

Full Day Schedule

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

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

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

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

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

	Lessons plans	
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# Printing With Objects



Art  
Studio

## Standards:

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



### Material:

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

### Vocabulary:

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

**Preparation:** Set up materials.

### Intro to Centers:

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

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

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

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

*Show illustrations. Children respond.*

*Children respond.*

*Show images. Children respond.*

*Show materials. Model.*

### During Centers:

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

**Guiding Questions during Centers:**

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

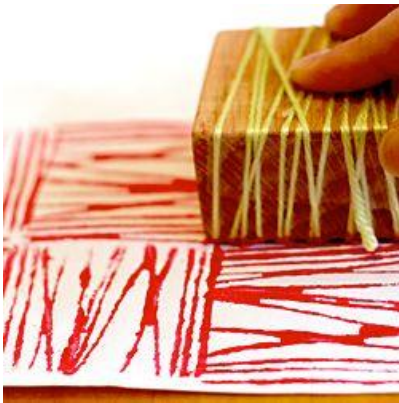
**Thinking & Feedback:** Invite children to share their processes. Encourage children to describe any challenges they encountered.

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

**Provocation:**

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

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





Unit 1



Week 1

## Paintings inspired by Cry Baby

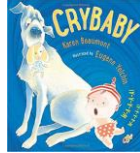
Art Studio



Standards:

ATL.IC.PS.1

ATL.IC.PS.2



### Materials:

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

### Vocabulary:

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

### Preparation:

Set up materials.

### Intro to Centers:

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

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

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

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

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

*Children respond.*

*Show illustration.*

*Show illustrations.*

*Children respond.*

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

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

*Show materials as labeling them.*

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

*Model different brush strokes while labeling actions.*

***During Centers:***

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

***Guiding Questions during Centers:***

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

***Thinking and Feedback:***

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

***Documentation:***

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

***Provocation:***

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

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



## Paper Collages



Art  
Studio

### Standards:

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

### Materials:

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

### Vocabulary:

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

**Preparation:** Set up materials.

### Intro to Centers:

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

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

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

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

*Show illustrations.  
Children respond.*

*Show images. Children respond.*

*Children respond.*

*Show materials. Model.*

### **During Centers:**

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

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

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

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

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

### **Provocation:**

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

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

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







# Building Block Towers



Blocks

**Standards:**

 ATL.IC.PS.1 -  
 ATL.IC.PS.6


### Materials:

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

### Vocabulary:

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

**Preparation:** Set up materials.

### Intro to Centers:

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

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

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

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

*Show illustration.*  
*Children respond.*

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

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

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

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

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

*Model. Show illustration.*

*Children respond.*

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

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

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

Encourage children to draw and label pictures of the towers.

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

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

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

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

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

### ***Provocation:***

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

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

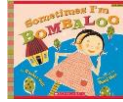
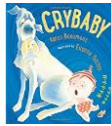


# Building Homes



Blocks

**Standards:**

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

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

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

**Week 2: Add:**

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

**Vocabulary:**

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

**Preparation:** Set up materials.

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

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

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

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

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

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

*Show illustrations.*

*Children respond.*

*Show illustration.*

*Show materials. Model building.*



**Week 2:**

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

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

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

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

*Show illustrations.*

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

*Show illustration.*

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

**Guiding Questions during Centers:**

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

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

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

**Provocation:**

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

# PETER'S CHAIR





Portland Observatory



Eastern Promenade Portland



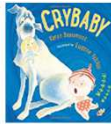
Portland Head Light



Church in Augusta



# Water Transfer



## Materials:

### Week 1:

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

### Week 2:

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

## Vocabulary:

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

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

## Intro to Centers:

### Week 1:

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

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

Or

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

*Show materials. Model.*

*Show materials. Model.*

**Week 2:**

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

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

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

*Show materials. Model.*

***During Centers:***

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

***Guiding Questions during Centers:***

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

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

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

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





## Caring For Babies

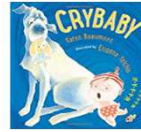
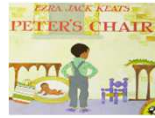


Dramatization

### Standards:

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

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



### Materials:

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

### Vocabulary:

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

**Preparation:** Set up materials.

### Intro to Centers:

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

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

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

"Why can't babies care for themselves?"

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

*Show illustrations. Children respond.*

*Show illustrations. Children respond.*

*Show illustrations. Model 'whisper.'*

*Children respond.*

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

**During Centers:**

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

**Guiding Questions during Centers:**

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

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

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

**Provocation:**

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



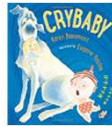


## Let's Find Out About It: Caring for Babies

**Standards:**

CA.DE.PS.1 - 3

CA.DP.PS.1 - 2


**Materials:**

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

**Vocabulary:**

- uncomfortable
- care
- soothe
- safe

**Preparation:** Set up materials.

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

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

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

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

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

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

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

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

*Show illustrations.*

*Show images.  
Children respond.*

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

*Show baby spoons, fabric blocks, etc.*

*Show spoons, LEGOs, etc.*

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

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

## LFOAI: Care That Babies Need



Burping



Changing Diapers



# Nursing/Feeding



## Comforting/Cuddling







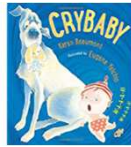
## Books About Caring for Babies



Library &amp; Listening

### Standards:

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



### Materials:

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

### Vocabulary:

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

### Preparation:

Set up materials..

### Intro to Centers:

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

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

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

*Show illustrations. Children respond.*

*Show books. Children respond.*

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



## Writing My Name and Family Names



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



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

Family members have names for each other.

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

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

### **Materials:**

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

### **Vocabulary:**

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

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

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

### **Intro to Centers:**

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

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

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

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

*Show illustrations.*

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

*Children respond.*

*Show materials.*



**During Centers:**

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

**Guiding Questions during Centers:**

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

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

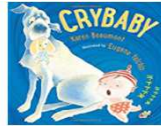
**Documentation:** Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

**Provocation:**

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



# Exploring Letters



## Materials:

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

## Vocabulary:

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

## Preparation:

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

## Intro to Centers:

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

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

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

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

*Show front cover, pointing to the title.  
Children respond.*

*Children respond.*

*Children respond.*

*Model.*

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

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

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

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

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

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


### ***Provocation:***

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







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

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

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

What else do babies do?

Okay babies- let's head to bed!

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

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

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

*When repeated, ask for 1, then 2, then 3 and more "babies" to do the actions until everyone is included. Or include all the children each time, if that works better for the group.*

*Repeat as many times as the children want and time permits. Substitute movements that the children suggest.*

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

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

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

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

***Provocation:***

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

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



Unit 1

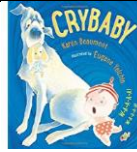


Week 1

## *Crybaby Read Aloud*

**Standards:**

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



**Materials:**

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

**Vocabulary:**

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

**Preparation:**

Set up materials.

**First Read:**

Children will:

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

Teachers will:

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

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

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

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

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

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

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

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

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

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

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

"Grandpa tried to burp the baby..."

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

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

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

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

*State the story problem*

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

*Page 3: Point to dog.*

*Page 6: point to Father.*

*Page 10: Pretend to tickle.*

*Point to the diaper and pinch your nose.*

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

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

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

*Page 18: Model rocking back and forth.*

*Page 20: Point to Roy.*

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

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

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

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

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

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

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

### *Comprehension Aside*

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

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

*Page 23: Point to the dog.*

*Comprehension aside*

*Page 24: Point to the woolly sheep.*

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

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

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

**Discussion Questions(s):**

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

**Second Read**

Children will:

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

Teacher will:

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

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

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

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

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

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

*Page 6*

*Page 8*

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

*Page 13 and 14*

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

*Page 21-22*

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

*Page 23*

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

*Page 24 and 25*

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

*Page 26*

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

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

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

***Third Read:***

Children will:

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

Teacher will:

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

“We have read this book twice and today we are going to talk about and tell the story together.”  
We’ll do motions for each time someone tries to help and when Baby cries.”

*Underline and read the title*

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

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

“We remember what happened here...

*Begin reconstruction by reading pages 2-4 to the children.*

What’s happening here?

*Pages 5 and 6*

*As students tell what Father and Mother do, make the following motions: pump arms for “Rush, rush!” “finger to lips for “Hush, hush!”*

“We remember what happens here with Roy!”

*Pages 7-22*

*Page 24-28*

*Read these pages slowly to keep the flow of the*

	story.
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**Discussion Questions(s):**

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

**Fourth Read:**

Children will:

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

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

**Discussion Questions(s):**

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

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



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

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

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

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

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

**Direct:**

letter ID  
vocabulary exposure

**Indirect:**

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

**Suggested Transition Activity**  
**Fourth Reading of Crybaby**

**Literacy/Language Skills Supported**

Tell children that you are going to dismiss them today by naming clothing items.  
"If you are wearing long sleeves like mother and father (point to), you may...."  
"If you are wearing short sleeves like sister (point to), you may..."  
"If you are wearing anything with pockets, like this neighbor (point to), you may..... "

As children respond, name items and repeat names of features designated (e.g., "Yes, Amina, your shirt has long sleeves.").

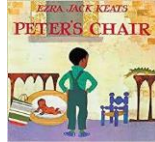
**Direct**

-vocabulary support (clothing feature names; clothing item names)  
-category names (clothing)

**Indirect**

-exposure to other vocabulary through teacher use (e.g., dismiss, today, wearing)  
-repeated exposure to well-formed sentences

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

**First Read:**

Children will:

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

Teachers will:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Introduce the main characters*

*State the story problem.*

*Page 2: model stretching*

*Point at Peter’s face.*

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

*Page 8: point to high chair*

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

*Page 14*

*Page 22*

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

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

*Page 24*

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

*Page 27*

**Discussion Question(s):**

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

**Second Read**

Children will:

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

Teacher will:

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

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

*Hold up the book, show the cover.*

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

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

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

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

*Page 1*

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

*Page 4*

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

*Page 5*

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

*Page 7*

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

*Page 13*

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

*Page 18*

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

*Page 21*

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

*Page 22*

**Discussion Question(s):**

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

**Third Read:**

Children will:

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

Teacher will:

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

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

*Hold up the book and show the cover*

*Underline and read the title*

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

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

*Page 1 Read the page*

*Pages 3 - 4*

*Pages 5 – 6*

*Pages 7 – 8*

*Pages 9 – 10 Ask before turning the page*

“What is happening here?”

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

“We remember.....”

“What is Peter thinking?”

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

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

**Fourth Read:**

Children will:

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

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



**Story Transitions:**

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

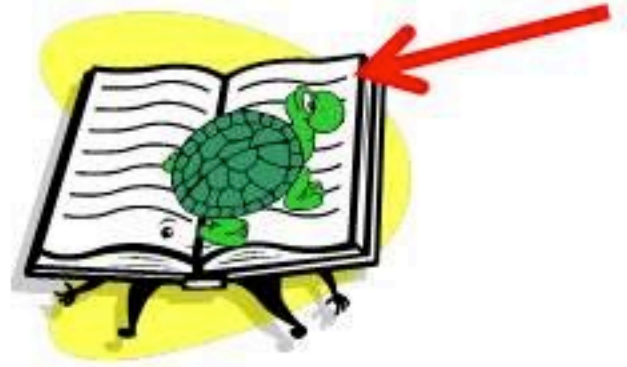
<b>Suggested Transition Activity</b> <b>Second Reading of Peter’s Chair</b>	<b>Literacy/Language Skills Supported</b>
<p>See instructional guidance above for p. 21. This transition is identical in approach. It differs in the specific content (words/ storybook link).</p> <p>Say: “Today, I’m going to dismiss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

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

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

# We Take Care of Our Books!

Turn the pages gently from the corner.



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



Do not throw books or hit with books.



Return the book to the correct place.

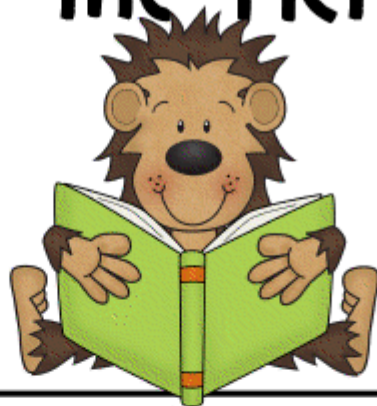


Love your books as if they were your babies.



# 3 ways to read a book

READ the PICTURES



READ the WORDS



RETELL the STORY



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

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

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

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

Remind children of the clean-up routine.

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

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

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

### **Documentation:**

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

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

### **Provocation:**

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

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

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

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

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

**Procedure:**

Suggested ways to introduce math center to children:



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

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

As Small Group ends:

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

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

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

#### **Documentation:**

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

#### **Provocation:**

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



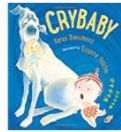
## Small Groups: Draw & Label Family Pictures

Medium Support

### Standards:

ELA.SL.CC.PS.3

ELA.SL.PKI.PS.3



### Materials:

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

### Vocabulary:

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

**Preparation:** Set up materials.

### Procedure:

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

### Guiding Questions:

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

## Small Groups: Book Browsing Independent

### Standards:

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

### Materials:

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

### Vocabulary:

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

**Preparation:** Set up materials.

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

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

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

### Guiding Questions:

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

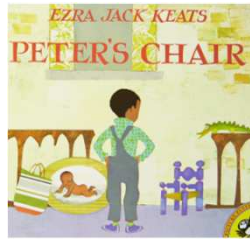
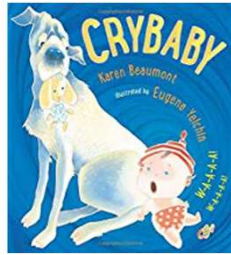


## Small Groups: Storytelling With Pictures and Words

### High Support

**Standards:**

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

**Preparation:**

Set up materials.

**Materials:**

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

**Vocabulary:**

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

**Procedure:**

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

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

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

**Guiding Questions:**

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



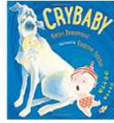
## Small Groups: Letter Matching

### Medium Support

**Standards:**

ELA.SL.CC.PS.3

ELA.SL.PKI.PS.3


**Materials:**

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

**Vocabulary:**

- letter
- match
- same
- different

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

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

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

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

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





## Songs, Word Play, and Letters

### Day 1:

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

### If You're Happy

Procedure:

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

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

Procedure:

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

### Stand Up Poem:

Procedure:

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

### Five Green and Speckled Frogs

Procedure:

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

**Day 2:**

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

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

Procedure:

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

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

Procedure:

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

them.

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

### **Eentsy, Weensy Spider**

Procedure:

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

### **Down By the Bay**

Procedure:

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

### **Diddle, Diddle Dumpling**

Procedure:

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

### **Day 3:**

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

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

Procedure:

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

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



Procedure:

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

***Over in the Meadow:***

Procedure:

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

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

Procedure:

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

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

Procedure:

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

#### **Day 4:**

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

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

Procedure:

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

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

Procedure:

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

#### **I’m a Little Teapot:**

Procedure:

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

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

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

Procedure:

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

**Stand Up:**

Procedure:

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

**If You’re Happy:**

Procedure

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

**Day 5:**

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

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

Procedure:

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

- As you remove frogs, count them.

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

Procedure:

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

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

Procedure:

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

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

Procedure:

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





## Writing My Name and Family Names



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



### Materials:

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

### Vocabulary:

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

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

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

### Intro to Centers:

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

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

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

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

*Show illustrations.*

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

*Children respond.*

*Show materials.*

***During Centers:***

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

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

***Guiding Questions during Centers:***

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

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

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

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

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

Full Day Schedule

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



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

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

Part Day Schedule

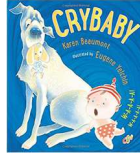
Unit 1 Week 2	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>Sometimes I'm Bombaloo</i> 1 <sup>st</sup> read	<i>Crybaby</i> 4 <sup>st</sup> read	<i>Peter's Chair</i> 3 <sup>nd</sup> read	<i>Sometimes I'm Bombaloo</i> 2 <sup>nd</sup> read	<i>Peter's Chair</i> 4 <sup>th</sup> Read
Centers					
Intro to Centers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

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

Outdoor Learning	Refer to Nature Extensions for Individual Lessons plans	<b>small groups: Who Lives with Me?</b> exploring animal habitats  Butterfly Metamorphosis: <i>The Very Hungry Caterpillar</i>	
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## Creating Favorite Stuffed Toys



### Materials:

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

### Vocabulary:

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

### Preparation:

Set up materials.

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

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

### Intro to Centers:

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

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

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

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

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

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

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

*Show picture of baby falling asleep.*

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

*Children respond .*

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

*Show materials.*

*Model.*

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

*Model.*

*Children respond.*

*Show materials.*

*Model.*

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

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

***Guiding Questions during Centers:***

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

***Thinking and Feedback:***

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

***Documentation:***

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

***Provocation:***

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

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

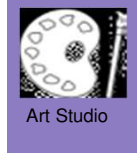
Invite children to bring a picture or their special toy to school to show where their inspiration came from for their design.

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

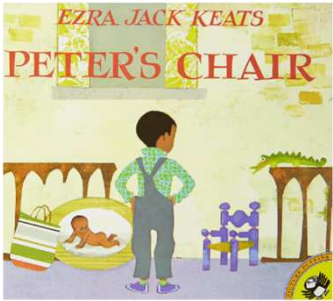




# Paint Mixing



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



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

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

**Preparation:** Set up materials.

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

*Show illustrations.*

*Show materials.*

*Children respond.*  
*Model.*

*Children respond.*

*Model.*

***During Centers:***

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

***Guiding Questions during Centers:***

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

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

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

***Provocation:***

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

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

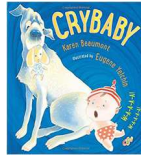
## Slide 2

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



## Blowing and Printing with Bubbles



### Materials:

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

### Vocabulary:

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

### Preparation:

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

### Intro to Centers:

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

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

“Have any of you used bubbles before?”

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

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

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

*Point out bubbles all around family members.*

*Children respond*

*Label colors of bubble solution available.*

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

*Model.*

***During Centers:***

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

***Guiding Questions during Centers:***

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

***Thinking and Feedback:***

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

***Documentation:***

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

***Provocation:***

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

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

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

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

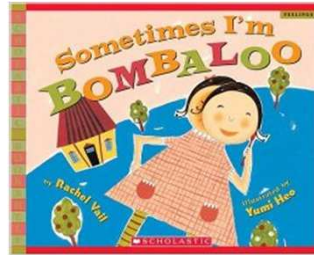
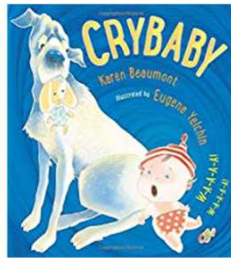




## Playing with Family Figures



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



### Materials:

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

### Vocabulary:

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

### Preparation:

Set up materials.

### Intro to Centers:

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

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

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

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

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

*Show illustrations.*

*Show illustrations.*

*Show illustrations.*  
*Children respond.*

*Children respond.*

*Show materials.*

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

*Show images of homes.  
Children respond.*

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

*Children respond.*

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

*Show sample of children’s plans.*

***During Centers:***

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

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

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

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

***Guiding Questions during Centers:***

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

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

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

***Provocation:***

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

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

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





## Painting Furniture

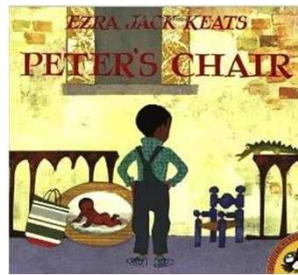


Dramatization

### Standards:

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

ELA.SL.PKI.PS.3



### Materials:

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

### Vocabulary:

- furniture
- crib
- high chair
- cradle

**Preparation:** Set up materials.

### Intro to Centers:

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

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

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

*Show illustrations.*  
*Children respond.*

*Show illustrations.*  
*Children respond.*

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

### During Centers:

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

### Guiding Questions during Centers:

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

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

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

**Provocation:**

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



















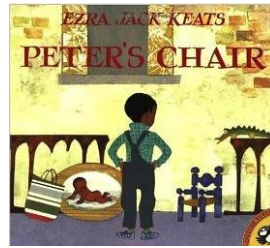
## Let's Find Out About It: Baby Furniture

### Standards:

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

ELA.SL.CC.PS.2 - 3

ELA.SL.PKI.PS.1 - 3



### Materials:

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

### Vocabulary:

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

**Preparation:** Set up materials.

### Let's Find Out About It:

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

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

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

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

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

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

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

*Show illustrations.*

*Show images.  
Children respond.*

*Children respond.*

*Children respond.*

*Children respond.*



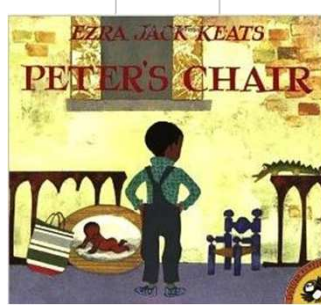
## Let's Find Out About It: Hardware Store

### Standards:

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

ELA.SL.CC.PS.2 - 3

ELA.SL.PKI.PS.1 - 3



### Materials:

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

### Vocabulary:

- tools
- supplies
- clerk
- customer
- hardware

**Preparation:** Set up materials.

### Let's Find Out About It:

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

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

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

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

*Show illustration.*

*Show images.  
Children respond.*

*Show tools.*

*Show images.*

### Using this as a Provocation:

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

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

Unit 1

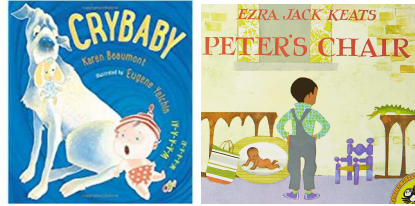


Week 2

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

### Standards:

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



### Materials:

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

### Vocabulary:

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

### Preparation:

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

Flag pages in both books with illustrations of the dogs.

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

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

Print/prepare animal Photos.

### Let's Find Out About It:

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

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

*Show covers of books.*

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

*Children respond.*

*Restate/extend similarities and differences*

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

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

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

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

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

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

*children had noticed.*

*Show illustrations of each dog.*

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

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

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

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

*Children respond.*

***Provocation:***

Add pets to Dramatization.

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

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



**cradle**



**crib**



**high chair**



**swing**



**changing table**



**bouncy chair**



**playpen**



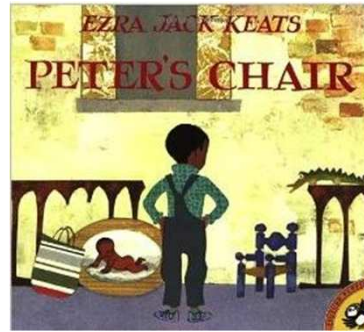
## Paint Chip Matching



Puzzles &  
Manipulatives

### Standards:

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



### Materials:

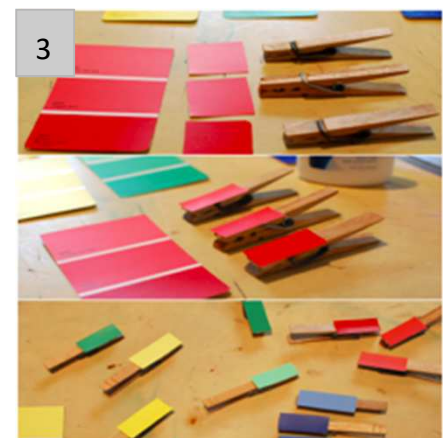
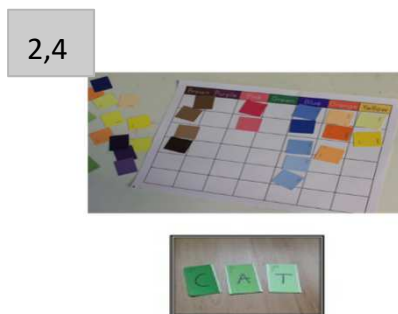
- *Peter's Chair*
- paint chip samples
- clothespins
- Velcro
- tag or poster board

### Vocabulary:

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

### Preparation:

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





**Intro to Centers:**

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

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

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

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

*Show children’s work. Children respond.*

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

**During Centers:**

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

**Guiding Questions during Centers:**

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


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

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

**Provocation:**

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

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

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

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

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

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

### **Procedure:**

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

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

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

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

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

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

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

Use the phrase "All together" as you count.

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

Remind children of the clean-up routine.

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

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

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

### **Documentation:**

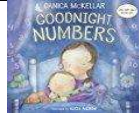
Take photographs of the family groups/house pictures with child in the picture.

**Provocation:**

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

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

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

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

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

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

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

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

*Read the story from start to finish.*

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

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

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

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

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

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

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

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

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


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

***Provocation:***

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

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

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

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

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

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

**Procedure:**

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

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



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

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

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

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

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

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

### **Documentation:**

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

### **Provocation:**

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



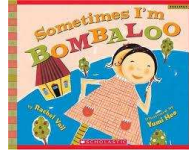
## *Sometimes I'm Bombaloo* Read Aloud

**Standards:**

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

ELA.SL.CC.PS.2

ELA.SL.CC.PS.3

**Materials:**

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

**Vocabulary:**

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

**Preparation:** Set up materials.

**First Read:**

Children will:

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

Teachers will:

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

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

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

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

*Page 27 act out*

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

*Page 29*

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

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

### **Second Read**

Children will:

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

Teacher will:

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

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

*Hold up the book, show cover.*

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

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

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

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

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

*Page 8*

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

*Page 9*

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

*Page 12*

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

*Page 16*

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

*Page 18*

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

*Pages 19 & 20*

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

*Page 22*

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

*Page 28*

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

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

**Third Read:**

Children will:

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

Teacher will:

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

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

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

**Discussion Questions(s):**

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

**Fourth Read:**

Children will:

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

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

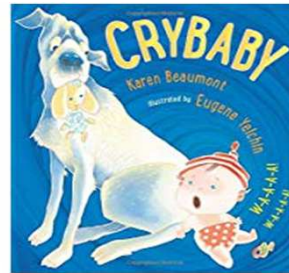
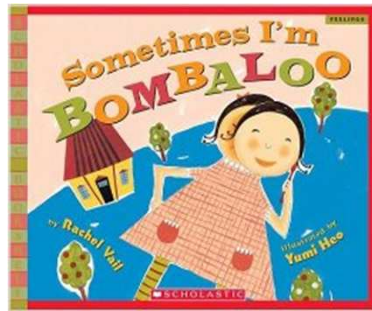


## Small Groups: Drawing Emotions High Support

**Standards:**

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

ELA.SL.PKI.PS.3

**Materials:**

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

**Vocabulary:**

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

**Preparation:**

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

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

**Procedure:**

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

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

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

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

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

**Guiding Questions:**

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





## Small Groups: Name Matching

### Medium Support

All unit texts

#### Materials:

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

#### Vocabulary:

- name
- match
- same
- different

#### Preparation:

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

Mix up names and put on trays.

#### Procedure:

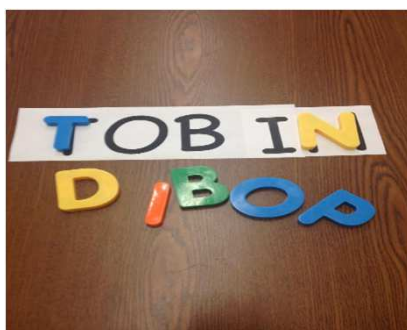
Model activity, i.e., "I'm going to find two **names** that **match**. These two cards say, 'Matthew,' so they **match**, I'll put them to the side."

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

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

#### Guiding Questions

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



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

Jake

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Small Groups U1 Name Matching Template

Fill in names and print twice


Small Groups U1 Name Matching Template

Fill in names and print twice


Small Groups U1 Name Matching Template

Fill in names and print twice




**sad**



**happy**



**angry**



**surprised**



**shy**



**excited**





**Frightened**



**silly**



## Songs, Word Play, and Letters

### Day 1:

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

### Bingo:

Procedure:

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

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

Procedure:

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

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

#### **Procedure:**

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

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

#### **Procedure:**

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

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

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

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

#### **Procedure:**

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

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

Procedure:

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

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

Procedure:

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

### **Hands:**

Procedure:

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

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

Procedure:

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

### **Day 3:**

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

### **BINGO:**

Procedure:

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

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

Procedure:

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

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

Procedure:

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

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

### **Stand Up:**

#### Procedure:

- Say, “*We are going to recite the poem “Stand Up,” next so we all need to stand.*” Recite the poem slowly enough so children can follow along as you model the motions.
- Show children the poetry poster and talk about the illustrations, referring to lines of text, as appropriate. Then, recite the poem and motions a second time, without pointing to the text.
- Then say, for example, *In this poem we moved different parts of our body. Next, we are going to recite another poem and do different things with just our hands.*
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### **Day 4:**

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

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

#### Procedure:

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

### **Five little Ducks:**

#### Procedure:

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

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

#### Procedure:

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

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

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

Procedure:

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

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

Procedure:

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

### **Day 5:**

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

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

Procedure:

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

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

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

Procedure:

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

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

Procedure:

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

### **Ten Little Fingers:**

Procedure:

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

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

Procedure:

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



- Recite the poem again with children

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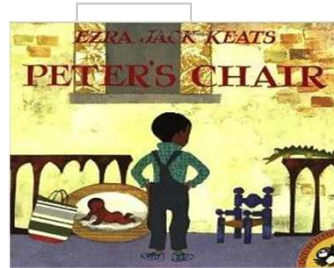
## Making Names



Writing &  
Drawing

### Standards:

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



### Materials:

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

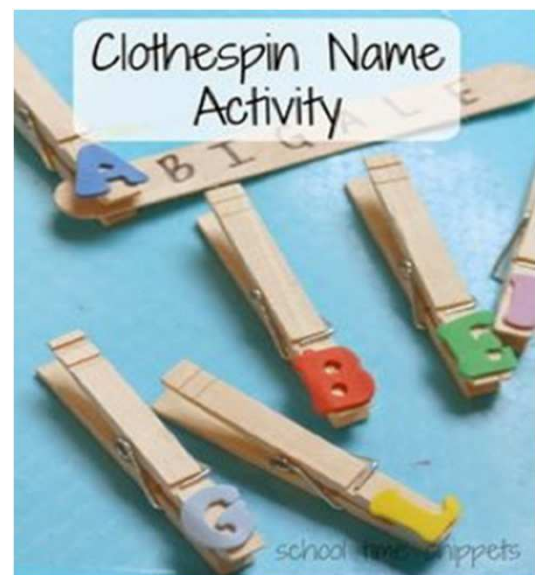
### Vocabulary:

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

### Preparation:

Set up materials.

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



### **Intro to Centers:**

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

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

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

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

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

*Show illustrations.*

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

*Show children’s work. Children respond.*

*Show materials.*

*Model.*

### **During Centers:**

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

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

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

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

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

### **Provocation:**

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