

Part Day Schedule

Unit 2 Week 2	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>The Little Red Hen Makes a Pizza</i> 4 th Read	<i>Matthew and Tilly</i> 1 st Read	<i>Letter to Amt</i> 3 rd Read	<i>Matthew and Tilly</i> 2 nd Read	<i>Letter to Amy</i> 4 th Read
Centers					
Intro to Centers	Grocery Store and Markets	Chalk Drawings Texture Rubbing	Constructing a Playground Sorting Objects into Groups	Documenting a Process Molding Sand	
Art Studio	Free Choice	Texture Rubbing	Continue	continue	Continue
Easel		Chalk Drawings	Continue	Continue	Continue
Writing and Drawing	Writing on Stationery Continued	Continue	Continue	Continue	Continue
Library & Listening	Researching Recipes, Cookbooks, and Menus	Continue	Continue	Continue	Continue
Dramatization	Grocery Stores and Markets	Continue	Continue	Continue	Continue

Blocks	Building a Neighborhood continued	Continue	Constructing a Playground	Continue	Continue
Discovery Table	Molding Sand	Continue	Add funnels	Continue	Continue
Puzzles & Manipulatives	Classroom Friends Puzzles continued	Continue	Sorting Objects into Groups	Continue	Continue
Technology	Library-creating recipe ebooks	Art Studio-digital microscope texture rubbings	Blocks: Constructing a playground- Educreations app		
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard directions				
Let's Find Out About It Problem Stories	LFOAI: Grocery Store Jobs and Tasks	LFOAI: Markets Around the World	Problem Story (class discusses issues impacting classroom community) or Social Emotional Curriculum	LFOAI: Road Builders	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 The Monkeys are Missing!	Group 1 Literacy (choose 1) Medium Support: Sorting Groceries Medium Support: Vocabulary Picture Word Match Group 2 Math (choose 1) Low Support: Hand in Hand: Counting Monkeys Low Support: Exploring Measuring Tools			Story Telling/Acting (refer to Storytelling/Story Acting Guide)

		Group 3 Independent Uppercase/Lowercase Letter Match	
Outdoor Learning	Refer to nature extensions for individual lesson plans	Chipmunk & Squirrel-Hike	

Full Day Schedule

Unit 2 Week 2	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>The Little Red Hen Makes a Pizza</i> 4 st read	<i>Matthew and Tilly</i> 1 st read	<i>Letter to Amy</i> 3 rd read	<i>Matthew and Tilly</i> 2 nd read	<i>Letter to Amy</i> 4 th Read
Centers					
Intro to Centers	Grocery Store and Markets	Chalk Drawings Texture Rubbing	Constructing a Playground Sorting Objects into Groups	Documenting a Process Molding Sand	
Art Studio	Free Choice	Texture Rubbing	Continue	Continue	Continue
Easel		Chalk Drawings	Continue	Continue	Continue
Writing and Drawing	Writing on Stationery continued	Continue	Continue	Documenting a Process	Continue
Library & Listening	Researching Recipes, Cookbooks, and Menus	Continue	Continue	Continue	Continue
Dramatization	Grocery Stores and Markets	Continue	Continue	Continue	Continue

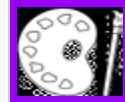
Blocks	Building a Neighborhood continued	Continue	Constructing a Playground	Continue	Continue
Discovery Table	Molding Sand	Continue	Continue	Continue	Continue
Puzzles & Manipulatives	Classroom Friends Puzzles	Continue	Sorting Objects into Groups	Continue	Continue
Technology	Library-creating recipe ebooks	Art Studio-digital microscope texture rubbings	Blocks: Constructing a playground- Educreations app		
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard directions				
Whole Group Lessons	LFOAI: Grocery Store Jobs and Tasks	Math: The Monkeys are Missing!	LFOAI: Markets Around the World	LFOAI: Road Builders	Problem Story (class discusses issues impacting classroom community) or Social Emotional Curriculum

Small Groups	Group1 Literacy Medium Support: Friendship Pictures Group 2 Math Low Support: Classifying Group 3 Independent Dough Letters	Group1 Literacy Medium Support: Sorting Groceries Group 2 Math Low Support: Hand in Hand: Counting Monkeys Group 3 Independent Uppercase/Lowercase Letter Match
Outdoor Learning	Refer to nature extensions for individual lesson Chipmunk & Squirrel-Hike	

	plans	
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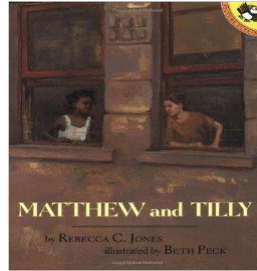
Chalk Drawings



Art Studio

Standards:

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


Materials:

- *Matthew and Tilly*
- chalk of different colors and sizes
- construction paper
- materials for blending chalk
- gloves

Vocabulary:

- chalk
- hopscotch
- sidewalk
- blend
- blur

Preparation: Set up materials.

Intro to Centers:

“In *Matthew and Tilly*, Matthew and Tilly drew a **hopscotch** game with **chalk** on the **sidewalk**. What do you notice?”

“Today at the easel you can draw with **chalk**. What do you notice?”

“I will create a picture with **chalk**. What do you notice?”

“Now I will **blend** and **blur** the lines that I drew. What do you notice?”

“You can draw with **chalk** with a friend like Matthew and Tilly did when they drew their **hopscotch**.”

Show illustrations. Children respond.

Show children different sizes and colors of chalk. Children respond.

Children respond.

Model. Guide children to notice the softer texture created. Children respond.

During Centers: Be aware of sensory and medical concerns, i.e., asthma, allergies, etc.. Encourage children to use different materials for blending chalk. Compare and contrast blending chalk to mixing paint. Encourage children to draw a hopscotch. Highlight mathematical concepts such as numerals, sequencing, shapes, and patterns.

Guiding Questions during Centers:

- How is drawing with chalk similar to or different from painting?
- How is your chalk drawing/ hopscotch similar to or different from Matthew and Tilly's hopscotch?
- How is the hopscotch in *A Letter to Amy* similar to or different from Matthew and Tilly's hopscotch?
- Why do you think Matthew and Tilly used chalk to draw on a sidewalk instead of a crayon?

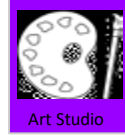
Thinking & Feedback: Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

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

Provocation: Add water at the easel to the chalk. Draw with chalk on the playground. Discuss with children the differences they notice between drawing on the ground and drawing on paper. Invite children to draw and play a hopscotch game like the one in Matthew and Tilly. Encourage children to sequence hopscotch numbers.



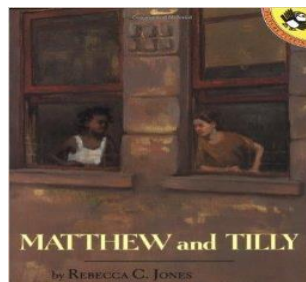
Texture Rubbing


Standards:

ELA.SL.CC.PS.1 - 3

CA.VA.PS.1 - 5

ELA.W.PD.PS.1


Materials:

- *Matthew and Tilly*
- variety of paper
- variety of crayons
- textured materials, i.e., bark, corduroy, corrugated cardboard, etc.
- clipboards
- tape

Vocabulary:

- secure
- rubbing
- texture
- ridges
- bumpy
- technique
- flat
- pointed

Preparation: Set up materials.

Intro to Centers:

"In *Matthew and Tilly*, Matthew broke Tilly's crayon by accident. What do you notice?"

"Today in the Art Studio, you can experiment with crayons using a **technique** called **texture rubbing**."

"Lay a piece of paper over a material. Make sure the paper is **secure**--doesn't move around. Then, **rub** a crayon on the paper. What do you notice?"

"When I use the **flat** side of the crayon instead of the **pointed** side, we can see the **texture** of the _____."

"Today in the Art Studio, you can use these materials for your **texture rubbings**. What do you notice?"

Show illustrations. Children respond.

*Model securing paper with tape.
Model using the flat side of the crayon first,
then use the point of the crayon.
Children respond.*

*Show materials. Guide children to notice textures, i.e., **bumpy, ridged**, etc.*

During Centers: Encourage children to compare and contrast how the textures of the different materials create different impressions. Provide a variety of shapes and sizes of crayons. Encourage children to make multiple rubbings on the same piece of paper and discuss what they notice.

Guiding Questions during Centers:

- What do you notice about the different textures of the materials you are using?
- How did you create this pattern/design?
- What kind of impression will this (material) make? What's your prediction?
- How is using crayons this way different from when you draw with them?
- How would you sort the impressions that were created? I.e. these materials were made with bumpy materials, these were made with ridged materials, etc.

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 search for other recycled or natural materials they could experiment with. Invite children to work on a group mural using the different techniques they have been experimenting with such as collage, chalk, crayon rubbing etc.



Playgrounds in Maine







Playground in Africa



A Knitted Playground In Japan





Constructing A Playground



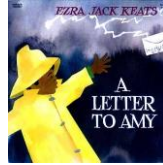
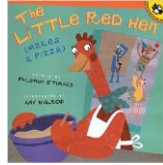
Art Studio



Blocks

Standards:

ATL.IC.PS.1 - 5
 ATL.EP.PS.1 - 5
 ATL.RPS.PS.1 - 8
 CA.VA.PS.1 - 5
 ELA.LS.VAU.PS.1 - 3
 PHD.FM.PS.5 - 6



Materials:

- *The Little Red Hen Makes A Pizza*
- *A Letter To Amy*
- variety of blocks
- paper
- clipboards
- writing utensils
- scissors
- tape
- images of playgrounds resource
- images of school playground
- natural and recycled materials
- construction material
- string, clips, chenille stems

Vocabulary:

- setting: where a story takes place
- playground
- structure
- climb
- slide
- swing
- construct: to build
- neighborhood: the area around a home

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 Peter’s and Amy’s homes. Sometimes **neighborhoods** have **playgrounds**, like the one at our school. What do you notice?”

“Here are images of **playgrounds**. What do you notice?”

“How are these **playgrounds** similar to or different from our school **playground**?”

“Today in Blocks you can use these materials to **construct**--build--a **playground**. What kind of **structures** can you construct for **climbing**, **swinging**, or **sliding**?”

Show illustrations. Children respond.

Show image(s) of school playground. Children respond.

Show images. Children respond.

Show materials. Children respond.

During Centers: Support children in creating signs for their playgrounds. Encourage children to name the shapes of the materials they are using to construct their playgrounds. Encourage children to incorporate features of the school playground or their neighborhood playgrounds into their construction. Discuss playground safety, i.e, going down a slide, standing clear of tire swings, etc.

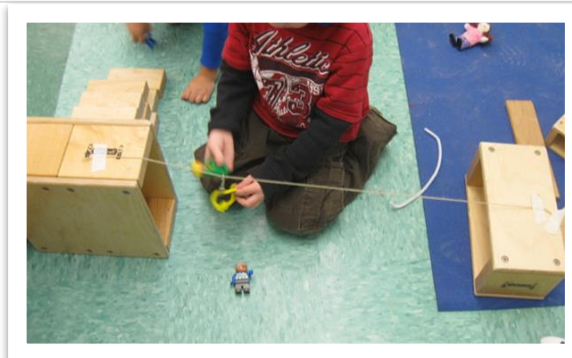
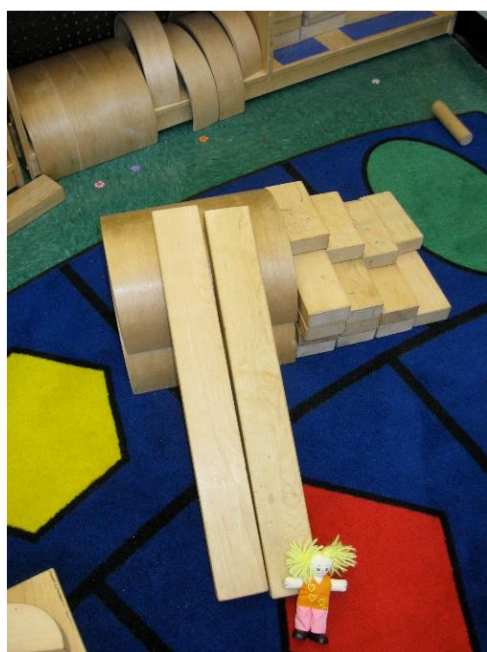
Guiding Questions during Centers:

- How are the structures in your playground used?
- How is your playground similar to or different from our school playground?
- How is playing outside on a playground similar to or different from playing inside?
- What kind of games/activities can you play on a playground without structures?
How will you make a swing/slide/zip line?
Why is it important to have rules on a playground? What rules should there be?

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 think about how the school/neighborhood playground could be enhanced. Children could create plans or proposals to submit to school/ city administrators. Research playground games in other cultures. Invite family members to teach children games from their childhood.





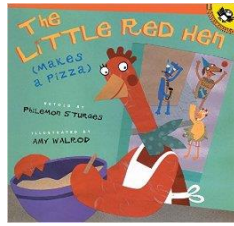
Molding Sand



Discovery

Standards:

PHD.FM.PS.1 - 6
ELA.SL.CC.PS.1 - 3



Materials:

- *The Little Red Hen Makes A Pizza*
- sand
- small spray bottles with water
- small or pretend cooking pots, muffin tins, utensils, i.e., ice cream scoops
- plastic spoons
- shovels or scoops
- plastic gloves
- smocks

Vocabulary:

- mold: a container used to make a shape
- moist: a little wet
- pat: press gently
- wet: not dry
- crumble: break into small pieces
- fill

Preparation: Set up materials.

Intro to Centers:

"In *The Little Red Hen Makes A Pizza*, the hen used these materials to shape her pizza. What do you notice?"

"Today at Discovery, you can **mold** sand with these materials that we learned about in Let's Find Out About It. What do you notice?"

"How are these materials similar to or different from the pans and utensils the hen used?"

"First I will fill the **mold** with sand and turn the **mold** over. What do you think will happen when I lift the **mold** off the sand?"

"My sand **crumbled**---it broke into small pieces. How could I prevent the sand from crumbling?"

"I will spray a small amount of water and **moisten** my sand- make it a little bit **wet**. I'll fill my mold with **moist** sand and **pat** it- press it gently. What do you think will happen now when I turn the mold over?"

Show illustrations. Children respond.

Show materials. Children respond.

Children respond.

*Model using dry sand.
Children respond.*

Children respond.

Children respond.

During Centers:

Compare and contrast molding sand to making dough letters, or playing with playdough. If children need a smaller work space, set up bins of sand and materials on tables. Encourage children to notice how differently shaped molds create differently shaped sand creations.

Guiding Questions during Centers:

- In *The Little Red Hen Makes A Pizza*, the hen used a pizza pan to shape her round pizza. Why are different shapes and sizes of pans and tins useful for making different kinds of food?
- What mold would you use to make _____? Why?
- If I add a small amount of water I can moisten the sand. What would happen if I added a lot of water?
- What other materials in the classroom could we use as molds?

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 find other materials in the classroom that can be used to create shapes that are similar to those made with the cooking pans and utensils.



Who Works at the Grocery Store?



A stocker puts groceries on shelves for customers to purchase. This stocker is placing boxes of spaghetti on a shelf.



At the deli counter, the deli clerk helps customers with sliced sandwich meat, pasta salad, and sliced cheese.



At the bakery counter you can purchase bread, pastries, cakes, and muffins from the baker.



The butcher helps customers with hamburger meat, steak, sausages, chicken, and other kinds of meat.



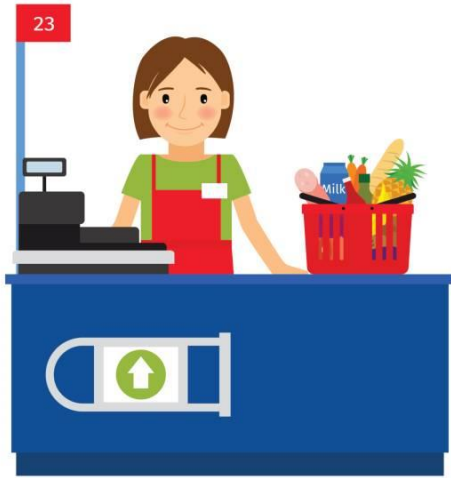
When the customer is finished shopping she brings her groceries to the cashier. The cashier tells the customer how much money the groceries cost.



After the customer pays for the groceries, the bagger puts the groceries into different bags to take home.



The manager makes sure that all of the grocery store workers do their jobs.



cashier



bagger



stocker



shopper



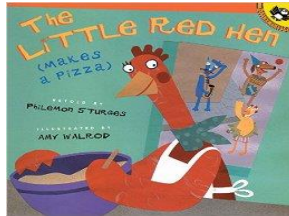
Grocery Stores and Markets


Standards:

CA.DE.PS.1 - 3

CA.DP.PS.1 - 2

ELA.SL.CC.PS.1 - 3


Materials: Day 1:

- *The Little Red Hen Makes A Pizza*
- *Who Works at the Grocery Store?* Resource
- paper
- writing utensils
- empty food containers, i.e., cereal boxes, cans, etc.
- pretend food (limit the amount so as not to overwhelm)
- containers
- shopping baskets/paper bags
- cash register

Day 2 (add):

- clipboards
- paper for grocery lists
- supermarket store advertisements
- grocery store job signs; cashier, bagger, stocker

Vocabulary:

- money: what people use to pay
- customer: someone who shops
- cashier: person who takes your money when you pay at a store
- bagger: person who puts groceries in a bag
- cash register: machine where money is kept
- shopping: buying
- groceries: things bought at a grocery store
- grocery store: a store that sells food and supplies

Preparation: Set up materials. Arrange Dramatization furniture as grocery store.

Intro to Centers:

Day 1: "In *The Little Red Hen Makes A Pizza*, the hen went to the **grocery store** to buy ingredients for her pizza. What do you notice?"

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

"The **groceries** and supplies are sorted and labelled so a **customer** can find them."

"Today in Dramatization, you can create a **grocery store** with these materials. What do you notice?"

Show illustrations. Children respond.

Show images from Who Works at the Grocery Store. Children respond.

Show materials. Children respond.

Day 2:

“In *The Little Red Hen Makes A Pizza*, after the hen shopped for her **groceries** and supplies, she paid the **cashier** with **money**. What do you notice?”

“Here is a book called, *Who Works at the Grocery Store*? What do you notice?”

“Today in Dramatization, you can **shop** as a **customer** or work at the grocery store. You could be a **cashier**--the person who works at the **cash register**--, a **bagger**--the person who puts the **groceries** in bags, or a **manager**--the person in charge--like we saw in *Who Works at the Grocery Store*?”

“Here are signs for the different roles you can play.”

Show illustrations. Children respond.

Show book, pointing out a few pages. Children respond.

Show signs.

During Centers: Support children in making grocery signs on Day 1 and grocery lists on Day 2. Encourage children to use strategies they have learned in sorting and grouping activities from Building Blocks. Encourage children to create price labels for groceries. Support children in “paying” accordingly. Relate to Dinosaur Shop in BB.

Guiding Questions during Centers:

- How did you sort/label/price these groceries
- How did you decide which role(s) to play?
- How is making a list helpful before shopping at a grocery store
- What could a customer do if s/he needed help in a grocery store, i.e., where to find information about the food, etc.?

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: Visit a local grocery store. Compare and contrast to the grocery store children created. Invite children to create a coffee shop or restaurant in the grocery store.



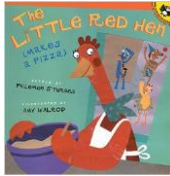


Let's Find Out About It: Markets Around The World

Standards:

ELA.SL.CC.PS.1 - 3

ELA.SL.PKI.PS.1 - 3



Materials:

- *The Little Red Hen Makes A Pizza*
- *Who Works in a Grocery Store?*
- photos of markets resource
- Images of local farmers markets

Vocabulary:

- market: a place where people buy and sell things
- purchase: buy
- sell: give something for money
- ingredients: things that are mixed together
- local: near to where you live

Preparation: Set up materials.

Let's Find Out About It:

"In *The Little Red Hen Makes A Pizza*, Hen went to the grocery store to buy **ingredients** and supplies to **bake** her pizza. What do you notice?"

"Here are images of **markets** from a few places around the world. They also sell **ingredients** and supplies. What do you notice?"

"This **market** in ___ **sells** fruits and vegetables. What do you notice?"

"How are these **markets** similar to or different from **local**--nearby--supermarkets and grocery stores?"

"How are these jobs the same as or different from the jobs in *Who Works In A Grocery Store?*"

Show illustrations.

Show illustrations. Provide time for children to look and discuss different photographs. Hone in on photographs that are particularly interesting to children.

Children respond.

Children respond.

Children respond.

Provocation:

Visit a local farmer's market and document with photographs and children's writing and drawing. Use documentation as inspiration/reference for children's work.

Invite a local farmer from the community to visit the classroom as an expert for children to interview.



Maine





Africa





Asia





Europe



Grocery Store Jobs





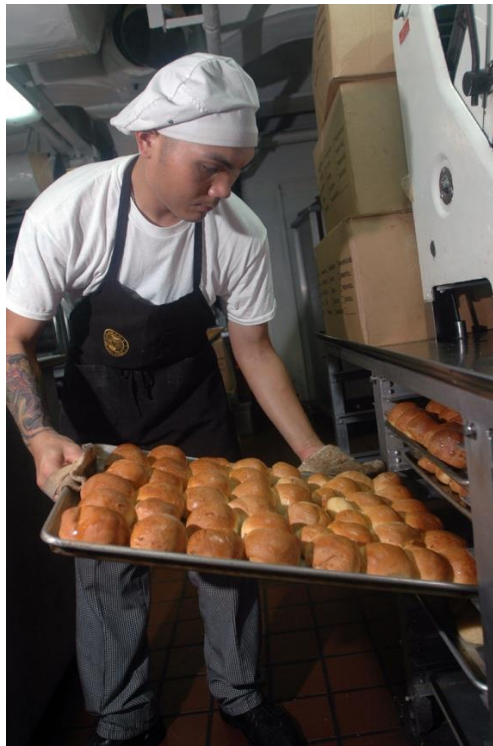
One job is to return shopping carts from the parking lot to the store.



Another job is to clean the floors.



This person works behind the delicatessen counter, inside a grocery store. She slices and weighs meat and cheese for customers. Sometimes a grocery store also has a bakery and butcher department.





A stocker puts groceries on the shelves.





A cashier scans groceries and collects money from shoppers.



A bagger puts the groceries, purchased by customers, in a bag



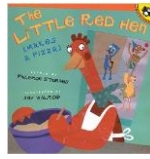
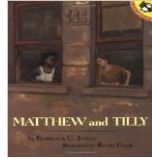
Let's Find Out About It: Grocery Store Jobs & Tasks

Standards:

ELA.SL.CC.PS.1 - 3

ELA.SL.PKI.PS.1 - 3

ELA.SL.PKI.PS.1 - 3


Materials:

- *The Little Red Hen Makes A Pizza*
- *Matthew And Tilly*
- *Who Works At The Grocery Store?* (see Resources)

Vocabulary:

- grocery store/ supermarket: a place where people buy and sell food and supplies
- purchase: buy something
- sell: give something for money
- responsibility: something you are supposed to do
- cashier: the person you pay at a store
- customer: a person who buys things

Preparation: Set up materials.

Let's Find Out About It:

"In *The Little Red Hen Makes A Pizza*, the hen **purchased--bought--**the ingredients and supplies she needed to bake her pizza at a **grocery store** that **sells** them. In *Matthew And Tilly*, Matthew and Tilly played **grocery store** together. Matthew pretended to be the **cashier--**the person you pay and Tilly pretended to be the **customer--**the person buying. What do you notice?"

"People who work in a **grocery store** or **supermarket** have different jobs. *Who Works At The Supermarket* describes their **responsibilities--**what they are supposed to do."

"What do you notice?"

"How are **grocery store jobs** and **responsibilities** the same as or different from hardware store **jobs** and **responsibilities**?"

Show illustrations. Children respond.

Read Who Works At The Supermarket.

Children respond.

Children respond.

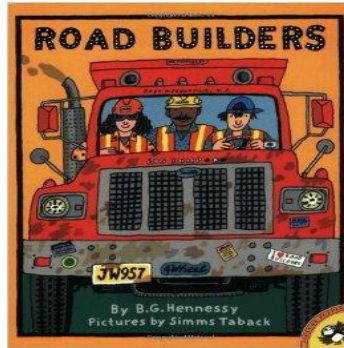


Let's Find Out About It: Road Builders

Standards:

ELA.SL.CC.PS.1 - 3

ELA.SL.PKI.PS.1 - 3



Materials:

- *Road Builders*
- images of construction vehicles resource

Vocabulary:

- teamwork: working together to do something
- cooperation: working together to do something
- construct: to build

Preparation: Set up materials.

Let's Find Out About It:

"In *The Little Red Hen Makes a Pizza*, what happened when the hen wanted her friends to work together?"

"The title of this book is *Road Builders*. It is about friends at work **constructing**- building- a road."

"How did Buddy and his friends **cooperate**- work together?"

"How is the **teamwork** in *Road Builders* similar to or different from the **teamwork** in *The Little Red Hen Makes A Pizza*?"

Children respond.

*Show cover of Road Builders.
Read book.*

Children respond.

Children respond.


Unit 2  Week 2	Small Groups: Exploring Measuring Tools Low Support	Math SG2	Standards: MELDS.M.MP.PS.3
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Guiding Math Ideas:

- Mathematizing Daily Experiences.

Math Concepts from Unit Learning Progressions:

- Exploring measurement tools indoors and outdoors.
- Exploring and describing measurable attributes in everyday activities.

Materials:

- *Actual Size* by Steve Jenkins
- *Measuring tapes- all types cloth ones and the retractable ones*
- Monkey Manipulatives
- Some items from the Nature walk- rocks, sticks, etc.
- Sticky notes or a notebook and chubby pencils

Math Vocabulary:

- Measure- the way we find out what size something is

Preparation:

Place all items out on table, along with the book *Actual Size*, turned to a page with a measuring tape.

Procedure

Introduce tools to the children.

As the children play with the tools, name them and demonstrate.

Measure things. Take ‘Dictation’ by writing down the numbers that they call out. You are modeling the way people write down their measurements- accuracy from the children is neither expected nor a goal. Children play and explore with the tools, using items from the shelves. Some children may make marks or numbers on the notes as they measure.

Challenge questions:

What is the Largest thing on the shelf in our Math Center? What is the Smallest thing on the shelf in our Math Center? I wonder how long my arm is? Do you think it is as long as a monkey’s arm?

You can also link this week’s Small groups together by creating monkey chains and measuring and comparing them. *I wonder-- how long is this chain of 5 monkeys?*

Continue playing, measuring, sorting, writing down measurements. Refer to the *Actual Size* book for facts and comparison words. Use the measuring tapes to measure things in the book and invite children to join you. The back of the book has scientific descriptions of the creatures.

Strategies to Provoke Math Thinking:

- Measuring tapes have numbers that mimic the number word list- in order and sequential- Start with this measuring tool, as it has the clearest connections for young children. A measuring tape is an example of a tool we use for continuous measurement, the easiest form of standard measurement for young children.
- Measurement is described as the most practical application of math in everyday life. Encourage comparison of objects using the measurement tools and make connections to children’s lives, such as measuring shoes they wear, toys in the classroom or something from home.
- Using non-fiction texts for math and science: *Actual Size* is not a story book. It gives accurate measurements and drawings of items in nature. As you explore math concepts, include non-fiction texts, such as the photo books of Tana Hoban or other books by Steven Jenkins to encourage applying math concepts to realistic experiences.

Documentation:


Look at fine motor skills as well as the ability to recognize numbers as children use measuring tapes.

Provocations:

I wonder if we could measure our blocks to see which ones are the longest? (or some other classroom object)

Take measuring outdoors- *I wonder how tall our climber is?*

Is it Bigger? Is it Smaller by Tana Hoban and *A Pig is Big* (Unit 1) are great books for provoking additional thinking about comparing things using measurement.

<p>Unit 2</p>  <p>Week 2</p>	<p>Large Group The Monkeys are Missing! High Support</p>	<p>Math LG</p>	<p>Standards: MELDS.M.CCC.PS.1 MELDS.M.OAT.PS.1</p>
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Imagine downloaded from Amazon.com

<p>Guiding Math Idea:</p> <ul style="list-style-type: none"> ● Rote Counting Number Word List ● Problem Solving Working with Friends <p>Math Concepts From Unit Learning Progressions:</p> <ul style="list-style-type: none"> ● Practicing the number word list through words and actions. ● Identifying/naming number symbols in the environment <p>Adaptations for Using Large Group In Alternate Schedule Slots:</p> <ul style="list-style-type: none"> ● The same concepts are introduced in Small Group 1. Play the Missing Monkey Game and show the book at Small Group Time.

<p>Materials:</p> <ul style="list-style-type: none"> ● <i>Count the Monkeys</i> by Mac Barnett ● Magnetic Numerals and Magnet Board ● Plastic monkeys from Bucket of Monkeys toy AND the Bucket 	<p>Math Vocabulary:</p> <ul style="list-style-type: none"> ● Next: The following item or event ● Trick: Something funny that makes people guess
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Preparation:

This book has a “trick”—there are NO monkeys to count on the pages. Place bucket on floor in front of you. Put Numerals where they are easily accessible to you.

<p><i>I am very excited to read this book about Monkeys and counting monkeys. We have been learning a lot about counting. You are very good “counters”- so I know you can help me find the monkeys as we turn the pages. Let’s read this book and count the monkeys..... What? Where are the monkeys? I wonder what has happened to the monkeys?</i></p>	<p><i>Read the book. Make a big deal on each page as you wait for children to discover that there are no monkeys to count.</i></p>
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*Oh no, this is a **trick!** That's something funny that makes people guess or wonder.*

I have a LOT of monkeys here in my bucket. I am going to give everyone 10 monkeys.

The monkeys didn't get to count in our book- Let's help the monkeys do some counting.

Here's our first number.

XXX, come up and put 1 monkey in our bucket.

XXX, could you bring 2 monkeys?

*Now I am going to try to **trick** you, just like our book- do something funny to make you guess — Look closely at the numbers on my board.*

Close your eyes and hide your faces.

Okay- Hmmm- Look at our numbers. Is something missing? I wonder what it could be.

*A lot of us think a 4 is missing. How can we check? What is the **next** number after 3?*

Bring out the missing numeral. Yes here it is!

XXX can bring us 4 monkeys for our bucket?

Are all our numbers here now? Let's count one more time to make sure none are missing.

As you turn each page, put the matching numeral on the magnetic board until you have a row of 10.

Children try to find the monkeys and give ideas about what has happened to the monkeys.

Distribute the monkeys to the children. Give each child 10 monkeys and ask them to count together as you distribute them.

Take the numeral 1 from the magnetic board.

A child brings a monkey and puts it by 1.

Call on another child. Repeat until all numerals from the magnet board are used. Replace the numerals as you finish using them.

Count together and children help each other.

Replace the numerals on the board, so that all children can easily see them.

Re-distribute the monkeys to children.

While children are hiding eyes, remove one of the magnetic numerals from the board.

Children discover a number is missing and may suggest counting to check what is missing.

Call on a child to come and count the missing number of monkeys. Remind children that they can ask a friend to help them guess and count.

Adjust the order that you call on children based on your observations about their counting skills.


Continue playing the game, looking for the missing numbers. Children can ask a friend to help them count. You may not have time for all 10 numbers, but end by counting the number word list from 1-10, pointing to each number/shape spot as you count.

Strategies to Provoke Math Thinking:

- *Cliffhanger* counting: Children often repeat the same counting errors, typically skipping a number. After 6 weeks of practicing the number word list, it is a good time to check for counting errors. Use *Cliffhanger* counting (described in SWPL) as you count from 1-10 and wait for children to fill in the next number.
- Reciting the number word list vs. counting: This activity embraces children at all skill levels: Some are rote counting and some are beginning to quantify.
- Collaborative problem solving: Make mistakes together. Asking a friend to help you count, guessing, giving wrong answers- all are things that mathematicians do. Working together to discover how to arrive at the correct answer is a fundamental math reasoning and proof skill.

Provocation:

Increase challenge by removing 2 numbers in a row, or two non-sequential numbers.

Unit 2  Week 2	Small Groups: Hand in Hand: Counting Monkeys Low Support	Math SG 1	Standards: MELDS.M.CCC.PS.4
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<p>Guiding Math Ideas:</p> <ul style="list-style-type: none"> Counting Strategies <p>Math Concepts from Unit Learning Progressions:</p> <ul style="list-style-type: none"> 1:1 correspondence is a special type of relationship- one name, one object. Exploring manipulatives to represent relationships
--

<p>Materials:</p> <ul style="list-style-type: none"> <i>Count the Monkeys</i> by Mac Barnett- on shelf for reference Bucket of Monkeys toys 3 Number die Green Construction paper, representing trees 	<p>Math Vocabulary:</p> <ul style="list-style-type: none"> Dice- special cubes we use for games. We can count the number dots.
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Preparation:

This small group follows Large Group *The Monkeys are Missing*. Set all materials out.

Procedure:

Here are the monkeys we played with in Large group, a dice and green paper trees.

Children free play with Monkeys, making chains, rolling the die, and adding monkeys to chain or tree.

Some children may want to play the missing monkey game. If so, get the numerals from the shelf and make put numbers in sequence and play along with them in the same manner as the Large Group.

After they play, introduce the Monkey Chain Game if children show interest.

These monkeys have long hands that fit together. I could make them into a chain of monkeys. I'd like to see how long I can make my chain. Model rolling the die, counting the dots, and adding monkeys to your chain. Roll the die and add to your chain. Use words like **first, next and last** as you add monkeys.

Strategies to Provoke Math Thinking:

- Provide materials to support different counting strategies: Book- Seeing the written numeral; Monkey manipulatives- using one object to represent one number word; Die: Counting and creating groups (cardinality); Chains- visual representation of sequences

Documentation:

Use this low support activity to observe counting strategies with the Rote and Rational Counting Steps Forms. If possible, write down children's names beside the skills they demonstrate. Plan for children who need extra support in beginning counting skills, modifying Small Group.

Provocation:

There are lots of monkey-related counting games- 5 little monkeys and the Monkeys/Alligator (in SWPL) Chants count DOWN, instead of UP- a fun or a confusing idea. Use your judgement about when to add the idea of counting down.

Unit 2

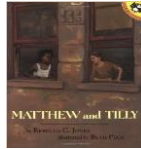


Week 2

Matthew & Tilly 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:

- *Matthew and Tilly*
- vocabulary word picture cards

Vocabulary:

- **disagreement:** fight/argument
- **brave:** not afraid
- **cash register**
- **customer:** a person who buys things
- **rescue:** save from danger
- **stomp:** walk with heavy or noisy steps
- **together:** with each other
- **hide-and-seek:** a game where people hide from someone who tries to find them
- **accident:** didn't mean to do something

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..."

“The title of this book is *Matthew and Tilly*. The author, the person who wrote the story, is Rebecca Jones. The person who made the pictures, the illustrator, is Beth Peck.”

“This is a little boy named Matthew, and this is a little girl named Tilly. They live in the same city neighborhood and they are really good friends. But something happens one day that makes Matthew and Tilly mad at each other. They have a **disagreement**, or a fight, and stop playing together. Let’s read and find out what made them mad and whether their friendship was **ruined** forever.”

“**Hide-and-Seek** -a game where people hide and someone else tries to find them.”

“ ‘*When business was slow...*’ Matthew and Tilly were trying to sell lemonade, but they had no **customers**, people who wanted to buy their lemonade, so they played sidewalk games while they waited for a **customer** to come.”

“Matthew and Tilly used a **stepladder** to **rescue**, or save, the kitten who was stuck up high in a tree from danger.”

...‘Bubble gum machine’...

“Matthew and Tilly were **brave**--they were not afraid--to climb up and **rescue** the kitten from the tree.

“ ‘*...Get sick of each other*’ they don’t want to be with each other for a little while.”

“Matthew **stomped** upstairs....

“Matthew is pretending to work at a store. He has his **cash register** to keep the money, but he has no **customers**. There’s nobody to buy anything at his store.”

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

Introduce the main character and the story problem, using the illustrations on the cover. Point to Matthew and Tilly.

p.2 point

pgs. 4 & 5 point to lemonade, Comment after reading text.

pgs. 8 & 9 Point to ladder

p. 10 - Point to machine.

Flip back to page 9, point to illustration.

p. 12 Comprehension Aside.

p. 16 Model.

pgs. 20-21 Point to items while reading.

“...numbers and **squares**. She drew them really big, with lots of **squiggly** lines...”

pgs. 22 & 23 Trace and make motion on page with finger while reading.

Discussion Questions(s):

- How did Tilly feel when Matthew broke her crayon? How do you know?
- Why did they call each other names like “stinky and mean”?

Second Read

Children will:

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

Teacher(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 Matthew and Tilly are really good friends and do lots of things together. We also remember that they have a disagreement, they get upset with each other. Let’s read the story once more.

“ ‘..played sidewalk games...’ We remember Matthew and Tilly were selling lemonade, but when they had no **customers**--no one who wanted to buy their lemonade, they would play **sidewalk games**, games that they could make on the sidewalk, like **hopscotch** while they waited for customers.

““The lady gave them money....’ The lady was

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

pgs. 4 & 5 Comprehension Aside.

Point.

p. 10 After reading, flip back to pgs. 8 & 9 to

very thankful that they climbed the ladder and **rescued** -saved- her kitten from a tree, so she gave them money that they could put into the bubble gum machines and buy some bubble gum to thank them.

“..He didn’t mean to...” Sometimes when we are using crayons if we push down too hard the crayon can break by **accident**. Matthew didn’t mean to break it, it was an **accident**.”

““You broke my crayon....’ Tilly was feeling very angry that her crayon got broken, and they said some really unkind words to each other.”

““Matthew stomped up the stairs...’ It looks like he is not feeling very good about their **disagreement** and the words that were said.”

““...And playing store wasn’t much fun...’ He’s feeling a little lonely, he has no one to play with and sometimes it’s not as fun to play alone.”

““..And a sidewalk game wasn’t much fun without another player.’ Tilly is feeling lonely too. Neither of them have anyone to play with and aren’t having as much fun by **themselves**-being alone.”

refer to the Lady’s kitten being rescued.

p.10 Point to bubble gum machines.

p. 12 Comprehension Aside.

pgs. 14 & 15 Comment after reading.

p. 16 Comprehension Aside.

p. 18 Comprehension Aside.

p. 20 Comprehension Aside.

Discussion Questions(s):

- Why do you think Matthew and Tilly missed each other so much when they were playing alone?
- Are Matthew and Tilly still friends even when they’re not playing together? Why or why not?

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.”

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

“We remember.....”
“They also.....”

*Use phrases such as “We remember...” or “We notice” or “What is happening here?” while pointing to the action on the pages.
Comments will mostly be in response to what the children say.*

“And the lady was so thankful that they rescued her cat that she gave them something....”

p. 1 - Pause, read if children to not contribute.

pgs. 2 - 9 Turn pages as children share things that Matthew & Tilly did together. Point to parts of the illustration for non verbal cues & reminders and filling in blanks where information is missing.

“Sometimes, though, Matthew and Tilly got sick of each other. One day....”

p. 10 Use prompt as needed.

*p. 11 Read - lingering on the word **brave** to encourage children to chime in.*

“How was Tilly feeling about her crayon breaking?”

*p. 12 read first sentence (if needed)
Respond to children.*

pgs. 14 & 15 use prompt if needed with children

“ And Tilly.....”
“We remember...”

p. 16 Model stomping; Prompt if needed.

p. 18 Respond to children’s comments and highlight that they are both alone.

“But he didn’t have a customer. And playing store wasn’t much fun without a customer.”

p. 20 Prompt if needed. Read last section if needed.

Discussion Questions(s):

- Why do you think Matthew and Tilly got tired of each other?
- How is Matthew and Tilly's misunderstanding similar to or different from Peter and Amy's misunderstanding?
- Have you ever had a disagreement with a friend? Tell me about it.

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):

- Did you ever have a disagreement (a fight) with a friend? Tell us about it.
- How are you and your friends similar to, or different from Matthew and Tilly?

Suggested Transition Activity First Read	Literacy/Language Skills Supported
<p>Tell children that you have a new way to dismiss them by color today. Have a small box of crayons. Hold up one crayon at a time and say:</p> <p>“If you are wearing something purple like the purple crayon that Matthew broke by accident, you may...”</p> <p>“If you are wearing blue, like this crayon, you may...”</p>	<p>Direct</p> <ul style="list-style-type: none"> -vocabulary support (color names) <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 that you are going to dismiss them by using the first <u>sound</u> in their first name. Use <u>sounds</u> from the story Matthew and Tilly.</p> <p>Start by using the first sounds in the names Matthew and Tilly, ie., /M/ and /T/. If no child has a name that starts with /M/ or /T/ you may comment on that. Then use the sounds of key words:</p> <p>“If your name begins with the sound /k/ like kitten, you may...”</p> <p>“If your name begins with the sound /r/, like rescue you may...”</p> <p>“If your name begins with /ch/, like chew you may...”</p> <p>Continue with beginning sounds with other story vocabulary words.</p>	<p>Direct</p> <ul style="list-style-type: none"> - beginning sounds - 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 children by calling them three at a time. If there are three children in the classroom that all begin with the same letter call them first.</p> <p>“Adam, Amira, and Aiden , 1, 2, 3 friends who all begin with the letter A. You may....”</p> <p>“Elisa, Gavin and Amy - 1,2,3 friends may....”</p>	<p>Direct</p> <ul style="list-style-type: none"> - numeracy concepts - possible letter ID <p>Indirect</p> <ul style="list-style-type: none"> - repeated exposure to well-formed sentence

Suggested Transition Activity Fourth Read	Literacy/Language Skills Supported
<p>Tell children you are going to dismiss them today by describing parts of their clothing.</p> <p>“If you are wearing stripes, you may get ready to....”</p> <p>“If you are wearing clothing with a pocket, you may....”</p> <p>“If you are wearing a long sleeved shirt you may....”</p>	<p>Direct</p> <ul style="list-style-type: none"> - vocabulary support (clothing item names) - category labels (clothing, colors)

Canned Fruit and Vegetables



Baking Items and Mixes



Dairy Products



Frozen Foods



Pasta and Dried Grains



Personal Care Items



Produce





Small Groups: Vocabulary Picture Word Match

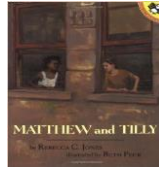
Medium Support

Standards:

ELA.RF.PWR.PS.1 - 3

CA.VA.PS.1 - 2

PHD.FM.PS.1, 5, 6

**Materials:**

- *Matthew and Tilly*
- Two sets of vocabulary picture-word cards per pair of children (see resources)
- cardstock/ tagboard
- unit blocks
- DUPLOS

Vocabulary:

- match: things that go together
- bike: a vehicle with two wheels
- cash register
- crayon
- ice cream cone
- lemon: a sour yellow fruit
- sell: give something to somebody for money

Preparation: Cut out, glue on cardstock, and laminate vocabulary picture word cards. (*Optional:* mount on unit blocks or DUPLOS.) Make one set with the words and a set with pictures without words. Make enough sets for each pair of children in the small group.

Procedure: Review the vocabulary words in *Matthew and Tilly*. Model with a picture of the word “bike.” Say its name, isolate the first sound in the word, and name the letter the word starts with. Choose the word “bike” and two other words that do not match with the picture. Ask children to choose which word matches the picture. Find each vocabulary word in *Matthew and Tilly* and discuss it in the context of the story. Pair children and give each pair a set of cards: one child will set the cards out while the other chooses the word that matches each picture.



cash register



crayons



bike



ice-cream cone



lemon





Small Groups: Uppercase/ Lowercase Match

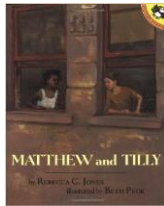
Independent

Standards:

ELA.RF.PWR.PS.1 - 3

CA.VA.PS.1 - 2

PHD.FM.PS.1, 5,6

**Materials:**

- *Matthew and Tilly*
- cardboard or tag board
- Velcro
- pattern blocks
- alphabet chart
- name cards

Vocabulary:

- letter
- uppercase
- lowercase
- match: things that are the same

Preparation: Refer to *Unit 1, Week 1, Small Groups: Letter Matching*. Mount 6 uppercase letter tiles on left side of poster board. Make 3-4 posters this way, with a different set of uppercase letters on each. Prepare individual corresponding lowercase letter tiles for each poster board. For children with fine motor challenges, mount letter tiles on pattern blocks so that it is easier for children to pick up and manipulate the letters.

Procedure: Show children *Matthew and Tilly*. Explain that the author wrote words to tell the story. Point to and read two or three words in the book. Explain that words are made from letters. Point to and say the names of two or three letters.

Model matching lowercase to uppercase letters. Model thinking aloud and naming letters as you match them, e.g. "This is an uppercase 'J', like in Jayden's name. It matches this lowercase 'j'".

Model using the alphabet chart to help match uppercase and lowercase letters.

Draw children's attention to the features of the letters. Point out straight lines and curved lines.

Guiding Questions:

- Does your name begin with an uppercase or a lowercase letter? How do you know?
- Where is the letter _____ on this page in *Matthew and Tilly*?
- Who else in our classroom has the letter _____ like our friend _____ in his/ her name?



Small Groups: Sorting Groceries

Medium Support

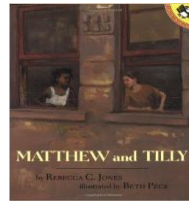
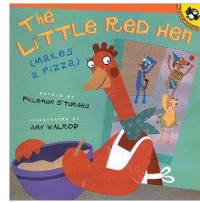
Standards:

ELA.SL.CC.PS.1 - 3

PHD.FM.PS.5

M.G.PS.1

ELA.LS.VAU.PS.2, 2a



Materials:

- *Matthew and Tilly*
- *The Little Red Hen Makes A Pizza*
- pretend or real food
- images of food from magazines/internet
- images of grocery store sections
- resource
- large trays
- aisle signs (resources)

Vocabulary:

- grocery/ market/ supermarket: a place where people buy and sell food and supplies
- fruit
- vegetable
- sort: put similar things together
- aisles: rows in a store with similar items
- dairy: food or liquids made from milk

Preparation: Based on the needs of the children in the group, decide whether to use pretend /real food, images of food from magazines, or boardmaker food icons, or a combination of these.

Procedure: Show *The Little Red Hen Makes A Pizza* and *Matthew and Tilly*. Explain to children that in grocery stores and supermarkets, like kinds of food are placed together, e.g. fruits are in one section of the store, meat is in a different section, vegetables are in a different section, etc. children in sorting the pretend food/ images of food into different categories on trays with the aisle signs. Scaffold by modeling. Point out the beginning letters and beginning sounds of words on the grocery store signs and encourage children to use these as clues to identify the words.

Guiding Questions:

- Why did the hen go to the supermarket?
- What could the hen have done if there hadn't been a supermarket for her to go to?
- What do you think this word on the sign says? Why do you think so?
- Why are you placing the carrot on that tray?
- What do butter and cheese have in common?
- Would you need a special place in the grocery store to keep dairy products? Why?





Songs, Word Play, and Letters

Unit 2, Week 2, Day 1

Unit 2, Week 2, Day 1

Materials: CD, flannel board and pieces for “Down By The Bay”, *Dazzling Diggers* by Tony Mitton *The Little Red Hen (Makes a Pizza)*

Down by The Bay:

Procedure:

- Tell children, “*The first song we will sing today is that silly song about the animals by the bay.*”
- Sing one or two verses the children know.
- Make up some new verses, such as “*goat wearing a coat*” or “*hen using a pen.*” (Make flannel pieces beforehand for any new verses you add.)
- As you sing, linger on the first sound of the second word of a rhyming pair (e.g., grow/go; snake/cake) so children can chime in on these words..

Dazzling Diggers

Procedure:

- Say something like “ We have a new book today, it is all about how diggers work.” Show the cover of *Dazzling Diggers*, underline as reading the title, author and illustrator.
- Then read the book , keeping the natural rhythm of the verse.
- When you have finished, go back to some of the pages and read them again. After reading each one, say something like, “*I noticed two words that have same last part.. -- words that rhyme; ground and pound—they both have ‘ound’ as their last part.*”
- Read a couple more pages with rhyming word pairs (e.g. lift/shift, haul/tall and invite children to tell you which words rhyme

Come On and Join in to the Game:

Procedure:

- Say something like, *“Now we are going to sing a song about joining in to play a game with our friends. The name of the song is “Come on and Join in to the Game.”* Ask children to stand up for the song.
- Sing four or five verses (*“clap,” “sneeze,” “yawn,” “jump,”* and *“snap fingers”*) and model the motions.

Interesting-Sounding Words [And The Little Red Hen (Makes a Pizza):

Procedure:

- As you hold up the book say, *“Next we are going to talk about some of the interesting – sounding words in the book The Little Red Hen (Makes a Pizza). “*
- You might say, *“Mozzarella is an interesting-sounding word. Say it with me. Mozz – a- rell-a. Mozzarella is a long word, isn’t it? Mozzarella is a kind of cheese you put on a pizza. Mozzarella starts with the sound /m/ and we write /m/ with the letter M.”*
- Write M on the easel so children can see it, labeling our actions in making it.
- Then say, *“Another interesting word is pepperoni. Let’s say it together. Pepp –er- o-ni. Pepperoni starts with /p/, and we write that sound with the letter P. Write P so children can see it. Describe your actions (“a long vertical line, and then a line that starts at the top of the long vertical line, goes out, and then curves back to the middle....”).*
- You might say, *“A third word that sounds very interesting is delicatessen. Let’s say that one together, too: Del – i - ca- tess-en. The Little Red Hen bought her mozzarella cheese and her pepperoni at a delicatessen, which is a kind of store. Delicatessen starts with /d/, and we use the letter D to write that sound.”* Write D, so children can see it. Describe your actions as you write the letter.
- Comment that some words are really fun to say, and they’ll talk about some more interesting – sounding words on another day.
 - The interesting- sounding words from The Little Red Hen can easily be worked into a lunch time conversation. This will give children more practice saying the words and help them to more fully understand their meaning.

Unit 2, Week 2, Day 2

Unit 2, Week 2, Day 2

Materials: Poetry poster, flannel board and pieces for “Five Green and Speckled Frogs”, *A Letter to Amy*

Five Green and Speckled Frogs:

Procedure:

- Say, *“Today we are going to start by singing “Five Green and Speckled Frogs.”*
- As you place the log on the flannel board say, *“I am going to put the brown speckled log right here at the top of the flannel board. Here is the cool blue pool that I will put beside the log. Now count the frogs with me so we are sure they are all here today”*. Count the frogs with the children as you place them on the log.
- Sing the song as usual.

Three Little Monkeys:

Procedure:

- Say, *“Those five green and speckled frogs seem to have fun together in the cool pool, don’t they? Now I am going to teach you a new poem about three little monkeys who have fun together, too. The name of this poem is “Three Little Monkeys.”*
- Hold up one hand with three fingers extended, with thumb and little finger clasped over one another, beneath them. Show children how to move their hand back and forth.
- Chant the poem (Do not show Poetry poster yet), and as you chant, fold back one of the three fingers with each verse. Go slowly so children can do the poem and motions with you.
- After reciting the monkey poem, show children the poetry poster. Read the title as you underline the words with your finger. Talk about the illustration: *“Here are the three little monkeys swinging on the tree branches—1, 2, 3 (point to and count them), and here’s the crocodile beneath them in the water. Suggest that maybe the monkeys should find another place to play!!”*

Guess What Word I am Saying (And A Letter To Amy):

Procedure:

- Hold up the book *A Letter to Amy*. Say, *“We have been reading the story, A Letter to Amy, and now I am going to say some words from the story in an interesting way, a way that is not quite right. I want you to say the words the right way. If I say p – (pause) –arty, p- (pause) –arty, you would say party.”* Give one more example if you think children need it to understand the task. (In this task, you provide onset-rime parts of words or the onset and the rest of the word, in a two syllable word.)
- Say some words in the *“interesting way”* and give children time to repeat the word the right way. You can use the following words:
 - *Mail : m – (pause) –ail*
 - *Rain : r – (pause) –ain*

- *Willie : w- (pause) – illie*
- *Wind : w- (pause) –ind*
- After you say the word parts once, repeat them a second time, before children say the word the right way.
- After children guess the word, use the word in a sentence to convey its meaning.
- An example of this would be: *“Yes, party is the word I was saying. Peter invited Amy to his birthday party.”*

Head and Shoulders, Knees and Toes:

Procedure:

- Say something like, *“We’ve been sitting for a while so let’s stand up and move our body from head to toe! We are going to sing, “Head and Shoulders, Knees and Toes.”*
- Sing the song and do the motions as usual. Tell children that you will sing the song a second time, this time humming the tune and touching the body parts without saying the words out loud.

Interesting – Sounding Words (And A Letter To Amy):

Procedure:

- Show children the book *A Letter to Amy*. Say, *“In this story, A letter to Amy, there are some interesting – sounding words that I would like to talk about. Envelope is an interesting word to say because it has three different parts. Let’s say it together, en – ve- lope. Now clap out the parts with me.”*
- Say, *“Hopscotch is another interesting word to say. How many parts does it have? Let’s say it, and then clap it. Yes, It has two parts, doesn’t it? Hop – scotch.”*
- Say, *“What about the word Saturday? Let’s say and then clap it: Sat – ur – day. It has three parts, doesn’t it? Saturday starts with /s/ and we use the letter “S” to write /s/. The letter “S” looks like this.” Write S on the easel, so children can see it.”*
- Invite children to say other long words and divide them. If a child provides a short word, compare it to a long word already discussed. For example, Tiger is not as long as crocodile, but it is still an interesting word to say.

Unit 2, Week 2, Day 3

Unit 2 Week 2, Day 3

Materials: Poetry posters, flannel board and pieces for “Old MacDonald Had a Farm” and “BINGO”, *Dazzling Diggers*, alphabet cards, children’s name cards

Old Mac Donald Had a Farm:

Procedure:

- Today we are going to start with the song “*Old MacDonald had a farm.*”
- Say, “*First I am going to put the farmer, Old MacDonald, right here at the top of the flannel board. Then I’ll put the barn beside him. I am going to put all the animals we will sing about at the bottom of the flannel board and then move them one by one, up here to the top of the flannel board, as we sing about them. Let’s sing about the cow first and then do the pig second. Sing song as usual using all the animals you placed on the flannel board.*”
- When you are finished singing, ask children to say the animals’ names with you as you remove them from the flannel board.

BINGO:

Procedure:

- Say, “*Now we are going to sing the song about the other farmer who had a dog named Bingo.*”
- Say, “*First, I am going to put the letters we use to write Bingo’s name on the flannel board and I want you to say the letter names with me. First we need the letter B (place B on the board). The second letter we need is I. I will put it beside the B. The third letter we need for Bingo’s name is N. Now we have B- I- N (point to each letter as you say it).*” Continue this way until all letters in Bingo are on the board.

Sing the song as usual, removing one letter for each verse and replacing each letter with a clap.

Mix A Pancake:

Procedure:

- Tell children, “*We are going to learn a new poem today called “Mix a Pancake.”* Recite the poem and model appropriate motions.
- Show children the poetry poster and point out parts of the illustrations that match the words in the verses. For example: *Here’s the bowl of pancake batter with the spoon for mixing. And here’s the skillet—a kind of pan-- that we fry the pancakes in. This is a giant pancake—a very, very big pancake-- up here that the cook has just tossed up and flipped!*
 - If possible, show a skillet, spoon, big bowl and pancake turner to the children.

Dazzling Diggers

Procedure:

- Show the cover of the book and ask children if they remember the title. Point to the *D* in *Dazzling* and say /d/ as a clue, then point to the *D* in *Diggers* and say /D/ as a second clue. Confirm their answer by reading the title as you underline it with your finger. Also read the name of the author and illustrator.

- Read the book, keeping the natural rhythm of the verse. Point to the pictures to help children link names to objects.
- Go back to a few pages and comment on rhyming words. For example: *The words big and dig have the same last part—'ig'. They rhyme. Some words do not have the same last part-- like crash and break. They don't rhyme. But big and dig rhyme, and so do break and shake.* As you say the word pairs that rhyme, segment the rime portion of the word.
- Go to a few more pages with rhymes and read them. This time, ask children if they can think of any words you have just read that rhyme --- words that have the same last part.
- If children do not respond quickly, read the verse again, lingering a bit on the rhyming words to emphasize them. If children still do not respond, say the words one after the other. For example, track *and jack have the same last part—'ack'-- They rhyme*

If Your Name Starts With [Name a letter], Clap Just Once:

Procedure:

- Tell children, *"We are going to play the name game with letters again. This time, though, you will clap your hands once, instead of raising your hand or touching your ear, when I hold up the first letter in your name. I might tell you to clap more than once, so you need to really listen carefully!"*
- Play one round of the game. Sometimes, instead of saying clap one time, say clap two times or three times. Most children will probably know the first letter in their names, but have the name cards ready in case a child does not respond when his/her first letter is shown. Hold up the name card and point to the first letter, naming it and telling the child that he/she may clap hands.

Unit 2, Week 2, Day 4

Unit 2, Week 2, Day 4

Materials: Flannel pieces for "Five Green and Speckled Frogs" and flannel letters P, E, T, E, R, *HUSH!*, Alphabet cards, children's name cards, *A Letter To Amy*, *The Little Red Hen (Makes A Pizza)*, Picture Cards: pizza, bowl, saxophone

Five Little Ducks:

Procedure:

- Say, "*The first song we are singing today is "Five Little Ducks."* Let's get our hands ready to make the hills (model) and the quack, quack, quack (model)."
- Sing the song as usual.

Story-Character Bingo (And A Letter to Amy):

Procedure:

- Tell children you are going to sing "*BINGO,*" *but instead of singing about the farmer's dog, you are going to sing about the boy who is the main character in A Letter to Amy.*" (Show book cover and point to Peter's picture) See if children can guess who they are going to sing about.
- Show a card with Peter's name written on it. Use the card as a guide to help select the flannel letters to spell Peter. Point to the P in Peter and say, Peter begins with P, so the first letter we need is a P. Here it is (Place it on the board).
- Then point to the second letter in Peter and ask, "*What is the second letter in Peter? Yes, it is an E. I'll put the E right beside the P, now I have P-E. (point to each letter as you name it) What is the third letter in Peter's name? Yes, it is a T. I'll put the T beside the E. Now we have P - E - T.*" Proceed the same way with the remaining letters.
- Tell children the song has the same tune as BINGO, but different words. It goes like this: *There was a boy who mailed a letter and Peter was his name-o. P-E-T-E-R (3 times), and Peter was his name-o.*
- Then sing the song substituting a clap for the missing letter, just as you do in Bingo. (It is helpful to have the letters for Peter on squares of felt. Put the letters on one side of the square and the clapping hands on the other side.

HUSH!:

Procedure:

- Show the cover of *HUSH!* and say, "*We have read this story before, so you will remember the title is ---*" (pause to give children a chance to respond). Confirm their answer by saying the title in a whisper and putting your finger to your own mouth.
- Point out the mother doing the same thing on the cover of the book.
- Ask children why the mother is whispering the word. Ask children the meaning of the word hush.

- Read *HUSH!*, lingering on the first sound in sleeping and nearby every time so children can chime in.
- Comment as you read about the whereabouts and actions of the baby.
- After you have read the story, go back through it and comment on some of the words. As you explain a word's meaning, point to the appropriate picture. Examples: for a "*lean black cat*", you might say, *lean means the cat is skinny, not fat*. For, "*don't come leaping*," you might say, *This means stop making those big jumps*.

I'm Thinking Of ____ Clue Game [And *The Little Red Hen (Makes A Pizza)*]:

Procedure:

- Show children the cover of *The Little Red Hen (Makes A Pizza)* and tell them they are going to play a clue game with words from the story. Remind them to listen to all the clues, and to think for a bit, before raising their hands when they have an idea.
- For pizza, use these clues: "*This is a kind of food. This food has a crust and toppings.*" If children do not guess from those clues, give this one: "*This is the kind of food the Little Red Hen made*". If children need another clue, say, "*When we say this word, we hear two parts (clap 2 times)*".
- For bowl, use these clues: *These are round dishes that are open on the top and used to hold food or liquids. The Little Red Hen mixed her dough ingredients in one of these*. If children do not guess with those clues, and need another one, use this one: *The word I am thinking of begins with /b/*.
- For money, use these clues: *This is what people use to pay for things that they buy. The Little Red Hen used this when she went to the store to buy the things that she needed*. If children don't guess with those clues and need another one, use this one: *The word I am thinking of begins with /m/*.
- For cheese, use these clues: *This is a food that is made from milk products. The Little Red Hen used the mozzarella kind of this food on her pizza. The word I am thinking of begins with /m/*.

Unit 2, Week 2, Day 5

Unit 2, Week 2, Day 5

Materials: Poetry posters, flannel board and flannel pieces for “Down By the Bay”, two sets of uppercase alphabet cards

Down by the Bay:

Procedure:

- Say, “*We are going to start by singing “Down by the Bay.” We will sing some familiar verses, ones you already know, and then we will add some new verses.*”
- Sing the song as usual.
- Add new verses (e.g., “*sheep driving a jeep,*” “*pig dancing a jig*” or “*duck driving a truck*”)
- After singing, put the flannel pieces for sheep and jeep back on the board. Say, Sheep and jeep rhyme, they both have the same last part-- eep. Sh-eep; /j/ -- eep(segment the onset and rime portion of each word).

What Are You Wearing?:

Procedure:

- Tell children, “*I am going to teach you a new song today, called “What Are you Wearing?”*”
- Sing a verse, using the name of one of the children. [Child’s name] is wearing a [color] shirt, a [color] shirt, a [color] shirt. [Child’s name] is wearing a [color] shirt all day long.
- Go around the circle and sing to every child.

Mix a Pancake:

Procedure:

- Turn to this poem in the Big Book of Poetry and ask if they remember the name of this poem. Then say, “*Yes, (point to title) it says right here, Mix a Pancake. “As you read the title stress the /m/ as you point to the M in Mix, and the /p/as you point to the P in Pancake.*”
- Recite the poem.

Five Juicy Apples:

Procedure:

- Show children the poem. Read the title and underline it with your finger. Point out the five juicy apples in the illustration. Ask children to count with you.
- Linger on the first sound of the second word in a rhyming pair (e.g., store/four, be/three, through/ two, pair/there) so children can chime in, as you recite the poem together.
- If there is not enough time for everyone to have their name used, tell children the rest will have a turn next time.
- Make a list of children’s names ahead of time and cross off names as you use them in the poem.

Three Little Monkeys (And Those Words Begin with the Same sound!):

Procedure:

- Turn to the poem in the Big Book of Poetry and ask children if they remember the name of the poem. Confirm their answer by reading the title as you underline it with your finger.
- Recite the poem, using hand and fingers to represent the monkeys.
- When finished, say, *“Some words in this poem begin with the same sound. Crocodile and catch begin with the same sound, don’t they? They both begin with /k/. They have the same sound at the beginning. Me and monkey also begin with the same sound..../m/ ,me; and /m/, monkey.”*
- You also might say, *Some words in the poem do not begin with the same sound. Monkey and crocodile don’t begin with the same sound but crocodile and catch start with the same sound.”*

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Word cards for Documenting a Process. Print and cut apart



snow pants



boots



jacket



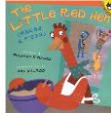
hat



mittens



Documenting A Process



Writing &
Drawing

Standards:

ELA.W.TTP.PS.2
ELA.W.PD.PS.1
LA.W.R.PS.2
ELA.RF.PC.PS.1.d
ELA.RF.PWR.PS.1 - 3
ELA.LS.CSE.PS.1 - 2
ELA.LS.VAU.PS.1 - 3
ELA.SL.CC.PS.1 - 3
ELA.SL.PKI.PS.1 - 3

Enduring Understanding(s):

Friends usually share and help one another.

Essential Question(s):

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

Materials:

- *The Little Red Hen Makes A Pizza*
- template
- writing utensils
- word cards
- examples of classroom documentation (picture schedule, handwashing procedure etc.)

Vocabulary:

- process: doing something in order
- first
- next
- last
- instructions: how to do something
- order
- document

Preparation: Set up materials.

Intro to Centers:

"In the *Little Red Hen Makes A Pizza* **first**, the hen purchased ingredients. **Next**, she mixed the ingredients together. **Last**, she baked them in the oven and ate pizza with her friends. Doing things in **order** like the hen did is following a **process**."

"Why is **documenting** a **process** helpful?"

"Today in Writing & Drawing, you can use these materials to **document** the **process** of getting dressed to go outside. Use numbers to show what happens **first**, **next**, and **last**. You can draw pictures to **illustrate** your **process**."

Show illustrations

Children respond. Show examples of classroom documentation, i.e., daily picture schedule, hand washing procedure.

Show template. Model writing numbers in sequence.

During Centers:

Have children draw steps of how to get dressed to go outside on the template in order. Encourage children to think about classroom processes, i.e., arrival, dismissal, lunch, or nap. Encourage children to count how many steps are in their process, and support children in writing numerals.

Guiding Questions during Centers:

- When is doing things in order helpful/important?
- What do you think happened next in *The Little Red Hen Makes a Pizza* after the dog, the cat, and the duck washed the dishes?
- What makes following a process easy or difficult?

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 research directions and instructions, i.e., a visual for handwashing steps, lunch time, nap time, etc.