

Unit 4: *World of Color*

Week 1

Full Day Schedule

Unit 4 Week 1	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>Max's Dragon Shirt,</i> 1 <sup>st</sup> Read	<i>Dog's Colorful Day,</i> 1 <sup>st</sup> Read	<i>Max's Dragon Shirt,</i> 2 <sup>nd</sup> . Read	<i>Dog's Colorful Day,</i> 2 <sup>nd</sup> . Read	<i>Max's Dragon Shirt,</i> 3 <sup>rd</sup> . Read
Centers					
Intro to Centers	Making Bubbles  Shirt Paintings	Laundry Research  Building a Laundromat	T shirt design  Building a Store	Laundromat  Washing Stains	Pattern Bocks
Art Studio		Building a Laundromat	continue	Add Play Dough Coloring (white play dough, liquid watercolor)	continue
Easel	Shirt Painting	continue	continue	continue	continue
Writing and Drawing			T-Shirt Design	continue	continue
Library & Listening		Laundry Research	continue	continue	<i>Add Dog's Colorful Day Felt Board Pieces</i>
Dramatization		Laundromat	continue	continue	continue
Blocks			Building a Store	continue	continue

Discovery Table	Add dish liquid, bowls and whisks to make bubbles	continue	continue	Washing Stains	continue
Puzzles & Manipulatives	Add Pattern Blocks	continue	Add Pattern Blocks Design Cards	continue	continue
Technology		Dramatization: laundromat folding sequencing		Small Groups: Maps Osmo Masterpiece App	
Thinking & Feedback					
SWPL Whole Group	See Clipboard directions				
Whole Group Lessons	<b>LFOAI:</b> Maps	<b>Math:</b> Red, Yellow, Blue- Data Collection	<b>LFOAI:</b> Washable/Permanent Colors	<b>LFOAI:</b> Color Fading	<b>Problem Story</b> (class discusses issues impacting classroom community) or Social / Emotional Curriculum

Small Groups	<b>Group1 Literacy</b> High Support: Stains <b>Group 2 Math</b> Low Support: Sticky Dot Pictures <b>Group 3 Independent</b> Color and Shape Bingo			<b>Group1 Literacy</b> High Support: Classroom maps <b>Group 2 Math</b> Low Support: Spin, Count, and Link <b>Group 3 Independent</b> Book Browsing or Teacher's Choice	
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Outdoor Learning	Refer to Nature Extensions for Individual Lesson plans	small groups: Natural Dyes/stains
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Part Day Schedule

Unit 4 Week 1	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>Max's Dragon Shirt,</i> 1st Read	<i>Dog's Colorful Day,</i> 1 <sup>st</sup> Read	<i>Max's Dragon Shirt,</i> 2nd Read	<i>Dog's Colorful Day,</i> 2nd Read	<i>Max's Dragon Shirt,</i> 3rd Read
Centers					
Intro to Centers	Making Bubbles  Shirt Paintings	Laundry Research  Building a Laundromat	T-Shirt Design  Building a Store	Laundromat  Washing Stains	Pattern Blocks
Art Studio		Building a Laundromat	continue	Add Play Dough Coloring (white play dough, liquid watercolor)	continue
Easel	Shirt Painting	continue	continue	continue	continue
Writing and Drawing			T-Shirt Design	continue	continue
Library & Listening		Laundry Research	continue	continue	<i>Add Dog's Colorful Day Felt Board Pieces</i>
Dramatization		Laundromat	continue	continue	continue
Blocks			Building a Store	continue	continue

Discovery Table	Add dish liquid, bowls and whisks to make bubbles	continue	continue	Washing Stains	continue
Puzzles & Manipulatives	Add Pattern Blocks	continue	Add Pattern Blocks Design Cards	continue	continue
Technology		Dramatization: laundromat folding sequencing		Small Groups: Maps Osmo Masterpiece App loaded	
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard directions				
Let's Find Out About It  Problem Stories	<b>LFOAI:</b> Maps	<b>LFOAI:</b> Washable/Permanent Colors	<b>Problem Story</b> (class discusses issues impacting classroom community) Or Social Emotional Curriculum of Choice	<b>LFOAI:</b> Color Fading	<b>Problem Story</b> (class discusses issues impacting classroom community) Or Social Emotional Curriculum of Choice
Math Whole Group  Small Groups  Story Telling/Acting	<b>Math Whole Group</b> Red, Yellow, Blue Data Collection	<b>Group1 Literacy (choose 1)</b> High Support: Stains High Support: Classroom maps <b>Group 2 Math (choose 1)</b> Low Support: Sticky Dot Pictures Low Support: Spin, Count, and Link <b>Group 3 Independent</b> Color and Shape Bingo			<b>Story Telling/Acting</b> (refer to Storytelling/Story Acting Guide)
Outdoor Learning	Refer to Nature Extensions for Individual Lessons plans	<b>Small groups:</b> Natural Dyes/Stains			

Unit 4

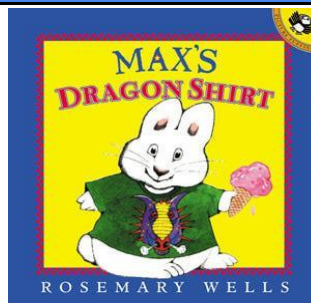


Week 1

## Read Aloud: Max's Dragon Shirt

### 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:

- *Max's Dragon Shirt*

### Vocabulary:

- disgusting - dirty or unpleasant
- changing room - a place to try on clothes
- escalator - set of constantly moving stairs.
- appliances - machines
- stain
- sales lady - a lady who sells things in a store
- tight - too small
- worried - scared
- teenager
- damaged - ruined
- purchase - buy

### First Read:

Children will:

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

Teachers will:

- Read with expression.
- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice 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 book to read today, the title of this book is *Max’s Dragon Shirt*. Rosemary Wells is the author and the illustrator.”

*Underline the title, author and illustrator.*

“Here on the cover we see Max. He also has an older sister, Ruby, whose picture is not on the cover but you’ll see her as we start to read. In this story Ruby tells Max his old pants are yucky, and their mom gives Ruby money to take him shopping for a new pair. But when Max and Ruby go to the department store something happens and they are not able to buy new pants after all. Let’s read and find out why Max and Ruby are not able to buy new pants as they had planned.”

*Point to Max on the cover.*

“Ruby said Max’s pants looked **disgusting**--dirty and unpleasant.”

*p. 2*

“It seems like Max doesn’t want to buy pants, and he’s hoping for a new shirt instead.”

*p. 3*

“The red dress is too **tight**--too small--for Ruby.,

*p. 5*

‘No money left.’ “Remember their mom gave Ruby *just enough* money for a new pair of pants.”

*p. 6*

“Ruby doesn’t like this dress so she is going to find a different one, but I notice Max’s eyes are closed..it looks like he may have fallen asleep.”

*p. 8. Read then comment & point at Max’s eyes in the illustration.*

“Max screamed. He looks like he is startled, he thought the girl in that yellow dress was going to be Ruby.”

*p. 14*

“The **changing room** is the place in a store to try on clothes. Ruby went back there to look for Max.”

*p. 15*

“**Appliances** are machines.”

*p. 18*

“A **saleslady** is a lady who sells things in a store.”

*p. 19 read then expand & point to saleslady in illustration.*



“Ruby hadn’t put her yellow dress back on yet, she is still wearing the dress she was trying on.”

*p. 20*

“Max’s dragon shirt was **stained** with ice cream. Lots of times if you **damage**, or ruin, something at a store you have to buy the item.”

*p. 22*

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

- Why did Max leave the dressing room to look for Ruby?
- Why did Max think the teenager was Ruby? How did he feel when he discovered it wasn’t his sister?

### **Second Read**

Children will:

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

Teacher will:

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

“We read this story once before, so we know the title is... *Max’s Dragon Shirt* and the author is Rosemary Wells.”

*Hold up book, linger before reading title to encourage children’s input.*

“‘..up to boys’ Sportswear’, the department where they will find boy’s pants..”

*p. 4*

*pgs. 5-8 Read - pointing out/commenting on the change in Max’s eyes, showing that he fell asleep.*

“Remember, Ruby’s yellow dress is still hanging in the **changing room**.”

*p. 10*

*p. 13*

“A **teenager** is someone that is between 13 and 19 years old. She’s older than Max but she isn’t a grown up yet.”

*p. 15 point to Ruby’s face.*

“Ruby looks **worried**, or scared.”

*p. 17 read first sentence, comment.  
Finish page & define perfume.*

“We remember an **escalator** is a set of stairs that continuously move and help bring people either up or down just like the one we read about in *Corduroy*. Ruby took the escalator that goes down.”

“**Perfume** is something people spray on them to smell nice.”

*p. 22*

“Police help to keep people safe, so they were waiting with Max until Ruby found him.”

*p. 23*

“They only had \$5, After Ruby paid for the **damaged**, or ruined, shirt they had no money left to **purchase**, or buy Max new pants.”

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

- How do you think Ruby felt when she couldn’t find Max?
- Why was it difficult for Ruby to find Max in the department store?

### **Third Read:**

Children will:

- Jointly reconstruct the story with peers and teacher
- Recall some main events when prompted
- Ask/Answer questions for further understanding

Teacher 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.

<p>“We remember the title of this story is.... And the author who wrote the words is Rosemary Wells. Today we are going to talk about and retell the story together.”</p> <p>“We remember..”</p> <p>“So they got on the bus to go somewhere....”</p> <p>“Then he saw...”</p> <p>“But we remember...”</p> <p>“Back in the Girl’s better Dresses department...”</p>	<p><i>Hold up the book and linger/pause for children to share the title, fill in as needed.</i></p> <p><i>Turn to p. 1 Pause, if children do not contribute. Prompt and point to Max’s pants.</i></p> <p><i>pgs. 2-3 Prompt if needed.</i></p> <p><i>pgs. 4-8 Turn pages pointing &amp; responding to children’s contributions about happenings. *Use prompts such as “we remember..”, “then she..” and pointing to guide children.</i></p> <p><i>pgs. 9-11 Prompt by pointing to the piece of the yellow dress/illustrations and read if needed.</i></p> <p><i>p. 12 prompt by pointing to illustrations</i></p> <p><i>pgs. 14 -18 turn pages prompting and responding to children’s contributions.</i></p> <p><i>pgs. 19-21 Prompt &amp; read if needed to review key events.</i></p>
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**Discussion Questions(s):**

- Have you ever tried on clothes at a store? If so what type of items did you try on?
- What do you think Ruby & Max’s mother said when they got back home and they did have a new pair of pants?

**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 is Max's dragon shirt similar to or different from Dog's coat?
- Why do you think Max liked the dragon shirt so much? Do you have a shirt that you really like? Tell me about it.

<b>Suggested Transition Activity</b> <b>First Read</b>	<b>Literacy/Language Skills</b> <b>Supported</b>
<p>Dismiss children by the colors of their clothing and/or other features corresponding with the book Max's Dragon Shirt.</p> <p>Say: "If you are wearing purple like the dress Ruby tried on, you may.." "If you are wearing faded jeans, you may..."</p>	<p><b><u>Direct</u></b> -Category labels</p> <p><b><u>Indirect</u></b> -exposure to vocabulary through teacher use -repeated exposure to well-formed sentence</p>

<b>Suggested Transition Activity</b> <b>Second Read</b>	<b>Literacy/Language Skills</b> <b>Supported</b>
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<p>Use clothing patterns from the story to transition clothing.</p> <p>Say: "If you have polka dots on your clothing like the dress in this picture, you may..."</p> <p>"If you are wearing stripes on your clothing like this bunny's dress, you may..."</p>	<p><b><u>Direct</u></b> -Category labels</p> <p><b><u>Indirect</u></b> -exposure to vocabulary through teacher use -repeated exposure to well-formed sentence</p>
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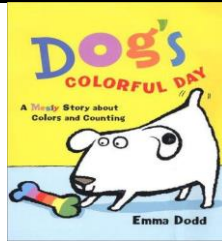
<b>Suggested Transition Activity</b> <b>Third Read</b>	<b>Literacy/Language Skills Supported</b>
<p>Dismiss children by the ending sound in their names.</p> <p>Say: "If your name ends with the sound /e/ like Ruby, you may.."</p> <p>"If your name ends with the sound /n/ like dragon, you may.."</p> <p>"If your name ends with the sound /t/ like shirt, you may..."</p> <p>(emphasize ending sounds when saying words to support children in hearing &amp; matching sounds.)</p>	<p><b><u>Direct</u></b> - Phoneme segmentation</p> <p><b><u>Indirect</u></b> -exposure to vocabulary through teacher use -repeated exposure to well-formed sentence</p>

<b>Suggested Transition Activity</b> <b>Fourth Read</b>	<b>Literacy/Language Skills Supported</b>
<p>Dismiss children by the ending sound in their names using different words than previously used.</p> <p>Say: “If your name ends with the sound /d/ like red, you may..”            “If your name ends with the sound /n/ like green, you may..”            “If your name ends with the sound /t/ like rabbit, you may...”</p> <p>(emphasize ending sounds when saying words to support children in hearing &amp; matching sounds.)</p>	<p><b><u>Direct</u></b>            - Phoneme segmentation</p> <p><b><u>Indirect</u></b>            -exposure to vocabulary through teacher use            -repeated exposure to well-formed sentence</p>

## Read Aloud: Dog's Colorful Day

**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:**

- *Dog's Colorful Day*

**Vocabulary:**

- permanent - never leave, always be there
- as usual – the way things are most of the time
- colorful
- coat- a covering for the body
- trot - walk quickly
- jam – fruit boiled with sugar
- drip
- pollen – a yellow powder found in flowers
- carton
- smudge
- stain
- spot

**First Read:**

Children will:

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

Teachers will:

- Read with expression.
- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice 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 of this book is *Dog’s Colorful Day*. The author and illustrator of this book is Emma Dodd.”

*Underline title lingering on ‘D’ in Dog & Day. Underline name.*

“Here on the cover is a picture of Dog, his fur coat is all white, except for one black spot on his ear. In this story, Dog spends the day playing and exploring, and he gets many colored stains on his white coat. Let’s read the story and find out what type of stains Dog gets on his coat, and how his owner helps to make Dog’s coat all white again.”

*Point to Dog and his ear.*

“This is the only color or marking Dog was born with. It’s **permanent**, so we know it will always be there on his left ear.”

*pgs. 1 & 2 point to the black spot.*

“**Jam** -that’s similar to jelly, fruit boiled and mixed with sugar- **dripped** on his back.”

*pgs. 3 & 4*

*pgs. 5 & 6 - Point out the man’s legs & can of paint to help clarify illustrations.*

*pgs. 7 & 8 - Point to each of the 4 spots while reading the last sentence.*

“When the boy patted Dog, the melted chocolate on his fingers made a brown **spot** on his **coat**.”

*pgs. 9 & 10*

“**Pollen** is a yellow powder that bees carry from flower to flower.”

*pgs. 11 & 12*

“Dog **trotted**--walked quickly--through the park.”

*pgs. 13 & 14*

*pgs. 17 & 18 -Point to the **carton** while reading.*

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

- Why did Emma Dodd, the author, write “*What a colorful day you’ve had*”?
- What did Vicky do when Dog’s fur got stained?

### **Second Read**



Children will:

- Demonstrate increased level of sustained and focused engagement
- Show a steady increase in the number of words in listening vocabulary
- develop understanding of main events

Teachers will:

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

“We read this story once before, so you know the title of the book is... *Dog’s Colorful Day*, by Emma Dodd.

“Dog is sitting under the table at breakfast **as usual**, that means he sits there most of the time.”

“The boy got chocolate on his coat, but he made sure not to feed Dog any of the chocolate because chocolate can make dogs sick.”

“When you squeeze a juice box or **carton** it makes juice squirt out the straw and it squirted right on Dog’s leg.”

“**Ink** is the colored liquid that is in markers and pens.”

“It looks like she is using a **sponge** while she bathes him, I wonder if she had to scrub really hard to get some of those **stains** and **spots** off of his fur coat”

“Remember that was the only spot that was **permanent**, all of the others were washable and came off in his bath, but that one will always be there.”

*Show cover, point to title, and linger allowing children to chime in.*

*p. 3*

*pgs. 9 & 10*

*pgs. 17 & 18- Point to carton*

*pgs. 23 & 24*

*pgs. 25 & 26 - Point at sponge and comment.*

*pgs. 27 & 28*

**Discussion Questions(s):**

- How did Dog/ Vicky feel when Dog’s fur got stained? How do you know?

- Do you think Dog knew he had spots? How do you know?

**Third Read:**

Children will:

- Jointly reconstruct the story with peers and teacher
- Recall some main events when prompted
- Ask/Answer questions for further understanding

Teachers 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.

<p>“We have read this story twice before so we remember the title is.... And the author and illustrator is Emma Dodd. Today we are going to talk about and retell the story together.”</p> <p>“We remember...”</p> <p>“Now dog has..... spots</p> <p>“Vicky looks more closely. Dog has....”</p> <p>“And of course,...”</p>	<p><i>Show cover, linger, and fill in title if not provided by children.</i></p> <p><i>pgs. 1 &amp; 2 prompt if needed and point/gesture to spot on ear to guide children.</i></p> <p><i>pgs. 3 - 20 turn pages pointing and gesturing to items as children share what they remember spilling on Dog’s coat. Use prompts such as “we remember” and “then Dog...”</i></p> <p><i>Occasionally fill in sound words, label colored items and/or count spots on Dog, as needed.</i></p> <p><i>pgs. 21 &amp; 22 Read &amp; count with children.</i></p> <p><i>pgs. 23 &amp; 24 Read, then point to colors allowing children to recall color and item that caused it, fill in as needed.</i></p> <p><i>pgs. 28 &amp; 29 Read if needed to close the read.</i></p>
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**Discussion Questions(s):**

- How is what happens to Dog's coat similar to or different from what happened to Max's dragon shirt?
- Have you ever or your family members ever had to give a pet a bath? Tell me about it.

**Fourth Read:**

Children will:

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

With children, choose one 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):**

- Why does the author use the words *splish*, *splat*, *squash*, etc. when Dog's fur got stained?
- How is what happened to Dog on his walk similar to or different from what happened to the rabbits in *Rabbits and Raindrops*?

Suggested Transition Activity First Read	Literacy/Language Skills Supported
<p>Dismiss children using the colors from <i>Dog's Colorful Day</i>.</p> <p>Say: "If you are wearing something that's red like the Jam that fell on Dog's back, you may...."</p> <p>"If you are wearing gray like the mud that splashed on Dog's leg, you may..."</p>	<p><b>Direct</b></p> <ul style="list-style-type: none"> <li>- Category Labels/color names</li> <li>- Vocabulary support</li> </ul> <p><b>Indirect</b></p> <ul style="list-style-type: none"> <li>- Exposure to well formed sentences.</li> </ul>

Suggested Transition Activity Second Read	Literacy/Language Skills Supported

<p>Say: “Today I am going to dismiss you by the last sound in your name. So if I said the sound /m/, like the last sound in <b>Jam</b>, <b>Sam</b> would go [state next task] because his name ends with /m/ too. <b>Jam</b>, <b>Sam</b>”</p> <p>“If your name ends with the sound /g/ like Dog, you may...”  “If your name ends with the sound /l/ like Colorful, you may...”  “If your name ends with the sound /t/ like paint, you may...” Etc.</p> <p>*Support children by exaggerating the ending sounds to help bring their attention to it. For children who do not recognize that the ending sound of their name matches state it for them highlighting the sound in both the child’s name and the word (i.e., “<b>Hayden</b>, the last sound in your name is /n/ just like the last sound in <b>Carton</b>. You may...”)</p>	<p><b><u>Direct</u></b>  - Phoneme Segmentation</p> <p><b><u>Indirect</u></b>  - Vocabulary support  - Repeated exposure to well formed sentences</p>
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<b>Suggested Transition Activity</b> <b>Third Read</b>	<b>Literacy/Language Skills Supported</b>
<p>Say: “Today I will dismiss you by the letters in your name. If you have the letter I say anywhere in your first name you may....”</p> <p>“If you have the letter D anywhere in your name, you may... “  “If you have the letter O anywhere in your name, you may...”  If you have the letter G anywhere in your name, you may....”</p> <p>*Go through the letters in the title pointing to each letter as you name it and different vocabulary words throughout the book as needed to get all children.  *Have children’s name tags accessible support children who are not able to recall all letters in their first names.  (i.e., Andy, you have a D inside your name. It’s the third letter (point to D on his name tag) so you may...”</p>	<p><b><u>Direct</u></b></p> <ul style="list-style-type: none"> <li>- Letter ID</li> <li>- Name recognition</li> </ul> <p><b><u>Indirect</u></b></p> <ul style="list-style-type: none"> <li>- exposure to well formed sentences</li> <li>- Print awareness</li> </ul>

<b>Suggested Transition Activity</b> <b>Fourth Read</b>	<b>Literacy/Language Skills Supported</b>
<p>Say: "Today I am going to dismiss you using rhyming words. I will say a word and if it rhymes, if it has the same last part, as your name you may [state next task]. For example if I say park, Mark may go..."</p> <p>"If your name rhymes with splat, you may..."</p> <p>"If your name rhymes with Jam, you may..."</p> <p>* Use words from the book if appropriate/able to or generate other words &amp; nonsense words to rhyme with each child's name.</p>	<p><b><u>Direct</u></b></p> <p>-Rhyme recognition &amp; matching</p> <p><b><u>Indirect</u></b></p> <p>- exposure to well formed sentences</p> <p>- vocabulary Exposure.</p>



# Washing Stains



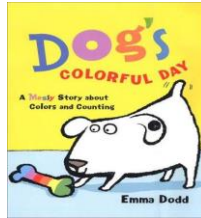
Discovery

**Standards:**

CA.VA.PS.1 - 5

ATL.RPS.PS.1-2

ELA.LS.VAU.PS.2.b


**Materials:**

- *Dog's Colorful Day*
- dish detergent/hand soap/bar soap
- small containers/squeeze/spray bottles of liquid watercolor
- smocks
- white washcloths
- goggles
- gloves

**Vocabulary:**

- stain
- soap(-y)
- run
- fade
- predict: what you think will happen
- experiment: try something

**Preparation:** Be aware of sensory, skin, and eye sensitivities. Set up materials.

**Intro to Centers:**

"In *Dog's Colorful Day*, what happened to Dog's fur when he went on a walk?"

*Show illustrations*  
*Children respond.*

"Dog's fur was **stained**, so Vicky gave him a bath with **soap** and water. What do you notice?"

*Show illustrations*  
*Children respond.*

"Here is a washcloth that is white like Dog's fur. I am going to **stain** it."

*Show washcloth and small container of water. Squirt liquid watercolor on washcloth.*

"Now I will put the washcloth in water. What do you notice?"

*Children respond.*

"The **stain** is beginning to **run/fade**, but not completely disappear. I'm going to put **soap** on the stain. What do you notice?"

*Children respond.*

"The **stain** is still not completely gone, so I'm going to rub the washcloth together. What do you notice?"

*Children respond.*

"Today in Discovery, you can **experiment** with washing out **stains** using **soap** and water."

*Show materials.*

***During Centers:***

Encourage children to experiment with adding more or less soap to the water, rubbing the stain harder, faster, slower, for a longer/ shorter amount of time, etc. Compare and contrast Dog's bath to Peter's bath in *The Snowy Day*/ the hen's dishwashing in *The Little Red Hen Makes A Pizza*. Encourage children to collaborate, i.e., one child applies the liquid watercolor/soap, another child rubs the washcloth in water. Compare and contrast solid bar soap to liquid soap. Compare and contrast washing stains from washcloths to washing hands in the sink. Encourage children to use information they learn from Laundry Research to support their activity.

***Guiding Questions during Centers:***

- How did you remove the stain from your washcloth?
- What happens to the water when you add soap?
- When have you seen soap and water used to clean, i.e., at a carwash, at a laundromat, etc.
- What happens if you don't rinse all the soap off?
- How is staining washcloths similar to or different from painting with watercolors?

***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 experiment with making bubbles using soap and water. Encourage children to make bubble wands of various sizes and shapes using pipe cleaners, straws, string, etc. and encourage children to notice how different bubbles are made with different tools.





# Laundry Research



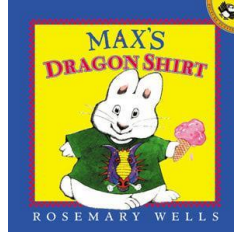
Writing &  
Drawing



Library &  
Listening

## Standards:

ATL.EP.PS.1-2  
ELA.IT.D.PS.2  
ELA.IT.I.PS.1-2  
ELA.IT.LTC.PS.1  
ELA.SL.CC.PS.1, 3



### Materials:

- *Max's Dragon Shirt*
- *Laundry Around The World* color resource
- *The Journey of Laundry* color resource
- clipboards
- writing tools

### Vocabulary:

- research: find out about something
- laundromat
- laundry
- stain
- wash

**Preparation:** Set up materials.

### Intro to Centers:

"In *Max's Dragon Shirt*, Max wore pants and a shirt. What do you notice?"

"Max could put his dirty and **stained** clothes in the **laundry** to be cleaned."

"Some people do their **laundry** at home and some people do their **laundry** at a **laundromat**."

"The title of this book is *Laundry Around The World*."

"Here is someone **washing laundry**. What do you notice?"

"Here is someone else washing **laundry**. How is the way this person is doing **laundry** similar to or different from the other person?"

"Today in Library and Listening, you can research other ways people wash their **laundry**."

*Show illustrations  
Children respond.*

*Show p. 2. Children respond.*

*Show p. 5. Children respond.*

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

Support children in recording information about laundry with pictures and words. Encourage children to use bookmarked sites on the internet. Contrast laundromats to hardware stores, grocery stores, and barbershops.

Encourage children to use their Laundry Research in *Building a Laundromat* in Art Studio and *Laundromat* in Dramatization.

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

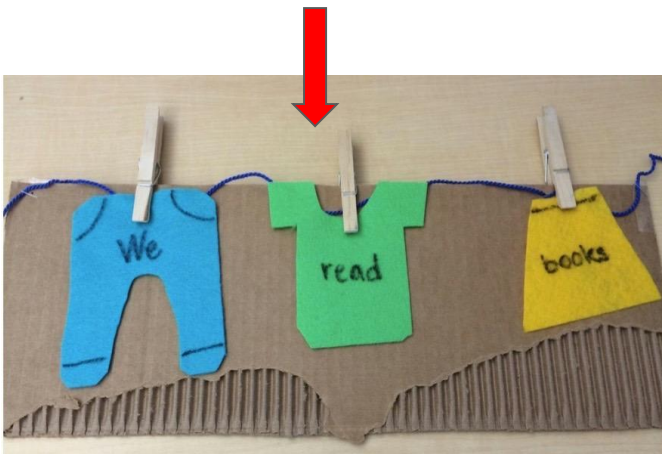
- How is doing laundry similar to or different from washing dishes/ taking a bath?
- Why do some people use machines to do laundry and some people do not?
- How is the way this person is drying their laundry similar to or different from how the laundry was dried in *Gilberto and the Wind*?
- Why do people sort laundry?
- What do people need to do laundry?

***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:***

Use a clothesline to teach a variety of concepts, i.e., building words, sequencing, ordinal numbers, etc.

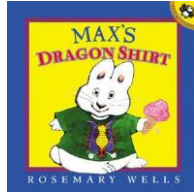




# Building A Laundromat


**Standards:**

SED.SD.BRC.PS.1-2, 15  
 ATL.IC.PS.2  
 ATL.RPS.PS.4  
 CA.VA.PS.1 - 5  
 PHD.FM.PS.6


**Materials:**

- Max's Dragon Shirt
- paint
- paintbrushes
- Beautiful Stuff
- magazines with images of clothing, fabric swatches
- adhesives, i.e., glue, tape, velcro, etc.
- smocks
- writing and drawing utensils
- images of laundromats color resource

**Vocabulary:**

- laundry: dirty or stained clothes
- laundromat: a place with many washing machines for doing laundry
- washing machine: a tool for washing laundry
- dryer: a machine for drying laundry
- detergent: liquid or powder for washing clothes
- fabric softener

**Preparation:** Set up materials.

**Intro to Centers:**

"In Max's Dragon Shirt, Max spilled ice cream on his shirt. What do you notice?"

"Max's shirt was **stained**. **Laundry**--stained or dirty clothes--can be cleaned in a washing machine."

"A **laundromat** is a place that has many washing machines."

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

"What will we need to play **laundromat** in Dramatization?"

"Today in the Art Studio, you can create **washing machines, dryers, \_\_\_\_\_**, etc. using these materials."

*Show illustrations.*

*Children respond.*

*Show images. Children respond.*

*Children respond.*

*Show materials.*

**During Centers:**

Encourage children to use their *Laundry Research* to plan what props they need to create (e.g., knobs, dials, buttons, coin slots, etc.). Encourage children to create pretend money. Support children in writing labels with letters/ words and numbers. Support children in determining and assigning different tasks, (e.g., dryer builders, sign-makers, washing machine engineers, etc.)

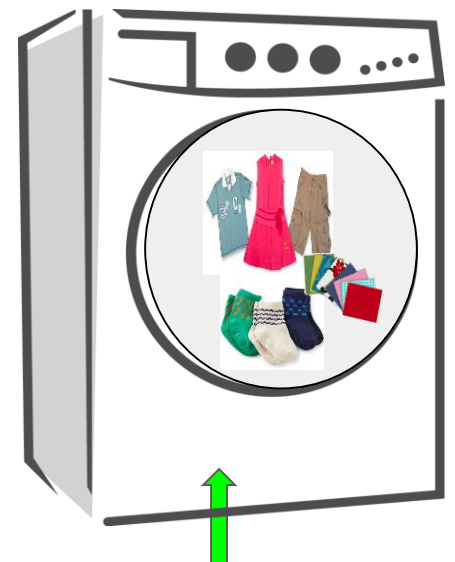
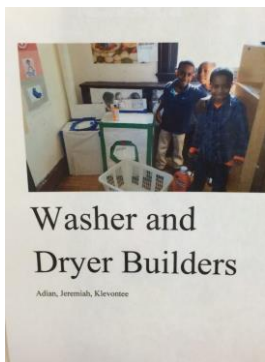
**Guiding Questions during Centers:**

- How will your prop be used in the laundromat?
- How is your prop similar to or different from the machines in a real laundromat?
- How is washing laundry similar to or different from washing dishes or taking a bath?
- How will a customer know how much money it costs to use the washing machine/ dryer?

**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 and use laundromat props in Blocks to enhance their play in Dramatization. Arrange and document a field trip to a laundromat in the community.



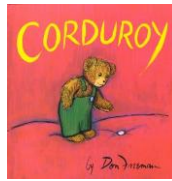
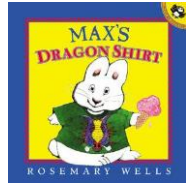
Encourage children to make a collaborative collage with fabric scraps and images of clothing. Use collage as washing machine/dryer window.



# Building A Store


**Standards:**

CA.DE.PS.1-3  
 SL.CC.PS.1-2  
 M.G.PS.3  
 PHD.FM.PS.5-6


**Materials:**

- *Max's Dragon Shirt*
- *Corduroy* (Unit 1)
- paper
- writing utensils
- images of department stores color resource
- Beautiful Stuff

**Vocabulary:**

- department
- fitting room
- escalator
- restaurant

**Preparation:** Set up materials.

**Intro to Centers:**

"In *Max's Dragon Shirt*, Max and Ruby went to a store to buy Max new pants. What do you notice?"

"Things that are sold at a store are organized into groups. Max and Ruby went to the clothing **department**, where Ruby tried on a dress in the **fitting room**, and Max found a dragon shirt."

"The store sold other things. What could you buy in this **department**? How do you know?"

"Max and Ruby rode an **escalator** from the clothing **department** to the **restaurant**."

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

"Today in Blocks, you can build a store with different **departments** using these materials."

*Show illustrations.*  
*Children respond.*

*Show illustrations.*  
*Children respond.*

*Show images.*  
*Children respond.*

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

Encourage children to create signs, labels, pretend money, and price stickers. Encourage children to collaborate, i.e, one child draws a plan for the store, another child builds. Encourage children to create the things sold in their store, i.e, toys, appliances, etc. Encourage children to pretend to be customers, cashiers, salespeople, etc. Support children with creating maps of their stores.

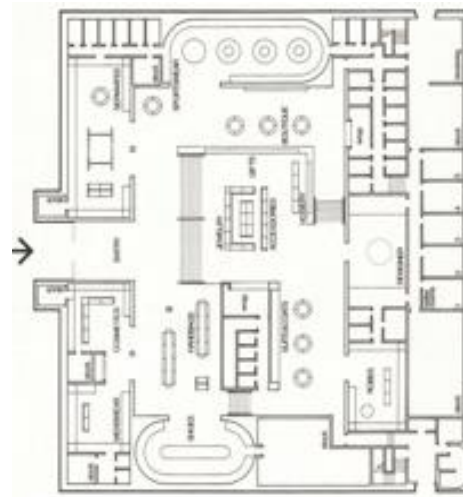
### ***Guiding Questions during Centers:***

- What do you sell at your store? How did you organize the things you sell?
- How is your store the same as or different from a hardware store / grocery store?
- How will the customers know how to find the different departments in your store?
- How is the store in *Max's Dragon Shirt* similar to or different from the store in *Corduroy*?

***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:*** Arrange and document a field trip to a neighborhood store. Encourage children to notice environmental print and how it is used, i.e, sale advertisements, symbols, logos, etc.





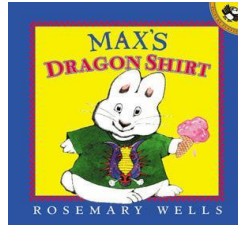
# Laundromat



Dramatization

**Standards:**

SED.SD.BRC.PS.1-7, 8-16  
 ATL.IC.PS.1-2-5  
 CA.DE.PS.1-3  
 CA.DP.PS.1-2


**Materials:**

- *Dog's Colorful Day*
- *Max's Dragon Shirt*
- laundry baskets
- pretend laundry (e.g., clothes, pillowcases, towels)
- empty and cleaned laundry detergent jugs, fabric softener, and stain remover bottles
- money (pretend or made from Beautiful Stuff)
- images of laundromats color resource (from Art Studio)
- how to fold color resource

**Vocabulary:**

- stain
- laundry
- laundromat

**Preparation:** Set up materials.

**Intro to Centers:**

"In *Max's Dragon Shirt*, Max spilled ice cream on his shirt. What do you notice?"

"**Stained** or dirty **laundry** can be washed at the laundromat."

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

"Here are the **laundromat** props you made in the Art Studio. What do you notice?"

"Today in Dramatization, you can use these props to play **Laundromat**."

*Show illustrations.  
 Children respond.*

*Show images. Children respond.*

*Show props. Children respond.*

***During Centers:***

Support children in choosing and acting out laundromat roles, such as customer, attendant, etc. Support children in sequencing: sorting, washing, drying, and folding. Encourage children to fold laundry using visuals. Encourage children to notice shapes when folding laundry (e.g., a square folded in half is a rectangle). Challenge children to sort laundry. Contrast waiting for laundry to other places where people wait, such as the barbershop, veterinarian, etc.

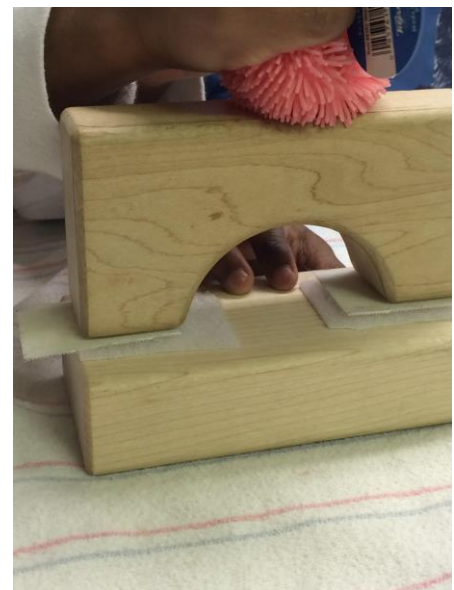
***Guiding Questions during Centers:***

- How did you sort your laundry?
- What do you do first, second, third, fourth, last?
- How do people transport their laundry to the laundromat?
- How can you make waiting for laundry more fun/interesting at your laundromat?

***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:*** Arrange and document a field trip to a laundromat in the community.







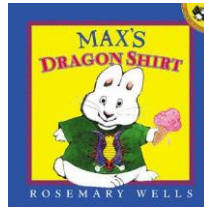
# Shirt Painting


**Standards:**

MELDS.ATL.EP.PS.4

MELDS.CA.VA.PS.3

MELDS.CA.VA.PS.5


**Materials**

- *Max's Dragon Shirt*
- Easel paper cut in T-Shirt shape
- pain
- paintbrushes
- smocks

**Vocabulary:**

- dragon
- design

**Preparation:** Set up materials.

**Intro to Centers:**

"In *Max's Dragon Shirt*, Max and Ruby went to a department store to buy pants for Max, and Max saw a shirt that he really wanted. What do you notice?"

"How did Max feel when he wore his **dragon** shirt?"

"Today in the Art Studio, you can paint a shirt. You can paint a dragon on your shirt or you can design your own."

*Show illustrations.*

*Children respond.*

*Children respond.*

*Show materials. Model.*

***During Centers:***

Encourage children to think about the design of their shirt before they start to paint.

***Guiding Questions during Centers:***

- What would you like to paint on your shirt? Why?
- Why are you choosing these colors?
- What would others say if they saw you wearing this shirt?

***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 look at the shirts their peers are wearing and discuss how wearing these shirts make them feel, or what message they are carrying.

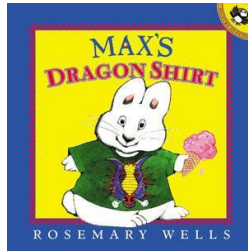


## Small Groups: Maps

Support: High

**Standards:**

CA.VA.PS.1 -3  
ELA.SL.PKI.PS.1-3  
ELA.W.TTP.PS.1-2  
ELA.W.PD.PS.1  
ELA.W.R.PS.1-2  
SS.G.PS.1



**Materials:**

- *Max's Dragon Shirt*
- images of maps resource
- construction paper
- poster board
- adhesive

**Vocabulary:**

- map: an illustration showing locations
- title: a name for a map
- symbol
- key

**Preparation:** Cut shapes out of construction paper to represent furniture in the classroom.

**Procedure:**

Show illustrations from *Max's Dragon Shirt*, pointing out that he was lost in the store and that a map- an illustration that shows where things are- might have helped him.

Show and discuss images of maps. Explain that a map has a **title**, **symbols**—pictures and colors that represent things on a map, and a **key** that explains what the symbols on a map represent.

Start by selecting a shape to represent the meeting area, place it on the poster board and make a key. Title the map.

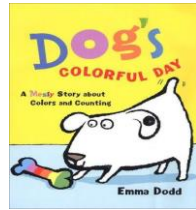
Children will work together to make a map of the classroom



## Small Groups: Stains

Support: High

**Standards:**  
ATL.IC.PS.1, 3-5  
ATL.RPS.PS.2-4, 8  
ELA.LS.VAU.PS.3  
S.ES.PS.2



### Materials:

- Max's Dragon Shirt
- 2-3 colors of tissue paper
- 2-3 colors of construction paper
- pipettes, eyedroppers, or small spray/squirt bottles
- white paper towels, folded in squares
- large bowl (to dump extra water)

### Vocabulary:

- colorfast: color does not fade or run
- stain:
- experiment: try something
- predict: what you think will happen
- fade: get lighter

**Preparation:** Set up materials.

### Procedure:

Show illustrations from *Max's Dragon Shirt*, pointing out the **stains** on his clothing. Tell children they will conduct an **experiment** about stains.

Show tissue and construction paper. Ask children to **predict** what will happen to the colors when the paper is wet.

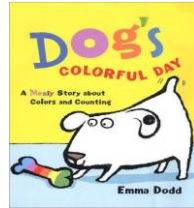
Conduct **experiment** by placing one square of construction paper and one square of tissue paper on the paper towel and putting water on them. Discuss what happens.

Explain to children that the construction paper is **colorfast**--the color does not **fade**--get lighter--or **run**--drip. Compare and contrast this **experiment** to *Crayon Resist*.

## Small Groups: Color And Shape Bingo

Support: Independent

**Standards:**  
SED.SD.BRC.PS.1 -6,  
8-10, 16  
M.G.PS.1



### Materials:

- Max's Dragon Shirt
- pre-made *Color And Shape Bingo* cards
- tag board
- pennies/pebbles (to use as game pieces)

### Vocabulary:

- triangle
- circle
- square
- rectangle
- rhombus
- trapezoid
- hexagon
- match

**Preparation:** Create 3x3 Bingo game boards using colors from *Dog's Colorful Day* or use a pre-made Bingo game.

### Procedure:

Show illustrations on pp. 23-24 from *Dog's Colorful Day* for descriptive language, e.g., "green stain of grass", "pink drop of ice cream", etc. Model BINGO, allowing children to take turns being the caller. Encourage children to describe shapes with mathematical language:

#### Triangles:

- 3 sides
- 3 points or corners or angles
- All 3 sides are straight
- All 3 sides are connected

#### Rectangles:


- All sides are straight
- All sides are connected
- The opposite sides of a rectangle are the same length
- Rectangles have 4 right angles

#### Squares:

- A rectangle where all sides are the same length

#### Circles:

- A closed, curved line with all points equally distant from the center

<p>Unit 4</p>  <p>Week 1</p>	<p style="text-align: center;"><b>Small Groups: Sticky Dot Pictures</b> Low Support</p> <p>This activity should follow the Large Group <i>Is it Red, Is it Yellow? Is it Blue?</i></p>	<p>Math SG1</p>	<p><b>Standards:</b> MELDS.M.CCC.PS.4 MELDS.M.CCC.PS.8 MELDS.M.OAT.PS.1</p>
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<p style="text-align: center;"><b>Essential Questions and Guiding Math Ideas:</b></p> <ul style="list-style-type: none"> <li>● Using math and color to communicate ideas</li> <li>● Using Color as an Organizing Tool for Math and Art Connections</li> <li>● Rote and Rational Counting</li> </ul> <p style="text-align: center;"><b>Math Concepts from Unit Learning Progressions:</b></p> <ul style="list-style-type: none"> <li>● Identifying math words and math ideas that appear in storybooks, outdoors and home</li> <li>● Counting groups of objects and assigning a number name with increasing accuracy</li> <li>● Drawing, describing or showing with manipulatives how number names relate to groups.</li> </ul>	
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<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● <i>Is it Red? Is it Yellow? Is it Blue?</i> by Tana Hoban</li> <li>● magazine pictures with easily identifiable colors OR photographs of the classroom, school, outdoors</li> <li>● baskets of sticky dots</li> <li>● sticky notes and markers</li> <li>● wooden or plastic numerals</li> </ul>	<p><b>Math Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Match or matching- findings 2 or more things that are the same or similar</li> <li>● Similar- nearly the same</li> </ul>
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**Preparation:**  
Cut pictures from magazines, or print photographs of familiar scenes (e.g., classroom, playground etc.) Have LOTS of pictures. Be sure that the pictures are bright and include easily identifiable colors. Place pictures, baskets of sticky dots, and sticky notes and markers on table. Place wooden or plastic numerals on table for children to use as a counting tool.

**Procedure:**  
Children will place sticky dots on the pictures that match the colors they find there. This is an exploratory activity and children will need little supervision. Children can create as many pictures as there is time and materials.  
Show the pictures and model placing sticky dots on some of the colors. Remind the children that these are special art papers and that is okay to put dots on them, unlike books and other classroom materials.

Keying off the children's interests guide them in describing their pictures, counting dots and comparing the amounts of different colors that children find in the pictures. Have materials available for them to either write the number right on the page, or to place a numeral beside their picture as they describe them to you.

Use the word **similar** and define as something that looks almost, but not quite the same. For example, there are a range of colors that are identified as "pink", with gradations of intensity. Discuss with children how colors can differ slightly but still be grouped together.

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

- Low-key, open-ended activities are often just as effective for solidifying math concepts as more structured ones. Children will work at their current level of understanding. Familiarize yourself with the next steps in learning in order to support their growth. For example, when you ask a child how many dots are on her picture, does she count from one? Does she subitize? If she adds dots, does she have to start over or can she count on?
- Math in the Environment: Using photographs of the classroom and familiar places and people are great ways to place math in context as a practical, integral part of everyday life.

### ***Adaptations for Additional Challenge:***

- This activity has children sorting and identifying by a single attribute, color. Challenge children to identify multiple colors and figure out a way to represent the colors in a floral design or print. Will they overlap dots or create their own colors? Will they go to the art center and get additional colors of markers?
- Expand this idea to shape and color, adding small geometric foam shapes (in your Curriculum Math Materials) that can also be glued onto the page. This is preparation for Week 4 activities which combine geometry and art.
- Designate a class photographer, a child whose responsibility is to take pictures during a certain time of the day at school. Print some of the child's pictures and encourage him/her to create a math/color/number book.

### ***Documentation:***

Let children choose a sample of their work and bring it to Meeting or Lunch Time or another time when they can share work with others. Make notes about the math words they use, their color identification and sorting skills, and any counting skills that they have used.

### ***Provocation:***

Old magazine pictures can be used for lots of math activities. Counting people in a picture, finding shapes, comparing tall and short objects. The pages can be folded into different shapes or cut into shape collages. Use this free material to brainstorm with colleagues and with the children, about ways to make math using found materials.


<p>Unit 4</p>  <p>Week 1</p>	<p><b>Small Groups: Spin, Count, and Link</b> Low Support</p>	<p>Math SG2</p>	<p>Standards: MELDS.M.MP.PS.5 MELDS.M.CCC.PS.8 MELDS.M.MD.PS.10 MELDS.M.MD.PS.4</p>
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Image downloaded from Amazon.com

**Guiding Math Ideas:**

- Math Enthusiasm- Playing Math Games
- Representation and Problem-Solving using Color as an Organizing Tool
- Rational Counting

**Math Concepts from Unit Learning Progressions:**

- Playing games = engaging with math concepts and skills
- Counting groups of objects and assigning a number name
- Beginning to recognize parts/wholes of number groups.

**Materials:**

- Learning Links
- 1" blocks
- die- one 3 dot or 6 dot die
- color spinner
- color stackers
- multi-colored people or animal manipulatives
- plastic, wooden or magnetic numerals
- trays or place mats to designate individual work spaces
- materials for writing numerals
- tools for documentation- Include your program's observation/assessment tool, such as Teaching Strategies Gold, the Rote and Rational Counting Concept Sheets from Units 1 and 2

**Math Vocabulary:**

- Numbers inside numbers: Finding smaller numbers "inside" larger numbers.

**Preparation:**

Place the Learning Links Dice, spinner and numerals on the table. Have other math materials available on the shelves. Ensure that all children have a chance to work with these materials during the week.



Be prepared to use the small group time for documentation (e.g., note-taking, checklists, or other means of recording math learning).

### **Procedure:**

Model counting sorting and organizing and game-playing. Children spin the color spinner, name the color. They roll the die. They choose the matching color and the number on the die and create different color chains (they can also create one large chain if they wish). Children can place numerals beside their chains, count the links, write numerals, etc. depending on their level of mastery and their interest. Learning links can be used to identify the numbers within other numbers. If children create long chains of different colors, support:

*Let's see how many you have all together? Count the entire chain.*

*There looks like there are some numbers inside this number. How many yellow links are there?*

*How many green?*

*Hmm- what could that mean?* Follow the child's lead and be ready to document these initial steps in composing and decomposing numbers.

Invite children to explore the other math manipulatives on the shelves and create their own games by combining materials. Observe children as they combine materials and talk about their work. The information gathered can be used for planning during the last half of the school year, for sharing with families, for adjusting activities to ensure that children have the appropriate level of challenge.

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

- Inventing games: The Learning Link game in this activity is a common one. Other variations include placing the different colored chains on hangers and comparing them for length and number, using learning links for non-standard measurement, and creating long chains with various colors for representing the number line. Keep Learning Links available during the entire unit and beyond, and brainstorm with colleagues about how to use them to illustrate operations, composition and decomposition of numbers and patterns.

### **Adaptations for Additional Challenge:**

- Some children may already be finding "number partners" a concept that is introduced in Units 5 and 6. Typically, number partners are introduced in groups of up to 5 objects, and then increased to 10 as the child shows ability and interest.
- Use Learning Links as grouping tools. Children can create lengths of chain to match the number of objects in their group and surround the objects with the chain.

### **Provocation:**

Place learning links in various centers. Using Learning Links as a tool for children to mark their attendance by placing a link on the class chain as they enter the classroom, and counting the links for the total # of children. Designate different colors of Learning Links as a tool to do lunch count, bus count, or center choice.





## Songs, Word Play, & Letters

### Day 1:

**Materials:** Poetry Posters, flannel board and flannel pieces for “Five Green and Speckled Frogs”, (plus 2 more frogs) poster board chart, one set of uppercase and lowercase letters

### FIVE GREEN AND SPECKLED FROGS

Procedure:

- Say, “The first song we are singing today is “Five Green and Speckled Frogs.” *Here’s the brown speckled log-see the spots on it? That’s what “speckled means”-something with spots all over it. I will put our log right here near the top of the flannel board...*
- After placing the five frogs, say, “Two frogs are coming to visit today, to play in the pool. How many frogs will there be all together when the two frogs arrive?”
- Count the frogs as you place them on the log. Say, “so, five frogs and two frogs make seven frogs all together.”
- Sing the song starting with “seven frogs,” removing one frog as usual, until you sing the verse with five frogs. Remove two frogs at once when singing this verse and the next one (5 frogs and 3 frogs).

### THE SNOWMAN

Procedure:

- Tell the children to stand up for the poem because they will need their whole body to do the motions.
- Recite the poem slowly to the children, demonstrating the words and motions. Bend knees for “short.” Hold hands out wide for “fat.” Point to yourself for “I’m.” Hold fingers together and thumbs juttet out for “mittens.” Pat your head for “hat” Point to the sky for “sun.” Bend knees and bend upper body forward for “melting.”
- Repeat the poem and talk about the children’s experience with snow.

## **IF YOUR NAME ENDS WITH [ ] RAISE YOUR HAND**

Procedure:

- Say something like, *“We are going to play the name game using sounds at the end of your names. Say, instead of listening for the first sound in your name, listen for the last sound—the sound at the end of your name. If you hear me say it, you should raise your hand. Everyone will get a turn.*
- Do an example first, using a name that is not the name of a child in the classroom.  
For example: *If your name ends with /l/, raise your hand (Terrel, Darrel, Cheryl)*

## **APPLES AND BANANAS**

Procedure:

- Say, *“We just said your names the right way, with the sound that is really at the end of the name. Explain that now they are going to sing that silly song where the sound in the words are changed to make silly words like oot and ooples.*
  - Confirm by saying, *“Yes, Apples and Bananas is the song we are going to sing.”*

## **ALPHABET MEMORY POCKET CHART GAME**

Procedure:

- Say, *“We have played this game before, but we are going to play it in a different way today.”*
- Show an uppercase letter and then show its lowercase match. Explain that there are lowercase letters in the pockets today. Hand an uppercase letter to each child. Go around the circle giving each child a turn to choose a pocket. Name the letter. If it matches the one the child holds, the child keeps it. If not, replace it and move on to the next child. Continue until all children have matched their letters.

Day 2

**Materials:** Poetry posters, book: *Dog's Colorful Day*

**THE LITTLE TURTLE**

Procedure:

- Say, *I'm going to teach you a new poem about a little turtle.*
- Recite or read from a card and perform the motions (e.g. draw a box in the air with finger, move arms as if swimming, move arms as if climbing, snap four fingers against thumb for snapping, point to yourself for "me").
- Repeat the poem a second time, slowly. Point to and name the items in the illustrations that are named in the poem.

**CAN YOU THINK OF WORDS THAT RHYME WITH \_\_\_? (and "The Little Turtle")**

Procedure:

- Say, *"I noticed some words rhymed in the poem."* Tell them that there was a word that rhymes with box and ask if they remember it. Prompt with repeating line four and pausing before rocks. (*"He climbed on the ..."*) Then ask if they can think of other words that rhyme with box and rocks.
- Do the same with flea and me.

**I'M A LITTLE TEAPOT**

Procedure:

- Ask the children to stand up for the teapot song and show their handle and spout.
- Sing the song as usual with the motions
- Then say to the children *"The teapot is empty because the hot water was poured out to make a cup of tea. Now we are going to refill the teapot! First, we need to put some water in the teapot-refill it. Here's how the new words and motions go."*
- Add a second verse: Now that I am empty, fill me up! (use hand to gesture removing lid of teapot and bend head forward to be filled). Wait ten minutes (look at wrist as if at watch), then pour another cup (resume teapot pose and tip spout at end)

**GUESS WHAT WORD I'M SAYING (and *Dog's Colorful Day*)**

Procedure:

- Show book and say, *"I'm going to say words from this book in a silly way. You will*

*say the words back in the right way back to me."*

- Say The first words are colors: wh....ite, bl...ack, p... ink, gr...een,
- Say, *"The next word is the name of something sweet to eat": j...am*
- Say, *"The last word is a number word that tell how many Dog got on his colorful day."* T....e.....n. .

### Day 3

**Materials:** Books: *Cat's Colors*, *Max's Dragon Shirt*, yarn

#### CAT'S COLORS

Procedure:

- Show the cover of the book and tell them that this is a new book about the color a kitten likes best. Read the title and underline it. Read the author's name in the same way.
- Read the book naturally.
- After discussing briefly, the reason for the kitten's choice of a favorite color, show a tangled piece of string or yarn to explain the meaning of *tangled*. Also point out
- the claws of the mother cat and kitten and ask children if they know what *snooze*
- means.

#### CAN YOU THINK OF WORDS THAT BEGIN WITH THE SAME SOUND AS \_? (and Cat's Colors)

Procedure:

- Say, "In this book, some words on the same page start with the same sound or sounds. Find the page with *green* and *grass* and say these two words one after the other. Comment that both start with /g/ /r/. Ask children if they can think of other words that start with /g/ /r/. If there is a lull, give an example or two for children to judge. For instance, ask, *do you think grow starts with the same sounds as grass and green? What about grind?*
- Present another pair of words, *petal* and *pink*, ask children if they can think of other words that start with /p/ like *petals* and *pink*. Offer some ideas of your own for children to judge such as *purple* and *popcorn*, if there is a lull.

#### LOOBY LOO

Procedure:

- Say, "We need to stand up and form a circle for this fun song." Tell children that they are going to sing "Looby Loo"
- Sing as usual and then add new verses: "left ear", "right ear" "head"

#### GUESS WHAT WORD I'M SAYING (and Max's Dragon Shirt)

Procedure:

- Show the cover and say, *I'm going to say words from this book in a silly way. You will say the words back in the right way.*
- Present these words, with onset and rime separated: St...ain (*stain*), sm...udge (*smudge*); t...ight (*tight*); scr...eam (*scream*).
- Then present a word separated phonemically: red as r...e...d.

## Day 4

**Materials:** Poetry Poster, Book: *Dog's Colorful Day*, Picture Cards: sole & jam, clipboard, paper, markers

### **"IF YOU'RE HAPPY"**

Procedure:

- Say, "*the first song we are going to sing is "If You're Happy"*"
- Sing three verses: clap hands, shout hurray and tap knee.
- Sing new verses with new motions and body parts. (swing arms, pat cheeks, and turn around).

### **HANDS ON SHOULDERS**

- Say, "*We need to remain standing to do this new poem.*"
- Recite or read the poem and do the motions. Pause briefly after each motion to allow children to keep up.
- Repeat slowly once again.

### **CAN YOU THINK OF WORDS THAT RHYME WITH\_\_? (and Dog's Colorful Day)**

Procedure:

- Show the book. Tell children they will say some words from it, and they are to think of words that rhyme with them.
- Tell children that the first word is sole. Explain that the name for the bottom part of a shoe is sole. Provide an example of a word that rhymes with sole (mole or bowl). Then ask children if they can think of other words that rhyme with sole and bowl. If there's a lull, provide another example for children to judge. For instance, *does toll rhyme with sole and bowl?* Do the same with Jam.

### **THE SNOWMAN**

Procedure:

- Say, "*Dog had lots of different colored spots, didn't he? Next, we are going to recite a poem about something that is all white-something without any colorful spots.*"
- Underline the title with to read it.
- Ask children to stand up. Recite the poem slowly enough for children to keep up,
- and model the motions for them.



## ALPHABET CLUE GAME

Procedure:

- Say something like, “Now we are going to play the Alphabet Clue Game again.” Remind them that in this game they are to guess the letter after hearing some clues.
- Use V this time. Draw the first line and describe your actions. For example, *The letter I’m thinking of has a long diagonal line like this* (draw it). *Does anyone want to guess what it is?* Children might guess W, M, or N Draw any letter that the children guess, indicating that it does have a diagonal line, but it is not the letter.
- Draw the second line and describe your actions. *The letter I’m thinking of has a second diagonal line that comes down like this, to meet the first one at the bottom* (draw it). Children will guess V and tell them that this is the letter. Explain that making V is like making the first part of W. Make another V and continue, turning it into W.

## Day 5

**Materials:** Poetry Posters, flannel pieces for “The Green Grass Grows All Around,” chart paper or easel, **unit 3** picture cards and clue descriptions: Clothespins, sailboat, pinwheels, sombrero, Bumblebee, clover, grasshopper, spider, Footprints, hood, boot

### HANDS ON SHOULDERS

Procedure:

- Tell children they will do the new poem from yesterday. Have children stand up.
- Recite and do the motions. Pause briefly after each motion to allow children to keep up.

### THE GREEN GRASS GROWS ALL AROUND

Procedure:

- Sing the song through once, doing all four verses. Then repeat the song.

### INTERESTING SOUNDING WORDS (and Dog’s Colorful Day)

Procedure:

- Hold up the book and tell children that they probably remember that there are some interesting sounding words in the book. Open the book to pages 4 and 5. Point to and read Splat!. Tell children splat sounds interesting. Have them say it.
- Do splosh next and then splash and ask children to say them with you. Tell them that their lips, tongue, and teeth move in different ways as they say these words and ask if they feel their lips, tongue, and teeth moving in different ways, too.
- Tell children that these words are similar but have different sounds in the middle. Say the two words, and then say the middle vowel sound for each, one right after the other, /o/ /a/ Write the words for children by segmenting them, phoneme by phoneme and writing the letters needed for each one. /s/ /p/ /l/ /o/ /sh/ and /s/ /p/ /l/ /a/ /sh/. Point out the O in splosh and the A in splash.

### WHAT ARE YOU WEARING?

Procedure:

- Say, “ We are going to start with the song about what you are wearing.”

- Sing, naming a clothing item and its color for all the children.

### **GUESS MY WORD**

Procedure:

- **Choose three or four words** from Unit 3 to review. Give clues for them to guess the word you are describing. After they guess the word, show them the picture card or actual object.
- Unit 3 words: Clothespins, sailboat, pinwheels, sombrero Bumblebee, clover, grasshopper, spider, Footprints, hood, boot

Unit 4  Week 1	<p style="text-align: center;"><b>Large Group: Red, Yellow, Blue- Data Collection</b></p>	<b>Math</b> LG	<b>Standards:</b> MELDS.M.MD.PS.4 MELDS.M.MD.PS.8 MELDS.M.MD.PS.9
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Image Downloaded from Amazon.com

<p style="text-align: center;"><b>Guiding Math Ideas:</b></p> <ul style="list-style-type: none"> <li>Using Color as an Organizing Tool for Math and Art Connections</li> <li>Representation and Problem Solving-Making Math Visible through manipulatives, symbols, tools</li> </ul> <p style="text-align: center;"><b>Math Concepts From Unit Learning Progressions:</b></p> <ul style="list-style-type: none"> <li>Finding patterns in data to help solve problems</li> <li>Using measurable attributes to organize materials.</li> <li>Organizing data: Recording data graphically in charts and graphs.</li> </ul> <p style="text-align: center;"><b>Adaptations for Using Large Group In Alternate Schedule Slots:</b></p> <ul style="list-style-type: none"> <li>Read book during a transition time. Make a master graph, running off numerous copies on copy paper with columns for different colors. Give each child a small graph and a marker and invite them to search for colors and check them off the list.</li> </ul>
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<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li><i>Is it Red? Is it Yellow? Is it Blue?</i> By Tana Hoban</li> <li>sticky dots- pages of multiple colors</li> <li>additional dots of other colors, if necessary (black, orange, etc.)</li> <li>2 or 3 large posters or old large photographs</li> <li>Large graph on chart paper- see attached example</li> <li>Markers</li> </ul>	<p><b>Math Vocabulary:</b></p> <ul style="list-style-type: none"> <li>photographer: a person who takes pictures</li> <li>graph: a special paper that help us keep track of information.</li> </ul>
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**Preparation:**

Locate 2 or 3 large photographs or posters on the wall. Be sure they are old, as children will be placing dots on them.

Create a large graph and place on wall or easel. You can create a one-week, two-week, or a graph that covers the entire unit. See note below.

Gather sticky dots.

**IMPORTANT NOTE:** How long will the data be collected? In Week 5, the Large Group Activity involves analyzing the color graph. It is permitted to shorten the time period and **insert the analysis stage at any point during the Unit**, based on children’s interests. The longer the data is collected, the more dots there will be as children rote count to 20, 30 and beyond.

- Commented [1]:** +beth.hatcher@maine.edu Hi Beth - which example should be attached to this lesson?
- Commented [2]:** Example now attached to the end of the lesson
- Commented [3]:** thanks!

*This month we are studying colors. We are reading books about colors, painting with colors, and counting with colors. I have a book about colors. It is a different kind of book. Before we read it, let's take a look and see what you notice about this book.*

*Yes- this a book with no words- just pictures.*

*Why do you think there are little circles at the bottom of each page?*

*This artist, Tana Hoban, is a **photographer**. She takes pictures, called photos, and turns them into books and art.*

*Let's share this book together. As we turn the pages, look at the colors at the bottom and we will see if we find those colors in the photos. I will need some helpers as I read this book. Everyone will get a turn.*

*XXX and XXX, come and be my helpers on this page. What colors do you see in this picture?*

*The photographer found lots of colors everywhere. We can do the same thing. Here are some pictures.*

*Let's find the colors in this picture. We will pretend to be just like Tana Hoban, and put color dots on the page that match the colors we see in the picture.*

*Let's use our math brains to count how many different colors we see on this picture.*

*Show book and turn a few pages. Children may notice that there are not words on the pages. They may notice the color dots at the bottom of each page and guess that these are the colors on each page.*

*Read the book, taking time to point out the colors that are shown in the dots on each page. Invite various children to find the colors.*

*Because the book is small, invite a child or two at a time to come up and point to the dot and the matching color in the picture.*

*Point to the large photographs or pictures that you have displayed. Distribute a sheet of color dots to each child.*

*Invite several children at a time to place color dots on the pictures.*

*Lead children in counting the different colors they find on the pictures.*

*Show graph to children. They will notice their*

*This week we are going to investigate colors. I have made a special paper, called a graph. What do you notice about this graph?*

*Yes it has our names, and the names of the days of the week. It has some squares in a row.*

*Take a look at your clothes. What is ONE color that you have on today? We are choosing just ONE color.*

*Can you find that color on your color dots? I have some extra ones in this pile if you need to match. As we leave our circle, I'll call you up and you can place a color dot beside your name in the color that matches your clothes.*

*This chart is going to be in our room all week [or designated time period]. There is a basket under it with lots of different color dots. Each day as we leave large group, you can look at your clothes and put a dot beside your name that matches the ONE color you choose. If you don't find the color you want, you can use the white dots and markers to color your own dot.*

*At the end of the week [or designated time period], we will find out which color is our favorite color to wear to school.*

*names and the color columns.*

*Count 1-5 for the days of the week. Your graph may also have additional weeks displayed.*

*Sticky dots typically have blue, red, green and yellow. Have additional dots of black, white, orange and purple if needed to match children's clothing.*

*As children leave Large Group they will choose a sticky dot that matches their clothing (it could also just be their favorite color) and place it beside their name in the daily column.*

*Hang the chart on an easel or the wall, and place dots in basket below it. Place small white dots and markers in the basket in case children want to color a dot that more closely matches their clothes.*

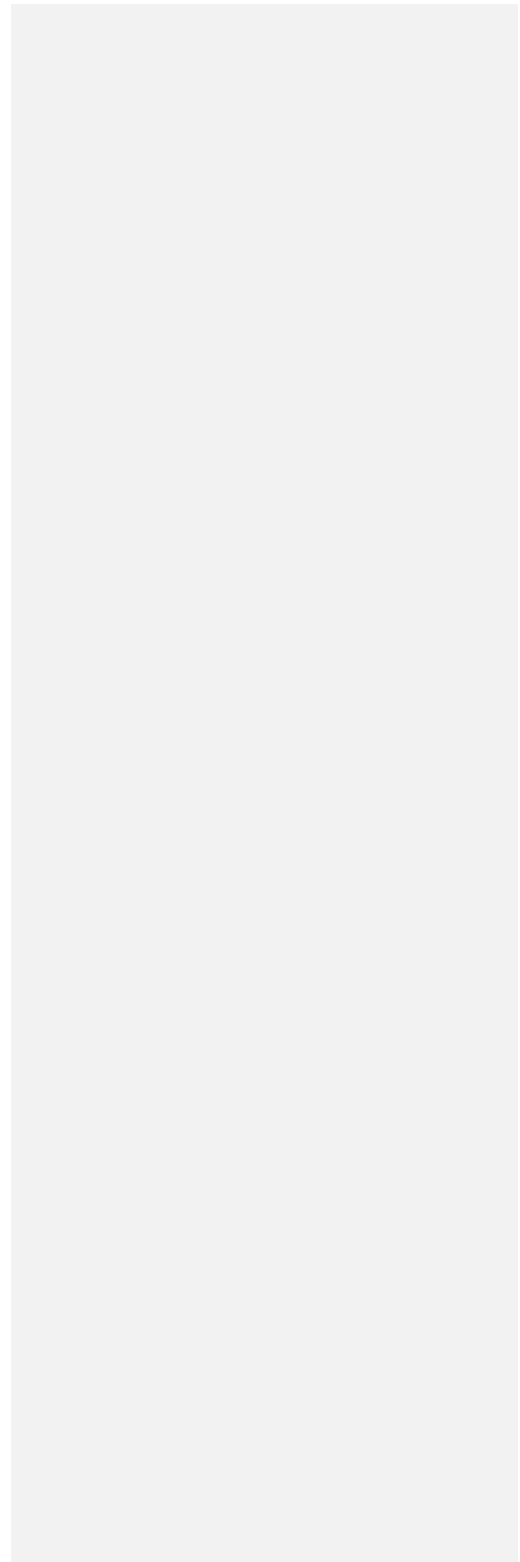
*Decide on a time during your school routine when children will add their color dot to the chart. This could happen during Center Time, Morning Meeting, during a transition to outdoors, meals or nap, etc. Use the graph during Unit 4.*

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

- Using wordless books as math activities: Hoban has a series of math-related books that connect everyday objects with math concepts. Put these books Centers. As children explore the books, help them connect accurate math words to the photographs there.
- Make photo books or color journals. Organize photos you are already taking of in-class activities into math concepts.

#### **Provocation:**

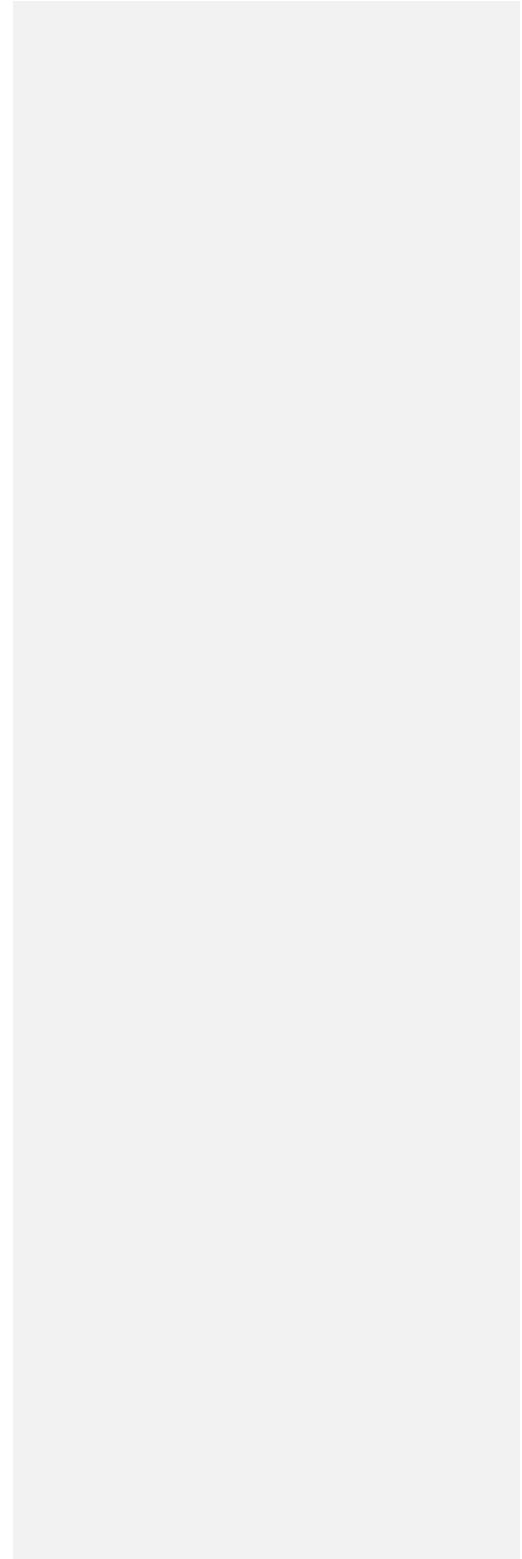
Taking color walks is a common activity in preschool. Mix it up by taking a 2-Color Walk- have children “vote” on what colors they would like to search for. Take 2 buckets/bags and some counters that represent the two colors. As children find a color, place the counter into the appropriate bag. At the end of the walk, compare bags to see which color was most popular.



Our Colorful Days  
Data Collection  
[Example]

Name	Monday	Tuesday	Wednesday	Thursday	Friday
Johnie					
Susie					
Frank					
Li					
Izzy					
Daily Total [ Example]	10 Greens	6 Blues	4 White	7 Reds	2 Purple

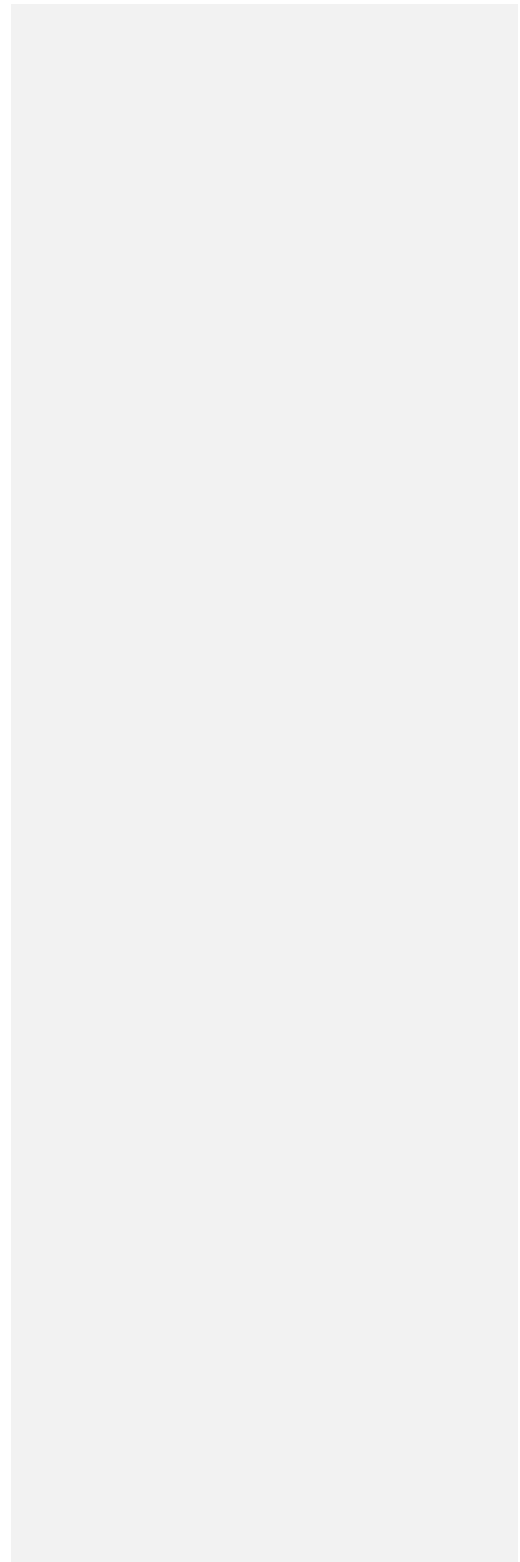
Create a similar table for your classroom on poster board or large paper and locate it in a spot easily accessible to children. Make squares on the grid large enough for a sticky dot to fit within the square.





Place a basket of colored sticky dots below the chart. At a designated time during the day, such as greeting time or large group, or as an activity for children to do on their own during center time, children will place a dot that matches the primary color of their clothing.

Tally at the end of the day and be sure to have children count with you. Continue each day for at least one week. You may adjust the length of time that you collect data depending on children's interests and your class schedule- daily, weekly, for 2 weeks or for the length of the entire unit. If you collect data for the entire unit, you will need to create a new chart for each week, due to the large amount of data collected. Use the Colors from Dog's Colorful Day with Matching Sticky Dots if possible to facilitate matching.



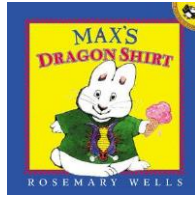


## Let's Find Out About It: Maps

**Standards:**

ELA.SL.CC.PS.1-3

SS.G.PS.1


**Materials:**

- *Max's Dragon Shirt*
- images of maps resource (from Writing and Drawing)
- park map (attached)

**Vocabulary:**

- map: an illustration showing locations
- tool: an object that helps get work done
- cartographer: a person who makes a map
- symbol
- key

**Preparation:** Set up materials.

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

"In *Max's Dragon Shirt*, Max and his sister Ruby went to the department store to buy a new pair of pants. Max got lost. What do you notice?"

"A **tool** that could have helped Max is a **map**. Here are images of **maps**. What do you notice?"

"A **map** is an illustration that shows where things are."

"A **map** has a title like a book. A **map** also has symbols--- pictures and colors that represent things on the map. The person who creates a map is a **cartographer**."

"On this **map**, the **cartographer** drew a green tree **symbol**. Why do you think she did that?"

"A key explains what the **symbols** on a map represent. What do you notice?"

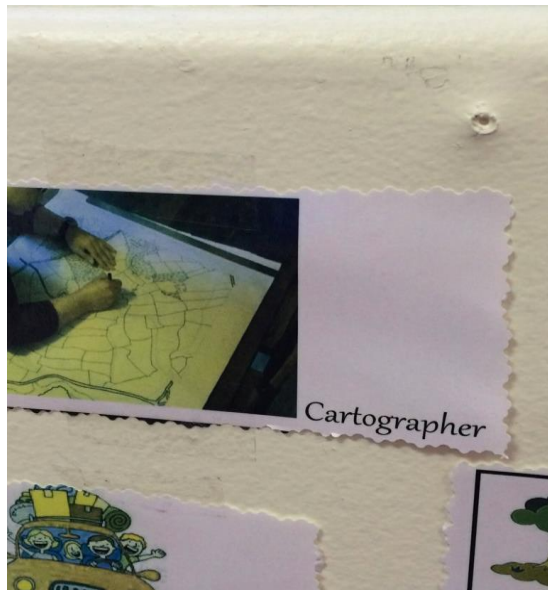
*Show illustrations.*  
*Children respond.*

*Show images.*  
*Children respond.*

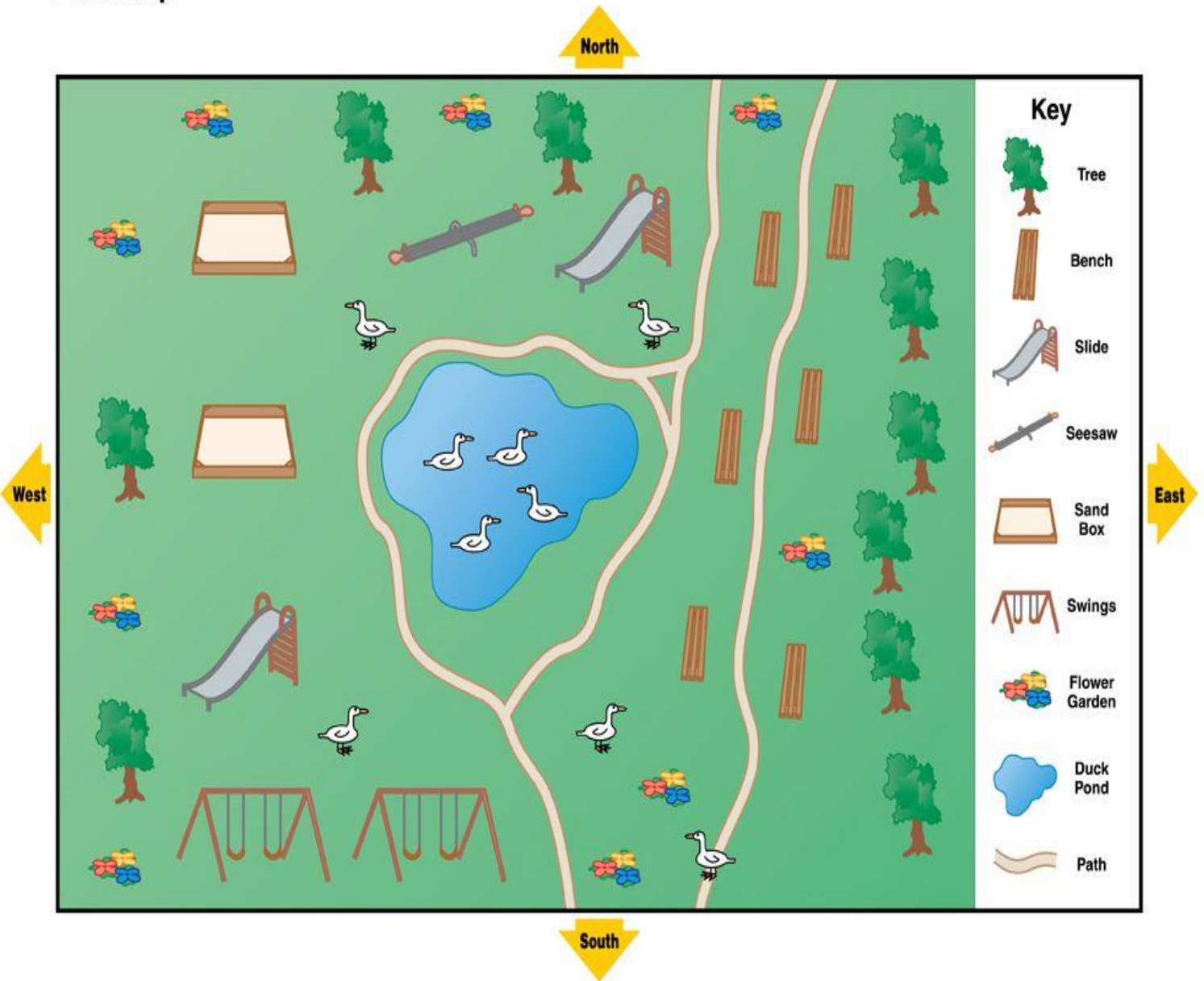
*Show map.*

*Show park map.*  
*Children respond.*

*Point to key.*  
*Children respond.*



# Park Map



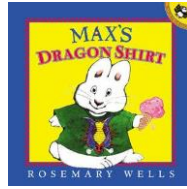


## Let's Find Out About It: Color Fading

### Standards:

ELA.SL.CC.PS.1-3

ELA.LS.VAU.PS.1-3



### Materials:

- *Max's Dragon Shirt*
- colored construction paper, cut into strips
- tape
- See procedure in LFOAI Resource: Color Fading

### Vocabulary:

- stain
- fade
- experiment: try something
- predict

**Preparation:** Set up materials.

### Let's Find Out About It:

"In *Max's Dragon Shirt*, Max spilled ice cream on his dragon shirt. What do you notice?"

"Max's shirt was **stained**. You experimented with making and **washing stains**. What do you notice?"

"The **stains** disappeared or **faded**--become lighter in color."

"Washing with soap and water can fade **stains**. We will **experiment** with **fading** using these materials."

"Instead of washing washcloths, we will hang colored paper in the window. What do you **predict** will happen to the paper?"

*Show illustrations.*

*Children respond.*

*Show documentation of Washing Stains.*

*Children respond.*

*Show materials. Model.*

*Children respond.*





Cut strips of non-colorfast construction paper in three different colors



Place three strips in an envelope, marked "1 week"

Place another three strips in an envelope marked "3 weeks"



Hang both envelopes with half of the strips outside the envelope in a sunny window.

Check "week 1" strips after being exposed to sun for a week. Place them in a dark place.

Check the other strips after 3 weeks and compare to the strips exposed to sun for only 1 week.



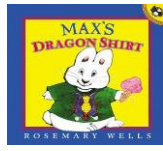
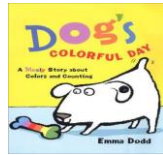


## Let's Find Out About It: Washable/Permanent Colors

### Standards:

ELA.SL.CC.PS.1-3

ELA.LS.VAU.PS.1-3



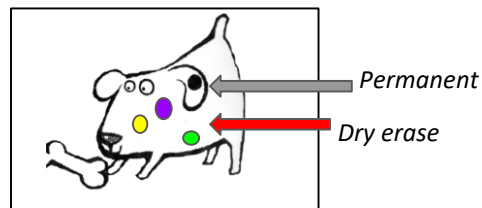
### Materials:

- *Dog's Colorful Day*
- *Max's Dragon Shirt*
- dry erase board and markers
- Dog with ear stain drawn in permanent marker

### Vocabulary:

- permanent
- washable
- stain
- fur

**Preparation:** On a dry erase board, with permanent marker, draw Dog and Dog's stain on his ear. Draw "washable" stains with dry erase markers.



### Let's Find Out About It:

"In *Dog's Colorful Day*, Dog **fur** is white with one black spot on his left ear. What do you notice?"

"Here is an image of Dog. Many things **stained** Dog's **fur** like \_\_\_\_\_. What happened when Dog had a bath?"

"Dog still has a black spot on his ear. The black spot is **permanent**---it won't come off even if Dog's fur is washed many times."

"The other **stains** on dog--the green grass, blue paint, red jam spots--were all **washable**--they came off when Dog's **fur** got soapy and wet. How are the **washable** stains on Dog similar to or different from the stains on Max's dragon shirt?"

*Show illustrations.*

*Children respond.*

*Show dry erase board with Dog template. "Stain" his fur with dry erase markers and erase them--giving Dog a bath.*

*Children respond.*

*Show illustrations.*

*Children respond.*



# T-shirt Design



Writing &  
Drawing

## Standards:

MELDS.SED.ED.SC.PS.1  
MELDS.CA.VA.PS.3  
MELDS.CA.VA.PS.5  
MELDS.ELA.W.TTP.PS.1  
MELDS.ELA.RF.PC.PS.1.b



## Materials:

- Max's Dragon Shirt
- Writing and drawing utensils
- Blank paper
- Resources T-Shirts

## Vocabulary:

- design
- text
- dragon

**Preparation:** Set up materials.

### Intro to Centers:

"In *Max's Dragon Shirt*, Max really wanted to buy a shirt with a **dragon**. Why do you think that he liked that shirt so much?"

"Children sometimes wear shirts that have pictures and/or **text** – words- on them. Often, a design or the text on a T-shirt can tell us something about the person wearing it"

"Who might want to wear this shirt? Why do you think so?"

"In *Writing and Drawing* you can **design** –make- your own T-shirt. You could write or draw something that you like or that carries a message about yourself."

*Show illustrations*

*Children respond.*

*Show T-Shirt Pictures Resource*

*Show T-shirt images and/or talk about the shirts that the children are wearing themselves*

*Show paper T-shirt*

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

Support children in creating a plan before they start their design. Help children with the words they like to write

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

- What is your plan for your T-shirt design?  
What does this design say about you?
- What might \_\_ draw on her/his shirt? Why do you think that?

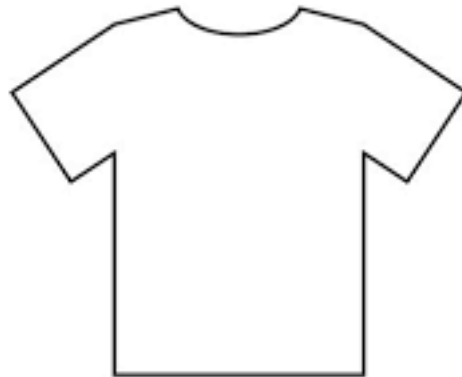
***Thinking & Feedback:*** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

***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:***

Make a class book out of the children's work. Add it to the library and encourage children to guess who's designed the shirts.

Use fabric markers on real T-shirts.








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<p>Unit 4</p>  <p>Week 1</p>	<p><b>Outdoor Learning Opportunities:</b></p> <p>Colors of Nature – Natural Dyes</p>	<p><b>Standards:</b>  <b>CA.VA.PS.1</b>  <b>PHD.FM.PS.5</b></p>
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<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● Abundance of onion skins (red and yellow)</li> <li>● Large stainless steel cooking pot</li> <li>● Sieve</li> <li>● Water (access to boiling water, electric kettle or stove)</li> <li>● Natural unbleached and undyed fabric or yarn or eggs</li> <li>● Alum (optional mordant)</li> <li>● Cloth cut in 8" squares (for egg dying)</li> <li>● Slotted spoon (for egg dying)</li> <li>● Rubber bands (for egg dying)</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Natural dyes</li> <li>● Boil</li> <li>● Mordant</li> <li>● Onion skins</li> </ul>
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Introduce natural dyes by having the children identify colors in nature. They can do this while on a color hike or look through magazines for pictures of natural areas or flowers. Some natural items that make good dyes are blueberries, black walnuts, yellow and red onion skins and red cabbage. Making dye from onion skins is an easy way to start. Collect as many yellow and red onion skins as possible (by asking parents to save them, or asking local grocer for loose skin found on the bottom of onion bins). Skins should be free of dirt and black mold. Store onion skins in a paper bag to dry out.

Prepare the dye by filling the stainless steel pot with the onion skins and cover with water. Boil for 30 minutes. The skins become translucent and the water becomes colored. Strain off the liquid and return to the pot without the onion skins. If using alum as a mordant, add it at this time. Add wet fabric or yarn to the dye and then slowly bring back to a boil for 30 minutes, stirring occasionally. The water will clear as the fabric or yarn absorbs the color. Let the water cool to room temperature before removing fabric or yarn. Rinse the dyed material.



Extension: Use onion skins to dye eggs by wrapping the eggs with the skins and placing in cloth square, then tie with a rubber band. Place wrapped eggs in a pot of boiling water and boil for 30 minutes. Remove each egg from pot with slotted spoon and allow to cool, then unwrap the egg to see design. Allow egg to dry.



Have the children do as much of the preparation and dyeing as you deem safe for their age and ability (putting the onion skins in the pot, adding the fabric or yarn after the water has cooled, wrapping the eggs, etc.).

**Guiding Questions:**

- What are the colors from nature that can stain or dye fabric?
- How can we transfer the colors from nature to fabric or eggs?
- Can you predict the color the fabric or eggs will turn when dyed with onion skins?

Unit 4 Week 1	<b>Classroom Maps: Small Groups</b> Higher Level Technology Supplement	<b>ISTE-S</b> 4 a, d 6	<b>Standards:</b> CA.VA.PS.1-3 ELA.SL.PKI.PS.1-3 ELA W.TTP.PS.1-2 ELA W.PD.PS.1 ELA W.R.PS.1-2 SS.G.PS.1
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*[book covers that represents the book(s) the lesson touches upon]*

### **Technology Concepts**

- Students use technology within a design process to create new and imaginative solutions to solve problems
- Students express themselves creatively for a variety of purposes using digital media appropriate to goals

<b>Materials:</b> <ul style="list-style-type: none"> <li>● iPad or Fire Tablet</li> <li>● Osmo Masterpiece Hardware</li> <li>● Osmo Masterpiece App loaded</li> <li>● If you do not have access to Osmo, another drawing app that allows for sharing can be substituted</li> </ul>	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>● Use vocabulary from original lesson</li> <li>● Original creation</li> <li>● Visualization</li> <li>● Publish content</li> </ul>
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### **Preparation:**

In Writing & Drawing area, have tablet with Osmo set-up

### **Procedure:**

- Masterpiece App, select Misc and one of the pictures.
- Once picture is selected, reduce images & lines to 0.
- Children can now draw map onto the Osmo board.
- When map is complete, hit the green check mark, wait to numbers to count down, and hit second green check.
- The map can now be shared.
- A video is available of the child drawing the map.



<p>Unit 4 Week 1</p>	<p><b>Laundromat: Dramatization</b></p> <p>Lower Level Technology Supplement: Please not this activity involves Computational Thinking Concepts without the use of a digital device</p>	<p>ISTE-S 5 c, d</p>	<p><b>Standards:</b> SED.SD.BRC.PS.1-7, 8-16 ATL.IC.PS.1-2-5 CA.DE.PS.1-3 CA.DP.PS.1-2</p>
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*[book covers that represents the book(s) the lesson touches upon]*

**Technology Concepts**

- Putting collection of items in order to create sequence
- Recognize and describe sequence and algorithms in everyday life
- Debugging when pictures are not in order - how to find and fix errors

<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● Laundromat How to Fold Resources</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Use vocabulary from original lesson</li> <li>● Sequence</li> <li>● Process of order</li> <li>● Introduce the concept of algorithms (a process or set of rules to be followed in calculations or other problem-solving operations, especially by a computer.)</li> <li>● Debugging - finding and fixing errors</li> </ul>
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**Preparation:** Place how to fold pictures in random order on table

**Procedure:** In small groups, children place how to fold pictures in order  
Use Computational Thinking vocabulary to explain debugging and algorithms





Unit 4: *World of Color*

Week 2

Full Day Schedule

Unit 4 Week 2	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>Nana in the City</i> , 1 <sup>st</sup> Read	<i>Dog's Colorful Day</i> , 3 <sup>rd</sup> Read	<i>Nana in the City</i> , 2 <sup>nd</sup> Read	<i>Max's Colorful Shirt</i> , 4 <sup>th</sup> Read	<i>Dog's Colorful Day</i> , 4 <sup>th</sup> Read
Centers					
Intro to Centers	Mosaics	Brave Capes  Traffic Lights and Street Signs	Building a Town  Classroom Color Search	Using Brave Capes	Color Mixing
Art Studio	Mosaics	continue	continue	continue	continue
Easel		Brave Capes	continue	continue	continue
Writing and Drawing			Classroom Color Search	continue	continue
Library & Listening		Traffic Lights and Street Signs	continue	continue	continue
Dramatization	Laundromat continues	continue	continue	continue	continue
Blocks		Building a Town	continue	Using Brave Capes	continue

Discovery Table	Washing Stains Continues	continue	Color mixing	continue	continue
Puzzles & Manipulatives		Add Color and Shape Bingo	Paint Chip Matching/ Seriation	continue	Add Spin, Count, and Link
Technology		Blocks: tablet		LFOAI: tablet w/Google Expeditions app	
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard Directions				
Whole Group Lessons	<b>LFOAI:</b> Traffic Lights and Sign Colors	<b>Math:</b> Dog's Colorful Day Parachute Games	<b>LFOAI:</b> Tinting and Shading	<b>LFOAI:</b> Color Names	<b>Problem Story</b> (class discusses issues impacting classroom community) or Social / Emotional Curriculum

Small Groups	<b>Group1 Literacy</b> High Support: Classroom maps <b>Group 2 Math</b> Low Support: Spin, Count, and Link <b>Independent:</b> Book Browsing or teacher's choice	<b>Group1 Literacy</b> High Support: Clay Towns <b>Group 2 Math</b> Low to Medium Support: Help Dog Match His Spots <b>Independent</b>	<b>Group1 Literacy</b> Medium Support: Alphabet Memory <b>Group 2 Math:</b> Medium Support: color mixing <b>Independent:</b> Teacher's Choice (see directions in week3)
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Outdoor Learning	Refer to Nature Extensions for Individual Lesson plans	Small Groups: Clay Towns using natural items	Small Group: color matching- bring paint chips outside to find matching colors
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Part Day Schedule

Unit 4 Week 2	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>Nana in the City</i> , 1 <sup>st</sup> Read	<i>Dog's Colorful Day</i> , 3 <sup>rd</sup> Read	<i>Nana in the City</i> , 2 <sup>nd</sup> Read	<i>Max's Colorful Shirt</i> , 4 <sup>th</sup> Read	<i>Dog's Colorful Day</i> , 4 <sup>th</sup> Read
Centers					
Intro to Centers	Mosaics	Brave Capes  Traffic Lights and Street Signs	Building a Town  Classroom Color Search	Using Brave Capes	Color Mixing
Art Studio	Mosaics	continue	continue	continue	continue
Easel		Brave Capes	continue	continue	continue
Writing and Drawing			Classroom Color Search	continue	continue
Library & Listening		Traffic Lights and Street Signs	continue	continue	continue
Dramatization	Laundromat continues	continue	continue	continue	continue
Blocks		Building a Town	continue	Using Brave Capes	continue
Discovery Table	Washing Stains Continues	continue	Color mixing	continue	continue

Puzzles & Manipulatives		Add Color and Shape Bingo	continue	Paint Chip Matching/ Seriation	Add Spin, Count, and Link
Technology		Blocks: tablet		LFOAI: tablet w/Google Expeditions app	
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard directions				
Let's Find Out About It  Problem Stories	<b>LFOAI:</b> Traffic Lights and Sign Colors	<b>LFOAI:</b> Tinting and Shading	<b>Problem Story</b> (class discusses issues impacting classroom community) Or Social Emotional Curriculum of Choice	<b>LFOAI:</b> Color Names	<b>Problem Story</b> (class discusses issues impacting classroom community) Or Social Emotional Curriculum of Choice
Math Whole Group  Small Groups  Story Telling/Acting	<b>Math Whole Group</b> Dog's Colorful Day Parachute Games	<b>Group1 Literacy (choose 1)</b> High Support: Clay Towns Medium Support: Alphabet Memory <b>Group 2 Math (choose 1)</b> Low to Medium Support: Help Dog Match His Spots Medium Support: color mixing <b>Group 3 Independent</b> Teacher's Choice			<b>Story Telling/Acting</b> (refer to Storytelling/Story Acting Guide)
Outdoor Learning	Refer to Nature Extensions for Individual Lesson plans	Small Groups: Clay Towns using natural items		Small Group: color matching- bring paint chips outside to find matching colors	

Unit 4

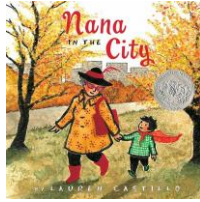


Week 2

## ***Nana in The City 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:**

- *Nana in the City*

### **Vocabulary:**

- apartment
- booming – growing quickly
- brave – not afraid
- bustling – moving quickly
- busy – full of activity
- cape
- city – a large town
- extraordinary –really great
- nana – grandmother
- rumble
- scary – causing fear

### **First Read:**

Children will:

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

Teachers will:

- Read with expression.
- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice 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 story to read today and the title is *Nana in The City*. The author, the person who wrote the words, is Lauren Castillo and she is also the illustrator, the person drawing the pictures."

"Here we see a boy wearing a red cape walking hand-in-hand with his grandmother, his Nana, in the city she lives in. The boy likes to visit his nana, but the city scares him. Let's read and see if he is still afraid after his visit."

"**Bustling, booming, and extraordinary**--really great."

"Nana likes how big the city is and how fast everything is moving in the city."

"At night the room **rumbles**-- makes low sounds-- and **shakes**"

"Nana had knitted him a cape made with red yarn."

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

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

*pgs. 7-8 Point to sledgehammer and whistle.*

*pgs. 9-10 Point to graffiti and dog.*

*pgs. 13-14*

*Comprehension aside/Vocab support*

*Gesture.*

*p. 17 Read, followed by comprehension aside.*

*pgs. 24-25 Point to musical instruments and boom box.*

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

- Why did the \_\_\_\_\_(subway, music, etc.) scare the boy?
- Do you think this was the first time the boy visited his Nana in the city? Why or why not?

### **Second Read**

Children will:

- Demonstrate increased level of sustained and focused engagement
- Show a steady increase in the number of words in listening vocabulary
- develop understanding of main events



Teacher will:

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

“We read this book yesterday (or last week or a few days ago) and I know you remember it...”

“We remember that, at first, the boy was scared of all the unfamiliar things he saw and heard when he visited his grandmother in the city. The next day Nana showed him that the city wasn’t so scary at all. Let’s read the story again.”

“In big cities you can get on a subway train. This train goes through a tunnel under the ground and stops at different places in the city. I don’t think that the boy lives in a city himself because he looks scared to go down the stairs to the subway.”

“The boy is covering his ears with his hands to block the loud noises from the jackhammer, whistle and traffic. I can see by looking at his face that he doesn’t like the loud city noises.”

“The boy holds on tight to his grandma. I think the stranger, the dogs, and all the unfamiliar things you can see in a city like the smoke stack and murals—pictures on the walls—scare him.”

“The boy can’t imagine why his grandmother likes living in this scary city.”

“The boy can’t fall asleep because the city is still noisy at night. The subway trains and traffic even

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

*pgs. 9-10 Re-orient children to the book.*

*pgs. 3-4 Point to the subway sign.*

*pgs. 7-8 Read, followed by comprehension aside.*

*pgs. 9-10 Read, followed by comprehension aside.*

*pgs. 11-12 Read, followed by comprehension aside.*

*pgs. 15-16 Read, followed by comprehension aside.*

make the apartment shake a bit. I think Nana looks concerned because her grandson is afraid.”

“We know that Nana has an idea here. She is knitting a cape for the boy to help him feel brave.”

“The city is busy, but it doesn’t look like the boy is scared anymore. He isn’t holding on to his grandmother but is running ahead.”

*p. 18 Comprehension aside.*

*pgs. 25-26*

*p. 33 Point to the boy in the apartment.*

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

- Do you think that Nana needed the red cape that the boy gave to her when he left? Why?
- The boy was no longer afraid when he left the city. Why?

### **Third Read:**

Children will:

- Jointly reconstruct the story with peers and teacher
- Recall some main events when prompted
- Ask/Answer questions for further understanding

Teacher will:

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

We have read this book twice and today we are going to talk about and tell the story together. If you know what is happening as we turn the pages, you can call out and tell us.”

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

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

*Comments will be mostly in response to what children say.*

<p>“We remember...”</p> <p>“What is happening here?”</p> <p>“How do you think the boy is feeling here?” What makes you think that?”</p> <p>“And here.....”</p> <p>“Why do you think that the boy thinks that the city is not a good place to live for his Nana?”</p> <p>“But Nana...”</p> <p>“We remember....”</p> <p>“What is the boy feeling when he is wearing his red cape?”</p> <p>“And then....”</p> <p>“What is happening here?”</p> <p>“What is the boy thinking?”</p> <p>“And then...”</p>	<p><i>pgs. 1-2 Read.</i></p> <p><i>pgs. 3-4</i></p> <p><i>pgs. 5-6</i></p> <p><i>pgs. 7-8</i></p> <p><i>pgs. 9-10</i></p> <p><i>pgs. 11-12</i></p> <p><i>pgs. 13-14</i></p> <p><i>pgs. 15-20</i></p> <p><i>pgs. 21-22</i></p> <p><i>pgs. 23-24</i></p> <p><i>pgs. 25-26 Read.</i></p> <p><i>pgs. 27-32</i></p> <p><i>pgs. 33-34</i></p> <p><i>pgs. 35-36</i></p>
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**Discussion Questions(s):**

- In the Lion and The Little Red Bird, the lion had painted a mural and in the city there were pictures painted on the walls as well. How were these paintings different?

- We read a few books about children visiting their grandparents. Do you think the grandmother in *Thunder cake* lived in a city? Why (not)? How about the grandparents in *The Hello Goodbye Window*?

**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):**

- Do you think that the boy would like to live in the city? Why (not)?
- The girl in *Thunder cake* was afraid just like the boy in this story. What else was similar in both stories?

<b>Suggested Transition Activity</b> First Read	<b>Literacy/Language Skills</b> Supported
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<p>Say: "I'm going to say a sound that might be anywhere in your name. For example, if I say, "/uh/" Marcia and Luca will go..., because they had /uh/ in their names: Marcia, Luca...."</p>	<p><b>Direct</b> -Phoneme segmentation</p> <p><b>Indirect</b> -Vocabulary support (positional words)</p>
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<b>Suggested Transition Activity</b> <b>Second Read</b>	<b>Literacy/Language Skills Supported</b>
<p>Say: "I'm going to dismiss you by colors of objects in <i>Nana in The City</i>."</p> <ul style="list-style-type: none"> <li>- "If you are wearing something red like the boy's cape that made him feel brave, you may..."</li> <li>- "If you are wearing something black like the subway sign, you may..."</li> <li>- "If you are wearing something red and white striped like the smoke stack, you may...."</li> </ul>	<p><b>Direct</b> -Vocabulary support</p>

<b>Suggested Transition Activity</b> <b>Third Read</b>	<b>Literacy/Language Skills Supported</b>
<p>Say: "I'm going to dismiss you by beginning sounds in your name."</p> <ul style="list-style-type: none"> <li>- "If your name begins with the /c/ like cape you may ...."</li> <li>- "If your name begins with /b/ like booming, you may..."</li> <li>- "If your name begins with /r/ like rumble, you may..."</li> </ul>	<p><b>Direct</b></p> <ul style="list-style-type: none"> <li>- Beginning sounds</li> <li>- Vocabulary support</li> </ul>

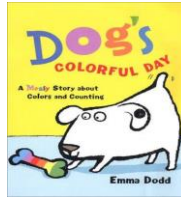
<b>Suggested Transition Activity</b> <b>Fourth Read</b>	<b>Literacy/Language Skills Supported</b>
<p>Say: "Today, I will change the beginning sound in your name to /m/. For example, I would say Ms. Labby's name as Ms. Mabby. If your names begins with the /m/ sound already, I will change it to /t/."</p>	<p><b>Direct:</b> Phoneme substitution</p>



# Mosaics


**Standards:**

CA.VA.PS.1, 3-5  
 ELA.SL.PKI.PS.1-3  
 ELA.LS.CSE.PS.1.e-f  
 M.G.PS.3 -4  
 M.MD.PS.2


**Materials:**

- *Dog's Colorful Day*
- colored squares or paint chip strips
- paper
- mosaic images resources
- adhesives
- writing utensils
- glue
- glue brushes
- q-tips

**Vocabulary:**

- mosaic
- stain
- square
- tile

**Preparation:** Set up materials.

**Intro to Centers:**

"In *Dog's Colorful Day*, Dog's coat was **stained**. What do you notice?"

"When the \_\_\_\_\_ dripped on Dog's coat, it made a round **spot**. All the **spots** together made Dog's coat colorful."

"Here are images of colorful squares arranged together-- **mosaics**. What do you notice?"

"Squares in **mosaics** are called **tiles**."

"Let's create a **mosaic**. Some of the **tiles** will be touching each other, and some will not. What do you notice?"

"Today in the Art Studio, you can create **mosaics** using these materials."

*Show illustrations. Children respond.*

*Show images. Children respond.*

*Model. Demonstrate rotating the tiles.*

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

Compare and contrast creating mosaics to creating *Color Squares*. Encourage children to describe their mosaics using position words, i.e., next to, under, etc. Encourage children to use tiles to create letters/ numbers in their mosaics. Support children in counting how many squares of each color they used in their mosaics. Support children's attempts to replicate mosaics in images.

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

- How many squares (of each color) did you use to create your mosaic?
- How is a mosaic similar to or different from a collage?
- How is your mosaic similar to or different from your friend's mosaic?

***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/ walk to see mosaics in the community. Create a bar graph of the colors and numbers of squares children used in their mosaics. Encourage children to represent their graphs using linking cubes or unifix cubes.







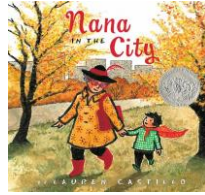




# Brave Capes


**Standards:**

SED.ED.SC.PS.1, 6  
 CA.VA.PS.1, 3-5  
 ELA.SL.CC.PS.1 - 3  
 ELA.SL.CC.PS.1-2  
 ELA.SL.PKI.PS.1-3


**Materials:**

- *Nana In The City*
- examples of loveys (from Unit 2)
- pillow cases or fabric
- large white construction paper or paper bags
- writing utensils /paint
- Beautiful Stuff
- adhesives
- clothespins/velcro
- string

**Vocabulary:**

- scary
- busy
- brave
- loud
- knit
- cape

**Preparation:** Set up materials.

**Intro to Centers:**

“In *Nana in the City*, the city was **scary**, **busy**, and **loud**. What do you notice?”

“Nana **knit** a **cape** for the boy and he felt **brave** when he wore it. What do you notice?”

“Why do you think Nana used the color red for the boy’s **cape**?”

“Today in the Art Studio, you can make **brave** capes like the boy’s with these materials.”

*Show illustrations. Children respond.*

*Show illustrations. Children respond.*

*Children respond.*

*Show materials.*

**During Centers:**

Support children with the process of creating brave capes as they see fit, with the materials provided. Encourage children to compare and contrast *Brave Capes* to *loveys*. Encourage children to collaborate, e.g., one child creates a *Brave Cape*, another child helps fasten the cape. Compare and contrast the characters’ emotions depicted in *Nana In The City* to *Sometimes I’m Bombaloo*. Challenge children to draw and write stories about when they felt brave.

**Guiding Questions during Centers:**

- How does your cape make you feel brave?
- How could a *Brave Cape* be helpful?
- How is a *Brave Cape* similar to or different from a *lovey*?
- How is the way the boy felt about the city similar to or different from the way Max felt about the department store?

**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 discuss different ways they can navigate strong emotions. Encourage children to research stories about children demonstrating bravery.





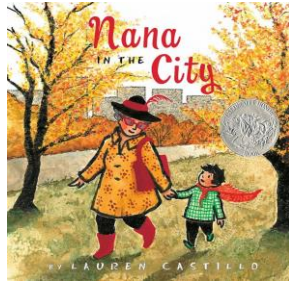
# Traffic Lights & Street Signs



Library &  
Listening

## Standards:

PHD.S.PS.1, 3  
ATL.EP.PS.1-2  
ELA.IT.D.PS.2  
ELA.IT.I.PS.1-2  
ELA.IT.LTC.PS.1  
ELA.SL.CC.PS.1, 3  
SS.CG.PS.1



### Materials:

- *Nana In The City*
- *Signs or I Read Signs* by Tana Hoban
- popsicle sticks
- masking tape
- colored construction paper cut into squares & circles
- writing and drawing utensils

### Vocabulary:

- traffic light
- street sign
- STOP sign
- construction cone
- caution
- warn

**Preparation:** Set up materials.

### Intro to Centers:

“In *Nana In The City*, the boy and his grandmother traveled around the city to get to her apartment. What do you notice?”

“Why do you think the man holding the STOP sign is wearing an orange and yellow vest?”

“Here are different signs that send different messages to people. Where can we see these signs in our neighborhood?”

“Today in Library & Listening, you can research **street signs**.”

*pgs. 5-6, show illustrations.  
Children respond.*

*Children respond.*

*Show illustrations from Hoban’s book.  
Children respond.*

*Children respond.*

*Show materials. Demonstrate how to use photographs of signs to create a handmade sign using a popsicle stick, tape, construction paper and a marker.*

### During Centers:

Compare and contrast how various signs and sign colors keep people safe. Encourage children to notice symbols, shapes, and letters on street signs. Support children in recording their research in Writing & Drawing. Encourage children to create signs in Blocks in *Building a Town* by providing sign making materials. Use photos from signs in the community and child dictation to create a classroom Neighborhood Signs book to read in the library or shared with families.

**Guiding Questions during Centers:**

- What does this sign represent? How can you tell?
- How are these signs similar to or different from each other?
- How can we use signs in our classroom?
- What other stories have we read that include traffic lights or signs? (*Max's Dragon Shirt, Matthew & Tilly*)

**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 walking field trip around the school and take photos of traffic lights and street signs from the neighborhood. Use photos to create a classroom book about what messages are represented by the signs in the community.

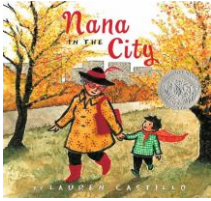


Unit 4  
  
 Weeks 2, 3

# Building A Town/City



**Standards:**  
 SS.G.PS.1  
 CA.DE.PS.1-3  
 SL.CC.PS.1-2  
 M.G.PS.3  
 PHD.FM.PS.5-6



**Materials:**

- *Nana In The City*
- writing tools
- child-made *Classroom Maps*
- people figures
- images of children’s home town and surrounding towns
- Beautiful Stuff
  - traffic signs
  - community building signs resource
  - vehicles

**Vocabulary:**

- map
- city/town
- bus
- apartment
- neighborhood

**Preparation:** Set up materials.

<p><b>Intro to Centers:</b>          “In <i>Nana in the City</i>, the boy visited his grandmother. What do you notice?”</p> <p>“There was a <b>subway, apartment</b> buildings, a park, and <b>neighborhoods</b> in the <b>city</b>.”</p> <p>“Here are some images of <b>nearby towns</b>. What do you notice?”</p> <p>“Today in Blocks, you can build a <b>town/city</b> with these materials. What will be in your <b>town</b>?”</p> <p>“How will a plan/<b>map</b> of your <b>town</b> be helpful?”</p>	<p><i>Show illustrations. Children respond.</i></p> <p><i>Show images. Children respond.</i></p> <p><i>Show materials. Children respond.</i></p> <p><i>Children respond.</i></p> <p><i>Children respond.</i></p>
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**During Centers:**

Encourage children to draw plans and/or maps of their towns. If children are building a real town, encourage them to accurately depict the locations of various places. Support children with collaboration, e.g., one child draws the plan/map, another child builds. Compare and contrast children’s towns to the cities in *Matthew And Tilly*, *A Letter To Amy*, etc.

**Guiding Questions during Centers:**

- What was the inspiration for your town/city?
- How is a map of your town helpful?
- How is *Building A Town* similar to or different from *Building A Playground/Neighborhood*?
- How is your town similar to or different from an animal 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:** Invite a city planner, urban designer, architect, and/or construction worker to visit the classroom. Encourage children to notice how colors are used to organize information about a town, i.e., public transportation lines, traffic signs, etc.



Richmond



Building a City Resource: Print and tape to blocks







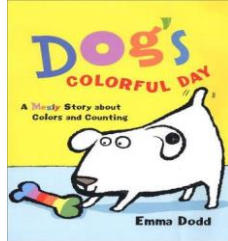
# Classroom Color Search



Writing &  
Drawing

## Standards:

CA.VA.PS.1 -3  
 ELA.SL.PKI.PS.1-3  
 ELA.W.TTP.PS.1-2  
 ELA.W.PD.PS.1  
 ELA.W.R.PS.1-2  
 SS.G.PS.1



### Materials:

- *Dog's Colorful Day*
- child-made *Classroom Maps* from small groups
- writing and drawing tools
- clipboards
- camera

### Vocabulary:

- map
- stain
- search
- record

**Preparation:** Set up materials.

### Intro to Centers:

"In *Dog's Colorful Day*, Dog's coat was **stained**. What do you notice?"

"The **stains** were on different parts of Dog's fur. What do you notice?"

"Here are the classroom **maps** you made. What do you notice?"

"Your **maps** show the different parts of our classroom. Today in Writing and Drawing, you can use your **maps** to **search** for--find--different colors in our classroom."

"**Record** where you find different colors using these materials."

*Show illustrations.*

*Children respond.*

*Children respond. Guide children to use positional vocabulary, i.e., "The green spot is next to the purple marker stain."*

*Children respond.*

*Model, i.e., making a green dot in the meeting area for the green rug.*

*Children respond.*

### During Centers:

Encourage children to collaborate in pairs or small groups, e.g., one child finds the colors and another child records on the map. Challenge children to label their maps. Encourage children to trade maps with each other and guess why they recorded a color on their map.

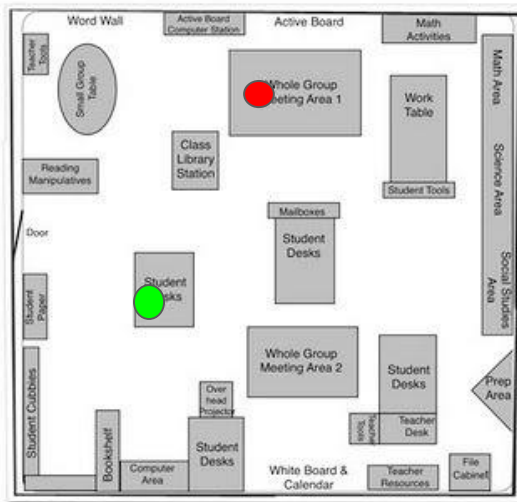
**Guiding Questions during Centers:**

- How is hunting for colors in the classroom similar to or different from Max looking for Ruby at the store?
- How is the color (red) you found in the classroom similar to or different from the color (red) that stained Dog's coat?
- How many \_\_\_\_\_ (color) things did you find in the classroom? Is that more or less than \_\_\_\_\_(color) things in the classroom?

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

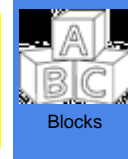
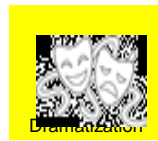
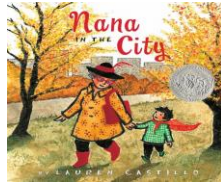
**Documentation:** Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

**Provocation:** Encourage children to create maps of the playground/school to hunt for colors there. Encourage children to create and analyze graphs showing the number of items of each color they found, i.e., "There are four green tables in our classroom and 6 brown cubbies. There are more cubbies than tables."





## Using Brave Capes



### Standards:

ELA.RL.KID.PS.1-3  
 ELA.RL.IKI.PS.1-2  
 ELA.RL.LTC.PS.1  
 CA.DE.PS.1-3  
 CA.DP.PS.1-2  
 SED.ED.SC.PS.1, 6-7  
 SED.ED.SR.PS.1

### Materials:

- *Nana in the City*
- child-made *Brave Capes*
- clothespins
- string
- adhesives

### Vocabulary:

- brave
- power(-ful)
- cape
- help(-ful)
- scary

**Preparation:** Set up materials.

### Intro to Centers:

“In *Nana in the City*, the boy thought the city was **scary**. What did his grandmother do to help him feel **brave**?”

“How did the boy show that he was feeling **brave**?”

“Here are **brave** capes that you made in the Art Studio. What do you notice?”

“Today in Dramatization and Blocks, you can wear your **capes**. How can you act brave?”

*Show illustrations.*

*Children respond.*

*Children respond.*

*Show child-made Brave Capes Children respond.*

*Children respond.*

### During Centers:

Support children in deciding whether to wear their capes. Assist children in fastening their capes with clothespins, string, etc. Encourage children to refer to *Nana in the City* and *Max's Dragon Shirt*. Encourage children to collaborate and consider whether it is easier to be brave individually or with a friend. Children may reference superheroes in their play; support them in comparing and contrasting superheroes to bravery/heroism that real people demonstrate. Challenge children to draw pictures and write stories about themselves being brave and powerful.

***Guiding Questions during Centers:***

- How is your brave cape similar to or different from your friend's *Brave Cape*?
- How is being brave similar to or different from being powerful?
- How can you show that you are brave?

***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.

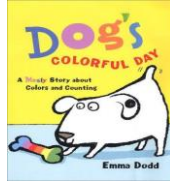
***Provocation:*** Research brave and/or powerful community/family members, i.e, school nurse, firefighter,, grandparent, etc. Encourage children to act out their stories of being brave. Arrange a field trip to a fire station, or arrange for a firefighter to visit children in their classroom.



# Color Mixing



**Standards:**  
ATL.RPS.PS.2, 4-7  
CA.VA.PS.1, 4



## Materials:

- *Dog's Colorful Day*
- eye droppers/ pipettes
- coffee filters or white paper towels
- small spoons
- small containers
- diluted tempera paint or liquid watercolor

## Vocabulary:

- mix
- stain
- separate
- experiment
- predict

**Preparation:** Set up materials.

## Intro to Centers:

"In *Dog's Colorful Day*, Dog went for a walk. What do you notice?"

"The **stains** from the green grass, the purple marker, and the other things that dripped on his coat were colorful. But none of the colors **mixed** together, they stayed **separate** from each other."

"Today in Discovery, you can **experiment** with colors using these materials. What do you notice?"

"We will keep the colors in **separate** containers and mix them together on coffee filters/paper towels."

"What do you **predict** will happen if I **mix** red with yellow?"

## During Centers:

Compare and contrast the colors children create to the stains on Dog's coat in *Dog's Colorful Day*. Encourage children to name and label their colors. Support children in recording "formulas" for their colors, e.g., "2 drops of red and 2 drops of blue makes purple", etc. Compare color mixing formulas to recipes.

*Show illustrations.*  
*Children respond.*

*Show illustrations.*

*Show materials.*  
*Children respond.*

*Model.*

*Model. Children respond.*

**Guiding Questions during Centers:**

- How did you create the colors on your coffee filter/ paper towel?
- How are the colors you created similar to or different from the stains on Dog's coat in *Dog's Colorful Day*?
- Where have you seen a color similar to the one(s) you created?

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

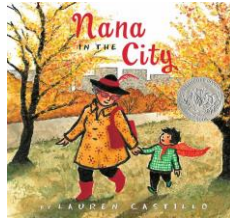
**Documentation:** Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

**Provocation:** Display children's coffee filters/paper towels window to see the effects of sunlight on the colors.

## Small Groups: Clay Towns

Support: High

**Standards:**  
ATL.IC.PS.2, 5  
ATL.EP.PS.4  
CA.VA.PS.1-5



### Materials:

- *Nana In The City*
- *Score And Slip* visual (see Unit 3 Resources)
- clay
- cups of water
- trays
- placemats
- smocks
- plastic knives, spoons, forks
- Beautiful Stuff
- bucket for washing hands
- images of home town and surrounding towns

### Vocabulary:

- slip
- score
- sculpture
- knead
- pinch
- city

**Preparation:** Create small balls of clay. Make 'slip' in cups or bowls by mixing clay with lukewarm water. Set out trays/placemats children to define workspaces.

### Procedure:

Show illustrations from *Nana In The City* and discuss what children notice about the city. Show children materials to create clay towns, similar to *Clay Sculptures*. Refer to *Score And Slip* technique/visual. Encourage children to create a plan for their town and incorporate Beautiful Stuff.





## Small Groups: Alphabet Memory Game

Support: Medium

**Standards:**

SED.SD.BRC.PS.1,  
3-6, 8-10  
ELA.RF.PC.PS.1.d

**Materials:**

- 3 sets of laminated upper and lower case cards
- masking tape

**Vocabulary:**

- uppercase
- lowercase
- memory
- same
- match

**Preparation:** Make multiple sets of upper and lower case cards and laminate them. Put masking tape down the middle of the table to designate the two groups of cards for children to choose from or use the tape to make a grid for each letter as a guide.

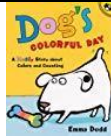
**Procedure:**

Pair children to play a memory game with upper and lowercase letters. and distribute one set of cards to each pair. Show materials. Model setting cards face down on the table, divided by masking tape. Model turning over two cards, removing them if they match, turning them back over if they do not.

Encourage children to name the letters and their letter sounds.



<p>Unit 4</p>  <p>Week 2</p>	<p><b>Small Groups: Help Dog Match his Spots</b> Low to Medium Support</p>	<p>Math SG1</p>	<p><b>Standards:</b> MELDS.M.MP.PS.5 MELDS.M.OAT.PS.3 MELDS.M.OAT.PS.4</p>
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**Guiding Math Ideas:**

- Math Enthusiasm- Playing Math Games
- Measurable Attributes- Matching and Sorting by Colors
- Rational Counting- Growing understanding of cardinality

**Math Concepts from Unit Learning Progressions:**

- Math ideas relate to games (comparisons, quantity and subitizing}
- Beginning to compare groups using counting strategies up to 10
- Using measurable attributes to organize materials

**Materials:**

- *Dog's Colorful Day*
- Dog's Day 10- Grid Game Board resource- 1 per child
- Stack of Color Cards matching the colors in Dog's Colorful Day (Use from Color and Shape Bingo, or old Candyland Game, or create)
- " Bath" cards resource -adjust number as needed
- glue sticks and construction paper (for making game cards)

**Math Vocabulary:**

- Add- put another color card on your board
- Subtract- take away a color card

**Preparation:**

The 10 colors in Dog's Colorful Day are: Black (this is Dog's own spot), red, blue, green, brown, yellow, pink, gray, orange, and purple. Find (from old games) or make color cards (a template is included). Be sure to have at least 10 cards of each color and cut out the *Bath* cards. Make enough copies of the Dog's 10 Frame Grid Game for each child to have one during the game.

Place materials and book on small group table. Cards need to be face down, with the color not showing.

**Procedure:**

Show the book, and ask children to name the colors as you turn the pages.

*How many colors did Dog have all together, before his bath?*

Count the colors (10) and place one of each color card in the middle of the table so that children will be able to compare their color boards and know which colors they still need to complete their boards.

*We are going to play a color game about Dog and his many colors.*

Place a 10 Frame Grid Game in front of each child. Show the color cards. Show the color cards, starting with the black ones.

*What color is this?* Children answer Black.

*Yes, Black is the color of Dog's own Spot- Right here on his ear!* [Point to the page with Dog's spot].

*Since Dog already has a Black Spot, let's put the Black color on our game cards to start our game.*

*Help Dog Match His Spots.*

Distribute one Black Card to each child.

Here are some special cards. Show a *Bath* Card.

*When you draw a **Bath** card, I wonder what this could mean?* Children guess.

*Yes, that means that Dog took a bath and his color washed off!* When you draw a *Bath* card, you take away one of your color cards and put it back into the pile.

Show the remaining color cards and shuffle them, placing them face down. Place the stack of color cards face down in the middle of the table.

Child draws a card, names the color and matches it to her grid and the turn passes to the next child. If she/he draws a card of a color she already has, her turn goes to the next child. When a child draws a **Bath** card, she takes the last color card on the board and puts it back.

The game continues until children have filled up their cards with the remaining 9 colors. Count the spots 1-10.

Use the language of math to help children decide how to add and subtract colors, judge how many more colors they need to fill their cards, compare with the book's color order, etc.

*I see that you have some blank squares left. What colors are missing?*

*You subtracted (took away) one pink card. How many are left?* See Strategies section for additional provocations/questions.

Adjust the difficulty of the game by reducing or removing **Bath** Cards, having children work together in teams, requiring that children place colors in the order found in the book, changing the number of cards that are removed when the **Bath** cards are drawn, or using a 20 grid card.

As children grow familiar with playing this game, step back and allow them to experiment with different methods, and create their own rules. Children can also play by themselves, matching and counting at their current level of understanding.

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

- **Math in Games:** This game uses 10 Grids (also called 10-Frames). This is a classic way to assist children with counting strategies by displaying clear 1 square, 1 item correlation. This is an excellent tool to help children keep track of their counting and can also be used to reinforce number order when used for sequencing. See *Where's the Math* for additional information about math and games.

- Beginning number operations: This simple game encourages advanced mathematical thinking. Children will actually be adding (one more) and subtracting (taking away) as they complete their grid. Use accurate math words like subtraction and addition when describing the actions as the game progresses.
- Throughout the game, ask children questions about their cards: *How many more colors do you need to complete your board? How many do you have all together?*
- Children may become frustrated at having to take away a color. If so, adjust this part of the game by playing it without the Bath Cards.

**Adaptations for Additional Learning:**

- Making Sets: Make the cards into a memory game by turning the cards upside down. Start with pairs of 2 cards, but change difficulty to 3 or 4 of the same color as children get more sophisticated. Children must collect 2 (or 3 or 4) of a particular color for a “set”. Drawing a **Bath** card means starting over.
- Counting up to 20: Use the 20 Grid Game (Blank), dice and color cards. First a child draws a color card. Then the child rolls a dice and puts that many color cards to fill up his grid. If the child draws the same color next round, turn passes to the next child. Game ends when the grid is filled.
- Sequence: Add difficulty by having the children place colors in the order in which they appear in the book. Create a color chart to assist children, or have them compare with the book as they play. This adds algebraic thinking in recognizing patterns.

**Documentation:**

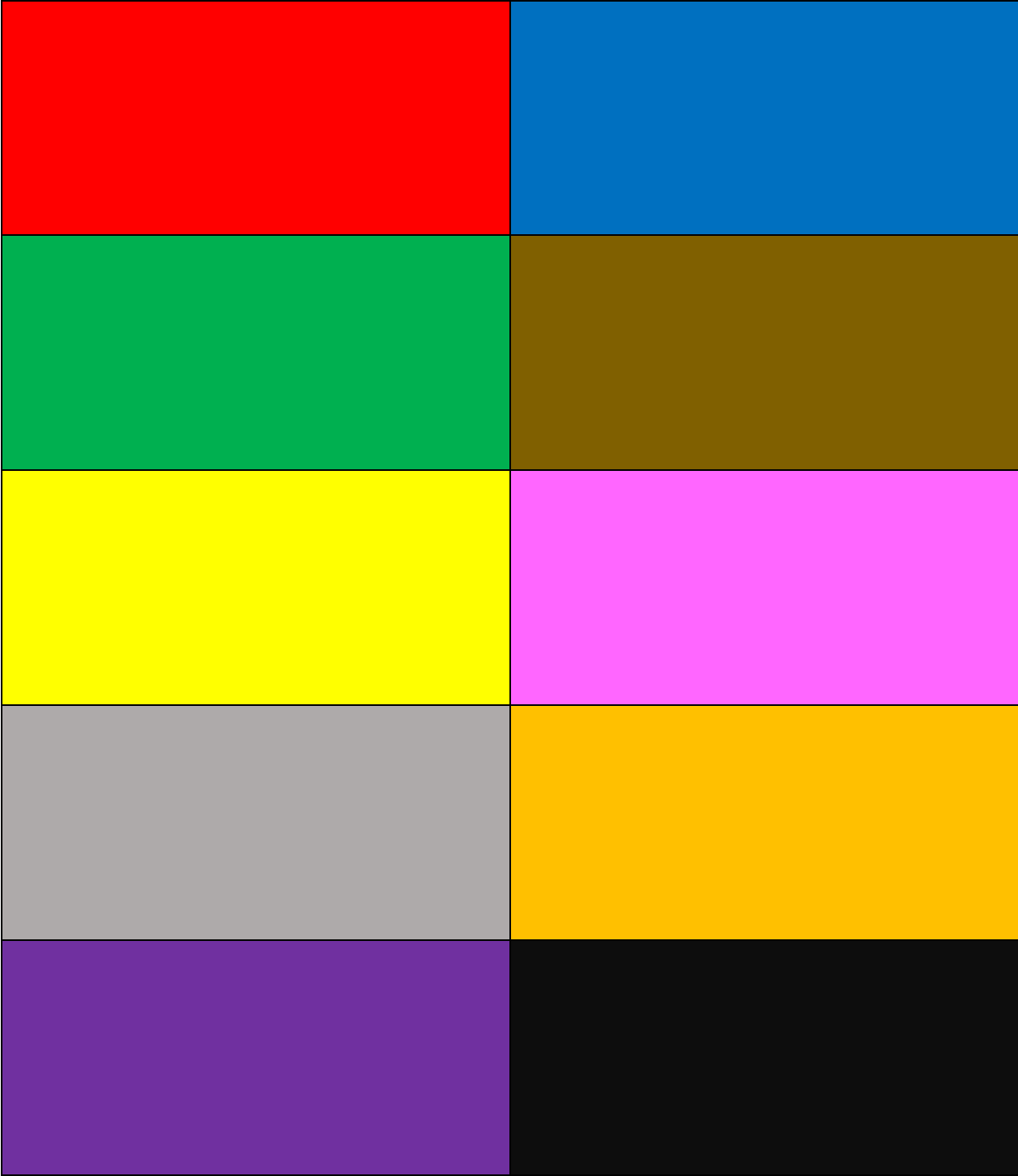
Observe these counting skills: 1:1, cardinality, ability to count on, or to quickly “see” how many colors are still needed and other steps in rational counting. Take pictures of game boards to share with families as you discuss the value of playing games together.

**Provocation:**

Many books and stories can be made into games. Look at the other books from this Unit and brainstorm with colleagues about how to create indoor and outdoor games using the characters in a book. Example: Use Mouse Shapes. Children pretend to be Mice and hunt for shapes around the room. Swan Harbor: Children use maps and locate areas in Maine where different animals and plants live.

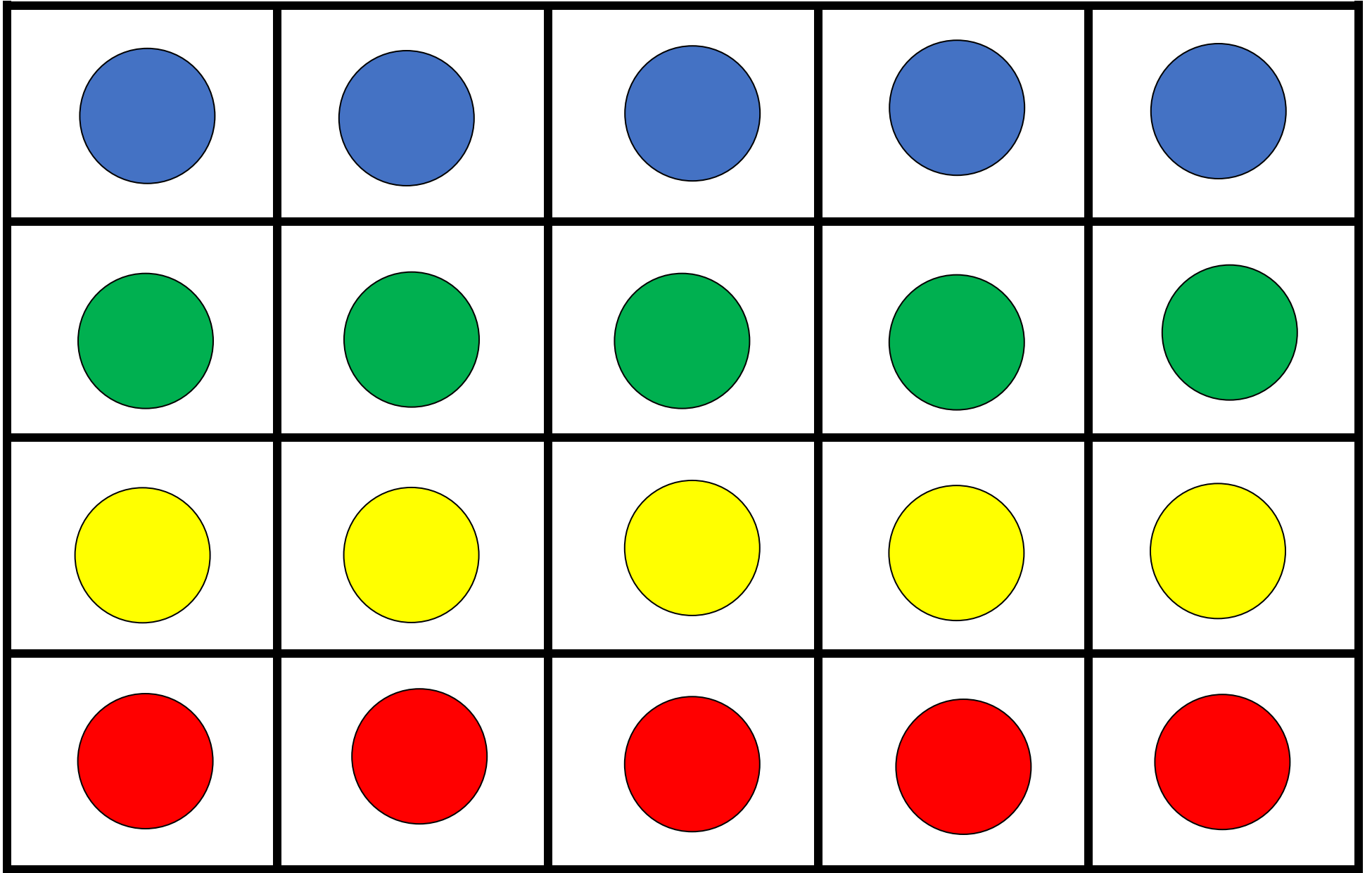
# Dog Grid Game

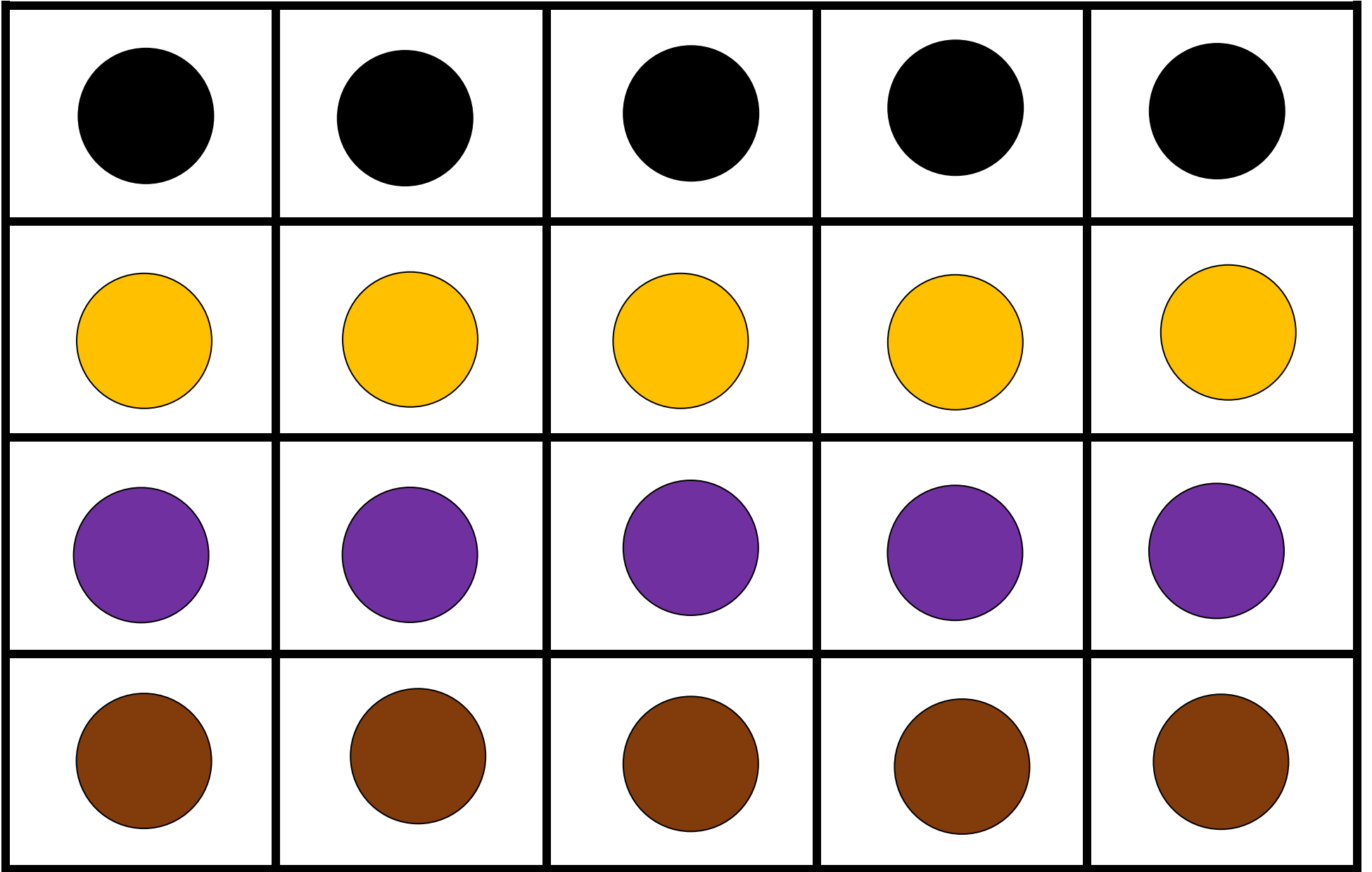




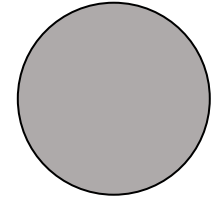
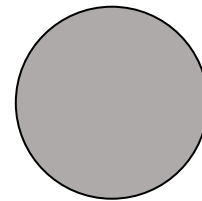
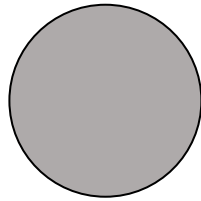
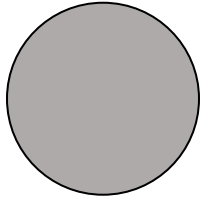
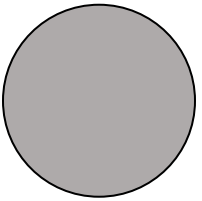
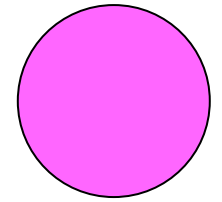
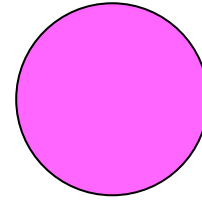
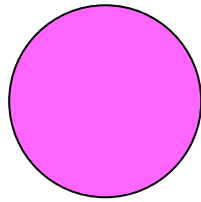
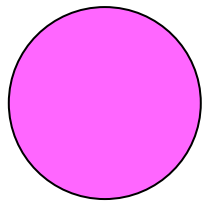
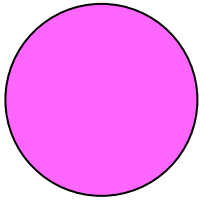
RED	BLUE
GREEN	BROWN
YELLOW	PINK
GRAY	ORANGE
PURPLE	BLACK

# Color Cards and Bath Cards

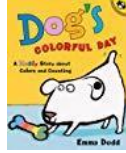








<p>Unit 4</p>  <p>Week 2</p>	<p><b>Small Groups: Math Color Mixing</b> Low to Medium Support</p>	<p>Math SG2</p>	<p><b>Standards:</b> MELDS.M.OAT.PS.3 MELDS.M.MD.PS.4 MELDS.M.MD.PS.11</p>
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**Guiding Math Ideas:**

- Math Enthusiasm
- Measurable Attributes and Measuring Tools

**Math Concepts from Unit Learning Progressions:**

- Science and math concepts help us understand color.
- Mixing and creating colors using measurement tools.
- Using measurable attributes to organize materials.

<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● eye droppers</li> <li>● diluted liquid water color or food coloring in gradations from dark to light</li> <li>● small clear containers for paint (e.g., plastic cups or baby food jars)</li> <li>● white paper towels, cut in 3 inch strips</li> <li>● large tray</li> <li>● absorbent paper such as newspaper for table</li> <li>● color equations (formulas) on paper strips- use color swatch and color name- (See example in Teacher Materials)</li> <li>● blank strips</li> </ul>	<p><b>Math Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● dilution- adding water to something to change the concentration (make it appear lighter)</li> <li>● formula- a plan for trying out new things. Sometimes scientists write down their plans (formulas).</li> <li>● equation- a way of writing down math relationships</li> <li>● + means add</li> <li>● = means all together</li> </ul>
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**Preparation:**

This small group should follow the reading of *Dog's Colorful Day*.

Decide whether the colors will be pre-mixed or if the children will mix the gradations of colors as a part of combining a science concept (dilution).

Gather all materials. Cut paper towel strips and distribute about 7 or 8 per child. Put jars of paint and droppers in a tray in the center of the table, so that 4 or more children can participate at a time. Cover the table with newspaper. Place the paper towel strips horizontally in front of the children to encourage left to right color mixing. Make a few simple color equations ahead of time.

### **Procedure:**

Introduce the activity by recalling the book *Dog's Colorful Day* and the many different colors of paint that dog discovered during his day.

Demonstrate how to put the same dropper back into the same jar.

*We are mixing colors on our paper instead of in the water.*

Start out with free play allowing children to drop and mix colors onto their paper towel strips.

Introduce the idea of dark to light:

*What do you notice about these colors?* Children may say that some are darker than others, etc.

*When we add color to paint, we say we **dilute** the color- make it less concentrated, or lighter in appearance. If we have a dark color, we could add water to it to make it light.*

Introduce the color formulas [equations]:

*I wonder if we can make some new colors by using different colors and dropping them onto our paper. Scientists sometimes use **formulas** when they experiment in their labs. These are plans for trying out new ideas, and writing them down. When you use math numbers and symbols, these can be called **equations**.*

Read some of your simple color equation strips to the children:

*1 drop of red + 2 drops of blue = purple*

Reflect the combinations that children make. If they are interested, write their color equations or support them in writing them.

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

- Left to right orientation: Take all opportunities to reinforce left to right “reading” of the equations, as well as the ordering of the paints from dark to light- darkest on the left, lightest on the right. This concept of left to right in reading equations is also applicable to early reading skills, as well as a forerunner to writing math equations.
- Children typically start to represent math operations using their fingers or manipulatives. They have already been doing these types of representations through finger plays, use of counting materials and “people” math. While it is not developmentally appropriate to expect preschool children to write math equations, this art activity can begin to show how symbols are used to represent math operations. This activity introduces the + and the = symbol, which will be used in context during Units 5 and 6.

### **Adaptations for Additional Challenge:**

- Observe whether or not children are “counting on. This skill involves “holding” a number in one’s mind, and then adding onto the number mentally without having to recount the entire groups. Provide lots of opportunities in the course of the school day to count on- as children plan playgroups, decide if there is room at the table for another, etc.
- At this point in the year, some of the children are starting to write numerals. They may have begun to represent their work with simple equations. Have materials such as markers, chubby pencils and blank paper strips for children to use as they invent their own color equations. Add

these materials to other centers and encourage children to use them during play, such as counting the number of blocks in a tower, or sorting small cars into color groups.

- Use the correct mathematical terms for operations, such as addition and subtraction. Provide numeral cards and cards with operations symbols of + - = for children to use as the construct equations, in addition to writing materials.

**Documentation:**

Take photos of the color combinations that children create. Show photos during lunch or center time and discuss with children.

**Provocation:**

Refresh the color jars and place them in a tray at the science center, or put inside the water table for experimentation. Place a color wheel and/or gradations of color from paint sample chips in the science or art center to foster additional experimentations with color mixing.

\* This activity is adapted from the article *Mathematical Masterpieces: Exploring Math through Art* by D. McLennan. *Teaching Young children* 12(1). 26-31. Entire article is available to NAEYC members.

## COLOR MIXING FORMULAS

1 Red + 2 Blue =

1 Blue + 1 Yellow =

2 White + 1 Red =

2 Yellow + 2 Red =

\_\_\_\_\_ + \_\_\_\_\_ =



## Songs, Word Play, & Letters

Day 1;

**Materials:** Poetry Posters, Book: *Cat's Colors*, Flannel board and flannel ice cream scoops and cones, a chart to match colors of the "scoops" (e.g. pink circle labeled "strawberry", brown circle labeled "chocolate", etc.). BINGO and "M", "T", "S"

### WHAT ARE YOU WEARING?

Procedure:

- Say, "The first song we will sing today is "What are You Wearing?"
- Sing the song naming an item and its color for each child in the group.
- Then say something like, "Most people have a favorite color, one they like more than the rest. Next, we are going to read a story about a cat that has a favorite color too!"

### CATS COLORS

- Show the cover of the book, underlining the title with your finger as you read it.
- Read the book in a way that makes the text flow naturally. Make a few summary comments about the cat and then go on to the next activity.

### CAN YOU THINK OF WORDS THAT BEGIN WITH THE SAME SOUND AS \_? (and Cat's Colors)

Procedure:

- Say, "in this book, some words on the same page begin with the same sound or sounds." Go to the page with red and rug and say these two words one after the other. Comment that both words begin with /r/.
- Ask children if they can think of other words that begin with /r/. If children don't offer words quickly, give an example or two for children to judge. For example, *Do you think raindrop begins with the same sound as red and rug? What about the word fire?*
- Present another pair of words from the book (e.g., sand and sunny). Ask children if they can think of other words like sand and sunny that begin with /s/. Offer some ideas for children to judge.
- Present a third pair of words (e.g. blue and birds). If there is time and if children show interest.

## **“MAY I TAKE YOUR ORDER, PLEASE?”**

### Procedure:

- Tell children that they are going to play a new game that involves pretending to order ice-cream cones. Remind children that Max ate an ice-cream cone in the department store and that he ordered three different flavors.
- Tell children that there are many flavors in the ice-cream store. Hold up a circle of each color of the felt “scoops” and name their color and flavor. For example, *This yellow ice cream tastes like lemon.*
- Tell children they can order a cone with two scoops of ice cream, when a name is called. Tell children that half of them will get turns today and the other half tomorrow.
- Read the chart to remind a child of the flavors. Ask *May I take your order please?* If a child names a color but not a flavor, say something like. *Coming right up, a yellow, lemon-flavored scoop. And what flavor would you like for your second scoop?*

Day 2:

*Materials: poetry posters, felt ice-cream cones and scoops*

### **APPLES AND BANANAS**

Procedure:

- Tell the children that they are going to sing “Apples and Bananas” that they are going to change those words by putting in silly sounds. Sing song as usual.

### **THREE LITTLE MONKEYS**

Procedure:

- Tell children that they haven’t done this poem in a long time.
- Read the poem with a full happy voice for the monkey lines, and a quiet sneaky voice for the crocodile lines. Use fingers of one hand to represent the monkeys, and fingers of the other hand to represent the snapping mouth of the crocodile.

### **HANDS ON SHOULDERS**

Procedure:

- Read the title. Then read it line by line.
- Ask children to stand up. Recite the poem and do the motions.

### **“MAY I TAKE YOUR ORDER PLEASE?”**

Procedure:

- Tell children they are going to play the ice-cream game that they played the day before. Remind them that today children who did not get a turn the day before will have a turn today.
- Read the chart to remind children of colors and flavors. Then say *[child’s name] may I take your order, please?* If a child names a color but not a flavor, say something like, *Coming right up, a pink, strawberry –flavored scoop. And what flavor would you like for your second scoop?*



### Day 3:

*Materials: Poetry Posters, flannel board and flannel pieces for Five Green and Speckled Frogs, include a white piece to substitute for the blue pool and flannel ice cream scoops and cones.*

#### **FIVE GREEN AND SPECKLED FROGS**

Procedure:

- Say something like, “Today we are going to sing “Five Green and Speckled Frogs,” but there is no cool blue pool. The pool has frozen over and is now an ice-covered pool (show the white piece that replaces the blue pool piece). It must be winter time at the pool!”

#### **STAND UP**

Procedure:

- Read with the children, sounding out the first two letters in the first word: /s/ /t/.
- Tell children that they are going to do the poem as usual today, except for two parts. Instead of clapping to four, say Clap to six and instead of saying Clap once more, say Clap twice more. Tell children to be sure to listen carefully so they hear these changes.
- Ask children to stand up. Recite the poem emphasizing the words changed (six for four; twice for once) by raising your voice a bit.

#### **CLOUD**

Procedure:

- Ask children if they remember a poem about white things that float up in the sky and sometimes bring rain. If children do not respond quickly, provide the first two sounds in the word clouds, /k/ and /l/ to prompt their recall.
- Present the poem naturally, using hand motions to indicate a pile of cotton, the movement of the clouds, and rain and snow showers.

#### **LOOBY LOO**

- Have the children stand. Tell them that they are going to sing “Looby Loo.”
- Sing the song as usual and add verses (“right ear,” “left ear,” “head”).

#### **MAY I TAKE YOUR ORDER, PLEASE?**

- Play the ice-cream ordering game as you have played it on previous days, if there is still interest. Give turns to children who did not get turns the last time.

#### Day 4:

**Materials:** Poetry Posters, Book: *Dog's Colorful Day*, Vicky written on a card, flannel board and flannel letters V,I,C,K, Y, M,S,T

#### CLAP YOUR HANDS

Procedure:

- Say something like, *"The first song we are going to sing today is "Clap Your Hands." We all need to stand up to sing this song."*
- Sing three versus ("clap hands," "stamp feet," "shake hips").
- Sing additional versus with new motions and body parts (e.g., "swing arms," "jump up and down," "take a bow").

#### BINGO

Procedure:

- Tell children they are going to sing the BINGO tune, but they will be using different words. Instead of singing, "There was a farmer, had a dog, and Bingo was his name-o" they will sing about the girl named Vicky in *Dog's Colorful Day*. *There was a girl who had a dog, and Vicky was her name-o.*
- Hold up the card with VICKY written on it. Tell children they need to find the letters to write VICKY and put them up in the right order. Point to V and say, *V is the first letter, so I'll find it and put it up first.* Ask children the names of the rest of the letters, one by one, referring to each successive letter in terms of its position in the name (e.g. the second letter is I and the third letter is C) Put each letter up as you name it and find it in your pile.
- Sing the song, turning over one letter per verse until all have been turned over and you are clapping rather than singing the letter's name.
- When finished singing, turn all letters face up again and remove V. Ask children what they think the word is (icky) Say, *the word is Vicky without the /v/.* Then replace V and remove Y. Ask, *what is Vicky without the Y (Vick)*
- Replace the Y and then remove V and put M in its place, describing what is being done. For example, *I'm removing the V and replacing it with M.* Ask children what name is written now (Micky) Then remove M and put S and T in place. Point to S and sound it out and then immediately point to T and sound it out. Children will probably say sticky. Confirm that the word is sticky and ask if this is a word used as a name.

#### HANDS

Procedure:

- Say, *"The poem we are doing now is very familiar to you-we have done it many times. "Raise your hands up high, while sitting, and ask children to guess which poem it is.*
- Recite the poem as usual.

Day 5:

Materials: Poetry Posters, Book: *Dog's Colorful Day*; picture cards: jam, stain, chocolate

### **THE GREEN GRASS GROWS ALL AROUND**

Procedure:

- Say, "Today we are going to start with the song "The Green Grass Grows all Around" which we learned last week.
- Sing the song though once. Then add a new verse such as *Now on this bird, there was a feather....* if you think children are ready.

### **TEN LITTLE FINGERS**

Procedure:

- Hold hands up and wiggle fingers to signal what poem is next.
- Recite the poem with the motions.
- Then add the rhyme you added from last time: *Five fingers* (put up one hand) *and five fingers* (put up other hand) *that makes ten. Take one away* (put one hand down). *We have five once again* (hold just one hand up). Ask children if they know how many fingers there are all together when one person puts two hands up, and a second person adds one hand to it. After children offer ideas, ask one child to stand next to you, with both hands raised, Raise one of your hands, gesture toward the child's two raised hands and say 10 and then count on ( 11, 12, 13, 14, 15, 16, 17, 18, 19, 20).

### **PEAS PORRIDGE HOT**

Procedure:


- Read and underline the title.
- Recite the poem with the motions.

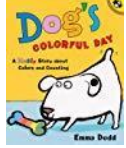
### **I'M THINKING OF \_CLUE GAME**

Procedure:

- Hold up the book. Tell children that they will hear clues for some words from the book and children are to guess them. Remind children to listen to all the clues, and to hold up their hand if they have an idea rather than shout it out.
- Use these clues for jam: *This is something we eat that is made from fruit. It tastes sweet and can be red or blue or orange, depending on the fruit used to make it. Its name starts with /j/.*

- For stain: *When we get a colored spot of something on our clothes, we sometimes say that our clothing has one of these. Grass made one of these spots in Dog's coat. The first two sounds in this word are /s/ and /t/ and the word rhymes with rain.*
- For chocolate: *Candy is often made with this. This kind of candy is dark brown. The name of this kind of candy starts with the same sound as cherry, /ch/.*

<p>Unit 4</p>  <p>Week 2</p>	<p><b>Large Group: Dog's Colorful Day- Parachute Games*</b></p>	<p>Math LG</p>	<p><b>Standards:</b> MELDS.M.G.PS.2 MELDS M.G.PS.8 MELDS.PHD.GM.PS.4</p>
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**Guiding Math Idea:**

- Using Color as an Organizing Tool
- Parts/Wholes in Number Groups and Geometrical Figures
- Geometry: Directionality and Orientation

**Adaptations for Using Large Group In Alternate Schedule Slots:**

- This is a great activity for any days that the weather prevents or shortens outdoor play. Move to a hallway or a gym space if available.
- If a parachute is not available, substitute long color ribbons and have the children make a “wheel” and move around as a circle. The adult can hold the ribbons together in the hub of the wheel.

*\*This activity also meets Physical Health and Development Gross Motor standards.*

<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● large parachute designed for large group</li> <li>● squares in colors to match the parachute colors</li> <li>● double sided or regular tape or butterfly clips for attaching the color squares to the backs of children’s clothing.</li> <li>● background music (optional)</li> </ul>	<p><b>Math Vocabulary:</b></p> <p>Directional Words:</p> <ul style="list-style-type: none"> <li>● left- hold up your left hand and walk in that direction</li> <li>● right- hold up your right hand and walk in that direction</li> </ul> <p>Positional Words:</p> <ul style="list-style-type: none"> <li>● over, under, outside, inside, etc.</li> <li>● clue- giving a hint or an idea to help someone guess</li> </ul>
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**Preparation:**

This week’s activities (large and small group) should follow the reading of *Dog’s Colorful Day*. Decide ahead of time what your rules are for parachute play. Cue up some lively music to accompany the parachute play (optional).

*Earlier this week we read a funny story about a dog who kept getting different colors splattered on his white coat. Today we are going to think about colors and how to have fun with them, just like the little dog in the book.*

*When you came to group time, I put something on your back. Everyone has a color. See if you can find out what your color is (without pulling it off) and then stand with the others who have your same color.*

*How could you find out what your color is? You could give someone a clue... Here is a clue.*

*Here is a parachute. Some of you have played with it before. It has the same colors that you have on your backs.*

*We are going to play some color games with our parachute. Parachutes are a lot more fun to play with when we work together. What are some things we might need to remember to make our parachute play fun and safe?*

*Yes those are good ideas. Here are more ideas.*

*As the children gather for large group, place a colored square on their backs.*

Call one child up and look at her/his color. An example: Hmm, the clue is: This is the color of the sky.

Children freely move around and begin to form their groups of 3 or 4 children with the same color. Some children may like to give and receive clues; others will not.

Show children the parachute. Some parachutes have built in handles. If so, demonstrate how to hold it with the handles, or how to grab it by the edges.

Children contribute some ideas about how to play with the parachute safely. For example:

Stay in your spot until the teacher tells you to move.

Don't run under the parachute.

Don't try to pull others down.

Add any rule that that you think is important

Children will guess circle; Add the idea of the

*Now let's play with our parachute. What do you notice about the shape of this parachute?*

*Find your color on the parachute and grab it.*

*Listen to me and we will start our play.*

*Move to the Left*

*Move to the Right.*

*Lift it up high.*

*Put it down low*

*Green and Blue colors- Trade Places.*

*Make the parachute wave and wiggle.*

*Pull the parachute tight.*

*Move towards the center.*

*We'll have a chance to play with the parachute during Large Motor/Outside Time.*

*different parts/sections of the circle (which are not triangles, but resemble wedges).*

*Children go to the matching color. Children move under the parachute or around the edges as directed. Begin to give a variety of instructions that include positional and directional words.*

*Continue to play with the parachute. Take breaks as needed, asking the children to stand and put the parachute down on the floor in front of them while you re-group if necessary.*

*Wrap up the activity by asking children to walk towards the middle or center of the circle, where you will gather up the parachute.*

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

- Left and right are perhaps the most difficult of the directional and positional concepts. Children will make lots of mistakes as they learn how to follow directions or instructions that ask them to identify Left or right. However, English reading and writing skills have important left to right concepts. Math equations are often read from left to right. Large motor skills are good ways to experience left-right with our bodies prior to small-motor skills of writing and visual/spatial skills associated with reading.

### ***Provocation:***

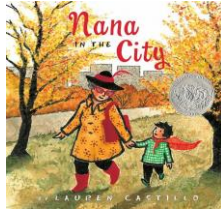
Extend this activity with pictures of the color wheel. Add color wheels to the math area along with similarly colored manipulatives or blocks.



## Let's Find Out About It: Traffic Light & Street Sign Colors

### Standards:

ELA.IT.D.PS.2  
 ELA.IT.I.PS.1-2  
 ELA.IT.LTC.PS.1  
 ELA.SL.CC.PS.1-3  
 MELDS.PHD.S.PS.1, 3  
 SS.CG.PS.1



### Materials:

- *Nana in the City*
- traffic signal photos resource
- road signs- made or purchased- like block area signs

### Vocabulary:

- traffic lights
- street signs
- caution
- warn
- construction site

**Preparation:** Prepare materials

### Let's Find Out About It:

"We have been talking a lot about color. Today, we're going to talk about how color on **traffic lights** and **street signs** help us know what to do so we can be safe."

"In *Nana In The City*, the boy sees his grandmother waving to him on the corner of the street- right near a **traffic light**. The light must be red because cars are stopped and people are crossing the street behind his grandmother."

"Here is a **traffic light**. When the light is red, drivers stop their car. Before the light turns red it is yellow. When a light is yellow it means proceed with **caution**; a driver will need to prepare to stop. When the light is green, the traffic can go."

"Another way to know to stop is a **STOP sign** that is red. Here a man holds a **STOP sign** to stop traffic so people can cross the street."

"Here Nana and the boy are in a noisy part of the city where these orange cones **warn** people to stay away from a **construction site**. Orange is another color that means **caution**, or slow down. Show images of orange signs.

"How are **traffic lights** and **street signs** helpful to people?"

*Show illustrations on pages 1-2.*

*Show photo/image of traffic light.*

*Show illustrations on pages 5-6.  
 Children respond to question.*

*Show images.*

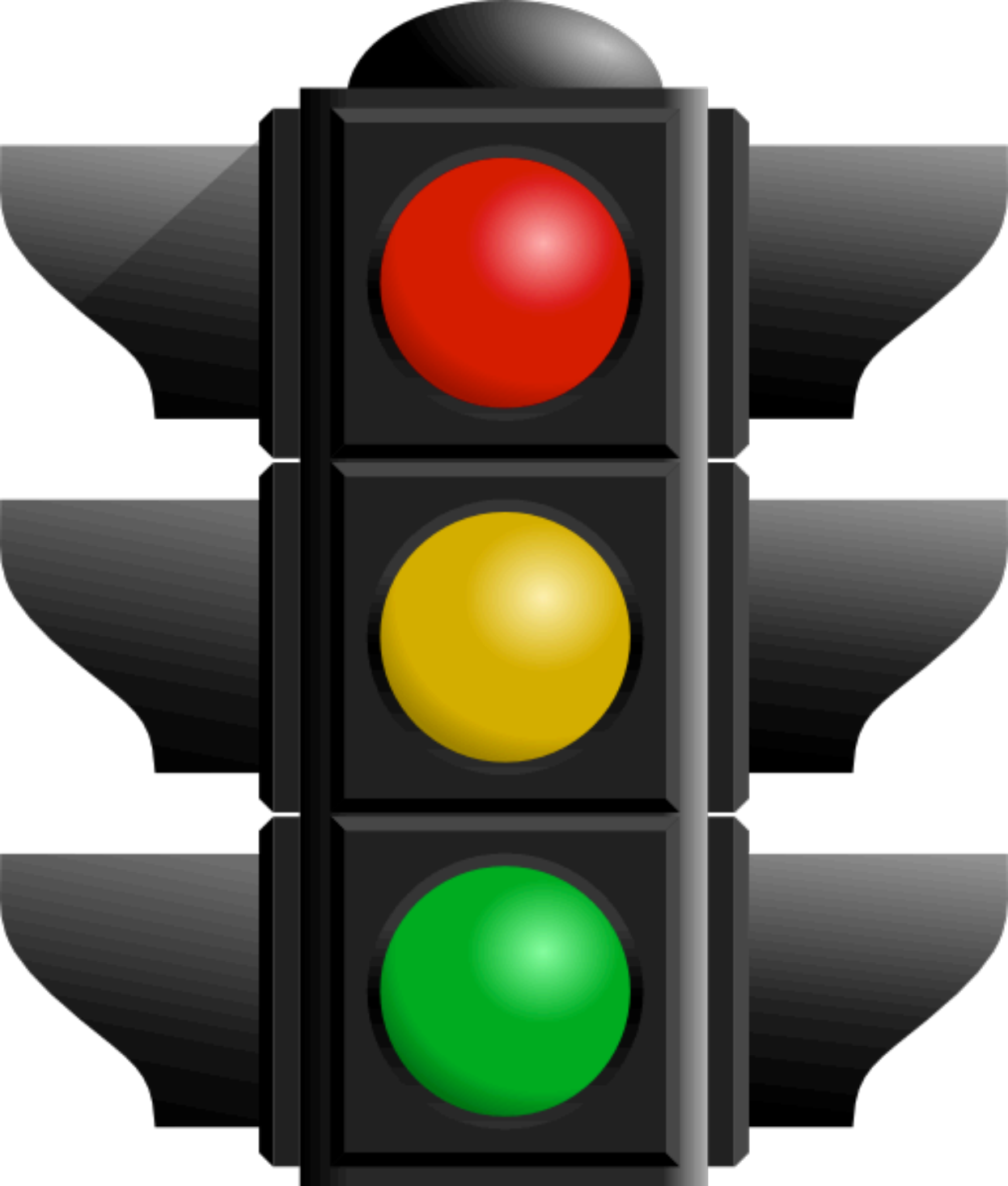
*Children respond.*

Possible Extensions: Red light, Green light outside. Obstacle course outside. Riding tricycles with signs that say STOP, traffic lights, caution tape, blinking lights. R









**DO NOT**

**ENTER**



A red octagonal stop sign with a white border. The word "STOP" is written in the center in white, bold, sans-serif capital letters. The sign is set against a light gray background with a fine grid pattern.

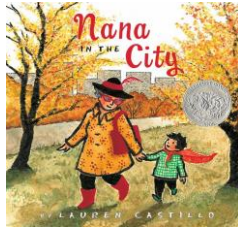
**STOP**



## Let's Find Out About It: Tinting And Shading

### Standards:

CA.VA.PS.1  
 ELA.SL.CC.PS.1-3  
 ELA.RL.CS.PS.3



### Materials:

- *Nana In The City*
- primary color paint
- white paint
- black paint
- paintbrushes
- paper
- *Tints of \_\_\_\_\_* and *Shades of \_\_\_\_\_* template

### Vocabulary:

- dark
- light
- tint: a mixture of a color with white
- shade: a mixture of a color with black
- mix
- depict

**Preparation:** Set up materials.

### Let's Find Out About It:

"In *Nana In The City*, the boy thought the city was frightening. After he wore the cape his Nana knit for him, he felt brave. What do you notice?"

"The illustrator used colors to **depict** how the boy saw the city. What do you notice?"

"Here is \_\_\_\_\_ paint. I can create **tints**--make the color **lighter**--by **mixing** it with white paint. What do you notice?"

"I can create **shades**--make the color **darker**--by **mixing** it with black paint. What do you notice?"

"I can record the **tints** and **shades** of \_\_\_\_\_ I created. What do you notice?"

*Show illustrations.*

*Children respond.*

*Show the contrast of the darker illustrations before Nana knits his cape to the lighter illustrations after he wears the cape. Children respond.*

*Show materials. Model, using different amounts of white and black paint. Children respond.*

*Model.*

*Children respond.*



# Tints of:



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# Shades of: \_\_\_\_\_

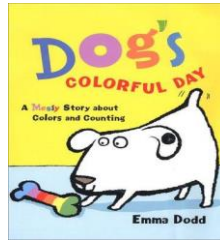
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## Let's Find Out About It: Color Names

### Standards:

CA.VA.PS.1  
 ELA.SL.CC.PS.1-3  
 ELA.RL.CS.PS.3  
 ELA.LS.VAU.PS.1 - 3



### Materials:

- Dog's Colorful Day
- Max's Dragon Shirt
- color images resources

### Vocabulary:

- dripped
- stain
- inspire

**Preparation:** Set up materials.

### Let's Find Out About It:

"In *Dog's Colorful Day*, Dog's coat got **stained**. What do you notice?"

"Strawberry jam **dripped** on his fur and made a red **stain**. The color of the **stain** could be 'strawberry jam red'."

"Dog's coat got **stained** at the park. What do you notice?"

"What is a good name for the color of the **stain**?"

"Some color names are **inspired** by things in nature. These red crayons are named 'Wild Strawberry'. Color names can also be inspired by emotions like this 'Happy Orange' paint. Sometimes colors have names inspired by food."

"I might name this color 'Ocean Blue' because it reminds me of the ocean. What would you name this color?"

*Show illustration of the different stains and their colors. Children respond.*

*Show illustration.*

*Show illustration.*

*Show illustration of Dog rolling in the grass. Children respond.*

*Show images.*

*Show images.*







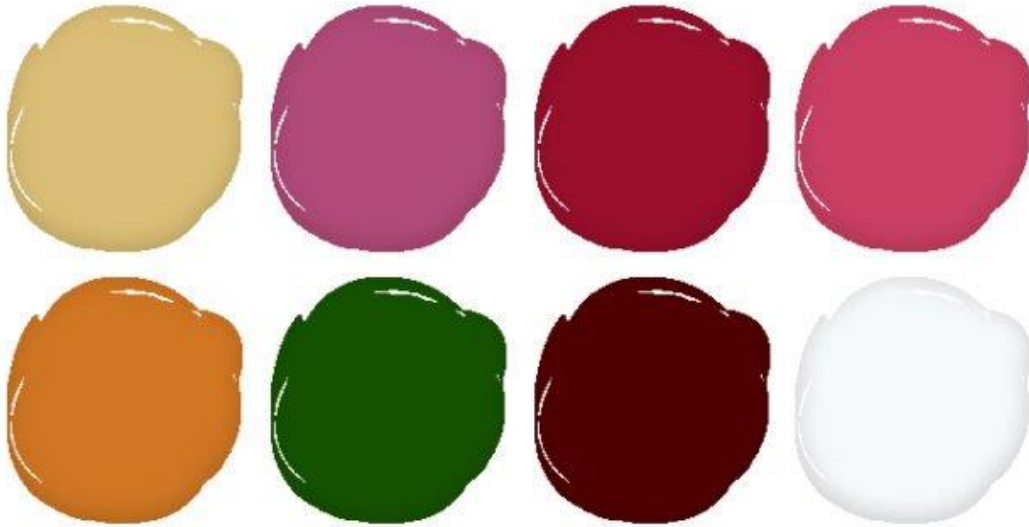




**Skywriter**  
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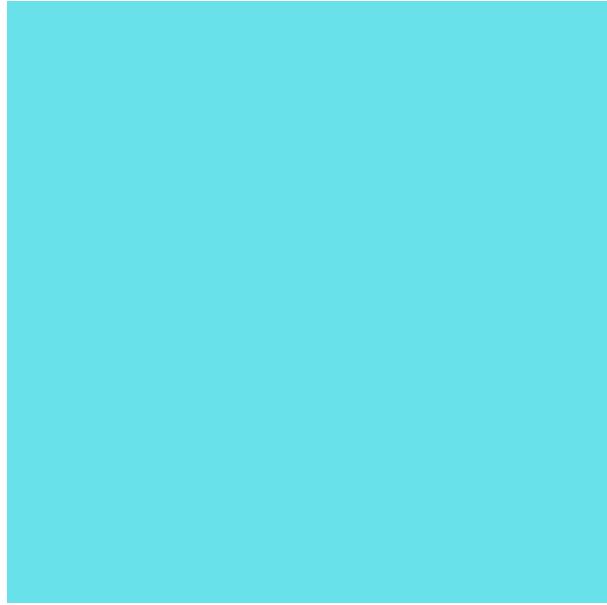


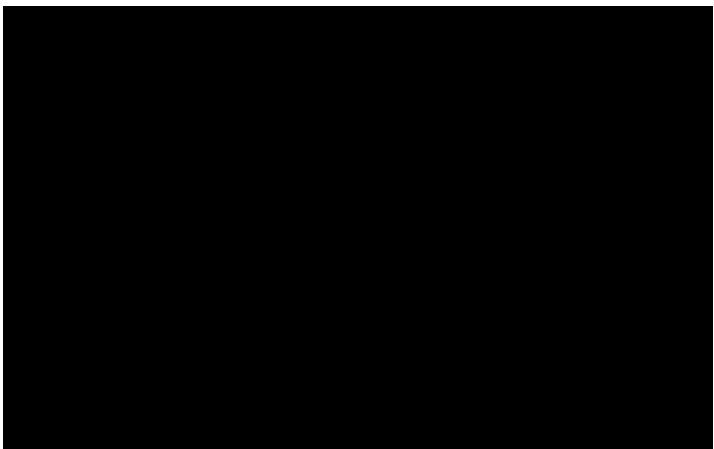
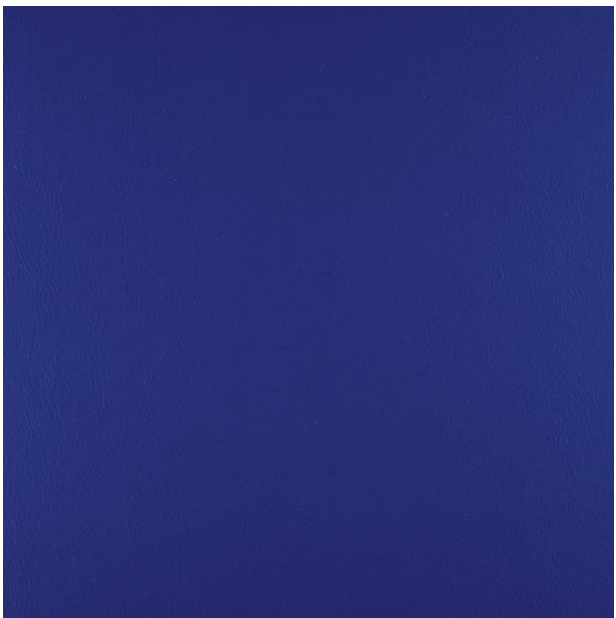






				
<b>POLAR</b>	<b>LIMON CELLO</b>	<b>DAYZ</b>	<b>SUNNY D</b>	<b>TAXI</b>
				
<b>BASKETBALL</b>	<b>PUMPKIN</b>	<b>RED ALERT</b>	<b>HOT SAUCE</b>	<b>VEGAS</b>
				
<b>MANKO</b>	<b>PRINCE</b>	<b>FLY GIRL</b>	<b>PURPLE HAZE</b>	<b>SUBMARINE</b>
				
<b>MOTOWN</b>	<b>TRUER</b>	<b>TSUNAMI</b>	<b>LALA</b>	<b>ALOHA</b>
				
<b>HYDRO</b>	<b>ZEN</b>	<b>VEGAN</b>	<b>MOFUNK</b>	<b>POUPON</b>
				
<b>CARDBOARD</b>	<b>TWIG</b>	<b>GEORGIA CLAY</b>	<b>RANGER</b>	<b>MUD PIE</b>
				
<b>CLEVELAND GREY</b>	<b>STEALTH</b>	<b>DEEP SPACE</b>	<b>FIRST PLACE METALLIC</b>	<b>SECOND PLACE METALLIC</b>
				
<b>THIRD PLACE METALLIC</b>	<b>LIMO TRANSLUCENT</b>	<b>STOPLIGHT TRANSLUCENT</b>	<b>DETROIT SKY TRANSLUCENT</b>	<b>EARTH TRANSLUCENT</b>





**Unit 4****Week 2****Outdoor Learning Opportunities:****Winter Birds****Standards:**  
**M.MD.PS.1**  
**S.LS.PS.1-6****Materials:**

- Pictures of colorful birds that stay around in the winter and might be found at a birdfeeder in Maine such as a cardinal, chickadee, goldfinch, or blue jay.
- Binoculars
- Audubon First Field Guide for Birds
- Birdfeeders and seeds
- *About Birds* by Cathryn Sill
- *Backyard Birds* by Robert Bateman
- Bird journal with list of birds

**Vocabulary:**

- Cardinal
- Chickadee
- Goldfinch
- Blue Jay
- Binoculars
- Birdfeeder
- Bird

Birds that stay around in the winter time don't migrate because they can find food. They either eat seeds all year around or they change what they eat in the summer months (e.g. worms) to something they can find in the winter months (seeds). Many of these birds are very colorful and can be seen clearly against the white snow (i.e. red cardinals, yellow goldfinches).

Set up a bird blind outside one of your classroom windows. It can be a sheltered place with a tree or bushes. Hang birdfeeders and let the children fill them with different kinds of bird seeds. Put up pictures around the window of the birds that might be seen in the winter time in Maine. Keep binoculars on the window sill and a journal with a writing implement. Children can sit by the window and watch for the birds. They can look at them through binoculars and draw pictures or write down the names of birds in the journal.

Extension: Have the children make a winter bird field guide by cutting out pictures in magazines of different kinds of birds they see outside or they can draw them. They can practice trying to write the names of the birds next to the pictures.

**Guiding Questions:**

- What birds stay in Maine in the winter time?
- What are the different types of seeds that each of the birds eat?

- Why are some of the birds brightly colored? Hint – brightly colored birds are usually male as they attract predators away from the nest, while the females are duller colored so they can be camouflaged and harder to see.

Unit 4 Week 2	<b>Let's Find Out About It: Color Names</b> Lower Level Technology Supplement	<b>ISTE-S</b> 1a, c	<b>Standards:</b> CA.VA.PS.1 ELA.SL.CC.PS.1-3 ELA.RL.CS.PS.3 ELA.LS.VAU.PS.1 - 3
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*[book covers that represents the book(s) the lesson touches upon]*

<p><b><i>Technology Concepts</i></b></p> <ul style="list-style-type: none"> <li>● Students leverage technology to take an active role in achieving competency</li> <li>● Students use technology to improve practice and demonstrate learning in a variety of ways</li> </ul>
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<p><b><i>Materials:</i></b></p> <ul style="list-style-type: none"> <li>● Tablet with Google Expeditions App</li> </ul>	<p><b><i>Vocabulary:</i></b></p> <ul style="list-style-type: none"> <li>● Use vocabulary from original lesson</li> <li>● Examine</li> <li>● Using applications for research (including how do we know it is a good app)</li> <li>● Identifying colors in Aurora Borealis</li> </ul>
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***Preparation:***

Tablet accessible with Google Expeditions open viewing Aurora Borealis

***Procedure:***

Open Google Expeditions, select VR, find Aurora Borealis and download. Select view  
Once children can view the pictures, encourage them to identify colors in Aurora Borealis



Unit 4 Weeks 2 & 3	<b>Building a Town/City: Blocks</b> Higher Level Technology Supplement	<b>ISTE-S</b> 6	<b>Standards:</b> <b>SS.G.PS.1 CA.DE.PS.1-3</b> <b>SL.CC.PS.1-2</b> <b>M.G.PS.3</b> <b>PHD.FM.PS.5-6</b>
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*[book covers that represents the book(s) the lesson touches upon]*

<p><b><i>Technology Concepts</i></b></p> <ul style="list-style-type: none"> <li>● Original work remixed into a new creation</li> <li>● Complex ideas are communicated through visualization</li> <li>● Digital Storybook is published for intended audience</li> </ul>
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<p><b><i>Materials:</i></b></p> <ul style="list-style-type: none"> <li>● Centers set-up for buildings and map creation</li> <li>● Tablet with camera ready and Puppet Edu loaded</li> </ul>	<p><b><i>Vocabulary:</i></b></p> Use vocabulary from original lesson Digital storybook Visualizations
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***Preparation:***

Puppet Edu open and ready to take pictures

***Procedure:***

- Tablet take pictures of block buildings and maps
- Open Puppet Edu and select pictures
- Start recording
- Narrate pictures and maps (teacher and/or children narrate)
- Add text if desired
- Stop recording save and share with families
- Review the city/town digital book with the children for reflection



