

Full Day Schedule

Unit 1 Week 3	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>Corduroy</i> 1 st read	<i>Sometimes I'm Bombaloo</i> 3 rd read	<i>Corduroy</i> 2 nd read	<i>Sometimes I'm Bombaloo</i> 4 th read	<i>Corduroy</i> 3 rd Read
Centers					
Intro to Centers	Watercolor Paintings Painting to Music	Birth Announcements Sign Making	Piggy Banks Transporting Babies	Reading Aloud to Dollies/Animals	
Art Studio	Watercolor Paintings	continue	Piggy Banks	continue	continue
Easel	Painting to Music	continue	continue	continue	continue
Writing and Drawing		Birth Announcements	continue	continue	continue
Library & Listening	Reading Aloud to Dollies/Animals	continue	continue	Books about Caring for Babies	continue
Dramatization	Painting Furniture	continue	Transporting Babies	continue	continue
Blocks	Playing with Family Figures	Sign Making	continue	continue	continue

Discovery Table	Water Wheels	continue	continue	continue	continue
Puzzles & Manipulatives	Paint Chip Matching	continue	continue	Fabric Swatches	continue
Technology	LFOAI: Educreations app making signs	Blocks & Writing: Educreations app making signs	continue	continue	continue
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard directions				
Whole Group Lessons	LFOAI: Signs	Math: Help Corduroy Find His Button	LFOAI: Fasteners	Problem Story (class discusses issues impacting classroom community) or Social Emotional Curriculum	LFOAI: Masks

Small Groups	<p>Group 1 Literacy Medium Support: Name Matching</p> <p>Group 2 Math Med/High Support: Who Lives with Me?</p> <p>Group 3 Independent Book Browsing or Activity of Choice</p>	<p>Group 1 Literacy (choose 1) Medium Support: Pen & Watercolor Outdoor Illustration</p> <p>Medium Support: Exploring Fasteners</p> <p>Group 2 Math Medium Support: Stuffed Animal Families</p> <p>Medium Support: Bears, Dots, and Blocks</p> <p>Group 3 Independent Sand Tray Writing</p>
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Outdoor Learning	Refer to Nature Extensions for Individual Lessons plans	Small Group: Exploring fasteners-finding burdocks outside Go for a hike where there are different trees
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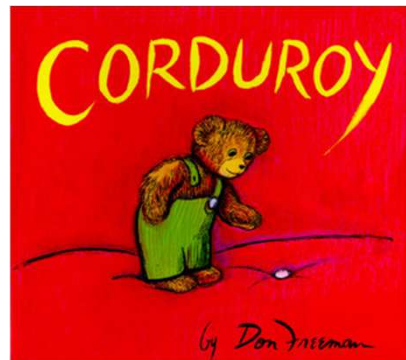
Part Day Schedule

Unit 1 Week 3	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>Corduroy</i> 1 st read	<i>Sometimes I'm Bombaloo</i> 3rd read	<i>Corduroy</i> 2 nd read	<i>Sometimes I'm Bombaloo</i> 4 th read	<i>Corduroy</i> 3rd Read
Centers					
Intro to Centers	Watercolor Paintings Painting to Music	Birth Announcements Sign Making	Piggy Banks Transporting Babies	Fabric Swatches Water Wheels	Intro Centers of Choice
Art Studio	Watercolor Paintings	continue	Piggy Banks	continue	continue
Easel	Painting to Music	continue	continue	continue	continue
Writing and Drawing		Birth Announcements	continue	continue	continue
Library & Listening	Reading Aloud to Dollies/Animals	continue	continue	Books about Caring for Babies	continue
Dramatization	Painting Furniture	continue	Transporting Babies	continue	continue
Blocks	Playing with Family Figures	Sign Making	continue	continue	continue

Discovery Table	Water Wheels	continue	continue	continue	continue
Puzzles & Manipulatives	Paint Chip Matching			Fabric Swatches	
Technology	LFOAI: Educreations app-making signs	Blocks & Writing: Educreations making signs			
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard directions				
Let's Find Out About It Problem Stories	LFOAI: Signs	LFOAI: Fasteners	Problem Story (class discusses issues impacting classroom community) Or Social Emotional Curriculum of Choice	LFOAI: Masks	Problem Story (class discusses issues impacting classroom community) Or Social Emotional Curriculum of Choice
Math Whole Group Small Groups Story Telling/Acting	Math Whole Group Help Corduroy find His Button	Group1 Literacy (choose 1) Medium Support: Pen & Watercolor Outdoor Illustration Medium Support: Exploring Fasteners Group 2 Math (choose 1) Medium Support: Stuffed Animal Families Medium Support: Bears, Dots and Blocks Group 3 Independent Sand Tray Writing			Story Telling/Acting (refer to Storytelling/Story Acting Guide)
Outdoor Learning	Refer to Nature Extensions for Individual Lessons plans	small group: Exploring fasteners-finding burdocks outside Go for a hike where there are different trees			



Piggy Banks



Materials:

- Corduroy
- sample piggy banks or images of piggy banks (see Resources)
- pretend coins
- writing utensils
- cube shaped tissue boxes
- colored tissue paper
- construction paper
- glue and water mixture
- small containers to hold mixture
- small paintbrushes
- googly eyes, buttons, or bottle caps for eyes and nose
- adhesives

Vocabulary:

- piggy bank
- slot: a long, thin opening
- remove: move or take something away
- save: keep something
- money
- coins

Preparation: Make glue mixture: 3 parts glue to 1 part cool water mixed thoroughly together.

Set up materials. Designate an area for boxes to dry.

On the following day, set up a separate table for children to add construction paper, eyes, ears, and pipe cleaner tails to their dried piggy banks.

Once children have completed their banks, cut a small flap at the bottom and re-seal with masking tape. This will be the “door” children will open to empty the bank.

Into to Centers:

“In *Corduroy*, Lisa really wanted to buy Corduroy and take him home. She went back to the store the next day and used the **money** that she had **saved**--kept--in her **piggy bank** to buy him.”

Show illustrations.

“The book doesn’t show us what Lisa’s **piggy bank** looked like. Here is a **piggy bank**. What do you notice?”

“How does it sound when I put a **coin** in the **slot**--the opening--in the top of the **piggy bank**?”

“I could keep adding **coins** and **save** them until the **piggy bank** was full.

“How could I get the **money** out of the **piggy bank**?”

“Today at the Art Table you can make your own **piggy bank** using these materials.”

“When you finish covering your box, let it dry. Tomorrow, you can add eyes, ears, and a tail to your **piggy bank**.”

*Show piggy bank.
Children respond.*

*Model.
Children respond.*

*Children respond.
Model taking coin out of piggy bank.*

*Show materials.
Model process for the first day.*

During Centers:

Talk about how the tissue paper changes as it is applied to the box (the paper colors “bleed” together as the paper gets wetter). Support children in using the ‘right amount’ of glue so that the tissue paper sticks, but the box doesn’t become too soggy.

Allow children to create other kinds of animal banks besides piggy banks.

Encourage children to consider why a pig is a good shape for a bank, i.e., a pig shape can hold more money.

Encourage children to create pretend money in Writing & Drawing.

Guiding Questions during Centers:

- Lisa bought Corduroy with money she saved. If you saved money, what would you buy?
- How can you tell if your piggy bank is full (you can shake it and hear the money inside)?
- How are coins similar to or different from paper money/ cards?
- What shapes are you using to make your piggy bank? How do you know you’re using a (triangle, circle, square, etc.)?

Thinking & Feedback: Because this project has two steps, have children talk about where they are in the process and their plans for continuing their work.

Documentation: Take photographs of children of children’s processes.

Provocation:

Encourage children to consider saving money for things other than toys, i.e. fundraising for a good cause (something that the classroom/ school/ community needs).

For children who are ready, support them in exploring part-whole relationships, i.e. four quarters equal one dollar, etc.



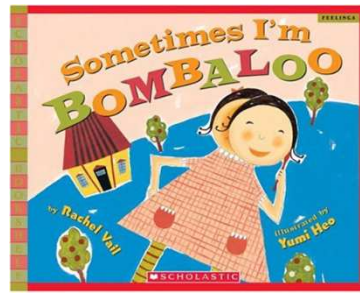
Watercolor Paintings



Standards:

CA.MD.PS.1

CA.VA.PS.1 - 5



Materials:

- *Sometimes I'm Bombaloo*
- *Crybaby*
- painting with watercolors visual (see Resources)
- watercolor paints
- paper
- brushes
- containers for water
- paper towels or clean rags
- cotton balls
- small sponges

Vocabulary:

- watercolors
- paintbrush
- dab
- rinse
- illustration

Preparation: Set up materials.

Intro to Centers:

"The illustrators of *Sometimes I'm Bombaloo* and *Crybaby* used **watercolor** paints to create the **illustrations**."

"What is similar and/or different about the **illustrations**?"

"Today, in the Art Studio, you can create **watercolor** paintings like the illustrators did. I will follow the visual called "How to Paint with Watercolors".

"What could you do to clean the **paintbrush** if you want to paint with a new color?"

"If you wanted to paint with a color that is not here in the **watercolors**, what could you do?"

Show illustrations.

Children respond.

*Model following the visual, defining **dab**.*

Children respond.

*Model **rinsing** the paintbrush*

Children respond. Guide children to understand that they could mix the colors to create a new color, as they did in Color Mixing lesson.

During Centers:

Notice if children are using the step-by-step instructions. Encourage children to collaborate on their paintings. Invite them to tell you about their painting and write down their words. Ask children if their painting describes a story they would like to tell.

Guiding Questions during Centers:

- What happens when you add more/less water to your paint?
- How is painting with watercolors similar to or different from painting with tempera paint?
How did you create this color?

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

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

Provocation:

Encourage children to use watercolors on their family pictures from Small Group *Draw and Label Family Pictures*.

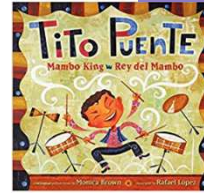
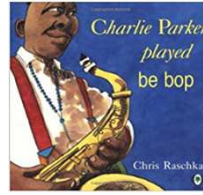
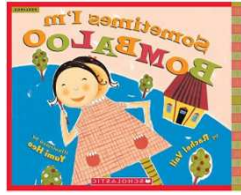
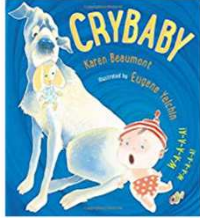


Painting to Music



Art Studio

Standards:
CA.MD.PS.1
CA.VA.PS.1 - 5



Materials:

- *Crybaby*
- *Sometimes I'm Bombaloo*
- *Tito Puente, Mambo King*
- *Charlie Parker Played Be Bop*
- paper
- paint brushes of different sizes
- tempera paint
- paint created by children in *Paint Mixing*
- sponges
- cotton balls
- CD player or computer with variety of music
- headphones

Vocabulary:

- express
- music (-ian)
- emotions: joyful, excited, upset, etc.
- artist: a person who makes art

Preparation: Set up materials.

Intro to Centers:

"In *Crybaby*, Baby's family played **music** to soothe him. What do you notice?"

"Let's listen to some **music** with our eyes closed. What **emotions**--like happy, sad, excited, or angry--do you feel when you hear the music? Why?"

"**Musicians** like Tito Puente and Charlie Parker used **music** to **express emotions**. Here are other **artists'** work that **express emotions** in paintings. What do you notice?"

"Today in the Art Studio, you can create paintings while listening to **music** for inspiration."

Show illustrations.
Children respond.

Play music.
Children respond.

Show images.
Children respond.

During Centers:

Encourage children to paint to a variety of music, with all children listening to the same music, or using headphones for children to listen individually. Allow children to move/dance to the rhythm of the music as they paint. Refer to *Sometimes I'm Bombaloo* and discuss how the illustrator used color to express Katie Honors' feelings. Discuss how the illustrations in *Tito Puente, Mambo King* and *Charlie Parker Played Be Bop* are similar to or different from the music they played. Play music in other centers as inspiration. Encourage children to notice rhythmic patterns in music. Encourage children to use instruments made in *Bottle Shakers* to accompany music.

Guiding Questions during Centers:

- What emotion(s) does your painting communicate?
- How is your painting the same as or different from your friend's?
- How is painting to music the same as or different from painting without music?
- If you wanted to express the emotion of _____, what color(s) would you use? Why?

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

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

Provocation:

Invite children to create with different materials while listening to music, i.e., creating collages while listening to music.

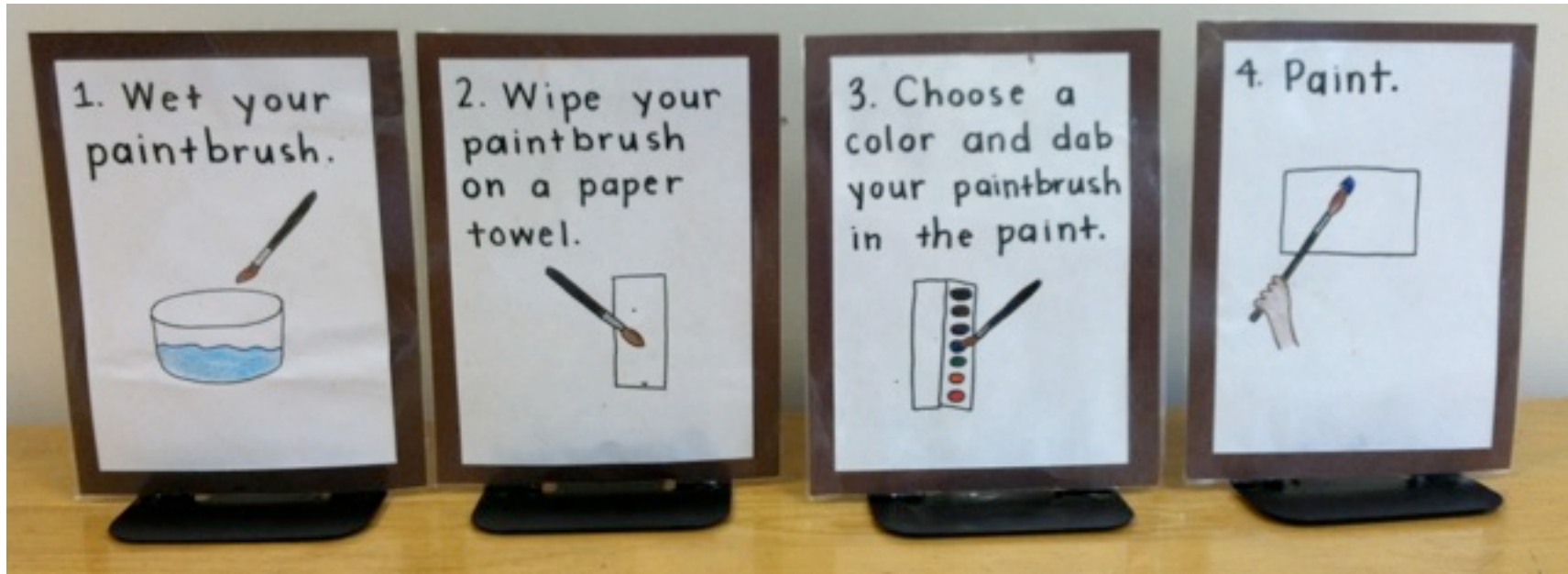
Play familiar naptime music. Display paintings created in children's rest spots.







Steps for Watercolor Painting



Piggy Banks



3 parts glue
1 part cool water
Mix thoroughly in jar or bowl until a consistency of paint.
Re-mix if ingredients separate.

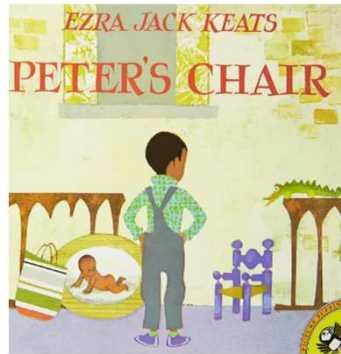




Sign Making



Standards:
 ELA.W.PDPS.1
 ELA.W.R.PS.2



Materials:

- images of signs (see Resources)
- variety of paper
- writing utensils
- scissors
- craft sticks
- Tape
- pre-cut shapes (circle, square, triangle, octagon, rectangle)
- Unit blocks
- Cars and people figures

Vocabulary:

- sign
- information: something that you know
- letter
- communicate: tell someone something

Preparation:

Set up materials.

Intro to Centers:

“We learned about birth announcements in Let’s Find Out About It. We discussed how Peter’s family might have created a birth announcement to tell people Susie was born. **Signs** are another way of **communicating**--telling--**information**. What do you notice?”

“Today in Writing and Drawing, you can make **signs** with these materials. **Signs** can be pictures, words, or both pictures and words.”

“What materials could I use to make a stop **sign**?”

“Now, I will write ‘stop.’ What **letter** does the word ‘stop’ begin with?”

“Even if I couldn’t read these **signs**, how would I know these are stop **signs**?”

*Show birth announcements.
 Show images of signs.
 Children respond.*

Show materials.

Children respond. Model.

Model. Children respond.

*Show images of stop signs.
 Children respond.*

During Centers:

Support children in using a variety of materials to create their signs. Support children in writing words or drawing pictures for their signs. Encourage children to build roads and buildings and use their signs. Encourage children to notice other signs in the classroom. Discuss the information the signs communicate. Encourage children to use their signs in other centers such as Dramatization.

Guiding Questions during Centers:

- Where else have you seen signs, i.e., around school/your neighborhood?
- How are signs helpful?
- How can a sign's shape/color/symbols communicate information?
- How is your sign similar to or different from your friend's?

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

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

Provocation: Play a silent sign game with a group of children: explain that you will not speak at all, but will instead 'talk' to them with signs. Before playing the game, create several picture signs that, when viewed in sequence, create a short sentence. Ask children if they can figure out the sentence.





THE MILL

NOW LEASING





1885
DOLLYWOOD
GRIST MILL



Water Wheels



Discovery

Standards:
S.ES.PS.2

Materials:

- 2-3 toy water wheels
- scoops, spoons, and/or ladles
- cups
- empty yogurt containers
- empty spray bottles
- smocks
- shallow trays or bins
- plastic gloves
- images of waterwheels (see Resources)
- paper

Vocabulary:

- water wheel
- faster: move quicker
- slower: not fast
- pour
- spin: turn around and around
- turn
- scoop
- fill

Preparation: Set up materials. For children with sensory issues, provide plastic gloves. Set up a smaller amount of water in an individual shallow tray or bin. Provide a spoon or ladle to pour water.

Intro to Centers:

“Today at the Discovery Table, you can explore moving water with a **water wheel**.”

“What do you think will happen if I **pour** water on the **water wheel**?”

“What did you notice?”

“How could I make the water wheel spin **faster**? **Slower**?”

Show water wheel.

*Children respond.
Model.*

Children respond.

*Children respond.
Model.*

“Today at Discovery, there are materials for **scooping** and **pouring** water onto the **water wheels** to make them **spin**.”

Show materials.

During Centers:

Encourage children to experiment with making the water wheels spin faster or slower. Show images of waterwheels and explain their uses, i.e. generating electricity, part of a larger machine, etc.

Encourage children to use water wheels to move objects in the water, i.e., a counting bear in a cup.

Guiding Questions during Centers:

- How can you pour the water to make the water wheel spin faster/ slower?
- What happens when you pour more/ less water on the water wheel?
- What do you hear when you pour the water, i.e. plop, splash, gurgle, etc.?
- What does the water feel like if you pour it on your fingers or your hand?
If you use the squirt bottle, does the wheel go faster than if you use the cup? Why?

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

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

Provocation:

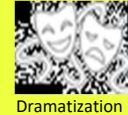
Encourage children could paint waterwheels using watercolors at the Art Studio.

Challenge children to consider work that a water wheel could do in the classroom or at home?

Read *Pancakes, Pancakes* (Eric Carle) and *The Little Red Hen* (Paul Galdone) and notice illustrations of waterwheels.



Transporting Babies

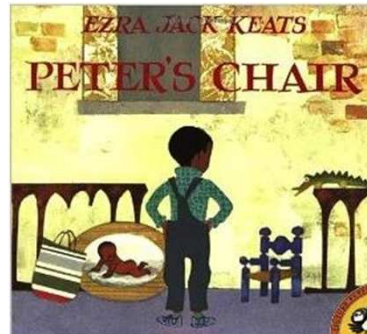
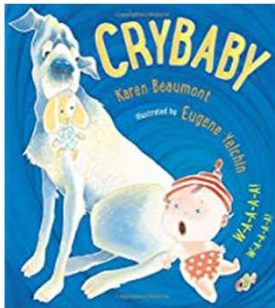


Dramatization



Blocks

Standards:
 SED.SD.BRC.PS.1
 .SED.SD.BRC.PS.4
 MELDS.CA.DE.PS.1
 - 3



Materials:

- baby dolls
- images of transporting babies(see Resources)
- *How to Swaddle a Baby* visual (see Resources)
- fabric pieces
- baby car seats, strollers, etc. (ask families to contribute)
- baskets

Vocabulary:

- swaddle: wrap tightly with a blanket
- sling
- transport: move from one place to another
- stroller: small carriage with four wheels for a baby
- car seat
- carriage
- safety: not in danger
- buckle: a metal piece for fastening a belt

Preparation: Set up materials.

Intro to Centers:

"In *Peter's Chair* and *Crybaby*, the families took care of their babies. What do you notice?"

"Here are images of other families caring for and **transporting** babies--moving them from one place to another. What do you notice?"

"Families **swaddle** babies to comfort and carry them. Since babies can't walk yet, families might use **strollers**, **carriages**, and **slings**. They **buckle** them in **car seats** to keep them **safe**. What do you notice?"

"Today in Dramatization and Blocks, you can **transport** babies with these materials. You can follow the instructions: *How to Swaddle-wrap-a Baby* if you want to carry your baby in a **sling**."

Show illustrations. Children respond.

Show images. Children respond.

Children respond.

Show materials. Model referring to visual.

During Centers:

Encourage children to collaborate, i.e., one child puts the baby in the stroller/carseat/ carriage, another child attaches the buckle(s). Discuss why the safety features on the pieces of equipment are helpful and necessary. Encourage children to transport babies to other centers/areas of the classroom, i.e., “Now that your baby is all swaddled, where might you take her/him? To the library?(Library and Listening Area)” Encourage children to consider roles and responsibilities of different family members, i.e., “Can fathers /siblings carry babies in a sling, too?”

Guiding Questions during Centers:

- How do you think a baby feels swaddled in a baby sling?
- How does the weight of a baby make it easier or difficult to transport a baby in a sling/stroller/carseat?
- Babies need help from their families. What are things that your family helps you with? Why?
- How do you help other people in your family?

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

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

Provocation:

Encourage children to draw diagrams of baby equipment (car seat, stroller, etc.). Have vocabulary picture word cards (buckle, wheels, handle, etc.) for reference when labelling their diagrams. Encourage children to build baby equipment in Blocks and/or in the Art Studio using recycled materials.

Ask families to send in photographs of children in strollers/slings/carriages. Compare and contrast to how they get around as older children, i.e., rear-facing carseats as infants vs. booster seats as preschoolers.

Compare and contrast how people carry their babies with how animals carry their babies.

Transporting Babies



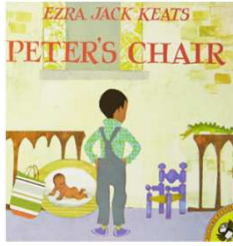






Let's Find Out About It: Signs

Standards:
SS.CG.PS.1
ELA.IT.I.PS.1



Materials:

- *Peter's Chair*
- images of signs (see Resources)
- images of signs around the school, neighborhood, and/or classroom
- samples of children's work: birth announcements

Vocabulary:

- sign
- information: something you know
- symbol
- letter(s)

Preparation: Set up materials.

Let's Find Out About It:

"When Peter's sister Susie was born, his family might have made birth announcements to tell people. You made birth announcements in Centers."

"A birth announcement gives you **information**. What do you notice?"

"Another kind of writing that gives you **information** is a **sign**."

"What do you notice?"

"Sometimes a **sign** has a picture with **words**; sometimes there is just a picture or just **words**."

"Here are **signs** from different countries. What do you notice?"

"How would you know what to do if you saw this **sign**, even if you can't read the **letters** or **symbols**?"

Show children's work

Children respond.

Show examples.

Children respond.

*Show images of stop signs.
Children respond.*

Children respond.



Native American Mask





African Masks



The Raksassa (“huge and strong” or “monster”)mask is used in the traditional “Topeng dance styles of Bali, Indonesia. The Balinese have a number of different dance styles that are used to educate, inform and entertain.







Masquerade Ball





Different kind of masks













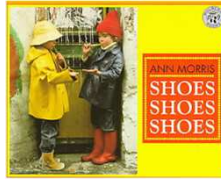
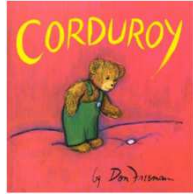


Let's Find Out About It: Fasteners

Standards:

ELA.IT.D.PS.1 - 2

ELA.IT.I.PS.1



Materials:

- Corduroy
- *Shoes, Shoes, Shoes*
- clothing/shoes with a variety of fasteners

Vocabulary:

- fastener
- shoelace
- buckle
- Velcro
- zipper

Preparation: Set up materials.

Let's Find Out About It:

"In *Corduroy*, Lisa's mother noticed that Corduroy's overall strap was **unfastened**. Lisa sewed a button on it. How was that helpful?"

"Many of you are wearing clothes with **fasteners**. What do you notice?"

"Shoes can also have **fasteners**. Why is it helpful to keep your shoes **fastened**?"

"Let's read this book. The title is *Shoes, Shoes, Shoes*, by Ann Morris."

Show illustrations.

Children respond.

Show clothing or point out examples from children's clothing, naming the fasteners and demonstrating how they work.

Children respond.

Children respond.

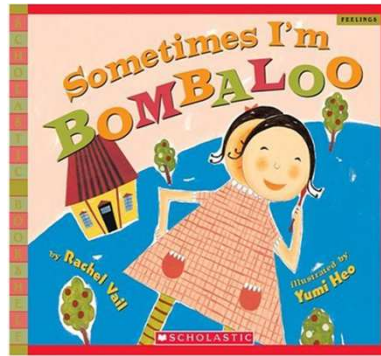
Read book, pointing out the kind of fastener on each shoe (buckle, shoelace, Velcro, etc.)



Let's Find Out About It: Masks

Standards:

SED.ED.SE.PS.3
 SED.SD.BRC.PS.10
 ATL.RPS.PS.1



Materials:

- *Sometimes I'm Bombaloo*
- masks
- images of masks (see Resources)

Vocabulary:

- mask
- disguise
- emotions
- pretend

Preparation: Set up materials.

Let's Find Out About It:

"In *Sometimes I'm Bombaloo*, Katie becomes 'Bombaloo' when she gets upset. She says her face is like a monster. She is not really a monster, but the **mask** helps her to seem like a monster. What do you notice?"

"Here are **masks**. What do you notice? What **emotion** do you think this **mask** represents?"

"A mask can represent an **emotion**, like Katie's Bombaloo **mask**. People can also wear **masks** to **disguise** themselves--**pretend** they are someone/thing else. Why would someone do that?"

"This week in the Art Studio, you can make a **mask** that represents an **emotion** or a **mask** you can use to **disguise** yourself."

*Show illustrations.
 Children respond.*

*Show images or sample masks.
 Children respond.*

Children respond.

*Show images or books about mask-making.
 Talk about the process. Talk about
 occasions where somebody might wear a
 mask.*



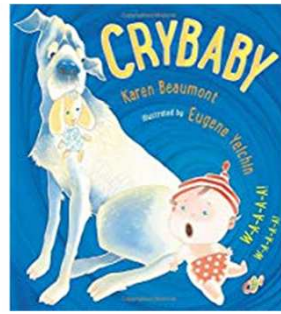
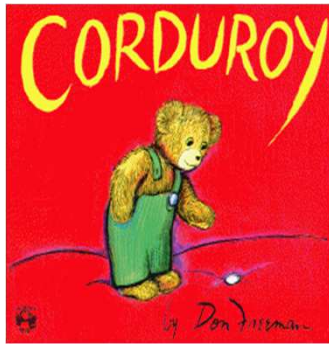
Reading Aloud to Dolls and Stuffed Animals



Library & Listening

Standards:

ELA.RL.IKI.PS.1
 ELA.RL.LTC.PS.1
 .ELA.RF.PC.PS.1



Materials:

- *Corduroy*
- *Crybaby*
- books on CD
- dolls
- stuffed animals
- *3 Ways to Read Books* and *We Take Care of Our Books* visuals (see Resources)

Vocabulary:

- author: person who writes a story
- Illustrator: person who creates pictures
- character: someone in a book
- setting: where a story happens
- story: how something happened

Preparation:

Set up materials.

Intro to Centers:

"In *Corduroy*, Lisa took care of Corduroy by sewing a button on his overalls."

"In *Crybaby*, Baby's family cared for her by soothing her when she was upset. What do you notice?"

"Another way families show they care for each other is by reading **stories** together."

"Today in Library and Listening, you can care for dolls and stuffed animals by reading **stories** to them. What do you notice?"

"You can read the words by looking at letters you know. You can also talk about the **characters**--someone in a **story**, and the **setting**--where a **story** happens, by looking at the **illustrations**."

"Just like when we read stories together, I pointed out the **author**--the person who wrote the **story** and **illustrator**--the person who created the pictures to my doll/stuffed animal. Why do you think that is important?"

Show illustration.

Show illustrations.

Children respond.

Model reading to doll and/or stuffed animal, using "3 Ways to Read Books" and "We Take Care of Our Books" visual. Children respond.

Children respond.

During Centers:

Encourage children to “read” illustrations and sound out letters they know. Notice and document children’s print awareness and book handling. Encourage children to write stories similar to ones they choose to read. Encourage children to act out stories to dolls and stuffed animals in Dramatization. Provide simpler books such as board books if appropriate. Add books by same authors and/or with characters, i.e., *Pet Show* by Ezra Jack Keats.

Guiding Questions during Centers:

- Why did you choose this book to read?
- Why is reading a book to somebody a way to show you care for them?
- How is the way you are reading to the doll/ stuffed animal similar to or different from the way someone in your family reads to you?
- How is taking care of our books a way to show you care about our classroom?

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

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

Provocation:

Encourage children to read stories to their families and/or other school staff members (principal, custodian, specialists, etc.). Collaborate with other classes, perhaps upper grades, as ‘Reading Buddies’.



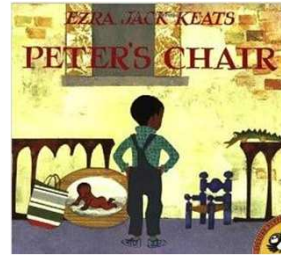
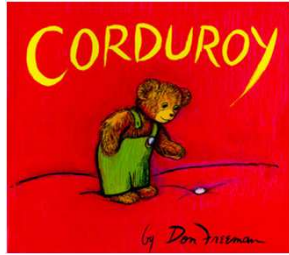


Fabric Swatches



Puzzles &
Manipulatives

Standards:
CA.VA.PS.1
PHD.FM.PS.5
PHD.FM.PS.6



Materials:

- Corduroy
- Peter's Chair
- fabric swatches of different textures, colors, weights and patterns
- clothing (overalls, shirt, pants, etc.)
- feely box

Vocabulary:

- swatch
- fabric
- material
- soft: not hard
- rough: not smooth, bumpy or lumpy
- smooth: not rough

Preparation: Set up materials.

Intro to Centers:

"In *Corduroy*, Corduroy wore overalls. The **fabric**--the material--of his overalls was called **corduroy**. Peter also wore **overalls**. How are Corduroy's overalls similar to or different from Peter's overalls?"

"Here is more fabric. What do you notice?"

"Today at Puzzles and Manipulatives, you can explore **fabric swatches**--small pieces of **fabric**. You can also play the Feely Box game with **fabric**."

"How is this **fabric** similar to or different from this **fabric**?"

*Show illustrations.
Children respond.*

Show materials. Children respond.

Model.

*Model comparing fabrics using descriptive language, i.e., "This fabric feels **soft**," "This fabric feels **rougher** than this fabric," or "This fabric feels **bumpy**", etc.*

During Centers:

Compare and contrast clothing i.e., between characters in books and children; or among children. Encourage children to compare the fabric in their clothes to the fabric swatches. Encourage children to describe attributes of fabric as they play Feely Box.

Guiding Questions during Centers:

- Which of these fabrics would be better to wear on a hot day? On a cold day? Why?
- How are these fabrics similar to or different from each other?
- How would you sort these fabrics? Why?
- What fabric do you have the most/least of? ie., soft, rough, smooth.

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

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

Provocation:

Encourage children to research how fabric is created i.e., wool from sheep, linen from flax. also Research how fabric is used, i.e., for sails, clothing, and protection.

<p>Unit 1</p>  <p>Week 3</p>	<p><i>Small Groups: Stuffed Animal Families</i></p> <p>Medium Support</p>	<p>Math</p> <p>SG1</p>	<p>Standards:</p> <p>MD: Matches and groups similar objects. Sorts, orders and classifies familiar objects by a single attribute (e.g., size, shape, color, texture, orientation, and position) and explains the reason</p>
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<p><i>Enduring Understanding(s):</i></p> <ul style="list-style-type: none"> ● Family is a group of people that care for and support each other. <p><i>Guiding Math Ideas:</i></p> <ul style="list-style-type: none"> ● Matching and Grouping <p><i>Math Concepts From Unit 1 Learning Progressions:</i></p> <ul style="list-style-type: none"> ● Matching and Grouping (Attribute recognition) ● Uses some sorting, ordering and classifying skills
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<p><i>Materials:</i></p> <ul style="list-style-type: none"> ● Groups of assorted stuffed animals. <i>See note in preparation]</i> OR 3 Different Sets of Attribute Figures or Small and large farm animals or sea creatures-Any manipulatives that can be sorted into “families” ● Small Boxes or Baskets ● Numeral cards or plastic numerals ● Large paper or Chart Paper and Marker 	<p><i>Math Vocabulary:</i></p> <ul style="list-style-type: none"> ● Sort- finding ways things are alike and different ● Group- a collection of things that go together
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Preparation:

This Small Group is loosely connected to *Corduroy* through the use of stuffed animals as manipulatives. Gather a large assortment of stuffed animals in the math area. Put them in a pile on the floor or table. Collect washable animals from staff, homes, from thrift stores, etc. Sanitize prior to and after use. Place animals in math center at least 1 day before you conduct this small group for exploration. Set out boxes, baskets, numerals, large paper and marker.

Note: Some centers do not allow stuffed animals, due to health concerns. If this is your school’s policy, use at least 3 different sets of attribute figures, mixed all together (not sorted into labeled baskets).

Procedure:

After a brief period of free play, introduce the idea of sorting and grouping.

I see a lot of different kinds of stuffed animals. I wonder if I could make some different families with these stuffed animals. I think I’ll make a family of bears. Which ones might go together?

Begin making groups and describing your actions. Think out loud as you include some animals in your group and exclude others. After you create your “family”, count it and put a numeral beside your group. Place it in a basket if you wish. Write on the Large Paper:

Ms. XXXX’s Bear family- 5 bears, or 2 big bears and 3 little ones, etc.

Model putting groups together in other ways:

I think I’ll make a family of all blue animals. Or Here’s a group that has only big animals in it.

Encourage each child to make at least one group. As they complete a group, write each group on the large paper, who made it, and describe it by counting and naming it as the child directs.

After children make their groups, encourage them to dump items back in the pile and start a new group.

Strategies that Facilitate Math Thinking:


- Classifying, Sorting and Grouping: We classify things based on their similarities and differences. Children begin to sort and group as Infants and Toddlers. Children often create their own categories.
 - Use reflection and description as child creates groups:
 - Groups items, but does not yet express reason for grouping. Support with ideas/observations: *These things all look like bunnies. Were you making a bunny group?*
 - Arbitrary groups- child groups items based on personal preference or idea: I like these ones. I don’t like those. Reflect child’s actions.
 - Grouping based on an observable attribute: Color, size, shape
 - Grouping based on a concept: Things that go, Things that you take on a trip.
 - Seriation: Note any children who line up items based on their size or other attribute.
- Encourage grouping and re-grouping, a basis for learning mathematics operations.

Documentation:

Some children will engage in pretend play with the animals, rather than sorting and grouping. There still may be classifying going on- assigning the bigger animals as adults and smaller animals as children, for example. As in other activities with lots of manipulatives, some children may be overwhelmed by the amount of materials. Make accommodations as needed.

Provocation:

Provocations are not always questions. Presenting unorganized materials along with organizing tools invites children to use classification skills. The science area can also be used as a place for classification provocations (baskets of rocks, leaves, etc.)

<p>Unit 1</p>  <p>Week 3</p>	<p><i>Small Groups: Bears, Dots and Blocks- Creating Small Number groups</i></p> <p>Medium Support</p>	<p>Math</p> <p>SG2</p>	<p>Standards:</p> <p>CC: Transitions from rote to 1:1 Correspondence</p> <p>OA: Responds with number words and /or counting strategy when asked the question How Many?</p> <p>MD: Matches and groups similar objects.</p>
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<p><i>Guiding Math Ideas:</i></p> <ul style="list-style-type: none"> ● Matching and Grouping <p><i>Math Concepts From Unit 1 Learning Progressions:</i></p> <ul style="list-style-type: none"> ● Grouping objects of 1 or 2 (arbitrary or attribute based) ● Matching and Grouping ● Taking apart and putting together toys, puzzles & manipulatives 	
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<p><i>Materials:</i></p> <ul style="list-style-type: none"> ● Small bear manipulatives ● Several sets of number cards with black circle dots in quantities 1-5. (Teacher Materials Packet) ● 1 “ unit blocks ● 2 part puzzles ● <i>I have 2 eyes</i> – For Extension- SWPL Unit 1 	<p><i>Vocabulary:</i></p>
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Preparation:
Gather materials.

Procedure:
Place bears and number cards in Small Group area.
Children play with bears. Model 1:1 correspondence. Count as you place bears in a row. Look through the number cards and choose the number of dots that matches your group.
Place 1 bear on top of 1 circle sticker.
1-2- I have 2 circles on my card. I have 2 bears in my group.
Invite children to play with the number cards and bears and observe how they create groups and if they verbalize counting while they do so.
Add the 1 “ unit blocks. Model placing 1 bear on one block.
This action will create a group of 2.
Count 1 bear, 1 block and place “2” number card beside it.
I have 2 things in my group- 1 bear and 1 block.
Children will continue to play with 1 “ blocks, bears and cards.
Ask children to give you “2” of something- bears, blocks, or other items in the Math Center.

Add the 2 part puzzles from the Math Center shelves to children’s play to reinforce the idea of “2” but affirm children’s creation of different size groups up to 5. Continue to create small groups and count. Some children may want to create larger groups than 5. Observe how they solve the “problem” of only having cards with up to 5 dots on them.

Strategies that Facilitate Math Thinking:

- 1:1 Correspondence: Self- correcting materials- The small sizes of the bear manipulatives, the circle stickers, and the 1” blocks naturally lead children to 1:1 correspondence as they play. The small blocks have room for only 1 bear. A child usually puts 1 bear on top of 1 sticker.
- Using Black Dots on Number cards helps children focus on number, rather than matching colors.
- Counting to two: Two is a naturally occurring number in the environment that is easy for children to identify: Body parts (eyes, ears, arms), 2 teachers, clothing such as shoes. To help children quantify, ask children to bring you “2” of something. Some children will easily and accurately complete this request. Others may bring a group of things. Some may try to find the numeral 2 or point to it. All are important indicators of understandings that a counting question should be answered with some type of counting strategy.


Documentation:

Observe children as they place bears on stickers and on blocks and as they count. Refer to stages of Rote and Rational Counting (Where’s the Math?) to guide your planning of counting activities.

Provocation:

Extend thinking: Lead children in the SWPL *I have 2 Eyes*- Focusing on groups of 2. Ask the children to name other things that they see that are in sets of 2 that are in the room. Children can go around the classroom and place sticky notes with the number 2 and 2 dots beside those things that are in twos.

Similar activities can be found in many early childhood math activity books, including *More than Counting* (2011), Moomaw and Hieronymous

<p>Unit 1  Week 3</p>	<p>Large Group</p> <p>Help Corduroy Find His Button</p> <p>High Support</p>	<p>Math LG</p>	<p>Standards:</p> <p>MP: Recognizes the idea of a problem and problem solving in the physical and social world.</p> <p>G: Uses physical movement to gain understanding of orientation and directionality</p>
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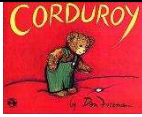


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<p>Guiding Math Ideas:</p> <ul style="list-style-type: none"> ● Introduction to Problem Solving <p>Math Concepts: [From Unit 1 Learning Progressions]</p> <ul style="list-style-type: none"> ● What is a problem? Introducing math into problem-solving ● Moving our bodies in many different directions <p>Adaptations for Using large Group in Alternate Schedule Slots:</p> <ul style="list-style-type: none"> ● Take the book, bear and buttons outdoors and search for them on the playground.
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<p>Materials:</p> <ul style="list-style-type: none"> ● <i>Corduroy</i> by Freeman ● Stuffed Bear- [Or Corduroy Bear, if you have one] ● 5 Large circles to represent Buttons – Paper plates with black sticker dots work well ● Number Chart on Wall for Reference [Optional] 	<p>Math Vocabulary:</p> <ul style="list-style-type: none"> ● Problem- Something that we wonder about and want to figure out or solve ● Solve- finding answers to a problem
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Preparation:

This Math Large Group takes place AFTER the Read-Aloud *Corduroy*.

Make the buttons. During room preparation, place 4 large button circles in different locations around the room. Save the 5th button to show the children during group time.

Gather *Corduroy* book, Stuffed Animal or other representation of Corduroy, and 1 Button.

<p>Intro:</p> <p><i>Remember when we read Corduroy? Corduroy had a problem. Do you ever have a problem? A problem is something we wonder about and want to figure out or solve.</i></p> <p><i>Corduroy had a problem. He lost one button on</i></p>	<p><i>Children offer ideas about what a problem is and what Corduroy’s problem was.</i></p> <p><i>Children may recall some of the ways that</i></p>
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his shoulder strap. He wanted to find it- to solve his problem.

How did Corduroy try to solve his problem?

He searched in the store for his button.

He looked down at the floor.

He went up the escalator- or went upstairs.

He crawled onto (on top of) a mattress

He fell off the bed. [fell down]

Sometimes I lose things and have to look for them.

Has anyone ever lost something?

We are going to pretend to help Corduroy find his button—

We are going to look for 5 buttons, not just one.

Remember we are going to look for 5 buttons.

Where did you find a button?

I noticed that XXX found a button under the big truck in the blocks.

How many buttons have we found so far?

How can we find out if we have them all?

We have 3 here. How many more do we need?

We helped solve the problem of the missing buttons today, using our math thinking. We looked in a lot of places and we counted.

Corduroy tried to find a button.

Describe Corduroy's search for his button. Show some pictures from the book about the search, using positional and directional words.

Use the stuffed animal and imitate the actions that he did while you describe them.

[Give personal example if needed, using positional and directional words].

A few children contribute stories about lost items.

Show the button.

Ask another adult or child to hide this button.

Count 1-5 on fingers or point to number chart.

Begin search. For accommodations or to manage the activity, you can use teams.

Children search the room for buttons and bring them back to the group area.

As the children find buttons, place them in a row in the group area. Use problem solving, spatial and quantity/counting questions

When all 5 are in the group area, count together.

1-5

Repeat as many times as time permits. Children can take turns hiding buttons for others to find.

Wrap up and summarize.

Strategies to Provoke Math Thinking:

- Focusing on small quantities: Although you may observe children rote-counting to 10 or above, that does not automatically mean that children have a sense of quantity. Small quantities, such as 1-5 are a good starting point for understanding: *We count to find out how many.* In this activity, children count as items are added to the group as a way to encourage 1:1 correspondence and the idea of quantity.

- Geometry as Spatial Understandings: We often associate geometry with shapes- but spatial concepts are also foundational. Pair positional or directional words with locations and actions to teach/reinforce understanding of relative positions in space.
- Problem-solving: Introduce the idea of solving a problem as a process that uses math-skills. This shifts the attention from the “right” answers onto the many ways that we can approach problems. Corduroy did not actually solve his problem during his search- but he used some excellent strategies. Problem-solving will be featured during each Unit in Week 5.

Provocation:

Children may still be learning about the layout of the classroom, their favorite activities, the location of their cubbies, who is beside them at lunch, etc. Encourage the use of spatial terms during the everyday routines of the classroom: [Examples]

Who is beside you at the lunch table?

Where did you hang your jacket?

Begin making notes about possible problems that the class can solve during Week 5- Bonus Week

Unit 1

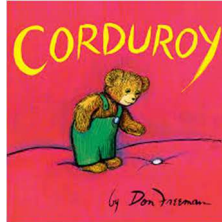


Week 3

Corduroy Read Aloud

Standards:

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



Materials:

- *Corduroy*
- vocabulary picture cards

Vocabulary:

- blinked: close and open your eyes quickly
- escalator: a set of stairs that move
- amazing: surprising
- evening: almost night
- flashlight
- department store: A store that sells many different things
- overalls
- shoulder strap
- palace : a very large house, usually belonging to a king or a queen
- admiring: looking at and liking
- topple: fall
- night watchman: a security guard who makes sure that nobody gets into the store after it closes for the night
- dash: going really fast
- exclaimed: cried out loud
- customer: somebody that is visiting a store to buy something
- Blink
- enormous: very big
- Shoulder
- sigh
- Customer
- thread: a fine string used to sew things

- | | |
|--|---|
| | <ul style="list-style-type: none">● admire: looking at and liking● search: looking for something |
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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 *Corduroy*. The author is Don Freeman, he wrote the story. He is also the illustrator. He made the pictures.”

Here on the cover, we see Corduroy. Corduroy is a stuffed toy bear who lives in a department store. In this story there is also a little girl named Lisa, and Lisa’s mother. Corduroy wishes that someone would buy him and take him home. But when Lisa asks her mother to buy Corduroy for her, her mother says she can’t buy him on this day. Let’s read the story and find out why Lisa’s mother said no, and what Corduroy does after that.”

“The girl looks sad too. I don’t think she minds that Corduroy’s overalls are missing a button.”

“Corduroy had never seen an **escalator**, a set of stairs that move, before and he thinks it might be a mountain since he is going up as you have to do when you climb a mountain.”

“This must be a **palace!**” Corduroy gasped. “I guess I’ve always wanted to live in a palace.”
“Corduroy thinks the furniture department of the department store is a **palace**--a very big and fancy home where kings and queens live-- because there are many beds and chairs and lamps.”

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

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

Page 1 Point to Corduroy

Page model “sigh”

Point to the spot of the missing button

Page 8 Point to escalator

Page 11 model gasping

Page 11 point to all of the furniture.

“Some mattresses have buttons sewn onto them to keep the mattress inside filling in place.”

“-- and off the mattress Corduroy **toppled**”

“The night watchman is making sure that nobody comes into the store after it closes for the night.”

“When he heard the crash he came **dashing** down the escalator.”

“The little girl was one of the first **customers**, people that come into the store to buy things. I think that she wanted to make sure that no other customer would get there before her to buy Corduroy.”

The room was small, nothing like that **enormous**, very big, palace in the department store.”

Page 14 point to Corduroy falling off the bed

Page 16 Model dashing motion

Page 18 Point at flashlight

Page 26 Model blinking

Discussion Questions(s):

- Why was Corduroy concerned that he had lost a button?
- What do you think that Corduroy is thinking here when the night watchman pulls the cover of his face and looks at him?
- How did Lisa feel when her mother told her that she couldn't buy Corduroy?

Second Read

Children will:

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

Teacher will:

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

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

“Here we see Corduroy and Lisa both looking sad. Lisa’s mother had said that she couldn’t buy Corduroy today because she had already spend too much money and he didn’t look new because of his missing button on his shoulder strap. Corduroy decides to go look for his lost button and meets the night watchman. We’re going to read the story once more.”

“A **department store** sells all kind of items. Corduroy is sitting in the toy department along with other stuffed animals and toys.”

*Hold up the book, show cover.
Children respond. Read and underline the title again.*

Show pages 4 & 5. Re-orient children to the story.

Page 1

“He’s lost the button on one of his **shoulder straps** - the thin long piece of material that goes over Corduroy's shoulder that buttons to the top of his overalls so they don’t fall down-”

Page 3

“Corduroy was **amazed**. He was surprised to see such an **enormous** place with so much furniture that it reminds him of a **palace**.”

Page 10

He wandered around **admiring** the furniture - he likes it -”

Page 12

“The night watchman is surprised to hear the loud bang because he thinks he is the only one in the store since it is night time and all customers have left. He might think that somebody broke into the store.”

Page 17

“Corduroy was just waking up when the first **customer** - shopper - came into the store in the morning.”

Page 22

“Corduroy thinks that Lisa is a friend because Lisa had prepared a bed for Corduroy and sewn a button on his **overalls**. Friends do nice things for each other.”

Page 28

Discussion Question(s):

- When Lisa is telling Corduroy that she can buy him with money from her piggy bank, the other stuffed animals seem to be looking at Lisa and smiling. What do you think they might be thinking?
- Have you ever wanted something a lot and your mother or father said, No, you can’t have that. It is too expensive.”? How did that make you feel? What did you say?
- Do you think that Lisa has any brothers and sisters? Why do you think that?

Third Read:

Children will:

- Reconstruct parts of the story with the teacher

- practice saying and using story-related vocabulary words
- recall main events and characters in the story when prompted

Teacher will:

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

<p>“We have read this book twice and today we are going to talk about and tell the story together.”</p> <p>“What is happening here?”</p> <p>“Why can’t Lisa buy Corduroy?”</p> <p>“And here we remember.....”</p> <p>“Why does Corduroy think the escalator is a Mountain?”</p> <p>“Corduroy thinks he is in a palace because, we “We know what is happening here.....”</p> <p>“What happens next?”</p> <p>“Why did the night watchman came dashing down the escalator?”</p> <p>“And here.....”</p> <p>“What do you think the night watchman was thinking about how Corduroy got upstairs?”</p>	<p><i>Hold up the book and show the cover. Underline and read the title. Your comments will be mostly in response to what children say.</i></p> <p><i>Page 2</i></p> <p><i>Page 3</i></p> <p><i>Pages 4-5</i></p> <p><i>Pages 8-9</i></p> <p><i>Pages 10-11 Pages 12 -13</i></p> <p><i>Say before turning to page 14</i></p> <p><i>Page 16</i></p> <p><i>Page 18</i></p> <p><i>Page 19</i></p>
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“And next....”	<i>Say before turning to page 20</i>
“We remember.....”	<i>Page 22</i>
“Here we remember....”	<i>Page 24</i>
“How do you think Lisa feels about bringing home Corduroy? Why?”	<i>Page 25</i>
“What is happening here?”	<i>Pages 26-27</i>

Discussion Questions(s):

- In three stories we read, stuffed animals made the children feel happy: Lisa was happy with Corduroy, the baby in *Crybaby* was happy with the wooly sheep, and Peter, in *Peter’s Chair*, had a stuffed alligator that he took with him when he ran away. Why did they all like their stuffed animals so much?

Fourth Read:

Children will:

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

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

Suggested Transition Activity First Read	Literacy/Language Skills Supported
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<p>See instructional guidance above for pp. 21, 39, & 71</p> <p>“Today, I’m going to dismiss you by colors in your clothing. I’m going to find colors in our storybook, <i>Corduroy</i>.”</p> <p>“If you are wearing green, like Corduroy’s overalls, (point) you may . . .”</p> <p>“If you wearing pink, like Lisa’s coat (point, you may . . .”</p> <p>“If you are wearing white, like Lisa’s kerchief (point), you may . . .”</p> <p>“If you are wearing yellow, like the color of the letters in the title <i>Corduroy</i>, you may . . .”</p>	<p><u>Direct</u></p> <ul style="list-style-type: none"> -vocabulary support (clothing item names) -literacy terms support (letters, words, write) -category labels (clothing, colors) <p><u>Indirect</u></p> <ul style="list-style-type: none"> -exposure to other vocabulary through teacher use (e.g., dismiss, wearing, get ready, etc.) -repeated exposure to well-formed sentence (“If you are wearing...”)
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<p>Suggested Transition Activity</p> <p>Second Read</p>	<p>Literacy/Language Skills Supported</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 C like Corduroy (underline title and point to letter), you may . . .”</p> <p>“If your name begins with L, like Lisa, you may . . .”</p> <p>“If your name begins with E like escalator, you may . . .”</p> <p>“If your name begins with O, like overalls, you may . . .”</p> <p>“If your name begins with P, like palace, you may . . .”</p> <p>“If your name begins with F, like flashlight, you may . . .”</p> <p>NOTE: Use children’s nametags to provide instructional support for children who need it. If children do not identify the letter, show their name tag, repeating the name of the letter, and dismiss them.</p>	<p><u>Direct</u></p> <ul style="list-style-type: none"> letter ID vocabulary exposure <p><u>Indirect</u></p> <ul style="list-style-type: none"> -repeated exposure to well-formed sentences -letter-sound connections, over time, as children engage in this activity AND the first <i>sound</i> in first name activity, and begin to link their name’s first letter to their names first sound

Suggested Transition Activity Third Read	Literacy/Language Skills Supported
<p>Tell children that you are going to dismiss them today by naming clothing items.</p> <p>“If you are wearing overalls, like Corduroy (point), you may get ready for . . .”</p> <p>“If you are wearing, a dress like the doll on the toy shelf (point), you may . . .”</p> <p>“If you are wearing short sleeves like the doll, you may . . .”</p> <p>“If you are wearing a blouse like the saleslady, you may . . .”</p>	<p>Direct</p> <ul style="list-style-type: none"> -vocabulary support (clothing item names) -category labels (clothing, colors) <p>Indirect</p> <ul style="list-style-type: none"> -exposure to other vocabulary through teacher use (e.g., dismiss, wearing, get ready, etc.) -repeated exposure to well-formed sentence (“If you are wearing....”)

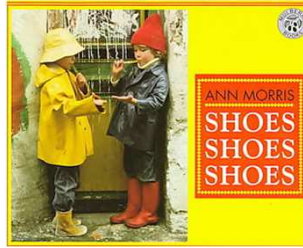
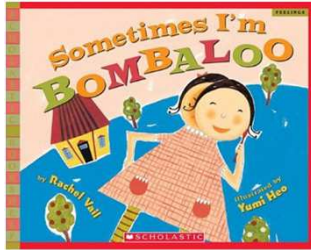
Suggested Transition Activity Fourth Read	Literacy/Language Skills Supported
<p>Tell children that you are going to dismiss them by items that <u>fasten</u> on clothing. (define fasten again)</p> <p>“If you are wearing something with buttons, like on Corduroy’s shoulder strap, you may . . .”</p> <p>“If you are wearing something with a zipper, you may . . .”</p> <p>“If you are wearing something that has laces, you may . . .”</p> <p>“If you are wearing something with snaps, you may . . .”</p> <p>“If you have something with Velcro, you may . . .”</p>	<p>Direct</p> <ul style="list-style-type: none"> vocabulary support (clothing item names) -category labels (clothing, colors) <p>Indirect</p> <ul style="list-style-type: none"> -exposure to other vocabulary through teacher use (e.g., dismiss, wearing, get ready, etc.) -repeated exposure to well-formed sentence (“If you are wearing....”)



Small Groups: Exploring Fasteners

Medium Support

Standards:
PHD.FM.PS.4 - 6



Materials:

- children's shoes
- clothing with a variety of fasteners, i.e., shirts, jackets, pants, etc.

Vocabulary:

- zipper
- Velcro
- tie
- shoelace
- practice
- independent
- assistance

Preparation: Set up materials.

Procedure:

Refer to *Sometimes I'm Bombaloo* and point out examples of Katie being **independent**--being able to do something by herself. Refer to the illustration of "I can Velcro my own shoes". Discuss how getting dressed **independently** is something that children learn to do.

Explain that **fasteners** are a challenging part of getting dressed. Show shoes/clothing with **Velcro, zippers, shoelaces**, etc. and encourage children to explore and **practice** with each kind of **fastener**.

Guiding Questions:

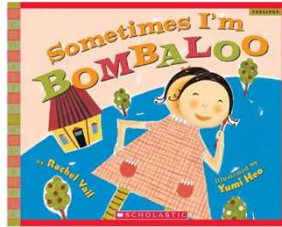
- What kinds of things can you do **independently**- by yourself- and what things do you need **assistance**--help--with from a parent or other family member?
- How do you **assist** other family members?
- Why is **Velcro**, a **zipper**, etc. a good **fastener** for _____? (i.e., Velcro might be good if you want to fasten your shoes quickly.)
- Which kind of fastener do you find the most/least challenging? Why?
- How did you learn how to do _____ **independently**- by yourself?



Small Groups: Pen and Watercolor Outdoor Illustrations

Medium Support

Standards:
CA.VA.PS.1 - 5



Materials:

- watercolors
- watercolor paper
- black ink pens (waterproof)
- variety of paintbrushes
- containers for water
- paper towels or rags
- cotton balls
- small sponges
- trays
- seat cushions, newspaper, or padded envelopes to sit on

Vocabulary:

- outdoors
- waterproof
- watercolor
- dab
- rinse

Preparation: Set up materials. Since this lesson is outdoors, plan logistics accordingly, i.e. paraprofessional/ specialist rotates groups of children during Centers.

Procedure:

Refer to the illustrations in *Sometimes I'm Bombaloo* and discuss how they were created with black ink pen and watercolors. Invite children to use materials to create similar illustrations. Remind children of when they painted to music and invite them to paint to the outdoor sounds, i.e., birds, traffic, other children playing, etc.

Children can draw with the pens first, and then add the watercolors or use the watercolors first and add details with the pens once the paintings have dried. Demonstrate how the black ink pens help with details and shapes that are challenging to make with a paintbrush. Offer cotton balls and/or sponges to paint with as an alternative to paintbrushes.

Guiding Questions:

- How does the outdoors inspire your illustration?
- How is your illustration the same as or different from the ones in *Sometimes I'm Bombaloo* and/or your friend's illustration?
- How is using watercolors the same as or different from using tempera paint?
- How is using these pens the same as or different from markers/crayons?



Small Groups: Sand Tray Writing

Independent

Standards:

ELA.W.PD.PS.1

ELA.LS.CSE.PS.1.a

Materials:

- trays/shoe box lids
- children's name cards and/or letter cards
- fine sand, glitter, or salt

Vocabulary:

- **line:** a long, narrow mark
- **curve:** a smooth, rounded line
 - horizontal
 - vertical

Preparation: Fill trays with sand, glitter, or salt. Set out name cards and/or letter cards

Procedure:

Children can practice letter/name writing in the sand. Show children how to gently shake trays back and forth to erase the marks they made.

As an alternative, children could write their names and letters on small white boards.

Guiding Questions:

- What kinds of lines, i.e., straight, curved, short, etc., are in your name?
- How many letters are in your name?
- How is your name the same as or different from your friend's name?





Songs, Word Play, and Letters

Day 1:

Materials: Poetry poster, flannel board and flannel pieces for “BINGO”

BINGO:

Procedure:

- You might say, *“Today we are going to sing about Bingo, the farmer’s dog. I am going to put the letters we need on the flannel board. First, we need the letter B, The second letter we need is I. The third letter we need to write Bingo’s name is N, and the fourth letter is G. The last letter we need is O. There, now we have all the letters we need. Underline the whole word and read it...BINGO.”*
- Sing the verse through, pointing to each letter as its name is sung. Say, *“I’m going to turn the B over. Now, let’s sing it again and clap instead of saying B.”*
- Then tell children you are going to turn over the *I*, and everyone will clap two *times this* time, once for the *B* that’s turned over, and once for the *I*. Repeat with remaining letters, replacing each with a clap.

The Wheels on the Bus:

Procedure:

- Say, *“We are going to sing a fun song next called “The Wheels on the Bus.”*
- Sing several verses, modeling appropriate motions.

Ten Little Fingers (And Those Words Rhyme!):

Procedure:

- Turn to the poetry poster and, read the title as you underline it with your finger, and then recite the poem naturally, as you look at children and model the motions.
- When you finish, tell the children there are some words that rhyme—words that have the same last *part*. Read the first four lines of the poem again. You might say, *Me and see rhyme. They both have ‘ee’ as their last part.* Repeat both words, segmenting the –ee to stress the rime unit.
- Read the next four lines and say something like, *Wide and hide rhyme, too!* Say both words again, segmenting –ide.
- Tell children that some words in this poem also start *with the* same sound. Say, *Tight and together begin with the same sound---/t/, tight, together ---but they don’t rhyme. Me and see rhyme, and so do wide and hide.*

Stand Up:

Procedure:

- Display the poetry poster and underline the title with your finger as you read it. Tell the children that you need to look at the print sometimes to help remember the words of the poem.
- Recite the poem while looking at the children and modeling the motions

Day 2:

Materials: *Poetry poster, flannel board and flannel pieces for “Five Green and Speckled Frogs”, children’s name cards, uppercase letter cards representing all first letters and first letter combinations in children’s name*

Five Green and Speckled Frogs:

Procedure:

- Tell the children you will start by singing “*Five Green and Speckled Frogs.*” As you place the log, pool, and bug pieces on the board ask children to name the items with you (e.g., “Okay, we have some things to put on our flannel board. *First*, we have the ...pool. Then we have the ...log,” etc.). Add details such as, *Yes, a brown and speckled log!*
- As frogs are placed, say, “*Here’s the first frog, the second frog, the third frog...fourth....fifth.*”
- Sing the song, pausing for children to chime in with the number of frogs remaining, when there are 3, 2, 1, and none left. When removing frogs, ask the children to count *with you. 1, 2, 3, 4, 5* (as each is picked up). *I’m glad we have all 5!*

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

Procedure:

- Say, “*We are going to play the name game! I’ll hold up a letter (pick a letter). If your name starts with [name a letter], raise your hand. Everyone will get a turn.*”
- Play one round of the game. Support any children who don’t raise their hands when the first letter of their name is called by holding up their name card. Say, “*I’m holding the letter S. Sarah, your name starts with S,so you can raise your hand. Point to S on Sarah’s name card and say,Here is theSin your name(point to first letterSinname)and here is the letter cardS.*” (Show card with letterSon it.)

I’m A Little Teapot (And Those Words Rhyme):

Procedure:

- Say, “*Now we are going to sing the song, “I’m A Little Teapot.”* Sing as usual, modeling the motions.
- Say, “*Now you can sit down and we are going to talk about some of the words in the song. I heard many words that rhyme in that song and maybe you did, too. Shout rhymes without—they both have ‘out’ as their last part. Let’s see if we can remember any other words in the song that have the same last part.*”

- Begin singing it to the children, slowly. Name the rhyming pair after the last word in each rhyming pair is said. (*stout, spout*)

Time For Bed:

Procedure:

- Hold up the book and tell children you will now read...(point to title)*Time For...* (pause for children to chime in)*Bed!*
- Point to the author and illustrator names on the cover and explain that these are the people who wrote the words and painted the pictures they see and hear in the book.
- Read the book. Support children in chiming in with the second word in each rhyming pair by slowing down as you pronounce it.

Clap Your Hands:

Procedure:

- Tell children the *last* song you are going to sing today is “*Clap Your Hands.*”
- Sing one verse of the song slowly and do the clapping of hands as you sing.
- Say, “*That was so much fun! Let’s try it again. This time we will add another verse.*” This time, sing two verses, leading the children in the motions (clapping hands and stamping feet).

Day 3:

Materials: *Poetry poster flannel board and flannel pieces for Brown Bear (black sheep, blue horse, brown bear, goldfish, green frog, purple cat, red bird, white dog, yellow duck) and “Down By The Bay”, Peter’s Chair, Whistle For Willie, Brown Bear, Brown Bear, What Do You See? Picture Cards: shadow, shrub, wink*

Five Little Ducks:

Procedure:

- Hold up fingers of one hand and raise it. Ask children if they remember the song “Five Little Ducks.” Say, *We’re going to sing it again today, so get your five ducks ready!*(Wiggle the fingers of your raised hand.)
- Sing the song, raising and lowering your hand to indicate hills and lowering fingers to your thumb to represent aquacking beak.
- Then say something like, “*This is such a fun song to sing! Next, we are going to sing a silly song that is fun to sing, too! It is called “Down By the Bay.”*”

Down By The Bay (And Those Words Rhyme!):

Procedure:

- As you place flannel pieces on the flannel board say, “*I am going to put the watermelon and waves at the top of the flannel board. Let’s start by singing about the snake baking a cake!*” Sing song using familiar verses.
- After you finish singing the song, say, “*I’m going to put some pieces from the song back up. You can name them with me.*” Place flannel pieces on the board whose names rhyme (e.g.,

snake and cake, or mouse and house). After children say the names, repeat them, emphasizing the rime unit –ake-. Ask, *Do those words rhyme?* Confirm and add, “Yes, *snake* and *cake* rhyme. They both have ‘ake’ as their *last part*.”

- Repeat with 2 – 3 other rhyming pairs.

Ten Little Fingers:

Procedure:

- Display poetry poster. Underline the words in the title with your finger as you read them. Talk about the illustrations.
- Recite the poem doing the motions.
- When you are done reciting the poem and doing the finger movements, say, “*Let’s put our hands up again and count our ten fingers*” (count along with the children on your own hands to model).

I’m Thinking Of ____ Clue Game (*And Peter’s Chair and Whistle For Willie*):

Procedure:

- Hold up the books *Peter’s Chair and Whistle for Willie*. Tell children you are going to play a clue game with words from these two stories.
- Say, *I am going to give you some clues so you can guess what word I am thinking of. Listen to all the clues, then raise your hand when you have a guess.*
- For *shadow*, use these clues: *This is something very dark that you see on the ground on a sunny day, when your body blocks the sun.* If children do not guess the word based on these clues, give this one: *Peter played outside, he tried to run from his, but he couldn’t get away from it.*
- For *wink*, use these clues: *This is what we do when we close just one eye.* If children need another clue, give this one. This is what one of these looks like---and wink your eye. If children still need another clue, give this one: *This word starts with /w/...*
- For *crocodile*, use these clues: *This is a long animal with scaly skin and a big mouth with sharp teeth. These animals live in water in swamps.* If children do not guess the word with these clues, give this one: *In Peter’s Chair, Peter played with a stuffed toy animal like this.*

The Wheels On The Bus:

Procedure:

- Tell children you are going to sing “*The Wheels on the Bus*” next.
- Sing several verses and model the motions.

Brown Bear, Brown Bear, What Do You See?:

Procedure:

- Show the cover of the book, read the words in the title as you underline them with your finger. Read the author and illustrator names.
- Read the story, keeping the natural rhythm of the verse as you read

Day 4:

Materials: NA

If You're Happy:

Procedure:

- Say, *"The first song we are singing today is "If You're Happy." We need to stand up to sing this song."*
- Sing two verses of the song using clapping hands and stomping feet as the motions.
- Add some new verses using different motions and/or feelings. For example, *If you're hungry and you know it, rub your tummy; If you're sleepy and you know it, yawn w-i-d-e; If you're thinking and you know it, tap your head.*

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

Procedure:

- Say, *"Today you are going to play the name game with sounds instead of letters. I will say a sound. Then you think about your name. If your name starts with the sound I say, raise your hand. Everyone will have a turn to raise their hand."*
- Give an example, such as: *Here is a sound: /s/. (Repeat the sound several times---- /s/ /s/ /s/--- to give children a chance to think about it and compare to their own names.) Sam, your name starts with /s/ ,so you can raise your hand. Sarah, your name also starts with /s/, so you can raise your hand, too.*

Head and Shoulders, Knees and Toes:

Procedure:

- Say, *"Let's all stand up so we can sing a song about parts of our body. The name of the song is "Head and Shoulders, Knees and Toes."*
- Sing the song once fairly slowly so children can keep up.
- Sing a second time a bit faster.
- Then say, *"In this song we touched different parts of our body as we sang. In the next song we will sing today we will use parts of our body to make a handle and a spout for a teapot. Can you guess the name of the song? (Confirm that it is "I'm a Little Teapot.")"*

I'm A Little Teapot (And Chiming In With Rhyming Words):

Procedure:

- Sing the song, leading the children in the motions.
- Sing the song a second time, pausing a bit before the last word in each line (*stout, spout, shout, out*) to let the children chime in. Prompt with the first sounds of the word (*st...*) to help children join in.

Day 5:

Materials: Poetry poster, flannel board and letters for BINGO (and extra letters T, R, S, W, P, Over In TheMeadow

BINGO (And We Can Change It and Rearrange It):

Concepts: letter identification; oral vocabulary; beginning reading, scaffolded

Vocabulary: farmer, dog, name, clap, letter, replace, remove

Procedure:

- Say, “*The first song we are singing today is about the farmer’s dog, named Bingo.*”
- As you place each letter on the flannel board, name it and encourage children to name letters with you. When BINGO has been spelled, underline and read the word.
- Sing the song as usual, pointing to the exposed letters as you sing them in the song.
- Then say, “*I’m going to replace the letter B with the letter T ,and change this word to /t/, /t/, Tingo!*”
- Then say, I’m going to *replace T with R-- /rrrrr/. Ringo. We have just made a new word!* This activity is intended to model reading. Continue replacing the first letter with others, naming both the letter removed and the one used to replace it, as long as children are interested and engaged.

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

Procedure:

- Point to the title of the book, underlining its words with your finger as you read them. Point to and read the author/illustrator’s name.
- Read the book once, pointing to the pictures to show the children the animals and other objects as they’re named.
- Say, “*I’m going to read this book again, and this time you can read along with me.*”When you come to the second word in a rhyming pair, hang onto the first sound or two to encourage children to chime in.

Can You Think Of Words That Rhyme With _____ (And Over In The Meadow):

Procedure:

- Say, “*I have picked some words from the story, OverIn the Meadow, to use for a rhyming game*”. Choose 2 - 3 words (e.g. *blue, gate, shine*)
- Start with *blue*. Ask children if they remember the blue stream in the book. You might say, *Too rhymes with blue, and so does flew—they all have ‘ew’ as their last part. Can you think of some other words that rhyme with blue and too?* Remind children to raise their hands if they have an idea.
- You may need to offer words and ask if it rhymes with *blue*. You might say, “*Does bike rhyme with blue? How about shoe? Blue—shoe. Do they both have ‘ew’ as their last part?*”
- Repeat the same game with one or two other words.

Clap Your Hands:

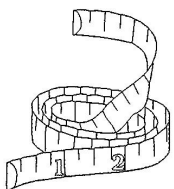
Procedure:

- Tell children that they are going to sing the song, "*Clap Your Hands*." Sing the line, clapping your hands.
- Say, "*We are going to sing a couple of familiar verses first, ones we have sung before.*" Sing song, modeling the motions.
- Say, "*Now let's try some new verses. First we'll try 'tap your toes,' and second we'll sing 'blink your eyes.'*" Model the new motions as you sing these new verse

Welcome Our New Arrival!



Write your baby's name here.



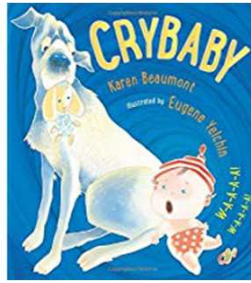
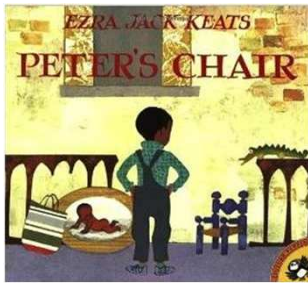
My baby is _____ inches long.



My baby weighs _____ pounds and _____ ounces.



Birth Announcements



Writing &
Drawing

Standards

ELA.RF.PC.PS.1.b

ELA.IT.I.PS.1

ELA.W.TTP.PS.2

Materials:

- *Crybaby*
- *Peter's Chair*
- samples of birth announcements
- birth announcement template (see Resources)
- writing utensils
- paper
- measuring tape
- pretend or real weighing scales
- bags of sand that are the equivalent to 3, 5, and 8 pounds (secure tightly & label)

Vocabulary:

- birth announcement
- birthdate: when a person was born
- length: how long something is
- weight: how heavy something is
- scale
- pounds: amount of weight
- measure: find out how long or heavy something is
- heavy (-ier, -est)
- light (-er, -est)

Preparation:

Set up materials.

Intro to Centers:

"In *Peter's Chair*, Peter had a new baby sister named Susie."

"Sometimes families let people know that they have a new baby by writing **birth announcements**. Here is a **birth announcement**. What do you notice?"

"**Birth announcements** tell the **birthdate**--when the baby was born. Most **birth announcements** tell the baby's **length**--how long a baby is from his/her head to his/her feet, and the baby's **weight**--how heavy the baby is. What do you notice?"

"Today in Writing and Drawing, you can write **birth announcements** for baby dolls with these materials."

Show illustrations.

Show birth announcement. Children respond.

Read birth announcement. Point out information, such as the parents' names or the baby's birthplace. Children respond.

Show materials.

“What information will you include in your **birth announcement**?”

Children respond.

“Use these tools to measure your baby’s **length** and **weight**.”

Show tools.

During Centers:

Support children in using the scale and measuring tape to weigh and measure their babies. Compare and contrast weights, using terms such as lighter, heavier, heaviest. Introduce terms for standard measurements such as pounds and ounces and encourage them to use them in their birth announcements. Encourage children to find other materials in the classroom that are the same weights as the bags of sand, i.e., one unit block are equivalent to one pound.

Guiding Questions during Centers:

- How would you feel if you had a new baby brother or sister? Why? How is that similar to or different from how Peter felt about his baby sister Susie?
- How is writing a birth announcement similar to or different from making signs?
- How did you use the tools to measure your baby?
- Why would a family send out a birth announcement? Who might they send one to?

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

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

Provocation:

This activity supports children’s understanding that print carries meaning. Birth announcements are examples of non-fiction writing. Discuss other announcements they have seen and could make. Compare and contrast fiction and non-fiction writing features. Encourage children to continue experimenting with measurement in other centers, such as Discovery.