

Full Day Schedule

Unit 2 Week 1	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>The Little Red Hen Makes a Pizza</i> 1 st read	<i>Letter to Amy</i> 1 st read	<i>The Little Red Hen Makes a Pizza</i> 2 nd read	<i>Letter to Amy</i> 2 nd read	<i>The Little Red Hen Makes a Pizza</i> 3 rd Read
Centers					
Intro to Centers	Pizza Painting Sorting Objects Into Groups	Building a Neighborhood Celebration	Making Stationery Writing on Stationery	Washing Dishes Researching Recipes, Cookbooks, and Menus	Classroom Friends Puzzles
Art Studio	Cutting Practice Offer strips of paper and shapes drawn on construction paper	Continue	Making Stationery	Continue	Continue
Easel	Pizza Painting	Continue	Continue	Continue	Continue
Writing and Drawing			Writing on Stationery	Continue	Continue
Library & Listening	Books about Friends			Researching Recipes, Cookbooks, and Menus	Continue
Dramatization		Celebration	Continue	Continue	Continue

Blocks		Building a Neighborhood	Continue	Continue	Continue
Discovery Table	Washing Dishes	Continue	Continue	Continue	Continue
Puzzles & Manipulatives	Sorting Objects Into Groups	Continue	Continue	Classroom Friends Puzzles	Continue
Technology	small group-making pizzas			library-researching recipes; create ebook	
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard directions				
Whole Group Lessons	LFOAI: Cooking Pans and Utensils	Math: Mouse's First Fall	LFOAI: From Farm to Table	LFOAI: Beautiful Stuff	Problem Story (class discusses issues impacting classroom community) or Social Emotional Curriculum

Small Groups	<p>Group1 Literacy High Support: Making Pizza</p> <p>Group 2 Math Low Support: Sort it Out</p> <p>Group 3 Independent Book Browsing or Activity of Choice</p>	<p>Group1 Literacy Medium Support: Friendship Pictures</p> <p>Group 2 Math Low Support: Classifying</p> <p>Group 3 Independent Dough Letters</p>
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Outdoor Learning	refer to nature extensions for individual lesson plans Nature Play-working together to build outdoors small group: use nature items to classify	small group: use nature related items for classifying
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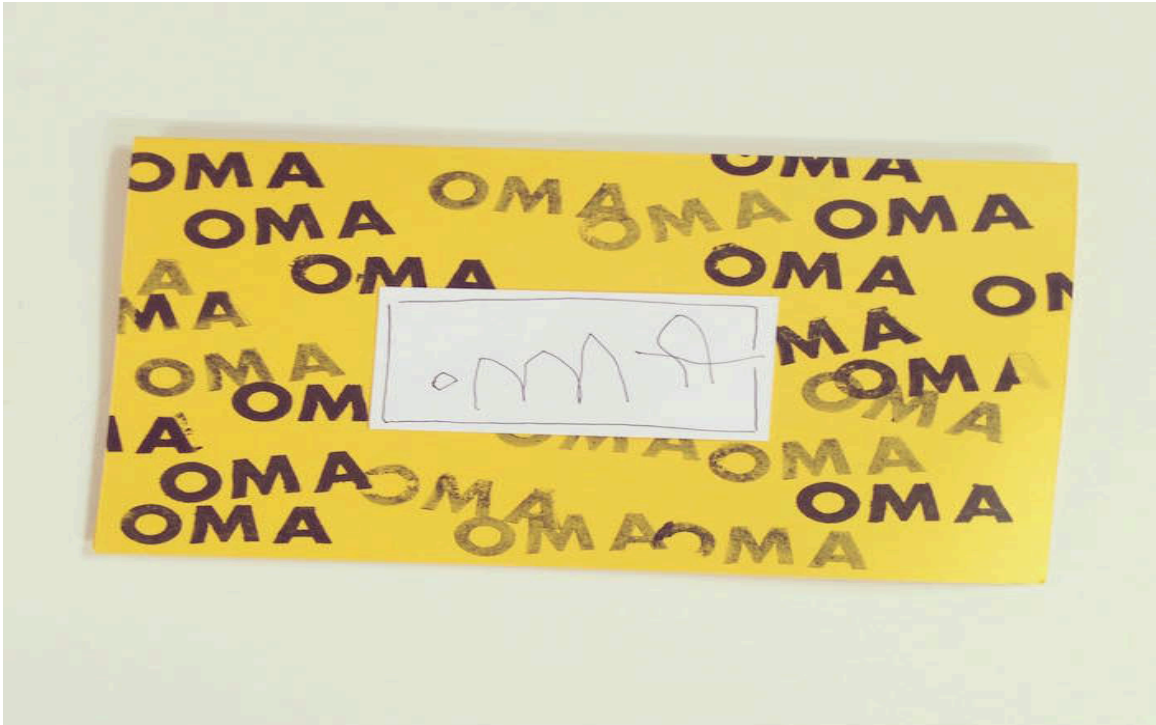
Part Day Schedule

Unit 2 Week 1	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>The Little Red Hen Makes a Pizza</i> 1 st read	<i>Letter to Amy</i> 1 st read	<i>The Little Red Hen Makes a Pizza</i> 2 nd read	<i>Letter to Amy</i> 2 nd read	<i>The Little Red Hen Makes a Pizza</i> 3 rd Read
Centers					
Intro to Centers	Pizza Painting Sorting Objects Into Groups	Building a Neighborhood Celebration	Making Stationery Writing on Stationery	Washing Dishes Researching Recipes, Cookbooks, and Menus	Classroom Friends Puzzles
Art Studio	Cutting Practice Offer strips of paper and shapes drawn on construction paper	Continue	Making Stationery	continue	Continue
Easel	Pizza Painting	Continue	Continue	Continue	Continue
Writing and Drawing			Writing on Stationery	Continue	Continue
Library & Listening	Books about Friends W1,2,3,4	continue	Continue	From Farm to Table	Continue
Dramatization		Celebration	Continue	Continue	Continue
Blocks	Building a Neighborhood	Building a Neighborhood	Continue	Continue	Continue

Discovery Table	Washing Dishes	Continue	Add funnels	Continue	Continue
Puzzles & Manipulatives	Sorting Objects into Groups	Continue	Continue	Classroom Friends Puzzles	Continue
Technology		small group-making pizzas			
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard directions				
Let's Find Out About It Problem Stories	LFOAI: Cooking Pans and Utensils	Problem Story (class discusses issues impacting classroom community) Or Social Emotional Curriculum of Choice	LFOAI: From Farm to Table	LFOAI: Beautiful Stuff	Problem Story (class discusses issues impacting classroom community) Or Social Emotional Curriculum of Choice
Math Whole Group Small Groups Story Telling/Acting	Math Whole Group Mouse's First Fall	Group1 Literacy (choose 1) High Support: Making Pizzas Medium Support: Friendship Pictures Group 2 Math (choose 1) Low Support: Sort it Out Low Support: Classifying Group 3 Independent Dough Letters			Story Telling/Acting (refer to Storytelling/Story Acting Guide)

Outdoor Learning	Refer to nature extensions for individual lesson plans	small group: sort and classify nature items Nature Play-working together to build outdoors	
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Making Stationery





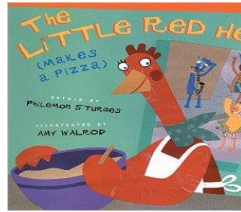
Pizza Painting



Art
Studio

Standards:

CA.VA.PS.1 - 5
PHD.FM.PS.1 - 6



Materials:

- *The Little Red Hen Makes A Pizza*
- tempera paint
- paint cups
- brushes of different sizes
- tissue paper
- construction paper
- pre-cut shapes
- scissors
- containers for water
- palette for mixing colors

Vocabulary:

- crust
- pan
- sauce
- top(-iing)
- mix
- bake: to cook in an oven
- delicatessen: store that sells meats and cheeses
- ingredients: things that are mixed together

Preparation: Set up materials.

Intro to Centers:

"In *The Little Red Hen Makes A Pizza*, the hen **baked** a pizza on a **pan**. She bought **ingredients** for **toppings** at the **delicatessen**. What do you notice?"

"How are Amy Walrod's **illustrations** similar to or different from Ezra Jack Keats' Illustrations?"

"Today at the easel, you can create your own pizza with a **crust**, **sauce**, and **toppings**."

"First, use red paint for the tomato sauce. You can use these materials to create **toppings**."

"What if you needed ____ (green) paint to create a **topping**? What do you know about mixing colors? What colors would you **mix** to make ____ (green)? What other colors could you use to create your pizza **toppings**?"

"You can make any kind of pizza you want. You can collaborate with a friend to create a pizza together."

Show illustrations. Children respond.

Show A Letter to Amy and Peter's Chair. Children respond.

Show materials.

Model.

Children respond.

During Centers: Discuss with children their plans for their pizza. Encourage children to experiment with different colors and paper. Notice the colors children create and ask them to describe them. Encourage children to collaborate. Encourage children to count their toppings or to describe their attributes. After children's pizzas have dried, encourage children to use them in Dramatization.

Guiding Questions during Centers:

- What kind of pizza are you creating?
- How did you decide on the ingredients for your pizza?
- How did you decide which materials to use for the toppings?
- Compare children's collaborating to Hen's friends and discuss how the story might have been different if her friends had helped her bake her pizza.
- How many friends could eat your pizza if it were cut up evenly?

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

Documentation: Take photographs of children during the activity and display them with captions of the children's words describing their process.

Provocation: Invite the children to collect other materials from around the classroom or from outside to create their pizza. Encourage children to materials such playdough, clay, and Beautiful Stuff.

Compare and contrast pizzas in other cultures: i.e flatbreads,
<https://www.cntraveler.com/galleries/2014-10-13/this-is-what-pizza-looks-like-around-the-world>

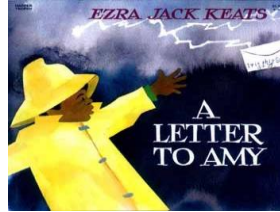




Making Stationery


Standards:

ELA.SL.CC.PS.1 - 3
 ATL.EP.PS.1 - 5
 CA.VA.PS.1 - 5
 ELA.W.PD.PS.1


Materials:

- *A Letter to Amy*
- stationery template
- variety of adhesives • ink pads and stamps
- collage material
- photos of sample stationery
- variety of writing utensils

Vocabulary:

- invite/invitation: ask someone to do something
- design: to plan(v); combination of details(n)
- stationery

Preparation: Set up materials.

Intro to Centers:

“In *A Letter to Amy*, Peter **invited** Amy to his birthday party.”

“The **invitation** told Amy where and when the party was happening, and what kind of party it was. What do you notice?”

“Peter wrote his **invitation** on plain paper, but sometimes people write on paper called **stationery**. What do you notice?”

“Today in the Art Studio, you can **design stationery** with these materials. What do you notice?”

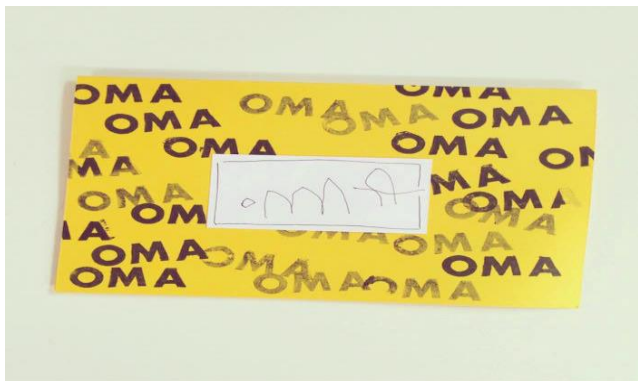
“Leave the center of your **stationery** blank for the words you will write in Writing and Drawing.”

*Show illustration.
 Children respond.*

Show examples of stationery.

Show materials and trace the border on the stationery template. Children respond.

Point to the center of the stationery template.



During Centers:

Support children in designing their stationery. For children who have difficulty discerning the border from the blank space, show only one part of the border. If using alphabet, number, or shape stamps, discuss what children know about these symbols, i.e., “You’re using a square shape on your border. If we turn it, is it still a square?”

Guiding Questions during Centers:

- How is creating stationery similar to or different from creating collages?
- If children appear to be creating a pattern, ask them to describe their pattern.
- How will you use your stationery, i.e., for an invitation, a letter, a card?
- Where else have you seen stationery, i.e., a letter sent home, a birthday card?

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

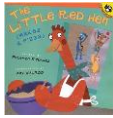
Documentation: Collect samples of the children’s work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

In addition to using the stationery for *Writing on Stationery*, use children’s stationery to make signs for the classroom or for notes that you send home. If children make multiple pieces of stationery, ask them if they would like to put them in Writing and Drawing for other children to use or to send home for their families to use. You might even put some on your desk to use to write notes. This values the work children have done as useful.



Building A Neighborhood



Standards:

ATL.IC.PS.1-6
 ATL.EP.PS.5
 CA.VA.PS.1-5
 ELA.LS.VAU.PS1, 1a,
 2a-c, 3
 PHD.FM.PS 5-6

Enduring Understanding(s):

- A friend is someone we care for and want to spend time with.
- Friends like to do things together and enjoy each other's company.

Essential Question(s):

How do you relate and communicate your thoughts, feelings, and needs to others?

Materials:

- *The Little Red Hen Makes a Pizza*
- *A Letter to Amy*
- variety of blocks
- variety of natural and recycled materials
- writing utensils
- scissors
- adhesives
- images of neighborhoods resources

Vocabulary:

- neighborhood
- home
- street
- sidewalk
- building
- store
- setting: where a story takes place

Preparation: Set up materials.

Intro to Centers:

"The **setting**--where the story took place--for *A Letter to Amy* and *The Little Red Hen Makes A Pizza* was a **neighborhood**--the area around your **home**. What do you notice?"

"How is the hen's **neighborhood** similar to or different from Peter's **neighborhood**?"

"Here are some images of **neighborhoods**. What do you notice?"

"Today in Blocks, you can use these materials to construct your own **neighborhood** with **buildings, stores, streets** and **sidewalks**."

Show illustrations. Children respond.

Children respond.

Show images Children respond.

Show materials.

During Centers: Support children in creating signs for their neighborhoods. Encourage children to name the shapes of the materials they are using to construct their neighborhoods. Encourage children to incorporate features of their own neighborhoods into their construction.

Guiding Questions during Centers:

- How is the neighborhood you are constructing similar to or different from the neighborhood in *A Letter To Amy/The Little Red Hen Makes A Pizza*/your neighborhood?
- What places are in your neighborhood?
- How do neighbors work/play together?
- How do you get around in your neighborhood?
- Why do you need signs in your neighborhood?

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

Documentation: Take photographs of children during the activity and display them with captions of the children's words describing their process.

Provocation:

Walk around the school neighborhood and document the sights, sounds, and smells you encounter. Incorporate documentation into conversations and construction in Blocks.





Portland



Rockland



Hallowell





Bar Harbor

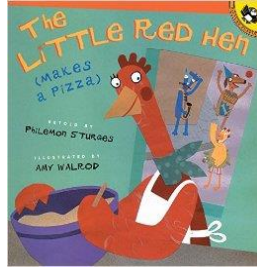


Washing Dishes



Discovery

Standards:
S.ES.PS.2



Enduring Understanding(s):

Friends usually share and help one another.

Essential Question(s):

How can you find the resources, strategies, and people to solve your problems?

Materials:

- *The Little Red Hen Makes a Pizza*
- sponges or cloths of various sizes
- pots and pans
- dishes
- liquid soap
- gloves
- small towels
- smocks

Vocabulary:

- wash
- dry
- bubbles
- sponge
- liquid
- pour
- scrub
- suds: soapy water
- lather: to make foamy

Preparation: Set up materials.

Intro to Centers:

"In *The Little Red Hen Makes a Pizza*, Hen's friends offered to **wash** the dishes after they ate the pizza she made. How was that helpful to Hen?"

"Usually, you **wash dishes** at the sink, but today you can **wash dishes** in the Discovery Table with these materials."

"I have **poured liquid soap** into the water. I made **bubbles** by **swishing** the water like this. If you wanted to create a **lather- sudsy**, soapy water-, what could you do?"

"There are sponges (or cloths) of different sizes. You can also wear gloves like Duck did in *The Little Red Hen Makes A Pizza*. Why do you think she wore gloves?"

Show illustrations. Children respond.

Show materials.

Model adding soap to the water and swishing. Children respond.

Children respond.

"If your dishes are very **dirty**, you have to **scrub**- rub them really hard- to get them **clean**."

"There are also towels to **dry** the dishes after you have **washed** them. You can pretend to be the characters in *The Little Red Hen Makes a Pizza* and **wash** and **dry** the dishes together."

Model "scrub."

Show illustration.

During Centers: Discuss how the water and soap feel. Compare and contrast how children wash dishes with how the characters washed dishes in *The Little Red Hen Makes a Pizza*. Relate how the animal friends helping each other is similar to how children help each other in the classroom. Compare and contrast dish sizes and how they stack to building a tower in blocks, e.g., larger blocks at the base makes a more stable structure.

Guiding Questions during Centers:

- Why do you think Hen's friends offered to wash the dishes?
- How do you think Hen felt about their help? Why?
- How do you help your family or friends?
- How did you create a lather?
- What did you do first, second, and third to wash the dishes?
- How did you decide who would wash and who would dry the dishes?

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

Documentation: Collect photographs and/or video of the children's process; you might use the video to launch a discussion during Thinking and Feedback about their process and challenges they encountered. Use this documentation to determine children's understanding of ordinal numbers (first, second, third) and sequencing. This can also be used as a demonstration of the Enduring Understandings.

Provocation: Invite children to wash classroom tables with soap and water or to wash the paintbrushes and paint cups. Invite children to brainstorm other ways to help their friends in the classroom. Invite children to explore bubble--making further by using bubble wands made out of wire, pipe cleaners, and/or string.

Invite families to allow children to wash and dry dishes at home.



Celebrations & Parties









Celebration



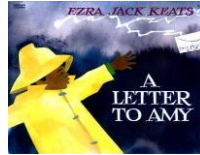
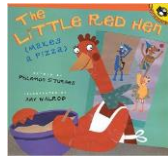
Dramatization

Standards:

CA.DE.PS.1 - 3

CA.DP.PS.1 - 2

ELA.SL.CC.PS.1 - 3


Materials:

- *The Little Red Hen Makes A Pizza*
- *A Letter To Amy*
- basic house props
- blank paper
- writing utensils
- recycled materials
- images of celebrations
- child-made stationery

Vocabulary:

- party
- celebration
- Invite
- guest
- host/hostess
- refreshments

Preparation: Set up materials.

Intro to Centers:

"In *A Letter To Amy*, Peter's friends **celebrated** his birthday by having a **party**. What do you notice?"

"A **celebration** is a when friends get together for a special reason. **Refreshments**--food and drinks--are often served."

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

"How are these **celebrations** similar to or different from Peter's birthday **celebration**?"

"Today in Dramatization, you can use these materials to create a **celebration**."

"Decide what kind of **celebration** you want to create, and who will be the **host/hostess**--the person having the **celebration**--and who will be the **guest(s)**--the people invited to the **celebration**."

"You can write an **invitation** like Peter did with the stationery you made,, or you could call out the window like the hen did to **invite** your friends."

Show illustrations. Children respond.

Show images. Children respond.

Children respond.

Show materials.

Show child-made stationery.

During Centers: Encourage children try different roles i.e., host/hostess, guests, etc. Support children playing in a variety of ways, i.e., a quieter child might pretend to make a cake and serve it, rather than participate verbally. Encourage children to create signs or invitations. Discuss the variety of tasks/roles when having a celebration with friends.

Guiding Questions during Centers:

- How did you decide what kind of celebration to have?
- How did you invite your guests to the celebration?
- How many guests are at your celebration?
- How do you know if you have enough refreshments for your guests?

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

Documentation: Take photographs of children during the activity and display them with captions of the children's words describing their process.

Provocation:

Encourage children to create musical instruments like their bottle shakers to create entertainment for their celebrations. Encourage children to make decorations for the celebration.

Invite school community members, i.e., principal, specialists, other classrooms etc. to a celebration.



Dear Families,

We are collecting recycled things for our classroom! We call these things “Beautiful Stuff” because we can use them to create and build. Please help us by sending in any of the following:

- empty tissue boxes
- paper towel tubes
- small cardboard boxes (such as jewelry boxes)
- small plastic containers
- interesting pieces of hard plastic packaging
- small sticks
- small pieces of wood
- beads
- yarn/ribbon/bows
- corks and bottle caps
- twist ties and plastic closures from bread bags
- cardboard
- wrapping paper
- feathers
- shells
- small pieces of wood
- pieces of bark
- small rocks

We can also use baskets, clear plastic containers and jars to store things in.

SAFETY NOTE: Please use good judgment when collecting with young children. Make sure items are not sharp, toxic, or harmful. Also, make sure items are **clean**. Thank you.

Please send us some Beautiful Stuff by _____.

After this date, continue to send in interesting things that children might like to use.

We appreciate your help,

_____ (Teacher name here)

“Beautiful Stuff” in Photos



Bags



More Bags



Sorting



Sorted materials



Arranging Beautiful Stuff



More arrangement



Shelf with Beautiful Stuff with children's labels



Colorful Beautiful Stuff on a shelf



Beautiful Stuff sorted

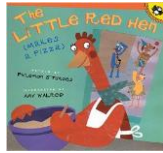


Working with Beautiful Stuff



Let's Find Out About It: Cooking Pans and Utensils

Standards:
M.MP.PS.6
M.G.PS.1 - 2



Materials:

- *The Little Red Hen Makes A Pizza*
- cooking utensils, i.e, ladle, spatula, etc.
- pots and pans
- children's cookbook
- cooking utensils and pans images

Vocabulary:

- pan/pot
- bake: to cook in an oven
- wok
- spatula
- ladle: a spoon with a long handle

Preparation: Set up materials.

Let's Find Out About It:

"In *The Little Red Hen Makes a Pizza*, the hen needed ingredients and other things. What do you notice?"

"She needed a flat **pan** for her pizza. The **pan** is metal and it gets very hot in an oven. The pizza ingredients need to be **baked**--cooked in an oven."

"When you prepare other kinds of food, like ____, you need different **cookware** and **utensils**. Here are **pots**, **pans**, and **utensils**. What do you notice?"

"Why would you use this ____ (loaf pan) for **baking** __ (bread)?"

"If you wanted to cook ____ which of these cooking tools would you use? Why?"

Show illustrations. Children respond.

Show and name cookware and utensils or images.

Children respond.

Children respond.

Children respond. Continue two or three more examples. Guide children to understand that the shape and material of the cookware/utensils is relevant.



muffin tin



pie pan



wok



rice cooker



spatulas



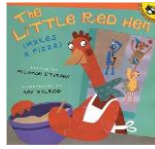
potato mashers



ladles



Let's Find Out About It: From Plow to Plate



Materials:

- *The Little Red Hen Makes A Pizza*
- *From Farm to Table* Resource
- tomato, tomato sauce
- toy truck

Vocabulary:

- plant: to grow something
- harvest: to collect
- transport: move from one place to another
- factory
- warehouse

Preparation: Set up materials.

Let's Find Out About It:

"In *The Little Red Hen Makes A Pizza*, the hen purchased ingredients for her pizza from the delicatessen and grocery store. What do you notice?"

"How does food get to the grocery store?"

"Some food, like tomatoes, are **planted**, grown, **harvested**---collected, and **transported**--brought by truck--to the grocery store."

"Let's read *From Farm to Table*."

"Can you think of other foods that would make a similar journey as the tomatoes?"

Show illustrations.

Children respond.

Show small box/ bag of uncooked rice.

Read "From Farm to Table".

From Farm to Table





Tomatoes are growing on a farm.



Workers are harvesting the ripe tomatoes.



Workers dump the tomatoes into large crates.



Trucks transport the tomatoes to the factory.



In the factory the tomatoes are washed, boiled, stirred and seasoned.



The tomato sauce is canned.





Trucks transport the tomato sauce to a warehouse or grocery store.

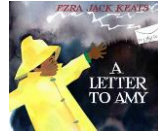


Families buy tomato sauce to make pizza.



Let's Find Out About It: Beautiful Stuff

Standards:
CA.VA.PS.1 - 5



Materials:

- *The Little Red Hen Makes A Pizza*
- *A Letter To Amy*
- variety of recycled and natural materials
- small paper bags
- family letter resource

Vocabulary:

- recycle: use again
- beautiful stuff: recycled and natural materials
- Illustrate: to create a picture
- natural: not made by men

Preparation: Gather materials. Create a simple sculpture from *Beautiful Stuff* (include natural and recycled materials) as an example. Attach the family letter on the side of small paper bags.

Let's Find Out About It:

"We read *The Little Red Hen Makes A Pizza* and *A Letter To Amy*. What do you notice about the **illustrations**?"

"You know from making collages that Amy Waldron and Ezra Jack Keats combined different materials to create the **illustrations**. What do you notice?"

"Instead of throwing away materials like _____, artists sometimes **recycle** them- use them again- to create **illustrations**. Sometimes artists use **natural** materials like sticks and rocks. These materials are called *Beautiful Stuff*. We used *Beautiful Stuff* in our classroom when we made _____. Where could we find *Beautiful Stuff* for us to use in our classroom?"

"Here are paper bags for you to take home to gather **natural** and **recycled** materials for *Beautiful Stuff*. Here is a letter to your families that explains *Beautiful Stuff*."

Show illustrations.
Children respond.

Children respond.

Point to materials.

Children respond.

Show paper bags and family letter.



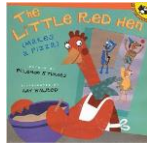
Researching Recipes, & Cookbooks



Library
and
Listening

Standards:

ELA.SL.CC.PS.1 - 3
ELA.SL.PKI.PS.1 - 3
ELA.IT.S.PS.1 - 3
ELA.IT.I.PS.1 - 2
ELA.IT.LTC.PS.1
ELA.RF.PC.PS.1 - 1c



Materials:

- *The Little Red Hen Makes a Pizza*
- cookbooks
- sample recipes

Vocabulary:

- Cookbook
- recipe: directions for cooking
- ingredient: things that are mixed together
- chef: a person who cooks food
- research: to find information about something
- record: to save information
- procedure: how to do something
- Utensil: tool

Preparation:

Add a variety of cookbooks and recipes

Intro to Centers:

"In *The Little Red Hen Makes a Pizza*, the hen **baked** a delicious pizza! What do you notice?"

"Sometimes people use a **recipe** when they are preparing a meal. A **recipe** lists the **ingredients**--the things you **combine**, or put together, to **create** your food. **Recipes** also describe how much of an **ingredient** you need, how long you should cook the food, and if you need any special kitchen **utensils**."

"Today in Library and Listening, you can **research**--find information about--**recipes** in **cookbooks**. A **cookbook** is a collection of **recipes**."

Show illustration.
Children respond.

Show sample recipes.

Show cookbook(s).

During Centers:

Guide children to notice the elements of recipes, i.e., ingredients, procedure, etc. Emphasize sequential language/ ordinal numbers, i.e., *first, second, third*. Support children in writing letters, words, and numbers from recipes. In addition to books, encourage children to do research on the internet, i.e., bookmarked websites.

Compare and contrast how a cookbook is similar to or different from expert books, using children's *How To* books in Unit 1

Guiding Questions during Centers:

- How do you prepare the food you eat at home?
- What are the tools or utensils that chefs use when they are cooking?
- How are tools used to measure ingredients?
- How could a recipe, cookbook, and/or menu be helpful to the characters in the Read Alouds, e.g., Hen (pizza), Matthew or Tilly (lemonade).

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

Documentation: Take photographs of children during the activity and display them with captions of the children's words describing their process.

Provocation: Speak to the cafeteria manager about a "behind-the-scenes" tour of where food is prepared. Invite experts, i.e, family members who work in restaurants, to the classroom for children to interview.



RECIPES

Preheat oven to 375 degrees.



MIX



MIX













MIX



Scoop onto cookie sheet and bake 9-11 minutes.

Nestle Tollhouse Cookie recipe illustrated by itsalwaysautumn.com

Gingerbread Man

<p>Mix 1</p> <p>1 Tablespoon butter </p> <p>with</p> <p>1 Tablespoon brown sugar </p>	<p>Add 2</p> <p>1 Tablespoon molasses </p> <p>and</p> <p>2 teaspoons egg </p> <p>Mix well</p>	<p>Add 3</p> <p>1/3 cup flour </p> <p>and</p> <p>1/4 teaspoons baking soda </p> <p>(don't mix yet!)</p>
<p>Add 4</p> <p>1/4 teaspoons baking cinnamon </p> <p>and</p> <p>A pinch of ginger </p> <p>Mix well</p>	<p>Put a little flour on the table and flatten out your dough.</p> <p>Cut out your Gingerbread man out with a cookie cutter. </p>	<p>Place your Gingerbread Man on an Ungreased cookie sheet. </p> <p>Bake at 350° for 8-10 minutes.</p>

Created by R. Lynette Copyright © 2006

Vegetarian Beans and Rice



2 qt. glass dish with lid



1 cup



wooden spoon



oven mitts



11 oz. V8



15 oz. pinto beans



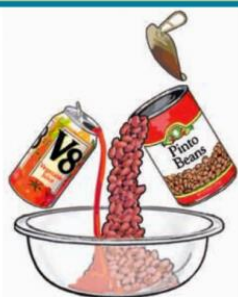
11 oz. corn



rice



16 oz. thick and chunky salsa



1. Open the cans of V8 and beans. Put in the dish.



2. Open the corn and put in the dish. Add 1 cup rice.
















3. Add the jar of salsa. Stir.



4. Put the lid on the dish.

Banana Bread



<p>1</p> <p>Mix sugar and butter.</p>  <p>1/4 cup sugar</p>  <p>1/2 cup butter</p>	<p>2</p> <p>Add eggs and milk.</p>  <p>2 eggs</p>  <p>1/2 cup buttermilk</p> 	<p>3</p> <p>Mash 3 ripe bananas. Add to the bowl.</p>  <p>Add 1 teaspoon vanilla.</p> 
<p>4</p> <p>Mix in dry ingredients.</p>  <p>2 1/2 cups flour</p>  <p>1 teaspoon baking soda</p>  <p>1 teaspoon salt</p>	<p>5</p> <p>Mix well.</p>  <p>Pour batter into a greased loaf pan or muffin pan</p> 	<p>6</p> <p>Bake at 350° f for 30-35 minutes.</p> 

Graphics from Charlotte's Clip, Krista Wallden and Teaching in the Tongass

Play to Learn Preschool



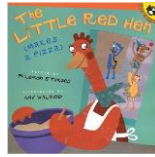
Sorting Objects into Groups



Puzzles & Manipulatives

Standards:

ELA.SL.CC.PS.1 - 3
 PHD.FM.PS.5
 M.G.PS.1
 ELA.LS.VAU.PS.2 - 2.a

**Materials:**

- *The Little Red Hen Makes A Pizza*
- a variety of objects, i.e., recycled materials, math counters, etc.
- cards with numerals and/or dots
- small containers or bowls
- writing utensils
- blank cards
- large tray

Vocabulary:

- same
- different
- sort: put similar things together
- group: put together
- attribute

Preparation: Gather a variety of objects in a container. If needed, set up activity in multiple locations with appropriate scaffolds, i.e., one container at Puzzles & Manipulatives with numeral cards, a container on the rug with dot cards, etc.

Intro to Centers:

“In *The Little Red Hen Makes A Pizza*, the hen gathered what she needed to make her pizza. What do you notice?”

“What if the hen had a _____? What group would she put it in? Why?”

“Today in Puzzles and Manipulatives, you can **sort** these materials into **groups** by their **attributes**- their shape, size, color, etc.”

“Why would these items be in a **group**? How are they the **same**?”

“What could you name this **group**? Why?”

Show illustrations. Guide children to notice that the tools are in one group, and the ingredients are in another.

Show materials. Model making a group.

Children respond.

Children respond.

During Centers: Model/think aloud sorting objects into groups, describing your process. Encourage children to collaborate, i.e., one child makes a group, one child names the group. Encourage children to count the number of objects in their groups and to use numeral/ dot cards to represent the quantity. If a child is struggling to count a high quantity of objects, suggest making the group smaller. Encourage children who are ready to write numerals, or to make tally marks to represent the number of objects. Encourage children to sort objects in Dramatization and in Blocks.

Guiding Questions during Centers:

- Why did you group these objects together?
You said these objects are the same because they are all _____ (attribute). How else are they the same?
- What group has more/less/most/least objects? How do you know?
- If you combine your group with a friend's group(s), how many objects will you have all together?
- Why is it helpful to sort things into groups?

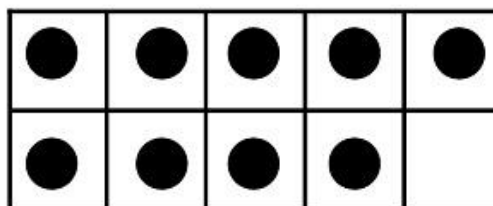
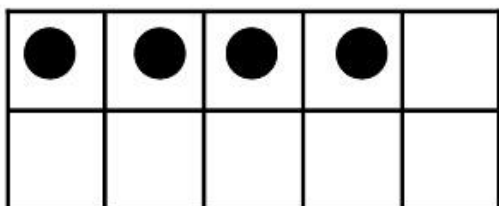
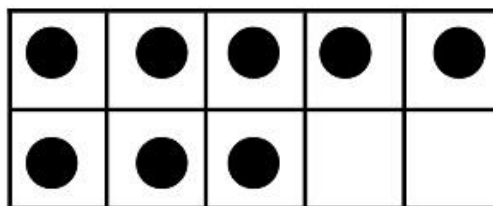
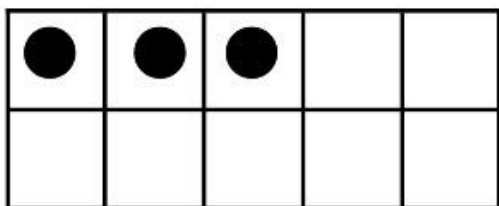
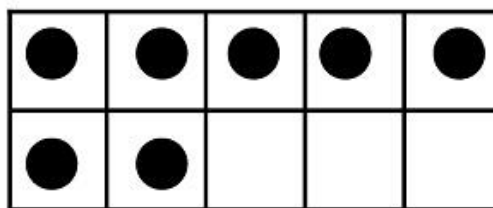
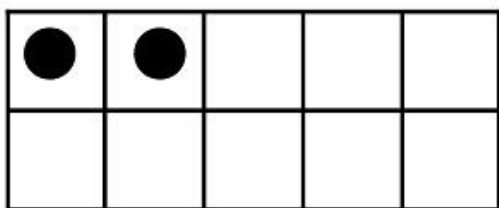
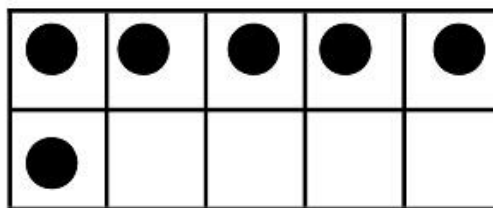
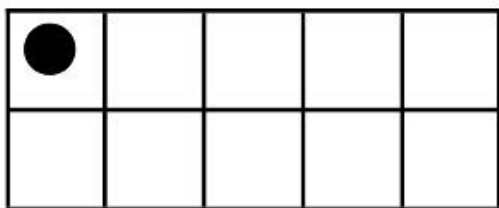
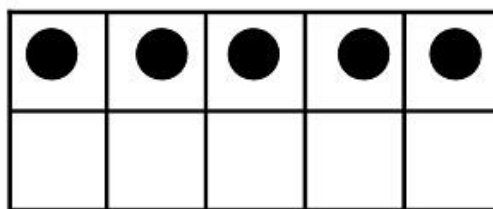
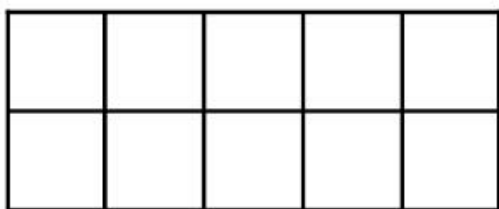
Thinking & Feedback: Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation: Take photographs of children during the activity and display them with captions of the children's words describing their process.

Provocation: Suggest that children create a three-dimensional number line by putting the groups (in containers or on paper plates) they made in order.

Add this activity to Puzzles and Manipulatives, along with the puzzles that are regularly rotated. Offering this activity as a choice allows children an opportunity to progress in their numeracy skills.

Small Ten Frame Cards



0	1	2	3
4	5	6	7
8	9	10	



Classroom Friends' Puzzles



Puzzles &
Manipulatives

Standards:

ELA.RF.PWR.PS.1 - 3
CA.VA.PS.1 - 3
PHD.FM.PS.1, 5, 6



Materials:

- *A Letter to Amy*
- *The Little Red Hen Makes A Pizza*
- poster or tag board
- laminated photographs of children in the classroom
- Ziploc bags
- basket or box to store puzzles
- trays

Vocabulary:

- piece
- solve
- puzzle
- match

Preparation: Mount pictures of children on poster or tag board. Write children's names beneath their pictures. Laminate and cut pictures into puzzle pieces. Store in labeled Ziploc bags. Write each child's initials on the back of the pieces that correspond with his/her puzzle to make sorting them back into the correct bag easier. Use trays to define children's work space.

Intro to Centers:

““In *The Little Red Hen Makes a Pizza*, the hen and her friends enjoyed eating pizza together. In *A Letter to Amy*, Peter's friends helped him celebrate his birthday. What do you notice?”

“What are some things you enjoy doing with friends?”

“Today there are new **puzzles** in Puzzles and Manipulatives. The **puzzles** are in these Ziploc bags. What do you notice?”

“When I **solved** this **puzzle**- put all the **pieces** together-, I made a picture of ____! The picture matches the name on the Ziploc bag.”

“When you are done with your **puzzle**, make sure you put the **pieces** in the bag with the correct name.”

Show illustrations. Children respond.

Children respond.

Show bags. Children respond.

Children respond.

Model.

During Centers: Support children in their puzzle-solving strategies, i.e., if they put all the edge pieces together first. Have a range of number of puzzle pieces, i.e., some puzzles with five piece, some with seven, etc. to match children's level of challenge. Encourage children to count the number of pieces in the puzzles.

Guiding Questions during Centers:

- How did you find your/your friend's puzzle?
- What kinds of things do you like to do with this friend/these friends?
- What is _____ doing in this picture? How do you think he/she is feeling here?
- How did you solve your puzzle?

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

Documentation: Take photographs of children during the activity and display them with captions of the children's words describing their process.

Provocation: Encourage children to tell and write stories about their friends. Rotate Classroom Friends Puzzles with other classroom puzzles.



 Unit 2 Week 1	Small Groups: Sort it Out! Medium Support	Math SG 1	Standards: MELDS.M.MP.PS.1 MELDS.M.MD.PS.1 MELDS.M.MD.PS.2
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Guiding Math Ideas:

- Quantity- Collections: Grouping of Objects (Perceptive, Attribute)

Math Concepts from Unit Learning Progressions:

- People work together to solve math problems
- Grouping of objects and describing similarities and differences
- Describing sorting and classifying collections- Self-described or in response to Questions

Adaptations:

- Sorting is the key concept. If you can't read *Sort it Out* in SWPL prior to the activity, use the pictures and re-tell the story in simple words, focusing on the jumble of materials and how Pack Rat sorts them.

<p>Materials:</p> <ul style="list-style-type: none"> ● <i>Sort it Out!</i> By Barbara Mariconda ● Items collected from Nature Walk or Teacher Collection ● Fall books on shelves for reference ● Blue Painter's Masking Tape ● Large chart paper ● Sticky- Notes and Marker 	<p>Math Vocabulary:</p> <ul style="list-style-type: none"> ● Sorting- findings ways things are alike and are different. ● Grid- a special paper with squares that help us sort collections.
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Preparation:

This activity accompanies the Large Group Nature Walk. Small Group 1 is done after reading *Sort it Out* in SWPL (See Adaptation above). Create a grid ahead of time using large chart paper and masking tape and place on the floor in the Math Center. Look at the collection and create the number of squares that you estimate you will need- 4, 6, 8? Gather materials around the grid.

Procedure:

Show the book *Sort it Out!* and note how Pack Rat collected a lot of different things. His mother told him to *Sort it Out!*

What did mother mean when she told Pack Rat to Sort it Out?

Children give ideas.

When we sort things we are finding ways that they are **alike** and ways they are **different**.

As children examine the items, ask questions that guide them into ways to organize the items.

*I have this big chart with lines that go across and down and make boxes. This is called a **grid**. We're going to use it to help us sort our collection.*

Pack Rat sorted by some common attributes- color and texture, and then had some more sophisticated categories, such as common source (trees) or usage (sewing)

This activity explores how to classify natural items. Welcome all answers and all ways of classifying things. To help children get started, suggest visible, common attributes such as color and size.

On this page, Pack Rat made a group of things that were green. Do we have things that are green? Brown? Do we have some big things?

There are a lot of brown things in our collection. I think I will make a brown group and put it here.

Place one of your groups in a section of the grid. Write *Brown Things* on Sticky-Note.

Continue creating categories. Children may also play with the items without placing them in the grid.

Strategies to Provoke Math Thinking:

- Classifying natural materials: Attribute sets typically call for simple classification- color- size- shape. Natural items encourage creative thinking and unique categories. After provoking children's thinking about how to classify these open-ended items, listen carefully to their words. They may be focusing on an attribute (*pointy things*) or they may create personal categories- *I have things like this in my yard*. Some will categorize and not express a reason. Encourage use of descriptive words as a starting point for learning about attributes. Writing down their categories helps children learn that items can be classified in multiple ways.

Documentation:

Make a photo of the grid – it will be used in later Problem Solving activities as children collect and organize data.

Provocation:

Make a Sort it Out! game: Book, A "mystery" basket of small random items, and a small grid from the grid game Teacher materials. Children can make their own groups, or you can challenge them during Center Time: *I wonder how these things are alike?* Children can create mystery groups for other children or you can play with a small group of children when the opportunity arises.

<p>Unit 2</p>  <p>Week 1</p>	<p><i>Small Groups: Using Collections to Introduce Complex Classification</i></p> <p>Medium Support</p>	<p>Math SG 2</p>	<p>Standards: MELDS.M.OAT.PS.2 MELDS.M.MD.PS.1 MELDS.M.MD.PS.2</p>
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<p><i>Guiding Math Ideas:</i></p> <ul style="list-style-type: none"> ● Quantity- Collections: Grouping of Objects (Perceptive, Attribute) <p><i>Math Concepts from Unit Learning Progressions:</i></p> <ul style="list-style-type: none"> ● Grouping of objects and describing similarities and differences ● Describing sorting and classifying collections- Self-described or in response to Questions ● Using a number word or some form of counting to answer <i>How Many?</i>
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<p><i>Materials:</i></p> <ul style="list-style-type: none"> ● Grid from Small Group 1 ● Items collected from Nature Walk ● Photo of the filled grid from Small Group 1 ● Fall books on shelves for reference ● Counters ● Sticky- Notes and Marker 	<p><i>Math Vocabulary:</i></p> <ul style="list-style-type: none"> ● Organize: We put things in order to help us find them
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Preparation:

From Small Group 1, re-use the large grid and place on the floor in the Math Center. Re-use Nature Walk Items. Gather materials around the grid.

Procedure:

Introduce the activity.

We have a lot of interesting things in our basket and we have sorted them in some different ways. We found many things on our walk. We worked on Sorting it Out last time. Let's look at our collection again. Do you remember some of the ways we sorted these things when we played Small Group last time?

Dump out the basket full of items.

As children examine the items, ask questions that guide them into new ways to organize the items.

*Here is our big chart that we call a **grid**. I'm going to use it again to sort our collection. Let's take another look.*

Show the photo from Small Group 1. Children recall some groups.

Yes, last time we made a brown group and a big group. What are some different ways we could Sort it Out?

Children suggest ways, some of which may be the same and some different from those they used in Small Group 1.

Group and re-group the items, reflecting children’s thinking. Invite children to categorize things in any way they wish but ask them for reasons behind their groupings.

I see you have put all these things together in this part of our grid. Tell me what you are thinking.

Describe groups on sticky- notes and place them on the grid: Things that have dirt on them. Rocks.

Some children may begin to use 2 attributes:

You have made of group of things that are white and round.

Just as in Small Group 1, some children may be playing with the items, and not categorizing them.

Extend the activity by adding counting.

We have a lot of things in this group. I wonder how many?

Count with the children. Have children place one counter for each item in that section. *6 leaves are in this square.*

As the activity ends, take a photo of the grid, and then place the items back in the basket.

Children may finish at different times and can play with other attribute sets from the Math Center.

Strategies to Provoke Math Thinking:

- Encourage children to name attributes besides color and size as a way to describe more complex or less visible attributes. Writing down their categories helps children learn that items can be classified in multiple ways.
- Use Counters: Associate counting words with counters as they count the objects in a group. Counting is a secondary purpose to this activity but take every opportunity to encourage counting as a part of everyday activities and routines.
- Make cross-curricular connections-Math/Science: Classification is a foundational science skill. This activity also incorporates MELDS Science concepts, and prepares children for STEM activities in Units 5 and 6.

Documentation:

- Note those children who easily organize materials, and those who are overwhelmed by a large pile of various items. Support children who are beginning to sort and organize by providing small amounts of items that have only 1 or 2 attributes.
- Use the photo for your reference to play additional classification activities. What types of categories did children suggest? Which children are ready for sorting by 2 different attributes, such as short and blue things or rough and round things?

Provocation:

Use a category that a child has suggested: White or spotted things. Encourage re-grouping:
We have found some white or spotted things. I wonder-- if we look at the other groups, would we find some white and spotted things there too?


<p>Unit 2</p>  <p>Week 1</p>	<p style="text-align: center;">Large Group</p> <p style="text-align: center;">Mouse's First Fall- Intro to Collections Nature Walk</p> <p style="text-align: center;">High Support</p>	<p>Math</p> <p>LG</p>	<p>Standards:</p> <p>MELDS.M.MD.PS.2</p>
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Guiding Math Idea:

- Quantity- Collections: Grouping of Objects (Perceptive, Attribute)

Math Concepts From Unit Learning Progressions:

- Grouping of objects and describing similarities and differences
- Describing sorting and classifying collections- Self-described or in response to Questions

Adaptations for Using Large Group In Alternate Schedule Slots:

- Read book and collect items during Outdoor Play Time. Adjust for seasons.
- Read book and substitute the SWPL *While on a Walk in Maine One Day* for a nature walk.
- Read book, discuss collections and place teacher-made collections in the Math Center or Small Group Area if no access to nature-based items for collecting.

Materials:

- *Mouse's First Fall* by Lauren Thompson
- Paper sack or basket for collecting outdoor items-- teacher collects all items in one large sack/basket
- A sample collection on a tray- Leaves, acorns, etc.
- A few Leaf pictures from Unit 1 Week 5. [optional]

Math Vocabulary:

- Collection- a group of items that we gather and save

Preparation:

This activity bridges the ideas introduced during Unit 1 Week 5 featuring Fall-themed items and collections and supports Unit theme as friends explore nature together. For this nature walk, the teacher brings one large sack for all children to place their items. This reinforces the idea of a whole group activity and reduces any arguments over what is "mine." Adapt the activity if necessary, but keep the focus on the math concepts of collecting, sorting and classifying.

Last week, we looked at some books about Leaves and Fall while we were making our Leaf pictures.

Show Books and a few leaf collage pictures saved from last week.
Children identify their art work, and comment.

Let's read this book, *Mouse's First Fall*, about how 2 friends, Mouse and Minka, went on a walk in the fall.

We are like Mouse and Minka- They were friends who had fun going outside together. We are going outside together. We will find nature things that we like, and put all of them in my sack. That is called **collecting**.

Let's go outside and find some things for our Fall **Collection**.

I found an acorn. I am going to put it in the sack. You are trying to put this **big** stick in the sack, but it won't fit. Could you find something **smaller**?

Wow- you have put a **lot** of **tiny** pebbles in the sack. Could you find something else that is tiny? I am going to put our **collection** in the Math Center. In Small Group, we will find out what we have and do some math thinking about our **collection**.

Read book.

Show tray and large sack/basket and place a few items from the tray in the sack.

Give instructions about how to take a nature walk (see adaptations) and head outdoors.

As children and teacher place items in the sack, use questions and statements that describe attributes and math concepts.

Return to the room. Children help you put the items in the Math Center until used for Small Groups 1 and 2.

Strategies to Provoke Math Thinking:

- Use natural materials for math: Math is found everywhere in the natural world. Make connections between nature and math any time you have the opportunity.
- Work as a group- Keep the focus on what we all do together, rather than on children claiming ownership of what is "my rock" etc. This relates to problem-solving as a group activity, when children investigate a shared problem or group question.
- Use descriptive words as items are placed in the sack as a forerunner for the classification activity in Week 1 Small Groups 1 and 2.

Provocation:

Apply math concepts to everyday life: *Grown-ups and children like to collect things. [Name something that you or someone you know collects]. Does anyone at your house collect things?*

Unit 2

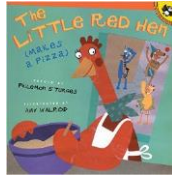


Week 1

The Little Red Hen Makes A Pizza Read Aloud

Standards:

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



Materials:

- *The Little Red Hen Makes a Pizza*
- vocabulary word picture cards

Vocabulary:

- **apron:** something you wear when cooking to keep your clothes clean.
- **cupboard:** a cabinet where food or dishes are stored.
- **delicatessen:** a store that sells ready-to-eat foods.
- **delicious:** tasting very good.
- **dough:** a soft, thick flour mixture used to make baked goods.
- **fetch:** to go and get
- **knead:** to mix by pushing hard
- **mozzarella:** a mild cheese used on pizza.
- **pizza slicer:** a round knife on a wheel for slicing pizza
- **rummage:** search by moving things around.
- **sip:** to take a very small drink.
- **topping:** something sprinkled over food.

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.

Teacher(s) will:

- Read with expression.

- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice or by inserting a short definition.
- Provide comprehension asides: comment during the story about the main character’s emotional state, explain an illustration or a change in scene, or indicate what various characters do or do not know.
- Model analytical thinking when appropriate – e.g. “I’m thinking....”

“I have a new book to read today. The title is *The Little Red Hen Makes A Pizza*. The author is Philemon Sturges--he wrote the words. The illustrator is Amy Walrod--she created the pictures.”

“This is Hen and it looks like she’s busy mixing something in a bowl in her kitchen, probably the dough for the pizza crust. Outside Hen’s kitchen window, we see her animal friends--cat, dog, and duck.”

“Now, in this story, every time Hen starts to make some part of her pizza, she finds out that she doesn’t have an important ingredient. Hen can’t make her pizza unless someone goes to the store to buy what she needs. Let’s read the story and find out how Little Red Hen solves this problem.”

“She **rummaged** through her pan drawer--she moved things around as she looked. There were bread pans, cake pans, muffin pan.”-

“Hen **fetches**-- she got--a pizza pan at the **hardware store** and she’s bringing it home.

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

Introduce the main characters, point to each as you name them

State the story problem.

p.1 Point to Hen while reading first page.

p.2 Point to different pans in the illustration while reading.

p.4 Point to pizza pan, mixing bowl and pizza slicer while reading.

p.5 Point to ingredients while reading.

*Comprehension aside: change in setting
Point to p.4*

<p>But when Hen gets home she saw that she did not have flour in the cupboard.</p> <p>“Hen fetches the flour herself from the supermarket. But when Hen gets <u>home</u> and looks in her fridge she doesn’t see any mozzarella cheese for her pizza.”</p> <p>“So Little Red Hen went to the delicatessen- a store that sells cheeses and meat....”</p> <p>“...and stirred and mixed and kneaded...”</p> <p>“Who will help me make the topping -the food that goes on the pizza?”</p> <p>“So she chopped and grated and grated and sliced.”</p> <p>“Pretty soon a delicious smell- a really good smell- drifted from the oven.”</p> <p>“And can you guess what the duck, the dog and the cat said?”</p>	<p><i>Point to p.5</i></p> <p><i>p. 8 Point to Hen and the shopping cart while reading.</i></p> <p><i>p. 9 Point to fridge while reading.</i></p> <p><i>Comprehension aside: change in setting</i> <i>Point to p.8</i> <i>Point to p.9</i></p> <p><i>p.12</i></p> <p><i>P.15 Point to stirring and kneading.</i></p> <p><i>p.17</i></p> <p><i>P.19 Point to the illustrations of chopping and grating while reading.</i></p> <p><i>pgs. 18 -19 Trace the illustration of the delicious smell as it leaves the oven and floats out the window.</i></p> <p><i>p.22 Model surprise.</i></p> <p><i>p.26 Children respond.</i></p>
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Discussion Questions(s):

- The Little Red Hen asked her friends repeatedly for help. The dog, cat, and duck didn’t help her. Why do you think that the Little Red Hen asked them to come and eat the pizza anyway? What would you have done? Why?
- Why do you think that the dog, cat, and duck decided to do the dishes after eating the pizza?

Second Read

Children will:

- Recall some main events when asked.
- Link characters' basic emotions to their actions.
- Use their own experiences to understand characters' feelings and motivations.
- Express the main idea of a story or other text in a way that shows increasing understanding.

Teacher(s) will:

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

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

"Everytime that Little Red Hen tries to make a pizza she discovers she is missing something that she needs. When LRH's friends refuse to help, she finds a way to fetch the ingredients herself. We will read this story again."

"When hungry Little Red Hen went to the **cupboard**- a cabinet where food is stored- she saw the can of tomato sauce on the shelf. She then had the idea to make a pizza. "

"Hardware stores sell tools, paint, cleaning supplies and garden materials. Little Red Hen was even able to buy a **pizza slicer**- a round knife on a wheel for slicing pizza"

"Flour is an important **ingredient** in pizza. Pizza **dough**, which is used to make the pizza crust, is made from a mix of flour and water."

Show the cover of the book.

Take children's responses. Read and underline the title.

Re-orient children to the book: turn to p. 6-7.

p.1 Point to can of tomato sauce.

*p.4 Point to **pizza slicer**.*

p.8

“A **delicatessen** or deli is a store that sells ready to eat foods like sandwiches, meats and cheeses.”

p.12

“She made the **dough** by mixing flour, water, oil, salt and yeast.

p.15 Point to images of LRH making dough.

“She spun the **dough** in the air so that it would get round and flat like a circle. She wore her **apron** so she wouldn’t get dirty. “

p. 16

“The pepperoni, olives, and mushrooms are **toppings**--food that goes on the pizza.

p.19

Hen is resting after her hard work, and she’s **sipping**--drinking just a little bit--of her chickweed tea. The pizza smelled **delicious**--like it would taste really good.”

p.20

Discussion Questions(s):

- Why did the cat, the dog and the duck tell LRH that they could not help her?
- Have you ever asked a friend for help? What happened? How did you feel?

Third Read:

Children will:

- Reconstruct parts of the story
- Practice saying and using story-related vocabulary words
- Recall main events and characters in the story when prompted

Teacher(s) will:

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

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

Hold up the book and show the cover. Underline and read the title. Comments during this read

*will be mostly be in response to what children say.
Use phrases such as "We remember..." or "What is happening here?" as you point to the action on the pages.*

p.1 Read page.

"The Little Red Hen was rummaging in her drawer...what did she find? Then she.....?"

p. 2

"So then what happened?"

p. 4

p. 5 Read page.

"So then what did Little Red Hen do?"
"And we remember what her friends said..."

p. 6-7

"How did Little Red Hen get the flour she needed?"

p. 8-9

"As soon as she got home she was wondering about another ingredient...."

p. 10-11

"So then what happened?"
"And her friends said..."

p. 13

"After Little Red Hen comes back from the delicatessen...?"

p. 15-16

"We know what is happening here..."

p. 17-18

"Then what happens?"

p. 19

"We remember what is happening....?"

p. 20

“And here...”	p. 22
“Little Red Hen was surprised.....”	p. 23-24
“And Little Red Hen then...?”	p. 25-26
“Here we remember....”	
“And then what happens?”	p.27-28
“We know what is happening here...”	p.29 Read page.

Discussion Questions(s):

- Why do you think the hen’s friends didn’t offer to help make the pizza?
- Why do you think the hen’s friends offered to wash the dishes after they ate the pizza?

Fourth Read:

Children will:

- Act out one or more scenes from the story
- Explore character motivations and emotions
- Recall main events from the story

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

Discussion Questions(s):

- How do you think that the Little Red Hen felt when she asked for help and her friends said no?
- If the hen had decided to make a _____, do you think her friends would help her? Why or why not?

Suggested Transition Activity First Read	Literacy/Language Skills Supported
<p>Say: "I will be calling you in groups of three like Little Red Hen's three friends and you will respond by saying "I will' "</p> <p>"Damien, Emma, and Juan, you may be like the duck in <i>The Little Red Hen Makes Pizza</i>. Say, "I will", and go . . .</p> <p>"Amina, Safwan, Isaiah, you may be like the cat in <i>The Little Red Hen Makes Pizza</i>. Say, "I will", and then you may go . . .</p>	<p>Indirect</p> <ul style="list-style-type: none"> -exposure to well formed sentences -exposure to vocabulary through teacher use

Suggested Transition Activity Second Read	Literacy/Language Skills Supported

<p>Say: “I am going to dismiss you by the beginning sound in your name.</p> <p>“If your name begins with /m/ like mozzarella you may . . .”</p> <p>“If your name begins with: /p/ like pizza you may . . .”</p> <p>“If your name begins with: /d/ like dough you may . . .”</p> <p>“If your name begins with: /c/ like cat you may . . .”</p> <p>“If your name begins with: /f/ as in flour or fetch you may . . . etc.”</p> <p>Reminder to teacher- Do not show the picture or letter card. This activity is only about sound (phonological awareness).</p>	<p><u>Direct</u></p> <p>-beginning sounds -vocabulary support</p> <p><u>Indirect</u></p> <p>-repeated exposure to well-formed sentence</p>
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<p>Suggested Transition Activity</p> <p>Third Read</p>	<p>Literacy/Language Skills Supported</p>
<p>Say: “ I will dismiss you by the using the first letter in your name. I’m going to find names in our storybook that start with the same letter as your first name.”</p> <p>“If your name begins with D like delicatessen and duck, you may ...”</p> <p>“If your name begins with C like cupboard, you may . . .”</p> <p>“If your name begins with R, like rummage, you may . . .”</p> <p>NOTE: Use children’s name tags to provide instructional support for children who need it. If children do not identify the letter, show their nametag, repeating the name of the letter, and dismiss them.</p>	<p>Direct</p> <p>-letter ID -vocabulary exposure</p> <p>Indirect</p> <p>-repeated exposure to well-formed sentences -letter names</p>

<p>Suggested Transition Activity</p> <p>Fourth Read</p>	<p>Literacy/Language Skills Supported</p>
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Say: "I will dismiss you using colors I find in the *The Little Red Hen Makes a Pizza*."

"If you are wearing something yellow like Duck's yellow feathers you may...."

"If you are wearing blue like Cat's fur, you may...."

"If you are wearing something red like LRH's red feathers you may...."

"If you are wearing something purple like LRH's purple mixing bowl you may...."

"If you are wearing something white like LRH's white apron you may...."

"If you are wearing something mint green like Duck's mint green rubber gloves you may...."

"If you are wearing something brown like Dog's brown fur you may...."

Direct

-vocabulary support
(clothing item names)

-category labels (clothing,
colors, materials)

Indirect

-exposure to other
vocabulary through teacher
use (e.g., dismiss, wearing,
get ready, etc.)

-repeated exposure to well-
formed sentence ("If you
are wearing....")

Unit 2



Week 1

A Letter to Amy Read Aloud

Standards:

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



Materials:

- A Letter to Amy
- vocabulary word picture cards

Vocabulary:

- letter
- folded
- envelope
- seal: close
- raincoat
- chased
- reflection
- spoiled: ruined
- stare: to look at for a long time
- wish: to want
- invite: to ask someone to do something
- (postage) stamp
- parrot
- repeat
- mimic: copy
- suggestions: ideas

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.

Teacher(s) will:

- Read with expression.
- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice or by inserting a short definition.

- Provide comprehension asides: comment during the story about the main character’s emotional state, explain an illustration or a change in scene, or indicate what various characters do or do not know.
- Model analytical thinking when appropriate – e.g. “I’m thinking....”

“We have a new story to read today. The title is *A Letter to Amy*. The author, the person who wrote the words in the story, is Ezra Jack Keats. He is also the illustrator, the one who created the pictures.”

“Here on the cover, we see Peter. A little boy you may remember from another story written by Ezra Jack Keats - *Peter’s Chair*.. Peter is reaching for a letter in this picture and is dressed for stormy weather. Something happens to this letter, and Peter gets very worried. Let’s read the story and find out what happened.”

“Peter **stared** at the sheet of paper..--he looked at it for a long time.”

“Peter didn’t write to **invite** or ask his other friends to come to his birthday party. He **invited** them just by asking them. I’m thinking Amy is a special friend.”

“You need to put a letter in an **envelope**, and then put a **postage stamp** on the **envelope** to mail it. The **postage stamp** shows that you paid to mail the **letter**.”

“Suddenly there was a flash of **lightning**...”

“...the surprise will be **Spoiled**! They both ran for the letter.’ He wrote the letter for Amy, but he wants it to be a surprise and come to her in the mail. Amy’s trying to help him catch the letter but Peter is worried that if she catches the it she will see the letter is for her and the surprise will be **spoiled**, it will be ruined.”

Show cover, underlining the title and point to author’s/illustrator’s name.

Point to Peter (optional: show covers of the 2 other stories).

Point to letter.

Point to rain gear.

p. 1 Point to letter/paper.

Comprehension Aside

pgs. 3 & 4 Comment after reading, pointing at items: envelope, stamp, raincoat.

pgs. 7 & 8 Pointing at lightning and the letter while reading.

p. 9-13 Modeling stopping the letter with foot. Point to items while reading: hopscotch game, Amy, letter.

p. 14 Comprehension Aside

“...but she had run off crying.’ Peter was trying so hard to keep the letter a surprise that he accidentally bumped Amy and it sounds like she is upset.”

“...saw his **reflection** in the street...”

“I think he is still hoping that Amy will come to the party, so he wants to wait for her. But after the other children shouted to bring out the cake, he changed his mind.”

“...repeated the parrot.”

“Sometimes at birthday parties the birthday child makes a **wish** before blowing out the candles. A **wish** is something you really want. It sounds like Peter’s friends gave him **suggestions**, or ideas of what to wish for, but he had a different idea and he made his **own** wish.”

p. 15 Read.

p. 17. Point to mailbox.

p. 19 Point.

p. 24 Comment.

p. 26 Point to parrot.

pgs. 27 & 28 Comprehension Aside.

Discussion Questions(s):

- Why do you think Peter wanted to write an invitation to Amy instead of just asking her?
- Peter bumped into Amy and knocked her down by accident. How do you think Amy felt? Why?

Second Read

Children will:

- Listen again to the story read aloud
- Demonstrate increased level of sustained and focused engagement
- Link characters’ basic emotions to their actions
- develop understanding of main events

Teacher(s) will:

- continue to define the vocabulary words from Story Reading 1 and include additional vocabulary that may need more verbal definitions.
- explain feelings or thoughts of secondary characters.
- deepen the comprehension of primary characters, story problem, etc.
- model analytical thinking.

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

“We remember that Peter writes an **invitation** to invite his friend, Amy to his birthday party, but something happens when he goes to mail the invitation. Let’s read the story once more.

“...it is this Saturday at 2.’ It’s important when you send an **invitation** to someone that you tell them when the party is that you are inviting them to so they know when to be there.”

“...Dark clouds raced across it like wild horses.’ Peter’s mom must have noticed these clouds too and realized it was going to rain soon.”

“Amy is Peter’s **neighbor**--they live close to each other, so he had to walk past her window to get to the mailbox. ”

“...He couldn’t catch it.’ that **envelope** is very light and the wind is able to move it very quickly through the air, making it hard for Peter to grab.”

“It looks like Amy is upset. She thought she was being helpful by trying to catch the letter for Peter but then he knocked her right over by accident.”

“He is worried that Amy is so mad at him for bumping her that she will choose not to come to his birthday party.”

“...repeated the parrot.’ **parrots** are a type of bird that like to **mimic** or copy, sounds and

*Hold up the book and show the cover.
Take children’s responses and read and underline the title again.*

Point to Peter & invitation on cover.

p. 3

p. 6 Comprehension Aside.

pgs. 5 & 6 Comprehension Aside.

p. 12 Comprehension Aside.

p. 16

p. 19 Comprehension Aside.

words they hear. So Amy's parrot **repeated**, copied, her words."

P. 26 Comprehension Aside.

Discussion Questions(s):

- What might Amy have been thinking when she bumped into Peter?
- How do you think Peter felt when Amy arrived at his birthday party? Why?

Third Read:

Children will:

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

Teacher(s) will:

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

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

"Then...."

"He had to do some things to get his letter ready to mail....."

Hold up the book and show the cover. Respond to children. Underline and restate the title.

Use phrases such as "We remember..." or "We notice" or "What is happening here?" as you point to the action on the pages. Comments will be mostly in response to what the children say. Restate and/or clear up misconceptions.

p. 1 - Pause, prompt with we remember, and point to his paper & pencil to guide children if needed. Comment on children's responses.

p. 3 Respond to children's responses. Point to envelope in his hand to guide children if needed.

p. 6 - Read page if children do not offer

“And just then...”

“And did he want her to catch it for him? ..How come?”

“And we remember....”

“He got home... and his mom asked him something...”

“And then we remember....”

“And his mom asked is she should....”

“And then.....”

“So Peter’s mom...”

information.

gs. 8- 12 respond to children’s comments.

pgs. 13 & 14 - point to Amy if needed for cue

pgs. 15-18 - prompt if needed.

p. 19 Read if needed.

p. 21 - prompt if needed, fill in information if children do not contribute.

p. 23 Prompt as needed

p. 25 & 26

*p. 27 & 28 prompt & point to cake
Read if needed.*

Discussion Questions(s):

- What do you think Peter wished for when he blew out his candles?
- Have you ever made a wish before blowing out birthday candles? What did/would you wish for?

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

Discussion Questions(s):

- Have you ever been to a party where something happened that you didn’t expect? Tell us about it.

- We've read 3 different books about a character attending (going to) a party, but each of the parties we have read about were unique- none of them were exactly the same. Have you ever had or gone to a party? Tell us about it.

Suggested Transition Activity First Read	Literacy/Language Skills Supported
<p>Tell children that you will dismiss them by colors of their clothing. Tell them you will find some colors in Letter to Amy that they are also wearing.</p> <p>“If you are wearing yellow like Peter’s raincoat, you may...”</p> <p>“If you are wearing pink like the kerchief on Amy’s head when she is outside in the rain, you may...”</p> <p>“If you are wearing blue or red like the colors on Amy’s parrot, you may...”</p> <p>“If you are wearing green, like the color of Peter’s sweater at his birthday party, you may....”</p>	<p>Direct</p> <ul style="list-style-type: none"> -vocabulary support (clothing item names) -category labels (clothing colors) <p>Indirect</p> <ul style="list-style-type: none"> -exposure to other vocabulary through teacher use (e.g., dismiss, wearing, get ready, etc) -repeated exposure to well-formed sentences (“If you are wearing....”)

Suggested Transition Activity Second Read	Literacy/Language Skills Supported
<p>Tell children you will dismiss them by holding up the first letter in the child’s name.</p> <p>“If your name begins with the letter A, you may....”</p> <p>“If your name begins with the letter O, you may....”</p> <p>Note: Use children’s name tags to provide instructional support for children who need it. If children do not identify the letter, show their name tag, repeating the name of the letter, and dismiss them.</p>	<p>Direct</p> <ul style="list-style-type: none"> -letter ID -vocabulary support <p>Indirect</p> <ul style="list-style-type: none"> - - repeated exposure to well-formed sentence

Suggested Transition Activity Third Read	Literacy/Language Skills Supported
<p>Tell children you are going to dismiss them by the first letter of their name. Write PETER and AMY on cards. Point to the letters one by one.</p> <p>NOTE PREP: write the words PETER and AMY on cards to show children or on a whiteboard.</p> <p>Tell children, “If your name begins with P, you may...” “If your name begins with E, you may...” “If your name begins with T, you may...”</p> <p>Continue with all the letters in the words Peter and Amy. Use other letters in your set if children’s names don’t begin with any letters in Peter or Amy. *Have both a set of uppercase letters and children’s names ready if needed. If children do not identify the letter show their name tag, repeating the name of the letter and dismiss them.</p>	<p>Direct -letter ID</p> <p>Indirect - repeated exposure to well-formed sentence -Letter-sound connections</p>

Suggested Transition Activity Fourth Read	Literacy/Language Skills Supported
<p>Tell children you are going to dismiss them today by naming clothing items.</p> <p>“If you are wearing a long sleeve shirt like Peter, you may get ready to..” “If you are wearing a dress like Amy, you may get ready to...” “If you are wearing a sweater like Peter at his party, you may....” “If you are wearing socks like both Amy and Peter, you may get ready to...”</p>	<p>Direct - vocabulary support (clothing item names) -category labels (clothing, colors)</p> <p>Indirect -repeated exposure to vocabulary through teacher use - repeated exposure to well-formed sentence</p>

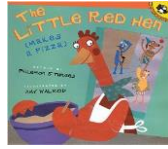


Small Groups: Friendship Pictures

Medium Support

Standards:

ELA.SL.CC.PS.1 - 1b
 ELA.LS.CSE.PS.1, 1a, 1f
 .ELA.LS.CSE.PS.2 - 2d
 ELA.LS.VAU.PS.2 - 3
 ELA.W.TTP.PS.1 -2
 ELA.W.PD.PS.1
 PHD.FM.PS.1, 5



Materials:

- *The Little Red Hen Makes A Pizza*
- *A Letter To Amy*
- blank paper
- writing utensils
- “and” template
- children’s name cards
- documentation of children working/playing together

Vocabulary:

- friend: someone you like and who likes you
- cooperate: to work together
- illustrate: to create a picture
- share: use something with other people

Preparation: Set up materials.

Procedure: Briefly discuss how, in *The Little Red Hen Makes A Pizza* and in *A Letter To Amy*, friends do things together. Explain to children that they will create pictures of themselves and their friends. Model and think aloud drawing a friendship picture, i.e., “When I get together with my friends, we like to eat. That’s what my picture is going to be about. First, I’m going to illustrate the picture and then I’m going to write some words about my picture.”

Support children in planning their pictures, i.e., “What are some things you like to do with your friends? How could you illustrate that? Who will be in your picture?”

Using the “and” template (see Resources), children can write their name and the name of a friend in the blank spaces and then draw a corresponding illustration. Provide children’s name cards for reference. Compile children’s work into a class book of *Friends* that can be shared during the end of unit celebration.

Guiding Questions:

- How are you and your friends the same as or different from the Little Red Hen and her friends and/or Peter and Amy?
- What makes a good friend? How are you a good friend?
- Why are friends important?
- How do you **cooperate**--work together--with your friends?

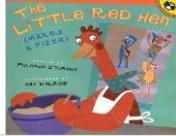
_____ and _____



Small Groups: Dough Letters Independent

Standards:

ELA.SL.CC.PS.1 - 1b
ELA.RF.PC.PS.1.d
ELA.RF.PA.PS.3
PHD.FM.PS.1, 5



Materials:

- *The Little Red Hen Makes A Pizza*
- alphabet letter cards for the first letter of each child's name
- children's name cards
- vocabulary word picture cards
- dough, i.e., playdough, pretzel
- rolling pin
 - letter stamps

Vocabulary:

- alphabet
- letter
- word
- name
- roll: to turn over and over
- pinch: squeeze between thumb and forefinger
- pull
- squeeze: press together
- stretch: to make longer by pulling

Preparation: Set up materials.

Procedure: Show illustrations in *The Little Red Hen Makes A Pizza* of the hen kneading and rolling dough to make her pizza. Explain that children will be using a different kind of dough (playdough or pretzel dough) to practice making letters, their names, and other words.

Model rolling a ball of dough with the palm of your hand so it becomes long and thin. Encourage children to pinch, pull, squeeze, and stretch the dough.

Model using the dough to 'trace' or make a letter on a letter card or a child's name card. As children roll out the dough and make letters and words, say aloud the names of the letters, and model blending letter sounds together.

Option 2: Use letter stamps

Guiding Questions:

- What kinds of lines (curved, straight, etc.) are you using to form letters?
- Who else in the classroom has the same letters in their name as your name?
- Who has a long/short name in the group? How do you know?
- What other words from *The Little Red Hen Makes A Pizza* have the same letters as the ones in your name?



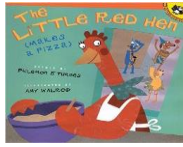


Small Groups: Making Pizzas

High Support

Standards:

ELA.SL.CC.PS.1 - 1b
 PHD.N.PS.1 - 3
 PHD.FM.PS.2, 5
 PHD.HKP.PS.8



Materials:

- *The Little Red Hen Makes A Pizza*
- pizza dough: homemade or bought
- pizza making visual resource
- flour
- English muffins, flatbread, etc.
- tomato or pizza sauce
- shredded mozzarella cheese
- assorted toppings i.e., peppers, pepperoni, mushrooms, etc.
- paper plates, knives, spoons
- small bowls or containers for toppings
- coffee cans to cut out dough circles
- toaster oven (or access to one) if possible

Vocabulary:

- crust
- dough: a mix of flour and water
- topping
- sauce
- spread
- sprinkle: to drop small pieces
- shape
- knead: press and squeeze with your hands
- stretch: to make longer by pulling

Preparation: Children could make individual pizzas, or consider making a large one that the whole class could share. Be aware of food allergies and sensitivities. Toppings can be pre-cut or cut by children. Invite families to donate ingredients. Thoroughly clean work surface. Separate toppings in containers or bowls. Post pizza-making visual. Ensure children wash their hands.

Procedure: Briefly review how the Little Red Hen made a pizza. Explain that children will make their own (or work together to make one large) pizza. Set out and name ingredients. If children cut up **toppings**, explain that the vegetables will need to be cut into smaller pieces so that they will cook evenly. If using pizza dough, sprinkle a bit of flour on the surface to prevent sticking. Give each child a small ball of dough.

Compare and contrast pizza dough to playdough. Refer to pizza-making visual. Discuss how pizza dough is made by mixing flour, water, and yeast like in *The Little Red Hen Makes a Pizza*. Model **kneading** and **stretching** dough.

Demonstrate spreading tomato/pizza **sauce** on the **crust**. Discuss how the **sauce** helps the **toppings** adhere to the **crust**. Eat the pizzas for a special snack. Model thanking friends for their hard work and for sharing their pizzas with others.

Guiding Questions:

- How is your pizza similar to or different from the pizza in *The Little Red Hen Makes A Pizza*?
- How can we make sure that everybody gets a slice?
- How will the pizza change when we bake it?
- Why is it better to use a pizza cutter instead of a knife or scissors to slice pizza?

1. Spread sauce on the crust.



2. Add toppings.



3. Sprinkle cheese.



4. Bake.





Songs, Word Play, Letters

Unit 2, Week 1, Day 1

Unit 2, Week 1, Day 1

Materials: Poetry Poster, flannel board and pieces for “Five Green and Speckled Frogs” and “Diddle, Diddle, Dumpling”, uppercase alphabet cards, children’s name cards (conventional spelling)

If You’re Happy:

Procedure:

- Say, *“The first song we are going to sing today is “If You’re Happy.” We are going to need to use our legs and feet to do the motions, so let’s all stand up.”*
- Sing four verses using clapping hands, stamping feet, tapping toes, and shouting “hurray.”

Five Juicy Apples:

Procedure:

- Tell children the second thing you are going to do today is learn a new poem, called, *“Five Juicy Apples.”* Have five apples nearby to count with the children. (Or, count the flannel board pieces.)
- Recite the poem without referring to it on the poetry poster. Use children’s names in each of the verses.
- Recite the poem a second time, using five different children’s names. Then tell children, You will do this poem again tomorrow and anyone whose name was not used today will have his or her name used then. (Make a list of children’s names and cross off as children get turns, starting on the first day.)

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

Procedure:

- Say, *“Next, we’re going to play the name game. I will hold up a letter (hold up a letter). If your name begins with the letter, I usually tell you to raise your hand. But, today, you can touch your ear instead of raise your hand. This is a new way to play this game”.*
- Play one round of the game. For children who do not respond when the first letter of their name is called, hold up their name card and point to the letter at the beginning. Say, Nancy, your name (point to N) begins with N, so you may touch your ear.

Diddle, Diddle Dumpling:

Procedure:

- Say, *“Now, we are going to recite a poem we have done several times before, so it is a familiar one. This poem is called “Diddle, Diddle Dumpling.”*
- Place flannel pieces on the board to make the scene for the poem.
- Recite the poem once. Point to the appropriate parts of the flannel board scene as you proceed.
- Pause before saying the words on and off to give children a chance to chime in.
- Show the illustration on the poetry poster. Point to the socks and shoe, and comment about the positioning of the shoes (one is off, the other is on).

Five Little Ducks:

Procedure:

- Say, *“I am going to give you a hint about the last song we are going to sing today. It has a hand motion like this (with four fingers together, move them up and down to touch your thumb), and we say quack, quack, quack, while we do that. What is the song that you think we’re going to sing next?”*

Unit 2, Week 1, Day 2

Unit 2, Week 1, Day 2:

Materials: Poetry Poster, flannel board and pieces for “Down By the Bay” (watermelons, waves, snake, cake, frog, dog, bear, comb)

Down by the Bay:

Procedure:

- Sing the song with “a dog kissing a frog,” the “snake eating a cake,” and “a bear combing his hair,” placing the appropriate flannel pieces on the board for each verse. Remove pieces for each verse after singing it, before putting pieces on for the new one.
- Sing a new verse, using body gestures to portray new action words (e.g., “fly” and “tie” or “cow” and “bow”)
- Say something like, *“I bet those animals had a lot of fun down by the bay! Well, now we are going to have fun by singing a song about joining in to a game.”*

Come On and Join In To the Game:

Procedure:

- Say, *“This song is a new one –one we have not sung before. The name of the song is “Come On and Join into the Game.”*
- Sing the song the first time and model the motions.
- Sing only three verses (“clapping”, “blinking”, “sneezing”).

Five Juicy Apples (And Chiming In With Rhyming Words):

Procedure:

- Display the poem. Hold up a real apple and say, *“Remember the poem we learned yesterday, called ‘Five Juicy Apples’? We’re going to do that poem again today.”*
- Place the five flannel apples on the felt board or use splayed fingers to count down from five to zero, to prompt children to hold up a hand in the same way. Proceed as usual, using different children’s names from the ones used yesterday, and crossing names off the list.
- Make sure everyone has had a turn to have their name used.
- As you recite the poem the second time, linger on the first sound of the second word in rhyming pairs (e.g. store/fore; be/three; through/two; pair/there) so that children can chime in with the rest of the word.

If You’re Happy (And Those Words Begin With The Same Sound):

Procedure:

- Tell children the next song they will sing is *“If You’re Happy.”*
- Lead children in singing two verses of the song, as usual, using “clap hands”, “tap toes” as the motions.

- After singing two verses, stop and say, *"I noticed that some of the words in that song begin with the same sounds. HAPPY and HANDS have the same sound at the beginning: /h/ happy and /h/ hand (segment the /h/ in each word). Tap and toes also have the same sound at the beginning: /t/ tap and /t/ toes (segment the /t/ in each word). That's interesting, isn't it? Some words begin with the same sound!"*

Let's Clap Our Names Concepts:

Procedure:

- Say, *"Now we are going to play a clapping game. First I will say a name and clap its parts, and then we'll say the name together and clap its parts together."* Model the game first, using names that are not any of the children in the class. (e.g. Priscilla, Anthony, Thomas). First say the name slowly, segmenting the syllables. Then, say the name again, this time clapping with each syllable. Ask all children to clap each name with you. Do not count the syllables, the purpose is to hear the segmentation.

Unit 2, Week 1, Day 3

Unit 2, Week 1 Day 3

Materials: Poetry Poster, flannel board and pieces for “Down By the Bay”(watermelons, waves, snake, cake, frog, dog, mouse, house), *Hush!*

Five Little Ducks (And Chiming In With Rhyming Words):

Procedure:

- Say, “*The first song we will sing today is “Five Little” (Pause to let children chime in, and make quacking sounds to give them a hint)... Ducks!*”
- Sing the song, using hand motions to show the hills and the quacking. Sing the song again, but this time, linger briefly on the first sound of the second word of a rhyming pair (e.g., day/away; quack/back) so children can chime in on these words.
- Say something like, “*The mother duck in this song had to make a loud quacking noise to call her little ducks back home. In the story I will read to you next, a human mother is trying to make some animals keep quiet, so her baby can sleep.*”

HUSH! :

Procedure:

- Show the cover of *HUSH!* Read the title while underlining the letters as you pronounce the word. Read the name of the author and illustrator.
- Read the book once, keeping the natural rhythm of the verse.

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

Procedure:

- Say something like, “*We just heard a story that was kind of funny and now we are going to sing a funny song about those silly animals that are down by the bay!*”
- Sing the song as usual.
- Say, “*That song is a lot of fun to sing isn’t it? The next song we are singing is fun, too! We need to stand up to sing this one.*”

Head and Shoulders, Knees and Toes:

Procedure:

- Tell children the name of the song is “*Head and Shoulders, Knees and Toes.*”
- Sing the song as usual, touching the different body parts as you sing about them, except substitute chin for mouth. Jut out your chin when you name it.
- When finished, say something like, “*We just used our hands to touch different parts of our body. Now we are going to play a game and use our hands for clapping.*”

Let’s Clap Our Names

Procedure:

- Tell children, *“Now we are going to play the clapping game we played yesterday.”*
- Say, *“First I say a name and clap its parts. Then we’ll say the name and clap its parts together.”*
- Go around the circle, saying a child’s name slowly, breaking it into syllables, then say the name again, clapping once for each syllable. Ask children to join in clapping each name with you.
- Remind children to listen to the name you say before starting to clap.

Unit 2, Week 1, Day 4

Unit 2, Week 1, Day 4:

Materials: Poetry poster, flannel board and flannel pieces for “*Old MacDonald Had a Farm*” (chick, duck, cow, horse, goat, pig, sheep), children’s name cards, upper case letters representing the first letter in children’s names

The Wheels on the Bus:

Procedure:

- Tell children, “*The first thing we will do today is sing a song.*”
 - (Optional) Hold up the toy bus and ask, “What song do you think we are going to sing?” Confirm by saying, “*Yes, the first song is “The Wheels on the Bus.”*” Point out the driver and the front and back of the toy bus.
- Then sing verses the children already know, leading them in the appropriate actions.
- Introduce additional verses by singing and modeling the motions.

Five Little Owls In An Old Elm Tree:

Procedure:

- Say, “*The second thing we are doing today is a poem about some little owls in an old elm tree.*”
- Recite the poem to the children. Then show them the poetry poster illustration. Say, “*Here are the little owls. Let’s count them.*” Point as you recite the number words with the children.
- Recite the poem again, this time pointing to the appropriate pictures in the illustration. (e.g. blinking and winking). Look at the illustration again, and ask children how many owls are not winking or blinking.

Come On And Join In To The Game:

Procedure:

- Tell children, “*The third thing we are going to do is sing a song we have sung only once before called, “Come On and Join In to the Game.”*” Sing the first two verses (“clapping” and “sneezing”) slowly. Model the motions.
- Then, ask children to stand up because they are going to sing another verse that has a jumping action. Sing the jumping verse of the song (“*jump high with me*”). Invite children to sit back down again.
- Say, “*That jumping made me tired. Did it make you tired, too? Lots of times when we are tired we yawn and stretch (model), so let’s yawn and stretch in the last verses.*”

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

Procedure:

- Tell children, “*The fourth thing we will do today is play the name game we have played*

before. I hold up a letter, and you usually raise your hand if your name begins with that letter. Today, though, I want you to blink your eyes like the little owl in our poem.” Hold up a letter and proceed as usual, except say, blink your eyes.

- Play one round of the game. For children who do not respond when the first letter of their name is called, hold up their name card and point to the first letter. Tell them they may blink their eyes.
- For example, say, *Nancy, your name (point to N) begins with N, so you can blink your eyes, too!*
- Make sure everyone has a turn.

Old MacDonald Had A Farm:

Procedure:

- Tell children, *“The sixth and last thing we will do today is sing a song we already know.”*
- Say, *“I wonder if Old MacDonald had any apple trees on his farm! I know some animals like to eat apples. We haven’t sung Old MacDonald for a while, so let’s sing it now! I’m going to put the animals on the flannel board that are on the farm today, and you can name them with me as I do.”*
- After animals are placed, tell children you will sing about the animals in their order on the board. Point to each one and say, *“The cow first, the duck second, the horse third, the goat fourth”* (or whatever animals are up)
- Be sure to use the ordinal numbers when pointing to the animals, to help children learn them. Remove animals from the board one at a time, after you’ve finished singing about all of them, and ask children to name them, again, as you remove them.

Unit 2, Week 1, Day 5

Unit 2, Week 1, Day 5:

Materials: Flannel board and flannel pieces for “Five Green and Speckled Frogs”, *HUSH!*, *The Little Red Hen Makes Pizza*

Five Green and Speckled Frogs:

Procedure:

- As you place flannel pieces on the board, ask children if they know what song they are going to sing.
- Then say, “*We are singing about the five green frogs, but unfortunately, one frog is sick today, so he can’t come out and play on the speckled log or in the cool blue pool with the rest of his frog friends. So, what do you think the song should be called today? Lead the children to understand that the song would be called “Four Green Speckled Frogs,”* by keeping one frog in our hand, instead of putting all five up on the flannel board.
- Sing the song, using only four flannel pieces and sing, *Four green and speckled frogs... in the first verse.*

Come On And Join In To The Game:

Procedure:

- Tell children, “*Next, we are going to sing “Come On and Join In to the Game.”* Sing the first two verses (“clapping” and “sneezing”) slowly and model the motions.
- Then, stand up and ask the children to stand up, too. Sing a third verse (“*jump high with me*”), and then a fourth verse (“*bow low like me*”). Model the motions as you sing. Go slowly so all children are able to keep up.
- When done singing say, “*We made a lot of noise singing that song, didn’t we! Now, we need to sit down and be very, very quiet for the book I am reading next.*”

HUSH!:

Procedure:

- Show the cover of the book and say, “*We have read this story before, so you know the title is ...* (pause for children to respond). Confirm by underlining the word with your finger as you read the word.
- Read the book, keeping the natural rhythm of the verse. Point to the pictures to identify objects named.
- As you read, linger on the first sound in the second pair of rhyming words to signal children to chime in with you (e.g., peeping/sleeping, cry/nearby, squeaking/sleeping, beeping/sleeping).

If Your Name Starts With [First Sound in a Child’s Name], Raise Your Hand:

Procedure:

- Tell children, *“The next thing we are going to do is play a game with your names. I will say a sound, and if your name starts with that sound, you raise your hand. Let’s pretend that someone named Tilly is in our class. I will say, if your name starts with /t/, raise your hand. Tilly would raise her hand because the first sound in Tilly’s name is /t/. /t/, Tilly/ “*
- Now I am going to say some sounds that I know are at the beginning of your names. When I say a sound, think about your own name. If it begins with the sound I say, then raise your hand. I’ll help you if you need help. Everyone will get a turn.
- Proceed with the game, using first sounds found in children’s names. Hang on to the sound long enough to give children time to compare it to their name.
- If a child does not respond, say something like, *“Mary, your name begins with /m/. Mary, /m/, so you can raise your hand.”* (Stress the /m/ sound in her name to provide very explicit help.)

Open, Shut, Them:

Procedure:

- Say, *“Next we are going to sing the song “Open, Shut, Them.”*
- Sing the song with the children as before, modeling the hand motions.

Guess What Word I’m Saying [And The Little Red Hen (Makes A Pizza)]:

Procedure:

- Hold up the book and say, *“We have had fun reading this book, The Little Red Hen (Makes a Pizza). Today, I am going to say some words that are in the book in a funny way, a way that is not quite right. I want you to say the words the right way. For example, if I say “lit-“ (pause) “-le,” you would say “little.”* Do one or two more sample word parts to help children understand the task.
- Repeat with *“tasty: ta – (pause) – sty, • Lovely: love – (pause) –ly • Morning: morn – (pause) –ing • Window: win -- (pause) –dow • Olives: ol – (pause) –ives “*
- You can also add any other two-syllable words from the story that you would like to add.



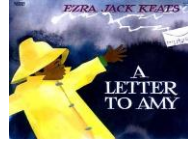
Writing on Stationery



Writing &
Drawing

Standards:

ELA.SL.PKI.PS.1 - 3
ELA.LS.CSE.PS.1, 1a,
1d, 1f
ELA.LS.CSE.PS.2 - 2d
ELA.W.TTP.PS.1 - 3
ELA.W.PD.PS.1



Materials:

- *A Letter to Amy*
- child-made stationery
- writing utensils
- word cards, i.e., *to, from, love, friend*, etc.
- words on labels
- invitation template resource
- adhesives
- envelopes and/or envelope template
- stickers (to use as postage stamps)
- stationery samples
- images of postage stamps

Vocabulary:

- stationery
- envelope
- (postage) stamp
- invite: to ask someone to do something
- invitation

Preparation: Set up materials.

Intro to Centers:

"In *A Letter to Amy*, Peter sent an **invitation** to Amy. **Invitations** are often written on **stationery**, like the **stationery** you created. What do you notice?"

"What could you write on your stationery?"

"Today, in Writing and Drawing, you can use your **stationery** to write **invitations**, cards, or letters with these materials."

"After you complete your (**card, invitation**, etc.), insert it into an **envelope**. Put a **postage stamp** on your **envelope** like Peter did. Why did he need a **postage stamp**?"

Show illustrations. Show samples of stationery/child-made stationery. Point to blank space in the center of the stationery.

Show materials.

Show materials. Children respond.

During Centers: Model how to fold and crease paper. Support children in using the envelope template. Encourage children to use word cards and/or labels. Encourage children to notice the features of postage stamps, especially the numbers corresponding to the amount of postage. Encourage children to use their cards, letters, or invitations in Dramatization.

Guiding Questions during Centers:

- How are you using your stationery (as a card, announcement, invitation)?
- Who will you send your (card, announcement, invitation) to?
- What will you need if you want to mail your (card, announcement, invitation)?
- How and why is stationery different from plain paper?
- How is what you are creating similar to or different from Peter's invitation in *A Letter to Amy*?

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

Documentation: Take photographs of children during the activity and display them with captions of the children's words describing their process.

Provocation: Research mail and/or the post office. Visit a local post office or mailbox. Collaborate with another preK classroom to create a penpal system. Use this as an opportunity to discuss size and scale, i.e., "You folded your card in half and made your stationery smaller. I wonder what size envelope you might need?" Send home child-made stationery for children and families to write on at home.

To: _____

You're Invited!

Where: _____

When: _____

From: _____

To: _____

You're Invited!

Where: _____

When: _____

From: _____

