

Unit 4: *World of Color*

Week 3

Full Day Schedule

Unit 4 Week 3	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>The Colors of Us,</i> 1 st Read	<i>The Lion and the Little Red Bird,</i> 1 st Read	<i>Nana in the City,</i> 3 rd Read	<i>Nana in the City,</i> 4 th Read	<i>The Lion and the Little Red Bird,</i> 2 nd Read
Centers					
Intro to Centers	Paint Mixing Researching and Labelling Paint Colors	Tinting and Shading	Painting the Lion's Cave	The Lion's Cave	Building a City
Art Studio		Tinting and Shading	continue	Painting the Lions Cave	continue
Easel		Add lion tail paint brushes	continue	continue	continue
Writing and Drawing	Researching and Labeling Paint Colors	continue	continue	continue	continue
Library & Listening					
Dramatization				The Lion's Cave	continue
Blocks	Building a City Continued	continue	continue	continue	continue
Discovery Table	Paint Mixing	continue	continue	Sand Play	continue

Puzzles & Manipulatives	Spin, Count and Link Continued	Add "Help Dog Match His Spots"	continue	Add color and shape puzzles	continue
Technology	Library and Listening: Researching colors Epic! books app		small groups: Color Match-Draw and Tell app		
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard Directions				
Whole Group Lessons	LFOAI: Portraits	Math: Swan Harbor	Problem Story (class discusses issues impacting classroom community) or Social / Emotional Curriculum	LFOAI: Similar or Different	Problem Story (class discusses issues impacting classroom community) or Social / Emotional Curriculum
small group	Group1 Literacy Medium Support: Alphabet Memory Group 2 Math: Medium Support: color mixing Independent: Teacher's Choice (see directions in week3)		Group1 Literacy High Support: Painting Clay Towns Group 2 Math: Medium Support: Making Groups with Blocks or swan harbor games Independent: Teacher's Choice (see directions in week3)		

Outdoor Learning	Refer to Nature Extensions for Individual Lesson plans maple sugaring-hike to find a	small group: color matching-bring paint chips outside to find matching colors	small group: use mud to paint clay towns small group: using nature materials to make groups Whole Group Lesson: Maple Sugaring		
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	maple tree		
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Part Day Schedule

Unit 4 Week 3	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>The Colors of Us</i> , 1 st Read	<i>The Lion and the Little Red Bird</i> , 1 st Read	<i>Nana in the City</i> , 3 rd Read	<i>Nana in the City</i> , 4 th Read	<i>The Lion and the Little Red Bird</i> , 2 nd Read
Centers					
Intro to Centers	Paint Mixing Researching and Labelling Paint Colors	Tinting and Shading	Painting the Lion's Cave	The Lion's Cave	Building a City
Art Studio		Tinting and Shading	continue	Painting the Lions Cave	continue
Easel		Add lion tail paint brushes	continue	continue	continue
Writing and Drawing	Researching and Labeling Paint Colors	continue	continue	continue	continue
Library & Listening		Traffic Lights and Street Signs	continue	continue	continue
Dramatization				The Lion's Cave	continue
Blocks	Building a City Continued	continue	continue	continue	continue
Discovery Table	Paint Mixing	continue	continue	Sand Play	continue

Puzzles & Manipulatives	Spin, Count and Link Continued	Add “Help Dog Match His Spots”	continue	Add color and shape puzzles	continue
Technology	Library and Listening: Researching colors Epic! books app		small groups: Color Match-Draw and Tell app		
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard directions				
Let’s Find Out About It Problem Stories	LFOAI: Portraits	Problem Story (class discusses issues impacting classroom community) Or Social Emotional Curriculum of Choice	Problem Story (class discusses issues impacting classroom community) Or Social Emotional Curriculum of Choice	LFOAI: Similar or Different	Problem Story (class discusses issues impacting classroom community) Or Social Emotional Curriculum of Choice
Math Whole Group Small Groups Story Telling/Acting	Math Whole Group Swan Harbor	Group1 Literacy High Support: Painting Clay Towns Group 2 Math Medium Support: Making Groups with Blocks or swan harbor games Group 3 Independent Teacher’s Choice			Story Telling/Acting (refer to Storytelling/Story Acting Guide)
Outdoor Learning	Refer to Nature Extensions for Individual Lesson plans maple sugaring- hike to find a maple tree	small group: color matching- bring paint chips outside to find matching colors	small group: use mud to paint clay towns small group: using nature materials to make groups Whole Group Lesson: Maple Sugaring		

Unit 4

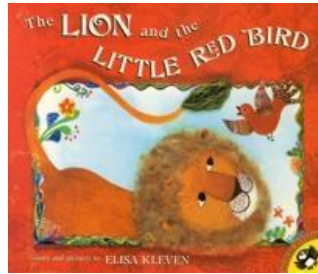


Week 2

The Lion and the Little Red Bird Read Aloud

Standards:

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



Materials:

- *The Lion and the Little Red Bird*

Vocabulary:

- ambled--walked very slowly in a relaxed way
- astonished—surprised
- curious--would like to know
- disappeared—out of sight, no longer seen
- delighted—happily
- enchanted
- soaked
- magician—someone who can do magic tricks
- mystery—something hard to explain or understand
- nibbled—taking small bites
- rescued—saved from danger
- ripe—ready to be eaten
- sheltered—provided protection from bad weather
- swishing—moving back and forth through the air, making a swish sound
- thorn—a sharp point on a stem or branch of a plant
- unusual—different

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 to you today and the title is *The Lion and the Little Red Bird*. The author, the person who wrote the words, is Lisa Kleven and she is also the illustrator, the person drawing the pictures.

"On the cover of this book, we see the Lion (*point to*) smiling here at the Little Red Bird (*point to*). This Lion's tail is bright green. The little red bird knows that lions' tails aren't supposed to be green and she is curious about why this lion's tail is so colorful. She really wants to know why it's green."

"But the Lion does not understand the Little Red Bird's talk—her chirping. So, when she asks Lion why his tail is green, he doesn't know what she's saying. They don't speak the same language. Let's read the story and find out if the Little Red Bird ever finds out why Lion's tail is so colorful."

"The bird had never seen anything so **unusual**—different—and so pretty."

"He smiled at her and wandered down to a field of orange flowers."

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

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

p.1 Point to bird and green tail.

pgs. 4 - 5 Continue reading on page 5.

p. 5 Model "sniff and "chase."

p. 6 Point to setting sun and cave.

p. 8 Make swishing motions

“Lion, lion!” the bird chirped, **astonished**—surprised.

“...where he **soaked** his tired paws...”

“The little red bird was so surprised that the color of the lion’s tail was a different color every time he came out of his cave, he was wondering if the lion was a **magician**, somebody that does magic tricks.”

“...and **ambled**—walked slowly and relaxed—over to a bush...”.

“Why don’t you pick them when they are **ripe**—ready to eat?”

“The lion still couldn’t understand what the bird was saying, he only heard her chirping.”

“Once, when the lions stepped on a **thorn**—a sharp point on a stem or branch--, the bird pulled it out for him.”

“The lion had never heard anything so **unusual**—different—and so pretty.

p. 12 Point at lion’s paws.

p. 15 Read page & comprehension aside.

p. 17 model sour face

Comprehension aside

p.19 point

p. 21 Model crashed, flashed, swept away, rushed, and reached, crouched, shivering.

p. 25

Discussion Questions(s):

- The lion used plants to make different colors to paint the pictures on the cave wall. What did he have to do to the berries and flowers to be able to paint with them?
- Why didn’t the lion speak to the bird?

Second Read

Children will:

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

Teacher 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 the bird was **astonished** -- surprised--that the lion’s tail changed colors every time he came out of his cave but when he asked the lion about it, he just smiled because he couldn’t understand the bird. Let’s read the story again.”

“Here you see the lion with an orange flower in his mouth. He needed the flowers to make paint so he could paint the butterflies on his wall in the cave.”

“...then slowly walk west with the setting sun and **disappear** into his gave –he could no longer be seen.”

“Here we see that the sun is going down so we know it will be dark soon.”

“He **soaked** his paws by leaving them in the water for a while to make them feel better.”

Take the responses the children provide and read and underline the title again.

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

pgs. 1-4 Read.

pgs. 5 - 6 Read and give comprehension aside.

p. 7

Comprehension aside

p. 13

“Lion, Lion!” the bird chirped, **enchanted**—he was very curious to find out.”

p. 17

“The bird didn’t understand why the lion was collecting berries that were too sour to eat. He didn’t know yet that the lion needed the red berries to paint the bird on the wall of his cave.”

pgs.19 - 20 Comprehension aside.

“ The bird’s beak was small and pointy, just the right tool to grasp the thorn that was stuck in the lion’s paw and pull it out.”

Pg. 21. Comprehension aside.

“She sang a song without any questions because the bird now knew now that the lion’s tail changed colors because he was using it to paint his cave.”

p. 27

Discussion Questions(s):

- *How do you know that the bird and the lion cared for each other?*
- Why do you think that the lion needed help from the bird to remove the thorn in his paw?

Third Read:

Children will:

- Jointly reconstruct the story with peers and teacher
- Recall some main events when prompted
- Ask 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?” while pointing to the action on the pages.

Comments will be mostly in response to what children say.

p. 1 Read.

“What is happening here? Why didn’t the lion answer the bird’s question?”

pgs. 3-4

“Here we remember.....”

pgs.5-6

pgs.7-8 Read.

“Why was the bird astonished?”

pgs. 9-10

pgs. 11-12 Read/

“And here.....”

pgs. 13-14

“The bird was wondering.....”

pgs. 15-16

“We remember....”

pgs. 17-18

“Does the bird know why the lion is collecting red berries? How do you know?”

pgs. 19-20

“What is happening here?”

pgs. 21-22

“And then.....”

pgs. 23-24

pgs. 24 – 26 Read.

“What is the bird chirping about?”

pgs. 27-28

pgs. 29- 31 Read.

Discussion Questions(s):

- What did Dog, in *Dog's Colorful Day*, and the Lion had in common?
- What might the Lion have used to paint the brown tree stems on his wall? Why do you think that?

Fourth Read:

Children will:

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

Teachers will:

- Ask for volunteers to act out one or more scenes from the story.
- Assign roles.
- Read the corresponding pages from the story to support children acting out the scene and reciting any dialogue.

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):

- Since she was so curious, why didn't the bird just fly into the cave to find out why the lion's tail changed color?

Suggested Transition Activity First Read	Literacy/Language Skills Supported
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<p>Say: "I'm going to dismiss you by saying the ending sounds in your name, using words from <i>Lion and the Little Red Bird</i>."</p> <p>"If your name ends with /n/ like lion, /l/ like tail, /r/ like red, you may..."</p> <p>Provide help when a child does not respond by saying the child's name and then isolating its ending sound.</p>	<p>Direct</p> <p>- Phoneme segmentation Vocabulary support</p>
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Suggested Transition Activity Second Read	Literacy/Language Skills Supported
<p>Say: I'm going to dismiss you by colors in <i>The Lion and the Little Red Bird</i>." Hold the book open to the Lion's mural.</p> <p>Comment, "If you are wearing something blue like the lake in the lion's painting....orange like the butterflies in the lion's painting...etc."</p>	<p>Direct</p> <p>-Vocabulary support</p>

Suggested Transition Activity Third Read	Literacy/Language Skills Supported
<p>Say: "I will dismiss you in pairs – in two's – with a name game. I will say your names without their beginning sounds. For example, if I say 'aniel' and 'ate', Daniel and Kate would get up to go wash their hands."</p> <p>"Lily and Molly become – illy – and –olly-"</p>	<p>Direct</p> <p>- Phoneme deletion</p>

Suggested Transition Activity Fourth Read	Literacy/Language Skills Supported
<p>Say: "I'm going to dismiss you by colors from <i>The Lion and the Little Red Bird</i>. If you are wearing something blue like the lake, you may amble over to.....something orange like the butterfly, you may flutter to.....; something green like the lion's tail, you may walk over to.....swishing your arms; something red like the bird, you may chirp like the bird all the way over to.....; something yellow like the lightning flash you may crouch over to....."</p>	<p>Direct</p> <p>-Vocabulary support</p>

Unit 4

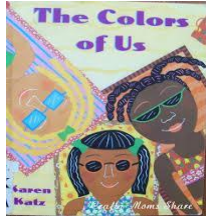


Week 2

The Colors of Us Read Aloud

Standards:

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



Materials:

- *The Colors of Us*

Vocabulary:

- baby-sitter--someone who takes care of children
- butterscotch—a type of candy made with butter and sugar
- cinnamon
- coffee toffee
- combination
- delicious—very good
- honey
- laundromat—a place where you can wash and dry your clothes
- pizza parlor—pizza store
- shade—a particular type of color that is lighter or darker or mixed with another color
- spice--a flavoring for food
- tan
- tawny—having a brownish-orange color

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....”

<p>“I have a new story to read to you today and the title is <i>The Colors of Us</i>. The author and illustrator is Karen Katz.</p> <p>“Here we see Lena and her friends Isabella and Sonia laying on their towels in the sun. Lena had just returned from a walk in her neighborhood with her mom to see how many shades of brown they could find.”</p> <p>“I am the color of cinnamon –a spice used to flavor food.”</p> <p>“There are lots of different shades of brown....”</p> <p>“Lucy has skin that is peachy and tan”</p> <p>“And Rosita’s skin looks like butterscotch.”</p> <p>“When we pass by the pizza parlor—a place where you can buy pizza,.....“</p> <p>“Up the street is my aunt Kathy’s Laundromat—a place where you can bring your clothes to wash and dry.”</p> <p>“They sound so delicious—so good.”</p>	<p><i>Show cover, pointing to the title, author’s, and illustrator’s names.</i></p> <p><i>Introduce the main character and the story problem, using the illustrations on the cover.</i></p> <p><i>p. 1 Point to skin.</i></p> <p><i>pgs. 3 – 4 Point to the paint colors.</i></p> <p><i>p.8 Point to skin.</i></p> <p><i>p. 11 Point to skin.</i></p> <p><i>p. 13</i></p> <p><i>p. 18 Point at the washing machines.</i></p> <p><i>p. 21</i></p>
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Discussion Questions(s):

- Why did Lena’s mother teach her how to mix colors?

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.
- Include words 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....”

“Here we see Lena laying in the sun with her friends. She is remembering everybody she saw on her walk and the beautiful colors of their skin. Let’s read the story again.”

“Lena’s mother says she could eat Lena up since her skin is the color of **cinnamon** and that reminds her of **delicious** food.”

‘There are lots of different **shades** of brown....’
--“You can make different shades of a color by adding other colors to make it lighter or darker.”

“Lucy has skin that is peachy and **tan**—it reminds me of the color of a peach, a juicy fruit.”

“And Rosita’s skin looks like **butterscotch**—the color of candy made with butter and sugar.”

“My **baby-sitter**—someone who takes care of children.....”

“Up the street is my aunt Kathy’s **laundromat**—a place where you can wash and dry your clothes...”

Hold up the book, show cover.

Take children’s responses. Read and underline the title again.

pgs. 19-20 Re-orient children to the story.

p.1 Provide comprehension aside after reading the page.

p. 3

p. 8

p. 11

p. 13

p. 17

Discussion Questions(s):

How did going on a walk before she started painting help Lena?

Third Read:

Children will:

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

Teacher will:

- Jointly reconstruct the story with children
- Expand, clarify or add more information to children’s responses
- Clear up 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.”

“What is happening here?”

“And so.....”

“We remember...”

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.

pgs. 1-2 Read.

pgs. 3-4

pgs. 5-6

pgs. 7-8

pgs. 9-12 Read.

<p>“And here...”</p>	<p><i>Pg. 13-14</i></p>
<p>“Lana compares the skin color of everybody she meets to food or spices but she compares her baby-sitter, Candy, to a jewel. Why does she think that Candy looks like a princess?”</p>	<p><i>pgs. 15-16</i></p>
<p>“What did Lena notice here?”</p>	<p><i>pgs. 17-18</i></p>
<p>“Here we remember...”</p>	<p><i>pgs. 19-20 Read.</i></p>
<p>“And here Lena is.....”</p>	<p><i>pgs. 21-22</i></p> <p><i>pgs. 23-24 Read.</i></p>

Discussion Questions(s):

- Both Lena and Dog in *Dog’s Colorful Day* go on a walk. What was different about their walks?

Fourth Read:

Children will:

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

Teacher will:

- Ask for volunteers to act out one or more scenes from the story.
- Assign roles.
- Read the corresponding pages from the story to support children acting out the scene and reciting any dialogue.

Discussion Questions(s):

- On the last page, Lena, her mother, and even the cat looks excited. Why are they so excited?

Suggested Transition Activity First Read	Literacy/Language Skills Supported
Say: "I am going to dismiss you a little differently today. You will listen for the last sound in your first name. I will say a sound and a word with this sound as its last, and if your first name ends with that sound, you may go wash your hands. For example, If I say /n/, like the last sound in the word cinnamon, Lauren would get up and wash her hands, because Lauren ends with /n/--Laure/n/."	Direct Phoneme segmentation Vocabulary support (last, first, word, sound).

Suggested Transition Activity Second Read	Literacy/Language Skills Supported
Say: "I am going to dismiss you a little differently this time by saying your first name without its first sound. For example, if I say 'inda,' Linda would get up and go wash her hands."	Direct -Phoneme segmentation and deletion

Suggested Transition Activity Third Read	Literacy/Language Skills Supported
Say: "Today I am going to dismiss you by beginning sounds in your names and the beginning sounds of foods that Lena was thinking of when she saw the skin colors of the people she met on her walk. For example, if your name begins with /b/ like butterscotch, Brendan would get up and go... because Brendan begins with /b/--/B/rendan."	Direct - Beginning sounds -Vocabulary support – including position term

Suggested Transition Activity Fourth Read	Literacy/Language Skills Supported

Say: "I will say your names without the beginning sound. For example, if I say "ark", Mark would get up and go..."

Direct

-Phoneme deletion



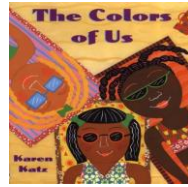
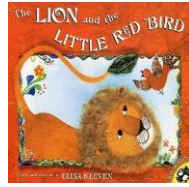
Paint Mixing



Discovery

Standards:

ATL.RPS.PS.2, 4-7
 CA.VA.PS.1, 4
 M.MP.PS.6-7
 M.OAT.PS.3
 ELA.RL.KID.PS.1-3
 ELA.RL.CS.PS.1,3
 ELA.RL.IKI.PS.1-2


Materials:

- *The Colors of Us*
- *The Lion And The Little Red Bird*
- tempera paint
- plastic spoons
- paintbrushes
- popsicle sticks
- clear plastic containers
- covers for containers (lids, aluminum foil, plastic wrap)
- smocks

Vocabulary:

- mix
- combination
- predict
- create

Preparation: Set up materials.

Intro to Centers:

"In *The Colors of Us*, Lena said, 'If I **mix** red, yellow, black, and white paints in the right **combination**, I will have the right brown for a picture of me.' "

"What do you notice?"

"Why did Lena say that there was a 'right' brown for her?"

"Today you can **mix** paints to create new colors in Discovery."

"After you **mix** your color, use what you learned about color names to think of a name for your color."

"I will **mix** _____ and _____. What color do you **predict** I will **create**?"

"What could I name the color I **created**?"

"Why would that be a good name?"

Show illustrations.

Children respond.

Children respond.

Show illustrations.

Model. Children respond.

Children respond.

Children respond.

During Centers:

Encourage children to create sufficient quantities of paint colors to save for later use in the classroom. Compare and contrast this activity to Color Mixing. Encourage children to create colors from *The Colors of Us* and *The Lion and the Little Red Bird*. Encourage children to name and label their colors. Support children in recording “formulas” for their colors, e.g., “2 spoons of red and 2 spoons of blue makes purple”, etc. Compare color mixing formulas to recipes.

Guiding Questions during Centers:

- How did you create your color(s)?
- How is this color similar to or different from colors you created in Color Mixing?
- What would be a good name for this color? Why?
- How could you use these colors to paint a mural for the lion’s cave in Dramatization?

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

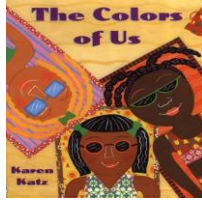
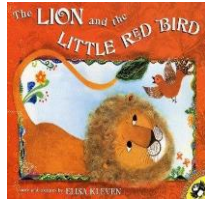
Documentation: Collect samples of the children’s work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation: Save these paint colors for Making Skin Tone Colors and Self-Portrait lessons in Week 4. Invite children to create “How-To” books documenting how they mixed colors.





Researching And Labeling Paint Colors



Writing &
Drawing



Library &
Listening

Standards:

ELA.RL.IK1.PS.1-2
 ELA.RL.CS.PS.2
 ELA.IT.I.PS.1-2
 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
 ELA.W.TTP.PS.1-2
 ELA.W.R.PS.1

Materials:

- *The Colors of Us*
- fiction and non-fiction books about color
- paint samples
 - Paint cards
- child-created paints
- writing utensils
- paper, ready-made labels, tape

Vocabulary:

- label
- research
- inspire

Preparation: Set up materials.

Intro to Centers:

“In *The Colors of Us*, Lena and her mom went to a paint store. What do you notice?”

“The paints on the shelves were **labeled**- each paint had a name.”

“Why would it be helpful to **label** the paints in the store?”

“We learned that color names can be inspired by objects, nature, food, and emotions.”

“Today in Library & Listening you can use these materials to **research** colors.”

“How could you **record** your color **research**?”

“Use these materials to create **labels** in Writing & Drawing. You could use the **labels** for the paint colors you mix in the Art Studio.”

Show illustrations.
Children respond.

Children respond.

Children respond.

During Centers:

Encourage children to use a variety of strategies to create labels (sounding out, copying a model, dictating, using illustrations, etc.). Refer to The Lion and the Little Red Bird where colors are compared/connected to specific objects (i.e., “orange as a butterfly”, “orange as the setting sun”, etc.). Encourage children to collaborate- one child researches, another child writes labels, etc.

Guiding Questions during Centers:

- What inspired you to name/ label this paint _____?
- What sort of illustration could someone create with this paint?
- What did you learn from your research about the color _____?
- How is labeling paint colors similar to or different from writing your name on your artwork or labeling centers in our 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 label paint sample cards from Tinting and Shading. Create a paint mixing and labeling station in the Art Studio for children to create paint as needed.





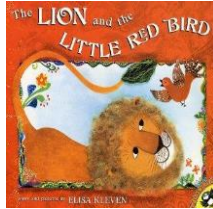
Painting The Lion's Cave


Standards:

CA.VA.PS.1-5

SED.SD.BRC.PS.14 -16

ELA.RL.IKI.PS.1 -2


Materials:

- *The Lion And The Little Red Bird*
- large sheet(s) of butcher paper
- paintbrushes
- paint
- cups for paint and water
- smocks
- paper
- clipboards
- writing utensils
- images of murals resources

Vocabulary:

- mural
- collaborate
- independent

Preparation: Set up materials.

Intro to Centers:

"In *The Lion and the Little Red Bird*, the lion created a **mural**- a painting on the wall of his cave. What do you notice?"

"Here are **murals** created by artists. What do you notice?"

"How are they similar to or different from the lion's mural?"

"Today in the Art Studio, you can use these materials to paint a **mural**. We will hang the **mural** in Dramatization to create the walls of Lion's cave."

"You can work **independently**- by yourself- or you can **collaborate**- work together with friends."

"Use what you know about color mixing as you create your **mural**."

Show illustrations.

Children respond.

Show images. Children respond.

Children respond.

Show materials.

During Centers:

Encourage children to use child-created paints from *Paint Mixing*. Invite children to use what they know about paint mixing to create new colors if they are unable to find colors they want to use. Encourage children to notice and name any shapes that are painted on the mural. Support children in noticing similarities and differences between their mural and the mural in *The Lion and the Little Red Bird*. Encourage children to collaborate.

Guiding Questions during Centers:

- The lion painted his mural with his tail. How is a paint brush similar to or different from the lion's tail?
- Why did you use these colors for your mural?
- How is your mural similar to or different from the lion's mural?
- How is painting a mural similar to or different from creating a 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:

Encourage children to combine murals and mosaics in the Art Studio.

Create a mural to be displayed in a public area of the school, such as the lobby, the hallway, or the cafeteria.









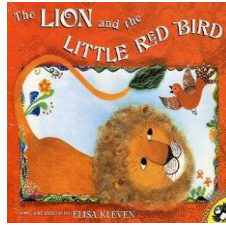
The Lion's Cave



Dramatization

Standards:

ELA.LS.VAU.PS.1
 ELA.RL.KID.PS.1-3
 CA.VA.PS.1-5
 CA.DE.PS.1-3
 CA.DP.PS.1-2


Materials:

- *The Lion And The Little Red Bird*
- murals created by children
- materials to hang murals (e.g., tape, string, etc.)
- writing tools
- Beautiful Stuff

Vocabulary:

- cave
- exterior
- interior
- mural

Preparation: Place the murals in Dramatization.

Intro to Centers:

“In *The Lion and the Little Red Bird*, the lion lived in a **cave**. What do you notice about the **exterior**- the outside- of the **cave**?”

“What do you notice about the **interior**- the inside- of the **cave**?”

“How is the **exterior** of the **cave** similar to or different from the **interior** of the **cave**?”

“Today in Dramatization you can create the lion’s **cave** using Beautiful Stuff and the **mural** you created in the Art Studio.”

“What should you include if you make the lion’s **cave**?”

Show illustrations.

Children respond.

Children respond.

Children respond.

Children respond.

During Centers:

Support children in hanging murals in Dramatization and in various creating props with the materials provided. Refer to *The Lion and the Little Red Bird* for inspiration. Engage children in choosing roles, e.g., the lion, the little red bird, other animals, etc. Challenge children to incorporate characters from previous stories, e.g. the rabbits from *Rabbits and Raindrops*.

Guiding Questions during Centers:

- What materials did you use to create the lion's cave?
- Do you think real lions live in caves? How could we find out?
- Why do you think the lion painted the walls of his cave?
- Why do you think the lion chose these colors to paint his mural?
- How did the colors the lion used to make his mural express his feelings?
- How is the lion's cave similar to or different from the hedge in *Rabbits and Raindrops*?

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

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

Provocation: Take a field trip to the zoo and compare and contrast the real lion to the lion in *The Lion and the Little Red Bird*.

Compare and contrast the different tails of the animal characters in other texts, e.g. Max in *Max's Dragon Shirt*, Dog in *Dog's Colorful Day*, etc.





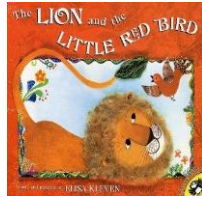
Tinting And Shading


Standards:

CA.VA.PS.1

ELA.SL.CC.PS.1-3

ELA.RL.CS.PS.3


Materials:

- *The Lion And The Little Red Bird*
- tempera paint (black, white, plus additional colors)
- paper
- paint brushes
- paint sample cards from hardware/paint store
- *Tints of and Shades of* recording sheet

Vocabulary:

- tint
- shade
- record

Preparation: Set up materials.

Intro to Centers:

“In *The Colors of Us*, Lena and some of her friends and neighbors had brown skin. What do you notice?”

“Some of Lena’s friends had dark brown skin, and some had light brown skin.”

“We learned that a darker color is called a **shade**, and a lighter color is called a **tint**.”

“How do you create a **shade**? How do you create a **tint**?”

“When we read *Peter’s Chair* we learned that people choose paint colors at the hardware store using sample cards that show **tints** and **shades** of a color.”

“Today in the Art Studio you can use these materials to create **tinting** and **shading** paint sample cards.”

“**Record** the **tints** you made on this card, and the the **shades** you made on this one.”

“Use what you learned in *Researching Paint Colors* to create names and labels for your **tints** and **shades**.”

“How could these **tint** and **shade** sample cards be helpful to you or your friends?”

Show illustrations. Children respond.

Children respond.

Children respond.

During Centers:

Encourage children to compare/contrast their tints and shades with those of their friends. Facilitate children sharing strategies/techniques for creating tints/ shades with each other. Compare/contrast child-made tinting and shading sample cards with paint sample cards from a hardware store. Encourage children to use research from Paint Mixing to label their tints and shades. Encourage children to count how many different tints and how many shades they create.

Guiding Questions during Centers:

- How did you create this tint/shade?
- What would be a good name for this tint/ shade? Why?
- How is this tint/ shade sample card similar to or different to a paint sample card from a hardware store?
- How is Tinting and Shading similar to or different from Paint Mixing?

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 notice tints and shades of colors in the classroom, school, and outside.

Show children a color wheel and encourage them to notice similarities and differences between the color wheel and their tinting and shading paint samples.



Tints of:



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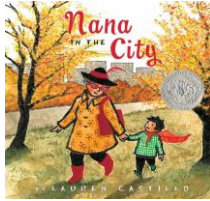
Shades of: _____

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Small Groups: Painting Clay Towns/Cities

Support: High

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



Materials:

- *Nana In The City*
- child-made clay cities
- tempera paint
- different sizes paint brushes
- containers for water
- palettes or plates for mixing paint
- Q-tips, cotton balls, sponges , etc.
- smocks
- images of home town or surrounding towns

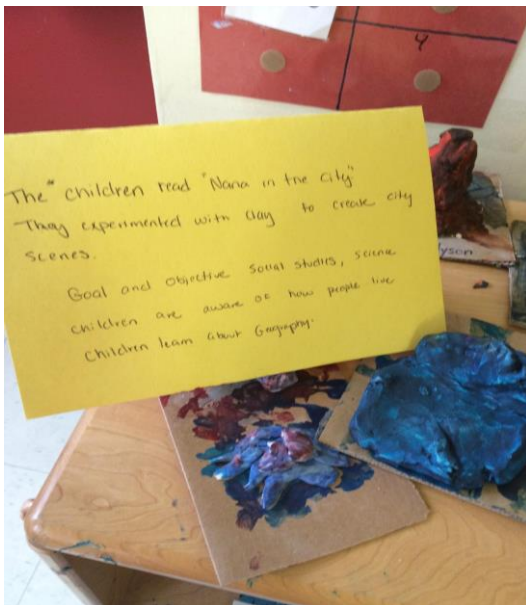
Vocabulary:

- inspire
- mix
- sculpture
- city
- building
- street

Preparation: Set up materials.

Procedure:

Show illustrations from *Nana In The City*. Encourage children to compare and contrast illustrations to images of towns. Encourage children to use the palettes/plates to mix and create colors. Support children to describe their towns and how/why they are creating the colors they use. Help children to label the parts of their cities.

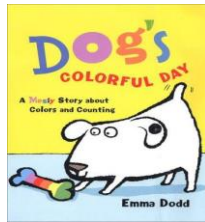


Small Groups: Color- Word Matching Game

Support: Medium

Standards:

SED.SD.BRC.PS.1,
3-6, 8-10
ELA.RL.IKI.PS.1 -2
ELA.RL.LTC.PS.1



Materials:

- *Dog's Colorful Day* and other Unit texts
- Large color paint chip cards or colored felt squares (1 set per 2 children)
 - Color Word Card resource (1 set per 2 children)

Vocabulary:

- match
- color names (blue, red, yellow, purple, orange, green etc.)

Preparation: Make copies of the color and word cards and cut into cards. Cut squares out of different colored felt or use large paint chip cards.

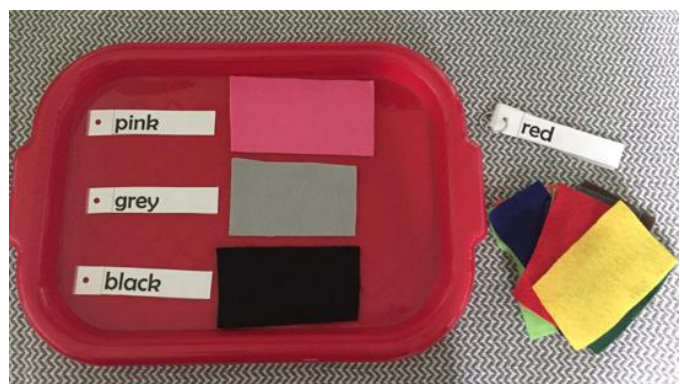
Procedure:

Show illustrations from *Dog's Colorful Day*, naming the colors of the stains. Encourage children to compare and contrast colors in the story to colors on the cards/colors they see in the classroom/colors in other Read Alouds.

Demonstrate the matching game by choosing a color swatch and saying its name, stressing the beginning sound. Ask children what letter represents that sound and find the card with the color's name on it. For example: This is /r/ -ed (red). What letter do we use to write /r/? Yes, we use r. The word on this card begins with r, and ends with/d/. It says red. This word card is a match for this color

Encourage children to work together to match colors and their names.

For an added challenge include colors that have the same beginning sound so children need to pay attention to the ending sounds.



red

brown

blue

yellow

pink

purple

orange

green

black

gray

<p>Unit 4</p>  <p>Week 3</p>	<p>Small Groups: Making Groups with Blocks Medium Support</p>	<p>Math SG1</p>	<p>Standards: MELDS.M.CCC.PS.7 MELDS.M.CCC.PS.8 MELDS.M. OAT PS.2</p>
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Guiding Math Ideas:

- Representation and Problem Solving: Making math visible through manipulatives
- Parts/Wholes in Number Groups

Math Concepts from Unit Learning Progressions:

- Counting groups of objects or persons and assigns a number name (Increasing accuracy)
- Drawing, describing or showing with manipulatives how number names relate to groups.

<p>Materials:</p> <ul style="list-style-type: none"> ● 1" colored blocks sorted into color groups in piles or bowls ● number cards 1-20 ● paper to write color names (optional) ● greater than and less than symbol cards (optional) ● number chart for reference (optional) 	<p>Math Vocabulary:</p> <ul style="list-style-type: none"> ● grouping: putting objects together that are alike in some way
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Preparation:

Prepare Color Cards- Be sure that the color cards match the block colors (use cards from the Dog/Spot game in Week 2, or an old Candyland Game). Sort the 1 " blocks by color into bowls or have the children sort them at the beginning of the activity. Use assessment information to adjust the amounts on the number cards (1-5, 1-10, or 1-20)

Procedure:

4 or 5 children can play this game at once (larger groups will have to wait too long between turns).

This game is best played on the floor, due to the large amount of groups that will be made.

Make a stack of color cards, face down, and a stack of number cards, face down. Place the bowls or piles of 1 " blocks on the table.

Adjust the number until the group masters the game.

A child draws a number from the number pile. Help children identify the number name and numeral.

The child then draws a color. Child counts out the number of that color and places the number card beside it.

Another child takes a turn. The numbers will appear in random order, and ordering them is a key concept in this game. Have children arrange the numbers in a long line or in a chart form similar to a number chart.

Help children arrange the numbers in order, by asking questions such as, “This number is 7. I wonder if it is more or less than 10,” etc. When all numbers have been used, count together. Start the game over.

This game can be played with partners. One child draws the number, the other partner draws the color, and they count together and create their group.

Strategies to Provoke Math Thinking:

- Counting out 1-20 objects can be challenging for young children to keep up with 1:1 correspondence, remember where they are in the counting process and identify the number names. Model counting strategies such as moving a block from one side to another and encourage children to make groups as a counting strategy.
- Using a single color of block helps children to focus on number rather than color.

Adaptations for Additional Challenge:


- Select a single number, such as 10. Ask children to use different colored blocks to create groups that are “hiding” inside the number 10. This encourages composition and decomposition of number and is a foundation for addition and subtraction. Repeat with increasingly large numbers.
- Have children create their own number cards, which encourages the writing of numerals and matching numeral symbols to manipulatives.
- Add Color Name cards to the activity for children who show interest in reading/recognizing color words.
- Add Greater Than and Less Than Symbols as children arrange the numbers in order.

Documentation:

Use the Rote and/or Rational Counting Steps from Unit 2, creating a sheet for each child as you repeat this small group activity several times. Observe and note the child’s mastery of the individual counting concepts as they play this game.

Provocation:

Are children responding to the many math games that are used in this unit? Brainstorm about how to change other small group activities into games.

<p>Unit 4</p>  <p>Week 3</p>	<p>Small Groups: Swan Harbor Math Games Medium Support</p>	<p>Math SG2</p>	<p>Standards: MELDS.M.MP.PS.5 MELDS.M.MP.PS.6 MELDS.M.CCC.PS.5 MELDS.M.CCC.PS.8 MELDS.M.OAT.PS.2</p>
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Guiding Math Ideas:

- Math Enthusiasm- Playing math games Indoors and outdoors
- Representation and Problem Solving: Making math visible through manipulatives, symbols, & tools
- Rote and Rational Counting- Growing understanding of cardinality

Math Concepts from Unit Learning Progressions:

- Playing games – engaging with math concepts and skills
- Math ideas relate to games (comparisons, quantity, subitizing)
- Showing understanding that *How Many?* means that the last number counted represents the entire group

Materials:

- *Swan Harbor* by Rankin
- small manipulatives, such as counters, buttons, or 1” blocks
- Short and Long Path Games resources
- dice (choose die or dice, 3 spot or 6 spot, based on level of difficulty desired)
- legal size paper

Math Vocabulary:

- environment- the land, weather and nature in which plants and animals and people live.

Preparation:

Refer to Short Path and Long Path game templates and samples. These samples reflect the animals or plants described in *Swan Harbor*. Blank templates are available to create additional games. Use legal size paper and create paths with varied length and types of squares, and insert images for the “goal” of the game (e.g., The Car I Ride to School, with a child at one end, car counters, and a school house at the other end).

Set out game cards dice and markers for 4 children to play at a time.

Procedure:

Introduce the Short Path or Long Path games. Demonstrate rolling the die and moving the marker as needed. Be ready to adjust the difficulty level of the game depending on the skill level of the children.

For example, children who are still mastering 1:1 correspondence may be more successful with Short Path and 3 dot die. Children who can subitize and or count on may enjoy Long Path games with 2 dice.

Strategies to Provoke Math Thinking:

- Short Path Games are designed for an individual child to move her/his marker along a pathway to the goal and emphasize the skills of 1:1 correspondence, subitizing, cardinality and number recognition. They are less competitive than Long Path Games.
- Long Path Games can be used in the same way as Short Path Games, or played in the more traditional game setting, with 2 children with different colored markers moving down the long path to the goal. Skills in Long Path Games includes comparing one child's numbers to another, judging more and less, and calculating how many more squares it will take to reach the goal.
- Match the child's learning goals with the type and difficulty of math game in order to find the child's zone of proximal development, and foster her/his next level of counting skills.

Adaptations for Additional Learning:

- Children will have very different skills at game-playing. The source of some arguments about what is fair, the rules, etc. actually stem from children's different levels of understandings about counting concepts. Those children who have mastered 1:1 correspondence, cardinality, number order, and stability of sets may get frustrated when they play with children who, for example, do not synchronize their verbal counting with pointing at objects. Try to pair children with similar skills for some games, in order to reinforce their concepts, and to help them focus on the game and reduce conflicts.

Documentation:

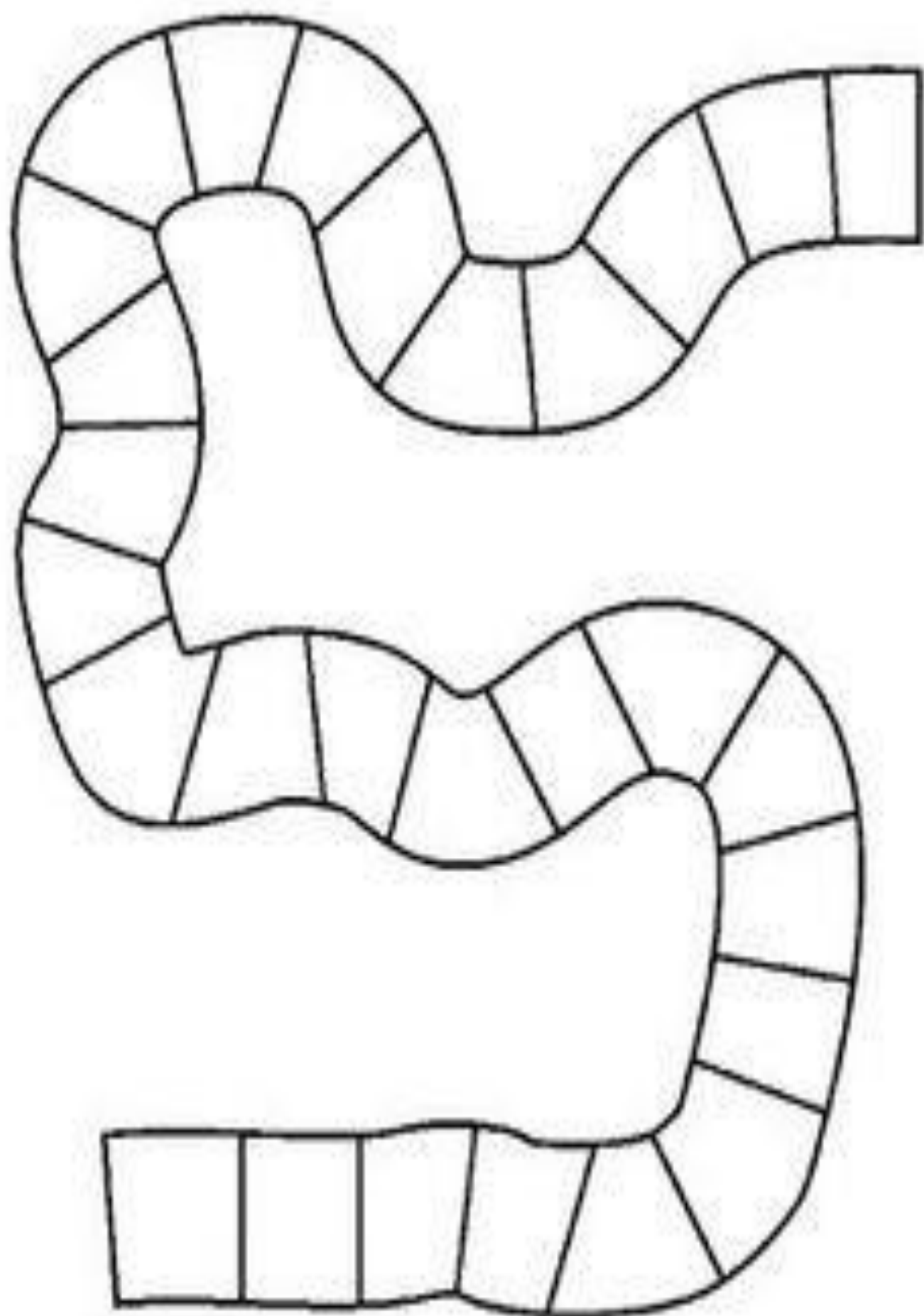
Short and Long Path Games are excellent tools to observe counting skills, as well as beginning Operations and Algebraic Thinking. Use the Rote and Rational Counting Guides from Units 1 and 2 to take notes on children's skills and to plan for next steps in counting and operations.

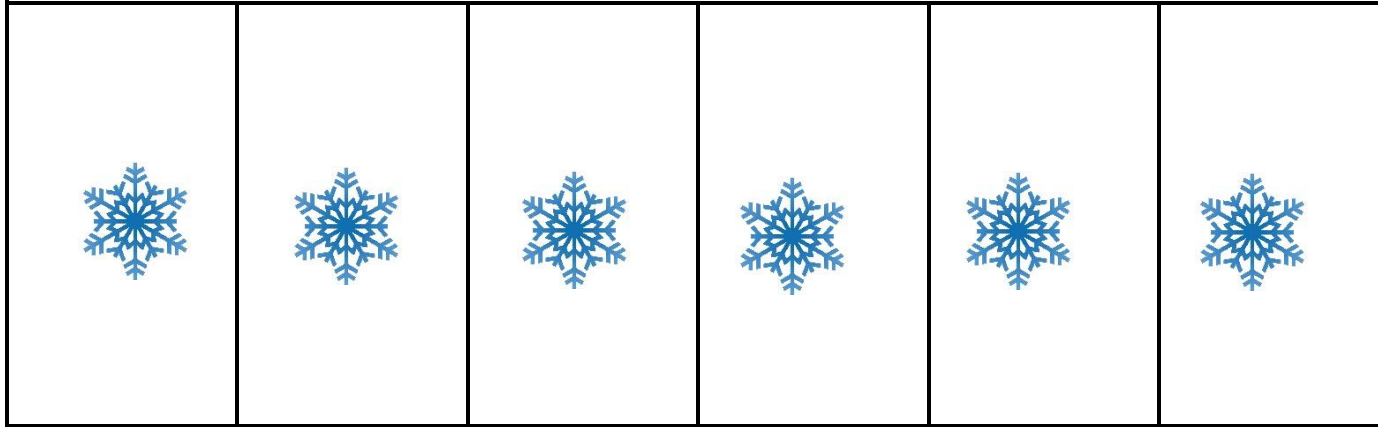
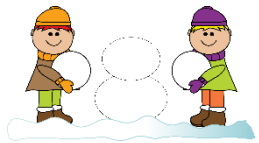
Provocation:

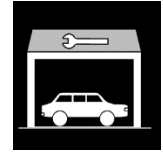
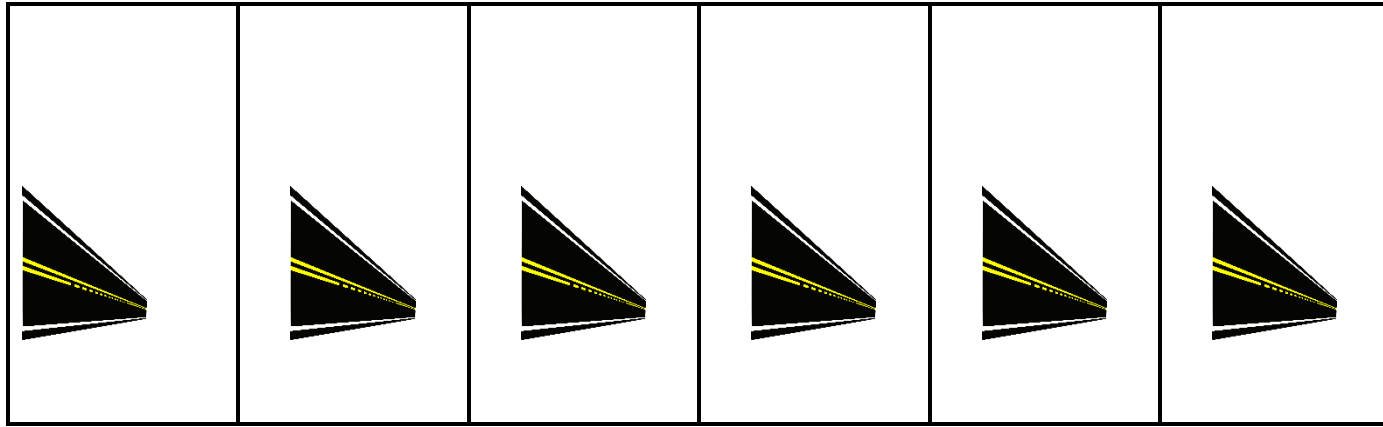
Pathway games are not just indoor table games. Move these skills outdoors, using the squares in a sidewalk or drawing squares with chalk. Use the large outdoor die and set a goal for the game, such as a piece of playground equipment, tree, etc. The children become the "markers" as they roll and move along the pathway.

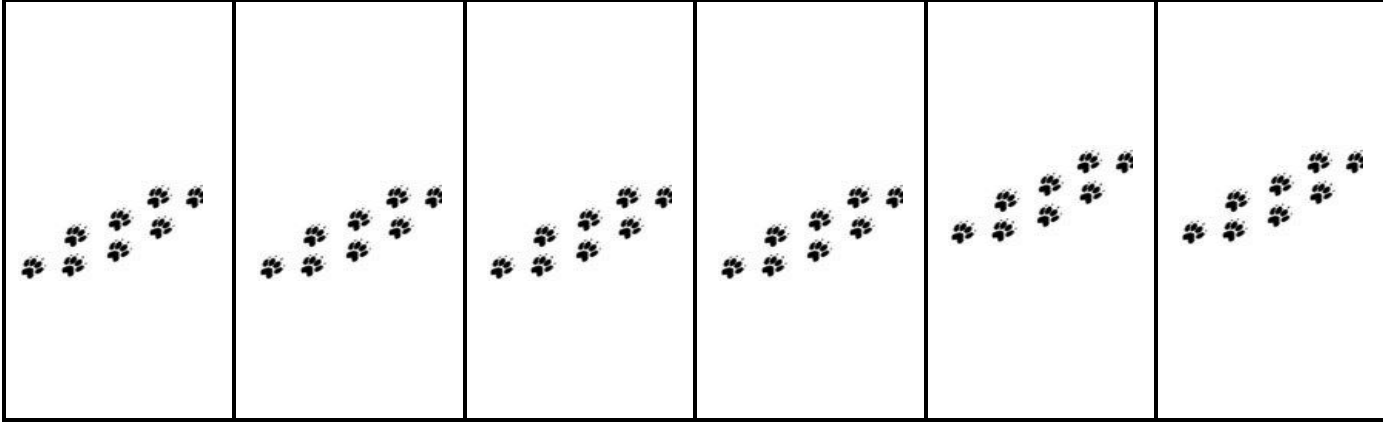
Insert Images to Match Books or Concepts.

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Songs, Word Plays, & Letters

Day 1

Materials: Poetry Posters, Book: *Max's Dragon Shirt*, Alphabet pocket chart. One set each of upper- and lower-case letters.

APPLES AND BANANAS

Procedure:

- Say, "We are going to sing "Apples and Bananas" first today."
- Sing the song as usual.

INTERESTING SOUNDING WORDS (and Max's Dragon Shirt)

Procedure:

- Show the book and tell children that there are some interesting sounding words in the story to talk about.
- Begin with the word disgusting. Say, *the first word is one that Ruby used to describe Max's old pants. She said that they were disgusting, or really awful looking.* Describe disgusting as a long word with three parts, say it slowly, in syllables dis-gust-ing and have children say it.
- Write the word disgusting, part by part, explicitly sounding out each phoneme (/d//i//s/ /g/ /u/ /s/ /t/ /i/ /ng/ and writing the letters used to represent each phoneme. Hold onto some of the phonemes for a while to encourage children to call out the letter needed to write them (e.g. /d/ /s/ /g/ /t/).
- Introduce chocolate. Say, *the other interesting word I want to talk about is chocolate. Chocolate is something that we eat, in candy, for example.*
- Ask children to say it and to tell how many parts, or syllables it has (3 syllables: choc-o-late).

LOOBY LOO

Procedure:

- Ask the children to stand to sing Looby Loo.
- Add some new verses (right elbow, left elbow, back).

ALPHABET MEMORY POCKET CHART GAME

Procedure:

Materials: pocket chart, upper and lower case.

- Tell the children they are going to play the Alphabet Memory Pocket Chart game that they played a few weeks ago.
- Show children an uppercase letter and its lowercase match. Tell children there are lowercase letters in the pockets of the chart and that the upper-case letters will be distributed to them.
- Give each child an uppercase letter that is a match for the letters placed in the pockets.
- Go around the circle, giving each child a turn to choose a pocket. Say the letter's name when you pull it from a pocket and give it to the child if it is a match. Return it to the pocket if it does not match.
- Continue playing until all the children find the match for the letter they hold.

Day 2:

Materials: Poetry Posters, Book: Nana in the City

COME ON AND JOIN IN THE GAME

- Tell the children that they are going to sing “Come on and Join in the Game” which they haven’t done for a while.
- Lead the song doing “clap hands,” “jump,” and “sit down,” verses. Sing “fold arms” as the fourth verse.

TEN LITTLE FINGERS

- Hold up your hands and wiggle your fingers to signal the poem.
- Lead the children in reciting the poem and doing the motions.
- After reciting the poem, ask children to show the fingers that would be needed for a poem called “Nine Little Fingers.”
- Ask children to show fingers for a poem about just six little fingers.
- Tell children a new poem about six little fingers that goes like this:
Six little fingers (wiggle), five and just one more (wiggle thumb) Six little fingers, not five, not four (put thumb of one hand down to create five, and then fold in thumb of other hand, leaving just four fingers extended). Six little fingers, four more make ten (raise four fingers on the hand that had just one raised, then wiggle fingers on both hands). Fold four fingers down (leaving only thumb extended on one hand). That’s six once again. Recite the new poem again.

FIVE LITTLE OWLS IN AN OLD ELM TREE

Procedure:

- Say, “*the next thing we are going to do day is a poem about 5 animals.*” Give a hint that these animals are birds that live in trees and stay awake at night.
- Recite the poem. Blink and Wink your eyes at the appropriate time, use rings made with your forefingers and thumbs for the big round eyes, and use a ring made with your arms raised over your head to indicate the moon hanging in the sky.

CAN YOU THINK OF WORDS THAT RHYME WITH []?(and Nana in the City)

Procedure:

- Hold up the book and tell the children they will use some words from the story to make up rhymes.
- Start with walk. Remind children that the boy and his grandmother went for a walk. Ask children if walk and talk rhyme. Ask children if they can think of other words that rhyme with walk and talk (e.g., lock, sock, dock).
- Present right next. Ask if right and light rhyme. And then ask children to think of other words that rhyme.
- Proceed similarly with cape.

Day 3:

Materials: Poetry Posters, Book: *Cat's Colors*, upper and lowercase alphabet sets, alphabet pocket chart

THE GREEN GRASS GROWS ALL AROUND

Procedure:

- Tell the children that they are going to start today with this song.
- Sing the song through once.

CAT'S COLORS

Procedure:

- Show the cover of the book and ask the children if they remember the title.
- Sound out /k/ in *Cat's* and *Colors*, when reading the title with the children. Underline both words while reading them.
- Read the book in a way that makes the text flow naturally.

CAN YOU THINK OF WORDS THAT RHYME WITH ? (and CAT'S COLORS)

Procedure:

- Tell the children that they will use words from the book to make up rhymes.
- Start with red. Ask children if they can think of words that rhyme with red—other words that have /ed/ as their last part (e.g., bed, said, led, fed, sled, Fred, Ned).
- Next try rug (e.g., glue, clue, few, you, two, moo), in the same way.

HEAD, SHOULDERS, KNEES, AND TOES

Procedure:

- Sing the song, touching the different body parts.
- Sing the song a second time, very slowly, and then a third time, very fast.

ALPHABET MEMORY POCKET CHART GAME

Procedure:

- Select different letters from the ones used on day 1 of week 3.
- Tell the children that they are going to play the Alphabet Memory Pocket Chart game that they played a few days ago.
- Show children an uppercase letter and its lowercase match. Tell children that the lowercase letters are in the pockets of the chart and that they will have the upper-case letters.
- Give each child an uppercase letter that is a match for the letters placed in the pockets.
- Go around the circle, giving each child a turn to choose a pocket. Say the letter's name when it is pulled from a pocket and give it to the child if it is a match. Return it to the pocket if it does not match.
- Continue playing until all the children find the match for the letter they hold.



Day 4:

Materials: Poetry Posters, Book: *The Lion and The Little Red Bird*, upper case and lower case matching pairs, flannel board pieces for the “Barnyard Song”

BARNYARD SONG

Procedure:

- Tell the children they will learn a new song
- Sing the first four or five verses of the song slowly. Some children will join in; others will just listen.
- Sing the song again, to give more children a chance to sing along.

CAN YOU THINK OF WORDS THAT RHYME WITH ? (and THE LION AND THE LITTLE RED BIRD)

Procedure:

- Show the book and tell children there are some interesting sounding words in the story to talk about.
- Present cave and remind children that the lion lived in one of these holes or cavities in the earth. Ask children if they can think of other words that rhyme with cave (e.g. brave, cave, Dave, pave). Add a word when there’s a lull from the children and ask children to judge if it rhymes. For example, *Do you think brave rhymes with cave? What about paint?*
- Present thorn (e.g., corn, horn, adorn, forlorn, morn, born, worn, acorn) and ripe (e.g., swipe, pipe, wipe, type, stripe) in the same way.

STAND UP

Procedure:

- Tell the children that they will do the poem the same way as last time, with changes in the number of claps. 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.
- Recite the poem, emphasizing the words changed (six for four; twice for once).

IF YOU HAVE THE MATCHING LETTER, SAY ITS NAME

Procedure:

- Select as many upper- and lowercase matching pairs as children in the group.
- Tell children they are going to play a new game today. Explain that each child will have an uppercase (big) letter to hold and that you will show lowercase (small) letters, one at a time, and name them. The child holding the uppercase match to your lowercase letters says its name, for example, *I have B.*
- Pass letters out to the children and play. If children say, I do or Me, but do not name the letter, say, *Yes, you have the big B that matches my little b.* (Avoid putting a child on the spot

and demanding a specific statement. Simply comment to provide the letter name information.)

Day 5:

Materials: Poetry Posters, Book: *Bringing the Rain to Kapiti Plain*, Upper- and lower-case letter cards

BRINGING THE RAIN TO KAPITI PLAIN

Procedure:

- Hold up the book and ask children if they remember its title. Read the title with children, emphasizing the initial sound (/b/ in Bringing, /r/ in Rain, /k/ In Kapiti, and /p/ in Plain), and underlining the rest of the words with a finger.
- Read the book naturally, discuss the book's contents briefly.

CAN YOU THINK OF WORDS THAT RHYME WITH ? (and BRINGING THE RAIN TO KAPITI PLAIN)

Procedure:

- Tell the children they are going to use some of the words from the book to play a rhyming game.
- Present plain first and remind children that this is the name for the flat grassland area where Ki-pat lived. Ask children if they can think of other words that rhyme with plain (e.g., cane, rain, pain, name, stain). If there's a lull and children cannot think of a word, offer an idea and ask children to judge if it rhymes. For example, *Does rain rhyme with plain?*
- Present bow and remind children that a bow is used to shoot an arrow. Ask children if they can think of other words that rhyme with bow (e.g., sew, go, low, mow, flow, blow).

IF YOU'RE HAPPY

Procedure:


- Tell the children they are going to sing a song that they haven't done for a while, with new verses this time.
- Demonstrate a twitching nose, a crook finger, a nodding head and blinking eyes before starting the song,
- Sing the song using the new words and the motions to match them.

IF YOU HAVE THE MATCHING LETTER, SAY ITS NAME

Procedure:

- Select as many upper- and lower-case matching pairs as children in the group, using some different ones than the day before.
- Tell children they are going to play the new alphabet game that they learned the day before. Remind them that each child has an upper-case letter to hold, and that lowercase letters will be shown, one at a time, and to name them. The child holding the uppercase match says its name, for example, *I have B.*
- Pass letters out to the children and play. If children say, I do or Me, but do not name the

letter, say, *Yes, you have the big B that matches my little b.* (Avoid putting a child on the spot and demanding a specific statement. Simply comment to provide the letter name information.)

<p>Unit 4</p>  <p>Week 3</p>	<p>Large Group: Swan Harbor: Counting and Colors</p>	<p>Math LG</p>	<p>Standards: MELDS.M.OAT.PS.1 MELDS.M.MD.PS.6 MELDS.M.G.PS.7 MELDS.S.LS.PS.5 MELDS.S.LS.PS.6</p>
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Guiding Math Ideas:

- Using color as an Organizing Tool
- Expanding the Number Word List
- Growing understanding of cardinality
- Geometry-Directionality and Orientation

Math Concepts From Unit Learning Progressions:

- Matching numerals with their names- verbally (up to 20)
- Counting groups of objects and persons and assigning them a number name
- Playing games and initiating activities that involve directionality and orientation
- Measurement and Time: Describing Past, Present and Future Events

* This activity provides context connecting Maine's environment with math skills.

Adaptations for Using Large Group In Alternate Schedule Slots:

- Use as a Math/Art Activity: Project the pages of this book onto a large screen using available technology as you read the book. Point out the different colors and the beautiful illustrations of the artist. Keep the pictures up during Center time and have similar shades of paints and large paper available at the easel for children.

Note: This book/activity has science standards embedded in it.

<p>Materials:</p> <ul style="list-style-type: none"> ● <i>Swan Harbor</i> by Laura Rankin ● large paper divided into 4 sections. Each quadrant labeled with a season: Winter Spring Summer Fall ● small (3X4) strips of drawing or construction paper with various shades of colors to roughly match the seasons. OR paint sample chips if available ● photocopied pictures of the animals from the book ● regular or double sided tape ● marker 	<p>Math Vocabulary:</p> <ul style="list-style-type: none"> ● grouping- Putting things that are alike together ● seasons- The way we describe how the weather changes during the year ● facts- words that tell us interesting and true things about our world.
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Preparation:

Read the book, taking note of the ways that the numbers grow larger. If possible, make a copy of the map at the end of the book for easy reference during the read.

Prepare the large paper with the 4 seasons. Tape or tack onto the wall or whiteboard so children in whole group can see it. Cut small strips of various colors of paper in shades that roughly match colors we associate with seasons (e.g., blue, silver, white for winter, light green and pastels for spring, etc).

Alternatively, use paint sample chips.

Copy pictures of the animals in the book, reducing the size so that they will easily fit on the large paper. Have tape available to place pictures and colored paper on the large paper.

“Here is a special piece of paper. It has some different parts. How many parts this paper is divided into?”

“Yes, there are 4 parts. I’m going to write a different word in each part. Winter, Spring, Summer and Fall- What do these words mean? These words describe different times of the year, called **seasons**. Does anyone know what **season** we are in right now?”

“Here are some different colors. Colors often remind us of a certain time of the year. Let’s look outside- What are some colors that we see during the winter time here in Maine? I wonder what colors are seen in Fall? In Spring? In Winter?”

“I have a book called **Swan Harbor** and it is about a town in Maine, where we live. It shows some animals that might live near this town. The beautiful pictures show animals during different seasons of the year. At the very back of the book, it has a picture of this town showing animals and what it might look like during different times of the year. It is also a counting book!”

Ask children to guess the number of squares.

Write the names of the seasons while introducing the book.

Children will give ideas about the seasonal words. Some children will identify winter.

Show the colored paper laid out on the floor. Children can describe the colors. Have children tape the colors in one of the quadrants for the seasons.

Read book. This book has only numerals and animal names.

Turn to the back page and show the way the artist has drawn the different seasons in one picture.

“This book has a lot of plants and animals. I have some pictures of them. If you have that animal when we read the book, hold it up.”

“Let’s look at the pictures in the book again. Now let’s look at the special picture, the map at the back of the book again. The illustrator has put animals in different seasons. Let’s look at these pictures and our book. Can we put the animals into different seasons, just like the illustrator did?”

“Let’s count one more time.”

“This book has a special part that tells us nature **facts** about the plants and animals. A fact is a piece of information that tells us something true and interesting.”

“We’re going to put this book and the Seasons Chart in our _____ Center. You can use it this week and change the colors and the animals. You can also ask a teacher to read the nature facts to you.”

Pass out pictures of the animals to children.

Give example if needed: See this robins look like they might belong in the Spring. Some children may respond with ideas about where animals “belong”. Note that there are no right or wrong answers. Accept all ways of categorizing, listening for the children’s reasons for placing the animals in a particular time of the year.

Lead children in rote counting using the map at the end of the book while pointing out the numbers 1-20.

Show facts at the end of the book.

Place chart , the book, the color strips and the animals pictures/numbers in a center for several days and encourage the children to play the game of placing the animals on the map.

Optional: Give examples of facts and fantasy. Example: Fact- there are 4 seasons in our year in Maine- Fantasy- all 4 seasons will never happen at the same time, as in the map at the end of the book.

Strategies to Provoke Math Thinking:

- Rote and Rational Counting Revisited- Number chants are fun ways to learn rote counting up to 100. Use the Cliffhanger technique (See SWPL, Unit 2 and 3) to create a chant for counting numbers –Observe children as they count to identify those children who are ready for the Adaptations below, and those who will continue to need regular repetition of oral counting patterns.
- Color as an Organizing Tool- Color is one of the first attributes that children identify and begin to name and it is a much-used tool for organization in many areas of life. This activity encourages children to use color as a way to describe the seasons, to group subtle variations in color, and to use descriptive language.
- Time- The passing of time is a difficult concept for young children to grasp. Using nature as a time “marker” is a way of making time meaningful and understandable.

Adaptations for Enrichment/Complex Skills

- Using the Number Chart to Expand Counting Reciting the number word list up to 20 is an important skill. In the number system, unique number names must be memorized through 19. From 20 and beyond, a dependable pattern occurs that requires only memorizing the decades- 20 30, 40, etc. Use the number word chart to point out the patterns in counting (NOT the calendar). Some children will be able to memorize counting patterns up to 100. Encourage this skill by providing small number charts to those children who express interest. Have them cover the numbers with 2 color counters, using different colors for the decade number. Example: Numbers 1-9 are blue. 10 is red. Numbers 11-19 are blue, 20 is red, etc.
- Use paint chips with myriad variations of color instead of colored paper to represent the gradations of colors found in nature. Encourage children to make up their own names for the colors that they choose.
- Creating Season Collages: Assemble a compartmented tray of collage materials in the art area,, organizing by color. Encourage children to create Winter, Spring, etc. pictures and describe them.

Provocation:

Finding Groups within Groups: Advanced math thinkers can use manipulatives to find the smaller numbers that exist within bigger numbers, a forerunner of addition and subtraction. See Small Group 1 for games with different colored blocks to encourage children to form and re-form groups.



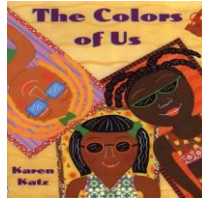
Let's Find Out About It: Portraits

Standards:

SED.SD.RSD.PS.1

CA.VA.PS.1, 3-5

SS.G.PS.4



Materials:

- *The Colors Of Us*
- chart paper
- markers
- images of portraits resource
- mirror

Vocabulary:

- (self)-portrait
- feature
- detail
- outline
- subject

Preparation: Set up materials.

Let's Find Out About It:

"In *The Colors Of Us*, Lena created **portraits**--images--of her friends and neighbors. What do you notice?"

"Here are other **portraits** created by artists. What do you notice?"

"These **portraits** are of the person's face, not their whole body. The artist included **details** like the skin color, eyes, nose, and mouth of the **subject**--the person they painted. What do you notice?"

"I will create a **self-portrait**--an image of myself--with these materials. First, I will look in the mirror to study the **features**--parts--of my face. Next, I will illustrate an **outline** of my face. Then, I will include these **details** in my **self-portrait**."

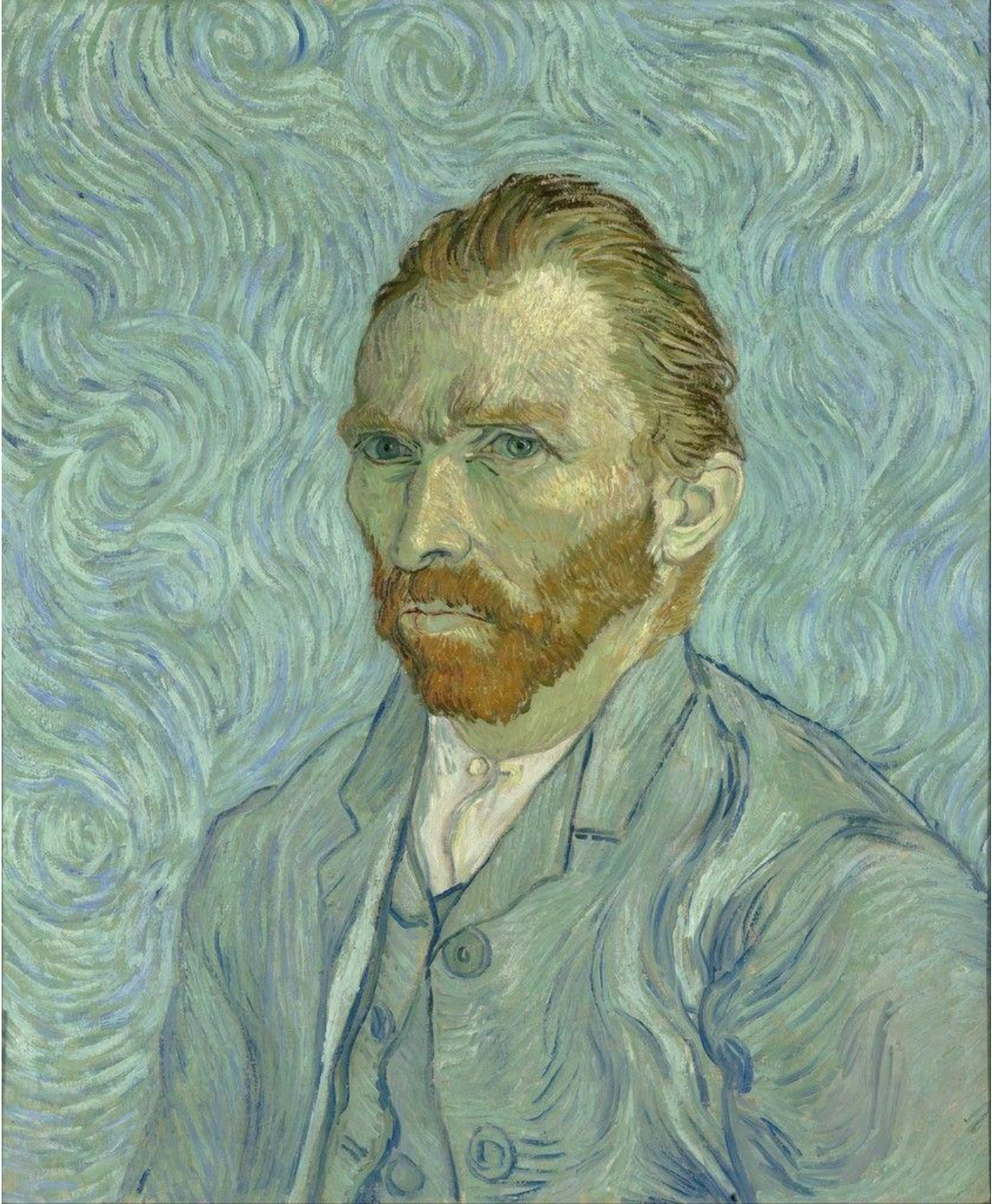
Show illustrations.
Children respond.

Show images.
Children respond.

Children respond.

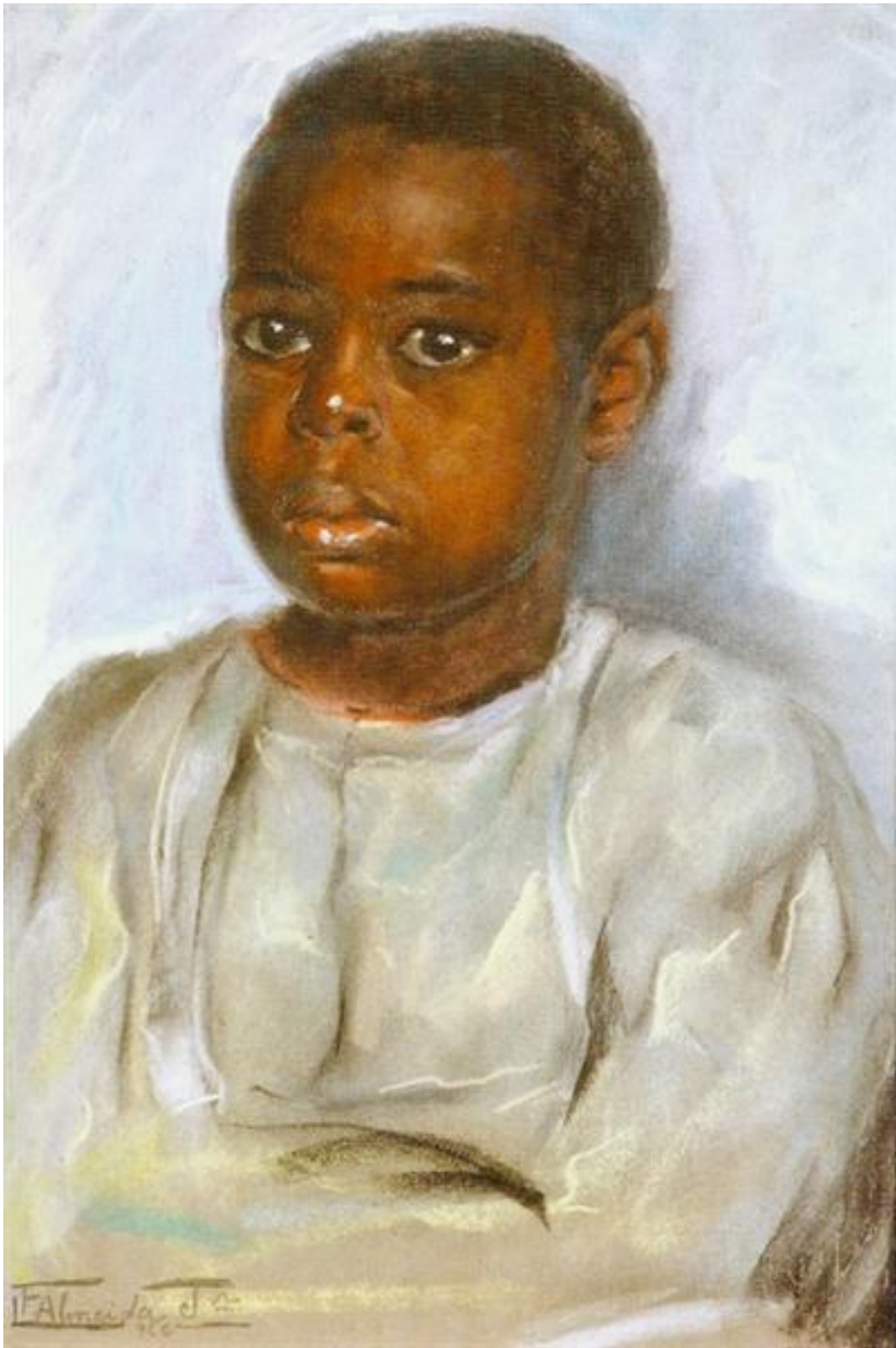
Model using mirror to check for accuracy of details.





Van Gogh









Let's Find Out About It: Same And Different

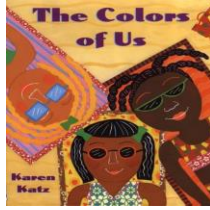
Standards:

SED.SD.RSD.PS.1

CA.VA.PS.1, 3-5

SS.G.PS.4

ELA.RL.CS.PS.2


Materials:

- *The Colors Of Us*
- objects to compare and contrast
- chart paper
- markers

Vocabulary:

- different
- similar
- Venn diagram

Preparation: Set up materials.

Let's Find Out About It:

"In *The Colors Of Us*, Lena saw her friends and **neighbors** on her walk. What do you notice?"

"How is her _____ [character] **similar** to her _____ [character]? How are they **different**?"

"Here is a _____ and a _____. How are they **similar** to each other? How are they **different** from each other?"

"I will draw a **Venn diagram** to record how the objects are **similar** and **different**."

"The _____ is **similar** to the _____ because _____. I will draw/write how they are **similar** here. The _____ is **different** from the _____ because _____. I will draw/write how they are **different** here."

Show illustrations.
Children respond.


Show illustrations. Children respond.

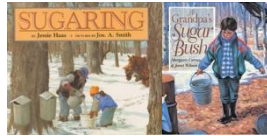
Show objects.
Children respond.

Model.

Model.

Repeat with second set of objects if time allows.

<p>Unit 4</p>  <p>Week 3</p>	<p>Outdoor Learning Opportunities:</p> <p>Maple Sugaring</p>	<p>Standards: S.LS.PS.1-3, 6 SED.ED.SE.PS.1 ALT.IC.PS.4 SS.G.PS.3</p>
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<p>Materials:</p> <ul style="list-style-type: none"> ● Maple leaves ● Twigs with opposite branching ● Maple syrup bottles ● Hand drill ● Spiles ● Scoops ● Bucket ● Hammer ● Book – <i>Sugaring</i> by Jessie Haas and/or <i>Grandpa's Sugar Bush</i> by Margaret Carney 	<p>Vocabulary:</p> <ul style="list-style-type: none"> ● Spile ● Opposite branching ● Sap ● Maple sugaring ● Scoop ● Bucket ● Tapping ● Sapwood
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Introduce maple sugaring to children by placing different tools (hand drill, spile, scoop, bucket) used in the process of tapping a tree on the carpet during a group time. Ask the children what these are and then go around and explain each item. Play the “what’s missing” game by placing a cloth over the items and taking one away (while the children close their eyes). Then ask the children to tell you what item you took away.

Read a book about maple sugaring to give the children some information about the process. Ask if any of the children’s families have tapped trees before.

Take the children outside to find a maple tree. Use the tree identification information (see lesson plan from unit 3) to find a maple tree (specifically opposite branching). Once a tree is found, make sure it is big enough by hugging it (arms around tree where fingers barely touch or don’t touch). Have the children ask the tree if it will be OK to tap it and give it a hug to see if it seems to say yes. Start the hand drill to drill a hole in the sapwood. Children can take turns turning the drill. Sing the song “Tap, tap, tap, the sap” while turning the drill.

(Sing to the tune of “row, row, row you boat”)

Tap, tap, tap the sap

From the maple tree
Boil it, boil it, boil it down
A treat for you and me.

Once the hole is made, have the children take turns looking inside the tree. Then put the spile in with a hammer. If sap starts to flow, the children can put their tongue under the spile and taste the sap.

As the children stand around the tree have them pretend to be the sap in the tree. They squat down and become the sap in the roots when it is cold outside. Then during the day, it warms up and have the children jump up and make a sound to show the sap flowing up. Then repeat this while saying that the nights are cold and the days are warm so they begin to understand how the weather affects the maple tree.

Extension: If possible, collect the sap and boil it down to make maple syrup. This requires more detailed information, but is worth the effort.

Guiding Questions:

- Where does maple syrup come from? Children may think the syrup comes directly out of the tree.
- Why does the sap flow only in late February and March? Days need to be warm (above freezing) and nights need to be cold (below freezing) for the sap to flow. Maine is one of the few states that have the weather that Maple trees thrive in and that allows the sap to flow.
- How many gallons of sap will it take to produce a gallon of syrup? 30-40 gallons of sap to make one gallon of syrup.

<p>Unit 4 Week 3</p>	<p>Research and Labelling Paint Colors: Writing and Drawing; Library and Listening Higher Level Technology Supplement</p>	<p>ISTE-S 3</p>	<p>Standards: ELA.RL.IKI.PS.1-2 ELA.RL.CS.PS.2 ELA.IT.I.PS.1-2 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 ELA.W.TTP.PS.1-2 ELA.W.R.PS.1</p>
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[book covers that represents the book(s) the lesson touches upon]

Technology Concepts

Students critically curate resources using digital tools to construct knowledge and make meaningful learning experiences for themselves and others

<p><i>Materials:</i></p> <ul style="list-style-type: none"> ● Tablet ● Epic! Books App loaded 	<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> ● Use vocabulary from original lesson ● Use vocabulary provided in Epic! Books when appropriate
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Preparation:

Open Epic! Books and create a New Collection (you will need to give the collection a name)
 Search Epic! Books for color themed books, mark as favorite and place in new collection
 Before activity, open Epic! Books to the collection
 An extension of this activity is to have children find books to add to collection

Procedure:

Follow procedure from original activity, only have children use the collection on Epic! Books for research

Unit 4 Week 3	Small Groups: Color Match Game Lower Level Technology Supplement	ISTE-S 1b	Standards: SED.SD.BRC.PS.1, 3-6, 8-10 ELA.RL.IKI.PS.1 -2 ELA.RL.LTC.PS.1
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[book covers that represents the book(s) the lesson touches upon]

<p><i>Technology Concepts</i></p> <p>Students leverage technology to take active role in demonstrating competency in learning goals</p>
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<p><i>Materials:</i></p> <ul style="list-style-type: none"> ● Tablet ● Draw and Tell HD App loaded 	<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> ● Use vocabulary from original lesson
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Preparation:

Tablet with Draw & Tell HD App loaded with the following pre preparation:

- Select Blank Paper
- Select writing utensil (selection can occur by children during activity)
- Create color dots to match word cards (color dots can be drawn by children during activity)

Procedure:

Open App and have children match pre-drawn color dots to word cards

An extension - set out word cards and have children draw dots with matching color

Unit 4: *World of Color*

Week 4

Full Day Schedule

Unit 4 Week 4	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>The Colors of Us,</i> 2 nd Read	<i>The Lion and the Little Red Bird,</i> 3 rd Read	<i>The Colors of Us,</i> 3 rd Read	<i>The Lion and the Little Red Bird,</i> 4 th Read	<i>The Colors of Us,</i> 4 th Read
Centers					
Intro to Centers	Self Portraits, Part 1 Shaving Cream	Building a Cave Color Word Matching Game	Self Portraits, Part 2 Swan Harbor Math Game	Self Portraits, Part 3	
Art Studio Easel	Self Portraits Part 1	continue	Self Portraits, Part 2	continue	continue
Writing and Drawing				Self Portraits, Part 3	continue
Library & Listening	Researching Labels for Paint Containers continued	continue	continue	continue	continue
Dramatization	The Lion's Cave continued	continue	continue	continue	continue
Blocks		Building a Cave	continue	continue	continue

Discovery Table	Shaving Cream	continue	continue	continue	continue
Puzzles & Manipulatives		Add: Color-Word Matching Game	Add: Swan Harbor Math Games	continue	continue
Technology		whole group-sphero mini large geometric shapes		LFOAI-T ablet w/ Google Expeditions loaded	
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard Directions				
Whole Group Lessons	LFOAI: Creating Paints for Self Portraits	Math: Color, Shapes and Art	LFOAI: Bird Beaks	LFOAI: Distinctive Colors of Plants	Problem Story (class discusses issues impacting classroom community) or Social / Emotional Curriculum
Small Groups	Group1 Literacy Medium Support: Partner Portraits Group 2 Math Medium Support: Color and Shape Bingo Group 3 Independent Teacher's Choice			Group1 Literacy High Support: Comparing Self Portraits Group 2 Math Low Support: Roll a Shape Pictures Group 3 Independent Teacher's Choice	
Outdoor Learning	Refer to Nature Extensions for Individual Lesson plans	small groups: making kites			

Part Day Schedule

Unit 4 Week 4	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>The Colors of Us</i> , 2 nd Read	<i>The Lion and the Little Red Bird</i> , 3 rd Read	<i>The Colors of Us</i> , 3 rd Read	<i>The Lion and the Little Red Bird</i> , 4 th Read	<i>The Colors of Us</i> , 4 th Read
Centers					
Intro to Centers	Self Portraits, Part 1 Shaving Cream	Building a Cave Color Word Matching Game	Self Portraits, Part 2 Swan Harbor Math Game	Self Portraits, Part 3	
Art Studio Easel	Self Portraits Part 1	continue	Self Portraits, Part 2	continue	continue
Writing and Drawing				Self Portraits, Part 3	continue
Library & Listening	Researching Labels for Paint Containers continued	continue	continue	continue	continue
Dramatization	The Lion's Cave continued	continue	continue	continue	continue
Blocks		Building a Cave	continue	continue	continue
Discovery Table	Shaving Cream	continue	continue	continue	continue

Puzzles & Manipulatives		Add: Color-Word Matching Game	Add: Swan Harbor Math Games	continue	Add: Roll a Shape Picture
Technology	whole group- sphero mini large geometric shapes			LFOAI-T ablet w/ Google Expeditions loaded	
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard directions				
Let's Find Out About It Problem Stories	LFOAI: Creating Paints for Self Portraits	LFOAI: Bird Beaks	Problem Story (class discusses issues impacting classroom community) Or Social Emotional Curriculum of Choice	LFOAI: Distinctive Colors of Plants	Problem Story (class discusses issues impacting classroom community) Or Social Emotional Curriculum of Choice
Math Whole Group Small Groups Story Telling/Acting	Math Whole Group Color, Shapes and Art	Group 1 Literacy (choose 1) Medium Support: Partner Portraits High Support: Comparing Self Portraits Group 2 Math (choose 1) Medium Support: Color and Shape Bingo Low Support: Roll a Shape Pictures Group 3 Independent Teacher's Choice			Story Telling/Acting (refer to Storytelling/Story Acting Guide)
Outdoor Learning	Refer to Nature Extensions for Individual Lessons plans	small group: making kites			



Self-Portraits



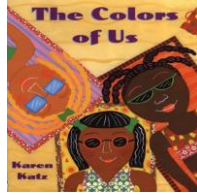
Writing &
Drawing



Art
Studio

Standards:

SED.SD.RSD.PS.1
CA.VA.PS.1, 3-5
SS.G.PS.4
ELA.W.TTP.PS.1-3
ELA.W.PD.PS.1



Materials:

- *The Colors of Us*
- images of portraits resource

Part 1:

- paint
- smocks
- mirrors
- tag board
- paintbrushes
- small containers for paint/ water
- paper towels/ sponges for drying

Part 2

- Beautiful Stuff
- adhesives

Part 3

- writing utensils
- sentence starters/frames
- paper

Vocabulary:

- (self-)portrait
- reflection
- skintone
- outline
- feature
- match

Preparation: Set up materials.

Intro to Centers:

Part 1: “In *The Colors Of Us*, Lena wanted to paint a **self-portrait**---an illustration of herself. What do you notice?”

“Here are other **portraits**. What do you notice?”

“Today, in the Art Studio, you can create a **self-portrait** with these materials. What do you notice?”

“Why did Lena’s mother tell her she needed ‘the right sort of brown’ ?”

“You can create a paint color that **matches**--is the same as-- your **skin tone** by mixing different colors together. Experiment with **tints** and **shades**.”

“Next, look at your face in the mirror and draw an **outline**--the shape-- of your face.”

“Then, paint your **skin tone** color inside the outline.”

Show illustrations. Children respond.

Show images. Children respond.

Show materials. Children respond.

Show illustrations. Children respond.

Model.

Model.

Model.

Part 2: “Here are the *outlines* of your *self-portraits*. What do you notice?”

“Today in the Art Studio, you can add your facial *features*-- your eyes, mouth, nose. You can add other details-- your hair and clothing- with these materials.”

Part 3: “Here are the *self-portraits* you created with facial *features* and details like your clothing. What do you notice?”

“In *The Colors Of Us*, Lena wrote words to describe her paintings. Today in Writing and Drawing, you can write words that describe your *self-portrait*.”

Show self-portraits. Children respond.

Show materials. Model.

Show self-portraits. Children respond.

*Show illustrations.
Model.*

During Centers:

Part 1: Support children in drawing the outline of their face. Encourage children to painting the entire area inside the outline. Facilitate collaboration with creating skin colors. Encourage children to use strategies from *Color Mixing* and *Tinting And Shading*. Compare and contrast creating paint that matches their skin tones to Lena’s process in *The Colors Of Us*.

Part 2: Encourage children to accurately represent facial features and other details such as clothing. Encourage children to collaborate, e.g., one child describes what they notice about his/her features, the other child chooses appropriate materials to depict those details.

Part 3: Provide sentence starters for children. Support children in sounding out letters/words. Compare and contrast children’s finished self-portrait to Lena’s finished paintings in *The Colors Of Us*.

Guiding Questions during Centers:

Part 1:

- How did you create the paint color to match your skin tone?
- How is the skin tone color you created similar to or different from your friend’s?
- What will you name the color that you created?

Part 2:

- How will you use these materials to depict your facial features/clothing?
- How are your facial features/clothing similar to or different from your friends’/Lena’s friends and neighbors?
- How is looking in a mirror helpful as you create your self-portrait?

Part 3:

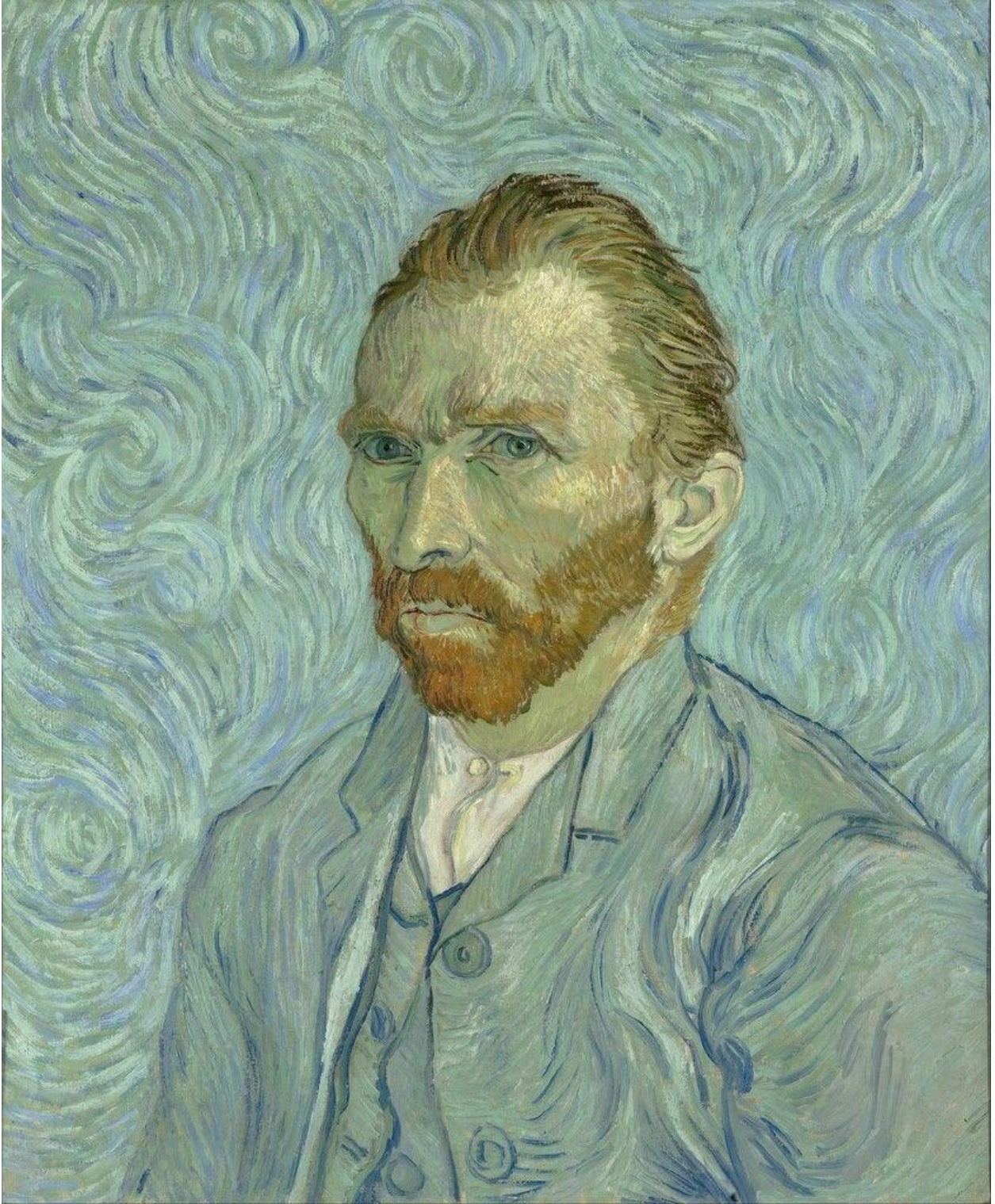
- How is your self-portrait similar to or different from Lena’s paintings/your friends/images of portraits?
- How will you describe/write about your self-portrait?
- If someone wanted to create the same paint you did, what formula would you write?

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 children's self-portraits to create a class book, e.g., *The Colors of K1*. Compare and contrast children's self-portraits to photographs of children.





Van Gogh





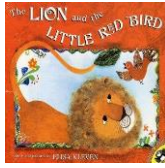


Building A Cave



Standards:

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



Materials:

- *The Lion and the Little Red Bird*
- pretend or child-made animals
- images of caves resources
- Beautiful Stuff

Vocabulary:

- cave
- habitat
- shelter

Preparation: Place images of caves and Beautiful Stuff materials in Blocks.

Intro to Centers:

"In *The Lion And The Little Red Bird*, the lion lived in a **cave**. What do you notice?"

Show illustrations. Children respond.

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

Show images. Children respond.

"Caves can be **shelters** and **habitats** for animals."

"Why would a cave be a good **habitat** for an animal?"

Children respond.

"Today in Blocks, you can **construct caves** with these materials. What do you notice?"

Show materials. Children respond.

During Centers:

Encourage children to research caves and incorporate what they learn into their designs. Challenge children to label the parts of their caves. Encourage children to use strategies from *Building Block Towers*. Compare and contrast constructing caves to constructing stores, playgrounds, neighborhoods, etc. Encourage children to describe attributes of materials, e.g., what is heavier, these blocks or these boxes? Support children in noticing and describing geometric shapes of blocks used and that are created as the cave is built.

Guiding Questions during Centers:

- How is your cave similar to or different from the lion's cave?
- How is the lion's cave similar to or different from the hedge in *Rabbits and Raindrops*?
- Why is this a good habitat/shelter for _____?
- How is building a cave similar to or different from building a block tower?

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: Provide large cardboard boxes for children to use in constructing their caves.





Anenome Cave, Acadia National Park



Debsconeag Wilderness Ice Caves, Millinocket



Moose Cave, Grafton Notch State Park, Newry







Shaving Cream



Discovery

Standards:
CA.VA.PS.1
ATL.RPS.PS.2-4
PHD.FM.PS.5-6

Materials:

- *The Lion And The Little Red Bird*
- shaving cream
- smocks
- food coloring/liquid watercolor
- gloves
- eye droppers
- small squirt bottles
- cups
- trays

Vocabulary:

- shaving cream
- mural
- predict
- drip
- shade
- tint

Preparation: Set up materials.

Intro to Centers:

"In *The Lion And The Little Red Bird*, the bird followed the lion on his walk. What do you notice?"

"How did the lion create the **shades** and **tints** of paints he used for the **mural** on his cave wall?"

"He might have mixed _____ with _____ to create _____. Today, in Discovery, you can experiment with mixing colors using **shaving cream**. A barber, like Lou the Kangaroo, uses **shaving cream** on a customer, like Dandelion, to make it easier to shave hair."

"**Drip** colors on the **shaving cream**. What do you notice?"

"What do you **predict** will happen if I mix _____ colored **shaving cream** with _____ colored **shaving cream**?"

Show illustrations.

Children respond.

Children respond.

Show materials.

Model.

Children respond.

Children respond.

During Centers:

Encourage children to collaborate, e.g., one child drips the color, another child mixes the shaving cream. Compare and contrast mixing colors in shaving cream to mixing colors with paint at the easel. Encourage children to write letters, numbers, and create illustrations in the shaving cream. Provide individual trays as an alternative to working in the Discovery Table.

Guiding Questions during Centers:

- How did you create the colors in the shaving cream?
- How is shaving cream similar to or different from soap?
- Why does the food coloring look lighter when it mixes with the shaving cream than it does in the eye dropper/ squirt bottle?
- What is a name for the color 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: Create sensory bags by putting colored shaving cream in a Ziploc bag and sealing it securely with duct tape. Encourage children to squeeze bags, write letters, numbers, illustrations by tracing on the bags with their fingers.

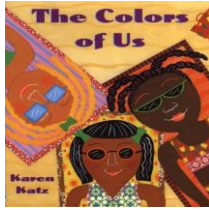




Small Groups: Partner Portraits

Support: Medium

Standards:
 SED.SD.RSD.PS.1
 CA.VA.PS.1-5
 SS.G.PS.4



Materials:

- *The Colors Of Us*
- drawing and writing utensils
- paper
- children's self-portraits
- images of portraits resource

Vocabulary:

- (self-)portrait
- skintone
- feature
- detail

Preparation: Set up materials.

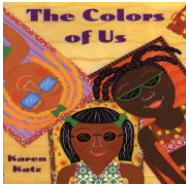
Procedure:

Show illustrations from *The Colors Of Us*. Discuss what Lena notices on her walk. Show children's self-portraits. Discuss how children depicted their facial features and other details. Pair children and tell them they will create a portrait of their partner. Support children in depicting details and facial features accurately. Compare and contrast looking at a mirror to draw a self-portrait and looking carefully at a partner. Encourage children to caption their portraits, i.e., "Tobin has a missing tooth in his smile", "Jaden has curly hair like Dandelion", etc.

Small Groups: Comparing Self-Portraits

Support: High

Standards:
SED.SD.RSD.PS.1
SS.G.PS.4
ELA.SL.CC.PS.1-3



Materials:

- *The Colors Of Us*
- children’s self-portraits
- paper
- writing utensils
- sentence starters, e.g., _____ and _____ are the same/different because _____.
- images of portraits resource

Vocabulary:

- same
- different
- (self-)portrait
- features

Preparation: Set up materials.


Procedure:

Compare and contrast illustrations from *The Colors Of Us* and children’s self-portraits.

Model describing how the portraits are similar to and different from each other, e.g., “The portraits of Jasmine and Jayden are different because Jasmine’s eyes are brown and Jayden’s are blue” or “The portraits are the same because they both have curly hair.”

Show materials for children to record their observations.



<p>Unit 4</p>  <p>Week 4</p>	<p><i>Small Groups: Color and Shape Bingo</i> Medium Support</p>	<p>Math SG1</p>	<p>Standards: MELDS.M.G.PS.1 MELDS.M.G.PS.2 MELDS.M.MD.PS.2</p>
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Guiding Math Ideas:

- Math Enthusiasm- Playing Math Games
- Geometry- Describing shape attributes

Math Concepts from Unit Learning Progressions:

- Math ideas relate to games (comparisons, and quantity)
- Classifying shapes by describing and comparing some attributes

<p><i>Materials:</i></p> <ul style="list-style-type: none"> ● Color and Shape Bingo Set ● small manipulatives for game pieces ● small numerals, or numbers written on small pieces of paper 	<p><i>Math Vocabulary:</i></p> <ul style="list-style-type: none"> ● clue- some words or actions that help people guess
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Preparation:

Prepare the number cards. Assemble materials. Up to 4 children can play on their individual cards at a time.

Procedure:

This is a variation of Color and Shape Bingo by adding an *I Spy* element (similar to the *I Spy Shapes Hunt*). Ideas of discrete attributes and number provide clues. Children take turns being the Bingo Caller and Clue Giver. As they draw the card, they must describe orally the object by color and shape- e.g., pink diamond, or blue circle. Children guess what the shape is, and the caller then reveals the card. Children then place a counter/manipulative on the shape/color on their cards.

Model drawing a card and giving clues. After a child's card is full she/he continues playing, placing extra markers on the squares when duplicated. When all cards are full, each child counts the number of markers on their card and describes it to their friends: *I have 3 markers on red circles, 1 on a blue square and 1 on a yellow triangle. All together I have 5 markers.*

Strategies to Provoke Math Thinking:

- Describing shapes: Describing the different attributes of shapes requires more complex thinking skills than identifying shapes, which can be a just simple matching skill. Encourage less verbal

children to expand their math vocabulary as they describe the shapes to their peers instead of relying on pointing or simple naming.

- Modifying traditional games: There are usually ways to change games to meet teaching goals, increasing or decreasing the difficulty, adding a dimension, such as counting or clue-giving, or using the materials without the game board. An example of this is frameless puzzles. Remove puzzles from their frames and ask children to re-create the picture without the benefit of the underlying outlines. Children grow in their visual discrimination skills rather than relying on matching the lines.

Adaptations for Additional Challenge:

- Giving clues: Children have to work at giving clues without “giving away” the answer. Observe children and if there are some who grasp the idea of clues and descriptions, add the element of acting out a clue, rather than describing, in a version of charades for preschoolers.
- See Modifying traditional games [above] for other ideas on changing games to match skill level.

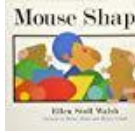
Documentation:

As children play games, adults can step back from close interaction and supervision and document the many math skills that are embedded in game playing. Matching, attribute recognition, counting and spatial understandings are some of the math skills that are observable while playing color and shape bingo.

Provocation:

Make a grid on the floor of the block area with masking tape. Choose blocks for 3-D Shape Bingo, and have children work together to fill in their “Block Bingo Card.”

<p>Unit 4</p>  <p>Week 4</p>	<p>Small Groups: Roll a Shape Pictures Low Support</p>	<p>Math SG2</p>	<p>Standards: MELDS.M.G.PS.3 MELDS.M.G.PS.4 MELDS.M.G.PS.5</p>
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Guiding Math Ideas:

- Geometry- Directionality and orientation
- Geometry- Parts/Wholes in geometrical figures

Math Concepts from Unit Learning Progressions:

- Classifying shapes by describing and comparing some attributes.
- Using shape puzzles and shape manipulatives for parts/wholes understandings
- Playing games and initiating activities that involve directionality and orientation

Materials:

- *Mouse Shapes* by Ellen Walsh (multiple copies, if available)
- medium/large die
- foam shapes, 6 different shapes
- tape (sturdy tape such as packaging)
- shape template resource
- multi-colored paper
- large construction paper
- glue sticks or glue

Math Vocabulary:

- parts/wholes- parts go together to make a whole thing

Preparation:

Make a Shape Die. Tape foam shapes to each side of the medium/large die using clear tape - 6 sides, 6 shapes.

Use the Shape Template and copy shapes onto different colored paper and cut out. Vary the sizes of shapes (the Word Document allows you to edit the size, orientation and color of these shapes.) Note that 2 different types of triangles are included. Others can be created. Optional: There are dozens of Shape Picture Templates online available for free download, if you prefer.

Set up table with book and materials, placing die and cut out shapes in front of each workspace.

Procedure:

If possible, read *Mouse Shapes* to children during SWPL prior to this Small Group.

Introduce *Mouse Shapes*, turning pages and commenting on the different shapes that the mice find and the pictures that they create. Turn to the page.... *And surprised the cat!*

What shapes do you see in this mouse? (There is a Picture Template of this mouse shape that can be used).

Demonstrate the shape die if needed.

We are going to make some shape pictures today. When you roll the die, pick out the matching shape and start to make a picture. You can create your own picture or you can use these designs to fill in the shapes.

As children work, reinforce the names and orientation of the shapes, inserting math language into the activity as they children select shapes and create their shape pictures.

You have rolled 4 squares. What could you make with 4 squares?

I see that you have turned that triangle upside down to make some teeth for your cat face, just like the mice did in Mouse Shapes. Show the Mouse Shapes page...Let's make the cat!

Be sure to point out the different shapes that go together to make a whole picture.

This picture has squares and triangles. When I put them together, they look like a castle. I wonder what other things I could make using just squares and triangles?

Children continue to roll shapes and create shape pictures. As the activity continues, children may decide to select their own shapes and stop using the shape die. Helping children move beyond simple matching and filling in shapes to more open-ended shape pictures that foster rich language and higher level thinking skills as children combine materials in unique ways.

Strategies to Provoke Math Thinking:

- Open-Ended and Close-Ended Tasks: This activity is a good combination of an open- and closed-ended activity and the value of each kind of expectation. Children use the 6 sided die that limits the choices of the shapes they use, but once they have chosen a shape, then can create any type of picture they wish. They are able to use a model or not, to interpret *Mouse Shapes* in their own way, and to make unique combinations of shapes as they select size, color and orient the shapes on the paper. Closed-ended expectations, as in having children fill in shape pictures to match the outline, has adds the value of visual discrimination, matching, and the element of a game. It also provides good examples of parts-wholes concepts.
- Be Cautious about Using Print-Outs: It is fun to re-create some of the mouse shapes, and other designs, but ensure that children are not judging their work as “right” or “wrong” as they use these, or other templates. Use templates as guides, stating, *This is one idea about how the mice created pictures. What are your ideas?*
- Parts-Wholes: This activity demonstrates ONE type of parts-wholes understanding: *Wholes are made up of unique parts.* See *Where's the Math?* for this Unit for descriptions of the 3 major types of part-whole understandings and examples of activities to support each type.

Adaptations for Additional Challenge:

- Turn this activity into a game, with 2 or more children creating the same shape picture, using the shape die to complete the pictures in as mildly competitive way.

- Remove all Shape Template Pictures. Add a number die to the materials. Children roll a shape, and then a number, and begin to create pictures.
- Pair *Mouse Shapes* with *Mouse Colors* books and ask children to compare the differences and similarities between the 2 books as they use both books as source for their pictures.

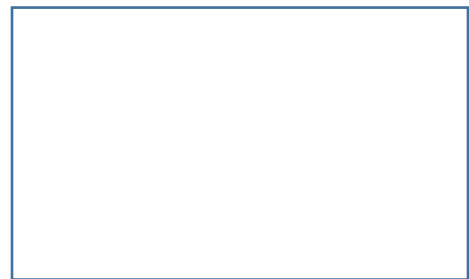
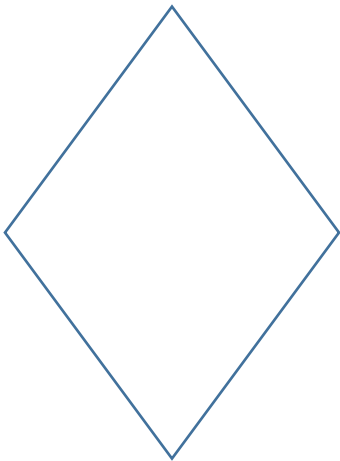
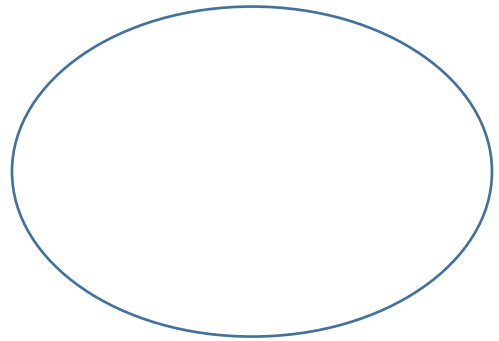
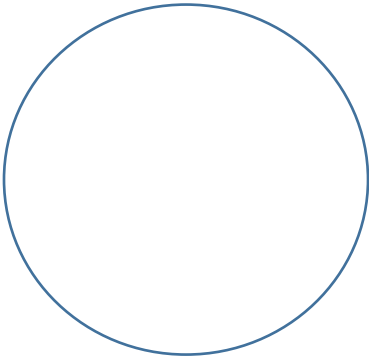
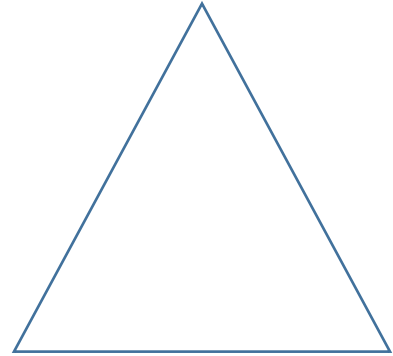
Documentation:

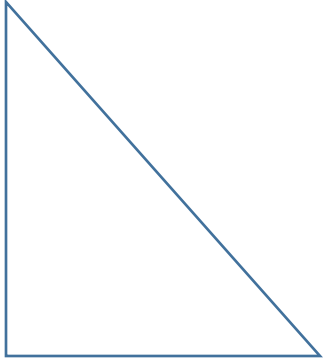
This activity is designed to free the teacher to make notes and observations about children's knowledge of shape names, their use of orientation words, color identification, and attribute recognition and description.

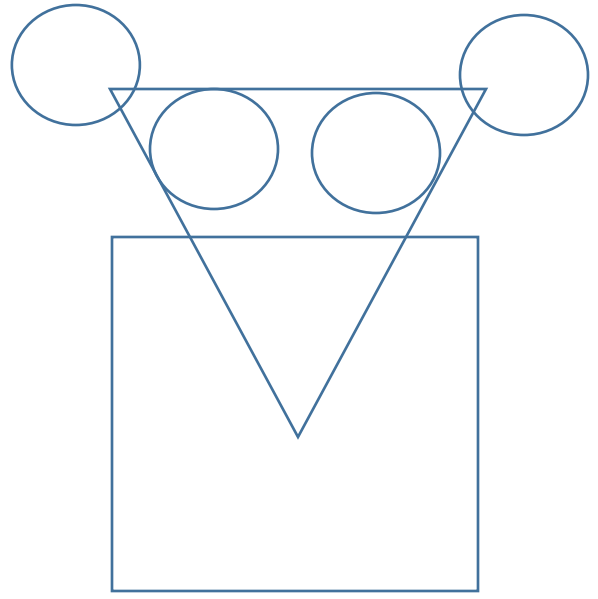
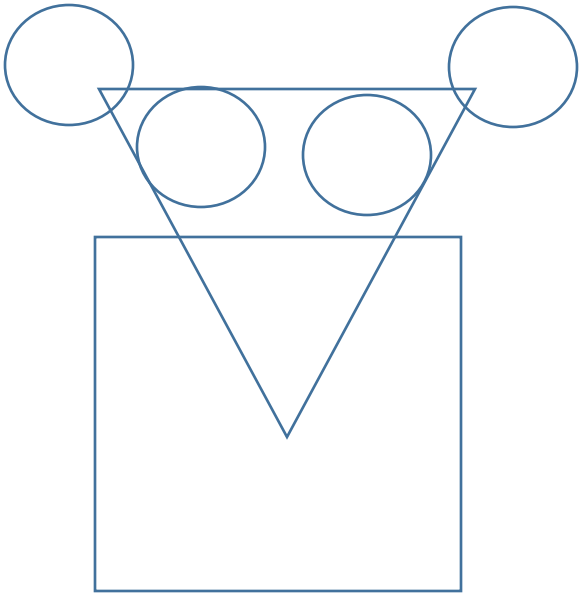
Provocation:

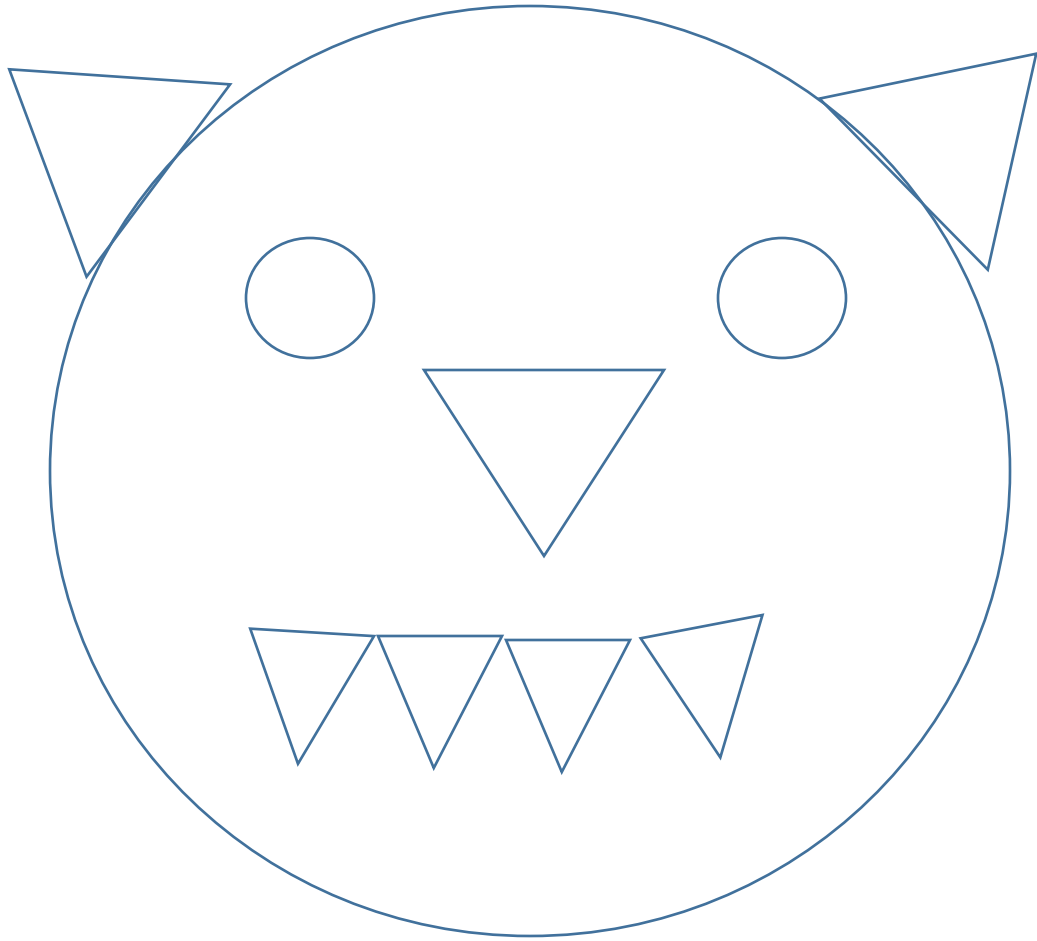
SWPL this week uses the large floor geometric shapes for games and people math. Use these large shapes (or create additional large shapes) and make giant shape pictures in the hallways or other large spaces. Children can stand or sit inside the shapes. For example, make a large shape train together, and children can "ride" in the different shapes.

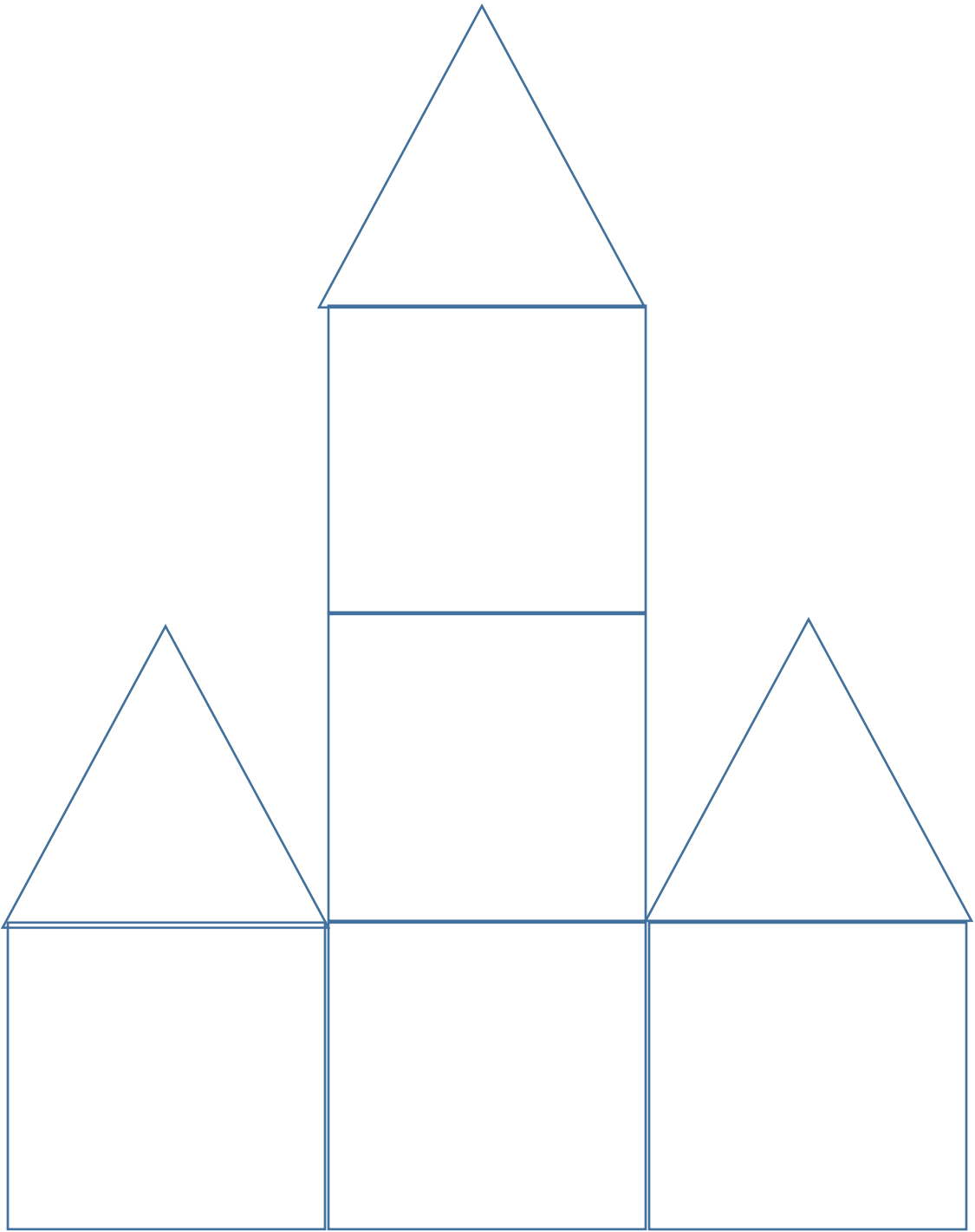
SHAPES and SHAPE PICTURE TEMPLATES



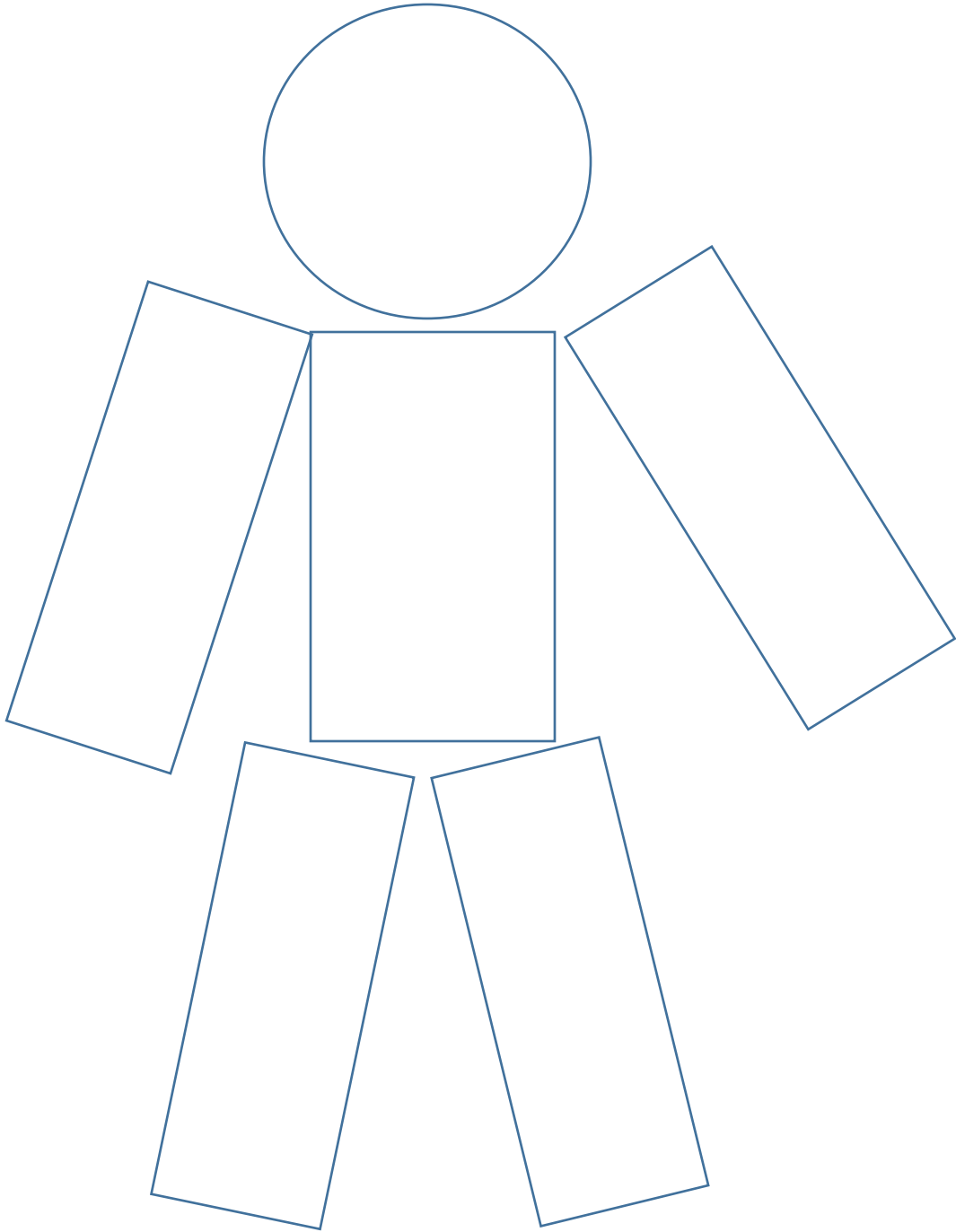






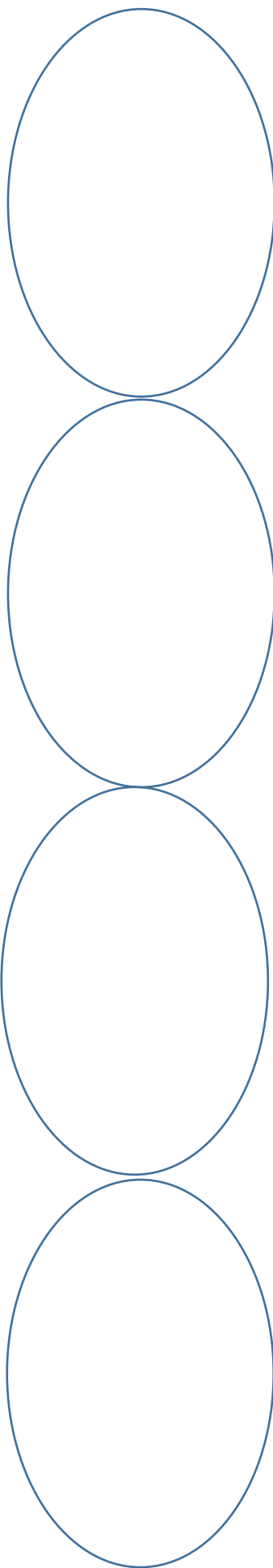
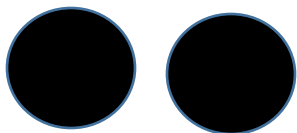


CASTLE



PERSON

CATERPILLAR





Songs, Word Plays, & Letters

Day 1:

Materials: Poetry Posters, tag board strips with verses from Boom! Bang! printed on them

THE WHEELS ON THE BUS

Procedure:

- Say, “The first song we are going to sing today is “The Wheels on the Bus.” We have some fun new verses to add today.”
- Sing familiar verses (“people,” “wipers,” “money”), leading the children in motions.
- Then say, “now we will do some new verses. The first one is the “*bees on the bus go buzz, buzz, buzz,*” and the second new verse is the “*cats on the bus go meow, meow, meow.*”
- Sing the new verses.

BOOM! BANG!

Procedure:

- Sound out /b/ in Boom and Bang and underline the words with your finger as you read them.
- Recite the poem once in the usual way.
- Hand out tag board strips that have one of the first four lines of the poem on them. Children sitting close to one another will have identical strips.
- Help children identify the verse they have and tell them that everyone who has that line will speak it in unison when the time comes.
- Lead the children in saying the poem again, with each group saying their line, while the rest remain silent. Have everyone join in on the last four lines of the poem.

THREE LITTLE MONKEYS

Procedure:

- Read the title. Sound out /th/ in Three, /l/ in Little, and /m/in Monkeys, and underline the words while reading.
- Sing the song doing the motions.
- Add another verse: “one little frog, perched upon a pad. Croc didn’t see him, and he was mighty glad.”

FIVE LITTLE OWLS IN AN OLD ELM TREE

Procedure:

- Recite poem, using hand and arm motions to represent the items mentioned in the poem.

Day 2

Materials: Poetry Posters, Book: *The Lion and the Little Red Bird*. Picture clue cards: butterfly, cave, tail, flannel board and flannel pieces for “Five Green and Speckled Frogs” and the “Barnyard Song”

FIVE GREEN AND SPECKLED FROGS

Procedure:

- Say, “We will start today with the song “Five Green and Speckled Frogs.” We will sing the song differently because it is winter. It gets cold in the winter and water in ponds and pools freeze. The frogs will have to play on the ice.
- Sing the song with “jumped on the slippery ice, fell down once or twice” for “jumped into the pool, where it was nice and cool.”
- Say “Next we are going to sing a song about some barnyard animals.”

BARNYARD SONG

Procedure:

- Tell children they are going to sing the new song they learned last week about the animals, including the cat that goes “Fiddle-ee-fee.”
- Lead the children in singing the song. Add more animals this time.

I’M THINKING OF _CLUE GAME (and Lion and the Little Red Bird)

Procedure:

- Show the book and tell children they are going to play the word guessing game using words from the book. Remind children to raise their hands and not shout out their ideas because other children might still be thinking.
- For butterfly, say, *This is one of the things that the bird said the lion’s orange tail reminded him of. It has wings and flies, it starts with /b/.*
- For cave say, *This is where the lion lived in the story. It starts with /c/.*
- For tail say, *This is the part of the lion’s body that he used to paint the mural in his cave. It starts with /t/*

HANDS ON SHOULDERS

Procedure:

- Read the title with the children.
- Ask children to stand up. Recite the poem and do the motions.
- Then say, “we are going to do the poem again, but this time we are going to change some words. The first change is that we will say, “hands together” (hold hands in front with palms flat against one another).
- For the second change, instead of saying “touch your hair” we will say “comb your hair” (position hand as if holding a comb and move hand in combing motion).
- Sing the song.

Day 3:

Materials: Poetry Posters, book: *The Lion and The Little Red Bird*, Alphabet Memory pocket chart, a set of upper case and lower-case letters.

APPLES AND BANANAS

Procedure:

- Tell children, *“today we are going to start with a song we have not sung for a long time. We are going to sing “Apples and Bananas.”*
- Sing the song as usual.

CAN YOU THINK OF WORDS THAT BEGIN WITH ? (and The Lion and the Little Red Bird)

Procedure:

- Hold up the book and tell the children they are going to use words from this book to play a beginning-sound game.
- Present cave, and ask children if they can think of other words that start with /k/ like cave (e.g., candle, kite, candy, kiss.) If there’s a lull present examples, and ask children to judge if they begin with the same sound. For example, *does kitten start with the same sound as cave?*
- Present thorn, and remind children that this is a very sharp little piece of a plant that got stuck in the lion’s paw. Ask children if they can think of other words that start with /th/ like thorn (e.g., thick, throat, thanks). Provide examples if children can’t think of any. For example, *does thunder start with the same sound as thorn?*

CLAP YOUR HANDS

Procedure:

- Sing three verses (clap hands, shout hurray, stamp feet)
- Sing additional verse with new motions and body parts (e.g. twist torso, circle arms).

ALPHABET MEMORY POCKET CHART GAME

Procedure:

- Tell the children that they are going to play the Alphabet Memory Pocket Chart game that they have played before.
- Show children an uppercase letter and its lowercase match. Tell children the lowercase letters are in the pockets of the chart and that they will have the upper-case letters.
- Give each child an uppercase letter that is a match for the letters placed in the pockets.
- Go around the circle, giving each child a turn to choose a pocket. Say the letter’s name when pulled from a pocket and give it to the child if it is a match. Return it to the pocket if it does not match.
- Continue playing until all the children find the match for the letter they hold

Day 4:

Materials: Poetry posters, Book: *The Lion and the Little Red Bird*, tag board strips with sunflower, sundown, flower, down, and sun written on them (make 2 copies of sun), marker, and chart paper, flannel board and pieces for *Down By the Bay*

INTERESTING SOUNDING WORDS (and *The Lion and the Little Red Bird*)

Procedure:

- Hold up the book and tell children they are going to talk about two interesting words in the book.
- Show the words written on the tag board strips one at a time, reading each one and running your finger under the letters.
- Comment that each word is made up of two smaller words, such as sun and flower, and sun and down. Show the two words on separate cards that go together to make the compound word on the longer card (e.g. sun and flower with sunflower, sun and down with sundown).
- Tell children there are other words made up of two words, with sun as the first. Give an example, such as sunshine. Ask children if they can think of others. Provide examples of your own (e.g., sunburn, sunset, sunglasses) and explain their meaning if children cannot think of any. Write these on the chart paper.

DOWN BY THE BAY

Procedure:

- Try some new verses, ask the children for ideas.

MY BIG BALLOON

Procedure:

- Position forefingers and thumbs at mouth and ask children to guess what poem they will do next.
- Recite the poem once quickly. Tell them they will blow several times in a pretend balloon after they hear “blow” in the second line and also after hearing “longer” in the seventh line.
- Tell children that they can clap once hard at the end if they want to pretend that their balloon popped.

Day 5:

Materials: Poetry Posters, Book: *Cat's Colors*, flannel board and felt pieces for Barnyard Song

BARNYARD SONG

Procedure:

- Tell the children they are going to sing the new song they learned about animals including the cat that goes fiddle-ee-fee.
- Lead the children in singing the song, Add more animals this time.

CAT'S COLORS

Procedure:

- Show the cover of the book and sound out the /k/ in Cat's and Colors while reading the title.
- Read the book naturally.

GUESS WHAT I AM SAYING (and Cat's Colors)

Procedure:

- Tell the children some of the words from the book will be said in a funny way, and they can guess what word it is. They should say the word back in the right way.
- Present one word at a time and present each by sounding and separating each phoneme in the word. Bats: /b/ /a/ /t/ /s/. Rug: /r/ /u/ /g/. Birds: /b/ /er/ /d/ /s/. Do other words if the children are interested.


IF YOU'RE HAPPY

Procedure:

- Tell the children they are going to sing a song that they haven't done for a while, with new verses this time.
- Demonstrate a twitching nose, crooked finger, nodding head, and blinking eyes before starting the song.

I'M A LITTLE TEAPOT

- Ask children to stand up for the teapot song.
- Sing with the children and do the motions.

<p>Unit 4</p>  <p>Week 4</p>	<p>Large Group: Color, Shapes and Art</p>	<p>Math LG</p>	<p>Standards: MELDS.M.MP.PS.7 MELDS.M.G.PS.2 MELDS.M.G.PS.4</p>
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Guiding Math Idea:

- Geometry: Parts and Wholes in Geometric Figures
- Measurable Attributes

Math Concepts From Unit Learning Progressions:

- 3D and 2D shapes have different attributes and uses. (Unit 3)
- Classifying shapes by describing and comparing some attributes.

Adaptations for Using Large Group In Alternate Schedule Slots:

- Go on a Shape Hunt outdoors. Simplify the activity by creating multiple shape hunts over several days, each hunt looking for a different shape.

<p>Materials:</p> <ul style="list-style-type: none"> ● <i>I Spy Shapes in Art</i> by Lucy Michlethwait ● <i>Mouse Shapes</i> by Ellen Walsh (resource) ● <i>Perfect Square</i> by Michael Hall (resource) ● shape badges ● foam geometric shapes ● bucket/bag for each group ● chart Paper with columns for shapes 	<p>Math Vocabulary:</p> <ul style="list-style-type: none"> ● detective: a person who uses clues to find things or solve problems. ● team: a group of people who work together ● parts and wholes: shapes can be divided into parts and the parts can be put back together to make the whole thing. ● tally mark: a way of keeping track of counting.
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Preparation:

Make shape badges- cut-outs of different shapes- circle, triangle, square, rectangle, and oval. Make several of each shape for the different teams of children. Adjust the numbers and types of shapes

depending on the amount of time allotted for this activity. Write "Shape Detective" at the top of each shape (optional).

This large group can take place any time during the week either before or after small groups that also focus on shapes.

Put the books and the container of geometric shapes in the large group meeting area.

"I have 2 books about shapes. I'm going to read one of them and put the other one in the _____ center for our activities this week."

"Does anyone know what a **detective** is?... Yes, a detective tries to find out things by using hints and clues. Sometimes those things are hidden. Our book today is about finding shapes in pictures. It is called *I Spy Shapes in Art*. With a title like this, what do you think it will be about?... It is about the shapes that are hidden in pictures called art. Let's see if we can be Shape Detectives and find some shapes in the pictures in the book. These shapes are all sorts of colors- sometimes the color helps the shape to "hide" in the picture - and sometimes the color makes the shape easy to find!"

"Do you think we could find shapes in the things around us too? Let's be Shape Detectives and look for the hidden shapes in our school. Detectives sometimes have badges- our special badges are different shapes. Some of you will look for squares, some for rectangles, some for circles, some for triangles, some for ovals."

"Do you know what shape you are hunting for, Shape Detective?"

Continue collecting color clothing data [see Week 1 Large Group] for the Unit Data Collection Project.

Show the 3 books.

Children respond with guesses.

Children give ideas about the book.

Read the book. As you and the children identify shapes in the art work, hold up a similar shape from your shape container.

Distribute the Shape Detective Badges, taping or clipping to the children.

Be sure children know their assigned the shapes.

“We have some **teams**- people who are working together. Here is the Square Team, The Circle Team...”

“When you find your shape, put one of your foam shapes in your team’s bucket and we will count them when we get back to group time.”

“Wow! We were busy being Shape Detectives. Let’s hear from the Square **Team**- How many squares did you find? Where did you see a square? For each one you found, I’ll make a mark, called a **tally mark**, on this paper.”

“Did anyone find part of a shape instead of a whole shape?”

“Did anyone find shapes that were not on our badges?”

“I wonder what shape we found the most often?”

“We are going to be having lots of fun with colors and shapes this week. Here’s a good book about Mouse Shapes. It will be in the _____ center this week for you to enjoy.”

Form groups of 3 or 4 children into teams.

Break up the group into at least 2 groups and head off to find the shapes. Adjust the activity as needed, including hallways, outdoors, gym, etc. to make the hunt more interesting. Set a time limit for the Shape Detective Hunt and gather in the group area.

Give each shape team a chance to report.

Keep a tally of the shapes on chart paper and count them, writing the numeral beside the tally marks.

Children describe other shapes. Add to the list.

If time permits, compare numbers and types of shapes.

Place book in a classroom area of choice, along with the bucket of foam shapes.

Strategies to Provoke Math Thinking:

- Discovering and describing attributes of shapes is an ongoing preschool (and kindergarten) activity. Use descriptive language to note the many attributes of the shapes as the children discover them: color, size, sides, angles. If children appear confused, for example about the differences in rectangles and square (or square-rectangle as it is more accurately called), describe the attributes in terms of sides.

- Visual Discrimination: *Why do we call some things shapes, and yet have no word for other drawings or objects? Why are some squiggly and straight lines called letters and numbers, and others are not?* Discerning shapes is a pre-reading skill where children determine what kinds of marks have meaning attached to them. Encourage children to make up names for odd shapes, or to investigate whether or not there is an actual name for what they are exploring.
- In the real world, many objects are similar to geometric shapes, but are not true examples. Accept all answers, but be sure to note the differences for children to keep accuracy as a priority. In this activity, children are looking for 2-dimensional shapes, not 3-dimensional. If they identify a box as a square, for example, describe it as a cube, but note that one side of it (face) is a square.

Provocation:

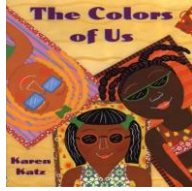
Micklethwait's book *I Spy Color in Art* is an excellent companion book for this unit, and a similar color hunt can be designed to coordinate with it. Collect old art "coffee table" books and place in the library and art area for inspiration.



Let's Find Out About It: Creating Paint For Self-Portraits

Standards:

SED.SD.RSD.PS.1
CA.VA.PS.1-5
SS.G.PS.4
ATL.IC.PS.5



Materials:

- *The Colors Of Us*
- images of portraits resource
- chart paper
- paint
- paintbrush(es)
- palette/ cardboard for mixing paint

Vocabulary:

- (self-)portrait
- shade
- tint
- skin tone
- match
- outline
- experiment
- features

Preparation: Set up materials.

Let's Find Out About It:

"In *The Colors Of Us*, Lena wanted to create a **self-portrait**-- an illustration of herself. What do you notice?"

"Why did Lena's mother say that Lena needed 'the right kind of brown' for her **self-portrait**?"

"I want to create a **self-portrait**, but none of these paint colors **match** my **skintone**-- the color of my skin. I will **experiment** with paint mixing to create **tints** and **shades**. What do you notice?"

"I created a match for my **skintone**. I could name the color _____."

"Now, I will draw an **outline** of my face for my **self-portrait**. Next, I will paint inside the **outline** with my **skintone** colored paint."

"After the paint dries, I will add other **features**--eyes, nose, mouth, ears, and hair."

Show illustrations. Children respond.

Show illustrations. Children respond.

*Model.
Children respond.*

Model thinking of a color name based on an object, something in nature, or an emotion.

Model.



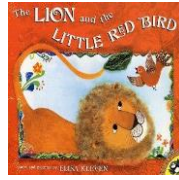
Let's Find Out About It: Bird Beaks

Standards:

ELA.RL.KID.PS.3

ELA.IT.I.PS.1-2

S.LS.PS.2, 6



Materials:

- *The Lion And The Little Red Bird*
- images of birds/beaks resource

Vocabulary:

- beak
- seed
- crack
- canary
- owl
- Pelican
- Talon: claw
- prey

Preparation: Set up materials.

Let's Find Out About It:

"In *The Lion and The Little Red Bird*, the bird used its beak to remove the thorn from the lion's paw. Why couldn't the lion remove the thorn himself?"

"Real birds use their **beaks** to make sounds and to eat their food."

"**Beaks** are shaped differently depending on what food the bird eats."

"Here is an image of a **finch's beak**. What do you notice?"

"**Finches' beaks** can **crack** the hard shells of **seeds**."

"Here are images of more bird's beaks. What do you notice?"

"**Eagles** eat small animals. They use their **talons** -claws- to catch their **prey** -an animal that is hunted by another animal for food. Other birds use their beaks to catch food. How is the shape of the **beak** helpful to the bird?"

Show illustrations.
Children respond.

Show image. Children respond.

Show images. Children respond.

Children respond.



finch





eagle





duck





blue jay



robin



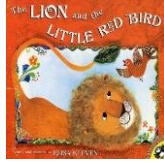
Let's Find Out About It: Distinctive Colors Of Plants

Standards:

ELA.RL.KID.PS.3

ELA.IT.I.PS.1-2

S.LS.PS.2, 6



Materials:

- *The Lion and the Little Red Bird*
- plant images resource
 - thawed frozen strawberry or raspberry
 - clear ziplock bag
 - paintbrush
 - paper

Vocabulary:

- mural
- mashing
- celery
- cucumber
- camouflage

Preparation: Gather materials.

Let's Find Out About It:

"In *The Lion And The Little Red Bird*, the lion painted a **mural** on the wall of his cave."

Show illustrations.

"The lion is painting using berry red juice. The book doesn't tell us what berry made the red juice. It might have been a strawberry or a raspberry."

Show images.

"I'm going to show you how to make red juice for painting by **mashing** this strawberry."

What do you notice?

Model mashing the strawberry in the ziplock bag. Use the brush to make strokes with the dye on paper

"What other colors did he use to paint the **mural**? What might he have used to make this color?"

Show images.

Children respond.

Things that grow in nature are often colorful. Flowers have many different colors and it helps us to recognize what flower it is.

Show images.

Fruits also have different colors. Sometimes the color is always the same, like **celery** or **cucumbers**. Sometimes the same food can come in different colors, like these apples.

Show images.

"How is being colorful helpful to a plant?"

Children respond.

"Colors can **camouflage** a plant, protecting it from animals and people. Here is an image of a plant. What do you notice?"


Children respond.

"How is being **camouflaged** helpful to a plant?"







<p>Unit 4</p>  <p>Week 4</p>	<p>Outdoor Learning Opportunities:</p> <p>March Winds – Colorful Animal Kites</p>	<p>Standards: SS,G.PS.4 S.ES.PS.1 CA.VA.PS.1,3,4</p>
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<p>Materials:</p> <ul style="list-style-type: none"> ● Lightweight paper ● 2 - 3/16" dowel rods (one 24" long, one 20" long) ● String ● Strong tape ● Crepe paper of several colors for tail ● Tempera paint and paint brushes ● <i>Gilberto and the Wind</i> (unit 3) 	<p>Vocabulary:</p> <ul style="list-style-type: none"> ● Kite ● Tail ● Wind
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When it is windy, have the children make animal kites. They can choose an animal that might benefit from the wind (birds, flying squirrels, bats, insects, etc.). Put together a frame using two dowel rods. Center the 20" dowel rod horizontally, 6" from the top of the 24" dowel rod placed vertically. Tie the two dowel rods together with a string to make a cross frame. Notch the end of each dowel rod and wrap the string through the notches around the outside of the frame of the kite, then tie off at the intersection where you started. Cut the light weight paper into a diamond shape extending two inches beyond the edges of the frame. Fold the edges of the paper over the string on the frame and secure it with tape. Have the children paint the kite the colors of the animal that they chose. They can make it as realistic or abstract as they like. After the kites are dry, attach a string to the top and bottom of the kite. Then the flying string to the point on the string where the dowels meet. The children can add a tail with the crepe paper at least 6' long (can be as much as 15' depending on the weight of the kite). This also provides a lot of color.

Take the children outside to see if they can catch the wind to get their animal kite to fly.

Extension: Children can research the animal they chose, to find out more details about them (their habitat, what they eat, types of behaviors, how they are affected by the wind, etc.) and colors they may want to add to the kite.

Guiding Questions:

- What do we need to fly a kite?
- Why does a kite need a tail?
- Which animals make good kites?

Unit 4 Week 4	Let's Find Out About It: Distinctive Colors of Plants Lower Level Technology Supplement	ISTE-S 3d	Standards ELA.RL.KID.PS.3 ELS.IT.I.PS.1-2 S.CS.PS.2,6
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[book covers that represents the book(s) the lesson touches upon]

Technology Concepts

Build knowledge by actively exploring real-world issues, developing ideas and pursuing answers

<p><i>Materials:</i></p> <ul style="list-style-type: none"> ● Tablet ● Google Expeditions 	<p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> ● Vocabulary from original lesson ● Examine ● Applications used for research
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Preparation:

Tablet with Google Expeditions open

Click on VR, Environment. Find Learn About Animal Camouflage and download.

Click on view

Procedure:

Children explore *Learn About Animal Camouflage* when prompting about colors attracting animals and camouflage

Unit 4 Week 4	Whole Group Math - Giant Geometric Shapes Higher Level Technology Supplement	ISTE-S 3, 4, 5	Standards:
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[book covers that represents the book(s) the lesson touches upon]

Technology Concepts

- Students develop ideas and theories about how to complete a challenge and then pursue answers and solutions by trying various programming strategies
- Students show perseverance as they work to complete coding each geometric shape
- A sequence of steps are identified as students analyze data to explore possible solutions

<p><i>Materials:</i></p> <ul style="list-style-type: none"> ● Masking Tape ● Smartphone or tablet ● Sphero Mini 	<p><i>Vocabulary:</i></p> Coding Programming Pathway Sequence of steps Debugging (finding and fixing problems) Decomposition (break complex tasks down to manageable parts)
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Preparation:

[Sphero Mini](#)

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

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

Sphero Mini fully charged

Tablet or Smartphone ready with Sphero.edu app open

Large geometric shapes created on floor with masking tape

Procedure:

Children (with heavy scaffolding by teacher at first) plan out pathways on paper for Sphero to follow on geometric designs

Children engage Sphero and talk through solutions if pattern not followed. Repeat until geometric tape pattern is followed.

Unit 4: *World of Color*

Week 5

Full Day Schedule

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

Discovery Table					
Puzzles & Manipulatives					
Technology					
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard Directions				
Whole Group Lessons	LFOAI:	Math: Making Sense of Data	LFOAI:	LFOAI:	Problem Story (class discusses issues impacting classroom community) or Social / Emotional Curriculum

Small Groups	Group1 Literacy Group 2 Math Low to Medium Support: Games Games Games Group 3 Independent	Group1 Literacy Group 2 Math Group 3 Independent
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Outdoor Learning	Refer to Nature Extensions for Individual Lesson plans	small groups:	small groups:
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<p>Unit 4</p>  <p>Week 5</p>	<p>Small Groups: Games Games Games*</p> <p>Low to Medium Support</p>	<p>Math SG1 AND SG 2</p>	<p>Standards:</p> <p>MELDS.M.CCC.PS.1 MELDS.CCC.PS.6 MELDS.M.OAT.PS.2 MELDS.M.OAT.PS.3 MELDS.M.OAT.PS.4</p>
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<p>Guiding Math Ideas:</p> <ul style="list-style-type: none"> ● Math Enthusiasm- Playing Math Games Indoors and Outdoors ● Rote and Rational counting- Growing understanding of cardinality <p>Math Concepts from Unit Learning Progressions:</p> <ul style="list-style-type: none"> ● Transition from rote to rational counting strategies- Keeping track of numbers counted ● Showing understanding that how many means the last number counted and represents the amount in the entire group. ● Beginning to compare groups using counting strategies ● Introducing number paths

<p>Materials:</p> <ul style="list-style-type: none"> ● grid games templates ● short and long path templates ● small manipulatives or counters (e.g., small erasers, etc.) ● dice (use 1 or 2) ● accompanying texts from Unit 4, such as <i>Millions of Snowflakes</i>, <i>Mouse Shapes</i>, <i>Crayola Sorting Book</i>, <i>Cat’s Colors</i>, <i>Dog’s Colorful Day</i>, <i>The Jacket I Wear in the Snow</i>, etc. 	<p>Math Vocabulary:</p> <ul style="list-style-type: none"> ● comparing groups: looking at 2 groups of things and deciding which has more and which has less.
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Preparation:

Use the grid games and short and long path templates. Create grid games with themes that match class’ interests or seasonal themes. An excellent free source for grid games and other math games : <https://www.prekinders.com/grid-games/> Copy as needed and laminate if possible for multiple use. Small erasers or art materials are not necessary, but are additions to help maintain interest. For example, ladybug erasers can be used with the Leaf Grid Game. Small white pom poms or cotton balls make perfect “snowballs” for the snowflake game. The long path template is just a sample. Create paths with varying the length and types of squares, and insert images for the “goal” of the game, such as The Car I Ride to School, with a child at one end, car counters, and a schoolhouse at the other end.

Procedure:

This week is all about playing math games using grids, short paths, and long paths. Small group time is Game Time as we wrap up one of this Unit's major math goals: Finding the math in games. Choose the type of game and the level of difficulty, or have different levels of games available on the math shelves and follow the children's lead.

Vary the games from day to day and pair with books to spark interest. For example, read Millions of Snowflakes during SWPLM, and then use the Snowflake Grid Games or the Snowman Short Path Game. Vary the difficulty by choosing dice- 1 Dice with 3 or 6 dots, or 2 dice that require children to count all of the dots on the 2 dice to figure out how to move their manipulatives across the game board.

Grid games are perfect tools for assessing 1:1 correspondence skills, cardinality, and subitizing. Each child has her/his own game board, with a common basket of manipulatives. Grid games are not direct competition games. Each child takes turns rolling a die or the dice, counting and placing a manipulative on each square. When the card is filled, the game is over. Grid game difficulty can also be adjusted by using the 10 square or 20 square boards.

Short path and long path games allow children to easily see *how many* squares they need to reach their goals. Short path games need 3 dot dice. Both Long and Short Path Games add the concept of counting on.

Encourage beginning operations with classic Math Questions:

How many dots are there?

How many all together (when counting the dots on 2 dice)

How many do you need to reach the XXX (end goal of game).

*Let's **compare** our groups. That means finding out which group has more and which has less.*

Can you get to the end of your path in one roll of the dice?

Let's count all the Ladybugs on your card. Do you have more or less than Susie?

Games also encourage modeling of accurate 1:1 correspondence and effective counting strategies.

Strategies to Provoke Math Thinking:

- Modeling: Children's 1:1 counting has many dimensions. Children may have the correct order for number names and they may be pointing a one object at a time, but they may not be synchronizing naming and pointing. As children count and place objects, observe whether or not their skills in counting and naming need additional support. Model a counting strategy, such as moving one object from left to right as you count, or counting along with a child.
- Variations in the ability to conserve number: Children who play these games will demonstrate their understanding of number conservation and stability of groups. Some children will not be

bothered by the fact that they count their objects and get a different number each time they count. They are not yet conserving number, realizing that the number of objects in a group does not change unless they add or subtract items. Other children will count and correct their mistakes, demonstrating their understanding of number conservation. Support children's growth with numerous opportunities to count and recount objects.

- Learning from "mistakes"- By reducing the competition side of games, children are more free to make mistakes in counting. Grid games are less competitive than Long Path Games, but if each child has a pathway, they can focus more on reaching their goal, rather than winning by getting to the end before another child.

Adaptations for Additional Challenge:

- Some children are ready to add the numbers of 2 dice as well as easily subitize the different number configurations. Provide a variety of ways for children to model the addition operation- through manipulation of materials, through writing, or through placing numerals and the + symbol as they begin to create simple equations.

Documentation:

Use anecdotal notes as well as Counting Sheets to document children's counting skills and plan for counting games and activities in Units 5 and 6. One of the major goals of preschool math is to work towards accurate 1:1 correspondence and the other steps in rational counting.

Provocation:

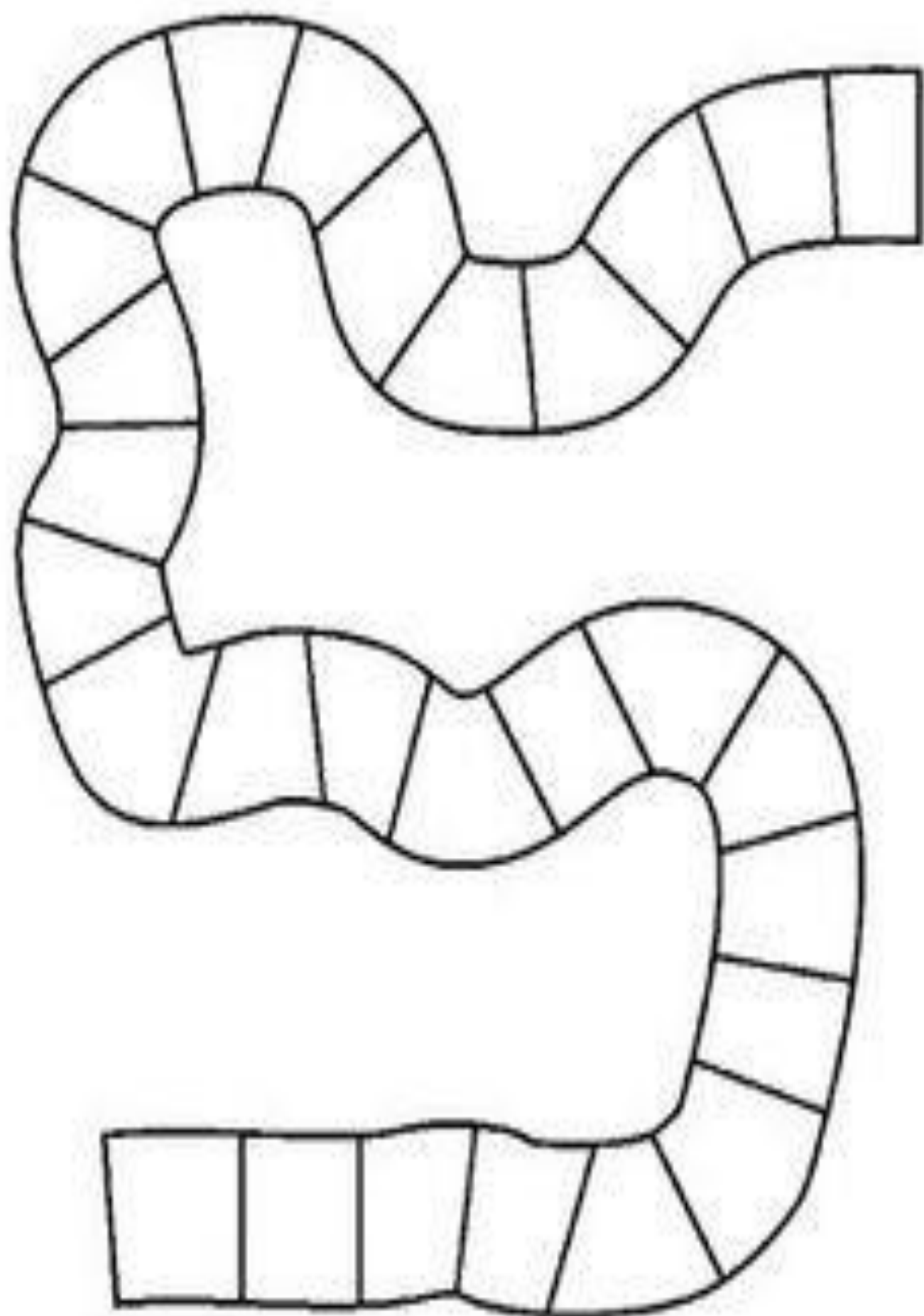
Outdoor counting games, including those games where children Count Down such as Hide and Seek reinforce children's knowledge of the number word list and the Stable order rule. Bring chants and rhymes outdoor as well, such as 10 little monkeys jumping in the sand yard. One jumped out and then there were 9, etc.

10 Grid Game

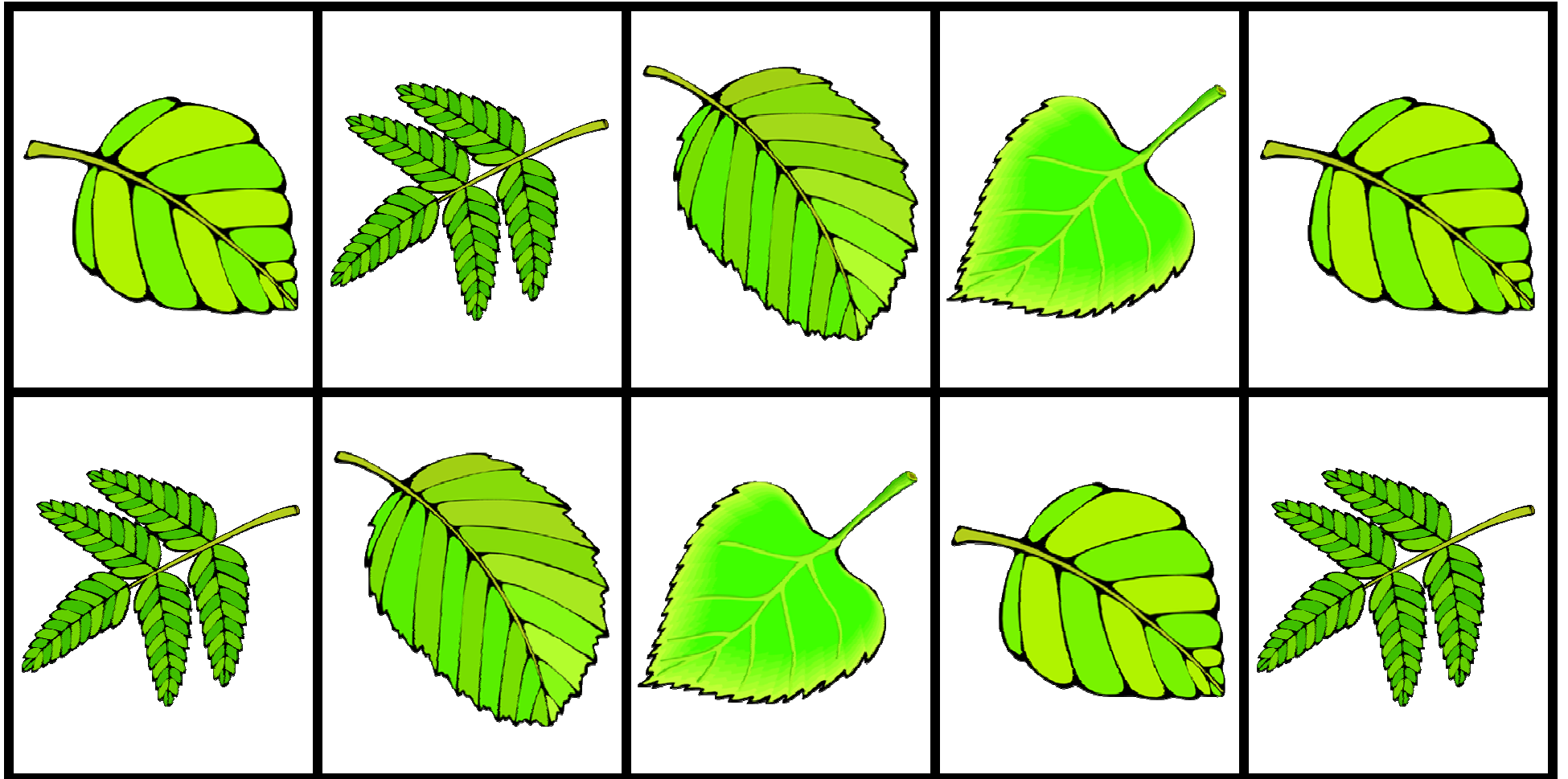
Grid Game

Insert Images to Match Books or Concepts.

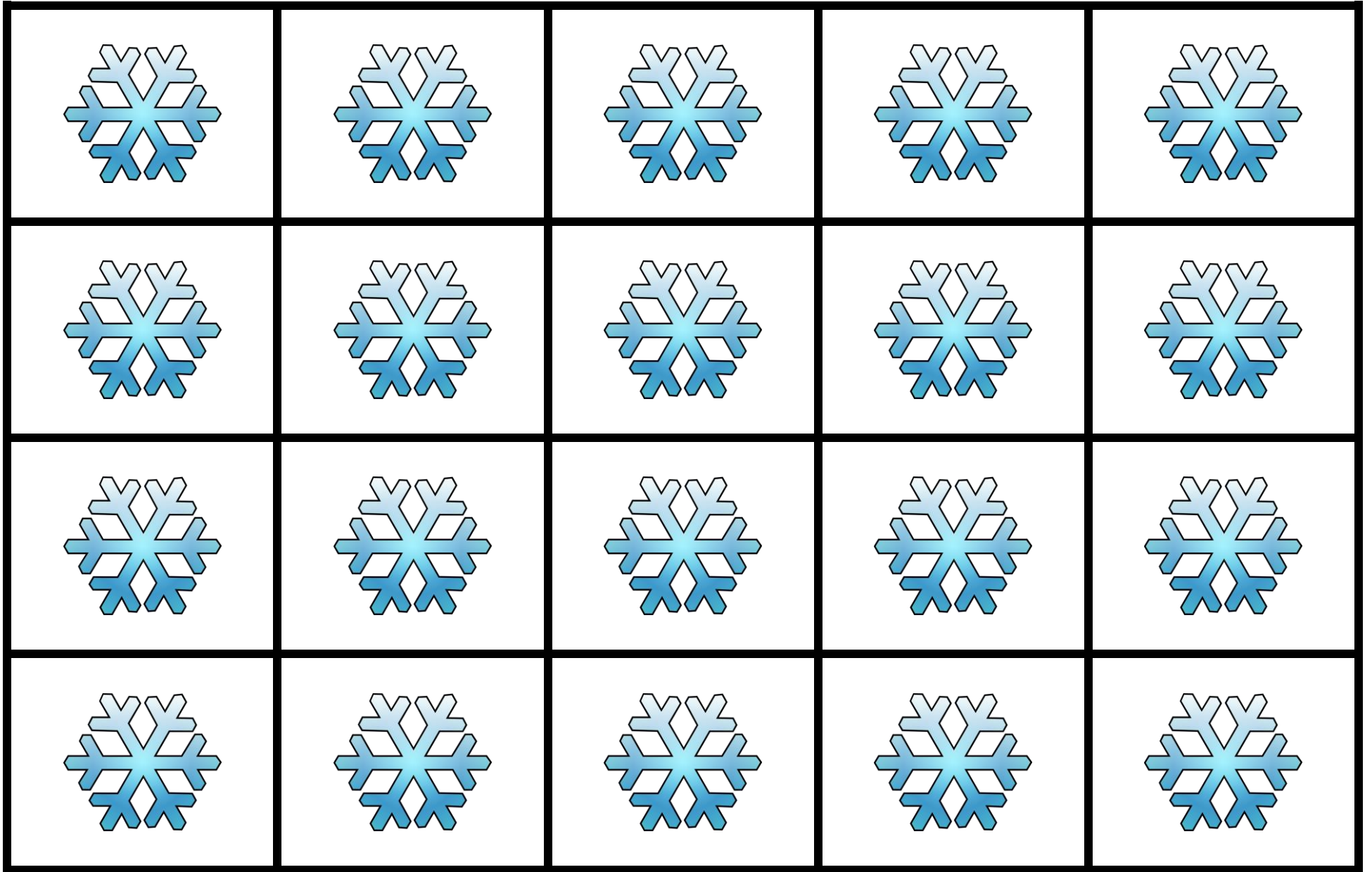
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Bug Grid Game



Snowflake Grid Game





Songs, Word Play, & Letters

Day 1:

Materials: poetry poster, clipboard, paper, marker.

I'M A LITTLE TEAPOT

Procedure:

- Ask children to stand up.
- Sing with children and do the motions.
- Add the second verse: *Now that I am empty, fill me up!* (use hand in gesture to remove lid of teapot, and bend head forward as if teapot is bin filled with water). *Wait ten minutes*, (look at wrist as if at a watch) *then pour another cup!* (Resume teapot pose and tip spout end.)

ALPHABET CLUE GAME

Procedure:

- Tell the children they 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.
- Begin with N. draw the first line and describe actions. For example, *The letter I'm thinking of has a long vertical line like this* (draw it). *Does anyone want to guess what letter it is?* Children may guess H, T, L, E, F, and so on (these all have a long vertical line at the start). Write any letter that children guess. Indicate whether or not the letter has a long vertical line. Then, explain that this is not the letter in your mind. If anyone guesses N, then tell them that this could be the letter, but you'll give more clues to show whether it is or not.
- Draw the second line and describe actions. Say, *The letter I'm thinking of has a diagonal line next, and it comes down like this*. Children might guess V. Draw a V and tell them that what you drew does look a lot like V but it is not that letter.
- Draw the final line and confirm that the letter is N.

PEAS PORRIDGE HOT

- Recite or read the poem.
- Recite the poem again slowly enough the second time to allow children to chime in.

Day 2:

Materials: "Five Green and Speckled Frogs" felt board and pieces including a white pool (frozen),

Book: *Over in the Meadow*

FIVE GREEN AND SPECKLED FROGS

Procedure:

- Tell children they are going to sing "Five Green and Speckled Frogs" today, but there is no cool blue pool. Instead there's an ice-covered pool (show the white piece that replaces the blue pool) Ask if they think that it is wintertime at the pool.
- Substitute "jumped on the slippery ice, fell down once or twice" for *jumped into the pool where it was nice and cool* for each of the verses. Hold up one finger when singing "once" and two when singing "twice."

OVER IN THE MEADOW

Procedure:

- Hold up the book and ask children if they remember its name. Read the title with the children, underlining the words.
- Read the book naturally.
- Comment about the baby animals and the important things that each kind of animal must learn to do.

DO THESE WORDS BEGIN WITH THE SAME SOUND? (and Over in the Meadow)

Procedure:

- Tell children they are going to say two words from the book and they are to tell you whether they start with the same sound.
- Present sand and shore, saying each one distinctly. Ask children if they begin with the same sound, or a different sound. Confirm that they start with different sounds, /s/ and /sh/. But that sand and sun start with the same sound, /s/.
- Present these word pairs in the same fashion: shady and shore; blue and buzz; mother and mossy; chirp and shine; buzz and cheery; snug and sand; and buzz and build.
- After children respond to each pair confirm that they do or do not sound the same at the beginning. Isolate the beginning sound in each word.

HEAD, SHOULDERS, KNEES, AND TOES

Procedure:

- Sing the song, touching the different body parts.
- Sing the song a second time, very slowly, and then a third time, very fast.

Day 3:

Materials: poetry poster, "The Green Grass" felt pieces, and flannel board

THE GREEN GRASS GROWS ALL AROUND

Procedure:

- Sing the song through once.

FIVE LITTLE OWLS IN AN OLD ELM TREE

Procedure:

- Tell the children this poem will be about five animals. *Say, It's not about five frogs or five ducks Can you guess? If they can't, say, These animals are birds, live in trees and stay awake at night.*
- Read the title and recite the poem. Blink and wink eyes, use rings made with forefingers and thumbs for the big round eyes, and use a ring made with arms raised over head to indicate the moon hanging in the sky.

WHAT ARE YOU WEARING

Procedure:

- Tell the children that next they are going to sing the song about something they are wearing.
- Sing to children, naming a clothing item and its color for each child.

PEAS PORRIDGE HOT

Procedure:

- Read the title while underlining the words with a finger.
- Recite the poem once fairly slowly, to allow children to chime in on parts.

Day 4

Materials: poetry poster, pocket chart and two lowercase alphabet sets.

HANDS

Procedure:

- Raise your hands up high while sitting and ask if the children can guess the next poem
- Recite the poem as usual and do the motions with the children.
- Then ask the children to do the poem independently.

THE WHEELS ON THE BUS

Procedure:

- Sing familiar verses.
- Add two new verses: “bees, buzz, buzz, buzz,” “cats, meow, meow,meow”.

ALPHABET MEMORY POCKET CHART GAME

Procedure:

- Tell children they have seen the chart before and have played a Memory Game with it but are going to play in a different way today.
- Show children a lowercase letter from the set and then show another lowercase letter to match it.
- Hand a lowercase alphabet card to each child and name the letter. Go around the circle giving each child a turn to choose a pocket. When you expose a card in a pocket, say its name. If the card matches the one the child holds, the child keeps it. If it does not match, replace it in the pocket and move on to the next child. Continue until all children have matched their letter to a card in a pocket.

IF YOU'RE HAPPY

Procedure:

- Tell the children that they are going to sing using the new verses they learned last week.
- Demonstrate twitching a nose, crooking a finger, nodding head, and blinking eyes before starting the song.

Day 5:

Materials: poetry poster, flannel board and pieces for “Down by the Bay”

DOWN BY THE BAY

Procedure:

- Show children felt pieces for new verses: “bear combing hair,” “whale with a striped tail,” “goat wearing a coat,” “cat wearing a hat” and provide the words to use with them in the song.
- Sing the song with the new verses.

IF YOU HAVE THE MATCHING LETTER, SAY IT’S NAME


Procedure:

- Select as many upper and lower case matching pairs as children in the group, using some different ones than those you used the day before.
- Tell children they are going to play the new alphabet game that they learned the day before. Remind them that each child has an upper case letter to hold, and that lowercase letters will be shown, one at a time, and name them. The child holding the uppercase match says its name, for example, *I have B*.
- Pass letters out to the children and play. If children say, I do or Me, but do not name the letter, say, *Yes, you have the big B that matches my little b*.

TEN LITTLE FINGERS

Procedure:

- Hold up hands and wiggle fingers to signal the poem.
- Lead the children in reciting the poem and doing the motions.

<p>Unit 4</p>  <p>Week 5</p>	<p>Large Group: Making Sense of Data</p>	<p>Math LG</p>	<p>Standards: MELDS.M.CCC.PS.5 MELDS.M.MD.PS.9</p>
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<p>Guiding Math Idea:</p> <ul style="list-style-type: none"> ● Representation- Making Math Visible through manipulatives, tools and symbols. ● Problem-Solving- Representation Tools <p>Math Concepts From Unit Learning Progressions:</p> <ul style="list-style-type: none"> ● Rational Counting: Growing understanding of cardinality ● Organizing data: Recording data graphically in charts and graphs. Describing patterns. <p>Adaptations for Using Large Group In Alternate Schedule Slots:</p> <ul style="list-style-type: none"> ● Move the Graph Analysis to SWPL or a Transition Time, and use the <i>Crayola Sorting Book</i> to organize the materials in the art center by color or texture, describe and graph.
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<p>Materials:</p> <ul style="list-style-type: none"> ● Color Data Chart from this week’s collection ● <i>The Crayola Sorting Book</i> OR <i>Sort it Out</i> from Unit 2 ● photo of graph from Week 1 ● sticky color dots ● marker ● 100’s charts 	<p>Math Vocabulary:</p> <ul style="list-style-type: none"> ● data: another word for information or facts. ● estimate: using math to make a guess ● analysis: making sense of our color information.
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Preparation:
This week, the Large Group Activity involves analyzing the Color Data Chart. You may have shortened the time period. 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.

Place Color Data Chart in Large Group Area along with dots and marker.

<p>“Everyday this week/month/unit, we have been collecting information about what colors we have on. We have a LOT of information on our graph.”</p>	
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“Who remembers what a graph is?”

“What do you see on our graph, just by looking at it?”

“Yes, we can **estimate**- that means use math to make a guess- before we count. We **estimate** that blue will be the most popular”.

“Were there any days that we forgot to collect our data?”

“Let’s find out which color was the most popular? Popular means that more people wore that color than any other. How could we find out?... Let’s find out by counting- What color should we start with?”

“It looks like ____ (blue) is our most popular color. Wow these are some big numbers! Many more than 10, many more than 20.”

“What color has the fewest dots?”

“When we look at a graph, we can use it to help us find out things- that is called **Analyzing**. Analyzing can help us solve problems, such as the problem of finding out what is the most popular color of clothes in our room!”

Children may recall the definition or example from the initial creation of the graph in Week 1. Show the photo of what it looked like before you started entering data.

Children make observations.

Children may be able to estimate what color is most popular by looking at the amounts.

Children suggest ways. Counting will be one of the ideas.

Begin to count the colors one by one. Note how you added colors as needed during the unit. Write the numbers.

Children may enjoy rote counting as high as they can. Use the number chart to guide counting as needed.

Children guess again and the activity continues as children and teacher explore different ways to analyze the data.

Strategies to Provoke Math Thinking:

- Analysis is a BIG math idea- and a step is often omitted, even when after collecting data. Children are natural problem solvers. Graphs are very exciting tools for them to use as they investigate different sorts of problems.

Provocation:

Build on children's new skills at using graphs by including people graphs, blank graph sheets in the math or are area and using graphs to record data in science. This will be done frequently in Unit 6.



Unit 4

Week 5

Outdoor Learning Opportunities:

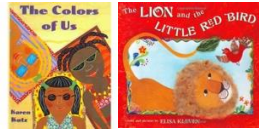
Signs of Spring – Color Palettes

Standards:

CA.VA.PS.1-4

ELS.LS.VAU.PS.2.a&b

S.LS.PS.5



Enduring Understanding(s):

Color is an identifying feature of many natural things.

There is an infinite variety of colors.

Colors can be mixed to make new colors.

Essential Question(s):

How do you make your thinking and learning visible to other people?

Materials:

- Tempera paints of several colors including black and white
- Baby food jars (or similar type of container for paints)
- Eye droppers
- Brushes or sticks to mix paints
- Sheets of paper to make a book

Vocabulary:

- Tint
- Shade
- Mixing paint
- Palette

Introduce the idea of “signs of spring” by taking a hike and looking for the changes in the natural world, such as new growth; grass, stems, buds bursting, wildflowers emerging, etc. Children can look for colors in nature. Take paints outside (or bring natural items inside). Children can try and match the paints to the items by mixing paint. They might add white or black to make a tint or shade of the color or add a different color to get the exact shade. Once the colors are matched to the natural object, the children can use them to paint a picture of the object. The new colors can be stored in baby food jars and the children can name each color (i.e. daffodil yellow, grass green, bark brown, etc.). These can be used throughout the year and new colors created as the seasons change.



Extension: The children can work together to make a palette book by placing a dot of each color created on sheets of a notebook. They can keep the colors together that are in the same family or can arrange by the natural objects (flowers together, tree parts together, etc.). Under each dot, add the name of the color.



Guiding Questions:

- What are the colors we can find in nature?
- Do these colors match the paints that we have?
- How can we change the colors to match the natural objects? What happens when you add white to a color? What happens when you add black to a color? What happens when you mix two different colors?