ELA.IT.D.PS.3
 S.LS.PS.4, 6



Materials:

- *Play With Me*
- *Raccoon On His Own*
- Woodland Swamp Images
- green, yellow, brown, white, blue, and black paint
- variety of paintbrushes
- sponges
- markers
- small cups for paint and water
- butcher-roll paper
- smocks

Vocabulary:

- setting--where a story happens
- woodland
- swamp--flooded woodland
- flooded--covered with water

Preparation: Set up materials.

Intro to Centers:

"In *Play With Me*, the girl sat by a pond in a **woodland**. What do you notice?"

In *Raccoon On His Own*, the raccoon floated down the water in a **swamp**. What do you notice?"

"How is the **woodland setting**--where the story happened--similar to or different from the **swamp setting**?"

"A **woodland** is a **forest** with many trees. A **swamp** is a **woodland** that has been **flooded**--covered in water."

"Today, in the Art Studio, you can create a **woodland** or **swamp** painting using these materials. What do you notice?"

"How will you use these paint colors to show the different parts of a **woodland/swamp**?"

Show illustrations.
Children respond.

Show illustrations.
Children respond.

Children respond.

Show materials.
Children respond.

Children respond.

During Centers:

Encourage children to mix paint colors to create tints and shades. Challenge children to label the parts of the settings depicted in their paintings. Encourage children to reference *Woodland Research*. Help children to depict reflections in their paintings similar to the illustrations in *Play With Me* and *Raccoon On His Own*.

Guiding Questions during Centers:

- How is your painting similar to or different from the illustrations in *Play With Me* or *Raccoon On His Own*/your friends' painting?
- How did you create the tint(s)/shade(s) you used in your painting?
- How can create a collaborative painting with a friend(s)?
- How did you use your *Woodland Research* to create your painting?

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 Beautiful Stuff to add animals to their paintings after they dry. Use paintings as backdrops for Blocks and Dramatization. Encourage children to add mylar or other reflective materials to their paintings to depict reflections in the settings.



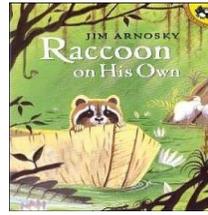
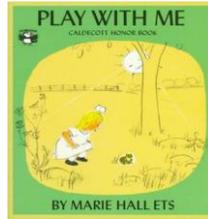


Shiny Paintings



Art Studio
easel

Standards:
MELDS.CA.VA.P
S.1
MELDS.PHD.FM.
PS.1



Materials:

- *Play With Me*
- *Raccoon On His Own*
- paper
- metallic paint or shiny paint
- variety of paintbrushes
- smocks

Vocabulary:

- shiny
- metallic
- reflective
- surface

Preparation: Set up materials. Use metallic paint or make your own shiny paint by mixing equal parts of corn syrup and liquid water colors – add glitter.

Intro to Centers:

“In *Play With Me* and *Raccoon on His Own* we saw **reflections** in water. What do you notice?”

“You can see reflections in shiny **surfaces.**”

“Today you can paint with metallic (or shiny) paint.”

“How is this paint different from the paint we usually use?”

Show illustrations.
Children respond.

Show materials.
Model strokes on paper

Children respond.

During Centers:

Encourage children to paint freely, mixing colors.

Guiding Questions during Centers:

- What do you notice about the paint?
- What will happen if you shine a flashlight on your painting?
- How does the paint look different when it is dry?

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 Beautiful Stuff to their paintings after they dry.



Metallic paint



Shiny paint



Woodland/Swamp Research



Library & Listening



Writing & Drawing

Standards:

ATL.IC.PS.1-5
 ELA.W.TTP.PS.2
 ELA.W.R.PS.1-2
 ELA.IT.D.PS.1-3
 ELA.IT.S.PS.1-3
 ELA.IT.I.PS.1-2



Materials:

- *Raccoon On His Own*
- *Play With Me*
- Woodland Swamp image resource
- blank books
- paper
- writing tools

Vocabulary:

- woodland--a place with many trees
- swamp--a flooded woodland
- flooded--covered with water

Preparation: Set up materials.

Intro to Centers:

"In *Play With Me*, the girl sat by a pond in a **woodland**--a place with many trees. What do you notice?"

"Here are images of **woodlands**. How are the illustrations in *Play With Me* similar to or different from the images of **woodlands**?"

"In *Raccoon On His Own*, the raccoon floated down a **swamp**--a **flooded**--covered with water--**woodland**. What do you notice?"

"Here are images of **swamps**. How are the illustrations in *Raccoon on His Own* similar to or different from the images of **swamps**?"

"Today in Library and Listening, you can **research**--find **facts**--true things--about woodlands and swamps in Maine. You can **document** your **research** in Writing and Drawing with these materials."

During Centers:

Encourage children to label their research. Encourage children to use their research in *Woodland/Swamp*. Compare and contrast woodlands/swamps depicted in illustrations to photographs. Compare and contrast the animals, vegetation, and light sources in woodlands and swamps.

Show illustrations.

Children respond.

Show images. Children respond.

Show illustrations. Children respond.

Show images. Children respond.

Show materials.

Guiding Questions during Centers:

- How are woodlands similar to or different from swamps?
- How is your research helpful to someone?
- Do you think the illustrators of *Raccoon On His Own* and *Play With Me* used research to depict the settings? Why or why not?
- How does light affect the animals and plants in woodlands and swamps?

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: Compare and contrast woodlands and swamps to other habitats, i.e., plains, caves, etc. Encourage children to consider why an author/illustrator depicts an animal acting in fictional ways, i.e., talking, to convey non-fictional information.



Woodland Animals in Maine





Deer and moose live in woodlands.



Foxes and fishers live in woodlands.



Many birds live in woodlands.



Chipmunks and squirrels live in woodlands.



Opossums and raccoons live in woodlands.

Swamps in Maine





Shrub swamps are seasonally flooded and have woody vegetation that doesn't grow very tall.



Beavers, yellow warblers, and skunk cabbage can be found in shrub swamps.



Forested swamps can be found along rivers and streams.



Royal Ferns, red maple trees, and wood turtles live in forested swamps.



Aquatic beds are found in shallow water next to ponds, lakes and slow-flowing rivers.



White water lilies, dragonflies, northern water snakes, and moose live in and near aquatic beds.



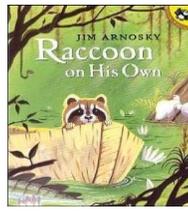
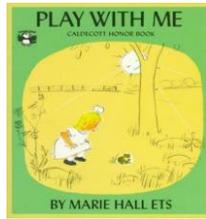
Reflections In Water



Discovery

Standards:

S.LS.PS.6
S.ES.PS.2
PHD.FM.PS.5
ELA.LS.VAU.PS.1-1a


Materials:

- *Raccoon On His Own*
- *Play With Me*
- reflective material, i.e., mylar, tin foil
- Beautiful Stuff
- flashlights
- Reflections in Water images

Vocabulary:

- reflect(-ive, -ion)
- sunlight
- surface
- shiny
- pond
- swamp

Preparation: Set up materials. Line the bottom and the sides of the Discovery Table with reflective material such as mylar or tin foil.

Intro to Centers:

“In *Raccoon On His Own*, the raccoon saw his **reflection** in the water as he drifted in the **swamp**. In *Play With Me*, the girl sat still very still and saw her **reflection** in the **pond**. What do you notice?”

“How is raccoon’s **reflection** the same as or different from the girl’s **reflection**?”

“Today, in Discovery, you can experiment with making **reflections** in water. The **surface** of the table is lined with with **shiny** material. What do you notice?”

Show illustrations.
Children respond.

Children respond.

Show materials.
Children respond.

During Centers:

Encourage children to compare and contrast the reflections created using different materials. Challenge children to experiment with shining light on objects from different positions. Support children to observe what happens when two or more reflections overlap or touch. Compare and contrast the reflections in Discovery to the illustrations in *Play With Me* and *Raccoon On His Own*. Encourage children to draw and label pictures of the reflections.

Guiding Questions during Centers:

- What happens to an object's reflection when you shine light close to/far away from/at an angle on the object ?
- How is an object's reflection on the bottom of the Discovery table similar to or different from its reflection on the side of the table?
- What do you predict will happen if you shine light on two objects/ materials next to/on top of each other ?
- How are the reflections in the Discovery Table similar to or different from raccoon's reflection and/or the girl's reflection?

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 create and document reflections throughout the classroom/school.





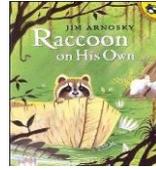
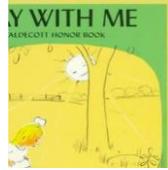
Woodland/Swamp



Dramatization

Standards:

CA.VA.PS.1-5
 CA.DE.PS.1-3
 CA.DP.PS.1-2
 ELA.RL.IKI.PS.1-2
 S.LS.PS.6


Materials:

- *Play With Me*
- *Raccoon On His Own*
- Beautiful Stuff (natural materials, i.e., twigs, leaves, rocks)
- children's work from *Painting A Woodland/Swamp*
- Woodland and Swamp images

Vocabulary:

- woodland--a place with lots of trees
- swamp
- moss
- ferns
- lichens
- canopy
- floor
- habitat
- overlap

Preparation: Set up materials.

Intro to Centers:

"In *Play With Me*, the girl sat by a pond in a **woodland**--a place with lots of trees. What do you notice?"

Show illustrations. Children respond.

"In *Raccoon On His Own*, the raccoon floated on a **swamp**-- a **flooded**--covered with water--**woodland**. What do you notice?"

Show illustrations. Children respond.

"Here are images of **woodlands** and **swamps**. What do you notice?"

Show images. Children respond.

"The tops of the trees **overlap**--lay on top of each other. **Sunlight** shines through the **canopy**--top of the trees-- to help plants grow on the **floor**--bottom--of the **woodland**."

"When lots of **sunlight** reaches the **floor**, different kinds of plants like **moss**, **ferns**, and **lichens** grow. The plants provide food and shelter for animals. What do you notice?"

Show images. Children respond.

"Today in Dramatization, you can create a **woodland** or a **swamp**, using your research, **woodland/swamp** paintings, and Beautiful Stuff."

Show materials.

During Centers:

Encourage children to pretend to be different woodland/swamp animals. Encourage children to make props and costumes similar to *Animal Coverings*. Encourage children to use reflective surfaces from *Mylar And Blocks*. Compare and contrast animals in their woodland/swamp to animals depicted in *Play With Me/Raccoon On His Own/Rabbits And Raindrops*.

Guiding Questions during Centers:

- How are the plants helpful to the animals in your woodland?
- How did you use the materials to create your woodland?
- How are the baby rabbits in *Rabbits And Raindrops* similar to the raccoon in *Raccoon On His Own* or the animals in *Play With Me*?
- How is your woodland/swamp similar to the illustrations in the stories/images in 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: Plan and document a field trip to the Boston Nature Center or other woodland. Compare and contrast woodlands/swamps to other habitats, i.e., plains, caves.

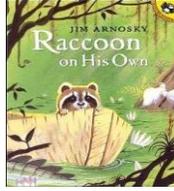




Mylar And Block Structures



Standards:
 CA.DE.PS.1-2
 ELA.SL.CC.PS.1-3
 ELA.RL.IKI.PS.1-2
 ELA.RL.LTC.PS.1



Materials:

- *Raccoon On His Own*
- Beautiful Stuff
- large pieces of cardboard, covered with mylar/shiny wrapping paper
- Blocks covered with mylar
- flashlights

Vocabulary:

- reflection
- sunlight
- swamp
- structure
- mylar
- surface

Preparation: Set up materials.

Intro to Centers:

"In *Raccoon On His Own*, the baby raccoon looked into the **swamp** water. What do you notice?"

"The **sunlight** shone on the water's **surface** and created a **reflection**."

"Today in Blocks, you can build **structures** with these materials. What do you notice?"

"What do you **predict** will happen when you build structures on the **mylar** surface?"

Show illustrations.
Children respond.

Show materials.
Children respond.

Children respond.

During Centers:

Compare and contrast block structure reflections to illustrations in *Raccoon On His Own*. Compare and contrast reflections with the classroom lights turned off. Encourage children to experiment with moving the light source/object. Encourage children to compare and contrast reflections in mylar to reflections on other surfaces.

Guiding Questions during Centers:

- How does the size of the structure affect its reflection?
- What do you predict will happen to reflections if the classroom lights are turned off?
- What do you predict will happen if you use a flashlight on your structure?
- How many blocks do you see in a reflection of your structure?

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: Give children smaller mirrors and wooden cubes for a scaled-down work area. Challenge children to duplicate each other’s structures by looking at the reflections.





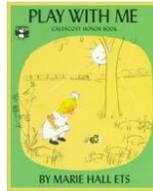
Woodland Animal Puzzles



Puzzles & Manipulatives

Standards:

ELA.SL.CC.PS.1-2
 ELA.RL.KID.PS.1 -3
 ELA.RL.IKI.PS.1 -2
 PHD.FM.PS.5-6
 S.LS.PS.4 ,6



Materials:

- *Play With Me*
- woodland animals images
- poster or tag board or heavy paper
- Ziploc bags
- basket or box to store puzzles
- trays

Vocabulary:

- woodland
- habitat
- position words (left, right, center, next to)
- adjacent
- location
- names of animals in images

Preparation: To create puzzles, copy the woodland animal images in color on heavy paper or glue the color images onto tagboard. Cut images into pieces to resemble puzzles. Or, use classroom animal puzzles.

Intro to Centers:

"In *Play With Me*, the girl made friends with animals. What do you notice?"

"The animals lived in a **woodland habitat**. What do you notice?"

"Today in Puzzles and Manipulatives, you can solve **woodland animal** puzzles."

"We solved this puzzle of a _____. What do you notice?"

"How is the animal in this puzzle similar to or different from the animal(s) in *Play With Me*?"

Show illustrations.
Children respond.

Children respond.

Show materials.

Model. Children respond.

Children respond.

During Centers:

Encourage children to describe their puzzle-solving strategies, i.e., if they put all the edge pieces together first. Have a range of number of puzzle pieces, i.e., some puzzles with five pieces, some with seven, etc. to match children's level of challenge. Encourage children to count the number of pieces in the puzzles. Scaffold puzzle-solving by providing images of completed puzzles for children to refer to.

Guiding Questions during Centers:

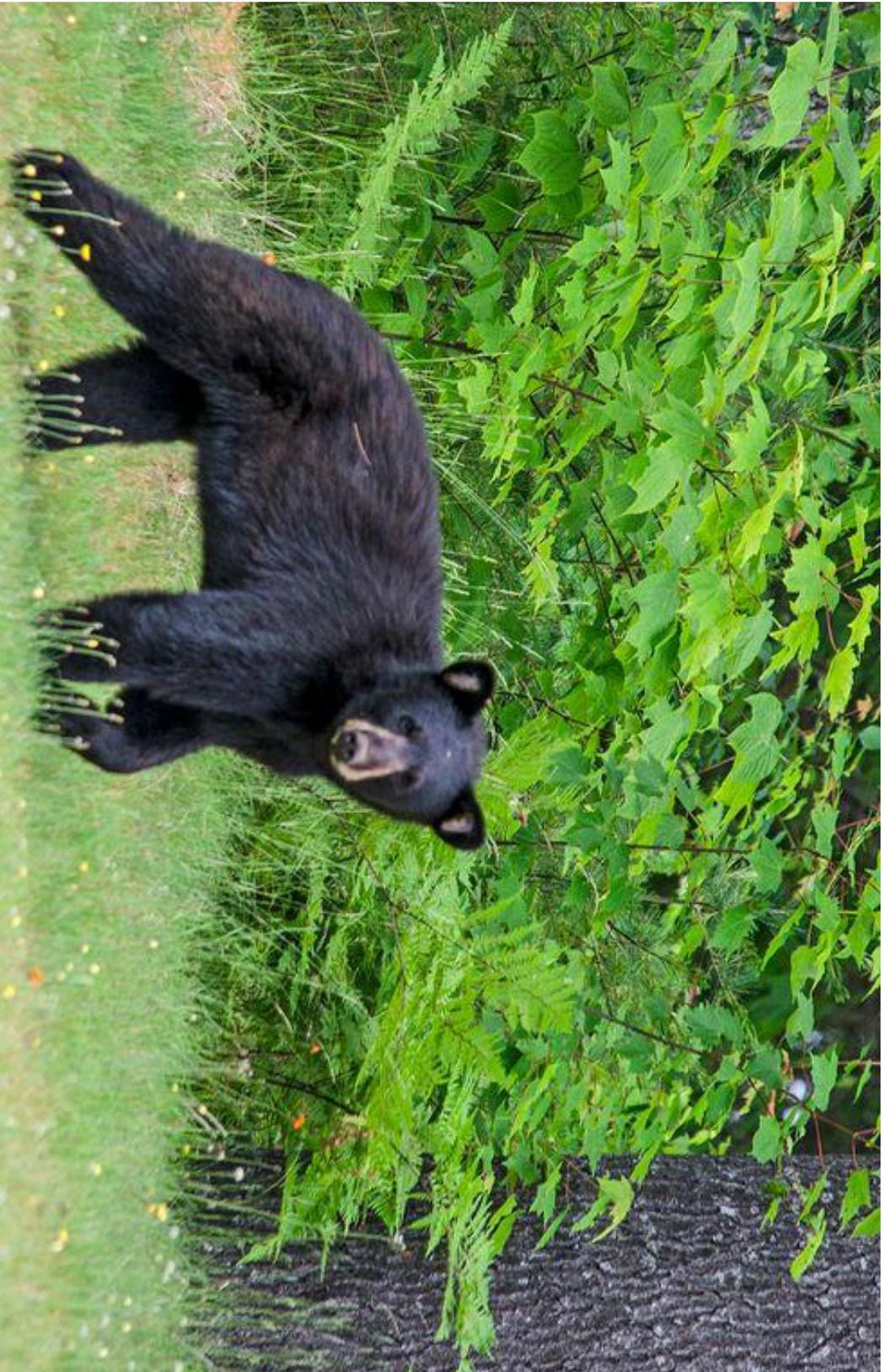
- What strategy did you use to solve your puzzle?
- How is your puzzle similar to or different from your friend's puzzle?
- How are woodland animals similar to or different from animals we see in our neighborhood/city?
- How is the woodland animal in the puzzle you solved similar to or different from the illustrations in *Play With Me*?

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: Create woodland animals puzzles from children's drawings. Add child-made puzzles to Puzzles and Manipulatives. Invite children to tell and act out stories about the animals in Dramatization.













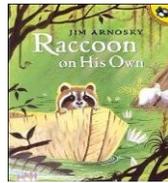
Small Groups: Kaleidoscopes

Support: High

Standards:

ATL.RPS.PS.2-4

ELA.LS.VAU.PS.1-1a



Materials:

- *Raccoon On His Own*
- kaleidoscope
- Bingo dabbers markers
- tape
- Mylar or aluminum foil
- heavy paper (e.g., tagboard, cardstock, etc)
- Paper to create designs

Vocabulary:

- kaleidoscope
- mirror
- reflection
- rectangle
- triangle

Preparation: Children will make kaleidoscopes by taping 3 rectangles together to form a triangle (see images). To prepare rectangles, cut rectangles from heavy paper. Adhere Mylar/aluminum foil to the rectangles. Children will create pictures with bingo dabbers and markers to look at through their kaleidoscopes.

Procedure:

Show the illustration of Raccoon's reflection in *Raccoon on His Own*. Review that reflections are formed by light on a shiny surface. Show children the kaleidoscope, model using it, and allow each child to take a turn. Encourage children to describe what they see in the kaleidoscope. Explain that kaleidoscopes have mirrors inside that create reflections of the materials in the cap at the end.

Tell children they can create their own kaleidoscopes. Show materials. Model.

Give each child three rectangles, shiny side down. Assist children in taping the sides together to make a triangle.

Hold contact paper collage at one end and turn as children look through kaleidoscope. Compare and contrast the reflections in their kaleidoscopes to the reflections in the sample kaleidoscope.



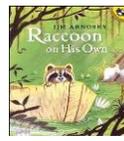


Small Groups: Reflective/Non-Reflective Materials

Support: Medium

Standards:

M.G.PS.1
M.MD.PS.1-2
M.MD.PS.8-9



Materials:

- *Raccoon On His Own*
- *Play With Me*
- mirrors
- flashlights
- reflective and non-reflective materials
- chart paper
- Table tents made from dark construction paper

Vocabulary:

- (non-) reflective
- shiny
- dull
- sort
- surface

Preparation: Set up materials. Create the “Reflective” and “Non-Reflective” recording chart (refer to image) or use two trays labeled “reflective” and non-reflective” to sort objects.

Procedure:

Show illustrations from *Play With Me* and *Raccoon On His Own*. Review LFOAI Reflections.

Show materials and recording chart. Sort materials into ‘reflective’ and ‘non-reflective’ groups. Encourage children to explain how they sorted, i.e., “Tin foil is a reflective because it has a shiny surface,” “the construction paper is non-reflective because it has a dull surface,” etc.



Unit 5  Week 1	<i>Small Groups: Tall, Tall Tree Game*</i> High Support	Math SG 1	Standards: MELDS.M.MP.PS.5 MELDS.M.CCC.PS.7 MELDS.M.CCC.PS.8 MELDS.S.LS.PS.6
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Image downloaded from Amazon.com

Guiding Math Ideas:

- Rational Counting
- Quantity- Reinforcement of all related concepts
- Beginning composing and decomposing numbers.

Math Concepts from Unit Learning Progressions:

- Science and Math are a natural fit.
- Numerals communicate and represent math ideas.
- Drawing or describing how number names relate to groups of objects or living things.
- Using the number line for counting.

Note: This Activity also meets a Science Standard.

Materials:

- *Tall, Tall Tree* by Anthony Fredericks
- Tall Tall Tree Bookmarks resource- 2 sets
- Small manipulatives- 1 “ cubes, counters
- Plates
- Sticky notes and pencils/pens
- Number line or number chart
- Number cards (Optional)

Math Vocabulary:

- Bookmark: something that we use to help us find a page in a book
- Numerical order: When we count, we arrange numbers in the same way that doesn't change

Preparation:

Copy 2 sets of the *Tall Tall Tree* Bookmarks (there will be 24 in all- 20 of them have numbers on them. The 4 bookmarks without numbers are the “wild” cards”. In the introductory matching game, they will be used to match pages just as the numbers bookmarks. In the set-creating game children can brainstorm about what they want to do with the “wild” cards.

This game starts with simple matching. Then, children create sets. For additional challenge, some children may begin to make simple equations. You can also use Number Cards, without the pictures.

Procedure:

Place book *Tall Tall Tree* on the Table, along with the bookmarks. As many as 8 children at a time can play this game.

Remember our book *Tall Tall Tree*? Here are some **bookmarks**. Each **bookmark** is a small section of the pictures on each page. We will look at the whole page to see ALL the animals.

Show the bookmarks and invite children to identify numbers and talk about the animals.

Deal the bookmarks so that each child has at least 2. If amounts of cards don't come out evenly, use the extra cards as yours.

When I get to the page that has your number on it, put your bookmark on the page. There will be more than one of you who will have that bookmark. You can count the animals by yourself or with a partner. If you know the name of the animal, tell us!

Look through the book together. Children will look through their "hands" and match the numbers to the pictures. Continue until all numbers have been placed in the book.

As the activity ends, ask the children to arrange their bookmarks in numerical order from 1-10. They will create 2 "sets" of 10 numbers. Encourage the children to problem solve about what they want to do about the "wild" cards" which do not have numbers. [Or remove them, if you wish]

*Let's put these groups in **numerical order** and count together. What do I mean by **numerical order**?*

Children give ideas.

When we count from 1 to 10 our numbers are always in the same order.

Show a number chart or number line if you have one displaying in the classroom.

Remember—there are 2 groups for each number! Is that the way we usually count?

Children answer No.

Let's count this silly way—and then the regular way.

Silly:

1-1, 2-2, 3-3, 4-5 (etc.)

Regular

1 2 3 4 (etc.)

If you have additional time, continue with the following activity. If not, place all items in a Center and children can experiment with creating sets during Center Time.

Creating Sets: This is a semi-open-ended activity. Children do take turns drawing cards, but they can create number sets as they wish, choosing manipulatives and working alone or with a partner. Place plates and manipulatives on table and stack the bookmarks in the middle of the table, face down. As a child draws a number, he/she get a plate and creates a group using manipulatives. Have sticky-notes and pencils and encourage children to write the number beside the group. Continue until all the cards are used up. There are 2 bookmarks per number, so at the end there will be 20 groups of numbers on the table.

Strategies to Provoke Math Thinking:

- "Silly" Counting: Find creative ways to count together. As you count the animals on each page, ask the children to count in a voice that they imagine the animal would use. These methods keep the fun in math while reinforcing the stable order of numbers.
- Science/Math: Maine is full of forests, but not all children live near one. Take the opportunity to discuss forests and the important homes that they provide for animals. Identify any animals that the children think might live in Maine, or that they have seen.

Adaptations for Additional Challenge:

- Missing numbers: Remove some bookmarks. As the children play, some will notice that numbers are missing. Ask them the classic math questions, How do you know? and listen to their explanations.
- Equations: Some children may be ready to find number partners- making equations with the cards to equal a designated number. Support these children by providing + and equal signs as they compose and decompose numbers.

Documentation:

- Assessing the Stable Order Rule: Missing numbers and mixed up numbers are very effective ways to double-check whether children know the individual names of numerals, or whether they are running the names together as in the word *Onetwothree*. Mixing up the numbers also gives you the opportunity to assess whether children are counting with understanding.

Provocation:

- Connect to Science Standards: **MELDS.S.LS.PS.6** and concepts of geography: Use a U.S. map and locate the area in Northern California where giant redwoods grow. Compare it to our location in Maine. Use Google maps to calculate the miles between the two states and talk about how we measure long distances. By reading about the redwoods and their special environment (they only grow in Northern California), children learn about the important relationship between plants, animals and their environments. If children show interest, continue to use maps and technology to put animals and plants that are described in books and activities into context

**This activity is adapted from Dawn Publishers Suggested Free Teacher Activities for the book Tall Tall Tree*

Unit 5  Week 1	<i>Small Groups: Tall, Tall Tree Game*</i> High Support	Math SG 1	Standards: MELDS.M.MP.PS.5 MELDS.M.CCC.PS.7 MELDS.M.CCC.PS.8 MELDS.S.LS.PS.6
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Image downloaded from Amazon.com

Guiding Math Ideas:

- Rational Counting
- Quantity- Reinforcement of all related concepts
- Beginning composing and decomposing numbers.

Math Concepts from Unit Learning Progressions:

- Science and Math are a natural fit.
- Numerals communicate and represent math ideas.
- Drawing or describing how number names relate to groups of objects or living things.
- Using the number line for counting.

Note: This Activity also meets a Science Standard.

Materials:

- *Tall, Tall Tree* by Anthony Fredericks
- Tall Tall Tree Bookmarks resource- 2 sets
- Small manipulatives- 1 “ cubes, counters
- Plates
- Sticky notes and pencils/pens
- Number line or number chart
- Number cards (Optional)

Math Vocabulary:

- Bookmark: something that we use to help us find a page in a book
- Numerical order: When we count, we arrange numbers in the same way that doesn't change

Preparation:

Copy 2 sets of the *Tall Tall Tree* Bookmarks (there will be 24 in all- 20 of them have numbers on them. The 4 bookmarks without numbers are the “wild” cards”. In the introductory matching game, they will be used to match pages just as the numbers bookmarks. In the set-creating game children can brainstorm about what they want to do with the “wild” cards.

This game starts with simple matching. Then, children create sets. For additional challenge, some children may begin to make simple equations. You can also use Number Cards, without the pictures.

Procedure:

Place book *Tall Tall Tree* on the Table, along with the bookmarks. As many as 8 children at a time can play this game.

Remember our book *Tall Tall Tree*? Here are some **bookmarks**. Each **bookmark** is a small section of the pictures on each page. We will look at the whole page to see ALL the animals.

Show the bookmarks and invite children to identify numbers and talk about the animals.

Deal the bookmarks so that each child has at least 2. If amounts of cards don't come out evenly, use the extra cards as yours.

When I get to the page that has your number on it, put your bookmark on the page. There will be more than one of you who will have that bookmark. You can count the animals by yourself or with a partner. If you know the name of the animal, tell us!

Look through the book together. Children will look through their "hands" and match the numbers to the pictures. Continue until all numbers have been placed in the book.

As the activity ends, ask the children to arrange their bookmarks in numerical order from 1-10. They will create 2 "sets" of 10 numbers. Encourage the children to problem solve about what they want to do about the "wild" cards" which do not have numbers. [Or remove them, if you wish]

*Let's put these groups in **numerical order** and count together. What do I mean by **numerical order**?*

Children give ideas.

When we count from 1 to 10 our numbers are always in the same order.

Show a number chart or number line if you have one displaying in the classroom.

Remember—there are 2 groups for each number! Is that the way we usually count?

Children answer No.

Let's count this silly way—and then the regular way.

Silly:

1-1, 2-2, 3-3, 4-5 (etc.)

Regular

1 2 3 4 (etc.)

If you have additional time, continue with the following activity. If not, place all items in a Center and children can experiment with creating sets during Center Time.

Creating Sets: This is a semi-open-ended activity. Children do take turns drawing cards, but they can create number sets as they wish, choosing manipulatives and working alone or with a partner. Place plates and manipulatives on table and stack the bookmarks in the middle of the table, face down. As a child draws a number, he/she get a plate and creates a group using manipulatives. Have sticky-notes and pencils and encourage children to write the number beside the group. Continue until all the cards are used up. There are 2 bookmarks per number, so at the end there will be 20 groups of numbers on the table.

Strategies to Provoke Math Thinking:

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Adaptations for Additional Challenge:

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- Equations: Some children may be ready to find number partners- making equations with the cards to equal a designated number. Support these children by providing + and equal signs as they compose and decompose numbers.

Documentation:

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Provocation:

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**This activity is adapted from Dawn Publishers Suggested Free Teacher Activities for the book Tall Tall Tree*



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www.dawnpub.com



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Unit 5  Week 1	Small Groups: Making Tall Trees* High Support	Math SG 2	Standards: MELDS.M.MP.PS.5 MELDS.M.OAT.PS.3 MELDS.M.OAT.PS.4
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Image downloaded from Amazon.com

Guiding Math Ideas:

- Quantity- Reinforcement of All Related Concepts
- Beginning Composing and Decomposing Numbers, Finding Number Partners
- Patterns- Adding Complexity
-

Math Concepts from Unit Learning Progressions:

- Drawing or describing how number names relate to groups of objects or living things.
- Beginning concepts of Adding- Varying ways of Representing
- Numerals communicate math ideas we can “read” and use to solve problems. (Unit 6)
- Counts groups and begins to compare numbers(< > +=)
- Finding numbers inside of numbers (Composing/Decomposing numbers) (Unit 6)

Materials:

- *Tall Tall Tree* by Anthony Fredericks
- Playdough balls, one per child
- Bamboo skewers
- Plastic, multi-colored straws- See Preparation for size.
- Unifix Cubes [Optional]
- Three-dot die
- Equation Cards- Teacher Materials

Math Vocabulary:

- Add: Put numbers together to make other numbers
- Equal= When a combination numbers together are the same as another number.
- Number partners: Finding smaller numbers “inside” bigger numbers.

Preparation:

Cut the pointed tips off of the bamboo skewers for safety.

Choose 4 colors of straws. The example in Teacher Resources uses Pink, Green, Blue and Yellow, but adjust for your straw colors. Cut them into pieces approximately 1 inch long.

Test to make sure that your straws are the right size to slip easily onto the bamboo skewers. You may need to buy jumbo straws.

Use Number dot cards from Teacher Resources. Use Color Cards from Unit 4 Dog’s Day Colors copy and cut apart for children to match. Operation Symbol Cards are in Teacher Materials Adjust colors as needed to match straws or Unifix cubes..

Alternate: Children can create “trees” using Unifix cubes.

Procedure:

Children will be creating small forests of tall trees, making different “trees” by placing the straw pieces on the skewers. They will be experimenting with the number 5 using different combination of numbers that will equal 5.

Place *Tall Tall Tree* book and all materials on the table.

We are going to make some Tall Trees today.

Give each child a ball of playdough. This is the base for their forest.

We are pretending that this playdough is the forest floor. Spread out or flatten your playdough to make a forest floor.

Here are some “trees”- Count out 5 trees. Children can also count to five using their fingers, or other counting methods

Invite them to put 5 skewers in their playdough.

We are going to build up our trees by playing a game with dice and straws. When you roll a number, you can put that number of straw pieces on your “tree”. When you get to five straw pieces, your tree is done and you can start another tree. If a tree is “full” of 5 straw pieces, just start another tree. You can choose any color of straw [or unifix cube] that you want.

Remember 5 is the most number of pieces you can have on your tree! Let’s Roll!

As children work, “read” the number combinations of their trees together and try to recreate the pattern of color and number.

I see that you have 1 blue, 2 yellow and 2 pink.

For additional challenge, after children have filled their trees, introduce the equation cards. Show them to children and demonstrate.

Let’s change our game a little bit. Here are some cards with numbers on them. Try to make your trees match the number cards, called equations.

Let’s be sure we know what these signs mean: (Children give ideas)

+

This sign means to add things together

=

This sign means that two groups of numbers are the same.

Children draw an equation card and experiment with different combinations of colors and numbers. This is only our 2nd formal math activity that uses equation cards (The first was in our Color Mixing activity in Unit 4), although children have probably been counting on their fingers or using manipulatives to do simple addition. Accept all work, describing what children are doing and noting those children who are beginning to use the operations of addition and the idea of equivalencies. Some children will begin creating accurate equations. Others may randomly place the pieces on the skewers. Support all learners by describing their work and talking about “finding” numbers inside of other numbers. This may be confusing for some, and yet others may have already been doing addition, and perhaps subtraction for many weeks. Equivalences and equations will be integral to Unit 6.

Remove straws and skewers, store playdough in airtight container and place the items in a center for children to use during the Unit.

Strategies to Provoke Math Thinking:

- Number operations up to 5: Limiting equations to the number 5 gives children beginning understandings of how numbers are made up of other numbers (with some exceptions). Remember that many preschool children are not yet ready to manipulate groups of numbers and attach meaning to equations. Introducing the idea of operations and equivalences and helping children become familiar with the + , - and = signs without an expectation of mastery is appropriate.
- Visualizing math: It is crucial for young children to manipulate objects before they can begin to “do math in their heads”. Encourage experimentation of all different types of number combinations, either during center time or with an additional small group during Week 5 or in Unit 6.

Adaptations for Additional Challenge:

- Open up this activity for equations up to 10, if children show interest. Have children create their own equation cards and taller trees.
- Matching Equation Trees: Pair up children to play a more complex game. They can decide ahead of time how tall (how many units) they want their trees to be [Example: 7]. Place a box or other barrier between children who sit on opposite sides of a table. One child rolls the die and begins to create a tree and calls out the color and number for her/his tree. The other child matches this equation with her/his straws. If they roll a number that will make their tree taller than 7 straws, they have to pass the dice. The first one to complete her/his tree wins and they start over.
- See Provocation below for a method for measuring the height of tall things.

Documentation:

- Take pictures of the different combinations of “trees” and share them in family conferences to document children’s growing understanding of number and beginning addition.
- Take notes to help in planning more activities that feature operations and equivalencies. Children **must** master the idea of quantity before equations become meaningful. Continue to provide multiple opportunities for them to gain genuine understandings of quantity. If activities that include equations are frustrating or produce rote answers without understanding, focus on the key concepts of counting. Document these concepts as they build on one another (See Rational Counting Steps). The other concepts will come. You are providing an excellent foundation for Kindergarten.

Provocation:

Measuring trees: Take measuring tapes outside and measure the circumference of trees. Then brainstorm about how we could measure the height of tall trees. Compare the children’s height to the height of a tree and mark with tape or other non-damaging materials.

Tall Tall Trees resources on line describe how to measure tall things using a yardstick. Experiment with this method and see if you can estimate the height of your playground trees (or any structure that is taller than we are). See

https://dawnpub.com/activities/TALL_HIGHER-AND-HIGHER2.pdf

for a lesson plan for older children on how to measure trees and think about adapting for your class.
It's very interesting!

**This activity is a combination of original concepts and ideas and counting and sorting activities found on Pinterest.*

U5 SG2 Making Tall Tall Trees

Note: These cards are in Word format to enable changes according to the colors of straws or Unifix cubes, and or add other colors and equations.

EQUATION CARDS

$$1 \text{ Green} + 2 \text{ Blue} + 2 \text{ Pink} = 5$$

$$1 \text{ Blue} + 1 \text{ Yellow} + 3 \text{ Green} = 5$$

U5 SG2 Making Tall Tall Trees

Note: These cards are in Word format to enable changes according to the colors of straws or Unifix cubes, and or add other colors and equations.

$$4 \text{ Pink} + 1 \text{ Green} = 5$$

$$2 \text{ Yellow} + 3 \text{ Blue} = 5$$

$$2 \text{ Yellow} + 1 \text{ Pink} + 1 \text{ Green} + 1 \text{ Blue} = 5$$

$$1 \text{ Pink} + 1 \text{ Pink} + 1 \text{ Pink} + 1 \text{ Pink} + 1 \text{ Pink} = 5$$

U5 SG2 Making Tall Tall Trees

Note: These cards are in Word format to enable changes according to the colors of straws or Unifix cubes, and or add other colors and equations.

$$3 \text{ Blue} + 1 \text{ Green} + 1 \text{ Blue} = 5$$

$$1 \text{ Pink} + 3 \text{ Yellow} + 1 \text{ Green} = 5$$

$$2 \text{ Blue} + 1 \text{ Green} + 1 \text{ Pink} = 5$$

U5 SG2 Making Tall Tall Trees

Note: These cards are in Word format to enable changes according to the colors of straws or Unifix cubes, and or add other colors and equations.

$$1 \text{ Blue} + 1 \text{ Blue} + 1 \text{ Blue} + 2 \text{ Yellow} = 5$$

$$2 \text{ Green} + 1 \text{ Pink} + 2 \text{ Green} = 5$$

$$2 \text{ Pink} + 2 \text{ Pink} + 1 \text{ Yellow} = 5$$



Songs, Word Play, & Letters

Day 1:

Materials: poetry posters, set of uppercase letters, set of lowercase letters

OPEN SHUT THEM

Procedure:

- Say, *“the first song today is one we haven’t sung for a long time”*. Hold up both hands, then open and close them. Ask children if they can guess the song.
- Sing the song and lead children in the motions.
- Sing the song a second time, very slowly and a third time, very quickly.

FIVE LITTLE FISHIES

Procedure:

- Tell children, *“The second thing we are going to do today is learn a new poem about five little fishies.”* Raise your hand, ask children to raise theirs too, and explain that the five fingers represent the five fish. Starting with the thumb, wiggle and label each finger, in turn, while saying first fish, second fish, third, fourth and fifth.
- Recite or read the poem, using appropriate motions. Close eyes as if sleeping when reciting the line *“I want to sleep”*; move your hand up and down for *‘dive and dip’*; join your forefinger and thumb and raise the circle formed to your eye for *“I spy a ship”*; and raise your arm and extend it as if casting a fishing line for *“line goes ker-splash.”*
- Recite the poem a second time.

LOOBY LOO

Procedure:

- Tell the children, *“The third thing we are doing today is sing “Looby Loo.”*
- Stand up and sing the song as usual, doing the motions.
- Add a new verse or two (e.g., *“back,” “right forefinger”*).

Little Letter/Big Letter Chant

Procedure:

Say, "The fourth thing we are going to do today is play a letter game." Give each child an uppercase letter that has a lowercase letter that resembles it (e.g., p, s, v).

After distributing the letter say to the children, "you have the uppercase letters and I have the lowercase match for each of your letters. I'll show you how this game works." Using an uppercase and lowercase pair that you have retained, show children how the game works, using another adult as your partner.

- Say this chant: I have the little (name a letter as you hold it up to show). Take a look to see. Someone has its partner; who might that someone be? (the adult helper holds up the uppercase match for the letter and says, - I have the big (name letter).
- Proceed by using the lowercase matches for all the letters distributed to children.

Day 2:

Materials: Poetry Posters, picture cards; nest, scarf, thorn

CLAP YOUR HANDS

Procedure:

- Say, *"The first song we are going to do is "Clap your Hands" We are going to do some verses that we need to stand up for, so let's all stand up."*
- Sing three verses (e.g. "clap hands," "bend knees," "stamp feet").
- Sing additional verses with new motions and body parts (e.g., "blink eyes, "touch fingers").

WINDSHIELD WIPER

Procedure:

- Say, *"Now I am going to teach you a new poem about a windshield wiper. A windshield wiper moves back and forth on the front window of a car or bus or a truck."*
- Bend arms at elbows and extend upper arm and hands. Hold fingers and thumbs close against one another. Move both arms back and forth to simulate windshield wipers. Have children do the same, moving them in the windshield-wiper motion.
- Recite or read the poem fairly slowly and perform the motions; children can follow along, if they wish. Then repeat it.
- Tell children the word windshield is made up of two smaller words: wind and shield. Ask children why they think this part of a car has this name.
- Tell children that you feel wind on your face when you move quickly outside, such as when swinging on a swing, or riding a tricycle fast, and that the glass in the front of a car protects, or shields us, from the wind.

HEAD, SHOULDERS, KNEES AND TOES

Procedure:

- Have children stand up and sing.

I'M THINKING OF A CLUE GAME.

Procedure:

- Tell children, *"The last thing we are going to do today is play the picture clue game."* Choose picture cards for review from units one through four.
- Here are suggestions for cards and clues:
- For nest: This is the home birds make to raise their babies., Rabbits make these homes for their babies, too. If children need another clue, use this one: The name of this starts with /n/.

- For scarf): This is a piece of clothing that people wrap around their necks to keep them warm. If children need another clue, use this one: Minerva Louise wore one of these around her neck in A Hat for Minerva Louise. Use last, if needed: The name of this it of clothing starts with /s/.
- For thorn: This is a part of a plant that is sharp. The lion in the story got one stuck in his paw. If children do not guess with these two clues, use this one: The name of this pointed and sharp part of a plant starts with /th/.

Day 3

Materials: Poetry Poster, Book: *Play with Me*, Bingo letter cards: s, n, a, k, e, r, m, l and snake word card

APPLES AND BANANAS

Procedure:

- Tell the children they will sing that silly song where the sound in the words are changed to make silly words like oot and ooples; then give the title.

MY BIG BALLOON

Procedure:

- Read the title underlining the words with a finger.
- Position forefingers and thumb mouth to begin, ask children to do the same.
- “Blow” after the second line, and after the fourth line.

BINGO (and We Can Change it and Rearrange it and *Play with Me*)

Procedure:

- Turn to the page with the snake. Tell children they will sing “BINGO,” but this time about the little girl and the snake in *Play with Me*.
- Hold up the snake word card. Underline the word while sounding out letters and reading it.
- Ask children for the first letter in snake while pointing to it. Put up on the snake letters board.
- Sing the BINGO tune to: *There was a girl, she had a friend and snake was his name-o, S-N-A-K-E, S-N-A-K-E, S-N-A-K-E, and snake was his name-O.* Turn one letter over with each verse.
- When finished, turn the letters to face out, tell the children that 2 letters will be removed, s and n, and replace them with another letter. Put r up and help the children read the new word (rake) by sounding out the r and the rest of the word. Then tell children that r will be replaced with m. Sound out m and help read the new word (make). Do the same with l for lake.
- Rearrange the letters to make a new word (kale). Sound it out and run finger under it. Tell children that kale is a leafy green vegetable. Then remove a, and use e, l, and k to spell elk. Read it and explain that an elk is an animal that looks like a big deer. Show a picture of an elk if possible.

COME ON AND JOIN IN THE GAME

Procedure:

- Tell children to stand up to sing “Clap Hands “and then sing a new verse “skip rope”.
- Have children stand up and show them how to hold their hands and move their arms to simulate turning a rope, and to jump in place as if jumping over it.

- Lead children in singing the song and doing the motions. After the “sit down” verse stay seated for another verse using “blink eyes”.

Day 4

Materials: poetry posters, Book: *Play with Me*, cards with wind, shield, and windshield written on them

WINDSHIELD WIPER

Procedure:

- Ask children if they remember the title. Point to W and sound it out. Read the word, underlining it with finger.
- Bend arms at elbows and extend upper arm and hands. Hold fingers and thumbs close against one another. Move both arms back and forth to simulate windshield wipers. Have children do the same, moving them in the windshield-wiper motion.
- Recite the poem slowly and perform the motions.
- Remind children about the two parts of this word, wind and shield and the meaning of windshield.
- Tell children about the small words. Show the cards and the written out the small words. Point out the two smaller words in this compound word.
- Remind them of the interesting compound words from the book *The Lion and the Little Red Bird* (e.g. sunflower, suntan, sunshine, sunglasses).

IF YOU'RE HAPPY

Procedure:

- Sing clap hands, snap fingers, press palms and touch elbows.

WHOSE REFLECTION IS IN THE POOL? (and *Play with Me*)

Procedure:

- Turn to a page with an illustration that shows the little girl's reflection in the pool. Say, *We see a picture here in the water of the little girl sitting by the pool. What do we call a picture we see of ourselves in a mirror or a pool? A reflection. That's right.*
- Point out the features of the little girl and in the reflection.
- Tell children that will play a game about reflections, using descriptions of the children's clothing and hair. They are to listen to what you say and guess which child in the circle you

are describing.

- Say, *someone's sitting near the pool. Where it's quiet, damp, and cool. Reflection shimmers in the light. Sun at midday is so bright. I see blue pants, brown shoes, too. Long black hair. Is it you?* Substitute clothing or other physical features to fit each child.

Day 5

Materials: Poetry Posters

I'M A LITTLE TEAPOT

Procedure:

- Sing the song and model the motions.
- Add a second verse such as: *Now that I am empty, fill me up* (use hand in gesture to remove lid of teapot, and bend head forward as if teapot is being filled with water). *Wait ten minutes* (look at wrist as if checking time on a watch). *Then pour another cup* (resume teapot position and tip spout end).

HANDS

Procedure:

- Point to and read the title, sounding out H.
- Recite the poem as usual and model the motions.
- Tell children they will recite the poem again but with one changed part. Tell children to listen carefully.
- Recite the poem again and change "Then give a clap, to then give two claps".

THE LITTLE TURTLE

Procedure:

- Read the title with the children. Point to and underline *The* and read it quickly as a sight word. Point to and sound out *L* in *Little* and *T* in *Turtle*.
- Recite the poem with the motions.

CAN YOU THINK OF WORDS THAT RHYME WITH ? (and "The Little Turtle")

Procedure:

- Tell children that some of the words in "The Little Turtle" rhyme.

- Recite the first four lines and comment that *box* and *rocks* rhyme. Ask children if they can think of other words that rhyme with *box* and *rocks*. If there is a lull, provide some examples (e.g. *sock, blocks, fox, knocks, clocks*).
- Read the second set of four lines and comment that *flea* and *me* rhyme. Ask children if they can think of other words that rhyme with *flea* and *me*. If there is a lull, provide some examples (e.g. *see, knee, bee, we, kiwi, free, Lee*).

<p>Unit 5</p>  <p>Week 1</p>	<p>Large Group: Tall, Tall Tree*</p> <p>Low Support</p>	<p>Math</p> <p>LG</p>	<p>Standards:</p> <p>MELDS.M.MP.PS.6</p> <p>MELDS.M.CCC.PS.2</p> <p>MELDS.M.CCC.PS.5</p> <p>MELDS.M.CCC.PS.6</p>
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Image downloaded from Amazon.com

Guiding Math Ideas:

- Integrated Projects- Science and Math
- Rote and Rational counting- Counting patterns
- Quantity- Reinforcement of all related concepts

Math Concepts From Unit Learning Progressions:

- Science and math are a natural fit.
- Math ideas can be expressed in ways other than words.
- Numerals communicate and represent math ideas.
- Drawing or describing how number names relate to groups of objects or living things.

Adaptations for Using Large Group In Alternate Schedule Slots:

- Watch YouTube Video during transition times. It is a brief but gentle book that would be appropriate for transitions or at the end of the day.

<p>Materials:</p> <ul style="list-style-type: none"> ● <i>Tall Tall Tree</i> by Anthony Fredericks ● Large Screen projection, if available ● Optional: YouTube Video: https://www.bing.com/videos/search?q=youtube+book+tall+tall+tree&view=detail&mid=129674D6AFAD18B83680129674D6AFAD18B83680&FORM=VIRE 	<p>Math Vocabulary:</p> <p>Canopy: The top branches and leaves of tall trees in a forest or jungle</p> <p>Survive: Having things we need to live, like water, light, shelter and food.</p> <p>Slimy: Something that feels sticky to touch</p> <p>All Together: The total number of a set or group</p>
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Preparation:

If possible, project this book to the large group. The beautiful illustrations contain many partially hidden animals. It will be fun for the children to search for the animals. There are also hidden “extra” animals that you can look for after reading the book: See *Find the Hidden Animals* in the teacher resources. Read through the entire book, including the facts and resources at the end of the book.

Optional: There is an excellent YouTube Video of the author Fredericks reading his book. Preview it and if your program has access to technology, show the video as you turn the pages.

This counting book has soft colorful illustrations that feature interesting animals and the changing light in the outdoors, similar in style and theme to the read-aloud book, *Raccoon on His Own*.

We are exploring shadows and light. You read *Raccoon on His Own* this week. Here is another book about the forest. You will see lots of pictures of animals in light and in dark places in the forest. You will also see shadows in the illustrations. The book is *Tall Tall Tree* by Anthony Fredericks. The illustrator is Chad Wallace

We will see a lot of animals who live in the light filled **canopy** of the trees as well as on the forest floor or in the dark hollow of a tree. Has anyone heard of the word **canopy**?

A tree canopy is the top branches and leaves of tall trees in a forest or jungle.

The words **survive** and **slimy** are in our book.

What are your ideas about these words?

Look carefully as we turn the pages. Some of the animals are not easy to find and count! Let's see if we can find all of them. You know a lot about numbers. As we turn the pages, I'll wait for you to tell me the next number.

There were a lot of dark, medium and light pictures in the illustrations, weren't there?

As I turn the pages, can you find things that are dark or medium or light?

Let's look at this number- 10. Do you see any shadows?

Show the book cover and talk about the light that is streaming into the forest.

Ask children for ideas about canopy.

Give definitions on survive and slimy as needed.

*Read the book using the Cliffhanger Counting method used in Math SWPL activities this year. If you are unsure about what this is, watch the YouTube video, as author Fredericks models it. As a Group, count the animals on each page as you point to each one. Occasionally, [not on each page, in order to keep the flow of the book] say: 1-2-3-4-5- There are 5 **all together**.*

Optional: Play the YouTube video as you turn the pages, Or do both- read through and then play YouTube if you have time.

Leaf through the book again Ask children to point out examples of differing degrees of light, dark and shadows.

Examples: Number 1 shows an eagle soaring up in the light above the darker canopy.

Number 7 shows the light streaming in behind the Bumblebees

Number 8 shows bats in their dark roosts.

Turn to Number 10 and see if children can identify the shadows of a hummingbird and of leaves.

Place book, or ask a child to take the book, in the

I'm going to put this book in the ___ Center so that you can easily see the animals. There are some other animals in the book that are also hiding. You might want to look for them.

small group area. You will use this book for the Tall Tall Tree game in Small Group

Strategies to Provoke Math Thinking:

- Alternate ways to express math ideas: The counting words and concepts in this book are obvious, but there are many other math ideas embedded in the illustrations such as the attributes of color and light. Labeling the pictures as light, medium and dark connects to attribute discrimination, typically associated with geometry. However, describing attributes is a universal learning concept. Here, it is a science/math concept.
- Counting Books: Rote counting, as presented in this book, is still important even when children have moved on to deeper understandings of counting, such as cardinality. Hearing number patterns over and over gives children the opportunity to gain confidence with numbers and memorize number order. Rote counting is a gateway to many important number concepts as presented in this book such as numeral recognition and the association of a number with a group of things. And other subtle but important ideas? Order irrelevance and the stability of sets!

Provocation:

- This book is published by Dawn Publications which specializes in nature-based books and free activities for educators. Visit this website for ideas on how to extend learning using *Tall Tall Tree*. Although many of the ideas are written for K-1, they are easily adapted for use with PreK. Both of our Small Group activities this week are adapted from this resource <https://dawnpub.com/activity/tall-tall-tree-activities/>

* Note: In the original math book list, distributed in August 2018, the book was mistakenly entitled *The Tall Tree* rather than *Tall Tall Tree*.



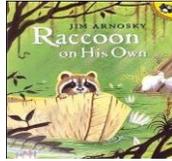
Let's Find Out About It: Reflections

Standards:

S.LS.PS.6

ELA.LS.VAU.PS.1-

1a



Materials:

- *Raccoon On His Own*
- mirrors
- reflective materials, i.e., mylar, tin foil, etc.
- Non-reflective material, i.e construction paper, fabric,
- Dark colored poster board folded in half
- flashlight

Vocabulary:

- reflect(-ion)
- mylar
- tin foil
- shiny
- dull
- surface

Preparation: Set up materials.

Let's Find Out About It:

"In *Raccoon On His Own*, the raccoon looked into the water. What do you notice?"

"He saw his **reflection**--an **image** of himself."

"Here are mirrors you used when you made self-portraits. Where did you see your **reflection**?"

"You saw your **reflections** on the **shiny** part of the mirror's **surface**. **Reflections** are created when **light** bounces off of a **shiny surface**."

"Let me show you what happens when I shine a flashlight on this mirror. Do you see the **reflection** on the poster board?"

"Here is material called **mylar/tin foil**. What do you notice? Do you think you will see a **reflection** if I shine the flashlight on it? Why (not)?"

"Here is a piece of construction paper. What do you notice? Do you think you'll see a **reflection** when I shine the flashlight on it?"



Show illustrations.
Children respond.

Show materials.

Trace over the mirror's surface.

Model. Children respond.

Show materials. Children respond.

1.

er objects.

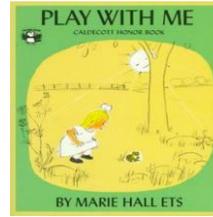
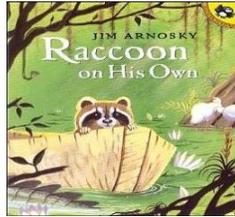


Let's Find Out About It: Sources Of Light

Standards:

S.LS.PS.6

ELA.LS.VAU.PS.1-1a


Materials:

- *Play with Me*
- *Raccoon On His Own*
- For Where Does Light Come from resource

Vocabulary:

- source
- artificial
- natural
- lightbulb
- reflection
- sunlight
- surface

Preparation: Set up materials.

Let's Find Out About It:

"In *Raccoon On His Own* and *Play With Me*, the raccoon and the girl saw their **reflections**. What do you notice?"

"The light from the sun shone on the water **surface** and created **reflections**."

"Let's read this resource about where light comes from."

"A **light source** can be **natural** --like the sun. A **light source** can be **artificial**--made by people--like a lightbulb."

"What **natural/artificial light sources** do you see in our classroom?"

Show illustrations
Children respond.

Read and show images. Provide time
for comments and questions.

Children respond.



For Where Does Light Come From?



Light is all around us.



But where does light come from?



Light sources can be **artificial** (made by humans) or **natural** (happens without humans).



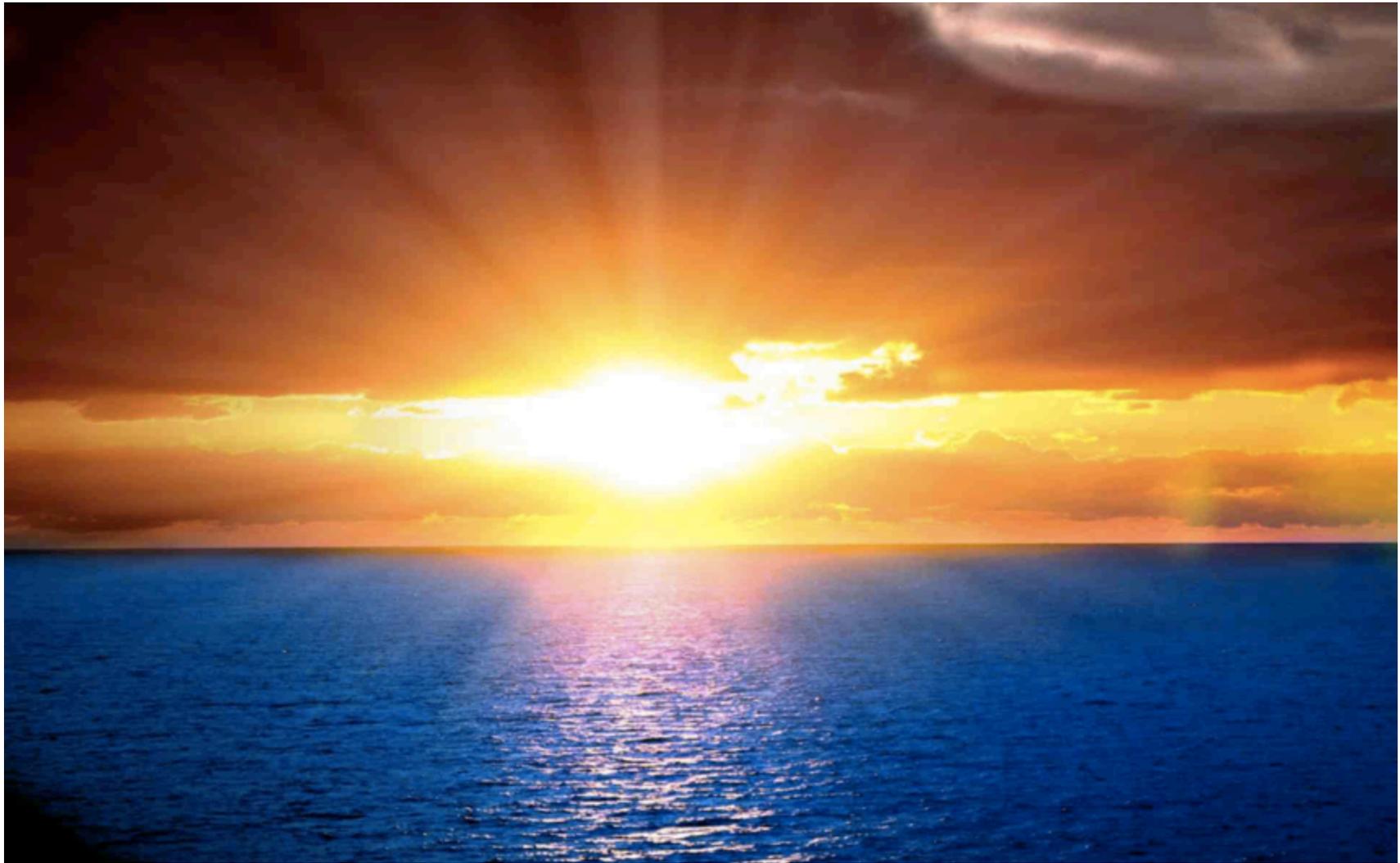
Artificial sources of light include:
flashlights,



streetlights,



and lightbulbs.



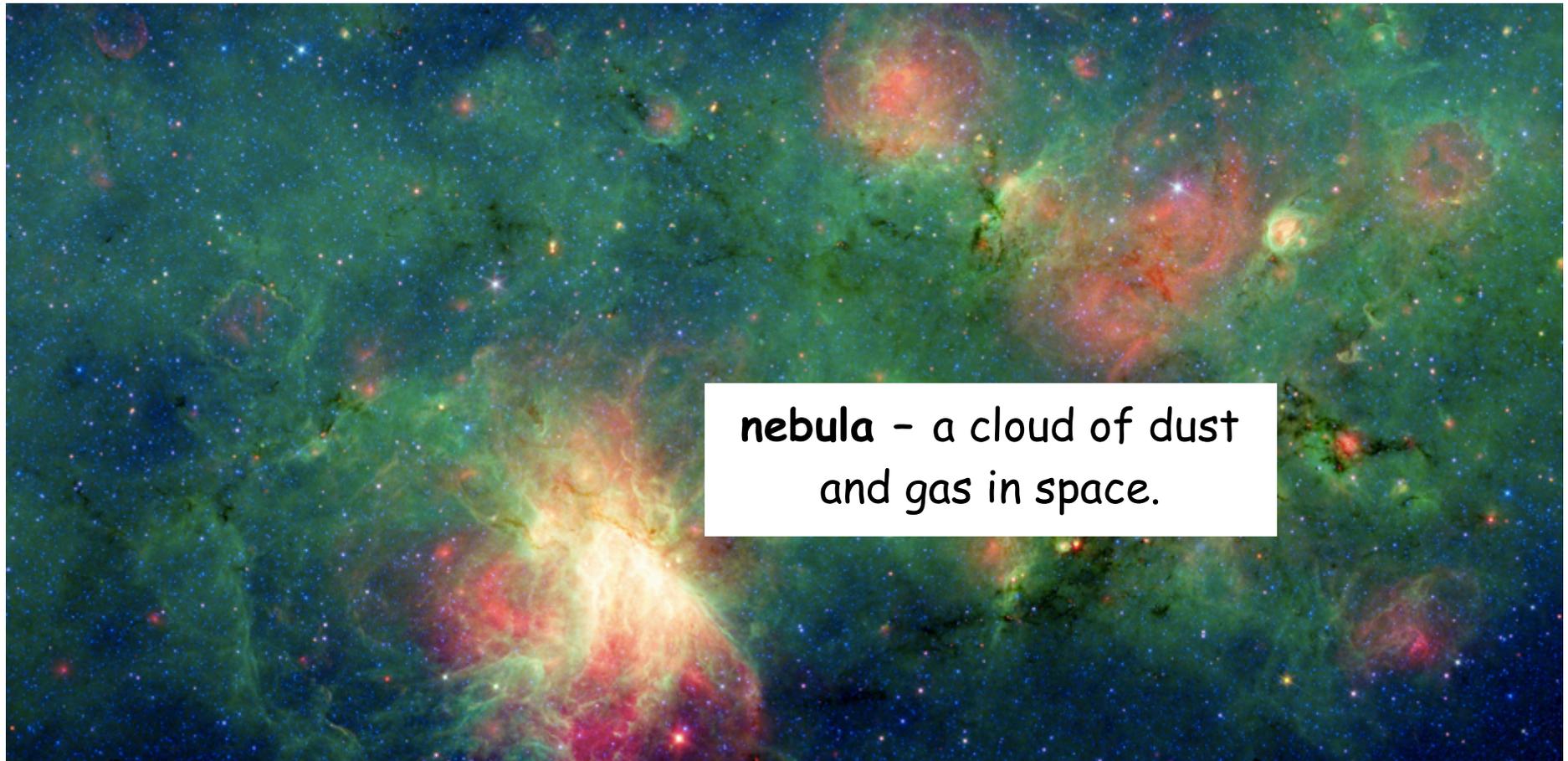
Natural sources of light include: the
sun,



lightning,



the moon,



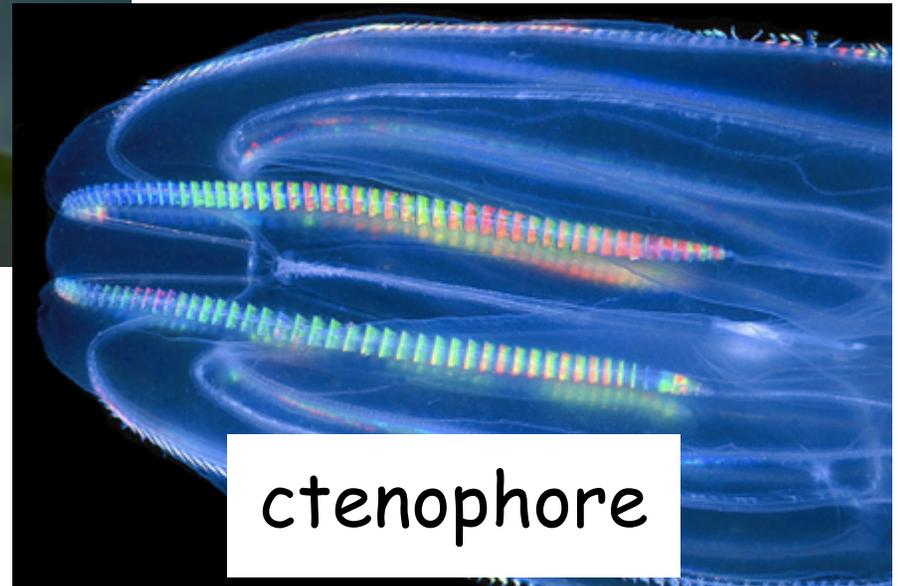
nebula - a cloud of dust
and gas in space.

nebulas and stars,



firefly

bioluminescence -
when a living thing
makes and glows out
light.



ctenophore

and even living things.

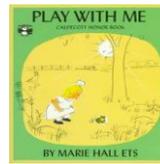
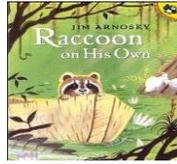


Let's Find Out About It: Clear and Blurry Reflections

Standards:

S.L.PS.6

ELA.LS.VAU.PS.1-1a



Materials:

- *Play with Me*
- *Raccoon On His Own*
- Mirrors
- Clear and blurry reflections resource

Vocabulary:

- reflection
- image
- mirror
- still
- smooth
- blurry
- clear

Preparation: Gather materials.

Let's Find Out About It:

"The raccoon in *Raccoon On His Own* and the girl in *Play With Me* saw their **reflections**. What do you notice?"

"They saw their **reflections** in water. Here are other images of reflections. What do you notice?"

"The water in this image is **still**-- not moving. The water in this image is moving. What do you notice?"

"You used a **mirror** to see your **reflection** when you made self portraits. How is this **reflection** in the **mirror** similar or different from a **reflection** in the water?"

"**Reflections** on a **smooth** surface, like **still** water and a **mirror**, are **clear**. A **reflection** on a **bumpy** or moving surface is **blurry**."

Show illustrations. Children respond.

Show images. Children respond.

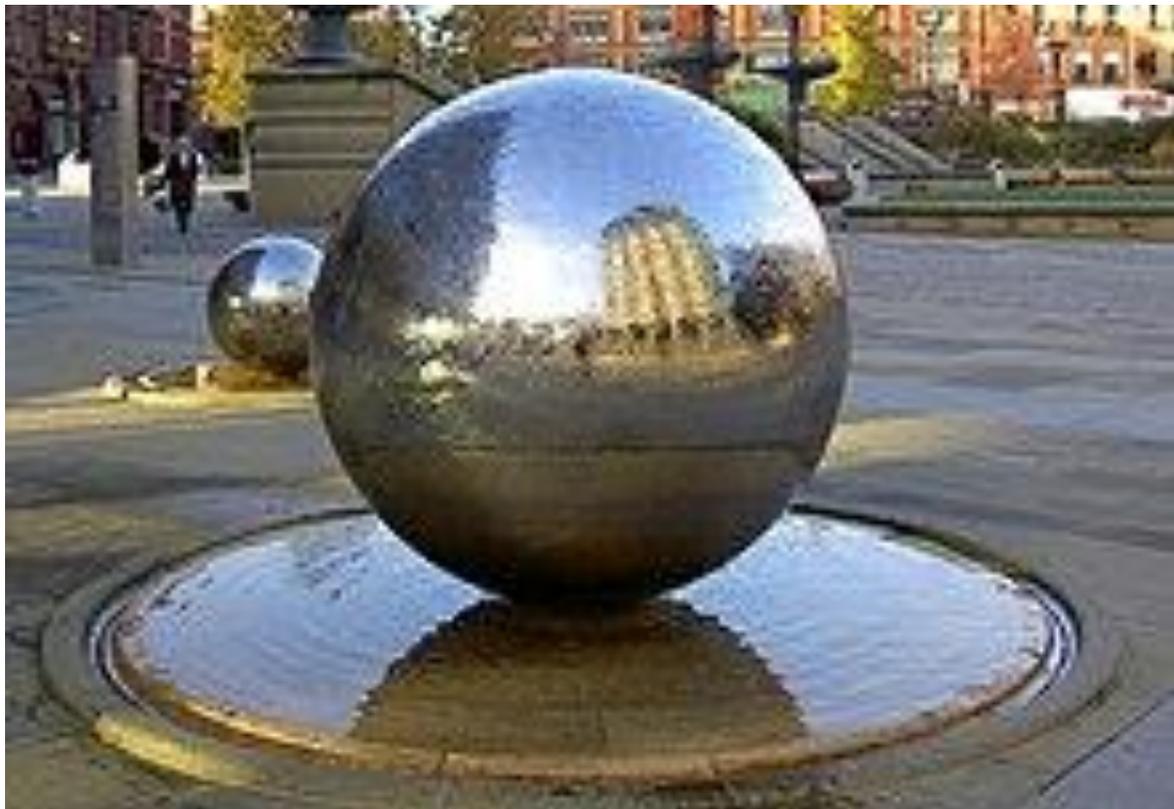
Children respond.

Children respond.











<p>Unit 5</p>  <p>Week 1</p>	<p>Outdoor Learning Opportunities:</p> <p>April Rain – Sun Prints</p>	<p>Standards: M.MD.PS.2,9,11 SS.G.PS.3 S.ES.PS.1-2 ALT.RPS.PS.2</p>
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<p>Materials:</p> <ul style="list-style-type: none"> ● Objects to collect rain ● Rulers ● Paper ● Writing utensil ● Book – <i>Come on Rain</i> by Karen Hesse ● Light sensitive paper ● Natural objects (leaves, acorns, small twigs, etc.) 	<p>Vocabulary:</p> <ul style="list-style-type: none"> ● Rain ● Measure ● Prediction ● Shadow
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Read the book *Come on Rain*. Children will find and place objects for rain to be collected. These are items that can hold liquid such as buckets, cups, pots, etc. As a class every child will verbally predict how much rain they will collect. Children will measure the amount of rain collected in their container and compare this to their prediction. They can also make a chart of the amounts recorded and how close they were to their prediction.

Extension: Sing the rain song while hiking outside in the rain. If all the raindrops were gummy bears and lemon drops, oh what a rain it would be. We'd walk around with our mouths open wide. [open mouth and catch rain drops on tongues] Ah, ah.

Extension: Sun prints are a nice contrast to measuring the rain. When the sun is out, place light sensitive paper on the ground. Have the children add natural items they can find outside such as leaves, twigs, acorns, etc.) on the paper and expose it to the sunlight for a couple of hours. Bring in the paper after placing the items back outside. The image of the object should be showing like a shadow on the paper.

Guiding Questions:

- What happens when rain falls to the ground?
- How can you measure the rainfall?
- What is a prediction?

- Why does the object leave a shadow on the paper?
- If it is cloudy and rains, can the you make sun prints? Why not?

<p>Unit 5 Week 1</p>	<p>Small Groups: Reflective/ Non-Reflective Materials</p> <p>Lower Level Technology Supplement</p>	<p>ISTE-S 1c 3d</p>	<p>Standards M.G.PS.1 M.MD.PS.1-2 M.MD.PS.8 -9</p>
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Technology Concepts

- Students use technology to seek feedback that informs and improves their practice and demonstrates their learning in a variety of ways
- Children build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions

<p><i>Materials:</i></p> <ul style="list-style-type: none"> ● Laptop ● Digital Microscope ● Reflective/Non-Reflective Materials 	<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> ● Use vocabulary from original lesson ● Digital Microscope ● Examine ● Observe ● Compare/Contrast
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Preparation:

Laptop with Digital Microscope

Reflective/Non-Reflective Materials

Extension - writing materials to write down observations

Procedure:

Children examine the materials using the digital microscope

Extension - write down observations in a journal

<p>Unit 5 Week 1</p>	<p>Woodland/Swamp Research: Library & Listening</p> <p>Higher Level Technology Supplement</p>	<p>ISTE-S 1a; 2b; 3 a & b</p>	<p>Standards: ATL.IC.PS.1-5 ELA.W.TTP.PS.2 ELA.W.R.PS.1-2 ELA.IT.D.PS.1-3 ELA.IT.S.PS.1-3 ELA.IT.I.PS.1 -2</p>
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[book covers that represents the book(s) the lesson touches upon]

Technology Concepts

- Students develop strategies leveraging technology to improve learning outcomes
- Students engage in positive, safe, legal, and ethical behavior when using technology
- Students plan and employ effective research strategies to locate information
- Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data or other resources

<p>Materials:</p> <ul style="list-style-type: none"> ● Tablet 	<p>Vocabulary:</p> <ul style="list-style-type: none"> ● Use vocabulary from original lesson ● Use language that focuses on digital citizenship and being safe and ethical behavior ● How can we tell these apps and websites are trustworthy?
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Preparation:

Have apps and websites prepared for research (some suggestions)

- Epic! Books
- Google Expeditions
- National Geographic for Kids
- National Audubon Society

Procedure:

Children explore Woodlands and Swamps using internet-based resources.