

Full Day Schedule

Unit 3 Week 3	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>A Hat for Minerva Louise</i> 1 st Read	<i>A Hat for Minerva Louise</i> 2 nd Read	<i>Rabbits and Raindrops</i> 3 rd Read	<i>The Snowy Day</i> 1 st Read	<i>The Snowy Day</i> 2 nd Read
Centers					
Intro to Centers	Animal Coverings Pretending to be Animals	Animal Habitats	Raindrop Illustrations Animal Stories	Animal Puzzles Animal Research	
Art Studio	Animal Coverings	continue	continue	continue	continue
Easel	Wind Illustrations continued		Raindrop Illustrations	continue	continue
Writing and Drawing	Basic Writing Supplies		Animal Stories	continue	continue
Library & Listening	Animal Research	continue	continue	continue	continue
Dramatization	Pretending to be Animals	continue	continue	continue	continue

Blocks	Rabbit Habitats Continued	Animal Habitats	continue	continue	continue
Discovery Table	Water Play continued	continue	continue	Precipitation	continue
Puzzles & Manipulatives	Animal habitat puzzles				
Technology	Library-Animal Research-tablet		LFOAI- Camouflaged animals-google expeditions app		
Thinking & Feedback					
SWPL Whole Group	Refer to clipboard directions				
Whole Group Lessons	LFOAI: Animals Prepare for Winter	Math: Rosie's Walk	LFOAI: Camouflaged Animals	LFOAI: Dressing for Winter	Problem Story (class discusses issues impacting classroom community) or Soc/Emo Curriculum
Small Groups	Group1 Literacy Medium Support: Sound Cans Group 2 Math High Support: Umbrella Game Group 3 Independent Rabbit and Raindrops Illustrations		Group1 Literacy (choose 1) High Support: Rain Sticks Medium Support: Exploring Clay Group 2 Math (choose 1) Rosies Walk Map Medium Support: Inside / Outside Game Group 3 Independent Animal Babies Memory Cards		
Outdoor Learning	Refer to Nature Extensions for Individual Lesson plans		Animal Dens-camouflage small group: sound cans lead a rainstorm with children using their own bodies		

Part Day Schedule

Unit 3 Week 3	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>A Hat for Minerva Louise</i> 1 st Read	<i>A Hat for Minerva Louise</i> 2 nd Read	<i>Rabbits and Raindrops</i> 3 rd Read	<i>The Snowy Day</i> 1 st Read	<i>The Snowy Day</i> 2 nd Read
Centers					
Intro to Centers	Animal Coverings Pretending to be Animals	Animal Habitats	Raindrop Illustrations Animal Stories	Animal Puzzles Animal Research	
Art Studio	Animal Coverings	continue	continue	continue	continue
Easel	Wind Illustrations continued		Raindrop Illustrations	continue	continue
Writing and Drawing	Basic Writing Supplies		Animal Stories	continue	continue
Library & Listening	Animal Research	continue	continue	continue	continue
Dramatization	Pretending to be Animals	continue	continue	continue	continue
Blocks	Rabbit Habitats Continued	Animal Habitats	continue	continue	continue

Discovery Table	Water Play continued	continue	continue	Precipitation	continue
Puzzles & Manipulatives	Animal habitat puzzles				
Technology	Library-Animal Research-tablet		LFOAI- Camouflaged animals-google expeditions app		
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard directions				
Let's Find Out About It Problem Stories	LFOAI: Animals Prepare for Winter	LFOAI: Camouflaged Animals	Problem Story (class discusses issues impacting classroom community) Or Social Emotional Curriculum of Choice	LFOAI: Dressing for Winter	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 Rosie's Walk	Group 1 Literacy (choose 1) High Support: Rain Sticks <i>Medium Support: Exploring Clay</i> Group 2 Math (choose 1) Medium Support: Inside/Outside Game Rosie's Walk Map Group 3 Independent Animal Babies Memory Cards			Story Telling/Acting (refer to Storytelling/Story Acting Guide)
Outdoor Learning	Refer to Nature Extensions for Individual Lessons plans	Animal Dens-camouflage			

Unit 3

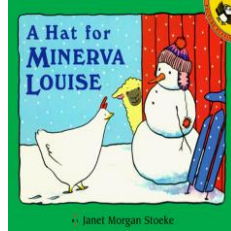


Week 3

A Hat for Minerva Louise Read Aloud

Standards:

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



Materials:

- *A Hat For Minerva Louise*
- vocabulary word picture cards

Vocabulary:

- **boot:** a heavy shoe
- **explore:** walking around to look at things
- **flower pot:** a container for flowers
- **fluffy:** light and feathery
- **garden hose:** long tube used to water plants
- **gloves:** clothing that covers each finger and the hand
- **hen:** a female chicken that may lay eggs
- **hood:** a head covering attached to a coat or snowsuit
- **nest:** a place where chickens and other birds lay eggs
- **scarecrow:** clothes filled with straw, made to look like a person, to scare birds away from crops
- **scarf:** a long piece of warm clothing worn wrapped around the neck
- **shivering:** shaking with cold

Preparation:

Set up materials.

First Read:

Children will:

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

Teacher(s) will:

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

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

“I have a new book to read to you today. Its title is *A Hat for Minerva Louise*. Janet Morgan Stoeke is the author and the illustrator of this story. She wrote the words and drew the pictures.”

Underline the title with finger while reading, matching speech to print; linger with finger on ‘M’ of Minerva and ‘L’ in Louise, to make specific print matches to the first sounds in these words. Underline author’s and illustrator’s name while reading.

“Here is a picture of Minerva Louise. You can see that she’s a hen. One thing I can tell you about Minerva Louise is that she loved snow and liked to go outside to play in it.”

Point to the hen. Introduce the Main Characters.

“But there was a problem when Minerva Louise stayed outside too long – she got cold. One day, Minerva decided to look for some warm clothing to put on so she could stay outside for a long time. But, Minerva Louise had a difficult time finding warm clothing that would fit her, because nobody makes clothing for hens. Let’s read the story and find out how Minerva Louise finally solved her problem.”

Introduce the story problem.

“The hens **tucked** their heads their wings.”

p. 3 Model tucked.

“Minerva Louise wanted to **explore**--she wanted to walk around and look at things.”

p. 4

“Minerva Louise is talking to a **scarecrow**--it looks like a person, but the clothes are filled with straw.”

p. 7 Point to the scarecrow.

“Minerva Louise thought this was a scarf, but it was really a **garden hose**--a long tube for watering plants.”

p. 9

“I’m thinking she thought these were shoes, but they are really **gloves**--for covering hands.

p. 10

<p>“A hat...”</p> <p>“Minerva Louise thought this boot--this heavy shoe--was a hat.”</p> <p>“Everyone had on a fluffy white hat!”</p> <p>“She thought these were two hats, but they are two mittens attached by a string.”</p>	<p><i>p. 11 Point to flower pot</i></p> <p><i>p. 13</i></p> <p><i>p. 15 Point to the covered trash can, light, car and silo.</i></p> <p><i>p. 19</i></p>
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Discussion Questions(s):

- Is Minerva Louise a real chicken? How do you know?
- Do you think that Minerva Louise knew what hats and mittens look like? Why, or why not?

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.

<p>“We read this story before. We know the title is...<i>A Hat For Minerva Louise</i>. Janet Morgan Stoeke is the author and illustrator.”</p> <p>“Here is Minerva Louise- she the a female chicken in this story. Remember she wanted to be outside in the snow but it is cold and snowy and she is shivering - these wiggly black lines show that she is shaking from the cold. Minerva needs some warm clothing like Peter’s snowsuit but she has a difficult time finding something that fits. Let’s read the story again.”</p>	<p><i>Show cover of book, pausing for children to read title. Underline author and illustrator.</i></p> <p><i>Turn to p.6 to re-orient children to the story and point to squiggly lines around Minerva Louise.</i></p>
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<p>“The hens tucked their heads--put them under--their wings.”</p> <p>“Minerva Louise wanted to explore--she wanted to walk around and look at things.”</p> <p>“Minerva Louise is shivering- the illustrator drew these wiggly black lines show us that she is shaking from the cold.”</p> <p>“Minerva thinks she is talking to a person dressed in boots and a scarf, but it is only a scarecrow. It’s meant to scare birds away so they won’t eat the farmer’s crops.”</p> <p>“This fits over Minerva Louise’s head like a hat, but it really a flower pot--a container for planting flowers.”</p> <p>“Minerva Louise thought that the trash can, the car, the post, the silo, and the light were all wearing hats, because they were all covered by snow.”</p>	<p><i>p. 2 Point to hen by ramp with head tucked under its wing.</i></p> <p><i>p. 4</i></p> <p><i>p. 6 Comprehension Aside.</i></p> <p><i>p. 7 Comprehension Aside: Pointing to the scarecrow.</i></p> <p><i>p. 12</i></p> <p><i>p. 15 Point to each.</i></p>
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Discussion Questions(s):

- Minerva Louise looked very pleased with herself when she walked into the chicken coop. What do you think that the other chickens were thinking when they saw Minerva Louise with one mitten on her head and one on her tail? How do you know?”
- What are some of the things that you wear or do to stay warm in the snow?

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 before and today we are going to talk and tell the story together.”

Show cover of book, pausing for children to read title. Underline author and illustrator. Use phrases such as “we remember...” or “ what is happening here?” while pointing to action on the pages. Comments will mostly be in response to what children say.

“How do we know that the other hens didn’t like snowy days?”

Read pgs.1 & 2

“So what did Minerva Louise decide to do?”

pgs. 4-5

“Then what happened?”

p. 6

“Seeing the **scarecrow** gave Minerva Louise an idea....”

p. 7

“So then what happened?”

pgs. 8-9

“Then?”

p. 10

“What did she think she saw on the shelf?”

p. 11

“So then she tried....?”

p. 13

“There must be a hat around here somewhere- now look above Minerva Louise, what didn’t she notice?”

Read p. 14 and point to coat rack with winter clothes hanging

“And then Minerva Louise looked outside- what was she thinking?”

p. 15

“So then she sees the snowman....”

p. 16

“And then.....”

p. 17

“And we remember what happened here...”

pgs. 18-19

[Read pgs. 20-21](#)

Discussion Questions(s):

- How is Minerva Louise similar to or different from the baby rabbits in *Rabbits And Raindrops* (guide children to notice Minerva Louise and the baby rabbits were exploring)?
- How is Minerva Louise similar to or different from Peter in *The Snowy Day*?

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):

- Does the sheep feel the same way about Minerva Louise as the other hens do? How do you know?
- On p. 14, Minerva Louise walks by several hats, but she doesn't seem to notice them? Why?

Suggested Transition Activity First Read	Literacy/Language Skills Supported
<p>Say: "I am going to dismiss you according to the color on your clothing that matches an item from our book <i>A Hat for Minerva Louise</i>."</p> <p>"If you are wearing orange like the scarecrow's sweater, you may . . ."</p> <p>"If you are wearing green like the garden hose, you may . . ."</p> <p>"If you are wearing gray like the trash can, you may . . ."</p>	<p>Direct</p> <p>-Category labels Vocabulary supports</p> <p>Indirect</p> <p>-</p>

Suggested Transition Activity Second Read	Literacy/Language Skills Supported
<p>Say: "I am going to dismiss you with letters in a different way. Today I will ask if the letter is at the <u>end</u> of your name."</p> <p>"If your name ends with the letter T (point to the T in Hat), you may .."</p> <p>"If your name ends with the letter L (point to L in Louise), you may . . ."</p> <p>If you have an A at the end of your name, (point to A), you may . . .</p> <p>*have word cards and name cards available to show children if needed.</p>	<p>Direct</p> <p>-Letter ID</p> <p>Indirect</p> <p>-</p>

Suggested Transition Activity Third Read	Literacy/Language Skills Supported

<p>Say: "I am going to dismiss you by using the first sounds of items pictured in the book <i>A Hat for Minerva Louise</i> that match the beginning sound in your name ."</p> <p>"If your name starts with /s/ like sled, you may . . ."</p> <p>"If your name starts with /b/ like boot, you may . . ."</p> <p>"If your name starts with /h/ like hose, you may . . ."</p> <p>"If your name starts with /sh/ like shovel, you may . . ."</p>	<p><u>Direct</u></p> <p>-Beginning sounds Vocabulary supports</p> <p><u>Indirect</u></p> <p>-</p>
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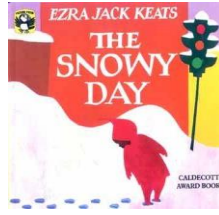
Suggested Transition Activity Fourth Read	Literacy/Language Skills Supported
<p>Say: "I am going to dismiss you using the letters in your name and the letters in the title of our book <i>A Hat for Minerva Louise</i>."</p> <p>"If you have the letter T (point to the T in Hat) anywhere in your name, you may ..</p> <p>"If you have the letter L (point to L in Louise) anywhere in your name, you may . . .</p> <p>If you have the letter A(point to A) anywhere in your name, you may . . ."</p>	<p><u>Direct</u></p> <p>-Letter ID</p> <p><u>Indirect</u></p> <p>-</p>



The Snowy Day Read Aloud

Standards:

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



Materials:

- *The Snowy Day*
- vocabulary word picture cards

Vocabulary:

- **adventures:** interesting things that happen when you go exploring
- **snowsuit:** a one piece coverall to protect from the cold
- **dragged:** pulled along
- **dream:** thoughts and pictures you have in your sleep
- **footprints:** prints made by feet
- **hood:** - top part of coat that covers/protects the head & neck
- **pack:** pressed or squeezed together
- **firm:** hard or solid
- **melt:** what happens when snow or ice get warm- they turn to water
- **morning:** the first part of the day
- **path:** a narrow place where you can walk
- **slid:** slipped along smoothly
- **smack:** hit in a quick sharp way
- **stick:** small tree branch
- **tomorrow:** the day after today
- **tracks:** marks made in snow or on the ground where someone has walked
- **apartment:** a building that multiple families live in

Preparation:

Set up materials.

First Read:

Children will:

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

Teacher(s) will:

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

"We have a new story to read today. The title, or name, of our story is The Snowy Day. The author and illustrator of this book is Ezra Jack Keats."

Hold up book. Underline title while reading lingering on the first letter & exaggerating the beginning sound in Snowy & Day.

"The main character in our story today is Peter, the same character that we have read about in other stories written by Ezra Jack Keats- *A letter to Amy* and *Peter's Chair*. In this story Peter goes out to play in the snow that had fallen the night before. Let's read and see what activities Peter does outside in the snow."

Point to Peter.

"Peter lives high up in an apartment building. He sees the rooftops of buildings when he looks out the window. On this morning, he sees snow because it snowed during the night."

p. 2

"There is a **path**, a space that is clear for walking, on the sidewalk. This **path** is narrow because of all the snow."

p. 4

"Toes pointing in, like that:' It looks like he is experimenting with his **footprints**, the marks he's making with his feet."

p. 6 Point to footprints.

"Here are **tracks**, lines in the snow, that Peter made. He wasn't walking, he was **sliding** his feet through the snow. **Sliding** means he dragged, pulled his feet instead of picking them up to take steps."

pgs. 7-8 Run finger along tracks as reading about them. Model sliding feet

Point out 3rd track.

"...he made angels.' he layed in the snow and he opened and closed his legs, while he moved his arms up and down in the snow to form a print called a snow angel.

p. 16

“The mountain of snow made a good slide. A slide is smooth and slippery, and so is snow. Peter **slid** right down.”

pgs. 17-18

“Peter used his hands to **pack**, or push and squeeze, the snow together until it formed a **firm**, or hard snowball, and he wants to save it for the next day, for **tomorrow**.”

p. 19 Model making a snowball.

“Peter was worried that the snow **melted**, turned into water. Luckily for Peter, it was just a **dream**, a thought that he had while he was sleeping.”

pgs. 25-26 Comprehension Aside.

Discussion Questions(s):

- Peter looked for his snowball in his pocket before he went to bed, but he couldn't find it. What happened to his snowball? And Why?
- Why do you think Peter dreamt about the snow being all gone?

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've read this book once before, the title, or name of the book is.....”

Hold up the book and show the cover. Pause for children to contribute before reading the title.

“We remember that Peter, our main character goes outside to play in the snow. He has many different **adventures**, or interesting experiences,

while he is out there. Let's read this story together once more."

"Before he went outside he put on his **snowsuit**, to protect his body and keep him warm and dry while he plays in the snow. A **snowsuit** is usually one piece, similar to snow pants and a winter jacket but its all connected as one."

p. 4

"He's using the **stick**, the small tree branch he found to smack the snow off of a larger tree branch."

p. 10

"Good thing Peter had the **hood** of his snowsuit on his head, to protect him from that cold wet snow."

p. 11

"Peter had lots of **adventures**, or interesting experiences- he made tracks, he made a snowman and snow angels, and he climbed a snow mountain."

p. 20

"He's still thinking about all of those **adventures** he had in the snow while he takes his bath."

pgs. 21- 22 Comprehension Aside.

"He was hoping to save his snowball for **tomorrow**, the next day, but when he brought it into the warm house it **melted**, it turned into water."

p. 23 Comprehension Aside.

"It sounds like the snowball in his pocket **melting** made him **dream** about all the other snow outside melting too."

p. 25

"Remember, Peter lives in an **apartment** building. That means there are other families that live in the same building. It sounds like he has a friend that lives in the same apartment building right across the hall and they were able to play together this time."

p. 27

Discussion Questions(s):

- Why didn't Peter play with the big boys in a snowball fight?
- Peter put a snowball in his pocket, and it melted. Where would have been a better place for him to keep his snowball, to prevent it from melting? Why?

Third Read:

Children will:

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

Teacher(s) will:

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

"We have read this book together twice so we remember the title is... *The Snowy Day*. Today we are going to talk about and retell the story together."

"One winter morning..."

"We remember.."

"..he made his snowball and then he put it....

"

Pause before reading the title for children to chime in.

Turn to p. 1 Pause if children do not contribute. Prompt by reading just the first 3 words

p.3 Prompt if needed - point to Peter and the high pile of snow.

pgs. 5-19 Turn pages pointing & responding to children's contributions about Peter's actions & adventures.

**Use prompts such as "we remember..", "then he.." and gestures/pointing to guide children.*

p. 19 Prompt if children do not recall that Peter put the snowball in his pocket to save for tomorrow.

<p>And as he took off his wet clothes he told his mother.... all about..."</p> <p>"Before he went to bed he looked for something in the pocket of his snowsuit.....but...."</p> <p>"But when he woke up..."</p>	<p><i>p. 20</i></p> <p><i>p. 23 Prompt if needed.</i></p> <p><i>p. 25 - Read (unless children recall dream).</i></p> <p><i>p. 26</i></p>
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Discussion Questions(s):

- At the end of the story it says that Peter went outside to play in the snow with his friend. What do you think Peter and his friend played together?
- Have you ever played in the snow with your friends? What do you enjoy doing in the snow?

Fourth Read:

Children will:

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

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

Discussion Questions(s):

- How are the illustrations in *The Snowy Day* similar to or different from the illustrations in *A Hat for Minerva Louise*?
- In *Peter's Chair* and *A Letter to Amy* we could see Peter's dog Willie. We do not see Willie in *The Snowy Day*. Why do you think Willie wasn't in *The Snowy Day*?

Suggested Transition Activity First Read	Literacy/Language Skills Supported
<p>Tell children you are going to dismiss them by calling the first letter of their name. Tell children you will use letters that start some of the words from The Snowy Day.</p> <p>“If you name begins with P like, Peter you may...” “If your name begins with S like, Snowy you may...” “If your name begins with D like, Day you may...”</p> <p>Have children’s names tags to provide instructional support for children who need it.</p>	<p><u>Direct</u> -Letter ID</p> <p><u>Indirect</u> -exposure to vocabulary through teacher use -repeated exposure to well-formed sentences</p>

Suggested Transition Activity Second Read	Literacy/Language Skills Supported
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<p>Tell children that today you are going to look at the letters in their whole name not just the first letter. Tell them you will look at the letters in the Title of the book and if the letter is anywhere in their name they will be dismissed. (Point to each letter as naming it and dismissing children)</p> <p>“If your name has an S anywhere in it you may....” “If your name has an N anywhere in it you may...”</p> <p>If children do not identify a letter in their name, show name card and point out the matching letter naming & labeling it.</p>	<p><u>Direct</u> -Letter ID -vocabulary</p> <p><u>Indirect</u> -repeated exposure to well-formed sentence</p>
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Suggested Transition Activity Third Read	Literacy/Language Skills Supported
<p>Tell children you are going to dismiss them by the colors of their clothing.</p> <p>“If you are wearing red like Peter’s snowsuit, you may...” “If you are wearing blue like Peter’s socks, you may....” “If you are wearing pink like Peter’s bathtub, you may...” “If you are wearing black like Peter’s bed posts, you may...”</p>	<p><u>Direct</u> -Category labels</p> <p><u>Indirect</u> -exposure to vocabulary through teacher use -repeated exposure to well-formed sentence</p>

Suggested Transition Activity Fourth Read	Literacy/Language Skills Supported
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Tell children that today you are going to look at the letters in their whole name not just the first letter. Tell them you will look at the letters in Peter's name first and if the letter is anywhere in their name they will be dismissed. (Point to each letter as naming it and dismissing children)

"If your name has an P anywhere in it you may...."

"If your name has an E anywhere in it you may..."

If children do not identify a letter in their name, show name card and point out the matching letter naming & labeling it. Choose other words from the story such as *snowsuit*, *crunch*, *stick* etc.

Direct

-Letter ID

-Vocabulary

Indirect

-repeated exposure to well-formed sentence

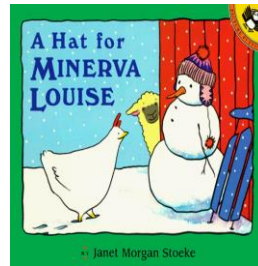
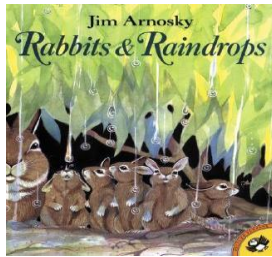


Animal Coverings



Standards:

ATL.EP.PS.1
CA.VA.PS.1,3-5
CA.DE.PS.1
ELA.IT.D.PS.1-2
ELA.IT.I.PS.1-2
ELA.IT.I.PS.1
ELA.W.R.PS.2
S.LS.PS.1



Materials:

- Rabbits And Raindrops
- A Hat For Minerva Louise
- Beautiful Stuff
- textured materials, i.e., cotton balls, felt, feathers
- textured and/or patterned paper i.e., foil, tissue
- variety of adhesives
- clothespins
- paper grocery bags
- images of animal habitats resource
- images of animal coverings resource

Vocabulary:

- insulate: keep warm things warm and cold things cold
- protect
- water-repellent: keeps water out
- habitat: where animals or people live
- covering
- fur
- feathers
- scales

Preparation: Set up materials.

Intro to Centers:

"In *Rabbits And Raindrops*, the rabbits' **fur protected** them from the rain. What do you notice?"

"Their **fur** was **water-repellent**--it kept the rain out--so they stayed dry and **insulated**--kept warm."

"Minerva Louise also needed **protection** from the weather, but her body was not **covered** with **fur**. What do you notice?"

"Here are some images of animals. What **covers** their bodies?"

"Animals can have **fur, feathers, and scales, covering** their bodies to **protect** them from the weather."

"Today in the Art Studio, you can use these materials to create animal **coverings** for the animals in your **habitats**."

Show illustrations. Children respond.

Show illustrations. Children respond.

Show images. Children respond.

Show materials.

During Centers:

Encourage children to research animals. Discuss how the animals' coverings help the animal survive in its habitat, i.e., animals in cold climates have extra dense fur. Compare and contrast different animals' coverings related to their habitats. Compare and contrast the fictional animals in *A Hat For Minerva Louise* to real animals. Compare and contrast animal coverings to children's winter clothes.

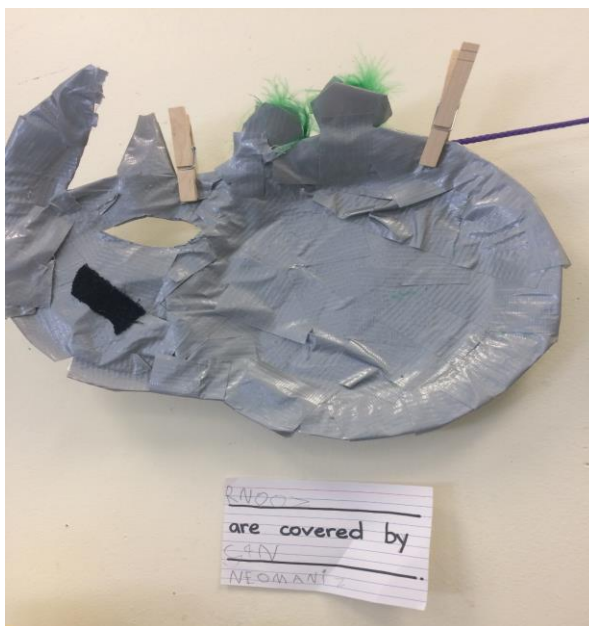
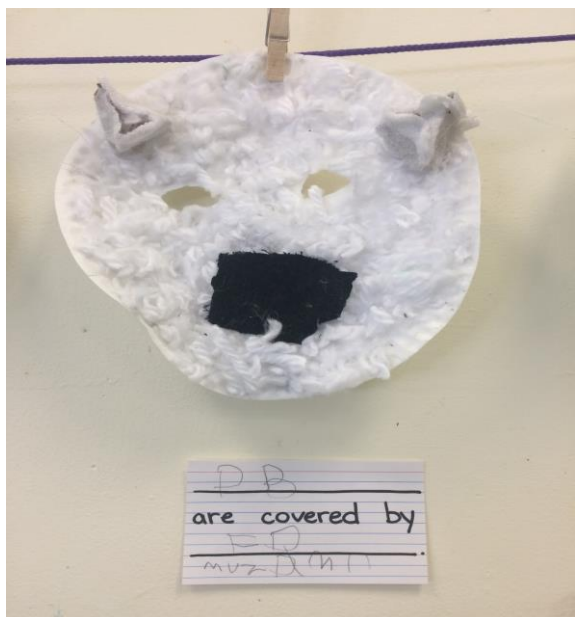
Guiding Questions during Centers:

- How does your animal's covering help protect the animal?
- How is your animal's covering helpful in its habitat?
- How is your animal's covering similar to or different from your snowsuit/umbrella/mittens, etc.?
- How are fur, feathers, and scales similar to and/or different from each other?

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

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

Provocation: Encourage children to use their animal coverings in the habitats they created in Blocks. Encourage children to write stories about their animals. Research how animals' coverings may change depending on the weather, climate, i.e., animals feathers that molt/fur that sheds as it gets warmer.



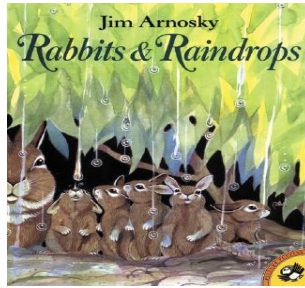


Raindrop Illustrations



Standards:

ATL.IC.PS.1, 3, 5
CA.VA.PS.1, 3, 4, 5
PHD.FM.PS.6
S.ES.PS.2-3



Materials:

- *Rabbit And Raindrops*
- sheet protectors or sheets of laminating film
- contact paper
- small spray bottles
- markers
- smocks
- towels
- samples of children's *Crayon Resist* illustrations

Vocabulary:

- spray
- drip
- absorb
- waterproof
- raindrops

Preparation: Set up materials.

Intro to Centers:

"In *Rabbits And Raindrops*, the mother rabbit sheltered her babies from a rain shower under the hedge, because their fur was not **waterproof**--it could not keep out the rain. What do you notice?"

"The rain **dripped** off the rabbits' fur. Today in the Art Studio, you can create **raindrop** illustrations using these materials. What do you notice?"

"First, draw on the sheet protector/laminating film with a marker, then **spray** water on your drawing, making the water **drip** like **raindrops**. What do you **predict** will happen? Why?"

"The the sheet protector/ laminating film is **waterproof**--it doesn't **absorb** the water."

Show illustrations.

Children respond.

Show samples of children's work.

Children respond.

Show materials.

Children respond.

Model.

Children respond.

During Centers:

Support children in experimenting with spraying more or less water. Encourage children to experiment with working on more/less of a vertical incline, and to notice how the water moves differently. Encourage children to use rain/water sound vocabulary, i.e., “drip,” “splat,” “plop,” etc.

Guiding Questions during Centers:

- How is this technique similar to or different from crayon resist?
- What happens when you spray more or less water on your illustration?
- How is your raindrop illustration similar to or different from the rain illustrations in *Rabbits And Raindrops* and/or *One Dark Night*?
- What other water repellent materials are in our classroom/school? How do you know?

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:

Compare and contrast illustrations made on porous paper to illustrations created on sheet protectors/ laminating film or other water repellent materials. Take raindrop illustrations outside to observe what happens if rain falls on them.

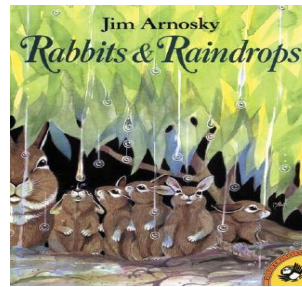




Animal Research


Standards:

ELA.SL.CC.PS.1 - 3
 ELA.SL.PKI.PS.1 - 3
 ELA.RF.PC.PS.1 - 1c


Materials:

- *Rabbits and Raindrops*
- non-fiction expository texts about animals
- blank books
- clipboards
- paper
- post-it notes
- writing and drawing utensils
- Resources from other Centers (e.g., Animal Habitats and Coverings from Art Studio)

Vocabulary:

- non-fiction
- research(-er): somebody who finds information about something
- information: something you know
- zoologist: a person who studies animals
- investigate: find out about something

Preparation: Set up materials.

Intro to Centers:

“In *Rabbits and Raindrops*, there were trees, hedges, and other animals in the rabbits’ **habitat**--where they lived. What do you notice?”

“The rabbits’ fur was not **waterproof**, so they took **shelter** under a hedge to **protect** them from the rain. How could we **investigate**-- find out about-- what else a rabbit needs **protection** from?”

“Today in Library and Listening, you can be **zoologists** and **research**--find out about--rabbits and/ or other animals. Record the **information** you find using these materials, like you did when you researched recipes and weather.”

“For example, this book says a wolf is a **predator**--an animal that eats other animals-- and a rabbit is one of its **prey**. What do you notice?”

Show illustrations.
Children respond.

Show illustrations.
Children respond.

Show materials. Show examples of children’s research.

Model finding a fact about an animal in a book. Point out features of non-fiction book, i.e., table of contents, diagrams, etc.

During Centers:

Encourage children to collaborate in their research, i.e., one child writes facts and another child creates illustrations. Encourage children to compare and contrast animals. Encourage children to use scientific illustrations, i.e. diagrams, graphs, etc. to convey information. Compare and contrast photographs and drawings in non-fiction texts.

Guiding Questions during Centers:

- What information did you find about a _____ (animal)?
- How is a zoologist similar to or different from a veterinarian/meteorologist?
- How will you use your research, i.e. in building animal habitats, writing animal stories, etc.?
- How is the animal you are researching similar to or different from the rabbits in *Rabbits And Raindrops*?

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 present their research in multiple ways, i.e., acting out animal behaviors, creating a three-dimensional representation of an animal using Beautiful Stuff.

Encourage children to consider the impact of humans on animals and their habitat.



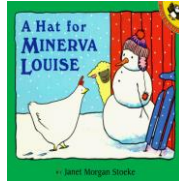
Animal Stories



Writing &
Drawing

Standards:

ELA.LS.CSE.PS.1, 1a, 1f
ELA.LS.CSE.PS.2, 2c, 2d
ELA.LS.VAU.PS.3
ELA.W.TTP.PS.1 - 3
ELA.W.PD.PS.1 -2
ELA.W.R.PS.2



Materials:

- *A Hat For Minerva Louise*
- paper
- blank books
- writing/drawing utensils

Vocabulary:

- fictional: pretend
- non-fictional: real
- setting: where a story happens
- plot: what happens in a story

Preparation: Set up materials.

Intro to Centers:

“In *A Hat for Minerva Louise*, Minerva Louise is a chicken. Is she a **fictional**--pretend--chicken, or is she a **non-fictional**--real--chicken? How do you know?”

“In *Rabbits And Raindrops*, are the rabbits **fictional**--pretend--or **non-fictional**--real? How do you know?”

“Today in Writing and Drawing, you can write a **fictional** or **non-fictional** animal story using these materials. Decide what the **setting** will be-- where the story happens, who the characters are, and what the **plot** will be-- what happens.”

“How will a reader know that your story is **fictional** or **non-fictional**?”

Show illustrations.
Children respond.

Show illustrations.
Children respond.

Show materials.

Children respond.

During Centers:

Encourage children to use *Animal Research* as the beginning/setting of their animal stories. Encourage children to collaborate, i.e., one child can write and another child can illustrate. Encourage children to use their animal stories for Storytelling/ Story acting. Support children in creating props and using *Animal Coverings* to act out their stories. Encourage children to use sequential language, i.e. ‘first’, ‘next’, ‘last’ and/or include page numbers in their stories.

Guiding Questions during Centers:

- What was the inspiration for your story?
- How is your non-fictional animal doing fictional things/ how is your fictional animal doing non-fictional things? (i.e, a chicken is a real animal, Minerva Louise is doing things real chickens don't usually do)
- How did you collaborate with your friends?
- At the end of your story, this happened to your animal character. What happens next?

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 write a series of stories featuring their animal characters. Compare and contrast to Ezra Jack Keats' series of stories about Peter, or to other series, i.e., *Don't Let The Pigeon Drive The Bus*, *If You Give A Mouse A Cookie*, etc.



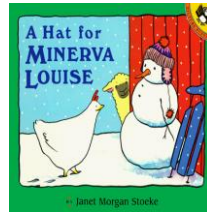
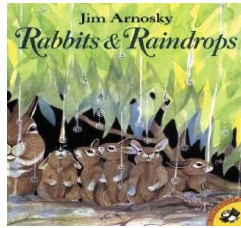
Pretending To Be Animals



Dramatization

Standards:

SED.SD.BRC.PS.1,3,4,
10,15
CA.MD.PS.2 - 4
CA.DE.PS.1 - 3
CA.DP.PS.1 - 2
ELA.SL.CC.PS.1 - 3
ELA.SL.PKI.PS.1, 3



Materials:

- Fabric
 - Animal Masks
 - Cardboard boxes, tubes etc.
 - *Rabbits And Raindrops*
 - *A Hat For Minerva Louise*
 - documentation of animal habitats from Blocks
 - videos of animals
- https://www.youtube.com/watch?v=zHLju_nwPJc
<https://www.youtube.com/watch?v=k3N5vtauDQU>
https://www.youtube.com/watch?v=nX1YzS_Cylw

Vocabulary:

- behave: act
- habitat: where animals or people live
- hop: a quick, short jump
- nibble: take tiny bites

Preparation: Set up materials.

Intro to Centers:

"In *Rabbits And Raindrops*, the rabbits **hopped** on the lawn and **nibbled** clover. In *A Hat For Minerva Louise*, Minerva Louise walked around the barnyard trying on different things to keep warm. What do you notice?"

"Animals **behave**--act--in different ways. How did their **habitats**--where they lived--affect the ways they **behaved**?"

"Today in Dramatization, you can pretend to be animals, using these materials? What do you notice?"

*Show illustrations.
Children respond.*

*Show illustrations.
Children respond.*

Show materials, including child-made Animal Coverings and documentation of Animal Habitats. Children respond.

Show videos to prompt discussion.

During Centers:

Encourage children to use their *Animal Research*. Support children in acting out *Animal Stories* from Writing & Drawing. Encourage children to pretend to be animals in their *Animal Habitats* in Blocks. Encourage children to consider how the animal's covering is helpful to the animal in their habitat, i.e., is long heavy fur a good covering in a snowy habitat? Why or why not?

Guiding Questions during Centers:

- How is the animal you are pretending to be similar to or different from the animals in *Rabbits And Raindrops/ A Hat For Minerva Louise*?
- How does your animal find shelter?
- How does your animal eat, i.e., nibble, chew, etc.?
- How is your animal similar to or different from your friend's animal?
- How does your animal act if it is a predator/prey?

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

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

Provocation:

Encourage children to make their own animal masks

Take a field trip to the zoo or aquarium to observe animals.

Encourage children to observe animal behavior/ habitats when they are outside at recess, i.e., squirrels climbing trees, carrying acorns; birds flying, sitting on tree branches, etc.

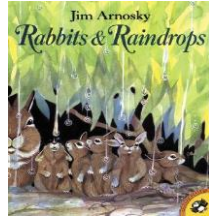
Play a guessing game with one child acting out an animal and other children guessing what animal it is.



Animal Habitats



Standards:
S.LS.PS.1 - 4
ELA.LS.VAU.PS.1
ATL.EP.PS.1 - 3
CA.DE.PS.1 - 3
CA.VA.PS.1 - 5



Materials:

- *Rabbits And Raindrops*
- images of animal habitats resource
- Beautiful Stuff
- natural materials i.e., sticks, leaves, grass, rocks
- cardboard/shoeboxes
- pretend animals (forest, desert, jungle, Arctic)
- fabric
- clipboards
- paper
- writing/drawing utensils
 - Animal made in art (animal coverings)

Vocabulary:

- habitat: where animals or people live
- shelter: a safe place
- predator: an animal that eats another animal
- weather
- protection
- food
- research: find out information about something

Preparation: Set up materials.

Intro to Centers:

"In *Rabbits And Raindrops*, there were trees, hedges, and other animals in the rabbits' **habitat**--where they lived. They took **shelter** from the rain under the hedge. What do you notice?"

"Here are images of other animals in their **habitats**. What do you notice?"

"An animal's habitat provides an animal with **protection** from the **weather** and from **predators**--animals that eat them. A **habitat** also provides an animal with **food**."

"What do you think the **weather** is in this **habitat**? How can you tell?"

"Today, in Blocks, you can construct animal **habitats** using these materials."

"First, decide what animal and its **habitat** you want to make. Then, **research**--find out about--what you need to create it. For example, if I wanted to make this _____ and its **habitat**, I might use sticks to create its **shelter**."

Show illustrations.
Children respond.

Show images.
Children respond.

Children respond.

Show materials.

Model.

During Centers:

Encourage children to create plans for and label parts of their habitats. Support children in researching animals and their habitats. Compare and contrast animal habitats to neighborhoods. Encourage children to collaborate, i.e., some children create animals, others create habitats. Invite children to build habitats for the animals they created in Art Studio.

Guiding Questions during Centers:

- How is the habitat you are creating the same as or different from your friend's habitat/ the rabbits' habitat in *Rabbits And Raindrops*?
- How does the weather affect your animal's habitat?
- What do you predict would happen to your animal if it were in a different habitat?
- How did you decide what materials to use for your habitat?

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

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

Provocation: Encourage children to research how animals' habitats are affected by people. Encourage children to create animal habitats on the playground.

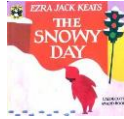
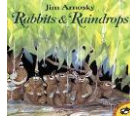




Precipitation


Standards:

S.ES.PS.2, 3, 7
 ELA.IT.D.PS.1 -3
 ELA.IT.S.PS.1
 ELA.IT.I.PS.1-2
 ELA.IT.LTC.PS.1


Materials:

- *Rabbits And Raindrop*
- Clear plastic cups
- Shaving cream
- Eye droppers
- Cup with water and blue food coloring /liquid watercolor
- images of clouds resource
- <https://www.youtube.com/watch?v=x4GePPTUAjl>

Vocabulary:

- precipitation
- cloud
- rain
- weather

Preparation: Set up materials.

Intro to Centers:

" In Rabbits and Raindrops, it begins to rain when the rabbit family is nibbling clover out on the lawn.

"Here are other images of clouds. What do you notice?"

"**Rain** and **snow** are different forms of **precipitation**-- water that falls from **clouds**."

"Today in Discovery, you can make **clouds** with these materials. What do you notice?"

How can you record the results of your experiments?"

Show illustrations. Children respond.

Children respond.

*Show materials.
 Children respond.
 Model.*

Children respond.

During Centers:

Encourage children to use precipitation vocabulary from *Rabbits And Raindrops*, i.e., splatter, and *The Snowy Day*, i.e. plop. Encourage children to record the results of their experiments.

Guiding Questions during Centers:

- How are these cloud images (from Resources) similar to or different from your cloud(s) or the clouds in *The Snowy Day* or *Rabbits And Raindrops*?
- How is the rabbits' fur in *Rabbits And Raindrops* similar to Peter's snowsuit in *The Snowy Day*?
- How is rain similar to or different from snow?
- How is the precipitation in _____ similar to or different from the precipitation in _____? (*A Letter to Amy*, *The Snowy Day*, *Rabbits And Raindrops*, etc.)

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:

Compare and contrast fictional precipitation, i.e. *Cloudy with a Chance of Meatballs*, and real precipitation depicted in *One Dark Night*, etc.

Compare and contrast extremes of precipitation, i.e., the drought in *Bringing The Rain to Kapiti Plain* and the flood in *It's Mine*.

Encourage children to create a class book similar to *It Looked Like Spilt Milk*. Go outside and look at clouds, encourage children to describe the shapes that they see. Take photographs of clouds and/or have children draw the clouds, and then have children write about what they think the clouds look like.





Animal Habitat Puzzles



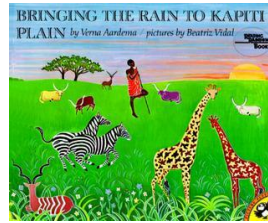
Puzzles & Manipulatives

Standards:

ELA.SL.CC.PS.1 - 3

PHD.FM.PS.1

S.LS.PS.2 ,4, 6-7



Materials:

- *Bringing The Rain To Kapiti Plain*
 - Store-bought puzzles
or
- poster or tag board
- laminated animal habitat images
- Ziploc bags
- basket or box to store puzzles
- trays

Vocabulary:

- grassland
- wild
- part
- whole
- piece
- solve

Preparation: Print out and mount animal habitat images on poster/tag board. Laminate and cut pictures into puzzles pieces. Store each puzzle in a Ziploc bag. Have a range of number of puzzle pieces, i.e., cut some into five pieces, some into seven, etc., so children can be appropriately matched with the level of challenge. To keep puzzles organized, label each bag with a number and write the corresponding number on the back of each piece. Have trays available for children to use to define their work space.

Intro to Centers:

"In *Bringing the Rain To Kapiti Plain*, the animals lived on a **grassland** in the **wild**. What do you notice?"

"Today in Puzzles and Manipulatives, you can **solve** puzzles of animals and their **habitats**--where they live. What do you notice?"

"Let's see what animal and **habitat** this puzzle shows."

"This is an image of a _____ living in a _____ **habitat**. What do you notice?"

"When you are done with your puzzle, put the pieces back in the correct bag."

Show illustrations.

Children respond.

Show plastic bag with puzzle pieces.

Children respond.

Model putting a puzzle together on a tray.

Children respond.

Model gathering the pieces and putting them in the Ziploc bag.

During Centers:

Observe children as they assemble the puzzles. Notice and comment on strategies they use to solve the puzzle, i.e., if they put all the edge pieces together first. Encourage children to work together and support those who would rather work alone. Compare and contrast habitats.

Guiding Questions during Centers:

- What was your strategy to solve your puzzle?
- What do you predict would happen if this animal lived in a different habitat?
- What habitat would you like to live in and why?
- What would people need to survive in this habitat?

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 create their own animal and habitat images that can then be mounted, laminated, and made into jigsaw puzzles. Encourage children to research different animals and their habitats.



Songs, Word Play, & Letters

Day 1:

Materials: *Book, Bringing the Rain to Kapiti Plain, poetry poster*

BRINGING THE RAIN TO KAPITI PLAIN

Procedure

- Read the book keeping the natural rhythm of the verse. Point to the pictures to identify the objects being named.

LOOBY LOO

Procedure

- Stand up and ask children to stand, too. Tell them they are going to sing “Looby Loo”.
- Sing the song with body movements once. Go slowly enough for the children to sing along.

CLOUD (poem)

- Recite or read the poem from a card.

Day 2:

Materials: Book: *Rabbit and Raindrops*, felt pieces: chick, duck, cow, turkey plus one or two more

INTERESTING SOUNDING WORDS (Rabbits and Raindrops)

Procedure:

- Show the book cover and tell the children they will find some interesting-sounding words.
- Encourage children to help recall words as you flip through the pages.
- Pronounce each word clearly, saying syllables slowly and varying intonation. Have children repeat each word. The focus is not on cutting syllables apart, but on the interesting sounds and how it feels to say it.
- Say, *Grasshopper is an interesting word to say. I like the way my lips and tongue feel when I say it. Let's say it together...grass-hop-per.*
- Do the same for waterproof (wa-ter-proof). Point out that it is a long word with many different sounds.
- Do the same for honeybees (hon-ee-bees)
- Ask children if there are other words that they think sound interesting. Accept words the children offer and find something to say about the sound in each one.

OLD MACDONALD HAD A FARM

Procedure:

- Put the flannel pieces up as usual with one or two new ones.
- Sing, pointing to the animals.

I'M A LITTLE TEAPOT

Procedure:

- Sing the song as usual leading the children in the motions

TEN LITTLE FINGERS

Procedure:

- Recite the poem as usual with the motions.
- After reciting the poem. Pair children sitting next to one another. Ask them to face one another, raise hands that are directly opposite, and place palms together to match all five fingers.

Day 3:

Materials: poetry poster, Book: Rabbits and Raindrops

CAN YOU THINK OF WORDS THAT RHYME WITH? (and Rabbits & Raindrops)

Procedure:

- Tell children they will play a rhyming game with some words from *Rabbits & Raindrops*.
- Turn to the page where the baby rabbits climb out of their nest. Remind children that this is the page where the babies first climb out of their nest or their home.
- Say, *Rest rhymes with nest. Can you think of other words that rhyme with nest?*
- Tell children to raise their hands if they have an idea. Offer words to any that the children think of (best, guest, pest). Children are new at this and need to hear examples. Accept nonsense words that rhyme.
- Repeat with the word green (bean, mean, lean, queen).

EENTSY, WEENTSY SPIDER

Procedure:

- Sing the song with the motions.

BOOM! BANG!

Procedure:

- Recite the poem.
- Point to and read two lines (“Zoom, zam...” and “Clippety, clappety, clump!”) Run a finger under the print while reading the lines.
- Say, *all of the words in the first line start with /z/. Then say the words slowly, emphasizing /z/. Then say, All the words in the second line start with /k/ and /l/. Say these words slowly, emphasizing /k/ and /l/.*
- Then say, Let’s do those two interesting parts together.
- If the children are still engaged recite the poem again.

HEADS, SHOULDERS, KNEES AND TOES

Procedure:

- Sing the song as usual, touching different body parts as you sing.
- After singing, point out the knee on your body and bend it. If someone is wearing a dress point out the knee, so children can see it well.
- Sing the song a second time, humming as you touch each body part.

APPLES AND BANANAS

- Sing slowly enough so that the children can sing along with you.

Day 4:

Materials: Book: *Rabbits and Raindrops*, picture cards: bumblebee, clover, grasshopper, spider

MY BIG BALLOON

- Position forefingers and thumb at the mouth as if blowing a balloon and ask the children to guess what is coming next.
- Show children when to make blowing sounds. Recite and blow twice after the second line (“Watch me while I blow.”) and four times after the fourth line (“Watch it grow and grow”).
- Do the poem again, prompting to blow in these two places. At the end, have children clap once really hard to pretend their balloon popped.

FIVE LITTLE DUCKS

Procedure:

- Sing the song using hand motions to show the hill and quacking.

I’M THINKING OF _ CLUE GAME (and Rabbits & Raindrops)

Procedure:

- Show the cover of the book. Tell children that they will hear some clues and will need to guess some words in the book. Remind them of the rules.
- For bumblebee, say, *These insects are yellow and black. They make a buzzing sound, and they can sting you. The name of this insect begins with /b/.*
- For clover say, *This is the name of a flower growing in the lawn that the baby rabbits nibbled. Its name starts with /k/. and the next sound is /l/.*
- For grasshoppers say, *These are also insects, but they won’t sting us. They jump very high. The name of this insect starts with /g/ and the next sound is /r/.*
- For spider: *This spins a web. Its name starts with /s/ and the next sound is /p/.*

Day 5:

Materials: felt pieces (add frog/dog, mouse/house), Book: *Bringing the Rain to Kapiti Plain!*

DOWN BY THE BAY

- Sing the song and place the appropriate animals on the flannel board. Remove the last piece before placing any new ones.
- Add a new verse or two (frog/dog, mouse/house).

IF YOUR NAME ENDS WITH [] RAISE YOUR HAND

- Tell the children they are going to play the name game with sounds, but a little differently this time. Explain that when a sound is said, they should think about the last sound or the sound at the end of their name, not the sound at the beginning as they usually do.
- *If I say /m/ and your name is Tom, you would raise your hand. Tom. /m/. The very last sound in Tom is /m/ That name ends with /m/*
- Say sounds, one by one, for the ending sound of each child's name
- Assist children, as needed. This game is new to them.

BRINGING THE RAIN TO KAPITI PLAIN!

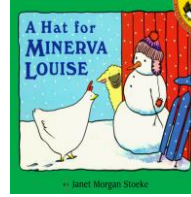
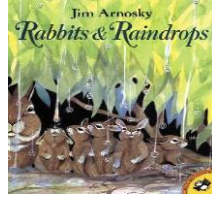
- Show the book cover and ask if children remember what the story is about. Listen to what they say and build on their description to summarize the book. *This is a book about a time when it didn't rain, and everything dried up and was dying. There was a big black cloud that hovered overhead, and a boy shot an arrow into it. Then the rain come and made everything green again.*
- Read the book naturally, pointing to the pictures, and making comments to explain the meaning of the text.
- After reading the book, comment about the colorful clothing of Kipat and his wife, and the colorful feathers of some birds in the brook.



Let's Find Out About It: Animals Prepare For Winter

Standards:

SED.SD.BRC.PS.1
 ELA.RL.KID.PS.1 - 3
 ELA.RL.CS.PS.1
 ELA.RL.CS.PS.2
 ELA.RL.LTC.PS.1
 S.LS.PS.1, 4, 6, 7



Materials:

- Rabbits And Raindrops
- A Hat For Minerva Louise
- How Animals Prepare for Winter Resource

Vocabulary:

- migrate: travel
- hibernate: sleep all winter
- gather
- store: keep things
- shelter: a safe place
- fur
- prepare: get ready

Preparation: Set up materials.

Let's Find Out About It:

"In *A Hat for Minerva Louise*, the hen prepared for winter by looking for a hat to keep her warm. What do you notice?"

Show illustrations.
Children respond.

"Is Minerva Louise a real or make-believe chicken? How do you know?"

Children respond.

"Here are images of real animals in winter. What do you notice?"

Show images.
Children respond.

"Some animals, like the rabbits in *Rabbits And Raindrops*, **prepare** for winter by finding **shelter** and growing thicker **fur**. Other animals, like squirrels, **gather** and **store** food to **prepare** for winter. How is that helpful to the animal?"

Show images.

Children respond.

"Other animals like geese, elk, and whales **migrate**--travel to warmer places to find food and **shelter**."

Show images.

"Animals like bears, hedgehogs, and mice **hibernate**--go into a deep sleep for the winter. Before the winter, they eat extra food that becomes body fat. The body fat keeps them warm and is the animal's food while it is **hibernates** for the winter."

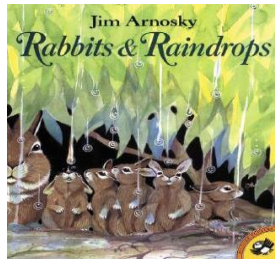
Show images.



Let's Find Out About It: Camouflaged Animals

Standards:

SED.SD.BRC.PS.1
 ELA.RL.KID.PS.1 - 3
 ELA.RL.CS.PS.1
 ELA.RL.CS.PS.2
 ELA.RL.LTC.PS.1
 S.LS.PS.1, 4, 6, 7



Materials:

- Rabbits And Raindrops
- camouflaged animals images resource

Vocabulary:

- camouflage
- protect
- predator: an animal that eats other animals for food
- survive
- prey: an animal that another animal eats
- habitat- where animals or people live

Preparation: Set up materials.

Let's Find Out About It:

"In *Rabbits And Raindrops*, the rabbits were **protected** from the rain by the hedge. What do you notice?"

"Here are some other animals in their **habitats**--where they live. What do you notice?"

"The animals are **camouflaged**--their coverings--their fur, feathers, or scales are a similar color to their **habitats**. This makes it difficult for other animals to see them. Why is it helpful if another animal can't see them?"

"Some animals are **predators**--they eat other animals for food. Because they are **camouflaged**, they can sneak up on their **prey**--the animals they eat--without being seen."

"**Camouflage** helps hide animals that are **prey** from their **predators**."

Show illustrations.
Children respond

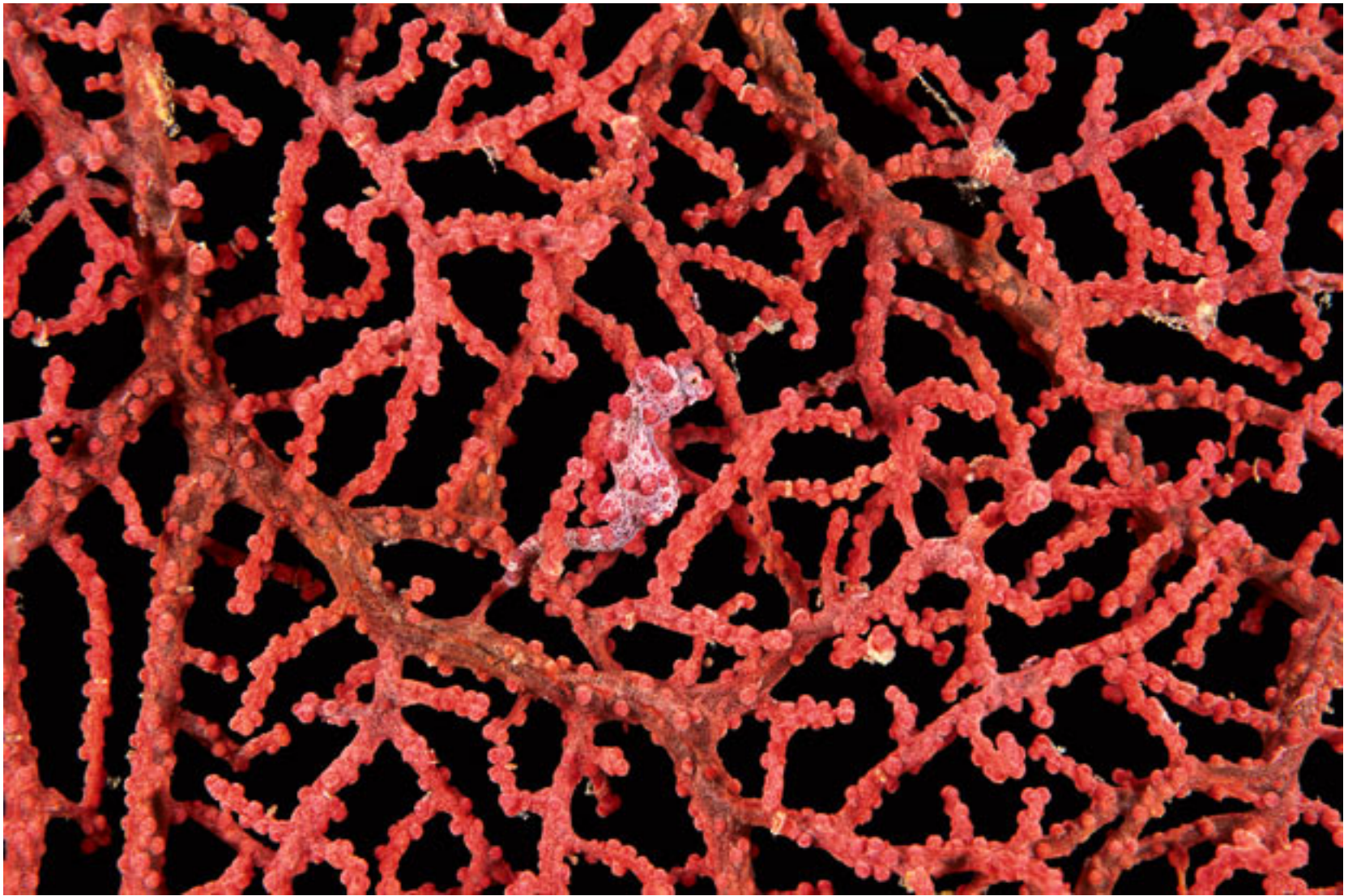
Show images. Children respond.

Children respond.



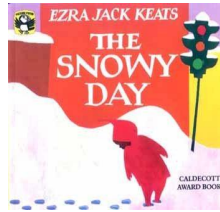








Let's Find Out About It: Dressing For Winter



Standards:

SED.SD.BRC.PS.1
 ELA.RL.KID.PS.1 - 3
 ELA.RL.CS.PS.1
 ELA.RL.CS.PS.2
 ELA.RL.LTC.PS.1
 S.ES.PS.1, 3, 6, 7

Materials:

- *The Snowy Day*
- *A Letter To Amy* (Unit 2)
- snowsuit
- hat
- mittens
- boots
- jacket
- animals images resource (from Camouflaged Animals)

Vocabulary:

- prepare: get ready
- weather
- insulate: keep warm things warm
- protect: keep safe

Preparation: Set up materials.

Let's Find Out About It:

"In *The Snowy Day*, Peter **prepared**--got ready--for the snowy **weather** by putting on his red snowsuit. What do you notice?"

"How is the way Peter dressed in *The Snowy Day* similar to or different from how he dressed to go outside in *A Letter To Amy*?"

"People use clothes as **protection** from the **weather**. How are clothes similar to or different from fur, feathers, and/or scales that cover animals?"

"Winter clothes can keep us dry and **insulate** us--keep us warm."

Show illustrations. Children respond.

Show illustrations. Children respond.

Show clothing and images of animals. Children respond.

Show children's winter clothing.



Small Groups: Animal Babies Memory Cards

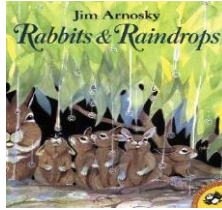
Support: Independent

Standards:

SED.SD.BRC.PS.1-3, 10

ATL.EP.PS.1-2, 5

ELA.LS.VAU.PS.3



Materials:

- *Rabbits and Raindrops*
- images of animal babies resource

Vocabulary:

- raccoon cub
- bear cub
- possum joey
- kangaroo joey
- owlet
- piglet
- fox kit
- rabbit kit

Preparation: Make sets of memory cards by cutting out, mounting on poster/tag board, and laminating images of animal babies. Shuffle memory cards and place them face down on table in a grid. Place more or fewer cards depending on the size of the group and/or the skill level of the children.

Procedure:

Show illustrations from *Rabbits And Raindrops*. Discuss how the adult animals cared for the baby animals. Show memory cards, naming animal babies. Compare and contrast animal baby names, i.e., both foxes and rabbit babies are called **kits**.

Model playing *Memory*.



raccoon cubs



raccoon cubs



bear cub



bear cub



opossum joeys



opossum joeys



kangaroo joey



kangaroo joeys



owlet



owlet



piglet



piglet



fox kit



fox kit



rabbit kit



rabbit kit



<p>Unit 3</p>  <p>Week 3</p>	<p>Large Group: Rosie's Walk</p>	<p>Math LG</p>	<p>Standards: MELDS.M.MP.PS.1 MELDS.M.MP.PS.7 MELDS.M.G.PS.7 MELDS.M.G.PS.8</p>
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image downloaded from Amazon.com

Guiding Math Ideas:

- Language of Math: Words to describe relative position in space
- Finding Math in Stories: Directionality and orientation

Math Concepts From Unit Learning Progressions:

- Math words and ideas appear in storybooks, outdoors and home.
- Moving objects and our bodies and describing relative positions in space
- Discovering movement patterns in songs or materials.

Adaptations for Using Large Group In Alternate Schedule Slots:

- Play the YouTube video of Rosie's Walk during transitions such as clean-up or SWPL time. Children can clap and keep the beat of the background song *Turkey in the Straw*.
- Set up an obstacle course outdoors.
- If you have had a snowfall, go for a walk in the snow if possible, noting your tracks/trails in the snow,

Materials:

- *Rosie's Walk* by Pat Hutchins
- Youtube video of Rosie's walk (Music: *Turkey in the Straw*)
<https://www.youtube.com/watch?v=R3kNUTwJhf8>
- index cards, each with one word of the different ways that Rosie travelled around the barnyard: across, around, over, past, through, under and 'back home'

Math Vocabulary:

- hen- a mother chicken
- mill- a place for grinding grain into flour
- habitat- the place where an animal lives

Demonstrate as needed the words that describe relative position in space: over, around, etc.

Preparation:

This book should be read/viewed prior to the math small groups for the week.

Cue up the YouTube video for use. If possible, use a classroom TV or computer monitor for children to view the video together. If possible, also download it to a tablet/phone so that the story/song is mobile while moving around the classroom or building.

This activity occurs in the large group or gathering area, and then moves around the center or room as the children take a walk with Rosie. Use outdoor spaces or hallways as needed to include as many different positional words as possible in your walk. Decide the route ahead of time and Rosie's trip around the "barnyard".

"We have been learning about animals and their **habitats**- the places where they live. Today we are reading a book about an animal who goes on a walk around the place where she lives, which is a barnyard. What kind of animals might live in a barnyard?"

"This is a **hen**, a mother chicken and her name is Rosie. Let's find out about what she does when she decides to go on a walk."

"Now we are going to listen to our book and the music that goes with it."

"Do you notice any other animal who might be taking a walk behind Rosie?"

"Let's go on a walk like Rosie did. I have some cards that show the different ways that Rosie walked around the barnyard."

"Are there any other ways that we could move as we go on our walk?"

"Let's head back to where we started, just like Rosie did!"

Wait for answers from the group, then show the book.

Read the book through.

Play the YouTube video on as large a screen as available for your program.

As the video plays, begin to clap hands in time to the beat. Children will join in.

Children may notice the fox- a character who is never mentioned in text.

If possible, take the video along while leading the children on a walk. Read the cards on the walk, mimic the many different positional words that are described on Rosie's walk. When coming to a table, walk around it; step over a toy, go under a doorway, etc.

Accept any suggestions from the children, emphasizing the positional words.

Save the "back Home" card for last. Show it and return to the group area.

Strategies to Provoke Math Thinking:

- Music and Math: Music is intrinsically mathematical, based on notes and patterns of notes that are played for different lengths of time and in different combinations. Steady beat songs, such as *Turkey in the Straw*, are excellent introductory connections between music and math. Assist children in *finding the beat*, in this case a 4-4 marching style beat.
- Geometry: Spatial concepts. Children are not always aware of the location of their bodies in space. Adding descriptive words to the actions that they make with their bodies assists with concept formation.

Provocation:

Note children's varying responses to the music. Some will naturally carry the beat and clap or walk in rhythm while others may not. Experiment with different rhythms, such as 3-4 [waltz] time, or 6-8 [skating, galloping or loping] and match movements to the beat.

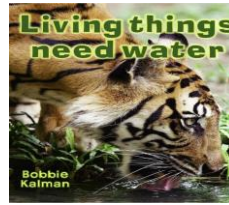
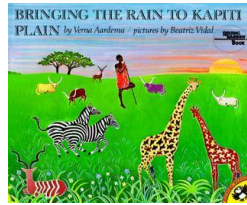


Small Groups: Rain Sticks

Support: High

Standards:

ELA.IT.D.PS.1 - 3
 ELA.IT.I.PS.1 - 2
 ELA.IT.LTC.PS.1
 ELA.SL.CC.PS.1 - 3
 PHD.FM.PS.6
 CA.VA.PS.1 - 5



Materials:

- *Bringing The Rain To Kapiti Plain*
- *Living Things Need Water*
- paper towel tubes
- masking tape
- small items, i.e, beads, small gravel, or pebbles
- trays
- containers
- construction or tissue paper
- aluminum foil

Vocabulary:

- rainstick
- shake
- tilt
- pour

Preparation: Set up materials.

Procedure:

Show illustrations and images from *Bringing The Rain To Kapiti Plain* and *Living Things Need Water*. Discuss how people and animals need water to survive. Discuss how rain is a source of water.

Show materials for making **rain sticks**--an instrument that creates the sound of pouring rain.

Encourage children to experiment with **tilting** and **shaking** the **rain sticks** quickly and slowly. Compare and contrast how different materials/tilting/shaking affect the sounds created.

As a provocation/ extension, encourage children to use their **rain sticks** at the Discovery Table with *Precipitation* or during SWPL activities.



Making a Rain Stick



1. Take a paper towel tube.



2. Cover one end of the tube with paper.
Attach with string or tape



3. Wrap a thick layer of foil around a stick.



4. Insert foil coil into tube.

Making a Rain Stick



5. Fill tube with gravel or beads



6. Cover the other end



7. Decorate

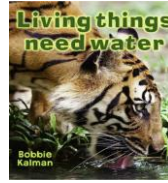
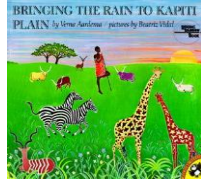


Small Groups: Exploring Clay

Support: Medium

Standards:

ELA.IT.D.PS.1 - 3
 ELA.IT.I.PS.1 - 2
 ELA.IT.LTC.PS.1
 ELA.SL.CC.PS.1 - 3
 PHD.FM.PS.6
 CA.VA.PS.1 - 5

**Materials:**

- *Bringing the Rain to Kapiti Plain*
- *Rabbits And Raindrops*
- gray clay
- cups with water
- trays
- placemats
- smocks
- plastic knives, forks, spoons
- rolling pins
- popsicle sticks
- toothpicks
- *Score And Slip* visual (see Resources)
- paper towels

Vocabulary:

- clay
- knead: press, fold, and stretch
- score: mark with a tool like a knife
- slip: water used with clay
- slab: roll clay into flat sheets
- coil
- pinch: squeeze between two fingers

Preparation: Set up materials.

Procedure:

Note: This week, children are experiment with the new medium. Next week, they will create sculptures.

Show children illustrations from *Bringing the Rain to Kapiti Plain* and *Living Things Need Water*. Discuss how people and animals need water to survive. Discuss how water can also be used to create art, i.e., watercolors, crayon resist, etc.

Introduce another medium that uses water--clay. Remind children that they created *Clay Boats* in week 2 with plasticine, a different kind of clay.

Encourage children to experiment with different techniques working with the clay.

Important: Have children rinse hands in a bucket of water before using the sink. If clay goes down the sink drain, it can cause a clog.

1. Score (scratch) both pieces of clay with a fork or another tool.



2. Apply slip to both pieces of clay.



3. Press the two pieces together.



4. Now the two pieces are attached!



<p>Unit 3</p>  <p>Week 3</p>	<p>Small Groups: Rosie's Walk Maps</p> <p>Low Support</p>	<p>Math SG1</p>	<p>Standards: MELDS.M.G.PS.2 MELDS.M.G.PS.7 MELDS.M.MD.PS.3</p>
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Image downloaded from Amazon.com

Guiding Math Ideas:

- Making sense of the physical world
- Finding math in stories: Directionality and Orientation

Math Concepts from Unit Learning Progressions:

- Math words and math ideas appear in storybooks, outdoors and home.
- Math helps us describe and make sense of the physical world
- Representing movement patterns or models such as maps [with symbols]

Materials:

- *Rosie's Walk* by Pat Hutchins
- Copy of Rosie's Walk Map (in Unit 3 Google Drive) OR use any map that can be drawn on paper
- 11 X 14 paper or larger, one per child
- bucket of paper or foam shapes for gluing
- glue sticks or glue
- markers

Math Vocabulary:

- map- a special picture that shows where things are, where we can find things or where we would like to go.

Preparation:

This small group takes place after introducing *Rosie's Walk* in Large Group. Assemble materials. Use the attached map or show examples of different kinds of maps. Ensure that the activity is open-ended. Children are not copying the map but are experimenting with representing real objects through symbols.

Procedure:

Remember how Rosie went on a walk here and there around her barnyard? We went on a walk too! Today we are going to make some maps of where we might go on a walk. Maps are special pictures that have lines and shapes that show where things are- roads, buildings, towns and forests. Here is a picture of a map that shows how Rosie went on her walk. There are some shapes and words and lines on this map.

You can make a map too. It can be a map of our walk in class, or of anything that you would like to draw. Here are some shapes, paper and markers. When you are finished you can tell me about your map and I can write down some of the words that you tell me.

Children create maps and drawings. As you look at their maps together, encourage children to trace their “route” with their finger, or otherwise describe their map and the objects they have placed on it.

Strategies to Provoke Math Thinking:

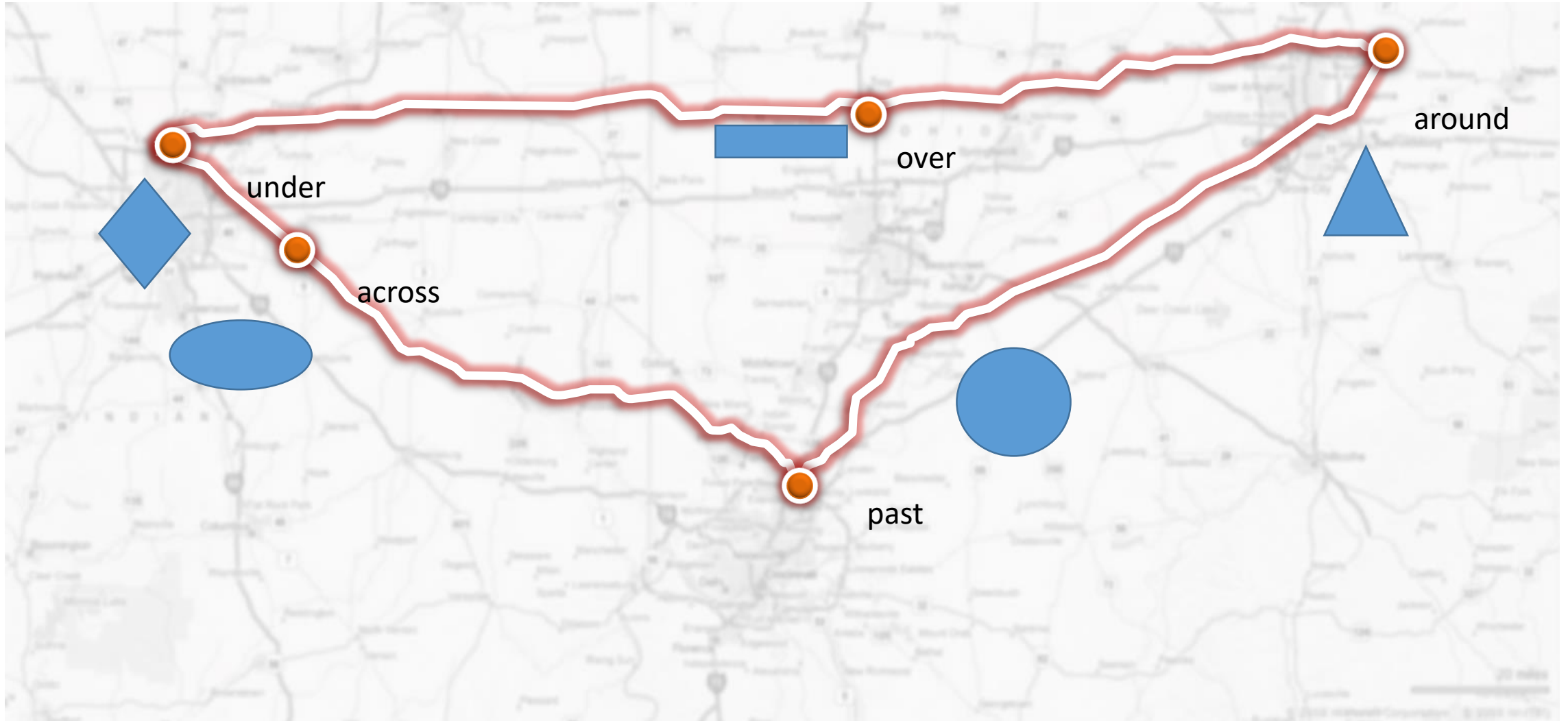
- Representation and the use of symbols are important math skills as well as literacy skills. Using a particular shape to depict a place on a map reinforces the need for abstract thinking that will grow as children transition from the use of concrete objects, such as manipulatives, to symbols, such as numerals or operation symbols (+ - = < >)
- Children may use vague words or pointing gestures as they describe their maps. Without correcting them, use the accurate term for the actions that they describe them. As they describe their walks, assist them with the use of action verbs, (walking, jumping) and sequencing-(First, then, later, etc. Directional and positional words can also be emphasized such as left, right, over, under, beside....)

Documentation:

There will be several map-making activities throughout the year. Save this artifact, or take a photo in order to record children’s growth in understanding of spatial concepts and vocabulary.

Provocation:

Place old maps in the Block Center, Discovery Center, or Art Studio. Encourage children to write or draw on them, or to use them as the basis for collage.



under

across

over

past

around

Unit 3  Week 3	<i>Small Groups: Inside/ Outside*</i> Medium Support	Math SG2	Standards: MELDS.M.CCC.PS.3 MELDS.M.CCC.PS.4 MELDS.M.CCC.PS.5 MELDS.M.CCC.PS.6
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Guiding Math Ideas:

- Quantity (subitizing)
- Representing number relationships with toys, manipulatives and puzzles: Assigning number names to groups

Math Concepts from Unit Learning Progressions:

- Quantity: Seeing groups of numbers automatically up to 5.
- Counting groups of objects and assigning a number name
- Beginning comparison of groups for more or less.

<i>Materials:</i> <ul style="list-style-type: none"> ● hula hoops or activity hoops ● 5 bean bags ● masking tape ● large die (optional) 	<i>Math Vocabulary:</i> <ul style="list-style-type: none"> ● inside- something that lands within the hoop ● outside- something that lands in the area around the hoop.
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Preparation:

Choose an open area of the classroom. Place the hoop on the floor. A short distance away (adjust for your group), place a line on the floor using masking tape.

Procedure:

Introduce the game Inside or Outside. *We are going to play a game with our hoop and bean bags. It is called Inside or Outside. We are going to throw the bean bags and count how many land **Inside** the Hoop and how many land **Outside** of the Hoop.*

There are only 3 rules. Take turns. Stand behind the line. Throw one bean bag at a time.

Start with 3 bean bags. Have children count them aloud. Count the bean bags often throughout the game as the “set” is handed to each child for her/his turn, to demonstrate that the number of bean bags does not change.

Children throw the bean bags. Ask: *How many are Inside the Hoop? How many are Outside the Hoop?*

As children master this group of 3, increase the number to 5. Have children show with their fingers groups of 1, 2, 3, 4, 5 items as they count. Be sure to end each turn by asking: *How many are there **all together**?* and then count the bean bags.

Sample Comments:

- *Isn't that interesting? You had 2 bean bags inside and 3 outside, and XXX had 1 bean bag inside and 4 outside, but we both counted 5 bean bags in the whole group.*
- *Show me with your fingers how many were inside? How many were outside?*
- *Are there more bean bags inside or outside?*

Problem solve about what to do about bags that land on the hoop.

Strategies to Provoke Math Thinking:

- This activity introduces several key ideas related to quantity: Subitizing (children will be able to automatically see how many are in the group without individually counting each bean bag); Stability of sets- even though the combinations of beanbags Inside and Outside change, the number of items in the entire set does not change; Composition and De-Composition of Number- numbers are made up of smaller number sets (2 and 3 are number sets within 5). These ideas are not simple: Children will need multiple opportunities to practice these ideas over and over.
- Using games with embedded math concepts is a highly effective strategy: Games uses concrete objects, rather than relying on worksheets or symbols; Games are engaging and rewarding for young children; Games can be adjusted for the mastery level of the children who are playing; Games do not have to be highly competitive (as in 1 winner) in order to be effective learning experiences. You can also observe for understanding of Cardinality.

Documentation:

Observing children as they play games, especially those games where children take individual turns, provides clear information about each child's number sense. For example, moving game pieces on a board will reveal information about 1:1 correspondence and number word list order. In this game, observe whether children can subitize and to what number, and whether they are able to understand that the total number of bean bags does not change, regardless of whether the bags are Inside or Outside.

Provocation:

Increase number of bean bags to 6 and roll a die. Children try to get the number on the die inside (or outside) the hoop. Be sure to observe children's ability to subitize (instantly recognize the number by the dots on the die).

*Activity adapted from a free activity called the Hoop Game, available at the Erikson Early Math Collaborative. View this game at: <https://earlymath.erikson.edu/the-hoop-game-simple-tossing-game/>



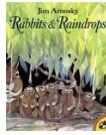
Unit 3

Week 3

Outdoor Learning Opportunities:

Animal Dens - Camouflage

Standards:
SED.ED.SR.PS.6 & 7
ALT.IC.PS.4 & 5
SS.G.PS.3
S.LS.PS.4



Enduring Understanding(s):

Weather affects living things.

Living things often depend on each other for shelter and protection.

Essential Question(s):

How do living things work together to solve problems and accomplish goals?

Materials:

- Loose parts in an outdoor area (logs, stumps, large and small sticks, branches, large cardboard boxes, tarps, etc.)
- Field guides with information about animals in Maine and what they need to survive and the types of shelters or dens they build
- A wooded area large enough to play a hiding game

Vocabulary:

- Animal den
- Camouflage
- Shelter
- Home

As part of the research and discussion about animal dens and how animals prepare for winter, children will begin to understand what animals need to survive the winter. They can take a hike outside and look for animal dens and the materials used to build them.

Provide loose parts in an outdoor area (logs, stumps, large and small sticks, branches, large cardboard boxes, tarps, etc.) for children to use to build an animal den. They can choose an animal to research or create a new animal, then use the loose parts to build a den. They can work with other children or on their own. Children can visit each other's dens and learn about the needs of the animals the children research or create.

Extension: Children can play a camouflage game to reinforce the need that animals need dens that are not easy to identify in order to be safe from predators. In a wooded area, the leader counts to 10 and the children find a place to hide. If they have created a den, they can hide in or near the den. Choosing where to hide is based on the color of the clothing the child is wearing. If they hide near

something the same color and stay very still, they will not be seen. The leader stays in one spot and looks around calling out children's names as they see them and mentioning the colors they are wearing or if they are moving. This continues until everyone is seen or they can't be found. It is important for children to be able to see the leader from wherever they are so they don't go too far.

Guiding Questions:

- What do animals need to survive the winter?
- How do you build an animal den? What materials do you need and how will your den protect the animal you have chosen or created?
- What is camouflage? Why do animals and their dens need to be camouflaged?

<p>Unit 3 Week 3</p>	<p>Animal Research: Library & Listening</p> <p>Lower or Higher Level Technology Supplement</p>	<p>ISTE-S 1,2,3,6</p>	<p>Standards: ELA.SL.CC.PS.1 - 3 ELA.SL.PKI.PS.1 - 3 ELA.RF.PC.PS.1 - 1c</p>
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[book covers that represents the book(s) the lesson touches upon]

Technology Concepts

- Students learn that technology can be used to connect with others
- Students learn about ownership and sharing of information, including how to respect the work of others
- Students learn to organize information and make connections to their learning
- Students use a digital tool to create an original work
- Technology is used to share ideas with different people

<p><i>Materials:</i></p> <ul style="list-style-type: none"> ● Tablet or Laptop 	<p><i>Vocabulary:</i></p> <p>Use vocabulary from original lesson</p>
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Preparation:

Tablet or laptop in an area easily accessed

Nature focused apps loaded - examples (but you probably have some favorites!)

Google Expeditions
Google Earth
Smithsonian
E bird – Cornell Lab
National Audubon Society

Procedure:

Use the Internet for research about animals. An extension of this activity is to create a nonfiction book either using the drawings created by the children to create a video, or have children use an app such as Book Creator to draw and write the non-fiction book.

<p>Unit 3 Week 3</p>	<p>Let's Find Out About It: Camouflaged Animals</p> <p>Lower Level Technology Supplement</p>	<p>ISTE-S 3 d</p>	<p>Standards: SED.SD.BRC.PS.1 ELA.RL.KID.PS.1 - 3 ELA.RL.CS.PS.1 ELA.RL.CS.PS.2 ELA.RL.LTC.PS.1 S.LS.PS.1, 4, 6, 7</p>
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[book covers that represents the book(s) the lesson touches upon]

<p><i>Technology Concepts</i></p> <p>Children build knowledge through active exploration of real-world examples</p>
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<p><i>Materials:</i></p> <ul style="list-style-type: none"> ● Tablet ● Google Expeditions App 	<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> ● Use vocabulary from original lesson ● 360 degree view ● Digital camera
--	---

Preparation:

Tablet at a location which allows easy access

Google Expeditions App loaded

Procedure:

Open Google Expeditions, selecting the VR and Environment options

Open up Ecosystem and view the ecosystem examining animals (and fish if marine) that use camouflage, and which do not.

Unit 3 Week 3 Library and Listening

Animal Research

NAMING WORDS	ACTION WORDS	DESCRIBING WORDS
researcher graph data fact information zoologist results	investigate analyze explore revise report summarize	non-fiction

Comments / Questions / Expanded Conversation

RIGHT HERE:

- **Use Parallel Talk + Open Ended Question – foreexample:**
I see that you are reading a book about tigers. What are you learning?

- **Ask an Open Ended Question + Use Self Talk – for example:**
What is something interesting about alligators? I read in this book that alligators have very strong teeth.

- **Use Self Talk + Open Ended Question – foreexample:**
When I read this book about lizards I had a lot of questions. I wonder what else I could do to find out more information about lizards?

Text Connections:

This book about tigers reminds me of *One Dark Night* because a tiger is a kind of a big cat.

Full Day Schedule

Unit 3 Week 4	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>Rabbits and Raindrops</i> , 4 th Read	<i>A Hat for Minerva Louise</i> , 3 rd Read	<i>The Snowy Day</i> , 3 rd Read	<i>A Hat for Minerva Louise</i> , 4 th Read	<i>The Snowy Day</i> , 4 th Read
Centers					
Intro to Centers	Animal Research (re-visit) Ice Melting	Showcase of Learning Clouds	Mountain Sledding Winter Stories	Ice Melting Pretending to be Animals (re-visit)	Re-visit Activities
Art Studio		Showcase of Learning	continue	continue	continue
Easel		Clouds	continue	continue	continue
Writing and Drawing	Animal Stories Continued	continue	Winter Stories	continue	continue
Library & Listening	Animal Research continued	continue	continue	continue	continue
Dramatization	Pretending to be Animals continued	continue	continue	continue	continue
Blocks	Animal Habitats Continued	continue	Mountain Sledding	continue	continue

Discovery Table	Ice Melting	continue	continue	Ocean animals (math)	continue
Puzzles & Manipulatives	Animal (habitat) puzzles continued	Add wooden, plastic, or magnetic letters/numerals	Add Animal Babies Memory Cards (Small Groups WK3)	continue	continue
Technology	LFOAI: preparing for the Showcase of Learning			LFOAI: Winter Activities Sphero Mini.edu app	
Thinking & Feedback					
SWPL Whole Group	Refer to clipboard directions				
Whole Group Lessons	LFOAI: Preparing for the Showcase of Learning	Math: Twist and Shout	LFOAI: Melting	LFOAI: Winter Activities	Problem Story (class discusses issues impacting classroom community) or Soc/Emo Curriculum
Small Groups	Group1 Literacy High Support: Clay Sculptures Group 2 Math Low Support: Down East in the Ocean Families Group 3 Independent Adult and Baby Animals Matching Game			Group1 Literacy Teacher's Choice Group 2 Math Medium Support: Ocean, Sky, or Shore Group 3 Independent Book Browsing or Choice Activity	
Outdoor Learning	Refer to Nature Extensions for Individual Lesson plans	Hibernation experiment			

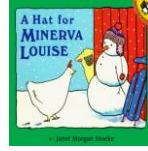
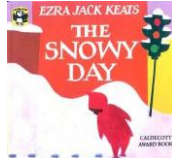
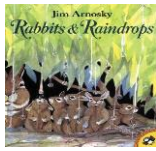
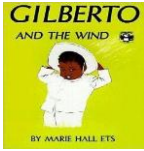
Part Day Schedule

Unit 3 Week 4	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>Rabbits and Raindrops</i> , 4 th Read	<i>A Hat for Minerva Louise</i> , 3 rd Read	<i>The Snowy Day</i> , 3 rd Read	<i>A Hat for Minerva Louise</i> , 4 th Read	<i>The Snowy Day</i> , 4 th Read
Centers					
Intro to Centers	Animal Research (re-visit) Ice Melting	Showcase of Learning Clouds	Mountain Sledding Winter Stories	Ice Melting Pretending to be Animals (re-visit)	Re-visit Activities
Art Studio		Showcase of Learning	continue	continue	continue
Easel		Clouds	continue	continue	continue
Writing and Drawing	Animal Stories Continued	continue	Winter Stories	continue	continue
Library & Listening	Animal Research continued	continue	continue	continue	continue
Dramatization	Pretending to be Animals continued	continue	continue	continue	continue
Blocks	Animal Habitats Continued	continue	Mountain Sledding	continue	continue

Discovery Table	Ice Melting	continue	continue	Ocean animals (math)	continue
Puzzles & Manipulatives	Animal (habitat) puzzles continued	Add wooden, plastic, or magnetic letters/numerals	Add Animal Babies Memory Cards (Small Groups WK3)	continue	continue
Technology	LFOAI: preparing for the Showcase of Learning			LFOAI: Winter Activities Sphero Mini.edu app	
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard directions				
Let's Find Out About It Problem Stories	LFOAI: Preparing for the Showcase of Learning	LFOAI: Melting	Problem Story (class discusses issues impacting classroom community) Or Social Emotional Curriculum of Choice	LFOAI: Winter Activities	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 Twist and Shout	Group1 Literacy High Support: Clay Sculptures Group 2 Math (choose 1) Low Support: Down East in the Ocean Families Medium Support: Ocean, Sky, or Shore Group 3 Independent Adult and Baby Animals Matching Game			Story Telling/Acting (refer to Storytelling/Story Acting Guide)
Outdoor Learning	Refer to Nature Extensions for Individual Lessons plans	Hibernation experiment			



Showcase of Learning



Art Studio

Standards:

SED.ED.SC.PS.1-2, 5-6
 ATL.RPS.PS.4- 5, 7
 CA.VA.PS.1-2, 5
 W.TTP.PS.1-2
 ELA.W.PD.PS.1
 ELA.W.R.PS.2

Materials:

- children's work
- boxes or trays for display
- paper
- writing/drawing utensils

Vocabulary:

- showcase
- exhibit: display
- review
- select: choose
- curate: organize an art exhibit

Preparation: Set up materials.

Intro to Centers:

"We have learned about wind and water by reading *Gilberto And The Wind*, *Rabbits And Raindrops*, *Thunder Cake*, *The Snowy Day*, and *A Hat For Minerva Louise*. What do you notice?"

"Today in the Art Studio, you will **review** work you have done in Centers and Small Groups and **select**-- choose-- what to **exhibit**---displayed--at our **Showcase** of Learning. What do you notice?"

"Use these materials to sort and organize the work."

"You have a lot of work, and we won't be able to **exhibit** it all. How could you **curate** the Showcase of Learning--decide what work to **exhibit**?"

Show illustrations.
Children respond.

Show examples of children's work.
Children respond.

Show materials.

Children respond.

During Centers:

Support children in curating their work. Discuss that what they choose may not necessarily be their "best" work, but could be representative of a challenge that they addressed. Encourage children to write captions for the work. Support children in choosing the space where and how their work is displayed, i.e., a tray on the cubbies for their *Clay Sculptures*, a frame for their *Crayon Resist* to hang in the window, etc. Support children in collaborating, i.e, some children could select work, other children create and organize the displays.

Guiding Questions during Centers:

- Why did you choose this work?
- How does this work demonstrate what you have learned about wind and water?
- What would you want someone to know about this work? How would you communicate this information?
- How is preparing for the *Showcase of Learning* similar to or different from preparing for the *Class Celebration* (at the end of Unit 2)?

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.

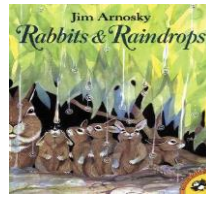
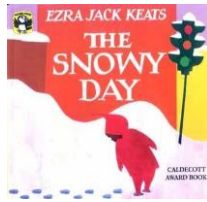
Provocation:

Take a field trip to a museum to see how work is displayed and organized.

Invite a museum curator to visit the classroom and describe how he/she selects the work to display in a museum exhibit.



Clouds


Standards:

CA.VA.PS.1, 3-5
 ELA.RL.KID.PS.1 -2
 ELA.RL.IKI.PS.1
 S.ES.PS.1
 PHD.FM.PS.1,3, 5-6

Materials:

- *The Snowy Day*
- *Rabbits and Raindrops*
- Beautiful Stuff
- glue
- puff paint (shaving cream + white glue)
- paper
- images of clouds (see Resources)
- tempera paint
- sponges

Vocabulary:

- precipitation: rain, snow, or ice
- weather
- cloud

Preparation: Set up materials.

Intro to Centers:

"In *The Snowy Day*, snow fell from the **clouds** that filled the sky. What do you notice?"

"In *Rabbits and Raindrops*, rain fell from the **clouds**. What do you notice?"

"Here are images of **clouds**. How are these **clouds** similar to or different from the clouds in *The Snowy Day* or *Rabbits and Raindrops*?"

"**Clouds** can be white, gray, or black. Sometimes **clouds** are filled with rain, snow, or ice-- when rain, snow or ice fall from clouds it is called **precipitation**."

"Today in the Art Studio, you can create **clouds** using these materials. What do you notice?"

Show illustrations. Children respond.

Show illustrations. Children respond.

Show images.

Children respond.

Show materials. Children respond.

During Centers:

Encourage children to experiment with a variety of materials to create their clouds. Compare and contrast children's clouds to cloud illustrations in *The Snowy Day* and/or in *Rabbits and Raindrops*. Encourage children to include illustrations of people and/or animals taking shelter from different kinds of precipitation, or wearing clothing to protect themselves from different kinds of precipitation. Encourage children to count the number of clouds they create, and to compare/ contrast with their friends' clouds- who made more clouds? Who made fewer? How do you know?

Guiding Questions during Centers:

- What kind of precipitation does your cloud produce?
- How are your clouds similar to or different from real clouds?
- How are your clouds similar to or different from the clouds in *The Snowy Day* or *Rabbits And Raindrops*?
- What was your inspiration for your cloud?

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

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

Provocation: Encourage children to use their clouds as backdrops for Blocks or Dramatization. Encourage children to observe clouds through the classroom window or outside at recess and record their observations with writing and drawing.

Read *It Looked Like Spilt Milk* and encourage children to think about different shapes they can visualize either in the clouds they create or in clouds that they observe in the sky outside.





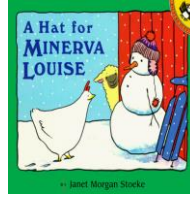
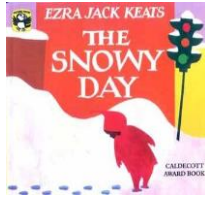
Winter Stories



Writing &
Drawing

Standards:

ELA.SL.CC.PS.1 - 3
ELA.SL.PKI.PS.2 -3
W.TTP.PS.1 - 3
ELA.W.PD.PS.1
ELA.W.R.PS.1-2



Materials:

- paper
- blank books
- staplers
- drawing/writing tools
- *A Hat For Minerva Louise*
- *A Snowy Day*

Vocabulary:

- adventure: something interesting that happens
- explore: walk around to look at things
- fiction: pretend
- non-fiction: real
- author: person who writes a story
- illustrator: person who creates pictures
- setting: where a story happens
- character: a person or animal in a story

Preparation: Set up materials.

Intro to Centers:

"In *The Snowy Day*, Peter played in the snow and had many **adventures**. In *A Hat For Minerva Louise*, Minerva Louise **explored** the farm. What do you notice?"

"How were Peter's adventures in the snow similar to or different from Minerva Louise's?"

"Today in Writing and Drawing, you can be an **author**--writer--of stories with winter **settings**--where they take place. You can **illustrate**--create pictures--your story. Your story can be a **fiction**--pretend-- story, like *The Snowy Day* or *A Hat for Minerva Louise*, or a **non-fiction**--true--story. How will the reader know your story is **fiction** or **non-fiction**?"

Show illustrations.
Children respond.

Children respond.

Children respond.

During Centers:

Encourage children to collaborate, i.e., one child be the author, another child the illustrator. Help children to incorporate their *Animal Research* and *Weather Research* in their stories. Suggest that children act out their stories in Dramatization. Support children with numbering the pages of their story. Add children's stories to Library and Listening. Encourage children to write alternate endings to Read Alouds.

Guiding Questions during Centers:

- How is your story similar to or different from *The Snowy Day / A Hat For Minerva Louise/* your friends' stories?
- How did you collaborate with your friend(s)?
- What was your inspiration for this story?
- Do the fictional characters in your story do pretend things? Do your pretend characters in your story do non-fictional things?

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

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

Provocation: Invite children to act out their stories for Story Acting. Encourage children to make costumes, scenery, and props.

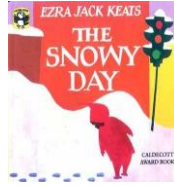
Encourage children to write a series of winter stories with similar character and settings.



Mountain Sledding



Blocks


Standards:

MELDS.ATL.RPS.PS.2

MELDS.ATL.RPS.PS.5

MELDS.ATL.RPS.PS.6

MELDS.S.PS.PS.2

MELDS.S.PS.PS.3

MELDS.S.PS.PS.4

MELDS.S.PS.PS.6

Materials:

- *The Snowy Day*
- Material to build ramps (unit blocks, planks, cardboard, trays,
- Small boxes or lids (wood, metal, plastic, cardboard)
- Small people figures
- paper
- clipboards
- writing and drawing utensils

Vocabulary:

- slide
- sled
- speed
- steep
- ramp
- Incline, slope

Preparation: Set up materials.

Intro to Centers:

“In *The Snowy Day*, Peter pretended he was a mountain climber. What do you notice?”

“Peter slid down the mountain. How else could he have gotten to the bottom?”

“When there is snow, people like to go sledding. Do you need a mountain to go sledding? Why?”

“In *Blocks*, you can make mountains with these materials. You can choose a box or lid to use as a sled”

“What do you notice?”

“You can experiment with the incline, slope of the ramp. What do you predict will happen when I make the mountain steeper?”

Show illustrations. Children respond.

Show illustrations. Children respond.

Children respond.

Model building a ramp and let the sled slide down.

Children respond.

Model.

Children respond.

During Centers:

Encourage children to build ramps and use different containers as sleds. Encourage them to experiment with the incline of the ramps.

Guiding Questions during Centers:

- What happens when you make your ramp steeper?
- Which sled goes down faster? Why? How can you test this?
- Will the sled go faster if I put a person in it? Why?

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

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

Provocation:

Take children sledding outside. If you don’t have a slope nearby, encourage children to build one, using shovels to pile the snow.

Use carpet, plastic, or a cookie sheet to build a ramp and compare the speed of the sleds.





Ice Melting



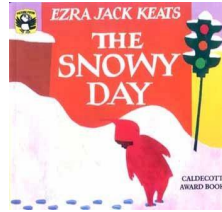
Discovery

Standards:

ATL.IC.PS.1, 3, 4-5

ATL.RPS.PS.2 - 8

S.ES.PS.1 - 2



Materials:

- ice molds, i.e., muffin tins, pie pan, etc.
- small objects frozen in ice
- images of ice formations resource
- magnifying glasses
- spray bottles with warm water
- gloves
- table salt
- salt grinder
- clipboard
- paper
- writing utensils

Vocabulary:

- melt: change from a solid to a liquid
- ice: frozen water
- frozen: changed from a liquid to a solid
- experiment: try something

Preparation: Set up materials.

Intro to Centers:

"In *The Snowy Day*, Peter brought a snowball inside. What do you notice?"

"Why did Peter's snowball **melt**?"

"In *Let's Find Out About It*, we **experimented** with **melting ice**. Today in Discovery, you can continue experimenting with **melting ice** with these materials. What do you notice?"

"You can melt the **ice** around these **frozen** objects. How can you **melt ice**?"

Show illustrations.

Children respond.

Children respond.

Show materials.

Children respond.

Children respond.

Model.

During Centers:

Encourage children to compare and contrast different methods for melting ice. Guide children to record the results of their ice melting experiments in Writing and Drawing. Help children to observe whether their ice or their friends' ice is melting slower or faster. Encourage children to notice whose ice is larger or smaller, and to consider why. Prompt children to examine ice with magnifying glasses, point out ice crystals.

Guiding Questions during Centers:

- What method melted the ice fastest? Why?
- How is the ice in Discovery similar to or different from Peter’s snowball in *The Snowy Day*?
- How is ice helpful to people?
- What other things melt like ice?

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

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

Provocation:

Encourage children to use liquid watercolors and/or food coloring, and to use what they learned in Color Mixing, to create colored ice.

Take a field trip to the Frog Pond or to an ice skating rink so children can practice ice skating.

Conduct an experiment to see what melts faster- snow or ice.





Songs, Word Play, & Letters

Day 1:

Materials: poetry poster, Book: *Snowy Day*

CAN YOU THINK OF WORDS THAT BEGIN WITH THE SAME SOUND AS _? (and the Snowy Day)

Procedure:

- Show the cover of the book and tell children that words from the book will be used to play a game. Explain that, in this game a word will be said and then they will think of other words that begin with the same sound.
- Use dog as an example. Say, *If I say dog, /d/ then you might say dig, because dig starts with /d/ like dog.*
- Use pocket to start. Say, *Pocket, /p/. can you think of other words that begin with /p/?*

Provide examples if there is a lull.

- Review words that are generated (e.g. pocket, pan, picnic, pink, pale).
- Do a second word, if children seem interested. Try melt or deep.

LOOBY LOO

Procedure:

- Stand up and ask the children to stand to sing “Looby Loo”
- Add new verses if you’d like (e.g. “left ear,” “right ear,” “head”)

MIX A PANCAKE

Procedure:

- Recite the poem with the hand motions.
- Recite it again, holding onto the first sound of the first word in each line so that children can chime in.

THE WHEELS ON THE BUS

Procedure:

- Place your hands in the position to start “The Wheels on the Bus: and do a few wheel motions
- Sing the song

Day 2:

Materials: poetry poster, felt board and letters: B, I, N, G, O M, Z, N, Five Green and Speckled Frogs flannel pieces

BINGO (and WE CAN CHANGE IT AND REARRANGE IT)

- Sing the song as usual, removing one letter per verse.
- When finished singing, put the letters back up to spell BINGO. Then replace B with M and ask children what it says. Sound /m/ to help (MINGO).
- Remove M and put N and read NINGO Remove N and put Z, read ZINGO.
- While putting the letters away, tell children that a lot of different words can be made with letters by changing and rearranging them.

THE MORE WE GET TOGETHER

Procedure:

- Say something like, “*We are going to sing a song about friends having fun when they get together.*” Sing the song and clap the beats. Model the clapping as you sing, to show that some claps are fast and others are held for a while.

FIVE LITTLE OWLS IN AN OLD ELM TREE

- Recite the poem.

Five green and speckled frogs

- Sing the song as usual

Day 3

Materials: poetry poster, Book: Snowy Day, picture cards: footprints, hood, boot

TWINKLE, TWINKLE, LITTLE STAR

Procedure:

- Tell children they are going to sing a new song but that some children probably know it.
- Sing the song slowly enough for children to join in.

IF YOU HAVE THE MATCHING LETTER, SHOUT ITS NAME

Procedure:

- Pass out one uppercase letter to each child, making sure the letter each child gets is not the first in the child's name. Hold onto the matches for each of the letters passed out.
- Hold up one letter at a time, and say, *if you have the match for (letter name), shout its name.*

HEAD, SHOULDERS, KNEES, AND TOES

Procedure:

- Sing the song as usual, touching the body parts named in the song. Do the song a second time, this time only humming and doing the motions.

I'm Thinking of ___ Clue Game (and The Snowy Day)

I'M THINKING OF _CLUE GAME (and The Snowy Day)

Procedure:

- Show the book and tell children that they are to guess some words from the book. Ask children to listen to all the clues, and to hold their hand up if they have an idea. After children guess a word, show the picture card to reinforce the word's meaning.
- For footprints, say, *Your shoes or boots make these marks in snow or mud. This word begins with /f/.*
- For hood, say, *This covers your head and is attached to a snowsuit or coat. Peter wore this in the snow. This word begins with /h/.*
- For boot, say, *we wear them on our feet. Peter probably wears them in the snow. This word begins with /b/.*

Day 4:

Materials: Book: *A Hat for Minerva Louise*, picture cards nest, shed, hose

TWINKLE, TWINKLE, LITTLE STAR

Procedure:

- Recite the poem as usual.

STAND UP

Procedure:

- Comment that this title has only two words in it and that it is short, not long like “Five Little Owls in an Old Elm Tree” you recited yesterday.
- Ask children if they remember the first thing the poem tells them to do. Begin reciting and standing up as the children answer.
- Put your fingers in the starting position for the song. Sing song.

GUESS WHAT WORD I AM SAYING (And A Hat for Minerva Louise)

- Show the cover of the book *A Hat for Minerva Louise* and say “We are going to play a game with some of the words from the story. I will say the words in a funny way and you are to guess what word I am saying and say it the right way.
- Do a couple of examples first: If I say /h/-pause en, you would say hen.
- Use nest: n-pause-est; once children have guessed, say something like, Minerva Louise was sitting on her nest when she saw snowflakes falling-then show the picture of the nest.
- Use shed: sh-ed: Minerva Louise went into the shed to find some warm clothes (show card)
- Use hose: h-ose: Minerva thought the garden hose was a scarf (show picture card)

APPLES AND BANANAS

Procedure:

Say something like, “*I just said some words in a funny way and then you said them the right way.*”

Now we are going to sing a song that has funny words in it. The song is “Apples and Bananas”

Day 5:

Materials: *poetry poster*, felt pieces: chick, duck, cow, turkey plus one or two more

OLD MACDONALD HAD A FARM

Procedure:

- Put the flannel pieces up as usual with one or two new ones.
- Sing, pointing to the animals.
- Tell the children that you are going to remove the animals in reverse order. Name each one as you remove it.

CLOUD

Procedure:

- Read the title and underline it with your finger.
- Present the poem orally, saying it slowly enough for the children to join in. Repeat the poem.

IF YOUR NAME STARTS WITH [], RAISE YOUR HAND

Procedure:

- Tell the children they are going to play a name game. Explain that a sound will be said, and they should listen and decide whether it is the same sound they hear at the beginning of their names. Remind children that when they played this game the last time, they listened for the last sound in their names, but today they are going to listen for beginning sounds.
- Say sounds, one by one. Be sure to provide a beginning sound for every child in the class.
- Assist children, as needed. Say, *Tommy, your name starts with /t/, so raise your hand.*

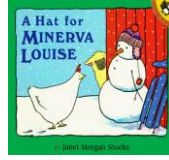
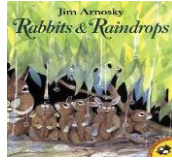
EENTSY, WEENTSY SPIDER

Procedure:

- Sing the song and do the motions



Let's Find Out About It: Preparing For The Showcase of Learning



Standards:

SED.ED.SC.PS.1-2, 5-6
 ATL.RPS.PS.4- 5, 7
 CA.VA.PS.1-2, 5
 W.TTP.PS.1-2
 ELA.W.PD.PS.1
 ELA.W.R.PS.2

Materials:

- samples of children's work
- photos or video documentation of Unit 2 *Class Celebration* and children's processes in Unit 3
- images of exhibits resource

Vocabulary:

- curate
- demonstrate
- showcase
- information

Preparation: Setup materials.

Let's Find Out About It:

"We learned about wind, water, animals and their habitats in *The Snowy Day*, *Gilberto and the Wind*, *Thunder Cake*, *Rabbits and Raindrops*, and *A Hat for Minerva Louise*. What do you notice?"

"We will share **information** with friends and families in a *Showcase Of Learning*. The *Showcase of Learning* will be a **collection** of work that **demonstrates**--shows--what you have learned. What do you notice about this work? What information does it give someone?"

"Here are images of **exhibits**--displays of work. What do you notice?"

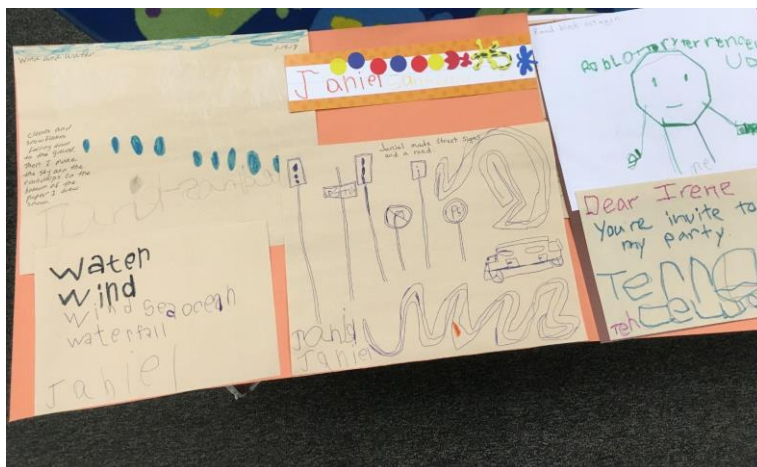
"Today in the Art Studio, **collaborate** with friends to **curate**—choose carefully – your work and decide how you will **exhibit** it."

Show books.

Children respond.

Show child's work. Children respond.

Show images. Children respond.



LFOAI: Showcase of Work





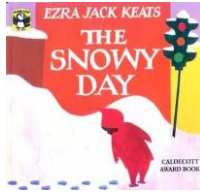




Let's Find Out About It: Melting

Standards:

SED.SD.BRC.PS.1
 ELA.RL.KID.PS.1 - 3
 ELA.RL.CS.PS.1
 ELA.RL.CS.PS.2
 ELA.RL.LTC.PS.1
 S.ES.PS.1, 3, 6, 7



Materials:

- *The Snowy Day*
- ice cubes
- snow
- hair dryer
- tray

Vocabulary:

- solid
- liquid
- melt
- warm
- heat
- ice
- snow
- investigate
- experiment
- hypothesis
- conclusion

Preparation: Gather and setup materials.

Let's Find Out About It:

"In *The Snowy Day*, Peter put a snowball in his pocket before he went into his warm house."

"When he looked in his pocket later, the snowball was gone."

"What happened to Peter's snowball?"

"Today we will do an **experiment** with something similar to snow. It is called ice. What does ice feel like?"

"Ice is very cold. As we passed the ice around the circle, did anybody **notice** anything on their hands?"

"Why are our hands wet?"

"Our experiment today is to see what happens when I use this hairdryer to blow air on the ice cube."

"How does the air from the hairdryer feel?"

Show illustration.

Show illustration.

Children respond.

Pass an ice cube around the circle, let children feel it with their hands.

Children respond.

Guide children to notice that their hands are probably wet.

Children respond.

Turn on hair dryer and move around circle, blow warm air on children's hands.

Guide children to understand that in contrast to the cold ice, the air from the hairdryer feels warm.

“What do you think will happen if I blow warm air from the hairdryer on the cold ice? What is your **hypothesis**, your best Guess?

“What happened to the ice cube? Yes, it **melted**. We can make the **conclusion** that when ice gets warm, it melts. There are different forms of water. The ice cube was **solid** water, and now, after it **melted**, it is **liquid** water.

Children respond.

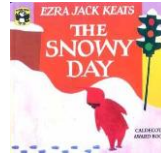
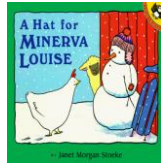
Place ice cube on tray and use hairdryer to blow warm air on ice cube until it begins to melt.



Let's Find Out About It: Winter Activities

Standards:

SED.SD.BRC.PS.1
 ELA.RL.KID.PS.1 - 3
 ELA.RL.CS.PS.1
 ELA.RL.CS.PS.2
 ELA.RL.LTC.PS.1
 S.ES.PS.1, 3, 6, 7



Materials:

- *The Snowy Day*
- *A Hat for Minerva Louise*
- *Winter Activities images resource*

Vocabulary:

- ski
- sled
- snowman
- ice skate
- snowshoe
- bake
- tracks

Preparation: Set up images and materials in the whole group meeting area.

Let's Find Out About It:

"In *The Snowy Day*, Peter had fun in the snow. He made **tracks** with a stick, he made a snowman, he made snow angels, and he slid down a big hill."

"Here are some other people **sledding**."

"**Skiing** is another way people have fun in the snow. People wear special boots and attach skis to their feet. When they slide their skis through the snow, they make **tracks** like Peter did when he dragged the stick through the snow."

"People also **snowshoe** in the snow. Snowshoes help people walk on top of the snow instead of sinking down into the snow and getting wet and cold."

"People **ice skate**, too. They wear ice skates on their feet to help them glide on the ice. They can ice skate inside or outside."

"What are some things you like to do in the winter?"

Show illustrations.

Show images.

Children respond.

Winter Fun in Maine





People go snowmobiling





People go sledding





People go skiing





People go ice-skating





People go snowshoeing






People go ice fishing





People build with snow



<p>Unit 3</p>  <p>Week 4</p>	<p>Large Group: Twist and Shout</p>	<p>Math LG</p>	<p>Standards: MELDS.M.MP.PS.2 MELDS.M.CCC.PS.2 MELDS.M.OAT.PS.2</p>
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<p>Guiding Math Idea:</p> <ul style="list-style-type: none"> ● Exploring and identifying numerals <p style="text-align: center;">Math Concepts From Unit Learning Progressions:</p> <ul style="list-style-type: none"> ● Matching numerals with their names ● Number can be represented by manipulatives, symbols and people. <p style="text-align: center;">Adaptations for Using Large Group In Alternate Schedule Slots:</p> <ul style="list-style-type: none"> ● Use this activity during SWPL. ● Reverse the activity: Line up the letters in front of you and throw the numbers back in the bucket! ● Offer a similar activity during center time, without the chant (see Provocation).
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<p>Materials:</p> <ul style="list-style-type: none"> ● bucket or box ● plastic, wooden or magnetic numerals and letters (the larger the better) 	<p>Math Vocabulary:</p> <ul style="list-style-type: none"> ● numerals-something we use to show number. We use them to count. ● letters- something that shows letter sounds. We use them to make words.
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Preparation:
This is an active game that takes place in the large group or meeting area. Choose an assortment of letters and numerals and mix them up in the bucket. Because there are many more letters than numerals, balance the choices of numerals/letters by choosing letters that match the first letter of the names of the children in your group, in order to make them easier to identify.

<p>“We are going to play a game today. I have some things in my bucket. What do you see?”</p> <p>“Yes, some of these are numerals and some are letters. Sometimes we use the word numeral,</p>	<p><i>Show the bucket, and begin to pull out some numerals and some letters. Children may begin to name the symbols.</i></p> <p><i>Continue drawing out numerals and letters and having children name them.</i></p>
---	---

and sometimes we use the word **number**. We use them to count.”

“Today we are going to call them **Numbers!** We also have something else in our bucket.

Letters. Letters are what we use to make words, like our names. Since we are using our math right now, we are going to try to decide whether something is a **letter** or a **number**.”

“We are going to play a guessing game called **Twist and Shout**. Let’s practice how we will do it. When we pull out a number, we will say the number, turn around once and jump as many times as the number tells us to.”

“Twist and shout! Jump and count! 2!”

“Here’s another one!

Twist and shout! Jump and count! 7!”

“Is this a number? No it’s a letter. It’s the letter XXX like in XXXX’s name. We are looking for numbers!”

“When we pull out a letter, we will throw it back! Let’s say this together--**Not a number! What a bummer! Throw it back and try another.**”

“Does everyone know how to play? Here we go!”

Twist and shout! Jump and count! [Everyone jumps for each number counted]

OR

Not a number! What a bummer! Throw it back and grab another!”

*Use the word **Number** for the toy symbols during the chant.*

Draw out a letter or numeral from the bucket

Pull out a number and practice together.

Ask children to stand up and lead them in the Twist and Shout Chant. Say 2, turn around and jump 2 times.

Practice again with another number that you have pulled from the bucket.

As you pull numbers out of the bucket, line them up in front of you.

Pull out a letter and ask children to identify it.

Lead children in the rest of the chant. Throw the letter back into the bucket.

Place items back in the bucket and start over.

As numbers are drawn, place them in front of you on the floor and throw the letters back in the bucket.

“These are all the numerals/numbers that we use when we count and make other numbers.

“Let’s look in the bucket and see what is left.”

What will you do when 0 is pulled out of the bucket? Problem solve with the children.

Line up the numerals in front until you have 0-9.

*Pull out the letters and identify them.
The game continues until all the numbers have been chosen from the bucket, or as long as the children stay interested.*

Strategies to Provoke Math Thinking:

- To children, letters and numerals may all look like confusing mysteries. Since the first of school, we have been working on identifying these symbols. This simple chant/game puts a playful twist that can help children distinguish between these two different symbol systems.
- Numbers? Numerals? Numerals are the symbols that stand for number-- the quantity. However, in daily life, numerals are called often called numbers. At this point in math development, it is not critical that we correct young children as they call numerals numbers. This activity uses the word *number* as the most familiar way to describe number symbols.
- This is an enthusiastic energy- filled activity. Take every opportunity to associate math with fun and active learning to foster positive attitudes towards math.

Provocation:

Continue this activity by placing a mixed bag of letters and numerals, either manipulatives or number/letter cards, on a center shelf. Provide two baskets with a sample letter/numeral card in front of each for children to sort them on their own during center time.

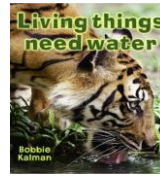


Small Groups: Clay Sculptures

Support: High

Standards:

ELA.IT.D.PS.1 - 3
 ELA.IT.I.PS.1 - 2
 ELA.IT.LTC.PS.1
 ELA.SL.CC.PS.1 - 3
 PHD.FM.PS.6
 CA.VA.PS.1 - 5



Materials:

- *Bringing The Rain To Kapiti Plain*
- *Living Things Need Water*
- clay
- water
- trays
- placemats
- smocks
- plastic knives, forks, spoons
- *Score and Slip* visual support (from Week 3)
- toothpicks
- Beautiful Stuff
- images of animal sculptures resource

Vocabulary:

- knead: press, fold, and stretch
- score: mark with a tool like a knife
- sculpture
- pinch: squeeze between two fingers
- slab: roll clay into flat sheets
- coil
- slip: water used with clay

Preparation: Create small 2 inch balls of clay. Create 'slip' in cups or bowls by mixing dry clay with lukewarm water. Use trays/placemats to define workspace.

Procedure:

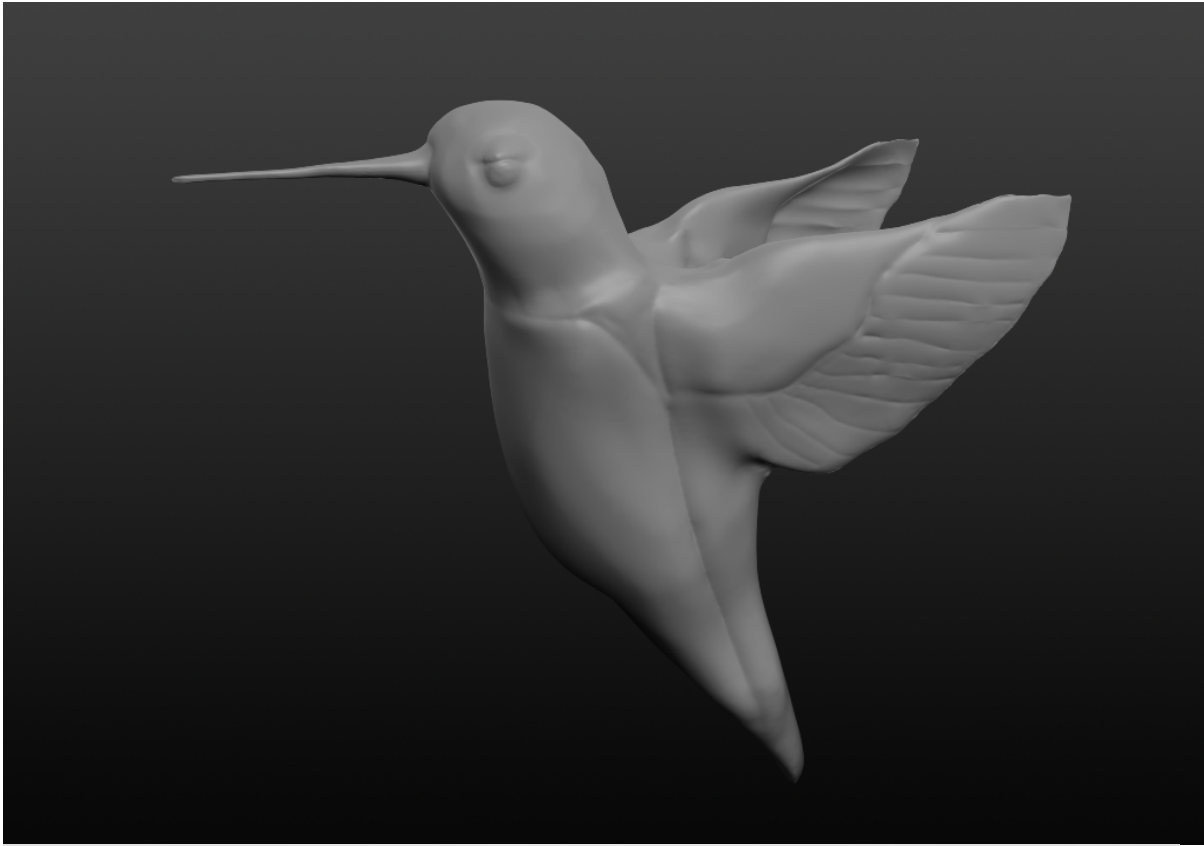
Show children illustrations from *Bringing the Rain to Kapiti Plain* and *Living Things Need Water*. Discuss how people and animals need water to survive. Discuss how water can also be used to create art, i.e., watercolors, crayon resist, etc.

Discuss children's experience with *SG Experimenting With Clay*. Show images of clay sculptures. Encourage children to create sculptures inspired by the images and illustrations.

Important: Have children rinse hands in a bucket of water before using the sink. If clay goes down the sink drain, it can cause a clog.







Unit 3  Week 4	Small Groups: Down East in the Ocean Families Low Support	Math SG 1	Standards: MELDS.M.CCC.PS.8 MELDS.M.MD.PS.10
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Guiding Math Ideas:

- Quantity
- Growing in Classification Skills: Attribute identification and comparison

Math Concepts from Unit Learning Progressions:

- Beginning to count from 1 onwards when asked how many.
- Directly comparing 2 or more items on an attribute

Materials: <ul style="list-style-type: none"> ● <i>Down East in the Ocean</i> by Peter Roop ● bucket of Sea animals from Math Materials ● plastic or wooden numerals ● sticky notes and pencils or markers 	Math Vocabulary:
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Preparation:

Prior to facilitating this small group, be sure to conduct the chant from the book *Down East in the Ocean*. (to *Over in the Meadow* rhythm) in SWPLM (Week 4).

Place book in small group area along with sea animals. Identify pages of text that represent animals that are NOT included in the bucket of Sea animals mark them with a post-it (such as the ospreys).

Procedure:

Read the book with the children. Chant along with the children in call and response fashion *Swim* (teacher) -- *I Swim* (children) as in SWPLM.

Introduce the activity.

This book is about animals in Maine that live in or near the ocean. There is a mommy and her children on each page- a family. Some of you might have been to the ocean and seen some of these animals.

We have a bucket of ocean animals and some numbers. Let's dump these animals out on our table and make some ocean families.

Children play with the manipulatives, making groups and sorting. There are lots of animals. Help children decide which type of animal they will collect in their group, if needed.

Introduce the plastic numerals and encourage children to count their groups and place a numeral beside them. Be sure to ask the question “*How many* {lobsters, fish, crabs} do you have in your group several times during the process. Observe whether children count on as their group grows, or whether they return to the number 1 each time when counting the animals. Model writing the number and putting it on a sticky-note beside each group. Some children may also want to write the number.

Compare sizes. While these types of manipulatives are not always “true to size,” find two different ocean animals and compare them for size. In addition, refer to the ocean families in the book for the larger mommy and the smaller children on each set of pages and ask questions, and compare animal types- Which do you think is bigger- a jellyfish or a seal?

Compare the plastic animals with the book. Go through the pages with the children and match with the Maine animals. There are animals in the book that are not included in the bucket of animals, and there are animals in the bucket that are not in the book. Talk to children about the wide variety of animals that live on or near the ocean.

As time permits, count each child’s group, asking “*How many do you have all together?*”

Strategies to Provoke Math Thinking:

- By this time in the year, some children are *counting on* as their group of animals grows. Many children start over at 1 and recount the group each time. Both counting strategies are developmentally appropriate for preschool children. These differing counting strategies are apparent as children play games (featured in Unit 4). Model counting on, but support counting over from 1 for those children still working on 1:1 correspondence and cardinality.
- Key math questions: The importance of asking questions that provoke math thinking is one of the simplest, but most effective teaching strategies. Do a self-check- are these questions a part of your daily practices?
 - *How many?*
 - *How many do you have **all together**?*
 - *How do you know? [used when children answer a How Many question]*
 - *Show me how you know.*

These questions are essential strategies for building children’s independent logic and thinking skills as they growing in understanding of the abstract concept of number and quantity.

Documentation:

Take notes about children who are already counting on. They will be ready to count dissimilar objects, and to explore the stability of sets. For children who are starting over at one, provide more activities in 1:1 correspondence and matching, and focus on small groups of under 5 objects.

Provocation:

- Place plastic animals in the water table.
- Encourage children to share any stories of trips to the ocean. Place the book in the writing center with the prompt , “I went to the ocean, and this is what I saw” for children to create their own Down East stories.

Unit 3  Week 4	Small Groups: Ocean, Sky or Shore Medium Support	Math SG2	Standards: MELDS.M.MP.PS.4 MELDS.M.MD.PS.1 MELDS.M.MD.PS.2
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Guiding Math Ideas:

- Growing in classification skills
- Problem-Solving- Data collection and beginning analysis

Math Concepts from Unit Learning Progressions:

- Gathering information (data) to help solve problems
- Growing use of discrete attributes for classification sorting strategies to organize collection.

Materials:

- *Down East in the Ocean* by Peter Roop
- Green, light brown, and light blue paper
- 1" cubes
- placemats
- 3 activity hoops

Math Vocabulary:

- shore- the land that is right next to the ocean
- toss-a gentle throw

Preparation:

Copyright laws allow for copying up to 10% of a book's pages. Copy *Down East in the Ocean's* cover and select 3 pages that give examples of animals that live primarily (or solely) in the ocean, on the shore or in the sky. Write *ocean, shore* and *sky* on the appropriate colored paper.

Gather children on the floor and place a pile of blocks in front of each child [use placemats to define space if needed].

Procedure:

Read the book with the children. Chant along with the children in call and response fashion *Swim* (teacher) -- *I Swim* (children) while reading the book (this is also done in SWPLM).

*We have learned about animals' **habitats**, like Rabbits in the story Rabbits and Raindrops that we read last week. Habitats are the places where animals can live. Some of these animals in the book live mostly in the ocean, some of them live mostly in the sky and some of them live mostly on the **shore**. The **shore** is a special place- land that is next to the ocean. Sometimes it is a sandy beach*

and sometimes it is a rocky or a grassy place. I have some pictures from our book of the ocean, the shore and the sky.

Here are 3 hoops. I am going to put this colored paper here to pretend it is the ocean. I wrote the word "ocean" on it. [Place appropriate color in each hoop] As an added "clue" put one of the pictures you have copied into the hoop as well that shows an animal in its habitat.

*I'm going to give everyone some blocks- I am going to **toss**, that means a gentle throw, a block into the hoop [Demonstrate]. When we turn to a page, if you think an animal lives mostly in the ocean, toss a block into the ocean circle. If you think it lives mostly in the sky, toss a block into the sky circle. If you think it lives mostly on the shore, toss a block into the shore circle.*

We will talk about the animals and discuss things before you decide.

As you work through the animals, some children may notice, or already know, that some animals live in both places. If they do not notice this, point it out to them.

The cover of the book gives a beautiful picture of seals on the shore in contrast to the inside picture of the seals.

Hmmm. Here are some seals, I see that they are on the shore in this picture and yet they are also swimming in the ocean in this picture- Turn to picture.

Problem solve with the children about what to do with animals that live in two places.

There are other things to discuss as well. Do eagles live in the sky, or on the land in their nests? Put a block in both hoops; Decide where they live most of the time; Figure out where they sleep. Suggest overlapping the hoops and making an area for animals that live both in the ocean and on the shore. Place the book cover picture that shows seals on the shore beside the ocean in the overlapping area. Count blocks, and compare numbers.

Strategies to Provoke Math Thinking:

- A simple Venn diagram- While classifying and sorting animals, a problem arose- what to do with animals that live in both places? The Venn diagram was introduced- an important tool used by mathematicians to classify and organize materials. This activity encourages higher-order thinking skills, as children apply their knowledge of animals to a physical model/representation.

Documentation:

See Small Group 1 for more ideas to document learning.

Provocation:

Think of additional ways that you can create Venn diagrams using People Math in large group time: A

group of children who have on red; a group of children who have on blue; a group of children who

have on both red and blue.



Small Groups: Adult and Baby Animals Matching Game

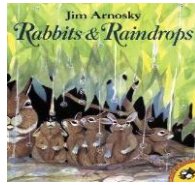
Support: Independent

Standards:

SED.SD.BRC.PS.1-3, 10

ATL.EP.PS.1-2, 5

ELA.LS.VAU.PS.3

**Materials:**

- *Rabbits And Raindrops*
- adult animal images resource
- baby animal images resource

Vocabulary:

- animal and baby animal names

Preparation: This is a variation of *Baby Animal Memory Game*. Print out and laminate images. Set cards face down in two sections on the table--one section with images of adult animals and the other section with images of baby animals.

Procedure:

Model matching the animals with their babies. Compare and contrast animals that have similar baby animal names.



Adult and Baby Animal Matching Cards



piglet



fawn



foal



kit

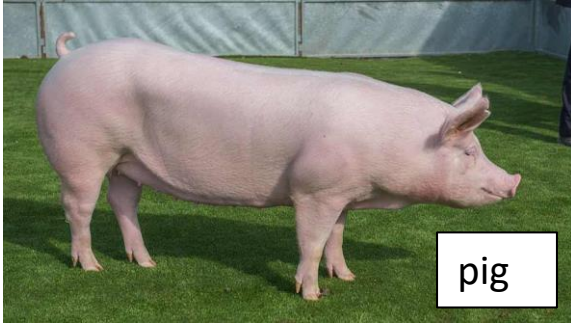


owlet



hatchling

Adult and Baby Animal Matching Cards



pig



deer



horse



skunk

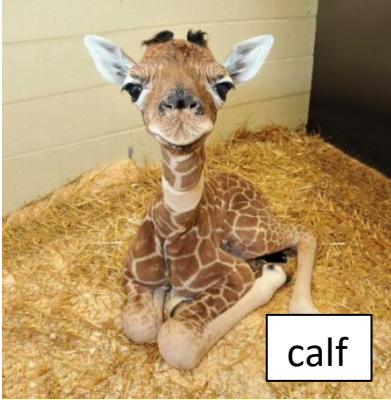


owl



alligator

Adult and Baby Animal Matching Cards



calf



kitten



calf



infant



kitten



duckling

Adult and Baby Animal Matching Cards



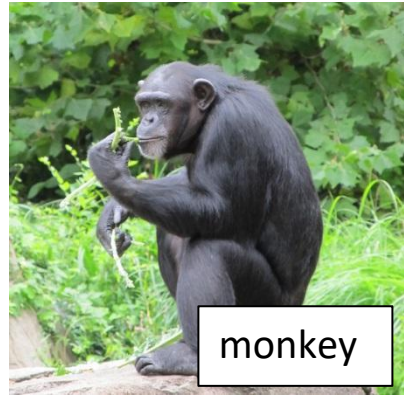
giraffe



cat



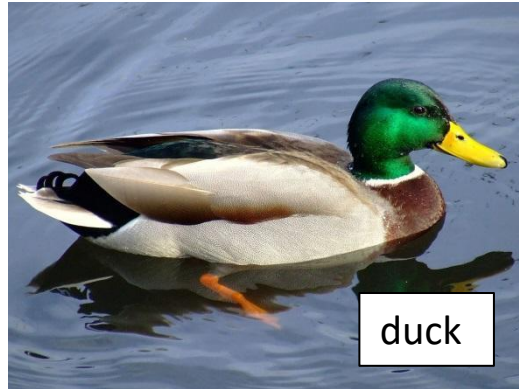
elephant




monkey



rabbit



duck

<p>Unit 3</p>  <p>Week 4</p>	<p><i>Outdoor Learning Opportunities:</i></p> <p>Hibernation Experiment</p>	<p>Standards: S.LS.PS.3, 4, 7 SS.G.PS.3 ALT.RPS.PS.2-5</p>
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<p>Materials:</p> <ul style="list-style-type: none">● Film canisters (or some type of small container with a lid)● Liquid Jello (one tablespoon of gelatin per cup of hot water)● Examples of natural insulations (fur, down, cattail seeds)● A cold winter day	<p>Vocabulary:</p> <ul style="list-style-type: none">● Hibernation● Insulation● Survival● Adaptation
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All living things need food, water, shelter, and air to survive. What animals do in order to survive the winter varies based on their abilities to adapt to their environment. Animals that hibernate are often cold blooded and unable to migrate, such as amphibians and reptiles. Some mammals hibernate because they can't find food in the winter. Some are deep sleepers (bats, frogs, snakes, groundhogs) and others are light sleepers (bears, chipmunks, skunks). Deep sleepers go into a long period of inactivity where their heart rate and body temperature drop drastically. These are considered "true" hibernators. Light sleepers may wake and forage on a warm winter day.

This activity focuses on deep sleepers such as a frog. Reptiles and amphibians need to hibernate in order to survive. Many will bury themselves below the frost line or in some type of shelter that insulates them from the cold, such as a decaying pile of leaves or in a group (i.e. snakes) to keep from freezing. In this activity children will help a pretend frog to survive the winter.

Give each child a small container filled with liquid Jello. They each need to find an appropriate place for their frog to hibernate and not freeze. They can use materials found outside as insulation (decaying leaves, cattail seeds, fur, down feathers, mud, etc.). Each child should mark the place that they put their container so they can find it again later in the day. Go for a hike looking for other places that animals could hibernate. When you get back everyone can check their container. If the Jello has solidified then the frog did not survive. If it is still liquid, then the frog is still alive.

Guiding Questions:

- What happens to reptiles and amphibians in the winter?
- Which animals hibernate? What does it mean to be a "true" hibernator (deep sleeper) vs. a light sleeper?
- Where do animals need to be and what types of insulation are needed in order to survive the Winter as they hibernate?

<p>Unit 3 Week 4</p>	<p>Let's Find Out About It: Winter Activities</p> <p>Higher Level Technology Supplement</p>	<p>ISTE-S 5c, d</p>	<p>Standards: SED.SD.BRC.PS.1 ELA.RL.KID.PS.1 - 3 ELA.RL.CS.PS.1 ELA.RL.CS.PS.2 ELA.RL.LTC.PS.1 S.ES.PS.1, 3, 6, 7</p>
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Technology Concepts

- Debugging - finding and fixing errors
- Break problems into component parts
- Algorithmic thinking - develop sequence of steps to create solution

<p><i>Materials:</i></p> <ul style="list-style-type: none"> ● Sphero Mini ● Tablet or Smartphone with Sphero Mini.edu app open 	<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> ● Use vocabulary from original lesson ● Debugging ● Algorithm - sequence of steps
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Preparation:

[Sphero Mini](#)

This video explains setting up the Sphero Mini and provides a quick tutorial on how to use the Sphero Mini

Any Sphero can be used in the activities. The Sphero Mini was selected for the technology lessons based on affordability.

Digital device (tablet or smartphone) within easy access

Talk about sledding and skiing tracks using *Snowy Day* as prompt

Procedure:

Children design pattern using up/down/left/right arrows to make sled/skiing track on paper first

Once pattern is created on paper, replicate on sphero app

If track does not follow design, avoid urge to fix problem - all children to reason out course of action through discussion of pattern

<p>Unit 3 Week 4</p>	<p>Let's Find Out About It: Preparing Showcase Learning Lower Level Technology Supplement</p>	<p>ISTE-S 6 b,c,d 7 b,c</p>	<p>Standards: SED.ED.SC.PS.1-2, 5-6 ATL.RPS.PS.4- 5, 7 CA.VA.PS.1-2, 5 W.TTP.PS.1-2 ELA.W.PD.PS.1 ELA.W.R.PS.2</p>
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<p><i>Technology Concepts</i></p> <ul style="list-style-type: none"> ● Students creating new digital works to communicate complex ideas through visualizations ● Students collaborate using digital technologies to examine an issue ● Students collaborating as a team to work towards common goal

<p><i>Materials:</i></p> <ul style="list-style-type: none"> ● Digital story from Week Two - Wind Illustrations on tablet or other digital device 	<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> ● Use vocabulary from original lesson ● Digital book
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Preparation:

Follow Prompts from original LFOAI for group discussion

Procedure:

Begins with a reference to text (when possible).

Full Day Schedule

Unit 3 Week 5	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud					
Centers					
Intro to Centers	Offer math materials in Center(s), as appropriate: <ul style="list-style-type: none"> ● Bucket Balance ● 1" cubes ● scarves/fabric squares for dancing 				
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: Goldilocks and The Three Bears	LFOAI:	LFOAI:	

Small Groups	Group1 Literacy Group 2 Math Low Support: Flags and Circles Group 3 Independent	Group1 Literacy Group 2 Math Low/Medium Support: Puzzles, Numbers and Groups Group 3 Independent
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Outdoor Learning	Winter Tree Identification
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<p>Unit 3</p>  <p>Week 5</p>	<p><i>Small Groups: Flags and Circles*</i></p> <p>Low Support</p>	<p>Math SG 1</p>	<p>Standards: MELDS.M.CCC.PS.4 MELDS.M.G.PS.1 MELDS.M.G.PS.3</p>
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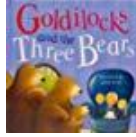


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Guiding Math Ideas:

- Finding math in stories: Seriation
- Growing in Classification Skills: Attribute identification and comparison

Math Concepts from Unit Learning Progressions:

- Using manipulatives to represent relationships
- Discovering and describing some attributes of shapes
- Sorting strategies to organize collections

Materials:

- large triangular-shaped flags [pennants] cut from construction paper (see attached example)
- sets of 3 circles- small, medium large, sized to fit within the boundaries of the flag- 1 set per child (and extra)
- glue sticks
- markers
- hole punch
- yarn or string
- scissors
- *Goldilocks* retold by Delmege (reference)
- *Shape Capers* by Falwell (reference)

Math Vocabulary:

- pennant- a special flag that is shaped like a triangle

Preparation:

Cut out the pennants from 11 X 14 paper [must be an isosceles triangle to be a pennant]. Cut out sets of small, medium and large circles, making sure that each child has a set. To keep the focus on size and not color, make the circles all the same color. Pennants can be any color. Have extra pennants and sets of circles for children's use. Place materials in small group area.

Procedure:

*We have been talking about the wind. We made wind socks and read books about how the wind blows things. Today we are going to make some special flags, called **pennants**. People hang them up and they can blow in the wind. Sometimes people use pennants at sports games.*

What shape does this pennant remind you of?

Identify triangle if children do not name it.

Yes it is a triangle because it has 3 straight sides and 3 angles.

Here are some circles and a pennant.

Have children count and explore the circles, pointing out their different sizes. Invite children to glue their circles on their pennants. They can decorate with markers.

There is no “correct” way to do this. Some children may put the bigger circles at the bigger end of the triangle. Others work will be random, or they make many interesting arrangements, overlapping circles, placing them over the edges, etc.

Emphasize the connection to Goldilocks story:

Goldilocks went to a house where there were 3 sets of things. These 3 things were small medium and large. What do you notice about your circles that might remind you of our Goldilocks story?

Children may name beds, chairs, and bowls, and point out that there are 3 circles, and that the circles are different sizes.

Children can decorate their pennants after they finish gluing the circles. Introduce the markers after children have finished gluing the circles, in order to focus on the spatial aspects of this activity. If children want to hang their pennants, punch holes and string. They can take them outside, weather permitting, or hang them indoors.

Strategies to Provoke Math Thinking:

- It can be difficult to observe how individual children are grasping spatial concepts. From a child’s point of view, this is an open-ended art activity. Children will approach this task in many different ways. The varied the creations will reveal different things about children’s ideas about geometric figures, relationships, shape and size. Brainstorm about other ways to observe children’s understanding of relative positions of objects in space.
- Art and math are integral. This activity has key art ideas of perspective, balance, and pattern.

Documentation:

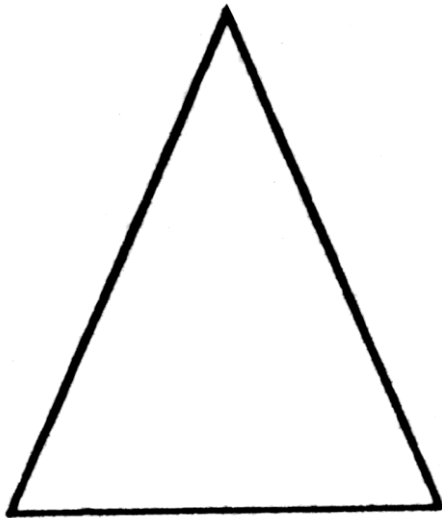
This activity is an excellent way to assess children’s understanding of spatial concepts and their abilities to seriate as they work on these pennants. Take photos of their work. Repeat this activity toward the end of the school year and note the differences.

Provocation:

Add seriated circles and triangles to the collage/art area for children to continue to explore relationships of size, shape and space. Place the book *Shape Capers* [from Unit 2] in the art area for

children to note ways that shapes are used to make pictures.

** This activity is adapted from a High Scope Small Group Activity.*



Isosceles.

Note: Use 11 X 14 paper. The base of your pennant will be the 11" side of the paper. Find the center point on the opposite end and connect lines to make a triangle. Size the circles to fit inside the pennant when glued.

Unit 3  Week 5	Small Groups: Puzzles, Numbers, and Groups Low to Medium support	Math SG2	Standards: MELDS.M.CCC.PS.1 MELDS..M.CCC.PS.4 MELDS.M.OAT.PS.2
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<p>Guiding Math Ideas:</p> <ul style="list-style-type: none"> ● Representing number relationships with toys manipulatives and puzzles: Assigning Number names to Groups ● Exploring numerals <p>Math Concepts from Unit Learning Progressions:</p> <ul style="list-style-type: none"> ● Rote counting strategies: Numbers have an order- Correcting errors ● Matching numerals with their names ● Counting groups of objects and assigns a number name

<p>Materials:</p> <ul style="list-style-type: none"> ● Number/photo floor puzzle (from Math Materials) ● 1 “ cube blocks in container ● Basket or box 	<p>Math Vocabulary:</p>
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Preparation:

Place floor puzzle in the Manipulative/Puzzle Center for a week or so before facilitating this small group so children can become familiar with this material. For the small group, mix all the puzzle pieces up in a box or basket. Do not use the picture on the box as a guide for children. Rather, use it to “check their work” afterwards. Put 1 “cubes on floor along with the puzzle pieces.

This small group will vary from low to medium support, based on the groups puzzle and number skills.

Procedure:

You may have played with our big floor number puzzle. I have all the pieces mixed up here in this box. We are going to work this puzzle together today. Each one of us will draw a piece and try to guess what number it is. Then we will begin working the puzzle. When you draw your number, you can name it, and then draw little blocks out of the bucket and count to match the number. There are more pieces than people, so everyone will have a chance to draw 2 different puzzle pieces. This puzzle has a LOT of big numbers. We will try to put them in order.

The small group continues with children drawing puzzle pieces, naming the number, counting small blocks, and placing the group of blocks on top of the number piece. Read the number, the number name and the word that describes the picture: 1- One fish, count 1 block, etc. End the small group by counting 1-20 together.

To scaffold, adjust the number of puzzle pieces. Use the numbers 1-10, for example for the first round, and then numbers 11-20 for a second turn for each child.

Math concepts and skills in this activity:

- Rote counting up to 20, with self-correction.
- Recognition of number symbols and words.
- Picture representation of groups.
- Forming groups of manipulatives and associating them with a number symbol.
- Practicing 1:1 correspondence.
- Children checking their own work, through trial and error and referring to the puzzle box picture.

Reinforce these concepts through words and actions, encouraging children to work together, modeling acceptance of errors and ways to correct them.

Strategies to Provoke Math Thinking:

- Puzzles are in the category of “self-correcting” math materials. There is only one right way to put the pieces together, and in the case of number puzzles, to reinforce the number word list. During Centers, observe children’s puzzle-solving strategies. Are they looking for the next number? For the shape of a piece? Or are they discriminating based on color or items in the pictures? Offer self-correcting materials on a regular basis to encourage children to work independently.
- Rote counting and correcting errors: The floor puzzle includes numbers 1-20. Although counting up to and beyond 20 is an end-of-preschool standard, there will likely be several children who are already counting to 20, sometimes accurately and sometimes with consistent or repeated errors. The puzzle provides a visual aid for children as they build their rote counting skills and transition to rational counting.
- Representing number in multiple ways: Adding the concrete objects to the floor puzzle shows children there are multiple ways to represent number: symbol [numeral], word, pictures, and objects that can be manipulated to form and re-form groups.
- Part-part whole: Puzzles are one type of part-part-whole relationship; individual parts make up a whole. The same type of relationship is demonstrated in toys that have unique parts (such as a toy that is assembled, or identifying the parts of a car, such as wheels, doors, etc.) Part-part-whole relationships are important for future understanding of composing and decomposing numbers as well as fractions as children move into kindergarten and primary grades.

Documentation:

This small group allows for focus not only on children’s puzzle solving strategies, but on their understanding of multiple representations of number. Sharing the pieces gives children who are just beginning to explore puzzles the chance to try out their visual and physical discrimination skills and encourages mentoring from more advanced puzzle-solvers. Plan follow up puzzle-working sessions during future small groups or Center time to observe growing skills and provide additional challenge.

Provocation:

Working floor puzzles without a picture guide suggests other ways of presenting puzzles. Consider taking away the outer “frames” of puzzles and having children work them on the table or floor to provide additional challenge.



Songs, Word Play, & Letters

Unit 3, Week 5, Day 1

SWPL Daily Activities:

APPLES AND BANANAS

- Sing song as usual.

HANDS

- Tell the children they will do a poem that they haven't done for a long time.
- Read the title and underline it, then recite the poem with the motions.

GUESS WHAT WORD I'M SAYING (and A Hat for Minerva Louise)

Materials: book, picture cards (scarf, boot, hen, next, shed, hood, hose)

- Show the book and tell children they are going to play a game with words. Explain that words will be said in a funny way and the children are going to guess the word
- Give an example: *If I say h....en, you would say hen.*
- Try: n....est, (nest) sh...ed (shed) h...ood (hood) h....ose (hose).
- When children say a word the right way, confirm their guess and use the word meaningfully in a sentence. For example, *Yes, I was saying scarf in a funny way.*

IF YOU'RE HAPPY

- Sing "clapping" and "nodding" verses
- Add another verse *If you're sad and know it cry "boo hoo"* (rub eyes) and another: *If you're surprised and you know it, shout "oh no!"* (hands up in surprise)

MY BIG BALLOON

- Recite the poem and model the motions.

Unit 3, Week 5, Day 2

SWPL Daily Activities:

CLAP YOUR HANDS

- Ask children to stand up. Sing “clapping” and “stamping” verses.
- Ask children for ideas of other things to do with their hands or feet.

BRINGING THE RAIN TO KAPITI PLAIN

- Show the cover, point to the first word in the title and begin to read it, allowing children to join in.
- Read the book naturally, pointing to the pictures, and making comments to explain the meaning of the text.
- Tell children that they are going to find rhyming words from the book.

CAN YOU THINK OF WORDS THAT RHYME WITH ? (and Bringing the Rain to Kapiti Plain)

- Comment that rain and plain rhyme, and ask children if they can think of other words that rhyme with rain and plain. Suggest some yourself if there’s a lull (e.g. lane, cane, mane).
- Repeat the same activity with dry and sky (e.g. by, my, try)

MY BIG BALLOON

- Recite the poem and model the motions.

FIVE GREEN AND SPECKLED FROGS

Materials: felt board and felt pieces

- Take two frogs out of the pool together, and ask the children how many are left. Then, you might ask, *How many will be left if I take just one frog out of the pool this time?*

Clipboard Directions
Unit 3, Week 5, Day 3

SWPL Daily Activities:

WHAT ARE YOU WEARING?

- Sing the song by going around the circle using each child's name and singing the child's name and the color of an item that he or she is wearing.
- For variation, include ribbons, barrettes, beads or belts.

TEN LITTLE FINGERS

- Recite the poem with the motions.
- After reciting the poem say, *Five fingers* (put up one hand) and *five fingers* (put up the other hand) *that makes ten* (bring hands closer together in front of you). *Take one away* (put one hand down) and *we have five once again* (hold just one hand up).

ALPHABET CLUE GAME

Materials: clipboard or easel with paper, marker

- Say *I will think of a letter and give one clue at a time to you, so you can guess it.*
- Use R this time. Draw the first line, and describe your actions. You might say, *The letter I'm thinking of has a long vertical line like this* (draw it). *Does anyone want to guess?*
- Respond to each guess by drawing the letter guessed and pointing out the long vertical line it has (or that it does not have one). You might say *Right, the letter in my mind might be T, because it has a long vertical line* (draw T). *That's not what I'm thinking, though.*
- Draw the second line in R. When they guess P say, *Yes, it is a P, but it is not the letter that I am thinking of.* If they guess B and R, say, *Those are good Guesses.*
- Give the last clue for R and then draw a B and point out the similarities and then the differences. Tell children that B was a good guess.

- Tell children that they will play again another day with a different letter.

I'M A LITTLE TEAPOT

- Tell children that they will sing about some hot water in a teapot.
- Stand up and ask the children to stand up too.
- Sing the song and do the motions.

Unit 3, Week 5, Day 4

SWPL Daily Activities:

OPEN SHUT THEM

- Put hands out in the gesture that starts this song, and ask children what they think the first song is today. To give another clue, close your open hands. When they guess, sing the song as usual.

HANDS

- Read the title and underline it, then recite the poem with the motions.

ALPHABET CLUE GAME

- Tell the children they will play the Alphabet Clue Game again. Remind them that they will listen to one clue at a time and then guess the letter.
- Use M this time. Draw the first line, and describe your actions. Say, *The letter I'm thinking of has a long vertical line like this (draw it). Does anyone want to guess what it is?*
- Respond to each guess by drawing the letter named and pointing out the long vertical line it has (or that it does not have one). Say, *Right, The letter in my mind might be (T or I or H etc.) because it has a long vertical line (draw T, I, or H, etc.). That's not what I'm thinking, though. I'll give you another clue.*
- Draw the second line in M. Children might guess N or V this time. Draw a V on the side of your paper, and point out that it is oriented differently. Tell children this is a good guess, but not the letter.
- Give the third clue for M. Children might guess N. Tell children that this form looks very much like an N, but there is a diagonal line, not a straight one. Ask if they have any other ideas.
- Draw the last line for M and confirm that the letter is M.
- Tell children they will play the game again another day.

CLAP YOUR HANDS

- Sing “clapping” and “stamping” verses
- Ask children for ideas of other things to do with their hands or feet.

Clipboard Directions
Unit 3, Week 5, Day 5

SWPL Daily Activities:

DOWN BY THE BAY

Materials: felt pieces

- Sing the song as usual.
- Add a new verse or two (“frog/dog” “mouse/house”).

RAINDROPS (poem 10)

- Comment that both the first line of the poem and the title have exactly the same word, raindrops.
- Present the poem orally, doing appropriate gestures for rooftops, ground, and umbrella.

DIDDLE, DIDDLE, DUMPLING (poem 2)

- Recite the poem.

IF YOU'RE HAPPY

- Ask the children to stand up. Sing the song as usual
- Ask children to help make up motions for other emotions such as sad, scared, angry.

IF YOU HAVE THE MATCHING LETTER, SHOUT ITS NAME

- Tell children that they will play a letter game they played last week.
- Pass out one uppercase letter to each child, making sure the letter each child gets is not the first in the child's name. Hold onto the matches for each of the letters you pass out.
- Hold up one letter at a time from your set, and say, *if you have the match for (letter name), shout its name.*


<p>Unit 3</p>  <p>Week 5</p>	<p>Large Group: Goldilocks and the Three Bears</p>	<p>Math LG</p>	<p>Standards: MELDS.M.OAT.PS.5 MELDS.M.MD.PS.2 MELDS.M.CCC.PS.4</p>
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Guiding Math Idea:

- Finding Math in Stories: Seriation; Sets, Creating Groups
- Problem Solving: Data collection and beginning analysis

Math Concepts From Unit Learning Progressions:

- Math words and math ideas appear in storybooks
- Counting groups of objects or persons and assigning a number name.
- Gathering data to solve problems
- Growing use of classification and sorting strategies [seriation]

Adaptations for Using Large Group In Alternate Schedule Slots:

- Solve a problem in your classroom that involves size or seriation. Use this story to talk about sizes and matching and solve problems. Line up different sized chairs and talk about how people need to be comfortable in their chairs and in your classroom. As an example, sit in a child-sized chair.
- Act out the story after reading the book.
- There is a winter version of this book: *The Three Snow Bears* by Brett. If you prefer, use this version of the story to match the season. The pictures are not as straightforward and simple, but the ideas of 3 and sizes are the same.

<p>Materials:</p> <ul style="list-style-type: none"> ● <i>Goldilocks and the 3 Bears</i> As Retold by Delmege, Illustrated by Gavin Scott* ● seriated items (small medium large) to represent 3 bowls, 3 chairs, 3 beds ● several number 3s from math materials – wooden, plastic, magnetic, etc. ● chart paper and marker ● <i>Peter’s Chair</i> from Unit 1 	<p>Math Vocabulary:</p> <ul style="list-style-type: none"> ● big- something that is large ● small or tiny- something that is little. ● medium- something that is not big or little, but in between. ● solution: An idea for solving a problem.
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Preparation:

Assemble the items in groups of 3. If bowls, chairs, or toy beds are not available, use: small, medium and large rectangular prism blocks, wash rags, or towels or 3 sizes of paper to represent beds; 3 sizes of cubes or boxes for the chairs; cups or bowls from Dramatization. Write *Problems and Solutions* on the chart paper.

Intro to Centers:

“Here is a story about a little girl who had a problem--- or maybe it was some bears who had a problem....Do you know this story?”

“In this story there is an important number. Does anyone know what it is?”

“I have some things here in front of me that we can pretend came from the story. Can you help me count them?”

“Some things are small.... Some things are medium.... Some things are big.”

“We have been talking about how math helps us solve problems. Is there a problem in this story that math could help us solve?”

“I’m going to write down our ideas on this paper that says Problems and **Solutions**. A solution is an idea for solving a problem.”

Spread out the groups of 3 things in front of you, along with the numeral 3.

Read the book, being careful to point out the groups of 3 things. When reading about the different items (bowls, chairs, beds) use the show the gathered items. Explain the terms big/large, tiny/small, medium etc. as needed.

Show the plastic numeral 3 and with the children count the groups of 3 items.

Mix up the items and have children separate them. Children identify and seriate the items. Talk about the different sizes, note if children order them by size, etc.

Children name possible problems for Goldilocks. Write down on the chart paper. Ask the group for ideas about how math might help Goldilocks solve her problem.

*Suggest ways that Goldilocks could have solved her problems in different ways:
Not entered the house
Waited until bears came home, etc.
Asked the bears to share....*

*Write down the ideas from the group.
Measuring the chairs before she tried them.
Measuring the beds before she messed up the “too hard” and “too soft” ones, etc.*

"I have an idea. Goldilocks ruined the tiny chair because she was too big for it. We have been talking about measuring and measuring tools in our classroom. I wonder, would measuring have helped Goldilocks solve her problem? How could math have helped her with the problem of finding the right size chair?"

"We read another story about a child and a too small chair. Do you remember a story about a boy named Peter?"

"We can solve problems in a lot of ways, can't we? If you think of a problem that math can help us solve, tell me during Centers [or another time] and I will write it down on our Problem Solving Sheet."

Help children recall the story.

Show the book Peter's Chair. Frame Peter's Chair story in terms of a problem. Talk about Peter's problem (he did not want to share his chair... but it was too small for him.

Display the chart paper and add ideas from the children to discuss later, such as in LFOAI or SWPLM.


Strategies to Provoke Math Thinking:

- Linking Unit Concepts: Unit 2 had numerous activities for children to create small groups. Unit 3 featured small groups and featured the idea of subitizing. Other concepts that demonstrate growing skills across Units are: Associating a group with a number name; beginning understandings of time; and transitioning from rote to rational counting. Refer to Unit Overview documents to see how our math concepts build throughout the year.
- Continuity across Curricular Units: Peter's Chair had the same "problem" that Goldilocks presents—the chair was "too small" for Peter, and someday it would be "just right" for his new sister. Recall stories from the past and relate them to current stories to help children generalize and apply concepts such as relative size or number in multiple contexts.

Provocation:

- 3 is a powerful image in fairy tales and legends- 3 Wishes, 3 Billy Goats, 3 Little Pigs. Create a "3s" stories with children. Create "story starter" blank notebooks. For instance, "Once upon a time there were 3....." Encourage children to write or tell their stories of "3"

*This version of Goldilocks has clear pictures of groups of 3 things, and not too much visual clutter, but any version of the book will do.

<p>Unit 3</p>  <p>Week 5</p>	<p>Outdoor Learning Opportunities:</p> <p>Winter Tree Identification</p>	<p>Standards: M.MD.PS.1 S.LS.PS.1</p>
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<p>Materials:</p> <ul style="list-style-type: none"> ● Winter Tree Identification sheet or field guide. ● A place where there are trees ● Paper ● Crayons to make rubbings 	<p>Vocabulary:</p> <ul style="list-style-type: none"> ● Terminal & Lateral Buds ● Twigs ● Catkins ● Bark ● Alternate branching ● Opposite branching ● Dormant
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Trees go dormant in the winter. Deciduous trees drop their leaves in the fall. This reduces the amount of water they need, especially because water freezes in winter. Identifying trees in winter is done in a different way, since there are no leaves to help identify the trees. Several parts of the tree are used for identification. Getting to know a tree's characteristics (parts) throughout the year (in all seasons) will help identify them in winter. These include the tree's bark, type of branching (alternate or opposite) and details of their twigs and buds. For young children, getting to know a tree's characteristics helps them to develop keen observation skills and over time they will be able to recognize specific tree types.

Take the children outside where there are several trees. Have them inspect the trees' bark (color & texture) and name as many parts of the tree as they can. Does it have alternate or opposite branching? Alternate means that the twigs alternate direction along the stem. Opposite means the twigs are paired on either side. The most common trees that are opposite branching are maple, ash, and dogwood (MAD). The children can show these two types of branching with their arms (straight out to either side for opposite, one up and one down for alternate). Other characteristics to look for are terminal buds (the bud at the tip of the twig) as these are quite different depending on the type of tree. And lateral buds (buds on each side of the branch). These can be identified with a twig guide.



Another characteristic to look for are catkins and seeds. These will vary by the type of tree, as well. Getting to know the trees' characteristics will enable children to discriminate more closely and even if they can't identify them correctly, over time they will begin to know the trees as individual types and be more aware of the trees' specific details.

Extension: Have the children do bark rubbings of a tree by placing paper on the bark and using a large crayon to get a print of the bark.

Extension 2: Play "Meet a Tree" activity. In pairs children take turns showing each other a tree. The child being shown the tree closes their eyes as the other child leads them to the tree. The child with eyes closed inspects the tree by touching the bark and any branches nearby. After taking the child away from the tree, they open their eyes and try to find the tree that they were touching.

Guiding Questions:

- What happens to trees in the winter time?
- What are the different parts of a tree?
- How can you identify trees when there are no leaves on their branches? Every type of tree has its own unique bark, branching, and twigs.

