

Full Day Schedule

Unit 1 Week 4	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<b>The Hello Goodbye Window</b> 1 <sup>st</sup> read	<b>The Hello Goodbye Window</b> 2 <sup>nd</sup> read	<b>Corduroy</b> 4 <sup>th</sup> read	<b>The Hello Goodbye Window</b> 3 <sup>rd</sup> read	<b>The Hello Goodbye Window</b> 4 <sup>th</sup> read
Centers					
Intro to Centers	Line, Dot, Squiggle Painting  Bath Time and Dressing	Collaborative Collage  Using Vocabulary Cards	Building Homes with Windows  Water Play Funnels and Tubes	Jumbled Names in Envelopes	Into Center of Choice
Art Studio	Piggy Banks	Collaborative Collage	continue	continue	continue
Easel	Line, Dot, Squiggle Painting	continue	continue	continue	continue
Writing and Drawing		Using Vocabulary Cards	continue	<i>The Hello, Goodbye Window</i> Drawings	continue
Library & Listening	Books about Caring for Babies	continue	continue	continue	continue
Dramatization	Bath Time and Dressing	continue	continue	continue	continue
Blocks			Building Homes with Windows	continue	continue

Discovery Table	Water Wheels	continue	Water Play Funnels and Tubes	continue	continue
Puzzles & Manipulatives	Fabric Swatches	continue	continue	Jumbled Names in Envelopes	continue
Technology	Outdoor Learning: digital microscope apple & pumpkins		Blocks: Building homes w/windows		
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard directions				
Whole Group Lessons	<b>LFOAI:</b> Musical Instruments	Problem Story (class discusses issues impacting classroom community) or Social Emotional Curriculum	<b>LFOAI:</b> Revisit Musical Instruments	Problem Story (class discusses issues impacting classroom community) or Social Emotional Curriculum	<b>LFOAI:</b> How People Get Around

Small Groups	<b>Group1 Literacy</b> High Support: Bombaloo Masks <b>Group 2 Math</b> Medium Support: Dot Pictures <b>Group 3 Independent</b> Book Browsing or Activity of Choice	<b>Group1 Literacy (choose 1)</b> Medium Support: Button Sorting Medium Support: Rhyming Word Cards <b>Group 2 Math</b> Low Support: Measuring <b>Group 3 Independent</b> Book Browsing or Activity of Choice
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Outdoor Learning	Refer to Nature Extensions for Individual Lessons plans	<b>Small Groups:</b> rhyming word cards & animals song plan farmer's market field trip
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Part Day Schedule

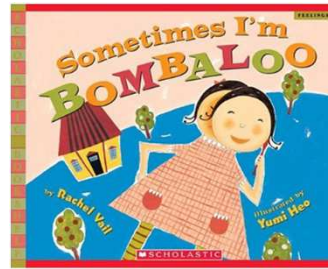
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Centers					
Intro to Centers	Line, Dot, Squiggle Painting  Bath Time and Dressing	Collaborative Collage  Using Vocabulary Cards	Building Homes with Windows  Water Play Funnels and Tubes	Jumbled Names in Envelopes	Into Center of Choice
Art Studio	Piggy Banks	Collaborative Collage	continue	continue	continue
Easel	Line, Dot, Squiggle Painting	continue	continue	continue	continue
Writing and Drawing		Using Vocabulary Cards	continue	<i>The Hello, Goodbye Window</i> Drawings	continue
Library & Listening	Books about Caring for Babies	continue	continue	continue	continue
Dramatization	Bath Time and Dressing	continue	continue	continue	continue
Blocks			Building Homes with Windows	continue	continue

Discovery Table	Water Wheels	continue	Water Play Funnels and Tubes	continue	continue
Puzzles & Manipulatives	Fabric Swatches	continue	continue	Jumbled Names in Envelopes	continue
Technology	Outdoor Learning: digital microscope apple & pumpkins		Blocks: Building homes w/windows		
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard directions				
Let's Find Out About It  Problem Stories	<b>LFOAI:</b> Musical Instruments	Problem Story (class discusses issues impacting classroom community) or Social Emotional Curriculum	<b>LFOAI:</b> Revisit Musical Instruments	Problem Story (class discusses issues impacting classroom community) Or Social Emotional Curriculum of Choice	<b>LFOAI:</b> How People Get Around
Math Whole Group  Small Groups  Story Telling/Acting	<b>Math Whole Group</b>	<b>Group 1 Literacy (choose 1)</b> High Support: Bombaloo Masks Medium Support: Button Sorting Medium Support: Rhyming Word Cards  <b>Group 2 Math (choose 1)</b> Medium Support: Dot Pictures Low Support: Measuring  <b>Group 3 Independent</b> <b>Book Browsing or Activity of Choice</b>			<b>Story Telling/Acting</b> (refer to Storytelling/Story Acting Guide)

Outdoor Learning	Refer to Nature Extensions for Individual Lessons plans	<b>Small Groups:</b> rhyming word cards & song plan farmer's market field trip	



## Line, Dot, and Squiggle Paintings



### Materials:

- tempera paint
- small cups
- paintbrushes
- paper
- samples of children's paintings
- images of artwork (see Resources)

### Vocabulary:

- line: a long, narrow mark on a surface
- dot: small, round mark
- squiggle: a curvy line
- paint(-brush, -stroke)
- stroke: move your hand gently over something
- dab
- horizontal: side to side, across
- vertical: up and down
- curve: smooth rounded line

**Preparation:** Set up materials.

### Intro to Centers:

"The illustrators of *The Hello Goodbye Window* and *Sometimes I'm Bombaloo* used paint to create their illustrations. What do you notice?"

"The illustrators used different **brushstrokes** to create their illustrations."

"Here are images of other paintings made with **lines**, **dots**, and **squiggles**. What do you notice?"

"One **brushstroke** is a **line**. The **line** can be long or a short. The **line** can be **vertical**--up and down, or **horizontal**--side to side."

"A second **brushstroke** is a **dot**, made by **dabbing** the brush on the paper. A gentle **dab** can make a little **dot**. What kind of **dot** would you make with a stronger **dab**?"

"A third **brushstroke** is a **squiggle**, made by moving your brush from side to side. You can make a **squiggle** with lots of **curves**, or just a few."

"Today, in the Art Studio, you can create paintings using one, two, or all three of these **brushstrokes**."

*Show illustrations.  
Children respond.*

*Show images. Children respond.*

*Model.*

*Model.  
Children respond.*

*Model.*

**During Centers:** Encourage children to use their prior knowledge about mixing colors to paint with a color that is not available. Encourage children to use sequential language to describe their process, i.e., “First, I put the paintbrush in the paint. Second, I put the paint on the paper. Third, I moved the paintbrush back and forth to make a squiggle.” Encourage children to collaborate, i.e., one child paints a squiggle line, the other paints with dots.

**Guiding Questions during Centers:**

- How did you decide what kinds of brushstrokes to use in your painting?
- Why is it helpful to know how to make different brushstrokes?
- Which brushstroke did you use most/ least in your painting?
- How is your painting similar to or different from the illustrations in (*Sometimes I’m Bombaloo, Crybaby*)?

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

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

**Provocation:**

Reference these brushstrokes when children are writing or looking at print. Encourage children to notice lines, dots, and squiggles in the environment. Encourage children to make lines, dots, and squiggles in sand and water, or with clay or playdough.

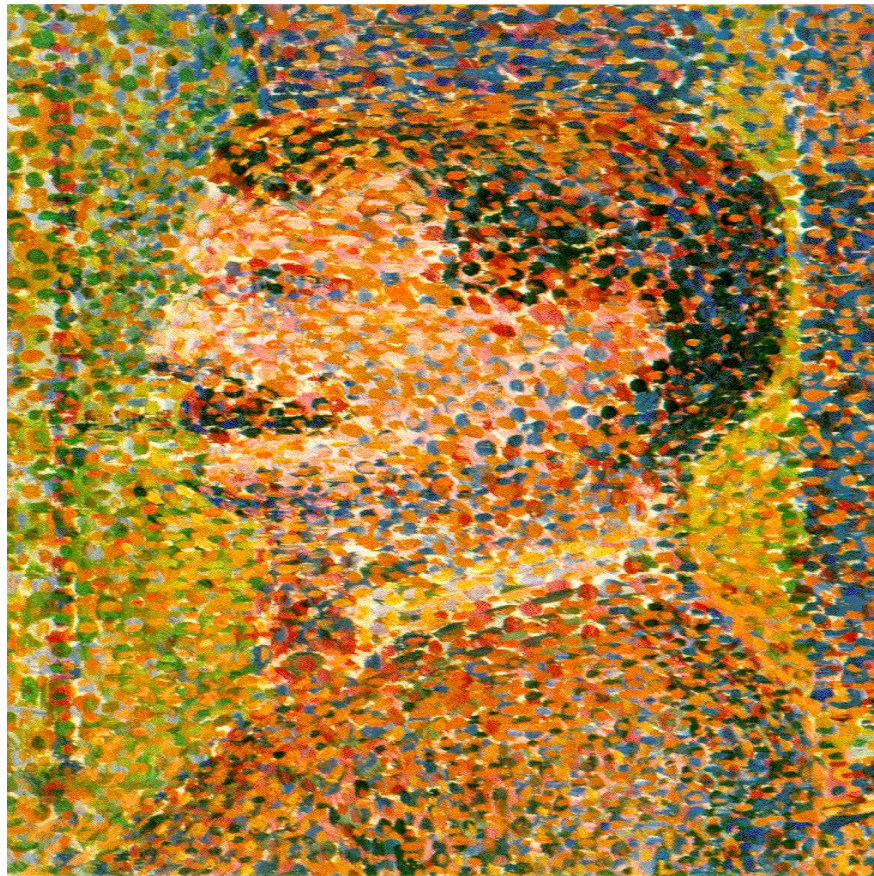


# Line, Dot, and Squiggle Painting

## Line



Dot

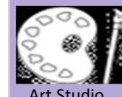


Squiggle





## Collaborative Collage



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



### Materials:

- *Peter's Chair*
- construction paper, recycled, and natural materials
- small cups
- paintbrushes
- glue or glue sticks
- large sheets of paper
- children's collages

### Vocabulary:

- collage: art made by attaching materials to a flat surface
- illustrate: create a picture
- collaborate: work together

**Preparation:** Set up materials.

### Intro to Centers:

"Ezra Jack Keats used **collage**--art made by attaching materials to a flat surface--to **illustrate** *Peter's Chair*. What do you notice?"

"You made **collages** in the Art Studio. How are your collages the same as or different from Ezra Jack Keats'?"

"Today in the Art Studio, you can create one large **collage** with friends. What are some ways you can **collaborate**--work together?"

*Show illustrations.*  
*Children respond.*

*Show children's work.*  
*Children respond.*

*Children respond.*

### During Centers:

Encourage children to try different materials from their individual collages. Compare and contrast children's collages with Ezra Jack Keats's illustrations in *Peter's Chair*. If working with several friends is too overwhelming for children, encourage children to collaborate in pairs on smaller pieces of paper. Allow children to work on a variety of surfaces, i.e., on a table, at the easel, on the floor.

**Guiding Questions during Centers:**

- How is creating a collaborative collage similar to or different from creating a collage by yourself?
- What shapes are you using in your collage? How do you know this is a (square, triangle, etc.)?
- How are you and your friend(s) collaborating?
- What are other ways that you and your friends could collaborate in the classroom?

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

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

**Provocation:**

Encourage children to use collage with another art technique, i.e., add collage material to their *Line, Dot, and Squiggle Paintings* and/or paint with line, squiggles, and dots on their collages. Use collaborative collages as backdrops in Dramatization.

Unit 1



Week 4

## Building Homes/Buildings with Windows

Blocks



Standards:

ATL.IC.PS.1 - 5



### Materials:

- The *Hello, Goodbye Window*
- Variety of blocks: unit, cardboard, window, kapla, etc.
- People figurines
- Images of houses and apartments (if possible closely matching types of homes children in the class live in)
- Images of the house from *The Hello, Goodbye Window*
- Clipboard
- Paper
- Writing materials

### Vocabulary:

- Special
- Home
- Stack
- Shorter
- Wider
- Plan
- Construct
- Multiple
- Between

**Preparation:** Set up materials.

### Intro to Centers:

"In our book *The Hello, Goodbye Window* The family members had a **special** window in their **home** that they liked to look out together to see people arriving, the gardens growing and to play games through together. Here is a picture of the house, what do you notice?"

"Today we are going to build **homes** with windows in the block area. You can **stack** the blocks to make tall homes or place them next to each other to make **shorter** and **wider** homes"

*Show illustrations.  
Children Respond*

*Show materials. Model.*

*Show materials.*

“You could make a **plan** before you **construct** your home by telling a friend what you want your home to look like or by drawing it on a paper like we did in Discovery. You could build a house with just one window, or you could have **multiple** windows. You could use the window blocks or you could leave spaces **between** blocks to make the windows.”

“Maybe you want to build something to see when you look out your window like the little girl in our story. What might you want to see out your window?”

*Model building with unit blocks and window blocks.*

*Model building with only unit blocks and leaving spaces between them as windows.*

*Model.*

*Children respond.*

***During Centers:***

Encourage children to work together to build homes and/or neighborhoods. Encourage children to use strategies they learned when building stable block towers to build stable homes. Encourage children to draw and label their structures and add windows throughout the structure.

***Guiding Questions during Centers:***

- How is your home similar to or different from the house in *The Hello, Goodbye Window*?
- How is your home similar or different from the one you live in/the one your friend built?
- Who lives in the home you built?
- What rooms did you choose to put in your home?
- What do you think you would see out of the window(s) in the home you built?

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

***Documentation:*** Collect samples of their plans and take photographs and/or videos to show the children’s process and final product. Record their dictations about what they are building and what they might see out of the windows.

***Provocation:*** Add materials that teacher/students collected from outside for them to create the landscape around their house/building (sticks, rocks, leaves, flowers etc).

Use photographs of their buildings at writing/drawing center and encourage them to write/draw what they saw out the windows.









## Water Play With Funnels and Tubes



**Standards:**  
S.ES.PS.2

### **Materials:**

- funnels
- clear plastic tubes of different lengths
- cups
- plastic containers
- ladles
- plastic gloves
- smocks
- bins and trays
- food coloring

### **Vocabulary:**

- funnel
- tube: a long, hollow object
- faster: with more speed
- slower: not fast
- pour
- scoop

**Preparation:** Set up materials. If appropriate, make plastic gloves available, or use a smaller amount of water in a shallow tray or bin. Add food coloring to water as a visual support for tracking water movement.

### **Intro to Centers:**

“Today in Discovery, you can experiment with moving water. You can use these **funnels** and **tubes** to move the water **faster** or **slower**.”

“First, **scoop** the water, then **pour** the water in the funnel. What do you notice?”

“What do you notice if I hold the **funnels** and **tube** in different positions?”

*Show materials.*

*Model. Children respond.*

*Model. Children respond.*

**During Centers:** Encourage children to collaborate, i.e., one child holds the funnel and tube, while another child pours the water. Encourage children to experiment with holding the funnel and tube in different positions, i.e., higher/lower. Encourage children to use different lengths/thicknesses of tubing. Encourage children to document their experiments in Writing & Drawing.

**Guiding Questions during Centers:**

- How can you make the water move slower or faster?
- Why is one side of the funnel large and the other small?
- How is moving water with funnels and tubes similar to or different from moving water with water wheels?
- What do you notice when you hold the funnel and/or tube higher/lower?
- What do you notice when you use different lengths/thicknesses of tubing?

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

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

**Provocation:**

Invite children to use water wheels with the funnels and tubes.

Challenge children to construct a water-moving machine using funnels, tubes, and water wheels. Invite them to think of other materials they could use to move water. Research water moving machines on the internet for inspiration.



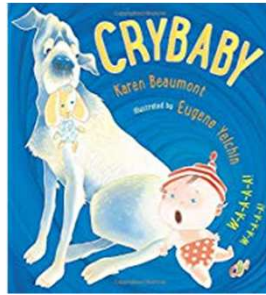
## Bath Time and Dressing



Dramatization

### Standards:

SED.SD.BRC.PS.1  
 SED.SD.BRC.PS.4  
 CA.DE.PS.1  
 CA.DE.PS.2  
 CA.DE.PS.3



### Materials:

- *Crybaby*
- baby dolls
- empty plastic bins to use as pretend bath tubs
- washcloths
- empty soap/ shampoo bottles
- diapers
- baby doll clothes
- towels
- sponges

### Vocabulary:

- delicate: breaks or becomes damaged easily
- soothe: make calm
- bathtub
- soap
- shampoo
- towel
- washcloth
- diaper

### Preparation:

Create a visual of directions of “How to Give a Baby a Bath” (draw simple pictures or add photographs for each step):

1. Sit baby in tub
2. Put soap/ shampoo on washcloth
3. Gently wash baby
4. Take baby out of tub and dry with towel
5. Put on diaper

### Intro to Centers:

“In *Crybaby*, Baby’s family took care of her by **soothing** her--making her calm, when she was upset. Another way families care for babies is to give them a bath.”

“Do you think Baby could give herself a bath? Why or why not?”

“Today in Dramatization, there are babies who need baths.”

“First, sit the baby carefully in the **bathtub**.”

“Next, put a little bit of **soap** and **shampoo** on a **washcloth**.”

*Show illustrations.*

*Children respond.*

*Show baby doll.*

“Next, very gently rub the **soap** and **shampoo** on the baby’s body.”

“Why is it important to be gentle with a baby? If this were baby Louise and she was crying, what might her family do to **soothe** her?”

“Next, rinse the **soap** off the baby with a little water.”

“Then, take the baby very gently out of the bath and **dry** him with a **towel**.”

“When the baby is dry, put the **diaper** on the baby.”

“Finally, dress the baby so he won’t be cold.”

*Model, referring to visual steps.*

*Children respond.*

*Continue to model, referring to visual steps.*

***During Centers:*** Encourage children to refer to and use the “How to Give a Baby a Bath” visual. Incorporate ordinal numbers, i.e., *first, second, third*, etc.

After children bathe and dress babies, encourage children to pretend to feed babies, or to get babies ready for bed, or to pretend that a baby is crying and say “oonga boonga” to soothe the baby.

Support children in using positional words such *above, below, next to*, etc., i.e., “I’m going to put the towel **under** the baby so I can dry him.” “I’ll leave the shampoo **beside** the bathtub.”

***Guiding Questions during Centers:***

- What things can you do by yourself, and what things do you need help to do?
- What can you do now that you couldn’t do as a baby?
- How does your family take care of you/each other?
- How have you taken care of somebody else in your family?
- What does it feel like to take care of somebody else?
- How does it feel when somebody takes care of you?

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

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

***Provocation:*** Encourage children to make connections to animal babies, i.e. , “Do you think animal babies need baths? Are they able to bathe themselves, or do they have family members who help them? How do animals bathe?”

Encourage children to think about the changing roles of family members in caring for babies as they grow. Relate these conversations to the children themselves, where they are in their own development, and how they are growing more independent.



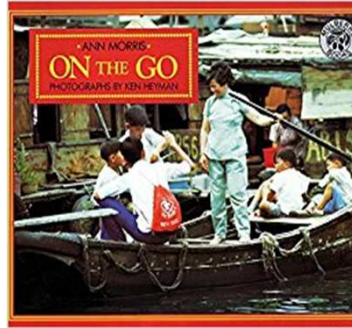
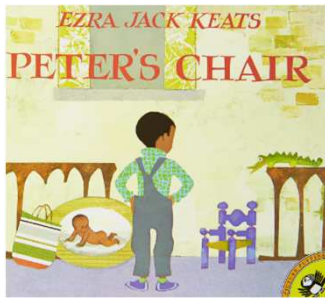


## Let's Find Out About It: How People Get Around

**Standards:**

SS.G.PS.4

SS.G.PS.4


**Materials:**

- *Peter's Chair*
- *On The Go*
- pretend vehicles and animals
- images of transportation (see Resources)

**Vocabulary:**

- vehicle
- transportation
- travel

**Preparation:** Set up materials.

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

"In *Peter's Chair*, Peter got around using his feet."

"People use different forms of **transportation** to **travel**--get around--from place to place."

"What do you notice about the ways people get around?"

"Sometimes people use **vehicles** to **travel**. Sometimes people ride animals. Sometimes people walk from one place to another."

"How does your family travel?"

"How can you be safe in a car or on the bus?"

*Show illustrations.*

*Read On The Go.*

*Show illustrations.*  
*Children respond.*

*Children respond.*











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## Let's Find Out About It: Musical Instruments



### Materials:

- *The Hello, Goodbye Window*
- *Charlie Parker Played be bop*
- *Tito Puente Mambo King*
- Instruments: harmonica (or photograph of one), rhythm instruments (shakers, hand drums, etc.)
- Images of instruments (see resources)
- Technology to play youtube links (ipad, laptop, phone, etc.)

#### Suggested Links:

- Charlie Parker “Koko” (Sax):  
<https://www.youtube.com/watch?v=okrNwE6GI70>
- Tito Puente “Timbales” (Drums):  
<https://www.youtube.com/watch?v=xKPSs2AD6N8>

### Vocabulary:

- instrument
- Tempo: speed
- musician
- rhythm
- harmonica
- drums
- saxophone
- percussion

**Preparation:** Set up materials, Pre load youtube links.

### Let's Find Out About It:

“In *The Hello, Goodbye Window*, the grandpa played the song “Oh, Susannah” on his **instrument** called a **harmonica**. She talked about how he could change the **tempo**, or the speed, that he played the song. Sometimes he would play it fast and sometimes he would change the **tempo** and play it slow. What do you notice?”

“Today we are going to talk about a couple different types of **instruments** and some **musicians** (or people), that played them.”

*Show illustration.*  
*Children respond.*

“Here is a book about a **musician** named Tito Puente. He played the **drums**.”

“Listen to Tito Puente playing the song Timbal. What do you notice? How does the tempo, or speed, sound to you?”

“Charlie Parker is another **musician**. His **instrument** was the **saxophone**. Listen to what that instrument sounds like.”

“Here is a book about Charlie Parker. What do you notice about the words?”

“The **saxophone** and the **harmonica** are **instruments** played by blowing air into them with your mouth. Other **instruments** that are played with your hands, like the **drums**, are called **percussion instruments**.”

*Show illustrations and summarize story from Tito Puente, Mambo King.*

*Play a clip of ‘Timbal’ by Tito Puente  
Children respond.*

*Play a clip of ‘Koko’ by Charlie Parker.*

*Read a few pages Charlie Parker Played Bebop  
emphasizing the rhythm.  
Children respond.*

*Show instruments or images of instruments as  
mentioning their names.*

***Provocation:***

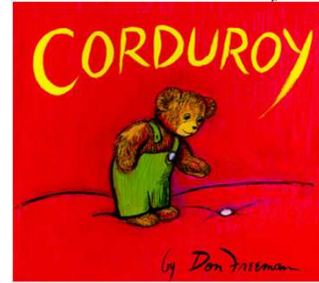
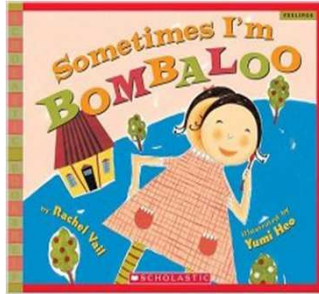
Allow children to explore different percussion instruments during centers/outside time and encourage them to explore with different tempos as the grandfather from *The Hello, Goodbye Window* did.

Provide an opportunity for children to create their own drums with empty containers during Centers.

Explore with different tempos while singing songs together at Songs, Word Plays, and Letters.



## Jumbled Names in Envelopes



### Materials:

- *Peter's Chair*
- *Corduroy*
- *Sometimes I'm Bombaloo*
- envelopes
- children's names cut into tagboard letter tiles
- trays

### Vocabulary:

- envelope: a cover for a letter or a card
- letter: a written message to someone
- jumbled: mixed up
- in order

**Preparation:** Make an envelope for each child with his/her name written on the front. For children who have difficulty recognizing their name, add their photograph to the front of the envelope. Cut out letter tiles of each child's name and put inside corresponding envelope (see Resources for example). Make an envelope for yourself to demonstrate during Intro to Centers.

### Intro to Centers:

"The characters in *Sometimes I'm Bombaloo*, *Corduroy*, and *Peter's Chair* all had names. There were Peter, Lisa, and Katie Honors. What do you notice about their names?"

"Today at Puzzles and Manipulatives, you can spell your name with **letter** tiles."

"Find the **envelope** with your name on it. Inside each envelope are the **letters** of your name, but they are all **jumbled**- mixed- up. Put the **letters in order** to spell your name."

"This **envelope** has my name on it. Here are the **letters** for my name."

"How do I know what **letter** comes first?"

"Where else can you find your **name** in the classroom?"

*Show illustrations.*

*Write the names on chart paper so children can see them clearly.*

*Children respond.*

*Model opening envelope and taking letters out.*

*Children respond.*



**During Centers:** Support children who have trouble spelling their names. Encourage children to work together, especially children who share similar letters. Compare and contrast lengths of names, ex. “Max and Marisol both have names that start with ‘M,’ but Max’s name has three letters, Marisol’s has seven. Whose name has more letters? Whose name has fewer letters?”

**Guiding Questions during Centers:**

- How did you know which envelope had your name in it?
- Who else in the classroom has the same letters as you in their name?
- How is your name the same as \_\_\_\_\_’s name? How is your name different from \_\_\_\_\_’s name?
- What other words can you spell with the letters in your envelope? (accept any spellings, real or invented)

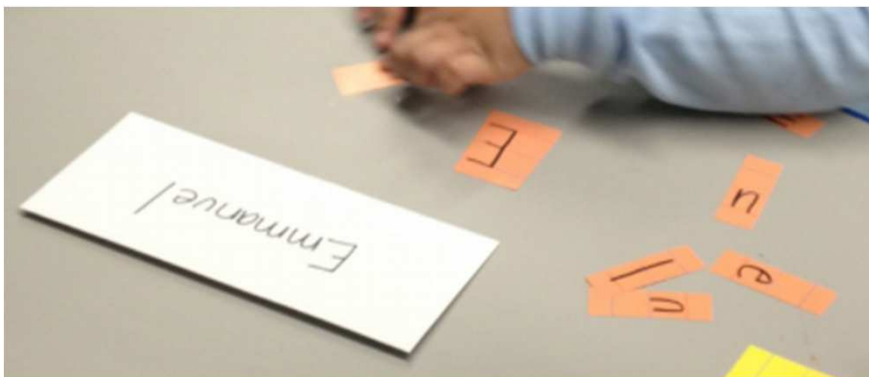
**Thinking & Feedback:** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

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

**Provocation:**

Continue this activity on a following day using family member names: mother, father, brother, etc.

Encourage children to find letters from their names around the classroom or the school.



<p>Unit 1</p>  <p>Week 4</p>	<p><b>Small Groups: Dot Pictures</b></p> <p>Medium Support</p>	<p>Math</p> <p>SG1</p>	<p><b>Standards:</b></p> <p><b>CC:</b> Transitions from rote to 1:1 Correspondence</p> <p><b>OA:</b> Responds with number words and /or counting strategy when asked the question How Many?</p>
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<p><b>Guiding Math Ideas:</b></p> <ul style="list-style-type: none"> <li>● Numbers are counting words.</li> </ul> <p><b>Math Concepts: [From Unit 1 Learning Progressions]</b></p> <ul style="list-style-type: none"> <li>● Demonstrating perceptive (intuitive) number in play and other activities</li> <li>● Some writing marks are called numbers and some are called letters.</li> </ul>
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<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● Dot (Bingo-Type) Markers (use non-toxic ones made for children)</li> <li>● Writing Markers</li> <li>● Blank 5 X 7 Index Cards</li> <li>● Sticky Notes</li> <li>● Hole Punch</li> <li>● Binder Rings</li> <li>● 10 Black Dots by Crew (Optional use for Provocation)</li> </ul>	<p><b>Math Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Dot Markers- special markers that make different colored circles</li> </ul>
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**Preparation:**

This activity follows up on Week 3 *Small Group Bears and Dots*. Gather materials. Cover table with newspaper as dot markers can stain. Gather materials.

**Procedure:**

*Remember last week when we played with bears and dots and blocks? We had some number cards with dots on them. Today, we are going to play with dots and cards and markers.*

Introduce and demonstrate Dot (Bingo-type) Markers if they are a new item for the children.

*See these special markers- They are Dot Markers. They make circles. We can also call them “dots”.*

Show Writing Markers.

*I can use these markers for all kinds of things- writing, drawing pictures and making lines.*

*After I make some dots I’ll use some markers to connect my dots, or make pictures. I’m counting my dots.*

Distribute all markers and several index cards to children. Make sure that each child has a work space.

Children can use materials as they wish. As children place dots on the paper and/or use markers they may count or identify it as a picture. They may also place dots in random order or fill their paper with dots. Preserve the open-ended nature of this activity while you continue to model making groups, drawing pictures and counting.

As children finish their cards, offer to count with them, writing the number of dots and a description on each card if they show interest. You can write on it or place a sticky note on it depending on what the child wants.

Create number books:

*I'm going to make a number dot book.* Model taking your cards, punching holes in the corner and putting cards together with the binder ring. Children can make their own books if they wish.

Put child's name on book and place in Math Center

Throughout this activity, describe the two types of symbol systems you are using:

*I use letters to write your name and the name of your picture. I use numbers to write How Many dots you have on each page. We also make a lot of marks that aren't numbers or letters when we draw.*

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

- 1:1 Correspondence: This activity follows up the Bears and Dots activity from Week 3 with an open-ended creative approach that connects art and math.
- Open-Ended Materials: These materials are inexpensive. Be generous. Children often “have to do too much and too many” [Bev Bos] before they can focus on a discrete task.
- Initially, all writing marks will look random or unidentifiable to children. This activity helps children's first efforts in differentiating numerals from letters or other marks.
- Distribution of materials: Arrangement and distribution of materials is a subtle but important math strategy. By offering children more than 1 card, modeling placing some dots on each card, and writing numbers as children count, children are learning from the environment and each other as well as from direct instruction.

#### **Documentation:**

The number books are an artifact for portfolios or other tools. Date and identify the books. There will be several number book activities throughout the year for comparison.

#### **Provocation:**

Place Dot Markers, paper, markers in the Math Center for the remainder of the Unit to encourage children to experiment with materials.

This activity can be a companion to the counting book *10 Black Dots*. Read it during SWPL and notice if children make the connection.

<p>Unit 1</p>  <p>Week 4</p>	<p><b>Small Groups or SWPL: What is BIG?</b>  <b>Introduction to Measuring</b></p> <p>Low Support</p>	<p>Math</p> <p>SG2</p>	<p><b>Standards:</b>  <b>MP:</b> Communicates math ideas verbally and non-verbally</p>
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<p><b>Guiding Math Ideas:</b></p> <ul style="list-style-type: none"> <li>● Enjoyment and participation in math activities</li> </ul> <p><b>Math Concepts From Unit 1 Learning Progressions:</b></p> <ul style="list-style-type: none"> <li>● Everyday use of measurement words in play, at school and at home</li> </ul> <p><b>Adapting for SWPL:</b></p> <ul style="list-style-type: none"> <li>● This book is very brief. Read and show pig box and ask children to find anything in the room that is bigger than the pig and stand beside it. Record their answers and recall during small group or large group the following day.</li> </ul>
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<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● <i>A Pig is Big</i> by Douglas Florian</li> <li>● <i>A large, but lightweight box, with pig ears and pig nose taped on it (Pattern in Teacher materials) – OR some other way to represent a large pig.</i></li> <li>● <i>Large chart paper and Marker</i></li> <li>● <i>Small and large animal toys [added to Math Center shelves</i></li> <li>● <i>Is it Larger? Is it Smaller?</i> by Tana Hoban [Optional for Extension]</li> </ul>	<p><b>Math Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Measure- A way to find out the size of something</li> <li>● Dimensions- numbers we use to tell how big something is</li> <li>● Magnitude- huge</li> </ul>
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**Preparation:**

Read through the book. Prepare the box, which is used to represent a large pig. Place box in the Math Center.

Prepare the Large Paper: Heading: *Is it bigger than a pig?* Draw line down the middle of paper and write Yes and No on the 2 columns.

This Small Group moves around the room. It can be started in the Math Center or in the meeting/circle area.

**Procedure:**

*We read our book 10 Tiny Babies and we pretended to be tiny babies when we leapt or crawled. Today we are going to read about something that is NOT tiny- it is Big!*

*Can you look at my box and my book and guess what we are going to do today?*

Children guess.

Read the book and talk about things that are big.

Pause at each page that asks a question of the children and wait for their answers.

*I wonder if we can find some big things. We are going to pretend that this box is a great big pig!*

Ask children to bring a few items from the Math Center shelves

Compare them to the box.

*Is it bigger than our pig?*

Record on the large paper as children bring items and write name of item on the yes or no side.

*Let's keep looking. Maybe there is something in our room that is bigger than our pig.*

Go with the small group and take the pig box around to different areas of the room, looking for something that is bigger than the pig box: Furniture, adults, etc. Don't forget the outdoors.

Be sure to do direct comparisons- holding the pig box near the item and comparing.

As you finish the group time, revisit your chart and summarize:

Ask children to count and report.

*We found X things that were not bigger (smaller) than a pig. We found XX things that were bigger than a pig. Did we find anything that was the same size as our pig?*

Other words for big: Big is a concept about relative comparison- things are *big* in comparison to other things. Ask children if they know other words for "big" and write them on the wall paper as well. [The book has some of those words.]

Play again if you have time and...Don't forget to have fun!

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


- Provide opportunities for children to use measuring ideas and terms during mealtimes and routines. Add clarification or definition if needed.
  - Would you like some more strawberries? These apples are different sizes. Would you like a big one or a little one? Is it a long time or a short time until we go outside?
- Early Measurement involves direct comparisons of two or more things. The pig box in this activity introduces the use of a measuring with an arbitrary unit- a key concept in non-standard measurement explored in Units 5 and 6. Encourage informal measurement comparisons.
- Math is engaging and fun! Each unit has at least one silly and light-hearted activity included like this one. Be intentional about describing math activities with positive words and actions.
- Extending Learning: Keep the pig box out in an area for the room for at least a week. Anytime that individual children need a task or are waiting (such as washing hands, finishing clean up, etc.), ask children to find something bigger or smaller than the pig.

#### **Documentation:**

Designate a day and keep a list of the measuring words that you hear children using. You may be surprised at how many times during the day children use these terms in their play, in school routines and interacting with friends. Use these words to help you plan additional measuring activities and to reinforce the use of math language in mathematizing other experiences, such as outdoor play.

#### **Provocation:**

*Is it Larger? Is it Smaller?* by Tana Hoban is a great book to provoke additional comparisons.

<p>Unit 1    Week 4</p>	<p style="text-align: center;"><b>Large Group</b>  <b>Windows and Rectangular Shapes</b>  High Support</p>	<p>Math  LG</p>	<p><b>Standards:</b>  <b>MP:</b> Participates in small group and whole group math activities.  <b>G:</b> Recognizes and describes simple shapes</p>
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<p><b>Guiding Math Idea(s):</b></p> <ul style="list-style-type: none"> <li>● Enjoyment and participation in Math</li> </ul> <p style="text-align: center;"><b>Math Concepts From Unit 1 Learning Progressions:</b></p> <ul style="list-style-type: none"> <li>● We use math every day: Connecting math concepts to environment</li> <li>● Manipulating 3-D Shapes</li> </ul> <p style="text-align: center;"><b>Adaptations for Using Large Group in Alternate Schedule Slots:</b></p> <ul style="list-style-type: none"> <li>● As children finish clean up at different times, remind them of the story about the <i>Hello Goodbye Window</i> and ask them to count the windows in the room. Write down the number and discuss during SWPL.</li> </ul>
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<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● <i>The Hello, Goodbye Window</i> by Juster &amp; Raschka</li> <li>● Large empty rectangle picture frame</li> <li>● Rectangle-shaped Post-It Notes</li> <li>● Unit Blocks from Block Center</li> <li>● A cardboard box with 2 long and 2 short sides</li> <li>● Large paper and marker</li> </ul>	<p><b>Math Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Rectangle- A shape with 2 long sides and 2 short sides.</li> <li>● Rectangular prism- A block that is shaped like a rectangle</li> </ul>
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**Preparation:**

**This Math Large Group takes place AFTER the Read-Aloud *The Hello, Goodbye Window***  
Gather materials.

<p><i>Remember when we read <i>The Hello Goodbye Window</i>? The story had a special window.</i></p> <p><i>The Hello-Goodbye window looks sort of like this frame I have right here.</i></p> <p><i>What do you notice about this shape?</i></p>	<p><i>Show book and turn to a page that shows the window with T-Rex looking through it- the best depiction of a rectangular shape.</i></p> <p><i>Show the picture frame.</i></p> <p><i>Children describe the picture frame. Some may</i></p>
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*It is like a rectangle, because 2 sides are long and 2 sides are short. Let's look around our room. Do you see any windows?*

*What shape do these windows remind you of?  
Those windows look like my special frame here.*

*I wonder--how many rectangular-shaped windows do we have in our classroom? How could we find out? When we find one, we'll put a rectangle paper, this Sticky-Note, on it.*

*Let's go!*

*How can we find out how many rectangle-shaped windows do we have?*

*I'm writing the numbers on our chart.*

*There might be other things in our room that look like rectangles- These blocks and this box are called rectangular prisms. They are like a flat rectangle (show the Sticky-note), only "thicker".*

*They remind me of the Hello-Goodbye window. Can you find other rectangular-shaped things?*

*identify it as a "rectangle." Some may attend to the color or have other descriptions.*

*Children point to windows.*

*Some children respond rectangles. Some may say the windows look like the picture frame.*

*Children may suggest hunting for windows. Suggest hunt if children do not.*

*Put Sticky-note on your picture frame.*

*Make teams of 2-3 children. Distribute sticky-notes and have fun as the children go around the room and place sticky notes on windows.*

*Children go around the room and put sticky-notes on any windows they see.*

*Children may return to the search and count the marked windows and report*

*Record the number of windows children report. Expect children to report different quantities.*

*As time permits, extend the exploration as children find other items they identify as rectangles or rectangular shaped.*

*Children return to the hunt. Wrap up the activity by adding any other items to the list.*

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

- Rectangles are flat- 2 D- Rectangular prisms have depth (3 D). Use accurate terminology. If the phrase *rectangular prism* seems awkward, describe blocks as rectangular-shaped, or say "this looks like a rectangle or this side looks like a rectangle".
- *Stability of sets*: Same windows- different answers- Groups of children will get different answers. This will not typically bother most children, as they have not yet mastered the concept of *stability of sets*. This activity is not about finding right answers. It is about using counting as a strategy to answer a problem *How Many Windows?* Support children's growing understanding of stability of sets through intentional activities. Model accuracy.

***Provocation:***

Use teachable moments to help children discover other 3-D shapes around them, such as spheres (balls) cubes (packages ) and cylinders (electric poles and pipes)



Unit 1

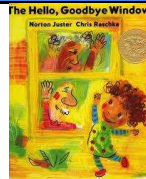


Week 4

*The Hello, Goodbye Window Read Aloud*

**Standards:**

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



**Materials:**

- *The Hello, Goodbye Window*
- *Vocabulary word picture cards*

**Vocabulary:**

- brick: a small rectangular block, typically made of clay
- path: a walkway
- porch: covered entrance, doorway
- regular: normal
- barrel: cylindrical container
- tap: knocking lightly with your fingers
- frighten: scare
- Step stool: a stool with two or three steps and a platform on top to reach high places.
- harmonica: musical instrument
- supper: dinner: evening meal
- reflection: an image formed by something shiny
- specialty: something someone is very good at doing.
- acorn: a nut from an oak tree
- hose: a long tube for watering plants.
- expect: believe that something will happen soon
- delivery: dropping something off
- magic: having special powers
- extinct: species no longer alive

**Preparation:** Set up materials.

**First Read:**

Children will:

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

Teachers will:

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

"I have a new story to read to you today and the title is *The Hello, and Goodbye Window*. The author, the person who wrote the words, is Norton Juster and the illustrator, the person that drew the pictures is Chris Raschka.

This girl is waving to her Nana and Poppy through her grandparents' kitchen window as she comes to visit them. She calls it the Hello, Goodbye Window. You can see many interesting things if you look through the window from the outside, but there is even more to see if you look out the window when you are standing inside. Nana says it is a magic window and anybody can come along when you least expect it. Let's read and find out what happens.

"When I stay over we have our **supper**—evening-meal, in the kitchen..."

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

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

*Page 1 move finger along the front to halfway down the back around the house*

*Page 2 Point at the Hello, Goodbye Window*

*Page 4 Point to **flower barrel**. Pretend to **tap** on a window and **duck down**. Show a frightened expression*

*Page 5 Make **peek-a-boo** motion*

*Page 7 Point to **harmonica***

"I don't think that she really believes that grandpa thinks she is outside. She knows he is making a joke."

"He says it's his **specialty**--something he is very good at--."

"I'm thinking that the girl believes this cat is a tiger because he has stripes just like a tiger does. She might not know that a tiger is much larger than a cat."

"He is **extinct**, so he doesn't come around much. There are no dinosaurs alive anymore in this world."

"The pizza **delivery** guy; He **delivers**--drops off-- pizzas at your house after you order it on the phone.

"The girl is imagining --making up--animals and people passing by the Hello, Goodbye Window."

*Page 9 Point at the **reflection** in the window.*

*Page 16 Point to "tiger"*

*Page 17 Point at all illustrations*

*Page 18 Shake head*

*Page 24 Blow kisses*

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

- Why do you think that the girl likes spending time with her grandparents?
- Why is the Hello, Goodbye Window special, different from all the other windows in the house?
- Do you think the girl really saw a dinosaur, a pizza delivery guy, and the queen of England outside the Hello, Goodbye Window? Why do you think that?
- There are some things that the girl is not allowed to do in the house. Why not? (Show page)

### **Second Read**

Children will:

- Listen again to the story read aloud.
- Demonstrate increased level of sustained and focused engagement.

- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teacher will:

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

“We read this book one time.”

Here the girl has just been dropped off by her parents to visit her grandparents. You remember that one could see lots of interesting things through the window. Let’s read the story again.

“There is a **brick path** that goes to the back **porch**.....” “We can see a few bricks here... the rectangular blocks made from clay. In this picture we can’t see the **path**--*the walkway*--going to the back of the house. You can enter the house through the **back porch**--a covered entrance at the back of the house--.”

“It looks like a **regular**--*normal*--window....”

“So you can climb up the **flower barrel**--*the cylindrical container filled with soil, meant to plant flowers*. Maybe Nana and Poppy didn’t plant any flowers yet because we can’t see them in the picture. Besides, if there were flowers in the barrel, the girl would have crushed them when climbing on the barrel.”

“.....and **frighten**--*scare*--them.”

“It doesn’t look like Nana and Poppy are frightened in these pictures. They are smiling. I think they are happy to see their grandchild.

*Hold up the book, show cover*

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

*Page 1 Re-orient children to the book.*

*Page 1 Point to bricks.*

*Page 4*

*Point at pictures*

“The girl can’t reach the sink, so she uses a **step stool**--*a stool with two or three steps with a platform on top so you can climb up to reach high places.*”

*Page 6*

“Poppy is playing his **harmonica**--*a musical instrument that plays tunes when you blow into it.*”

*Page 8*

“I think that Poppy is joking when he says that he can play the **harmonica** while drinking a glass of water. I think he likes to make his granddaughter laugh.

“...we can look at our **reflection**--*an image formed by something shiny--in the window.*”

*Page 10*

“I think that Nana is upset when the neighbor’s dog goes to the bathroom in her flower beds, because he might step on the flowers and crush them, and she also doesn’t like to accidentally step in dog poop when she is working in her garden.”

“He says it is his **specialty**--*something that he is very good at doing.*”

*Page 15*

“Here the girl is hiding behind her grandmother to protect her from the “tiger”. Nana doesn’t look frightened. She must know the tiger is just a cat.”

*Page 18*

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

- How do you think that Nana and Poppy feel when their granddaughter is going back home with her parents after her visit? Why do you think that?
- Do you think the cat in the backyard lives with the grandparents or with somebody else? Why?
- What can the child see from the Hello, Goodbye Window at night? In the morning?

### **Third Read:**

Children will:

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

Teacher will:

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

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

*Hold up the book and show the cover  
Underline and state the title*

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

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

"What is happening here?"

*Pages 3-4*

"We remember....."

*Pages 5-6*

"What is happening here?"

*Pages 7-8*

"And here....."

*Pages 9-10*

"It is night time and....."

*Pages 11-12*

"And in the morning....."

*Pages 13-14*

"We remember that Poppy makes breakfast. Making oatmeal with bananas and raisins is his specialty. He must have prepared it many times so that he is really good at it."

*Pages 15-16*

<p>“Nana and the girl go out to the garden.....”          Why does the girl think the cat is a tiger?          There are some other outside activities they enjoy doing. We remember that .....</p>	<p><i>Pages 17-18</i></p>
<p>“And then.....”</p>	<p><i>Pages 21-22</i></p>
<p>“Then sometimes I just sit by the Hello, Goodbye Window and watch.” What is she watching?</p>	<p><i>Pages 23-24</i></p>
<p>“Here mom and dad come to pick up the girl after work. How does she feel about that?”</p>	<p><i>Page 25</i></p>
<p>“And here she is thinking.....”</p>	<p><i>Pages 27</i></p>

**Discussion Questions(s):**

- In *Peter’s Chair* we read that Peter had a sister, Susie. Do you think that the girl in *The Hello, Goodbye Window* had any siblings? Why do you think that?
- What do you see when you are looking out the window of your home?
- Do you see the same things from the windows upstairs and downstairs? Why/why not?

**Fourth Read:**

Children will:

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

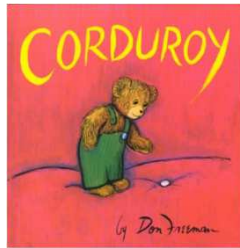
With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.



## Small Groups: Button Sorting

### Medium Support

**Standards:**  
M.G.PS.1  
PHD.FM.PS.5



#### **Materials:**

- Corduroy
- trays or paper plates for sorting
- buttons
- buttons made from colored paper and laminated

#### **Vocabulary:**

- button
- attribute
- sort
- same
- different
- similar

**Preparation:** Set up materials. Decide how many attribute are appropriate for children to sort, i.e., one attribute: color, shape, or size; two attributes: color and shape, shape and size. If buttons are not appropriate to use with your children, use paper buttons.

**Procedure:** Remind children that in *Corduroy*, Corduroy lost his button and went to look for it. When Lisa took him home, she sewed a new button on his overalls. Tell the children that today they will be sorting buttons.

Model sorting buttons by different attributes.

#### **Guiding Questions:**

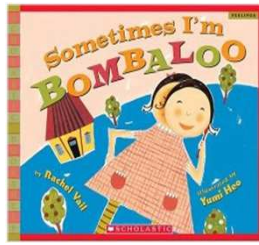
- How did you sort your buttons?
- How is this button similar to or different from Corduroy's button?
- How is this activity similar to *Making Groups*?
- Corduroy had one button left on his overalls, and he found a button on a mattress. Where else do you see buttons in our classroom?





## Small Groups: Bombaloo Masks

### High Support



#### Materials:

- *Sometimes I'm Bombaloo*
- paper
- paper plates
- scissors
- mask stencil
- rubber bands
- string
- writing/drawing utensils
- adhesives
- glue brushes
- recycled and natural materials
- images of masks (see Resources)

#### Vocabulary:

- mask
- feelings
- emotions
- disguise

**Preparation:** Set up materials.

**Procedure:** Refer to the illustration in *Sometimes I'm Bombaloo* of Katie's face looking like a monster mask. Remind the children that sometimes people wear masks to disguise themselves so that others will not recognize them, but that masks can also express feelings. Show mask images (see Resources) and discuss the faces and feelings they notice.

Encourage children to draw a plan for their mask.

Demonstrate attaching rubber bands and/or string to masks so children can wear them. This activity can continue in Centers.

#### Guiding questions:

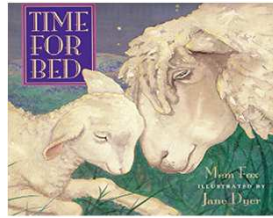
- Why did you use these materials to create your mask?
- What does your mask represent, i.e., a feeling, a character, an animal?
- How is your mask similar to or different from Katie's/ your friend's mask?
- When Katie puts on a mask, is she really a monster? How do you know?



## Small Groups: Rhyming Word Cards

### Medium Support

**Standards:**  
RF.PA.PS.1.a  
RF.PA.PS.1.c



#### **Materials:**

- *Time for Bed*
- rhyming word cards (see Resources)

#### **Vocabulary:**

- rhyme
- match
- sound
- pair

**Preparation:** Set up materials.

#### **Procedure:**

Review the rhyming words in *Time for Bed* with children. Invite children to chime in on rhymes.

Show children the rhyming word cards.

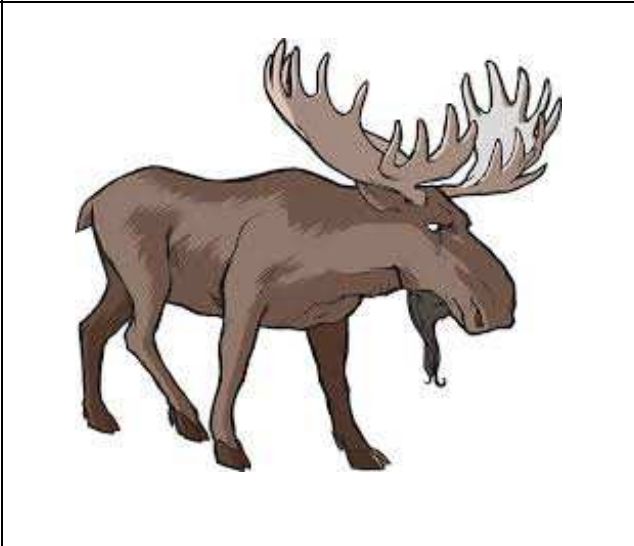
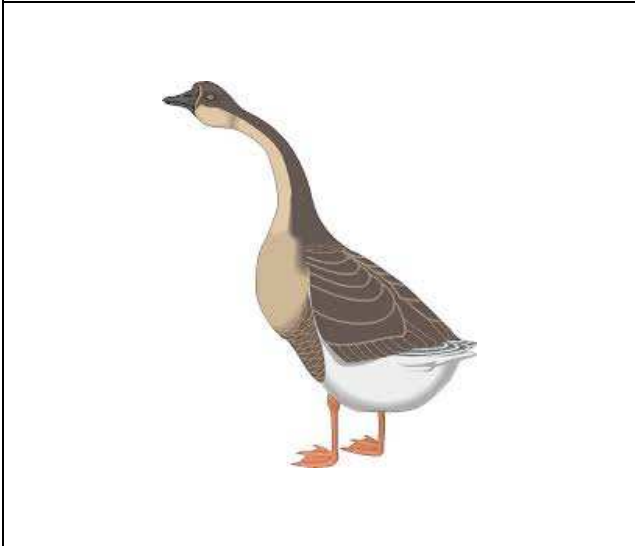
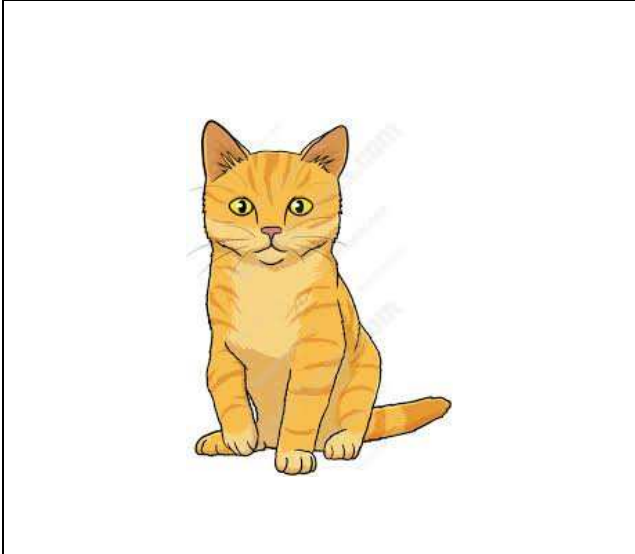
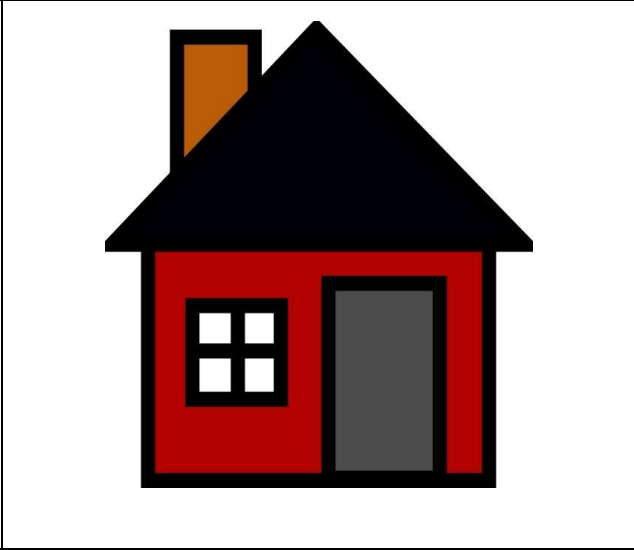
**Option 1:** Model with the word *mouse*. Ask children to say mouse; choose 2 words that do not rhyme with mouse and one that does rhyme. Ask the children to say all the words and then choose which pair of words rhyme.

Give pairs of children sets of cards to play the game.

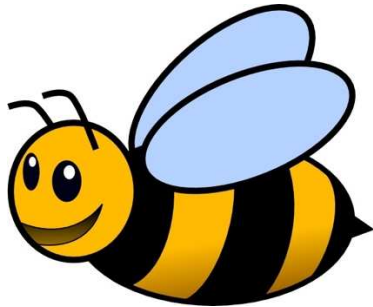
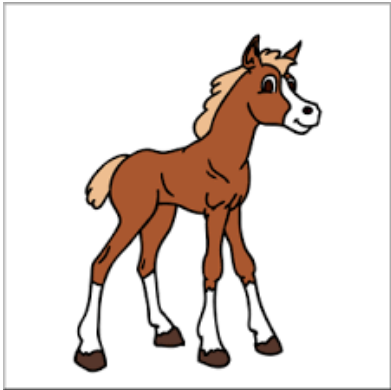
**Option 2: Memory Game:** place all the cards upside down. Turn over one card, and then turn over a second. If they rhyme, collect the pair. If they do not rhyme, turn the cards back over, and go to the next person's turn.

For either option, encourage children to play independently or with your support as needed.

Unit 1 Small Groups: Rhyming Word Cards



Unit 1 Small Groups: Rhyming Word Cards





## Songs, Word Play, and Letters

### Day 1:

**Materials:** Poetry poster, flannel board and flannel pieces for “Old MacDonald,” Brown Bear, Brown Bear, and “Five Green And Speckled Frogs”

#### Old MacDonald Had a Farm:

- Say, “We haven’t sung “Old Mac Donald Had a Farm” for a long time. We can sing about a lot of animals today. I’m going to put all the animals down here (Place the flannel pieces in a line on lower area of flannel board.), and then I’ll move them one by one as we sing about them. Let’s do the duck first, and then the goat. Sing two verses. Now we need a third animal. Continue.
- Ask children to name animals with you as you remove them from the board.
- Then you might say, *I wonder if Old MacDonald had a pond or pool near his farm, with green and speckled frogs on it. We are going to sing a fun song about some frogs in the next song.*

#### Five Green and Speckled Frogs:

Procedure:

- Ask, *How many frogs should we have for the song “Five Green and Speckled Frogs”? Count with me as I put them on their brown speckled log. Explain that something that is “speckled” has spots on it, and point out the spots on frogs and the log. Once materials are up say, “We’re all ready, so let’s sing!”*
- Sing the song as usual. Name the *speckled log* and the *cool pool* as you remove them from the flannel board. Tell children you are going to *count* the frogs to make sure none got lost. Invite children to count with you, as you remove each one from the flannel board.

#### Open, Shut Them:

Procedure:

- Say, “Let’s get our hands ready for the song “Open, Shut, Them.” We have sung this song before, so the words and motions will be familiar to you.”
- Sing the song and model the motions.

#### Alphabet Clue Game:

Concepts: letter identification; beginning writing

Vocabulary: clue, guess, letter, vertical

Procedure:

- Choose a letter that has more than one line (e.g., F).

- Say, “*We are going to play a game. I’m going to think of a letter in my mind, give you one clue at a time, and you guess the letter. Here is the first clue. Draw the first line of the letter, in this case the vertical line of F. Say, The first clue is a long vertical line, just like this. Any guesses about what letter I am thinking of?*”
- Respond to each guess by talking about how the letter is made. Examples:*I’m not thinking about the letter H, but H is a good guess because it has a long vertical line, like this* (say as you write the first line of H on the easel,--then finish writing H).
- *T is a good guess. I make a long vertical line first when I write T, and then add a horizontal line across the top, like this. But I am not thinking of T.*
- Then tell children you are going to give them the next clue for F. As you add the next line F, say, *I am making a short horizontal line at the top, like this. Can you guess the letter in my mind?* Write their guesses on the side and point out how they differ. *L does have a long vertical line and a short horizontal line* (point to). *But the L’s short horizontal line is at the bottom* (point to) *of the long vertical line, not at the top* (point to), *as it is here on the letter I’m making.* Then add the last line of the F, describing your actions as you do. Ask again, if they know what letter you are thinking of. Confirm their answer.
- Then you might say, *If I add one more line here at the bottom, it would be the letter E, wouldn’t it?*
- Tell children, “*We’ll play this alphabet game another day and use a different letter. I won’t use the letter F the next time. I’ll think of a different letter.*”

### ***Brown Bear, Brown Bear, What Do You See?: Book***

#### Procedure:

- Show children the cover of the book and say, “*We read this story the other day, so you will remember the title is...*(Give children a chance to respond). Confirm their answer by reading the title. Then read the title again, slowly as you underline the words. Tell children you are going to use the flannel pieces for this story today.
- As you start to put up the flannel pieces, tell children to join you in saying the animal’s name and “*What do you see?*”

#### **Stand Up:**

Concepts: oral language, vocabulary, following directions

Vocabulary: bend, bow, clap, hand, knees, stamp, stand, turn, wave

#### Procedure:

- Say, “*We are going to do a familiar poem today, one we have done several times before. I’m going to find the poem in our big book.*” After finding the poem, point to the words in the title, as you read each one.
- Do not point to the words in the big book, focus on reciting the poem and modeling the motions.
- Depending on your group, this poem may work better if done between the Alphabet Clue Game and Brown Bear

## **Day 2:**

*Materials: CD, Time For Bed, flannel board and flannel pieces for "Down By The Bay"*

### **Clap Your Hands:**

Procedure:

- Say, *"Today, we are going to start with the song "Clap Your Hands." We are going to be using a lot of our body when we do the motions, so we need to stand up for this song."*
- Sing slowly enough for children to follow, modeling the motions.
- Sing song a second time, using motions and whispering the words.

### **Time For Bed (And Chiming In With Rhyming Words):**

Procedure:

- Say, *"Today we are going to read this book. We have read it before, so you will remember that the title is...(point to the title). Confirm their answer by underlining each word as you read the title.*
- Point to the pictures to show children the baby animals as they're named in the book. Hold onto the first sound longer than usual to encourage children to chime in with you.
- When you come to the second word in a rhyming pair, hold onto the first sound longer than usual to let the children chime in.

### **Can You Think Of Words That Rhyme With \_\_\_\_\_? (And Time For Bed):**

Procedure:

- Choose two or three words from *Time for Bed* for making rhymes (e.g. cat, sheep, bee). Tell children they are going to play a rhyming game with words from the book.
- Turn to the page with the cat. Say, *"Here's the little cat. CAT and THAT rhyme, they both have 'at' as their last part. Can you think of other words that rhyme with cat?"*
- Let children offer ideas, accepting nonsense words as well as real words. Rhyming may be a new skill for many children, so be ready to add ideas of your own.
- When you're finished rhyming with one target word, review. You might say, *"We thought of lots of words that rhyme with cat: flat, mat, hat, bat".*
- Use the same procedure using 2-3 more words from the book as target words

### **Down By The Bay:**

Procedure:

- Say, *"Now we are going to sing "Down by the Bay," a song that has a lot of rhyming words in it. Maybe we can make up a new verse using CAT as one of the animals."*
- Sing the song, using familiar verses. Place the appropriate flannel pieces on the board for each verse. Remove the pieces for each verse before putting on the new ones.
- Then say, *"Now it will be fun to make up our own verse about a cat. Think about some of the words we just thought of that rhymed with cat. Let's see, have you ever seen a cat wearing*

a...(ask children what word might work here). Yes, *HAT rhymes with CAT, so we could use that. Let's sing our new verse now.*

### **Day 3:**

**Materials:** Poetry poster, Corduroy, Picture Cards: escalator and overalls, flannel board and flannel pieces for BINGO, extra flannel letters: T,R,S,W,P

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

Procedure:

- Say, "Today we are going to start with the song "If You're Happy." This is a familiar song. We've sung it several times before." Lead children in singing two verses of the song in the usual way, using *clap hands* and *stamp feet* as the motions.
- Add new verses using expressions and actions for feelings. Examples: *If You're frightened and you know it, hide your eyes.*
- *If you're funny and you know it, laugh, Ha ha!*
- *If you're grouchy and you know it, growl, Grrrr!r*

#### **BINGO (And We Can Change It And Rearrange It):**

Procedure:

- Ask children to name letters as you place B-I-N-G-O on the board, one at a time. Say, "We're going to sing "BINGO" the way we always do and then we're going to play around with the letters, like we did last week."
- Sing the song as usual, then put the letters back on the board. Say, "We know this word is BINGO. Now I am going to remove the B from Bingo and replace it with the letter T. Now we have a new word." This new word is... Say /t/, pause for children to join in saying the first sound of the word with you, and then read the rest of the word.
- Proceed the same way, replacing the letter with S to make *Singo* and then the S with R to make *Ringo*. Each time, point to the new initial letter and sound it out and hang onto this sound as children join you. Then read the rest of the word, as children do it too.
- Say, "Now I am going to take all the letters off the board, except G and O. This new word is Go (underline *go* with your finger as you read it). If I remove the G from Go and replace it with an N, I have the new word No (underline *no* with your finger as you read it). Make the words *bin* and *in*, if time permits and children are interested.
- As you put the letters away, you might say, "We can change and rearrange letters to create a lot of different words."

#### **Hands:**

Procedure:

- Tell the children they are going to recite the poem called "Hands."
- Recite the poem the first time without referring to the poetry poster. Do all the motions,



pausing briefly between lines to allow children to follow along.

- Display the poetry poster. Point to the title and read it as you underline the word with your finger.

### **Ten Little Fingers:**

Procedure:

- Display the poetry poster. Say something like, “*The poem we just read was called “Hands.”* Hold up your hands and say, *This poem is about the ten fingers on our hands. Point to the title and underline it with your finger as you say, The title of this poem is “Ten Little Fingers.”* Wiggle your fingers.
- Present the poem as usual, leading the children in the finger movements.

### **I’m Thinking Of \_\_\_\_\_ Clue Game (And Corduroy):**

Procedure:

- Show children the “*Corduroy*” book cover and tell them they are going to play a guessing game about some words in the story. Remind them to listen to the clues, think about them, and raise their hands when they think they know the word.
- For *escalator*, use these clues: *This is a set of stairs that continuously move. Some go up and some go down. Corduroy rode one of these in the department store.*
- For *overalls*, use these clues: *This is a piece of clothing that has pants, shoulder straps, and buttons. Corduroy was wearing this kind of clothing when Lisa saw him in the toy department .If children need another clue, use this one: The name of this item of clothing starts with the letter O.*
- For *thread*, use these clues: *This is something you put through a needle when you are sewing. It holds pieces of cloth together. If children need another clue, give this one: Lisa used this when she sewed the button on Corduroy’s overalls.*
- For *palace*, use these clues: *This is a large fancy house that a king or queen could live in. Corduroy thought he was in one when he went to the furniture department at the store. If children need another clue, give this one :The name of this big and fancy house starts with /p/.*
- After they guess each answer, show them the picture card and point out the features you gave as clues.

### **I’m A Little Teapot:**

Procedure:

- Say, “*We just talked about a palace, a fancy house a king or queen might live in. I wonder if you would find a fancy teapot in a palace! We are going to sing “I’m a Little Teapot” next, so let’s stand up and pretend we are all fancy teapots!*”
- Sing the song as usual, leading the children in motions.
- After singing the song, say, “*Some people like to put sugar in their tea to sweeten it. People often keep sugar in a sugar bowl. I brought a real sugar bowl to show you (show one and talk about its shape and handles). Now, I want to show you how to be a sugar bowl rather than a teapot. All you need to do is put your hands on your hips, like this. Now you are sugar bowls*”

*with a handle on each side!*“

#### **Day 4:**

**Materials:** CD, *Big Book of Poetry*, *Peter's Chair*, *Noisy Nora*, *Corduroy*

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

Procedure:

- Say, “*The first thing we will do today is sing “Head and Shoulders, Knees and Toes.” You’ll remember we need to stand up for this song.*”
- Continue the song using only motions (no words) for one body part at a time, until the song is done quietly with only motions.

#### ***Stand Up:***

Procedure:

- Say, “*We had to stand up to do the motions for “Head and Shoulders, Knees and Toes” and now we are going to do a poem called “Stand Up.”*”
- *Display the poem, point to the title, underlining it with your finger as you read it.*
- *Recite the poem with the children and model the motions.*

#### ***The Wheels on the Bus:***

Procedure:

- As you do the motions for the wheels turning on the bus, say, “*What song do you think we are going to do now?*”
- Sing the verses the children already know, leading them in the appropriate motion for each verse.
- Introduce additional verses by singing them, modeling motions, and inviting children to join in by singing slowly enough for them to follow along.

#### ***First Sound Matching: (Peter's Chair, I'm Bombaloo, and Corduroy)***

Procedure:

- Say, “*We have met a lot of different characters in the books we have read. In I'm Bombaloo, there was Katie. In Corduroy, there was Corduroy, and the girl Lisa and in Peter's Chair -- (pause to give children a chance to guess). Yes, there was Peter, his baby sister Susie, and someone else ---- Peter's dog, Willie!*”
- Say, “*We are going to play a game with some of the characters' names from the stories. I'll say a name, and you think about the sound that name starts with. Then we'll go around the circle and everyone will say his or her name, and see if anyone has a name that starts with the same sound.*”

- When you play the game you might say, Charles – Peter (stress the /ch/ in Charles and /p/ in Peter), no, that's not the same sound. Charles' name doesn't begin with /p/, like Peter. Larry – Peter (stress the /l/ in Larry and the /p/ in Peter). Does Larry start with the same sound as Peter? No, it doesn't. Listen carefully to this one. Penelope – Peter. What do you think? Yes, Penelope starts with /p/ and so does Peter- /p/ Peter; /p/ Penelope.
- Choose a character's names for which there is a first sound match with a child's name. Compare names quickly and move things along. Isolate the first sounds of the two names needed: /n/Nancy; /p/Peter. No, not a match, they do not start with the same sound.

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

Procedure:

- Display the poem. Read the title, as you underline it with your finger. Talk about the illustration. Then recite the poem, without pointing to the words in the big book. Your focus should be on reciting the poem and maintaining eye contact with the children.

### ***Day 5:***

***Materials: CD, Over In The Meadow, Flannel board and flannel pieces for "Five Green and Speckled Frogs," two sets of uppercase alphabet cards, Pocket chart***

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

Procedure:

- Say, "Today, we are going to start by singing about the five green and speckled frogs. I'll put the brown speckled log right here, at the top of the flannel board. I'll put the cool blue pool beside it. Help me count the frogs to make sure all five have come to play today (count frogs as you place them on the board)."
- Sing the song in the usual way.
- When collecting frogs to put them away, take three frogs out of the pool together and then the other two, as you say, "Three frogs (pick up three together)... four...five frogs (as you remove the last two).

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

Procedure:

- Show the children the cover of the book reminding them that they have heard this story before. Tell them that you are going to play a game with *some* of the words from this book.
- Say, "We are going to play a thinking game again. I will say a word, and you will try to think of other words that begin with the same sound. Let's start with meadow. All the animals in the book lived over in the meadow."
- Say, "I will start the game by telling you my idea for a word that begins like meadow, /m/. I think Mother begins with the same sound as meadow. /M/, mother, /m/, meadow, meadow and

mother *both begin with/m/.Now it's your turn. Raise your hand if you have an idea for another word that has the same beginning sound as meadow--/m/.*

- After children have had a chance to offer a word, suggest another one yourself (e.g., *milk, man, mother* ). Say, “*I think milk begins like meadow, /m/ milk, /m/ meadow. Does anyone have another idea?*” Offer two more ideas if children do not offer any, then say, *We’ll play this game again on another day.*”

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

Procedure:

- As you make the motions of opening and shutting your hands, ask children what song they think is next. Confirm “*Open-Shut Them.*”•After singing, comment about the *four* things the song tells us to do with our hands –open, shut, clap, and creep.Then say, “*We do a fifth thing, too, when the song says“but do not let them in.” We put our hands behind our back. What else could we do at the end of the song?”*•(Hold hands up high; hold them out to our sides; cross our arms in front of us...)

### **Five Little Ducks:**

Procedure:

- Say, “*We just sang a song about different things to do with our hands. Now we are going to do something else with our hands as we sing “Five Little Ducks.” We are going to use hand motions to show the ducks (hold up one hand), the hills (show the hand motion), and the quacking (show the hand motion).*”
- Sing the song and ask children to join in with the lyrics and the hand motions



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

Teachers will help children plan what to draw. Teachers will take dictation or help children write about their drawings.

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

- What will you draw?
- Are you looking out the window from the inside or are you looking through the window from the outside? How can you tell?
- What do you see out your window at home?
- Did you draw a realistic picture, or did you use your imagination? Why is this picture realistic/imaginative?

### ***Thinking and Feedback:***

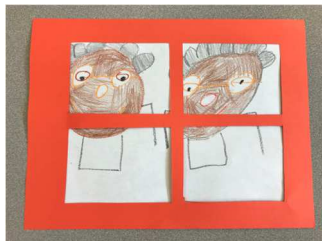
Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

### ***Documentation:***

Collect samples of the children's work; use the work to launch a discussion during Thinking and Feedback.

### ***Provocation:***

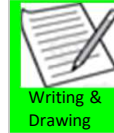
- Guide children to look through various windows in the school.
- Take pictures of views outside windows
- Ask parents to take a picture of the view outside a window in their home.
- Invite children to draw two pictures of a window, one looking out and one looking in.
- Provide children with material to create their own window frames.





## Using Vocabulary Cards

All unit books



**Standards:**  
ELA.LS.VAU.PS.1  
ELA.LS.VAU.PS.3

### Materials:

- unit books
- writing utensils
- paper
- 3-4 page blank books
- vocabulary word picture cards
- pocket folders
- thera-putty, squeeze balls, and/or playdough

### Vocabulary:

- fiction/non-fiction: pretend/ not pretend
- vocabulary: words that someone knows
- word
- illustrate: make a picture
- story: how something happened

**Preparation:** Glue image of unit book's cover on the outside of a pocket folder and place the corresponding vocabulary word picture cards inside.

If appropriate, allow children to “warm up” their hands before drawing and writing by squeezing thera-putty or with simple hand exercises, i.e., opening and closing fists and opening them, wiggling their fingers, writing the letters in the air, etc.

### Intro to Centers:

“We have read **fiction** and **nonfiction** books. What do you notice?”

“We learned **vocabulary- words-** in these books. What are some **words** you learned from \_\_\_\_\_?”

“Today at Writing and Drawing, you can use these materials to **illustrate** and write your own stories with **vocabulary words** you've learned.”

“This word says \_\_\_\_\_. What is a sentence with this word?”

*Show books. Children respond.*

*Children respond.*

*Show materials. Model using cards and returning them to the appropriate folder.*

*Children respond.*

***During Centers:***

If appropriate, draw a line on the bottom of the page as a visual cue for writing. Encourage children to act out stories they have written. Encourage children to sequence stories with *first, next, then, last*, etc. Encourage children to notice features of letters/words, i.e., number of letters, line formation, etc.

***Guiding Questions during Centers:***

- How did you decide to write a fiction or nonfiction story?
- What can you do if you want to write a word from a book, but there is no vocabulary card?
- If this vocabulary word did not have a picture on the card, how could you figure out what the word is?
- How do illustrations help you learn new words?

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

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

***Provocation:*** Display children's finished work (pictures and/or books) in Library & Listening alongside classroom books. Encourage children to categorize peers' books, i.e., according to theme, fiction/nonfiction, etc. Challenge children to write alternate endings to unit books.





cradle



crocodile



escalator



high chair



crib



frightened



fist



scrunch



palace



overalls



harmonica



brick



barrel



acorn



hose


Full Day Schedule

Unit 2 Week 2	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud					
Centers					
Intro to Centers					
Art Studio					
Easel					
Writing and Drawing					
Library & Listening					
Dramatization					
Blocks					

Discovery Table					
Puzzles & Manipulatives					
Technology					
Thinking & Feedback					
SWPL Whole Group					
Whole Group Lessons	LFOAI:	Math: What's Our Favorite?	LFOAI:	LFOAI:	

Small Groups	<p><b>Group1 Literacy</b></p> <p><b>Group 2 Math</b> Low Support: Playing with Numbers</p> <p><b>Group 3 Independent</b></p>	<p><b>Group1 Literacy</b></p> <p><b>Group 2 Math</b> Low Support: Leaf Pictures</p> <p><b>Group 3 Independent</b></p>
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Outdoor Learning	Refer to Nature Extensions for Individual Lesson plans	small groups:	small groups:
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Unit 1  Week 5	<b><i>Small Groups: Playing with Numerals</i></b> Low Support	Math SG1	<b>Standards:</b> CC: Rote counts to 10 and beyond by ones with increasing accuracy. CC: Recognizes and names written numerals 0-5
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<p><b><i>Guiding Math Ideas:</i></b></p> <ul style="list-style-type: none"> <li>● Rote counting</li> </ul> <p><b><i>Math Concepts From Unit 1 Learning Progressions:</i></b></p> <ul style="list-style-type: none"> <li>● Some marks are called numerals and some are called letters.</li> <li>● Practicing the number word list through words and action</li> </ul>
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<p><b><i>Materials:</i></b></p> <ul style="list-style-type: none"> <li>● Wooden, plastic or magnetic numeral sets</li> <li>● Number puzzles and number games or manipulatives</li> <li>● Plastic plates and bowls</li> <li>● Selected manipulatives</li> </ul>	<p><b><i>Math Vocabulary:</i></b></p> <ul style="list-style-type: none"> <li>● Number names</li> <li>● In a line</li> <li>● Group</li> </ul>
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***Preparation:***

Gather math manipulatives that include number symbols along with the wooden and plastic numerals.

***Procedure:***

This open-ended small group features toys from the Math Center that include numerals. Children will engage in free play with the number sets, the plates/bowls and the manipulatives. They may decide to make sets, to line up numbers, to identify number names or pretend play.

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

- Expanding children’s choices: Children may need encouragement to expand their play with number toys. Invite exploration of new materials, including those with self-correcting features, such as number/object 2 part puzzles, manipulatives, wooden numbers, and organizers.
- Describing Play: Describing children’s play using math words is one of the most effective ways to mathematize experiences. When children line up toys, say- *You are putting these toys in **a line**.* Or *I see that you have **grouped** all the large toys together,* etc.
- Numerals in context: It will be much later when children begin to manipulate written number symbols with understanding, but providing early experiences that combine play with identification of symbols is a good strategy. Identify numbers in the context of play: “ *This number symbol is 5. When I count five things, I put this number beside it,* etc.

***Documentation:***

Use small group format to observe which children are unsure or wait for others to chime in to identify numbers. Support them with additional activities and explicit language. Observe children who are competent at counting up to 10 and beyond and adjust counting activities in Unit 2.

***Provocation:***

There are lots of number symbols present in the classroom. Invite children to find them in hide and seek versions of this activity. Include 1:1 counting when possible to put numerals in context.



<p>Unit 1</p>  <p>Week 5</p>	<p><b>Small Groups: Leaf Pictures</b></p> <p>Low Support</p>	<p>Math</p> <p>SG2</p>	<p><b>Standards:</b></p> <p><b>MP:</b> Participates in whole group and small group math-focused activities.</p> <p><b>MD:</b> Discovers connections between formal geometric shapes and the surrounding environment (Unit 2)</p>
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<p><b>Guiding Math Ideas:</b></p> <ul style="list-style-type: none"> <li>● Discovery and exploration of math materials</li> <li>● Matching and Grouping</li> </ul> <p><b>Math Concepts From Unit 1 and 2 Learning Progressions:</b></p> <ul style="list-style-type: none"> <li>● Describing sorting and classifying collections.</li> <li>● Objects can represent other Objects (<i>Leaf Man</i>)</li> </ul>
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<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● <i>Mouse’s First Fall</i> by Lauren Thompson and <i>Leaf Man</i> by Lois Ehlert- Any other fall books that feature leaves or fall colors in your collection</li> <li>● Leaf Shapes in Fall Colors</li> <li>● Glue sticks</li> <li>● Recycled cardboard in various sizes (or paper)</li> <li>● Markers</li> </ul>	<p><b>Math Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Fall or Autumn: A Season of the year when the leaves change and the air is cool.</li> </ul>
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**Preparation:**

This activity bridges Units 1 and 2, reinforcing the concepts of sorting, grouping and shapes from Unit 1 and previewing the use of collections in Unit 2. It also integrates math into seasonal-themed activities. Gather materials in Small Group Area. Using sturdy brown cardboard provides a good background for the leaf pictures, as well as contrasts with the bright leaves. Organize leaves by color or size or shape, using the math organizers or bowls and plates in Math Center.

**Procedure:**

Place the books on table in Small Group along with the art materials. Look through the books with children, commenting on the colorful pictures and wondering about the stories. *Mouse’s First Fall* describes leaves and names colors and attributes such as pointy, round, skinny, smooth. *Leaf Man* combines leaves in creative ways. There are also movement and measuring words. Invite children to use materials and create leaf pictures. Use math descriptors to reflect children’s work. Save pictures for Unit 2, Week 1, when you read *Mouse’s First Fall* and go on a nature walk.

**Strategies that Facilitate Math Thinking:**


- **Math Provocations as a Strategy:** These semi-open-ended activities are Math Provocations, because the choice and arrangements of materials lead participants into using materials in ways that reinforce math concepts without direct instruction. Observe if and how children group materials, comment on how they place items on the page, how they choose colors, etc. We often introduce a book first, and then do follow up activities- but it is also stimulates creativity and math thinking by doing the opposite: Introducing an activity such as this one inspired by illustrations, prior to reading the book.
- **The Art/Math Connection:** Art and Math combine in concepts such as perspective, use of space, gradations of color, and form among many other ideas. Provide opportunities for children to see art in math and math in art.

***Documentation:***

Save the pictures and use them in Unit 2. Children can add to their pictures after their nature walk.

***Provocation:***

See materials as provocations above.

 Unit 1 Week 5	<p style="text-align: center;"><b>Large Group: What's Our Favorite?</b></p> <p style="text-align: center;">High Support</p>	Math LG	<b>Standards:</b> <b>MP:</b> Recognizes the idea of a problem and problem solving in the physical and social world. <b>OA:</b> Transitions from rote counting to 1:1 Correspondence
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<p><b>Guiding Math Ideas:</b></p> <ul style="list-style-type: none"> <li>● Introduction to Problem Solving</li> </ul> <p style="text-align: center;"><b>Math Concepts: [From Unit 1 Learning Progressions]</b></p> <ul style="list-style-type: none"> <li>● What is a problem? Introducing math into problem solving</li> <li>● We use math every day: Connecting math concepts to environment</li> <li>● Using a number word or counting to find out how many</li> </ul> <p style="text-align: center;"><b>Adaptations for Using large Group in Alternate Schedule Slots:</b></p> <ul style="list-style-type: none"> <li>● At lunch time or during free play, go around with a tray with name cards and artifacts. Have children think about their favorites, and invite them to put a card in the basket that matches their favorite. Place artifact baskets and name cards in Math Center and count the totals during SWPL and do activities during transitions or SWPL during the week.</li> </ul>	
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<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● Large Chart Paper and Markers</li> <li>● Artifacts from large group activities in the past 4 weeks- 10 Tiny babies, Goodnight Numbers Jumping, Finding Corduroy's Button, Looking for Windows/Rectangles. (Adjust number of choices as you prefer)</li> <li>● Name cards with child's name and picture</li> <li>● 4 baskets</li> </ul>	<p><b>Math Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Voting- a way for each person in a group to show what she/he wants.</li> <li>● Favorite- what we like best</li> <li>● First, Second - words that tell us what to do next</li> </ul>
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**Preparation:**  
*This activity needs to take place early in the week, as the results of the "vote" will dictate the order of several activities for the remainder of the week.*  
Read the *Where's the Math?* Tip sheet on Problem-Solving.  
Gather materials. Place one artifact in front of each basket.  
Distribute each name card in front of each child.

<p><b>Intro:</b></p>	
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We've been learning about being problem-solvers at school. Remember how we helped each other solve the problem of *How Many Windows* are in our classroom? Did we also solve another problem (show Corduroy book) using our math thinking? *We helped Corduroy find his button. Today, I need your help in solving a problem. I want us to do our favorite things, but I'm not sure which one to choose to do **first**. I have 4 things here that remind me of things we have had a lot of fun doing at school. I wonder which one is our group's **favorite**? One way to find out is to **vote**! That means that each one of us will have a chance show our favorite- the one we like the most. Then, we will count our cards to find out which ones have the most votes- our favorite. When we vote, everyone has a chance to say what they think.*

*Do a little thinking. When I show the basket if this is your favorite, put your name card in this basket.*

*I wonder which basket has the most cards?  
XXX has X votes.*

*We will do this one **first**! Don't worry, we will have a chance to do the other things too. I'm going to write down the votes and tomorrow we will choose another one.*

*Children may remember the button hunt.*

*Children may start calling out their favorites. Redirect to the voting idea as a better idea than shouting out.*

*Show the artifacts. Children describe activities.*

*Show the 4 baskets and start the voting process. Each child puts his/her card in a basket.*

*Lay the cards out and count them.*

*Call out children's names as you count 1:1.*

*Use Chart paper and write results.*

*Go right into the first activity. Do others at various times during SWPL or outdoors. Be sure to cross them off the list, so that children will know that you did all activities.*

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

- Voting is another way of finding out how many. While children are familiar with naming a favorite, voting is a harder concept. Using one name card for one vote introduces voting more clearly than raising hands (preschoolers typically raise their hands every time!) Writing down results makes math thinking visible.
- Beginning problem solving using data representation: The name cards are a simple way to show the results of a "survey". Do activities of this type before using flipcharts (such as question of the day).

***Provocation:***

Talk about favorites at other times during the day. Encourage children to identify favorites and plan their play, such as planning to go to the art area first, etc.