

Full Day Schedule

Unit 2 Week 3	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>Dandelion</i> 1 st Read	<i>Matthew and Tilly</i> 3 rd Read	<i>Hooray a Pinata</i> 1 st Read	<i>Dandelion</i> 2 nd Read	<i>Hooray a Pinata</i> 2 nd Read
Centers					
Intro to Centers	Researching Recipes, Cookbooks, and Menus Documenting a Process	Sorting Beautiful Stuff Collaborative Painting	Roads and Sidewalks Classroom Friends Memory	Transporting Food Pinata Book (resources)	Sorting Objects into Groups
Art Studio	Free Choice	Sorting Beautiful Stuff	Continue	Continue	Continue
Easel	Chalk Drawings continued	Collaborative Painting	Continue	Continue	Continue
Writing and Drawing	Documenting a Process	Continue	Continue	Continue	Continue
Library & Listening	Researching Recipes, Cookbooks, and Menus continued	Continue	Continue	Pinata Book (resources)	Continue
Dramatization	Grocery Stores and Markets continued	Continue	Continue	Continue	Continue

Blocks	Constructing a Playground continued	Continue	Continue	Transporting Food	Continue
Discovery Table	Molding Sand continue	Continue	Roads and Sidewalks	Continue	Continue
Puzzles & Manipulatives	Classroom Friends Puzzles & Sorting Objects into Groups continued	Continue	Classroom Friends Memory	Continue	Continue
Technology	library-recipe e book continued small groups-making lemonade			block area-transporting food	
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard directions				
Whole Group Lessons	LFOAI: Advertisement Signs	Math: Every Buddy Counts!	LFOAI: Loveys	LFOAI: Barbershop	Problem Story (class discusses issues impacting classroom community) or Social Emotional Curriculum

Small Groups	Group1 Literacy Medium Support: Making Lemonade Group 2 Math Medium/High Support: Buddy Counting Group 3 Independent Vocabulary Picture Card Memory		Group1 Literacy High Support: Pinata Paper Mache Group 2 Math Medium Support: Playing with Friends Group 3 Independent Book Browsing or Choice Activity		
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Outdoor Learning	Seed Dispersal-scavenger hunt small group: Making lemonade recipe and sharing it	Refer to nature extensions for individual lesson plans
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Part Day Schedule

Unit 2 Week 3	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>Dandelion</i> 1 st Read	<i>Matthew and Tilly</i> 3 rd Read	<i>Hooray a Pinata</i> 1 st Read	<i>Dandelion</i> 2 nd Read	<i>Hooray a Pinata</i> 2 nd Read
Centers					
Intro to Centers	Researching Recipes, Cookbooks, and Menus Documenting a Process	Sorting Beautiful Stuff Collaborative Painting	Roads and Sidewalks Pinata Book (resources)	Transporting Food Classroom Friends Memory	Sorting Objects into Groups
Art Studio	Free Choice	Sorting Beautiful Stuff	Continue	Continue	Continue
Easel	Chalk Drawings continued	Collaborative Painting	Continue	Continue	Continue
Writing and Drawing	Documenting a Process	Continue	Continue	Continue	Continue
Library & Listening	Researching Recipes, Cookbooks, and Menus continued	Continue	Pinata Book (resources)	Continue	Continue
Dramatization	Grocery Stores and Markets continued	Continue	Continue	Continue	Continue

Blocks	Constructing a Playground Continued	Continue	Continue	Transporting Food	Continue
Discovery Table	Molding Sand continue	Continue	Roads and Sidewalks	Continue	Continue
Puzzles & Manipulatives	Classroom Friends Puzzles & Sorting Objects into Groups continued	Continue	Continue	Classroom Friends Memory	Continue
Technology	library-recipe e book continued	small groups-making lemonade		block area-transporting food	
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard directions				
Let's Find Out About It Problem Stories	LFOAI: Advertisement Signs	LFOAI: Loveys	Problem Story (class discusses issues impacting classroom community) or Social Emotional Curriculum	LFOAI: Barbershop	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 Every Buddy Counts	Group 1 Literacy (choose 1) High Support: Pinata Paper Mache Medium Support: Making Lemonade Group 2 Math (choose 1) Medium Support: Buddy Counting Medium Support: Playing with Friends			Story Telling/Acting (refer to Storytelling/Story Acting Guide)

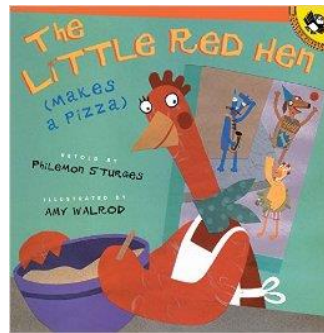
		Group 3 Independent Vocabulary Picture Card Memory	
Outdoor Learning	seed dispersal -scavenger hunt	small group: making lemonade and sharing it	Refer to nature extensions for individual lessons



Sorting Beautiful Stuff

Art
Studio

Standards:
CA.VA.PS.1
M.MP.PS.5 - 7
M.G.PS.1
ELA.W.TTP.PS.2



Materials:

- clear plastic containers
- trays
- recycled and natural materials
- paper for labels
- scissors
- tape
- writing utensils

Vocabulary:

- container: an object that holds something
- recycle: use again
- natural: not made by people
- sort: put similar things together
- organize: to make things easy to find

Preparation: Set up materials.

Intro to Centers:

"In *The Little Red Hen Makes a Pizza*, the hen gathered materials and **sorted** them into groups- ingredients and tools."

"We have gathered **natural** and **recycled** materials- Beautiful Stuff. What do you notice?"

"Now we will **sort** the Beautiful Stuff so we can use it in our classroom. We will put similar materials together."

"I am going to **sort** these materials. What would be a name for this group? Why?"

"Now I will put this group in a **container** and label it. Why would a label be helpful?"

"Is there any other Beautiful Stuff that we could add to this **container** of _____ materials?"

"Today in the Art Studio you can **sort, organize,** and label Beautiful Stuff."

Show illustrations.

*Show materials.
Children respond.*

Display an assortment of Beautiful Stuff.

*Model making a small group of similar materials.
Children respond.*

Children respond.

Children respond.

During Centers:

Support children in sorting Beautiful Stuff by discussing the attributes of the materials and the categories they belong to. Support children in writing/ drawing labels for containers.

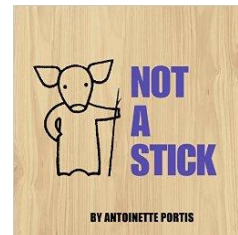
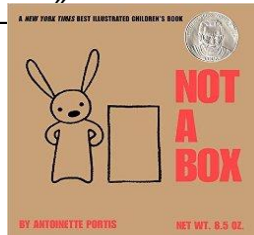
Guiding Questions during Centers:

- How are you sorting Beautiful Stuff?
- How would you describe these materials?
- How are these materials similar to or different from each other?
- How could the labels you are creating help your friends?

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

Documentation: Take photographs of children and display with captions of the children discussing their process. Use documentation to assess writing progress.

Provocation: Document children's ideas about how to use Beautiful Stuff in the classroom. Read *Not a Box* or *Not a Stick* by Antoinette Portis as inspiration. Encourage children to create a book of their ideas called "A Paper Towel Tube Can Be A_ _ _"

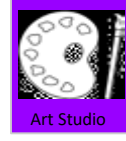


Challenge children to think about how they might sort and organize other materials in the classroom, e.g., props in Blocks or Dramatization. Encourage children to make labels for materials and centers in the classroom.

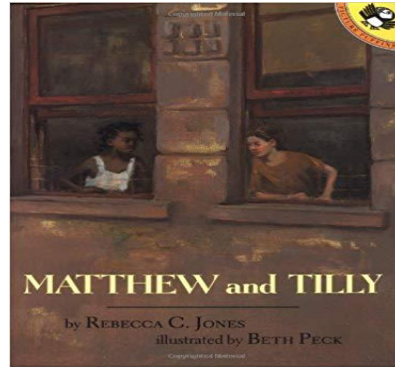




Collaborative Paintings



Standards:
 SED.SD.BRC.PS.3-4
 CA.VA.PS.2-4
 ELA.RL.IKI.PS.1
 ELA.SL.CC.PS.2
 ELA.SL.PKI.PS.2



Materials:

- *Matthew and Tilly*
- paper
- tempera paint
- paint cups
- variety of brushes
- smocks

Vocabulary:

- together: with each other
- collaboration: working together
- conversation: talking with each other

Preparation: Set up materials.

Intro to Centers:

“Matthew and Tilly were friends. What kinds of things did they do **together**?”

“Matthew and Tilly **collaborated**- they worked and played **together**.”

“Today at the easel you can **collaborate** with a friend to create a painting.”

“What are some ways that you could **collaborate**?”

“Today at the easel you can **take turns**, like Matthew and Tilly did when they played hopscotch. Why was it helpful for them to take turns?”

“Another way to **collaborate** is for you both to paint at the same time, like when Matthew and Tilly ate ice cream at the same time.

*Show illustrations.
 Children respond.*

Children respond.

*Show illustrations.
 Children respond.*

*Model with paraprofessional or a child.
 Show illustrations.*

During Centers:

Encourage children to consider multiple ways of collaborating, ie. one child creates a plan and another child paints it; two children paint together at the same time; children take turns painting, etc. Encourage children to use the “_____ and _____” template from Friendship Pictures to label their paintings. Encourage children to notice and describe shapes in their and their friends paintings.

Guiding Questions during Centers:

- How did you decide to collaborate with your friend(s)?
- How is painting collaboratively similar to or different from painting independently?
- How does it feel to collaborate with your friend(s)? (fun, hard, frustrating, etc.)
- What are some other ways you can collaborate with friends in the classroom?

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.

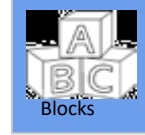
Provocation:

Research other art that is created collaboratively, ie. bands, orchestras, dance

Encourage children to write and act out collaborative stories.

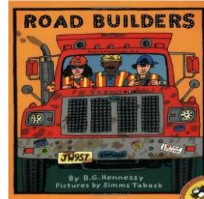
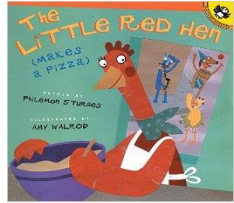


Transporting Food



Standards:

ATL.EP.PS.1, 4
 ATL.RPS.PS.3-5, 8
 CA.VA.PS.1-5
 ELA.LS.VAU.PS.3
 PHD.FM.PS.6



Materials:

- Little Red Hen Makes A Pizza
- Road Builders
- From Farm to Table
- variety of blocks
- cardboard boxes to make buildings
- (shoe)boxes for trucks
- writing utensils
- tape
- images of grocery items mounted on unit blocks (see below)
- pretend vehicles and animals
- traffic signs



Vocabulary:

- transport: to move something from one place to another
- vehicle: a machine that helps people get from one place to another
- highway: a big road that connects cities and towns
- grocery store: a place where people buy and sell food and supplies
- construct: to build
- factory
- warehouse: a building to store things

Preparation: Set up materials. Children can build buildings with unit blocks or they can use boxes.

Intro to Centers:

"In *The Little Red Hen Makes a Pizza*, the hen purchased ingredients for her pizza at the **grocery store**."

"We learned how food like tomato sauce is **transported** to the market. What do you notice?"

"In *Road Builders*, Buddy and his work friends **constructed** a **highway** for **vehicles** that **transport** food. What do you notice?"

Show illustrations.

Show illustrations from The Journey of Rice. Children respond.

Show Road Builders. Children respond.

“Today in Blocks, you can **construct** a **highway** with these materials. You can use these boxes to make a warehouse, a grocery store, a farm, and/or a factory. You can build your road so all of these buildings are connected.

“After you **construct** your **highway**, you can use trucks to transport the food to the grocery store

Show materials. Children respond.

Show blocks with food images.

During Centers: Encourage children to create a plan like Buddy and his friends in *Road Builders*. Support children in making signs for the buildings. Encourage children to consider the mathematical variables involved in constructing their roads and transporting food to the market, i.e., the length of the road, capacity of the vehicles, etc.

Guiding Questions during Centers:

- How are you and your friends collaborating to construct roads and transport food to the grocery store?
- How much food can this truck hold? How do you know?
- How are the roads in *Road Builders* similar to or different from the road/ highway you are constructing?

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

Documentation: Take photographs of children’s processes and display them along with captions of the children’s words.

Provocation: Invite children to think about building roads with other materials, i.e., Beautiful Stuff, LEGOs, Magnatiles, strips of construction paper or felt etc. Encourage children to construct roads on the playground.



Roads and Sidewalks

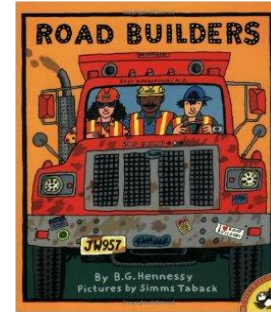
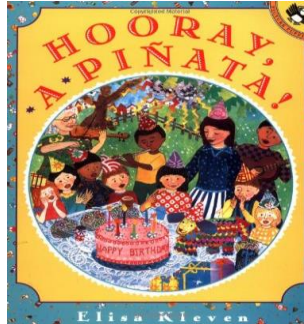
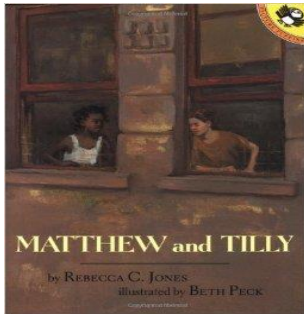


Discover

y

Standards:

ATL.EP.PS.1, 4
 ATL.RPS.PS.3-5, 8
 CA.VA.PS.1-5
 ELA.LS.VAU.PS.3
 PHD.FM.PS.6



Materials:

- *Matthew and Tilly*
- *Hooray, A Piñata!*
- *Road Builders*
- small construction vehicles
- shovels, spoons, rakes, etc.
- natural and recycled materials
- small rocks or gravel
- tag board or construction paper
- pretend figures and/or images of characters on unit blocks

Vocabulary:

- construct: build
- road
- crew: people who work together
- sidewalk
- plan

Preparation: Set up materials.

Intro to Centers:

"In *Matthew and Tilly*, Matthew and Tilly played on a **sidewalk** next to a **road**. In *Hooray a Pinata*, Clara and her mother travelled to Clara's grandmother's house on a **road**. Why did they drive in a car instead of walk?"

"Today, in Discovery, you can **construct roads** and/or **sidewalks** with these materials. What do you notice?"

"Make a plan like Buddy and his **crew** did in *Road Builders*. How was making a plan helpful in **constructing** their **road**?"

Show illustrations. Children respond.

Show imaterias. Children respond.

Show illustrations. Children respond.

During Centers: Support children in creating a plan. Encourage children to use measurement in constructing their roads. For children who need a more defined workspace, provide small bins with sand and materials. Encourage children to create signs and labels.

Guiding Questions during Centers:

- How is the sidewalk/road you are constructing similar to or different from the sidewalk/road in *Hooray, a Piñata* and/or *Matthew and Tilly*?
- Is your sidewalk/road longer or shorter than your friend's sidewalk/road? How do you know?
- How can you collaborate with your friend(s) to connect your sidewalks/roads?
- What are ways to be safe on a sidewalk/road?

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

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

Provocation: Encourage children to research road safety. Invite an expert, i.e., construction manager, police officer to the classroom. Revisit what children learned in *Sign Making* (Unit 1 Week 3). Encourage children to notice safety signs around the school and neighborhood.

Walk past construction projects in the neighborhood and encourage children to document what they notice, including safety signs. Add their documentation to Library and Listening for inspiration and reference.

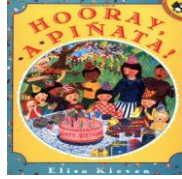




Let's Find Out About It: Loveys

Standards:

SED.SD.BRC.PS.1, 5
 ATL.RPS.PS.4, 7.
 AELA.SL.CC.PS.1
 CA.DE.PS.2
 ELA.RL.KID.PS.1-3
 ELA.RL.IKI.PS.1
 ELA.RL.CS.PS.2



Materials:

- *Hooray, a Pinata!*
- *Crybaby* [Unit 1]
- images of loveys resource
- examples of objects used as loveys (i.e., blankets, teddy bears, etc.)

Vocabulary:

lovey: an object that comforts or soothes someone
 blanket: a soft warm cover
 comfort: make someone feel better
 security: feeling safe
 safe: not going to be hurt
 special
 soothe: make someone feel calm

Preparation: Consider a lovey that belonged to either you or a member of your family. While the word 'lovey' is used in this lesson, you may include synonyms that are relevant to children such as 'blankie', 'baba', 'sheepie', etc.

Let's Find Out About It:

"In *Hooray a Piñata* Clara's dog Lucky was like a pet, and it **comforted** her--made her feel better--to play with it. What do you notice?"

"Special objects that **comfort** children, like Lucky, are sometimes called **loveys**. They can **soothe**--make you feel calmer and help you feel safe. Why do you think '**lovey**' is a good name for something special that **comforts** you?"

"Do you remember reading *Crybaby* a long time ago? The baby's **lovey** was a woolly sheep. How did it make the baby feel better?"

"Here are some images of children with their **loveys**. What do you notice?"

*Show illustrations.
 Children respond.*

Children respond.

Show Crybaby. Children respond.

Show images. Children respond.



Loveys are special objects that comfort us.



They can be blankets. They can be stuffed animals.



Sometimes, they feel like our special friends and we want to take them everywhere we go.



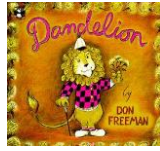
They help us feel better and give us comfort.



Let's Find Out About It: Barbershop

Standards:

SED.SD.BRC.PS.1
 ATL.RPS.PS.4,.7
 ELA.SL.CC.PS.1
 ELA.IT.I.PS.1-2
 ELA.IT.LTC.PS.1
 ELA.LS.VAU.PS.3



Materials:

- *Dandelion*
- images of barbershops/ salons resource
- items found in a barbershop/ salon (i.e., comb, scissors, shaving cup/ brush, barber cape, etc.)

Vocabulary:

- barbershop: a store where people get their hair cut
- shave
- customer
- salon: a store where people get their hair cut or have their finger/ toe nails painted

Preparation: Set up materials.

Let's Find Out About It:

"In *Dandelion*, Dandelion went to Lou's **barbershop**. What do you notice?"

"Here are images of **barbershops**--stores where people can get a **haircut** and a **shave**. Here are tools barbers use. What do you notice?"

"Here are **customers** waiting for their turn to get their **hair cut**. What do you notice?"

"Boys and men often get their hair cut in a **barbershop**. Girls and women often get their hair cut and nails polished at a **salon**. Here are images of **salons**."

"How is a **salon** similar to or different from a **barbershop**?"

Show illustrations.
Children respond.

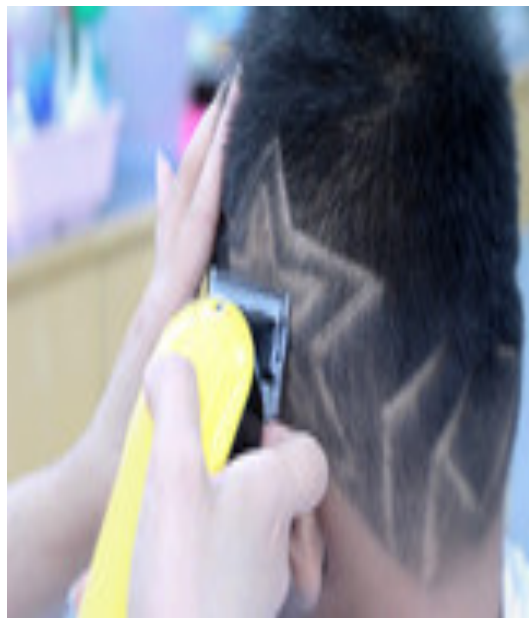
Show images.
Children respond.

Show images.
Children respond.

Show images.

Children respond.





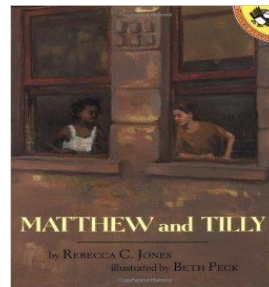
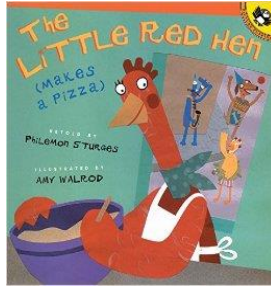




Let's Find Out About It: Advertisements

Standards:

SED.SD.BRC.PS.1
 ATL.RPS.PS.4, 7
 ELA.SL.CC.PS.1
 ELA.IT.I.PS.1
 ELA.IT.LTC.PS.1
 M.MP.PS.3-4



Materials:

- *The Little Red Hen Makes A Pizza*
- *Matthew And Tilly*
- images of advertisements (see resources)
- grocery store circulars

Vocabulary:

- price: what it costs to buy something
- sale: when something costs less money than usual
- purchase: buy something
- advertisement: words or pictures to help sell something

Preparation: Set up materials.

Let's Find Out About It:

"In *The Little Red Hen Makes A Pizza*, the hen went to the grocery store to **purchase**--buy--ingredients for her pizza. In *Matthew And Tilly*, Matthew played grocery store. What do you notice?"

"When you **buy** food at a grocery store, the **price** is how much it **costs**. To tell people about what they sell, grocery stores create **advertisements**--signs with words and pictures. Here are **advertisements**. What do you notice?"

"An **advertisement** often tell customers what's on **sale**--costing less money than usual. How would this help a customer?"

*Show illustrations.
 Children respond.*

*Show grocery store circulars.
 Children respond.*

Children respond.



Bring Home Amazing Savings!

Hannaford USDA Choice Beef
Shoulder Steak for London Broil
lb.

2.99
SAVE \$2 PER LB.



Hannaford All Natural - Pork Loin
Boneless Center Cut Pork Chops
lb.

1.99
SAVE \$1.80 PER LB.



1 Lb. Pkg. - Sweet
Strawberries

1.77 ea.
SAVE \$1.22 EA.



25% OFF ALL
Nature's Place
CHICKEN
Package prices include all sources.

Taste of Inspirations
Lite Sodium or All Natural
Turkey Breast

6.99 lb.
SAVE \$2 PER LB.



Cooper
Cracked Pepper or
Sharp Cheese

4.99 lb.
SAVE \$2 PER LB.



Great on the Grill - Tender Green
Asparagus

1.99 lb.
SAVE \$1.50 PER LB.



Sweet
Mini Seedless Watermelon **WOW!**

2.99 ea.



SPECIAL DEALS
Limited time only

9-14 Oz. Select Varieties Tostitos Tortilla Chips
SAVE 98¢ ON 2
2/\$5

8.5-15.4 Oz. Select Varieties Nabisco Oreo Cookies
SAVE 98¢ ON 2
2/\$5

6-8 Ct. Select Varieties Kellogg's Pop-Tarts
SAVE 98¢ ON 2
2/\$4

8-12 Ct. Select Varieties Nestle Drumstick Cones
SAVE 60¢ EA.
5.39

7.5-10 Oz. Select Varieties Compleats or Hormel Microwave Bowl
SAVE 12¢ EA.
1.88

15-21 Oz. - Select Varieties Crumb Cake Mix, Dessert Bar Mix or Krusteaz Muffin Mix
SAVE UP TO 41¢ EA.
1.88

1.25-2.8 Oz. Select Varieties Kellogg's Cereal in a Cup
SAVE 10¢ EA.
89¢

6.75 Oz. Cartons Select Varieties 8-Pack Juicy Juice 100% Fruit Juice
SAVE 98¢ ON 2
2/\$5

Prices effective June 18 - June 24, 2017
SUN 18 MON 19 TUE 20 WED 21 THU 22 FRI 23 SAT 24

Sign up to receive your weekly flyer by email @ hannaford.com/email

Compare & Save See how much you save by shopping at Hannaford. Look for savings on in-store tags.

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AdMatch

WE'LL MATCH the advertised price of any competitor. Restrictions apply. See inside for details.*

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Grocery

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LOWEST PRICES GUARANTEED!

YOUR ONE STOP FOR MORE ITEMS THAT COST LESS



Satisfaction 100% GUARANTEED

Every cut of beef is 100% Western Canadian AAA Angus

walmart.ca/beef

Special Buy*

3⁹⁷ lb.

Your Fresh Market™ Western Canadian Angus Beef Boneless Inside Blade Steak Cut from Canada AAA Angus. #31413835. 8.75/kg.



97¢ each

Raspberries or Blackberries
Product of U.S.A. or Mexico. #9470690.

Blueberries
Product of British Columbia. Canada No. 1. #9473483.



every day

Great Value Butter Assorted types. #30907734.

3⁹⁷ each



Armstrong Cheese Block Assorted varieties. #30371495.

Limited Time Offer*

Save 2.50

6⁹⁷ 700 g
Was 9.47



24 = 48 rolls

Purex Bathroom Tissue #418287.

Limited Time Offer*

Save 8.04

6⁹³ pack
Was 14.97



Plus deposit (where applicable).

24 pack

Coca-Cola or Pepsi 24 x 355 mL. #31382453.

6³⁵ pack



Great Value White or Whole Wheat Bread #8126223.

Limited Time Offer*

Save 81¢

97¢ 570 g
Was 1.78

Stock up on these everyday essentials at **unbeatable prices**

Flyer effective Thursday, September 14th to Wednesday, September 20th, 2017.

Bakery Department





Getty Images





Pinatas





Piñatas come in all shapes and sizes



How to make a piñata



Make the paper mache paste, mixing flour and water.



Tear or cut newspaper into strips.



wiki How to Make a Piñata

Inflate your balloon.



wiki How to Make a Piñata

Apply the paper mache paste to your paper strips.



wiki How to Make a Piñata

Apply the paper mache strips to the balloon. Make sure to overlap them and cover the whole balloon.



wiki How to Make a Piñata

Let the piñata dry.



Decorate the piñata any way you like.



Cut a hole so you can fill your piñata.



Fill your piñata with candy or small toys.



The Piñata Party





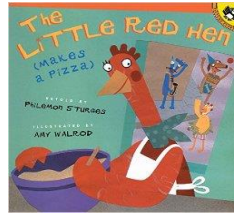
Classroom Friends memory match



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*
- 2 sets of children's 'name cards'
- Ziploc bags

Vocabulary:

- name
- match
- uppercase
- lowercase

Preparation: Refer to small group lesson unit 1, week 2: name matching.

Use the 2 sets of name cards created for each child in the class with 4-5 names in each set

Intro to Centers:

"In *The Little Red Hen* The Dog, cat, and duck are friends with Hen and learn about the importance of teamwork. In *Letter to Amy*, Peter had a special friend named Amy. What do you notice?"

"Today in Puzzles and Manipulatives there is a friends memory game.

"There are 2 sets of names for each child/student in our classroom. You will turn over 2 cards and see if the names **match**. What do you notice?"

"You will need to look to make sure both the **uppercase** and **lowercase** letters match for each card. When you are done with the game, make sure you put the cards back in the bag."

Show illustrations. Children respond.

Children respond.

Model .

Show match Children respond.

During Centers: Encourage children to collaborate; to play the memory game. Support children to point out letters in names and draw attention to the features of the letters. Encourage them to look at each letter on each name card to ensure all the letters match.

Guiding Questions during Centers:

- Why do these cards match?/Why don't they match
How is your name the same as/different from your friend's name?
- What kinds of things do you like to do with this friend/these friends?

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.

Unit 2  Week 3	Small Groups: Buddy Counting Medium to High Support	Math SG 1	Standards: MELDS.M.MP.P-S.7. MELDS.M.CCC.PS.4 MELDS.M.OAT.PS.2
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Guiding Math Ideas:

- Quantity: Grouping of Objects

Math Concepts from Unit Learning Progressions:

- Math has special vocabulary.
- Creating small groups (groups from 2-5)
- Representing number with words signs or gestures

Materials:

- *Every Buddy Counts* by Stuart Murphy
- Large Number Dot Cards- Math materials
- Name/picture cards of each child in class AND of the teachers, 2 sets
- People manipulatives or the Family Attribute set

Math Vocabulary:

- Few- a small number, like 2, or 3
- Many- a large number like 4, 5, 6 or more

Preparation:

This activity supports Large Group *Every Buddy Counts*- It can occur any time before or after reading the book. Gather materials and place on the table. Two sets of name/picture cards are used – several children may want to create groups using the same cards.

Procedure:

Introduce the activity. *We love to play together with our friends at school. We can play with a **few** friends or **many** friends. A **few** friends means a small group of friends- maybe 2 or 3. **Many** friends means 4, 5, 6—or more. Today we are playing with these cards and pictures. We can make groups of a **few** friends or **many** friends.*

Show the book, and the back cover.

In our book, Every Buddy Counts, the girl counted and she had different numbers of buddies in her groups. We could make some groups of friends and count, too. We have some number cards, and some people cards.

To begin, choose number cards 1-5. Identify the numbers. Invite them to play with the name/picture cards and create groups using the cards as they wish. If children are still unsure about some of their classmates' names, identify for them.

Model creating a group, using your picture and some friends.

I might like to play with Susie, Johnny and Ethel. Create a group of 4.

Be sure to model creating several groups of different numbers.

Add the manipulatives for creating groups, if children do not connect to the name/picture cards.

This activity combines open-ended and task-focused approaches. Some children may engage in pretend play with the cards and manipulatives. Some will follow your lead and make groups. Some may want to play a game by drawing the number cards and creating groups that match the cards.

Strategies to Provoke Math Thinking:

- Children need many opportunities to create small groups of 1-5 objects.
- Drawing cards and counting is a basic game skill introduced in this activity. It involves counting and matching child picture cards or manipulatives or both—a lot of steps. Support children’s skills at any level of play.

Documentation:

Observe group for interest in playing games. This unit introduces a simple game, drawing cards and matching. Begin including games in the Math Center in response to children’s growing skills and interests.

Provocation:

Ask questions about where and how children might like to play with their group of friends.

Planning

ahead by visualizing groups and activities is a natural way to mathematize daily experiences.

<p>Unit 2</p>  <p>Week 3</p>	<p>Small Groups: Where and When? Playing with Friends</p> <p>Medium Support</p>	<p>Math SG 2</p>	<p>Standards: MELDS.M.CCC.PS.4 MELDS.M.OAT.PS.1</p>
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<p>Guiding Math Ideas:</p> <ul style="list-style-type: none"> ● Quantity: Grouping of Objects <p>Math Concepts from Unit Learning Progressions:</p> <ul style="list-style-type: none"> ● Mathematizing Daily Experiences ● Creating small groups (groups from 2-5) ● Representing number with words signs or gestures ● Exploring the language of time (Daily Schedule)

<p>Materials:</p> <ul style="list-style-type: none"> ● <i>Every Buddy Counts</i> by Stuart Murphy ● Name/picture cards of each child in class AND of the teachers, 2 sets. ● People manipulatives or the Family Attribute set ● Large poster board, marked off with Blue Masking tape into sections that are labeled with centers include a photo or symbol of center if you wish. See attached picture for ideas. Keep it simple. ● A copy of your daily schedule for reference 	<p>Math Vocabulary:</p> <ul style="list-style-type: none"> ● Few- a small number, like 2, or 3 ● Many- a large number like 4, 5, 6 or more ● Map- a drawing that shows the things around us.
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Preparation:

This activity supports Large Group *Every Buddy Counts* and adds to the skills in Small Group 1. Make poster board ahead of time. This will be re-used as a planning tool for children. Gather materials and place on the floor, for ease of access by several children at once. Two sets of name/picture cards are used – several children may want to create groups using the same cards.

Procedure:

Introduce the activity. *We love to play together with our friends at school. Last time we talked about how we can play with a **few** friends or **many** friends. Does anyone remember what **few** means? **Many**? Today we are playing with these cards and pictures. We can make groups of a **few** friends or **many** friends. At school, sometimes we play with friends in centers or outdoors. Sometimes we go outside, or we sit down to eat or we get ready to go home. Our schedule tells us what to do next. Show the daily*

schedule and ask children to point to the times when they play with friends. *Do we have a long time or a short time when we play with friends?*

*We have different places that we can play here at school. This big paper is a **map** of our classroom.*

*What is a **map**?*

Children give answers.

A map shows where things are in our world- sometimes in our school, sometimes on our street or town.

Go over the different areas of the room, discussing with children.

Where do you like to play? Who do you play with there?

Children answer and point. Affirm or suggest: *Yes, I've noticed that you like to do art every day, Johnny.*

We can use these little people figures and these name cards to show where we like to play.

Invite children to play with the figures and the cards, placing them on the map, describing their play.

Model creating a group, using your picture and some friends in a particular place.

I might like to play outside with XXX and XXX. Play with figures and count, creating several groups.

Every day, I see that XXX and XXX play in the block center. Move their cards to that area. Count.

This activity combines open-ended and task-focused approaches. Some children may engage in pretend play with the cards and manipulatives. Some will follow your lead and make groups. Some may want to play without using the map.

Strategies to Provoke Math Thinking:

- Be creative about creating small groups- This basic math function appears throughout the year- it is critical for understanding cardinality and number operations. In routines, transitions, outdoors- take every opportunity to help children create, name and count small groups.
- Time is an extremely difficult concept for children to understand- it develops over many years. Many classroom conflicts occur when children try to understand the daily schedule or decide where and when to play. Math skills of sequencing and orientation are integral to understanding time and space and can help children begin to regulate their behaviors.

Documentation:








Using a simple map as a planning tool is effective. You can also use a map to look at play patterns of children by creating your own classroom map and putting sticky- notes for where children regularly play, where conflicts are happening, etc. Use this as a brainstorming tool for ideas about re-arranging your classroom to accommodate interest and manage behaviors.

Provocation:

This activity introduces a very simple map- a tool for visualizing the arrangement of objects in space.

If there is interest in maps, provide materials for children to draw their own maps of the classroom.

This is a sample of how to create a simple map of your preschool area. Arrange any way and use any images you wish- just make sure that each area has room for children to place small manipulatives and/or their name/picture cards in the area.

<p>Math Center</p> 	<p>Library</p> 	<p>Puzzles and Manipulatives</p> 
<p>Block Center</p> 	<p>Home Center</p> 	<p>Art</p> 
<p>Outdoors</p> 		

<p>Unit 2</p>  <p>Week 3</p>	<p>Large Group – Every Buddy Counts! Groups Use Sound and Movement</p> <p>High Support</p>	<p>Math</p> <p>LG</p>	<p>Standards:</p> <p>MELDS.M.CCC.PS.4</p> <p>MELDS.M.OAT.PS.1</p> <p>MELDS.M.MD.PS.5</p>
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<p style="text-align: center;">Guiding Math Idea:</p> <ul style="list-style-type: none"> ● Number Word List- Counting Strategies <p style="text-align: center;">Math Concepts From Unit Learning Progressions:</p> <ul style="list-style-type: none"> ● Grouping of objects and describing similarities and differences. ● Representing number with words and gestures ● Creating small groups- Groups of 2 (pairs) and counting up to 10 ● Responding to Number Questions with Demonstration or Words <p style="text-align: center;">Adaptations for Using Large Group In Alternate Schedule Slots:</p> <ul style="list-style-type: none"> ● Read book at SWPL and do Buddy Moves during Transitions. 	
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<p>Materials:</p> <ul style="list-style-type: none"> ● <i>Every Buddy Counts</i> by Stuart Murphy ● Name/picture cards for each child ● 2 Rhythm sticks 	<p>Math Vocabulary:</p> <ul style="list-style-type: none"> ● People Math: Using our bodies to help us do math ● Buddy- another word for a friend. ● Pair- two of something
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Preparation:

Note: This week’s math activities specifically support Unit 2 concepts on playing with friends, sharing, and forming friendship groups with more than one friend.

Make name/picture cards- they’ll be used many times. This book and activity support Unit texts about Friends and introduces People Math- using our bodies to help us learn math concepts. Gather materials.

<p><i>We have been reading and talking about Friends. Another word for a friend is a buddy. Sometimes we might say- Find a buddy and go to the block center. That means to find a friend and go play with them. Two buddies is called a pair. The name of this book is <i>Every Buddy Counts</i>. What do you think it might be about?</i></p>	<p><i>Before you read the book, talk about what a Buddy is.</i></p> <p><i>Children give answers.</i></p>
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[Read]

*This girl found a lot of buddies- groups of people or animals who are special to her. We are going to name and find our buddies today- We are going to do use our bodies to count today- We are going to do some **People Math!***

See these cards? Every Buddy here has one. Everybody in our class has a card. I'm going to make some Buddy groups and you can show us something you can do.

*I have a **pair** (2) of these special sticks. They are called rhythm sticks, because I tap them to make a rhythm beat. Let's listen and jump the number.*

*Let's try another one.
Okay I think we're ready....*

XXX and XXX, you are our Buddies. Come up and show us how 2 Buddies can jump two times!

*A **pair** of friends jumped!*

Okay, I'm going to make another group- Here are 2 buddies- a pair.

Continue with another action and buddy pair groups. Show us how these buddies can clap. We're all Buddies here—Let's finish our Buddy Counting by all jumping together

Each page of this counting book has a very clear numeral, number word, and objects on a label-type format.

Point to those labels as you read the simple text. Children can count along with you.

Turn to the back cover and show the pictures of the groups of people and animals on the cards.

Draw out a card and show the picture and name. Wait for the child to recognize his/her card. Children help each other.

Tap your rhythm sticks 3 times.

Tap rhythm sticks 2 times

S

shuffle the cards and pull out 2 children's cards. Tap 1-2. 2 children come up, you tap/ count 1-2 and they jump.

Pairs of children move to the taps and do actions.

Continue making groups until all children have had a chance to be in a buddy group, varying numbers/taps/actions.

Tap 10 times. Whole group jumps and counts aloud 10 Times.

Strategies to Provoke Math Thinking:

- Creating small groups builds children's skills in subitizing, instantly seeing groups, a skill that will be introduced in Unit 3. Some children may be subitizing during this activity. Start with pairs, but you can increase to groups of up to 5 children as children's skills grow.
- Introducing game skills: Drawing cards is a basic game skill also used in Unit 2 Small Groups.
- Music, movement & math are natural "buddies." Use similar activities each unit in SWPL.

Provocation:

- Encourage children to represent groups with people as well as manipulatives- this is another pathway towards cardinality. *How can you show me the number 3 with your body?*

Unit 2

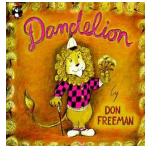


Week 3

Dandelion 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:

- *Dandelion*
- vocabulary word picture cards

Vocabulary:

- **blush:** when your face turns pink or red when embarrassed
- **cane:** a stick that helps people walk
- **cloudburst:** a short heavy rain
- **fancy:** not plain, special
- **gust:** a sudden strong wind
- **magnificent:** awesome
- **mane:** hair on the neck of a lion or horse
- **pace:** walk back and forth
- **protect:** keep safe
- **shampoo:** a liquid soap used to wash hair
- **barbershop:** a store where people get their hair cut
- **bouquet:** a bunch of picked flowers
- **hostess:** a woman who invites guests to a party
- **flustered:** confused or nervous
- **manicure:** clipping and filing fingernails
- **trim:** cutting off a little hair with scissors

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 *Dandelion*. Don Freeman is the author and the illustrator. He wrote the words and created the pictures.”

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

“This is Dandelion. As you can see, Dandelion is a lion. But unlike wild lions, Dandelion is wearing fancy clothes. He’s all dressed up to go to a party at Jennifer Giraffe’s house. Jennifer Giraffe and Dandelion are good friends.”

*Introduce the main character and the story problem, using the illustrations on the cover.
Point to Dandelion.
Point to fancy clothes*

“But when it was time for Dandelion to go to Jennifer Giraffe’s party, she wouldn’t let him in her house. Let’s read the story and find out what happened.”

“On a sunny Saturday morning Dandelion woke up, **stretched** and **yawned**, and jumped out of bed.”

p. 1 Model.

“... **blinked** his eyes....”

p. 2 Model.

“There was a letter, and it was written in **fancy** -special- gold ink.”

p. 3

“He ran down the street to the **barbershop**, a place where you can get your haircut.”

p. 6

“First he **trimmed** Dandelion’s hair, and then gave him a **shampoo**.”

pgs. 7 & 8 Point to scissors and shampooed mane.

“Dandelion thought he should have a **manicure** too. -The rabbit is clipping and filing his nails-.”

p. 9

“He looked **magnificent** - awesome-.”

p. 14

“But now Dandelion thought he really should wear something more **elegant** -fancy- than a sweater to the party.”

p. 15

“Dandelion looks very **dapper** -stylish- with his **cap** and **cane**.”

p. 18 Comment and point to cap and cane after reading.

“I’ve just got time to get something for my **hostess** – for Jennifer Giraffe who is giving the party.”

p. 19

“A bouquet of **dandelions** would be perfect.”

p. 20 Point

“Back and forth, up and down the long block he **paced**.”

p. 28 Make pacing motions with arm.

“To make matters worse, it began to rain in **torrents** – it started to rain very hard.”

p. 31

“I do hope you weren’t caught in that awful **cloudburst** – short, heavy rain.”

p. 39

“Dandelion almost spilled his cup of tea as he **reared** back and laughed **uproariously**.”

p. 42 Model.

“Miss Giraffe was so **flustered** she got herself all **tangled up** in her long pearl necklace.”

p. 43 Model by making nervous hand movements tangling up your pretend necklace

Discussion Questions(s):

- Why didn’t Jennifer Giraffe let Dandelion in when he rang her doorbell in his fancy clothes?
- How do you think Dandelion felt when Jennifer Giraffe didn’t let him into her house?
Do you think he knew the reason she didn’t let him in? Why do you think that?

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....”

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

“On this page, we remember that Dandelion, in his **fancy** clothes and with his curled mane is ringing the doorbell of Jennifer Giraffe, the **hostess** of the party. We also remember that she didn't let him in. Let's read the story once more.”

p. 22 Re-orient the children to the story

“Dear Dandelion: You are invited to my tea-and-taffy party on Saturday afternoon at half-past three. Come as you are. Sincerely, Jennifer Giraffe. At this party they will drink tea and eat taffy, chewy candies. “Come as you are” means that you don't have to dress up for the party.”

p. 4

“First he **trimmed** Dandelion's hair -cut the ends of his mane with scissors- and gave him a **shampoo**- washed his hair.”

pgs. 7 & 8

“A **bouquet** - a bunch- of dandelions would be perfect.”

p. 20

“Jennifer doesn't recognize Dandelion in his **fancy** clothes and his **curled** mane. She thinks he is a stranger.”

p. 25 Comment after reading text.

“Dandelion was soon soaking wet and his curls came **unfurled**- see, no more curls.”

p. 32

“..where they had been **protected** -kept safe- from the wind and the rain.”

p. 36

“Jennifer Giraffe now recognizes Dandelion because he is no longer wearing his fancy clothes and his mane is also the way it used to be.”

p. 39 Comprehension Aside.

“Everyone at the party greeted him **heartily** - they were happy to see him.”

p. 40

“I do apologize for having closed the door on you!” she said blushing- her face turned pink-. “I promise never to do such a thing again.”

p. 43 Comprehension Aside.

“Jennifer was embarrassed that she did not let Dandelion in the first time because she didn’t recognize him.”

Discussion Questions(s):

- What did Jennifer Giraffe’s invitation mean when it said, “Come as you are?”
- Why did Dandelion feel that he needed to make himself look fancy for Jennifer Giraffe’s party?
- Jennifer Giraffe didn’t recognize Dandelion. Why didn’t she have trouble recognizing her other guests?

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.

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

<p>“What is happening here?”</p>	<p><i>p. 1 Read.</i></p>
<p>“We remember.....”</p>	<p><i>pgs. 2 & 3</i></p>
<p>“What were some of the things Dandelion did to get ready for the party?”</p>	<p><i>Pgs. 6-18 Go back-and-forth in the book as children list the things Dandelion did.</i></p>
<p>“How is Dandelion feeling here? Why?”</p>	<p><i>p. 19 Read.</i></p>
<p>“Why is Jennifer Giraffe so surprised when she opens the door?”</p>	<p><i>pgs. 20 & 21</i></p>
<p>“What happens next?”</p>	<p><i>p. 23</i></p>
<p>“Why is Dandelion so upset?”</p>	<p><i>P. 24 Ask question before turning to this page.</i></p>
<p>“Then what happens?”</p>	<p><i>p. 27</i></p>
<p>“What else happened when it started to rain in torrents?”</p>	<p><i>pgs. 28 & 29</i></p>
<p>“What else happened when it started to rain in torrents?”</p>	<p><i>Go back and forth in book as children recall events.</i></p>
<p>“And when the sunshine came beaming down.....”</p>	<p><i>pgs. 34 & 35</i></p>
<p>“What did Dandelion decide to do here?”</p>	<p><i>pgs. 36 & 37</i></p>
<p>“Here we remember....”</p>	<p><i>pgs. 38 & 39</i></p>
<p>What story did Jennifer tell about a silly looking lion?”</p>	<p><i>pgs. 40 & 41</i></p>
<p>“Why was Jennifer Giraffe blushing?”</p>	<p><i>p. 43</i></p>
<p>“Here Dandelion decides.....”</p>	<p><i>p. 44</i></p>

Discussion Questions(s):

- How is the invitation that Peter sent to Amy in A Letter to Amy similar to or different from the invitation Jennifer Giraffe sent to Dandelion?

- The Little Red Hen also had friends over to her house. Why didn't she write invitations like Jennifer Giraffe and Peter in a *Letter to Amy*?

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):

- Have you or your family dressed up fancy? What was the occasion?

Suggested Transition Activity First Read	Literacy/Language Skills Supported
<p>Say: "I am going to dismiss you by the using the first <u>sound</u> in your first name, using beginning sounds of story vocabulary words:</p> <p>"If your name begins with /d/ like Dandelion, you may . . ."</p> <p>"If your name begins with /f/ like fancy, you may . . ."</p> <p>"If your name begins with /b/ like bouquet, 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 Second Read	Literacy/Language Skills Supported
<p>Say: "You will be dismissed by using beginning sounds in your name. "If your name starts with the same sound as tea and taffy, /t/ you may . . ." "If your name starts with /g/ like giraffe, you may . . ." "If your name starts with /c/ like cane or candy, you may . . ."</p>	<p>Direct - beginning sounds - vocabulary support</p> <p>Indirect - repeated exposure to well-formed sentence</p>

Suggested Transition Activity Third Read	Literacy/Language Skills Supported
<p>Say: "Dandelion and Jennifer Giraffe were good friends. Friends often complement each other by saying something positive about another person. Today, I am going to dismiss you by giving you a compliment. "Sam, you put away the blocks quickly. You may . . ." "Erica, you wrote your name on your picture today. You may . . ."</p>	<p>Direct -vocabulary support</p> <p>Indirect - repeated exposure to well-formed sentence -specific praise for each child</p>

Suggested Transition Activity Fourth Read	Literacy/Language Skills Supported
<p>Say: "I am going to dismiss you today by saying your name in parts. If I say Dan- de- li -on, the name would be Dandelion." Proceed saying all the children's name by syllables.</p>	<p>Direct - Syllable segmentation</p>



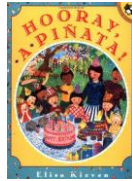
Hooray, a Piñata! Read Aloud

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:

- *Hooray, a Piñata!* Text
- vocabulary word picture cards

Vocabulary:

- **collar:** a leather or cloth band for a dog's neck
- **crack:** to break or split with a sharp sound
- **dreams:** pictures, thoughts, and emotions that happen during sleep
- **flap:** moved back-and-forth
- **hooray:** a cheer; a word used to show excitement or approval
- **leash:** a line for leading an animal
- **mash:** to crush or grind
- **merry-go-round:** a ride with seats shaped like horses that go around in a circle.
- **piñata:** decoration containing toys and is broken open as part of a celebration
- **pretend:** made believe
- **smash:** to break into pieces
- **sniff:** smelled by drawing short breaths into the nose.
- **thundercloud:** a cloud that goes with a thunderstorm.
- **wrecked:** ruined, spoiled so it cannot be used

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() 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...”

“Today’s book is a new one. The book’s title is *Hooray, A Piñata!* The author of this story is Elisa Kleven. In addition to writing the words for the story, Ms. Kleven also drew the pictures for the story—created the illustrations.”

Show cover, pointing to the title, author’s, and illustrator’s names. Underline the title with a finger, matching speech and print.

“Here is a little girl having a birthday party and her name is Clara, and this boy is Samson, one of her best friends. The **piñata** sitting on the table is named Lucky. ”

Introduce the main characters; point to each while naming them.

“Clara bought the dog **piñata** for her party but now she likes Lucky so much she doesn't want to let everybody break him. But if Clara keeps Lucky, she won't have a pinata at her party. Let’s read to find out how Samson helps her solve her problem.”

State the story problem.

p.1 Point to Clara and then Samson while reading.

“A **piñata** is something children play with during celebrations. It has a hard shell, and inside is candy, or stickers, or toys. Children whack the **piñata** with a stick until it **cracks**--breaks--open and all the treats fall out.”

p. 4 Comprehension Aside.

p. 6 Point to the thundercloud and dog piñatas while reading.

“Samson is worried that Lucky will get **wrecked**--broken and ruined. He doesn’t want Clara to feel sad if something happens to Lucky.”

p. 8 Comprehension Aside.

*p. 9 Point to the **collar and leash** on p.10 while reading.*

*p. 12 Model **sniffing** & gesture **flapping***

p.13 Point to Grandma.

“Clara takes Lucky on a **merry-go-round** ride with seats shaped like horses.”

p.14

“**Dreams** are images you see in your head when you sleep. So Clara is asleep and this is an illustration of what she is dreaming about.”

pgs. 15-16 Comprehension aside

p. 23 Model scowled & glare.

p. 24 Model whacking motion.

Discussion Questions(s):

- How do we know that Clara really likes Lucky the dog piñata?
- Why is Lucky so important to Clara?
- Why do you think that Samson bought the piñata shaped like a thundercloud for Clara?

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 read this book before and we remember the title....”

“Clara bought a dog **piñata** to smash at her birthday party. But Clara now likes Lucky the **piñata** so much she does not want to fill him with candy and break him at her party. So remember her friend Samson helps her solve her problem. We are going to read this story again.”

“Samson thinks the **piñata** shaped like a **thundercloud**, a cloud that goes with a storm, looks like a **monster**, a scary make-believe creature.”

“Samson is still concerned about Lucky getting **wrecked**--ruined or broken.”

“Clara is **pretending**, using make-believe with her pinata Lucky. Lucky is made of paper but she is **pretending** he is a real dog who needs food, a **collar** and a **leash**.”

“I think Samson is worried that something will happen to Lucky before the party.”
“Lucky’s ears **flapped** when Clara put his head out the car window because the wind was blowing.”

“Clara feels like they are flying because the **merry-go-round** is spinning quickly. I can see the wind blowing Clara’s hair and making Lucky’s ears **flap**.”

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

Re-orient children to the book: turn to title page illustration.

pgs. 5-6

p. 8

pgs. 9-10 Comprehension Aside.

p. 11 Point to Samson’s expression.

p. 12 Model flapping.

p. 14 Gesture spinning.

“Clara knows that Lucky is not a real dog and cannot have a bath because he is made of paper.”

p. 13 Comprehension Aside.

Clara is sleeping and dreaming about her friend Samson, her mother, father, grandma and **piñatas**.”

p. 15-16 Comprehension Aside.

“Clara is feeling sad because she does not want to **smash** her **piñata** Lucky at her birthday party. She wants to keep Lucky for her **pretend** pet instead because she cannot have a real dog or cat for a pet.”

p. 19-20 Comprehension Aside.

“Samson wants to help his friend. He knows that Clara doesn’t want to **wreck** Lucky but that she really wants a **piñata** her birthday party.”

pgs. 21-22

Discussion Questions(s):

- How was Samson a good friend to Clara? How was that similar to or different from how Peter was a good friend to Amy?
- How are you a good friend?
- How do you spend time with your friends?

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 will be mostly in response to what children say.

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

p.1 Read page

pgs. 3-4

“Where are they going here?”

“And we remember what they talked about doing to the **piñata**...”

Pgs. 5-6

“What was happening here?”

“Why was Samson worried about Clara’s **piñata**, Lucky?”

p. 8

“So then what happens?”

pgs. 9-10

“What is happening here?”

p.11

“We know what is happening here...”

p. 12

“How can we tell that Clara’s grandma was happy to see Clara?”

p.13

“What happened here? Why is Clara sad?”

p. 19

“What did Samson do to solve the problem?”

p. 21

pgs. 23-25 Read text.

Discussion Questions(s):

- What do you think happened to Clara and Lucky after her birthday party was finished?
- How is Clara's birthday party similar to or different from Peter's birthday party in *A Letter to Amy*?
- In Clara's family they celebrate birthdays by having a party with a piñata. How does your family celebrate special occasions?

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):

- Clara didn't like the thundercloud piñata at first, but later she changed her mind. Why did she change her mind?
- How is Clara's changing her mind the same as or different from Peter's 'change of heart' in *Peter's Chair*?

Suggested Transition Activity First Read	Literacy/Language Skills Supported
<p>Say: "I will dismiss you by the beginning sound in your name. I will use story words from <i>Hooray, a Pinata!</i></p> <p>"If your name starts with /l/ like Lucky, you may . . ."</p> <p>"If your name starts with /k/ like Clara, you may . . ."</p> <p>"If your name starts with /p/ like pinata, you may . . ."</p> <p>"If your name starts with /m/ like merry-go-round, you may . . ."</p> <p>Continue with beginning sounds with other story vocabulary words . Do not show letters or name cards.</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 Second Read	Literacy/Language Skills Supported
<p>Say: "I will dismiss you with the clapping game we played in SWPL. I will say a name, clap the parts in the name and say the name again."</p> <p>*Invite children to clap the parts with you. Remember the focus is on hearing the segmentation not the number of syllables.</p>	<p>Direct</p> <ul style="list-style-type: none"> Syllable segmentation

Suggested Transition Activity Third Read	Literacy/Language Skills Supported
<p>Say: "I am going to dismiss you in a different way today. When we say the word piñata, we hear /p/ in the beginning. I'm going to use the /p/ sound in the beginning of all your names. So, for Hailey, I would say Pailey, and Hailey could be dismissed."</p>	<p>Direct</p> <ul style="list-style-type: none"> -phoneme substitution -beginning sounds

Suggested Transition Activity Fourth Read	Literacy/Language Skills Supported
<p>Say: “I will dismiss you by the colors in your clothing. I will find the colors in the book <i>Hooray, a Pinata!</i>”</p> <p>“If you are wearing something yellow like Samson’s yellow shirt you may....”</p> <p>“If you are wearing green like the pinata vendor’s green pants you may.... ”</p> <p>“If you are wearing something red like Clara’s red sandals you may....”</p> <p>“If you are wearing something purple like Clara’s purple shirt you may....”</p> <p>“If you are wearing something orange like the orange lion pinata you may....”</p> <p>“If you are wearing something gray like the gray thundercloud pinata you may....”</p> <p>“If you are wearing something brown like Clara’s brown hair you may....”</p>	<p>Direct</p> <ul style="list-style-type: none"> -vocabulary support (clothing item names) -category labels (clothing, colors, materials) <p>Indirect</p> <ul style="list-style-type: none"> -exposure to other vocabulary through teacher use (e.g., dismiss, wearing, get ready, etc.) -repeated exposure to well-formed sentence (“If you are wearing....”)



1. Cut lemon.



2. Squeeze lemons.





3. Add water to lemon juice.



4. Add sweetness to lemon juice.



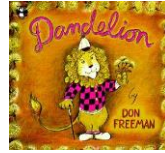
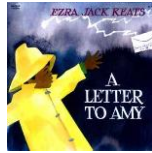
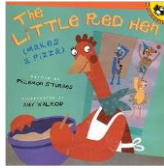
5. Stir to make lemonade.



Small Groups: Vocabulary Picture Card Memory Independent

Standards:

ELA.LS.VAU.PS.1, b
ELA.LS.VAU.PS.3
SED.ED.SC.PS.3
SED.ED.SR.PS.3, 8
SED.SD.BRC.PS.1-3



Materials:

- *Dandelion*
- *A Letter to Amy*
- *The Little Red Hen Makes A Pizza*
- vocabulary picture cards resource
- cardstock or tagboard
- unit blocks
- DUPLO LEGOs

Vocabulary:

- memory: something a person remembers
- match: put same things together
- pair: two
- same
- different

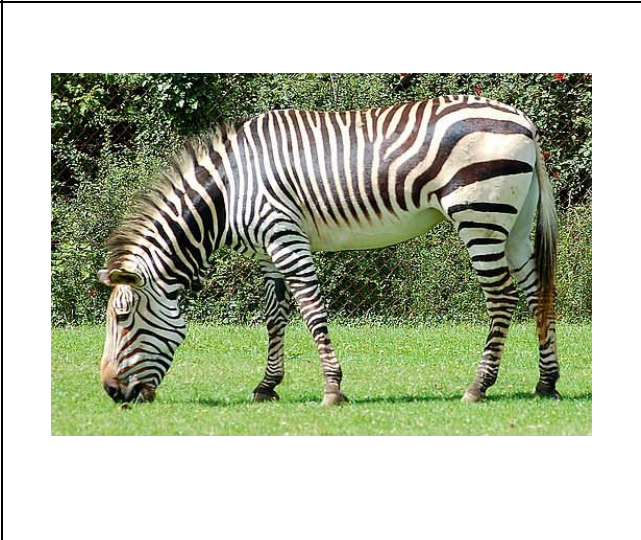
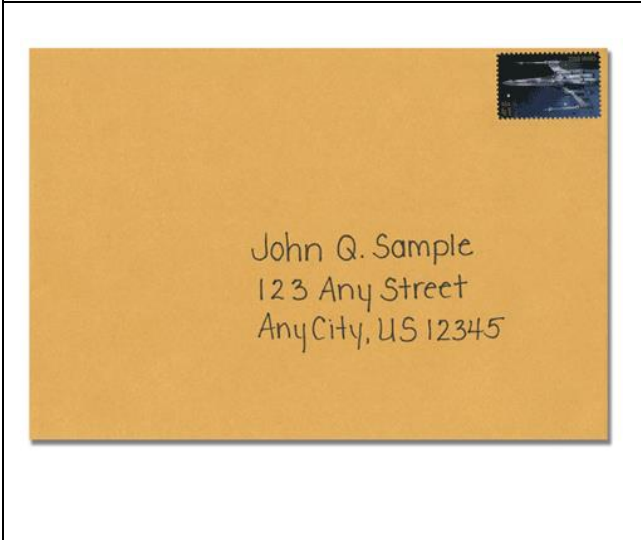
Preparation: Laminate and cut vocabulary word picture cards. Depending on the abilities of the children, you can make sets with words and pictures together, or sets with just pictures. For children with fine motor challenges, tape vocabulary picture word cards to unit blocks or DUPLO LEGOs so that it is easier for children to pick up the pictures. Tape a line down the middle of the table to separate the two sets of cards or use another visual prompt, i.e., one set of cards red, one set blue.

Procedure: Children work in pairs to play a memory game. Set out two sets of cards face-down for each pair of children. Each child turns over one card, then a second card. If they match, the child puts the matching pair of cards to the side. If the cards don't match, the child turns the cards face-down and it is the second child's turn.

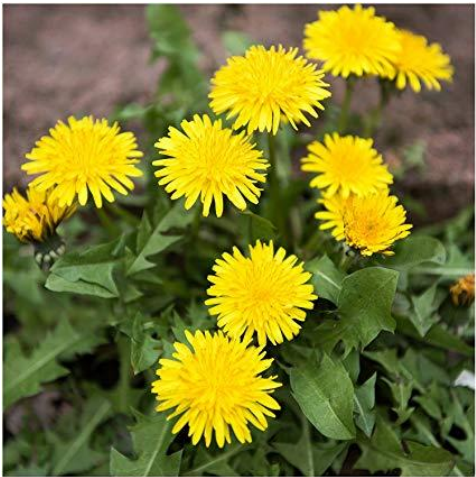
Guiding Questions:

- How did you remember where the matching card was?
- Why do these cards match?/ Why don't these cards match?
- Why do you think the lion in the story was named 'Dandelion'? How does he look similar to or different from the picture of a dandelion on the vocabulary picture card?

U2W3 Vocabulary Picture Card Memory – Print 2X, laminate & cut



U2W3 Vocabulary Picture Card Memory – Print 2X, laminate & cut



U2W3 Vocabulary Picture Card Memory – Print 2X, laminate & cut

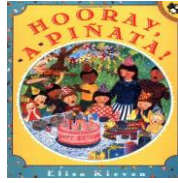




Small Groups: Piñata Papier Mache

High Support

Standards:
 CA.VA.PS.1
 CA.VA.PS.2
 CA.VA.PS.5
 PHD.FM.PS.5
 PHD.FM.PS.6



Materials:

- *Hooray a Piñata*
- *Pinata Book (resources Library and Listening)*
- flour
- smocks
- gloves
- warm water
- newspaper
- shallow trays
- bowls
- balloons, boxes, cartons, etc.

Vocabulary:

- inflate: fill something with air
- combine: put two or more things together
- adhere: stick something
- glue: liquid for sticking things together
- create: make something
- papier mache: a mixture of glue, water, and paper that becomes hard when dry

Preparation: Make papier mache paste by stirring flour into warm water until you achieve a slightly thick but still runny consistency. Decide where you will store piñatas overnight to dry. Determine if each small group will make a piñata or each small group will work on making a class piñata.

Procedure: Show illustrations in *Hooray a Piñata*. Discuss with children how they will collaborate to create a piñata with the materials. Discuss what children know about papier mache from *Piggy Banks* (Unit 1). Refer to the *Pinata Book (found in Library & Listening resources)* and briefly model how to rip or cut strips of newspaper .

It is usually necessary to allow the first layer of papier mache to dry overnight, then apply a second layer the next day.

Guiding Questions:

- How is your piñata the same as or different from Clara's thundercloud piñata at her birthday party and/or her dog Lucky?
- How could you create a _____ (dog, monster, thundercloud) piñata?
- Clara celebrated her birthday with a piñata. What kind of celebrations do you and your family have?



Small Groups: Making Lemonade

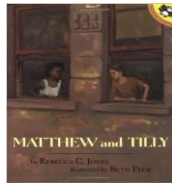
Medium Support

Standards:

ELA.RL.KID.PS.1

ELA.RL.IKI.PS.1

ELA.IT.I.PS.1


Materials:

- *Matthew and Tilly*
- plastic pitcher
- lemons
- long plastic spoon
- sugar
- knife
- plastic knives
- paper towels
- lemon squeezer
- plastic gloves
- water
- *Making Lemonade* resource

Vocabulary:

- lemon: a sour yellow fruit
- seed: the part of a plant that grows a new plant
- lemonade: drink made from lemon juice, sugar, and water
- rind: the outside part/ skin of a plant
- squeeze: press together
- sour: not sweet
- stir: mix with a spoon or stick
- mix: put two or more things together
- sweet

Preparation: Clean and disinfect work surface. Have children wash hands.

Procedure: Show illustrations in *Matthew and Tilly*. Refer to the *Making Lemonade* visual.

Guiding Questions:

How is making lemonade the same as or different from making pizzas?

How could we make the lemon juice and water taste sweet?

Why did Matthew and Tilly enjoy making lemonade together?

Why is lemonade a good thing for children, like Matthew and Tilly, to sell?

Provocation:

- Encourage children to create a lemonade stand in Blocks and/or Dramatization
- Encourage children to use pretend money (that they create in Writing & Drawing) to buy and sell lemonade
- Encourage children to serve lemonade at the end of unit celebration.
- Encourage children to create lemonade recipes for their cookbooks.



Songs, Word Play, and Letters

Unit 2, Week 3, Day 1

Unit 2, Week 3, Day 1

Materials: Poetry poster, *A letter To Amy*, picture cards: candles, parrot, envelope

Mix A Pancake (And Those Words Begin With the Same Sound!):

Procedure:

- Show the poetry poster illustration and say, *“What do you think the second thing is that we are going to do today?”* Children will probably say *“The Pancake Poem”* or something similar. Confirm by reading the title as you underline it with your finger.
- Recite the poem, lingering on the first sounds of the first words in lines to help children chime in with you.
- When finished, say, *“I noticed that some of the words in this poem start with the same sound. Pot and pan both start with /p/: /p/, pot and /p/ pan. The words catch and can also begin with the same sound: /k/ catch and /k/ can. That’s so interesting that some words begin with the same sounds.”*

The More We Get Together:

Procedure:

- Say, *“The third thing we are going to do today is sing the song about friends called “The More We Get Together.”*
- Sing song as usual.

Come On and Join in to the Game:

Procedure:

- Say, *“We just sang a song about friends. We like our friends to play games with us, don’t we? Well, now we are going to sing about that. Do you remember the song,” Come On and Join In to the Game?”*
- Sing four verses (*“clapping”, “sneezing”, “yawning”, “jumping”*) and model motions.
- Sing a fifth verse with a new word and motion. For example, Clasp your hands like me. (Weave fingers of two hands together.)

I’m Thinking of _____ Clue Game (And A Letter to Amy) book:

Procedure:

- Show children the book cover and tell them you will be playing a clue game with words from the story, *A Letter To Amy*.
- For candles, use these clues: *These are things we put on the top of birthday cakes. We light*

these and the person having the birthday blows them out. Peter made a wish and blew these out. If children don't guess the word from those clues, use this one: The word I'm thinking of begins with /k/

- For envelope, use these clues: *We put notes or letters into these before we mail them. We put a stamp in the corner of these and write an address on them, too. Peter put the letter he wrote to Amy inside one of these and put a stamp on it, too. If children don't guess the word from these clues, give this one: The word I'm thinking of begins with /e/*
- For parrot, use these clues: *This is a kind of bird that can talk. These birds are very colorful. Amy had one of these as a pet. If children don't guess the word from these clues, give this one: The name of this animal begins with /p/.*

Five Little Owls in an Old Elm Tree:

Procedure:

- Ask children if they remember the poem called "Five Little Owls in an Old Elm Tree."
- Display the poem. Read the title, underlining each word with your finger as you read it. Talk briefly about the illustration, pointing out, for example, the winking and blinking owls, and the owls with their eyes wide open. You also might comment that this is a night time scene—with the moon and the dark sky, and that owls are awake only at night—are nocturnal.
- Recite the poem, pointing to the appropriate pictures in the illustration.

Unit 2, Week 3, Day 2

Unit 2, Week 3, Day 2

Materials: CD, *Dazzling Diggers*, flannel board and flannel pieces for “Five Green and Speckled Frogs” (two extra frogs are needed)

Clap Your Hands:

Procedure:

- Say, “*The first song we are singing today is called “Clap Your Hands”. We need to stand up to do the motions for the first verse. Can you guess what verse we are singing first? Children might say “clap your hands.”*”
- Ask, “*Could we do that sitting down? Children will probably agree. Ask what other verses they sing in this song that they need to do standing up.*”
- Sing “*stamp your feet*”, “*jump with me*”, “*bend your knees*” and “*touch your toes*”. For the last verse, tell children they can sit down first. Then sing “*blink your eyes.*”

What Are You Wearing?:

Procedure:

- Say, “*Now, we are going to sing a song about the color of the clothes you are wearing. You’ll probably remember that we sang this song last week.*”
- Go around the circle singing each child’s name and the color (or other feature) of an article of clothing he or she is wearing. Pick out any unusual clothing item to introduce vocabulary, or use a detail, such as “*Long-sleeve shirt*” or “*turtle neck shirt.*”
- If there is not time to do every child today, tell children you will do those who did not have a turn today on another day. (Making a list of children and crossing off their name when they have had a turn is helpful.)

***Dazzling Diggers* (And Those Words Rhyme!):**

Procedure:

- Show the cover of *Dazzling Diggers* and underline the words in the title with your finger as you read it with children. Tell them the name of the author and illustrator as you underline their names. Then read the book, keeping the natural rhythm of the verse.
- Go back to pages with rhyming words (e.g., big/dig, soil/oil, site/night,) and reread some of those verses. You could say, *site and night (place emphasis on the rhyming portion of the word) have the same last part—‘ight’. They rhyme*
- Now listen to these two words. *haul, crash, do they rhyme?(Say each word placing emphasis on the rhyming portion of the word.) No, they don’t rhyme because they don’t have the same last part. Haul and tall do rhyme. They both have the same last part-- /all/.*

Five Green and Speckled Frogs:

Procedure:

- Say, *“Now we are going to sing the song about our friends, the five green and speckled frogs. They are in for a nice surprise today!”*
- Place the log, pool and five frogs on the flannel board. Ask children to count with you as you place the frogs on the log. Then say, *“All five of our green and speckled frogs are here today, and two of their friends are coming to play with them in the cool blue pool! If two more frogs are coming to play, how many frogs will we have to sing about today? Help children figure this out by starting with the “five” and then counting up by one, as you say, “six, seven” and use fingers to keep track (raise one finger for “six” and a second finger for “seven.”). Today there are seven frogs at the pool!*
- When you get down to four frogs in the song, remove two at once in the next verse to make the song go a bit faster. This also introduces one way to divide 4—into two groups of two each.
- Ask the children to count with you as you take the frogs off the flannel board and put them away.

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

Procedure:

- Tell children, *“We are going to play one of the name games again. This time, I am going to say sounds, not hold up letter cards.”*
- Play one round, as you did before. (See Unit 2, Week 1, Day 5.) If a child does not respond to the sound that is the first one in his/her name, say, *Nancy, your name begins with /n/, so you can raise your hand. Nancy begins with /n/. Emphasize the /n/ in the name.* Be sure to say the sound and not the letter name.

Unit 2, Week 3, Day 3

Unit 2, Week 3, Day 3 (pg. 114 - 115) Materials: Poetry posters, flannel board and pieces for “Down By The Bay” and flannel letters for TILLY, M and S, *Matthew and Tilly*, *Dandelion*, Picture Cards : bike, crayon, zebra, giraffe

Can You Think of Words That Rhyme With ____? (And Six Little Ducks):

Procedure:

- Tell children, “*Today, you are going to learn a new song about ducks. This song has one more duck than the one you already know. Can guess the name of the new song.*”
- Sing the song to teach it to the children. Put your palms together, wiggling them back and forth, every time you sing “*wibble-wobble, wibble-wobble*”.
- Say, “Some of the words in this song rhyme. Back and quack rhyme—they both have “ack” as their last part. Can you think of any other words that rhyme with back and quack?” (be prepared with other ideas)

I’m Thinking of _____ Clue Game (And *Matthew and Tilly* and *Dandelion*):

Procedure:

- Show children *Matthew and Tilly* and *Dandelion*, and tell them they are going to play a clue game with words from these two books. Remind them to listen to all the clues think about them, then raise their hand if they have an idea.
- For bike, use these clues: *This is something you ride on that has two wheels. It also has handlebars.* If children need another clue, use: *It begins with /b/.*
- For crayon, use these clues: *You use these to color. They are not markers. In the story, Matthew broke a purple one that belonged to Tilly. The word I’m thinking of begins with /k/*
- For zebra, use these clues: *This is the name of an animal that has black and white stripes. If children don’t guess based on these two clues, use this one: This animal’s name begins with /z/.*
- For giraffe, use these clues: *This kind of animal has a very long neck and brown spots. If children don’t guess based on these clues, give this one: In the story, Dandelion, this animal had a tea and taffy party. If the children need still another clue, use this one: This animal’s name begins with /j/.*

Five Juicy Apples:

Procedure:

- Display the poem. Read the title, underlining each word with your finger, as you read it.
- Recite the poem, using a different child's name in each verse. If there is time, say the poem enough times to do everyone's name.

Story-Character "BINGO" Song, We Can Change it and Rearrange It (And Matthew and Tilly):

Procedure:

- Show the cover of *Matthew and Tilly*, and have children identify the characters. Tell children, *"We are going to sing the "BINGO" song, but we are going to sing about Tilly, and not the farmer's dog. "*
- Show the card with "TILLY" printed on it. • Point to the T in Tilly's name. Say, *Tilly's name begins with the letter "T", so I am going to put the letter "T" up first. What is the second letter in Tilly's name? That's right, it is an "I", so I will put the letter "I" right beside the "T".* Continue the same with the remaining letters (third, fourth, fifth).
- Sing to the tune of "BINGO". Sing the words, *"There was a boy who had a friend and Tilly was her name-o."* Proceed as you do with BINGO.
- After turning over all the letters to finish the song, turn the letters over again to spell "TILLY". Say, *"This word says Tilly. Now I am going to remove the letter "T" and replace it with the letter M. Then sound it out to model the reading of the new name (Milly). Next say, Now, I'm going to replace the letter M with the letter S. Then, sound out S -- /s/, and read the rest of the word, as you underline it with our finger. Children will no doubt read along with you.*
- As you remove letters to put them away, you might say, *"We can make a lot of different words by changing one letter. We can change and rearrange letters in many different ways to make a lot of different words."*

Unit 2, Week 3, Day 4

Unit 2, Week 3, Day 4

Materials: Poetry posters, Uppercase Alphabet Letters

Head and Shoulders:

Procedure:

- Say, *“The first song we are singing today is “Head and Shoulders, Knees and Toes.” We need to stand for this song, so we can do the motions.”*
- Sing the song as usual, modeling the motions for the children.
- Sing it a second time, very slowly, and then a third time, very fast.
- When done singing, you might say, *“This song is fun to sing, isn’t it? Everything is much more fun to do if you have a friend to do it with you. The second song we are going to sing is a song about friends.”*

The More We Get Together:

Procedure:

- This song is called *“The More We Get Together.”*
- Sing the song as usual.

Three Little Monkeys (And Can You Think of Words That Rhyme With _____?):

Procedure:

- Tell children that you are going to do that silly poem about the monkeys again. Point to the title of the poem and run your finger under each word as you read it.
- Recite the poem. When you are finished, talk about some of the words that rhyme in the poem. Say, *Tree, be, and me all rhyme; they have the same last part—‘ee’.* Can you think of any other words that rhyme with tree, be, or me? If children are not able to generate any rhyming words, offer some. Ask, *Does see rhyme with tree and me? Does we rhyme with be and me? Yes, because we and tree both have ‘ee’ as their last part.*

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

Procedure:

- Say, *“Today we are going to play the name game with letters, but we’re playing it in a new way. This time I will hold up a letter, but if it’s the first letter in your name, don’t say anything. Instead, I will call on someone else, and he or she will identify whose name starts with that letter.”*
- Proceed with the game by holding up letters one at a time, and calling on children.

If You’re Happy:

Procedure:

- Say, *the last song we are singing today is a song about our feelings. Let's all stand up to sing "If You're Happy."*
- Sing three verses using clapping hands, tapping toes, and stamping feet as motions.

Unit 2, Week 3, Day 5

Unit 2, Week 3 Day 5

Materials: Poetry posters, flannel board and flannel pieces for “Old MacDonald Had a Farm”, *HUSH!*

Old MacDonald Had A Farm:

Procedure:

- Say, “Today we are going to sing “Old MacDonald had a Farm” but we are going to do it differently than we usually do. Today Old MacDonald has a zoo, not a farm.”
- Sing the song, substituting zoo animals and corresponding sounds.

***HUSH!* (And Can You Think Of Words That Rhyme With _____?):**

Procedure:

- Show the cover of *HUSH!* and point to the title as you read it. Then read the author and illustrator’s names as you underline them.
- Read the book, expressively.
- After reading the book say, “We are going to play a rhyming game with words from the story. Turn to the page with the lizard.” Read the page aloud and point to the illustration. Say, “The lizard is creeping. Creeping and sleeping rhyme-- they both have ‘eeping’ as their last part. Can you think of other words that rhyme with creeping and sleeping?”
- Accept nonsense words. You might say, “Jeeping might not be a real word, but it does rhyme with sleeping—it has ‘eeping’ as its last part.” Be ready to offer ideas of your own (e.g., peeping, seeping, weeping, leaping). When you’ve finished, review the list of rhyming words (e.g., “today we thought of a lot of words that rhyme— creeping, sleeping, peeping, leaping, weeping”).

Clap Your Hands:

Procedure:

- Say, “The next song we are going to sing is “Clap Your Hands.” We need to stand up to sing this song.”
- Sing the first two verses and model the motions (“stamp feet”, “swing legs”).
- Say, “You can sit down for the last two verses. We don’t need to use our legs or feet to do the motions this time.” Try doing “crook finger” or “nod head” for the last verses.

Come On and Join in to the Game:

Procedure:

- Say, “Now we are going to sing another song about doing things together called “Come On and Join in to the Game.”
- Sing the first verse using “clap hands”, and then add some new verses. For new verses try

"tap noses" and "touch cheeks."

Full Day Schedule

Unit 2 Week 4	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>Matthew and Tilly</i> 4 th Read	<i>Dandelion</i> 3 rd Read	<i>Hooray a Pinata</i> 3 rd Read	<i>Dandelion</i> 4 th Read	<i>Hooray a Pinata</i> 4 th Read
Centers					
Intro to Centers	Collaborative Creations with Beautiful Stuff Barbershop	Celebration Posters	A Class Book About Friendship		Crayon Resist
Art Studio	Collaborative Creations with Beautiful Stuff	Continue	Continue	Continue	Crayon Resist
Easel		Celebration Posters	Continue	Continue	Continue
Writing and Drawing			A Class Book About Friendship	Continue	Continue
Library & Listening		Continue	Continue	Continue	Continue
Dramatization	Barbershop	Continue	Continue	Continue	Continue
Blocks	Transporting Food continued	Continue	Continue	Continue	Continue

Discovery Table	Roads and Sidewalks continued	Continue	Continue	Continue	Continue
Puzzles & Manipulatives	Classroom Friends Puzzles & Sorting Objects into Groups continued	Continue	Continue	Continue	Continue
Technology	Dramatization- barbershop; digital device Blocks-transporting food; Educreations app				
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard directions				
Whole Group Lessons	LFOAI: Invitations to Celebration	Math: Shape Capers	LFOAI: Celebration Jobs and Tasks	Problem Story (class discusses issues impacting classroom community) or Social Emotional Curriculum	Problem Story (class discusses issues impacting classroom community) or Social Emotional Curriculum

Small Groups	Group1 Literacy High Support: Pinata Paper Mache Group 2 Math Medium Support: Playing with Friends Group 3 Independent Book Browsing or Choice Activity			Group1 Literacy Medium Support: Decorating Pinatas Group 2 Math Low Support: Shake Capers – Shake a Shape Or Shape Bingo Group 3 Independent Celebration Placemats, Nametags and Labels	
Outdoor Learning	Migrate, activate, hibernate game small groups: make homemade paper			Refer to nature extensions for individual lesson plans small groups: shake a shape pictures- add pics found in nature	

Part Day Schedule

Unit 2 Week 4	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>Matthew and Tilly</i> 4 th Read	<i>Dandelion</i> 3 rd Read	<i>Hooray a Pinata</i> 3 rd Read	<i>Dandelion</i> 4 th Read	<i>Hooray a Pinata</i> 4 th Read
Centers					
Intro to Centers	Collaborative Creations with Beautiful Stuff Barbershop	Celebration Posters	A Class Book About Friendship		Crayon Resist
Art Studio	Collaborative Creations with Beautiful Stuff	Continue	Continue	Continue	Crayon Resist
Easel		Celebration Posters	Continue	Continue	Continue
Writing and Drawing			A Class Book About Friendship	Continue	Continue
Library & Listening		Continue	Continue	Continue	Continue
Dramatization	Barbershop	Continue	Continue	Continue	Continue
Blocks	Transporting Food continued	Continue	Continue	Continue	Continue

Discovery Table	Roads and Sidewalks continued	Continue	Continue	Continue	Continue
Puzzles & Manipulatives	Classroom Friends Puzzles & Sorting Objects into Groups continued	Continue	Continue	Continue	Continue
Technology	Dramatization- barbershop; digital device Blocks-transporting food: Educreations app				
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard directions				
Let's Find Out About It Problem Stories	LFOAI: Invitations to Celebration	LFOAI: Celebration Jobs and Tasks	Problem Story (class discusses issues impacting classroom community) or Social Emotional Curriculum	LFOAI: Expectations for Celebration	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 Shape Capers	Group 1 Literacy (choose 1) Medium Support: Decorating Pinatas Medium Support: Celebration Invitations Group 2 Math (choose 1) Low Support: Shake Capers – Shake a Shape Low Support: Shape Bingo Group 3 Independent Celebration Placemats, Nametags, and Labels			Story Telling/Acting Refer to Storytelling/Story Acting Guide

Outdoor Learning	Migrate, activate, hibernate game small groups: shake capers, add pictures of items from nature or make homemade paper	Refer to nature extensions for individual lesson plans
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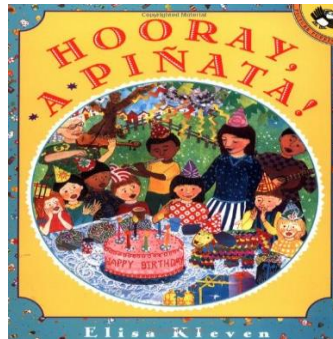


Celebration Posters


Standards:

CA.VA.PS.1 - 4

ELA.W.TTP.PS.1 - 2


Materials:

- *Hooray A Piñata*
- large paper
- tempera paint
- paint cups
- variety of brushes
- smocks
- containers for water
- palette for mixing colors
- Q-tips, cotton balls, sponges

Vocabulary:

- celebration: a party for a special reason/ a special party
- poster
- information: something you know
- guest: a person who is invited somewhere
- invitation

Preparation: Set up materials.

Intro to Centers:

“In *Hooray A Piñata*, Clara, her family, and Samson prepared for her birthday **celebration**. What do you notice?”

“We are preparing for our class **celebration**. What do you notice?”

“You created **invitations** with information about where and when our **celebration** will be.”

“Today at the Art Easel, you can make **posters** that give our **guests information** when they arrive. What **information** would be helpful to our **guests**?”

Show illustrations.

Children respond.

Show child-made invitations, labels, placemats, etc.

Show samples of children’s pair paintings.

Children respond.

Guide children to consider information, i.e., what food will be served, descriptions of displays, where to sit, etc.

During Centers

Encourage children to paint posters at the easel, and write/ draw information in Writing and Drawing. Compare and contrast posters to invitations, advertisements, and plans. Encourage children to use a variety of techniques, i.e., collage, crayon resist, paint mixing, texture rubbing, etc. Encourage children to use positional language when they consider where to display their posters. Support children in incorporating numbers and shapes into their posters.

Guiding Questions during Centers:

- What would you like our friends and families to know about our celebration?
- What was your inspiration for your design?
- How do your friends' posters inspire you?
- Where would you like to display your poster?
- How did you collaborate with others?

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

Documentation: Collect photographs and/or videos of the children's exploration process; use videos to launch a discussion during Thinking and Feedback.

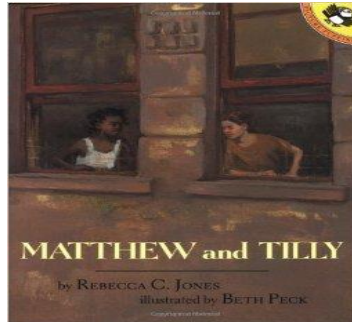
Provocation: Compare and contrast other posters and signs in the school to children's posters.



Crayon Resist


Standards:

CA.VA.PS.1 - 5 .
 ELA.LS.VAU.PS.1
 ELA.LS.VAU.PS.3


Materials:

- *Matthew and Tilly*
- steps for watercolor visual (from Unit 1)
- watercolor or dry tempera paint
- watercolor paper or white construction paper
- variety of paint brushes
- containers for water
- paper towels or clean rags
- crayons
- Q-tips, sponges, cotton balls
- smocks

Vocabulary:

- wax
- resist
- absorb
- repel
- technique

Preparation: Set up materials.

Intro to Centers:

“In *Matthew and Tilly*, Matthew and Tilly colored with crayons. What do you notice?”

“You used crayons to create texture rubbings. You also painted with watercolors. What do you notice?”

“Today in the Art Studio you can combine crayon drawing and watercolor painting in a **technique** called crayon **resist**.”

“First, I will draw a picture with a crayon.”

“Now, I will paint a picture with watercolors.”

“Now, I will paint with watercolors on my crayon drawing. What do you notice?”

“The **wax** from the crayon is water **resistant**--it **repels**--it keeps the water off. It does not **absorb**--soak up--the watercolor paint.”

Show illustrations.

Children response.

Show children's work.

Children respond.

Model.

Model on a separate piece of paper.

Children respond.

During Centers:

Offer magnifying glasses for children to observe how watercolors are repelled by crayons. Encourage children to paint on *Texture Rubbings* from Week 2, or to create new texture rubbings for this activity. Encourage children to experiment with applying different amounts of water. Encourage children to collaborate, i.e., one child draws with crayons, the other paints with watercolors. Support children in following the steps of the crayon resist and watercolor processes. Encourage children to compare and contrast crayon resist to *Pen and Watercolor Outdoor Illustrations* from Unit 1 Week 3.

Guiding Questions during Centers:

- What do you predict will happen when you add more/less water to your painting?
- How is the texture of the wax similar to or different from the texture of chalk?
- What do you predict would happen if you drew with a crayon first and then painted with watercolors?

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.

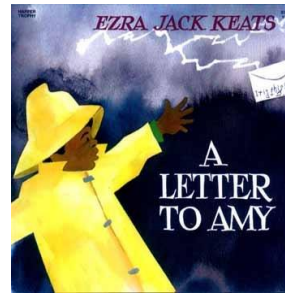
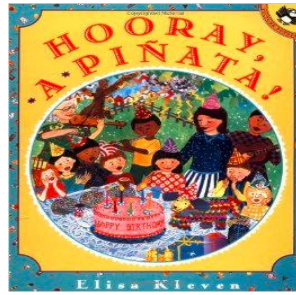
Provocation:

Invite children to experiment by painting with watercolors over other materials, i.e., chalk, marker, pencil.

Invite children to experiment by drawing with chalk over marker, chalk over crayon, marker over chalk, marker over crayon, etc.



Collaborative Creations With Beautiful Stuff



Materials:

- *Hooray A Piñata*
- *A Letter to Amy*
- Beautiful Stuff
- trays
- variety of paper of different sizes and colors
- variety of adhesives
- images of artwork (see Resources: Unit 1, Week 1: *Collage*)

Vocabulary:

- natural: not made by people
- recycle: use again
- design
- collaborate: work together

Preparation: Set up materials.

Intro to Centers:

"In *Hooray A Piñata*, Clara and Samson **collaborated** to create paper hats and decorations for her birthday party. What do you notice?"

"How was Clara's birthday party similar to or different from Peter's birthday party in *A Letter to Amy*?"

"You have **collaborated** to gather and sort Beautiful Stuff--- **natural** and **recycled** materials. What do you notice?"

"Today in the Art Studio you can use Beautiful Stuff to create **collaborative designs** and **structures** that we will display at our celebration."

Show illustrations
Children respond.

Show illustrations.
Children respond.

Show Beautiful Stuff.
Children respond.

During Centers:

Children collaborate to create Beautiful Stuff creations. Encourage children to write and draw labels for their creations to display at the celebration. Encourage children to use mathematical language to describe shapes and the positions of materials, i.e., above, below, next to, etc.

Guiding Questions during Centers:

- Why did you choose to use these materials?
- How is using Beautiful Stuff the same as or different from painting/drawing/writing?
- How is creating with Beautiful Stuff the same as or different from *Collaborative Collage* and *Pair Painting*?
- How is collaborating with your friends similar to or different from how Matthew and Tilly or Clara and Samson collaborated?

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

Documentation: Collect photographs and/or videos of the children's exploration process; use videos to launch a discussion during Thinking and Feedback.

Provocation: Invite children to integrate Beautiful Stuff into different areas within the classroom environment. Discuss with children how to replenish Beautiful Stuff collections.



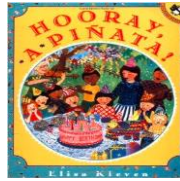
Adding Beautiful Stuff



Blocks

Standards:

CA.DE.PS.1 - 3
CA.VA.PS.1 - 2
PHD.FM.PS.5 -6


Materials:

- *Hooray A Piñata*
- Beautiful Stuff
- containers/baskets
- paper
- clipboards
- writing utensils
- masking tape
- images of school's neighborhood
- images of child-created neighborhoods

Vocabulary:

- structure: a building
- recycle: use again
- natural: not made by people
- construct: build

Preparation: Set up materials.

Intro to Centers:

"In *Hooray A Piñata*, Clara went to a playground in her grandma's neighborhood. What do you notice?"

"How are the neighborhoods you **constructed** in Blocks similar to or different from grandma's neighborhood?"

"Today in Blocks, you can create **structures** for your neighborhoods using Beautiful Stuff--**natural** and **recycled** materials. What do you notice?"

"You can create a **construction** plan with these materials."

Show illustrations. Children respond.

Children respond.

Show Beautiful Stuff. Children respond.

Show materials. Model sketching a plan.

During Centers:

Encourage and support children in creating a plan. Refer to *Road Builders* and children's previous work, i.e., plans /documentation from *Transporting Food*, for inspiration. Encourage children to use a variety of materials. Encourage children to make signs and/or labels for structures. Compare neighborhoods/structures children construct to neighborhoods/structures in unit texts and around the school/children's homes. Use vocabulary that supports children's understanding of spatial relationships i.e., *above, below, next to*, etc.

Guiding Questions during Centers:

- How/why did you decide to use these materials?
- What was your plan for your structure(s)?
- Do you have more/less of these _____ (materials) than _____?
- What might happen if you used different materials?

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

Documentation: Take photographs of children and display with captions of the children discussing their process.

Provocation: Invite children to construct a neighborhood/city that takes up the entire Block Center. Walk around the school neighborhood and encourage children to recreate the structures and features that they see. Document the walk with photographs or drawings.





ARTHUR'S BARBERSHOP

MON - FRI 8.45 a.m. 7.00 p.m.
SATURDAY 8.30 a.m. 6.30 p.m.
SUNDAY 10.00 a.m. 4.00p.m.

Price List

Any Haircut	\$11 .99
Senior Citizen	\$ 9 .99
Hot Shave	\$11 .99
Beard Trim	\$ 5 .99
Haircut Beard Trim	\$15.99
Crewcut	\$11 .99
Shampoo	\$ 3 .99
Head Shave	\$14 .99
Long Hair	\$ 12.99

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THE BARBER SHOP HAIR FASHION

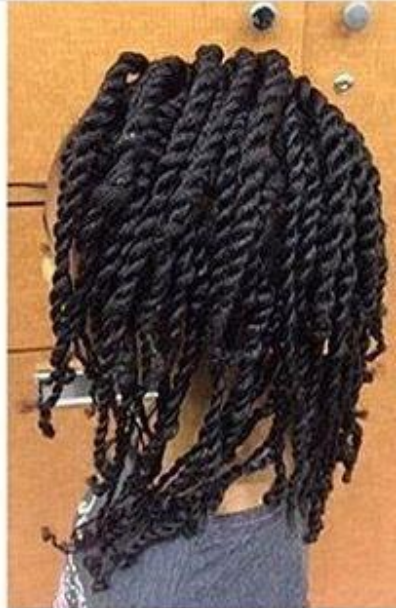


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Celebrations & Parties









Barbershop



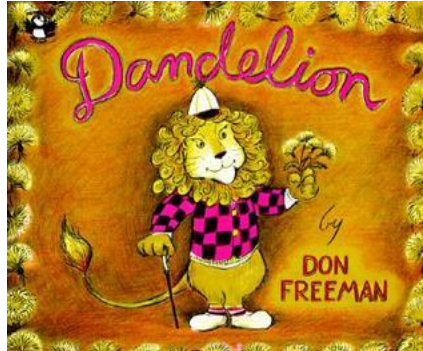
Dramatization

Standards:

CA.DE.PS.1 - 3

CA.DP.PS.1 - 2

ELA.SL.CC.PS.1-3


Materials:

- *Dandelion*
- tools found in a barbershop/salon (i.e., hair dryers, mirrors, etc.) (for hygienic reasons, use pretend versions of combs, brushes, etc.)
- large bowls
- images of barbershops resource
- Beautiful Stuff
- sample appointment book
- writing utensils
- magazines (for waiting area)

Preparation: Set up materials.

Vocabulary:

- barbershop: a store where people get their hair cut
- salon: a store where people get their hair cut or fingernails painted
- shave: to cut hair of a beard or mustache
- schedule: a time when you will do something
- appointment: a time to meet someone
- manicure: clean and polish fingernails

Intro to Centers:

"In *Dandelion*, Dandelion visited Lou's **barbershop** to get his hair cut. What do you notice?"

"Here are images of **barbershops** and **salons**--a store where someone could get a **manicure**--their fingernails cleaned and polished. How are these **barbershops** and **salons** the same as or different from Lou's/from each other?"

"Today in Dramatization, you can create a **barbershop** or **salon** with these materials. What do you notice?"

"You can be the **barbers** or **stylists**--people who work in a **barbershop** or **salon**. You can pretend to be customers like Dandelion at Lou's **barbershop**. You can make a waiting area for your **customers** and a **schedule** for **appointments**--when it is a **customer's** turn to get their **hair cut** or **styled**."

Show illustrations. Children respond.

Show images. Children respond.

Show materials.

During Centers:

Encourage children to create advertisements and signs for the services offered at their barbershop/salon in Writing and Drawing. Model conversations related to the barbershop/salon, i.e., “Oh my, when I look in the mirror, I see I need a haircut! I’d better make an appointment with my stylist! Hello, barbershop, I would like to come in at 3:00 on Saturday for a haircut. Thank you!” Compare and contrast the barbershops/salons children are creating to barbershops/salons in the community/neighborhood.

Guiding Questions during Centers:

- How did you use the materials to create your props/tools?
- How did you decide who would be the barbers/stylists/customers?
- How can customers make an appointment for a haircut/styling/manicure at the barbershop?
- How is a barbershop/salon similar to or different from a hardware/grocery store?

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

Documentation: Collect photographs and/or videos of the children’s process. You might use videos to launch a discussion during Thinking and Feedback.

Provocation: Invite a family member who works in a barbershop/salon to speak as a guest expert. Visit a neighborhood barbershop/salon. Ask children to generate questions to interview the people who work there.

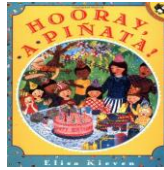
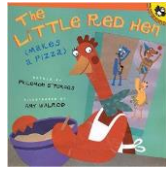




Let's Find Out About It: Jobs and Tasks

Standards:

SED.ED.SC.PS.1 - 3
 SED.SD.BRC.PS.1-2
 SED.SD.BRC.PS.4-6
 SED.SD.BRC.PS.10
 ELA.SL.CC.PS.1



Materials:

- *The Little Red Hen Makes a Pizza*
- *Hooray a Piñata*
- chart paper
- markers

Vocabulary:

- prepare: get ready
- celebration: a special party
- expectation: something you think will happen

Preparation: Discuss the different roles and responsibilities to be assigned, i.e.,:

- If food will be served, children can set tables, prepare, and/or serve food, etc.
- A 'clean-up crew' can help with trash disposal.
- For a showcase of children's work, children can be 'tour guides' who will explain displayed work to visitors.

Support children in displaying work, how information about the work will be conveyed, i.e., a written description, signage, etc. Provide opportunities for children to practice /role play their jobs prior to the celebration.

Let's Find Out About It:

"In *The Little Red Hen Makes a Pizza*, what jobs did the hen, the dog, the cat, and the duck do?"

"In *Hooray A Piñata*, how did Clara, her parents, and her friend Samson **prepare**--get ready--for her birthday party?"

"We talked about some of the **expectations** we have to make our class **celebration** successful. What jobs do we need for our **celebration**?"

Show illustrations.

Children respond.

Show illustrations.

Children respond.

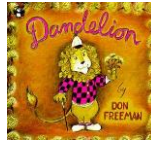
Scribe and draw simple illustrations of children's responses on chart paper for reference.



Let's Find Out About It: Celebration Invitations

Standards:

ELA.LS.VAU.PS.1
ELA.LS.VAU.PS.3
SED.SD.BRC.PS.1



Materials:

- *A Letter to Amy*
- *Dandelion*
- chart paper
- envelopes
- markers
- samples of child-made stationery
- real invitations

Vocabulary:

- invite/-ation: ask someone to do something
- information: something you know about someone/ something
- celebration: a party for a special reason/ a special party
- envelope

Preparation: Set up materials.

Let's Find Out About It:

"In *A Letter to Amy*, Peter wrote an **invitation** to Amy to ask her to come to his birthday party. In *Dandelion*, Jennifer Giraffe wrote an **invitation** to Dandelion. What do you notice?"

"How is Peter's **invitation** the same as or different from Jennifer Giraffe's?"

"An **invitation** has the name of the person being **invited** and **information**--what they need to know about the **celebration**."

"I am going to write, "Dear _____. Please come to _____. I am going to write, "(when): _____ and (where): _____."

"If I wanted to mail my invitation like Peter and Jennifer Giraffe did, I would need to put it in an **envelope**."

"What else would I need to do in order to mail my invitation?"

"In Small Groups, you can create **invitations** to our class **celebration** using the stationery that you made in the Art Studio."

"Count how many invitations you need, how many you create, and how many you send."

Show illustrations.
Children respond.

Children respond.

Show samples of invitations.

Model writing invitation.

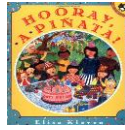
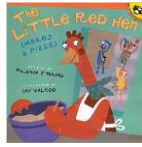
Children respond.

Show samples of child-made stationery.



Let's Find Out About It: Celebration Expectations

Standards:



Materials:

- *The Little Red Hen Makes A Pizza*
- *Hooray A Piñata*
- chart paper
- markers

Vocabulary:

- prepare: get ready
- celebration: a special party
- cooperate: work together
- agree: think the same thing
- expectation: something you think will happen

Preparation: Set up materials.

Let's Find Out About It:

"In *The Little Red Hen Makes A Pizza*, how did the hen and her friends **cooperate**?"


"In *Hooray A Piñata*, how did Clara, her parents, and her friend Samson **prepare**--get ready--for her birthday **celebration**?"

"What **expectations**--things you think will happen-- should we **agree** to so that our **celebration** is successful? How can we be **kind, respectful, and helpful**?"

*Show illustrations.
Children respond.*

*Show illustrations.
Children respond.*

*Scribe and draw simple illustrations
of children's responses on chart paper
for reference.*

Unit 2  Week 4	<i>Small Groups: Shape Capers- Shake a Shape Pictures</i> Low Support	Math SG 1	Standards: MELDS.M.G.PS.1 MELDS.M.G.PS.2
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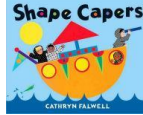


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Guiding Math Ideas:

- 3-D and 2-D Shapes- Finding and describing.

Math Concepts from Unit Learning Progressions:

- Math has special vocabulary (e.g. 3D and 2D shape)
- Using words to describe geometrical figures.

Materials:

- *Shape Capers* by Cathryn Falwell-
- Shake-a-Shape Box (box with a opening or door cut in it)
- Bag of assorted paper or foam shapes suitable for gluing- rectangles, semi-circles, squares, circles, various types of triangles
- Paper and glue or glue sticks
- Math organizer with additional paper or foam shapes.

Math Vocabulary:

- If there are any new shapes in the Purchased bag of foam shapes, name them.
- Find Shape Definitions at <https://www.mathsisfun.com/geometry/index.html>

Preparation:

This activity follows Large Group Shape Caper Shake-a-Shape Game. The Shake-a-Shape Box is placed on the Math Center Table. It is filled with assortment of paper and foam shapes. Place paper and glue in front of each child. Place organizer with additional shapes on shelf. Have *Shape Capers* book handy.

Procedure:

We played a game called Shake a Shape. Today, we can use our Shake-a-Shape box to make some shape pictures.

Children take turns shaking the Shake a Shape Box. A number of shapes will fall out. Children can create shape pictures.

Reinforce children's naming of shapes and give descriptions.

Yes, this is a triangle. It has 3 sides and 3 angles.

Children may name their shapes and/or describe what they are making.

Children may want additional specific shapes. They can use the organizer with extra shapes and add to their pictures. They can refer to the *Shape Capers* book for ideas.

Strategies to Provoke Math Thinking:

- This is an open-ended activity to encourage children to explore and manipulate 2-D shapes, similar to the 3-D shape activities in Unit 1. Children may be more interested in the gluing process than the shapes, placing shapes here and there; they may use the various shapes to create pictures. Either approach meets the learning goal of recognizing, naming and manipulating 2-D shapes.

Documentation:

This is the first activity where you can observe individual children’s knowledge of shape names.

Provocation:

There are probably shapes, such as oval or diamond, which are in the purchased bag of shapes that are not in Shape Capers. Explore other shape names as children’s interests dictate.

Unit 2 Week 4	Large Group- Shape Capers Shake-a-Shape Game High Support	Math LG	Standards: MELDS.M.G.PS.1 MELDS.M.G.PS.2
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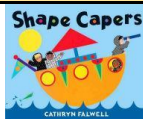


Image downloaded from barnesandnoble.com

Guiding Math Idea:

- 3-D and 2-D Shapes- Finding and describing.

Math Concepts From Unit Learning Progressions:

- Participating in Math Activities with Friends
- Math has special vocabulary (e.g. 3D and 2D shape)
- Using words to describe geometrical figures.
- Responding to directionality and orientation words or commands

Adaptations for Using Large Group In Alternate Schedule Slots:

- Read book during brief SWPL time and Play Shake a Shape Game during Small Group

Materials:

- *Shape Capers* by Cathryn Falwell
- Shake a Shape Box (box with a opening or slot/door cut in it)
- Shape Cards from the Shape Bingo Game- Math Materials.
- Shape Spots from Math materials
- Additional large felt shapes- teacher made (**optional**)

Math Vocabulary:

- Shape names rectangle, circle, square, triangle and semi-circle are 2-D shapes named in *Shape Capers*
- Find Shape Definitions at <https://www.mathsisfun.com/geometry/index.html>

Preparation:

Make a Shake-a-Shape Box . If you wish, glue cut outs of the different shapes (from the bag of purchased shapes in Math Materials) on the outside, similar to the box in the book. Gather the shape cards from the Shape Bingo Game. Use shapes that match the Shape Spots. They may not match *the Shape Capers* book, but that is fine. Be sure you have enough shape cards inside the box for each pair of children to play. Keep one set out to show children.

Optional: If the purchased large Shape Spots do not have rectangles, triangles or semi-circles, those can easily be created by cutting large felt material into the shapes. These large motor shapes will be used all year, so the time spent in making them will be worth it.

I have a book and a special box- Let's find out about these things in Large Group today. The children in this book were shaking a special box, and shapes fell out.

I have some shapes on these cards.

I wonder what will happen if I shake my special box?

Do you notice that I have these big shapes on the floor? What shapes are these?

We are going to play a game. When I shake my special box, a shape will fall out. We will take turns going to that shape.

Listen for your name. I'm going to call 2 friends at a time.

Okay- this turn is for XXX and XXX—but everyone can shout out the shape

Yeah! What is this shape—Yes, that's right, a square.

Okay XXX and XXX hop to this shape.

Read Shape Capers.

Name the shapes with the children, and then place them inside the box with the others.

Children guess.

Children name some shapes. Accept children's answers but be accurate as you name the shapes for the game.

Shake the box and a shape will fall out- or reach in and bring one out.

Ask children to name the shape.

Shake the box- a shape falls out (or have a child draw a shape)

A group of 2 children move to the shape on the floor.

Continue in this way, giving a group of 2 children a chance to do various movements as they move to a shape.

Strategies to Provoke Math Thinking:

Using multiple senses – In this activity, children use their visual discrimination, they hear you name the shape and they move to the shape. Early shape activities always need to be in done in an active context.

Provocation:

Expand the activity for shape and color: 2 Attributes- Move to a red circle, a blue square, etc.

Unit 2  Week 4	Small Groups: Shape Bingo Low Support	Math SG2	Standards: MELDS.M.G.PS.1 MELDS.M.MD.PS.1 MELDS.M.MD.PS.3.
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<p>Guiding Math Ideas:</p> <ul style="list-style-type: none"> ● 3-D and 2-D Shapes- Finding and describing. <p>Math Concepts from Unit Learning Progressions:</p> <ul style="list-style-type: none"> ● Math has special vocabulary (e.g. 3D and 2D shape) ● Using words to describe geometrical figures. ● Exploring the Language of Time (First, next, last)

<p>Materials:</p> <ul style="list-style-type: none"> ● <i>Shape Bingo- Math Materials</i> ● Shape puzzles and manipulatives 	<p>Math Vocabulary:</p> <ul style="list-style-type: none"> ● Bingo- a matching game ● First, next, last- words that tell us how to take turn.
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Preparation:

This activity supports *Shape Capers*, the Shake a Shape Game and identifying 2-D shapes. Place Shape Bingo game on Math Center Table.

Procedure:

Demonstrate how to play Shape Bingo.
Children may also use other shape sorters and shape puzzles/manipulatives as they play. Name shapes along with children as they play the game. Use sequence words as children take turns.

Strategies to Provoke Math Thinking:

- Using games to teach math concepts: Shape Bingo is a simple math game. Children may use it in the traditional way by drawing, matching cards, and taking turns, or they may choose to simply match the cards they draw with their Bingo cards.
- This game reinforces sequence words, a Unit 2 concept, **first, next, last** as children take turns.
- A lot of shapes are not *Mathematical Shapes* (star, heart, etc.). It is not necessary at this early stage of math to differentiate—just keep this in mind as children build a foundation for shapes that they will use later on in geometry.

<p>Documentation:</p> <p>Note children’s knowledge of shape names and characteristics. If any shape produces confusion, such as comparing squares and rectangles, provide the correct names and talk about shape attributes. Other Units have activities to clarify shape characteristics (Square/Rectangle and Circle/Oval Game).</p>

Provocation:

If children notice shapes that are not in Shape Capers, such as oval or diamond, ask them for ideas about the names and characteristics.



Small Groups: Celebration Invitations

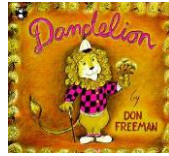
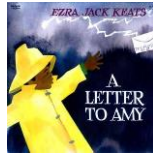
Medium Support

Standards:

CA.VA.PS.1

ELA.W.TTP.PS.1 - 2.

.ELA.W.PD.PS.1


Materials:

- *Dandelion*
- *A Letter To Amy*
- cardstock or tagboard cut into 9"x6" pieces
- envelopes
- invitation template resource
- variety of adhesives
- writing utensils, including fancy markers
- stickers
- word cards, i.e., *to, from, love*
- name cards

Vocabulary:

- celebration: a special party
- invite, invitation: ask someone to do something
- envelope
- decorate
- deliver: take something to a person or place

Preparation: Set up materials.

Procedure:

Show illustrations from *A Letter To Amy* and *Dandelion*. Remind children that they will be inviting their families to attend the class celebration. Discuss how an invitation tells someone where and when a celebration will occur.

Give children a 9" x 6" piece of cardstock or tagboard. Demonstrate folding it in half and creasing it. Encourage children to decorate the outside of their invitations using fancy markers if available, similar to the gold writing on Jennifer Giraffe's invitation to *Dandelion*.

Support children in adhering the invitation template. Support children with fine-motor challenges by offering pre-written labels with words, i.e., *Dad, Mama*, etc.

Model inserting the invitation into an envelope and addressing the envelope.

Encourage children to count and keep track of how many invitations needed/made/sent, i.e., create a graph, use tally marks, etc.

- How is your invitation similar to or different from the invitation that Peter or Jennifer Giraffe wrote?
- What information does your invitation convey to the invitee?
- Why is a written invitation more special than just asking somebody?
- If you wanted to send this invitation in the mail, what would you need to do?

Tab (glue)

Basic Envelope Template

Tab (glue)

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When: _____

Where: _____

When: _____

Where: _____

When: _____

Where: _____

When: _____

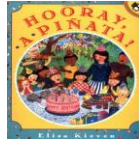
Where: _____



Small Groups: Decorating Piñatas

Medium Support

Standards:
CA.VA.PS.1 - 4



Materials:

- *Hooray A Piñata!*
- piñatas made in Small Groups
- colored tissue paper
- construction paper
- Feathers
- Collage material
- papier mache mixture: 1 part flour, 2 parts water, or, equal parts white glue and water
- glue brushes
- smocks
- gloves
- scissors

Vocabulary:

- decorate
- create: make something
- inspire: give someone an idea about what to do or make
- artist: someone who makes art
- adhere: stick something
- technique: a way to do something

Preparation: Set up materials.

Procedure: Show illustrations from *Hooray A Piñata!*

Model dipping colored tissue paper and/or construction paper in the piñata papier mache mixture and then adhering the paper to a piñata. Paint with tempera paint. Compare and contrast decorating piñatas to creating a collage.

- How is decorating your piñata similar to or different from decorating your piggy bank?
- How can we get the _____ (candy, surprises, treats) inside the piñata?
- Pinatas come in different shapes and often look like an animal. What would you like your pinata to look like? How do you plan to do that?
- How could you document the process of decorating a piñata so you could teach it to somebody else?





Songs, Word Play, and Letters

Unit 2, Week 4, Day 1

Unit 2, Week 4, Day 1

Materials: Poetry posters, flannel board and flannel pieces for “Five Green and Speckled Frogs”, and flannel letters C, L, A, R, A, card with CLARA written on it, *Hooray, A Pinata*, easel or chart paper,

Five Green and Speckled Frogs:

Procedure:

- Tell children, “*The first song we will be singing today is “Five Green and Speckled Frogs.”* Place two frogs on the log, and ask children how many there will be if you put two more on the log. Put up the next two and count on... 3, 4. Say, “*We have four frogs now. We need five. Here’s the fifth frog right here.*” Add it to flannel board.
- Sing the song as usual.

Story--Character “BINGO” Song, We Can Change It and Rearrange It (*Hooray A Pinata!*):

Procedure:

- Show *Hooray, A Pinata!* and tell children, “*We are going to sing the “BINGO” song, but today we will sing about Clara, the little girl from the story, Hooray, A Pinata!*”
- Show the card with “CLARA” printed on it. Point to the first letter in Clara’s name and say, “*The first letter in Clara’s name is C, so C is the first letter I’ll put on the flannel board. Here is the C.*” Point to the second, third, fourth, and fifth letters, and repeat, making sure to use ordinal numbers.
- Sing, “*There was a girl who loved a dog and Clara was her name –o. C-L-A-R-A (three times), and Clara was her name-o.*”
- When you are done, put the letters for CLARA back on the board, and say, “*I am going to make some new names using these letters. Remove C and ask children what they think the new name is. Say the sound /l/ to help out (LARA). Then take away the R and A, telling children you’re going to rearrange the L and A to make a new name. Sound out the A (/a/) to make an explicit prompt. Yes, A!* We can change and rearrange letters to make new words.”

Five Little Owls in an Old Elm Tree:

Procedure:

- Show the page from the poetry poster. Point to the title, underlining it as you read the words.
- Say, “*Owls usually stay awake at night, and sleep during the day. Some animals are like that, and we say they are nocturnal—nocturnal means that they stay awake at night.*”

- Recite the poem.

Interesting – Sounding Words (And Hooray, A Pinata!):

Procedure:

- Tell children, *“We are going to talk about some of the interesting-sounding words in the book Hooray, A Pinata!”*
- Say, *Cinnamon is an interesting – sounding word. Say it with me. Start with /s/ by modeling and holding onto the sound. Then say, Let’s say the whole word... cinn-a-mon. (Enunciate its parts clearly.) Do you like the part where your lips come together to make the /m/? Model by saying cinnamon again, holding onto the /m/. Have children say it with you again.*
- Show the cover of *Hooray A Pinata!*, and read the title, underlining the words. Ask, *“Are there any interesting – sounding words in the title?”* They might suggest Hooray or Pinata.
- Say, *“Piñata is a Spanish word. It starts with /p/ and it has other interesting sounds after the /p/. Let’s say the word a couple of times.”*
- Proceed the same way with Hooray.
- If time, go on to the rhyming words whack, smack, crack, and thwack. Comment on the fact that these are all noisy words.

Alphabet Letter Clue Game:

Procedure:

- Tell children, *“We are going to play a letter guessing game. I’m going to think of a letter (e.g., E), give you one clue at a time, and you guess the letter.”* Draw the long vertical line of the E and say, *“The first clue is a long vertical line, just like this. Are there any guesses about what letter I am thinking of?”*
- Respond to each guess by talking about how the letter is made. Examples: *I’m not thinking of the letter H, but H is a good guess because it has a long vertical line, like this* (said as you write the first line of H on the easel, then finish writing H).
- Then say, *“I am going to give you the next clue. As you add the next line for the letter E, say, I am making a short horizontal line. Can you guess the letter in my mind?”* Children might guess L or T. Write an L and say, *I see what you are thinking, because the same lines are used to write an L. But the short horizontal line in the letter L is at the bottom, of the long vertical line not at the top.* In responding to a guess that the letter is T, you might say, *If I were making a T, I’d use one line across the top, like this* (draw a vertical line for making T and add the horizontal line across the top).
- Draw the second horizontal line of E, describing you actions and naming the kind of line (a short horizontal line). Children will probably shout out “F.” You might say, *Yes, it is an F, but I have a different letter in my mind. If I add one more line down here (point), do you know what letter that would be?* Finish the letter and name it.

Unit 2, Week 4, Day 2

Unit 2, Week 4, Day 2

Materials: *Dazzling Diggers*, *Hooray, A Pinata!*, flannel board and pieces for “Down By The Bay”

Clap Your Hands:

Procedure:

- Say, “*The first song we are singing is “Clap Your Hands.” We are going to add some fun new verses to the song today.*”
- Start by singing “clap your hands,” then ask children to stand up for the new verses.
- Continue with 2 -3 new verses (e.g., “*turn, turn, turn like this; turn around together*”, “*bow like this*”, “*jump like this*”).

What Are You Wearing?:

Procedure:

- Say, “*Now, we are going to sing that song about the color of the clothes you are wearing.*”
- Go around the circle using each child’s name and sing about the color of an article of clothing they are wearing.

Dazzling Diggers (And Chiming In With Rhyming Words!):

Procedure:

- Say, “*We have read this book before, so you will remember the title is... yes, it is Dazzling Diggers*” (as you say the title, underline the words with your finger).
- Read the book, keeping the natural rhythm of the verse.
- Linger on the first sound of the second word in a rhyming word pair so children can chime in with the word.

Down By The Bay:

Procedure:

- Say, “*Now we are going to sing that silly song about the animals down by the bay. We will add some new verses to the song today.*”
- Add a new verse or two (e.g., “*goat eating a coat*”, “*hen writing with a pen*”).
- When finished singing, place the goat and coat flannel piece on the board and say, *Goat and coat rhyme, /g/ -oat, /k/ - oat* (emphasize the rhyming portion of the words). Choose one more pair of rhyming words from the song and do the same thing.

Guess What Word I Am Saying (And Hooray, A Pinata!):

Procedure:

- Show the cover of the book and say, “*I have chosen some words from Hooray, A Pinata! that I am going to say in a different way. Say, Here’s the first word I’m going to say in a way: n interesting /k/ (pause) –ake. Yes, cake! That’s the right way to say it, not /k/ (pause) –ake.*”
- Say, “*Here’s another word: /l/ (pause) –eash. Right, leash. That’s what we put on a dog when*

we take him out for a walk, so it doesn't run away.

- *Here's one more word: /m/ (pause) – ash. Repeat /m/ (pause) – ash. That's right, mash, which means to squish something.*

Unit 2, Week 4, Day 3

Unit 2, Week 4, Day 3

Materials: Poetry posters, flannel board and pieces for “BINGO” and extra flannel letters T, R, S, W, P, *Dandelion, Hooray, A Pinata!*, Picture Cards : lightening bolt, piñata, leash, dog biscuit, merry-go-round

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

Procedure:

- Tell children, *“The next song we are singing is about the farmer’s dog, BINGO. I am going to put the letters for Bingo on the flannel board and I want you to say the letters with me as I place them.”*
- Sing the song as usual, removing one letter for each verse and replacing the letter with a clap.
- When the song is finished, put the letters for BINGO back on the board. You might say, *“This word says BINGO, but if I remove the B, and replace it with T, which says /t/, the word changes to TINGO!”*
- Say, *“So this word is TINGO, but if I remove the T and replace it with an R, what do you think the new word is?” Give a clue by saying the first sound /r/ (Ringo).*
- Continue with the other letters as long as they are interested.
- As you put the letters away, say something like, *“We can make many words with the same letters. We can change and rearrange letters to create a lot of different words!”*

I’m Thinking of _____ Clue Game (And Hooray, A Pinata!): book:

Procedure:

- Show the cover of *Hooray, A Pinata!* and tell children you are going to play a guessing game using words from the book. Remind children to listen to all the clues and then raise their hand when they have a guess.
- For piñata, use these clues: 1. *This is a toy that is hollow inside. People put candy or little toys in it and then break it open at a party to get the goodies that are inside.* If children need another clue use 2. *Clara had two of them at her party: a dog and a thundercloud.* 3. *The name of this toy starts with /p/.*
- For leash, use these clues: 1. *This is something you attach to a dog’s collar, when you take the dog for a walk. A person holds the other end.* If children need another clue use 2. *Clara put one of these on her piñata dog.* 3. *The name of this thing starts with /l/*
- For dog biscuit, use these clues: 1. *This is a snack for a dog that is something like a cookie.* If children need another clue use 2. *Clara spent some of the money she got from her grandmother to buy these.* 3. *If we were offering one of these to a dog, we might say, “Here, Doggy. I have a dog /b/_____ for you!”*
- For merry-go-round, use these clues: *This is the name of a ride at a carnival or amusement park. Kids sit on horses that go up and down.* If children need another clue use: *The first word in the name of this ride starts with /m/.* Show a picture of a merry-go-round after the word is guessed

- For lightening bolt, use these clues: 1. *This is something we would see in the sky during a thunderstorm. It is like a streak of light flashing in the sky.* If children need another clue use: 2. *Clara used the bottom part of the thundercloud piñata to make this.* 3. *The first word in the name of this word starts with /l/* Show the picture card to reinforce meaning, after the word has been guessed.

Five Juicy Apples:

Procedure:

- Say, *“We are going to do the poem about the five juicy apples. We will say the poem enough times so everyone gets a chance to have their name used.”*
- Recite the poem, using a different child’s name each time. Hold up one hand with splayed fingers to count down from five to zero.

Interesting-Sounding Words (And Dandelion):

Procedure:

- Show the cover of Dandelion and read the title. Say something like, *“Let’s see if we can find some interesting – sounding words in this book.”*
- Encourage children to name words as you flip through the pages. Pronounce each word clearly, saying syllables slowly and varying intonation. Have children repeat the words after you. The focus should be on the interesting sound and how it feels to say it.
- Say, *“Blinked is an interesting word to say. I like the way my lips and tongue feel when I say it. Say blinked again and then ask children to say it with you.”*
- Say, *“Magnificent is another interesting-sounding word. Magnificent is a long word that has many sounds. Let’s say it together... Mag – nif – i – cent. Dandelion thought he looked magnificent after he had his mane curled. Magnificent starts with /m/ and we write /m/ with the letter M.”* Write M on the easel so children can see it.
- Say, *“Kangaroo is a really fun word to say. Let’s say it together! Kan-ga - roo. Kangaroo starts with /k/, and we write the /k/ sound with the letter K.”* Write K so children can see it.
- Accept other words children offered and find something to say about the sounds in each one.

Come on and Join in to the Game:

Procedure:

- Tell children, *“The last thing we are doing today is singing “Come on and Join in to the Game.” We need to stand to do the motions for the verses we are singing.”*
- Sing the first four verses (“clapping”, “sneezing”, “yawning”, jumping”) and model the motions as children follow. Sing the first four verses a second time.

Unit 2, Week 4, Day 4

Unit 2, Week 4, Day 4

Materials: Poetry posters, uppercase alphabet letters, *A Letter To Amy*, *Matthew and Tilly*, *Hooray A Pinata!*

Head and Shoulders:

Procedure:

- Say, *"Today we are going to start off by singing the movement song "Head and Shoulders, Knees and Toes."*
- Sing the song as usual, touching the different body parts as you sing about them.
- After the first verse, leave out saying a body part each time (But continue to point to that part), until you do all the motions silently.

Five Little Owls In An Old Elm Tree:

Procedure:

- Show the illustration in the Big Book of Poetry and ask children if they remember the name of this poem. Confirm by underlining the title as you read the words.
- Tell children to listen for words that rhyme as you recite the poem.
- Recite the poem again, but this time pause to give children a chance to chime in with rhyming words (e.g., tree/bee, fluffy/puffy, blinking/winking, eyes/skies).
- Then go back and say something like, Tree and bee rhyme, don't they? They sound the same at the end. Say, the words again, emphasizing the rhyming portion of the word. Do the same with one more set of rhyming words from the poem.

The Wheels on the Bus:

Procedure:

- Say, *"Now we are going to sing a song you are very familiar with, "The Wheels on the Bus."*
- Sing the verses children already know, leading them in the appropriate motions for each verse.
- Introduce another verse and model the motions for the children.

First Sound Matching Story Characters' And Children's Names (And *A Letter To Amy*, *Matthew And Tilly*, *Hooray, A Pinata*): books:

Procedure:

- Show the children the books, one at a time, point to the titles and read them. Then say something like, *"We've met many characters in these books, haven't we?"*
- As you flip through the books, you might say, In *A Letter to Amy*, there were Peter, Amy, and Eddie. In *Matthew and Tilly*, there were...(pause to let children chime in) *Matthew and Tilly*. And in *Hooray a Pinata!*, there were Clara and her friend Samson.

- Tell children, *“We are going to play a game with some of the names of the story characters. I will say a character’s name. You think about the sound the name starts with. Then we’ll go around the circle and say our own names to see if anyone else’s name starts with the same sound.”*
- Choose character names with beginning letters that match at least one child’s name in the class. Go around the circle and let children say his or her name. Let the group decide (with your help, if needed) whether the first sound matches the name you picked.

Clap Your Hands:

Procedure:

- Say, *“Now we are going to sing a song about things we can do together called, “Clap Your Hands.” We need to stand up so we can do the motions for the verses we are going to sing.”*
- Sing the verses the children already know, then add new verses and model the motions. (e.g., *“shake your hips”, “bend your knees”, “tap your toes”, “blink your eyes”.*)

Unit 2, Week 4, Day 5

Unit 2, Week 4 Day 5

Materials: *Hush!*, *Hooray A Pinata!*, two sets of uppercase letter cards, flannel board and pieces for “Five Green and Speckled Frogs”,

Can You Think Of Words That Begin With The Same Sound as _____?:

Procedure:

- Say, *“The first thing I am going to do today is read you the story Hush! Then we will play a game with some of the words from the story”.*
- Read the book aloud, keeping the natural rhythm of the verse. Point to the pictures to identify objects named.
- After reading the story, turn to the page with the lizard. Point to the lizard and talk about the meaning of the word in the context of the story. Then say, *The word lizard begins with the sound /l/. So does the word leaf, like a leaf on a tree, /l/ lizard, /l/ leaf. How about the word mosquito? Does that have the same beginning sound as lizard ?”*
- Then say the word *lizard* and linger on the /l/, then say *mosquito* and linger on the /m/. Say, *No, lizard and mosquito do not have the same beginning sound, do they? How about ladybug? Does ladybug have the same beginning sound as lizard? Listen again, /l/ ladybug, /l/ lizard. Yes, they do have the same beginning sound!*
- Then ask children if they can think of other words that begin with /l/. If children says a word that does not begin with /l/ (e.g., ball), say, *I hear the /l/ sound in the word ball, but I don’t hear it at the beginning like I do in lizard, leaf, and ladybug.*

Head and Shoulders, Knees and Toes:

Procedure:

- Say, *“Let’s stand up so we can sing and do the motions to “Head and Shoulders, Knees and Toes.”*
- Sing the song as usual, touching the different parts of your body as you sing about them.
- After the first verse, leave out saying a body part each time (but continue to point to that part), until you do all the motions silently.

Guess What Word I Am Saying (And Hooray, A Pinata!):

Procedure:

- Hold up the book and say, *“Hooray, A Pinata! is a story we have been reading. Today, I am going to say some words from the story in a different way that is not quite right. I want you to say the words the right way. For example, if I said c (pause) – ollar, you would say “collar.” Give more examples if you think children need them to understand the task.*
- Say some words in a *“different way”* and wait for children to say the word the right way. Present the segments twice: For crack: *cr (pause) - ack*, For dreams: *dr (pause) - eams*, For

flapped: *fl (pause) – apped*, For monster: *m (pause) – onster*

- After children have said a word the right way, repeat the segments and also say the word correctly (e.g., *Yes, cr - ack make the word crack when I say them together*).
- After children guess a word and you have repeated the segments and the word use the word in a sentence to convey its meaning. For example, you could say, *Crack! is the sound the piñata made when it was opened*.

Five Green and Speckled Frogs:

Procedure:

- As you place the flannel pieces on the board, ask the children if they know what song they are going to sing. Ask them to count the frogs as you place each one on the log.
- Sing the song as usual, using the flannel pieces to show the motions in the song.
- When the song is finished say, *Now I am going to put the log, cool pool and the frogs away so we will know where they are the next time we want to sing this song*. Ask children to count the frogs with you as you take them off the board.



A Class Book About Friendship



Writing &
Drawing

Standards:

SED.SD.BRC.PS.1, 5-6, 10
 ELA.SL.CC.PS.1- 3
 ELA.SL.PKI.PS.1- 3
 ELA.LS.CSE.PS.2
 ELA.W.TTP.PS.1 - 3
 ELA.W.PD.PS.1 -2

All Unit
Texts

Materials:

- all unit texts
- drawing paper
- writing utensils
- children's name cards
- chart paper

Vocabulary:

- care
- Friend (-ship): someone you care for and want to spend time with
- cooperate: work together
- collaborate: work together

Preparation: Set up materials.

Intro to Centers:

"In *The Little Red Hen Makes A Pizza*, the hen and her **friends** gathered to enjoy pizza. In *Matthew And Tilly*, the **friends** played hopscotch and grocery store. What do you notice?"

"Today in Writing and Drawing, you can create a book about how we **care for** and **cooperate** with our classroom **friends**."

"You can **collaborate** with your **friends** to create one book. Everyone will write and/or illustrate a part of the book."

"Think about a **friend(s)** you have in this class. How is _____ a good **friend** to you?"

"How is your **friendship** the same as or different from _____ (i.e., Matthew and Tilly, the hen and her **friends**, etc.)?"

Show illustrations.
Children respond.

Show materials.

Children respond. Model illustrating a picture and writing a caption of a child's idea.

Children respond.

During Centers:

Encourage children to collaborate in creating pages for the class book, i.e., one child writes, another child illustrates. Support children in assembling the class book- creating a title and cover, numbering pages, identifying authors and illustrators, etc. Encourage children to consider a variety of ways to create illustrations for the book, i.e., photographs, painting, etc.

Guiding Questions during Centers:

- When is it easy/difficult to be a friend?
- Why are friends important?
- What can you do to resolve conflicts with your friends, like when Matthew and Tilly argued about the purple crayon?
- How did you decide to assemble and order the pages in the class book?

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: Share the class book with the school community or with families as part of the culminating class celebration. Encourage children to write a "sequel" book towards the end of the year that chronicles how their friendships have developed in the K1 year.

Full Day Schedule

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

Discovery Table					
Puzzles & Manipulatives					
Technology					
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard Directions				
Whole Group Lessons	LFOAI:	Math: Pigs Love Potatoes!	LFOAI:	LFOAI:	

Small Groups	<p>Group1 Literacy</p> <p>Group 2 Math Medium Support: Hot Potato</p> <p>Group 3 Independent</p>	<p>Group1 Literacy</p> <p>Group 2 Math Low Support: Exploring Part/Whole Relationships</p> <p>Group 3 Independent</p>
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Outdoor Learning	Refer to Nature Extensions for Individual Lesson plans	small groups:	small groups:
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Unit 2  Week 5	Small Groups: Exploring Part/Whole Relationships Low Support	Math SG2	Math Standards: MELDS.M.MP.PS.7 MELDS.M.G.PS.4
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<p>Guiding Math Ideas:</p> <ul style="list-style-type: none"> ● 3D shapes and 2D Shapes- Finding and describing <p>Math Concepts from Unit Learning Progressions:</p> <ul style="list-style-type: none"> ● Exploring number matching puzzles and manipulatives to represent relationships ● Taking apart and putting together toys, puzzles and manipulatives and sometimes describing parts and wholes
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<p>Materials:</p> <ul style="list-style-type: none"> ● Toys with unique parts that fit together to make a whole. ● Pattern Blocks ● Bucket of Monkeys ● Number Matching puzzles 	<p>Math Vocabulary:</p> <ul style="list-style-type: none"> ● Whole- all of something or something that is complete ● Part- a piece of something
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Preparation:

Set all items in area. Limit amount of toys as needed (monkeys, pattern blocks, etc.) to facilitate productive play and clean up.

Procedure:

This small group is exploratory. The choices of toys are not random. Each type of toy represents part-part-whole relationships. Observe children as they play with the various manipulatives and demonstrate putting together and taking apart things and grouping. Use the language of math to describe their actions. Pattern blocks are introduced. Plan for children to play without direction or instruction.

Strategies to Provoke Math Thinking:

- Strategic choice of toys and manipulatives: These toys represent the 3 types of Part-Part-Whole Relationships: 1. Whole objects are made up of unique parts (Toys with different parts that make a whole object, such as building a toy car, a take-apart animal or 2 part number puzzles) 2. Groups of things can be divided into sets (Monkeys). 3. Whole objects can be divided up into similar or equal parts (Pattern blocks, play pizza from the home center).
- Part- part whole language: *Separate, divide, group, my part, your part, the whole thing, half*

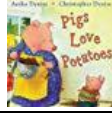
<p>Documentation:</p>

Observe this early stage of part-part-whole exploration.

Provocation:

Some children may especially connect with assembling and disassembling toys. Taking apart and putting together things are spatial abilities that help children with geometry and understanding fractions in primary grades. Provide multiple opportunities for play with these types of toys.

<p>Unit 2</p>  <p>Week 5</p>	<p>Large Group: Pigs LOVE Potatoes!</p> <p>High Support</p>	<p>Math</p> <p>LG</p>	<p>Standards:</p> <p>MELDS.M.MP.PS.3</p> <p>MELDS.M.MP.PS.4</p> <p>MELDS.M.MD.PS.3</p>
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Guiding Math Idea:

- Problem Solving- Working with Friends to Solve Problems

Math Concepts From Unit Learning Progressions:

- People work together to solve math problems.
- Math words and ideas appear in stories, outside and at home.

Adaptations for Using Large Group In Alternate Schedule Slots:

- **An alternative to this activity:** Your class may be ready to solve a classroom-based problem. Refer to Unit 1 *Where's the Math? Teacher Supports on Math as a Problem Solving Activity* to identify class problems and guide children through the problem-solving process.

<p>Materials:</p> <ul style="list-style-type: none"> ● <i>Pigs Love Potatoes</i> by Anika and Christopher Denise ● Chart paper and marker ● Sequence words: First, Next, Last- Written on 5 X 7 Index Cards- include several copies of the word <i>Next</i>. ● Items that the children gather to help tell the story. 	<p>Math Vocabulary:</p> <ul style="list-style-type: none"> ● More: additional. I have one potato; I need More. ● Substitute: something that takes someone or something else's place ● Enough: just right ● Left over: more than we need
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Preparation:

Math ideas are in many picture books and stories, such as in Unit 3, Week 1 which begins with a familiar math story problem, Goldilocks. Prepare the Sequence word cards.

<p><i>We like to solve problems in our class using our math brains. Does anyone remember what a problem is?</i></p> <p><i>Yes, a problem is something we try to figure out or solve. Well, I have a problem today. I want to read a book about some pigs and 10 potatoes,</i></p>	<p><i>Children may remember some problems the class solved such as Missing Monkeys. If the class solved other social problems, mention them here. Show book.</i></p>
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but I want to use some potatoes, and I don't have any real potatoes.

Is this a problem that math could help us solve?

What could we use to **substitute** for potatoes? Substitute means we will find something we can use instead of real potatoes. We have time for 4 ideas.

Let's see, on my list I have these ideas:
First, XXX says we could use blocks...
Next: XXX says we could get some pinecones for our math center for potatoes....
These are good ideas. Let's try XXX and XXX and see how it works.
XXX can you go get some pinecones? Etc.

Let's find out about pigs and potatoes.

Hmmm, do we have **enough potatoes** in our pile?

Is this a problem that math could help us solve?
Or- we have a lot of potatoes **left over**—I wonder how many **more** pigs could come and eat?

Each time, the mother added one **more** potato to her group.

How many did she have altogether?

Let's think about our story again. What happened first? What was next? And what happened last?

I wonder-- why did Momma put another potato in the pot?

As children give ideas, write them down in order.

Limit the number of ideas to conserve time.

Place the sequence cards by each idea- First, Next, Next, last

Go through the list and read them in order

Choose ideas, ask children to gather the items. Do not count the blocks or pinecones. Let the children bring a pile of them.

Read the book. As you add "potatoes", count with children.
As you go through the story, you may not have enough potatoes.

OR
You may have too many potatoes.

Children may suggest counting and adding or taking away potatoes to have **enough- just right**. Children count to find out.

Use sequence cards as you re-tell the story together with the children.

Momma added an extra potato--- Will children notice this?

*I wonder--does every pig have a potato?
How could we find out?
Is this a problem that math could help us solve?*

Don't offer your own solution. End by writing down any answers from the children.

Strategies to Provoke Math Thinking:

- Finding math in stories: Counting books like *Pigs Love Potatoes* have obvious math concepts- but look deeper and you will find that two groups are compared- pigs and potatoes, and there is a math problem embedded --- Is there one more potato than pigs? Inquiring minds want to know!
- *Is this a problem that math could help us solve? How could we find out?* These key questions in problem solving and mathematizing experiences can be used often as you encounter all sorts of problems- social, schedule conflicts, toy sharing, room arrangement, etc.
- Counting is a specific *One Plus* relationship- One **more** item is added each time. Yet, **more** is also a vague word that describes the idea of adding to what we already have. Children use and understand this word in both ways---**More** pudding at lunch is an indefinite amount – One **more** turn on the swing is an indefinite time period—but one **more** toy has to be put in the bucket- specific. Use everyday, teachable moments to help children grasp this difficult concept.
- SWPL- Use the chant/game *Just One More* as a fun way to explore the idea of **more**.

Provocation:

What to know *More* about *More*? *Just One More* by Jennifer Rolli and *More, More, More said the Baby* by Vera Williams are books that can spark discussions or activities about *More*.

<p>Unit 2</p>  <p>Week 5</p>	<p>Small Groups: Hot Potato</p> <p>Medium Support</p>	<p>Math SG 1</p>	<p>Math Standards: MELDS.M.G.PS.5 MELDS.M.MD.PS.6</p>
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<p>Guiding Math Ideas:</p> <ul style="list-style-type: none"> ● Mathematizing Daily Experiences: Finding Math in Routines and Activities <p>Math Concepts from Unit Learning Progressions:</p> <ul style="list-style-type: none"> ● Recognizing and responding to directionality and orientation words or commands ● Explores the language of time in classroom routines. <p>Adaptations:</p> <ul style="list-style-type: none"> ● This small group can also be done outside OR at SWPL
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<p>Materials:</p> <ul style="list-style-type: none"> ● Nerf ball or other soft ball that does not roll easily or a rolled up old sock 	<p>Math Vocabulary:</p> <ul style="list-style-type: none"> ● Back and forth: to go one way and then the other ● Instant: A very short time ● Around and around: moving along in a circle
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Preparation:

All that is needed is a familiarity with the Hot Potato Game and a ball.

Procedure:

Gather children in a circle. *When we read our book Pigs Love Potatoes, it reminded me of a fun game called Hot Potato! Have you ever played this game? Invite answers and explain game.*

We are going to pretend this ball is our Hot Potato! It is too hot to hold.

*We are going to pass the potato **around and around** [gesture] in our circle as fast as we can until I say STOP. Whoever has the Hot Potato will stand up and we'll all say- Johnny is a Hot Potato! See him Jump! Then I will say START and we will pass the potato around and around our circle. Watch me- we will go **back and forth**- that means that sometimes we will go this way [gesture] and sometimes we will go that way [gesture]. I'll point to the way we should toss our Hot Potato. Everyone will get a turn to be a Hot Potato!*

*Remember that you hold onto the Hot Potato for only an **instant!** That is a very short time. Pass the potato to your friend. Let's do it one time for practice.*

Start the game. Give directions using words, back and forth, this way and that way, around, etc. as well as Stop and Start. Change the movements if you wish, or stay with jumping, or omit the movement if it is distracting.

Strategies to Provoke Math Thinking:

- This game has two important math concepts- Directionality and Time- Use directions words accompanied by gestures. Stop and Start are Time words, as in the idea of a very short time- an instant. Add other time or directionality words as you wish.
- Cooperative games: This game requires a lot of cooperation, a skill that young children are learning. Expect children to hold onto the ball and not pass it along, throw it too far, and celebrate when their friends get to be the Hot Potato. Enjoy the liveliness! Working together is a key part of problem solving. This game is only fun if everyone helps out. Children will get excited about telling their friends how to play, to let go of the ball, to pass it along, etc. If a problem arises (Susie won't pass the ball to her friends), use the opportunity to solve the problem together. The math process skill of *Communication* is embodied in this simple game.)

Documentation:

Observe if any children struggle with the idea of cooperation and working together. Plan for games or other activities that require children to work together with just one other child.

Provocation:

Several children's games have Time and Directionality embedded in them and can help solidify important math concepts: Red Light/Green Light; Duck, Duck-Goose; Freeze Tag, etc.