

DISTANCE LEARNING MIGRANT EDUCATION PROGRAM



KINDERGARTEN

2014 GUIDE FOR TEACHERS



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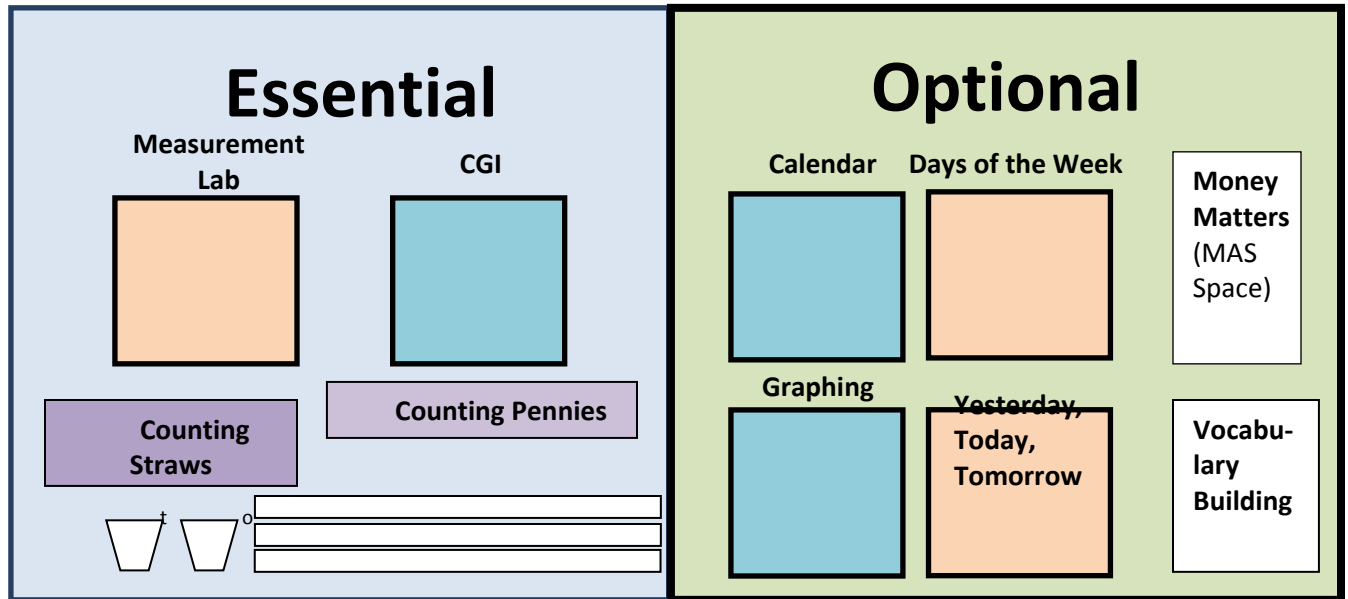
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Kinder Daily Routines Introduction

Kinder students will begin most days gathered around the Daily Routine area. Provide a comfortable area in the room, preferably with an area rug at which students gather around the wall display. The graphic above demonstrates a simple permanent display. You may, however, display the activities any way you wish. Just be sure that all of the activities are placed at a height that Kinder students can reach. Student leaders will ultimately direct the activities while the rest of the class models with their students sets or responds to the leader’s questions. Blackline masters are provided as noted in the materials list.

The Daily Routines explained in this section are the base activities for every lesson of every unit. Specific materials for activities that change such as the Measurement Lab, CGI, Money Matters, or the Graphing Activity will be noted in the curriculum for that particular lesson.

Language Objectives for Daily Routines

- Listen to, read, and speak the months of the year.
- Listen to, read, speak, and sing days of the week vocabulary from the Days of the Week song.
- Listen to, read, speak days of the week from “Yesterday, Today, Tomorrow” activity, and break them into syllables.
- Listen to, read, speak, and write measurement vocabulary: length, long, tall, longer, taller, short, shorter.
- Speak to partners, teacher, and class using vocabulary introduced in the Daily Routines.
- Listen to, read, speak, and write the labels of the graph using Interactive Writing.

Math Objectives for Daily Routines

- Find, complete, and create patterns.
- Listen to, read, and speak the months of the year, days of the week and dates on a calendar.
- Solve word problems using a variety of strategies and defend their strategies.
- Use counting patterns to determine the number of days in a week, in a month, in several



months.

- Use place value to group tens and ones.
- Understand the relationship among coins: pennies, nickels, dimes, quarters
- Measure to compare up to three items' length, weight, capacity, or area.
- Generate real, picture or bar graphs from experiences in the classroom.

Kinder --- Daily Routines Materials List per Activity

Essential

- **CGI**
 - BLM Poster for CGI
 - Unit CGI Problems (found in unit curriculum BLM section)
- **Counting the Days**
 - Straws
 - 2 clear plastic cups to hold the straws (represents ones and tens)
 - 31 straws or coffee stirrs, 3 rubber bands
 - Ziploc bag of individual student sets of coffee stirrs or straws and rubber bands
 - Pennies
 - An array 5 rows by 7 columns of clear plastic pockets to easily put in and remove pennies, one per pocket
 - 31 pennies, 6 nickels, 3 dimes, 1 quarter and storage envelope
 - Ziploc bag individual student sets of coins
- **Measurement** (only when needed for the math lesson)
 - BLM Measurement Poster
 - Materials notes in the various lessons
 - Situations as noted in the various lessons

Optional

- **Calendar**
 - Large poster-size calendar template to which you will add the month dates;
 - Date cards to fit the calendar – each month should exhibit a different pattern;
 - Month and Year title card to label the calendar
- **Days of the Week**
 - BLM of the days of the week
 - BLM of songs for teaching days of the week
- **Yesterday, Today, Tomorrow**
 - BLM of Yesterday, Today and Tomorrow strips
 - Means of temporarily attaching the days of the week cards to the board under the appropriate title (yesterday, today, tomorrow)
- **Money Matters**
 - On MAS Space
- **Graphing**
 - Generic picture and bar graph grids



- NOTE: There are directions for creating a Birthday Graph which you can keep on the wall in the room to keep track of and celebrate birthdays and special occasions.
- Unifix cubes or Linking cubes
- Materials as noted in the various lessons
- Situations as noted in the various lessons

ESSENTIAL – These activities are directly related to assessment items.

CGI Problems

One CGI problem per day.

There are 11 CGI problems written for each Unit. It will be the teacher's choice as to which problems to use on a daily basis. Numbers have been left out so that you can provide quantities that are reasonable for your students' abilities. Difficulty increases from Result Unknown to Start Unknown of each type; however, when students see the action in the problems and use manipulatives to physically act out the problem, all levels are attainable with even the youngest of children.

Using CGI with your students:

Read the word problem to the students. (For older students, have a copy for them to read.)

Ask students to solve the problem and to show their work on paper or to use manipulatives/counters.

As students are working, go around the room. Ask individual students to explain their strategy to you. This allows several more students than usual to have your attention and, what the researchers discovered, gives you more insight into how the students are thinking. Students who are struggling will also have a chance to overhear some strategies that might make sense to them.

When students are done, ask for a volunteer to demonstrate and explain their strategy to the class. Ask for one or two more volunteers who have a DIFFERENT strategy, as this helps students understand that there is more than one way to get to the correct answer. In addition, students become more comfortable with how to give an explanation, as well as helping their fellow students understand the math involved. When students share their solutions, encourage participation by calling on someone else to explain that student's strategy. It is also important to look for and point out connections between the strategies shared.

It does take a lot of time to cover one problem, but it gives students the time they need for *learning*, instead of just "covering" the concept.

Options:

There is a CGI graphic organizer that you can use.

If some students finish early, ask them to solve the problem again, but with a different set of numbers.

The curriculum provides three sets of numbers for each problem.

Write/scribe a student's explanation for the class to see.



Use this with your word wall. Hang a 12" x 18" piece of construction paper on the board. Ask the student to write their strategy on the paper instead of on the board. If the K-1 student uses counting as their strategy, this can be attached to their vocabulary word, "count," on the word wall. (If the student demonstrates with manipulatives, the teacher can draw the representation on the paper.)

When you and the students are comfortable with the process, you can start asking the students questions, based on situations you encounter with your group. For example: "Did you see any strategies for adding four groups of six that you would like to try the next time you have a problem like that?" ~or~ Draw a straight line of 23 circles, then draw four groups of six and ask the students, "Which has 24?" "Which is easier to check?" "Why?"

Problem Type

Join

- **Result Unknown:** These are the typical problems students are used to seeing in curriculum resources. Anna had 5 marbles. Marcos gave her 3 more. How many marbles did Anna have then?
- **Change Unknown:** These are the typical "missing addend" problems. Anna had 5 marbles. How many marbles did she need to have 8 marbles?
- **Start Unknown:** *These are the typical "work backward" problems. Anna had some marbles. Marcos gave her 3 more. Then she had 8 marbles. How many marbles did Anna have to begin with?*

Separate

- **Result Unknown:** Typical "take away" problems. Anna had 8 marbles. She gave 3 to Marcos. How many marbles did she have then?
- **Change Unknown:** Anna had 8 marbles. She gave some to Marcos. Then she had 3 marbles. How many marbles did she give to Juan?
- **Start Unknown:** *Typical "work backwards." Anna had some marbles. She gave 5 to Marcos. Then she had 3 marbles. How many marbles did Anna have in the beginning?*

Part-Part-Whole

- **Whole Unknown:** These are addition problems of items in a set. Anna had 5 green marbles and 3 blue marbles. How many marbles did she have?
- **Part Unknown:** These are subtraction problems of items in a set. Anna had 8 marbles. 5 of them were green. How many were NOT green?


Compare

- **Difference Unknown:** These are the typical comparison problems. Anna had 8 marbles. Marcos had 5 marbles. How many more marbles did Anna have?
- **Compare Quantity Unknown:** These comparison problems are a little more challenging in the verbiage. The action is actually counting on. Marcos had 5 marbles. Anna had 3 more marbles than Marcos. How many marbles did Anna have?
- **Referent Unknown:** *Again, challenging problems because of the verbiage, these problems are actually counting back. Anna had 8 marbles. She had 5 more marbles than Marcos. How many marbles did Marcos have?*



(Essential Daily Routine Activities Continued)

COUNTING STRAWS CHART and COUNTING COINS POCKET CHART

 Students listen to teacher and other students as they see the actual collecting of straws/coins. Students count and bundle their own sets of straws together as appropriate.

You are going to use straws on one chart and coins on another chart to keep track of the number of days there have been since the beginning of school.

Counting the Days with Straws

Every day you will add a straw or coffee stir to the “ones” cup of the Counting the Days with Straws. When you reach ten straws (or coffee stirs) you simply bundle the straws with a rubber band and put them over in the next cup to the left, the “tens” cup. *All students should have an individual set of straws/coffee stirs and rubber bands to count individually WITH the student helper each day.*

- *Ask the students to tell you how many straws (stirs) they have* (they will probably need to recount them).
- Then *ask them to tell you what the straws (stirs) represent* (the number of days you have been in school).
- *How many days have you been in school?* (same number as the number of straws)

Every day, count the straws from one to see how many days there have been since the beginning of school.

- When you bundle a ten, *ask the students to tell you what the bundle of ten straws represents* (10 days).
- *When you have more than ten, have the students tell you there are (number of) ten bundles plus (number of) single straws.* That is a total of (number) straws.
- *What does that number represent?* The number of days you have been in school.

Ultimately you want students to be able to count the tens (10, 20, etc.) and add on the ones (1, 2, 3, etc.).

When you come to the weekends, please count them the following week by adding those straws the first day you come back, explaining to the students that even though you and they were not in school, the campus was still prepared for the summer program, so it is important to count the weekend, too.

Counting the Days with Coins

Another way to keep track of the number of days is to count coins in the Counting the Days with Coins Pocket Chart. Using coins will help children remember not only the name, but their values and relationships. Every day you will add a penny to chart. Tell the students that a penny represent one cent in US money. When we add a penny, we add another cent to the chart; and we also add the counting of one more day to the chart. Students should each have a set of coins so that when you discuss the coins, they will be able to investigate them individually. Have the students look carefully at the penny. What can they tell you about the coin? Find as many interesting facts about the coin as they can, but be sure they notice the color which you can explain is copper, and the pictures on the front and back.

- *Ask the students to name the coin(s).*
- *How much money is each coin worth?*
- *How many of the coins are on the chart?*
- *How much are the coins worth?*
- *What else are you using the coins to represent?* (number of days you have been in school)
- *How many days have you been in school?*



(Essential Daily Routine Activities Continued)

When you arrive at the 5th day, drop the penny into the chart and ask the questions just as you have before; then tell students that you have another coin to show them. Show them the nickel. Ask anyone if they know what the coin is and how much it is worth.

Ask them to find the nickel in their collections and to tell you as many things as they can about the coin. Once you have gathered many attributes, have the students compare the nickel to the penny. Particular attributes would be color, size, and pictures on head and tail of coin.

Explain that the nickel is worth 5 cents. You can use this coin to represent the number of days you have been in school. Where could you put it? (Accept all answers.) Tell students you are going to place it right above the penny (your pocket chart should be big enough to stack the coins edge to edge in the pocket).

- *Ask the students how much money is represented in pennies.*
- *What else do the pennies represent?* (number of days in school)
- *How many days have we been in school?*
- *How do you know?* (There are that many pennies)
- *What other coin have we used to represent the number of days we have been in school?* (a nickel)
- *How many nickels do we have?*
- *How many pennies does one nickel represent?*

Continue in this way until you have been in school 10 days, and then introduce the dime in the same fashion.

Introduce the quarter in the same fashion when you have been in school for 25 days.

Be sure to go back every day and count the pennies from one. Begin to count by fives when you have enough nickels, and finally by tens with two or more dimes.

MEASUREMENT


Measurement and Estimate are life skills which are poorly addressed in our society. Although there will not be a measurement activity for every lesson, certainly there will be many throughout the summer program. These will all be drawn from the mathematics and literature connection. Each lesson will have a list of materials needed within the main curriculum; however, there will be an assortment of generic materials needed throughout the summer:

- **Color tiles (12 per student)**
- **Inch Worms (12 per student)**
- **Measure a Foot (1 per student)**
- **Primary Rulers (to the inch – 1 per student)**
- **Primary Bucket Balances (1 per 4 students)**
- **Customary Measurement Cups (1 per 2 students)**



OPTIONAL –These activities are not directly related to assessment items. However, in a full program, these would be considered part of your Daily Routine.

CALENDAR

 Each of the 12 months of the year should be on cards for the Word Wall. Many wonderful ideas for introducing Word Wall vocabulary can be found on the Teach Net website: <http://www.teachnet.com/lesson/langarts/wordwall062599.html>. Be sure that you label the wall calendar with the appropriate month.

For the first month, use a color or shape pattern for example, perhaps all the odd numbers would be red while the even number would be blue; or perhaps you would use a sun for the odd numbers and a crescent moon for the even numbers.

Each day after the first day, will simply put the correct date on the calendar. Ask children what they notice about the numbers on the calendar. Tell them that you are keeping track of the date of the month. Example: *Today is the first day of the month of June. It is June 1st. We're going to put this shape on the Thursday, June 1st to help us keep track of what day it is. What do you notice about this shape? (Accept any answer, but also help them to see that it has number 1 on it. Hopefully they can recognize the shape and / or color.)*

The next day you would do the same, but use the other shape for June 2nd. If you are beginning AFTER June 1st, begin by saying, *"I want to know what date today is. I know that this is the month of JUNE and that June began on Thursday. Thursday was June 1st. We're going to put this shape on the Thursday that was June 1st to help us keep track of what day it is. What do you notice about this shape?"* Catch up to the date you are starting. When you have four or five days on the calendar, ask students, *"What pattern do you see?"* [sun, moon] Ask them what they think will come next and why. Repeat the process for the rest of June. If your school continues beyond June, start a new pattern with the new month.

DAYS OF THE WEEK

You will find different songs in the blackline masters to teach the students to help them remember the days of the week. Select a different song each week to teach, but sing the older songs through at least once a day as well.

YESTERDAY, TODAY, TOMORROW

Using the BLM (blackline masters) for Yesterday, Today, Tomorrow, as well as the names of the days of the week, you simply ask questions, wait for the students to answer, then supply the correct day of the week card to represent the answer.

First, point to "today," and ask, "What day of the week is today?" When students answer, have one student find that day of the week word card. Affix that card to the board under the word "today." Point to words "today" and the "day of the week word cards" and everyone then says, "Today is (word)."

Next, point to "yesterday," and ask, "What day of the week was yesterday?" Repeat the process of having a student find the day of the week word card, affix the card to the board under yesterday. Point to words "today" and the "day of the week word cards" and everyone then says, "Yesterday was (word)."

Finally, point to "tomorrow," and ask, "What day of the week will it be tomorrow?" Repeat the process, ending with "Tomorrow will be (word)."



(Optional Daily Routine Activities Continued)

GRAPHING

You will have a graphing activity suggested every day based on the curriculum needs for the day, usually drawn from the language lesson. The TV Math Lesson often uses the results from the graph as a springboard, so please don't skip it.

The first graph you will want to generate, however, is a birthday graph. If your students are able to create their own class graph (first a real graph, then a bar graph made from those results), please do so. Otherwise, help students generate the graph by giving them a Sticker Note with their birthday/year and name on it, then making a horizontal bar graph. You may need to help them find the months. You are simply graphing the months of the year (not the days within the months).

Questions to Ask

- ***First allow students to tell you what they notice about the graph.*** They will probably see the months that have many birthdays, and the months that have fewer. Let them use their observations skills first.
- ***How many students have birthdays in the month of (month)?***
- ***How do you know?*** (the graph has that many sticker notes in the (month) column)
- ***Which month has the greatest number of birthdays? How do you know?***
- ***Which month has the fewest number of birthdays? How do you know?***
- ***How many more birthdays does (month) have than (month)?*** Show students how to compare the rows.)
- ***How many fewer birthdays does (month) have than (month)?***
- ***If you had a choice of the month to be born, which month would it be and why?***

MONEY MATTERS – now found on MAS Space

Money Matters is a new addition to the Daily Routines in response to the National plea and State's new student expectations regarding Financial Literacy. Each day will provide a brief lesson written specifically to the expectations appropriate to the grade band, as outlined in the 2014-2015 K-8 Math TEKS.

Kinder Expectations

(from Obj 9, Personal Financial Literacy)

- 9(A) identify ways to earn income;
- 9(B) differentiate between money received as income and money received as gifts;
- 9(C) list simple skills required for jobs such as bus driver, librarian, cashier, or cook;
- 9(D) distinguish between wants and needs and identify income as a source to meet one's wants.

The tasks for this activity are on MAS Space.



VOCABULARY BUILDING

Each day during Daily Routines, spend a few minutes working with the unit vocabulary words. Suggested activities below:

- Count the number of letters in a word
- Compare lengths of words
- Identify the number of syllables in a word
- Identify initial/final sound in words
- Brainstorm a list of words with the same initial sound as one of the vocabulary words
- Name letters in words
- Discuss blends (fl-, bl-, cr-, etc.), digraphs (sh-, ch-, th-) in words
- Word sort activities (initial sound, # of letters, # of syllables, final sound, etc.)
- Interactive Writing: use vocabulary words in sentences
- Rhyming activities: make a list of words that rhyme with vocabulary words (words can be real words or nonsense words)
- Play “I am thinking of a word...” Display vocabulary words and give clues to help students determine the mystery word. Possible clues: the word I am think of has # letters. The word I am thinking of begins with the /?/ sound. The word I am thinking of rhymes with _____?
- Movement activities when spelling the words:
 - Snap & Clap – snap the vowels and clap the consonants
 - Stomp – stomp out each letter with your foot
 - Skywriting – students write each letter in the air to spell the word
 - Jumping Jacks – Spell the word and do one jumping jack for each letter



CGI Investigators!



Measurement Lab



Days of the week cards

Monday

Tuesday

Wednesday

Thursday



Friday

Saturday

Sunday



yesterday

today

tomorrow



Days of the Week Songs

Days of the Week (to tune of The Addam's Family)

Days of the week (snap, snap)

Days of the week (snap, snap)

Days of the week, Days of the week, Days of the week (snap, snap)

It's Sunday and it's Monday, it's Tuesday and it's Wednesday

It's Thursday, and it's Friday, and then it's Saturday.

Days of the week (snap, snap)

Days of the week (snap, snap)

Days of the week, Days of the week, Days of the week (snap, snap)

Days of the Week (to the tune of "Oh My Darlin' Clementine")

There are seven days,

there are seven days,

there are seven days in a week;

there are seven days,

there are seven days,

there are seven days in a week;

Sunday Monday,

Tuesday Wednesday,

Thursday Friday,

Saturday;

Sunday Monday,

Tuesday Wednesday,

Thursday Friday,

Saturday.

Days of the Week (to the tune of "Twinkle, Twinkle Little Star")

Sunday Monday

Tuesday too

Wednesday, Thursday

Just for you.

Friday, Saturday

That's the end.

Lets sing the days again.

Sunday, Monday, Tuesday

Wednesday

Thursday, Friday,

Saturday!

Days of the Week

(to the tune "Frère

Jacques)

These are all the
da-ays of the we-ek,
Sing with me,
Sing with me.

Sunday, Monday,
Tuesday
Wednesday, Thursday,
Friday
Saturday
A day to play

Some Districts now have clearance to use You-Tube. If your area is one, try these engaging videos.

Tune is a modified "Day-o."

<http://www.youtube.com/watch?v=ERCx9ekgltw>

In Spanish, performed by children.

<http://www.youtube.com/watch?v=EE5f9mueEJs>

Here's a Rap – very catchy and easy to follow.

<http://www.youtube.com/watch?v=BATdBYIXF1Q>

Need a lesson on tune for the "Addam's Family?"

<http://www.youtube.com/watch?v=OPzIbbvoiMA&list=LP4vfLpo1QB94&index=1&feature=plcp>



BLM TM Unit 4, Classroom, Transition Lesson 1 Number Cards 0 - 20



(Create on cardstock –1 set for each student of the TWO pages of cards)

0	1	2	3
4	5	6	7
8	9	10	11



BLM TM Unit 4, Classroom, Transition Lesson 1 Number Cards 0 - 20 

(Create on cardstock –1 set for each student of the TWO pages of cards)

12	13	14	15
16	17	18	19
20			



Money



Matters

Kinder

Unit 1 Benny’s Pennies

Overview

This is a quick snapshot of the three math lessons for this unit. For detailed instructions, balance literacy objectives/extended activities, enrichment ideas refer to the complete lesson plans for each lesson. Notice that the Classroom Lesson has been divided into the Language portion and the Transition to Math portion.

Lesson Segment	Math Objectives	Language Objectives	Activity	Manipulatives	Supplies
Unit 1 Lesson 1 <i>Daily Routine</i> 30 – 45 minutes	Pre-Assessment Today	Pre-Assessment Today	Pre-Assessment Today	Gather the materials as listed on the Pre-Assessment Teacher Guide. Sets must be made ahead of time.	BLM Kinder Pre-Assessment
<i>Classroom Lesson 1</i> .5 to 1 hour (divided between Language and Transition to Math Lessons)	Identify US coins by name, including pennies, nickels, dimes and quarters. Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement.	Reading Objectives Make predictions about the story Language Objectives Understand and read aloud unit vocabulary words Think, pair, and share questions	Language Benny’s Pennies , by Pat Brisson Classroom Set	Language Literature Selection Benny’s Pennies by Pat Brisson CLASSROOM SET	Language • BLM Word Cards
	Math Language Objectives Describe a penny. Explain that when counting, the last number said tells the number of objects in the set regardless of their arrangement.	Math Building Background Describe a penny. Explain that when counting, the last number said tells the number of objects in the set regardless of their arrangement. Vocabulary Coins, penny, nickel, dime, quarter, equals =, is the same as, subtract -, add +	Math • Student Penny Set (20 pennies in Ziploc per student, 1 set for teacher). • Big Money Penny or Flannel Board Penny and flannel board. • Newsprint for each student • Broken brown or copper crayon with the wrapper off	Math • Sentence stem: “This coin is a _____.” • Class clothes line and 2 clothes pins per student (optional)* BLM TM Word Cards	

<p>TV Lesson 1 30 minutes</p>	<p>Identify US coins by name. Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.</p>	<p>Complete sentence stems using coin name (penny). Use the math vocabulary during the activity.</p>	<p>Building Background Work carefully with the vocabulary today</p> <p>Vocabulary Building Coins, penny, nickel, dime, quarter, equals, = is the same as, subtracts -, adds +</p> <p>Mathematics Model Benny's spending.</p>	<ul style="list-style-type: none"> • Student Penny Set with 20 pennies – 1 set per student. • Sentence Stem board (or SMART BOARD rendition). This coin is a _____. • 1 of each of the silver coins – nickel, dime, quarter. • Pennies, nickels, dimes, quarters – enough of each so that when each student has 1 coin, the denominations are equally distributed in the class; example: if you have 16 students, then you are distributing 4 pennies, 4 nickels, 4 dimes, 4 quarters. • Student Penny Set with 20 pennies – 1 set per student. • Big Money Coins (penny, nickel, dime, quarter) 1 in each corner of the room. 	
<p>Follow-up and Snack Fraction 1 .5 to 1 hour</p>	<p>Identify US coins by name. Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.</p>	<p>Complete sentence stems. Listen and speak with a partner during our math activity. Use the math vocabulary during the activity. Share-write math sentences.</p>	<p>Continue TV Lesson, circulating the room and asking questions provided in the lesson.</p>		<ul style="list-style-type: none"> • BLM Word Cards for coins – 1 class set • Sentence stem: “This coin is a _____.” • Flip Chart and marker for the shared writing activity. What did you learn today about money?

	<p>Share a snack in half. Explain why each portion is half.</p>	<p>Explain why each portion is half. Share-write what a half is.</p>	<p>SNACK FRACTIONS Building Background Teacher demo of halves.</p> <p>Vocabulary half fair share equal pieces</p> <p>Teacher demonstrates half through questions.</p> <p>Students first divide a picture and create a record sheet, then are given 2 pre-cut halves to share with a partner. Students must explain how they know they have halves.</p>		<p>TEACHER DEMO: 1 apple knife Paper towel Paper plate</p> <p>STUDENT ACTIVITY</p> <ul style="list-style-type: none"> • BLM Apple Snack Fractions • BLM Apple to Share • 1 apple previously cut in half and put into 1 Ziploc. You might want dip each half in orange juice to keep from turning brown. (per pair) • 2 paper dessert plates • 2 paper towels • 1 scissors per student • 1 ruler and marker per student • 1 glue stick per student • Chart paper with question: How do you know that each portion is half? Put a copy of the record sheet apple cut apart at the top of the chart with the question.
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Lesson Segment	Math Objectives	Language Objectives	Activity	Manipulatives	Supplies
<p>Unit 1 Lesson 2 Daily Routine 30 – 45 minutes</p>	<p>ESSENTIAL Count days in school with straws, and with pennies. Solve math word problems. Estimate and measure length in pennies.</p>	<p>ESSENTIAL Speak to partner, teacher, and class using vocabulary introduced in Daily Routines.</p> <p>OPTIONAL Listen to, read and speak the days of the week vocabulary from the Days of the Week songs. Listen to, read and speak the days of the week from Yesterday, Today, Tomorrow activity and break them into syllables. Listen to, read and speak the months of the year. Write graph titles and labels interactively.</p>	<p>ESSENTIAL Daily Routine Activities</p> <ul style="list-style-type: none"> • Straws • Pennies • CGI • Measurement <p>OPTIONAL for longer programs</p> <ul style="list-style-type: none"> • Calendar • Days of the Week Songs • Yesterday, Today, Tomorrow • Graphing • Vocabulary building <p>OPTIONAL Program Money Matters found in its own section on MAS Space.</p>	<p>ESSENTIAL Straws Pennies for chart Pennies for students to use as unit of measure Coin Kits for each student</p>	<p>ESSENTIAL</p> <ul style="list-style-type: none"> • Sets of 20 straws and bands per student • Pennies, Nickels, Dimes Quarters (31 pennies, 6 nickels, 3 dimes, 1 quarter) – 1 per student • Student Penny Set (20 pennies in Ziploc per student, 1 set for teacher) • BLM CGI – 1 sheet with all problems for the Unit. Read only the Join, Result Unknown today • BLM Measurement - How long is the bone? 1 per student/teacher <p>OPTIONAL</p> <ul style="list-style-type: none"> • BLM for Calendar board – find in the Daily Routine Overview section of your TE • BLM for Yesterday, Today, Tomorrow - find in the Daily Routine Overview section of your TE • BLM of Days of the Week songs - find in the Daily Routine Overview section of your TE

<p>Classroom Lesson 2 1 to 1.5 hour</p>	<p>Identify US coins by name, including pennies, nickels, dimes and quarters. Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement.</p>	<p>Reading Objectives: Recognize a pattern in a story and describe it. Develop reading fluency with a Shared Reading text. Language Objectives: Identify initial sounds in vocabulary words and sort words by those sounds. Find unit vocabulary words in a Shared Reading text.</p>	<p>Language Benny's Pennies, by Pat Brisson Classroom Set</p>	<p>Language</p> <ul style="list-style-type: none"> Text from p. 5 written on a chart for shared reading 	<p>Language</p> <ul style="list-style-type: none"> BLM Word Cards and Initial Sound letters (b, p, s) BLM Picture Cards (rose, cookie, hat, bone, fish)
<p>TV Lesson 2 30 minutes</p>	<p>Identify US coins by name. Solve word problems using objects and drawings to find sums up to 10 and differences within 10. Explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models and number sentences.</p>	<p>Complete sentence stems using coin name (penny, quarter). Use the math vocabulary during the activity. Explain the strategies used to solve problems involving adding and subtracting.</p>	<p>Building Background Identify coins</p> <p>Vocabulary Building Coins, penny, nickel, dime, quarter, equals = is the same as, subtract -</p> <p>Mathematics Listen to, model and solve Benny subtraction problems.</p>	<p>Student Penny Set with 20 pennies – 1 set per student</p>	<p>Math</p> <ul style="list-style-type: none"> Flip chart and markers for brainstorming Newsprint for each student and a broken dark crayon with the wrapper taken off., metallic if possible or brown Sentence strip: “This coin is a _____.” Class clothes line for the class and 2 clothes pins per student (optional)* BLM TM Word Cards (Lesson 1) <p>BLM What did Benny buy? – 1 for TV Teacher, 1 for Classroom Teacher</p> <ul style="list-style-type: none"> BLM Benny’s Pennies Story Board (TV and Classroom Teachers only) BLM Number and Symbol Cards - cut out 0 through 10 and the subtraction and equal signs – 1 set per TV and Classroom Teacher

<p>Follow-up and Snack Fraction 2 .5 to 1 hour</p>	<p>Identify US coins by name. Solve word problems using objects and drawings to find sums up to 10 and differences within 10. Explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models and number sentences</p>	<p>Complete sentence stems using coin name (penny, quarter). Use the math vocabulary during the activity. Explain the strategies used to solve problems involving adding and <u>subtracting</u>. Share-write math sentences.</p>	<p>Give students a motion break by playing Money Motion. Continue TV Lesson, circulating the room and asking questions provided in the lesson.</p>	<p>Student Penny Set with 20 pennies – 1 set per student Big Money Coins (penny, nickel, dime, quarter) 1 in each corner of the room</p>	<p>BLM Benny’s Pennies Story Board from TV Lesson – 1 per student BLM Number and Symbol Cards from TV lesson – 1 set of cards per student, cut out and put in a snack sized Ziploc (there are 4 sets on the page) BLM Word Cards for coins – 1 class set in the coin corners from previous lesson BLM Benny’s Pennies Word Stories. Sentence stem: “This coin is a _____.” Flip Chart and marker for the shared writing activity. Look at this number sentence. $5 - 1 = 4$. What does the equals sign mean?</p>	<p>*Number and Symbol card Sets to take home – 1 set per student *10-penny kit to take home – 1 kit per student SNACK FRACTIONS STUDENT ACTIVITY/pair BLM Ice Cream Sandwich Snack Fractions BLM Ice Cream Sandwich to Share 1 ice cream sandwich per pair 1 plastic knife 2 paper dessert plates 2 paper towels 1 scissors per student 1 ruler and marker per student 1 glue stick per student</p>
	<p>Share a snack in half. Explain why each portion is half.</p>	<p>Explain why each portion is half. Share-write what is a half.</p>	<p>SNACK FRACTIONS Building Background Teacher demo of halves. Vocabulary half fair share equal pieces</p>	<p>SNACK FRACTIONS TEACHER DEMO 1 ice cream sandwich Plastic knife Paper towel Paper plate</p>		

Lesson Segment	Math Objectives	Language Objectives	Activity	Manipulatives	Supplies
<p>Unit 1 Lesson 3 Daily Routine 30 – 45 minutes</p>	<p>ESSENTIAL</p> <ul style="list-style-type: none"> Count days in school with straws, and with pennies. Solve math word problems. Estimate and measure length in quarters. <p>OPTIONAL</p> <ul style="list-style-type: none"> Count days in school with straws, and with pennies. Solve math word problems. Estimate and measure length in quarters. 	<p>ESSENTIAL</p> <p>Listen to, read and speak measurement vocabulary: length, width, unit of measure.</p> <p>Speak to partner, teacher, and class using vocabulary introduced in Daily Routines.</p> <p>Reason, model and solve oral word problems.</p> <p>OPTIONAL</p> <p>Listen to, read and speak the days of the week vocabulary from the Days of the Week songs.</p> <p>Listen to, read and speak the days of the week from Yesterday, Today, Tomorrow activity and break them into syllables.</p> <p>Listen to, read and speak the months of the year.</p> <p>Write graph titles and labels interactively.</p>	<p>ESSENTIAL Daily Routine Activities</p> <ul style="list-style-type: none"> Straws Pennies CGI Measurement <p>OPTIONAL for longer programs</p> <ul style="list-style-type: none"> Calendar Days of the Week Songs Yesterday, Today, Tomorrow Graphing Vocabulary building <p>OPTIONAL Program Money Matters found in its own section on MAS Space.</p>	<p>ESSENTIAL</p> <ul style="list-style-type: none"> Sets of 20 straws and bands per student Pennies, Nickels, Dimes Quarters (31 pennies, 6 nickels, 3 dimes, 1 quarter) – 1 per student Student Penny Set (20 pennies in Ziploc per student, 1 set for teacher) <p>OPTIONAL</p> <p>Large wall calendar</p> <p>Floor or large wall graph</p> <p>Baby food jar with 20 pennies in it</p>	<p>ESSENTIAL</p> <ul style="list-style-type: none"> BLM CGI (Lesson 1)– Read only the Join, Result Unknown today BLM Measurement - How long is the bone? 1 per student/teacher <p>OPTIONAL</p> <ul style="list-style-type: none"> BLM Days of the Week Cards BLM Numeral Cards through the number of days you have been in school. (set for all students) BLM Paper Pennies (graphing) Graph: How many pennies are in the jar? <p>Sentence strips Tape Post-It-Notes</p>















<p>Classroom Lesson 3 1 to 1.5 hour</p>	<p>Identify US coins by name, including pennies, nickels, dimes and quarters. Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement.</p>	<p>Reading Objective Develop reading fluency with a shared reading text. Sequence events from a story in order from first to last. Language Objectives: Identify beginning sounds and letters. Use unit vocabulary words to read and write a text.</p> <p>Math Language Objectives Describe a penny. Explain that when counting, the last number said tells the number of objects in the set regardless of their arrangement</p>	<p>Language Benny's Pennies, by Pat Brisson Classroom Set</p>	<p>Language • Shared Reading text from Lesson 2</p>	<p>Language • BLM Word Cards and Initial Letter Cards from Lesson 2 • BLM picture cards (rose, cookie, hat, bone, fish) from Lesson 2</p>
<p>TV Lesson 3 30 minutes</p>	<p>Solve word problems using objects and drawings to find differences within 10. Explain the strategies used to solve problems involving subtracting within 10 using spoken words, concrete and pictorial models and number sentences.</p>	<p>Complete story problem stems. Use the math vocabulary during the activity. Explain the strategies used to solve problems involving subtracting.</p>	<p>Building Background Solve several word problems</p> <p>Vocabulary Building Coins, penny, nickel, dime, quarter, equals = is the same as, subtract – adds +</p> <p>Mathematics Solve money word problems through modeling and generating number sentences. Learn to play the Family</p>	<p>• Student Penny Set with 20 pennies – 1 set per student • 1 dice – TV teacher only • Story Problem Stem Benny had _____ pennies. He spent _____ pennies on a _____. How much did Benny have then?</p>	<p>Math • Flip chart and markers for brainstorming • Newsprint for each student and a broken dark crayon with the wrapper taken off, metallic if possible or brown • Sentence strip: “This coin is a _____.” • Class clothes line for the class and 2 clothes pins per student (optional)* • BLM TM Word Cards (Lesson 1)</p> <p>• BLM What did Benny buy? – 1 set per teacher, 1 set per student • BLM Benny’s Pennies Story Board - 1 set per teacher, 1 set per student • BLM Number and Symbol Cards - 1 set per teacher, 1 set per student • BLM Family Fun Game Board • BLM Family Fun Game Cards printed in pink for Kinder • BLM Family Fun Movement Cards printed in white • BLM Family Fun Answer Sheet printed in color</p>












<p>Follow-up and Snack Fraction 3 .5 to 1 hour</p>	<p>Identify US coins by name. Solve word problems using objects and drawings to find differences within 10. Explain the strategies used to solve problems involving subtracting within 10 using spoken words, concrete and pictorial models and number sentences</p>	<p>Complete Story Problem stem. Use the math vocabulary during the activity. Explain the strategies used to solve problems involving subtracting. Share-write math sentences.</p>	<p>Fun Game</p>	<p>Continue TV Lesson, circulating the room and asking questions provided in the lesson.</p> <p>Money Motion Option –Money Motion corners set up as previously, and coins for each student. Student Penny Set with 20 pennies – 1 set per student Student Penny Set with 20 pennies – 1 set per student 1 dice per pair of students Flip Chart and marker for the shared writing activity. Look at this number sentence. $10 - 9 = 1$ If this is a number sentence for one of Benny’s stories, what does each number and symbol mean?</p> <ul style="list-style-type: none"> *Number and Symbol card Sets to take home – 1 set per student *10-penny kit to take home – 1 kit per student 	<ul style="list-style-type: none"> • BLM Answer Key • BLM Special instructions for Kinder
<ul style="list-style-type: none"> • BLM What did Benny buy? – 1 set per teacher, 1 set per student • BLM Benny’s Pennies Story Board - 1 set per teacher, 1 set per student • BLM Number and Symbol Cards - 1 set per teacher, 1 set per student <p>Family Fun Game – 1 set per partners for the room; 1 set per student to take home. Game is TV Demo</p> <ul style="list-style-type: none"> • Play Coin Sets including 20 pennies • Game playing pieces • Paper plates for story boards • BLM Generic Family Fun Game Board • BLM Movement Cards (white) • BLM Problem cards (pink for Kinder) • BLM Special instructions for Kindergarten 					

	<p>SNACK FRACTIONS Share a snack in half. Explain why each portion is half.</p>	<p>SNACK FRACTIONS Explain why each portion is half. Share-write what a half is.</p>	<p>SNACK FRACTIONS Building Background Teacher demo of halves Vocabulary half fair share equal pieces</p>	<p>SNACK FRACTIONS</p> <ul style="list-style-type: none"> • BLM String Cheese Snack Fractions • BLM String Cheese to Share • 1 string cheese per pair. • 1 plastic knife • 2 paper dessert plates • 2 paper towels • 1 scissors per student • 1 ruler and marker per student • 1 glue stick per student • Chart paper with question: <i>How do you know that each portion is half?</i> Put a copy of the record sheet string cheese cut apart at the top of the chart with the question. 	<p>SNACK FRACTIONS TEACHER DEMO: 1 cheese stick Plastic knife Paper towel Paper plate</p> <p>STUDENT ACTIVITY / pair (see left column)</p>
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Unit 1	Lesson 1	Lesson 2	Lesson 3
<p>Kinder Assessment Items</p> <ul style="list-style-type: none"> • Lesson 1: 7, 9 • Lesson 2: 4, 5, 7, 9 • Lesson 3: 4, 5, 7, 9 <p>Daily Routines ESSENTIAL</p> <ul style="list-style-type: none"> • Straws (<i>Items 1, 2, 3</i>) • Pennies (<i>Item 7</i>) • CGI (<i>Items 5, 6</i>) • Measurement (<i>Item 7</i>) <p>Snack Fractions: (<i>Item 9</i>)</p>	<p>TV and Follow-up</p> <ul style="list-style-type: none"> • Identify US coins by name. • Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order. <p>Snack Fractions</p> <ul style="list-style-type: none"> • Share a snack in half. • Explain why each portion is half. 	<p>TV and Follow-up</p> <ul style="list-style-type: none"> • Identify US coins by name. • Solve word problems using objects and drawings to find sums up to 10 and differences within 10. • Explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models and number sentences. <p>Snack Fractions</p> <ul style="list-style-type: none"> • Share a snack in half. • Explain why each portion is half. 	<p>TV and Follow-up</p> <ul style="list-style-type: none"> • Identify US coins by name. • Solve word problems using objects and drawings to find sums up to 10 and differences within 10. • Explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models and number sentences. <p>Snack Fractions</p> <ul style="list-style-type: none"> • Share a snack in half. • Explain why each portion is half.

Sheltered Instruction Strategies

<p>Daily Routines</p> <p> Objectives –</p> <p> Vocabulary –</p> <p> Student Interaction</p> <p> Questioning</p> <p> Graphic Organizers</p>	<ul style="list-style-type: none"> • Every activity has a specific objective as outlined in the Daily Routines Explanation of the Teacher’s Guide. • Use and expect your students to use the vocabulary from your word wall as they work through the activities in this section. • Students are to interact through working in pairs, small groups and whole class during these activities. • Generic questions are found in the Daily Routines Explanation and in the graphing section of the curriculum. Questions are often provided in the Measurement Lab teacher overview in the curriculum. • Graphic organizers are provided for many of the Daily Routines, in particular Measurement Lab, STAAR Performance, Fraction Action.
<p>Classroom Language Lesson</p> <p> Objectives</p> <p> Vocabulary</p> <p> Student Interaction</p> <p> Questioning</p> <p> Graphic Organizers</p>	<ul style="list-style-type: none"> • Begin and end each lesson by reading and explaining the lessons’ objective(s). • New vocabulary will be introduced and explicitly taught in each unit. Students will also be given authentic opportunities to practice new words. • Lessons have been designed to provide students with the opportunity to interact one-on-one with a peer, in small groups, as well as, in a whole group setting. • Questions are imbedded in each lesson. Higher order questioning will engage students and ultimately provide a deeper level of understanding. Encourage students to explain their thinking. • Graphic organizers have been included to aid students in the organization and conceptualization of new information.
<p>Transition to Math</p> <p> Objectives</p> <p> Vocabulary</p> <p> Student Interaction</p> <p> Questioning</p>	<ul style="list-style-type: none"> • Read through the objectives before you begin the lesson, explaining what the skills are to be learned. At the end of the lesson, reinforce the students’ learning by reading through the objectives again, having the students tell you what activities helped them to learn each skill. • Vocabulary is critical to the students’ learning. Use and expect your students to use the vocabulary from this lesson and previous lessons as pertinent to the activity. • Pairs, small groups, whole class student interaction is built into the lesson so that students can discuss and learn through hands-on interaction. The point of all math lessons is for students to truly understand the mathematics behind the arithmetic, to use problem solving skills and to see and use patterns and relationships. • Questioning is written into the script so that the teacher has easy access to beginning questions. The students’ answers will most

 Graphic Organizers	<ul style="list-style-type: none"> • Graphing Organizers are peppered throughout the curriculum in the form of graphs, charts, tables, cloze, record sheets. Check the blackline masters to use these important tools.
<p>TV Lesson</p>  Objectives  Vocabulary  Student Interaction  Questioning  Graphic Organizers	<ul style="list-style-type: none"> • The TV Teacher will read through the objectives before beginning the lesson, explaining what the skills are to be learned. At the end of the lesson, she will reinforce the students’ learning by reading through the objectives again. It will be important for you to have the students tell you what activities helped them to learn each skill. • Vocabulary is critical to the students’ learning. The TV Teacher will use the appropriate vocabulary during the TV Lesson. It is expected that your students will use the vocabulary from this lesson and previous lessons as they work with the TV Teacher. • As the TV Teacher works through the lesson, she will provide quick as well as more sustained pauses for student interaction. It is important that the students use this time to quickly respond to her questions and to learn through hands-on interaction. The point of all math lessons is for students to truly understand the mathematics behind the arithmetic, to use problem solving skills and to see and use patterns and relationships. • Questioning is written into the TV script. The Classroom Teacher will be the key factor in facilitating the answers from the students. It is important that the students are fully engaged in the lesson in all manner, including answering the questions • Graphing Organizers are peppered throughout the curriculum in the form of graphs, charts, tables, cloze, record sheets. Check the blackline masters to use these important tools.
<p>Follow-up Lesson</p>  Objectives  Vocabulary  Student Interaction  Questioning  Graphic Organizers	<ul style="list-style-type: none"> • Objectives for the Follow-up lesson are usually expanded from the TV Lesson. Reading them before the lesson and again after the lesson while students explain through what activity they experienced the objective is important. • Vocabulary is practiced and applied during this lesson. Use and expect to hear your students use appropriate and mathematically correct terms. • Students Interact through pairs, small group, and whole class experiences. • Questions are provided in the script as well as in a section titled “Questions” to help the Classroom Teacher clarify, to probe for deeper understanding, and to enrich their learning experiences. • Most lessons provide graphic organizers such as record sheet, game score sheets, tables to help students see patterns and relationships.

Snack Fractions



Objectives



Vocabulary



Student Interaction



Questioning



Graphic Organizers

- As with all of the portions of this curriculum, **objectives** are stated clearly at the beginning of the lesson and reviewed by you and your students at the end of the lesson. Snack Fractions will work on the same objectives through one unit.
- **Vocabulary** is very specific in working with fractions. Use and expect your students to use the fraction vocabulary and the dialog as scripted to help them put mathematical language to what they are experiencing with their snacks and graphic organizers.
- **Students interact** in partners during this activity. As you circulate the room, listen for their interaction – the fundamental understandings they have about fraction, and their use of fraction language.
- **Questions** are provided as springboards to lead you into deeper discussions, to help clarify student understanding, to assist students in probing deeper into fractional relationships, and to extend their experiences.
- Every snack fraction offers a **graphic organizer** in the form of record sheets accompanied by cut and paste models as appropriate to the lesson.

Project SMART/Math MATTERS 2014

Grade Level: Kinder

Unit 1 / Lessons 1 – 2 - 3

Daily Routine Math Objectives:

Read and use a calendar.
Count objects, group in ones and tens.
Recognize and recite the days of the week.
Recognize and recite the months of the year.
Compare item lengths using money as the unit of measure.
Model and solve oral word problems.
Create graphs from everyday experiences.
Recognize and name coins (penny, nickel, dime, quarter)

Daily Routine Language Objectives:

Listen to, read and speak the days of the week vocabulary from the Days of the Week songs.
Listen to, read and speak the days of the week from “Yesterday, Today, Tomorrow activity, and break them into syllables.
Listen to, read and speak the months of the year.
Listen to, read and speak measurement vocabulary: length, long, tall, longer, taller, short, shorter.
Speak to partner, teacher, and class using vocabulary introduced in Daily Routines.
Write graph titles and labels interactively.
Reason, model and solve oral word problems.

Unit Math Objectives (Integrated Lesson):

Identify U.S. coins by name, including pennies, nickels, dimes and quarters.
Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.
Generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20.
Model the action of joining to represent addition and the action of separating to represent subtraction.

Unit Language Objectives:

Think, pair, and share questions throughout the unit.
Learn and use new vocabulary.
Listen to the story for enjoyment and to develop an understanding of the vocabulary.
Listen to, speak, read and write unit vocabulary in a variety of group and individual settings.
Identify initial sounds.

Technology Objectives:

Use research skills and electronic communication, with appropriate supervision, to create new knowledge.
Technology suggested in this unit: iPad, SMART Board or other “smart” projection device, internet

Key Vocabulary, MATH: penny, nickel, dime, quarter, dollar, cents, equals, same as, coins

Key Vocabulary, LANGUAGE: strolled, buy, sell

Resources/Literacy Links

Benny’s Pennies by Pat Brisson

Related links: <http://www.youtube.com/watch?v=wYm72mXlhWY> YouTube presentation of the book

Lesson Sequence

- Daily Routine: 30 to 45 minutes
- Classroom Lesson: .5 to 1 hour
- TV Lesson: 30 minutes
- Classroom follow-up including Snack Fractions: .5 to 1 hour

MATH WALK

Penny Hunt

Technology Connections

- Math Practice
http://www.sheppardsoftware.com/mathgames/earlymath/Fruit_Shoot_coins.htm
Recognizing coins and values, easy to hard
<http://www.usmint.gov/kids/teachers/coincurricula/10centcoin.cfm> (for enrichment - US Mint activities for coin curricula)
- Science Connection
http://www.ehow.com/info_7916817_shiny-penny-science-projects.html Make a penny shiny project and Making a Green Penny Project
- Social Studies Connection
Several activities that further Financial and Economic concepts for Kinders
http://financeintheclassroom.org/passport/kindergarten/social_studies.shtml
- Health/Physical Ed Connection
http://web.wnlsd.ca/student_health/DPA/Kindergarten%20Non-Equipment%20Activities.pdf
Show-n- Share – Movement Activity
- Art Connection
Folding and origami hat (newspaper) <http://www.origami-instructions.com/origami-hat.html>
Online Cents of a Color activity <http://www.usmint.gov/kids/games/centsOfColor/>
Make greeting cards by buying pictures and words with virtual coins
<http://www.usmint.gov/kids/games/plinkysCreateACard/>
Make coin rubbings on white freezer paper using colorful crayons to create wrapping paper (see sample: <http://www.education.com/activity/kindergarten/money/>)

Unit 1 OPTIONAL All-School Project

Because all grade bands will be reading, learning and researching within the same unit theme, we are offering OPTIONAL projects in which all ages can participate.

Unit Theme: Money

Unit 1: Money Project

Defined:

Students work as a full campus to decide upon a money making project to donate to a local need. Each grade band works within their own abilities to generate the money-making. This should not be a “candy” or “wrapping paper” sale. Products should be produced by the students rather than selling a vendor’s materials.

Materials: (depends upon the money raising project you select)

Objectives: (*add your own objectives to the project*)

- Students gain empathy for a local need.
- Students learn about money, its uses, income and expenses.

Procedures:

1. Decide as a campus on a local need to which to donate.
2. Decide as a campus how to raise money during the summer session for the need.
3. Work toward the goal.
4. Once you’ve ended the collecting, tally the results and celebrate.
5. Advertise your results.

Online Resources:

- <http://www.better-fundraising-ideas.com/recycling-for-charity.html> - many recycling ideas. This could be an on-going collection, with the kick off during this unit.
- <http://www.better-fundraising-ideas.com/school-calendars-fundraising.html> - have students create their own calendars, and make copies at the school.
- <http://www.better-fundraising-ideas.com/funny-fundraising-ideas.html> - so this one is a bit quirky, but could be interesting if you have the field room.

Materials

(BLM denotes Blackline Masters found in curriculum)

- BLM Kinder Pre-Assessment and all materials needed for the Assessment

If you have time for any Daily Routines today, you may need:

- Big Money Coins (penny, nickel, dime, quarter) or flannel board oversized coins
- Pennies, Nickels, Dimes Quarters (sets for all students)
- BLM Days of the Week Cards (in Daily Routine section- will be reused throughout the units)
- BLM Numeral Cards through the number of days you have been in school. (set for all students – in Daily routine section – will be reused throughout the units)
- Sets of 20 straws and bands per student

Math Objectives

- Recite the days of the week.
- Count days in school with straws, and with pennies.
- Identify ways to earn income.
- Solve math word problems.
- Pre-assess program skills.



Balanced Literacy

Language Objectives

- Read days of the week vocabulary from the Days of the Week song.
- Speak to partners, teacher, and class using vocabulary.

TEKS (*denotes Texas Essential Knowledge and Skills that are taught in this unit*)

Lesson 1 K.4
Lesson 2 K.2C
Lesson 3 K.2A, K.2E

Assessment Items

(As a result of experiencing this unit, students will be learning

Unit 1, Lesson 1

Daily Routine

Pre-assessment

Administer the Kinder pre-assessment today instead of the Daily Routines.

The Kinder students who are not being assessed might be allowed to explore in small groups with sets of the manipulatives you will be using during the summer session. They must remain quiet, however, as you work with your small assessment groups.

Kinder Pre-assessment is a totally small group or one-on-one instrument. Please follow the directions for administration exactly. Remember, this is a pre-assessment. You do not expect the students to know the answers to all of the problems. They should, however, show great gains by the Post-assessment.

The following daily activities will help prepare your students for the Post Assessment. They are essential and are not optional.

ESSENTIAL

Straws (Assessment items 1, 2, and 3)

Omit today. Begin with Lesson 2, catching up for days missed.

Pennies (Assessment item 7)

Omit today. Begin with Lesson 2, catching up for days missed.

CGI Problem

Lesson 1 – **omit today**

Lesson 2 – Part-Whole, Whole Unknown (*Assessment Item 5*)

Lesson 3 – Join, Result Unknown (*Assessment Item 6*)

Measurement (*Assessment item 7 – identifying coins*)

Lesson 1 – **omit today**

Lesson 2 – measuring with pennies

Lesson 3 – measuring with pennies

Kinder



skills necessary to be successful on the following Assessment items.)

K 1, 2, 3, 4, 5, 6, 7, 9

ELPS (*English Language Proficiency Standard*)
1D,3F,3A,5C

CCRS (*College and Career Readiness Standards*)
CROSS-DISCIPLINARY II.A.1, II.A.2
ELA II.A.2., III.A.2, IV.A.3.,

TEACHERS:

Azulito’s Corner is your class’s opportunity to go online to MAS Space and interact with others across the United States who are working on Math MATTERS this summer. Please take the time daily to respond to the activity. Azulito will share during the TV Lesson. Usually the activity will be really quick, asking you to respond to and share one of the Daily Routine experiences. Today, however, it’s a little more involved as we would like to know about your class. Please feel free to post a class photo if you wish!

**Azulito’s Corner
Lesson 1**

Tell us about your class. Write a class paragraph that tells us:

- where did you go to school
- your teacher’s name and your names
- something about the weather where you live now
- what crops are growing in the fields
- what you love about math
- what is still confusing about math
- Work as a class to create a word problem using vocabulary from the literature book

Unit 1, Lesson 1

Kinder



Daily Routine - continued


These daily activities, although certainly developmentally appropriate for your Kinders, do not specifically address objectives assessed on the Post Assessment. Schools with shorter teaching spans can consider omitting these activities.

OPTIONAL

Calendar (*This activity is not assessed.*)

Omit today. Begin with Lesson 2, catching up for days missed. (*This activity is not assessed.*)

Sing Days of the Week Song (*This activity is not assessed, but is an excellent activity to break up the small group quiet exploration and assessments*)

 Songs should be written on large chart paper so that students can follow the words of the song. Take 2-3 minutes to find the names of the week in the song.

NOTICE: *Suggestions for online sources for songs are included*

Yesterday, Today, Tomorrow (*This activity is not assessed.*)

Omit today. Begin with Lesson 2.

Graphing (*This activity is not assessed.*)

Omit

Money Matters If you have a full program and wish to use this optional activity, you will find BLMs and Explanations on MAS Space.

Vocabulary Building – Choose an activity from the list in the Daily routines Section.

(Assessment Item #9 will be reviewed daily in Snack Fractions)

Unit 1

CGI Problems for *Benny's Pennies*



Join	<p>Result Unknown (JRU) Benny had __ pennies. His mom gave him __ pennies. How many pennies does Benny have now? 2, 3 4, 1 5, 0</p>	<p>Change Unknown (JCU) Benny had __ pennies. How many more pennies will Benny need to earn so that he will have __ pennies? 2, 5 5, 8 2, 10</p>	<p>Start Unknown (JSU) Benny had some pennies. His sister gave him __ pennies. Now he has __ pennies. How many pennies did Benny have to start? 1, 4 2, 7 3, 10</p>
	<p>Result Unknown (SRU) Benny had __ pennies. He spent __ pennies on gifts for his family. How many pennies does Benny have now? 5, 5 7, 1 10, 3</p>	<p>Change Unknown (SCU) Benny had __ pennies. He spent some on gifts for his family. Now he has __ pennies. How many pennies did he spend? 6, 1 8, 2 10, 3</p>	<p>Start Unknown (SSU) Benny had some pennies. He spent __ pennies on gifts for his family. Now he has __ pennies. How many pennies did he have to start? 2, 3 3, 6 5, 5</p>
Part-Part-Whole	<p>Whole Unknown (PPW-WU) Benny spent __ pennies on Monday and __ pennies on Tuesday. How many pennies did Benny spend? 4, 1 2, 5 6, 4</p>		<p>Part Unknown (PPW-PU) Benny had __ pennies. He spent __ on flowers and the rest on paper hats. How many pennies did he spend on paper hats? 5, 1 8, 2 10, 7</p>
	<p>Difference Unknown (CDU) Benny has __ pennies. His sister has __ pennies. How many more pennies does Benny have than his sister? 6, 5 8, 6 10, 2</p>	<p>Quantity Unknown (CQU) Benny has __ pennies. His sister has __ pennies more than Benny. How many pennies does his sister have? 3, 3 4, 4 5, 5</p>	<p>Referent Unknown (CRU) Benny had __ pennies. That was __ more pennies than his sister. How many pennies did Benny's sister have? 3, 2 6, 3 10, 6</p>
Multiply and Divide	<p>Multiplication Benny bought __ flowers for his mom. If each flower cost __ pennies, how many pennies did Benny spend? 2, 1 3, 2 5, 3</p>	<p>Measurement Division (MD) Benny had __ pennies. He wants to buy his dog some bones. Each bone costs __ pennies. How many bones can Benny buy? 5, 1 6, 2 10, 5</p>	<p>Partitive Division (PD) Benny had __ pennies. He spent them all buying __ fish for his cat. How much did each fish cost? 6, 3 8, 4 10, 5</p>

Unit 1

CGI Problems for *Benny's Pennies*



Juntar	<p>Resultado desconocido (JRU) Benny tenía __ centavos. Su mamá le dio __ centavos. ¿Cuántos centavos tiene ahora? 2, 3 4, 1 5, 0</p>	<p>Cambio desconocido (JCU) Benny tenía __ centavos. ¿Cuántos centavos más necesita ganar Benny para tener __ centavos? 2, 5 5, 8 2, 10</p>	<p>Inicio desconocido (JSU) Benny tenía unos centavos. Su hermana le dio __ centavos. Ahora él tiene __ centavos. ¿Cuántos centavos tenía al empezar? 1, 4 2, 7 3, 10</p>
	<p>Resultado desconocido (SRU) Benny tenía __ centavos. Gastó __ centavos comprándole regalos a su familia. ¿Cuántos centavos tiene ahora? 5, 5 7, 1 10, 3</p>	<p>Cambio desconocido (SCU) Benny tenía __ centavos. Gastó algunos comprándole regalos a su familia. Ahora tiene __ centavos. ¿Cuántos centavos gastó? 6, 1 8, 2 10, 3</p>	<p>Inicio desconocido (SSU) Benny tenía unos centavos. El gastó __ centavos comprándole regalos a su familia. Ahora tiene __ centavos. ¿Cuántos centavos tenía al empezar? 2, 3 3, 6 5, 5</p>
Parte-Parte-Entero	<p>Entero desconocido (PPW-WU) Benny gastó __ centavos el lunes y __ centavos el martes. ¿Cuántos centavos gastó Benny? 4, 1 2, 5 6, 4</p>		<p>Part Unknown (PPW-PU) Benny tenía __ centavos. Gastó __ comprando flores y los gorritos de papel. ¿Cuántos centavos gastó comprando los gorritos de papel? 5, 1 8, 2 10, 7</p>
	<p>Diferencia desconocida (CDU) Benny tiene __ centavos Su hermana tiene __ centavos. ¿Cuántos centavos más tiene Benny que su hermana? 6, 5 8, 6 10, 2</p>	<p>Cantidad desconocida (CQU) Benny tiene __ centavos. Su hermana tiene __ centavos más que Benny. ¿Cuántos centavos tiene su hermana? 3, 3 4, 4 5, 5</p>	<p>Referente desconocido (CRU) Benny tenía __ centavos. Esto fue __ centavos más que su hermana. ¿Cuántos centavos tenía la Hermana de Benny? 3, 2 6, 3 10, 6</p>
Multiplicacion y division	<p>Multiplication Benny le compró __ flores a su mamá. Si cada flor costó __ centavos, ¿Cuántos centavos gastó Benny? 2, 1 3, 2 5, 3</p>	<p>Measurement Division (MD) Benny tenía __ pennies. Quiere comprar unos huesos para su perro. Cada hueso cuesta __ centavos. ¿Cuántos huesos puede comprar Benny? 5, 1 6, 2 10, 5</p>	<p>Partitive Division (PD) Benny tenía __ centavos. Los gastó todos comprando __ pescado para su gato. ¿Cuánto costó cada pescado? 6, 3 8, 4 10, 5</p>

Kindergarten, Units 1-2 Unit Writing Workshop



- **Genre: Letter Writing**
- Writing Objective: Students write a thank you note for a gift they have received.
- Organization of letter:
 - The letter consists of one page (see **BLM Letter Template**). The greeting needs to be filled in with the name of the person that the thank you note is for. The body of the letter provides a space for the student to draw and/or write about the gift they are thankful for. The closing of the letter requires the student to add their signature on the line provided.

Dear _____,

Thank you for

From,

Depending on each student's writing ability, the letter can take different forms. Here are several options listed in order of increasing difficulty:

- **Illustration with dictation**

The student illustrates the gift for which they are thankful. The student dictates to the teacher what they've drawn, and the teacher will write the words on the student's letter.

- **Illustration with labels**

The student illustrates the gift they are thankful for. The student can label their pictures with the letters representing the sounds they hear in the word. The student attempts to write the sounds they hear in the word(s). The teacher can help students with this by having them say the word aloud, and helping them isolate the sound they hear at the beginning of the word. Ask: What sound do you hear at the beginning of the word ____? What letter makes that sound?

- **Note to Teacher**

Kindergarteners are at different stages with their understanding of writing. For some students, their writing looks like scribbles. This is an important stage, because it shows their understanding that they can



express their ideas by making marks on paper. You may see an understanding of left to right directionality as well. Other Kindergarteners are beginning to use more “conventional” writing, by including letters of the alphabet to represent words. Encourage students to express what they want to say in writing, regardless of their stage in writing.

➤ Possible sequence of mini-lessons:

1. **Brainstorm:** Explain to students that writing is a way to put our thoughts on paper. Draw their attention to the last page of the book. Benny’s family is thankful for the gift they received. They show their thankfulness by saying thank you to Benny. Ask the students to name other ways we can show people that we are thankful when they give us a gift. If no one in the class names thank you notes as a way to show appreciation for a gift, ask the students if they have ever given a gift and in return received a thank you note. Writing a note to say thank you for a gift is an excellent way to let someone know that the gift they gave you made you very happy. Have the students name gifts they have received that they were really excited about or that made them very happy. Remind the students that gifts don’t always have to be things that you buy at a store. Gifts can be hand-made, a flower picked from the yard or at the park, or even spending your time with someone. Record the “gifts” the students name by writing the words and/or creating quick sketches of the things they brainstorm.

2. **Draft:**

- **Model** for students how to create their letter by completing one together as a class. Show how they will need to fill in the blanks on the page with the name of the person that gave them a gift and their name. Then, read aloud the sentence (**Ex: Thank you for...**) and model how to draw an illustration of a gift they have received. Also, demonstrate for the students how to use the list of gifts they previously brainstormed as a reference.

Model for students how to include writing with their illustrations. What you model with writing should match your students’ writing abilities (see above).

Then provide time for your students to write independently. This writing time includes the illustrating.

3. **Revise:** Based on where each student is at with their writing development, help students add more to their writing. Before expecting the students to attempt this independently be sure to revise the letter previously modeled for the students. How could you revise this piece to model the expectation for the students?
 - Adding more detail to the illustrations
 - Add labels to their illustration
 - Adding more letters to represent the sounds they hear in the word(s)
 - Dictating more details about the gift they drew (What made this gift special? How did it make you feel? etc.)
4. **Publish:** Allow the students to decorate an envelope for their thank you note. Have them add the recipient’s name to the front of the envelope. They can also read their letter to a partner to share their writing. Alternatively, students can share their letter with a student from another grade band. The other class could share their writing with your students, as well.



Dear _____,

Thank you for

From,

Literature Selection***Benny's Pennies***

by Pat Brisson

CLASSROOM SET

Materials

(BLM stands for Blackline Masters. You will find the BLMs at the end of the lesson for which they are needed.)

Language

- BLM Word Cards

Math

- Flip chart and markers for brainstorming
- Student Penny Set (20 pennies in Ziploc per student, 1 set for teacher)
- Big Money Penny or Flannel Board Penny
- Newsprint for each student and a broken brown or copper crayon with the wrapper taken off.
- Sentence stem: "This coin is a _____."
- Class clothes line and 2 clothes pins per student (optional)*
- BLM TM Word Cards

***You will want to have a display area in the room. A clothes line works easily, particularly for the projects that are works in progress such as the coin rubbings. Each child needs a place on the line and 2 clothespins to hang up the work**

Literature Vocabulary

penny
strolled
buy
sell

Math Vocabulary

coins
penny
nickel
dime
quarter

Unit 1, Lesson 1**Classroom Lesson****Kinder**

Every day teachers must post the objectives on the board, read them to the students, and have students read them together with the teacher. You must also talk about what the objectives mean, giving examples where appropriate. At the end of the lesson, teacher and students should review to see if they have accomplished both math and language objectives.

Math Objectives:

- Identify US coins by name, including pennies, nickels, dimes and quarters.
- Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement.

Reading Objectives

- Make predictions about the story

Language Objectives

- Understand and read aloud vocabulary words
- Think, pair, and share questions

BEFORE READING**Building Background, Vocabulary and Literature**

While a class set of books is available, it will only be necessary to have one copy for the teacher during this lesson.

Establish Classroom Routines:

Prior to the lesson, students should be assigned a rug partner. Be sure to pair up students by English proficiency level, so that there is a mixture of proficiencies. For example, pair a beginning ELL with an intermediate or advanced ELL and intermediate ELL with advanced or proficient English speaker.

Introduce Rug Partner Routine:

After assigning rug partners, explain to students that they need to sit next to their rug partner– “shoulder to shoulder” and facing forward each time they gather to the rug for reading time. Tell students that when it is time to talk to their partner, they will need to turn to each other and sit knee-to-knee and eye-to-eye. Then show students the

Unit 1, Lesson 1

Kinder

equals, =, is the same as
subtract -
add +

ELPS (*English Language Proficiency Standard*)
2C, 2D, 3B, 4D, 4J

CCRS (*College and Career Readiness Standards*)
CROSS-DISCIPLINARY II.A.1.,
II.A.2
ELA II.A.1., II.B.1., II.B.1.

Classroom Lesson-continued



signal that you will use to indicate when it is time to stop talking and return to the “shoulder to shoulder” position. (For example, “1, 2, 3. Eyes on me.”) Ask several students to model this behavior for the class. Then provide an opportunity for everyone to practice the routine. Practice this routine until firm.

Using the routine described above build background knowledge for today’s story by having a whole group discussion.

Show the students a penny and ask if anyone can tell you anything about the item you are holding. Allow the students to name, describe, and even tell personal stories that relate to a penny. Have one or two students share with the whole class to get their ideas going, and then ask students to share with a partner, using the routine described above.

Show the students the vocabulary word card, penny. Tell the students that this is the word penny and have them to read it aloud with you several times as you point to the words. Affix the word card to a place visible to all the students.

Once the students have had the opportunity to make a connection, introduce today’s story.

Today we will be reading a story about a boy named Benny McBride. Introduce the title, author, and illustrator of the story.

Begin by reading the **first three pages only** to the students. Ask the students to make predictions about what they think may happen in the story.

When having a discussion about a book, prior to reading, accept a child’s reasonable answers, even if they are incorrect. Predictions made during the picture walk will be confirmed or corrected when the text is read.

Take the students on a picture walk through page 25 (this is the page that shows Benny walking along the path towards his house carrying the five items he has purchased). Have the students describe what they see in the pictures. Can you tell me what is happening in the drawings?

On page 25 ask the students to make predictions about what they think he is going to do with all of the things he bought with his pennies.

Stop on Pages 4-5 to discuss the vocabulary word *strolled*. Ask the

Unit 1, Lesson 1

Kinder



Classroom Lesson-continued

With emergent readers and beginning ELLs, you can have a guided reading group session be more like a shared reading where you preview the text, read it aloud to students the first time through, echo read the text for the second reading, and then possibly have students read it along with you for a third reading.

Before students read the text:

- Predicting
“What do you think will happen and **why**?”

Guide students to make predictions based on the illustrations and the title.

After students have read the text:

- Predicting
“Was your prediction correct?” Explain what really happened in the text.
- Monitoring for Comprehension
Ask students questions about key details from the text. They could be questions about the characters, events, problem, or solution.

Launch Writing Workshop for Unit 1

Students write a thank you note for a gift they have received.

See Writing Workshop section in Balanced Literacy Extensions for a possible sequence of mini-lessons, and how to differentiate this writing workshop for students with varying writing abilities.

students what they think Benny is doing in the illustration. Most likely the students will say that Benny is walking in the forest. Explain that he is walking, but the author chose to use the word strolled instead of walking. Demonstrate strolling/walking.

Show the students the vocabulary word card, *strolled*. Tell the students that this is the word strolled. Have them read it aloud with you several times as you point to the words.

Introduce ELL Routine: Explain to students that if they can't think of a word in English when they're talking, they should say it in their home language (ex: Spanish). If you know the home language, you can help translate to English. If you don't, you can have other students help explain what the student is saying, or you can make an educated guess from the context. Building off of students' home languages helps your ELLs better understand new vocabulary in English. It also improves their oral language development in both languages, and shows that their home language plays an important role in their learning. Throughout the unit, continue to remind students to speak in their home language when needed.

DURING READING

Comprehensible Input, Vocabulary and Literature

During this first reading, the goal is to support students' comprehension of the text by modeling and practicing two reading strategies:

- **Predicting**
- **Monitoring for Comprehension**

This section indicates places in the text where you can:

- Briefly pause to model a reading strategy by thinking aloud.
- Briefly pause to have students practice a reading strategy by answering a question you pose.

Keep in mind that pausing the reading for too long at any of these places will make the reading very disconnected. This interferes with students' comprehension and enjoyment of the text, so keep the reading as fast-paced as possible. Listed below are possible places to stop and model or practice targeted strategies.

p. 21

Monitoring for Comprehension

Unit 1, Lesson 1

Kinder



Classroom Lesson-continued

Listening Center Connection:

After the read aloud, have students listen to the recorded version of *Benny's Pennies* in a Listening Center as part of their independent reading time. Show students how to listen while following along in the book. Then show students how they can listen to the book additional times, reading along softly with some of the words. This will help students connect oral language with written language, improving their word recognition, and ultimately their reading fluency.

ELLs: Using a listening center is particularly powerful for ELLs as a way to connect oral and written language, build vocabulary, build word recognition, and gain fluency in English.

- **Teacher Think Aloud:** Benny has used four of his pennies to purchase a rose, a cookie, a hat, and a bone. I wonder what he is going to do with all of the things he has purchased. I wonder if he will spend his last penny.

p. 25

Predicting

- **Teacher Think Aloud:** Benny is carrying the things he bought with his pennies. It looks like he is walking along a path towards that house in the distance. I wonder where he is going.
- **Teacher Question:** What do you think will happen next in the story? Have students turn and talk to their rug partners. Then have one or two students share with the whole group.

p. 28

Predicting

- **Teacher Question:** Were your predictions correct? Is this what you thought would happen? Discuss as a whole class.

AFTER READING

Check for Understanding

Practice and Application, Vocabulary

Have a discussion with the students to check their understanding of the story. Possible comprehension questions to discuss:

- How much money did Benny have at the beginning of the story?
- What did Benny do with his pennies?
- What did Benny do with the items that he bought?
- How much money did Benny have at the end of the story?
- How did Benny feel about spending all of his pennies? Why do you think he felt that way?
- What would you buy if you had five pennies?

Interactive Word Wall activity

1. Take each literature vocabulary word card presented in the Before Reading section.
2. For each card, show the word to students and read it aloud. Then have students read the word with you.
3. Use the word naturally in a sentence as you tell students:
 - something about the story
 - Ex: **penny** "Benny used one penny to buy a cookie."
 - Ex: **strolled** "Benny strolled in the morning sun."
 - Add the word cards to an Interactive Word Wall. Preferably, this should be a place where the words can be manipulated

Unit 1, Lesson 1

Kinder

Classroom Lesson-continued



- (*taken on and off easily, moved around*). It could be a pocket chart, a magnetic board, or even a piece of chart paper that can be easily seen by all of the students.

penny

strolled

buy

sell

centavo

pasear


comprar

vender

Materials for Transition to Math Lesson (*these were listed in the complete Classroom Lesson list, but are listed again to help you organize more quickly.*)

- Flip chart and markers for brainstorming
- Student Penny Set (20 pennies in Ziploc per student, 1 set for teacher)
- Big Money Penny or Flannel Board Penny
- Newsprint for each student and a broken brown or copper crayon with the wrapper taken off.
- Sentence stem: “This coin is a _____.”
- Class clothes line and 2 clothes pins per student (optional)*
- **BLM TM Word Cards**

***You will want to have a display area in the room. A clothes line works easily, particularly for the projects that are works in progress such as the coin rubbings. Each child needs a place on the line and 2 clothespins to hang up the work.**

 **Technology:** free online multiple choice for naming coins. Could be used as a class activity or set up as a center.
<http://www.ixl.com/math/kindergarten/coin-names-penny-through-quarter>

ELPS (*English Language Proficiency Standard*)
2E, 3C, 3D, 5G

CCRS (*College and Career Readiness Standards*)
ELA III.B.2, I.A.2.
MATH I.A.1., V.A.1.

Unit 1, Lesson 1

Classroom Lesson - continued

TRANSITION to Math™

Building Background, Math

Math Objectives:

- Identify US coins by name, including pennies, nickels, dimes and quarters.
- Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement.

Language Objectives:

- Describe a penny.
- Explain that when counting, the last number said tells the number of objects in the set regardless of their arrangement.

We are going to study United States coins. What is a coin? (responses)
Coins are pieces of metal that we can use as money to buy stuff.

First let’s take 1 coin out of our bag. I’ll use this big coin (*Big Money magnetic or flannel board coin*)

During this summer session, I’m going to ask you many times to identify coins. I will ask, “What do we call this coin?” You will reply using a sentence stem. Let’s read the stem, “***This coin is a _____.***” What do you think will go in that blank? (*the name of the coin.*)

What do we call this coin? (*hold up the penny.*)

This coin is a penny. (*a penny*)

Our math word we’ll work on this morning is **penny** (*hold up the word card for penny*). Hold your penny in your hand, and let’s say this word together (*do so several times*).

I would like for you and your partner to look very carefully at this coin and describe it to each other. What does it look like? What about this coin helps us know it is a penny? (*wait until students have finished talking to one another*)

Let’s write down everything you can tell us about this penny.
(*Draw identifying qualities from the students.*)

- *Color is, of course, a main identifier since all of our other coins are not copper.*
- *They should see that there are 2 sides to the coins. Have them tell you what is on each side, but don’t include that in the description – not all pennies look the same.*

Kinder



Unit 1, Lesson 1

Kinder



Classroom Lesson

TRANSITION to Math - continued

We call one side heads. Can anyone guess which side is the head side of the coin? (*the one with the head on it*). The other side is tails. I'm going to toss my coin. (*do so and cover with you hand*)

How many think that when I lift my hand I will have heads showing? (*count guesses*)

How many think tails will be showing? (*count guesses*)

Let's check. (*Have a student come up and tell you whether the coin landed heads up or tails up, then have a second student verify. Repeat as you have time.*)

Have the students try to make the coin stand on its edge – Will this work? Why or why not? (Probably not because the penny is a little thin.)

We have a piece of thin paper and a broken brown (*or copper color*) crayon for each of you. We are going to make a rubbing of this coin.

What do we call this coin? (*hold up the penny.*)

This coin is a penny. (*a penny*)

Let's make a rubbing of both sides of the coin. (*See simple directions in the gutter.*)

(Once you have rubbed both sides of the coin and displayed their work in the room, count.)

We have many coins in the bag. What is the name of this coin? (*penny*)

How many pennies do you think we have in this bag? (*accept all answers without comment*).

Let's gently dump them onto our workspace and count them. (*Dump out the bags, making sure students do not mix up their pennies.*)

We are going to touch and count. Every time we count a penny, we are going to pull the penny close to us so we know we have counted it. Are you ready? Let's count. (*Count slowly, touching a coin as you say the number and pulling the coin away from the uncounted coins, lining the coins up into a long line.*)

I have 20 pennies in my bag. What do you have? (*go to each child and have the child answer in a complete sentence: I have 20 pennies in my bag.*)

Directions for coin rubbings:

http://www.ehow.com/how_4481075_do-coin-rubbing-paper.html

We suggest using crayon instead of pencil. Also, students can tape the coin to the desk using a rolled up piece of tape on the underside of the coin to make sure it doesn't slip. Hang the finished rubbing on the clothesline. You will be adding coins throughout the summer session.

Distribute TV Materials:

- Student Penny Set with 20 pennies – 1 set per student
- Sentence Stem: This coin is a _____.

Unit 1, Lesson 1

Kinder

Classroom Lesson



TRANSITION to Math - continued

(Repeat this if you have time before the TV Lesson. Students then put their pennies back into their bags.)

Hold your coin again and look at the math words on our word wall. Which word names this coin? Tell your partner very quietly. (wait) Who can come up and show us the name of this coin? *(Select a volunteer to come up and point to the word – if your students are prepared to read the letters, have them do so with you, then say **penny** again.)*

This coin is a penny!

Objectives:

As you wait for the TV lesson, read the math and language objectives for this portion of the lesson. Ask students to tell you what they did to learn the objective.

penny

nickel

dime

quarter

centavo

moneda de 5
centavos

moneda de 10
centavos

moneda de 25
centavos

coins

subtract -

add +

equals, = ,
is the same as

monedas

restar -

sumar +

es igual a

=

Literature Vocabulary

penny
strolled
buy
sell

Math Vocabulary

coins
penny
nickel
dime
quarter
equals, =, is the same as
subtract -
add +

Materials

(BLM denotes Blackline Masters found at the end of this section of the lesson.)

- Student Penny Set with 20 pennies – 1 set per student
- Sentence Stem board (or SMART BOARD rendition)
This coin is a _____.
- 1 of each of the silver coins – nickel, dime, quarter

Classroom Teachers,

Students should have their money kits of 20 pennies in front of them for the lesson.

Time Clue

BB = Building Background
CI = Comprehensible Input
AC = Azulito's Corner

BB = 8 minutes

CI = 17 minutes

AC = 3 minutes (Give Azulito time to explain MAS Space and give a sampling of his bio.)

SMART Board

Show the sentence stem,

This coin is a _____

Unit 1, Lesson 1

TV Lesson

Kinder



Read objectives while pointing to the words in the math lesson objectives. After each math objective, show children what that means.

Math Objectives:

- Identify US coins by name.
- Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.

Language Objectives:

- Complete sentence stems using coin name (penny).
- Use the math vocabulary during the activity.

Building Background, Math

TEACHER: Hello boys and girls, My name is _____, and I am going to be your TV Teacher this summer. We're going to be learning and experiencing lots of fun math this summer! Let's look at our math objectives *(read them one by one and demonstrate what each means.)*

And we'll be practicing more language skills. You were learning many words that deal with money today! We'll do lots of money activities together!

And we have a special friend who is going to be helping me this year. Azulito, where are you?

AZULITO: Oh, I am here! Hello boys and girls. It is good to be back with you again, back with all my friends from last year, and here to meet all the boys and girls who are with us for the first time this year. You are my new friends! What are we going to do today in math?

TEACHER: We have lots of fun things to do today, Azulito! Let's start with the math words that we saw on our math wall in our classroom. *(Show the math words.)*

Use the following question/answer expectations for naming the coins because they are using that in the Classroom:

(Show the word card and the coin together. Show the sentence stem)

What do we call this coin? *(hold up the penny.)*

This coin is a penny. (a penny)

(Repeat for each coin. Then introduce the other 3 word cards.)

ELPS (*English Language Proficiency Standard*)
1E, 2E, 3B, 3C, 3D

CCRS (*College and Career Readiness Standards*)
CROSS-DISCIPLINARY I.C.3
MATH VIII.A.1, VIII.A.2.,
VIII.A.3

Unit 1, Lesson 1

Kinder



TV Lesson - continued

We're going to be using these words a lot during this unit. We are going to work with the words COINS and PENNY today.

AZULITO: Oh, I know. And Bennie had to use these words, too, didn't he!

Comprehensible Input, Math

TEACHER: Yes he did, Azulito. We're going to see just how Bennie used his coins.

What do we call the coin that Bennie had? (show the penny)

Sentence Stem: This coin is a penny.

How many pennies did Bennie have?

AZULITO: Bennie had 5 pennies.

TEACHER: Let's take 5 pennies out of our bag of pennies. Boys and Girls, please take 5 pennies out of your bags, too, and put them on the desk in front of you. Ready (remove 1 penny at a time, counting aloud).

1 penny, 2 pennies, 3 pennies, 4 pennies, 5 pennies

First, let's put them in a line. How many pennies are there? (pause)

AZULITO: (*counts the pennies aloud one by one*) There are 5 pennies.

TEACHER: Now, I'm going to mix up the pennies. Don't peek now (*teacher moves pennies about so they 2 pennies on top row and 3 pennies on bottom row.*)

How many pennies are there?

AZULTIO: (*count 1, 2, 3, 4, 5*) There are still 5 pennies. They don't look the same, but they are. How can that be?

TEACHER: Boys and Girls, We had 5 pennies in a line (*put them in a line and count them.*) Then we had pennies that looked like this (*make the 2 pennies in top row and 3 pennies in bottom row. Count them.*)

Unit 1, Lesson 1

Kinder



TV Lesson - continued

Can you tell Azulito why there are still 5 pennies? Tell your classroom teacher (pause) Did we add any pennies? (no) Did we subtract any pennies? (no) The number of pennies is the same, FIVE. They are just arranged differently. This amount of pennies **is the same as, or is equal to** our first pattern of pennies.

Now, I'm going to move the pennies around again. (*Move them so there is no apparent pattern, but rather randomly sitting in a small area such as:*



How many pennies are there?

AZULITO: (*count aloud again*). Why there are 5! You didn't add any pennies, and you didn't subtract any pennies – you just moved the same number of pennies around! FIVE PENNIES! This amount of pennies **is the same as, or is equal to** our other patterns of pennies.

TEACHER: I have one more for you Azulito. Boys and Girls, see if you can beat Azulito to the answer. (*Move the pennies in the shape of 5 pips on a dice.*) How many pennies are there?

AUZLITO: (*pause*) There are 5 pennies! (*count aloud and point to pennies*) No matter how you arrange those pennies, you always stop your counting on the number 5. Five pennies!

TEACHER: Well done, Azulito! * This amount of pennies **is the same as, or is equal to** our other patterns of pennies

Boys and Girls, What do we call this coin?
This coin is a penny.

And what do we call more than one penny.
We call them pennies.

Now, let's take out more pennies from the bag. Let's take out 5 more pennies. Count with me boys and girls – you pull from your bags as Azulito and I pull from our bag.

(*as you pull 1 penny and put it on the table*)

1 penny, 2 pennies, 3 pennies, 4 pennies, 5 pennies.

Arrangements for the 10 pennies

1. Make 2 lines of 5, one above the other.
2. Make a filled triangle (1 on top, 2 next row, 3 next row, 4 bottom row)
3. Make a random pattern.

Unit 1, Lesson 1

Kinder



TV Lesson - continued

Let's line all these pennies up in a straight line with our other pennies and see how many pennies we have. (*do so – one long line of 10 pennies*).

Will you count these pennies, Azulito? Boys and Girls, please count with him.

AZULITO: (*point to each penny as you count aloud 1 through 10*) Ten pennies. Do you have 10 pennies on your desk, too, boys and girls?

Azulito's Corner

Lesson 1

Tell us about your class. Write a class paragraph that tells us:

- where you go to school
- your teacher's name and your names
- something about the weather where you live now
- what crops are growing in the fields
- what you love about math
- what is still confusing about math
- Work as a class to create a word problem using vocabulary from the literature book

TEACHER: What happens if I move the pennies around? How many pennies do you think we will have then? (slight pause) Let's see.

(*Repeat the same process as you did for the 5 pennies, making sure that you ask the students to explain to their teacher why there are still 10 pennies if they don't look the same. Be sure to provide slight wait time for them to explain to their teachers, and to include the sentence *This amount of pennies is the same as, or is equal to our other patterns of pennies.*)

What can you tell me about counting things? Boys and girls, tell your teacher what you can tell me about counting things. (longer pause).

AZULITO:

1. When you count things, the last number you say tells you how many things there are in the group. We counted FIVE pennies; we stopped with the number 5, and that was how many pennies we had! We counted TEN pennies, we stopped with the number 10, and that was how many pennies we have!

2. If you take the same number of things and rearrange them, you still have the same number of things. The amount of things is **equal to or the same as** your other patterns. (*demo with 5 pennies and several arrangements.*)

TEACHER: Very good Azulito! Boys and girls, did you learn the same things about counting things?

AZULITO: That was fun! And I have something to share that is fun, too! I want to tell you about Azulito's Corner! (*Talk about MAS Space. If you have time, get online and show your Lesson 1 entry for MAS Space. If not, tell the students just enough of what they will find out about you to make them want to go online and know more. Get them excited about telling about their class.*)

Unit 1, Lesson 1

Kinder



TV Lesson - continued

TEACHER: Thank you, Azulito! I'm sure everyone will go online so we'll all know one another. We can meet classes from all over the United States. Let's see how many different States we can meet!

Objectives: And now before we go, let's review what we have learned today! (*do so*)

What did we learn today, Azulito?

AZULITO: Well, we worked very hard on the vocabulary words COINS and PENNY. I think I can recognize a penny now. Can you boys and girls? And I learned that when I count objects, like our pennies, as long as I don't add or subtract to the group, no matter how I arrange the group, the number will always be the same. (*show the different arrangements you used for 5 coins.*)

TEACHER: (close)

Literature Vocabulary

penny
strolled
buy
sell

Math Vocabulary

coins
penny
nickel
dime
quarter
equals, =, is the same as
subtract -
add +

Materials

(BLM denotes Blackline Masters found at the end of this section of the lesson.)

- Pennies, nickels, dimes, quarters – enough of each so that when each student has 1 coin, the denominations are equally distributed in the class; example: if you have 16 students, then you are distributing 4 pennies, 4 nickels, 4 dimes, 4 quarters
- Student Penny Set with 20 pennies – 1 set per student
- Big Money Coins (penny, nickel, dime, quarter) 1 in each corner of the room
- BLM Word Cards for coins – 1 class set
- Sentence stem: “This coin is a _____.”
- Flip Chart and marker for the shared writing activity.

ELPS (*English Language Proficiency Standard*)
2B, 2D, 2H, 3H, 4F

CCRS (*College and Career Readiness Standards*)
CROSS-DISCIPLINARY IIA.2
ELA IIA.8, IIB.3
MATH IX.A.2., IX.C.3

Unit 1, Lesson 1

Follow-up

Kinder



Math Objectives:

- Identify US coins by name.
- Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement.

Language Objectives:

- Complete sentence stems.
- Listen and speak with a partner during our math activity.
- Use the math vocabulary during the activity.
- Share-write math sentences.

Practice and Application, Math

Today I want to teach Money Motion. It’s a fun game that will help us learn the name of United States coins.

Look around the room – do you see what I have in each corner? (*Big Money Coins – a penny in one corner, a nickel in one corner, a dime in one corner, a quarter in one corner*)

Let’s look at our word cards and match the names of the coins to the coin. (*Walk to the penny corner with students.*) This corner is easy. We’ve worked on this coin today.

- What is the name of this coin? Use the sentence stem to answer. This coin is a (penny).
- Which of our word cards reads the name of this coin? (penny)
- We’ll put this card in this corner to help us remember our coin and the word name for our coin.

(*Walk to the nickel corner with students.*) We didn’t spend much time on this coin today.

- Does anyone remember the name of this coin? (*responses – once you hear the correct response, have the student repeat by completing the sentence stem, then have the class repeat by using the sentence stem.*)
- Which of our word cards reads the name of this coin? (nickel)
- We’ll put this card in this corner to help us remember our coin and the word name for our coin.



Technology

Here is a counting pennies activity
<http://www.ixl.com/math/kindergarten/count-money-pennies>

This could be played in small groups at a center, or as a whole class using a projector.

Suggested Centers:

Internet

Transition to Math Lesson suggestion:

<http://www.ixl.com/math/kindergarten/coin-names-penny-through-quarter>

naming coins through quarter

Follow-up Lesson suggestion:

<http://www.ixl.com/math/kindergarten/count-money-pennies>

counting Pennies

Unit 1, Lesson 1

Kinder



Follow-up, continued

(Walk to the dime corner with students.) We didn't spend much time on this coin either today.

- Does anyone remember the name of this coin? (*responses – once you hear the correct response, have the student repeat by completing the sentence stem, then have the class repeat by using the sentence stem.*)
- Which of our word cards reads the name of this coin? (dime)
- We'll put this card in this corner to help us remember our coin and the word name for our coin.

(Walk to the quarter corner with students.) This is our last coin to identify.

- Does anyone remember the name of this coin? (*responses – once you hear the correct response, have the student repeat by completing the sentence stem, then have the class repeat by using the sentence stem.*)
- Which of our word cards reads the name of this coin? (quarter)
- We'll put this card in this corner to help us remember our coin and the word name for our coin.

Now, let's walk around the room together and see if we can name the coins (*walk in a random order around the coins, naming them by reading the word card and looking at the coin and completing the sentence stem: example:*

- *look at word card and read quarter*
- *look at the coin and say quarter*
- *read sentence stem together: This coin is a quarter.*

I'm going to give each of you a secret coin. Look at it carefully once you have it and hold it in your hands (*distribute the coins, 1 to a student – remember, you want a fairly equally distribution of the coins in your classroom*).

Each of you decide which corner has your coin. Decide now (pause).

When I say **Money Motion**, you walk to your coin.

Ready – **Money Motion!**

(Give everyone time to get into a corner.)

Now, talk to everyone who is in the corner with you.

Show your coins to one another (pause)

Do you all match? (pause)

Unit 1, Lesson 1

Kinder



Follow-up, continued

If not, what can you do to make sure that all of you have the same coin? Does anyone need to go to another corner? Work in your corner group now, and help anyone that doesn't match the big coin. (*pause – walking around the groups to see how they accomplish the matching, and making sure everyone in the corner does match.*)

(*Walk again to one corner at a time and have students in the corner finish the sentence stem.*)

This coin is a _____.

How many coins are in your corner? See if your group can find out. Do NOT count the big coin that marks the corner. (*pause to let them solve.*)

How many pennies are in the penny corner? (*response for students holding the pennies*)

(*Repeat for the other coins.*)


Well done! We are learning to recognize and to name United States coins. We'll play this game many times throughout this summer to help us recognize and name US coins.

Now, when I call your coin group, come up to me and we'll count our coins to return them. (*Call up corners by the coin name. Have each student put a coin in your hand one at a time while everyone in that corner group counts.*)

Shared or Interactive Writing Topic

Daily students will use the day's vocabulary to Share-Write a statement about the learning. Teacher has a large chart and marking pen with a question written at the top. Children give complete sentences. Encourage them to use today's vocabulary.

Encourage them to use today's vocabulary.

 **What did you learn today about money?**

(*Some possible answers – write only what students mention.*)

- the names of the coins
- coins are pieces of metal we can use to buy stuff
- pennies can be arranged anyway, but if you don't add or subtract any, you still have the same number of pennies
- equals, =, is the same as all mean the same thing
- pennies are copper color
- Benny had 5 pennies
- A quarter is a bigger coin than the other coins
- (many more possibilities)

Math Objectives

- Share a snack in half.
- Explain why each portion is half.

Language Objectives

- Explain why each portion is half.
- Share-write what is a half.

Vocabulary

- Half
- Fair shares
- Equal pieces

Materials:

TEACHER Demo

- BLM Apple Snack Fractions,
- 1 large apple
- sharp knife
- Paper towel
- Paper plate
- BLM Apple Snack Fractions for teacher
- BLM Apple to Share – 2 of the apples pre-cut for teacher demo

STUDENT ACTIVITY

- BLM Apple Snack Fractions, 1 per student
- BLM Apple to Share with apples pre-cut out, 1 apple per student – or use a die cut apple, 1 per student
- 1 apple previously cut in half and put into 1 Ziplock. You might want dip each half in orange juice to keep from turning brown – 1 per PAIR
- 2 paper dessert plates – per pair
- 2 paper towels- per pair
- 1 scissors per student
- 1 ruler and marker per student
- 1 glue stick per student
- Chart paper with question: **How do you know that each portion is half?** Put a copy of the record sheet apple cut apart at the top of the chart with the question.

Unit 1, Lesson 1

Snack Fractions

Children should wash their hands before this activity if using food items.

Snack Fractions

As part of each math day, please include a quick “Snack Fraction” activity. If your district/school does not allow any snacks to be given to students, please alter the activity by providing the paper shape to be divided into fractional parts.

Objective:

Today you are going to share a snack with one other friend. The snack will be cut into 2 pieces. You will be able to tell each other the fractional name of the pieces. You will be able to draw a line on a picture to show the parts that you have.

TODAY: Teacher demonstration of halves

I have an apple that I want to share with my friend. How can I do that? (*wait for answers*) I want the portions to be fair shares, that is, both of us have the same amount of the apple.

Here is how I will cut the apple into 2 pieces so that my friend and I will have fair shares. (*cut apple*) Does anyone know what we call this fractional part of the apple (*holding up a half*)? We call this a half. It is half because it is one out of 2 equal pieces.

Ask the students:

- What fractional part of my snack will my friend receive? (*one-half*)
- How do you know? (*the piece is one out of two equal pieces*)
- What fractional part am I receiving? (*half*)
- How do you know? (*You have one out of two equal pieces*)

Divide the students into partners, giving each pair 1 bag with the pre-cut apple halves in it, 2 paper plates and 2 paper towels. Tell them to share the apple into fair shares, and be able to tell you when you come around if they each have half, and how they know. Circulate and ask the questions from above.

Now, I want to use pictures to show what we just did. (*Show students your copies of the BLMs Apple Snack Fractions and Apple to Share*)

This picture (*show the one with the 2 circles*) represents our 2 plates. What does this picture represent? (*show Apple to Share*) Our apple to share.

Kinder



Snack Fractions, continued



How can I use these pictures to show what we did with our apples? Talk to your partners to decide what I can do. (*pause - then demonstrate by using the ruler to eyeball half and the marker to draw the half line, drawing from the top stem to the bottom.*)

- Do you think these are fair shares? (*check by overlapping the 2 pieces to see that they are pretty close to being equal parts*)
- What fractional part of my snack will my friend receive? (*one-half*)
- How do you know? (*the piece is one out of two equal pieces*)
- What fractional part am I receiving? (*half*)
- How do you know? (*You have one out of two equal pieces*)

(*Now use the second apple and draw a line around the “equator” of the apple, or a horizontal line through the middle.*)

- Do you think that if I cut the apple here I will have fair shares or half? Talk to your partner and decide why these will or will not be halves. (*pause for discussion, then listen to all responses.*)
- Let’s cut along the line and see (*do so, and then ask students to look at the 2 pieces*).
- Are they fair shares? Are they halves? Why or why not? Talk with a partner. (*pause, then have students respond. Overlap the two pieces to show they are NOT the same size – these are NOT fair shares.*)
- They are NOT halves because they are not 2 equal pieces of the whole apple. Let’s not use these! (*throw away*)
- I want to take the halves, or fair shares and glue them to the 2 plates. Would someone come up and demonstrate that (*volunteer – hand students the half apple pieces, BLM Apple Snack Fractions, and glue stick and let the student glue 1 half on each plate*)

Now I want you to divide your apple picture in half and glue it in the same way so that you show what you and your partner did with your real apple halves. (*Distribute the materials to the students, and walk around to make sure they understand the concept.*)

Ask the students:

- What fractional part is on this plate? (*one-half*)
- How do you know? (*the piece is one out of two equal pieces*)
- What fractional is on the other plate? (*half*)
- How do you know? (*You have one out of two equal pieces*)

Unit 1, Lesson 1

Kinder

Snack Fractions, continued



Writing:

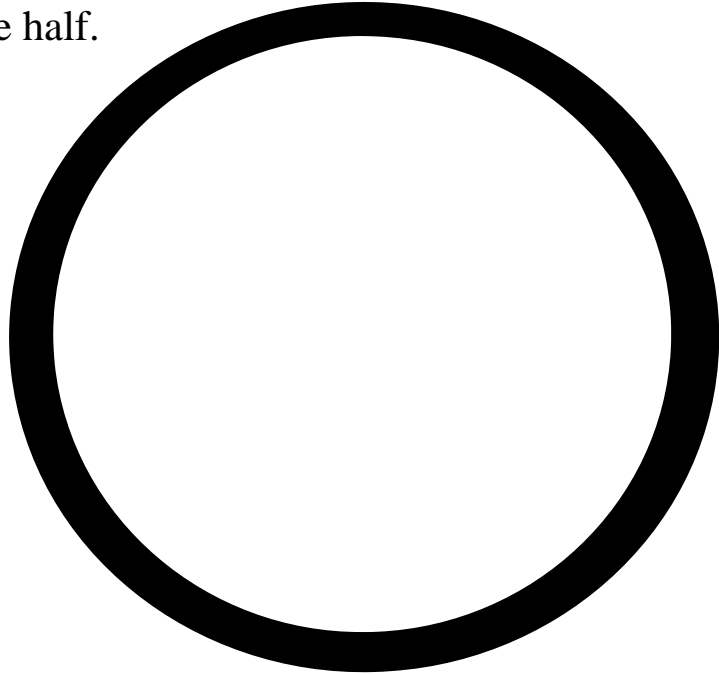
Share-write the student answers to “How do you know that each portion is half?”

Objectives:

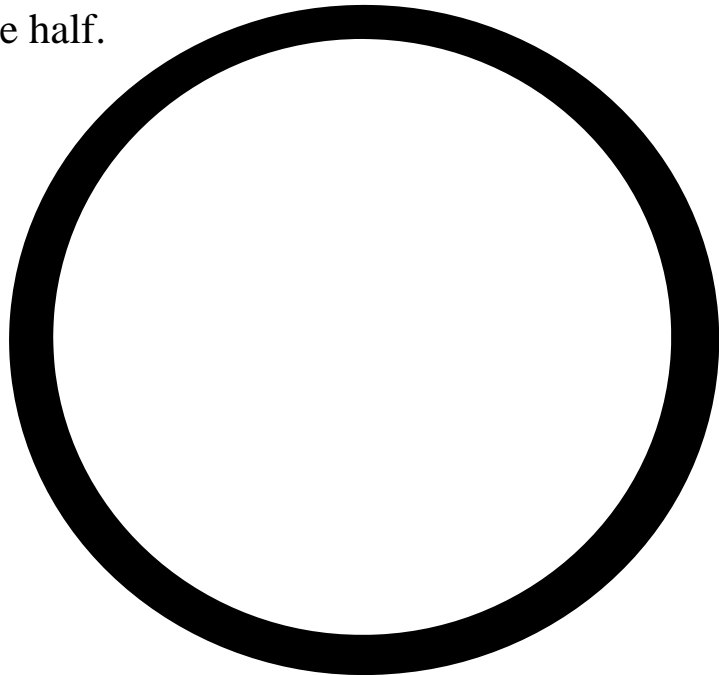
Read the objectives. How did we accomplish these in our snack fraction lesson?

My name is _____

This is my plate and my apple half.

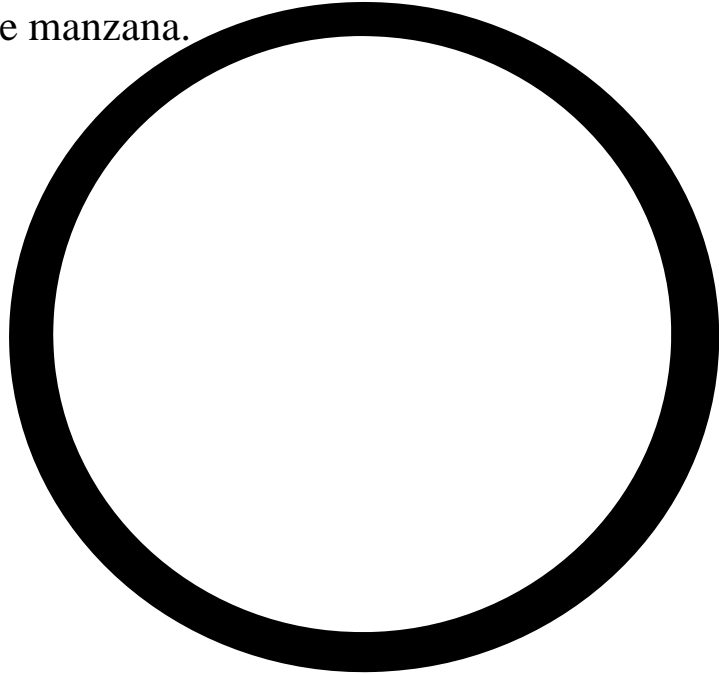


This is my friend's plate apple half.

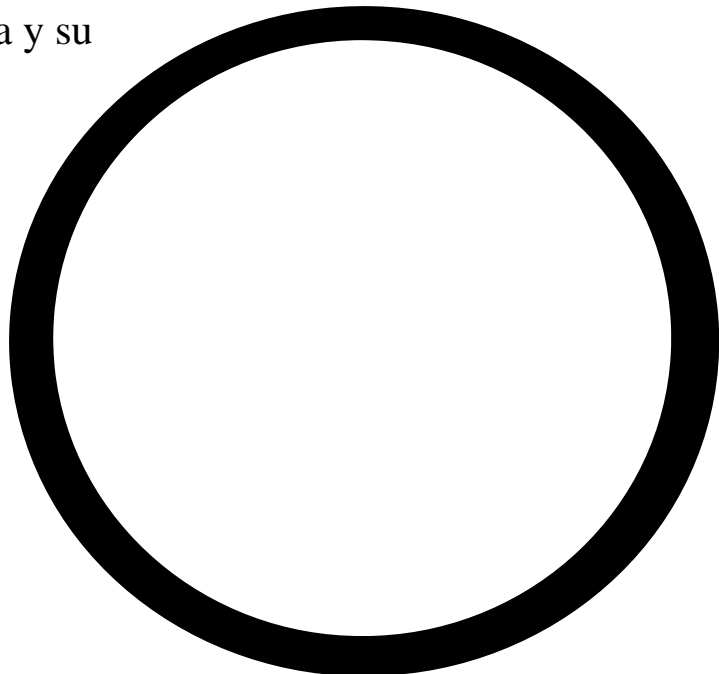


Ni nombre es _____

Esto es mi plato y mi mitad de manzana.



Esto es el plato de mi amigo/a y su mitad de manzana.



BLM Kinder Unit 1, TV Lesson 1

Apple to Share

1 apple per student – precut out of the page. You may use a die cut if you have one that is symmetrical that can easily be divided into 2 equal parts.



Dear Family

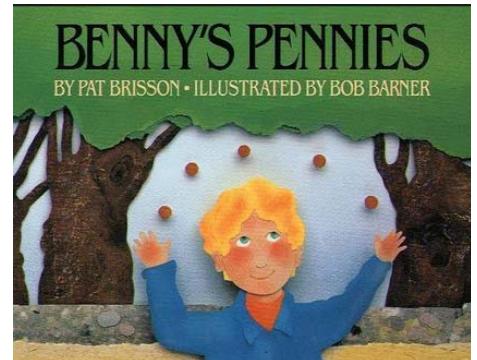
We read *Benny's Pennies* by Pat Brisson today.

It was about a little boy that had 5 shiny new pennies, and how he bought things for his family.

We counted pennies today.

Do we have pennies at home that I can count?

Sincerely,



Querida familia,

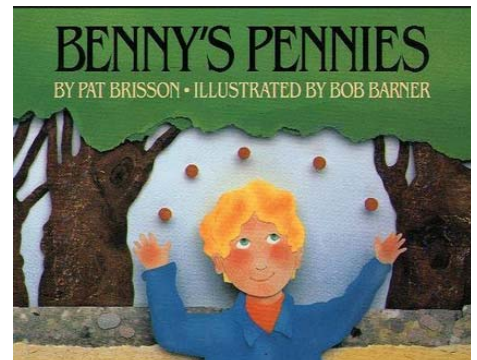
Hoy leímos *Benny's Pennies* por Pat Brisson.

Se trata de un muchacho que tenía 5 centavos nuevos y las cosas que le compró a su familia.

Hoy contamos centavos.

¿Hay centavos en casa que puedo contar?

Atentamente,



Materials

ESSENTIAL

- Sets of 20 straws and bands per student
- Pennies, Nickels, Dimes
Quarters (31 pennies, 6 nickels, 3 dimes, 1 quarter) – 1 per student
- Student Penny Set (20 pennies in Ziploc per student, 1 set for teacher)
- **BLM CGI** (in Lesson 1) – 1 sheet with all problems from which you read only the Join, Result Unknown today
- **BLM Measurement - How long is the bone?** 1 per student/teacher

OPTIONAL

- **BLM Days of the Week Cards** (in Daily Routines overview)
- **BLM Numeral Cards** through the number of days you have been in school. (set for all students) (In Daily Routines overview)
- **BLM Paper Penny (Graphing)** (This BLM will be reused in future graphic activities)

Math Objectives

ESSENTIAL

- Count days in school with straws, and with pennies.
- Solve math word problems.
- Estimate and measure length in pennies.

OPTIONAL

- Baby food jar or plastic jar about the same size with 20 pennies in it
- Graph: How many pennies are in the jar?
- **BLM** for Calendar board – find in the Daily Routine Overview section of your TE
- **BLM** for Yesterday, Today, Tomorrow - find t in the Daily Routine Overview section of your TE

Unit 1, Lesson 2

Daily Routine

ESSENTIAL

Straws (*Assessment items 1, 2, and 3*)

Begin with Lesson 2, catching up for days missed.

Pennies (*Assessment item 7*)

Begin with Lesson 2, catching up for days missed.

CGI Problem

Lesson 2 – Join, Result Unknown (*Assessment Item 6*)

Lesson 3 – Part-Whole, Whole Unknown (*Assessment Item 5*)

Measurement (*Assessment item 7 – identifying coins*)

Lesson 2 – How long is the bone?

Students estimate and measure the length (between the two vertical lines) of the picture of a dog bone in pennies.

1. Explain that today you are going to estimate and measure how long a dog bone is in pennies. – Demonstrate by measuring the length of a pencil using pennies, showing how you start at one end and line up the pennies side by side till you get to the other end.
2. Give students their bag of 20 pennies and the BLM
3. Show students the BLM How long is the bone?
4. First, you want them to estimate or guess how long the bone is in pennies.
5. Show them the two vertical lines – they will think about the length between those 2 lines. They may put 1 penny at the start of the line to help them visualize the length.
6. Show students the first sentence on the record sheet, “My estimate is _____ pennies.” Tell them that this is where they will write the number of pennies they think it will take to make the length of the bone.
7. One everyone has written a number, ask students to say their estimates, always making sure they do not just give you a naked number, but a number with the unit of measure – in this case, pennies. Write the estimates on the board.
8. Have students count out their estimated number of pennies from their penny kit and line them up on the bone. Do their pennies match the length of the bone? Do they have too many, too few? How many pennies does it take to measure the length of the bone?
9. Write the actual measurement (8 pennies) on the record sheet.
10. Students now use their 8 pennies to make a pattern other than a straight line at the bottom of their paper. They may simply arrange the pennies rather than tracing.
11. Circulate the room: What do we call this coin? (This coin is a penny.) How many pennies are there? (8) Is this the same number of pennies it took to measure the length of the bone? (yes) How long is the bone? The bone is 8 pennies long.

Kinder



- **BLM** of Days of the Week songs - find in the Daily Routine Overview section of your TE

 **Balanced Literacy Language Objectives**

- Speak to partners, teacher, and class using vocabulary.

TEKS

Lesson 1 K.4
Lesson 2 K.2C
Lesson 3 K.2A, K.2E

Assessment Items

(As a result of experiencing this unit, students will be learning skills necessary to be successful on the following Assessment items.)

K 1, 2, 3, 4, 5, 6, 7, 9

ELPS (*English Language Proficiency Standard*)
3D, 3I, 4J, 5F

CCRS (*College and Career Readiness Standards*)
CROSS-DISCIPLINARY I.A.1, II.D.3
ELA III.A.2., IV.A.3
MATH I.C.1., IV.A.1., VI.B.1

TEACHERS:

Azulito's Corner Lesson 2

- What other things in your class measure 8 pennies?

(Assessment Item #9 will be reviewed daily in Snack Fractions)

Unit 1, Lesson 2

Kinder




Daily Routine - continued

Lesson 3 – How long is the bone? (Lesson 2 with quarters)

OPTIONAL Calendar

Begin today, catching up for days missed.

Sing Days of the Week Song

 Songs should be written on large chart paper so that students can follow the words of the song. Take 2-3 minutes to find the names of the week in the song.

NOTICE: *Suggestions for online sources for songs are included*

Yesterday, Today, Tomorrow

Begin today.

Graphing (*This activity is not assessed.*)

How many pennies are in the jar? (15 pennies today)

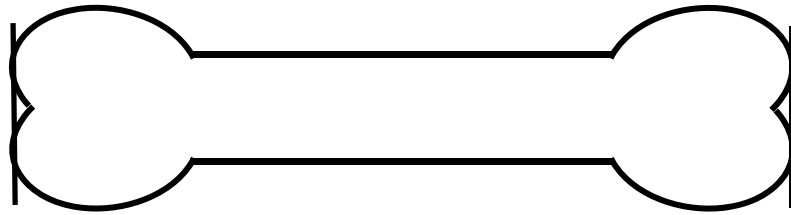
- Place the penny jar so that students can go in small groups to see.
- Graph should be set up with choices of 5, 10, 15, and 20.
- Give each student a paper penny and a piece of tape and let them tape their estimate on the penny graph. When you are finished, have the students answer the graph questions, then have students help you count the pennies – you pull them out and students count aloud with you.

GRAPH QUESTIONS

- What do you notice about the graph? (observations)
- How many students chose ____ pennies?
- How do you know? (*counted the pennies on the graph*)
- Which amount of pennies did more students choose?
- How do you know? (*that line is longer; or ____ student guesses are more than the other student guesses*)
- Which amount of pennies did the fewer students choose?
- How do you know? (*that line is shorter; or ____ student guesses are fewer than the other student guesses*)
- (*after you have counted the pennies*) How many students guessed the amount of pennies in the jar?

Money Matters If you have a full program and wish to use this optional activity, you will find BLMs and Explanations on MAS Space.

Vocabulary Building – Choose an activity from the list in the Daily Routines Section.

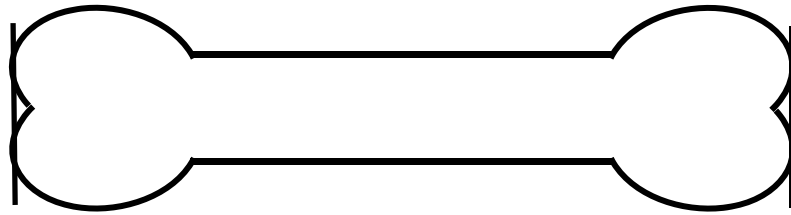


My estimate is _____ pennies long.

How long is the bone?

The bone is _____ pennies long.

My Penny Pattern



Mi estimación es _____ centavos de largo.

¿Qué tan largo es el hueso?

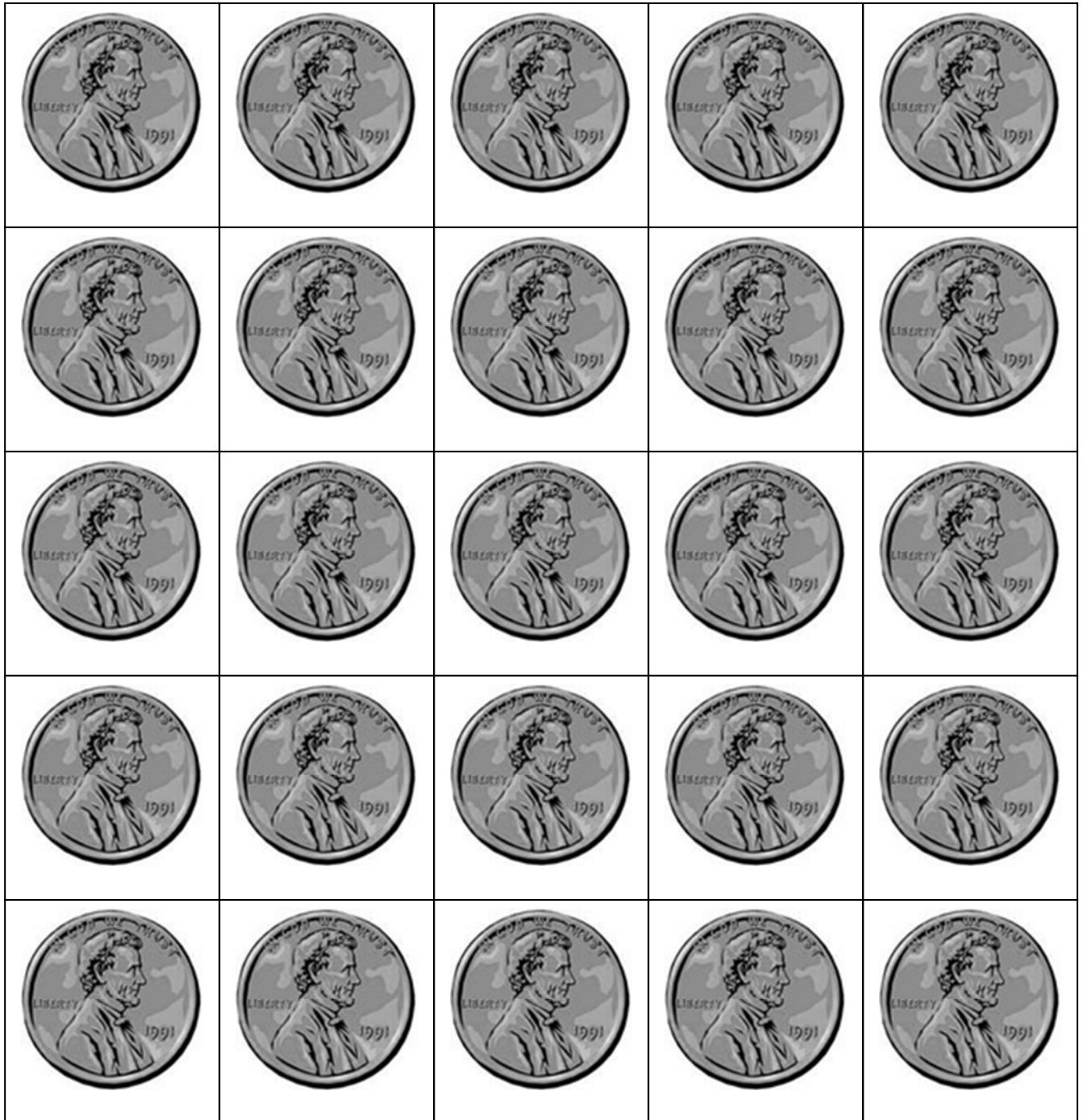
El hueso mide _____ centavos de largo.

Mi patrón de centavos

BLM Daily Routines, Graphing, Unit 1, TV Lesson 3

Paper Penny 

1 Penny in a square frame per student.



Literature Selection

Benny's Pennies

by Pat Brisson

CLASSROOM SET

Materials

(BLM stands for Blackline Masters. You will find the BLMs at the end of the lesson for which they are needed.)

Language

- Text from p. 5 written on a chart for shared reading
- **BLM** Word Cards and Initial Sound letters (b, p, s)
- **BLM** Picture Cards (rose, cookie, hat, bone, fish)

Math

- Flip chart and markers for brainstorming
- Student Penny Set (20 pennies in Ziploc per student, 1 set for teacher)
- Big Money Penny or Flannel Board Penny
- Newsprint for each student and a broken brown or copper crayon with the wrapper taken off.
- Sentence stem: "This coin is a _____."
- Class clothes line and 2 clothes pins per student (optional)*
- **BLM TM** Word Cards

*Continue your clothes line display.

Literature Vocabulary

penny
strolled
buy
sell

Math Vocabulary

coins
penny
nickel
dime
quarter
equals, =, is the same as
subtract -
add +

Unit 1, Lesson 2

Classroom Lesson



Kinder

Every day teachers must post the objectives on the board, read them to the students, and have students read them together with the teacher. You must also talk about what the objectives mean, giving examples where appropriate. At the end of the lesson, teacher and students should review to see if they have accomplished both math and language objectives.

Math Objectives:

- Identify US coins by name, including pennies, nickels, dimes and quarters.
- Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement.

Reading Objectives:

- Recognize a pattern in a story and describe it.
- Develop reading fluency with a Shared Reading text.

Language Objectives:

- Identify initial sounds in vocabulary words and sort words by those sounds.
- Find unit vocabulary words in a Shared Reading text.

Building Background, Vocabulary

Oral Language Development

Show students the cover of the book. Ask: What is the title of the book we read yesterday? What happened in this book? Turn and talk to your rug partner.

Circulate while students are talking to see what kind of language they're using. Are they using any of the math or literature vocabulary words?

Regroup the class and have several students share. Paraphrase what students say, as needed, to include more detail and key vocabulary words. Emphasize the vocabulary words as you speak, in a natural way. You can point to the words on the interactive word wall. As students orally share, you can also point to those parts in the book so they connect the oral language with the illustrations.

Comprehensible Input, Vocabulary

Phonemic Awareness and Phonics activity

1. Explain to students that you're going to help them read the vocabulary words on the Word Wall. To read the words, they will need to figure out what sound the word makes at the beginning.
2. Hide the words from students (turn the cards over, or take them down.)

ELPS (*English Language Proficiency Standard*)
2A, 2C, 2E, 2I, 3D, 3E, 4C, 4G

CCRS (*College and Career Readiness Standards*)
CROSS-DISCIPLINARY I.A.1.,
II.D.1.
ELA II.A.2., II.A.3., II.C.1.,
III.B.2.
MATH I.A.1., IX.A.2, VI.C.2.,
X.B.1

Language Center Connection

Have extra sets of the vocabulary word cards and magnetic letters in the center. Students can work with partners to construct each of the vocabulary words with magnetic letters. As a challenge, you can include the vocabulary words that have been introduced in the math lesson.

Unit 1, Lesson 2

Classroom Lesson-continued

Kinder



3. Choose one word card at random, and make a big show of sneaking a look at the word without letting students see it. Tell students their job is to figure out what sound and letter the word starts with.
4. Say, “OK, this word is ____ (Ex: penny). You remember in the story that _____.” **Explain the word from the context of the story – this is essential to make the words meaningful.** (Ex: You remember in the story that Benny used a penny to buy a cookie.)
5. What sound do you hear at the beginning of the word? *Repeat the word several times, emphasizing the initial sound. Have students say the sound aloud.* (Ex: /p/)
6. Ask, “What letter makes the sound ____?” *Have students say the name of the letter aloud.* (Ex: the letter ‘p’)
7. Confirm for students: Yes, it’s the letter ____!
8. Reveal the hidden word card, and have students read the word with you several times.
9. Have a volunteer come up and point to the beginning letter. Highlight the letter so it’s easy for students to see it. Show them the letter card as well so they see the letter in isolation. Repeat for the remaining words.

DURING READING

Comprehensible Input, Literature

Today’s reading is meant to help students better understand the story by identifying the math pattern that repeats throughout the book.

Say, “You might not have noticed, but there is a pattern in this book. Does anyone know what a pattern is?” *Help students understand that a pattern is something that repeats over and over again.*

The pattern in our book is the way that Benny’s pennies decrease as he buys each item. Let’s see if we can discover the pattern as we read the story today.

As you read aloud the story, you will be using your magnetic board to keep track of the pattern. After several times, you will help students see that the pattern is:

- Benny has an amount of money.
- He buys each item for one penny.
- As the number of items increase, his pennies decrease.

Unit 1, Lesson 2

Kinder

Classroom Lesson-continued



Tell students you are going to use pennies and picture cards to help see the pattern. You'll use the coins (pennies) and the picture cards during this part of the lesson.

p. 4-5

The pattern starts here. Read through to the end of page 5 and explain that the pattern starts with Benny and his five pennies. Put the following on the board to keep track of the money. You'll have two columns with coins and picture cards:

Coins ● ● ● ● ●

Picture Cards

p. 8-9

Here Benny has four pennies and one rose.

p. 12-13

The pattern continues. Now Benny has three pennies and two items that he has purchased.

p. 16-17

The pattern continues. Now Benny has two pennies and three items that he has purchased.

p. 20-21

The pattern continues. Now Benny has one penny and four items that he has purchased.

p. 24-25

As the story nears the end, Benny has no pennies, but he has five items that he has purchased. Be sure that the students understand that as the number of pennies decreased, the number of items purchased increased.

AFTER READING

Shared Reading activity

1. Explain: There was another pattern in our story – **rhyme**. Show students the Shared Reading text, written on chart paper or sentence strips ahead of time:

"Will you sell me a rose?" asked Benny.

"Will you sell me a rose for a penny?"

"Yes, I will," said Mrs. Hill.

Guided Reading Groups & Independent Reading Connection:

You can practice these same print strategies with a guided reading group to help them read words in the text. You can also help individual students use this print strategy during independent reading.

Beginning letters

- What letter does this word start with?
- What sound does it make?
- Then what could this word be?

Note: You can also use this Shared Reading text with a guided reading group to continue

practicing the print strategies. This is particularly helpful with beginning readers and beginning ELLs who benefit from multiple exposures to a familiar text.

Unit 1, Lesson 2

Kinder




Classroom Lesson-continued

1. Read aloud each sentence slowly for students, pointing to the words as you read. You can put a picture of a penny next to the word.
2. Read aloud the text again, this time at a more normal reading pace. Continue to point to the words as you read.
3. Have students read aloud the text with you several times.
4. Ask, “Did you hear any of our vocabulary words? Which ones?” (*sell, penny*)
5. Have students help find each vocabulary word in the text, and underline each word with a different color.
6. Have students read aloud the text with you several more times, emphasizing in particular the two vocabulary words to help them connect the oral language with the written words.

Materials for Transition to Math Lesson *(these were listed in the complete Classroom Lesson list, but are listed again to help you organize more quickly.)*

- Flip chart and markers for brainstorming
- Student Penny Set (20 pennies, in Ziploc per student, 1 set for teacher)
- Student Coin Set (1 penny, 1 nickel, 1 dime, 1 quarter) 1 set per student
- Big Money Penny or Flannel Board Penny
- The penny rubbing paper from Lesson 1 and broken silver crayon with the wrapper taken off
- Sentence stem: “This coin is a _____.”
- Class clothes line and 2 clothes pins per student (optional)*
- **BLM TM** Word Cards (Lesson 1)

***You will want to have a display area in the room. A clothes line works easily, particularly for the projects that are works in progress such as the coin rubbings. Each child needs a place on the line and 2 clothespins to hang up the work.**

 **Technology:** free online multiple choice for naming coins. Could be used as a class activity or set up as a center.
<http://www.ixl.com/math/kindergarten/coin-names-penny-through-quarter>

ELPS *(English Language Proficiency Standard)*
2F, 2G, 3B, 5B

CCRS *(College and Career Readiness Standards)*
CROSS-CURRICULAR I.B.2., I.D.1., II.B.2
ELA I.A.2., IV.A.3.
MATH I.A.1., I.C.1

Unit 1, Lesson 2

Classroom Lesson - continued

TRANSITION to Math **Building Background, Math**

Math Objectives:

- Identify US coins by name, including pennies, nickels, dimes and quarters.
- Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement.

Language Objectives:

- Describe a penny.
- Explain that when counting, the last number said tells the number of objects in the set regardless of their arrangement.

We are going to continue to study United States coins. Let’s read our math word wall words *(Do so, asking students to tell what they know about each.)*

(Distribute the Student COIN Set to each student) This is a set of coins. What do you see in the set? *(accept all responses, but hopefully will include notations about size differences, colors, different types of coins)*

Let’s take out the one coin we’ve already studied a lot. What coin is that? (penny) Show me the penny. What is this coin? Use our sentence stem to answer: **“This coin is a penny.”** I’ll use this big coin *(Big Money magnetic or flannel board coin)*

I’m going to put up another coin (put the large quarter on display). Find this coin in your Coin set and put it on your desk. (pause) Tell me how you knew which coin to take out? *(listen to all of their responses)*

What do we call this coin? *(point to the quarter.)*
This coin is a quarter. *(a quarter)*

Our math word we’ll work on this morning is **quarter** *(hold up the word card for penny)*. Hold your quarter in your hand, and let’s say this word together *(do so several times)*.

I would like for you and your partner to look very carefully at this coin and describe it to each other. What does it look like? What lets us know it is a quarter? *(wait until students have finished talking to one another, then use the flip chart to list the identifying qualities of a quarter.)*

Kinder



Unit 1, Lesson 2

Kinder



Classroom Lesson

TRANSITION to Math - continued

Let's write down everything you can tell us about this quarter.
(Draw identifying qualities from the students.)

- *Color helps when comparing to a penny because a quarter is a silver color (the coin, however is NOT made of silver).*
- *They should see that there are 2 sides to the coins. Have them tell you what is on each side, but don't include that in the description – not all quarters look the same; however, ALL quarters still have Washington on the obverse.*
- *They should notice that the quarter is much larger than the penny.*

We have many pictures now on quarters on the one side of the coin; but all quarters still have George Washington's picture on one side of the coin. Turn the quarter until you see the face. George Washington was the first president of the United States. His picture on the quarter is honoring him as our first president.

Let's flip the coin. If you think George Washington's picture will show on the upside, raise your hand (count).

If you think the other side of the coin will show, raise your hand (count).

Let's check. (*Flip the quarter and have a student come up and tell you which side is showing.*)

We have a piece of thin paper and a broken silver crayon for each of you. We are going to make a rubbing of this coin.

What do we call this coin? (*hold up the quarter.*)

This coin is a quarter.

Find the word card that tells us what coin this is (*Volunteers finds, reads, then class reads the word. Also point out the word in the Money Motion corner for quarters.*)

Let's make a rubbing of both sides of the coin. (*See simple directions in the gutter.*) **What do we call this coin? This coin is a quarter.**

(*Once you have rubbed both sides of the coin and displayed their work in the room, count to see how many quarters have been displayed on the coin rubbing sheets – total in the room. Write the number on the board. Count the number of pennies on the coin rubbing sheets and write that number on the board.*)

Directions for coin rubbings:

http://www.ehow.com/how_4481075_do-coin-rubbing-paper.html

We suggest using the side of a broken crayon instead of pencil. Also, students can tape the coin to the desk using a rolled up piece of tape on the underside of the coin to make sure it doesn't slip. Hang the finished rubbing on the clothesline. You will be adding coins throughout the summer session.

Unit 1, Lesson 2

Kinder



Classroom Lesson

TRANSITION to Math - continued

We can say that the number of pennies on our rubbing displays is EQUAL TO or IS THE SAME AS the number of quarters on our rubbing displays.

Why can we say that? (*because both are the same amounts.*)

Let's put our quarters back in our Coin Kits and hand in the kit (do so).

Now, let's look at our Penny Kit. We have many coins in the bag. What is the name of this coin? (penny)

How many pennies do you think we have in this bag? (*accept all answers without comment*).

Let's gently dump them onto our workspace and count them. (*Dump out the bags, making sure students do not mix up their pennies.*)

We are going to touch and count. Every time we count a penny, we are going to pull the penny close to us so we know we have counted it. Are you ready? Let's count. (*Count slowly, touching a coin as you say the number and pulling the coin away from the uncounted coins, lining the coins up into a long line.*)

I have 20 pennies in my bag. What do you have? (*go to each child and have the child answer in a complete sentence: **I have 20 pennies in my bag.***)

Hold your coin again and look at the math words on our word wall. Which word names this coin (penny)? Tell your partner very quietly. (wait) Who can come up and show us the name of this coin? (*Select a volunteer to come up and point to the word – if your students are prepared to read the letters, have them do so with you, then say **penny** again.*) **This coin is a penny!**

Now, let's repeat that with this coin (quarter – repeat)

This coin is a quarter!

Objectives:

As you wait for the TV lesson, read the math and language objectives for this portion of the lesson. Ask students to tell you what they did to learn the objective.

Distribute TV Materials:

- Student Penny Set with 20 pennies – 1 set per student

Literature Vocabulary

penny
strolled
buy
sell

Math Vocabulary

coins
penny
nickel
dime
quarter
equals, =, is the same as
subtract -
add -

Materials

- Student Penny Set with 20 pennies – 1 set per student
- **BLM** What did Benny buy? – 1 for TV Teacher, 1 for Classroom Teacher
- **BLM** Benny's Pennies Story Board (TV and Classroom Teachers only)
- **BLM** Number and Symbol Cards - cut out 0 through 10 and the subtraction and equal signs – 1 set per TV and Classroom Teacher

Classroom Teachers,

Students should have their money kits of 20 pennies in front of them for the lesson.

Time Clue

BB = Building Background
CI = Comprehensible Input
AC = Azulito's Corner

BB = 8 minutes

CI = 17 minutes

AC = 3 minutes (Give Azulito time to explain MAS Space and give a sampling of his bio.)

SMART Board

Possible *BLM* individual pictures of *What did Benny buy?*

Unit 1, Lesson 2

TV Lesson

Read objectives while pointing to the words in the math lesson objectives. After each math objective, show children what that means.

Math Objectives:

- Identify US coins by name.
- Solve word problems using objects and drawings to find sums up to 10 and differences within 10.

Language Objectives:

- Complete sentence stems using coin name (penny, quarter).
- Use the math vocabulary during the activity.
- Explain the strategies used to solve problems involving adding and subtracting.

Building Background, Math

TEACHER: Welcome back, boys and girls. We're going to solve some problems today with our pennies. How many pennies did Benny have to begin with?

AZULITO: (pause) Oh, that's easy – he started with 5 pennies!

TEACHER: Then let's take out 5 pennies just like Benny had and spend just like Benny spent his pennies. Please take out 5 pennies, boys and girls

First of all, what did Benny buy? Tell your Classroom Teachers, boys and girls.

AZULITO: (pause) Let's see – he bought a rose, a cookie, a hat, a bone and a fish. (*Display either on the SMART Board or the cardstock cut out as Azulito says the name of each item.*)

TEACHER: Very well done! So let's keep track of what Benny spent with each purchase and how much he had left. Azulito, you and the boys and girls will model for us, and I will keep track on a record sheet.

I'm going to tell you a math story for each purchase. First, I want you to think about the story and try to see in your mind what is happening. We call this a Math Movie, and it will help you know what to do to solve a problem. Are you ready?

Kinder



Unit 1, Lesson 2

Kinder



TV Lesson - continued

ELPS (*English Language Proficiency Standard*)
IE, 2D, 2E, 2F, 3G

CCRS (*College and Career Readiness Standards*)
CROSS-CURRICULAR I.B.2., II.B.2.
ELA IV.A.2., IV.A.3., IV.B.3
MATH VIII.A.1., VIII.A.2., II.D.1.

BLM Benny's Pennies Story Board

On the second reading of the problem, pause slightly for students to model on their own, then model when Teacher or Azulito explains the math movie. Use **BLM Benny's Pennies Story Board**.

- Number of pennies counted out onto Benny's pocket.
- Spent penny goes to item Benny bought. Remove the penny before the next problem – let's keep each problem independent.
- Use number and symbol cards to fill in the equation beneath.
- Read the equation in words as modeled in the script.

TEACHERS: Notice that the question is "How much money did Benny have then?" Please do NOT change the question to "have left – we want students to see the math movie in perspective of the whole story, not depend on "clue words" just as "left" to guide their action. Life doesn't always give us clue words – but it always gives us actions.

AZULITO: Oh, yes! Are you ready boys and girls? Let's start!

TEACHER: First, listen with your eyes closed to see the math movie. I'll say the problem a second time for you to model, OK.

AZULITO: OK! Eyes closed, boys and girls!

Comprehensible Input, Math

TEACHER: Benny had 5 pennies. He bought a rose from Mrs. Hill for a penny. How much money did Benny have then?

TEACHER: Now, open your eyes. Did you see the math movie? This time, model the math movie as I read the story.

Benny had 5 pennies. He bought a rose from Mrs. Hill for a penny. How much money did Benny have then?

Boys and girls, tell your teacher how many pennies you think Benny had after buying the rose. (pause) Let's see how Azulito solved that one.

AZULITO: (USE Story Board to model on SMART board or overhead projection)

- Benny had 5 pennies – so I put 5 pennies on the desk in front of me. (*5 pennies in a row*)
- Then he bought a rose for 1 penny, so I took away, or subtracted, one penny from his five pennies. (*move 1 penny away from the row and put it by the picture of the rose*)

TEACHER: Great job, Azulito. How many pennies did Bennie have then?

AZULITO: Bennie had 4 pennies after he bought the rose.

TEACHER: Now, let me show you how that would look in numbers.
 $\underline{5}$ pennies – $\underline{1}$ penny = $\underline{4}$ pennies.

Five pennies subtract 1 penny equals or is the same as 4 pennies. Subtract is one of our words. It means to separate or move away from the rest of the group. Benny spent that penny, so the penny is gone now.

Is Benny through buying?

AZULITO: No, he has lots more to buy!

Unit 1, Lesson 2

Kinder



TV Lesson - continued

TEACHER: You're right! And how many pennies does Benny have now, boys and girls? (pause)

AZULTIO: (*count 1, 2, 3, 4*) He has FOUR pennies!!

TEACHER: Listen to my story with your eyes closed. Remember to watch the math movie in your head while I read.

Benny had 4 pennies. He bought a cookie from Lucy May for a penny. How many pennies did he have then?

AZULITO: OOOOO – I saw the math movie! Did you boys and girls?

TEACHER: This time, use your pennies to model the story as I read it.

Benny had 4 pennies. He bought a cookie from Lucy May for a penny. How many pennies did he have then?

Tell your teacher how many pennies Benny has now. (pause)

AZULITO: He has 3 pennies now, and this is how I know (*Azulito talks through the modeling as before while you model using the story board on the SMART board.*)

TEACHER: Now, let me show you how that would look in numbers.
 $\underline{4}$ pennies – $\underline{1}$ penny = $\underline{3}$ pennies.

Four pennies subtract 1 penny equals or is the same as 3 pennies. (*show the word cards for subtract and equals, =, is the same as*)

Is Benny through buying? (*No – continue in this exact process through the next 3 items.*)

- Benny had 3 pennies. He bought a hat from Michael Bess for a penny. How many pennies did he have then?
- Benny had 2 pennies. He bought a bone from Mr. Hopper for a penny. How many pennies did he have then?
- Benny had 1 penny. He bought a fish from Mr. Beal. How many pennies did he have then?

TEACHER: Is Benny through buying? (*YES!*) How do you know he is? (*He doesn't have any more pennies!*)

Unit 1, Lesson 2

Kinder



TV Lesson - continued

TEACHER: We solved many problems, didn't we?

AZULITO: That was fun! Can we do it again?

TEACHER: No, Azulito, I'm sorry, but our time is almost over. But the boys and girls are going to solve more problems in the Follow-up lesson, and they are going to use the Benny's Pennies Story Board to model and record what they have done.

AZULITO: OK – have fun with that, Boys and Girls!! And speaking of fun, I hope that all of you will go online to MAS Space and tell us what you found in your room that measured 8 pennies. I can't wait to see!! And I'll find some things around here that are about 8 pennies long – do you think we can find some of the same types of things? See you online!

TEACHER: That sounds like fun, too, Azulito! Great task! Thank you!

Now boys and girls, before we review our objectives, I want to make sure you can identify the coins that you worked with in your Classroom Lesson.

What do we call this coin? (*pull both of the quarters, one showing heads and one showing tails from the 2 lines*)

This coin is a quarter. (*a quarter*)

Tell your teacher how you know that is a quarter.

AZULITO: (*pause to allow students to tell their teacher*) Well, first of all, it is the biggest of the 4 coins. That I can see! And I see George Washington's picture on that side of the quarter. All of the quarters are very different on the other side now, but we still honor George Washington on one side of the quarter. He has a ponytail!

TEACHER: Well done, Azulito! Hope you saw that, too, boys and girls. And yes, George Washington does have a ponytail. It was the fashion back then and they called it a "queue." Remember, there are many different pictures now on the other side of quarters. Its size and George Washington will help you identify the quarter.

**Azulito's Corner
Lesson 2**

- What other things in your class measure about 8 pennies?

Make 2 lines of the coins penny, nickel, dime, quarter. The top line showing heads, The bottom line showing tails, and of course, the denomination lined up in the columns (penny tails under penny heads, nickel tails under nickel heads, etc.)

Unit 1, Lesson 2

Kinder



TV Lesson - continued

What do we call this coin? (*pull both of the pennies, one showing heads and one showing tails from the 2 lines*)

This coin is a penny. (a quarter)

Tell your teacher how you know that is a penny

AZULITO: (*pause*) That's easy. First of all, we've been working and working with pennies. But I know it's a penny because it is the only copper-colored coin we have.

TEACHER: Great job boys and girls, now, let's see what we learned today and how we learned it!

Objectives: And now before we go, let's review what we have learned today! (*do so*)

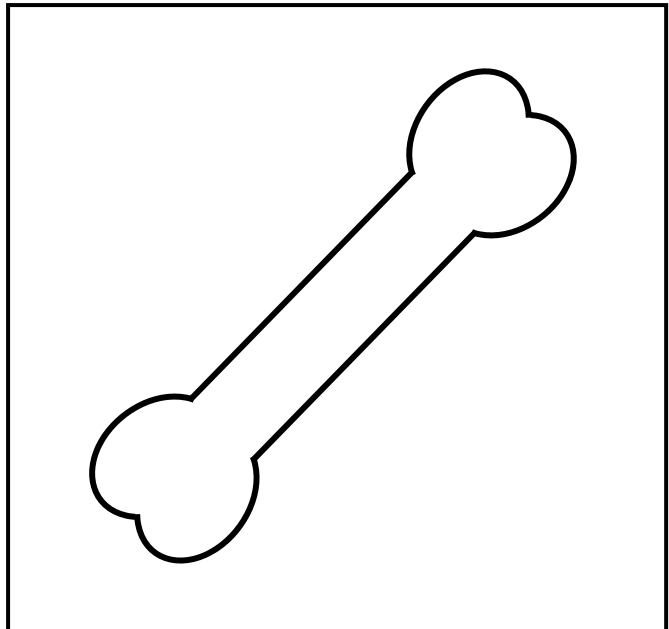
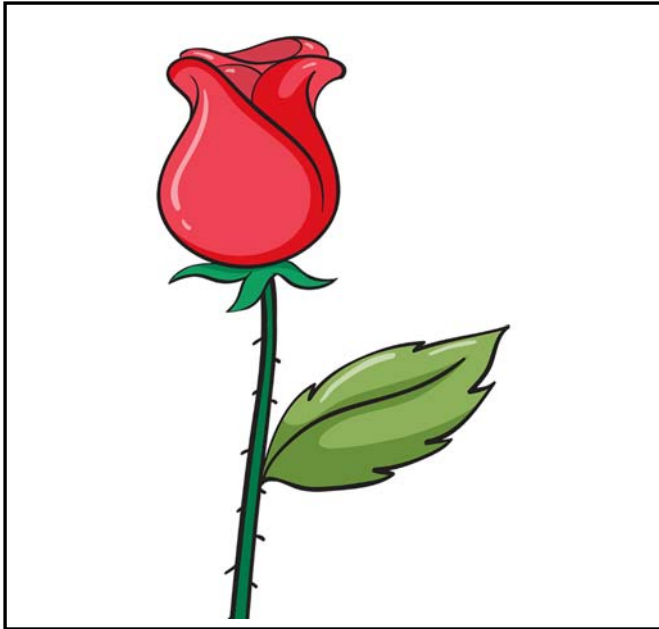
TEACHER: (close)

BLM TV Unit 1, Lesson 2

What did Benny Buy? p 1



Duplicate on card stock and cut out. 1 set for TV Teacher and 1 set for Classroom Teacher

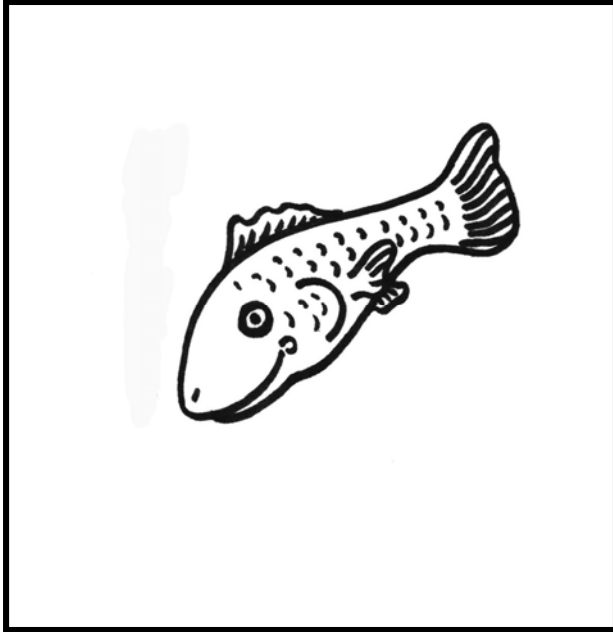


BLM TV Unit 1, Lesson 2

What did Benny Buy? p 2



Duplicate on card stock and cut out. 1 set for TV Teacher and 1 set for Classroom Teacher

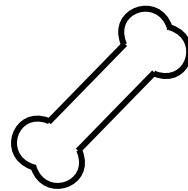
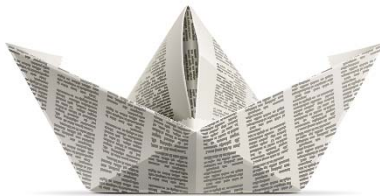


BLM TV Unit 1, Lesson 2

Benny's Pennies Story Board



Duplicate on card stock and cut out. 1 set for TV Teacher and 1 set for Classroom Teacher



BLM TV Unit 1, Lesson 2

Number and Symbol Cards



Duplicate on card stock and cut out. 1 set for TV Teacher and 1 set for Classroom Teacher.
Students will need these cards 0 – 10 for the Follow-up Lesson. There are 4 sets on this page.

0	1	2	3	4	5
---	---	---	---	---	---

6	7	8	9	10	=	-
---	---	---	---	----	---	---

0	1	2	3	4	5
---	---	---	---	---	---

6	7	8	9	10	=	-
---	---	---	---	----	---	---

0	1	2	3	4	5
---	---	---	---	---	---

6	7	8	9	10	=	-
---	---	---	---	----	---	---

0	1	2	3	4	5
---	---	---	---	---	---

6	7	8	9	10	=	-
---	---	---	---	----	---	---

Literature Vocabulary

Buy
Sell
Strolled

Math Vocabulary

Coins
Penny
nickel
dime
quarter
equals, =, is the same as
subtract -
add +

Materials

Pennies, nickels, dimes, quarters – enough of each so that when each student has 1 coin, the denominations are equally distributed in the class; example: if you have 16 students, then you are distributing 4 pennies, 4 nickels, 4 dimes, 4 quarters.

- Student Penny Set with 20 pennies – 1 set per student
- Big Money Coins (penny, nickel, dime, quarter) 1 in each corner of the room
- **BLM** Benny's Pennies Story Board from TV Lesson – 1 per student
- **BLM** Number and Symbol Cards from TV lesson – 1 set of cards per student, cut out and put in a snack sized Ziploc (there are 4 sets on the page)
- **BLM** Word Cards for coins – 1 class set in the coin corners from previous lesson
- **BLM** Benny's Pennies Word Stories.
- Sentence stem: "This coin is a _____."
- Flip Chart and marker for the shared writing activity.
- *Number and Symbol card Sets to take home – 1 set per student
- *10-penny kit to take home – 1 kit per student

ELPS (English Language Proficiency Standard)

Unit 1, Lesson 2

Follow-up

Kinder



Math Objectives:

- Identify US coins by name.
- Solve word problems using objects and drawings to find sums up to 10 and differences within 10.
- Explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models and number sentences.

Language Objectives:

- Complete sentence stems using coin name (penny, quarter).
- Use the math vocabulary during the activity.
- Explain the strategies used to solve problems involving adding and subtracting.
- Share-write math sentences.

Practice and Application, Math

We've been working very hard today. Let's play the Money Motion Game again. First, let's walk around the room and identify all of the coins (*Do so, with the students volunteering the names and telling on the penny and quarter how they know it is that coin.*)

Now, everyone hold out your hand, and I will give you your secret coin for today. Remember, each of you must decide which corner has your coin. Decide now (pause).

When I say **Money Motion**, you walk to your coin corner.

Ready – **Money Motion!**

(When all students are in their coin corner, walk around to make sure there are not any misidentifications. Go to each group asking,

What do we call your coin? To which student respond

This coin is a _____ (name of coin)

(If you feel you have time, you can redistribute the coins by letting students exchange with someone in another corner, then have the students repeat the activity but SKIP to their coin corner.)

Now, let's see a few more math movies with Benny!

This time you will use the Benny's Penny Story Board and the Number and Symbol cards.

(Distribute the Story Board and Number/Symbol card sets to each student.)

2C, 2G, 3B, 3C, 5F

CCRS (*College and Career Readiness Standards*)
CROSS-DISCIPLINARY I.D.1., 2.B.2.
ELA I.A.2., II.B.1., III.B.2
MATH I.B.1., II.A.2., IX.A.2



Technology

Here is a counting pennies activity
<http://www.ixl.com/math/kindergarten/count-money-pennies>
This could be played in small groups at a center, or as a whole class using a projector.

Suggested Centers:

Internet

Transition to Math Lesson suggestion:
<http://www.ixl.com/math/kindergarten/coin-names-penny-through-quarter>
naming coins through quarter

Follow-up Lesson suggestion:
<http://www.ixl.com/math/kindergarten/count-money-pennies>
counting Pennies

NOTE:

Listen to all of the students' responses, then repeat what they said in mathematical terms.

Unit 1, Lesson 2

Kinder



Follow-up, continued

Let's look at our number and symbol cards. Please carefully dump them out onto your desk. (pause) Let's see if we recognize all of these numbers.

Everyone find the number that represents 1 penny. Put the number 1 at the top of your desk (*circulate the room to make sure students all can recognize the number.*)

Which number represents 2 pennies? Put that number next to the 1 at the top of your desk. (*Circulate the room to make sure students recognize the number.*)

(Repeat for numbers 3 through 10)

There are 2 symbol cards left. What do they mean?
Put the sign that means equals or is the same as under your number line. (check)

What do the other symbols mean? (volunteer) It means to subtract, to separate. And in our type of problem it means to take away pennies.

Now look at the story board. Remember how the TV Teacher used the story board?

What did she do first to show the math movie? (*She put the pennies in Benny's pocket.*)

What did she do next? (*She spent the penny by taking it out of Benny's pocket and putting it on whatever item Benny bought.*)

What did she do after she modeled it with the pennies? (*She used the number and symbol cards to write the number sentence that represents the math movie.*)

And what did she do last? (*She read the number and symbol sentence in words.*)

Remember, I'm going to read the problem the first time, and I want you to close your eyes so that you can see the Math Movie in your mind! Then I'll read it a second time so you can use the pennies to model what I read. (*Teacher will use the BLM Benny's Pennies Word Stories – Directions to students are bold. Directions to Teacher are in italics.*)

(Complete as many problems as you have time.)

Unit 1, Lesson 2

Kinder



Follow-up, continued

Shared or Interactive Writing Topic

Daily students will use the day's vocabulary to Share-Write a statement about the learning. Teacher has a large chart and marking pen with a question written at the top. Children give complete sentences. Encourage them to use today's vocabulary.



Look at this number sentence. $5 - 1 = 4$

What does the equals sign mean?

(Some possible answers – write only what students mention.)

- They are the same. *(ask student to explain more)*
- When you subtract $5 - 1$ you have 4. So $5 - 1$ is the same as 4.
- That side is the same as this side *(ask student to explain more)* like $5 - 1 = 4$ The $5 - 1$ is 4. They are equal
- *(Accept any reasonable understanding of equality.)*



Duplicate one for the teacher to read. Use the following format for all of the problems.

(Always start with these 2 steps.)

Close your eyes and listen while I read so that you can see the math movie in your mind.
Cierra tus ojos y escucha mientras leo para que puedas ver la película matemática en tu mente.

1. Benny had 8 pennies. He bought a rose for 2 pennies. How many pennies did he have then?

Benny tenía 8 centavos. Él compró una rosa en 2 centavos. ¿Cuántos centavos le quedaron?

Open your eyes. I will read the story again and you should model the math movie using the story board and pennies.

Abre los ojos Leeré la historia otra vez y deberás modelar la película matemática usando la secuencia de imágenes y los centavos.

2. Benny had 8 pennies. He bought a rose for 2 pennies. How many pennies did he have then?

Benny tenía 8 centavos. Él compró una rosa en 2 centavos. ¿Cuántos centavos le quedaron?

Someone explain how you solved the problem. *(Let all who want to explain do so).*
Que alguien le explique cómo resolvió el problema.

(Use the next questions for the first 2 or 3 problems, then let the students fill in the number sentence on their own. Have volunteers explain what they did after everyone has finished that problem.)

Now let's use the number and symbols cards to show our math movie in numbers and symbols.

- **How many pennies did Benny start with this time?** *(problem 1 is 8 pennies)*
- **Which number represents _____ pennies?**
- **How many pennies did Benny spend?** *(problem 1 is 2 pennies)*
- **How many pennies does he have in his pocket now?** *(problem 1 is 6 pennies)*
- **Which symbol do we use to show the action, or the spending of the pennies?** *(-)*
- **And what does our last symbol mean?** *(this side is the same as or equals that side)*

Ahora usemos las tarjetas con números y símbolos para mostrar nuestra película matemática en números y símbolos.

- ***¿Con cuántos centavos empezó Benny esta vez?*** *(el problema 1 es 8 centavos)*
- ***¿Qué número representa _____ centavos?***
- ***¿Cuántos centavos gastó Benny?*** *(el problema 1 es 2 centavos)*
- ***¿Cuántos centavos tiene en su bolsillo ahora?*** *(el problema 1 es 6 centavos)*



Duplicate one for the teacher to read. Use the following format for all of the problems.

- *¿Qué símbolo utilizamos para mostrar la acción o el gasto de los centavos? (-)*
- *¿Y qué significa nuestro último símbolo? (este lado es el mismo que, o es igual a, ese lado)*

Here is what that would sound like in words.

Aquí vemos cómo sonaría en palabras.

- *8 pennies subtract 2 pennies equals or is the same as 6 pennies.*
- *8 centavos menos 2 centavos es igual o es lo mismo que 6 centavos.*

Now, clear your story board and let's start again. Listen carefully to see how many pennies Benny starts with and how many he spends each time in my stories.

1. Benny had 6 pennies. He bought a rose for 2 pennies. How many pennies did he have then?
2. Benny had 8 pennies. He bought a rose for 3 pennies. How many pennies did he have then?
3. Benny had 10 pennies. He bought a rose for 2 pennies. How many pennies did he have then?
4. Benny had 8 pennies. He bought a rose for 7 pennies. How many pennies did he have then?
5. Benny had 9 pennies. He bought a rose for 8 pennies. How many pennies did he have then?

Ahora limpia tu secuencia de imágenes y empecemos de nuevo. Escucha cuidadosamente para ver con cuántos centavos inicia Benny y cuántos gasta cada vez en mis historias.

1. Benny tenía 6 centavos. Él compró una rosa en 2 centavos. ¿Cuántos centavos le quedaron?
2. Benny tenía 8 centavos. Él compró una rosa en 3 centavos. ¿Cuántos centavos le quedaron?
3. Benny tenía 10 centavos. Él compró una rosa en 2 centavos. ¿Cuántos centavos le quedaron?
4. Benny tenía 8 centavos. Él compró una rosa en 7 centavos. ¿Cuántos centavos le quedaron?
5. Benny tenía 9 centavos. Él compró una rosa en 8 centavos. ¿Cuántos centavos le quedaron?

Math Objectives

- Share a snack in half.
- Explain why each portion is half.

Language Objectives

- Explain why each portion is half.
- Share-write what is a half.

Materials:

TEACHER:

- BLM Ice Cream Sandwich Snack Fractions
- 1 ice cream sandwich
- sharp knife
- Paper towel
- Paper plate

STUDENT ACTIVITY (per partner pair):

- BLM Ice Cream Sandwich Fractions
- BLM Ice Cream Sandwich to Share
- 1 ice cream sandwich per pair
- 1 plastic knife
- 2 paper dessert plates
- 2 paper towels
- 1 scissors per student
- 1 ruler and marker per student
- 1 glue stick per student
- Chart paper with question: ***How do you know that each portion is half?*** Put a copy of the record sheet string cheese cut apart at the top of the chart with the question.

Unit 1, Lesson 2

Snack Fractions

Children should wash their hands before this activity if using food items.

Snack Fractions

As part of each math day, please include a quick “Snack Fraction” activity. If your district/school does not allow any snacks to be given to students, please alter the activity by providing the paper shape to be divided into fractional parts.

Objective:

Today you are going to share a snack with one other friend. The snack will be cut into 2 pieces. You will be able to tell each other the fractional name of the pieces. You will be able to draw a line on a picture to show the parts that you have.

TODAY: Teacher demonstration of halves

“I have an ice cream sandwich that I want to share with a friend. How can I do that? (*wait for answers*) I want the portions to be fair shares, that is, both of us have the same amount of the ice cream sandwich.

Here is how I will cut the ice cream sandwich into 2 pieces so that my friend and I will have fair shares. (*cut ice cream sandwich*) Does anyone know what we call this fractional part of the ice cream sandwich? (*hold up a half and wait for answers*) We call this a half. Why is this portion a half? (*wait for answers*) It is half because it is one out of 2 equal pieces.

Ask the students:

- What fractional part of my snack will my friend receive? (*one-half*)
- How do you know? (*the piece is one out of two equal pieces*)
- What fractional part am I receiving? (*half*)
- How do you know? (*You have one out of two equal pieces*)

Before dividing the actual snack, give each child the BLM Ice Cream Sandwich Snack Fractions and the ice cream sandwich picture. Have the student draw a line, cut the paper model in half, then glue to the BLM Ice Cream Sandwich Snack Fractions sheet.

When those sheets are collected, divide the students into partners, giving each pair the set of materials listed. Tell them to share the snack into fair shares, and be able to tell you when you come around if they each have half, and how they know. Circulate and ask as students enjoy their snacks.

Writing:

Share-write the student answers to “How do you know that each portion is half?”

Objectives:

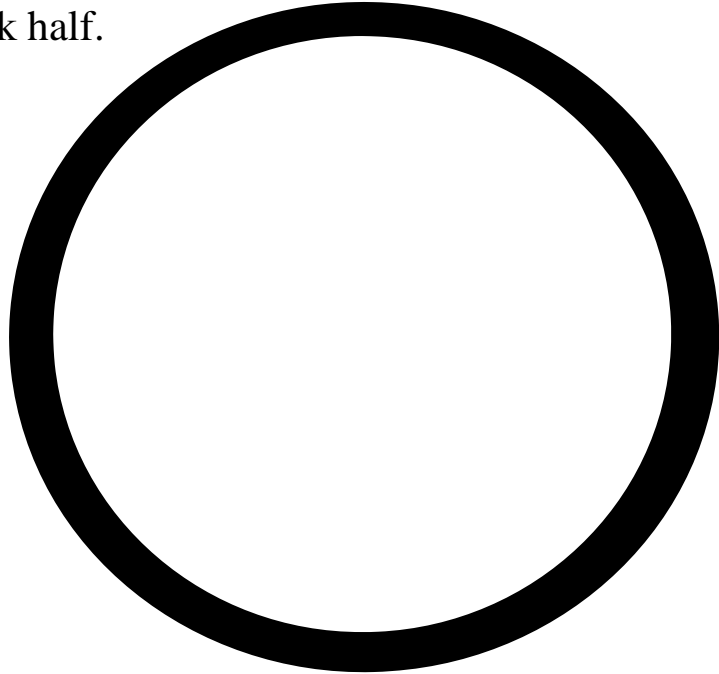
Read the objectives. How did we accomplish these in our snack fraction lesson?

Kinder

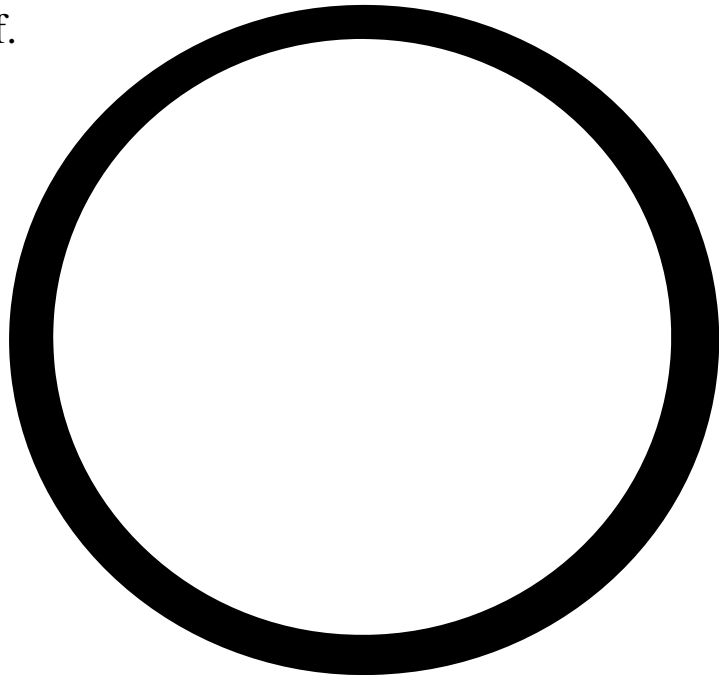


My name is _____

This is my plate and my snack half.

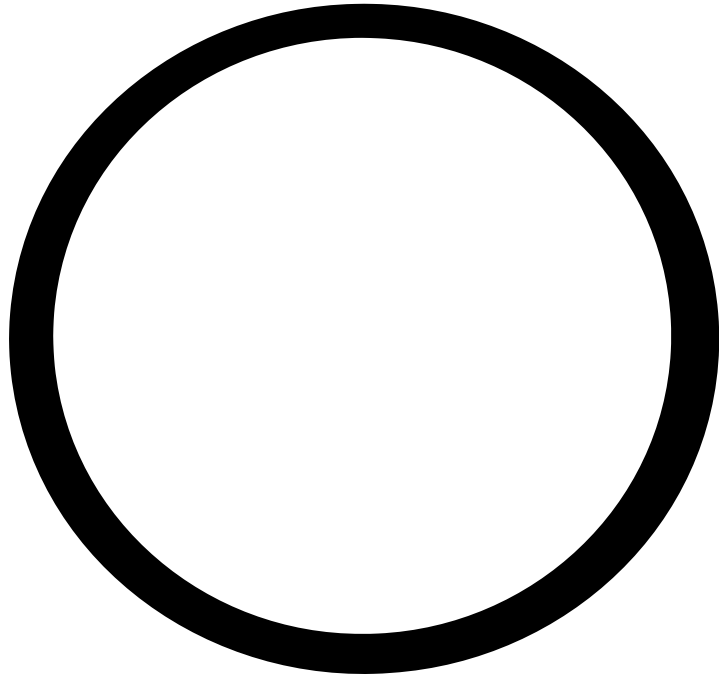


This is my friend's snack half.

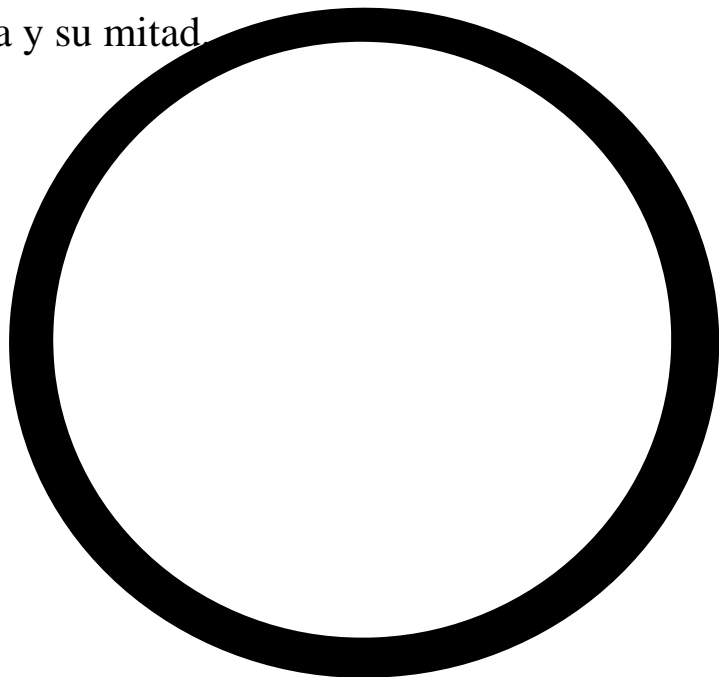


Mi nombre es _____

Esto es mi plato y mi mitad.



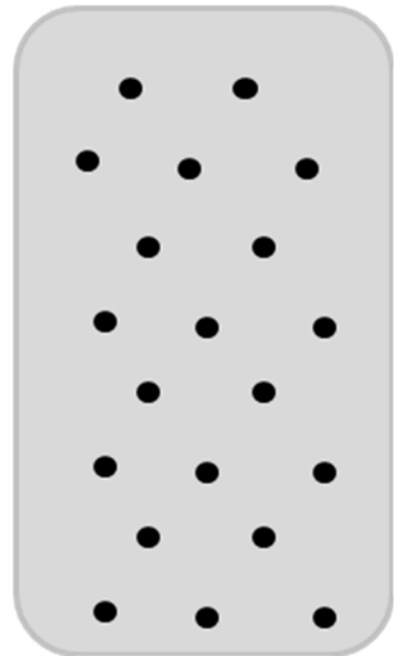
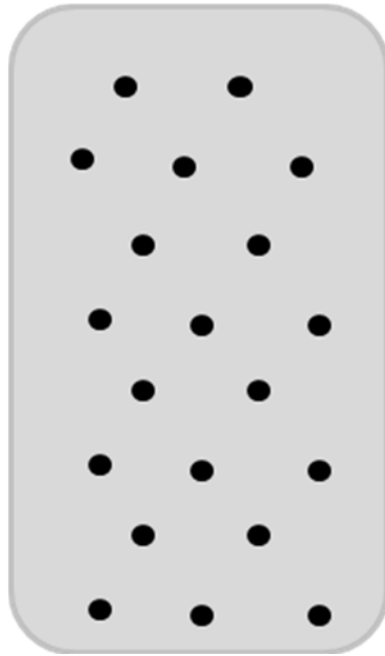
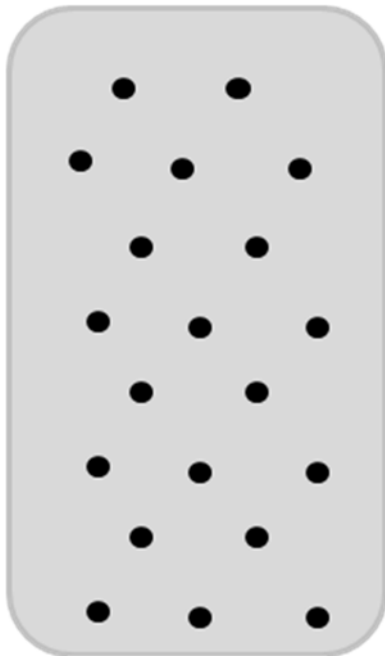
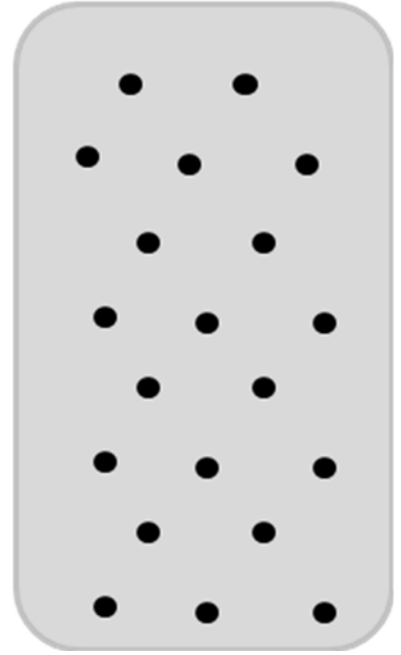
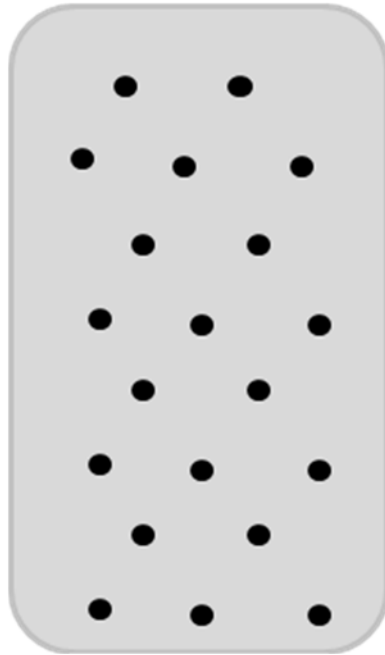
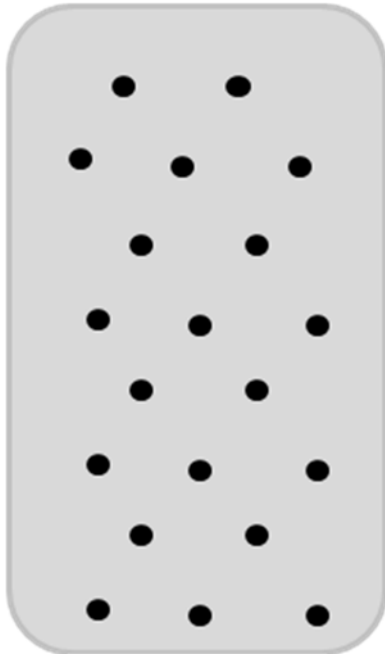
Esto es el plato de mi amigo/a y su mitad.



BLM Kinder Unit 1, TV Lesson 2

Ice Cream Sandwich to Share

There are snacks for 6 students on this page. Students are to use a straight edge to draw the line to cut the snack in half, then use scissors to cut the snack in half, then glue the half to each plate pictured on the BLM Ice Cream Sandwich Snack Fractions. You could certainly cut a brown rectangle about the same size as the real ice cream sandwich instead of using this BLM.

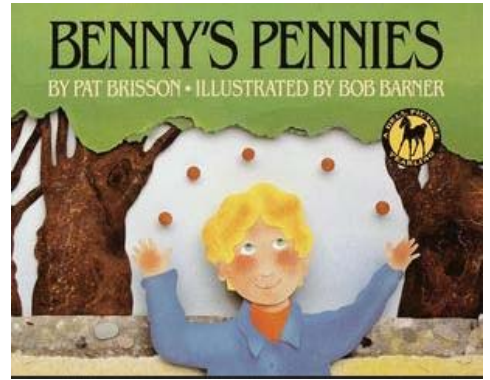


Family Fun – Kinder, Unit 1 Lesson 2

Today’s Measurement Lab Activity

We measured today using _____.

Can we use _____ to measure things at home?



Item Name of thing We will measure.	Estimate Our guess of how many pennies long the item is.	Actual Actual measure of how many pennies long the item is.
	_____ pennies	_____ pennies
	_____ pennies	_____ pennies
	_____ pennies	_____ pennies

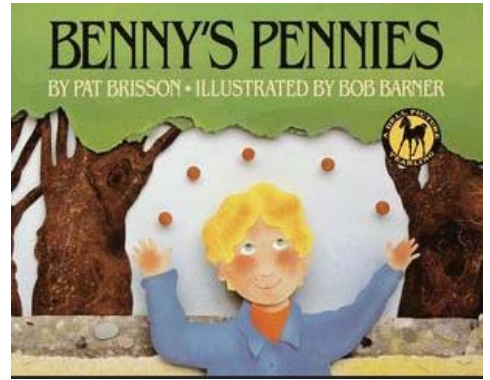
Thank you for helping me learn math!

Family Fun – Kinder, Unit 1 Lesson 2

Actividad del laboratorio de medidas de hoy

Hoy medimos usando _____.

¿Podemos usar _____ para medir cosas en casa?



<p>Objeto Nombre de la cosa que medimos</p>	<p>Medida estimada Nuestra suposición de cuántos centavos mide de largo el objeto</p>	<p>Medida real La medida real de cuántos centavos mide de largo el objeto.</p>
	<p>_____ centavos</p>	<p>_____ centavos</p>
	<p>_____ centavos</p>	<p>_____ centavos</p>
	<p>_____ centavos</p>	<p>_____ centavos</p>

¡Gracias por ayudarme a aprender matemáticas!

Materials

ESSENTIAL

- Sets of 20 straws and bands per student
- Pennies, Nickels, Dimes
Quarters (31 pennies, 6 nickels, 3 dimes, 1 quarter) – 1 per student
- Student Penny Set (20 pennies in Ziploc per student, 1 set for teacher)
- **BLM CGI** – 1 sheet with all problems from which you read only the Join, Result Unknown today
- **BLM Measurement** - How long is the bone? 1 per student/teacher

OPTIONAL

- **BLM** Days of the Week Cards
- **BLM** Numeral Cards through the number of days you have been in school. (set for all students)
- **BLM** Paper Pennies (graphing) (from Lesson 2)

Math Objectives

ESSENTIAL

- Count days in school with straws, and with pennies.
- Solve math word problems.
- Estimate and measure length in quarters.

OPTIONAL

- Baby food jar or plastic jar about the same size with 20 pennies in it
- Graph: How many pennies are in the jar?
- **BLM** for Calendar board – find in the Daily Routine Overview section of your TE
- **BLM** for Yesterday, Today, Tomorrow - find it in the Daily Routine Overview section of your TE
- **BLM** of Days of the Week songs - find in the Daily Routine Overview section of

Unit 1, Lesson 3

Daily Routine

ESSENTIAL

Straws (*Assessment items 1, 2, and 3*)

Begin with Lesson 2, catching up for days missed.

Pennies (*Assessment item 7*)

Begin with Lesson 2, catching up for days missed.

CGI Problem

Lesson 2 – Join, Result Unknown (*Assessment Item 6*)

Lesson 3 – Part-Whole, Whole Unknown (*Assessment Item 5*)

Measurement (*Assessment item 7 – identifying coins*)

Lesson 2 – How long is the bone?

Students estimate and measure the length (between the two vertical lines) of the picture of a dog bone in pennies.

1. Explain that today you are going to estimate and measure how long a dog bone is in pennies. – Demonstrate by measuring the length of a pencil using pennies, showing how you start at one end and line up the pennies side by side till you get to the other end.
2. Give students their bag of 20 pennies and the BLM
3. Show students the BLM How long is the bone?
4. First, you want them to estimate or guess how long the bone is in pennies.
5. Show them the two vertical lines – they will think about the length between those 2 lines. They may put 1 penny at the start of the line to help them visualize the length.
6. Show students the first sentence on the record sheet, “My estimate is _____ pennies.” Tell them that this is where they will write the number of pennies they think it will take to make the length of the bone.
7. One everyone has written a number, ask students to say their estimates, always making sure they do not just give you a naked number, but a number with the unit of measure – in this case, pennies. Write the estimates on the board.
8. Have students count out their estimated number of pennies from their penny kit and line them up on the bone. Do their pennies match the length of the bone? Do they have too many, too few? How many pennies does it take to measure the length of the bone?
9. Write the actual measurement (8 pennies) on the record sheet.
10. Students now use their 8 pennies to make a pattern other than a straight line at the bottom of their paper. They may simply arrange the pennies rather than tracing.
11. Circulate the room: What do we call this coin? (This coin is a penny). How many pennies are there? (8) Is this the same number of pennies it took to measure the length of the bone? (yes) How long is the bone? The bone is 8 pennies long.

Lesson 3 – How long is the bone? (BLM from Lesson 2 but with quarters)

Kinder



your TE



**Balanced Literacy
Language Objectives**

- Speak to partners, teacher, and class using vocabulary.

TEKS

Lesson 1 K.4
Lesson 2 K.2C
Lesson 3 K.2A, K.2E

Assessment Items

(As a result of experiencing this unit, students will be learning skills necessary to be successful on the following Assessment items.)

K 1, 2, 3, 4, 5, 6, 7, 9

ELPS (*English Language Proficiency Standard*)
3D, 3I, 4J, 5F

CCRS (*College and Career Readiness Standards*)
CROSS-DISCIPLINARY I.A.1, II.D.3
ELA III.A.2., IV.A.3
MATH I.C.1., IV.A.1., VI.B.1

TEACHERS:

Azulito's Corner

Lesson 3

- Can you find other objects in your room that measure 6 quarters?

Assessment # 9 will be reviewed daily in Snack Fractions.

Unit 1, Lesson 3

Kinder



Daily Routine - continued

OPTIONAL

Calendar

Begin today, catching up for days missed.

Sing Days of the Week Song



Songs should be written on large chart paper so that students can follow the words of the song. Take 2-3 minutes to find the names of the week in the song.

NOTICE: *Suggestions for online sources for songs are included*

Yesterday, Today, Tomorrow

Begin today.

Graphing (*This activity is not assessed.*)

How many pennies are in the jar? (*have 20 pennies today*)

- Place the penny jar so that students can go in small groups to see.
- Graph should be set up with choices of 5, 10, 15, and 20.
- Give each student a paper penny (**BLM Paper Penny**) and a piece of tape and let them tape their estimate of how many pennies are in the jar on the penny graph. When you are finished, have the students answer the graph questions, then have students help you count the pennies – you pull them out and students count aloud with you.

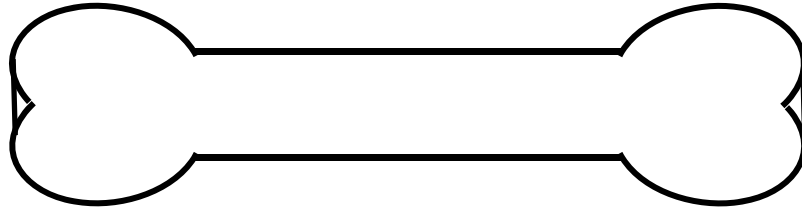
GRAPH QUESTIONS

- What do you notice about the graph? (observations)
- How many students chose ____ pennies?
- How do you know? (*counted the pennies on the graph*)
- Which amount of pennies did more students choose?
- How do you know? (*that line is longer; or ____ student guesses are more than the other student guesses*)
- Which amount of pennies did the fewer students choose?
- How do you know? (*that line is shorter; or ____ student guesses are fewer than the other student guesses*)
- (*after you have counted the pennies*) How many students guessed the amount of pennies in the jar?
- Did we have more or fewer pennies today than we had in lesson 2?
- How do you know

Money Matters If you have a full program and wish to use this optional activity, you will find BLMs and Explanations on MAS Space.

Vocabulary Building – Choose an activity from the list in the Daily routines Section.

1 per student.

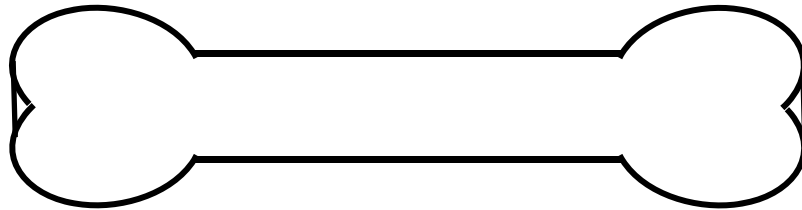


My estimate is _____ quarters long.

How long is the bone?

The bone is _____ quarters long.

My Quarter Pattern



Mi estimación es _____ monedas de 25 centavos de largo.

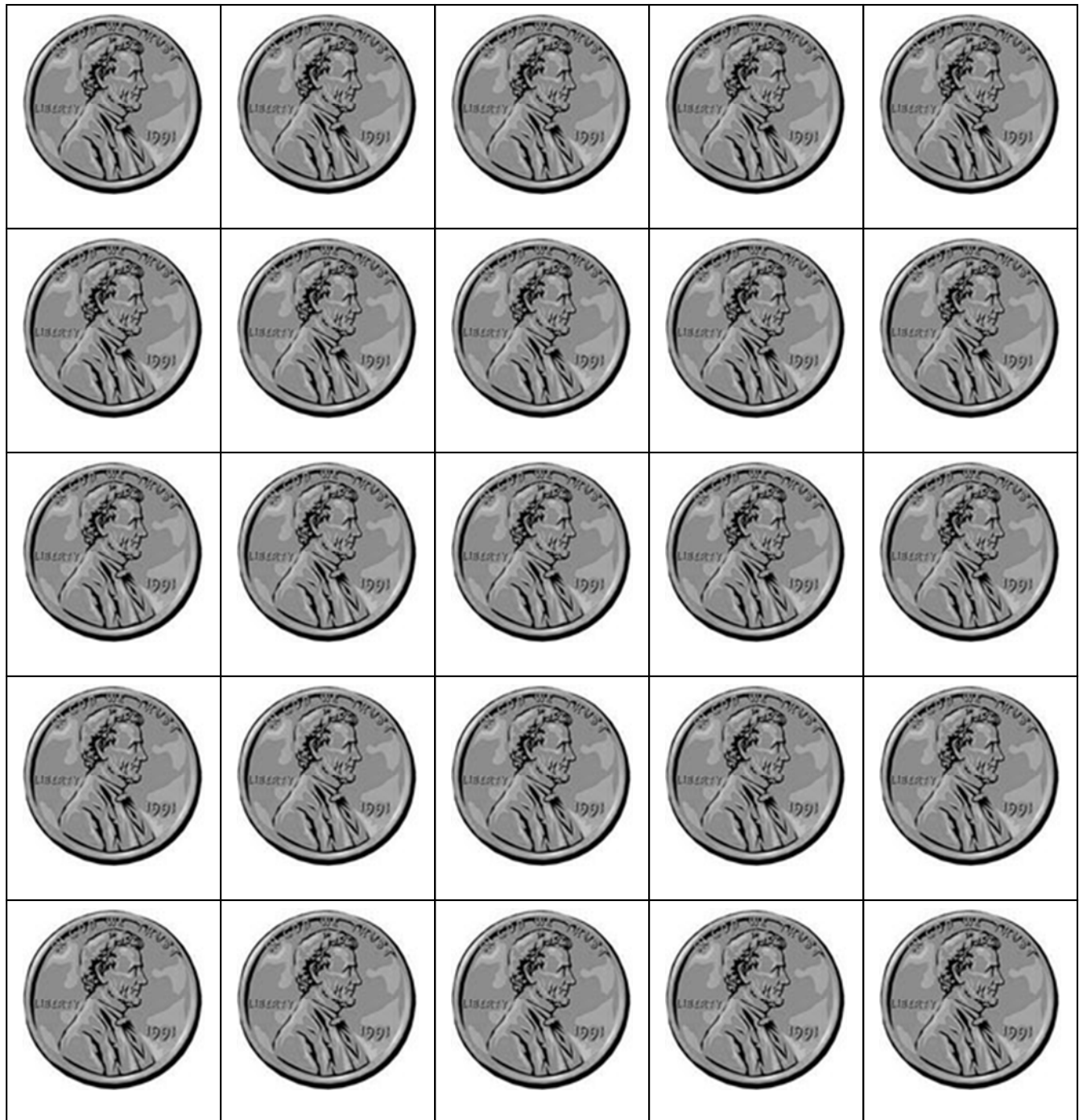
¿Qué tan largo es el hueso?

El hueso mide _____ monedas de 25 centavos de largo.

Mi patrón de moneda de 25 centavos

BLM Daily Routines, Graphing - Unit 1, TV Lesson 3

1 Penny in a square frame per student.



Literature Selection

Benny's Pennies

by Pat Brisson

CLASSROOM SET

Materials

(BLM stands for Blackline Masters. You will find the BLMs at the end of the lesson for which they are needed.)

Language

- Shared Reading text from Lesson 2
 - **BLM** Word Cards and Initial Letter Cards from Lesson 2
 - **BLM** picture cards (rose, cookie, hat, bone, fish) from Lesson 2

Math

- Flip chart and markers for brainstorming
- Student Penny Set (20 pennies in Ziploc per student, 1 set for teacher)
- Big Money Penny or Flannel Board Penny
- Newsprint for each student and a broken brown or copper crayon with the wrapper taken off.
- Sentence stem: "This coin is a _____."
- Class clothes line and 2 clothes pins per student (optional)*
- **BLM TM** Word Cards

*Continue your clothes line display.

Literature Vocabulary

penny
buy
sell
strolled

Math Vocabulary

coins
penny
nickel
dime
quarter

Unit 1, Lesson 3

Classroom Lesson

Kinder



Every day teachers must post the objectives on the board, read them to the students, and have students read them together with the teacher. You must also talk about what the objectives mean, giving examples where appropriate. At the end of the lesson, teacher and students should review to see if they have accomplished both math and language objectives.

Math Objectives:

- Identify US coins by name, including pennies, nickels, dimes and quarters.
- Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement.

Reading Objective

- Develop reading fluency with a shared reading text.
- Sequence events from a story in order from first to last.

Language Objectives:

- Identify beginning sounds and letters.
- Use unit vocabulary words to read and write a text.

Building Background, Vocabulary Practice and Application, Vocabulary Phonemic Awareness and Phonics activity

Begin by having students repeat the activity from Lesson 2. Hide the word cards from students. Read aloud each word, asking students what sound the word starts with. What letter makes that sound?

Tell students they will be trying to find some of these letters and sounds today when they reread the shared reading text.

DURING READING

Practice and Application, Literature

Shared Reading activity

Today you will work with the Shared Reading text again, this time to develop reading fluency and to practice identifying beginning letters and their sounds.

Show students the Shared Reading text from Lesson 2. Remind students that this text was taken directly from the story. Read aloud the text to students again.

Have students read aloud the text with you several times. Use some sort of a pointer or wand to track the text as you and the students read it

equals, =, is the same as
subtract -
add +

ELPS (*English Language Proficiency Standard*)
2A, 2D, 3D, 4A, 4I

CCRS (*College and Career Readiness Standards*)
CROSS-CURRICULAR II.A.2., II.A.3
ELA II.A.1., II.A.2., II.B., III.A.1., II.B.1

Language Center

Connection

Put copies of the Shared Reading text in a language center, and **have students circle, underline, highlight, or color different aspects of the language**, depending on their reading abilities and needs. Some possibilities include:

- Words that start with a certain letter (b,p,s)
- Vocabulary words (sell, penny)
- Circle the capital letters
- Circle the periods or question marks

Listening Center

Connection

You can record this complete shared reading text and have it available in the Listening Center for students to practice reading along. Show students how they should read the text multiple times, and how each time they read a text, they will sound smoother and faster.

After students have practiced reading the text multiple times, have them individually read it aloud to you. Help them with any parts they get stuck on by reading aloud. This is meant to encourage and support students as they become independent readers, not

Unit 1, Lesson 2

Classroom Lesson-continued

Kinder



aloud. Variation: Have different students track the text with the pointer.

Focus on Phonics:

- Ask, “Do you see any words that start with the letter ‘p’?” (*penny*)
Highlight the initial letter ‘p’ on the shared reading text.
- Ask, “Do you see any words that start with the letter ‘b’?” (*Benny*)
Highlight the initial letter ‘b’ on the shared reading text.
- Ask, “Do you see any words that start with the letter ‘s’?” (*sell, said*)
- Optional Challenge: Do you see any words that make the ‘m’ sound? *This is a new sound and letter!* Help students identify the letter ‘m,’ and the words *me* and *Mrs.*

Tell students that you are not going to stop to ask questions or think aloud during the reading. Instead you are going to concentrate on reading fluently. Ask students to note accuracy, expression, and phrasing.

Students should also attend to the order of the events of the story. Tell students, that after the story is read, they will be putting the events in order.

AFTER READING

Sequencing and Retelling

Display, in front of the class, the five picture cards (rose, cookie, hat, bone, fish) in random order.

Each card shows something Benny bought with one of his pennies. We are going to use these pictures to help us retell the story, but first we need to put the pictures in order. Which was the first item Benny bought? Which was the second item he bought? Which item did he buy next? Which item was the last purchased?

Allow the students to order the picture cards to match the sequence of event in the story. Allow students to use the book as a reference if necessary.

to make them nervous about
“making a mistake.”

Unit 1, Lesson 2

Kinder

Classroom Lesson-continued




Finally, once the events of the story have been sequentially ordered, the class can retell the story. This can be done as a whole group class discussion. If time permits, allow the students to act out the story.

Materials for Transition to Math Lesson *(these were listed in the complete Classroom Lesson list, but are listed again to help you organize more quickly.)*

- Flip chart and markers for brainstorming
- Student Penny Set (20 pennies, in Ziploc per student, 1 set for teacher)
- Student Coin Set (1 penny, 1 nickel, 1 dime, 1 quarter) 1 set per student
- Big Money Penny or Flannel Board Penny
- The penny rubbing paper from Lesson 1 and broken silver crayon with the wrapper taken off.
- Sentence stem: “This coin is a _____.”
- Class clothes line and 2 clothes pins per student (optional)*
- **BLM TM Word Cards**

***You will want to have a display area in the room. A clothes line works easily, particularly for the projects that are works in progress such as the coin rubbings. Each child needs a place on the line and 2 clothespins to hang up the work.**

 **Technology:** Free online multiple choice for naming coins. Could be used as a class activity or set up as a center.
<http://www.ixl.com/math/kindergarten/coin-names-penny-through-quarter>

ELPS *(English Language Proficiency Standard)*
2C, 2I, 3A, 3C

CCRS *(College and Career Readiness Standards)*
CROSS-CURRICULAR I.A.2., I.B.1., I.E.2
ELA III.A.2., III.B.2
MATH I.A.1., IX.B.1.

Unit 1, Lesson 3

Classroom Lesson - continued

TRANSITION to Math **Building Background, Math**

Math Objectives:

- Identify US coins by name, including pennies, nickels, dimes and quarters.
- Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement.

Language Objectives:

- Describe a penny, nickel, dime, quarter.
- Explain that when counting, the last number said tells the number of objects in the set regardless of their arrangement.

We have two more coins to study today. Let’s read our math word wall words *(Do so, asking students to tell what they know about each.)*

(Distribute the Student COIN Set to each student) This is a set of coins. What do you see in the set? *(accept all responses, but hopefully will include notations about size differences, colors, different types of coins)*

Let’s take out the two coins we’ve already studied a lot. What coins have we already studied? *(penny and quarter)* Show me the penny. What is this coin? Use our sentence stem to answer: “**This coin is a penny.**” How do you know this is a penny? *(color mostly)*

Show me the quarter. What is this coin? Use our sentence stem to answer: “**This coin is a quarter**” How do you know this is a quarter – look at the coin carefully. *(It’s the largest of the 4 coins in our kit. It has George Washington’s picture on one side of the coin.)*

I’m going to put up another coin *(put the **dime** on display with your Big Money models, but also show a real dime).*

Find this coin in your Coin set and put it on your desk. *(pause)*
Tell me how you knew which coin to take out? *(listen to all of their responses)*

What do we call this coin? *(point to the dime.)*

This coin is a dime.

Our math word we’ll work on this morning is **dime** *(hold up the word card for dime).* Hold your dime in your hand, and let’s say this word together *(do so several times).*

Kinder



Unit 1, Lesson 3

Kinder



Classroom Lesson- continued

TRANSITION to Math - continued

I would like for you and your partner to look very carefully at this coin and describe it to each other. What does it look like? How can you recognize it as a dime? (*wait until students have finished talking to one another, then use the flip chart to list the identifying qualities of a dime.*)

Let's write down everything you can tell us about this dime.

(Draw identifying qualities from the students.)

- *Coin is very thin – in fact, thinner than any other US coin. The saying “one thin dime” comes from this feature.*
- *Side of the coin has little ridges you can feel when you rub it.*
- *The dime is silver in color; but then so are the nickel and the quarter.*

Probably the easiest way to identify this coin is how thin it is. The dime is also smaller around than the other coins. This is “one thin dime!”

Put all 4 of your COINS back into your coin kit bag. Close your eyes, now reach inside the bag, and with your eyes closed, see if you can find the dime by just feeling. When I count to 3, pull out the coin you think is the dime. ONE, TWO, THREE. Now look at the coin. Is it the dime?

How could you tell it is a dime? (*let all volunteers respond*).

Let's make a rubbing of our dime on our coin rubbings sheet. (*Distribute the sheets and remind students how to get the best rubbing.*)

What do we call this coin? **This coin is a dime!**

We have one more coin to identify. Does anyone know what we call this coin? (*Hold up the nickel Big Money.*)

This coin is a nickel.

Find the word card that tells us what coin this is (*Volunteers finds, reads, then class reads the word. Also point out the word in the Money Motion corner for nickels.*)

Directions for coin rubbings:

http://www.ehow.com/how_4481075_do-coin-rubbing-paper.html

We suggest using the side of a broken crayon instead of pencil. Also, students can tape the coin to the desk using a rolled up piece of tape on the underside of the coin to make sure it doesn't slip. Hang the finished rubbing on the clothesline. You will be adding coins throughout the summer session.

Unit 1, Lesson 3

Kinder



Classroom Lesson

TRANSITION to Math - continued

Let's make a rubbing of both sides of the coin. (*See simple directions in the gutter.*) **What do we call this coin? This coin is a nickel.**

(*Once you have rubbed both sides of the coin display their work in the room.*)

What makes this coin different from the other coins? Talk to your partner to see if you can find ways to recognize this coin. (*Pause to allow time to explore the nickel, then have students give you their ideas. Write the ideas on your flip chart.*)

Look at the side. Is the side smooth like the penny or ridged like the dime and quarter? (*Smooth*). This, and the nickel's color, are 2 very good ways to tell this coin from the other.

What is the name of this coin? **This coin is a nickel.**

Fine the word card that names this coin (do so).

Put your 4 coins back into your COIN kit. Close your eyes, and see if you can find the nickel by just feeling. (*pause*) How did you know that it was the nickel? (*volunteer responses*)

Put the coin back inside the COIN Kit, and I'm going to tell you which coin to find by just feeling. Remember, no peeking – let's see if your fingers can recognize the coin.

(*Quarter, nickel, dime, penny – have students put the coin back into the bag after each try. Make sure you allow students time to talk about how they knew it was the coin you asked for.*)

(*If you have time, play Money Motion again before the TV Lesson (play in the same fashion as Lesson 2).*)

Objectives:

As you wait for the TV lesson, read the math and language objectives for this portion of the lesson. Ask students to tell you what they did to learn the objective

Distribute TV Materials:

- Student Penny Set with 20 pennies – 1 set per student
- 1 dice – TV Teacher only
- **BLM** What did Benny buy? – 1 per teacher, 1 per student
- **BLM** Benny's Pennies Story Board – 1 per teacher, 1 per student
- **BLM** Number and Symbol Cards - cut out 0 through 10 and the subtraction and equal signs – 1 per teacher, 1 per student

Literature Vocabulary

penny
buy
sell
strolled

Math Vocabulary

coins
penny
nickel
dime
quarter
equals, =, is the same as
subtract -
add +

Materials

- Student Penny Set with 20 pennies – 1 set per student 1 set per teacher
- 1 dice – TV teacher only
- Story Problem Stem
Benny had ____ pennies.
He spent ____ pennies on a ____.
How much did Benny have then?
- **BLM** What did Benny buy? – 1 set per teacher, 1 set per student
- **BLM** Benny's Pennies Story Board -1 set per teacher, 1 set per student
- **BLM** Number and Symbol Cards - 1 set per teacher, 1 set per student

Game is TV Demo

- **Coin Sets**
- **Game playing pieces**
- **Paper plates for story boards**
- **BLM** Generic Family Fun Game Board
- **BLM** Family Fun Game Movement Cards
- **BLM** Family Fun card printed on pink cardstock
- **BLM** Family Fun Game cards
- **BLM** Special Kinder Instructions

Classroom Teachers,

Students should have their money kits of 20 pennies in front of them for the lesson.

Unit 1, Lesson 3

TV Lesson

Read objectives while pointing to the words in the math lesson objectives. After each math objective, show children what that means.

Math Objectives:

Solve word problems using objects and drawings to find differences within 10.

Explain the strategies used to solve problems involving subtracting within 10 using spoken words, concrete and pictorial models and number sentences.

Language Objectives:

- Complete story problem stems.
- Use the math vocabulary during the activity.
- Explain the strategies used to solve problems involving subtracting.

Building Background, Math

TEACHER: We're going to solve Benny's Pennies problems again today, but we're going to create our own!

AZULITO: Oh that sounds like fun!

TEACHER: Before we start, though, let's review our math vocabulary (do so).

Now, let's get our supplies for the activity. Take your Penny Set. Today Benny is going to start with 10 pennies. Let's all count ten pennies out of our Penny set (do so).

And all of us will need the What did Benny buy? cards. Make sure that your set of cards is sitting in a row at the top of your desk for now. Azulito and I will select the item during our activity.

You should also have your Benny's Pennies Story Board (show) and your Number and Symbols cards (show).

And Azulito and I will have one die to help us see how much Benny will spend.

AZULITO: And I see that you have a Story Problem stem (flash to the SMART Board).

TEACHER: Yes, we do – let's read it together. Boys and girls please help us!

Kinder



Time Clue
BB = Building Background
CI = Comprehensible Input
AC = Azulito's Corner
BB = 8 minutes
CI = 17 minutes
AC = 3 minutes (Give Azulito time to explain MAS Space and give a sampling of his bio.)

ELPS (*English Language Proficiency Standard*)
1C, 1E, 2D, 2E, 3B, 3C

CCRS (*College and Career Readiness Standards*)
CROSS-CURRICULAR
ELA II.A.3., II.A.4., II.B.1., IV.A.2.
MATH I.B.1., I.C.1., V.A.1

BLM Benny's Pennies Story Board
Use the same format as in previous lessons.

Unit 1, Lesson 3

Kinder



TV Lesson - continued

AZULITO: That was great! Can we begin now?

TEACHER: Of course we can!

Comprehensible Input, Math

TEACHER: We will have to create the story before we can solve it. So let's all create first by selecting our What did Benny buy? card. Azulito and I have put our cards into a big stack, shuffled them, and have the stack face down in front of us. We will choose what Benny is going to buy. (do so) Benny will buy a (_____)

And we have to decide how much Benny is going to spend on the (_____). We are going to roll a dice to see (do so). Benny will pay (____) for the (_____). Let's leave the dice showing our number so we'll remember.

Now, we can create our problem. I'm going to fill in the Story Problem stem with our information. Help me fill in the blanks, boys and girls (*read the sentence, fill in the blank, read the completed sentence*)

**Benny had 10 pennies.
He spent ___ pennies on a ____.
How much did Benny have then?**

There is our problem. Close your eyes now, and I'll read it through for you to see the math movie in your mind. (do so)

TEACHER: Now, open your eyes. Did you see the math movie? This time, model the math movie as I read the story. (read a second time)

Boys and girls, tell your teacher how many pennies you think Benny had after buying the rose. (pause) Let's see how Azulito solved that one.

AZULITO: (USE Story Board to *model on SMART board or overhead projection while Azulito explains how he solve the problem.*)

TEACHER: Great job, Azulito. How many pennies did Bennie have then?

AZULITO: Bennie had _____ pennies after he bought the _____.

Unit 1, Lesson 3

Kinder



TV Lesson - continued

TEACHER: Now, let's create our number sentence at the bottom of the page. Boys and girls, talk to your partner about how you will fill in the number sentence. (Pause as they do so).

AZULITO: (*pause as students share in classroom*) May I show mine? (do so)

TEACHER: Well done!

AZULTIO: That was fun! Let's create more problems! (*Repeat the process several more times, leaving enough time to teach the Family Fun Game.*)

Benny had 10 pennies.
He spent ____ pennies on a ____.
How much did Benny have then?

TEACHER: (*once you have completed several word problems*) Azulito and I would like to teach you a game now that you are going to take home today to play with your family. You will use the same skills that you have been using in this unit.

AZULITO: And if you have other family members in school today, they will bring home the game too so you can all play together!

TEACHER: (*Show the board and explain the game. You and Azulito play a few rounds together, telling students they will play the game in the follow-up Lesson. Model using a paper plate instead of the story board. Paper plates will be used at home.*)

AZULITO: I like games that make us think! YEAH! And I like measuring things! Today in your Daily Routines, you used quarters to measure the length of the picture of the dog bone. Did you find other things in your room that were as long in quarters as that bone? Now is the time to tell us online in MAS Space! I can't wait to see what you found!!

I'll go to MAS Space and tell you what I found that was 6 quarters long! See you online!

TEACHER: Great job boys and girls, now, let's see what we learned today and how we learned it!

Objectives: And now before we go, let's review what we have learned today! (*do so*)

Process:

- Select the item.
- Roll the dice and select how much the item cost.
- Fill in the blanks in the problem stem.
- Read the problem twice – once for students to see the math movie in their minds; second time for students to model the problem.
- Share their solutions with class partners
- Azulito shares his.

Azulito's Corner Lesson 3

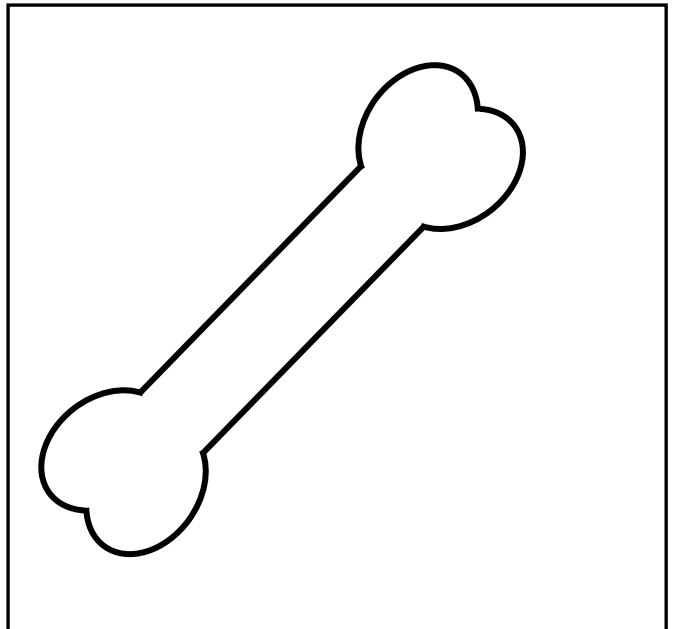
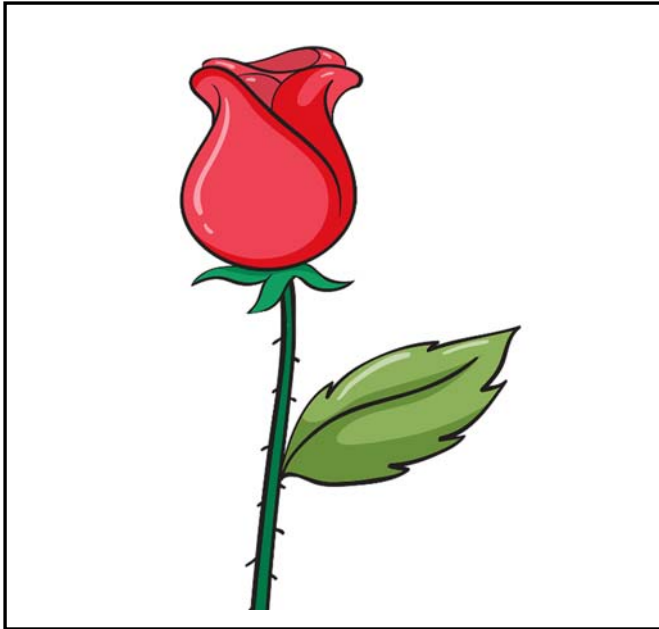
- What other things in your class measure about 6 quarters?

BLM TV Unit 1, Lesson 3

What Did Benny Buy? p 1



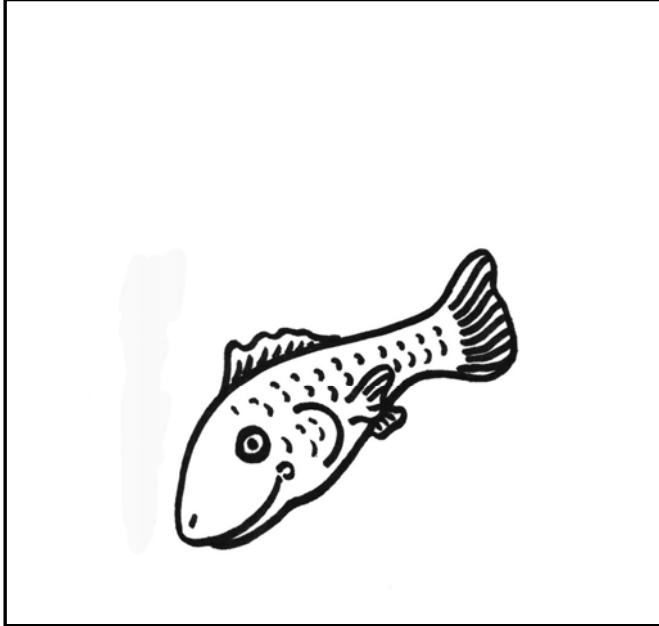
Duplicate on card stock and cut out. 1 set for teachers, 1 set per student (You may use those from previous lessons.)



BLM TV Unit 1, Lesson 3

Duplicate on card stock and cut out. 1 set per teacher, 1 set per student

What Did Benny Buy? p 2

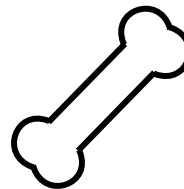


BLM TV Unit 1, Lesson 3

Benny's Pennies Story Board



Duplicate on card stock and cut out. 1 set per teacher, 1 set per student (You may use the board from previous lessons.)



BLM TV Unit 1, Lesson 3

Number and Symbol Cards



Duplicate on card stock and cut out. 1 set per teacher, 1 set per student (You may use the cards from previous lessons.)

0	1	2	3	4	5
---	---	---	---	---	---

6	7	8	9	10	=	-
---	---	---	---	----	---	---

0	1	2	3	4	5
---	---	---	---	---	---

6	7	8	9	10	=	-
---	---	---	---	----	---	---

0	1	2	3	4	5
---	---	---	---	---	---

6	7	8	9	10	=	-
---	---	---	---	----	---	---

0	1	2	3	4	5
---	---	---	---	---	---

6	7	8	9	10	=	-
---	---	---	---	----	---	---

Literature Vocabulary

penny
buy
sell
strolled

Math Vocabulary

coins
penny
nickel
dime
quarter
equals, =, is the same as
subtract -
add +

Materials

- **Money Motion Option** – Money Motion corners set up as previously, and coins for each student.
 - Student Penny Set with 20 pennies – 1 set per student
 - Student Penny Set with 20 pennies – 1 set per student 1 set per teacher
 - 1 dice per pair of students
 - Story Problem Stem
Benny had ____ pennies.
He spent ____ pennies on a ____.
How much did Benny have then?
 - **BLM** What did Benny buy? – 1 set per teacher, 1 set per student
 - **BLM** Benny's Pennies Story Board -1 set per teacher, 1 set per student
 - **BLM** Number and Symbol Cards - 1 set per teacher, 1 set per student
 - Flip Chart and marker for the shared writing activity.
 - *Number and Symbol card Sets to take home – 1 set per student
 - *10-penny kit to take home – 1 kit per student
- Family Fun Game – 1 set per partners for the room; 1 set per student to take home.**
- Game is TV Demo**
- **Play Coin Sets including 20 pennies**
 - **Game playing pieces**
 - **Paper plates for story boards**

Unit 1, Lesson 3

Follow-up

Math Objectives:

Identify US coins by name.

Solve word problems using objects and drawings to find differences within 10.

Explain the strategies used to solve problems involving subtracting within 10 using spoken words, concrete and pictorial models and number sentences.

Language Objectives:

- Complete Story Problem stem.
- Use the math vocabulary during the activity.
- Explain the strategies used to solve problems involving subtracting.
- Share-write math sentences.

Practice and Application, Math

(Play Money Motion if students need a break before the follow-up)

Now, let's create and solve a few more math movies with Benny!

We'll do 2 problems together, then you and a partner can create 2 on your own!

Follow the same procedure the TV Teacher used. You should already have the Story Problem Stem posted, and students should already have their materials used during the TV Lesson.

Control the What did Benny buy? Cards and the dice for the first 2 problems, and then distribute 1 dice per student and show them how to stack the cards to draw 1 for their story. Let them create their own problems. Circulate the room making sure students understand the process, asking questions.)

QUESTIONS

- How many pennies did Benny have in his pocket to begin with?
- What did Benny buy in your problem?
- How much did the ____ cost?
- Show me how you solved the problem.
- Explain why you did that.
- What do the numbers in your number sentence mean?
- **EXTENSION:** What if Benny had 15 pennies in his pocket? How much do you think Benny would have after he purchased the ____ for ____ pennies? How can you show me the math movie on that story?


Kinder



- **BLM** Generic Family Fun Game Board
- **BLM** Family Fun Game Movement Cards
- **BLM** Family Fun card printed on pink cardstock
- **BLM** Family Fun Game cards
- **BLM** Special Kinder Instructions

ELPS (*English Language Proficiency Standard*)
1A, 1B, 2B, 2C, 5A, 5B

CCRS (*College and Career Readiness Standards*)
CROSS-CURRICULAR I.A.1., I.C.1, I.E.2
ELA I.A.2., III.A.2., IV.A.2
MATH II.A.1., II.D.1, VIII.A.1

 **Technology**
Here is a counting pennies activity <http://www.ixl.com/math/kindergarten/count-money-pennies>
This could be played in small groups at a center, or as a whole class using a projector.

Suggested Centers:

Internet
Transition to Math Lesson suggestion:
<http://www.ixl.com/math/kindergarten/coin-names-penny-through-quarter>
naming coins through quarter

Follow-up Lesson suggestion:
<http://www.ixl.com/math/kindergarten/count-money-pennies>
counting Pennies

Unit 1, Lesson 3

Kinder



Follow-up, continued

Let's look at our number and symbol cards. Please carefully dump them out onto your desk. (pause) Let's see if we recognize all of these numbers.

Everyone find the number that represents 1 penny. Put the number 1 at the top of your desk (*circulate the room to make sure students all can recognize the number.*)

Which number represents 2 pennies? Put that number next to the 1 at the top of your desk. (*Circulate the room to make sure students recognize the number.*)

(Repeat for numbers 3 through 10)

There are 2 symbol cards left. What do they mean?
Put the sign that means equals or is the same as under your number line. (check)

What does the other symbols mean? (volunteer) It means to subtract, to separate. And in our type of problem it means to take away pennies.

Now look at the story board. Remember how the TV Teacher used the story board?

What did she do first to show the math movie? (*She put the pennies in Benny's pocket.*)

What did she do next? (*She spent the penny by taking it out of Benny's pocket and putting it on whatever item Benny bought.*)

What did she do after she modeled it with the pennies? (*She used the number and symbol cards to write the number sentence that represents the math movie.*)

And what did she do last? (*She read the number and symbol sentence in words.*)

Remember, I'm going to read the problem the first time, and I want you to close your eyes so that you can see the Math Movie in your mind!

Unit 1, Lesson 3

Kinder



Follow-up, continued

NOTE:

Listen to all of the students' responses, then repeat what they said in mathematical terms.

Shared or Interactive Writing Topic

Daily students will use the day's vocabulary to Share-Write a statement about the learning. Teacher has a large chart and marking pen with a question written at the top. Children give complete sentences. Encourage them to use today's vocabulary.

 Look at this number sentence. $10 - 9 = 1$

If this is a number sentence for one of Benny's stories, what does each number and symbol mean?

- The 10 is the number of pennies Benny had to spend.
- The $-$ means that the math movie shows us Benny spent, or took away some of those pennies.
- The 9 is how much the item cost.
- The $=$ says that $10 - 9$ is the same as 1.
- The 1 is how many pennies Benny had after he bought the item.

Now, let's play the Family Fun Game so you can take your games home today to play with your family!

Play several rounds of you against the class, using paper plate as the Story Board, so that students understand the taking turns part. You will need to read the problems to some of the students as they become independent, but the problem cards are similar to the Story Problem Stem from today's lesson.

Once you are sure students understand the game, set them up either in partners or groups of 3 to play the game. Circulate the room to make sure students understand the process of the game before they leave today.

Send home a full set with every student today. – Answer keys should also go home –(BLM All-School Answer Key)



Generic Family Fun Game Board

Materials Generic to All Units:

- Game Markers
- Game Cards for your Level
- Answer Key for your Level
- Game Movement Cards (white)
- Unit-specific Materials List

Playing the Game

1. Begin in one of the corner shapes. There may be more than 1 player in each starting shape. Remember where you started.
2. On your turn, draw one of your level game cards and work the problem.
3. One of the other players uses the Answer Key to check your answer. If correct, draw a movement card and move the given places
 - Forward movement in a clockwise direction.
 - Backward movement in a counter clockwise direction.If incorrect, do not move.
4. Game is over when the first person runs the entire track, ending back on the starting shape.



Tablero de juego

Materiales genéricos para todas las unidades:

- Fichas para jugar
- Tarjetas del juego para su nivel
- Clave de respuestas para su nivel
- Tarjetas de movimiento del juego (blancas)
- Lista de materiales específicos de la unidad

Cómo se juega

1. Empiece en una de las esquinas. Puede haber más de 1 jugador en cada figura de inicio.
2. Cuando sea su turno, saque una de las tarjetas de juego de su nivel y resuelva el problema.
3. Uno de los otros jugadores usa la clave de respuestas para ver si su respuesta es correcta. Si es correcta, saque una tarjeta de movimiento y mueva su ficha como lo indica la tarjeta.
 - Movimiento hacia adelante en el sentido de las manecillas del reloj.
 - Movimiento hacia atrás en el sentido contrario a las manecillas del reloj.Si es incorrecta, no se mueve.
4. El juego se acaba cuando la primera persona recorre toda la pista y termina en la figura de inicio.

Move forward 1 space	Move forward 1 space	Move forward 1 space
Move forward 1 space	Move forward 1 space	Move forward 1 space
Move forward 2 spaces	Move forward 2 spaces	Move forward 2 spaces
Move back 1 space	Move back 1 space	Move back 1 space
Move forward 3 spaces	Move forward 2 spaces	Move forward 3 spaces

Units 1 – 2 – 3 -- FAMILY FUN

One per student for home

One per partner pair in class



Print on white paper.

Family Fun – Movement Cards

Avanza un espacio	Avanza un espacio	Avanza un espacio
Avanza un espacio	Avanza un espacio	Avanza un espacio
Avanza 2 espacios	Avanza 2 espacios	Avanza 2 espacios
Retrocede 1 espacio	Retrocede 1 espacio	Retrocede 1 espacio
Avanza 3 espacios	Avanza 3 espacios	Avanza 3 espacios

BLM Kinder Unit 1, TV & Follow-up Lesson 3

Family Fun Game Cards 

Printed in Pink – 1 set for the TV Lesson Demo. 1 set per partners for class; 1 set per student for home.
(1 of 2 pages) In the future, this page will address skills taught in the unit.

A.
Show a quarter and ask:
What is the name of this coin?

Student's answer should be
This coin is a quarter.

B.
Show a dime and ask:
What is the name of this coin?

Student's answer should be
This coin is a dime.

C.
Show a penny and ask:
What is the name of this coin?

Student's answer should be
This coin is a penny.

D.
Show a quarter and ask:
What is the name of this coin?

Student's answer should be
This coin is a quarter.

E.
Show a dime and ask:
What is the name of this coin?

Student's answer should be
This coin is a dime.

F.
Show a penny and ask:
What is the name of this coin?

Student's answer should be
This coin is a penny.

G.
Show a nickel and ask:
What is the name of this coin?

Student's answer should be
This coin is a nickel.

H.
Show a nickel and ask:
What is the name of this coin?

Student's answer should be
This coin is a nickel.

I.
Show a dime and ask:
What is the name of this coin?

Student's answer should be
This coin is a dime.

Printed in Pink – 1 set for the TV Lesson Demo. 1 set per partners for class; 1 set per student for home.
(1 of 2 pages) In the future, this page will address skills taught in the unit.

<p>A. Muestre una moneda de 25 centavos y pregunte: ¿Cuál es el nombre de esta moneda? La respuesta del estudiante debe ser Esta moneda es un cuarto.</p>	<p>B. Muestre una moneda de 10 centavos y pregunte: ¿Cuál es el nombre de esta moneda? La respuesta del estudiante debe ser Esta moneda es una moneda</p>	<p>C. Muestre un centavo y pregunte: ¿Cuál es el nombre de esta moneda? La respuesta del estudiante debe ser Esta moneda es un centavo.</p>
<p>D. Muestre una moneda de 25 centavos y pregunte: ¿Cuál es el nombre de esta moneda? La respuesta del estudiante debe ser Esta moneda es un cuarto.</p>	<p>E. Muestre una moneda de 10 centavos y pregunte: ¿Cuál es el nombre de esta moneda? La respuesta del estudiante debe ser Esta moneda es una moneda</p>	<p>F. Muestre un centavo y pregunte: ¿Cuál es el nombre de esta moneda? La respuesta del estudiante debe ser Esta moneda es un centavo.</p>
<p>G. Muestre una moneda de cinco centavos y pregunte: ¿Cuál es el nombre de esta moneda? La respuesta del estudiante debe ser</p>	<p>H. Muestre una moneda de cinco centavos y pregunte: ¿Cuál es el nombre de esta moneda? La respuesta del estudiante debe ser</p>	<p>I. Muestre una moneda de 10 centavos y pregunte: ¿Cuál es el nombre de esta moneda? La respuesta del estudiante debe ser</p>

BLM Kinder Unit 1, TV & Follow-up Lesson 3

Family Fun Game Cards 

Printed in Pink – 1 set for the TV Lesson Demo. 1 set per partners for class; 1 set per student for home.
(Page 2 of 2 pages) -- Students should have a paper plate to use as a story board. In the future,
this page will address skills taught in previous units.

J.

Benny had 8 pennies.
He spent 4 pennies.
How many pennies did he
have then?

K.

Benny had 9 pennies.
He spent 7 pennies.
How many pennies did he
have then?

L.

Benny had 10 pennies.
He spent 6 pennies.
How many pennies did he
have then?

M.

Benny had 10 pennies.
He spent 5 pennies.
How many pennies did he
have then?

N.

Benny had 8 pennies.
He spent 3 pennies.
How many pennies did he
have then?

O.

Benny had 9 pennies.
He spent 9 pennies.
How many pennies did he
have then?

P.

Count 15 pennies.

Q.

Count 12 pennies.

R.

Count 20 pennies.

BLM Kinder Unit 1, TV & Follow-up Lesson 3

Family Fun Game Cards 

Printed in Pink – 1 set for the TV Lesson Demo. 1 set per partners for class; 1 set per student for home.
(1 of 2 pages) In the future, this page will address skills taught in the unit.

<p>J.</p> <p>Benny tenía 8 centavos. Él gastó 4 centavos. ¿Cuántos centavos le quedaron?</p>	<p>K.</p> <p>Benny tenía 9 centavos. Él gastó 7 centavos. ¿Cuántos centavos le quedaron?</p>	<p>L.</p> <p>Benny tenía 10 centavos. Él gastó 6 centavos. ¿Cuántos centavos le quedaron?</p>
<p>M.</p> <p>Benny tenía 10 centavos. Él gastó 5 centavos. ¿Cuántos centavos le quedaron?</p>	<p>N.</p> <p>Benny tenía 8 centavos. Él gastó 3 centavos. ¿Cuántos centavos le quedaron?</p>	<p>O.</p> <p>Benny tenía 9 centavos. Él gastó 9 centavos. ¿Cuántos centavos le quedaron?</p>
<p>P.</p> <p>Cuenta 15 centavos</p>	<p>Q.</p> <p>Cuenta 12 centavos</p>	<p>R.</p> <p>Cuenta 20 centavos</p>

Answer Key

Problem Letter	Kinder	1-2	3-4	5-6	7-8
A	This coin is a quarter.	(listen to the skip counting)	x x x x x x x x x x x x	633.29 miles	$\frac{22 \text{ boys}}{30 \text{ girls}}$
B	This coin is a dime.	(listen to the skip counting)	x x x x x x	\$3237.88	$\frac{15 \text{ girls}}{26 \text{ total}}$
C	This coin is a penny.	(listen to the skip counting)	x x x x x x x x x x	perimeter = 99.5 meters	$\frac{14 \text{ boys}}{33 \text{ total}}$
D	This coin is a quarter.	5 cents	$3 \times 5 = 15$	width = 10.75 meters	$\frac{21 \text{ red}}{33 \text{ total}}$
E	This coin is a dime.	10 cents	$2 \times 5 = 10$	334.325 yards	6 cups of flour
F	This coin is a penny.	1 cent	$2 \times 3 = 6$	\$451.09	$\frac{1}{4}$ cup of onions
G	This coin is a nickel.	25 cents	There were 4 nickels in each bank.	\$35 for each yard	12 cups of flour
H	This coin is a nickel.	14 nickels	There were 2 stacks of 5 nickels.	\$2800	$12 \frac{1}{2}$ cups sugar
I	This coin is a dime.	11 quarters	any model equivalent to $\frac{1}{2}$	\$744	11.5 oz of chocolate
J	Benny had 4 pennies.	19 pennies	4.05	\$205	16 baskets
K	Benny had 2 pennies.	11 pennies	27.12	\$675	20 baskets
L	Benny had 4 pennies.	4 pennies	$3 \frac{5}{10}$ or $3 \frac{1}{2}$	\$11.75 per hr	Same. Ratios are equivalent at 2:3
M	Benny had 5 pennies.	3 pennies	Four and twenty-three hundredths	\$660 (double \$330)	12 blue
N	Benny had 5 pennies.	7 pennies	2 tenths	\$165 (half of \$330)	18 red
O	Benny had 0 or no pennies.	14 pennies	4 tenths	$x = \$100$ (double 25, double 50)	16 yellow
P	(counts out 15 pennies)	Make a group of 5 and a group of 6	$1.5 < 1.75$ Less than	$x = 56$ (half of 112)	\$72.00
Q	(counts out 12 pennies)	Make a group of 8 and a group of 8	$1.51 > 1.49$ Greater than	\$412.50 (half of \$825)	50 minutes
R	(counts out 20 pennies)	Show 12 pennies and remove 6.	$1.2 > 1.02$ Greater than	\$150 (50% = \$100, 25% = \$50, combine)	Alicia – She runs $1 \frac{2}{3}$ blocks per min.

Materials:

- Coin sets – 20 pennies, 1 dime, 1 nickel, 1 quarter
- Paper plate to use as a “story board”
- Game playing piece for everyone playing the game
- Game board, movement cards, pink problem cards, All-School Answer Key

Solution Expectations

Problems A - I

- Students are expected to recognize the coin by name. Please help your child answer in the complete sentence given.

Problems J-O

- Students are expected to solve the problem using a paper plate or other suggested material as the story board and their pennies or beans or other counters.
- Someone may read the problem to the students.
- Students should model each problem once the problem is read.
- Students then answer the question in a sentence form. Example, problem “J” Benny had 4 pennies.

Problems P - R

- Students are expected to count out the number of pennies requested.

Materiales:

- Juegos de monedas – 20 centavos, 1 moneda de 10 centavos, 1 moneda de 5 centavos, 1 moneda de 25 centavos,
- Plato de papel para usar como “secuencia de imágenes”.
- Una pieza para cada persona que juegue.
- Tablero de juego, cartas de movimiento, cartas de problema rosadas, guía de respuestas para toda la escuela.

Expectativas de solución**Problemas A - I**

- Se espera que los estudiantes reconozcan la moneda por nombre. Ayude a su hijo a contestar con la frase completa que se proporciona.

Problemas J-O

- Se espera que los estudiantes resuelvan el problema usando un plato de papel u otros materiales sugeridos como secuencia de imágenes y sus centavos, frijoles u otros contadores.
- Alguien puede leerle el problema a los estudiantes.
- Los estudiantes deben modelar cada problema una vez que se lea el problema.
- Los estudiantes después responden la pregunta en forma de oración. Por ejemplo, en el problema “J” Benny tenía 4 centavos.

Problemas P – R

- Se espera que los estudiantes cuenten la cantidad de centavos que se pide.

Math Objectives

- Share a snack in half.
- Explain why each portion is half.

Language Objectives

- Explain why each portion is half.
- Share-write what is a half.

Materials:

TEACHER:

- BLM String Cheese Snack Fractions
- 1 large string cheese
- sharp knife
- Paper towel
- Paper plate

STUDENT ACTIVITY (per partner pair):

- BLM String Cheese Snack Fractions
- BLM String Cheese to Share
- 1 string cheese per pair
- 1 plastic knife
- 2 paper dessert plates
- 2 paper towels
- 1 scissors per student
- 1 ruler and marker per student
- 1 glue stick per student
- Chart paper with question: **How do you know that each portion is half?** Put a copy of the record sheet string cheese cut apart at the top of the chart with the question.

Unit 1, Lesson 3

Snack Fractions

Children should wash their hands before this activity if using food items.

Snack Fractions

As part of each math day, please include a quick “Snack Fraction” activity. If your district/school does not allow any snacks to be given to students, please alter the activity by providing the paper shape to be divided into fractional parts.

Objective:

Today you are going to share a snack with one other friend. The snack will be cut into 2 pieces. You will be able to tell each other the fractional name of the pieces. You will be able to draw a line on a picture to show the parts that you have.

TODAY: Teacher demonstration of halves

“I have piece of string cheese that I want to share with a friend. How can I do that? (*wait for answers*) I want the portions to be fair shares, that is, both of us have the same amount of the string cheese.

Here is how I will cut the string cheese into 2 pieces so that my friend and I will have fair shares. (*cut string cheese*) Does anyone know what we call this fractional part of the string cheese? (*hold up a half and wait for answers*) We call this a half. Why is this portion a half? (*wait for answers*) It is half because it is one out of 2 equal pieces (*compare the 2 pieces side by side so students see they are equal pieces*).

Ask the students:

- What fractional part of my snack will my friend receive? (*one-half*)
- How do you know? (*the piece is one out of two equal pieces*)
- What fractional part am I receiving? (*half*)
- How do you know? (*You have one out of two equal pieces*)

Before dividing the actual snack, give each child the BLM String Cheese Snack Fractions and the String Cheese picture. Have the student draw a line, cut the paper model in half, and then glue to the BLM String Cheese Snack Fractions sheet.

When those sheets are collected, divide the students into partners, giving each pair the set of materials listed. Tell them to share the snack into fair shares, and be able to tell you when you come around if they each have half, and how they know. Circulate and ask as students enjoy their snacks.

Writing:

Share-write the student answers to “How do you know that each portion is half?”

Objectives:

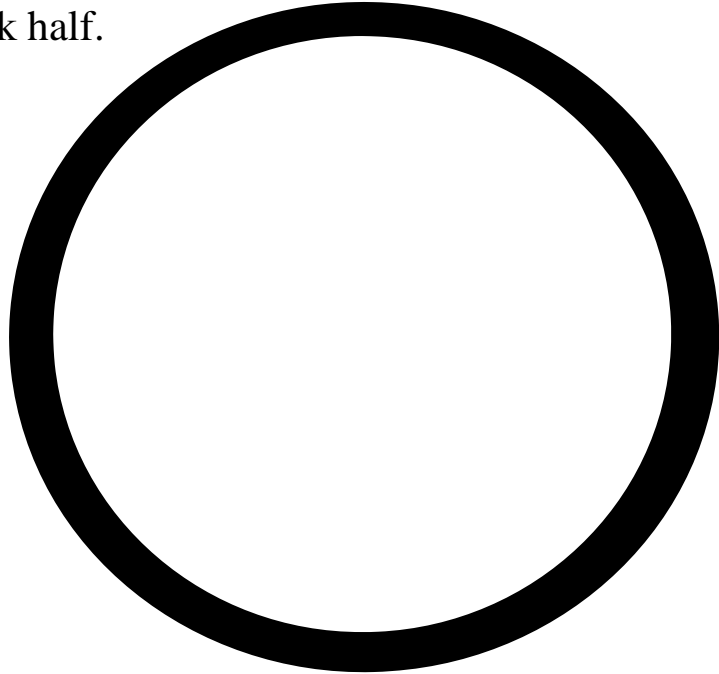
Read the objectives. How did we accomplish these in our snack fraction lesson?

Kinder

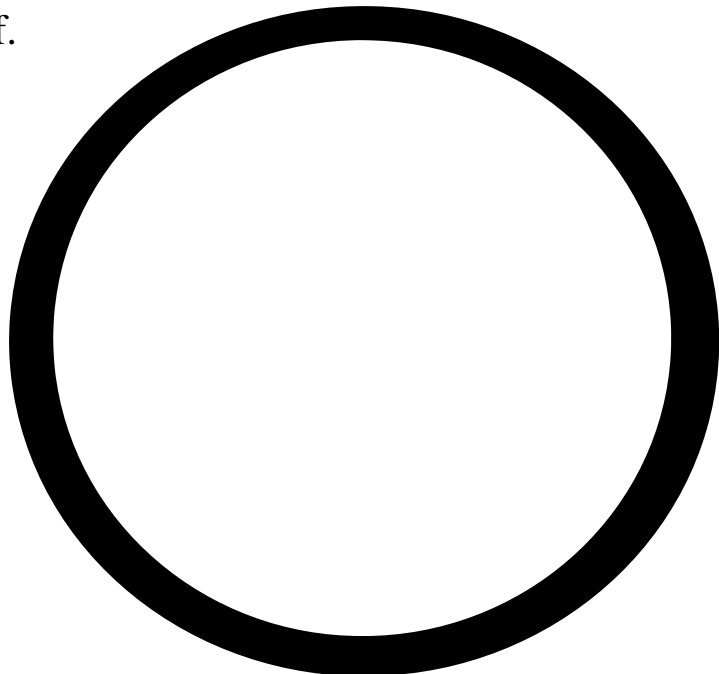


My name is _____

This is my plate and my snack half.

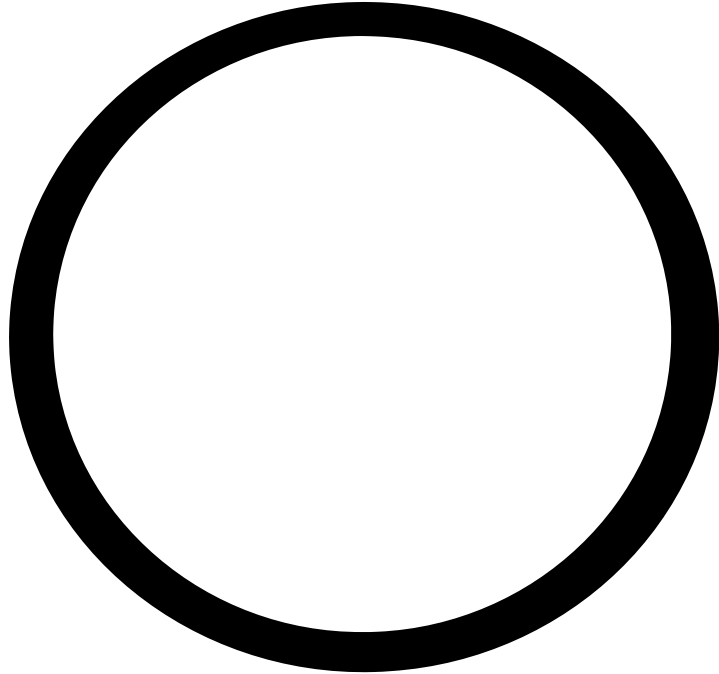


This is my friend's snack half.

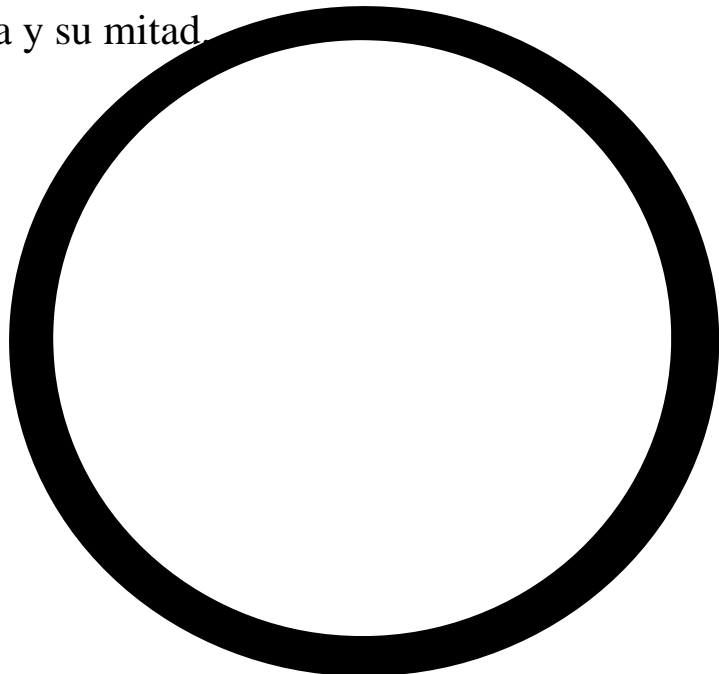


Mi nombre es _____

Esto es mi plato y mi mitad.



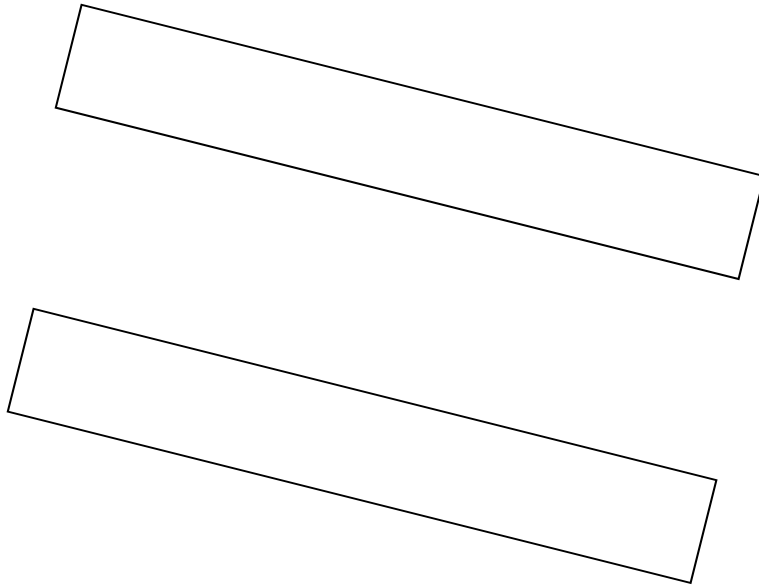
Esto es el plato de mi amigo/a y su mitad.



BLM Kinder Unit 1, TV Lesson 3

String Cheese to Share

There are snacks for 2 students on this page. Students are to use a straight edge to draw the line to cut the snack in half, then use scissors to cut the snack in half, then glue the half to each plate pictured on the BLM String Cheese Snack Fractions. Notice that the cheese is at an angle. It will be interesting to see how the students overcome that perspective.



Family Fun – Kinder, Unit 1 Lesson 3

Family Fun Game!

Today is the day that the Family Fun Game comes home!! YEAH!

Attached you will find:

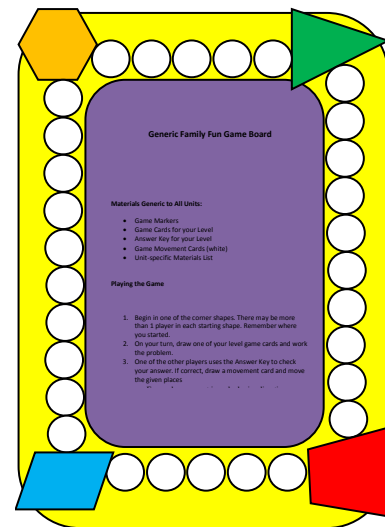
- game pieces
- game board
- movement cards
- answer key (one for all grades)
- problem cards (pink for Kinder)
- special instructions for Kinder
- money kit

Please put the game pieces, cards, money kits and other game needs in a special place so that you can play as a family again and again!

We'll be sending home new problem cards, answer keys and special instructions sheets at the close of each unit.

Thank you for sharing time with your children! You are a valuable part of their education!

Your Child's Teacher,



Family Fun – Kinder, Unit 1 Lesson 3

Juego de diversión familiar

¡Hoy es el día en que el juego de Diversión Familiar se va a casa con todos los grados! ¡SÍ!

Van incluidos:

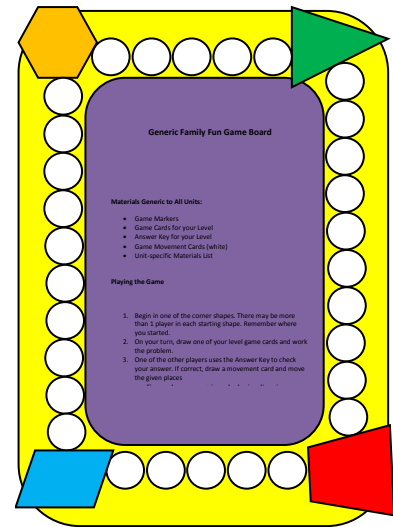
- Piezas de juego
- Tablero de juego
- Tarjetas de movimiento
- Guía de respuestas (para todos los niveles)
- Tarjetas con problemas (color rosado para kinder)
- Instrucciones especiales para Kinder

Por favor coloque las piezas de juego, cartas, juegos de dinero y otras partes del juego en un lugar especial, ¡para que puedan jugarlo como familia una y otra vez!

Esperamos que aproveche y disfrute de estos juegos de Diversión Familiar. Le enviaremos a casa nuevas cartas de problemas, guías de respuestas y hojas con instrucciones especiales al terminar cada unidad.

¡Gracias por pasar tiempo con sus hijos! ¡Usted es una parte muy valiosa de su educación!

El maestro de su hijo,



This portion of the curriculum, although NOT required, should be used as needed to supplement and enrich the Unit's activities.

Family Fun Suggestions:

- Art Project – coin banks from cans with plastic lids

Possible Centers from Enrichment Suggestions:

- Online Math Game
- Science Connection
- Art Project
- In-class store where students can play commerce.

ENRICHMENT Suggestions



Unit 1 Benny's Pennies

MATH WALK

Before class, go outside to a safe area and scatter pennies in easy to find places for a Penny Hunt. As an opening to the book, and before you begin the first lesson, give each student a brown lunch sack, take them to the area, and let them walk about finding the pennies. Try to see that everyone finds at least 1 penny.

- **Math Practice**

http://www.sheppardsoftware.com/mathgames/earlymath/FruitShoot_coins.htm

Recognizing coins and values, easy to hard

<http://www.usmint.gov/kids/teachers/coincurricula/10centcoin.cfm> (for enrichment - US Mint activities for coin curricula)

- **Science Connection**

http://www.ehow.com/info_7916817_shiny-penny-science-projects.html Make a penny shiny project and Making a Green Penny Project

- **Social Studies Connection**

Several activities that further Financial and Economic concepts for Kinders

http://financeintheclassroom.org/passport/kindergarten/social_studies.shtml

- **Health/Physical Ed Connection**

http://web.wnlsd.ca/student_health/DPA/Kindergarten%20Non-Equipment%20Activities.pdf

Show-n- Share – Movement Activity -

Rules/Directions:

1. Students stand in their own personal space.
2. The teacher chooses a specific movement, i.e. hopping, skipping, and marching. (See Appendix A for more types of movements)
3. When the music starts students begin moving around the room, doing the suggested movement.
4. When the music stops, students freeze, find another classmate and share something they learned or something about themselves.

- **Art Connection**

Folding an origami hat (newspaper) <http://www.origami-instructions.com/origami-hat.html>

Online Cents of a Color activity

<http://www.usmint.gov/kids/games/centsOfColor/>

Make greeting cards by buying pictures and words with virtual coins <http://www.usmint.gov/kids/games/plinkysCreateACard/>

Make coin rubbings on white freezer paper using colorful crayons to create wrapping paper (see sample):

<http://www.education.com/activity/kindergarten/money/>

In-Home Lesson Plan, Unit 1, Kinder

<p>Math Objectives Pre-Assessment First Priority</p> <p>(TV1) This can be a brief lesson if you have time</p> <ul style="list-style-type: none"> Identify US coins by name. Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order. <p>(TV2) This lesson takes more time to facilitate</p> <ul style="list-style-type: none"> Identify US coins by name. Solve word problems using objects and drawings to find sums up to 10 and differences within 10. Explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models and number sentences. 	<p>Materials Pre-Assessment BLMs and tool kits</p> <p>(TV1)</p> <ul style="list-style-type: none"> Student Penny Set with 20 pennies – 1 set per student Sentence Stem board (or SMART BOARD rendition) This coin is a _____. 1 of each of the silver coins – nickel, dime, quarter <p>(TV2)</p> <ul style="list-style-type: none"> Student Penny Set with 20 pennies – 1 set per student BLM What did Benny buy? – 1 for TV Teacher, 1 for Classroom Teacher BLM Benny’s Pennies Story Board (TV and Classroom Teachers only) BLM Number and Symbol Cards - cut out 0 through 10 and the subtraction and equal signs – 1 set per TV and Classroom Teacher
<p>Differentiate Differentiating comes in your choice of which lesson to teach. You will also want to choose activities in the Daily Routines that teach/review the skills you need for your Kinder students to learn/review.</p>	<p>Family Fun</p> <ul style="list-style-type: none"> BLM Family Fun Game board BLM Kinder Special Instructions BLM Family Fun Movement Cards BLM Family Fun Problem Cards (pink) BLM Family Fun Answer Key – all levels Game markers
<p>Snack Fraction Notice All snack fractions are common throughout the grade bands. All grade bands have daily snack fraction activities provided. All snack fractions for a unit in a specific grade band will practice the same set of skills. Therefore, you may choose from any of the 3 activities. Lesson 1 has been suggested for it’s easy of delivery.</p>	<p>Snack Fractions – TV lesson 1</p> <ul style="list-style-type: none"> BLM Apple Snack Fractions BLM Apple to Share 1 apple previously cut in half and put into 1 Ziplock. You might want dip each half in orange juice to keep from turning brown. 2 paper dessert plates 2 paper towels 1 scissors per student 1 ruler and marker per student 1 glue stick per student Chart paper with question: How do you know that each portion is half? Put a copy of the record sheet apple cut apart at the top of the chart with the question.

QUESTIONING

As a result of this lesson, your students should be able to respond to the following:

- What do we call this coin? (penny, nickel, dime, quarter)
- Tell me what math movie you hear in this story problem.
- What is the action in the story problem?
- How do you know that we have fair shares of our snack?
- Explain how to find fair shares of our snack.



Math Vocabulary

Coins, penny, nickel, dime, quarter, equals = is the same as, subtract -, adds +

CGI Problem

- Join, Result Unknown (assessment Item 6)
- Subtraction, Result Unknown (assessment Item 4)

NOTE regarding Daily Routines:

Daily Routines contain spiraling content that helps your students remember skills they have learned. It will be your observation about the students you teach that will help you decide when, what and if you use any of these activities. The MEASUREMENT activities in Lessons 2 and 3 can be helpful this unit for students having difficulty recognizing coins.

Journal Writing

What did you learn today about money?

Family Fun (A generic game board is being used in all grade levels, differentiated by game cards specific to the grade level.) These is only 1 type of game this year. All games will have problem cards and an answer key at all levels. Please be sure the Kinder cards are printed on pink cardstock.

Snack Fractions _ TV lesson 1

Students first “share” a picture of an apple and record on the BLM. They then are given 2 halves of a real apple and must explain why the apples are halves.

Assessment – Students will be introduced to and practice skills for items

Kinder – 1, 2, 3, 4, 5, 6, 7, 8

Kinder

Unit 2 Tito Puente, Mambo King

Overview

This is a quick snapshot of the three math lessons for this unit. For detailed instructions, balance literacy objectives/extended activities, enrichment ideas refer to the complete lesson plans for each lesson. Notice that the Classroom Lesson has been divided into the Language portion and the Transition to Math portion.

Lesson Segment	Math Objectives	Language Objectives	Activity	Manipulatives	Supplies
Unit 2 Daily Routine Lesson 1 30 – 45 minutes	ESSENTIAL <ul style="list-style-type: none"> Count days in school with straws, and with pennies. Solve math word problems. Measure using non-standard units of measure (coins). OPTIONAL <ul style="list-style-type: none"> Recite the days of the week. See patterns on and read a calendar. Understand concept of yesterday, today and tomorrow. Graph and debrief data from choices made in class. 	ESSENTIAL <ul style="list-style-type: none"> Use formal and informal vocabulary to discuss activities. Explain solution strategies. Recognize and identify coins. Explain the measuring process. OPTIONAL <ul style="list-style-type: none"> Recite the days of the week, months of the year. Discuss math strategies. Explain choices on a class graph. 	ESSENTIAL <ul style="list-style-type: none"> Straws Pennies CGI Measurement OPTIONAL <ul style="list-style-type: none"> Calendar Days of the Week Songs Yesterday, today, tomorrow Graphing Vocabulary building OPTIONAL Money Matters is now on MAS Space	ESSENTIAL <ul style="list-style-type: none"> Big Money Coins (penny, nickel, dime, quarter) or flannel board oversized coins Coins for the counting the days in school with Pennies Coin sets of Pennies, Nickels, Dimes Quarters – 30 of each coin, 1 set per student Sets of 20 straws and bands per student OPTIONAL <ul style="list-style-type: none"> Rhythm band instruments: claves, tambourines, drums for graphing 	ESSENTIAL <ul style="list-style-type: none"> BLM Measuring Timbales BLM – CGI problems (Read Separate, Result Unknown today) OPTIONAL <ul style="list-style-type: none"> BLM Days of the Week Cards BLM Numeral Cards through the number of days you have been in school. (set for all students) BLM Musical Instruments

<p>Unit 2 Classroom Lesson 1</p> <p>.5 to 1hour (divided between Language and Transition to Math Lessons)</p>	<ul style="list-style-type: none"> Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement. 	<p>Reading Objectives:</p> <ul style="list-style-type: none"> Make predictions about a story. Monitor comprehension through the understanding of key ideas and details. Make personal connections. <p>Language Objectives:</p> <ul style="list-style-type: none"> Understand and use vocabulary words to discuss a story. 	<p>Language Tito Puente, Mambo King by Monica Brown</p>		<ul style="list-style-type: none"> Chart paper Markers BLM Picture Cards: saxophone, timbales, tambourines, claves BLM Word Cards
<p>Unit 2 TV Lesson 1</p> <p>30 minutes</p>	<ul style="list-style-type: none"> Model the action of joining to represent addition and the action of separating to represent subtraction. Solve word problems using objects and drawings to find sums up to 10 and difference within 10. Explain the strategies using objects and drawings to find sums up to 10 and differences within 10. 	<ul style="list-style-type: none"> Explain solution strategies. Use the math vocabulary during the activity 	<p>Building Background Explain the problem solving process</p> <p>Vocabulary Building Objects, number, counters, more, less, fewer, compare</p> <p>Mathematics Model addition and subtraction word problems and use an appropriate number</p>	<ul style="list-style-type: none"> 20 Unifix or Linking Cubes, 10 each of 2 colors – 20 cubes per student Numbers card from TM Lesson – 1 set per student 	<p>Math</p> <ul style="list-style-type: none"> Ziploc quart bag – 1 per student BLM TM Number Cards 0 – 20 – there are 2 BLMs for this set - cut out 1 set per student and store in the Ziploc bag BLM TM Word Cards – 1 set for the room, and 1 set for each student to take home BLM TM Counting Sets 1 – 1 set for teacher BLM TM Counting Sets 2 – 1 set for teacher <p>Math</p> <ul style="list-style-type: none"> BLM Tito Problems – 1 per teacher

Lesson Segment	Math Objectives	Language Objectives	Activity	Manipulatives	Supplies
<p>Unit 2 Follow-up and Snack Fraction 1 .5 to 1 hour</p>	<ul style="list-style-type: none"> Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement. Compare objects in a set. 	<ul style="list-style-type: none"> Listen and speak with a partner during our math activity. Use the math vocabulary during the activity. Share-write math sentences. 	<p>card to identify the answer.</p> <p>Continue counting and identifying with numbers; however add the component of comparison of 2 cube trains.</p>	<ul style="list-style-type: none"> 20 Unifix or Linking Cubes, 10 each of 2 colors – 20 cubes per student Numbers card from TM Lesson – 1 set per student Flip Chart and marker for the shared writing activity 	
	<p>Share a snack in half. Explain why each portion is half</p>	<p>Explain why each portion is half. Share-write what a half is.</p>	<p>SNACK FRACTIONS Building Background Teacher demo of halves.</p> <p>Vocabulary half fair share equal pieces</p> <p>Teacher demonstrates half through questions.</p> <p>Students first divide a picture and create a record sheet, then are given 2 pre-cut halves to share with a partner. Students must explain how they know they have halves</p>	<p>TEACHER:</p> <ul style="list-style-type: none"> 1 c guacamole 1 c cut up veggies Two 1/2 c measuring cups 2 Paper plates <p>STUDENT ACTIVITY (per partner pair):</p> <ul style="list-style-type: none"> 1 c guacamole or other dip 1 c cut baby carrots Two 1/2 c measuring cups 2 Paper plates 2 plastic spoons 2 paper towels 2 scissors 2 rulers and 2 markers 2 glue sticks Chart paper with question: How do you know that each portion is half? Put a copy of the record sheet at the top of the chart with the question. 	<ul style="list-style-type: none"> BLM Guacamole and Veggies

Lesson Segment	Math Objectives	Language Objectives	Activity	Manipulatives	Supplies
<p>Unit 2 <i>Daily Routine</i> Lesson 2</p> <p>30 – 45 minutes</p>	<p>ESSENTIAL</p> <ul style="list-style-type: none"> Count days in school with straws, and with pennies. Solve math word problems. Measure using non-standard units of measure (coins). <p>OPTIONAL</p> <ul style="list-style-type: none"> Recite the days of the week. See patterns on and read a calendar. Understand concept of yesterday, today and tomorrow. Graph and debrief data from choices made in class. 	<p>ESSENTIAL</p> <ul style="list-style-type: none"> Use formal and informal vocabulary to discuss activities. Explain solution strategies. Recognize and identify coins. Explain the measuring process. <p>OPTIONAL</p> <ul style="list-style-type: none"> Recite the days of the week, months of the year. Discuss math strategies. Explain choices on a class graph. 	<p>ESSENTIAL</p> <ul style="list-style-type: none"> Straws Pennies CGI Measurement <p>OPTIONAL</p> <ul style="list-style-type: none"> Calendar Days of the Week Songs Yesterday, today, tomorrow Graphing Vocabulary building <p>OPTIONAL Money Matters is now on MAS Space</p>	<p>ESSENTIAL</p> <ul style="list-style-type: none"> Big Money Coins (penny, nickel, dime, quarter) or flannel board oversized coins Coins for the counting the days in school with Pennies Coin sets of Pennies, Nickels, Dimes Quarters – 30 of each coin, 1 set per student Sets of 20 straws and bands per student <p>OPTIONAL</p> <ul style="list-style-type: none"> Rhythm band instruments: claves, tambourines, drums for graphing 	<p>ESSENTIAL</p> <ul style="list-style-type: none"> BLM Measuring Timbales BLM – CGI problems (Part-Whole, Whole Unknown today) <p>OPTIONAL</p> <ul style="list-style-type: none"> BLM Days of the Week Cards BLM Numeral Cards through the number of days you have been in school. (set for all students) BLM Musical Instruments
<p>Unit 2 <i>Classroom</i> Lesson 2</p> <p>1 to 1.5 hour</p>	<ul style="list-style-type: none"> Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement. 	<p>Reading Objectives:</p> <p>Sequence events from a story in order from first to last.</p> <p>Develop reading fluency with a Shared Reading text.</p> <p>Language Objectives:</p> <p>Identify initial sounds in vocabulary words and sort words by those sounds.</p> <p>Find unit vocabulary words in a Shared Reading text.</p>	<p><i>Language</i> Tito Puente, Mambo King by Monica Brown</p>	<p><i>Language</i></p>	<ul style="list-style-type: none"> Text from p. 25 written on a chart for shared reading BLM Word Cards BLM Initial Sound letters (b, c, d, s, t) Sentence strips for the sequencing activity. <i>Be sure to prepare the sentence strips, with the sentences included in the During Reading section, prior to the actual lesson.</i>

<p>Unit 2 TV Lesson2</p> <p>30 minutes</p>	<p>Identify US coins by name. Solve word problems using objects and drawings to find sums up to 10 and differences within 10. Explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models and number sentences.</p>	<p>Math Language Objectives</p> <ul style="list-style-type: none"> Read numbers. Explain how you know how many objects are in a group. number of objects in the set regardless of their arrangement 	<p>Math Building Background Play Mystery Train with a partner.</p> <p>Vocabulary Objects, number, counters, more, less, fewer, compare</p> <p>Building Background Identify coins</p> <p>Vocabulary Building Coins, penny, nickel, dime, quarter, equals = is the same as, subtract -</p> <p>Mathematics Listen to, model and solve Benny subtraction problems.</p>	<p>Math</p> <ul style="list-style-type: none"> Number Cards 0 – 20 sets in Ziploc bags – 1 set per student 20 Unifix or Linking cubes, all of 1 color – per student teacher) <p>• Student Penny Set with 20 pennies – 1 set per student</p>	<p>Math</p> <ul style="list-style-type: none"> BLM What did Benny buy? – 1 for TV Teacher, 1 for Classroom Teacher BLM Benny’s Pennies Story Board (TV and Classroom Teachers only) BLM Number and Symbol Cards - cut out 0 through 10 and the subtraction and equal signs – 1 set per TV and Classroom Teacher
<p>Unit 2 Follow-up and Snack Fraction 2</p> <p>.5 to 1 hour</p>	<p>Identify US coins by name. Solve word problems using objects and drawings to find sums up to 10 and differences within 10. Explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models and number sentences</p>	<p>Complete sentence stems using coin name (penny, quarter). Use the math vocabulary during the activity. Explain the strategies used to solve problems involving adding and subtracting.</p> <p>Share-write math sentences.</p>	<p>Give students a motion break by playing Money Motion.</p> <p>Continue TV Lesson, circulating the room and asking questions provided in the lesson.</p>	<ul style="list-style-type: none"> Student Penny Set with 20 pennies – 1 set per student Big Money Coins (penny, nickel, dime, quarter) 1 in each corner of the room Sentence stem: “This coin is a _____.” <p>Flip Chart and marker for the shared writing activity. Look at this number</p>	<ul style="list-style-type: none"> BLM Benny’s Pennies Story Board from TV Lesson – 1 per student BLM Number and Symbol Cards from TV lesson – 1 set of cards per student, cut out and put in a snack sized Ziploc (there are 4 sets on the page) BLM Word Cards for coins – 1 class set in the coin corners from previous lesson BLM Benny’s Pennies Word Stories.

	<p>Share a snack in half. Explain why each portion is half.</p>	<p>Explain why each portion is half. Share-write what is a half.</p>	<p>SNACK FRACTIONS Building Background Teacher demo of halves.</p> <p>Vocabulary half fair share equal pieces</p>	<p>sentence. $5 - 1 = 4$. What does the equals sign mean? 2 cups trail mix/pair mix equal parts of</p> <ul style="list-style-type: none"> ○ pecans, ○ semi-chocolate chips, ○ granola ○ raisins <p>Two 1/2 c measuring cups 2 Paper plates</p>	<ul style="list-style-type: none"> • *Number and Symbol card Sets to take home – 1 set per student *10-penny kit to take home – 1 kit per student <p>BLM Trail Mix Fractions</p>
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Lesson Segment	Math Objectives	Language Objectives	Activity	Manipulatives	Supplies
<p>Unit 2 Daily Routine Lesson 3</p> <p>30 – 45 minutes</p>	<p>ESSENTIAL</p> <ul style="list-style-type: none"> Count days in school with straws, and with pennies. Solve math word problems. Estimate and measure length in quarters. <p>OPTIONAL</p> <ul style="list-style-type: none"> Count days in school with straws, and with pennies. Solve math word problems. Estimate and measure length in quarters. 	<p>ESSENTIAL</p> <p>Listen to, read and speak measurement vocabulary: length, width, unit of measure.</p> <p>Speak to partner, teacher, and class using vocabulary introduced in Daily Routines.</p> <p>Reason, model and solve oral word problems.</p> <p>OPTIONAL</p> <p>Listen to, read and speak the days of the week vocabulary from the Days of the Week songs.</p> <p>Listen to, read and speak the days of the week from Yesterday, Today Tomorrow activity and break them into syllables.</p> <p>Listen to, read and speak the months of the year.</p> <p>Write graph titles and labels interactively.</p>	<p>ESSENTIAL Daily Routine Activities</p> <ul style="list-style-type: none"> Straws Pennies CGI Measurement <p>OPTIONAL for longer programs</p> <ul style="list-style-type: none"> Calendar Days of the Week Songs Yesterday, Today, Tomorrow Graphing Vocabulary building <p>OPTIONAL Program</p> <p>Money Matters found on MAS Space.</p>	<p>ESSENTIAL</p> <ul style="list-style-type: none"> Sets of 20 straws and bands per student Pennies, Nickels, Dimes Quarters (31 pennies, 6 nickels, 3 dimes, 1 quarter) – 1 per student Student Penny Set (20 pennies in Ziploc per student, 1 set for teacher) <p>OPTIONAL</p> <p>Large wall calendar</p> <p>Floor or large wall graph</p> <p>Baby food jar with 20 pennies in it</p>	<p>ESSENTIAL</p> <ul style="list-style-type: none"> BLM CGI –Join, Result Unknown today BLM Measurement - How long is the bone? 1 per student/teacher <p>OPTIONAL</p> <ul style="list-style-type: none"> BLM Days of the Week Cards BLM Numeral Cards through the number of days you have been in school. (set for all students) BLM Paper Pennies (graphing) Graph: How many pennies are in the jar? <p>Sentence strips Tape Post-It-Notes</p>
<p>Unit 2 Classroom Lesson 3</p> <p>1 to 1.5 hour</p>	<p>Math Objectives:</p> <p>Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement.</p>	<p>Reading Objectives:</p> <p>Develop decoding abilities and reading fluency with a Shared Reading text.</p> <p>Language Objectives:</p> <p>Use literature vocabulary words in sentences. Write a sentence using phonics skills and literature</p>	<p>Language Tito Puente, Mambo King by Monica Brown</p>	<p>Shared reading text written on chart paper from Lesson 2</p>	<ul style="list-style-type: none"> Chart paper Markers BLM Word Cards

	vocabulary words.					
<i>Unit 2 TV Lesson 3</i> 30 minutes	<ul style="list-style-type: none"> Model the action of joining to represent addition and the action of separating to represent subtraction. Solve word problems using objects and drawings to find differences within 10. Explain the strategies used to solve problems involving subtracting within 10 using spoken words, concrete and pictorial models and number sentences. 	<ul style="list-style-type: none"> Use the math vocabulary during the activity. Explain the strategies used to solve problems involving subtracting. 	<p>Math Building Background</p> <p>Vocabulary Objects, number, counters, more, less, fewer, compare</p> <p>Building Background Solve several word problems</p> <p>Vocabulary Building Objects, number, counters, more, less, fewer, compare</p> <p>Mathematics Azulito and TV Teacher generate word problems about things that make them happy. Students solve.</p>	<p>Math</p> <ul style="list-style-type: none"> Number Cards 0 – 20 sets in Ziploc bags – 1 set per student 20 Unifix or Linking cubes, all of 1 color – per student 	<p>Math</p> <ul style="list-style-type: none"> 20 lima beans in a Ziploc – 1 set per student Number cards 1-20 – 1 set per student Paper plate story board – 1 per student 	<p>Math</p> <ul style="list-style-type: none"> BLM Happy Problems – 1 for each teacher.
<i>Lesson Segment Unit 2 Follow-up and Snack Fraction Lesson 3</i> .5 to 1 hour	<p>Math Objectives</p> <ul style="list-style-type: none"> Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement. Model the action of joining to represent addition and the action 	<p>Language Objectives</p> <ul style="list-style-type: none"> Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement. Listen and speak with a partner during our math activity. Write a class math 	<p>Activity</p> <p>Students first write a class story about something that makes the class happy, solve it, then put it on MAS Space.</p> <p>Play the Family Fun Game, making sure students understand the problem cards.</p>	<p>Manipulatives</p> <ul style="list-style-type: none"> 20 counters such as lima beans or other counters that can go home Numbers card from TM Lesson Coin Set – 1 each of penny, nickel, dime, quarter Game Markers 	<p>Supplies</p> <p>Family Fun Game – 1 set per partners for the room; 1 set per student to take home. Game is TV Demo</p> <ul style="list-style-type: none"> BLM Generic Family Fun Game Board BLM Movement Cards BLM Problem Cards (pink) BLM Family Fun Answer Key BLM Special Instructions for 	

	<p>of separating to represent subtraction</p>	<p>story problem.</p> <ul style="list-style-type: none"> Use the math vocabulary during the activity. Share-write math sentences. 		<p>For Partners in the Room</p> <ul style="list-style-type: none"> Flip Chart and marker for the shared writing activity OPTIONAL: Claves or Rhythm Sticks – pair per person 	<p>Kinder</p>
	<p>SNACK FRACTIONS</p> <p>Share a snack in half. Explain why each portion is half.</p>	<p>SNACK FRACTIONS</p> <p>Explain why each portion is half. Share-write what a half is.</p>	<p>SNACK FRACTIONS</p> <p>Building Background Teacher demo of halves</p> <p>Vocabulary half fair share equal pieces</p>	<p>SNACK FRACTIONS</p> <p>TEACHER:</p> <ul style="list-style-type: none"> 1 measuring cup cherry tomatoes 1 measuring cup cheese cubes Two 1/2 c measuring cups 2 Paper plates <p>STUDENT ACTIVITY (per partner pair):</p> <ul style="list-style-type: none"> 1 cup cherry tomatoes 1 cup cheese cubes 2 napkins Two 1/2 cup measuring cups 2 scissors 2 rulers and 2 markers 2 glue sticks <p>Chart paper with question: How do you know that each portion is half? Put a copy of the record sheet at the top of the chart with the question.</p>	<p>SNACK FRACTIONS</p> <ul style="list-style-type: none"> BLM tomatoes and cheese Fractions BLM Tomatoes and Cheese fractions – 1 per student

Unit 2	Lesson 1	Lesson 2	Lesson 3
<p>Kinder Assessment Items</p> <ul style="list-style-type: none"> • Lesson 1: 1, 4, 5, 6, 8 • TM for Lesson 1: 2 • Lesson 2: 1, 4, 5, 6 • Lesson 3: 1, 4, 5, 6 <p>Daily Routines ESSENTIAL</p> <ul style="list-style-type: none"> • Straws (1, 2, 3) • Pennies (7) • CGI (5, 6) • Measurement (7) <p>Snack Fractions: <i>(Item 9)</i></p>	<p style="text-align: center;">TV and Follow-up</p> <ul style="list-style-type: none"> • K.3A Model the action of joining to represent addition and the action of separating to represent subtraction. (TV) • K.3B Solve word problems using objects and drawings to find sums up to 10 and difference within 10. (TV) • K.3C Explain the strategies using objects and drawings to find sums up to 10 and differences within 10. (TV) • K.2G Compare sets of objects up to at least 20 in each set using comparative language (FLU) • K.2C Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order (TM) <p style="text-align: center;">Snack Fractions</p> <ul style="list-style-type: none"> • Share a snack in half. • Explain why each portion is half. 	<p style="text-align: center;">TV and Follow-up</p> <ul style="list-style-type: none"> • K.3A Model the action of joining to represent addition and the action of separating to represent subtraction. • K.3B Solve word problems using objects and drawings to find sums up to 10 and difference within 10. • K.3C Explain the strategies using objects and drawings to find sums up to 10 and differences within 10. • K.2G Compare sets of objects up to at least 20 in each set using comparative language. <p style="text-align: center;">Snack Fractions</p> <ul style="list-style-type: none"> • Share a snack in half. • Explain why each portion is half. 	<p style="text-align: center;">TV and Follow-up</p> <ul style="list-style-type: none"> • K.3A Model the action of joining to represent addition and the action of separating to represent subtraction. • K.3B Solve word problems using objects and drawings to find sums up to 10 and difference within 10. • K.3C Explain the strategies using objects and drawings to find sums up to 10 and differences within 10. <p style="text-align: center;">Snack Fractions</p> <ul style="list-style-type: none"> • Share a snack in half. • Explain why each portion is half.

Project SMART/Math MATTERS 2014

Grade Level: **Kinder**

Unit 2 / Lessons 1 - 2 - 3

Daily Routine Math Objectives:

Count objects, group in ones and tens.
Compare item lengths using money as the unit of measure.
Model and solve oral word problems.
Recognize and name coins (penny, nickel, dime, quarter).
Read and use a calendar.
Recognize and recite the days of the week.
Recognize and recite the months of the year.
Create graphs from everyday experiences.

Daily Routine Language Objectives:

Listen to, read and speak measurement vocabulary: length, long, tall, longer, taller, short, shorter.
Speak to partner, teacher, and class using vocabulary introduced in Daily Routines.
Reason, model and solve oral word problems.
Listen to, read and speak the days of the week vocabulary from the Days of the Week songs.
Listen to, read and speak the days of the week from “Yesterday, Today, Tomorrow activity, and break them into syllables.
Listen to, read and speak the months of the year.
Write graph titles and labels interactively.

Unit Math Objectives (Integrated Lesson):

Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.
Generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20.
Model the action of joining to represent addition and the action of separating to represent subtraction.
Solve word problems using objects and drawings to find sums up to 10 and differences within 10.
Compare set of objects up to at least 20 in each set using comparative language.

Unit Language Objectives:

Understand and use vocabulary words to discuss a story.
Identify initial sounds in vocabulary words and sort words by those sounds.
Find unit vocabulary words in a Shared Reading text.
Use literature vocabulary words in sentences.
Write a sentence using phonics skills and literature vocabulary words.

Technology Objectives:

Use research skills and electronic communication, with appropriate supervision, to create new knowledge.
Technology suggested in this unit: iPad, SMART Board or other “smart” projection device, internet

Key Vocabulary, MATH: objects, number, counters, more, less, fewer, compare

Key Vocabulary, LANGUAGE: clap, sways, banged, spun, danced, smacked, tapped, drummed, twirled

Resources/Literacy Links

Tito Puente Mambo King Rey del Mambo by Monica Brown

Related links: <http://www.monicabrown.net/files/TitoPuenteCurriculumGuide.pdf> additional activities
<http://www.youtube.com/watch?v=aCwAMrbmb30> author and illustrator read a portion of the book in both English and Spanish, while highlighting many of the lyrical phrases and exciting pictures. Great intro to the book!

Lesson Sequence

- Daily Routine: 30 to 45 minutes
- Classroom Lesson: .5 to 1 hour
- TV Lesson: 30 minutes
- Classroom Follow-up including Snack Fractions: .5 to 1 hour

MATH WALK

Kickball

Technology Connections

- **Math Practice**

http://www.sheppardsoftware.com/mathgames/earlymath/Fruit_Shoot_coins.htm

Recognizing coins and values, easy to hard

<http://www.sheppardsoftware.com/mathgames/earlymath/bugaballooShoes.htm> adding with pictures and numbers

- **Science Connection**

None this unit

- **Social Studies Connection**

<http://www.biography.com/people/tito-puente-40846> Teacher Resource, but good photos of Tito and some of his associates.

- **Health/Physical Ed Connection**

<http://www.youtube.com/watch?v=F758q-jifJI> Show-n-Share – Movement Activity

<http://www.youtube.com/watch?v=aCwAMrbmb30> Great music clips for dancing

- **Art Connection**

<http://www.kinderart.com/multic/cofdrum.shtml> coffee can drum

<http://www.kinderart.com/teachers/9instruments.shtml> simple musical instruments to make

Unit 2 OPTIONAL All-School Project

Because all grade bands will be reading, learning and researching within the same unit theme, we are offering OPTIONAL projects in which all ages can participate.

Unit Theme: Artist Biographies

Unit 2: Art Museum Exhibits

Defined:

Students work as grade bands to create samples of their artist's medium.

Kinder – music, particularly mambo rhythms

1-2 – pottery

3-4 – murals

5-6 - tessellations

Materials: (projects naturally depend upon the medium you are using; however the museum should have wall areas, listening areas and shelving for 3-d displays).

Objectives: (add your own objectives to the project)

- Students research to gain an appreciation of not only their artist's medium, but those of others as well.
- Students work together to produce artistic displays representing artists' medium and present their work to the community.

Procedures:

1. You might want a committee that will actually plan the "museum." Where, what type of displays, open to the community or closed to the school; times of presentations, advertising needed – these are all concerns to be addressed before the project presentation.
2. Once students have read about their artist, they should probably do additional research to see and hear all they can about the artist's medium.
3. Students may then work individually, partners, or small groups within the grade band to create exhibits for the museum.
4. Be sure that all entries are labeled not only with the artist for whom the project was designed, but also the local artist, age, class, etc.
5. A display of photographs of the project while in action would be very impressive to the community.

Online Resources:

- <http://americanart.si.edu/education/activities/podcasts/> Did you know that you can have your students make podcasts of their work and display on the Smithsonian American Art. Check this out and see if it fits your timeline.

Materials**ESSENTIAL**

- Big Money Coins (penny, nickel, dime, quarter) or flannel board oversized coins
- Coins for the counting the days in school with Pennies
- Coin sets of Pennies, Nickels, Dimes Quarters – 30 of each coin, 1 set per student
- Sets of 20 straws and bands per student
- **BLM** Measuring Timbales

OPTIONAL

- Rhythm band instruments: claves, tambourines, drums for graphing
- **BLM** Days of the Week Cards (in Daily Routines overview)
- **BLM** Numeral Cards through the number of days you have been in school. (set for all students) (in Daily Routines overview)
- **BLM** Musical Instruments

Math Objectives

- Recite the days of the week.
- Count days in school with straws, and with pennies.
- Identify ways to earn income.
- Solve math word problems.
- Pre-assess program skills.

**Balanced Literacy****Language Objectives**

- Read days of the week vocabulary from the Days of the Week song.
- Speak to partners, teacher, and class using vocabulary.

TEKS

Lesson 1 K.2C, K.2G, K.3ABC
 Lesson 2 K.2C, K.2G, K.3ABC
 Lesson 3 K.2C, K.2G, K.3ABC

Assessment Items

(As a result of experiencing this unit, students will be learning skills necessary to be successful on the following Assessment items.)

Unit 2, Lesson 1**Daily Routine****Kinder**

The following daily activities will help prepare your students for the Post Assessment. They are essential and are not optional.

ESSENTIAL**Straws (Assessment items 1, 2, and 3)**

Continue activity.

Pennies (Assessment item 7)

Continue activity.

CGI Problem

- Lesson 1 – Separate, Result Unknown (*Assessment Item 4*)
- Lesson 2 – Part-Whole, Whole Unknown (*Assessment Item 5*)
- Lesson 3 – Join, Result Unknown (*Assessment Item 6*)

Measurement (Assessment item 7 – identifying coins)

All-lesson directions

- Show students the Big Money Coins for the coins in the sets.
- Have students identify each coin.
- Tell students that you will be working with (coin) today and have them sort all of that coin out of the set.
- Give students the BLM Measuring the Timbales with (coin)
- They will measure the height of the picture. What is height?
- Do they think this picture is smaller, about the same size, or larger than that real timbale? (much smaller)
- Look at the picture. Look at the measuring coin for today. About how many of the coin do they estimate it will take to measure the height of the picture of the timbales? (write estimates on the board)
- Notice the line drawn at the bottom of the picture. Students are to start with the lower edge of their coin on this line and measure straight up the rack to the very top of the timbale (above the cow bells).
- Watch to make sure students are measuring correctly, edge to edge of the coins.
- Ask students to tell you how many nickels by completing the sentence stem: **The picture of timbales is _____ (coin) tall.**

Lesson 1 – measuring with nickels

BLM Measuring the Timbales #1

Lesson 2 – measuring with pennies

BLM Measuring the Timbales #2

Lesson 3 – measuring with dimes

BLM Measuring the Timbales #3

K 1, 2, 3, 4, 5, 6, 7, 8, 9

ELPS (*English Language Proficiency Standard*)
1D,3F,3A,5C

CCRS (*College and Career Readiness Standards*)
CROSS-CURRICULAR I.C.2.,
ELA II.A.2.
MATH IV.A.1., VIII.A.1., IX.A.2

Azulito's Corner

Unit 2 Lesson 1

How did you solve your CGI problem today? Let's see how many different strategies we can find!

Unit 2, Lesson 1

Kinder



Daily Routine - continued


These daily activities, although certainly developmentally appropriate for your Kinders, do not specifically address objectives assessed on the Post Assessment. Schools with shorter teaching spans can consider omitting these activities.

OPTIONAL

Calendar (*This activity is not assessed.*)

Continue activity.

Sing Days of the Week Song (*This activity is not assessed, but is an excellent activity to break up the small group quiet exploration and assessments*)

 Songs should be written on large chart paper so that students can follow the words of the song. Take 2-3 minutes to find the names of the week in the song.

NOTICE: *Suggestions for online sources for songs are included*

Yesterday, Today, Tomorrow (*This activity is not assessed.*)

Continue activity.

Graphing (*This activity is not assessed.*)

- Lesson 1 – Which musical instrument would you like to play? **BLM** Musical Instruments
- Lesson 2 – Which dance music did you like best? (*links to examples of mambo, tango, salsa*)
- Lesson 3 – none

Graphing Questions

- How many students liked _____?
- How many more students liked ___ than _____?
- How many fewer students liked ___ than _____?
- How many students like _____ and _____?
- Why did you choose the choice you did?

Money Matters If you have a full program and wish to use this optional activity, you will find BLMs and Explanations on MAS Space.

Vocabulary Building – Choose an activity from the list in the Daily routines Section.

(Assessment Item #9 will be reviewed daily in Snack Fractions)

Unit 2

CGI Problems for *Tito Puente*



Join	<p>Result Unknown (JRU) Tito had __ pots to bang. His mother gave him __ more. How many pots does Tito have now?</p> <p>5, 2 3, 1 8, 3</p>	<p>Change Unknown (JCU) Tito had __ lids to bang on. How many more lids will he need so that he has __ lids, enough for each pot?</p> <p>2, 4 3, 3 4, 4</p>	<p>Start Unknown (JSU) Tito had some wooden spoons. His mom gave him __ more spoons. Now he has __ spoons. How many spoons did he have to start?</p> <p>1, 3 2, 6 3, 10</p>
	<p>Result Unknown (SRU) Tito had __ drumsticks in his collection. He used them so much that he broke __. How many does he have now?</p> <p>6, 2 7, 3 10, 4</p>	<p>Change Unknown (SCU) __ people were dancing, then some got tired and sat down. Now there are __ people dancing. How many sat down?</p> <p>6, 2 8, 4 10, 10</p>	<p>Start Unknown (SSU) Tito hit some balls with a stick. __ of them went foul and __ were home runs. How many balls did Tito hit?</p> <p>2, 5 3, 6 5, 5</p>
Part-Part-Whole	<p>Whole Unknown (PPW-WU) Tito played __ magical mambos and __ beautiful cha-chas. How many songs did he play?</p> <p>1, 7 2, 8 6, 4</p>		<p>Part Unknown (PPW-PU) Tito played __ songs. __ were cha-chas and the rest were salsa. How many were salsa?</p> <p>5, 2 7, 3 10, 8</p>
	<p>Difference Unknown (CDU) Tito performed at __ parties and in __ clubs. How many more parties did he play than clubs?</p> <p>6, 2 8, 5 9, 4</p>	<p>Quantity Unknown (CQU) Tito performed __ salsas. He performed __ more mambos than salsas. How many mambos did he perform?</p> <p>3, 2 4, 3 7, 3</p>	<p>Referent Unknown (CRU) Tito had __ tambourines. That was __ fewer than the number of claves he had. How many claves did he have?</p> <p>3, 4 5, 5 8, 2</p>
Multiply and Divide	<p>Multiplication Tito made __ records. Each record had __ songs. How many songs were there?</p> <p>2, 5 3, 6 5, 6</p>	<p>Measurement Division (MD) Tito played __ songs. He played __ songs at each party. How many parties did he play?</p> <p>12, 3 15, 5 24, 4</p>	<p>Partitive Division (PD) Tito hit __ homeruns in stick ball. He hit the same number of homeruns in each of __ games. How many homeruns did he hit in each game?</p> <p>10, 5 12, 3 12, 6</p>

Unit 2

CGI Problems for Tito Puente



Unir	<p>Resultado Desconocido</p> <p>Tito tenía _____ ollas para golpear. Su mamá le dio _____ más. ¿Cuántas ollas tiene Tito ahora?</p> <p>5, 2 3, 1 8, 3</p>	<p>Cambio Desconocido</p> <p>Tito tenía _____ tapas para golpear. ¿Cuántas tapas más necesitará para tener _____ tapas, lo suficiente para cada olla?</p> <p>2, 4 3, 3 4, 4</p>	<p>Inicio Desconocido</p> <p>Tito tenía algunas cucharas de madera. Su mamá le dio _____ cucharas más. Ahora él tiene _____ cucharas. ¿Cuántas cucharas tenía el al principio?</p> <p>1, 3 2, 6 3, 10</p>
	<p>Resultado Desconocido</p> <p>Tito tenía _____ baquetas en su colección. Las usó tanto que quebró _____. ¿Cuántas tiene ahora?</p> <p>6, 2 7, 3 10, 4</p>	<p>Cambio Desconocido</p> <p>_____ personas estaban bailando. Algunas se cansaron y se fueron a sentar. Ahora hay _____ personas bailando. ¿Cuántas se sentaron?</p> <p>6, 2 8, 4 10, 10</p>	<p>Inicio Desconocido</p> <p>Tito le pegó a unas pelotas con un palo. _____ fueron foul y _____ fueron jonrón (es). ¿A cuántas pelotas le pegó Tito?</p> <p>2, 5 3, 6 5, 5</p>
Separar	<p>Entero Desconocido</p> <p>Tito tocó _____ mambos mágicos y _____ cha-cha-chas bellos. ¿Cuántas piezas tocó?</p> <p>1, 7 2, 8 6, 4</p>		<p>Parte Desconocida</p> <p>Tito tocó _____ piezas. _____ fueron cha-cha-cha y el resto fueron salsa. ¿Cuántas fueron salsa?</p> <p>5, 2 7, 3 10, 8</p>
	<p>Parte-Parte-Entero</p>		
Comparar	<p>Diferencia Desconocida</p> <p>Tito tocó en _____ fiestas y en _____ clubes. ¿En cuántas fiestas más toco que en clubes?</p> <p>6, 2 8, 5 9, 4</p>	<p>Cantidad Desconocida</p> <p>Tito tocó _____ salsas. El tocó _____ mambos más que salsas. ¿Cuántos mambos más tocó?</p> <p>3, 2 4, 3 7, 3</p>	<p>Referente Desconocido</p> <p>Tito tenía _____ panderetas. Eso era _____ menos que la cantidad de claves que tenía. ¿Cuántas claves tenía?</p> <p>3, 4 5, 5 8, 2</p>
	<p>Multiplicación</p> <p>Tito grabó _____ discos. Cada disco tenía _____ canciones. ¿Cuántas canciones había en total?</p> <p>2, 5 3, 6 5, 6</p>	<p>División de Medidas (MD)</p> <p>Tito tocó _____ canciones. El tocó _____ canciones en cada fiesta. ¿En cuántas fiestas tocó?</p> <p>12, 3 15, 5 24, 4</p>	<p>División Partitiva (PD)</p> <p>Tito pegó _____ jonrón (es) con un palo de pelota. Él pegó la misma cantidad de jonrones en _____ juegos. ¿Cuántos jonrones pegó en cada juego?</p> <p>10, 5 12, 3 12, 6</p>
Multiplicar y dividir			

BLM Unit 2, Daily Routine, Measurement Lesson 1

Measuring the Timbales



1 sheet per student. Students also need 30 nickels for today.

This picture of timbales
is _____ nickels tall.



Measure from this line to the very top of the timbales.
This is where the feet of the timbales touch the floor.

BLM Unit 2, Daily Routine, Measurement Lesson 1

Measuring the Timbales



1 sheet per student. Students also need 30 nickels for today.



Este dibujo de timbales es
_____ monedas de
cinco centavos de alto.

Mide de esta línea hasta la parte más alta de los timbales. Esta línea marca el piso.

BLM Unit 2, Daily Routine, Graphing Lesson 1

Musical Instruments



Duplicate enough so that the graph has a picture of each, and each student can select the instrument of choice.



Literature Selection

Tito Puente Mambo King Rey del Mambo

by Monica Brown

1 book per classroom

Materials

Language

- Chart paper
- Markers
- **BLM** Picture Cards: saxophone, timbales, tambourines, claves
- **BLM** Word Cards

Math

- Ziploc quart bag – 1 per student
- **BLM TM** Number Cards 0 – 20 – there are 2 BLMS for this set - cut out 1 set per student and store in the Ziploc bag
- **BLM TM** Word Cards – 1 set for the room, and 1 set for each student to take home
- **BLM TM** Counting Sets 1 – 1 set for teacher
- **BLM TM** Counting Sets 2 – 1 set for teacher

Literature Vocabulary

clap
 sways
 banged
 spun
 danced
 smacked
 tapped
 drummed
 twirled
 swirled

Math Vocabulary

objects
 number
 counters
 more
 less
 fewer
 compare

Unit 2, Lesson 1

Kinder



Classroom Lesson

Every day teachers must post the objectives on the board, read them to the students, and have students read them together with the teacher. You must also talk about what the objectives mean, giving examples where appropriate. At the end of the lesson, teacher and students should review to see if they have accomplished both math and language objectives.

Math Objectives:

- Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement.

Reading Objectives:

- Make predictions about a story.
- Monitor comprehension through the understanding of key ideas and details.
- Make personal connections.

Language Objectives:

- Understand and use vocabulary words to discuss a story.

Building Background, Vocabulary

Using the rug partner routine described in Unit 1, build background knowledge for today’s story by having a whole group discussion.

Allow the students to listen to a music clip of Tito Puente. There are many clips available on You Tube (ex.)

<http://www.youtube.com/watch?v=qTKeVliVL24>) Ask them to close their eyes and listen carefully to the sounds. Allow the students to describe what they heard. Possible questions to prompt student discussion:

- What did you hear?
- Can you describe the sounds?
- What could make those sounds?

Display the picture cards of the instruments (timbales, tambourines, claves, and saxophone) in front of the students. Ask the students to describe what they see on the picture cards. Explain that the pictures show special tools that are used to make music. Introduce the names of the instruments to the students.

Pick up the picture card of the saxophone and say, “This is a saxophone.” Have the students repeat the sentence. Follow this format for introducing the rest of the instruments.

ELPS (*English Language Proficiency Standard*)
1C, 3A, 3B, 4D, 4E, 4F

CCRS (*College and Career Readiness Standards*)
CROSS-CURRICULAR I.B.2.,
I.D.1., II.A.4
ELA II.A.4., III.A.2., IV.B.3
MATH I.A.1., I.A.2., I.C.1

Guided Reading Groups:

If you conduct guided reading groups as part of your balanced literacy instruction, you can reinforce these same reading strategies.

With emergent readers and beginning ELLs, you can have a guided reading group session be more like a shared reading where you preview the text, read it aloud to students the first time through, echo read the text for the second reading, and then possibly have students read it along with you for a third reading.

Before students read the text:

- **Predicting**
“What do you think will happen and **why**?”

Guide students to make predictions based on the

Unit 2, Lesson 1

Classroom Lesson

Kinder



Ask students if they know what we call all of the special tools we use to make music. If the students are unable to categorize the pictures as instruments, explain that the special tools used to make music are called instruments. Tell the students that the pictures you shared with them are just few of the different types of instruments. Allow the students to brainstorm the names of additional instruments. Have the students name, describe, and even tell personal stories that relate to an instrument. Have one or two students share with the whole class to get their ideas going, and then ask students to share with a partner, using the routine described in unit 1. Record the list of instruments on chart paper.

Ask the students why we use instruments. “Correct, we use instruments to make music.” Ask why we need music. Allow students to generate individual ideas about music. Examples may include: Music sounds nice. Music makes people happy. People like to dance to music. Etc.

The book I am going to read to you today is about a very special person and how important music was in his life. I already shared with you some on the instruments that will be mentioned in the story. Next I am going to tell you about some of the words used in the story that describe how the instruments sounded and how people moved to the music.

Show the students the vocabulary word card, “clap.” Tell the students that this is the word clap. Model for the students how to clap your hands and allow them to mimic your movement. Then have the students read the word aloud with you several times as you point to it. Affix the word card to a place visible to all the students. Use this same procedure to introduce the remaining vocabulary words.

Once the students have seen and heard the vocabulary words, introduce today’s story.

Today we will be reading a true story about a man named Tito Puente. This type of a story is called a biography because it is a true story written about someone’s life. Introduce the title, author, and illustrator of the story.

Begin by reading the **first page only** to the students. *Be sure to point out to the students that the mambo, the rumba, and the cha-cha are all types of dances.* Ask the students to make predictions about what they think may happen in the story.

When having a discussion about a book, prior to reading, accept a child’s reasonable answers, even if they are incorrect. Predictions

illustrations and the title.

After students have read the text:

- **Predicting**
“Was your prediction correct?” Explain what really happened in the text.
- **Monitoring for Comprehension**
Ask students questions about key details from the text. Help them point to the details in the illustrations that answer the question, or help them find the word(s) in the text that answer the question. This gets young readers accustomed to the idea that when they talk about a book, they need to show where they are getting their answers/ideas.

Launch Writing Workshop for Unit 2

Students create a timeline of personal events.

See Writing Workshop section in Balanced Literacy Extensions for a possible sequence of mini-lessons, and how to differentiate this writing workshop for students with varying writing abilities.

Listening Center Connection:

After the read aloud, have students listen to the recorded version of *Tito Puente Mambo King* in a Listening Center as part of their independent reading time. Show students how to listen while following along in the book. Then show students how they can listen

Unit 2, Lesson 1

Kinder



Classroom Lesson

made during the picture walk will be confirmed or corrected when the text is read.

Take the students on a picture walk through the end of the book. Have the students describe what they see in the pictures. Can you tell me what is happening in the drawings?

DURING READING

Comprehensible Input, Vocabulary and Literature

During this first reading, the goal is to support students’ comprehension of the text by modeling and practicing two reading strategies:

- **Predicting**
- **Monitoring for Comprehension**
- **Making personal connections**

This section indicates places in the text where you can:

- Briefly pause to model a reading strategy by thinking aloud.
- Briefly pause to have students practice a reading strategy by answering a question you pose.

Keep in mind that pausing the reading for too long at any of these places will make the reading very disconnected. This interferes with students’ comprehension and enjoyment of the text, so keep the reading as fast-paced as possible. Listed below are possible places to stop and model or practice targeted strategies.

p. 4

Making personal connections

- **Teacher Think Aloud:** The author says that Tito banged spoons on pots to make music. I wonder what other types of items around the house he might have used to make music.
- **Teacher Question:** Have you ever used things from around the house to make music? Have students turn and talk to their rug partners. Then have one or two students share with the whole group.

p. 15

Predicting

- **Teacher Think Aloud:** I just read that Tito dreamed of having his own band. I wonder if his dream will come true.
- **Teacher Question:** What do you think will happen in the story? Have students turn and talk to their rug partners. Then have one or

to the book additional times, reading along softly with some of the words. This will help students connect oral language with written language, improving their word recognition, and ultimately their reading fluency.

ELLs: Using a listening center is particularly powerful for ELLs as a way to connect oral and written language, build vocabulary, build word recognition, and gain fluency in English.

Unit 2, Lesson 1

Kinder



Classroom Lesson

Two students share with the whole group.

p. 19

Predicting

- **Teacher Question:** Were your predictions correct? Is this what you thought would happen? Discuss as a whole class.

p. 24

Monitoring for Comprehension - Rereading

- **Teacher Think Aloud:** *After reading the page:* Wow, that seemed like very important information, but I am not sure that I completely understood what the author was trying to tell me. I am going to go back and reread that page again so I can make sure I understand the author's message. *Go back and reread p.24 then paraphrase the text.*

AFTER READING

Check for Understanding

Practice and Application, Vocabulary

Have a discussion with the students to check their understanding of the story. Possible comprehension questions to discuss:

- How old was Tito when he first started making music?
- Other than making music, what were some of Tito's other talents?
- When Tito played his music, how did it make other people feel? Why do you think people felt that way about Tito's music?
- When Tito went to school to learn more about music, what dream did he have for his future? Did his dream come true?
- At the end of the story, the author mentions a very special award that Tito won because so many people enjoyed his music. How do you think Tito felt when he won a Grammy? Why do you think he felt that way?

Interactive Word Wall activity

1. Take each literature vocabulary word card presented in the Before Reading section.
2. For each card, show the word to students and read it aloud. Then have students read the word with you.
3. Use the word naturally in a sentence as you tell students:
 - something about the story
 - Ex: **twirled** "The dancers twirled to the music."
 - Ex: **banged** "Tito banged spoons on pots and pans."
 - Add the word cards to an Interactive Word Wall. Preferably, this should be a place where the words can be manipulated (*taken on and off easily, moved around*). It could be a pocket chart, a magnetic board, or even a piece of chart paper that can be easily seen by all of the students.



spun

danced

smacked

tapped



drummed

twirled

swirled



giraban

clap

sways

banged



aplauda

se balancea

giró

golpeaba



bailó


se golpeaban

zapateó

tamborileó

Materials for Transition to Math Lesson (*these were listed in the complete Classroom Lesson list, but are listed again to help you organize more quickly.*)

- Ziploc quart bag – 1 per student
- **BLM TM** Number Cards 0 – 20 – there are 2 BLMS for this set - cut out 1 set per student and store in the Ziploc bag
- **BLM TM** Word Cards – 1 set for the room, and 1 set for each student to take home
- **BLM TM** Counting Sets 1 – 1 **set for teacher**
- **BLM TM** Counting Sets 2 – 1 **set for teacher**
-

 **Technology:** more coin identification practice)
<http://www.ixl.com/math/kindergarten/coin-names-penny-through-quarter>

Distribute TV Materials:

- 20 Unifix or Linking Cubes, 10 each of 2 colors – 20 cubes per student
- Numbers card from TM Lesson – 1 set per student
- **BLM** Tito Problems – 1 per teacher

Unit 2, Lesson 1

Kinder



Classroom Lesson - continued

TRANSITION to Math

Math Objectives:

- Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement.

Language Objectives:

- Read numbers.
- Explain how you know how many objects are in a group.

Building Background, Math

We're going to have a lot of fun with problem solving during this unit!

You'll use cubes and a paper plate to model your math movies> this unit, we'll also use number cards to show the answer.

Today, we're going to practice using the number cards. I'm going to show you sets of objects, and I would like for you to show me the number cards that tell you how many objects are in the set.

Ready? This card has 3 sets of objects.

(Show the following 1 at a time, having students respond using first their number cards; then ask students to explain how they know how many are in the set.)

- **Show me the number card that tells me how many objects are in this set** (*point to the set with 8 objects*)
- **Someone tell me how you know how many are in the group.** (*Hopefully they will say they counted them..*)
- **Verify for us by counting the objects.**

Repeat for the group of 15.

Repeat for the group of 12.

I have another card for you. Let's do this again!

- **Show me the number card that tells me how many objects are in this set** (*point to the set with 7 objects*)
- **Someone tell me how you know how many are in the group.** (*Hopefully they will say they counted them..*)
- **Verify for us by counting the objects.**

We counted sets and identified the number of objects in the set. Our TV Lesson will use what you practiced to solve problems about Tito Puente.

Objectives

objects

number

counters

more

objetos

número

contadores

más

less

fewer

compare



menos

menos

comparar



0	1	2	3
4	5	6	7
8	9	10	11



(Create on cardstock –1 set for each student of the TWO pages of cards)

12

13

14

15

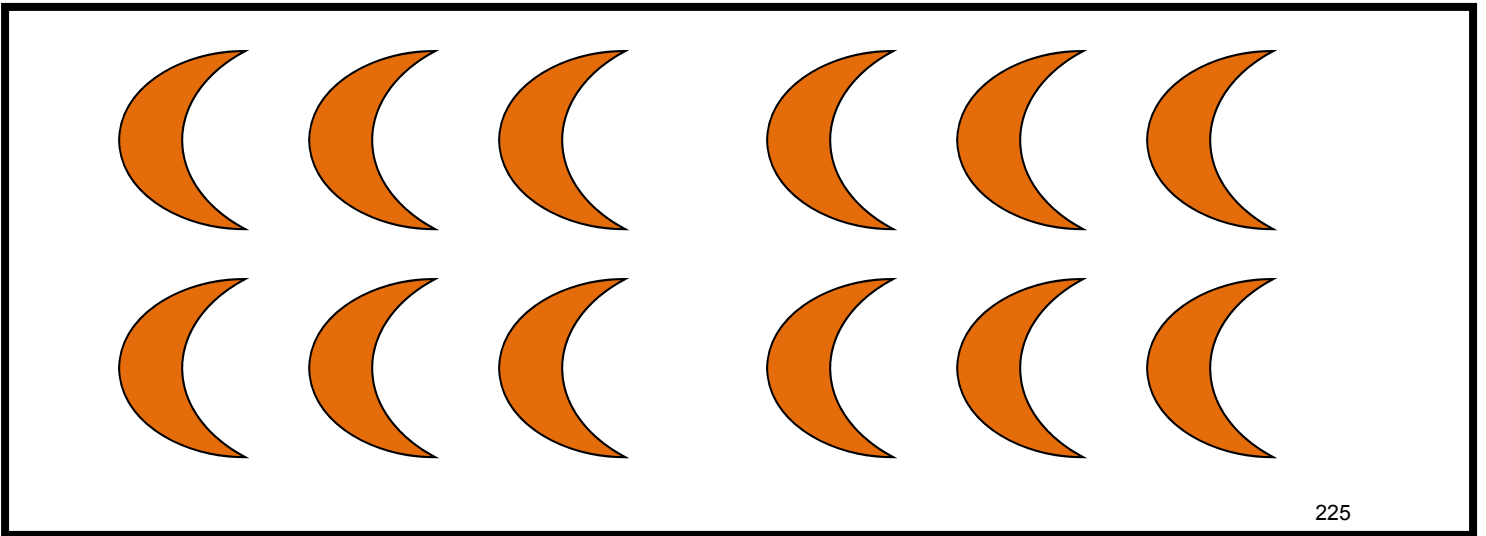
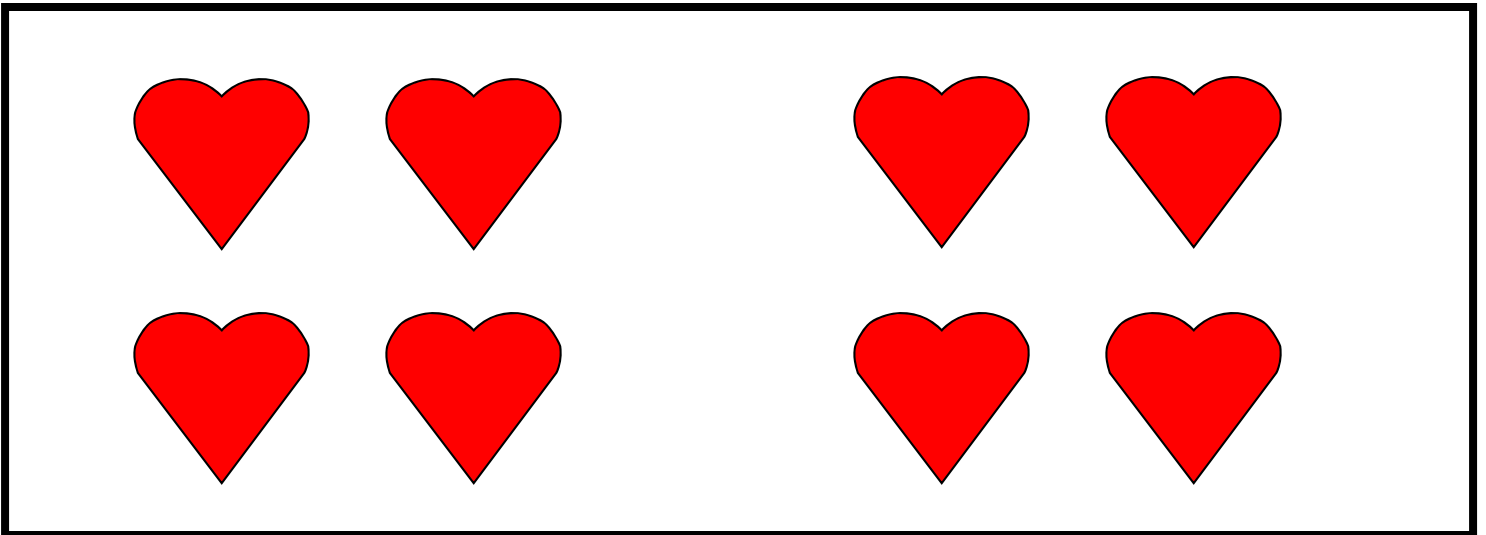
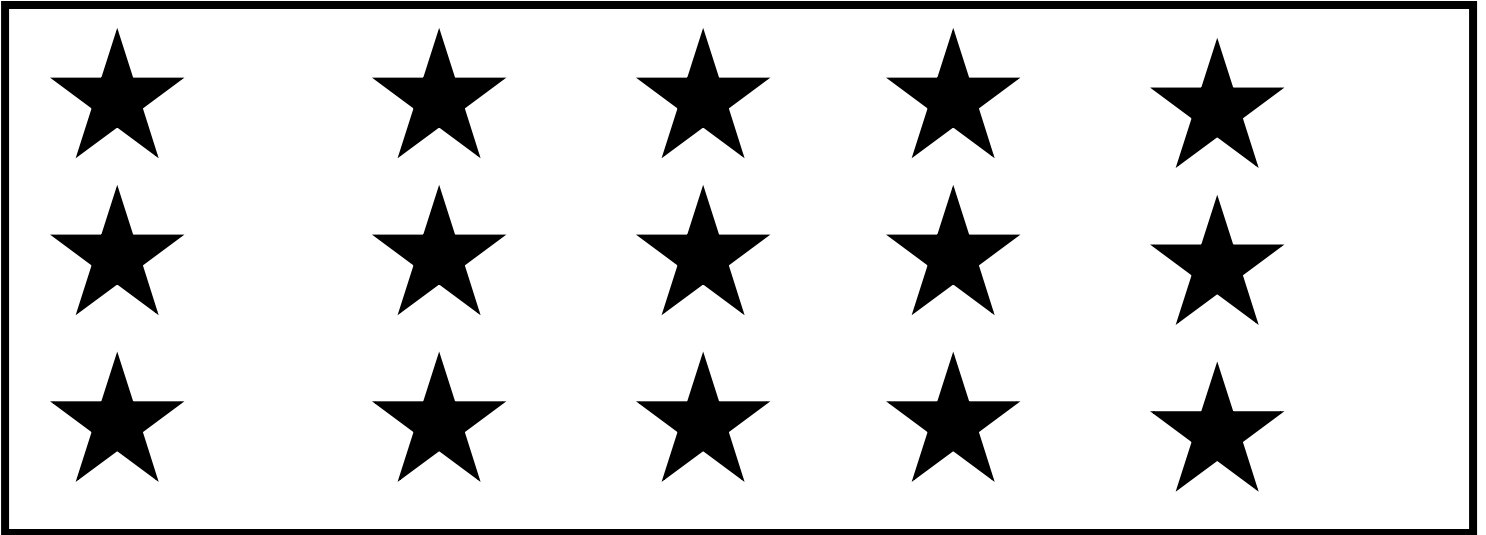
16

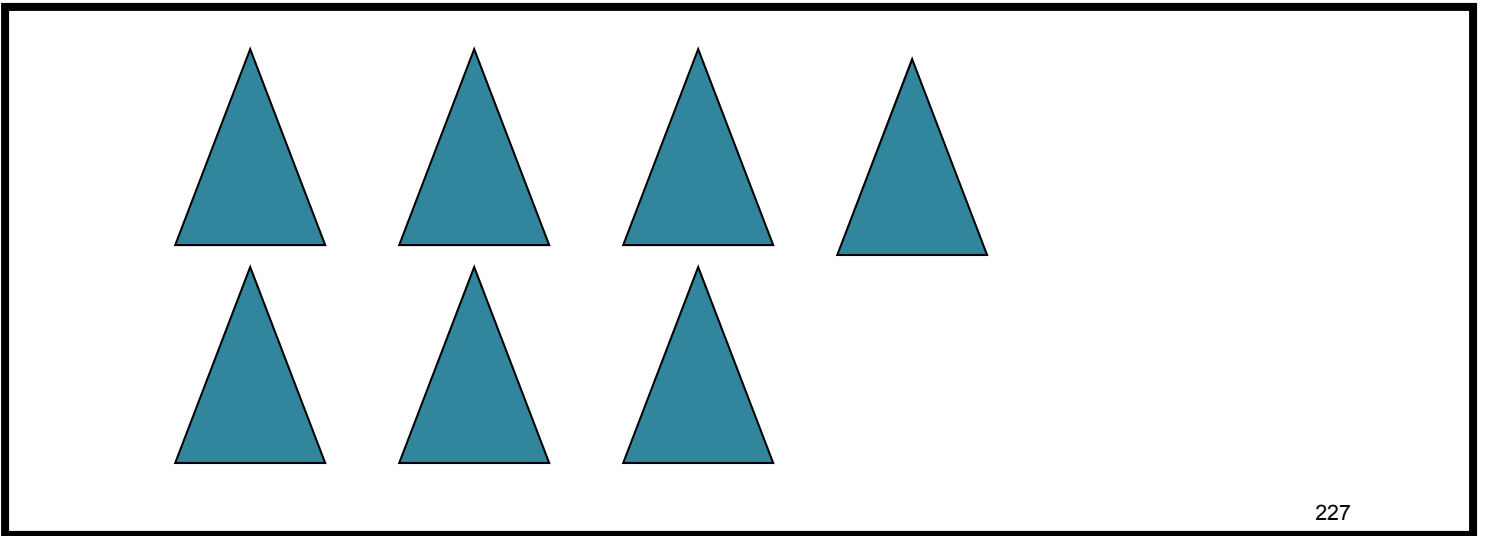
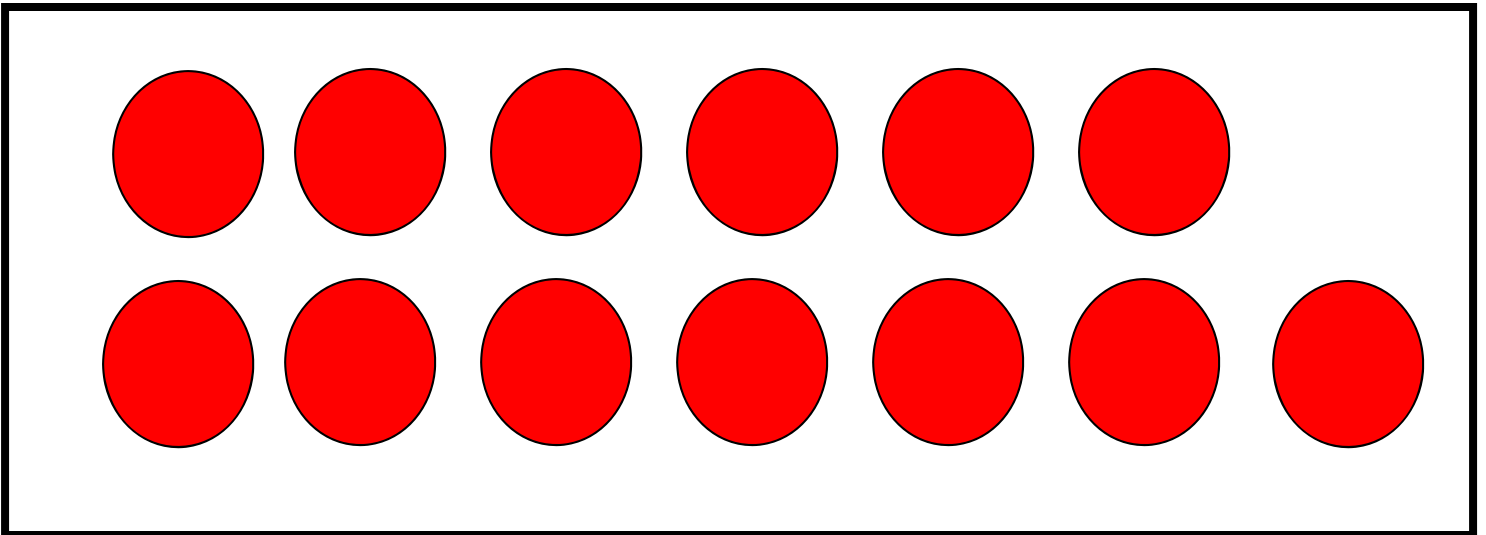
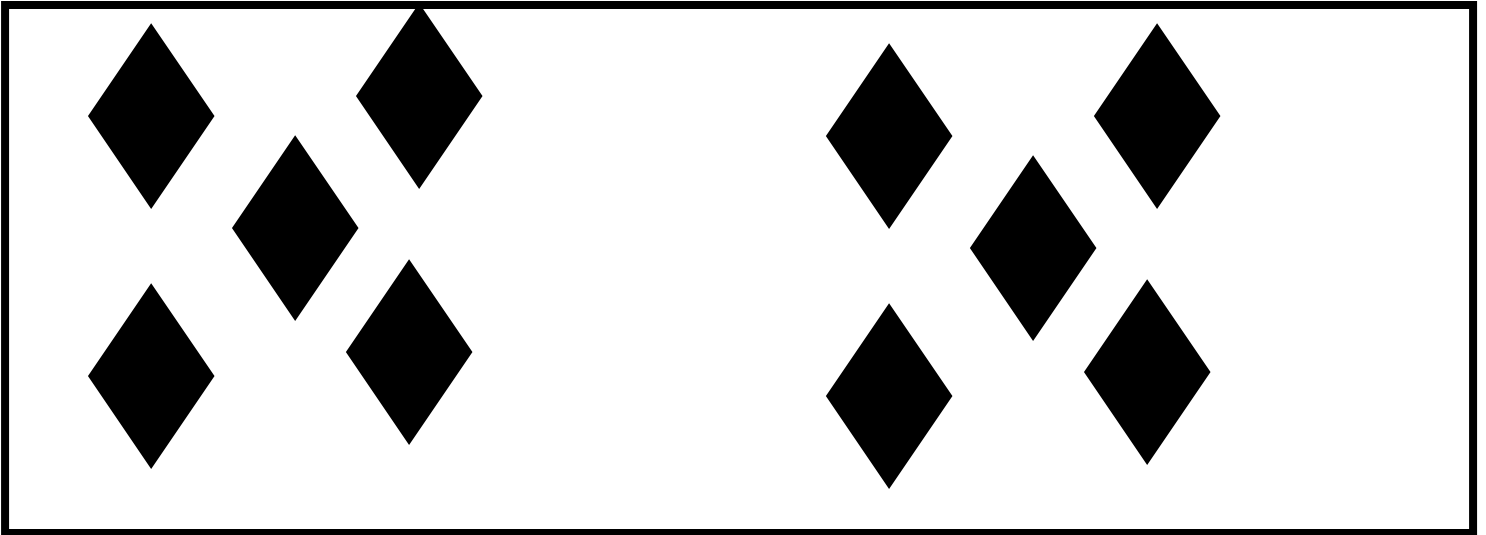
17

18

19

20





Literature Vocabulary

clap
 sways
 banged
 spun
 danced
 smacked
 tapped
 drummed
 twirled
 swirled

Math Vocabulary

objects
 number
 counters
 more
 less
 fewer
 compare

Materials

- 20 Unifix or Linking Cubes, 10 each of 2 colors – 20 cubes per student
- Numbers card from TM Lesson – 1 set per student
- **BLM** Tito Problems – 1 per teacher

Classroom Teachers,

It is vital that students work through these problems with the TV Teacher, and that you circulate the room to see who is understanding the process.

ELPS (*English Language Proficiency Standard*)

1A, 1C, 1F, 2C, 3B, 3C, 3G

CCRS (*College and Career Readiness Standards*)

CROSS-CURRICULAR I.B.2., I.C.1., I.C.2., II.A.2
 ELA III.A.1., III.A.2., III.B.2
 MATH I.B.1., I.C.1., II.A.1

Unit 2, Lesson 1**Kinder****TV Lesson**

Read objectives while pointing to the words in the math lesson objectives. After each math objective, show children what that means.

Math Objectives:

- Model the action of joining to represent addition and the action of separating to represent subtraction.
- Solve word problems using objects and drawings to find sums up to 10 and difference within 10.
- Explain the strategies using objects and drawings to find sums up to 10 and differences within 10.

Language Objectives:

- Explain solution strategies.
- Use the math vocabulary during the activity.

Building Background, Math

TEACHER: Today in your Classroom Transition to Math lesson, you used numbers to tell the number of objects in a set. We're going to do that and more today. We are going to solve word problems about Tito Puente using cubes as our counters and a paper plate as our storyboard.

AZULITO: Yes we are! And I am ready with my 20 cubes, my number card set of numbers from 0 to 20, and my paper plate to use as my story board. (*Plate should be placed in front as if a story board, with cubes on one side, and an array of the number 0 – 20 on the other side of the plate.*)

TEACHER: Excellent, Azulito! And Azulito, I like how we have arranged your number cards in counting order. That will make it easier for us to find our answer numbers when we are ready. Let me give the boys and girls a little time to do that (*pause, then count the cards, pointing to each as you say the numbers, and ask students to count with you*).

Are you ready to start boys and girls?
 Let's begin.

Comprehensible Input

Listen the first time I read the story so you can see the math movie in your mind. That is the action the characters are taking in the story.

The second time I read the story, use your counters and the paper plate story board to show the answer.

Unit 2, Lesson 1

Kinder



TV Lesson - continued

1. Here is the first story problem. Watch for the math movie in your mind

Tito Puente's band played 3 mambos and 5 rumbas for the dance. How many dance songs did they play?

2. I'll read it a second time. This time act out the story with your cubes.

(Do so, understanding that the classroom teacher is circulating the room and watching to see how students work on the story).

3. Now, show your classroom teacher the number card that tells how many dance songs Tito Puente's band played.

4. Let's talk about the problem. Can someone describe the math movie they saw in the problem, and how they used the cubes to model it?
(Pause for volunteer to describe and model the problem.)

AZULITO:

5. May I share my math movie and how I used the cubes to solve it? I saw the band playing music, and I could hear it in my mind! The band played 3 mambos so I put 3 cubes on my plate. (do so) Then they played 5 rumbas, so I put 5 cubes on my plate (do so). That made (count) 8 dance songs the band played! Then, I looked at my number cards and I found the number 8 (hold it up).

TEACHER: Well done, Azulito. So the answer to our question is, (SMARTBoard) The band played 8 dance songs.

We could also say that (SMARTBoard) 3 mambos and 5 rumbas is the same as 8 dance songs.

Clear your story board of cubes (do so). Now place your number card back in counting order in your numbers. (do so)

Alright, let's solve another Tito Puente problem!


(Continue the process for the next 2 problems. There is a fourth problem on the sheet if you have time to solve it in this manner.)

Classroom Teachers:

Circulate the room as the problems are being read/solved to see which students need more help.

Process

1. Read problem for students to visualize math movie.
2. Read problem second time for students to model using cubes.
3. Have students determine the answer and show the number card that tells the answer to the Classroom Teacher.
4. Ask for a class volunteer to describe the math movie to the class, and how s/he used the cubes to model it.
5. Azulito describes the math movie he saw and how he used the cubes to model it.
6. TV Teacher places the answer in the 2 complete sentences
7. Clear the storyboard paper plate of cubes, and place the number card back in counting order.

<p>Azulito's Corner Unit 2, Lesson 1 How did you solve your CGI problem today? Let's see how many different strategies we can find!</p>	<p style="text-align: right;">Unit 2, Lesson 1</p> <p style="text-align: right;">Kinder</p> <p style="text-align: right;"></p> <p>TV Lesson - continued</p> <p>AZULITO: I love going to the math movie, don't you boys and girls! This was fun! And speaking of fun, let's talk about what I'd like to hear from your class in my Corner! It's about math movies, too! (<i>Explain MAS Space task.</i>)</p> <p>TEACHER: Thank you, Azulito! I'm sure everyone will go online so we can hear about your great strategies for solving today's CGI problem!</p> <p>Objectives: And now before we go, let's review what we have learned today! (<i>do so</i>)</p>
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BLM TM Unit 2, TV Lesson 1

Tito Problems

1 per teacher

Process

1. Read problem for students to visualize math movie.
2. Read problem second time for students to model using cubes.
3. Have students determine the answer and show the number card that tells the answer to the Classroom Teacher.
4. Ask for a class volunteer to describe the math movie to the class, and how s/he used the cubes to model it.
5. Azulito describes the math movie he saw and how he used the cubes to model it.
6. TV Teacher places the answer in the 2 complete sentences
7. Clear the storyboard paper plate of cubes, and place the number card back in counting order.

Problems

1. Tito Puente's band played 3 mambos and 5 rumbas for the dance. How many dance songs did they play?
La banda de Tito Puente tocó 3 mambos y 5 rumbas para el baile. ¿Cuántas piezas de baile tocaron?
2. There were 7 tambourines in the Tito Puente's band. 3 of them broke. How many tambourines could still play in the band?
Había 7 panderos en la banda de Tito Puente. 3 de ellos se rompieron. ¿Cuántos panderos siguieron tocando en la banda?
3. Tito liked to play baseball. He hit 3 runs his first game and 6 runs his second game. How many runs did Tito hit?
A Tito le gusta jugar béisbol. Él bateó para 3 carreras en su primer juego y 6 carreras en su segundo juego. ¿Para cuántas carreras bateó Tito?
4. Tito practiced music 10 hours each week. One week he was sick and missed 3 hours. How many hours did he still practice that week?
Tito practica música 10 horas por semana. Una semana se enfermó y perdió 3 horas de práctica. ¿Cuántas horas practicó esa semana?

Literature Vocabulary

clap
 sways
 banged
 spun
 danced
 smacked
 tapped
 drummed
 twirled
 swirled

Math Vocabulary

objects
 number
 counters
 more
 less
 fewer
 compare


Materials

- 20 Unifix or Linking Cubes, 10 each of 2 colors – 20 cubes per student
- Numbers card from TM Lesson – 1 set per student
- Flip Chart and marker for the shared writing activity.

ELPS (*English Language Proficiency Standard*)
 2C, 2D, 3F, 3J, 5B, 5E

CCRS (*College and Career Readiness Standards*)
 CROSS-CURRICULAR II.B.1., II.B.2.
 ELA I.A.2., III.B.2., IV.A.2
 MATH I.C.1., II.D.1., X.A.1.

Suggested Centers:

 **Technology**
 Any of the links suggested so far.

Follow the same process for the pairs:

8, 10
3, 9
5, 8
2, 7

Unit 2, Lesson 1

Follow-up

Kinder



Math Objectives:

- Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement.
- Compare objects in a set.

Language Objectives:

- Listen and speak with a partner during our math activity.
- Use the math vocabulary during the activity.
- Share-write math sentences.

Practice and Application, Math

We've been counting objects today and using number cards to tell how many objects there are.

In our follow up lesson, we are going to continue counting objects and showing numbers to tell how many objects there are in the sets. But we're also going to decide which set has more.

1. **First, make a train that is (5) cubes long.** (*Watch students do so, you do so.*)
2. **Count your cubes to make sure you have (5) of them.** (*do so out loud*)
3. **Show me the number card for (5).** (*Make sure all students are showing the appropriate number card.*)
4. **Make a train that is (7) cubes long.** (*do so*)
5. **Count your cubes to make sure you have (7) of them.** (*do so out loud*)
6. **Show me the number card for (7).** (*Make sure all students are showing the appropriate number card.*)
7. **Now place the 2 trains side by side.** (*Make sure students understand that one end of each train must be level so you can compare.*)
8. **Think about which set has more.**
9. **When I count to 3, hold up the train that has more cubes.**
1-2-3-show.
10. **How did you know that train has more cubes?** (*Looking for the fact that one of the trains was longer than the other. Some might also say that 7 cubes are more than 5 cubes*)
11. **Put the trains side by side again.**
12. **Which train has fewer, or less, cubes?**
13. **How do you know?** (*That train is shorter.*)

Unit 2, Lesson 1

Kinder



Follow-up, continued

14. Let's see if we can use our number cards to fill in these sentences:

- _____ is more than _____ (7, 5)
- _____ is less than _____ (5, 7)

Now, I'd like to play a little movement game with you.

MYSTERY TRAIN Movement Game

I would like for everyone to make a train out of your cubes. Don't let anyone see it. It is your mystery train!

Count your cubes so you remember how many you have (do so). Now, take your number card that tells you how many are in the train, but keep it a mystery. (do so)

Listen carefully as I give you directions. You will need to know more than and less than.

- If you have a train that has more than ZERO cubes in it, stand up!
- If you have a train that has less than 5 cubes in it, turn around in a circle.....stop. Show me your number card.
- If you have a train that has more than 6 cubes in it, hop on 1 foot..... stop. Show me your number card.
- If you have a train that has less than 10 cubes in it, walk to the door and back to your desk..... Show me your number card.
- If you have a train that has less than 11 cubes in it, sit down. Show me your number card.
- If you have a train that has more than 10 cubes in it, sit down. Show me your number card. *(Everyone should be seated now. If not, have students look at the standing students' number cards and tell whether the number is MORE than 10 or less than 11.)*

Shared or Interactive Writing Topic

Daily students will use the day's vocabulary to Share-Write a statement about the learning. Teacher has a large chart and marking pen with a question written at the top. Children give complete sentences. Encourage them to use today's vocabulary.



(Show students a train of 14 cubes.) Count the cubes in this train (give time). Show me the number card that tells how many cubes are in this train. *(Check answers – have students recount if their cards are incorrect.)* Let's write a class explanation of how we know how many cubes are in the train.

Math Objectives

- Share a snack in half.
- Explain why each portion is half.

Language Objectives

- Explain why each portion is half.
- Share-write what is a half.

Vocabulary

Half

Fair shares

Equal pieces

Materials:**TEACHER:**

- BLM Guacamole and Veggies
- 1 c guacamole
- 1 c cut up veggies
- Two 1/2 c measuring cups
- 2 paper plates

STUDENT ACTIVITY (per partner pair):

- BLM Dip and Veggies
- 1 c guacamole or other dip
- 1 c cut baby carrots
- Two 1/2 c measuring cups
- 2 paper plates
- 2 plastic spoons
- 2 paper towels
- 2 scissors
- 2 rulers and 2 markers
- 2 glue sticks
- Chart paper with question: How do you know that each portion is half? Put a copy of the record sheet at the top of the chart with the question.

Unit 2, Lesson 1**Snack Fractions**

Children should wash their hands before this activity if using food items.

Snack Fractions

As part of each math day, please include a quick “Snack Fraction” activity. If your district/school does not allow any snacks to be given to students, please alter the activity by providing the paper shape to be divided into fractional parts.

Objective:

Today you are going to share a snack with one other friend. The snack will be shared in 2 portions. You will be able to tell each other the fractional name of the pieces. You will be able to draw a line on a picture to show the parts that you have.

TODAY: Teacher demonstration of halves

Tell students that today you are going to share the snack a different way from the sharing in Unit 1. Show the students the measuring cup with 1 cup of guacamole (or dip). Ask students if they know what the cup represents (response). Tell them it is a measuring cup. Tell them to look at the 2 measuring cups they have with their partner. One is a whole cup. So, let me pretend to share my foods with a friend.

- What do they think the other measures (half of the cup)?
- How do they think you can divide the veggies fairly between yourself and a friend using the cups? (response) You are going to spoon out the veggies from the whole cup until you have half a cup in the other measuring tool (do so as students watch).
- What does the little measuring tool read at the very top? (one half)
- Now look through the larger measuring tool. The veggies are not at the ONE cup anymore. Where are they now? (half cup)
- So if two of us both have the same portion, what fractional part do we each have? (one half)
- How do they think you can share the dip fairly with a friend? (response) You are going to spoon out the dip from the whole cup until you have half a cup in the other measuring tool (do so as students watch – continue as you did for the veggies).

Ask the students:

- What fractional part of my snack will my friend receive? (*one-half*)
- How do you know? (*you spooned out HALF to the other cup*)
- What fractional part am I receiving? (*half*)
- How do you know? (*you left the other HALF in the whole cup*)

Kinder

Unit 2, Lesson 1

Kinder



Snack Fractions, continued

Before they share their snacks, they will complete the record sheet, **BLM** Dip and Veggies. Read and work this one with them, helping them to fold over the cut-out rectangles representing the dip and the veggies.

When they have finished the record sheet, they may actually share and enjoy their snacks. Be sure to circulate the room so you are sure students understand the concept.

QUESTIONS

- What fractional part of the snack do you have? (*one-half*)
- How do you know? (*spooned out HALF to the other cup*)
- What fractional part does your partner have? (*half*)
- How do you know? (*left the other HALF in the whole cup – we both have the same amount – we have fair shares – we have 2 equal shares- we each have 1 of the 2 equal shares*)

Writing:

Share-write the student answers to “How do you know that each portion is half?”

Objectives:

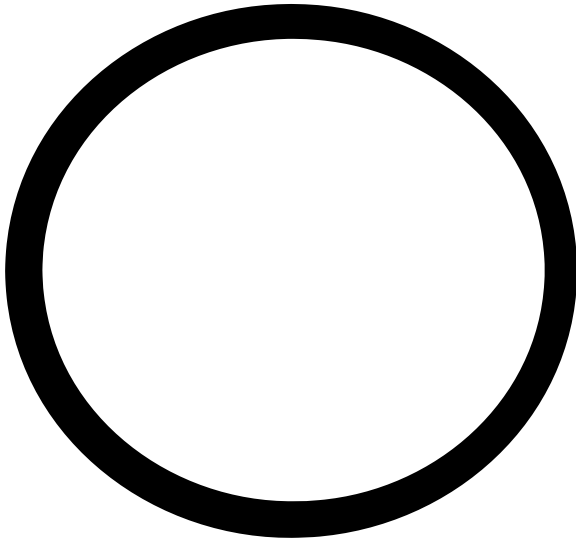
Read the objectives. How did we accomplish these in our snack fraction lesson?

- How do you know? (*the piece is one out of two equal pieces*)
- What fractional is on the other plate? (*half*)
- How do you know? (*You have one out of two equal pieces*)

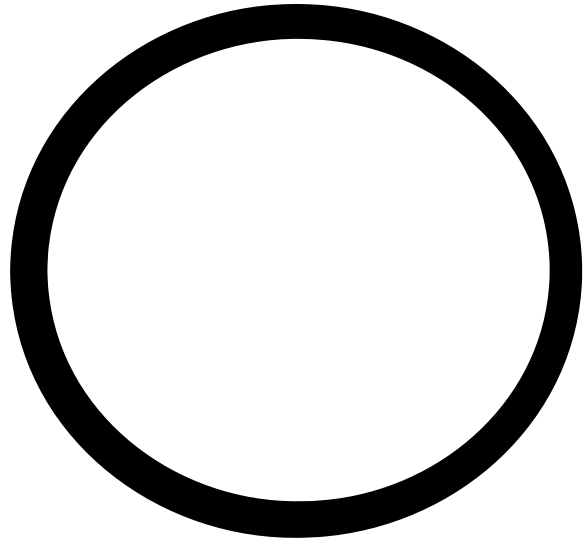


My name is _____

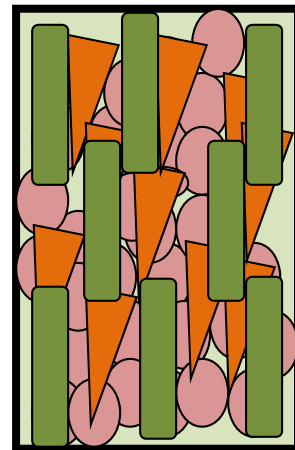
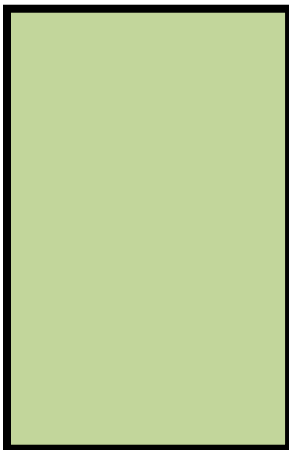
This is my plate with half.



This is my friend's plate with half.



Cut out the rectangles below. Divide them into halves. Glue your half of each to the snack plate above.

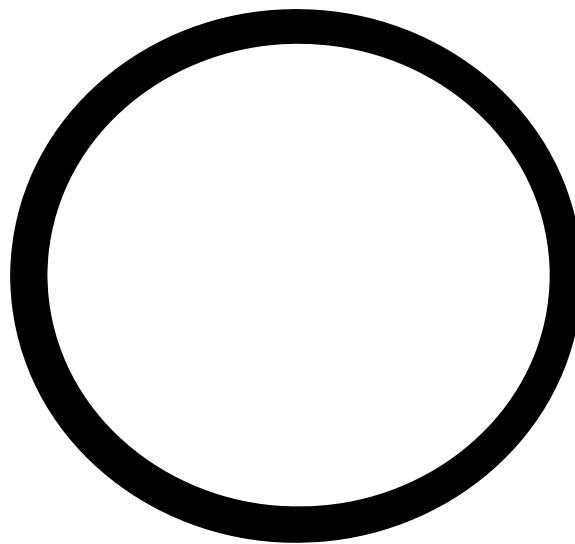
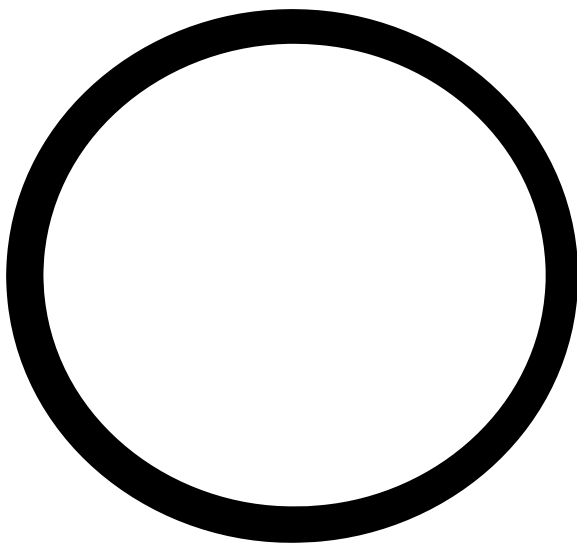




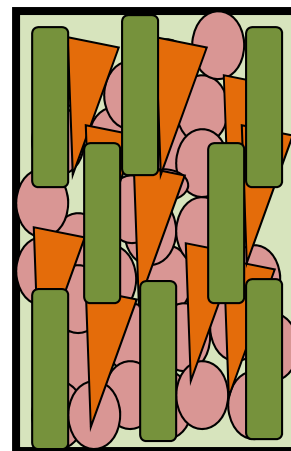
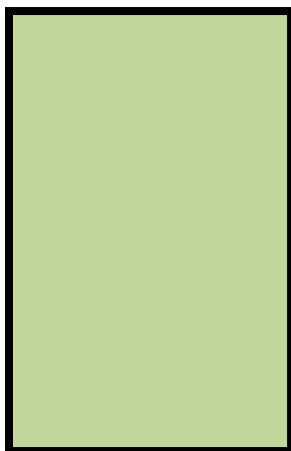
Mi nombre es _____

Esto es mi plato con una mitad.

Esto es el plato de mi amigo/a con su mitad.



Recorta los rectángulos abajo. Divídelos en mitades. Pega tu mitad en el plato arriba.



Dear Family

We read *Tito Puente Mambo King Rey del Mambo* by Monica Brown

It was about a little boy who loved music, dance and baseball. He grew up to be The Mambo King. I can tell you some interesting things about his life.



In math, we counting things and used numbers to represent the number of objects. We also solve word problems. We could make up a word problem for me to solve tonight!

Sincerely,



Querida familia,

Leímos *Tito Puente Mambo King Rey del Mambo* por Monica Brown

Es sobre un niño pequeño que amaba la música, el baile y el béisbol. Él creció y se convirtió en el Rey del Mambo. Puedo contarles algunas cosas interesantes sobre su vida.



En matemáticas, contamos cosas y usamos números para representarel número de objetos. También resolvimos problemas razonados. ¡Podríamos inventar un problema razonado para que yo lo resuelva esta noche!

Atentamente,

Materials
ESSENTIAL

- Big Money Coins (penny, nickel, dime, quarter) or flannel board oversized coins
- Coins for the counting the days in school with Pennies
- Coin sets of pennies, nickels, dimes, quarters – 30 of each coin, 1 set per student
- Sets of 20 straws and bands per student
- **BLM** Measuring Timbales

OPTIONAL

- Rhythm band instruments: claves, tambourines, drums for graphing
- **BLM** Days of the Week Card (in Daily Routines overview)
- **BLM** Numeral Cards through the number of days you have been in school. (set for all students) (in Daily Routines overview)
- **BLM** Musical Instruments

Math Objectives

- Recite the days of the week.
- Count days in school with straws, and with pennies.
- Identify ways to earn income.
- Solve math word problems.
- Pre-assess program skills.



Balanced Literacy

Language Objectives

- Read days of the week vocabulary from the Days of the Week song.
- Speak to partners, teacher, and class using vocabulary.

TEKS

Lesson 1 K.2C, K.2G, K.3ABC
Lesson 2 K.2C, K.2G, K.3ABC
Lesson 3 K.2C, K.2G, K.3ABC

Assessment Items

(As a result of experiencing this unit, students will be learning skills necessary to be successful on the following Assessment items.)

Unit 2, Lesson 2

Daily Routine

Kinder



The following daily activities will help prepare your students for the Post Assessment. They are essential and are not optional.

ESSENTIAL

Straws (*Assessment items 1, 2, and 3*)

Continue activity.

Pennies (*Assessment item 7*)

Continue activity.

CGI Problem

- Lesson 1 – Separate, Result Unknown (*Assessment Item 4*)
- Lesson 2 – Part-Whole, Whole Unknown (*Assessment Item 5*)
- Lesson 3 – Join, Result Unknown (*Assessment Item 6*)

Measurement (*Assessment item 7 – identifying coins*)

All-lesson directions

- Show students the Big Money Coins for the coins in the sets.
- Have students identify each coin.
- Tell students that you will be working with (coin) today and have them sort all of that coin out of the set.
- Give students the BLM Measuring the Timbales with (coin)
- They will measure the height of the picture. What is height?
- Do they think this picture is smaller, about the same size, or larger than that real timbale? (much smaller)
- Look at the picture. Look at the measuring coin for today. About how many of the coin do they estimate it will take to measure the height of the picture of the timbales? (write estimates on the board)
- Notice the line drawn at the bottom of the picture. Students are to start with the lower edge of their coin on this line and measure straight up the rack to the very top of the timbale (above the cow bells).
- Watch to make sure students are measuring correctly, edge to edge of the coins.
- Ask students to tell you how many nickels by completing the sentence stem: **The picture of timbales is _____ (coin) tall.**

Lesson 1 – measuring with nickels

BLM Measuring the Timbales #1

Lesson 2 – measuring with pennies

BLM Measuring the Timbales #2

Lesson 3 – measuring with dimes

BLM Measuring the Timbales #3

K 1, 2, 3, 4, 5, 6, 7, 9

ELPS (*English Language Proficiency Standard*)
1E, 1H, 2I, 3B, 3C, 3E

CCRS (*College and Career Readiness Standards*)
CROSS-CURRICULAR I.E.2., II.D.1
ELA III.B.2., IV.A.3., IV.B.1
MATH IV.A.1., VI.C.2

Azulito's Corner
Unit 2, Lesson 2

How many pennies have you counted so far? How are the number of pennies and the number of days you have been in school related?

Unit 2, Lesson 2

Kinder




Daily Routine - continued

These daily activities, although certainly developmentally appropriate for your Kinders, do not specifically address objectives assessed on the Post Assessment. Schools with shorter teaching spans can consider omitting these activities.

OPTIONAL

Calendar (*This activity is not assessed.*)
Continue activity.

Sing Days of the Week Song (*This activity is not assessed, but is an excellent activity to break up the small group quiet exploration and assessments*)

 Songs should be written on large chart paper so that students can follow the words of the song. Take 2-3 minutes to find the names of the week in the song.

NOTICE: *Suggestions for online sources for songs are included*

Yesterday, Today, Tomorrow (*This activity is not assessed.*)
Continue activity.

Graphing (*This activity is not assessed.*)

- Lesson 1 – Which musical instrument would you like to play? **BLM** Musical Instruments
- Lesson 2 – Which dance music did you like best? (*links to examples of mambo, tango, salsa*)
- Lesson 3 – none

Graphing Questions

- How many students liked _____?
- How many more students liked ___ than _____?
- How many fewer students liked ___ than _____?
- How many students like _____ and _____?
- Why did you choose the choice you did?

Money Matters If you have a full program and wish to use this optional activity, you will find BLMs and Explanations on MAS Space.

Vocabulary Building – Choose an activity from the list in the Daily routines Section.

(Assessment Item #9 will be reviewed daily in Snack Fractions)

BLM Unit 2, Daily Routine, Measurement Lesson 2 Measuring the Timbales



1 sheet per student. Students also need 30 pennies for today.



This picture of timbales
is _____ pennies tall.

Measure from this line to the very top of the timbales.
This is where the feet of the timbales touch the floor.

BLM Unit 2, Daily Routine, Measurement Lesson 2 Measuring the Timbales




1 sheet per student. Students also need 30 pennies for today.



Este dibujo de timbales
es _____ centavos de
alto.

Mide de esta línea hasta la parte superior de los timbales.
La línea representa donde los timbales tocan el piso.

<p>Literature Selection <i>Tito Puente Mambo King Rey del Mambo</i> by Monica Brown 1 book per classroom</p> <p>Materials Language</p> <ul style="list-style-type: none"> Text from p. 25 written on a chart for shared reading BLM Word Cards BLM Initial Sound letters (b, c, d, s, t) Sentence strips for the sequencing activity. <i>Be sure to prepare the sentence strips, with the sentences included in the During Reading section, prior to the actual lesson.</i> <p>Math</p> <ul style="list-style-type: none"> Number Cards 0 – 20 sets in Ziploc bags – 1 set per student (Lesson 1) 20 Unifix or Linking cubes, all of 1 color – per student <p>Literature Vocabulary clap sways banged spun danced smacked tapped drummed twirled swirled</p> <p>Math Vocabulary objects number counters more less fewer compare</p>	<p>Unit 2, Lesson 2</p> <p>Classroom Lesson</p> <p><i>Every day teachers must post the objectives on the board, read them to the students, and have students read them together with the teacher. You must also talk about what the objectives mean, giving examples where appropriate. At the end of the lesson, teacher and students should review to see if they have accomplished both math and language objectives.</i></p> <p>Math Objectives:</p> <ul style="list-style-type: none"> Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement. <p>Reading Objectives:</p> <ul style="list-style-type: none"> Sequence events from a story in order from first to last. Develop reading fluency with a Shared Reading text. <p>Language Objectives:</p> <ul style="list-style-type: none"> Identify initial sounds in vocabulary words and sort words by those sounds. Find unit vocabulary words in a Shared Reading text. <p>Building Background, Vocabulary Oral Language Development Show students the cover of the book. Ask: What is the title of the book we read yesterday? What happened in this book? Turn and talk to your rug partner.</p> <p>Circulate while students are talking to see what kind of language they're using. Are they using any of the literature vocabulary words?</p> <p>Regroup the class and have several students share. Paraphrase what students say, as needed, to include more detail and key vocabulary words. Emphasize the vocabulary words as you speak, in a natural way. You can point to the words on the interactive word wall. As students orally share, you can also point to those parts in the book so they connect the oral language with the illustrations.</p> <p>Comprehensible Input, Vocabulary Phonemic Awareness and Phonics activity Explain to students that you're going to help them read the vocabulary words on the Word Wall. To read the words, they'll</p> <p style="text-align: right;">Kinder </p>
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ELPS (*English Language Proficiency Standard*)
1A, 1C, 2A, 3C, 3D, 4A, 4E

CCRS (*College and Career Readiness Standards*)
CROSS-CURRICULAR I.A.1., II.A.1., II.A.2, II.A.4
ELA II.A.1., II.A.2., II.B.1, III.B.2

Language Center Connection

Have extra sets of the vocabulary word cards and magnetic letters in the center. Students can work with partners to construct each of the vocabulary words with magnetic letters. As a challenge, you can include the vocabulary words that have been introduced in the math lesson.

Put an alphabet chart in the language center, and extra sets of the vocabulary word cards. Have students sort the words by beginning letter, placing them next to the appropriate letter of the alphabet. You can have students do this activity independently, with a partner, or in a small group.

Additional activities to practice the alphabet:

- **Reciting the Alphabet** – Students use the alphabet chart to recite/sing the alphabet with a partner.
- **Saying letter names** – With a partner, one student randomly points to different letters on the alphabet chart, and the other student says the name of that letter, the sound of the letter and/or a word that begins with that letter.

Unit 2, Lesson 2

Kinder



Classroom Lesson – continued

need to figure out what sound the word makes at the beginning.

1. Hide the words from students (turn the cards over, or take them down).
2. Choose one word card at random, and make a big show of sneaking a look at the word without letting students see it. Tell students their job is to figure out what sound and letter the word starts with.
3. Say, “OK, this word is ____ (Ex: *danced*). You remember in the story that _____.” **Explain the word from the context of the story – this is essential to make the words meaningful.** (Ex: *You remember in the story that people danced to Tito’s music.*)
4. What sound do you hear at the beginning of the word? *Repeat the word several times, emphasizing the initial sound. Have students say the sound aloud.* (Ex: /d/)
5. Ask, “What letter makes the sound ____?” *Have students say the name of the letter aloud.* (Ex: the letter ‘d’)
6. Confirm for students: Yes, it’s the letter ____!
7. Reveal the hidden word card, and have students read the word with you several times.
8. Have a volunteer come up and point to the beginning letter. Highlight the letter so it’s easy for students to see it. Show them the letter card as well so they see the letter in isolation.
9. Repeat for the remaining words. If a word has the same initial sound/letter, ask students: What other word has that same sound? (Ex: *danced, drummed; tapped, twirled; sways, spun, smacked, swirled*)
10. On the interactive word wall, have students help you sort the words so they are grouped by initial sound/letter. To do this, put the letter cards across the top: **B, C, D, S, T**. Ask: Which word starts with the letter b? *Make the ‘b’ sound.* Your interactive word wall should look like this when finished:

B	C	D	S	T
banged	clap	danced	sways	tapped
		drummed	spun	twirled
			smacked	
			swirled	

Practice and Application, Vocabulary

Have students do the same sorting activity with a partner, using their own sets of word cards and letter cards.

- **Writing letters of the alphabet** – Have students practice writing different letters of the alphabet. Provide students with paper and a variety of writing tools to practice writing letters and words.

Guided Reading Groups & Independent Reading

Connection:

You can practice these same print strategies with a guided reading group to help students read words in the text. You can also help individual students use this print strategy during independent reading.

Beginning letters

- What letter does this word start with?
- What sound does it make?
- Then what could this word be?

Note: You can also use this Shared Reading text with a guided reading group to continue practicing the print strategies. This is particularly helpful with beginning readers and beginning ELLs who benefit from multiple exposures to a familiar text.

Unit 2, Lesson 2

Kinder



Classroom Lesson – continued

DURING READING

Comprehensible Input, Literature

Today’s reading is meant to help students better understand the story by identifying the sequence of the events over the course of Tito Puente’s life.

Display, in front of the students, the five sentences written on sentence strips for the sequencing activity.

1. *Tito’s first band was called Los Happy Boys.*
2. *Before he could walk, Tito was making music.*
3. *In 1979, Tito won a very special award called a Grammy.*
4. *While in the Navy, Tito learned to play the saxophone and write music.*
5. *Tito’s dream came true when he led his very own big band – The Tito Puente Orchestra.*

Explain that each sentence strip has an important event from Tito’s life. *Read each of the sentences to the students. Be sure to read the sentences in a random order.* Further explain that the events from his life are not organized in the order in which they happened.

Today when you reread the story direct students to pay close attention to the event of Tito’s life and the order in which they happen. Let them know that once you have reread the story to them, you are going to need their help putting the events of Tito’s life back in the order in which they happened.

AFTER READING

Sequencing Activity

Allow the students to reorder the events of Tito’s life in chronological order. Discuss as a group which event happened first. Be sure to emphasize time order words (first, next, finally) during the discussion. Encourage students to explain their thinking. Be sure everyone agrees on the order of the events as they are being rearranged. This would be an excellent opportunity to use the rug partner routine in an effort to engage all students in the discussion. Allow students to use the book as a reference, if needed.

Once the activity is complete, explain to students that they have successfully ordered the events of Tito’s life. “When the important events of a person’s life are recorded in order, we call this a timeline. We just created a timeline of Tito Puente’s life.”

Unit 2, Lesson 2

Kinder

Classroom Lesson – continued



You may want to include that the students are going to have the opportunity to create their own timelines during Writer’s Workshop.

Shared Reading activity

1. Show students the Shared Reading text, written on chart paper or sentence strips ahead of time:

The dancers twirled, the lights
swirled, and the mambo went
on and on...

Read aloud the sentence slowly for students, pointing to the words as you read.

1. Read aloud the text again, this time at a more normal reading pace. Continue to point to the words as you read.
2. Have students read aloud the text with you several times.
3. Ask, “Did you hear any of our vocabulary words? Which ones?” (*twirled, swirled*)
4. Have students help find each vocabulary word in the text, and underline each word with a different color.
5. Have students read aloud the text with you several more times, emphasizing in particular the two vocabulary words to help them connect the oral language with the written words.

Materials for Transition to Math Lesson *(these were listed in the complete Classroom Lesson list, but are listed again to help you organize more quickly.)*

- Number Cards 0 – 20 sets in Ziploc bags – 1 set per student (Lesson 1)
- 20 Unifix or Linking cubes, all of 1 color – per student

 **Technology:**

more coin identification practice)
<http://www.ixl.com/math/kindergarten/coin-names-penny-through-quarter>

ELPS *(English Language Proficiency Standard)*
1E, 1F, 2E, 3D, 3F, 3G

CCRS *(College and Career Readiness Standards)*
CROSS-CURRICULAR I.B.2., I.C.2
ELA III.A.2., IV.A.3., IV.B.1
MATH I.A.1., I.A.2., I.C.1

Unit 2, Lesson 2

Kinder



Classroom Lesson - continued

TRANSITION to Math

Math Objectives:

- Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement.

Language Objectives:

- Read numbers.
- Explain how you know how many objects are in a group.

Building Background, Math

We're going to play a little game today that uses the skills we practiced in our lessons in Lesson 1, particularly the Follow-up Lesson.

Please take your number cards out of the bag, and arrange them by counting order on your desk *(make sure everyone has the counting order correct)*. Let's count them now *(Students should point to the numbers and say them aloud with you.)*

We played Mystery Train Movement Game during Follow-up where each of you make a mystery train of your cubes, then followed my directions to move about the room.

Today we are going to play in partners to COMPARE our Mystery Trains.

I'm going to choose a volunteer to play with me (do so).

Each of us will make a Mystery Train *(do so and make sure volunteer does as well)*.

Do you have your Mystery Train ready? Let's compare them and have the class help us with our comparison sentences.

(Show the class the 2 trains side by side. In fact, you can stand them on end to show them as towers if you prefer, to make sure the ends are parallel.)

Boys and girls, what do you think?

- Whose Mystery Train has more cubes in it?
- How do you know? (longer)
- Whose Mystery Train has less cubes?
- How do you know? (shorter)

Unit 2, Lesson 2

Kinder



Classroom Lesson - continued

TRANSITION to Math

- How many cubes does the one with more have in it? (*count together*)
- Everyone show me the number card that tells how many cubes this train has (*lifting the longer train – check number cards. Correct if necessary*)
- How many cubes does the one with less cubes have in it? (*count together*)
- Everyone show me the number card that tells how many cubes this train has (*lifting the shorter cube – check number cards. Correct if necessary*)

Let's use our number cards now to compare.

(#) is more than (#).

(#) is less than (#).

(Select a pair of students and repeat the exercise with them. Continue selecting student pairs to play the game until time for the TV Lesson.)

Distribute TV Materials:

- 20 Unifix or Linking Cubes, all one color – 20 cubes per student
- Numbers card from TM Lesson – 1 set per student
- **BLM** Rhythm Problems – 1 per teacher
- **OPTIONAL** – rhythm sticks (<http://www.amazon.com/Basic-Beat-BBS8-Rhythm-Sticks/dp/B0002U6IEA> or classroom set lummi sticks <http://www.musiciansfriend.com/classroom-kids/rhythm-band-lummi-sticks>)


Objectives

Distribute TV Materials

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b	c	d
s	t	

<p>Literature Vocabulary clap sways banged spun danced smacked tapped drummed twirled swirled</p> <p>Math Vocabulary objects number counters more less fewer compare</p> <p>Materials</p> <ul style="list-style-type: none"> • 20 Unifix or Linking Cubes, all one color – 20 cubes per student • Numbers card from TM Lesson – 1 set per student • OPTIONAL – rhythm sticks (http://www.amazon.com/Basic-Beat-BBS8-Rhythm-Sticks/dp/B0002U6IEA) or classroom set lummi sticks (http://www.musiciansfriend.com/classroom-kids/rhythm-band-lummi-sticks) <p>Classroom Teachers, It is vital that students work through these problems with the TV Teacher, and that you circulate the room to see who is understanding the process including the initial clapping.</p> <p>ELPS (<i>English Language Proficiency Standard</i>) 1C, 2F, 2H, 2I, 3F</p> <p>CCRS (<i>College and Career Readiness Standards</i>) CROSS-CURRICULAR I.B.1., I.B.3</p>	<p style="text-align: right;">Kinder</p> <p style="text-align: right;"></p> <p>Unit 2, Lesson 2</p> <p>TV Lesson</p> <p><i>Read objectives while pointing to the words in the math lesson objectives. After each math objective, show children what that means.</i></p> <p>Math Objectives:</p> <ul style="list-style-type: none"> • Model the action of joining to represent addition and the action of separating to represent subtraction. • Solve word problems using objects and drawings to find sums up to 10 and difference within 10. • Explain the strategies using objects and drawings to find sums up to 10 and differences within 10. <p>Language Objectives:</p> <ul style="list-style-type: none"> • Explain solution strategies. • Use the math vocabulary during the activity. <p>Building Background, Math TEACHER: We are back today to make a little rhythm and solve more word problems.</p> <p>AZULITO: Make a little rhythm? That sounds interesting! What do you mean, “make a little rhythm?”</p> <p>TEACHER: Tito Puente loved to play the Timbales, the drums. He kept different rhythms for the different types of music he played. We are going to practice some rhythms now, then we are going to count the sounds that the rhythm makes.</p> <p>If you have rhythm sticks, please use them. If you do not, you can clap your hands or use your hands to clap on the desk.</p> <p>Before we start the problems, though, let’s practice.</p> <p>Are you ready to start boys and girls? Let’s begin.</p> <p>AZULITO: I am ready to rock!</p> <p>TEACHER: Listen first to my beat. CLACK – CLACK - CLACK- CLACK (<i>beat the rhythm as you say the rhythm – relatively slow beat, one beat per second</i>)</p> <p>Let’s do that together! (Repeat the beat) Now let’s do that again, only this time, let’s count them as we beat them. (Clap and count 1-2-3-4)</p>
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ELA IV.A.2., IV.B.3
MATH I.A.1., I.B.1., II.A.1.,
V.A.1

Process

- Read problem for students to visualize math movie.
- Read problem second time for students to model using cubes.
- Have students determine the answer and show the number card that tells the answer to the Classroom Teacher.
- Ask for a class volunteer to describe the math movie to the class, and how s/he used the cubes to model it.
- Azulito describes the math movie he saw and how he used the cubes to model it.
- TV Teacher places the answer in the 2 complete sentences
- Clear the storyboard paper plate of cubes, and place the number card back in counting order.

Unit 2, Lesson 2

Kinder



TV Lesson - continued

TEACHER: How many sounds did we hear? Tell your teacher (*slight pause*)

AZULITO: That was easy! I heard 4 sounds! (*demonstrate with clap or claves*).

TEACHER: So did I, Azulito. And you're right. That was easy. Let's try a harder one. Ready, boys and girls? Listen to my rhythm, then we'll clap the rhythm together.

CLACK-CLACKITY-CLACK (say and clap or claves at the same time)

Now, clap with me. (repeat, saying the words and clapping.)

How many sounds did you hear this time? (brief pause)

AZULITO: Well, a little harder; but that was 5 sounds!

TEACHER: Let's verify that together, girls and boys. (This time beat the rhythm, but count 1-234-5) Yes, 5 sounds!

We're going to clap one more rhythm together.

1. I will clap once;
2. then you will clap with me;
3. I will clap a third time by myself, and I want you to use your cubes that third time to keep count of the sounds.
4. Finally I will clap a fourth time so you can count your cubes as I clap to see if you agree with what you put. Ready?

1. First, just listen: CLACKITY – CLACK – CLACKITY-CLACK (*don't clap too quickly – students won't hear all 3 in the CLACKITY.*)

2. Now clap with me: CLACKITY-CLACK ---- CLACKITY-CLACK

3. Before you use your cubes to count the sounds, make sure that all of the cubes are snapped apart so you can get them easily – no trains (*pause*) OK, see if you can count these with your cubes: CLACKITY-CLACK ---- CLACKITY-CLACK

4. Last clap – please count your cubes as I clap. (*repeat*)

5. Now put the number card that tells you how many sounds you heard and how many cubes you have. (*pause*)

AZULITO: That was a lot harder, but I think I have it! On the count of 3, girls and boys, let's all say how many sounds we heard. Ready, 1-2-3 TELL! EIGHT SOUNDS! 123-4, 567-8

Unit 2, Lesson 2

Kinder



TV Lesson - continued

Process

- Read problem for students to visualize math movie.
- Read problem second time for students to model using cubes.
- Have students determine the answer and show the number card that tells the answer to the Classroom Teacher.
- Ask for a class volunteer to describe the math movie to the class, and how s/he used the cubes to model it.
- Azulito describes the math movie he saw and how he used the cubes to model it.
- TV Teacher places the answer in a complete sentence.
- Clear the storyboard paper plate of cubes, and place the number card back in counting order.

TEACHER: Alright students and Azulito! I heard many correct answers out there! I think we are ready to solve problems!

Comprehensible Input

We will use the same process we have been using to solve problems. Take your paper plate and use that for your story board. You will count the sounds and model the math movie.

1. Listen and see the math movie: **Tito Puente was writing a new dance song. At first he wanted CLACK – CLACKITY – CLACK – CLACK. But he took out 2 sounds. How many sounds did he leave in the song?**
2. Model using the paper plate and the cubes: (read 2nd time)
3. Since this is sounds we're counting, I'll read it a third time so that you may count your cubes. (read a 3rd time)
4. Now, show your teacher the number card that tells the number of sounds.
5. Ask a class volunteer to describe the math movie and explain his/her solution strategy.

AZULITO:

Here is what I heard and saw in the math movie. The first rhythm had 6 sounds in it (*beat the rhythm so Azulito's cubes can be counted with the sounds.*) Here are my cubes for those 6 sounds. Then he took out 2 of the sounds, so I removed 2 cubes. There are 4 sounds left.

TEACHER: Well done, Azulito. So the answer to our question is, (SMARTBoard) The song had 4 sounds in the rhythm. We could also say that: (SMARTBoard) 6 sounds subtract 2 sounds is the same as 4 sounds.


I think we have time for (#) more problem(s).


(Continue the process for the next problem.)

**Tito Puente likes to play his rhythm like this:
CLACKITY – CLACK.**

**Azulito like to play his rhythm like this:
CLACK-CLACK-CLACK –CLACK.**

How many sounds do they make together?

<p>Azulito's Corner Unit 2, Lesson 2 - Pennies How many pennies have you counted so far? How are the number of pennies and the number of days you have been in school related?</p>	<p>Unit 2, Lesson 2 Kinder</p> <p>TV Lesson - continued </p> <p>AZULITO: This was so much fun! I enjoyed clapping those rhythms! And I hope you enjoy my MAS Space task for today! (<i>Explain MAS Space task.</i>)</p> <p>TEACHER: Thank you, Azulito! It will be interesting to see how many pennies everyone has on their boards. Do you think everyone will have the same number of pennies? Why or why not?</p> <p>Objectives: And now before we go, let's review what we have learned today! (<i>do so</i>)</p>
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<p>Literature Vocabulary clap sways banged spun danced smacked tapped drummed twirled swirled</p> <p>Math Vocabulary</p> <ul style="list-style-type: none"> • objects • number • counters • more • less • fewer • compare <p>Materials</p> <ul style="list-style-type: none"> • 20 Unifix or Linking Cubes, 10 each of 2 colors – 20 cubes per student • Numbers card from TM Lesson – 1 set per student • BLM Rhythm Boards – 1 for classroom • OPTIONAL: Claves or Rhythm Sticks – pair per person • Flip Chart and marker for the shared writing activity. <p>ELPS (<i>English Language Proficiency Standard</i>) 2C, 2D, 3F, 3J, 5B, 5E</p> <p>CCRS (<i>College and Career Readiness Standards</i>) CROSS-CURRICULAR II.B.1., II.B.2. ELA I.A.2., III.B.2., IV.A.2 MATH I.C.1., II.D.1., X.A.1.</p> <p>Suggested Centers:</p>	<p style="text-align: right;">Kinder </p> <p>Unit 2, Lesson 2 Follow-up</p> <p>Math Objectives:</p> <ul style="list-style-type: none"> • Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement. • Compare objects in a set. <p>Language Objectives:</p> <ul style="list-style-type: none"> • Listen and speak with a partner during our math activity. • Use the math vocabulary during the activity. • Share-write math sentences. <p>Practice and Application, Math We've been counting sounds today and using number cards to tell how many objects there are.</p> <p>In our follow up lesson, we are going to continue making and counting sounds, and showing numbers to tell how many sounds there are in the rhythm. This time, though, we are also going to SEE the rhythm.</p> <p>Let's look at our Rhythms (show the first card). I have given a shape to the different rhythms.</p> <p>What do you see on the Rhythm Board <i>(CLACK has a big circle under it. That shows that CLACK makes 1 sound. CLACKITY has 3 lines under it. That shows that CLACKITY makes 3 sounds.)</i></p> <p>Can we tell from the Rhythm Board how many sounds are in this rhythm? (yes) How?</p> <ul style="list-style-type: none"> • (Count the shapes beneath the words; • or count the sounds you hear when you say the words; • or count the sounds when you beat the words). <p>How many sounds do we think are in this rhythm? (6) Let's verify by counting (do so, pointing to shapes) Show me the number card you would use to tell how many sounds are in this rhythm. (6)</p> <p>Do we have a volunteer who would like to beat this rhythm? <i>(select volunteer who uses either the sticks, or claps hands)</i></p> <p>Let's all beat this rhythm! <i>(do so – stand if you wish)</i></p>
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Technology

Any of the links suggested so far.

Follow the same process for the second Rhythm Board.

Unit 2, Lesson 2

Kinder



Follow-up

Now let's stand up and beat our rhythm as we march around the room. Which Rhythm Board would you like to beat first?

Repeat with the second rhythm board when you have marched a full circle around the room.

Shared or Interactive Writing Topic

Daily students will use the day's vocabulary to Share-Write a statement about the learning. Teacher has a large chart and marking pen with a question written at the top. Children give complete sentences. Encourage them to use today's vocabulary.



What kind of math movie do you see when you add to find the answer?

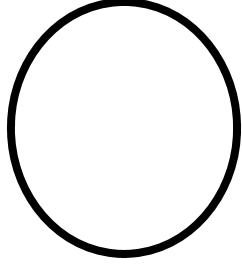
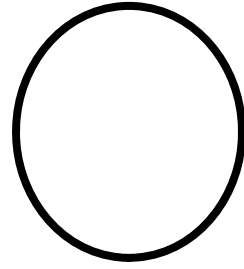
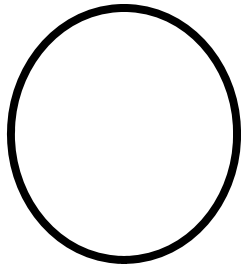
Objectives:

BLM Unit 2, Follow Up Lesson 2

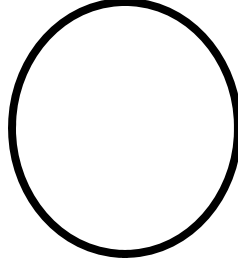
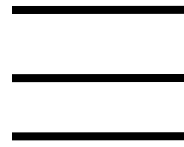
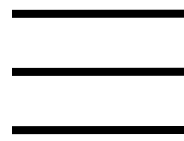
Rhythm Cards 

(Create on cardstock – 1 set for the class, 1 set for a center. To set up center, have a pair of rhythm sticks and the set of cards in a corner where students can practice beating the rhythm.)

CLACK --- CLACK -- CLACKITY – CLACK



CLACKITY --- CLACKITY -- CLACKITY – CLACK



Math Objectives

- Share a snack in half.
- Explain why each portion is half.

Language Objectives

- Explain why each portion is half.
- Share-write what is a half.

Vocabulary

Half

Fair shares

Equal pieces

Materials:

TEACHER:

- **BLM** Trail Mix Fractions
- 2 cups **trail mix/pair** mix equal parts of
 - pecans,
 - semi-chocolate chips,
 - granola
 - raisins
- Two 1/2 c measuring cups
- 2 Paper plates

STUDENT ACTIVITY

(per partner pair):

NOTE: you can certainly provide the 2 cups/partner Trail Mix already mixed if you prefer.

- 2 cups **trail mix/pair** mix equal parts of
 - 1/2 c pecans,
 - 1/2 c semi-chocolate chips,
 - 1/2 c granola
 - 1/2 c raisins
- one 2-cup measuring cup
- two 12 oz. plastic cups
- 2 napkins
- two 1/2 cup measuring cups
- one 1 cup measuring cup
- 2 scissors
- 2 rulers and 2 markers
- 2 glue sticks

Chart paper with question: How do you know that each portion is half? Put a copy of the record sheet at the top of the chart with the question.

Unit 2, Lesson 2

Snack Fractions

Children should wash their hands before this activity if using food items.

Snack Fractions

As part of each math day, please include a quick “Snack Fraction” activity. If your district/school does not allow any snacks to be given to students, please alter the activity by providing the paper shape to be divided into fractional parts.

Objective:

Today you are going to share a snack with one other friend. The snack will be shared in 2 portions. You will be able to tell each other the fractional name of the pieces. You will be able to draw a line on a picture to show the parts that you have.

TODAY: Teacher demonstration of halves

Tell students that today you are going to share the snack a different way from the sharing in Unit 1. Show the students 1/2 cups of ingredients for their Trail Mix (you could put each ingredient in an 8 oz. paper cup for simplicity. Tell the students that the first thing they have to do is to mix their ingredients in the large measuring cup. TODAY students will work with you. Every pair should now mix their ingredients into the 2-cup measuring cup. Ask students to look at the large measuring cup. How much does it hold? (response) It holds 2 cups. Today 2 cups equals the whole amount.

Before they share the snack, they should each complete the BLM Trail Mix Fractions. Walk through the steps with them, reading the sheet and asking them rather than telling them the answers.

When they have finished the record sheet, they may actually share and enjoy their snacks. Be sure to circulate the room so you are sure students understand the concept.

Writing:

Share-write the student answers to “How do you know that each portion is half?”

Objectives:

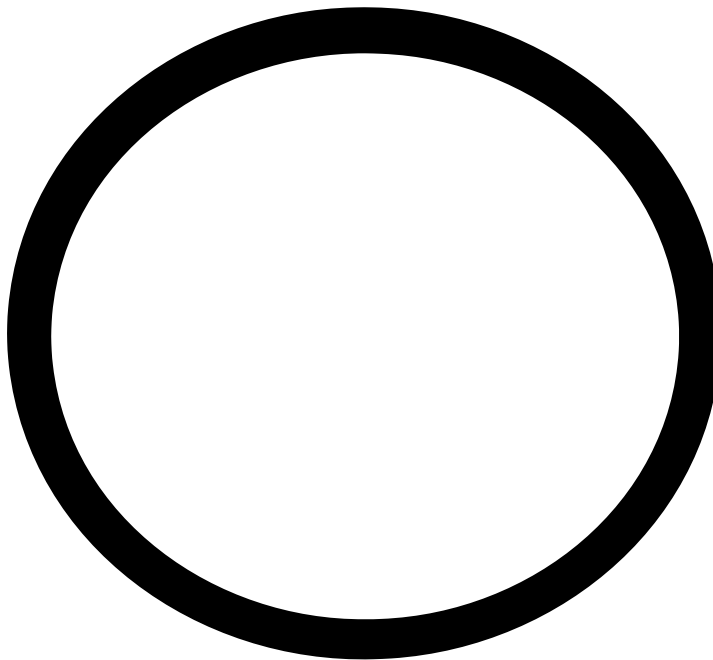
Read the objectives. How did we accomplish these in our snack fraction lesson?

Kinder

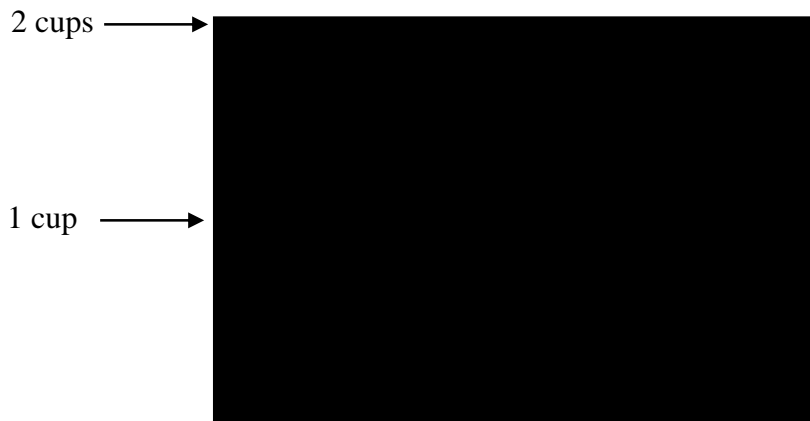


My name is _____

This is my share of the Trail Mix. My share is _____

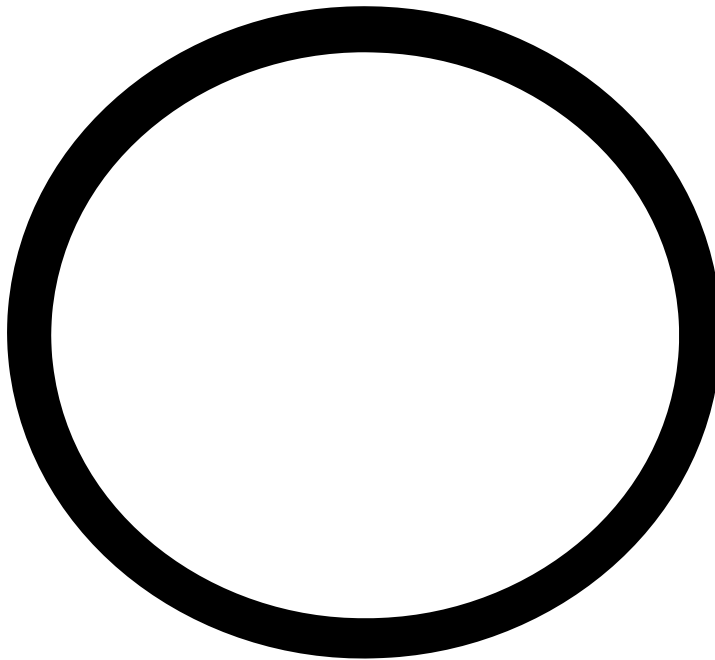


Cut out the rectangle below. Divide it into halves. Glue your half to the snack plate above.

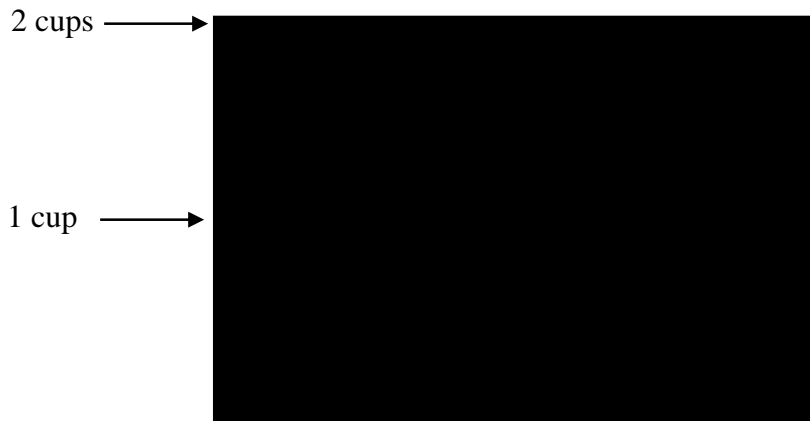


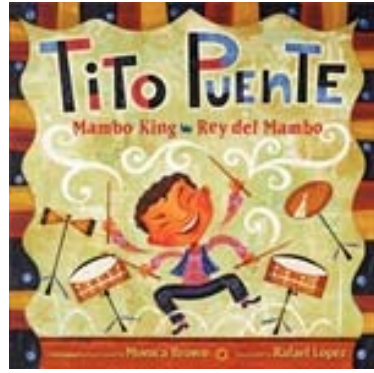
Mi nombre es _____

Esta es mi porción de la mezcla de frutos secos. Mi porción es _____



Recorte el rectángulo abajo. Divídelo en mitades. Pega tu mitad al platillo arriba.





Dear Family

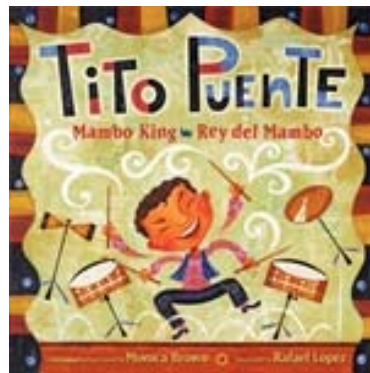
We clapped out rhythms today.

How many sounds do you hear in
CLACKITY – CLACKITY - CLACKITY – CLACK?

How many sounds do you hear in CLACK – CLACKITY?

Which rhythm has more sounds? Which rhythm has fewer sounds?

Sincerely,



Dear Family

Hoy aplaudimos con distintos ritmos.

¿Cuántos sonidos oyes en
CLACKITY – CLACKITY - CLACKITY – CLACK?

¿Cuántos sonidos oyes en CLACK –CLACKITY?

¿Cuál ritmo tiene más sonidos? ¿Cuál ritmo tiene menos sonidos?

Atentamente,

Materials
ESSENTIAL

- Big Money Coins (penny, nickel, dime, quarter) or flannel board oversized coins
- Coins for the counting the days in school with Pennies
- Coin sets of Pennies, Nickels, Dimes Quarters – 30 of each coin, 1 set per student
- Sets of 20 straws and bands per student
- **BLM** Measuring Timbales

OPTIONAL

- Rhythm band instruments: claves, tambourines, drums for graphing
- **BLM** Days of the Week Cards (in Daily Routines overview)
- **BLM** Numeral Cards through the number of days you have been in school. (set for all students) (in Daily Routines overview)
- **BLM** Musical Instruments

Math Objectives

- Recite the days of the week.
- Count days in school with straws, and with pennies.
- Identify ways to earn income.
- Solve math word problems.
- Pre-assess program skills.

 **Balanced Literacy**

Language Objectives

- Read days of the week vocabulary from the Days of the Week song.
- Speak to partners, teacher, and class using vocabulary.

TEKS

Lesson 1 K.2C, K.2G, K.3ABC
Lesson 2 K.2C, K.2G, K.3ABC
Lesson 3 K.2C, K.2G, K.3ABC

Assessment Items

(As a result of experiencing this unit, students will be learning skills necessary to be successful on the following Assessment items.)

Unit 2, Lesson 3

Daily Routine

Kinder



The following daily activities will help prepare your students for the Post Assessment. They are essential and are not optional.

ESSENTIAL

Straws (*Assessment items 1, 2, and 3*)

Continue activity.

Pennies (*Assessment item 7*)

Continue activity.

CGI Problem

- Lesson 1 – Separate, Result Unknown (*Assessment Item 4*)
- Lesson 2 – Part-Whole, Whole Unknown (*Assessment Item 5*)
- Lesson 3 – Join, Result Unknown (*Assessment Item 6*)

Measurement (*Assessment item 7 – identifying coins*)

All-lesson directions

- Show students the Big Money Coins for the coins in the sets.
- Have students identify each coin.
- Tell students that you will be working with (coin) today and have them sort all of that coin out of the set.
- Give students the BLM Measuring the Timbales with (coin)
- They will measure the height of the picture. What is height?
- Do they think this picture is smaller, about the same size, or larger than real timbale? (much smaller)
- Look at the picture. Look at the measuring coin for today. About how many of the coin do they estimate it will take to measure the height of the picture of the timbales? (write estimates on the board)
- Notice the line drawn at the bottom of the picture. Students are to start with the lower edge of their coin on this line and measure straight up the rack to the very top of the timbale (above the cow bells).
- Watch to make sure students are measuring correctly, edge to edge of the coins.
- Ask students to tell you how many nickels by completing the sentence stem: **The picture of timbales is _____ (coin) tall.**

- Lesson 1 – measuring with nickels
BLM Measuring the Timbales #1
- Lesson 2 – measuring with pennies
BLM Measuring the Timbales #2
- Lesson 3 – measuring with dimes
BLM Measuring the Timbales #3

K 1, 2, 3, 4, 5, 6, 7 and 9

ELPS (*English Language Proficiency Standard*)
1E, 1H, 2I, 3B, 3C, 3E

CCRS (*College and Career Readiness Standards*)
CROSS-CURRICULAR I.E.2., II.D.1
ELA III.B.2., IV.A.3., IV.B.1
MATH IV.A.1., VI.C.2

Azulito's Corner
Lesson 3 – Problem Solving

You will be writing a Happy Problem during the Follow Up Lesson. Please share your Happy Problem with us on MAS Space!

Unit 2, Lesson 3

Kinder




Daily Routine - continued

These daily activities, although certainly developmentally appropriate for your Kinders, do not specifically address objectives assessed on the Post Assessment. Schools with shorter teaching spans can consider omitting these activities.

OPTIONAL

Calendar (*This activity is not assessed.*)
Continue activity.

Sing Days of the Week Song (*This activity is not assessed, but is an excellent activity to break up the small group quiet exploration and assessments*)

 Songs should be written on large chart paper so that students can follow the words of the song. Take 2-3 minutes to find the names of the week in the song.

NOTICE: *Suggestions for online sources for songs are included*

Yesterday, Today, Tomorrow (*This activity is not assessed.*)
Continue activity.

Graphing (*This activity is not assessed.*)

- Lesson 1 – Which musical instrument would you like to play? **BLM** Musical Instruments
- Lesson 2 – Which dance music did you like best? (*links to examples of mambo, tango, salsa*)
- Lesson 3 – none

Graphing Questions

- How many students liked _____?
- How many more students liked ___ than _____?
- How many fewer students liked ___ than _____?
- How many students like _____ and _____?
- Why did you choose the choice you did?
-

Money Matters If you have a full program and wish to use this optional activity, you will find BLMs and Explanations on MAS Space.

Vocabulary Building – Choose an activity from the list in the Daily routines Section.

(Assessment Item #9 will be reviewed daily in Snack Fractions)

BLM Unit 2, Daily Routine, Measurement Lesson 3 Measuring the Timbales



1 sheet per student. Students also need 30 dimes for today.



This picture of timbales
is _____ dimes tall.

Measure from this line to the very top of the timbales.
This is where the feet of the timbales touch the floor.

Literature Selection

Tito Puente Mambo King Rey del Mambo

by Monica Brown

1 book per classroom

Materials**Language**

- Chart paper
- Markers
- **BLM** Word Cards
- Shared reading text written on chart paper from Lesson 2

Math

- Number Cards 0 – 20 sets in Ziploc bags – 1 set per student
- 20 Unifix or Linking cubes, all of 1 color – per student

Literature Vocabulary

clap
 sways
 banged
 spun
 danced
 smacked
 tapped
 drummed
 twirled
 swirled

Math Vocabulary

objects
 number
 counters
 more
 less
 fewer
 compare

ELPS (English Language Proficiency Standard)

1A, 1C, 2A, 3C, 3D, 4A, 4E, 5A, 5B

CCRS (College and Career Readiness Standards)

CROSS-CURRICULAR I.A.1., II.A.1., II.A.2, II.A.4
 ELA I.A.2., II.A.1., II.A.2., II.B.1, III.B.2

Unit 2, Lesson 3**Kinder****Classroom Lesson**

Every day teachers must post the objectives on the board, read them to the students, and have students read them together with the teacher. You must also talk about what the objectives mean, giving examples where appropriate. At the end of the lesson, teacher and students should review to see if they have accomplished both math and language objectives.

Math Objectives:

- Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement.

Reading Objectives:

- Develop decoding abilities and reading fluency with a Shared Reading text.

Language Objectives:

- Use literature vocabulary words in sentences.
- Write a sentence using phonics skills and literature vocabulary words.

BEFORE READING**Practice and Application, Vocabulary**

Review the literature vocabulary words. Have students choose any word from the Interactive Word Wall, and try to use it in a sentence.

Encourage them to use the word beyond the story, to talk about their own experiences. Continue until all words have been used.

- *Ex: I **clap** my hands when I am happy.*
- *Ex: We **danced** to the music.*
- *Ex: The tree **sways** in the wind*

DURING READING**Practice and Application, Literature Shared Reading activity**

The power of a Shared Reading comes from students having multiple opportunities to read and examine the text, each time with a different purpose. In Lesson 2, students were able to hear what the text sounds like from a fluent reader, recognize key words that repeat in the text, and try reading along with the teacher several times. This developed their ability to decode the text, and worked on their reading fluency.

Today, you will provide students with additional opportunities to read the text with you to continue developing their decoding abilities and reading fluency. You will **choose one or two aspects of the text to focus on with the class**, depending on your students' particular reading abilities.

Unit 2, Lesson 3

Kinder



Classroom Lesson - continued

Possible areas to focus on:

- **Word Recognition** – You may want to again have students find the key words from Lesson 2. This will be easier since the words are already highlighted, but students will still need to find them from amongst all of the highlighted words. This is a good option if your students have lower reading abilities and would benefit from this reinforcement.
- **High Frequency Words** – This short, shared reading text contains a number of high frequency words (the, and, went, on). Focus students’ attention on these words that appear often when we are reading. Ex. The word “the” is a word that is not decodable. This word appears three times in this shared reading text. It is important that students begin to recognize certain high frequency words as they are being exposed to a variety of text.
- **Phonics** – You can choose to have students search the text for certain letters, and then help them decode those words. Some options could be:
 - **Word that begin with the letter ‘d’:** *dancers*
 - **Word that begin with the letter ‘l’:** *lights*
- **Punctuation** - You may want students to focus on how punctuation affects the way they read. Some options:
 - **Search for commas**, and circle them. When there is a comma, we pause our reading briefly. Have students practice this with you.

1. Choose one or two of the above aspects that you would like your students to focus on with today’s Shared Reading.
2. Remind students what the Shared reading text is about, and then read it aloud to them again. Students should follow along with their eyes as you point to the words you’re reading with a pointer or wand.
3. Invite students to join you in reading the text once.
4. Have students search the text for whichever aspect(s) you decided to focus on (word recognition, phonics, punctuation).
5. Read the text multiple times with the class, emphasizing the aspects you just worked on with them. This will improve their ability to decode those aspects of the text, and should increase their reading fluency.

Make the repeated readings fun! Invite different students to point to the words with the pointer or wand while you and the rest of the class read aloud. Be silly with emphasizing certain words or sounds

Independent Reading Connection

For students to improve as readers, they have to actually read a text themselves. It seems obvious, but often we emphasize reading aloud a text and never release the responsibility of reading to the students. In this unit, your students have had multiple opportunities to read the Shared Reading text in Lessons 2 and 3. Display a copy of the shared reading text written on chart paper in the classroom, at the students’ eye level. Have pointers available for the students to use while rereading the text. Encourage students to visit the shared reading chart throughout center time.

Unit 2, Lesson 3

Kinder



Classroom Lesson - continued

they worked with. At the end, see if any students want to try reading part of the text by themselves. (Even if it's just a few words!)

The dancers twirled, the lights

swirled, and the mambo went

on and on...

Writing Workshop Connection

You can use Interactive Writing with individual students during the Writing Workshop as well. Ask a student what they want to write. Then, help them write that word/phrase/sentence in the same way you did during this activity. You have students supply the parts they already know how to write, and you write down the parts they don't know how to spell. This helps young writers create a written message that is more complex than what they could have created on their own.

Reread the entire story to the students. Tell them that they have two jobs to do while you are reading.

1. Think about which part of the story is their favorite and why they like that part the best.
2. Be prepared to read with you when you get to page 25.

AFTER READING

Practice and Application, Literature Interactive Writing

You will ask students what their favorite part of the story is, and then write one of the student's responses as a whole class using interactive writing.

With **Interactive Writing**, writing the sentence will be a combined effort between you and the students. You will have to decide which aspects of the sentence your students could write on the chart paper, and which parts you would have to write.

1. Ask, "What was your favorite part of the story?"
2. Have students first talk with their rug partner, and then regroup the class and have several students share. You can point to the parts of the book students are talking about to provide visual support.
3. Choose one student's response, and tell students they are going to help you write this sentence. Repeat the response aloud several times.
4. Count on your fingers how many words are in the sentence, having students do this along with you.



Classroom Lesson - continued


5. Begin with the first word. Depending on the writing abilities of your students, you can choose an aspect of this word that students can help write, or you might decide to write that word yourself and have students help with other words.

For example, you may ask a student to come up to the chart paper and:

- Write the **beginning letter** of the word (and then you write the rest of the word). Ex. “The first word in our sentence is the word my. The word my, begins just like Maria’s name. Maria, will you come up to the chart paper and write the first sound you hear in the word my.”
 - Provide a **space** after the word. (You write the word, and then the student places something - such as their finger or a popsicle stick - after the word. You then write the next word on the other side.) This develops students’ concept of a word.
 - Write the **last letter** of the word based on the sound they hear at the end of the word. (You write all of the letters up to the last letter.)
 - Write the **whole word**, if it is a high frequency word they already know, or if it’s a vocabulary word on the word wall.
 - When a word has a capital letter, help students include it, and point out why you need the capital letter (a name, beginning of sentence).
6. Continue in this way with each of the words in the sentence until you and the students have collaboratively written it. To keep this activity fast-paced, **make sure there is a balance between what you have students write and what you write.**

Materials for Transition to Math Lesson (these were listed in the complete Classroom Lesson list, but are listed again to help you organize more quickly.)

- Number Cards 0 – 20 sets in Ziploc bags – 1 set per student
- 20 Unifix or Linking cubes, all of 1 color – per student

 **Technology:**
more coin identification practice)
<http://www.ixl.com/math/kindergarten/coin-names-penny-through-quarter>

ELPS (English Language Proficiency Standard)
1E, 1F, 2E, 3D, 3F, 3G

CCRS (College and Career Readiness Standards)
CROSS-CURRICULAR I.B.2., I.C.2
ELA III.A.2., IV.A.3., IV.B.1
MATH I.A.1., I.A.2., I.C.1, IV.A.1

Distribute TV Materials:

- 20 lima beans in a Ziploc – 1 set per student
- Number cards 1-20 – 1 set per student
- Paper plate story board – 1 per student
- **BLM** Happy Problems – 1 for each teacher.

Unit 2, Lesson 3

Classroom Lesson - continued

TRANSITION to Math

Math Objectives:

- Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement.

Language Objectives:

- Read numbers.
- Explain how you know how many objects are in a group.

Building Background, Math

(Play the Mystery Train game again with the students. Partner up all students, have every student create a Mystery Train, then ask students as a group to answer the following questions.)

- Whose Mystery Train has more cubes in it?
- How do you know? (longer)
- Whose Mystery Train has less cubes?
- How do you know? (shorter)
- How many cubes does the one with more have in it? (*count together*)
- Everyone show me the number card that tells how many cubes this train has (*lifting the longer train – check number cards. Correct if necessary.*)
- How many cubes does the one with less cubes have in it? (*count together*)
- Everyone show me the number card that tells how many cubes this train has (*lifting the shorter cube – check number cards. Correct if necessary.*)

Let's use our number cards now to compare. (*You will need to have each student pair one by one complete these sentences.*)

(#) is more than (#).


(#) is less than (#).

Objectives

Distribute TV Materials

Kinder



<p>Literature Vocabulary clap sways banged spun danced smacked tapped drummed twirled swirled</p> <p>Math Vocabulary objects number counters more less fewer compare</p> <p>Materials</p> <ul style="list-style-type: none"> • 20 lima beans in a Ziploc – 1 set per student • Number cards 1-20 – 1 set per student • Paper plate story board – 1 per student • BLM Happy Problems – 1 for each teacher. <p>Classroom Teachers, It is vital that students work through these problems with the TV Teacher, and that you circulate the room to see who is understanding the process including the initial clapping.</p> <p>ELPS (<i>English Language Proficiency Standard</i>) 1C, 2F, 2G, 2H, 2I, 3F, 3G, 3J</p> <p>CCRS (<i>College and Career Readiness Standards</i>) CROSS-CURRICULAR I.B.1., I.B.3 ELA IV.A.2., IV.B.3 MATH I.A.1., I.B.1., I.C.1., II.A.1., V.A.1</p>	<p style="text-align: right;">Kinder</p> <p style="text-align: right;"></p> <p>Unit 2, Lesson 3</p> <p>TV Lesson</p> <p><i>Read objectives while pointing to the words in the math lesson objectives. After each math objective, show children what that means.</i></p> <p>Math Objectives:</p> <ul style="list-style-type: none"> • Model the action of joining to represent addition and the action of separating to represent subtraction. • Solve word problems using objects and drawings to find sums up to 10 and difference within 10. • Explain the strategies using objects and drawings to find sums up to 10 and differences within 10. <p>Language Objectives:</p> <ul style="list-style-type: none"> • Explain solution strategies. • Use the math vocabulary during the activity. <p>Building Background, Math TEACHER: We certainly hope that you have enjoyed learning about Tito Punte, the Mambo King!</p> <p>AZULITO: Oh, I did! He seemed like a very happy man! He sure made a lot of feet happy!</p> <p>TEACHER: Yes he did, Azulito. Yes he did. We are going to think of things today that make us happy, and we are going to write a few story problems about them. What makes you happy, Azulito?</p> <p>AZULITO: OOH, I am happy when my relatives come to visit me. I have a lot of aunts and uncles and cousins. They would like to dance to Tito’s music, too!</p> <p>TEACHER: I wonder what we could write about Azulito’s family that would make an interesting problem to solve.</p> <p>AZULITO: I know! Four boy cousins and 6 girl cousins came to my house to visit. How many cousins came to my house?</p> <p>TEACHER: Great problem! Did you already see the math movie, boys and girls? Let’s see if we can solve that problem for Azulito.</p> <p>Today we have lima beans instead of cubes to use. We can use anything to solve problems, as long as we can put the objects into groups and count!</p>
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Unit 2, Lesson 2

Kinder



TV Lesson - continued

AZULITO: And don't forget the paper plate story board and the number cards. They help us, too!

Process

1. Read problem for students to visualize math movie.
2. Read problem second time for students to model using cubes.
3. Have students determine the answer and show the number card that tells the answer to the Classroom Teacher.
4. Ask for a class volunteer to describe the math movie to the class, and how s/he used the cubes to model it.
5. Azulito describes the math movie he saw and how he used the cubes to model it.
6. TV Teacher places the answer in the 2 complete sentences
7. Clear the storyboard paper plate of cubes, and place the number card back in counting order.

Comprehensible Input

TEACHER: Right you are Azulito. OK, boys and girls, let's get our materials all ready on our desks (*prepare yours in front of the students just as you have done the past lessons*).

Now, let's solve Azulito's Happy Problem!

Four boy cousins and 6 girl cousins came to my house to visit. How many cousins came to my house?

(*Follow the process you've been using.*)

AZULITO: Thank you boys and girls for solving my problem!

TEACHER: I have something that makes me happy. I am happy when boys and girls are working on math together. Here is my problem:

Six students were working on math at the table.
Three students got up and walked to the door.
How many students were still working on math at the table?


TEACHER: And here is another Happy Problem. I love puppies.

There were 10 puppies in the pet store window.
8 of them found new homes. How many puppies are in the pet store window now?

AZULITO: And one last problem.

In my family 5 of us are blue and 5 of us are pink. How many are in my family?

We are all very good problem solvers! That was GREAT!

<p>Azulito's Corner Lesson 3 – Problem Solving You will be writing a Happy Problem during the Follow-up Lesson. Please share your Happy Problem with us on MAS Space!</p>	<p>Unit 2, Lesson 3 Kinder</p> <p>TV Lesson - continued </p> <p>TEACHER: Yes, that was a Happy Time for sure!</p> <p>AZULITO: This was so much fun! I like to write problems. I hope you do, too! Just think about what makes you happy as a class, then work together to write a problem. We'll have lots of Happy Problems on MAS Space if you do!</p> <p>TEACHER: Thank you, Azulito! It will be interesting to see what makes different classes happy. We look forward to reading your problems, boys and girls!</p> <p>Objectives: And now before we go, let's review what we have learned today! (<i>do so</i>)</p>
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1 copy for each teacher

Process

1. Read problem for students to visualize math movie.
2. Read problem second time for students to model using cubes.
3. Have students determine the answer and show the number card that tells the answer to the Classroom Teacher.
4. Ask for a class volunteer to describe the math movie to the class, and how s/he used the cubes to model it.
5. Azulito describes the math movie he saw and how he used the cubes to model it.
6. TV Teacher places the answer in the 2 complete sentences
7. Clear the storyboard paper plate of cubes, and place the number card back in counting order.

1. (Azulito's Problem)

Four boy cousins and 6 girl cousins came to my house to visit. How many cousins came to my house?

Cuatro primos y 6 primas vinieron de visita a mi casa. ¿Cuántos primos y primas vinieron a mi casa?

2. (TV Teacher's Problem)

Six students were working on math at the table. Three students got up and walked to the door. How many students were still working on math at the table?

Seis estudiantes estaban estudiando matemáticas en la mesa. Tres estudiantes se levantaron y fueron a la puerta. ¿Cuántos estudiantes seguían estudiando en la mesa?

3. (TV Teacher's Problem)

There were 10 puppies in the pet store window. 8 of them found new homes. How many puppies are in the pet store window now?

Había 10 cachorritos en la ventana de la tienda de mascotas. 8 de ellos encontraron nuevos hogares. ¿Cuántos cachorritos quedan ahora en la ventana de la tienda de mascotas?

4. (Azulito's Problem)

In my family 5 of us are blue and 5 of us are pink. How many are in my family?

En mi familia, 5 de nosotros somos azules y 5 somos rosados. ¿Cuántos somos en mi familia?

Literature Vocabulary

clap
sways
banged
spun
danced
smacked
tapped
drummed
twirled
swirled

Math Vocabulary

objects
number
counters
more
less
fewer
compare

Materials

For individual students, and to take home

- 20 counters such as lima beans or other counters that can go home
- Numbers card from TM Lesson
- Coin Set – 1 each of penny, nickel, dime, quarter
- Game Markers
- **BLM** Family Fun Game Cards (pink)
- **BLM** special Instructions Kinder (to take home only)
- **BLM** All-level Answer Key

For Partners in the Room

- **BLM** Family Fun Game Board – 1 per pair
- **BLM** Movement Cards
- Flip Chart and marker for the shared writing activity
- **OPTIONAL:** Claves or Rhythm Sticks – pair per person

Unit 2, Lesson 3

Follow-up

Kinder



Math Objectives:

- Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement.
- Model the action of joining to represent addition and the action of separating to represent subtraction.

Language Objectives:

- Listen and speak with a partner during our math activity.
- Write a class math story problem.
- Use the math vocabulary during the activity.
- Share-write math sentences.

Practice and Application, Math

First, write one Happy Problem with your students and solve it. What makes the class happy? Share your Happy Problem online on MAS Space.

When you complete the problem, play the Family Fun Game today.

Be sure that students are comfortable with all of the skills that are going home. Go through the problem cards and have the student's model solutions for them. It would be very doubtful that they would remember, and if they do, well, that's the point, isn't it!

Shared or Interactive Writing Topic

Daily students will use the day's vocabulary to Share-Write a statement about the learning. Teacher has a large chart and marking pen with a question written at the top. Children give complete sentences. Encourage them to use today's vocabulary.



What kind of math movie do you see when you subtract to find the answer?

Rhythm March:


Before Snack Fractions, give the students a brain and body break by playing follow the leader in the room, you being leader, marching to rhythms beat out by either Claves, rhythm sticks, or little hand claps.

OR if you have taught the students a Latin American dance, put on the music and DANCE!

ELPS (*English Language Proficiency Standard*)
3B, 3D, 3H, 5A, 5B, 5C

CCRS (*College and Career Readiness Standards*)
CROSS-CURRICULAR I.A.1.,
I.C.1., I.C.2
ELA I.A.1., I.A.3
MATH I.A.1., I.C.1., VIII.A.2.,
VIII.A.3

Suggested Centers:

 **Technology**
Any of the links suggested so far.

Objectives: Review daily content and language objectives.

Math Objectives

- Share a snack in half.
- Explain why each portion is half.

Language Objectives

- Explain why each portion is half.
- Share-write what is a half.

Vocabulary

Half
Fair shares
Equal pieces

Materials:**TEACHER:**

- **BLM** tomatoes and cheese Fractions
 - 1 measuring cup cherry tomatoes
 - 1 measuring cup cheese cubes
- Two $\frac{1}{2}$ c measuring cups
- 2 Paper plates

STUDENT ACTIVITY

- **BLM** Tomatoes and Cheese fractions – 1 per student
(per partner pair):
 - 1 cup cherry tomatoes
 - 1 cup cheese cubes
- 2 napkins
- Two $\frac{1}{2}$ cup measuring cups
- 2 scissors
- 2 rulers and 2 markers
- 2 glue sticks

Chart paper with question: How do you know that each portion is half? Put a copy of the record sheet at the top of the chart with the question.

Unit 2, Lesson 3**Kinder****Snack Fractions**

Children should wash their hands before this activity if using food items.

Snack Fractions

As part of each math day, please include a quick “Snack Fraction” activity. If your district/school does not allow any snacks to be given to students, please alter the activity by providing the paper shape to be divided into fractional parts.

Objective:

Today you are going to share a snack with one other friend. The snack will be shared in 2 portions. You will be able to tell each other the fractional name of the pieces. You will be able to draw a line on a picture to show the parts that you have.

TODAY: Teacher demonstration of halves

You have 1 cup of cherry tomatoes and 1 cup of cheese cubes. How will you share this snack with your partner? Look at the supplies you have to use. Talk to your partner about what strategy you think you should use to share the snack.

(Give students plenty of time to talk as you circulate the room. Ask them to use what they learned in Lessons 1 and 2 to help them share the snacks. Then have them share the snacks first today. Continue to circulate the room to make sure they understand the concept, asking them to tell you how they know each one has half of the tomatoes and half of the cheese. Some of the students might COUNT the tomatoes and the cheese – that is also a strategy. When they finish and before they eat their snacks, have them complete the Record Sheet)

Writing:

Share-write the student answers to “How do you know that each portion is half?”

Objectives:

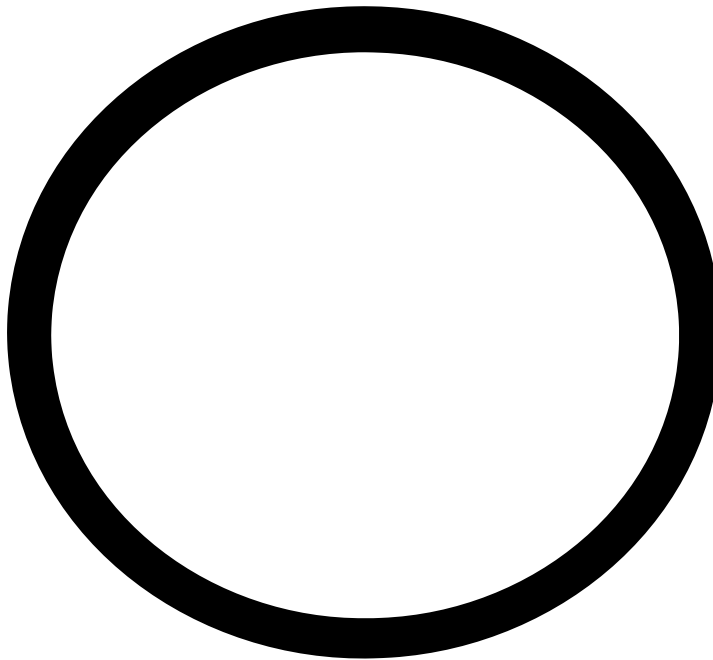
Read the objectives. How did we accomplish these in our snack fraction lesson?



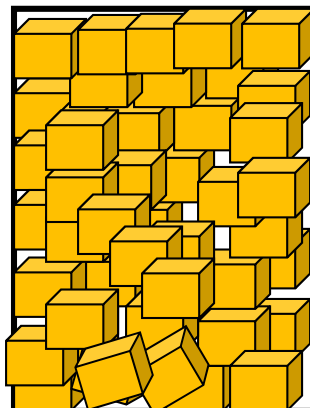
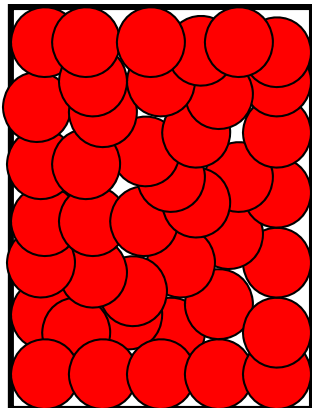
My name is _____

This is my share of the tomato and cheese. My share of each is

_____.



Cut out the rectangles below. Divide them into halves. Glue your halves to the snack plate above.

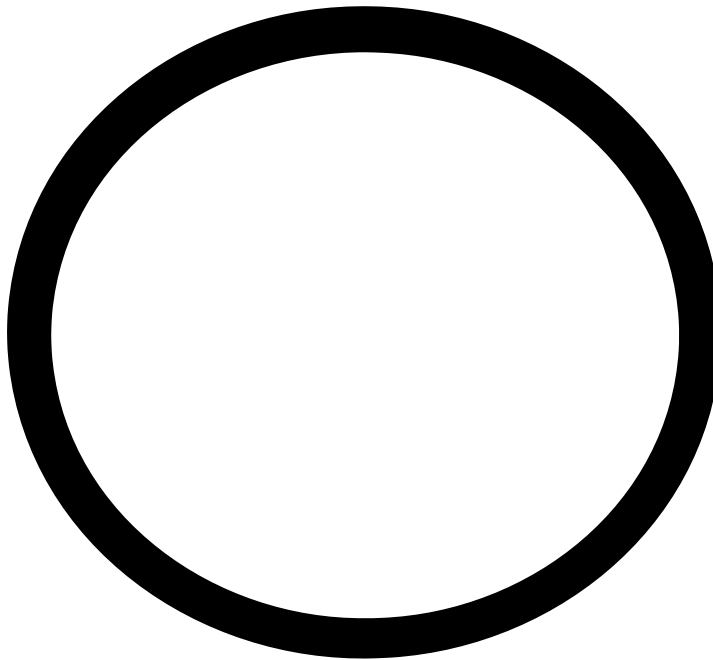




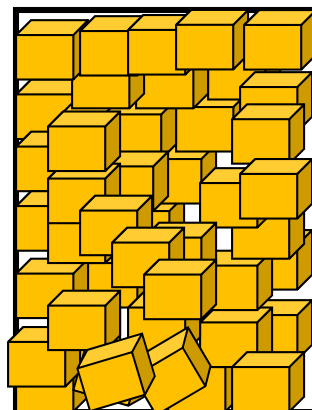
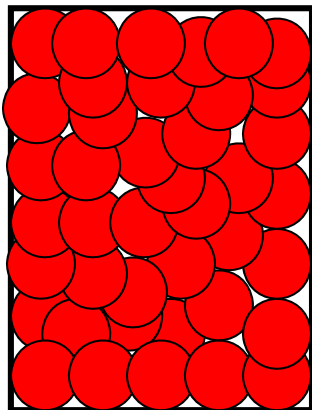
Mi nombre es _____

Esta es mi porción del tomate y queso. Mi porción de cada uno es

_____.



Recorta los rectángulos abajo. Divídelos en mitades. Pega tus mitades en el platillo arriba.



Family Fun – Kinder, Unit 2 Lesson 3

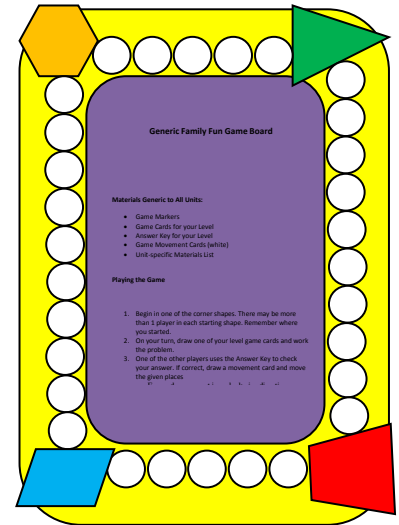
Family Fun Game day again! Your supplies include:

- Pink Family Fun Problem Cards (for Kinder)
- Special Instructions (Kinder)
- Coin set – 1 penny, 1 nickel, 1 dime, 1 quarter
- All-level Answer Key for Unit 2

Please gather 20 counters which could be pebbles, paper clips, beans or anything else small that children can use to model problems.

Thank you for taking the time to enjoy math as a family this summer!

Your Child's Teacher



Family Fun – Kinder, Unit 2 Lesson 3

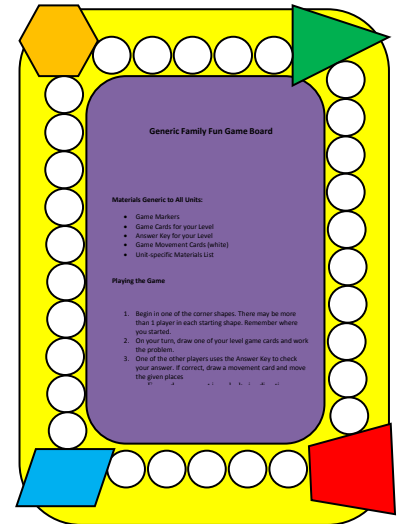
¡Otra vez es el día del juego de Diversión Familiar! Los materiales incluyen:

- Cartas de problemas de Diversión Familiar rosadas (para kínder)
- Instrucciones especiales (kínder)
- Juego de monedas – 1 centavo, 1 moneda de 5 centavos, 1 moneda de 10 centavos, 1 moneda de 25 centavos
- Guía de respuestas para todos los niveles para la Unidad 2

Por favor reúna 20 contadores que pueden ser piedritas, clips, frijoles o cualquier otro objeto pequeño que los niños puedan usar para modelar problemas.

¡Gracias por dedicar tiempo a disfrutar de las matemáticas en familia este verano!

El maestro de su hijo





Generic Family Fun Game Board

Materials Generic to All Units:

- Game Markers
- Game Cards for your Level
- Answer Key for your Level
- Game Movement Cards (white)
- Unit-specific Materials List

Playing the Game

1. Begin in one of the corner shapes. There may be more than one player in each starting shape. Remember where you started.
2. On your turn, draw one of your level game cards and work the problem.
3. One of the other players uses the Answer Key to check your answer. If correct, draw a movement card and move the given places
 - Forward movement in a clockwise direction.
 - Back movement in a counter clockwise direction.If incorrect, do not move.
4. Game is over when the first person runs the entire track, ending back on the starting shape.



Move forward 1 space	Move forward 1 space	Move forward 1 space
Move forward 1 space	Move forward 1 space	Move forward 1 space
Move forward 2 spaces	Move forward 2 spaces	Move forward 2 spaces
Move back 1 space	Move back 1 space	Move back 1 space
Move forward 3 spaces	Move forward 2 spaces	Move forward 3 spaces

Units 1 – 2 – 3 -- FAMILY FUN

One per student for home

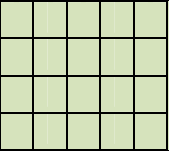
One per partner pair in class



Print on white paper.

Family Fun – Movement Cards

Avanza un espacio	Avanza un espacio	Avanza un espacio
Avanza un espacio	Avanza un espacio	Avanza un espacio
Avanza 2 espacios	Avanza 2 espacios	Avanza 2 espacios
Retrocede 1 espacio	Retrocede 1 espacio	Retrocede 1 espacio
Avanza 3 espacios	Avanza 3 espacios	Avanza 3 espacios

Problem Letter	Kinder	1-2	3-4	5-6	7-8
A	8 sounds	See Special instructions	$7 \times 5 = 35$ $5 \times 7 = 35$ $35 \div 7 = 5$ $35 \div 5 = 7$	6 feet	4.78 cm
B	9 dances	See Special instructions	$7 \times 6 = 42$ $6 \times 7 = 42$ $42 \div 6 = 7$ $42 \div 7 = 6$	5.75 cups dry (or fraction)	550 cm
C	2 people	See Special instructions		48 meters	6 minutes
D	6 people	1 and 9	18 cookies	2760.76 miles	448 miles
E	5 sounds	7 and 3	6 cookies	\$73.22	\$13.00
F	4 sounds	8 and 2	8 boxes	71.7 oz.	21 lbs. of apples
G	Top train is longer	1 child	3 sets of 2 counters	\$45	588 miles
H	Top train is shorter	29 children	6 sets of 2 counters	\$29.37	20 lbs. of potatoes
I	3 cubes are fewer than 5	10 cents	Most common would be 2/8, but any equivalent will do.	\$750	36 oz. of chocolate
J	Nickel	13	3.09	\$550	24 oz. toffee
K	Dime	9	7.25	\$67.44	15 baskets
L	Quarter	14	4 7/10	\$12.60	4:5 = 8:10
M	penny	6 cookies	0.9	no. ratios are not set up consistently	\$105.00
N	2 pennies	3 miles	0.7	no. scale factor and constant of proportionality not present	9 shirts
O	8 pennies	10 pennies	$2.5 > 2.05$	4 cupcakes	\$5.00
P	2 parts the same size	3 pots	on the middle line	24 hit target	25 oranges
Q	1 parts not the same size	14 lbs.	0.9	$\frac{11}{10}$ or an equivalent of	1 hr. 30 minutes
R	count to make sure there are 12 counters and use the number 12	1 group of 6 1 groups of 4	Closest line to 1	$1 \frac{1}{3}$	10.5 miles

BLM Kinder Unit 2, Follow-up Lesson 3

Family Fun Game Cards

Printed in Pink—1 set per partners for class; 1 set per student for home. (There are 2 pages of cards.)

Cards A – I are Unit 2 skills as assessed. Cards J – R review skills from previous units.

A.
Tito made 5 sounds.
Tito made 3 sounds.
How many sounds did
Tito make?

B.
Tito wrote 2 mambos.
Tito wrote 7 rumbas.
How many dances did
Tito write?

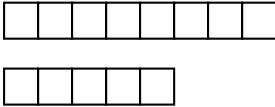
C.
8 people were on the
dance floor. 6 people sat
down. How many people
were on the dance floor?

D.
10 people were on the
dance floor. Four sat down.
How many people were on
the dance floor?

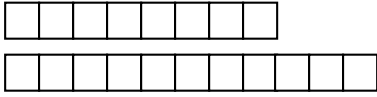
E.
How many sounds do
you hear? CLACKITY
CLACK – CLACK
Show your number card.

F. How many sounds do
you hear? CLACK –
CLACK – CLACK –
CLACK? Show your
number card.

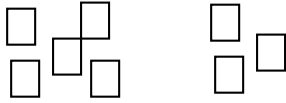
G. Which train is longer,
top or bottom?



H. Which train is shorter,
top or bottom?



I. Which set has fewer
cubes?

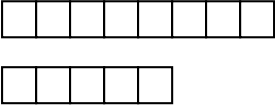

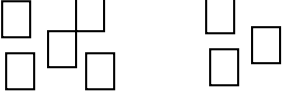


BLM Kinder Unit 2, Follow-up Lesson 3

Family Fun Game Cards

Printed in Pink–1 set per partners for class; 1 set per student for home. (There are 2 pages of cards.)

Cards A – I are Unit 2 skills

<p>A. Tito hizo 5 sonidos. Tito hizo 3 sonidos. ¿Cuántos sonidos hizo Tito?</p>	<p>B. Tito escribió 2 mambos. Tito escribió 7 rumbas. ¿Cuántas piezas de baile escribió Tito?</p>	<p>C. Había 8 personas en la pista de baile. 6 personas se sentaron. ¿Cuántas personas quedaron en la pista de baile?</p>
<p>D. Había 10 personas en la pista de baile. 4 se sentaron. ¿Cuántas personas quedaron en la pista de baile?</p>	<p>E. ¿Cuántos sonidos oyes? CLACKITY CLACK – CLACK Muestra la carta de número.</p>	<p>F. ¿Cuántos sonidos oyes? CLACK – CLACK – CLACK – CLACK? Muestra la carta de número.</p>
<p>G. ¿Cuál tren es más largo, el de arriba o el de abajo?</p> 	<p>H. ¿Cuál tren es más corto, el de arriba o el de abajo?</p> 	<p>I. ¿Cuál conjunto tiene menos cubos?</p> 

J. Name this coin.



K. Name this coin.



L Name this coin.



M. Name this coin.



N.
Marco had 6 pennies.
He spent 4 pennies.
How many pennies did he
have then?

O.
Anna had 3 pennies.
She earned 5 more pennies.
How many pennies did she
have then?

P. Why are these parts
called halves?



Q.
These parts are NOT halves.
Why aren't these parts called
halves?



R.
Count out 12 counters.
Now show the number card
that tells you how many
counters you have.

BLM 1st-2nd Unit 2, Follow-up Lesson 3

Family Fun Game Cards

Printed in Pink –1 set per partners for class; 1 set per student for home. (There are 2 pages of cards.)

J. Di el nombre de esta moneda.



K. Di el nombre de esta moneda.



L Di el nombre de esta moneda..



M. Di el nombre de esta moneda.



N.
Marco tenía 6 centavos.
Él gastó 4 centavos.
¿Cuántos centavos le quedaron?

O.
Anna tenía 3 centavos.
Ella ganó 5 centavos más.
¿Cuántos centavos le quedaron?

P. ¿Por qué estas partes se llaman mitades?



Q.
Estas partes NO son mitades.
¿Por qué estas partes no se llaman mitades?



R.
Cuenta 12 contadores.
Ahora muestra la carta de número que dice cuántos contadores tienes.

Materials:

- Pink Family Fun Problem Cards (Kinders)
- Special Instructions (Kinders)
- Number Card Set in a Bag 0 – 20
- Coin set – 1 penny, 1 nickel, 1 dime, 1 quarter
- All-level Answer Key for Unit 2
- Counters from home – pebbles, beans, paper clips, or any other small object that can be counted
- Family Fun Game Board (at home)
- Family Fun Movement Cards (at home)
- Game Markers – 1 for each player

Solution Expectations**Problems A – D (unit 2 skills)**

- Students are expected to use their counters to model the problems, then tell you the answer.

Problems E-F (unit 2 skills)

- Students are expected to clap out the rhythm, model with counters and show the number card that represents the answer.

Problems G – I (unit 2 skills)

- Students are expected to compare the sets on the card.

Problems J – M (unit 1 skills)

- Students are expected to name the coin pictured.

Problems N – O (unit 1 skills)

- Students are expected to solve the word problem using counters.

Problem P-Q (unit 1 skills)

- Students are expected to explain why a whole is considered halves (whole is divided into 2 equal parts) or is NOT considered halves (the 2 parts are not equal).

Materiales:

- Cartas de problemas de Diversión Familiar rosadas (para kínder)
- Instrucciones especiales (kínder)
- Juego de cartas de números del 0 al 20 en una bolsa.
- Juego de monedas – 1 centavo, 1 moneda de 5 centavos, 1 moneda de 10 centavos, 1 moneda de 25 centavos
- Guía de respuestas para todos los niveles para la Unidad 2
- Contadores de casa - piedritas, frijoles, clips o cualquier otro objeto pequeño que pueda ser contado.
- Tablero de juego de Diversión Familiar (en casa)
- Cartas de movimiento de Diversión Familiar (en casa)
- Piezas de juego - 1 para cada jugador

Expectativas de solución**Problemas A – D (habilidades de la unidad 2)**

- Se espera que los estudiantes usen sus contadores para modelar los problemas, y luego le digan la respuesta.

Problemas E – F (habilidades de la unidad 2)

- Se espera que los estudiantes aplaudan el ritmo, lo modelen con contadores y muestren la carta de número que representa la respuesta.

Problemas G – I (habilidades de la unidad 2)

- Se espera que los estudiantes comparen los conjuntos en la carta.

Problemas J – M (habilidades de la unidad 1)

- Se espera que los estudiantes digan el nombre de la moneda dibujada.

Problemas N – O (habilidades de la unidad 1)

- Se espera que los estudiantes resuelvan el problema razonado usando contadores.

Problemas P – Q (habilidades de la unidad 1)

- Se espera que los estudiantes expliquen por qué un entero se considera partido en mitades (el entero se divide en 2 partes iguales) o NO partido en mitades (las 2 partes no son iguales).

FAMILY FUN Involvement

Kinder

Overview for Unit 2, *Tito Puente, King of Mambo*

This overview will provide a one-page view of the suggested Family Fun Activities for this unit, as well as other opportunities provided for Family Involvement.

Lesson 1

- Family Fun Game Video
- Vocabulary Cards so students can practice language and math vocabulary at home
- Family Fun Unit 2 Lesson 1 Letter with many ideas for involving the family in water habitat information.

Lesson 2

- You might send home copies of the Days of the Week songs for families to sing at home. Perhaps you could make a tape?
- Family Fun Unit 2 Lesson 2 Letter

Lesson 3

- Family Fun Unit 2, Lesson 3 attached to the Family Fun Game supplies
- Family Enjoyment of Unit Project

Enrichment Suggestions

- Dance at home.

<p>This portion of the curriculum, although NOT required, should be used as needed to supplement and enrich the Unit’s activities.</p> <p>Family Fun Suggestions:</p> <ul style="list-style-type: none"> • Dance at home. Perhaps teach family the dance step learned in class. <p>Possible Center Suggestions:</p> <ul style="list-style-type: none"> • Online Math Games • Art Project 	<p>MATH WALK</p> <p>Play a game of Kickball. Since Tito Puente enjoyed neighborhood baseball as a young man, why not take the students outside and play kickball – played exactly like baseball only closer bases and using a large red rubber ball that students kick instead of having to bat.</p> <p>Technology Connections</p> <ul style="list-style-type: none"> • Math Practice http://www.sheppardsoftware.com/mathgames/earlymath/Fruit_Shoot_coins.htm Recognizing coins and values, easy to hard http://www.sheppardsoftware.com/mathgames/earlymath/bugabaloShoes.htm adding with pictures and numbers • Science Connection <i>None this unit</i> • Social Studies Connection http://www.biography.com/people/tito-puente-40846 Teacher Resource, but good photos of Tito and some of his associates. • Health/Physical Ed Connection http://www.youtube.com/watch?v=F758q-jifJI Show-n- Share – Movement Activity http://www.youtube.com/watch?v=aCwAMrbmb30 Great music clips for dancing • Art Connection http://www.kinderart.com/multic/cofdrum.shtml coffee can drum http://www.kinderart.com/teachers/9instruments.shtml simple musical instruments to make
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<p>Math Objectives (TV1)</p> <ul style="list-style-type: none"> • Model the action of joining to represent addition and the action of separating to represent subtraction. • Solve word problems using objects and drawings to find sums up to 10 and difference within 10. • Explain the strategies using objects and drawings to find sums up to 10 and differences within 10. <p>(TM 1) – additional practice for Item 2</p> <p>(TV2)</p> <ul style="list-style-type: none"> • Model the action of joining to represent addition and the action of separating to represent subtraction. • Solve word problems using objects and drawings to find sums up to 10 and difference within 10. • Explain the strategies using objects and drawings to find sums up to 10 and differences within 10. 	<p>Materials (TV1)</p> <ul style="list-style-type: none"> • 20 Unifix or Linking Cubes, 10 each of 2 colors – 20 cubes per student • Numbers card from TM Lesson – 1 set per student • BLM Tito Problems – 1 per teacher <p>(TM1)</p> <ul style="list-style-type: none"> • BLM Number Cards 0-20 – 1 set per student in Ziploc • BLM Counting Sets – 1 per teacher <p>(TV2)</p> <ul style="list-style-type: none"> • 20 Unifix or Linking Cubes, all one color – 20 cubes per student • Numbers card from TM Lesson – 1 set per student <p>OPTIONAL – rhythm sticks http://www.amazon.com/Basic-Beat-BBS8-Rhythm-Sticks/dp/B0002U6IEA or classroom set lummi sticks http://www.musiciansfriend.com/classroom-kids/rhythm-band-lummi-sticks</p>
<p>Differentiate</p> <p>Differentiating comes in your choice of which lesson to teach. You will also want to choose activities in the Daily Routines that teach/review the skills you need for your students to learn/review.</p>	<p>Family Fun</p> <ul style="list-style-type: none"> • BLM Family Fun Game board (already home) • BLM Kinder Special Instructions • BLM Family Fun Movement Cards (already home) • BLM Family Fun Problem Cards (pink) • BLM Family Fun Answer Key – all levels • 20 counters per student • Coins sets (1 each penny, nickel, dime, quarter) • Number Cards 0-20 set • Game markers
<p>Snack Fraction Notice</p> <p>All snack fractions are common throughout the grade bands. All grade bands have daily snack fraction activities provided. All snack fractions for a unit in a specific grade band will practice the same set of skills. Therefore, you may choose from any of the 3 activities. Lesson 2 has been suggested for its ease of delivery. Particularly if you pre-mix the Trail Mix rather than having students mix their own.</p>	<p>Snack Fractions – TV lesson 2</p> <p>NOTE: you can certainly provide the 2 cups/partner Trail Mix already mixed if you prefer – would cut down on the 1/2 c measuring cups you need to provide, and time to mix</p> <ul style="list-style-type: none"> • 2 cups trail mix/pair mix equal parts of <ul style="list-style-type: none"> ○ 1/2 c pecans ○ 1/2 c semi-chocolate chips ○ 1/2 c granola ○ 1/2 c raisins • One 2-cup measuring cup • four 12 oz. plastic cups • 2 napkins • Two 1/2 cup measuring cups • 2 scissors • 2 rulers and 2 markers • 2 glue sticks • 2 paper towels

	<ul style="list-style-type: none"> • 1 scissors per student • 1 ruler and marker per student • glue stick per student
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QUESTIONING

As a result of this lesson, your students should be able to respond to the following:

- Which train is longer? Shorter?
- Which set has more? Fewer? Less?
- Show the number card that you would use to tell how many are in this set.
- What is the math movie?
- Explain how you solve this problem.

Math Vocabulary

Objects, number, counters, more, less, fewer, compare

CGI Problem (select one)

- Join, Result Unknown (*1st item 1, 2nd item 3ab*)
- Join, Change Unknown (*2nd item 5ab*)
- Part Whole. Whole Unknown (*1st item 3ab*)

Journal Writing

Explain how you compare 2 trains of cubes.

Family Fun (A generic game board is being used in all grade levels, differentiated by game cards specific to the grade level.) There is only 1 type of game this year. All games will have problem cards and an answer key at all levels. Please be sure the Kinder grade cards are printed on pink cardstock. Beginning with this unit, the first 9 problem cards will review current unit skills. The last 9 problem cards will review previous unit skills.

Snack Fractions TV lesson 2, Trail Mix. You can select any of the 3 snacks that are appropriate for your homes – all 3 snacks in Kinder grade level will practice the same skills)

You have the choice of providing a pre-mixed trail mix, or having the students create their own from the recipe provided. Students then divide the trail mix into fourths and represent the fourths on the record sheet, having cut apart paper models and gluing this to a picture of a plate.

Assessment – Students will be introduced to and practice skills for items

K 1, 2, 3, 4, 5, 6, 7, 8, 9

Kinder

Overview

Unit 3 Harold and the Purple Crayon

This is a quick snapshot of the three math lessons for this unit. For detailed instructions, balance literacy objectives/extended activities, enrichment ideas refer to the complete lesson plans for each lesson. Notice that the Classroom Lesson has been divided into the Language portion and the Transition to Math portion.

Lesson Segment	Math Objectives	Language Objectives	Activity	Materials	Blackline Masters
Unit 3 Daily Routine Lesson 1 30 – 45 minutes	ESSENTIAL <ul style="list-style-type: none"> Count days in school with straws, and with pennies. Solve math word problems. Measure using non-standard units of measure (coins). OPTIONAL <ul style="list-style-type: none"> Recite the days of the week. See patterns on and read a calendar. Understand concept of yesterday, today and tomorrow. Graph and debrief data from choices made in class. 	ESSENTIAL <ul style="list-style-type: none"> Use formal and informal vocabulary to discuss activities. Explain solution strategies. Recognize and identify coins. Explain the measuring process. OPTIONAL <ul style="list-style-type: none"> Recite the days of the week, months of the year. Discuss math strategies. Explain choices on a class graph. 	ESSENTIAL <ul style="list-style-type: none"> Straws Pennies CGI Measurement OPTIONAL <ul style="list-style-type: none"> Calendar Days of the Week Songs Yesterday, today, tomorrow Graphing Vocabulary Building OPTIONAL Money Matters is now on MARS Space	ESSENTIAL <ul style="list-style-type: none"> Big Money Coins (penny, nickel, dime, quarter) or flannel board oversized coins Coins for the counting the days in school with Pennies Coin sets of Nickels, Quarters, Dimes - 1 set per student <ul style="list-style-type: none"> 20 nickels 12 quarters 15 dimes Sets of 20 straws and bands per student OPTIONAL <ul style="list-style-type: none"> If possible, samples of pies: blueberry, strawberry, cherry 	ESSENTIAL <ul style="list-style-type: none"> BLM Harold's Policeman #1 BLM 0-20 Number cards (also needed for rest of the Lessons 1-3) BLM CGI (Separate, Result Unknown problem today) OPTIONAL <ul style="list-style-type: none"> BLM Days of the Week Cards BLM Numeral Cards through the number of days you have been in school. (set for all students) BLM Favorite Pies

<p>Unit 3 Classroom Lesson 1</p> <p>1 to 1.5 hour (divided between Language and Transition to Math Lessons)</p>	<ul style="list-style-type: none"> Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement. 	<p>Reading Objectives:</p> <ul style="list-style-type: none"> Use text clues to make, revise, and confirm predictions Recall details from a story to answer questions Determine the meaning of a new word from context clues Identify the relationship between cause and effect <p>Language Objectives:</p> <ul style="list-style-type: none"> Read, understand, and use vocabulary words Understand illustrations and text can be used to determine the meaning of unknown words. 	<p>Language Harold and the Purple Crayon by Crockett Johnson</p> <p>Class discussion Read Aloud Cause & Effect Activity</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> evening straight frightening short cut wits ashore 	<p>Language</p> <ul style="list-style-type: none"> Chart Paper Markers Cause and effect graphic organizer drawn on chart paper prior to lesson. 	<p>Language</p> <ul style="list-style-type: none"> BLM Word Cards
<p>Unit 3 TV Lesson 1</p> <p>30 minutes</p>	<ul style="list-style-type: none"> Solve word problems using objects and drawings to find sums up to 10 and difference within 10. Compare sets of objects up to at least 20 in each set using comparative 	<ul style="list-style-type: none"> Explain solution strategies. Use the math vocabulary during the activity 	<p>Building Background Explain the problem solving process</p> <p>Vocabulary Building number, counters, more, less, fewer, compare, coins, equals</p>	<ul style="list-style-type: none"> Transparent counters – 20 red in a baggie and 20 blue in a baggie, set per student Red and blue crayons – 1 each per students Numbers cards from TM Lesson – 1 set per 	<p>Math</p> <ul style="list-style-type: none"> BLM TM Number Cards 0 – 20 – there are 2 BLMs for this set - cut out 1 set per student and store in the Ziploc bag BLM TM Counting Sets 1 – 1 set for teacher BLM TM Counting Sets 2 – 1 set for teacher

	<p>language.</p> <ul style="list-style-type: none"> Explain the strategies using objects and drawings to find sums up to 10 and differences within 10. 		<p>= is the same as</p> <p>Mathematics Model addition and subtraction word problems and use an appropriate number card to identify the answer.</p>	<p>student</p> <ul style="list-style-type: none"> Paper plates – 1 per student 	
<p>Unit 3 Follow-up and Snack Fraction 1 .5 to 1 hour</p>	<ul style="list-style-type: none"> Generate a set using concrete and pictorial models that represent a number that is <u>equal</u> to 20. Compare sets of objects up to at least 20 in each set using comparative language. 	<ul style="list-style-type: none"> Listen and speak with a partner during our math activity. Use the math vocabulary during the activity. Share-write math sentences. 	<p>Finish any TV problems.</p> <p>Students make a set that teacher verbally gives.</p>	<ul style="list-style-type: none"> Transparent counters – 20 red in a baggie and 20 blue in a baggie, set per student Red and blue crayons – 1 each per students Numbers cards from TM Lesson – 1 set per student Paper plates – 1 per student Flip Chart and marker for the shared writing activity. 	<ul style="list-style-type: none"> BLM Pie Problems – 1 per teacher
	<p>Share a snack in half. Explain why each portion is half</p>	<p>Explain why each portion is half. Share-write what a half is.</p>	<p>SNACK FRACTIONS Building Background Teacher explains activity. Vocabulary half fair share equal pieces Teacher demonstrates half through questions. Students first divide a picture and create a record sheet, then are given 2 pre-cut halves to share with a partner. Students must explain how they know they have halves</p>	<ul style="list-style-type: none"> 1 big dill pickle 2 Paper plates Plastic knife 2 paper towels 2 scissors 2 rulers and 2 markers 2 glue sticks Chart paper with question: How do you know that each portion is half? Put a copy of the record sheet at the top of the chart with the question. 	<ul style="list-style-type: none"> BLM Dill Pickle Fractions

Lesson Segment	Math Objectives	Language Objectives	Activity	Materials	Blackline Masters
<p>Unit 3 Daily Routine Lesson 2</p> <p>30 – 45 minutes</p>	<p>ESSENTIAL</p> <ul style="list-style-type: none"> Count days in school with straws, and with pennies. Solve math word problems. Measure using non-standard units of measure (coins). <p>OPTIONAL</p> <ul style="list-style-type: none"> Recite the days of the week. See patterns on and read a calendar. Understand concept of yesterday, today and tomorrow. Graph and debrief data from choices made in class. 	<p>ESSENTIAL</p> <ul style="list-style-type: none"> Use formal and informal vocabulary to discuss activities. Explain solution strategies. Recognize and identify coins. Explain the measuring process. <p>OPTIONAL</p> <ul style="list-style-type: none"> Recite the days of the week, months of the year. Discuss math strategies. Explain choices on a class graph. 	<p>ESSENTIAL</p> <ul style="list-style-type: none"> Straws Pennies CGI Measurement <p>OPTIONAL</p> <ul style="list-style-type: none"> Calendar Days of the Week Songs Yesterday, today, tomorrow Graphing Vocabulary Building <p>OPTIONAL Money Matters is now on MAS Space</p>	<p>ESSENTIAL</p> <ul style="list-style-type: none"> Big Money Coins (penny, nickel, dime, quarter) or flannel board oversized coins Coins for the counting the days in school with Pennies Coin sets of Nickels, Quarters, Dimes - 1 set per student <ul style="list-style-type: none"> 20 nickels 12 quarters 15 dimes Sets of 20 straws and bands per student Sets of 20 straws and bands per student <p>OPTIONAL</p> <ul style="list-style-type: none"> Sample apples for graph 	<p>ESSENTIAL</p> <ul style="list-style-type: none"> BLM Harold's Policeman #2 (1 per student) BLM 0-20 Number cards (also needed for rest of the Lessons 1-3) BLM CGI (Lesson 1) (Part-art Whole, Whole Unknown today) <p>OPTIONAL</p> <ul style="list-style-type: none"> BLM Days of the Week Cards BLM Numeral Cards through the number of days you have been in school. (set for all students) BLM Musical Instruments
<p>Unit 3 Classroom Lesson2</p> <p>1 to 1.5 hour</p>	<ul style="list-style-type: none"> Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement. Generate a set using concrete and pictorial 	<p>Reading Objectives:</p> <ul style="list-style-type: none"> Recognize words in a text and develop reading fluency. <p>Language Objectives:</p> <ul style="list-style-type: none"> Sort words from the story by attending to word endings. 	<p>Language Harold and the Purple Crayon by Crockett Johnson</p> <p>Class discussion Read Aloud Word sort activity</p>	<p>Language</p> <ul style="list-style-type: none"> Chart paper Markers Suffix chart prewritten on chart paper. 3 sentences from story prewritten on chart paper. See the Before Reading section for the 	<p>Language</p> <ul style="list-style-type: none"> BLM word sort activity (class set)

	models that represent a number that is equal to a given number up to 20	<ul style="list-style-type: none"> Identify word endings necessary within the context of a sentence. 	<p>Math Language Objectives</p> <ul style="list-style-type: none"> Read numbers. Explain how you know how many objects are in a group. number of objects in the set regardless of their arrangement 	<p>Math</p> <p>Building Background Play a number recognition game with a partner.</p> <p>Vocabulary number, counters, more, less, fewer, compare, coins, equals = is the same as</p>	<p>sentence strips or index cards with the following words prewritten for the Before Reading activity: sailed, pointed, thanked, guarding, finishing, dropped</p>	<p>Math</p> <ul style="list-style-type: none"> BLM TM Checking Cards - 1 set of 2 cards per student
<p>Unit 3 TV Lesson2 30 minutes</p>	Solve word problems using objects and drawings to find sums up to 10 and differences within 10. Compare sets of objects up to at least 20 in each set using comparative language. Explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models and number sentences.	Complete sentence stems using coin name (penny, quarter). Use the math vocabulary during the activity. Explain the strategies used to solve problems involving adding and subtracting.	<p>Building Background understand BLM</p> <p>Vocabulary Building number, counters, more, less, fewer, compare, coins, equals = is the same as</p> <p>Mathematics Listen to, model and solve Harold problems.</p>	<ul style="list-style-type: none"> Transparent counters – 20 red in a baggie and 20 green in a baggie, set per student Red and green crayons – 1 each per students Numbers cards from TM Lesson – 1 set per student Paper plates – 1 per student TV Teacher – 1 red apple and 1 green apple OPTIONAL CLASSROOM: if you did not graph apples today, you might want to give students an apple slice after the lesson. 	<ul style="list-style-type: none"> BLM Harold’s Apple Trees, Teacher – 1 per teacher BLM Harold’s Apple Trees – 2 per student 	

Lesson Segment	Math Objectives	Language Objectives	Activity	Materials	Blackline Masters
<p><i>Unit 3</i> <i>Follow-up and Snack Fraction 2</i></p> <p>.5 to 1 hour</p>	<ul style="list-style-type: none"> Generate a set using concrete and pictorial models that represent a number that is equal to a given number up to 20. Compare sets of objects up to at least 20 in each set using comparative language. 	<ul style="list-style-type: none"> Listen and speak with a partner during our math activity. Use the math vocabulary during the activity. Share-write math sentences. 	<p>Continue Apple problems, but on a higher level.</p>	<ul style="list-style-type: none"> Transparent counters – 20 red in a baggie and 20 green in a baggie, set per student Red and green crayons – 1 each per student Numbers cards from TM Lesson – 1 set per student Paper plates – 1 per student Flip Chart and marker for the shared writing activity. 	<ul style="list-style-type: none"> BLM Making Apple Tree Problems – 1 per teacher
	<p>Share a snack in half. Explain why each portion is half</p>	<p>Explain why each portion is half. Share-write what is a half</p>	<p>SNACK FRACTIONS Building Background Teacher demo of halves.</p> <p>Vocabulary half fair share equal pieces</p>	<p>TEACHER:</p> <ul style="list-style-type: none"> 6 small beef jerky pieces 2 Paper plates Plastic knife <p>STUDENT ACTIVITY (per partner pair):</p> <ul style="list-style-type: none"> 6 small beef jerky pieces 2 Paper plates 2 paper towels Chart paper with question: How do you know that each portion is a third? Put a copy of the record sheet at the top of the chart with the question. 	<p>SNACK FRACTIONS TEACHER DEMO</p> <ul style="list-style-type: none"> BLM Jerky Fractions <p>STUDENT ACTIVITY/pair</p> <ul style="list-style-type: none"> BLM Jerky Fractions

Lesson Segment	Math Objectives	Language Objectives	Activity	Materials	Blackline Masters
<p>Unit 3 <i>Daily Routine</i> Lesson 3</p> <p>30 – 45 minutes</p>	<p>ESSENTIAL</p> <ul style="list-style-type: none"> Recite the days of the week. Count days in school with straws, and with pennies. Identify ways to earn income. Solve math word problems. Pre-assess program skills. <p>OPTIONAL</p> <ul style="list-style-type: none"> Estimate and measure length in quarters. 	<p>ESSENTIAL</p> <ul style="list-style-type: none"> Read days of the week vocabulary from the Days of the Week song. Speak to partners, teacher, and class using vocabulary. <p>OPTIONAL</p> <p>Listen to, read and speak the days of the week from Yesterday, Today Tomorrow activity and break them into syllables.</p> <p>Listen to, read and speak the months of the year.</p> <p>Write graph titles and labels interactively.</p>	<p>ESSENTIAL Daily Routine Activities</p> <ul style="list-style-type: none"> Straws Pennies CGI Measurement <p>OPTIONAL for longer programs</p> <ul style="list-style-type: none"> Calendar Days of the Week Songs Yesterday, Today, Tomorrow Graphing Vocabulary Building <p>OPTIONAL Program</p> <p>Money Matters found in its own section in the Teachers' Guide.</p>	<p>ESSENTIAL</p> <ul style="list-style-type: none"> Big Money Coins (penny, nickel, dime, quarter) or flannel board oversized coins Coins for the counting the days in school with Pennies Coin sets of Nickels, Quarters, Dimes - 1 set per student <ul style="list-style-type: none"> 20 nickels 12 quarters 15 dimes Sets of 20 straws and bands per student <p>OPTIONAL</p> <p>Large wall calendar</p>	<p>ESSENTIAL</p> <ul style="list-style-type: none"> BLM Harold's Policeman#3 (1 per student) BLM 0-20 Number cards (also needed for rest of the Lessons 1-3) – 1 set per students (used in previous lessons) BLM CGI (Join, Result Unknown today) <p>OPTIONAL</p> <ul style="list-style-type: none"> BLM Days of the Week Cards BLM Numeral Cards through the number of days you have been in school. (set for all students) BLM Fiercest Dragons
	<p>Reading Objectives:</p> <ul style="list-style-type: none"> Sequence events from a story in order from first to last. Retell the key details of the story. 	<p>Language</p> <p><i>Harold and the Purple Crayon</i> by Crockett Johnson</p> <p>Class discussion</p>	<p>Language</p> <ul style="list-style-type: none"> Chart Paper Markers White drawing paper (class set) Crayons 		

<p><i>Unit 3 Classroom Lesson 3</i></p> <p>1 to 1.5 hour</p>	<ul style="list-style-type: none"> their arrangement. Generate a set using concrete and pictorial models that represent a number that is equal to a given number up to 20 	<ul style="list-style-type: none"> Visualize what is happening in the story. <p>Language Objectives:</p> <ul style="list-style-type: none"> Use vocabulary words to retell a story. Use vocabulary words to discuss a story. Brainstorm and discuss events from a story. <p>Math Language Objectives</p> <ul style="list-style-type: none"> Read numbers. Explain how you know how many objects are in a group. 	<p>Read Aloud Sequencing events Retelling</p>	<p>Math</p> <ul style="list-style-type: none"> 20 transparent counters – 1 set per student Sentence Stem Card: I drew the number -----. Checking Cards from Unit 3 Lesson 2 - 1 set of 2 cards per student 	<p>Math</p> <ul style="list-style-type: none"> BLM Number Cards 0–20 – 1 set per student (in Daily Routine Overview)
<p><i>Unit 3 TV Lesson3</i></p> <p>30 minutes</p>	<ul style="list-style-type: none"> Solve word problems using objects and drawings to find sums up to 10 and difference within 10. Explain the strategies using objects and drawings to find sums up to 10 and differences within 10. 	<ul style="list-style-type: none"> Explain solution strategies. Use the math vocabulary during the activity. 	<p>Building Background Explain and demo lights ON and lights OFF</p> <p>Vocabulary Building number, counters, more, less, fewer, compare, coins, equals = is the same as</p> <p>Mathematics Solve addition and subtraction word problems.</p>	<p>Math</p> <ul style="list-style-type: none"> Transparent counters – 10 yellow in a baggie, 1 set per student Yellow crayon – 1 per students Glue stick – 1 per student 	<p>BLM Light in the Window, Teacher – 1 per teacher</p> <ul style="list-style-type: none"> BLM Light in the Window – 1 per student BLM Light in the Windows 0-10 cards – cut into student sets, 1 set per student

Lesson Segment	Math Objectives	Language Objectives	Activity	Manipulatives	Supplies
<p>Unit 3 Follow-up and Snack Fraction Lesson 3 .5 to 1 hour</p>	<ul style="list-style-type: none"> Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement. Model the action of joining to represent addition and the action of separating to represent subtraction 	<ul style="list-style-type: none"> Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in their set regardless of their arrangement. Listen and speak with a partner during our math activity. Write a class math story problem. Use the math vocabulary during the activity. Share-write math sentences. 	<p>Play the Family Fun Game, making sure students understand the problem cards.</p>	<ul style="list-style-type: none"> Transparent counters – 20 per student Numbers cards (0-20) – 1 set per student Paper plates – 1 per student Game markers Flip Chart and marker for the shared writing activity. 	<p>Family Fun Game – 1 set per partners for the room; 1 set per student to take home. Game is TV Demo</p> <ul style="list-style-type: none"> BLM Generic Family Fun Game Board BLM Movement Cards BLM Problem Cards (pink) BLM Family Fun Answer Key BLM Special Instructions for Kinder
	<p>SNACK FRACTIONS</p> <p>Share a snack in half. Explain why each portion is half.</p>	<p>SNACK FRACTIONS</p> <p>Explain why each portion is half. Share-write what a half is.</p>	<p>SNACK FRACTIONS</p> <p>Building Background Teacher demo of halves</p> <p>Vocabulary half fair share equal pieces</p>	<p>SNACK FRACTIONS TEACHER:</p> <ul style="list-style-type: none"> 2 slices raisin bread 2 plastic spoons of peanut butter 1 banana <p>STUDENT ACTIVITY (per partner pair):</p> <ul style="list-style-type: none"> 2 slices raisin bread 2 plastic spoons of peanut butter (or other spread to which children are not allergic) 1 banana 2 paper plates 2 paper towels Chart paper with question: How do you know that each portion is half? Put a copy of the record sheet at the top of the chart. 	<p>SNACK FRACTIONS</p> <ul style="list-style-type: none"> BLM Bread Peanut Butter and Banana Fractions (1 per student)

Unit 3	Lesson 1	Lesson 2	Lesson 3
<p>Kinder Assessment Items</p> <ul style="list-style-type: none"> • Lesson 1: 1, 4, 5, 6, 8 • TM for Lesson 1: 2 • Lesson 2: 1, 4, 5, 6 • Lesson 3: 1, 4, 5, 6 <p>Daily Routines ESSENTIAL</p> <ul style="list-style-type: none"> • Straws (1, 2, 3) • Pennies (7) • CGI (4, 5, 6) • Measurement (7) <p>Snack Fractions: (Item 9)</p>	<p>TV and Follow-up</p> <ul style="list-style-type: none"> • K.3A Model the action of joining to represent addition and the action of separating to represent subtraction. (TV) • K.3B Solve word problems using objects and drawings to find sums up to 10 and difference within 10. (TV) • K.3C Explain the strategies using objects and drawings to find sums up to 10 and differences within 10. (TV) • K.2G Compare sets of objects up to at least 20 in each set using comparative language (FLU) • K.2C Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order (TM) <p>Snack Fractions</p> <ul style="list-style-type: none"> • Share a snack in half. • Explain why each portion is half. 	<p>TV and Follow-up</p> <ul style="list-style-type: none"> • K.3A Model the action of joining to represent addition and the action of separating to represent subtraction. • K.3B Solve word problems using objects and drawings to find sums up to 10 and difference within 10. • K.3C Explain the strategies using objects and drawings to find sums up to 10 and differences within 10. • K.2G Compare sets of objects up to at least 20 in each set using comparative language <p>Snack Fractions</p> <ul style="list-style-type: none"> • Share a snack in half. • Explain why each portion is half. 	<p>TV and Follow-up</p> <ul style="list-style-type: none"> • K.3A Model the action of joining to represent addition and the action of separating to represent subtraction. • K.3B Solve word problems using objects and drawings to find sums up to 10 and difference within 10. • K.3C Explain the strategies using objects and drawings to find sums up to 10 and differences within 10. <p>Snack Fractions</p> <ul style="list-style-type: none"> • Share a snack in half. • Explain why each portion is half.

Project SMART/Math MATTERS 2014

Grade Level: Kinder

Unit 3 / Lessons 1 – 2 - 3

Daily Routine Math Objectives:

ESSENTIAL Activities

Count objects, group in ones and tens.
Compare item lengths using money as the unit of measure.
Model and solve oral word problems.
Recognize and name coins (penny, nickel, dime, quarter).

OPTIONAL Activities:

Read and use a calendar.
Recognize and recite the days of the week.
Recognize and recite the months of the year.
Create graphs from everyday experiences.

Daily Routine Language Objectives:

ESSENTIAL Activities

Listen to, read and speak measurement vocabulary: length, long, tall, longer, taller, short, shorter.
Speak to partner, teacher, and class using vocabulary introduced in Daily Routines.
Reason, model and solve oral word problems

OPTIONAL Activities

Listen to, read and speak the days of the week vocabulary from the Days of the Week songs.
Listen to, read and speak the days of the week from “Yesterday, Today, Tomorrow activity, and break them into syllables.
Listen to, read and speak the months of the year.
Write graph titles and labels interactively.

Unit Math Objectives (Integrated Lesson):

Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.
Generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20.
Model the action of joining to represent addition and the action of separating to represent subtraction.
Solve word problems using objects and drawings to find sums up to 10 and differences within 10.
Compare set of objects up to at least 20 in each set using comparative language.

Unit Language Objectives:

Read, understand, and use vocabulary words.
Understand illustrations and text can be used to determine the meaning of unknown words.
Sort words from the story, attending to word endings.
Identify word endings necessary within the context of a sentence.
Use vocabulary words to retell a story.
Use vocabulary words to discuss a story.
Brainstorm and discuss events from a story.

Technology Objectives:

Use research skills and electronic communication, with appropriate supervision, to create new knowledge.
Technology suggested in this unit: iPad, SMART Board or other “smart” projection device, internet

Key Vocabulary, MATH: (all review words from existing word wall list)

Key Vocabulary, LANGUAGE: evening, straight, frightening, short cut, wits, ashore

Resources/Literacy Links

Harold and the Purple Crayon by Crockett Johnson

Related links: <http://storytimeforme.com/topics/harold-and-the-purple-crayon/> additional activities
<http://www.youtube.com/watch?v=aCwAMrbmb30> author and illustrator read a portion of the book in both English and Spanish, while highlighting many of the lyrical phrases and exciting pictures. Great intro to the book!

Lesson Sequence

- Daily Routine: 1 hour to 1.5 hour
- Classroom Lesson: .5 to 1 hour
- TV Lesson: 30 minutes
- Classroom Follow-up including Snack Fractions: .5 to 1 hour

MATH WALK

Favorite Crayon Walk

Technology Connections**• Math Practice**

http://www.sheppardsoftware.com/mathgames/earlymath/Fruit_Shoot_coins.htm

Recognizing coins and values, easy to hard

<http://www.sheppardsoftware.com/mathgames/earlymath/bugabalooShoes.htm>

adding with pictures and numbers

• Science Connection

http://www.ehow.com/way_5535814_harold-purple-crayon-activities.html learn about the moon

http://www.ehow.com/way_5535814_harold-purple-crayon-activities.html multi-curricular ideas -check out 3 for Science.

• Social Studies Connection

http://www.ehow.com/way_5535814_harold-purple-crayon-activities.html multi-curricular ideas -check out 3 for Social Studies.

• Health/Physical Ed Connection

<http://www.libraryasincubatorproject.org/?p=11135> movement and dance ideas to go with the story

• Art Connection

<http://www.kinderart.com/across/purplecrayon.shtml> purple relief art

<http://www.pinterest.com/harperchildrens/harold-and-the-purple-crayon-classroom/> interesting collection of ideas

Unit 3 OPTIONAL All-School Project

Because all grade bands will be reading, learning and researching within the same unit theme, we are offering OPTIONAL projects in which all ages can participate.

Unit Theme: Adventure

Unit 1: Adventure Trip

Defined:

Students take an Adventure Trip to someplace in your area. This can be a real field trip, or can be a virtual trip. Notes and photographs are taken of areas that most interest the students. When the school “returns” from the trip, students chronicle their adventure by either creating a scrapbook per class that is collated into one large book, or creating an online scrapbook

Materials:

- Spiral notebooks for each student
- Pencils or pens
- Teacher (or student) cameras, phones, or other ways to take photographs
- Large scrapbook or virtual scrapbook online where students can chronicle their adventure
- Other materials as indicated by your chosen trip.

Objectives: (add your own objectives to the project)

- Students observe their surroundings and select memorable images to share.
- Students chronicle the adventure with times and events of the day.
- Students write brief descriptions of the memorable images.

Procedures:

1. Teachers select 1 field trip or virtual trip for the school to visit
2. Prepare students for the trip. This will require you and older students to research the destination to find what you want to learn about when you arrive there, and how the trip will be an adventure.
3. Visit the site, whether real time or virtual, each student looking for the keys you’ve decided upon in your preparation of the trip. Students take notes and pictures (younger students might need a recorder to make their on-going commentaries)
4. Return from the trip and generate a scrapbook, either real or online, to chronicle the adventure
5. Share the scrapbook at a family function. It would be well if each student could keep a copy of the scrapbook for a remembrance.

Online Resources:

- <http://www.scholastic.com/teachers/article/virtual-field-trips> Great Virtual Field Trips from Instructor – *a must read* for every teacher whether you go virtual or real trip.
- <http://www.smilebox.com/scrapbooks/online-scrapbooks.html> free online scrapbook templates
- <http://mashable.com/2008/09/16/online-scrapbooking/> How to – would suggest teachers perusing this site first.
- http://www.cropmom.com/Digital_Scrapbooking.aspx templates and How to.

Materials

ESSENTIAL

- Big Money Coins (penny, nickel, dime, quarter) or flannel board oversized coins
- Coins for the counting the days in school with Pennies
- Coin sets of Nickels, Quarters, Dimes - 1 set per student
 - 20 nickels
 - 12 quarters
 - 15 dimes
- Sets of 20 straws and bands per student
- **BLM** Harold's Policeman
- **BLM** 0-20 Number cards (also needed for rest of the Lessons 1-3) (in Daily Routines)

OPTIONAL

- If possible, samples of pies: blueberry, strawberry, cherry
- **BLM** Days of the Week Cards (in Daily Routines)
- **BLM** Numeral Cards through the number of days you have been in school. (set for all students) (in Daily Routines)
- **BLM** Favorite Pies

Math Objectives

- Recite the days of the week.
- Count days in school with straws, and with pennies.
- Identify ways to earn income.
- Solve math word problems.
- Pre-assess program skills.



Balanced Literacy

Language Objectives

- Read days of the week vocabulary from the Days of the Week song.
- Speak to partners, teacher, and class using vocabulary.

TEKS

Lesson 1 K.2C, K.2G, K.3ABC

Lesson 2 K.2C, K.2G, K.3ABC

Lesson 3 K.2C, K.2G, K.3ABC

Unit 3, Lesson 1

Daily Routine

Kinder



The following daily activities will help prepare your students for the Post Assessment. They are essential and are not optional.

ESSENTIAL

Straws (*Assessment items 1, 2, and 3*)

Continue activity.

Pennies (*Assessment item 7*)

Continue activity.

CGI Problem

Lesson 1 – Separate, Result Unknown (*Assessment Item 4*)

Lesson 2 – Part-Whole, Whole Unknown (*Assessment Item 5*)

Lesson 3 – Join, Result Unknown (*Assessment Item 6*)

Measurement (*Assessment item 7 – identifying coins*)

All-lesson directions

- Show students the Big Money Coins for the coins in the sets.
- Have students identify each coin.
- Tell students that you will be working with (coin) today and have them sort all of that coin out of the set.
- Ask the students to count their (coin).
- Show the number card that represents how many (coin) they have.
- Give students the **BLM** Harold's Policeman (coin)
- They will measure the height of the picture. What is height?
- Do they think this picture is smaller, about the same size, or larger than real policeman? (much smaller)
- Look at the picture. Look at the measuring coin for today. About how many of the coin do they estimate it will take to measure the height of Harold's Policeman? (*write estimates on the board*)
- Students are to measure between the 2 short black lines – feet to top of hat.
- Watch to make sure students are measuring correctly, edge to edge of the coins.
- Ask students to tell you how many nickels by completing the sentence stem: **Harold's Policeman is _____ (coin) tall.**

Lesson 1 – measuring with nickels

BLM Harold's Policeman #1

Lesson 2 – measuring with quarters

BLM Harold's Policeman #2

Lesson 3 – measuring with dimes

BLM Harold's Policeman #3

Assessment Items

(As a result of experiencing this unit, students will be learning skills necessary to be successful on the following Assessment items.)

K 1, 2, 3, 4, 5, 6, 7, 8, 9

ELPS (*English Language Proficiency Standard*)

1D, 3F, 3A, 5C

CCRS (*College and Career Readiness Standards*)

CROSS-CURRICULAR I.E.2., II.D.1

ELA III.B.2., IV.A.3., IV.B.1

MATH IV.A.1., VI.C.2

Azulito's Corner**Unit 3 Lesson 1**

What Math Movie did you see when you solved the CGI problem today? Share your movies with us all!

(Assessment Item 9 will be reviewed daily in Snack Fractions)

Unit 3, Lesson 1**Kinder****Daily Routine** - continued


These daily activities, although certainly developmentally appropriate for your Kinders, do not specifically address objectives assessed on the Post Assessment. Schools with shorter teaching spans can consider omitting these activities.

OPTIONAL

Calendar (*This activity is not assessed.*)

Continue activity.

Sing Days of the Week Song (*This activity is not assessed, but is an excellent activity to break up the small group quiet exploration and assessments*)

 Songs should be written on large chart paper so that students can follow the words of the song. Take 2-3 minutes to find the names of the week in the song.

NOTICE: *Suggestions for online sources for songs are included*

Yesterday, Today, Tomorrow (*This activity is not assessed.*)

Continue activity.

Graphing (*This activity is not assessed.*)

- Lesson 1 – What is your favorite flavor of pie?
 - **BLM** pies
 - Samples (if possible) of blueberry, cherry and strawberry pies)
- Lesson 2 – What is your favorite apple?
 - **BLM Apples**
 - **Samples of different apples to taste – be sure at least 1 is a red apple, and 1 is a green apple like Granny Smith**
- Lesson 3 – Which dragon do you think is fiercest?
 - **BLM Dragons**

Graphing Questions

- How many students liked _____?
- How many more students liked ___ than _____?
- How many fewer students liked ___ than _____?
- How many students like _____ and _____?
- Why did you choose the choice you did?

Money Matters If you have a full program and wish to use this optional activity, you will find BLMs and Explanations on MAS Space.

Unit 3, Lesson 2


Kinder

Daily Routine - continued




Vocabulary Building – Choose an activity from the list in the Daily routines Section.

Unit 3

CGI Problems for *Harold and the Purple Crayon* 

Join	<p>Result Unknown (JRU) Harold drew __ windows. Then he drew __ more windows. How many windows did Harold draw? 3, 2 5, 3 4, 6</p>	<p>Change Unknown (JCU) Harold drew __ apples on the tree. How many more apples did he need to draw so that he would have __ apples? 2, 5 6, 8 3, 9</p>	<p>Start Unknown (JSU) Harold drew some windows. Then he drew __ windows and now there are __ windows. How many windows did Harold draw to start? 2, 4 3, 6 4, 8</p>
	<p>Result Unknown (SRU) Harold drew 9 pies. The animals ate __ pies. How many pies are there now? 2 3 8</p>	<p>Change Unknown (SCU) Harold drew __ apples but the dragon ate some and now there are __ apples. How many apples did the dragon eat? 6, 5 8, 6 10, 6</p>	<p>Start Unknown (SSU) Harold drew some pies. The animals ate __ and now there are __ pies. How many pies were there to start? 1, 5 2, 6 3, 7</p>
Part-Part-Whole	<p>Whole Unknown (PPW-WU) Harold drew __ apple pies and __ cherry pies. How many pies did Harold draw? 1, 5 2, 7 3, 8</p>		<p>Part Unknown (PPW-PU) Harold drew __ pies. __ were blueberry and the rest were raisin. How many pies were raisin? 6, 2 7, 3 9, 6</p>
	<p>Difference Unknown (CDU) Harold drew __ apples and __ pies. How many more apples did Harold draw than pies? 3, 2 5, 4 8, 2</p>	<p>Quantity Unknown (CQU) The moose ate __ pies. The porcupine ate __ fewer pies than the moose. How many pies did the porcupine eat? 6, 1 7, 2 8, 3</p>	<p>Referent Unknown (CRU) The moose ate __ pies. That was __ more pies than the porcupine ate. How many pies did the porcupine eat? 3, 2 6, 1 9, 3</p>
Multiply and Divide	<p>Multiplication Harold drew __ buildings. Each building had __ windows. How many windows were there? 4, 2 4, 4 5, 10</p>	<p>Measurement Division (MD) Harold drew __ windows. There were __ windows in each building. How many buildings were there? 8, 4 8, 2 12, 4</p>	<p>Partitive Division (PD) Harold drew __ windows. He drew an equal number of windows in each of __ buildings. How many windows in each building? 8, 4 8, 2 12, 3</p>

Unit 3

CGI Problems for *Harold and the Purple Crayon* 

Unir	<p>Resultado Desconocido</p> <p>Harold dibujó _____ ventanas. Entonces el dibujó _____ ventanas más. ¿Cuántas ventanas dibujó Harold?</p> <p>3, 2 5, 3 4, 6</p>	<p>Cambio Desconocido</p> <p>Harold dibujó _____ manzanas en el árbol. ¿Cuántas manzanas más tiene el que dibujar para poder tener _____ manzanas?</p> <p>2, 5 6, 8 3, 9</p>	<p>Inicio Desconocido</p> <p>Harold dibujó algunas ventanas. Entonces el dibujó _____ ventanas y ahora hay _____ ventanas. ¿Cuántas ventanas dibujó Harold al principio?</p> <p>2, 4 3, 6 4, 8</p>
	<p>Resultado Desconocido</p> <p>Harold dibujó 9 tartas. Los animales se comieron _____ tartas. ¿Cuántas tartas hay ahora?</p> <p>Harold drew 9 pies. The animals ate _____ pies. How many pies are there now?</p> <p>2 3 8</p>	<p>Cambio Desconocido</p> <p>Harold dibujó _____ manzanas, pero el dragón se comió algunas y ahora hay _____ manzanas. ¿Cuántas manzanas se comió el dragón?</p> <p>6, 5 8, 6 10, 6</p>	<p>Empiezo Desconocido</p> <p>Harold dibujó unas tartas. Los animales se comieron _____ y ahora hay _____ tartas. ¿Cuántas tartas había al principio?</p> <p>1, 5 2, 6 3, 7</p>
Separar	<p>Entero Desconocido</p> <p>Harold dibujó _____ tartas de manzana y _____ tartas de cerezas. ¿Cuántas tartas dibujó Harold?</p> <p>1, 5 2, 7 3, 8</p>		<p>Parte Desconocida</p> <p>Harold dibujó _____ tartas. _____ eran de arándano y el resto eran de pasa. ¿Cuántas tartas eran de pasa?</p> <p>6, 2 7, 3 9, 6</p>
	<p>Diferencia Desconocida</p> <p>Harold dibujó _____ manzanas y _____ tartas. ¿Cuántas manzanas más dibujó Harold que tartas?</p> <p>3, 2 5, 4 8, 2</p>	<p>Cantidad Desconocida</p> <p>El alce se comió _____ tartas. El puercoespín se comió _____ tartas menos que el alce. ¿Cuántas tartas se comió el puercoespín?</p> <p>6, 1 7, 2 8, 3</p>	<p>Referente Desconocido</p> <p>El alce se comió _____ tartas. Eso fue _____ tartas más de las que se comió el puercoespín. ¿Cuántas tartas se comió el puercoespín?</p> <p>3, 2 6, 1 9, 3</p>
Parte-Parte-Entero	<p>Multiplicación</p> <p>Harold dibujó _____ edificios. Cada edificio tenía _____ ventanas. ¿Cuántas ventanas había?</p> <p>4, 2 4, 4 5, 10</p>		<p>División de Medidas</p> <p>Harold dibujó _____ ventanas. Había _____ ventanas en cada edificio. ¿Cuántos edificios había?</p> <p>8, 4 8, 2 12, 4</p>
	<p>Multiplicación y dividir</p> <p>Harold dibujó _____ edificios. Cada edificio tenía _____ ventanas. ¿Cuántas ventanas había en cada edificio?</p> <p>8, 4 8, 2 12, 3</p>		

BLM Unit 3, Daily Routine, Measurement Lesson 1 Harold's Policeman #1
1 sheet per student. Students also need 20 nickels for today.



This is Harold's Policeman.

How tall is Harold's
Policeman with his hat?

Harold's Policeman is
_____ nickels tall.

Drawing from *Harold and the Purple Crayon*
By Crockett Johnson

BLM Unit 3, Daily Routine, Measurement Lesson 1 Harold's Policeman #1



1 sheet per student. Students also need 20 nickels for today.



Esto es el policía de Harold.

¡Qué tan alto es el policía de Harold con el sombrero?

El policía de Harold es _____ monedas de 5 centavos de alto.

BLM Unit 3, Daily Routine, optional Graphing Lesson 1 Favorite Pie



Duplicate enough so that the graph has a picture of each, and each student can select the pie of choice.



Unit 3-4: Unit Writing Workshop



- **Genre: Creating a Personal Timeline**
- **Writing Objective:** Students create a timeline to show important events in their lives that happened over a period of time (a day, week, month, year(s)).
- **Organization of letter:**
 - The timeline consists of one page (see **BLM Timeline Template**). The page has been divided into three sections. The student will need to choose three important events that have taken place in their lives or three events that have taken place during one day. They will illustrate and write about the events in a sequential order. Sentence stems, utilizing time order words, are provided. The student will complete each section based on their individual writing ability.

First,	Then,	Finally,

Depending on each student’s writing ability, the timeline can take different forms. Here are several options listed in order of increasing difficulty:

- **Illustration with dictation**

The student illustrates the three important events. The student dictates to the teacher what they’ve drawn, and the teacher will write the words on the student’s timeline.
- **Illustration with labels**

The student illustrates the three important events. The student can label their pictures with the letters representing the sounds they hear in the word. The student attempts to write the sounds they hear in the word(s). The teacher can help students with this by having them say the word aloud, and helping them isolate the sound they hear at the beginning of the word. Ask: What sound do you hear at the beginning of the word ____? What letter makes that sound?
- **Note to Teacher**

Kindergarteners are at different stages with their understanding of writing. For some students, their writing looks like scribbles. This is an important stage, because it shows their understanding that they can express their ideas by making marks on paper. You may see an understanding of left to right directionality as well. Other Kindergarteners are beginning to use more “conventional” writing, by including letters of the alphabet to represent words. Encourage students to express what they want to say in writing, regardless of their stage in writing.

- Possible sequence of mini-lessons:

Unit 3-4: Unit Writing Workshop



1. **Brainstorm:** Explain to students that writing is a way to put our thoughts on paper. Remind students about the sequencing activity from unit 2. We read a story about a man named Tito Puente. The book we read was called a biography. The story was filled with important events that happened in Tito's life. We used a few of those important events from Tito's life to create a timeline. You could create a timeline about your own life. The important thing to remember about a timeline is that it contains events that happened over a period of time. Your timeline could start on the day you were born and end today. Your timeline could also focus on a shorter period of time. Let's talk about some of the important events that have happened in our lives. This would be an excellent opportunity to allow everyone to talk using the rug partner routine. Have students share with the whole group. Examples of possible responses: the day they were born, the day a sibling was born, a move, meeting a new friend, getting a pet, learning to ride a bike, learning how to tie their shoe, etc. Record the "events" the students name by writing the words and/or creating quick sketches of the things they brainstorm.

In unit 3, we read about a boy named Harold that went for a walk one evening. His walk quickly turned into an adventure and he experienced many different events in just a short time. Have the students list the events that have happened today. Examples of possible responses: woke up, ate breakfast, got dressed, washed face, brushed teeth, watched TV, played outside, rode the bus, walked to school, talked to a friend, etc. Record the "events" the students name by writing the words and/or creating quick sketches of the things they brainstorm.

2. **Draft:**
 - o **Model** for students how to create their timeline by modeling one for the class. Show how they will need to fill in the sections on the template with the three events they chose. Model how they can complete each section using pictures. Then, read aloud what you have included in the timeline. Also, demonstrate for the students how to use the lists of events they previously brainstormed as a reference.

Model for students how to include writing with their illustrations. What you model with writing should match your students' writing abilities (see above).

Then provide time for your students to write independently. This writing time includes the illustrating.

3. **Revise:** Based on where each student is at with their writing development, help students add more to their writing. Before expecting the students to attempt this independently be sure to revise the timeline previously modeled for the students. How could you revise this piece to model the expectation for the students?
 - Adding more detail to the illustrations
 - Add labels to their illustration
 - Adding more letters to represent the sounds they hear in the word(s)
 - Dictating more details about the events they chose (What made this event special? What do you remember about that day? etc.)

Unit 3-4: Unit Writing Workshop



4. Publish: Students can read their timeline to a partner to share their writing. Alternatively, students can share their timeline with a student from another grade band. The other class could share their writing with your students, as well.

First,	Next,	Finally,
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Primeró,

Entonces,

Al final,

<p>Literature Selection <i>Harold and the Purple Crayon</i> by Crockett Johnson 1 book per classroom</p> <p>Materials Language</p> <ul style="list-style-type: none"> • BLM word cards • Chart Paper • Markers • Cause and effect graphic organizer drawn on chart paper prior to lesson. <p>Math</p> <ul style="list-style-type: none"> • BLM TM Number Cards 0 – 20 – there are 2 BLMS for this set - cut out 1 set per student and store in the Ziploc bag • BLM TM Counting Sets 1 – 1 set for teacher • BLM TM Counting Sets 2 – 1 set for teacher <p>Literature Vocabulary evening straight frightening short cut wits ashore</p> <p>Math Vocabulary Review Words number counters more less fewer compare coins equals = is the same as</p> <p>ELPS (<i>English Language Proficiency Standard</i>) 1A, 2D, 2E, 4F, 4G, 4J, 5B, 5D</p> <p>CCRS (<i>College and Career Readiness Standards</i>) CROSS-CURRICULAR I.B.2.,</p>	<p style="text-align: right;">Kinder</p> <p style="text-align: right;"></p> <p>Unit 3, Lesson 1</p> <p>Classroom Lesson</p> <p><i>Every day teachers must post the objectives on the board, read them to the students, and have students read them together with the teacher. You must also talk about what the objectives mean, giving examples where appropriate. At the end of the lesson, teacher and students should review to see if they have accomplished both math and language objectives.</i></p> <p>Math Objectives:</p> <ul style="list-style-type: none"> • Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement. <p>Reading Objectives:</p> <ul style="list-style-type: none"> • Use text clues to make, revise, and confirm predictions • Recall details from a story to answer questions • Determine the meaning of a new word from context clues • Identify the relationship between cause and effect <p>Language Objectives:</p> <ul style="list-style-type: none"> • Read, understand, and use vocabulary words • Understand illustrations and text can be used to determine the meaning of unknown words. <p>BEFORE READING Building Background, Vocabulary Instruct students to gather at the rug with their rug partner.</p> <p>Display the word card labeled “straight”. Read the word “straight” slowly and with careful enunciation. Instruct students to read it aloud with you several times as you point to the word.</p> <p>Ask if there are any volunteers that can explain to (or show) the group what the word straight means. Be sure to refer to and use ELL Routines to guide discussion.</p> <p>Explain straight means without curves or bends. Model for the students how to draw a straight line or walk in a straight line. Have students demonstrate the word through drawing or body movements (walking in a straight line, make your arm straight, etc.).</p> <p>Allow students to locate examples of straight lines in the classroom.</p> <p>Use this procedure of introducing vocabulary words to familiarize</p>
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Unit 3, Lesson 1

Kinder



Classroom Lesson - continued

students with additional words from the story:

- Short cut – a shorter, quicker, or easier way
- Frightening – to make afraid, to terrify
- Wits – ability to think or reason

Building Background, Literature

Tell students you are going to read a book by Crockett Johnson titled “Harold and the Purple Crayon.”

Ask students if they like to draw and what they like to draw?
Have a whole class discussion or use the Rug Partner Routine.

“Today I am going to read a story to you about a little boy named Harold. Harold sets out on an adventure and the only thing he takes with him is a purple crayon. Harold uses his crayon to create different places and objects throughout the story. There are a couple of times in the story when Harold finds himself in trouble, but he uses his purple crayon to fix each problem. Let’s read this story to find out what kind of trouble Harold gets into and how he uses his purple crayon. You are going to need to listen very closely as I read the story because when I am finished I am going to ask you some questions about the story.”

DURING READING

Comprehensible Input, Vocabulary, and Literature Practice and Application, Literature

During a read aloud, teacher should periodically:

- Model reading strategy by thinking aloud
- Pose questions that provide students an opportunity to practice reading strategies. Students simply think to themselves or share their response with the group or a partner.
- Provide opportunities to reflect on text

Keep in mind that pausing the reading for too long or too frequently can interfere with student comprehension and enjoyment. Listed below are possible places to stop to model or practice targeted strategies.

Page 2

Use context clues to determine the meaning of unknown words.

Think Aloud: I wonder what the word evening means. The text says, *One evening, Harold decided to*

Unit 3, Lesson 1

Kinder



Guided Reading Groups:

If you conduct guided reading groups as part of your balanced literacy instruction, you can reinforce these same reading strategies.

With emergent readers and beginning ELLs, you can have a guided reading group session be more like a shared reading where you preview the text, read it aloud to students the first time through, echo read the text for the second reading, and then possibly have students read it along with you for a third reading.

- **Monitoring for Comprehension**
Ask students questions about key details from the text. Help them point to the details in the illustrations that answer the question, or help them find the word(s) in the text that answer the question. This gets young readers accustomed to the idea that when they talk about a book, they need to show where they are getting their answers/ideas.
- **Determining Word Meaning**
“What do you think this word means?”
 - Reread the sentences before and after the word.
 - Look at the pictures – do they give any clues?
 - Try putting another word in that place. What word could we put there?
- **Key Ideas and Details**
 - Ask students specific questions to help them summarize the most important information from a particular part of their reading.
 - These questions could begin with any question word (What, How, Why,

Classroom Lesson - continued

go for a walk in the moonlight. I know the moon is in the sky at night, so the word evening must mean that Harold was going for a walk at night.

Page 13

Vocabulary reinforcement within the context of the story

Think Aloud: Show the students the word card, frightening.

Remember, before we read the story I told you that the word frightening means to make afraid. Harold drew a frightening dragon under the tree to guard the apples.

Question: Do you think the frightening dragon will keep the apples safe?

Page 16

Making predictions

Think Aloud: Harold’s hand is shaking and the purple crayon is drawing a wavy line.

Question: What do you think will happen if Harold’s hand continues to shake?

Page 18

Making predictions

Think Aloud: Harold’s shaking hand drew an ocean. Now he has a problem.

Question: What do you think Harold should do?

Page 24

Use context clues to determine the meaning of unknown words.

Think Aloud: I wonder what the word ashore means. The text says, *He stepped ashore on the beach.* I know the beach is the land next to the ocean. Maybe the word ashore means “on land.”

Page 31

Making text-to-self connections while reading

Think Aloud: Harold decided to share the pies left over from his picnic with a moose and a porcupine. That was very thoughtful of him.

Question: How do you feel when you share something with someone?

Page 38

Making predictions

Think Aloud: Harold fell off the mountain. Now he has a problem.

Question: What do you think Harold should do?

etc.).

Launch Writing Workshop for Unit 3

Students create a timeline of personal events.

See Writing Workshop section in Balanced Literacy Extensions for a possible sequence of mini-lessons, and how to differentiate this writing workshop for students with varying writing abilities.

Listening Center

Connection:

After the read aloud, have students listen to the recorded version of *Harold and the Purple Crayon* in a Listening Center as part of their independent reading time. If possible, also provide a recording of the Spanish version of the text: *Harold y el Lapiz Color Morado*. You can have students listen to the Spanish version first, followed by the English version the rest of the week. It can be an excellent scaffold to have students listen to the story in Spanish to solidify their understanding of what happened.

Show students how to listen while following along in the book. Then show students how they can listen to the book additional times, reading along softly with some of the words. This will help students connect oral language with written language, improving their word recognition, and ultimately their reading fluency.

ELLs: Using a listening center is particularly powerful for ELLs as a way to connect oral and written

Unit 3, Lesson 1

Kinder



Classroom Lesson - continued

Page 40

Vocabulary reinforcement within the context of the story

Think Aloud: Show the students the word card, wits. Remember, before we read the story I told you that the word wits means the ability to think. Harold thought of a way to fix his problem by drawing a balloon.

Question: Do you think the balloon will keep Harold from falling? Do you think that was a smart thing for Harold to draw?

Page 51

Identifying cause and effect relationship

Think Aloud: Harold drew so many windows.

Question: Why did Harold draw so many windows? What was he trying to find?

AFTER READING

Practice and Application, Vocabulary

Informally assess student understanding of the text using discussion questions. Students can share their response to the group with the partners. Possible questions to discuss:

- What happened at the beginning of the story? The middle? The end?
- What were some of the places Harold went on his walk? What are some of the things he did?
- Where did Harold's journey end?
- Name some of the ways Harold used his purple crayon to solve problems.
- How do you think Harold was feeling... after he drew the dragon, when he was under water in the ocean, when he shared his pies, when he fell off the mountain, when he couldn't find his window, when he finally climbed into his bed?
- What do you think Harold will draw when he wakes up in the morning?
- If you had a magic crayon, what would you draw?

Introduce cause and effect by playing a guessing game with the students.

- Pretend to drop a glass and have students guess what would happen (effect).

Crack a raw egg into a bowl and have students guess **Unit 3,**

language, build vocabulary, build word recognition, and gain fluency in English.

Lesson 1

Kinder



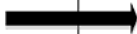



Classroom Lesson - continued

what would happen.

- Ask the students what would happen if your alarm didn't go off in the morning.
- What would happen if I forgot my umbrella and it started to rain?

Explain to students that understanding cause and effect will help us to better understand why things happen. Cause is the reason for something happening. Effect is what happens.

There are many examples of cause and effect in the story we just read, *Harold and the Purple Crayon*. On chart paper, create a graphic organizer like the one below to record examples from the story.

Cause (Why?)	Effect (What happened?)
	
	
	
	

Examples from the story:

- Harold was over his head in the ocean, so he drew a boat.
- Harold was hungry, so he made a picnic lunch.
- There was lots of pie left over, so Harold shared with a moose and a porcupine.
- Harold fell off the mountain, so he drew a balloon.

Fill in one cause box on the graphic organizer with an example from the story. Allow students to determine the corresponding effect. You can also fill in a box in the effect column and have students determine the cause. Allow students to return to the text as needed.

Practice and Application Vocabulary

Gather the word cards presented in the before reading section.

1. Choose one card. Show it to the students and read it aloud. Then have the students read the word with you
2. Use the word naturally in a sentence as you tell students:

Unit 3, Lesson 1

Kinder



Classroom Lesson - continued

- something about the story
 - Ex: **evening** “One evening, Harold went for a walk in the moonlight.”
 - Ex: **frightening** “Harold drew a frightening dragon under the tree to guard the apples.”
- 3. Call attention to initial/ending sounds in the words.
- 4. Add the word card to the interactive word wall.

Word Wall

The Word Wall should be easily accessible by students. Students should be encouraged to refer to, use, and manipulated the word cards throughout the week. Word Walls can be a pocket chart, magnetic board, or even a piece of chart paper.

evening

straight

frightening

short cut

wits

ashore

noche

recto

espantoso


atajo

ingenio

tierra

Materials for Transition to Math Lesson (*these were listed in the complete Classroom Lesson list, but are listed again to help you organize more quickly.*)

- **BLM TM** Number Cards 0 – 20 – there are 2 BLMS for this set - cut out 1 set per student and store in the Ziploc bag
- **BLM TM** Counting Sets 1 – 1 **set for teacher**
- **BLM TM** Counting Sets 2 – 1 **set for teacher**

 **Technology:** more coin identification practice
<http://www.ixl.com/math/kindergarten/coin-names-penny-through-quarter>

ELPS (*English Language Proficiency Standard*)
1E, 1H, 3A, 3B, 4E

CCRS (*College and Career Readiness Standards*)
CROSS-CURRICULAR I.B.1., I.D.3., II.A.2
MATH I.A.1., V.A.1., IX.A.1

Distribute TV Materials:

- transparent counters – 20 red and 20 blue, set per student
- red and blue crayons – 1 each per students
- Numbers cards from TM Lesson – 1 set per student
- Paper plates – 1 per student
- **BLM Pie Problems**, Teacher – 1 per teacher
- **BLM Pie Problems** – 1 per student

Unit 3, Lesson 1

Kinder



Classroom Lesson - continued

TRANSITION to Math

Math Objectives:

- Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement.

Language Objectives:

- Read numbers.
- Explain how you know how many objects are in a group.

Building Background, Math

We're going to repeat an activity that we experienced in Unit 2.

We're going to practice using the number cards. I'm going to show you sets of objects, and I would like for you to show me the number cards that tell you how many objects are in the set.

Ready? This card has 3 sets of objects.

(Show the following 1 at a time, having students respond using first their number cards; then ask students to explain how they know how many are in the set.)

- **Show me the number card that tells me how many objects are in this set** (*point to the set with 8 objects*)
- **Someone tell me how you know how many are in the group.** (*Hopefully they will say they counted them.*)
- **Verify for us by counting the objects.**

Repeat for the group of 6.

Repeat for the group of 5.

I have another card for you. Let's do this again!

- **Show me the number card that tells me how many objects are in this set** (*point to the set with 9 objects*)
- **Someone tell me how you know how many are in the group.** (*Hopefully they will say they counted them.*)
- **Verify for us by counting the objects.**

Repeat for 7 and 14

We counted sets and identified the number of objects in the set.

Our TV Lesson will use what you practiced to solve problems about berry pies.

Objectives

Distribute TV Materials

less

number

counters

more

menos

número

contadores

más

coins

fewer

compare

Equals =
is the same as

monedas

menos

comparar

igual=es igual a

BLM TM Unit 3, Classroom, Transition Lesson 1

Number Cards 0 - 20 

(Create on cardstock –1 set for each student of the TWO pages of cards)

0	1	2	3
4	5	6	7
8	9	10	11

(Create on cardstock –1 set for each student of the TWO pages of cards)

12

13

14

15

16

17

18

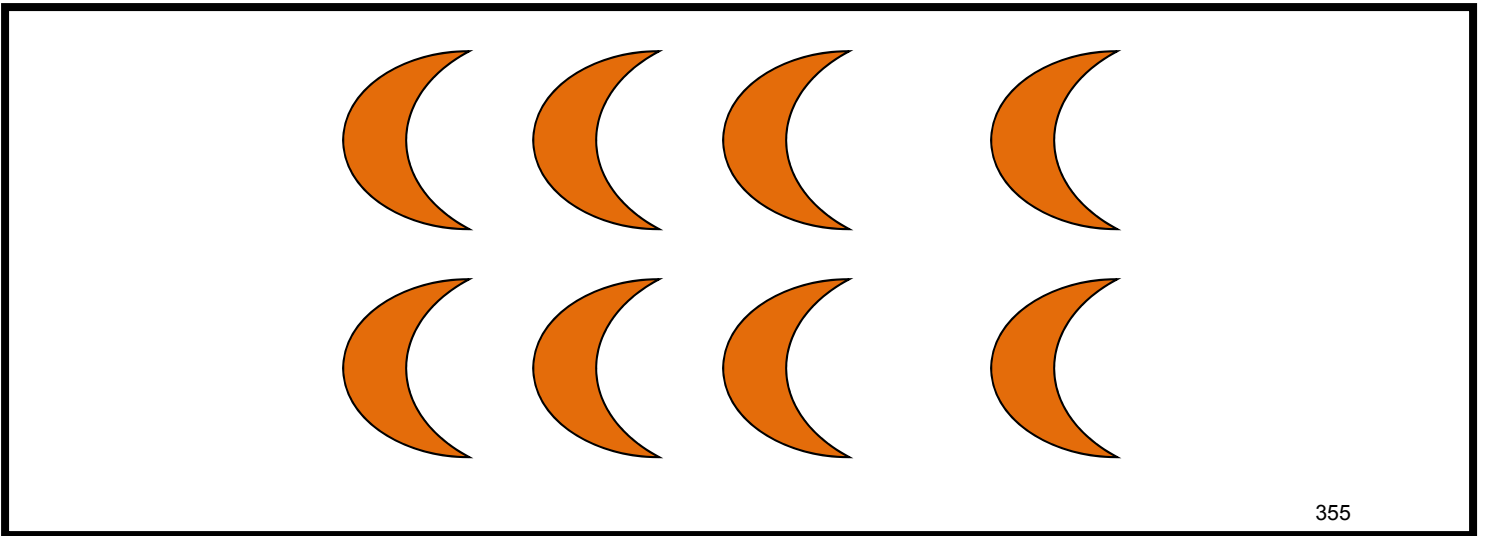
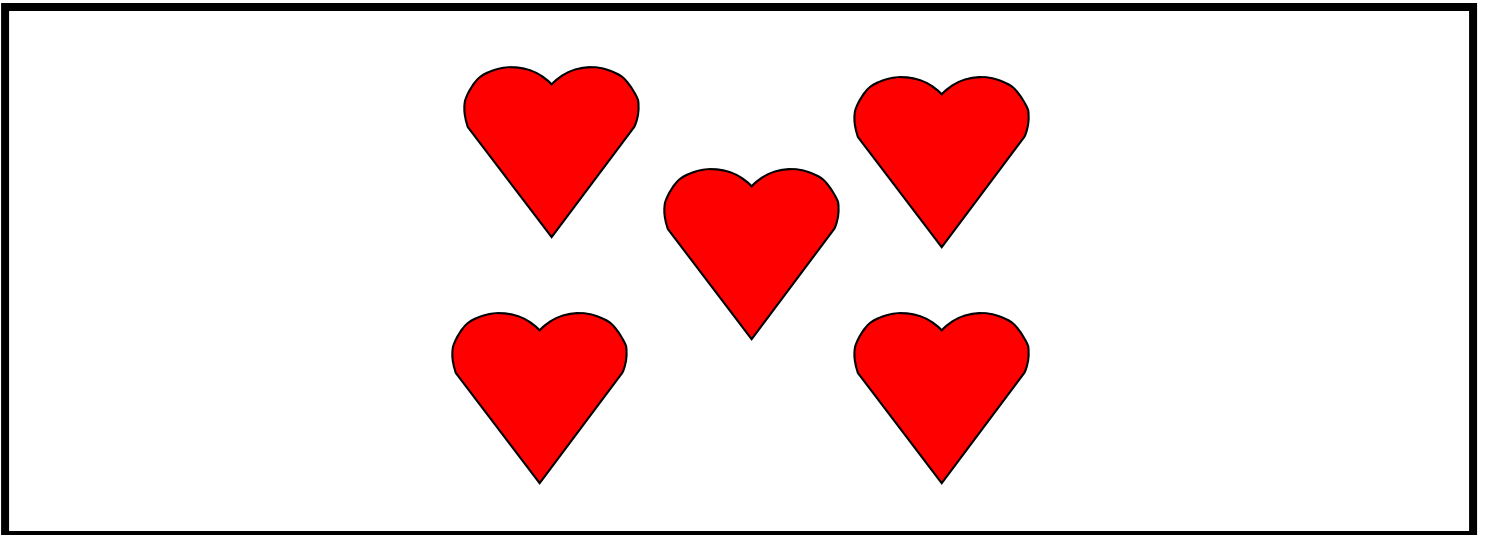
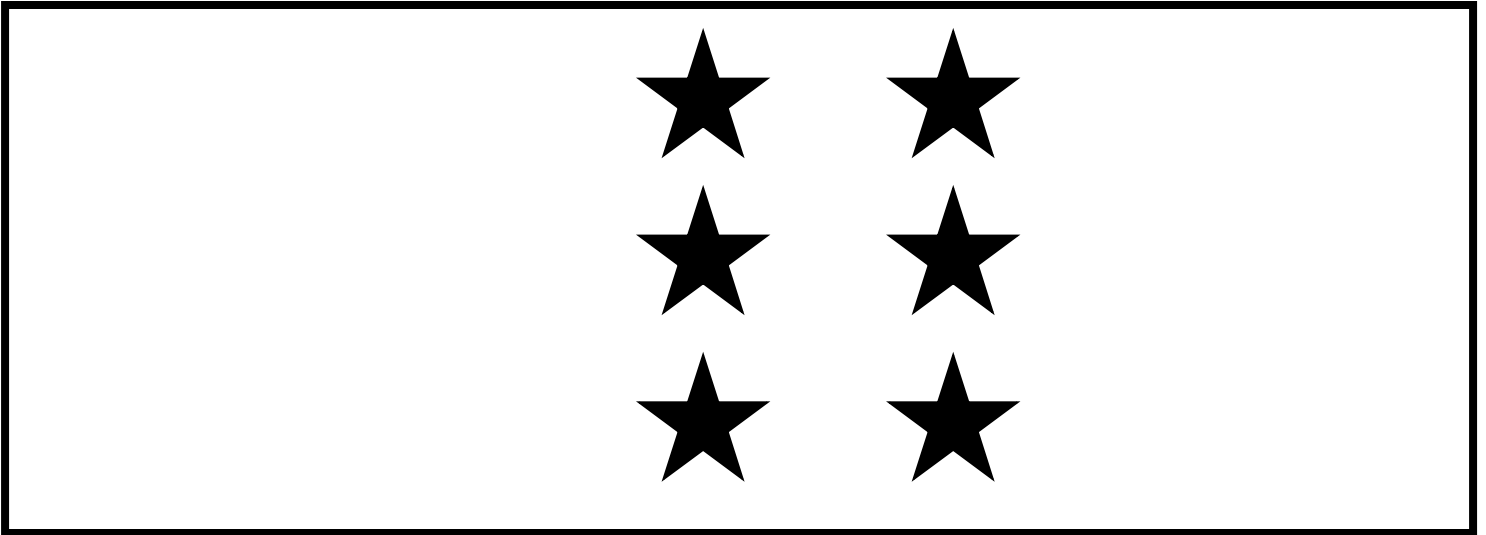
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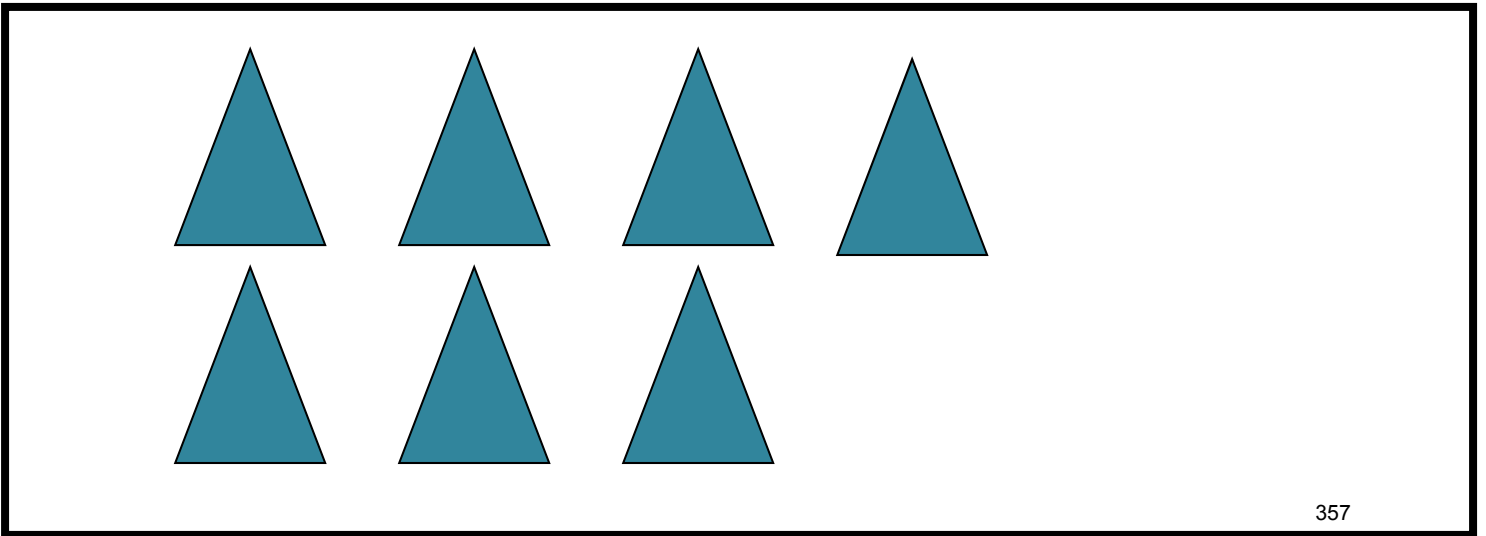
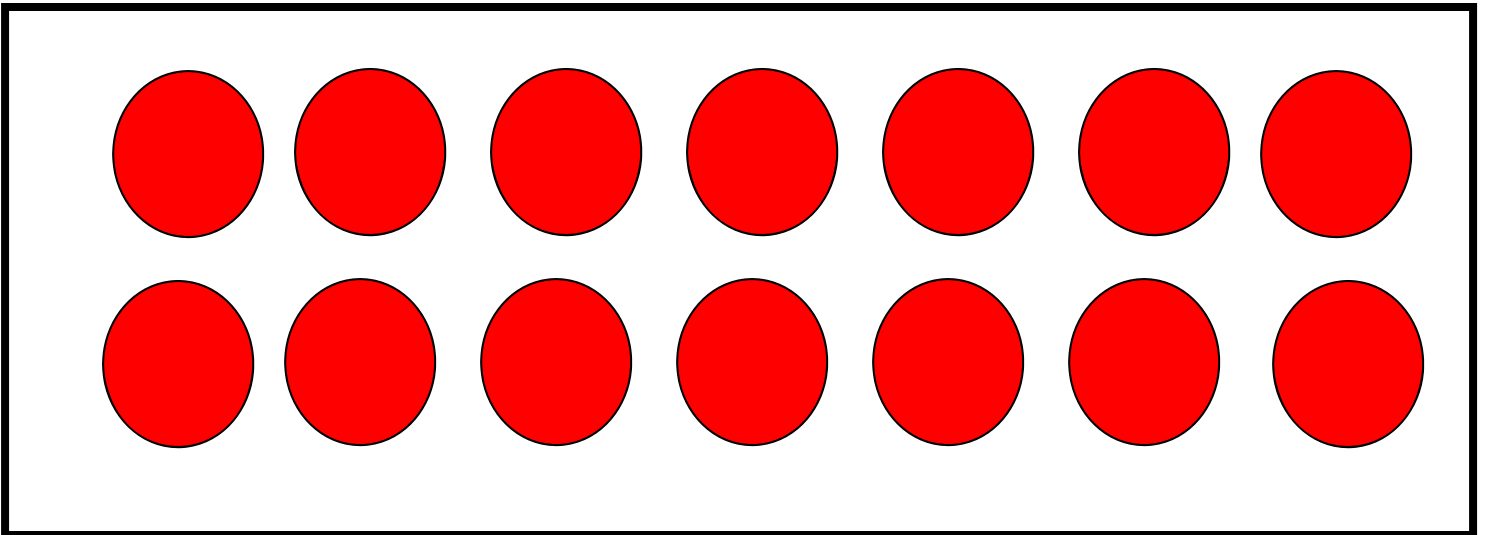
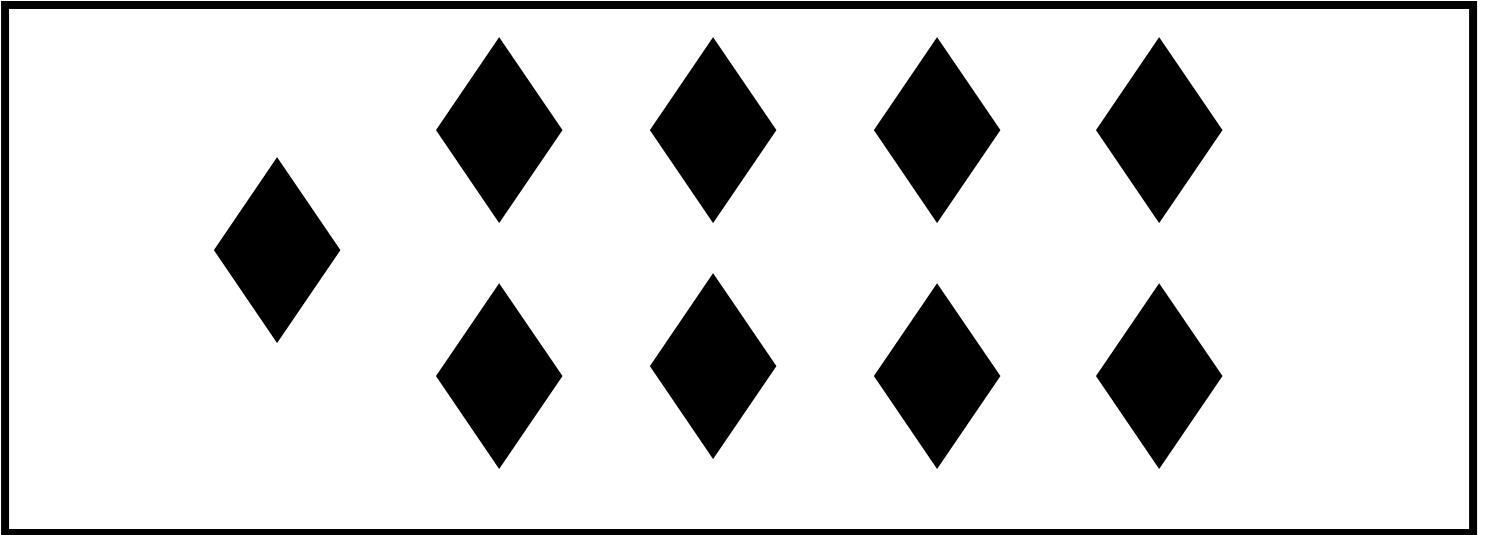
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BLM TM Unit 3, Classroom, Transition Lesson 1

(Create on cardstock –1 set for each student of the TWO pages of cards)

Counting Sets 1 





Literature Vocabulary

evening
straight
frightening
short cut
wits
ashore

Math Vocabulary (Review Words)

number
counters
more
less
fewer
compare
coins
equals = is the same as

Materials

- transparent counters – 20 red in a baggie and 20 blue in a baggie, set per student
- red and blue crayons – 1 each per students
- Numbers cards from TM Lesson – 1 set per student
- Paper plates – 1 per student
- **BLM Pie Problems** – Teacher – 1 per teacher
- **BLM Pie Problems** – 1 per student

Classroom Teachers,

It is vital that students work through these problems with the TV Teacher, and that you circulate the room to see who is understanding the process.

Time Clue

BB = Building Background
CI = Comprehensible Input
AC = Azulito's Corner

BB = 2 minutes

CI = 25 minutes

AC = 1 minute

ELPS (*English Language Proficiency Standard*)

1C, 2C, 2E, 3B, 3C, 4F

Unit 3, Lesson 1

TV Lesson

Read objectives while pointing to the words in the math lesson objectives. After each math objective, show children what that means.

Math Objectives:

- Solve word problems using objects and drawings to find sums up to 10 and difference within 10.
- Compare sets of objects up to at least 20 in each set using comparative language.
- Explain the strategies using objects and drawings to find sums up to 10 and differences within 10.

Language Objectives:

- Explain solution strategies.
- Use the math vocabulary during the activity.

Building Background, Math

TEACHER: Some of you might have responded to a graph today about your favorite pie. We're going to solve problems about blueberry and cherry pies today. Have you ever eaten blueberry or strawberry pies?

AZULITO: I have and my favorite is blueberry. Er, no I mean cherry. Oh my – I like them both!

But I do know that I am ready to solve problems about pies. We have our transparent counters – some are red and some are blue; my set of numbers from 0 to 20, and my paper plate to use as my story board. (*Plate should be placed in front as if a story board, with counters on one side, and an array of the number 0 – 20 on the other side of the plate.*)

TEACHER: Excellent, Azulito! And once again Azulito, I like how you have arranged your number cards in counting order. That will make it easier for you to find your answer numbers when we are ready. Let me give the boys and girls a little time to do that (*pause, then count the cards, pointing to each as you say the numbers, and ask students to count with you*).

Now, before we start our problems, will all of you please count your red transparent counters? I'll wait while you count them (*pause*) Show your teacher the number card that tells us how many red counters you have. (20) There should be 20 red counters in your red-counter baggie.

Now let's count the blue counters in the other baggie. I'll wait while you count them (*pause*). Show your teacher the number card that tells us how many blue counters you have. (20) There should be 20 blue counters in your blue-counter baggie.

Kinder



CCRS (*College and Career Readiness Standards*)
CROSS-CURRICULAR I.B.1.,
I.C.1., I.C.2., I.C.3.
ELA II.A.4., II.A.6., III.A.2.,
IV.A.2
MATH I.A.1., I.B.1., I.C.1.,
II.A.1., VIII.A.1., VIII.A.2

SMART Board
Problem on the board
after students have solved and
have described

Classroom Teachers:
Circulate the room as the
problems are being read/solved
to see which students need
more help.

TV Teacher –
The BLM does have the
process if you'd prefer to use
that instead of this script.

Unit 3, Lesson 1

Kinder



TV Lesson - continued

Comprehensible Input

We are going to solve problems about cherries and blueberries.

Does anyone know what color a cherry is? Tell your Classroom Teacher. (pause) There are different colors of cherries. We are going to talk about red cherries today. So when we have a problem with cherries, which counters do you think we will use? (red) And which crayon do you think we will use? (red)

1. Here is the first story problem. Watch for the math movie in your mind

Harold drew a pie that had 3 cherries in it. He drew 7 more cherries in the pie. How many cherries did Harold draw in the pie? Harold drew ____ cherries in the pie.

2. I'll read it a second time. This time act out the story with your counters.

(Do so, understanding that the classroom teacher is circulating the room and watching to see how students work on the story).

3. Now, show your classroom teacher the number card that tells how many cherries Harold drew in the pie.
4. Let's talk about the problem. Can someone describe the math movie they saw in the problem, and how they used the counters to model it? Tell your class. *(Pause for volunteer to describe and model the problem.)*

AZULITO:

5. May I share my math movie and how I used the counters to solve it? I saw Harold draw 3 cherries, then 7 more cherries. That is what I put on my story board – first 3 cherries (do so); then 7 cherries (do so). I can count all of these cherries (do so) and I see that I have 10 cherries. Here is my number card.

TEACHER: Well done, Azulito. So the answer to our question is, *(SMARTBoard)* Harold drew 10 cherries in the pie. We could also say that *(SMARTBoard)* 3 cherries and 7 cherries is the same as 10 cherries.

Let's go to our record sheet, Pie Problems. I'll read the story again, and this time you will draw the model in the circle story board. What color crayon will you use if we are still counting cherries? (red)

Unit 3, Lesson 1

Kinder



TV Lesson - continued

Let's listen to the story again, and draw our solution.

(Read again, giving students time to draw.)

How many cherries did Harold draw in the pie?

Harold drew 10 cherries in the pie. Show the number card for 10, and write the number 10 on the line. Your classroom teacher will show you where and help you read the answer sentence together. (pause)

Clear your story board of counters (do so). Now place your number card back in counting order in your numbers. (do so)

Alright, let's solve another pie problem!

(Continue the process for the next problem. The third problem is a comparison problem. See the BLM for script ideas to facilitate this problems solution.)

AZULITO: These Math Movies are great! You are expert problem solvers when you can see the math movie! I wanted us to share *(Explain MAS Space task.)*

TEACHER: Thank you, Azulito! I'm sure everyone will go online so we can hear about the Math Movie you saw when you heard the CGI problem today! I love the movies, too!

Objectives: And now before we go, let's review what we have learned today! *(do so)*

Azulito's Corner

Unit 3 Lesson 1

What Math Movie did you see when you solved the CGI problem today? Share your movies with us all!

1 per teacher

Process

1. **First, tell the students what berry the story** is about and have them select the proper color counter.
2. Read the problem one time for students to visualize math movie.
3. Read the problem second time for students to model using the appropriate color counters and the paper plate as the story board. (pause)
4. Have students determine the answer, (pause)
5. Count 1-2-3 and have students show the number card that tells the answer to the Classroom Teacher.
6. Ask for a class volunteer to describe the math movie to the class, and how s/he used the counters to model it.
7. Azulito describes the math movie he saw and how he used the counters to model it, and shows the number card.
8. Ask the students to choose the proper color crayon for the fruit. What color would that be?
9. Tell students you are going to read the story again, and you want them to draw their model on the BLM. (do so)
10. Students and TV Teacher read the problem and fill in the blank.
11. Clear the storyboard paper plate of counters, and place the number card back in counting order.
12. **Read the second problem** and follow the same format.
13. **The third problem is a comparison problem.** Follow the format as before except that when Azulito explains the math movie, be sure that he says he sees that he needs to compare the number of berries, so he sees the berries lining up so he can compare them. He then models with the counters lining up the fruit in 2 lines on the plate.
14. Teacher now asks students which fruit has more. They are to tell the Classroom Teacher.

Problems

1. Harold drew a pie that had 6 cherries in it. He drew 4 more cherries in the pie. How many cherries did Harold draw in the pie?
Harold drew _____ cherries in the pie.
Harold dibujó una tarta que tenía 6 cerezas. Después dibujó 4 cerezas más en la tarta. ¿Cuántas cerezas dibujó Harold en la tarta?
Harold dibujó _____ cerezas en la tarta.
2. Harold drew a pie that had 10 blueberries in it. He erased 3 blueberries. How many blueberries did Harold leave in the pie? Harold left _____ blueberries in the pie.
Harold dibujó una tarta que tenía 10 arándanos. Después borró 3 arándanos. ¿Cuántos arándanos dejó Harold en la tarta? Harold dejó _____ arándanos en la tarta.

3. Harold drew a pie that had 10 cherries in it. Then Harold drew 7 blueberries in the pie. Which fruit has more in the pie? Which fruit has less in the pie?
Harold dibujó una tarta que tenía 10 cerezas. Después Harold dibujó 7 arándanos en la tarta. ¿De cuáles frutas hay más en la tarta? ¿De cuáles frutas hay menos en la tarta?

BLM Unit 3, TV Lesson 1

1 per student

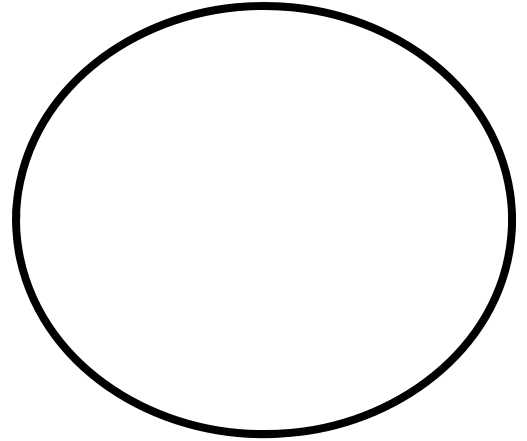
Pie Problems 

Harold drew a pie that had 3 cherries in it.

He drew 7 more cherries in the pie.

How many cherries did Harold draw in the pie?

Harold drew _____ cherries in the pie.

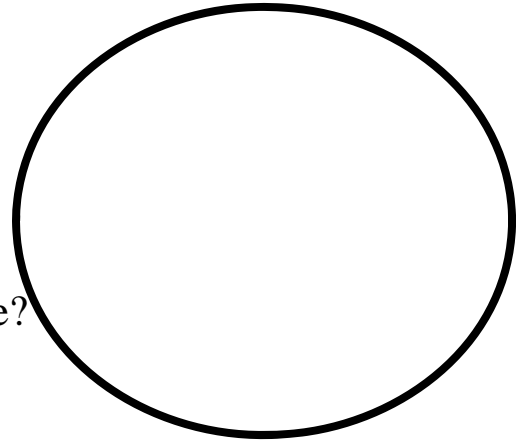


Harold drew a pie that had 10 blueberries in it.

He erased 3 berries.

How many blueberries did Harold leave in the pie?

Harold left _____ blueberries in the pie.



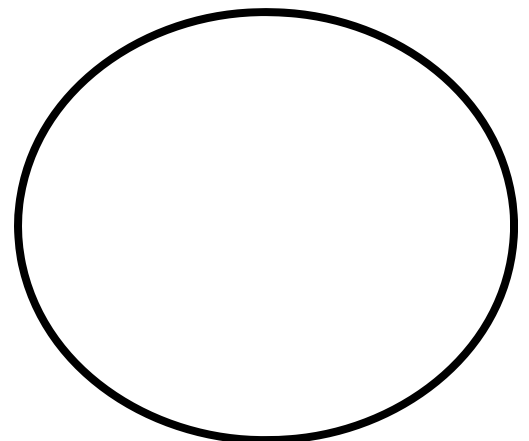
Harold drew a pie that had 10 cherries in it.

Then Harold drew 7 blueberries in the pie.

Which fruit has more in the pie?



Which fruit has less in the pie?



BLM Unit 3, TV Lesson 1

1 per student

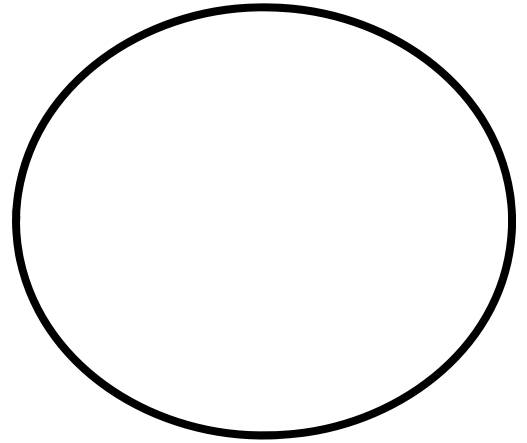
Pie Problems 

Harold dibujó una tarta que tenía 3 cerezas.

Después dibujó 7 cerezas más en la tarta.

¿Cuántas cerezas dibujó Harold en la tarta?

Harold dibujó _____ cerezas en la tarta.

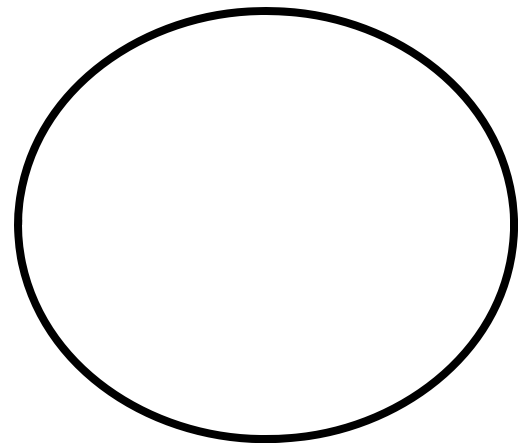


Harold dibujó una tarta que tenía 10 arándanos.

Luego borró 3 arándanos.

¿Cuántos arándanos dejó Harold en la tarta?

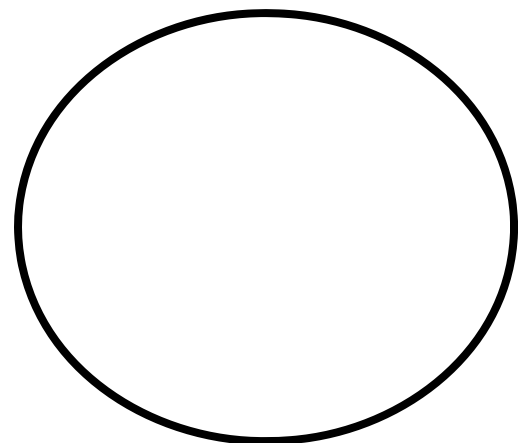
Harold dejó _____ arándanos en la tarta.



Harold dibujó una tarta que tenía 10 cerezas.

Después Harold dibujó 7 arándanos en la tarta.

¿De cuáles frutas hay más en la tarta?



Literature Vocabulary

evening
straight
frightening
short cut
wits
ashore

Math Vocabulary

Review Words

number
counters
more
less
fewer
compare
coins
equals = is the same as

Materials

- transparent counters – 20 red in a baggie and 20 blue in a baggie, set per student
- red and blue crayons – 1 each per students
- Numbers cards from TM Lesson – 1 set per student
- Paper plates – 1 per student
- **BLM** Pie Problems – 1 per teacher
- Flip Chart and marker for the shared writing activity.

ELPS (*English Language Proficiency Standard*)
1E, 2E, 2I, 3B, 3D, 5B, 5C

CCRS (*College and Career Readiness Standards*)
CROSS-CURRICULAR I.B.2., I.E.1.
ELA I.A.2., III.A.2., III.B.1
MATH I.A.1., I.C.1., V.A.1.

Follow the same process for the pairs:

8, 10
9, 3
15, 8
20, 10

Unit 3, Lesson 1

Follow-up

Kinder



Math Objectives:

- Generate a set using concrete and pictorial models that represent a number that is equal to a given number up to 20.
- Compare sets of objects up to at least 20 in each set using comparative language.

Language Objectives:

- Listen and speak with a partner during our math activity.
- Use the math vocabulary during the activity.
- Share-write math sentences.

Practice and Application, Math

We've been counting objects today and using number cards to tell how many objects there are.

In our follow up lesson I'm going to show you a number card, and I want you to make a set that has that many objects in it. We'll use our transparent counters.

1. **First, make a red set that has (12) red counters in it.** (*Watch students do so, you do so.*)
2. **Count your transparent counters to make sure you have (12) of them.** (*do so out loud*)
3. **Show me the number card for (12).** (*Make sure all students are showing the appropriate number card.*)
4. **Now make a blue set that has (7) blue counters in it.** (*do so*)
5. **Count your transparent blue counters to make sure you have (7) of them.** (*do so out loud*)
6. **Show me the number card for (7).** (*Make sure all students are showing the appropriate number card.*)
7. **Now compare the 2 sets side by side.** (*This is the first time really that you've asked them to do this on their own. They practiced one time during TV. Ask a student volunteer who understanding the process to come and demonstrate.*)
8. **Think about which set has more.**
9. **When I count to 3, say the color of the set that has more. 1-2-3-color.**
10. **How did you know that set has more counters?** (*Looking for the fact that one of the sets was longer than the other if they lined them up, of that they can count and know that (larger number) is more than (smaller number). Some might also say that 12 counters are more than 7 counters*)
11. **Which set has fewer, or less, counters?**
12. **How do you know?** (*Same rationale only reversed.*)

Unit 3, Lesson 1

Kinder



Suggested Centers:

 Technology

<http://pbskids.org/lab/games/>
scroll down to Adventures.


Follow-up, continued


13. Let's see if we can use our number cards to fill in these sentences:

- _____ is more than _____ (12, 7)
- _____ is less than _____ (7, 12)

Shared or Interactive Writing Topic

Daily students will use the day's vocabulary to Share-Write a statement about the learning. Teacher has a large chart and marking pen with a question written at the top. Children give complete sentences. Encourage them to use today's vocabulary.

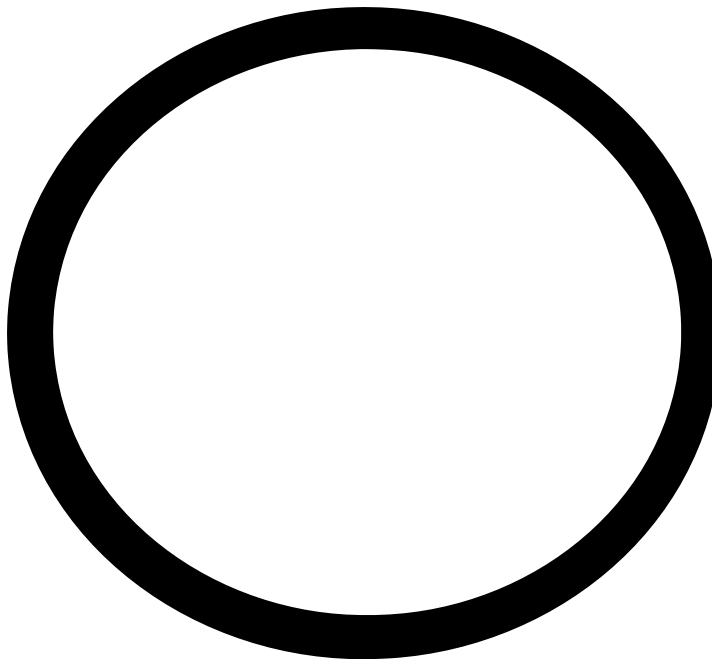
 (Show students a set of 14 counters.) Count the transparent counters in this set (give time). Show me the number card that tells how many counters are in this set. (check answers – have students recount if their cards are incorrect.) Let's write a class explanation of how we know how many counters are in the set.

<p>Math Objectives</p> <ul style="list-style-type: none"> • Share a snack in half. • Explain why each portion is half. <p>Language Objectives</p> <ul style="list-style-type: none"> • Explain why each portion is half. • Share-write what is a half. <p>Vocabulary</p> <p>Half Fair shares Equal pieces</p> <p>Materials:</p> <p>STUDENT ACTIVITY (per partner pair):</p> <ul style="list-style-type: none"> • BLM Dill Pickle Fractions • 1 big dill pickle • 2 paper plates • Plastic knife • 2 paper towels • 2 scissors • 2 rulers and 2 markers • 2 glue sticks • Chart paper with question: How do you know that each portion is half? Put a copy of the record sheet at the top of the chart with the question. 	<p style="text-align: right;">Kinder </p> <p>Unit 3, Lesson 1</p> <p>Snack Fractions</p> <p><i>Children should wash their hands before this activity if using food items.</i></p> <p>Snack Fractions</p> <p><i>As part of each math day, please include a quick “Snack Fraction” activity. If your district/school does not allow any snacks to be given to students, please alter the activity by providing the paper shape to be divided into fractional parts.</i></p> <p>Objective:</p> <p>Today you are going to share a snack with one other friend. The snack will be shared in 2 portions. You will be able to tell each other the fractional name of the pieces. You will be able to draw a line on a picture to show the parts that you have.</p> <p>Explain to the students that at ballgames and at fairs they would often see great big dill pickles for sale. Today, they are going to share a dill pickle with a friend. <i>(As with any of the snack fractions, feel free to change the food item if you feel it will not be popular with your students.)</i></p> <p>Tell students that today you are not going to demonstrate; they are going to share on their own. Distribute the supplies, and let them share. Circulate the room to make sure they understand what to do AND that they can cut that pickle with the plastic knife. If you need to help cut, be sure the student pair directs you in where to cut.</p> <p>QUESTIONS</p> <ul style="list-style-type: none"> • How will you fair share the pickle ? • What fractional part do you have? • How do you know? <p>Most students will probably cut the pickle through the diameter. When all partners have shared, and have completed their record sheets, ask several to share how they cut their pickles – if you have a pair that cut long ways, ask them to show what they did and how they know they also have shares. If no one cut long ways, please cut a pickle for yourself long ways, and have students explain how they know these are halves.</p> <p>Writing:</p> <p>Share-write the student answers to “How do you know that each portion is half?”</p> <p>Review the objectives.</p>
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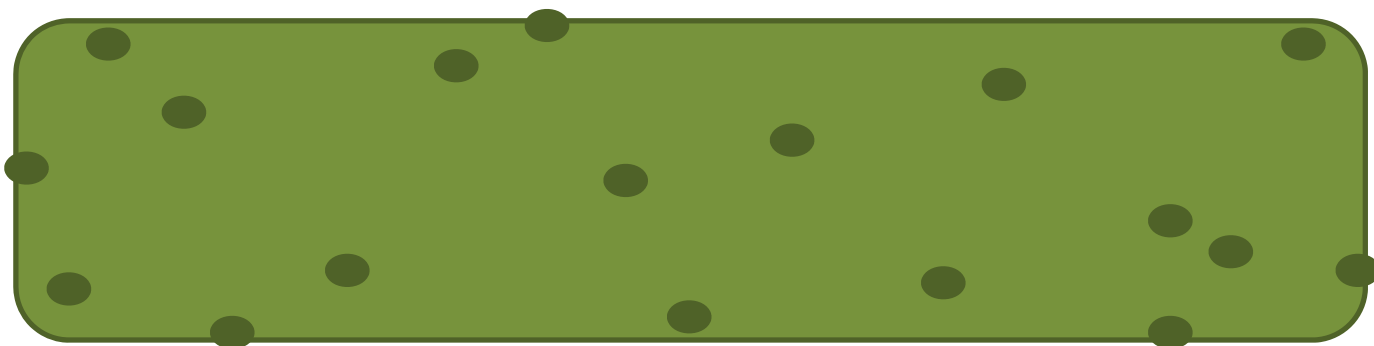


My name is _____

This is my plate with my dill pickle half.

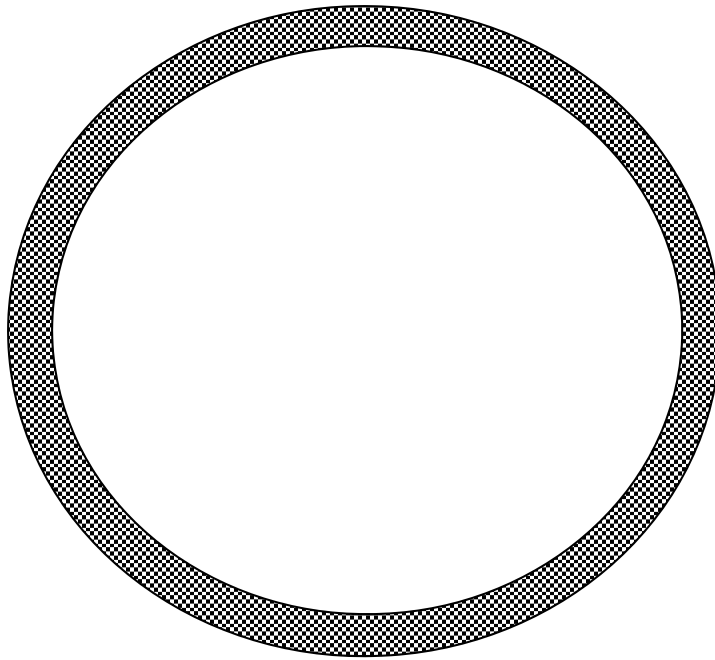


Cut out the pickle below. Divide the pickle into halves. Glue your half to the snack plate above.

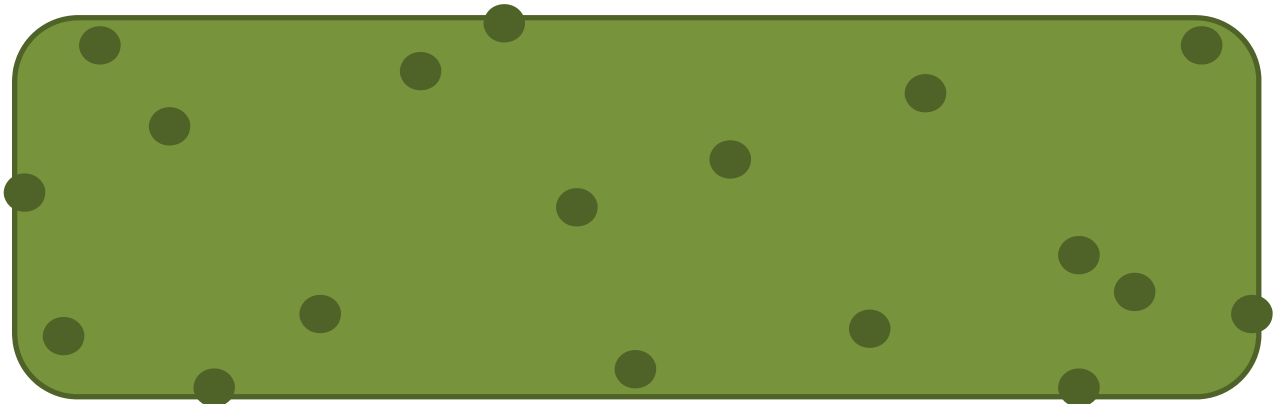


Mi nombre es _____

Esto es mi plato con mi mitad del pepinillo.



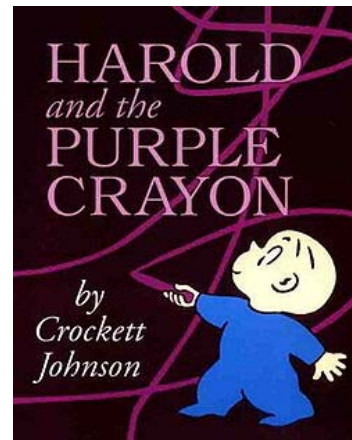
Recorta el pepinillo abajo. Divídelo en mitades. Pega tu mitad al plato arriba.



Dear Family,

We read *Harold and the Purple Crayon*
by Crockett Johnson

The book is about a little boy, a purple crayon
and a great imagination. Ask me to tell you my
favorite part!



In math, we counting things and used numbers to represent
the number of objects. We also solve word problems. We could
make up a word problem for me to solve tonight!

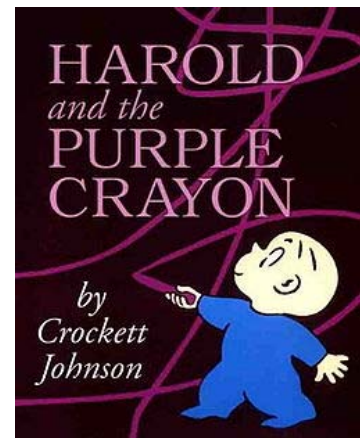
Sincerely,



Querida familia,

Leímos *Harold en el crayón morado*
por Crockett Johnson

El libro es sobre un niño pequeño, un crayón morado
y una gran imaginación. ¡Pídanme que les cuente mi
parte favorita!



En matemáticas, contamos cosas y usamos números para representar
el número de objetos. También resolvimos problemas razonados.
¡Podríamos inventar un problema razonado para que yo lo resuelva esta
noche!

Atentamente,

Materials**ESSENTIAL**

- Big Money Coins (penny, nickel, dime, quarter) or flannel board oversized coins
- Coins for the counting the days in school with Pennies
- Coin sets of Nickels, Quarters, Dimes - 1 set per student
 - 20 nickels
 - 12 quarters
 - 15 dimes
- Sets of 20 straws and bands per student
- **BLM** Harold's Policeman #2
- **BLM** 0-20 Number cards (also needed for rest of the Lessons 1-3) (in Daily Routines overview)

OPTIONAL

- If possible, samples of pies: blueberry, strawberry, cherry
- **BLM** Days of the Week Cards
- **BLM** Numeral Cards through the number of days you have been in school. (set for all students) (in Daily Routines)
- **BLM** Favorite Pies

Math Objectives

- Recite the days of the week.
- Count days in school with straws, and with pennies.
- Identify ways to earn income.
- Solve math word problems.
- Pre-assess program skills.

**Balanced Literacy****Language Objectives**

- Read days of the week vocabulary from the Days of the Week song.
- Speak to partners, teacher, and class using vocabulary.

TEKS

Lesson 1 K.2C, K.2G, K.3ABC
 Lesson 2 K.2G, K.3ABC
 Lesson 3 K.3ABC

Unit 3, Lesson 2**Daily Routine****Kinder**

The following daily activities will help prepare your students for the Post Assessment. They are essential and are not optional.

ESSENTIAL**Straws (Assessment items 1, 2, and 3)**

Continue activity.

Pennies (Assessment item 7)

Continue activity.

CGI Problem

Lesson 1 – Separate, Result Unknown (*Assessment Item 4*)

Lesson 2 – Part-Whole, Whole Unknown (Assessment Item 5)

Lesson 3 – Join, Result Unknown (*Assessment Item 6*)

Measurement (Assessment item 7 – identifying coins)

All-lesson directions

- Show students the Big Money Coins for the coins in the sets.
- Have students identify each coin.
- Tell students that you will be working with (coin) today and have them sort all of that coin out of the set.
- Ask the students to count their (coin).
- Show the number card that represents how many (coin) they have.
- Give students the **BLM** Harold's Policeman (coin)
- They will measure the height of the picture. What is height?
- Do they think this picture is smaller, about the same size, or larger than real policeman? (much smaller)
- Look at the picture. Look at the measuring coin for today. About how many of the coin do they estimate it will take to measure the height of Harold's Policeman? (*write estimates on the board*)
- Students are to measure between the 2 short black lines – feet to top of hat.
- Watch to make sure students are measuring correctly, edge to edge of the coins.
- Ask students to tell you how many nickels by completing the sentence stem: **Harold's Policeman is _____ (coin) tall.**

Lesson 1 – measuring with nickels

BLM Harold's Policeman #1

Lesson 2 – measuring with quarters

BLM Harold's Policeman #2

Lesson 3 – measuring with dimes

BLM Harold's Policeman #3

Assessment Items

(As a result of experiencing this unit, students will be learning skills necessary to be successful on the following Assessment items.)

K 1, 2, 3, 4, 5, 6, 7, 8, 9

ELPS (*English Language Proficiency Standard*)
1D,3F,3A,5C

CCRS (*College and Career Readiness Standards*)
CROSS-CURRICULAR I.E.2., II.D.1
ELA III.B.2., IV.A.3., IV.B.1
MATH IV.A.1., VI.C.2

Azulito's Corner

Unit 3 Lesson 2 –Reading

What adventure would you take with a purple crayon? Tell us about it!

?

Unit 3, Lesson 2

Kinder




Daily Routine - continued

These daily activities, although certainly developmentally appropriate for your Kinders, do not specifically address objectives assessed on the Post Assessment. Schools with shorter teaching spans can consider omitting these activities.

OPTIONAL

Calendar (*This activity is not assessed.*)
Continue activity.

Sing Days of the Week Song (*This activity is not assessed, but is an excellent activity to break up the small group quiet exploration and assessments*)

 Songs should be written on large chart paper so that students can follow the words of the song. Take 2-3 minutes to find the names of the week in the song.

NOTICE: *Suggestions for online sources for songs are included*

Yesterday, Today, Tomorrow (*This activity is not assessed.*)
Continue activity.

Graphing (*This activity is not assessed.*)

- Lesson 1 – What is your favorite flavor of pie?
 - **BLM** pies
 - Samples (if possible) of blueberry, cherry and strawberry pies)
- Lesson 2 – What is your favorite apple?
 - **BLM Apples**
 - **Samples of different apples to taste – be sure at least 1 is a red apple, and 1 is a green apple like Granny Smith**
- Lesson 3 – Which dragon do you think is fiercest?
 - **BLM Dragons**

Graphing Questions

- How many students liked _____?
- How many more students liked ___ than _____?
- How many fewer students liked ___ than _____?
- How many students like ___ and _____?
- Why did you choose the choice you did?
-

Money Matters If you have a full program and wish to use this optional activity, you will find BLMs and Explanations on MAS Space.

	<p>Unit 3, Lesson 2</p> <p>Daily Routine - continued</p> <p>Vocabulary Building – Choose an activity from the list in the Daily routines Section.</p> <p>(Assessment Item #9 will be reviewed daily in Snack Fractions)</p>
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Kinder



BLM Unit 3, Daily Routine, Measurement Lesson 2 Harold's Policeman #2



1 sheet per student. Students also need 12 quarters for today.



This is Harold's Policeman.

How tall is Harold's
Policeman with his hat?

Harold's Policeman is
_____ quarters tall.

Drawing from *Harold and the Purple Crayon*
By Crockett Johnson

BLM Unit 3, Daily Routine, Measurement Lesson 1 Harold's Policeman #1



1 sheet per student. Students also need 20 nickels for today.



Esto es el policía de Harold.

¿Qué tan alto es el policía de Harold con el sombrero?

El policía de Harold mide

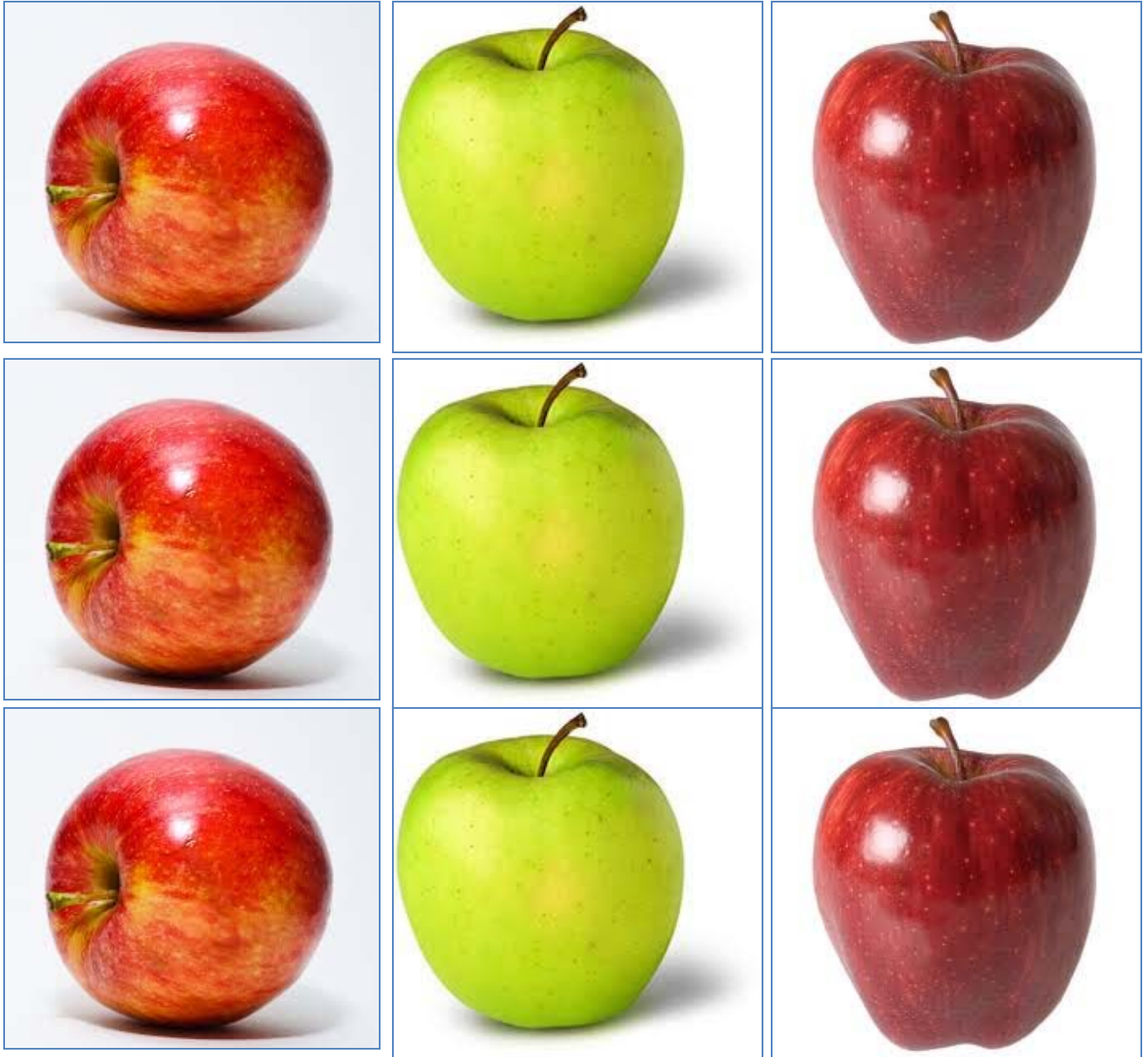
_____ monedas de 25 centavos de alto.

Drawing from *Harold and the Purple Crayon*
By Crockett Johnson

BLM Unit 3, Daily Routine, Graphing Lesson 2 Apples



Duplicate enough so that the graph has a picture of each, and each student can select the dragon of choice.



Literature Selection

Harold and the Purple Crayon
by Crockett Johnson
1 book per classroom

Materials

Language

- Chart paper
- Markers
- Suffix chart prewritten on chart paper.
- **BLM** word sort activity (class set)
- 3 sentences from story prewritten on chart paper. See the Before Reading section for the sentences used.
- Sentence strips or index cards with the following words prewritten for the Before Reading activity: sailed, pointed, thanked, guarding, finishing, dropped

Math

- Number Cards 0 – 20 – 1 set per student
- 20 transparent counters – 1 set per student
- Sentence Stem Card: I drew the number ----.
- **BLM TM** Checking Cards - 1 set of 2 cards per student

Literature Vocabulary

evening
straight
frightening
short cut
wits
ashore

Math Vocabulary

Review Words

number
counters
more
less
fewer
compare
coins
equals = is the same as

Unit 3, Lesson 2

Kinder



Classroom Lesson

Every day teachers must post the objectives on the board, read them to the students, and have students read them together with the teacher. You must also talk about what the objectives mean, giving examples where appropriate. At the end of the lesson, teacher and students should review to see if they have accomplished both math and language objectives.

Math Objectives:

- Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement.

Reading Objectives:

- Recognize words in a text and develop reading fluency.

Language Objectives:

- Sort words from the story by attending to word endings.
- Identify word endings necessary within the context of a sentence.

Before Reading Comprehensible Input

“Today we are going to be taking a closer look at some of the words in the story, *Harold and the Purple Crayon*. Some of the words from the story have special endings called suffixes. A suffix can be one letter or a group of letters. A suffix is added to the end of a word and it changes the meaning of the word. All of the words that we are going to discuss today are verbs or action words that have either the suffix –ed or the suffix –ing added to the end.”

Create a chart, similar to the one below, on chart paper.

-ed already <u>happened</u>	verb	-ing <u>happening</u> now

Direct the students’ attention to the chart and explain that you are going to use this to record words from the story that have the

ELPS (*English Language Proficiency Standard*)
1A, 2D, 2E, 4A, 4F, 4G, 4J

CCRS (*College and Career Readiness Standards*)
CROSS-CURRICULAR I.B.2.,
I.D.1., I.E.2
ELA II.A.1., II.A.2, II.A.3.,
II.A.4, II.B.2

Language Center Connection

Have extra sets of the vocabulary word cards and magnetic letters in the center. Students can work with partners to construct each of the vocabulary words with magnetic letters. As a challenge, you can include the vocabulary words that have been introduced in the math lesson.

Language Center Connection

Have students repeat the sorting activity from Lesson 2, this time with the new words from *Harold and the Purple Crayon*.

Independent Reading Connection

Harold and the Purple Crayon is not at an independent reading level for most Kindergarteners, which is why it's a perfect read aloud, and a perfect text for them to listen to in a Listening Center. However, another option is for you to provide students with the opportunity to "read" the story with a partner during independent reading time. What will this "reading" look like? Have students sit shoulder – to – shoulder as they do when they're next to each other on the rug. They can share the copy of the book. Then, have students orally

Unit 3, Lesson 2

Kinder



Classroom Lesson - continued

suffix –ed or –ing.

“Before we start adding words from the story to our chart, let’s practice one together.

The word clap is a verb – it’s something we can do. Everyone show me how to clap.

I am going to write the word clap in the middle column.

How would the word clap change if the clapping happened yesterday? Yesterday, we _____. Record the word clapped in the first column (you may want to underline the –ed ending). How did I change the word clap to show that it already happened?

Allow response.

Everyone clap your hands again until I say, stop. While everyone is clapping, ask, what are we doing? We are _____. Record the word clapping in the last column (you may want to underline the –ing ending). How did I change the word clap to show that it was happening now?” **Allow response.**

Be sure students understand that clapped is in the first column because it has the suffix –ed and clapping is in the last column because it has the suffix –ing.

“We just added a few words to our chart. I knew where to write the word because you helped me pay close attention to the ending of the word. We are going to continue to look and listen to how words sound at the end and add them to our chart. The first word from the story I am going to need your help with is the word, sailed. Show the students a card with the word sailed. Harold sailed in a little boat on the ocean. Look very close at the end of the word. What do you notice?” If no one points out the –ed ending ask, does the word end in –ed or –ing? Add the word sailed to the first column.

Continue this procedure with the following words: pointed, thanked, guarding, finishing, dropped.

“Great job, helping me fill in the chart with words from our story,

tell what is happening on each page. This form of reading is a very important step towards conventional reading for students.

The more students do this, the more opportunities they have to develop oral language and use new vocabulary. It also solidifies their understanding of story sequence and their comprehension of the text.

Unit 3, Lesson 2

Kinder



Classroom Lesson - continued

but we're not done. We are going to add words when we reread the story today."

Next we are going to take a look at some sentences from the story that are missing the verb and we are going to have to make sure we fill in the verb with the correct ending so the sentence will make sense.

Display the chart paper with the sentences prewritten.

Off he went, _____ for a hill to climb.

He _____ ashore on the beach, wondering where he was.

He _____ the balloon on the grass in the front yard.

Read the first sentence. Explain that the missing verb is look, but it will need a suffix -ed or -ing added to it to make sense. Read the sentence filling in looked and looking and ask the students which word will make the sentence correct. Once the correct word has been added reread the sentence with the students pointing to each word as you read. Follow this same procedure for the two remaining sentences. The missing verbs are step and land.

During Reading

Reread the story, *Harold and the Purple Crayon* to the class. Pause on the pages listed below and allow the students to determine where the chosen words should be added on the suffix chart from the Before Reading activity.

Pg. 4 needed

Pg. 20 climbing

Pg. 37 looked and slipped

Pg. 55 walked and wishing

After Reading Practice and Application

Unit 3, Lesson 2

Kinder

Classroom Lesson - continued



The students will be completing a word sort activity using the BLM Word Sort.


Model for the children how to cut the words into individual strips and sort them into groups according to the word endings. All of the words ending in -ed will be in one group. All of the words ending in -ing will be in another group. The last group of words will contain all of the words that do not have a suffix (-ed or -ing). Allow students to work with a partner or in a small group. Please note that the children can simply sort the words into groups and you can reassemble the students at the end of the activity to complete a whole class sort. Alternatively, you could also provide the students with a piece of paper folded into thirds so they can glue with sorted words into columns.



walk	looked	climb
pointed	climbing	walking
asking	wondering	guard
landing	sailed	pointing
wished	climbed	guarded
sail	look	wishing
wonder	walked	guarding
ask	sailing	asked
wondered	wish	land
looking	landed	point

Materials for Transition to Math Lesson (*these were listed in the complete Classroom Lesson list, but are listed again to help you organize more quickly.*)

- Number Cards 0 – 20 – 1 set per student
- 20 transparent counters – 1 set per student
- Sentence Stem Card: I drew the number ----.
- **BLM TM** Checking Cards - 1 set of 2 cards per student

 **Technology:** more coin identification practice)
<http://www.ixl.com/math/kindergarten/coin-names-penny-through-quarter>

ELPS (*English Language Proficiency Standard*)
1E, 1H, 3A, 3B, 3D, 3F, 4E

CCRS (*College and Career Readiness Standards*)
CROSS-CURRICULAR I.B.1., I.D.3., II.A.2
MATH I.A.1., V.A.1., VIII.A.1., VIII.A.2., IX.A.1

Unit 3, Lesson 2

Classroom Lesson - continued

TRANSITION to Math

Math Objectives:

- Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement.
- Generate a set using concrete and pictorial models that represent a number that is equal to a given number up to 20.

Language Objectives:

- Read numbers.
- Explain how you know how many objects are in a group.

Building Background, Math

We are going to practice making sets today by playing game with our counters and our number cards.

Place the number cards in front of you in a stack, but so that the backs of the cards are showing – you cannot see the numbers (*demonstrate and have students all position their number cards the same way*).

Now, take your red transparent counters and carefully dump them out to the side of your number cards. You want to be able to use them, but you want them to be out of your work area in front of you (*demonstrate and have students all position their transparent counters the same way. Set up a second set so that you can call up a volunteer to demonstrate the game for the class*).

We also have checking cards for this game (*show the 2 cards – You are correct. Good job! You are not correct. Try again.*) Let's practice reading these (*do so several times until students can read them and understand what they mean*).

You and the person across from you are going to play together. Before you begin, I'd like to have someone play the game with me (*select a volunteer – play where everyone can see*).

We are going to take turns. I'll go first to show you how to take a turn.

- First, turn over the top number card in your stack (*demonstrate*). Remember now, this is just one partner. The other partner is watching.
- Next, use the sentence stem to say the name of the number. (read from the sentence stem strip you have made) "I drew the number _____. (*fill in the blank correctly*)
- Now, partner, you have to tell me whether I am correct or not correct. Did I draw the number ___? Tell me either than I am correct, or that I am not correct. Use the checking cards – choose one and read it.

Kinder



Unit 3, Lesson 2

Kinder



Classroom Lesson - continued

TRANSITION to Math

- I'm going to count out my counters to show the number I drew. (*do so out loud*)
- Partner, you please count them and tell me whether I am correct or not correct. Use the checking card to tell me. (do so)
- Now partner, it is your turn (*repeat the process, making sure that you demonstrate really checking the answers*).

Ok, boys and girls, it's your turn. Make sure your supplies are all set up and ready to play (slight pause). I will be circulating the room to listen to your play, and to be available if you have any questions.

(Play the game for as long as you have time before the TV Lesson, or until student interest is waning.)

Objectives

Distribute TV Materials

Distribute TV Materials:

- Transparent counters – 20 red and 20 green, set per student
- Red and green crayons – 1 each per students
- Numbers cards from TM Lesson – 1 set per student
- Paper plates – 1 per student
- **BLM** Harold's Apple Trees– 1 per teacher

(2 cards per set – each student needs 1 set)

<p>You are correct! 😊 Good job!</p>	<p>You are not correct! ☹️ Try again.</p>
<p>You are correct! 😊 Good job!</p>	<p>You are not correct! ☹️ Try again.</p>
<p>Correcto! 😊 ¡Buen trabajo!</p>	<p>No es correcto. ☹️ ¡Inténtalo otra vez.</p>
<p>Correcto! 😊 ¡Buen trabajo!</p>	<p>No es correcto. ☹️ ¡Inténtalo otra vez.</p>

Literature Vocabulary

evening
straight
frightening
short cut
wits
ashore

Math Vocabulary

Review Words

number
counters
more
less
fewer
compare
coins
equals = is the same as

Materials

- Transparent counters – 20 red in a baggie and 20 green in a baggie, set per student
- Red and green crayons – 1 each per students
- Numbers cards from TM Lesson – 1 set per student
- Paper plates – 1 per student
- TV Teacher – 1 red apple and 1 green apple
- **OPTIONAL:** if you did not graph apples today, you might want to give students an apple slice after the lesson.
- **BLM** Harold's Apple Trees, Teacher – 1 per teacher
- **BLM** Harold's Apple Trees – 2 per student

Classroom Teachers,

It is vital that students work through these problems with the TV Teacher, and that you circulate the room to see who is understanding the process.

ELPS (English Language Proficiency Standard)
1C, 2C, 2E, 3B, 3C, 4F

Unit 3, Lesson 2

TV Lesson

Read objectives while pointing to the words in the math lesson objectives. After each math objective, show children what that means.

Math Objectives:

- Solve word problems using objects and drawings to find sums up to 10 and difference within 10.
- Compare sets of objects up to at least 20 in each set using comparative language.
- Explain the strategies using objects and drawings to find sums up to 10 and differences within 10.

Language Objectives:

- Explain solution strategies.
- Use the math vocabulary during the activity.

Building Background, Math

TEACHER: Harold drew an apple tree. We're going to play with apple trees today. Here are my apples. I have a red apple, and I have a green apples. (*show the real apples*)

And we have a record sheet that has apple trees on it. (*show the BLM Harold's Apple Trees*).

AZULITO: Hmm, I love apples! And some of the boys and girls might have tasted some apples today in class to make My Favorite Apple Graph!

But, there aren't any apples on those trees on the blackline master!

TEACHER: Great observation, Azulito. There are no apples on these trees because we are going to draw the apples when we hear our problems today. We are going to model the story with our transparent counters. What colors of transparent counter do we have today? (pause) Yes, we have red counters and we have green counters.

Now, before we start our problems, will all of you please count your red transparent counters? I'll wait while you count them (pause) Show your teacher the number card that tells us how many red counters you have. (20) There should be 20 red counters in your red-counter baggie.

Now let's count the green counters in the other baggie. I'll wait while you count them (pause). Show your teacher the number card that tells us how many green counters you have. (20) There should be 20 green counters in your green-counter baggie.

Kinder



CCRS (*College and Career Readiness Standards*)
CROSS-CURRICULAR I.B.1.,
I.C.1., I.C.2., I.C.3.
ELA II.A.4., II.A.6., III.A.2.,
IV.A.2
MATH I.A.1., I.B.1., I.C.1.,
II.A.1., VIII.A.1., VIII.A.2,
IX.A.1

Classroom Teachers:

Circulate the room as the problems are being read/solved to see which students need more help.

Azulito's Corner

Unit 3 Lesson 2 –Reading

What adventure would you take with a purple crayon? Tell us about it!

Unit 3, Lesson 2

Kinder



TV Lesson - continued

Comprehensible Input

Now, let's solve some problems about apples!

Remember to listen the first time to hear the math movie, then you can model with the counters when I read the problem the second time.

(This is the same procedure as Lesson 1. The outline of the script is provided on the Teacher copy of Harold's Apple Trees.)

(When you have finished the comparison at the bottom of the page, be sure to ask the students to explain to the class how they compared the red and green apples – did they use their counters? Did they draw apples? If you do not have time for them to explain, and for Azulito to explain, have the students finish the explanation during Follow-up.)

AZULITO: I think that Harold's adventure was exciting! And just think, he made that adventure all with his imagination. That's what I want us to share today on MAS Space. *(Explain MAS Space task.)*

TEACHER:

What a great idea, Azulito! We would love to hear about all of your Adventures!

Objectives: And now before we go, let's review what we have learned today! *(do so)*

1 per teacher

Process

1. **First, show the students the apple the story** is about and have them select the proper color counter.
2. Read the problem one time for students to visualize math movie.
3. Read the problem second time for students to model using the appropriate color counters and the paper plate as the story board. (pause)
4. Have students determine the answer. (pause)
5. Count 1-2-3 and have students show the number card that tells the answer to the Classroom Teacher.
6. Ask for a class volunteer to describe the math movie to the class, and how s/he used the counters to model it.
7. Azulito describes the math movie he saw and how he used the counters to model it, and shows the number card.
8. Ask the students to choose the proper color crayon for the apple. What color would that be?
9. Tell students you are going to read the story again, and you want them to draw their model on the BLM. (do so)
10. Students and TV Teacher read the problem and fill in the blank.
11. Clear the storyboard paper plate of counters, and place the number card back in counting order.
12. **Read the second problem** and follow the same format.
13. **The third problem is a comparison problem.** Today there isn't a third problem written, but you want to ask the students to talk to a partner to decide how they could compare the red apples to the green apples. Give them time to compare, and ask the Classroom Teacher to circulate the room to observe how students are comparing.
14. Draw the students' attention to the box at the bottom of the page. Read the first sentence to them. Harold's red apples are _____ than the green apples. Tell students they want to use more than or less than to fill in the blank. Have them read the sentence with you and fill in the blank as you read.
15. Repeat with the second sentence

Problems

1. Harold drew 5 red apples on the tree. Harold drew 4 more apples on the tree. How many red apples did Harold draw on the apple tree? Harold drew _____ red apples on the apple tree.
Harold dibujó 5 manzanas rojas en el árbol. Harold dibujó 4 manzanas más en el árbol. ¿Cuántas manzanas rojas dibujó Harold en el árbol de manzanas? Harold dibujó _____ manzanas rojas en el árbol de manzanas.
2. Harold drew a tree that had 10 green apples on it. He erased 4 apples. How many apples did Harold leave on the tree? Harold left _____ apples on the tree.
Harold dibujó un árbol que tenía 10 manzanas verdes. Después borró 4 manzanas. ¿Cuántas manzanas dejó Harold en el árbol? Harold dejó _____ manzanas en el árbol.

3. Compare the red apples to the green apples.

Harold's red apples are (more than) the green apples.

Harold's green apples are (less than) the red apples.

Compara las manzanas rojas con las manzanas verdes.

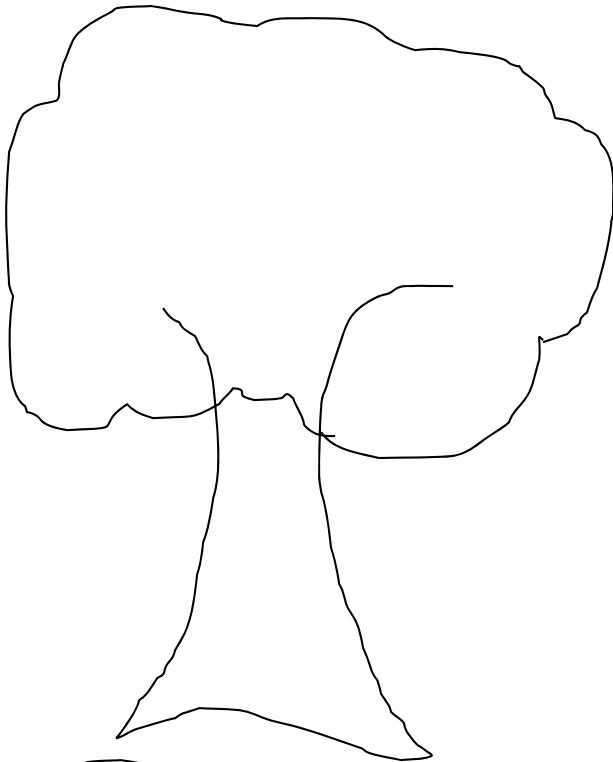
Las manzanas rojas de Harold son (más que) las manzanas verdes.

Las manzanas verdes de Harold son (menos que) las manzanas rojas.

BLM Unit 3, TV Lesson 2

1 per student

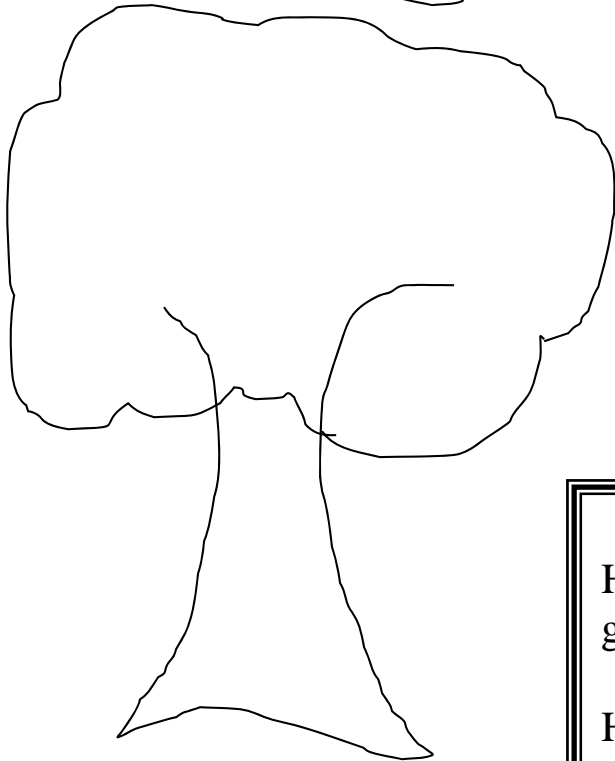
Harold's Apple Trees 



Harold drew ____ red apples on the tree.

Harold drew ____ red apples on the tree.

Harold drew _____ red apples on the tree.



Harold drew ____ green apples on the tree.

Harold erased ____ green apples on the tree.

Harold had _____ green apples left on the tree.

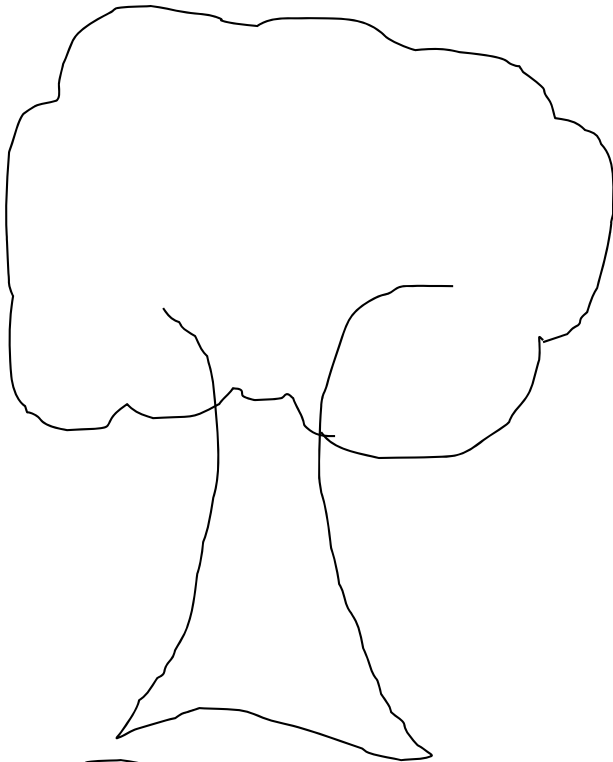
Harold's red apples are _____ than the green apples.

Harold's green apples are _____ than the red apples.

BLM Unit 3, TV Lesson 2

1 per student

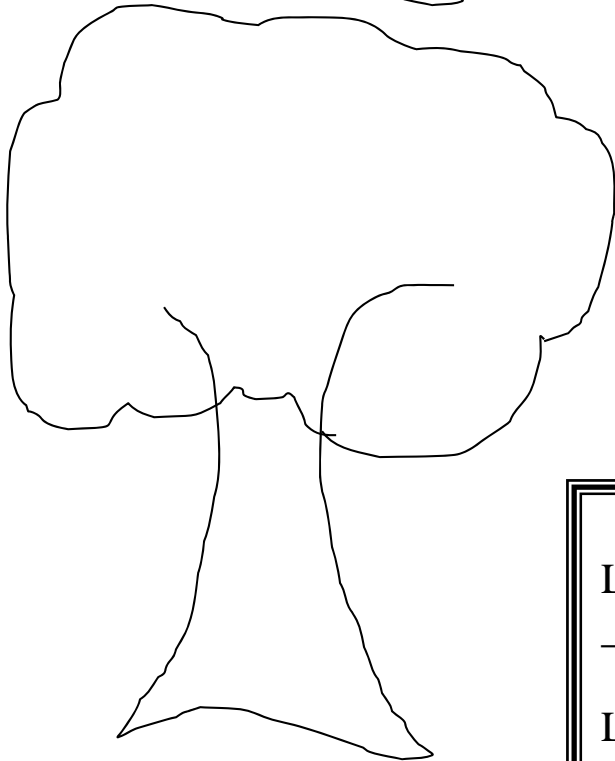
Harold's Apple Trees 



Harold dibujó ____ manzanas rojas en el árbol.

Harold dibujó ____ manzanas rojas en el árbol.

Harold dibujó ____ manzanas rojas en el árbol.



Harold dibujó ____ manzanas verdes en el árbol.

Harold borró ____ manzanas verdes del árbol.

A Harold le quedaron _____ manzanas verdes en el árbol.

Las manzanas rojas de Harold son _____ que las manzanas verdes.

Las manzanas verdes de Harold son _____ que las manzanas rojas.

Literature Vocabulary

evening
straight
frightening
short cut
wits
ashore

Math Vocabulary

Review Words

number
counters
more
less
fewer
compare
coins
equals = is the same as

Materials

- Transparent counters – 20 red in a baggie and 20 green in a baggie, set per student
- Red and green crayons – 1 each per students
- Numbers cards from TM Lesson – 1 set per student
- Paper plates – 1 per student
- **BLM** Making Apple Tree Problems – 1 per teacher
- Flip Chart and marker for the shared writing activity.

ELPS (English Language Proficiency Standard)

1E, 2E, 2I, 3B, 3D, 5B, 5C

CCRS (College and Career Readiness Standards)

CROSS-CURRICULAR I.B.2., I.E.1.
ELA I.A.2., III.A.2., III.B.1
MATH I.A.1., I.C.1., III.A.1., V.A.1.

Suggested Centers:



Technology

<http://pbskids.org/lab/games/>
scroll down to Adventures.

Unit 3, Lesson 2

Follow-up

Kinder



Math Objectives:

- Generate a set using concrete and pictorial models that represent a number that is equal to a given number up to 20.
- Compare sets of objects up to at least 20 in each set using comparative language.

Language Objectives:

- Listen and speak with a partner during our math activity.
- Use the math vocabulary during the activity.
- Share-write math sentences.

Practice and Application, Math

(Finish the TV lesson if necessary, using the TV Teacher's direction page for Harold's Apple Trees.)

Today we are going to create our own story problems for Harold's Apple Trees.

You will need your transparent counters, your 2 crayons, and your numbers cards. But I want you to use only 0 through 10 cards. Work with a partner to pull out the 0 through 10 cards so you can use them. *(Circulate the room to make sure that students recognize the numbers. When all are finished, continue.)*

Please put the rest of your number cards back in your baggie to use later. We are only going to use our 0 through 10 cards.

Now put your 0 through 10 cards in a stack like we did for our game this morning. All stacked up, and the backs showing so you cannot see the numbers. *(check to see everyone has done this.)*

We have our counters, we have our crayons, and we have our number cards.

Now I want you to look at our Record Sheet, Making Apple Tree Problems.

Do you see the line of squares at the top of the page? Please put your finger on the line of squares at the top of the page *(check to see that is done)*.

How many squares are in that line? (10)

We are going to find ways to make 10 apples today! In fact, this is going to be a very colorful tree, because it is going to have both red and green apples.

Unit 3, Lesson 2

Kinder



Follow-up, continued

We are going to draw a number card, and put that many counters in the squares in the line at the top of the page.

- Let's do one together. I'll draw the number for this example. (*have a 5 at the top of your stack*).
- (*Hold up the card*) What number did I draw? (5)
- I can only use 1 color for this number. Which color do you want to choose, red or green? (*kids choose for the class*)
- OK, (*color*) it is. Put 5 (*color*) counters in the squares at the top of the page. Remember, only 1 counter per square (*model and make sure students model, too*)
- Now let's color in our red apples in our first tree. How many apples should we color red? (5)
- We want a total of 10 apples. How many GREEN apples do we need to make 10 apples? (*students need to find the answer*) (5)
- What strategy did you use to find that answer? What did you do to find 5? (*Accept all strategies and have students demonstrate what they did.*)
- What will you need to do with the empty squares at the top of the page? (fill with green counters) Do so.
- Now, color in the 5 green apples on the tree.
- We have 5 red apples (*point to the red apples on the tree as well as the counters in the squares*). We have 5 green apples (*point to the red apples on the tree as well as the counters in the squares*). Together they make 10 apples!
- Clear the red and green
- *If you feel students can accomplish the other 3 trees on their own, let them. Circulate the room to make sure students are understanding the process.*
- *If you feel the majority of the class needs more help, walk through a second tree in the same manner with them.*
- *If you have just a few of the students who need additional guidance, pull them into a small group and use the same method.*

Shared or Interactive Writing Topic

Daily students will use the day's vocabulary to Share-Write a statement about the learning. Teacher has a large chart and marking pen with a question written at the top. Children give complete sentences. Encourage them to use today's vocabulary.

Review the objectives.



Create a class story problem for Harold's Apple Tree.

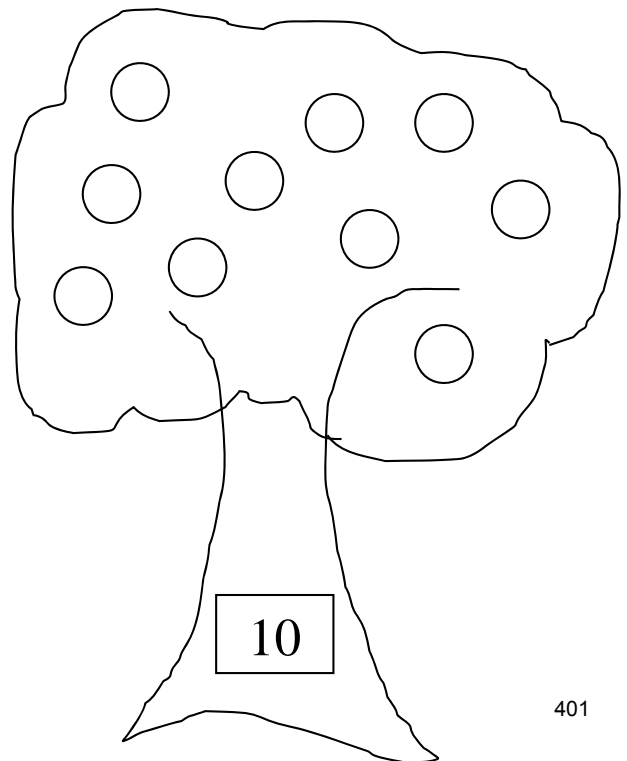
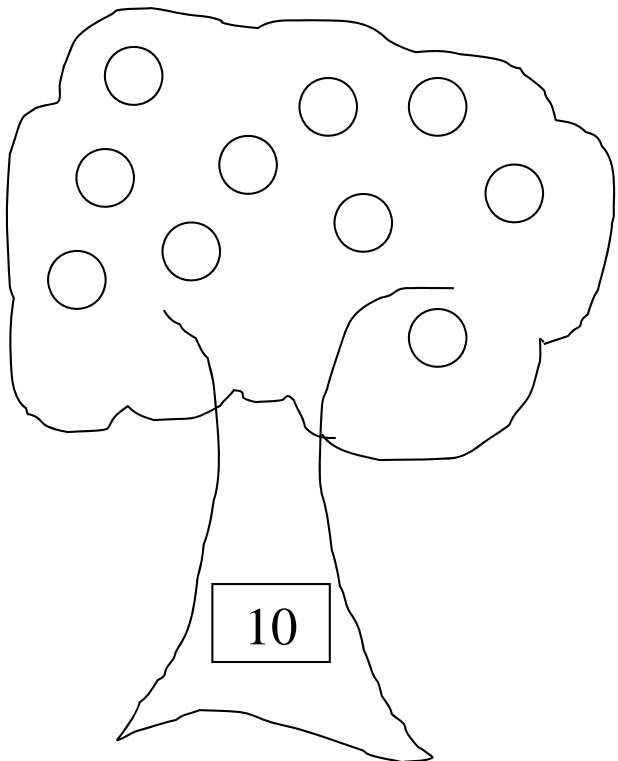
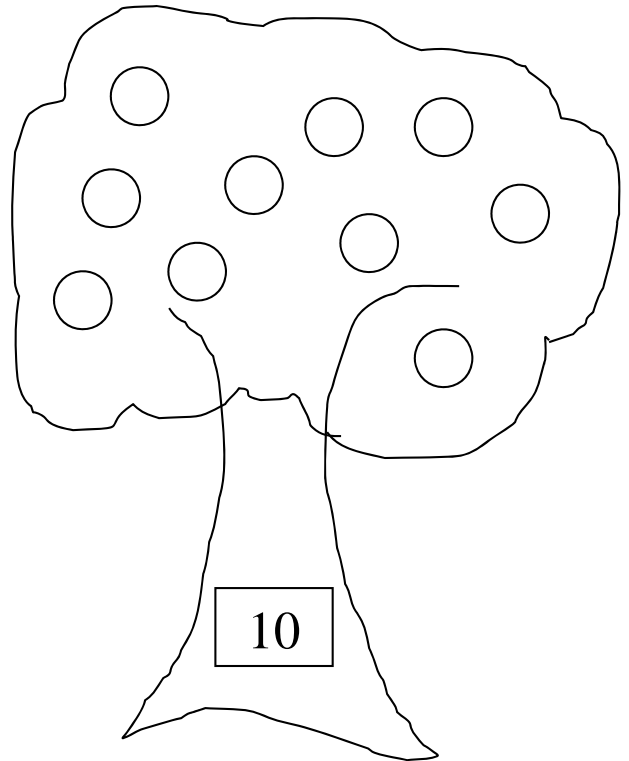
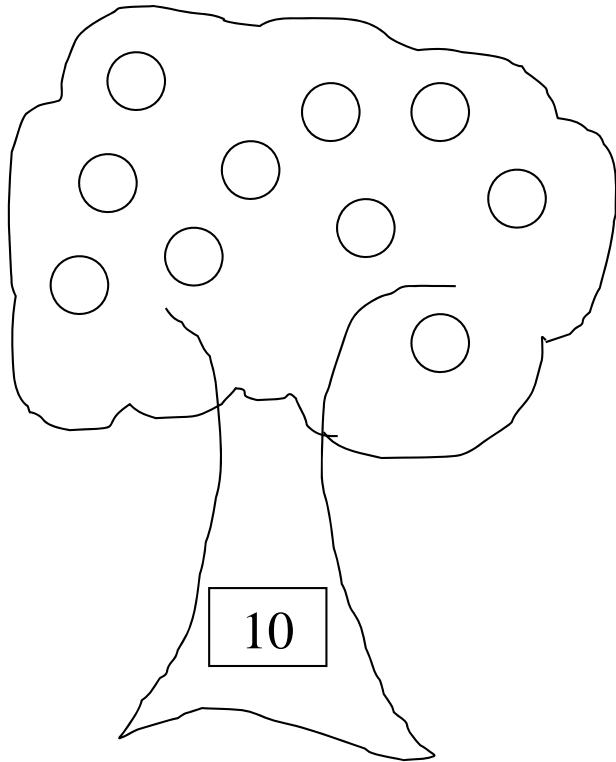
BLM Unit 3, Follow-up Lesson 2


Making Apple Tree Problems



1 per teacher

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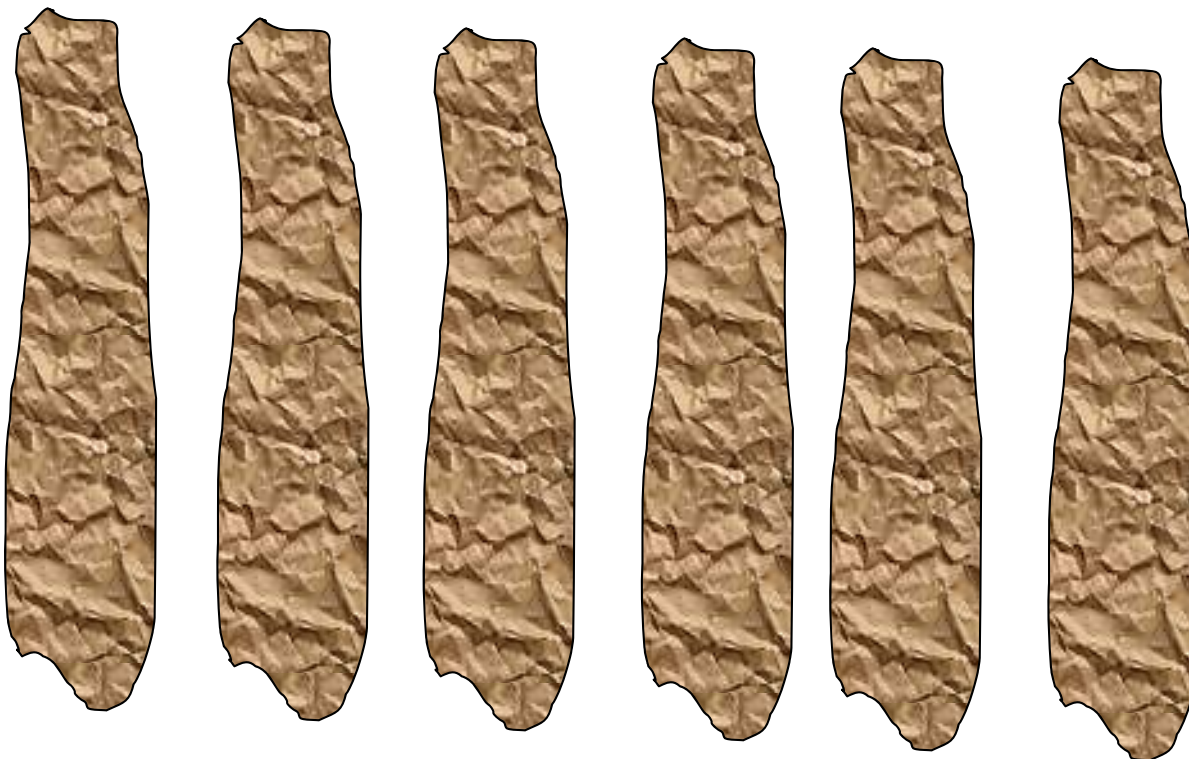


<p>Math Objectives</p> <ul style="list-style-type: none"> • Share a snack in half. • Explain why each portion is half. <p>Language Objectives</p> <ul style="list-style-type: none"> • Explain why each portion is half. • Share-write what is a half. <p>Vocabulary Half Fair shares Equal pieces</p> <p>Materials: TEACHER:</p> <ul style="list-style-type: none"> • 6 small beef jerky pieces • 2 Paper plates • Plastic knife <p>STUDENT ACTIVITY (per partner pair):</p> <ul style="list-style-type: none"> • 6 small beef jerky pieces • 2 Paper plates • 2 paper towels • Chart paper with question: How do you know that each portion is a third? Put a copy of the record sheet at the top of the chart with the question. <p>SNACK FRACTIONS TEACHER DEMO</p> <ul style="list-style-type: none"> • BLM Jerky Fractions <p>STUDENT ACTIVITY/pair</p> <ul style="list-style-type: none"> • BLM Jerky Fractions 	<p style="text-align: right;">Kinder </p> <p>Unit 3, Lesson 1 Snack Fractions</p> <p><i>Children should wash their hands before this activity if using food items.</i></p> <p>Snack Fractions <i>As part of each math day, please include a quick “Snack Fraction” activity. If your district/school does not allow any snacks to be given to students, please alter the activity by providing the paper shape to be divided into fractional parts.</i></p> <p>Objective: Today you are going to share a snack with one other friend. The snack will be shared in 2 portions. You will be able to tell each other the fractional name of the pieces. You will be able to draw a line on a picture to show the parts that you have.</p> <p>Explain to the students that jerky is a kind of dried beef. Today, they are going to share a piece of jerky with a friend. <i>(As with any of the snack fractions, feel free to change the food item if you feel it will not be popular with your students.)</i></p> <p>Tell students that today you are not going to demonstrate; they are going to share on their own. Distribute the supplies, and let them share. Circulate the room to make sure they understand what to do AND that they can cut that pickle with the plastic knife. If you need to help cut, be sure the student pair directs you in where to cut.</p> <p>QUESTIONS</p> <ul style="list-style-type: none"> • How will you fair share the pickle ? • What fractional part do you have? • How do you know? <p>Most students will probably cut the pickle through the diameter. When all partners have shared, and have completed their record sheets, ask several to share how they cut their pickles – if you have a pair that cut long ways, ask them to show what they did and how they know they also have shares. If no one cut long ways, please cut a pickle for yourself long ways, and have students explain how they know these are halves.</p> <p>Writing: Share-write the student answers to “How do you know that each portion is half?” Review the objectives.</p>
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My name is _____

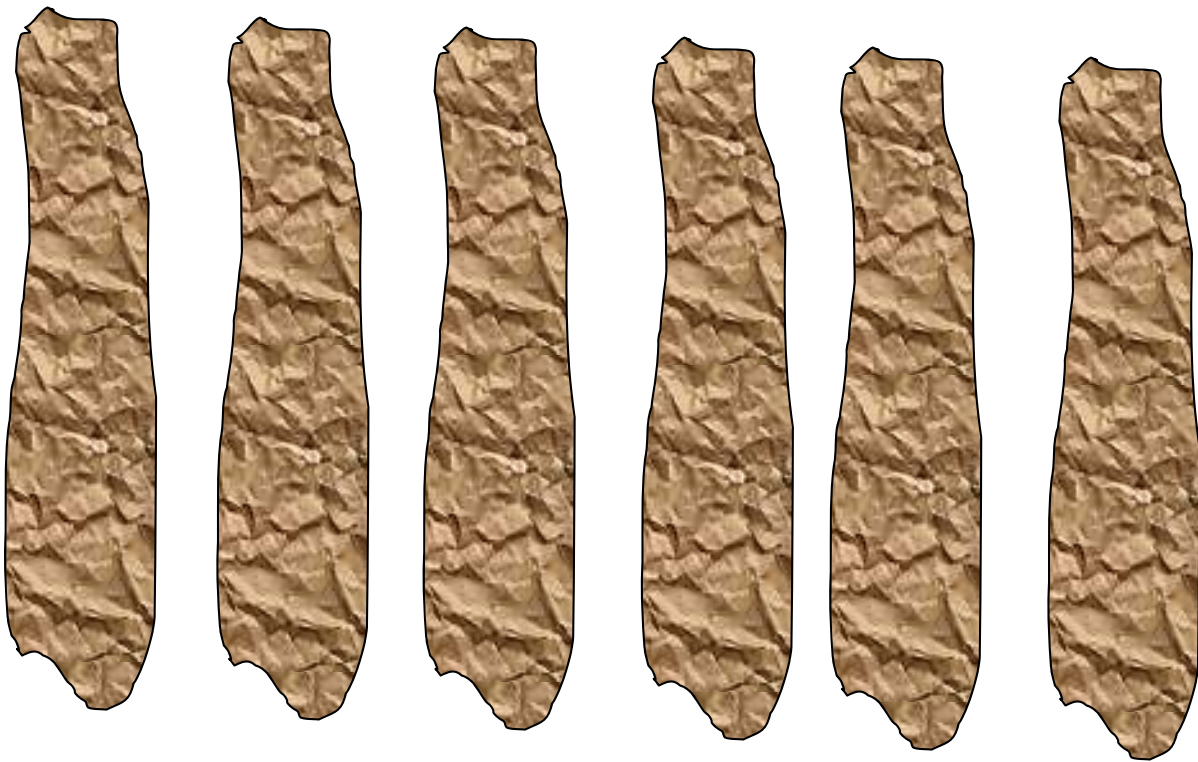
Draw a line between your half and your partner's half.





Mi nombre es _____

Dibuja una línea entre tu mitad y la mitad de tu compañero/a.

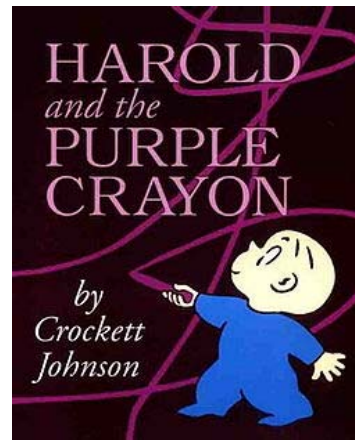


Dear Family,

We are adding and subtracting in math.
Today we also compared sets.

Let's make 2 sets of objects and compare them.

Sincerely,

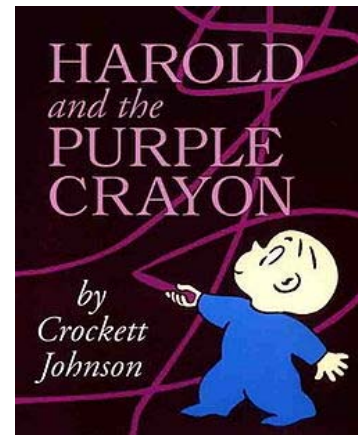


Querida familia,

Estamos sumando y restando en la clase.
Hoy también comparamos grupos de objetos.

Hagamos 2 grupos de objetos para comparar.

Atentamente,



Materials

ESSENTIAL

- Big Money Coins (penny, nickel, dime, quarter) or flannel board oversized coins
- Coins for the counting the days in school with Pennies
- Coin sets of Nickels, Quarters, Dimes - 1 set per student
 - 20 nickels
 - 12 quarters
 - 15 dimes
- Sets of 20 straws and bands per student
- **BLM** Harold's Policeman #3
- **BLM** 0-20 Number cards (also needed for rest of the Lessons 1-3) (in Daily Routines overview)

OPTIONAL

- **BLM** Days of the Week Cards
- **BLM** Numeral Cards through the number of days you have been in school. (set for all students)
- **BLM** Fiercest Dragons

Math Objectives

- Recite the days of the week.
- Count days in school with straws, and with pennies.
- Identify ways to earn income.
- Solve math word problems.
- Pre-assess program skills.



Balanced Literacy

Language Objectives

- Read days of the week vocabulary from the Days of the Week song.
- Speak to partners, teacher, and class using vocabulary.

TEKS

Lesson 1 K.2C, K.2G, K.3ABC
Lesson 2 K.2G, K.3ABC
Lesson 3 K.3ABC

Assessment Items

Unit 3, Lesson 3

Daily Routine

Kinder



The following daily activities will help prepare your students for the Post Assessment. They are essential and are not optional.

ESSENTIAL

Straws (*Assessment items 1, 2, and 3*)

Continue activity.

Pennies (*Assessment item 7*)

Continue activity.

CGI Problem

Lesson 1 – Separate, Result Unknown (*Assessment Item 4*)

Lesson 2 – Part-Whole, Whole Unknown (*Assessment Item 5*)

Lesson 3 – Join, Result Unknown (*Assessment Item 6*)

Measurement (*Assessment item 7 – identifying coins*)

All-lesson directions

- Show students the Big Money Coins for the coins in the sets.
- Have students identify each coin.
- Tell students that you will be working with (coin) today and have them sort all of that coin out of the set.
- Ask the students to count their (coin).
- Show the number card that represents how many (coin) they have.
- Give students the **BLM** Harold's Policeman (coin)
- They will measure the height of the picture. What is height?
- Do they think this picture is smaller, about the same size, or larger than that real policeman? (much smaller)
- Look at the picture. Look at the measuring coin for today. About how many of the coin do they estimate it will take to measure the height of Harold's Policeman? (*write estimates on the board*)
- Students are to measure between the 2 short black lines – feet to top of hat.
- Watch to make sure students are measuring correctly, edge to edge of the coins.
- Ask students to tell you how many nickels by completing the sentence stem: **Harold's Policeman is _____ (coin) tall.**

Lesson 1 – measuring with nickels

BLM Harold's Policeman #1

Lesson 2 – measuring with quarters

BLM Harold's Policeman #2

Lesson 3 – measuring with dimes

BLM Harold's Policeman #3

(As a result of experiencing this unit, students will be learning skills necessary to be successful on the following Assessment items.)

K 1, 2, 3, 4, 5, 6, 7, 8, 9

ELPS (*English Language Proficiency Standard*)
1D, 3F, 3A, 5C

CCRS (*College and Career Readiness Standards*)
CROSS-CURRICULAR I.E.2., II.D.1
ELA III.B.2., IV.A.3., IV.B.1
MATH IV.A.1., VI.C.2

Azulito's Corner
Unit 3 Lesson 3 –
Measurement

How tall was Harold's Policeman when you measured him in dimes?

Was he the same policeman you measured in Lesson 1 and Lesson 2?

Did he measure the same height in nickels, quarters and dimes? Why or why not?

***OPTIONAL Money Matters** (If you have a full program and wish to use this optional activity, you will find BLMs and Explanations on MAS Space.

(Assessment Item 9 will be reviewed daily in Snack Fractions)

Unit 3, Lesson 2

Kinder




Daily Routine - continued

These daily activities, although certainly developmentally appropriate for your Kinders, do not specifically address objectives assessed on the Post Assessment. Schools with shorter teaching spans can consider omitting these activities.

OPTIONAL

Calendar (*This activity is not assessed.*)
Continue activity.

Sing Days of the Week Song (*This activity is not assessed, but is an excellent activity to break up the small group quiet exploration and assessments*)

 Songs should be written on large chart paper so that students can follow the words of the song. Take 2-3 minutes to find the names of the week in the song.

NOTICE: *Suggestions for online sources for songs are included*

Yesterday, Today, Tomorrow (*This activity is not assessed.*)
Continue activity.

Graphing (*This activity is not assessed.*)

- Lesson 1 – What is your favorite flavor of pie?
 - BLM pies
 - Samples (if possible) of blueberry, cherry and strawberry pies)
- Lesson 2 – What is your favorite apple?
 - BLM Apples
 - Samples of different apples to taste – be sure at least 1 is a red apple, and 1 is a green apple like Granny Smith
- **Lesson 3 – Which dragon do you think is fiercest?**
 - **BLM Dragons**

Graphing Questions

- How many students liked _____?
- How many more students liked ___ than _____?
- How many fewer students liked ___ than _____?
- How many students like _____ and _____?
- Why did you choose the choice you did?

Vocabulary Building – Choose an activity from the list in the Daily routines Section.

BLM Unit 3, Daily Routine, Measurement Lesson 2 Harold's Policeman #3
1 sheet per student. Students also need 15 dimes for today.



This is Harold's Policeman.

How tall is Harold's
Policeman with his hat?

Harold's Policeman is
_____ dimes tall.

Drawing from *Harold and the Purple Crayon*
By Crockett Johnson

BLM Unit 3, Daily Routine, Measurement Lesson 2 Harold's Policeman #3
1 sheet per student. Students also need 15 dimes for today.



Esto es el policía de Harold.

¿Qué tan alto es el policía de Harold con el sombrero?

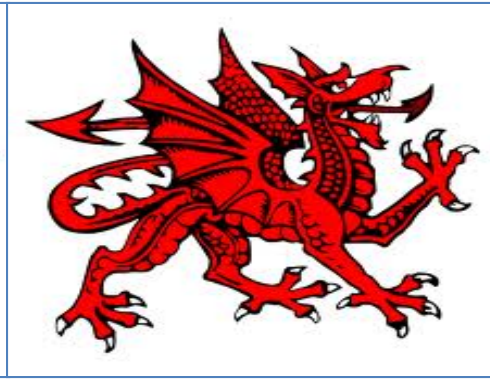
El policía de Harold mide _____ monedas de 10 centavos de alto.

Drawing from *Harold and the Purple Crayon*
By Crockett Johnson

BLM Unit 3, Daily Routine, Graphing Lesson 3 Dragons



Duplicate enough so that the graph has a picture of each and each student can select the dragon of choice.



Literature Selection

Harold and the Purple Crayon
by Crockett Johnson
1 book per classroom

Materials**Language**

- Chart Paper
- Markers
- White drawing paper (class set)
- Crayons

Math

- Number Cards 0 – 20 – 1 set per student (in Daily Routines overview)
- 20 transparent counters – 1 set per student
- Sentence Stem Card: I drew the number ----.
- Checking Cards from Unit 3 Lesson 2 - 1 set of 2 cards per student

Literature Vocabulary

evening
straight
frightening
short cut
wits
ashore

Math Vocabulary**Review Words**

number
counters
more
less
fewer
compare
coins
equals = is the same as

ELPS (English Language Proficiency Standard)

1A, 2D, 2E, 4F, 4G, 4J

CCRS (College and Career Readiness Standards)

CROSS-CURRICULAR I.B.2.,
I.D.1., I.E.2
ELA II.A.1., II.A.2, II.A.3.,
II.A.4, II.A.6

Unit 3, Lesson 3**Classroom Lesson****Kinder**

Every day teachers must post the objectives on the board, read them to the students, and have students read them together with the teacher. You must also talk about what the objectives mean, giving examples where appropriate. At the end of the lesson, teacher and students should review to see if they have accomplished both math and language objectives.

Math Objectives:

- Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement.

Reading Objectives:

- Sequence events from a story in order from first to last.
- Retell the key details of the story.
- Visualize what is happening in the story.

Language Objectives:

- Use vocabulary words to retell a story.
- Use vocabulary words to discuss a story.
- Brainstorm and discuss events from a story.

BEFORE READING

Class discussion questions:

- If you had a magic crayon, what color would it be?
- What would you draw with your magic crayon?
- What could you draw to make your neighborhood a better place? Your school?

Using chart paper, lead the class in a brainstorming session. Invite the children to recall the events of the story, *Harold and the Purple Crayon*. Record their responses on the chart paper. Add sketches whenever possible.

DURING READING

Give each child a piece of white construction or copy paper. Also, give each child one crayon – the color of their choice.

Tell students that today when you reread the story they will have to listen carefully because they will be drawing what they hear.

Tell students they will be using their ears to listen and their hands to draw what the character Harold is drawing in the story.

Guided Reading Groups:

If you conduct guided reading groups as part of your balanced literacy instruction, you can reinforce these same reading strategies.

With emergent readers and beginning ELLs, you can have a guided reading group session be more like a shared reading where you preview the text, read it aloud to students the first time through, echo read the text for the second reading, and then possibly have students read it along with you for a third reading.

- **Monitoring for Comprehension**

Ask students questions about key details from the text. Help them point to the details in the illustrations that answer the question, or help them find the word(s) in the text that answer the question.

- **Sequencing**

It's important for students to identify what happens first, next, and last in a story. Ask students questions such as:

- What happens first? *Next?*
Last?
- What did Harold draw first in this book? *Second?*
Next? Last?

- **Retelling**

When you finish the guided reading, give students prompts to help them retell the key details of the story with you. You can begin each sentence, and then have students fill in the rest of the sentence. Or, you can ask specific questions to get students to recall a specific detail. For example:

- What animal did Harold draw at the beginning of the story?
- Can you describe the animal?
- What happened at the end?

Unit 3, Lesson 3

Kinder



Classroom Lesson - continued

Draw students' attention to the brainstorm chart that was just created. Ask students what types of things do they think they will be drawing?

Ask students, do you think everyone's drawing will be the same? Why? Why not?

Allow students to find a spot on the floor where they will have a lot of room to draw.

Ask students where they should start drawing on their paper once the book begins.

Read the title of the book and begin reading.

Stop a few times in the beginning of the story and ask what they are drawing. ("He put a frightened dragon under the tree to guard the apples." Ask the students, what are you going to draw now?) Asking questions to ensure the students understand what is expected.

AFTER READING


Have students place their drawings around the room and then have them walk around the room to view their classmates' pictures.

Share and compare their drawings.

Have students present their picture to the class and retell the story through their drawing.

Materials for Transition to Math Lesson (these were listed in the complete Classroom Lesson list, but are listed again to help you organize more quickly.)

- Number Cards 0 – 20 – 1 set per student
- 20 transparent counters – 1 set per student
- Sentence Stem Card: I drew the number ----.
- Checking Cards from Unit 3 Lesson 2 - 1 set of 2 cards per student

 **Technology:** more coin identification practice
<http://www.ixl.com/math/kindergarten/coin-names-penny-through-quarter>

ELPS (*English Language Proficiency Standard*)
1E, 1H, 3A, 3B, 4E

CCRS (*College and Career Readiness Standards*)
CROSS-CURRICULAR I.B.1., I.D.3., II.A.2
MATH I.A.1., V.A.1., IX.A.1

Distribute TV Materials:

- yellow in a baggie, 1 set per student
- yellow crayon – 1 per students
- glue stick – 1 per student
- **BLM** Light in the Window, Teacher – 1 per teacher
- **BLM** Light in the Window – 1 per student
- **BLM** Light in the Windows 0-10 cards – cut into student sets, 1 set per student

Unit 3, Lesson 3

Classroom Lesson - continued

TRANSITION to Math

Math Objectives:

- Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement.
- Generate a set using concrete and pictorial models that represent a number that is equal to a given number up to 20

Language Objectives:

- Read numbers.
- Explain how you know how many objects are in a group.

Building Background, Math

(Repeat the game that you played in lesson 2.)

Objectives

Distribute TV Materials

Kinder



Literature Vocabulary

evening
straight
frightening
short cut
wits
ashore

Math Vocabulary

Review Words

number
counters
more
less
fewer
compare
coins
equals = is the same as

Materials

- Transparent counters – 10 yellow in a baggie, 1 set per student
- Yellow crayon – 1 per students
- Glue stick – 1 per student
- **BLM** Light in the Window, Teacher – 1 per teacher
- **BLM** Light in the Window – 1 per student
- **BLM** Light in the Windows 0-10 cards – cut into student sets, 1 set per student

Classroom Teachers,

It is vital that students work through these problems with the TV Teacher, and that you circulate the room to see who is understanding the process.

ELPS (*English Language Proficiency Standard*)
1C, 2C, 2E, 3B, 3C, 4F

CCRS (*College and Career Readiness Standards*)
CROSS-CURRICULAR I.B.1., I.C.1., I.C.2., I.C.3.
ELA II.A.4., II.A.6., III.A.2., IV.A.2
MATH I.A.1., I.B.1., I.C.1.,

Unit 3, Lesson 3

TV Lesson

Read objectives while pointing to the words in the math lesson objectives. After each math objective, show children what that means.

Kinder



Math Objectives:

- Solve word problems using objects and drawings to find sums up to 10 and difference within 10.
- Explain the strategies using objects and drawings to find sums up to 10 and differences within 10.

Language Objectives:

- Explain solution strategies.
- Use the math vocabulary during the activity.

Building Background, Math

TEACHER: Harold made big building with lots of windows because he was looking for his window. We're going to help Harold find his window by turning on some lights today in one of his buildings.

What happens when you turn on a light in a room? Girls and boys, please tell your Classroom Teacher what happens in a room when the lights are turned ON.

Let's check or verify our answers. We'll turn off our light here, then turn it back on again to see what happens when we turn on a light. Watch carefully boys and girls when we turn off our lights here. (*do so, saying.*) OK, now we don't have a light on. Let's turn ON the light – *turn on the light* – now we turned on the light. What happened?

AZULITO: Turning on the lights made it bright in here.


TEACHER: Yes it did, Azulito. Now, let's turn OFF the light. (*do so*) What happens when we turn OFF the light?

AZULITO: The room is very dark. Can we turn them back on now, please?

TEACHER: Of course, Azulito. When the lights are ON the room is bright. When the lights are OFF, the room is dark. What do you think happens to a window when the lights are ON?

AZULITO: I know -- they look very bright. And when the lights are OFF, they are not very bright.

TEACHER: Great observation, Azulito. Now we know the difference between lights ON and lights OFF.

<p>II.A.1., VIII.A.1., VIII.A.2</p> <p>Classroom Teachers: Circulate the room as the problems are being read/solved to see which students need more help.</p> <p>Azulito's Corner Unit3 Lesson3 Measurement How tall was Harold's Policeman when you measured him in dimes? Was he the same policeman you measured in Lesson 1 and Lesson 2? Did he measure the same height in nickels, quarters and dimes? Why or why not?</p> <p>Process:</p> <ol style="list-style-type: none"> 1. Read the story first for the math movie. 2. Ask what math movie they saw. 3. Read a second time for modeling – students put a yellow counter in each of the windows to represent the light ON in those rooms – 7 lights on, 7 counters in 7 windows. 	<p style="text-align: right;">Kinder</p> <p style="text-align: right;"></p> <p>Unit 3, Lesson 3</p> <p>TV Lesson - continued</p> <p>TEACHER: Let's look at our materials for today.</p> <p>First, look at your number cards. What numbers are on your number cards today? Please check them and put them in counting order on your desks (<i>pause long enough for students to do this</i>).</p> <p>AZULITO: We have 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 on our number cards today! (<i>number cards should be in counting order</i>).</p> <p>TEACHER: Now, look at your transparent counters. What color are they? (<i>pause</i>)</p> <p>The counters are yellow. And how many of them are there? Girls and Boys, please count your counters to see how many you have today. I'll wait while you count (<i>pause</i>). Now show your teacher the number card that tells us how many yellow counters you have. (<i>pause</i>)</p> <p>AZULITO: We have 10 (<i>show number card</i>) yellow transparent counters.</p> <p>TEACHER: Finally, look at our blackline master. What do you see? (<i>pause</i>)</p> <p>AZULITO: Why, this is just like one of the buildings that Harold drew – these are windows! And I'll bet that the yellow counters will be our lights ON!</p> <p>TEACHER: Right you are, Azulito! Now, let's solve some problems!!</p> <p>Comprehensible Input Now, let's solve some problems about apples!</p> <p><i>(Solve using the same process you have in Lessons 1 and 2. See Lights in the Windows, Teacher for a reminder of the format and for the problems.)</i></p> <p>AZULITO: I think that Harold's adventure was exciting! And just think, he made that adventure all with his imagination. That's what I want us to share today on MAS Space. (<i>Explain MAS Space task.</i>)</p> <p>TEACHER: What a great idea, Azulito! We would love to hear about all of your Adventures!</p> <p>Objectives: And now before we go, let's review what we have learned today! (<i>Do so</i>)</p>
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1 per teacher

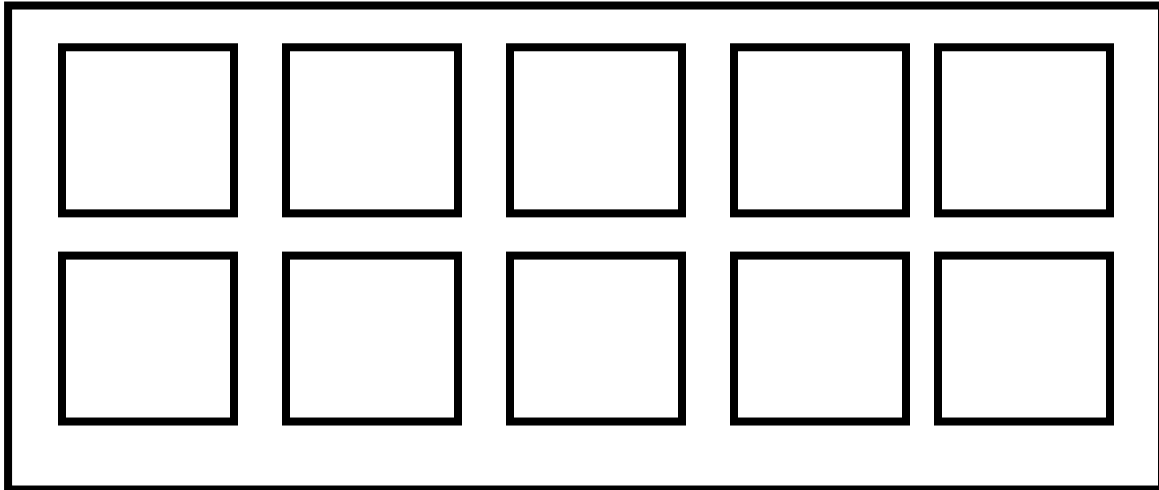
Process

1. Read the problem one time for students to visualize math movie.
 2. Read the problem second time for students to model using the yellow counters to fill 1 window per light turned ON.
 3. Have students determine the answer. (pause)
 4. Count 1-2-3 and have students show the number card that tells the answer to the Classroom Teacher.
 5. Ask for a class volunteer to describe the math movie to the class, and how s/he used the counters to model it.
 6. Azulito describes the math movie he saw and how he used the counters to model it, and shows the number card.
 7. Instead of coloring in something today, students will glue the number card in the box next to the problem on the BLM.
 8. Students and TV Teacher read the problem and fill in the blank.
 9. Clear the storyboard of counters.
10. **Read the second problem** and follow the same format.
11. **The third problem is a subtraction problem.** Follow the same process as above, but be sure that Azulito talks about this one being different, and that he removes the 7 lights. The answer is, of course, ZERO.
12. **Talk about zero** – what does it mean? It means that there are NO MORE lights on. Zero is an important number!

Problems

1. Harold turned on 3 lights. Then he turned on 4 lights. How many lights did Harold turn on? Harold turned on 7 lights.
Harold encendió 3 luces. Después encendió 4 luces. ¿Cuántas luces encendió Harold? Harold encendió 7 luces.
2. Harold turned on 6 lights. Then he turned on 4 lights. How many lights did Harold turn on? Harold turned on 10 lights.
Harold encendió 6 luces. Después encendió 4 luces. ¿Cuántas luces encendió Harold? Harold encendió 10 luces.
3. Harold turned on 7 lights. Then he turned OFF 7 lights. How many lights did Harold leave on? Harold left on 0 lights.
Harold encendió 7 luces. Después APAGÓ 7 luces. ¿Cuántas luces dejó encendidas Harold? Harold dejó encendidas 0 luces.

Harold drew this building. Then he turned on some lights.

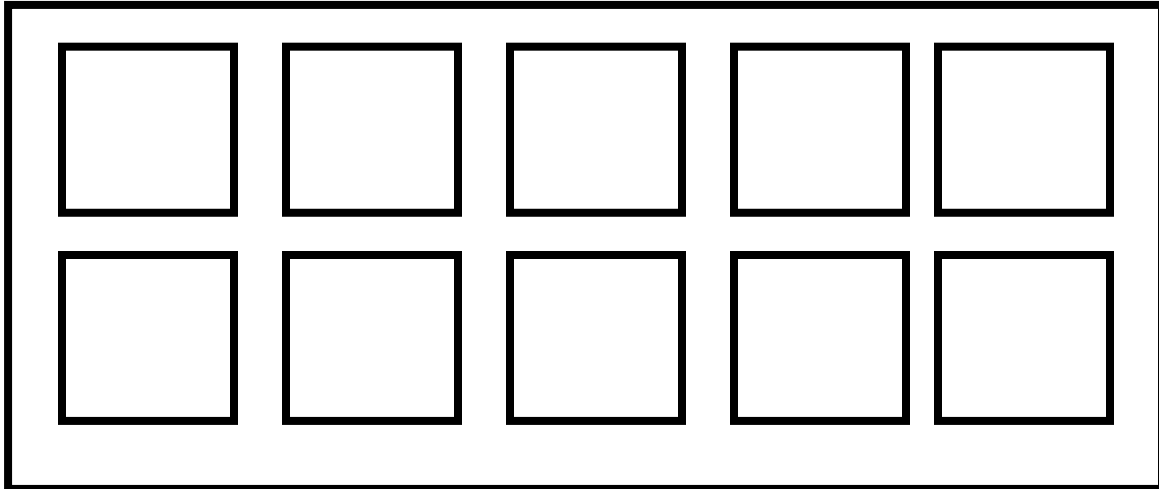


1. Harold turned on 3 lights. Then he turned on 4 lights.
How many lights did Harold turn on?
Harold turned on _____ lights.

2. Harold turned on 6 lights. Then he turned on 4 lights.
How many lights did Harold turn on?
Harold turned on _____ lights.

3. Harold turned on 7 lights. Then he turned off 7 lights.
How many lights did Harold leave on?
Harold left on _____ lights.

Harold dibujó este edificio. Entonces, encendió algunas luces.



1. Harold encendió 3 luces. Después encendió 4 luces.
¿Cuántas luces encendió Harold?
Harold encendió _____ luces.

2. Harold encendió 6 luces. Después encendió 4 luces.
¿Cuántas luces encendió Harold?
Harold encendió _____ luces.

3. Harold encendió 7 luces. Después APAGÓ 7 luces.
¿Cuántas luces dejó encendidas Harold?
Harold dejó encendidas _____ luces.

Duplicate on paper. Cut out the cards 0-10 per set - 1set per student

0	1	2	3
4	5	6	7
8	9	10	
0	1	2	3
4	5	6	7
8	9	10	

Literature Vocabulary

- evening
- straight
- frightening
- short cut
- wits
- ashore

Math Vocabulary

Review Words

- number
- counters
- more
- less
- fewer
- compare
- coins
- equals = is the same as

Materials

List is per student for class, and a full set to take home.

- transparent counters – 20 per student
- 0-20 Numbers cards– 1 set per student
- Paper plates – 1 per student
- Game markers
- **BLM** Family Fun Game Cards
- **BLM** Family Fun Game Board
- **BLM** Family Fun Movement Cards
- BLM All-level Answer Key
- Flip Chart and marker for the shared writing activity.

ELPS (*English Language Proficiency Standard*)

1E, 2E, 2I, 3B, 3D, 5B, 5C, 5D

CCRS (*College and Career Readiness Standards*)

CROSS-CURRICULAR I.B.2., I.E.1.

ELA I.A.1., I.A.2., II.A.1.,

III.A.2., III.B.1

MATH I.A.1., I.C.1., V.A.1.

Suggested Centers:



Technology

<http://pbskids.org/lab/games/>

scroll down to Adventures.

Unit 3, Lesson 3

Follow-up

Kinder



Math Objectives:

- Generate a set using concrete and pictorial models that represent a number that is equal to a given number up to 20.
- Compare sets of objects up to at least 20 in each set using comparative language.

Language Objectives:

- Listen and speak with a partner during our math activity.
- Use the math vocabulary during the activity.
- Share-write math sentences.

Practice and Application, Math


(Finish the TV lesson if necessary, using the TV Teacher's direction page for Harold's Apple Trees.)

Use this time to read through everyone of the Family Fun Game cards to make sure that students understand the problem and have a strategy to solve it.

- Read the problem from the card.
- Ask volunteers to tell the class what the problem means.
- Ask other volunteers to explain how they would solve the problem and to demonstrate their strategies.

Shared or Interactive Writing Topic

Daily students will use the day's vocabulary to Share-Write a statement about the learning. Teacher has a large chart and marking pen with a question written at the top. Children give complete sentences. Encourage them to use today's vocabulary.

 Write a letter to Harold and tell him how to find out how many windows he drew if he drew 3 windows in one building and 5 windows in another building.

Objectives:

Math Objectives

- Share a snack in half.
- Explain why each portion is half.

Language Objectives

- Explain why each portion is half.
- Share-write what is a half.

Vocabulary

Half

Fair shares

Equal pieces

Materials:**TEACHER:**

- **BLM** Bread Peanut Butter and Banana Fractions
- 2 slices raisin bread
- 2 plastic spoons of peanut butter
- 1 banana

STUDENT ACTIVITY (per partner pair):

- **BLM** Bread and Banana Fractions
- 2 slices raisin bread
- 2 plastic spoons of peanut butter (or other spread to which children are not allergic)
- 1 banana
- 2 Paper plates
- 2 paper towels
- Chart paper with question: **How do you know that each portion is half?** Put a copy of the record sheet at the top of the chart with the question.

Unit 3, Lesson 3**Snack Fractions**

Children should wash their hands before this activity if using food items.

Snack Fractions

As part of each math day, please include a quick “Snack Fraction” activity. If your district/school does not allow any snacks to be given to students, please alter the activity by providing the paper shape to be divided into fractional parts.

Objective:

Today you are going to share a snack with one other friend. The snack will be shared in 2 portions. You will be able to tell each other the fractional name of the pieces. You will be able to draw a line on a picture to show the parts that you have.

Show the raisin bread, peanut butter and bananas. *(As with any of the snack fractions, feel free to change the food item if you feel it will not be popular with your students.)*

Students are going to share the snack with a friend. What is different about today’s snack from our other snacks? *(they don’t have just 1 piece to cut.)* Talk to your partner about how you could make sure that you each have fair shares, or equal parts of the snack (pause for discussion). Tell me some of your thoughts. *(Listen to their ideas, always asking, “does someone have another way.” Any way to share equally is permissible; however, the easiest is just to divvy out the snacks until both partners have equal amounts.)*

Tell students that today you are not going to demonstrate; they are going to share on their own. Distribute the supplies, and let them share. Circulate the room to make sure they understand what to do AND that they can cut the banana with the plastic knife. If you need to help cut, be sure the student pair directs you in where to cut.

QUESTIONS

- How will you make fair shares of the bread? The peanut butter? The banana?
- How many slices of bread do each of you have?
- What fractional part do you have?
- How do you know that you each have half of the snack?

Writing:

Share-write the student answers to “How do you know that each portion is half?”

Objectives: Read and discuss.

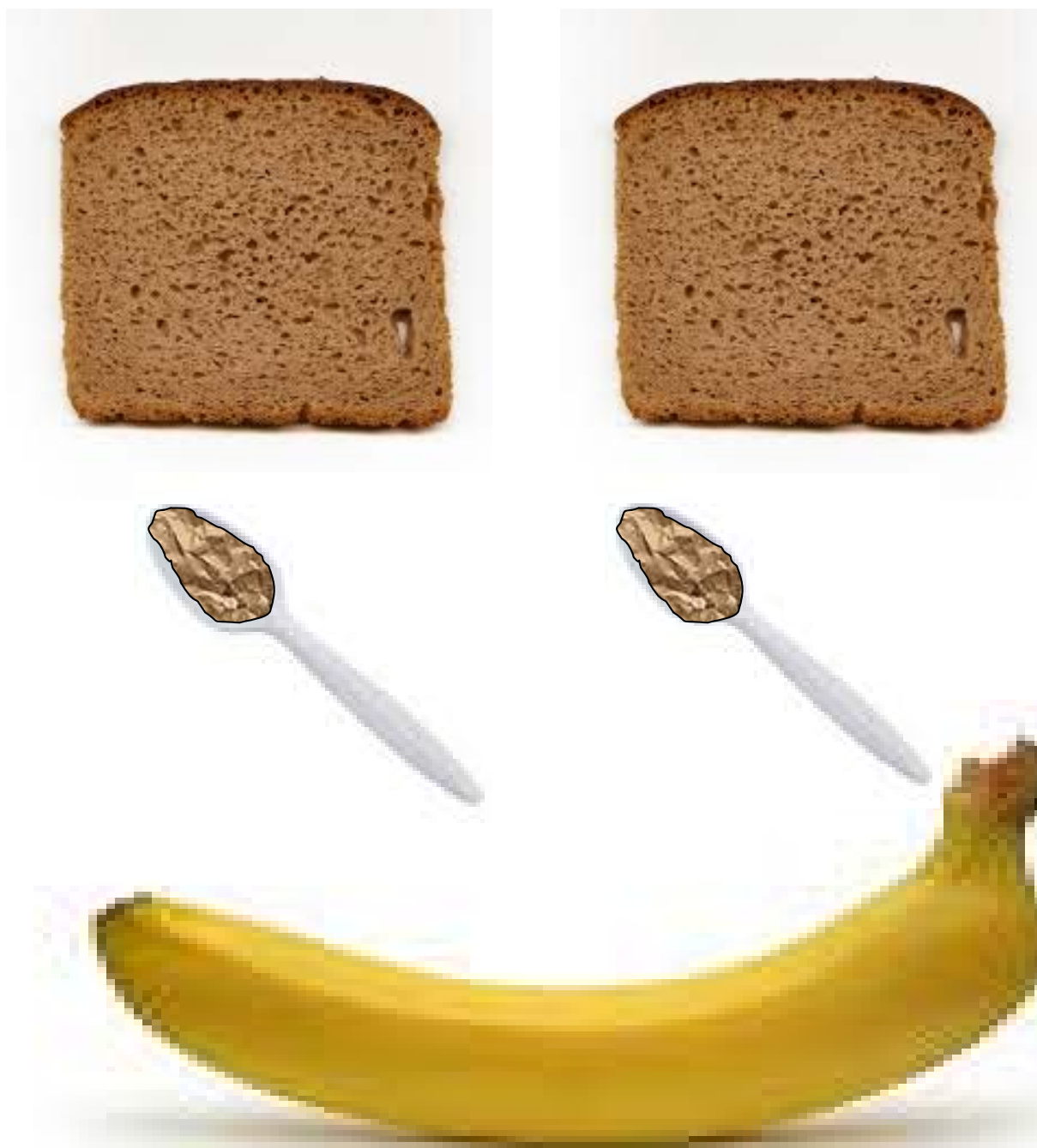
Kinder



My name is _____

Draw a line to show how you made fair shares of today's snack.

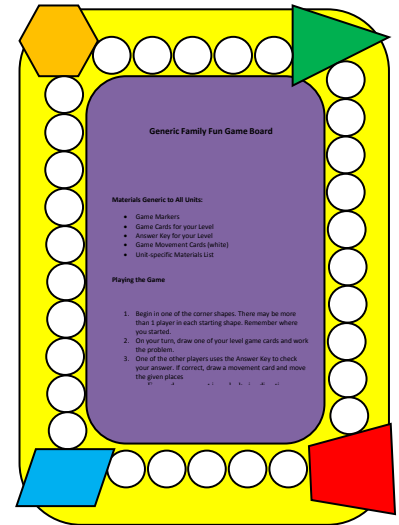
Dibuja una línea para mostrar como hiciste porciones iguales en la merienda hoy.



Family Fun – Kinder, Unit 3 Lesson 3

Family Fun Game day again! Your supplies include:

- Pink Family Fun Problem Cards (for Kinder)
- Special Instructions (Kinder)
- Coin set – 1 penny, 1 nickel, 1 dime, 1 quarter
- 0-20 number cards
- 20 counters (can be from home: beans, pebbles, pennies, paper clips, etc.)
- All-level Answer Key for Unit 3



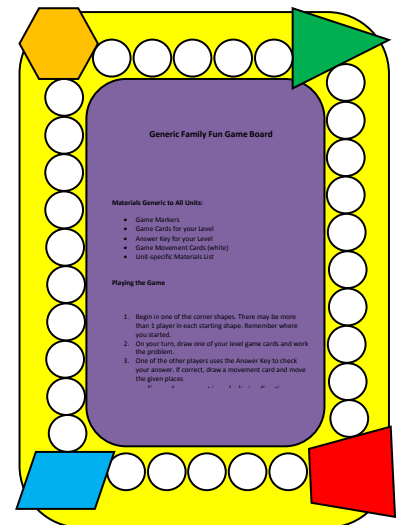
Thank you for taking the time to enjoy math as a family this summer!

Your Child's Teacher

Family Fun – Kinder , Unit 3 Lesson 3

¡Otra vez es el día del juego de Diversión Familiar! Los materiales incluyen:

- Cartas de problemas de Diversión Familiar rosadas (para kínder)
- Instrucciones especiales (kínder)
- Juego de monedas – 1 centavo, 1 moneda de 5 centavos, 1 moneda de 10 centavos, 1 moneda de 25 centavos
- Cartas con números del 0 al 20
- 20 contadores (pueden ser objetos de casa: frijoles, piedritas, centavos, clips, etc.)
- Guía de respuestas para todos los niveles para la Unidad 3



¡Gracias por dedicar tiempo a disfrutar de las matemáticas en familia este verano!

El maestro de su hijo



Generic Family Fun Game Board

Materials Generic to All Units:

- Game Markers
- Game Cards for your Level
- Answer Key for your Level
- Game Movement Cards (white)
- Unit-specific Materials List

Playing the Game

1. Begin in one of the corner shapes. There may be more than 1 player in each starting shape. Remember where you started.
2. On your turn, draw one of your level game cards and work the problem.
3. One of the other players uses the Answer Key to check your answer. If correct, draw a movement card and move the given places
 - Forward movement in a clockwise direction.
 - Backward movement in a counter clockwise direction.If incorrect, do not move.
4. Game is over when the first person runs the entire track, ending back on the starting shape.



Move forward 1 space	Move forward 1 space	Move forward 1 space
Move forward 1 space	Move forward 1 space	Move forward 1 space
Move forward 2 spaces	Move forward 2 spaces	Move forward 2 spaces
Move back 1 space	Move back 1 space	Move back 1 space
Move forward 3 spaces	Move forward 2 spaces	Move forward 3 spaces

Units 1 – 2 – 3 -- FAMILY FUN

One per student for home

One per partner pair in class



Print on white paper.

Family Fun – Movement Cards

Avanza un espacio	Avanza un espacio	Avanza un espacio
Avanza un espacio	Avanza un espacio	Avanza un espacio
Avanza 2 espacios	Avanza 2 espacios	Avanza 2 espacios
Retrocede 1 espacio	Retrocede 1 espacio	Retrocede 1 espacio
Avanza 3 espacios	Avanza 3 espacios	Avanza 3 espacios

Printed in Pink-1 set per partners for class; 1 set per student for home. (There are 2 pages of cards.)


Cards A – I are Unit 2 skills as assessed. Cards J – R review skills from previous units.

A.
Harold drew 8 apples.
Then he drew 2 apples.
How many apples did
Harold draw?

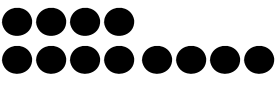
B.
Harold turned on 9 lights.
Then he turned OFF 6
lights. How many lights
did Harold leave ON?

C.
Harold drew 3 pies. Then
he drew 6 more pies.
How many pies did
Harold draw?


D.
Point to the group that
has more.



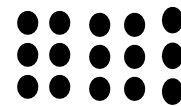
E.
Point to the group that
has fewer.




F.
Point to the group that
has less.




G. Show me the number card
that tells you how many
objects are in this set.



H. Show me the number card
that tells you how many
objects are in this set.



I. Show me the number card
that tells you how many
objects are in this set.



BLM Kinder Unit 3, Follow-up Lesson 3

Family Fun Game Cards

Printed in Pink–1 set per partners for class; 1 set per student for home. (There are 2 pages of cards.)

Cards A – I are Unit 2 skills as assessed.

A.
Harold dibujó 8 manzanas.
Después dibujó 2 manzanas.
¿Cuántas manzanas dibujó
Harold?

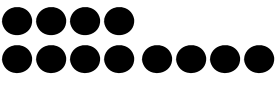
B.
Harold encendió 9 luces.
Después APAGÓ 6 luces.
¿Cuántas luces dejó encendidas
Harold?

C.
Harold dibujó 3 tartas.
Después dibujó 6 tartas
más. ¿Cuántas tartas
dibujó Harold?


D.
Señala cuál grupo tiene
más.



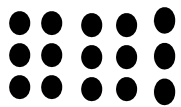
E.
Señala cuál grupo tiene
menos.



F. Señala cuál grupo
tiene menos.




G. Muestra la carta de
número que dice cuántos
objetos hay en este conjunto.



H. Muestra la carta de
número que dice cuántos
objetos hay en este conjunto.



I. Muestra la carta de número
que dice cuántos objetos hay
en este conjunto.



J. Name this coin.



K. Name this coin.



L Name this coin.



M. Name this coin.



N.
Show me a set of 9
counters.

O.
Show me a set of
12 counters.

P. What do you call
these fair shares?



Q. How do you know
this rectangle is divided
into halves?



R.
Count out 18 counters.
Now show the number card
that tells you how many
counters you have.

Printed in Pink –1 set per partners for class; 1 set per student for home. (There are 2 pages of cards.)

J. Di el nombre de esta moneda.



K. Di el nombre de esta moneda.



L Di el nombre de esta moneda.



M. Di el nombre de esta moneda.



N.
Muéstrame un conjunto de 9 contadores.

O.
Muéstrame un conjunto de 12 contadores.

P. ¿Cómo llamas a estas porciones iguales?



Q. ¿Cómo sabes que este rectángulo está dividido en mitades?

R.
Cuenta 18 contadores.
Ahora muestra la carta de número que dice cuántos contadores tienes.

Materials:

- Pink Family Fun Problem Cards (Kinders)
- Special Instructions (Kinders)
- Number Card Set in a Bag 0 – 20
- Coin set – 1 penny, 1 nickel, 1 dime, 1 quarter
- All-level Answer Key for Unit 2
- Counters from home – pebbles, beans, paper clips, or any other small object that can be counted
- Family Fun Game Board (at home)
- Family Fun Movement Cards (at home)
- Game Markers – 1 for each player

Solution Expectations**Problems A – C (unit 3 skills)**

- Students are expected to use their counters to model the problems, then tell you the answer.

Problems D-F (unit 3 skills)

- Students are expected to point to the group of objects that has more, fewer, or less.

Problems G – I (unit 3 skills)

- Students are expected to use a number card to tell you many objects are in the set

Problems J – M (previous units skills)

- Students are expected to name the coin pictured.

Problems N – O (previous units skills)

- Students are expected to show the given number of counters.

Problem P-Q (previous units skills)

- Students are expected to verbally explain fraction concepts.

Problem R

- Students are expected to count out the given number and identify with a number card.

Materiales:

- Cartas de problemas de Diversión Familiar rosadas (para kínder)
- Instrucciones especiales (kínder)
- Juego de cartas de números del 0 al 20 en una bolsa.
- Juego de monedas – 1 centavo, 1 moneda de 5 centavos, 1 moneda de 10 centavos, 1 moneda de 25 centavos
- Guía de respuestas para todos los niveles para la Unidad 2
- Contadores de casa - piedritas, frijoles, clips o cualquier otro objeto pequeño que pueda ser contado.
- Tablero de juego de Diversión Familiar (en casa)
- Cartas de movimiento de Diversión Familiar (en casa)
- Piezas de juego - 1 para cada jugador

Expectativas de solución

Problemas A – C (habilidades de la unidad 3)

- Se espera que los estudiantes usen sus contadores para modelar los problemas, y luego le digan la respuesta.

Problemas D – F (habilidades de la unidad 3)

- Se espera que los estudiantes señalen cuál grupo de objetos tiene más o menos.

Problemas G – I (habilidades de la unidad 3)

- Se espera que los estudiantes usen una carta de número para decir cuántos objetos hay en el conjunto.

Problemas J – M (habilidades de unidades anteriores)

- Se espera que los estudiantes digan el nombre de la moneda dibujada.

Problemas N – O (habilidades de unidades anteriores)

- Se espera que los estudiantes muestren la cantidad mencionada de contadores.

Problemas P – Q (habilidades de unidades anteriores)

- Se espera que los estudiantes expliquen verbalmente conceptos de fracciones.

Problema R

- Se espera que los estudiantes cuenten hasta el número mencionado y lo identifiquen con una carta de número.

Problem Letter	Kinder	1-2	3-4	5-6	7-8
A	10 apples	$5 + 6 = 11$	0.25, 0.55, 0.75	2.45 feet	20 % discount
B	3 lights	$12 - 3 = 9$	6	3.75 cups or $3\frac{3}{4}$ cups	\$69.30 sales price
C	9 pies	33	35	92 feet	\$4.80 saved
D	The bottom group	61	50 feet	4763.76 miles	28 lbs
E	The top group	49	3 eggs	\$180.51	\$498.75
F	The bottom group	43	3 bags	129.7 oz	Approx 33%
G	15	32 wild things	4×3 or 3×4	\$37.60	\$220.00 retail
H	7	4 wild things	There are 2 equal groups of 5 stars	\$14.25	17 pounds
I	8	14 stayed	$5\frac{5}{10}$ or $5\frac{1}{2}$	\$11,250 earned	40% discount
J	nickel	(divide into fourths)	3.12	\$456.00	\$181.13 or \$181.14
K	dime	There are 2 equal pieces	$7 \times 8 = 56$ $8 \times 7 = 56$ $56 \div 7 = 8$ $56 \div 8 = 7$	\$234.06	\$5.40 tip
L	quarter	9	Any model that shows 4 groups of 5 items	\$14.85	\$303.75 total
M	penny	6 more	10 and 5 hundredths	False, inverted ratio	\$9.68 spent
N	Any set with 9 objects in it	6 fewer	Use paper and pencil to model an equivalent fraction such as $\frac{2}{4}$, $\frac{3}{6}$, $\frac{4}{8}$	True, scale factor by half	\$26.45 spent
O	Any set with 12 objects in it	3 were climbing	3 tenths, 0.3, is UNshaded	54 students: 1 bus	approx. 33% tip
P	These are halves	2 fewer	5 rows of 8 marks – see special instructions	36 strikes	\$19.80 gratuity (tip)
Q	There are 2 equal pieces	$3 + 7$	First marked benchmark line – See special instructions	$\frac{1}{3}$ or $\frac{2}{6}$ or $\frac{4}{12}$	\$45.80 bill before tip
R	18 objects Number card 18	$6 + 7 = 13$ $7 + 6 = 13$ $13 - 7 = 6$ $13 - 6 = 7$	Between the 0.75 and the 1, but much close to 1- See special instructions	$1\frac{2}{9}$	\$575.00 total

FAMILY FUN Involvement

Kinder 

Overview for Unit 3, *Harold and the Purple Crayon*

This overview will provide a one-page view of the suggested Family Fun Activities for this unit, as well as other opportunities provided for Family Involvement.

Lesson 1

- Vocabulary Cards so students can practice language and math vocabulary at home
- Family Fun Unit 3 Lesson 1 Letter with many ideas for involving the family in water habitat information.

Lesson 2

- Family Fun Unit 3 Lesson 2 Letter

Lesson 3

- Family Fun Unit 3, Lesson 3 attached to the Family Fun Game supplies
- Family Enjoyment of Unit Project

Enrichment Suggestions

- Take an Adventure Walk at home.
- Create a purple crayon adventure at home.

<p>This portion of the curriculum, although NOT required, should be used as needed to supplement and enrich the Unit’s activities.</p> <p>Family Fun Suggestions:</p> <ul style="list-style-type: none"> ○ Take an Adventure Walk at home. ○ Create a purple crayon adventure at home. <p>Possible Center Suggestions:</p> <ul style="list-style-type: none"> ● Online Math Games ● Art Project 	<p>MATH WALK</p> <p>Favorite Crayon Walk – You might consider creating a mural outside on a sidewalk where students use colored chalk to create their own Adventure Walk using their favorite single color of chalk.</p> <p>Technology Connections</p> <ul style="list-style-type: none"> ● Math Practice http://www.sheppardsoftware.com/mathgames/earlymath/Fruit_Shoot_coins.htm Recognizing coins and values, easy to hard http://pbskids.org/curiousgeorge/busyday/ many adding and subtracting games ● Science Connection http://www.ehow.com/way_5535814_harold-purple-crayon-activities.html learn about the moon http://www.ehow.com/way_5535814_harold-purple-crayon-activities.html multi-curricular ideas -check out 3 for Science. ● Social Studies Connection http://www.ehow.com/way_5535814_harold-purple-crayon-activities.html multi-curricular ideas -check out 3 for Social Studies. ● Health/Physical Ed Connection http://www.libraryasincubatorproject.org/?p=11135 movement and dance ideas to go with the story ● Art Connection http://www.kinderart.com/across/purplecrayon.shtml purple relief art http://www.pinterest.com/harperchildrens/harold-and-the-purple-crayon-classroom/ interesting collection of ideas
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<p>Math Objectives (TV1)</p> <ul style="list-style-type: none"> • Solve word problems using objects and drawings to find sums up to 10 and difference within 10. • Compare sets of objects up to at least 20 in each set using comparative language. • Explain the strategies using objects and drawings to find sums up to 10 and differences within 10. <p>(TM 1) – additional practice for Assessment Item 2</p> <p>(TV2)</p> <ul style="list-style-type: none"> • Solve word problems using objects and drawings to find sums up to 10 and difference within 10. • Compare sets of objects up to at least 20 in each set using comparative language. • Explain the strategies using objects and drawings to find sums up to 10 and differences within 10. 	<p>Materials (TV1)</p> <ul style="list-style-type: none"> • Transparent counters – 20 red in a baggie and 20 blue in a baggie, set per student • Red and blue crayons – 1 each per students • Numbers cards from TM Lesson – 1 set per student • Paper plates – 1 per student • BLM Pie Problems, Teacher – 1 per teacher • BLM Pie Problems – 1 per student <p>(TM1)</p> <ul style="list-style-type: none"> • BLM Number Cards 0-20 – 1 set per student in Ziploc • BLM Counting Sets – 1 per teacher <p>(TV2)</p> <ul style="list-style-type: none"> • Transparent counters – 20 red in a baggie and 20 green in a baggie, set per student • Red and green crayons – 1 each per students • Number cards 0-20 – 1 set per student • Paper plates – 1 per student • TV Teacher – 1 red apple and 1 green apple • BLM Harold’s Apple Trees, Teacher – 1 per teacher • BLM Harold’s Apple Trees – 2 per student <p>Family Fun</p> <ul style="list-style-type: none"> • BLM Family Fun Game board (already home) • BLM Family Fun Movement Cards (already home) • BLM Kinder Special Instructions • BLM Family Fun Problem Cards (pink) • BLM Family Fun Answer Key – all levels • 20 counters per student • Coins sets (1 each penny, nickel, dime, quarter) • Number Cards 0-20 set • Game markers <p>Snack Fractions – TV lesson 3 STUDENT ACTIVITY (per partner pair):</p> <ul style="list-style-type: none"> • BLM Bread and Banana Fractions • 2 slices raisin bread • 2 plastic spoons of peanut butter (or other spread to which children are not allergic) • 1 banana • 2 paper plates • 2 paper towels • Chart paper with question: How do you know that each portion is half? Put a copy of the record sheet at the top of the chart with the question.
<p>Differentiate</p> <p>Differentiating comes in your choice of which lesson to teach. You will also want to choose activities in the Daily Routines that teach/review the skills you need for your students to learn/review. <i>The Measurement Lab is an excellent activity for coin recognition as well as comparisons.</i></p>	
<p>Snack Fraction Notice</p> <p>All snack fractions are common throughout the grade bands. All grade bands have daily snack fraction activities provided. All snack fractions for a unit in a specific grade band will practice the same set of skills. Therefore, you may choose from any of the 3 activities. Lesson 3 has been suggested for its ease of delivery.</p>	

QUESTIONING

As a result of this lesson, your students should be able to respond to the following:

- What is the math movie you see in this story problem?
- Show the number card used to tell how many are in this set.
- Explain how you solved this problem.

Math Vocabulary

(All are review words) number, counters, more, less, fewer, compare, coins, equal = is the same as

CGI Problem (select one)

- Join, Result Unknown (*1st item 1, 2nd item 3ab*)
- Join, Change Unknown (*2nd item 5ab*)
- Part Whole. Whole Unknown (*1st item 3ab*)

Journal Writing

How would you represent 5 apples and 3 apples with counters?

Family Fun (A generic game board is being used in all grade levels, differentiated by game cards specific to the grade level.) There is only 1 type of game this year. All games will have problem cards and an answer key at all levels. Please be sure the Kinder grade cards are printed on pink cardstock. Beginning with this unit, the first 9 problem cards will review current unit skills. The last 9 problem cards will review previous unit skills.

Snack Fractions TV lesson 3, Raisin Bread, peanut butter and banana – all 3 snacks in Kinder grade level will practice the same skills.

Assessment – Students will be introduced to and practice skills for items

K 1, 2, 3, 4, 5, 6, 7, 8, 9

Kinder

Unit 4 Cuckoo

Overview

This is a quick snapshot of the three math lessons for this unit. For detailed instructions, balance literacy objectives/extended activities, enrichment ideas refer to the complete lesson plans for each lesson. Notice that the Classroom Lesson has been divided into the Language portion and the Transition to Math portion.

Lesson Segment	Math Objectives	Language Objectives	Activity	Materials	Blackline Masters
Unit 4 Daily Routine Lesson 1 30 – 45 minutes	ESSENTIAL <ul style="list-style-type: none"> Count days in school with straws, and with pennies. Solve math word problems. Measure using non-standard units of measure (coins). OPTIONAL <ul style="list-style-type: none"> Recite the days of the week. See patterns on and read a calendar. Understand concept of yesterday, today and tomorrow. Graph and debrief data from choices made in class. Identify ways to earn income. 	ESSENTIAL <ul style="list-style-type: none"> Use formal and informal vocabulary to discuss activities. Explain solution strategies. Recognize and identify coins. Explain the measuring process. OPTIONAL <ul style="list-style-type: none"> Recite the days of the week, months of the year. Discuss math strategies. Explain choices on a class graph. 	ESSENTIAL <ul style="list-style-type: none"> Straws Pennies CGI Measurement OPTIONAL <ul style="list-style-type: none"> Calendar Days of the Week Songs Yesterday, today, tomorrow Graphing Vocabulary Building OPTIONAL Money Matters is now on MAS Space	ESSENTIAL <ul style="list-style-type: none"> Big Money Coins (penny, nickel, dime, quarter) or flannel board oversized coins Coins for the counting the days in school with Pennies Coin sets of Nickels, Quarters, Dimes - 1 set per student <ul style="list-style-type: none"> 20 nickels 12 quarters 15 dimes Sets of 20 straws and bands per student OPTIONAL	ESSENTIAL <ul style="list-style-type: none"> BLM Cuckoo #1 (1 per student) BLM 0-20 Number cards (also needed for rest of the Lessons 1-3) BLM CGI OPTIONAL <ul style="list-style-type: none"> BLM Days of the Week Cards BLM Numeral Cards through the number of days you have been in school. (set for all students) BLM Favorite Birds

<p>Unit 4 Classroom Lesson 1</p> <p>1 to 1.5 hour (divided Between Language and Transition to Math Lessons)</p>	<ul style="list-style-type: none"> Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement. 	<p>Reading Objectives:</p> <ul style="list-style-type: none"> Understand what a folk tale is. Retell the key details of a story. <p>Language Objectives:</p> <ul style="list-style-type: none"> Understand new vocabulary words in a folk tale, and draw pictures to show their meaning. <p>Math Language Objectives</p> <ul style="list-style-type: none"> Read numbers. Explain how you know how many objects are in a group. 	<p>Language Cuckoo by Lois Ehlert</p> <p>Class discussion</p> <p>Read aloud</p> <p>Retelling</p> <p>Vocabulary: seed, parrot, rooster, dove, mole, cuckoo, pepper, squash</p> <p>Math Building Background Identify the number with appropriate number cards 0-20</p> <p>Vocabulary Number, counters equals = is the same as add, subtract, more than</p>	<p>Language</p> <ul style="list-style-type: none"> Crayons or colored pencils 	<p>Language</p> <ul style="list-style-type: none"> BLM Word Cards BLM Picture Cards: seed, rainbrow, tree, fire, flower, bean, corn, pepper, squash, tomato, parrot, rooster, dog, dove, owl, mole, cuckoo BLM Vocabulary Booklet, one copy per student
<p>Unit 4 TV Lesson 1</p> <p>30 minutes</p>	<ul style="list-style-type: none"> Solve word problems using objects and drawings to find sums up to 10 and difference within 10. Explain the strategies using objects and drawings to find sums up to 10 and differences within 10. 	<ul style="list-style-type: none"> Explain solution strategies. Use the math vocabulary during the activity 	<p>Building Background Explain the problem solving process</p> <p>Vocabulary Building Number, counters equals = is the same as add, subtract, more than</p> <p>Mathematics Model addition and subtraction word problems and use an appropriate number card to identify the answer.</p>	<ul style="list-style-type: none"> Baggie of 20 beans set per student Brown crayon - 1 per student Numbers cards from TM Lesson - 1 set per student Paper plates - 1 per student 	<p>Math</p> <ul style="list-style-type: none"> BLM TM Number Cards 0 – 20 –1 set per student and store in the Ziploc bag (used in previous units) BLM TM Counting Seeds BLM TM TEACHER KEY Seeds <p>BLM Saving Seeds Problems, Teacher – 1 per teacher</p> <p>BLM Saving Seeds Problems – 1 per student</p>

Lesson Segment	Math Objectives	Language Objectives	Activity	Materials	Blackline Masters
<p>Unit 4 Follow-up and Snack Fraction 1 .5 to 1 hour</p>	<ul style="list-style-type: none"> • Generate a set using concrete and pictorial models that represent a number that is <u>equal</u> to a given number up to 20. • Solve word problems using objects and drawings to find sums up to 10 and difference within 10. • Explain the strategies using objects and drawings to find sums up to 10 and difference within 10. 	<ul style="list-style-type: none"> • Listen and speak with a partner during our math activity. • Use the math vocabulary during the activity. • Share-write math sentences. 	<p>Finish any TV problems.</p> <p>Students make a set that teacher verbally gives.</p>	<ul style="list-style-type: none"> • Baggie of 20 beans – 1 set per student • Brown crayon - 1 per student • Numbers cards from TM Lesson – 1 set per student • Paper plates – 1 per student 	<ul style="list-style-type: none"> • BLM Saving Seeds Problems, Teacher – 1 per teacher • BLM Saving Seeds Problems – 1 per student
	<p>Share a snack in half. Explain why each portion is half</p>	<p>Explain why each portion is half. Share-write what a half is.</p>	<p>SNACK FRACTIONS Building Background Teacher explains activity.</p> <p>Vocabulary half fair share equal pieces</p> <p>Teacher demonstrates half through questions.</p> <p>Students first divide a picture and create a record sheet, then are given 2 pre-cut halves to share with a partner. Students must explain how they know they have halves.</p>	<p>(Per partner pair, per teacher):</p> <ul style="list-style-type: none"> • Skewers (1 per student) • Food items in Ziploc bags: <ul style="list-style-type: none"> • ten 1” cubes of cooked meat or chicken • 8 cubes of cheese • 8 cubes pineapple • 8 cherry tomatoes • 2 Paper plates • 2 paper towels • 2 scissors • 2 glue sticks • Chart paper with question: Look at these Kabobs. If I used the same number of food items, are the items shared in halves? Why or why not? Work as a class to decide if the kabobs are 	<ul style="list-style-type: none"> • BLM Kabob Fractions (1 per student) • BLM Are These Halves? (For the Share-Write at the end of the lesson.)(1 per student)

Lesson Segment	Math Objectives	Language Objectives	Activity	Materials	Blackline Masters
<p>Unit 4 Daily Routine Lesson 2 30 – 45 minutes</p>	<p>ESSENTIAL</p> <ul style="list-style-type: none"> Count days in school with straws, and with pennies. Identify ways to earn income. Solve math word problems. Pre-assess program skills. <p>OPTIONAL</p> <ul style="list-style-type: none"> Recite the days of the week. See patterns on and read a calendar. Understand concept of yesterday, today and tomorrow. Graph and debrief data from choices made in class. 	<p>ESSENTIAL</p> <ul style="list-style-type: none"> Read days of the week vocabulary from the Days of the Week song. Speak to partners, teacher, and class using vocabulary. 	<p>ESSENTIAL</p> <ul style="list-style-type: none"> Straws Pennies CGI Measurement <p>OPTIONAL</p> <ul style="list-style-type: none"> Calendar Days of the Week Songs Yesterday, today, tomorrow Graphing <p>OPTIONAL Money Matters is now on M:AS Space</p>	<p>ESSENTIAL</p> <ul style="list-style-type: none"> Big Money Coins (penny, nickel, dime, quarter) or flannel board oversized coins Coins for the counting the days in school with Pennies Coin sets of Nickels, Quarters, Dimes - 1 set per student <ul style="list-style-type: none"> 20 nickels 12 quarters 15 dimes Sets of 20 straws and bands per student 	<p>ESSENTIAL</p> <ul style="list-style-type: none"> BLM Cuckoo #2 BLM 0-20 Number cards (also needed for rest of the Lessons 1-3) BLM CGI <p>OPTIONAL</p> <ul style="list-style-type: none"> BLM Days of the Week Cards BLM Number Cards through the number of days you have been in school. (set for all students)

<p>Unit 4 Classroom Lesson 2</p> <p>1 to 1.5 hour</p>	<ul style="list-style-type: none"> Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement. Explain the strategies using objects and drawings to find sums up to 10 and differences within 10. 	<p>Reading Objectives:</p> <ul style="list-style-type: none"> Find words in a shared reading text and read those words. Retell the key details of a story. <p>Language Objectives:</p> <ul style="list-style-type: none"> Understand new vocabulary words in a folk tale, and draw pictures to show their meaning. Sort vocabulary words by beginning letter and sound on an alphabet chart. Use vocabulary words to talk about a folk tale. <p>Math Language Objectives</p> <ul style="list-style-type: none"> Read numbers. Explain how you know how many objects are in a group. number of objects in the set regardless of their arrangement 	<p>Language Cuckoo by Lois Ehlert</p> <p>Phonics Activity Shared Reading Retelling</p>	<p>Language</p> <ul style="list-style-type: none"> Crayons or colored pencils Standard Alphabet chart Shared Reading text written on chart paper (see example) 	<p>Language</p> <ul style="list-style-type: none"> BLM Word Cards (Lesson 1) BLM Picture Cards: seed, rainbow, tree, fire, flower, bean, corn, pepper, squash, tomato, parrot, rooster, dog, dove, owl, mole, and cuckoo BLM Vocabulary Booklet (day 2), one copy per student <p>Math</p> <ul style="list-style-type: none"> BLM TM Coloring Cuckoo (1 per student)
		<p>Math</p> <p>Building Background Play a number recognition game with a partner.</p> <p>Vocabulary Number, counters equals = is the same as add, subtract, more than</p>	<p>Language</p> <ul style="list-style-type: none"> Number Cards 0 – 20 – from lesson 1 (from Daily Routine) A way of projecting the BLM today. 		

<p>Unit 4 TV Lesson 1 30 minutes</p>	<p>Solve word problems using objects and drawings to find sums up to 10 and difference within 10. Explain the strategies using objects and drawings to find sums up to 10 and differences within 10.</p>	<p>Explain solution strategies. Use the math vocabulary during the activity.</p>	<p>Building Background understand BLM</p> <p>Vocabulary Building Number, counters equals = is the same as add, subtract, more than</p> <p>Mathematics Listen to, model and solve Cuckoo problems.</p>	<ul style="list-style-type: none"> ● Baggie of 20 beans – 1 set per student ● Brown and yellow crayons - 1 each per student ● Numbers cards from TM Lesson 1 – 1 set per student ● Paper plates – 1 per student 	<ul style="list-style-type: none"> ● BLM Planting Seeds Problems, Teacher – 1 per teacher ● BLM Planting Seeds Problems – 1 per student
<p>Unit 4 Follow-up and Snack Fraction 2 .5 to 1 hour</p>	<ul style="list-style-type: none"> ● Generate a set using concrete and pictorial models that represent a number that is equal to a given number up to 20. ● Solve word problems using objects and drawings to find sums up to 10 and differences within 10. ● Explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models and number sentences. 	<ul style="list-style-type: none"> ● Listen and speak with a partner during our math activity. ● Use the math vocabulary during the activity. ● Share-write math sentences. 	<p>Continue Apple problems, but on a higher level.</p>	<ul style="list-style-type: none"> ● Baggie of 20 beans – 1 set per student ● Brown and yellow crayons - 1 each per student ● Numbers cards from TM Lesson 1 – 1 set per student ● Paper plates – 1 per student ● Coloring Cuckoo from TM lesson and the box of crayons ● Flip Chart and marker for the shared writing activity 	<ul style="list-style-type: none"> ● BLM Planting Seeds Problems, Teacher – 1 per teacher ● BLM Planting Seeds Problems – 1 per student

	<p>Share a snack in half. Explain why each portion is half</p>	<p>Explain why each portion is half. Share-write what is a half</p>	<p>SNACK FRACTIONS Building Background Teacher demo of halves.</p> <p>Vocabulary half fair share equal pieces</p>	<ul style="list-style-type: none"> ● 2 bags of 100 calorie snacks such as apple slices – you want there to be different numbers of pieces in each bag (1 bag per student) ● 2 Paper plates ● 2 Paper towels ● Scissors ● Glue stick ● Chart paper with question: Did you snack bags divide your snack into fair shares? Why or why not? Work as a class to decide if the snacks provided in each bag gave each partner fair shares of today's snack, or halves. 	<ul style="list-style-type: none"> ● BLM Snack Bag Fractions
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Lesson Segment	Math Objectives	Language Objectives	Activity	Materials	Blackline Masters
<p>Unit 4 <i>Daily Routine</i> Lesson 3</p> <p>30 – 45 minutes</p>	<p>ESSENTIAL</p> <ul style="list-style-type: none"> Recite the days of the week. Count days in school with straws, and with pennies. Identify ways to earn income. Solve math word problems. Pre-assess program skills. 	<p>ESSENTIAL</p> <ul style="list-style-type: none"> Read days of the week vocabulary from the Days of the Week song. Speak to partners, teacher, and class using vocabulary. <p>OPTIONAL</p> <p>Listen to, read and speak the days of the week from Yesterday, Today Tomorrow activity and break them into syllables. Listen to, read and speak the months of the year. Write graph titles and labels interactively.</p>	<p>ESSENTIAL Daily Routine Activities</p> <ul style="list-style-type: none"> Straws Pennies CGI Measurement <p>OPTIONAL for longer programs</p> <ul style="list-style-type: none"> Calendar Days of the Week Songs Yesterday, Today, Tomorrow Graphing Vocabulary building <p>OPTIONAL Program Money Matters found in its own section in the Teachers' Guide.</p>	<p>ESSENTIAL</p> <ul style="list-style-type: none"> Big Money Coins (penny, nickel, dime, quarter) or flannel board oversized coins Coins for the counting the days in school with Pennies Coin sets of Nickels, Quarters, Dimes - 1 set per student <ul style="list-style-type: none"> 20 nickels 12 quarters 15 dimes Sets of 20 straws and bands per student <p>OPTIONAL</p> <ul style="list-style-type: none"> If possible, samples of cooked beans, cooked corn, tomatoes, squash (cooked or raw) 	<p>ESSENTIAL</p> <ul style="list-style-type: none"> BLM Cuckoo #3 BLM 0-20 Number cards (also needed for rest of the Lessons 1-3) BLM CGI <p>OPTIONAL</p> <ul style="list-style-type: none"> BLM Days of the Week Cards BLM Number Cards through the number of days you have been in school. (set for all students) BLM Favorite Seeds and Veggies
<p>Unit 4 <i>Classroom</i> Lesson 3</p> <p>1 to 1.5 hour</p>	<ul style="list-style-type: none"> Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement. 	<p>Reading Objectives:</p> <ul style="list-style-type: none"> Find words in a shared reading text and read those words. <p>Language Objectives:</p> <ul style="list-style-type: none"> Understand vocabulary words in a shared 	<p>Language Cuckoo by Lois Ehler</p> <p>Shared Reading Word Sort Read Aloud</p>	<p>Language</p> <ul style="list-style-type: none"> Shared reading text from Lesson 2 Chart paper Markers Plant/Animal sorting chart prewritten on chart paper 	<p>Language</p> <ul style="list-style-type: none"> BLM Word Cards BLM word sort activity (class set)

			reading text. <ul style="list-style-type: none"> Sort words from the story by a given rule (ex. Initial letter). 			
		<p>Math Language Objectives</p> <ul style="list-style-type: none"> Read numbers. Explain how you know how many objects are in a group. 	<p>Math</p> <p>Building Background Identify number of objects in set, 3 sets on a page.</p> <p>Vocabulary Number, counters equals = is the same as add, subtract, more than</p>	<p>Math</p> <ul style="list-style-type: none"> Number Cards 0 – 20 – from lesson 1 A way of projecting the BLM today. 	<p>Math</p> <ul style="list-style-type: none"> BLM TM Which Set? – teacher only 	
<p>Unit 4 TV Lesson 3 30 minutes</p>	<ul style="list-style-type: none"> Compare sets of objects up to at least 20 in each set using comparative language. 	<ul style="list-style-type: none"> Explain solution strategies. Use the math vocabulary during the activity. 	<p>Building Background Explain and demo lights ON and lights OFF</p> <p>Vocabulary Building Number, counters equals = is the same as add, subtract, more than</p> <p>Mathematics Solve addition and subtraction word problems.</p>	<ul style="list-style-type: none"> Unifix or Linking cubes, 2 colors (a light color and a dark color) 20 of each – per student 1 dark crayon, 1 light crayon per student 	<p>BLM Comparing Sets, Which has More? – 1 per student</p>	
<p>Unit 4 Follow-up and Snack Fraction Lesson 3 .5 to 1 hour</p>	<ul style="list-style-type: none"> Solve word problems using objects and drawings to find sums up to 10 and difference within 10. Explain the strategies using objects and drawings to find sums up to 10 and differences within 10. Generate a set using 	<ul style="list-style-type: none"> Listen and speak with a partner during our math activity. Use the math vocabulary during the activity. Share-write math sentences. 	<p>Play the Family Fun Game, making sure students understand the problem cards.</p>	<ul style="list-style-type: none"> Projection device to project the Family Fun Problem Cards Coin set – 1 penny, 1 nickel, 1 dime, 1 quarter 0-20 number cards 20 beans to use as counters Game marker pieces 	<p>Family Fun Game – 1 set for class game; 1 set per student to take home. Game is TV Demo</p> <ul style="list-style-type: none"> BLM Family Fun Game Board BLM Movement Cards BLM Problem Cards (pink) BLM Family Fun Answer Key 	

	concrete and pictorial models that represent a number that is <u>equal to</u> a given number up to 20.			<ul style="list-style-type: none"> ● Flip Chart and marker for the shared writing activity. 	<ul style="list-style-type: none"> ● BLM Special Instructions for Kinder
	<p>SNACK FRACTIONS</p> <p>Share a snack in half. Explain why each portion is half.</p>	<p>SNACK FRACTIONS</p> <p>Explain why each portion is half. Share-write what a half is.</p>	<p>SNACK FRACTIONS</p> <p>Building Background Teacher demo of halves</p> <p>Vocabulary half fair share equal pieces</p>	<p>SNACK FRACTIONS</p> <p>(per partner pair, per teacher):</p> <ul style="list-style-type: none"> ● 3 full graham cracker sheets ● 2 T peanut butter ● 2 Plastic knives ● 2 Paper plates ● 2 Paper towels ● Scissors ● Glue stick <p>Chart paper with question: How do you know you have half of each part of the snack?</p>	<p>SNACK FRACTIONS</p> <ul style="list-style-type: none"> ● BLM Crackers and Peanut Butter Fractions (1 per student)

	Lesson 1	Lesson 2	Lesson 3
<p>Unit 4</p> <p>Kinder</p> <p>Assessment Items</p> <ul style="list-style-type: none"> ● Lesson 1: (1, 3, 4, 5, 6, 8) ● TM for Lesson 1.3: (2) ● Lesson 2: (1, 3, 4, 5, 6) ● Lesson 3 (1, 3, 4, 5, 6, 8) <p>Daily Routines ESSENTIAL</p> <ul style="list-style-type: none"> ● Straws (1, 2, 3) ● Pennies (7) ● CGI (4, 5, 6) ● Measurement (7) <p>Snack Fractions: (Item 9)</p>	<p style="text-align: center;">TV and Follow-up</p> <ul style="list-style-type: none"> ● K.3A Model the action of joining to represent addition and the action of separating to represent subtraction. (TV) ● K.3B Solve word problems using objects and drawings to find sums up to 10 and difference within 10. (TV) ● K.3C Explain the strategies using objects and drawings to find sums up to 10 and differences within 10. (TV) ● K.2G Compare sets of objects up to at least 20 in each set using comparative language (FLU) ● K.2C Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order (TM) <p style="text-align: center;">Snack Fractions</p> <ul style="list-style-type: none"> ● Share a snack in half. ● Explain why each portion is half. 	<p style="text-align: center;">TV and Follow-up</p> <ul style="list-style-type: none"> ● K.3A Model the action of joining to represent addition and the action of separating to represent subtraction. ● K.3B Solve word problems using objects and drawings to find sums up to 10 and difference within 10. ● K.3C Explain the strategies using objects and drawings to find sums up to 10 and differences within 10. ● K.2G Compare sets of objects up to at least 20 in each set using comparative language. <p style="text-align: center;">Snack Fractions</p> <ul style="list-style-type: none"> ● Share a snack in half. ● Explain why each portion is half. 	<p style="text-align: center;">TV and Follow-up</p> <ul style="list-style-type: none"> ● K.3A Model the action of joining to represent addition and the action of separating to represent subtraction. ● K.3B Solve word problems using objects and drawings to find sums up to 10 and difference within 10. ● K.3C Explain the strategies using objects and drawings to find sums up to 10 and differences within 10. ● K.2G Compare sets of objects up to at least 20 in each set using comparative language. <p style="text-align: center;">Snack Fractions</p> <ul style="list-style-type: none"> ● Share a snack in half. ● Explain why each portion is half.

Project SMART/Math MATTERS 2014

Grade Level: Kinder

Unit 4 / Lessons 1 – 2 - 3

Daily Routine Math Objectives:

ESSENTIAL Activities

Count objects, group in ones and tens.
Compare item lengths using money as the unit of measure.
Model and solve oral word problems.
Recognize and name coins (penny, nickel, dime, quarter).

OPTIONAL Activities:

Read and use a calendar.
Recognize and recite the days of the week.
Recognize and recite the months of the year.
Create graphs from everyday experiences.

Daily Routine Language Objectives:

ESSENTIAL Activities

Listen to, read and speak measurement vocabulary: length, long, tall, longer, taller, short, shorter.
Speak to partner, teacher, and class using vocabulary introduced in Daily Routines.
Reason, model and solve oral word problems

OPTIONAL Activities

Listen to, read and speak the days of the week vocabulary from the Days of the Week songs.
Listen to, read and speak the days of the week from “Yesterday, Today, Tomorrow activity, and break them into syllables.
Listen to, read and speak the months of the year.
Write graph titles and labels interactively.

Unit Math Objectives (Integrated Lesson):

Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.
Generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20.
Model the action of joining to represent addition and the action of separating to represent subtraction.
Solve word problems using objects and drawings to find sums up to 10 and differences within 10.

Unit Language Objectives:

Understand new vocabulary words in a folk tale, and draw pictures to show their meaning.
Sort vocabulary words by beginning letter and sound on an alphabet chart.
Use vocabulary words to talk about a folk tale.
Understand vocabulary words in a shared reading text.
Sort words from the story by a given rule (ex. Initial letter).

Technology Objectives:

Use research skills and electronic communication, with appropriate supervision, to create new knowledge.
Technology suggested in this unit: iPad, SMART Board or other “smart” projection device, internet

Key Vocabulary, MATH: (all review words from existing word wall list)

- **Key Vocabulary, LANGUAGE:** seed, parrot, rooster, dove, mole, cuckoo, pepper, squash

Resources/Literacy Links *Cuckoo, A Mexican Folktale* By Lois Ehlert

Related links: <http://www.youtube.com/watch?v=R1nqZiCREaw> YouTube presentation by students
<http://www.scholastic.com/teachers/lesson-plan/cuckoo-lesson-plan> Scholastic Lesson Plan

Lesson Sequence

- Daily Routine: 1 hour to 1.5 hour
- Classroom Lesson: .5 to 1 hour
- TV Lesson: 30 minutes
- Classroom Follow-up including Snack Fractions: .5 to 1 hour

MATH WALK

Bird Walk

Technology Connections

• **Math Practice**

<http://www.abc.net.au/countusin/games/game3.htm> counting game

<http://www.sheppardsoftware.com/mathgames/earlymath/bugabalooShoes.htm>
adding with pictures and numbers

• **Science Connection**

<http://www.teachpreschool.org/2011/09/planting-and-growing-beans-in-our-preschool-window/> - sprouting bean plants

http://www.ehow.com/info_7850419_bird-activities-kindergarten.html - bird activities for Kinders

• **Social Studies Connection**

http://en.wikipedia.org/wiki/Squirrel_Cuckoo - about the area in Mexico where the Squirrel Cuckoo is found

• **Health/Physical Ed Connection**

<http://pecentral.org/lessonideas/searchresults.asp?category=51> great list of PE games and activities

• **Art Connection**

<http://www.scholastic.com/teachers/lesson-plan/cuckoo-lesson-plan> art idea
<http://rainydaymum.co.uk/cuckoo-by-lois-ehlert> a few art ideas

Unit 4 OPTIONAL All-School Project

Because all grade bands will be reading, learning and researching within the same unit theme, we are offering OPTIONAL projects in which all ages can participate.

Unit Theme: Folktales

Unit 4: Folktale Presentations

Defined:

Students create scenery, props, costumes and script then perform their folktale to the rest of the school. The presentation might be a: live performance, choral reading, puppet show, shadow puppet show, PowerPoint presentation and live reading, radio broadcast, movie, or any other venue that you and your class decide upon. The presentation, however, should be part of a whole-school event during which each grade band presents the folktale read during this unit. Grades 7-8 can participate by selecting one of the 4 books read thus far.

Materials:

- Materials are based on your chosen presentation venue.

Objectives: (add your own objectives to the project)

- Students understand the elements of a folktale.
- Students work cooperatively to produce a presentation of their folktale.
- Students write brief descriptions of the memorable images.

Procedures:

STAFF:

- Teaching staff should plan the all-school event ahead of time, selecting time, place, and name of all-school event such as Rooster Crow Productions or Sundown Theater, or Folktale Spin Productions, or whatever clever name you devise. Think about an MC for the event.
- It would be wise that the teachers select the presentation venue for the event based on the talents, resources and time each grade band teacher believes her/his class can contribute.
- You might be able to involve community leaders in helping students with costumes, props, script writing, etc. based on your production venue selections.

STUDENTS

- Students work into cooperative groups that will create various parts of the presentation based on the venue: script, costumes, scenery, sound-effects, etc.
NOTE: Kinder and 1-2 will need much more guidance than 3-4 and 5-6 in the planning process.
- Pull the components of the presentation together and practice.
- Present the venue to the larger group in the main event.

Online Resources:

These videos are just examples of different types of visual presentations, not necessarily folktale presentations; but they can give you an idea of possible presentation venues.

- http://www.youtube.com/watch?v=eQY3h3kkhY4&feature=youtube_gdata – hard to hear, but show how simple the presentations can be
- http://www.youtube.com/watch?v=-2aAPKx_4MQ&feature=youtube_gdata – silent movies theme.
- http://www.youtube.com/watch?v=OxcY7bA2FPY&feature=youtube_gdata – slide show to music
- http://www.youtube.com/watch?v=T5QgL0jzFx8&feature=youtube_gdata – cartoons, captions, and crooning – interesting combo
- http://www.youtube.com/watch?v=U1n_pocRa1U&feature=youtube_gdata – movie of a fairy tale
- http://www.youtube.com/watch?v=tlz-rUuSdEw&feature=youtube_gdata – life-size diorama come to life
- http://www.youtube.com/watch?v=91MkLF55By4&feature=youtube_gdata – very young to older children involved in creating puppet shows.
- http://www.youtube.com/watch?v=M_uX5lhPb4I&feature=youtube_gdata – video a mixture of puppets and real life backdrop
- http://www.youtube.com/watch?v=nn646hwJwoU&feature=youtube_gdata – first grade presentation – hard to hear, but simple presentation style
- http://www.youtube.com/watch?v=sBlw6BRkCnM&feature=youtube_gdata – animation ideas for older children
- http://www.youtube.com/watch?v=I3NvkxNpjGg&feature=youtube_gdata – shadow play and choral reading
- http://www.youtube.com/watch?v=lhcu45ticaY&feature=youtube_gdata – Using “Book Writer”
- http://www.youtube.com/watch?v=d_F-4u0ygLc&feature=youtube_gdata Hmong folktale presentation
- http://www.youtube.com/watch?v=a8Nj3KDsA-U&feature=youtube_gdata – musical presentation by Kinders –
- http://www.youtube.com/watch?v=Qs-zlzALYNU&feature=youtube_gdata – OK, so this is like a Broadway musical, but, it’s cool
- http://www.youtube.com/watch?v=c5RIZN9fxzg&feature=youtube_gdata

Materials**ESSENTIAL**

- Big Money Coins (penny, nickel, dime, quarter) or flannel board oversized coins
- Coins for the counting the days in school with Pennies
- Coin sets of Nickels, Quarters, Dimes - 1 set per student
 - 20 nickels
 - 12 quarters
 - 15 dimes
- Sets of 20 straws and bands per student
- **BLM** Cuckoo
- **BLM** 0-20 Number cards (also needed for rest of the Lessons 1-3)

OPTIONAL

- **BLM** Days of the Week Cards
- **BLM** Numeral Cards through the number of days you have been in school. (set for all students)
- **BLM** Favorite Birds

Math Objectives

- Recite the days of the week.
- Count days in school with straws, and with pennies.
- Identify ways to earn income.
- Solve math word problems.
- Measure using non-standard units of measure (coins).

**Balanced Literacy****Language Objectives**

- Use formal and informal vocabulary to discuss activities.
- Explain solution strategies.
- Recognize and identify coins.
- Explain the measuring process.
- Recite the days of the week, months of the year.
- Discuss math strategies.
- Explain choices on a class graph.

TEKS

Lesson 1 K.2C, K.2G, K.3ABC
 Lesson 2 K.2C, K.2G, K.3ABC
 Lesson 3 K.2C, K.2G, K.3ABC

Unit 4, Lesson 1**Daily Routine****Kinder**

The following daily activities will help prepare your students for the Post Assessment. They are essential and are not optional.

ESSENTIAL**Straws (Assessment items 1, 2, and 3)**

Continue activity.

Pennies (Assessment item 7)

Continue activity.

CGI Problem

Lesson 1 – Separate, Result Unknown (*Assessment Item 4*)

Lesson 2 – Part-Whole, Whole Unknown (*Assessment Item 5*)

Lesson 3 – Join, Result Unknown (*Assessment Item 6*)

Measurement (Assessment item 7 – identifying coins)

All-lesson directions

- Show students the Big Money Coins for the coins in the sets.
- Have students identify each coin.
- Tell students that you will be working with (coin) today and have them sort all of that coin out of the set.
- Ask the students to count their (coin).
- Show the number card that represents how many (coin) they have.
- Give students the **BLM** Cuckoo (#)
- They will measure the Length of the bird from top of his head to bottom of his tail. There is a white line at the bottom from which students may start their coin line.
- Do they think this picture is smaller, about the same size, or larger than real bird? (probably smaller)
- Look at the picture. Look at the measuring coin for today. About how many of the coins do they estimate it will take to measure the bird's length? (*write estimates on the board*)
- Have students verify their estimates by measuring.
- Watch to make sure students are measuring correctly, edge to edge of the coins.
- Ask students to tell you how many nickels by completing the sentence stem: **The cuckoo is _____ (coins) long.**

Lesson 1 – measuring with nickels

BLM Cuckoo #1

Lesson 2 – measuring with quarters

BLM Cuckoo #2

Lesson 3 – measuring with dimes

BLM Cuckoo #3

Unit 4, Lesson 1

Kinder



Daily Routine - continued

Assessment Items

(As a result of experiencing this unit, students will be learning skills necessary to be successful on the following Assessment items.)

K 1, 2, 3, 4, 5, 6, 7, 8, 9

ELPS (*English Language Proficiency Standard*)
1D, 3F, 3A, 5C

CCRS (*College and Career Readiness Standards*)
CROSS-CURRICULAR I.E.2., II.D.1
ELA III.B.2., IV.A.3., IV.B.1
MATH IV.A.1., VI.C.2

Azulito's Corner Unit 4 Lesson 1


Write a class story problem for Cuckoo. She can be saving seeds, or singing her song, or anything you want Cuckoo to do. Be sure you can answer the problem, though.

These daily activities, although certainly developmentally appropriate for your Kinders, do not specifically address objectives assessed on the Post Assessment. Schools with shorter teaching spans can consider omitting these activities.

OPTIONAL

Calendar (*This activity is not assessed.*)
Continue activity.

Sing Days of the Week Song (*This activity is not assessed, but is an excellent activity to break up the small group quiet exploration and assessments*)

 Songs should be written on large chart paper so that students can follow the words of the song. Take 2-3 minutes to find the names of the week in the song.

NOTICE: *Suggestions for online sources for songs are included*

Yesterday, Today, Tomorrow (*This activity is not assessed.*)
Continue activity.

Graphing (*This activity is not assessed.*)

- Lesson 1 – What is your favorite bird?
 - **BLM** Birds in the Story
- Lesson 2 – None
- Lesson 3 – If you had to choose 1 seed, which would it be? Taste the vegetable it produces to make your decision
 - **BLM** Seeds & Veggies

Graphing Questions

- How many students liked _____?
- How many more students liked ___ than _____?
- How many fewer students liked ___ than _____?
- How many students like ___ and _____?
- Why did you choose the choice you did?

Money Matters If you have a full program and wish to use this optional activity, you will find BLMs and Explanations on MAS Space.

Vocabulary Building – Choose an activity from the list in the Daily routines Section.

(Assessment Item #9 will be reviewed daily in Snack Fractions)

Unit 4

CGI Problems for Cuckoo



Join	<p>Result Unknown (JRU) There were __ birds in the tree. __ more birds came to the tree. How many birds are in the tree now? 3, 1 6, 2 3, 7</p>	<p>Change Unknown (JCU) The birds had __ seeds to plant. How many more will they need in order to have __ seeds to plant in the spring? 4, 6 5, 8 6, 10</p>	<p>Start Unknown (JSU) There were some birds in the tree. Then __ more birds came to sit in the tree and now there are __ birds. How many birds were in the tree to start? 2, 4 3, 6 8, 10</p>
	<p>Result Unknown (SRU) There were __ pretty birds sitting in the tree. __ flew away. How many birds are in the tree now? 5, 2 7, 3 9, 5</p>	<p>Change Unknown (SCU) There were __ birds in the birdbath. Some flew away and now there are __ birds in the birdbath. How many flew away? 6, 4 8, 5 9, 2</p>	<p>Start Unknown (SSU) There were some seeds on the hill. Cuckoo took __ seeds from the hill and dropped them into Mole’s tunnel. Now there are __ seeds on the hill. How many seeds were on the hill to start? 4, 1 7, 5 10, 0</p>
Part-Part-Whole	<p>Whole Unknown (PPW-WU) There were __ tomato seeds and __ squash seeds on the hill. How many seeds in all? 2, 3 3, 6 4, 4</p>		<p>Part Unknown (PPW-PU) There were __ birds in the garden. __ were pretty and the rest were plain. How many were plain? 6, 2 7, 4 9, 3</p>
	<p>Difference Unknown (CDU) Cuckoo collected __ corn seeds and __ bean seeds. How many more corn seeds than beans seeds did she collect? 5, 2 6, 1 7, 4</p>	<p>Quantity Unknown (CQU) Cuckoo collected __ tomato seeds. He collected __ more pepper seeds than tomato. How many pepper seeds did she collect? 2, 3 4, 1 6, 3</p>	<p>Referent Unknown (CRU) Cuckoo collected __ squash seeds. That was __ more squash seeds than pepper seeds. How many pepper seeds did she collect? 5, 1 7, 2 9, 6</p>
Multiply and Divide	<p>Multiplication Cuckoo saved 5 different kinds of seeds. She saved __ of each kind. How many seeds did she save? 2 5 10</p>	<p>Measurement Division (MD) Cuckoo collected __ seeds. There are __ of each kind. How many different kinds of seeds are there? 6, 2 8, 2 10, 2</p>	<p>Partitive Division (PD) Cuckoo collected __ seeds. There were __ different kinds. How many seeds of each kind? 6, 3 9, 3 12, 4</p>

Unit 4

CGI Problems for *Cuckoo*



Juntas	<p>Resultado desconocido (JRU) Había __ pájaros en el árbol. __ pájaros más fueron al árbol. ¿Cuántos pájaros hay en el árbol ahora? 3, 1 6, 2 3, 7</p>	<p>Cambio desconocido (JCU) Los pájaros tenían __ semillas para plantar. ¿Cuántas mas necesitan para tener __ semillas para plantar en la primavera? 4, 6 5, 8 6, 10</p>	<p>Inicio desconocido (JSU) Había algunos pájaros en el árbol. Entonces __ pájaros más vinieron al árbol y ahora hay __ pájaros. ¿Cuántos pájaros había en el árbol al empezar? 2, 4 3, 6 8, 10</p>
Separar	<p>Resultado desconocido (SRU) Había __ pájaros bonitos sentados en el árbol. __ se volaron. ¿Cuántos pájaros hay en el arbol ahora? 5, 2 7, 3 9, 5</p>	<p>Cambio desconocido (SCU) Había __ pájaros en la pila para pájaros. Algunos se volaron y ahora hay __ pájaros en la pila para pájaros. ¿Cuántos se volaron? 6, 4 8, 5 9, 2</p>	<p>Inicio desconocido (SSU) Había algunas semillas en la colina. Cucú tomó __ semillas de la colina y las dejó caer en el túnel de Topo. Ahora hay __ semillas en la colina. ¿Cuántas semillas había en la colina para empazar? 4, 1 7, 5 10, 0</p>
Parte-Parte-Entero	<p>Entero desconocido (PPW-WU) Había __ semillas de tomate y __ semillas de Calabaza en la colina. ¿Cuántas semillas hay en total? 2, 3 3, 6 4, 4</p>		<p>Parte desconocido (PPW-PU) Había __ pájaros en el jardin. __ eran bonitos y otros eran feos. ¿Cuántos eran feos? 6, 2 7, 4 9, 3</p>
Comparar	<p>Diferencia desconocida (CDU) Cucú recogió __ semillas de maíz y __ semillas de frijoles. ¿Cuántas más semillas de maíz que semillas de frijoles recogió? 5, 2 6, 1 7, 4</p>	<p>Cantidad desconocida (CQU) Cucú recogió __ semillas de tomate. Recogió __ semillas más de pimienta que tomate. ¿Cuántas semillas de pimienta recogió? 2, 3 4, 1 6, 3</p>	<p>Referente desconocido (CRU) Cucú recogió __ semillas de calabaza. Esto fue __ más semillas de calabaza que semillas de pimienta. ¿Cuántas más semillas de pimienta recogió? 5, 1 7, 2 9, 6</p>
Multiplicar y dividir	<p>Multiplicación Cucú guardó 5 diferentes tipos de semillas. Ella guardó __ de cada tipo de semilla. ¿Cuántas semillas guardó? 2 5 10</p>	<p>División de medición (MD) Cucú recogió __ semillas. Hay __ de cada tipo. ¿Cuántos tipos diferentes de semillas hay? 6, 2 8, 2 10, 2</p>	<p>División partitiva (PD) Cucú recogió __ semillas. Había __ tipos diferentes. ¿Cuántas semillas había de cada tipo? 6, 3 9, 3 12, 4</p>

BLM Unit 4, Daily Routine, Measurement Lesson 1 Cuckoo #1



1 sheet per student. Students also need 20 nickels for today.

This is a picture of a real cuckoo that is found in Mexico.

No wonder the bird in the book is so proud. What a beautiful bird!

Use nickels today to find out how long the bird is from the top of his head to the bottom of his tail.

There is a white line at the bottom of the page where you can start your line of coins.



The cuckoo is _____ nickels long.

BLM Unit 4, Daily Routine, Measurement Lesson 1 Cuckoo #1



1 sheet per student. Students also need 20 nickels for today.

Esta es una imagen de un cucú real que se encuentra en México.

No es de extrañar que el pájaro en el libro esté tan orgulloso. ¡Qué hermoso pájaro!

Hoy utiliza monedas de cinco centavos para averiguar cuán largo es el pájaro desde la punta de la cabeza hasta la parte inferior de su cola.

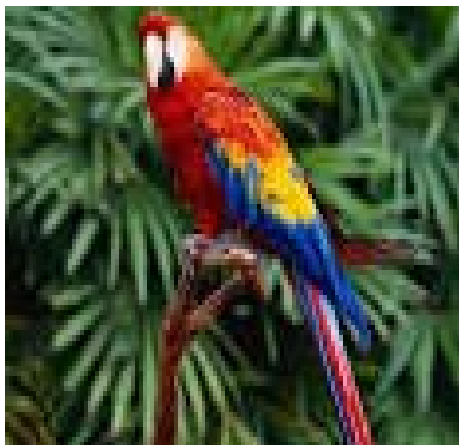
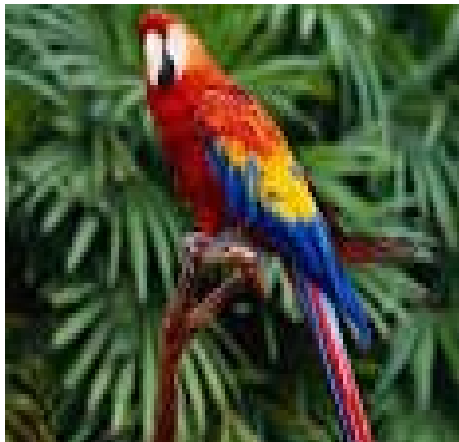


El cucú tiene una longitud de _____ monedas de cinco centavos.

BLM Unit 4, Daily Routine, optional Graphing Lesson 1 Favorite Bird



Duplicate enough so that the graph has a picture of each, and each student can select the bird of choice.



Literature Selection*Cuckoo*

by Lois Ehlert

1 book per classroom

Materials**Language**

- **BLM** Word Cards
- **BLM** Picture Cards: seed, rainbow, tree, fire, flower, bean, corn, pepper, squash, tomato, parrot, rooster, dog, dove, owl, mole, cuckoo
- **BLM** Vocabulary Booklet (day 1), one copy per student
- Crayons or colored pencils

Math

- Baggie of 20 beans (pinto, lima – anything at grocery store) – 1 set per student
- Brown crayon – 1 per student
- **BLM TM** Number Cards 0 – 20 – there are 2 BLMS for this set - cut out 1 set per student and store in the Ziploc bag
- **BLM TM** Counting Seeds
- **BLM TM TEACHER KEY** Seeds

Literature Vocabulary

seed
parrot
rooster
dove
mole
cuckoo
pepper
squash

Math Vocabulary**Review Words**

number
counters
equals = is the same as
add
subtract
More than

ELPS (*English Language*)**Unit 4, Lesson 1****Kinder****Classroom Lesson**

Every day teachers must post the objectives on the board, read them to the students, and have students read them together with the teacher. You must also talk about what the objectives mean, giving examples where appropriate. At the end of the lesson, teacher and students should review to see if they have accomplished both math and language objectives.

Math Objectives:

- Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement.

Reading Objectives:

- Understand what a folk tale is.
- Retell the key details of a story.

Language Objectives:

- Understand new vocabulary words in a folk tale, and draw pictures to show their meaning.

BEFORE READING**Building Background, Literature and Vocabulary**

Display the picture cards of the birds (parrot, rooster, owl, dove, and cuckoo) in front of the students. Ask the students to describe what they see on the picture cards. Explain that each picture show a type of bird and each type of bird has a special name. Introduce the names of the birds (in English and Spanish) to the students.

Pick up the picture card of the parrot and say, “This is a parrot.” Have the students repeat the sentence. Follow this format for introducing the rest of the birds.

Ask students if they can recall the word you used to describe all of the pictures. If the students are unable to categorize the pictures as birds, explain that the each picture shows a special type of bird. Tell the students that the pictures you shared with them are just few of the different types of birds. Allow the students to brainstorm a list of characteristics of birds. Direct their attention to the picture cards and have them look closely to see what all of the birds have in common. Have one or two students share with the whole class to get their ideas going, and then ask students to share with a partner, using the routine described in unit 1. Record the list of bird characteristics on chart paper. Responses may include, but are not limited to: they have two eyes, they have 2 legs, they have feathers, they have beaks, they can fly, etc.

Proficiency Standard)
2D, 2F, 3D, 3H, 4B, 4C, 4G

CCRS (*College and Career Readiness Standards*)
CROSS-CURRICULAR II.A.1., II.A.2., II.A.4.
ELA II.A.1., II.A.2., II.A.3., III.B.2

Guided Reading Groups:

If you conduct guided reading groups as part of your balanced literacy instruction, you can reinforce these same reading strategies.

With emergent readers and beginning ELLs, you can have a guided reading group session be more like a shared reading where you preview the text, read it aloud to students the first time through, echo read the text for the second reading, and then possibly have students read it along with you for a third reading.

- **Retelling**

When you finish the guided reading, give students prompts to help them retell the key details of the story with you. You can begin each sentence, and then have students fill in the rest of the sentence. Or, you can ask specific questions to get students to recall a specific detail. For example:

- What animal did we meet at the beginning of the story?
- What did the animal do?
- Then what happened to the animal?
- What happened at the end?

Unit 4, Lesson 1

Kinder



Classroom Lesson

The book I am going to read to you today is about a very special bird. I already shared with you the names of the birds that will be mentioned in the story. Next I am going to show you pictures of some of the other animals that are mentioned in the story.

Display the picture cards of the remaining animals (dog and mole) in front of the students. Ask the students to describe what they see on the picture cards. Introduce the names of each (in English and Spanish) to the students. While most (if not all) of the students will be familiar with the dog, they will probably not know the mole. Explain that the mole is a small furry animal that lives in tunnels that it digs under the ground.

Display the remaining picture cards (seed, rainbow, fire, tree, flower, bean, corn, pepper, squash and tomato) in front of the students. Ask the students to describe what they see on the picture cards. Introduce the names of each (in English and Spanish) to the students.

Pick up the picture card of the seed and say, “This is a seed.” Have the students repeat the sentence. Follow this format for introducing the rest of the picture cards.

Explain, “Today we’re going to be reading a story about a bird that is very beautiful, but also very lazy. Something happens in the story that causes the bird to work harder than she ever has before. We will read to find out why the bird has to work so hard.”

Show students the cover of *Cuckoo/Cucú* by Lois Ehlert. Introduce the title, author, and illustrator of the story. Be sure to point out that Lois Ehlert was both the author and the illustrator. Also, be sure to share with the students that this story is a folk tale. Explain that a folk tale is a story that has been passed down through generations and often teaches a lesson or explains why something happens. Focus student’s attention on the picture of the bird on the cover. “The title of the story is Cuckoo. What kind of bird do you think this is on the cover of the book?” Allow the students to discuss what bird they think is on the cover. Be sure to prompt students to explain their thinking. Is this a cuckoo bird? Why or why not?

DURING READING

Comprehensible Input, Literature and Vocabulary

Read Aloud: *Cuckoo/Cucú*

This story is presented in both English and Spanish. For the first reading please present the story in the way you feel it will be best understood by your students. You can read the entire story in Spanish or

Unit 4, Lesson 1

Kinder



Classroom Lesson

Listening Center

Connection:

After the read aloud, have students listen to the recorded version of *Cuckoo/ Cucú* in a Listening Center as part of their independent reading time.

Show students how to listen while following along in the book. Then show students how they can listen to the fable additional times, reading along softly with some of the words. This will help students connect oral language with written language, improving their word recognition, and ultimately their reading fluency.

ELLs: Using a listening center is particularly powerful for ELLs as a way to connect oral and written language, build vocabulary, build word recognition, and gain fluency in English.

English or you can read in English and Spanish page-by-page.

The reading strategy students will work on this unit is **retelling** key details. They will do this with prompting and support from you. This retelling work will take place after you read the folk tale.

Page 2

Teacher Think Aloud: Trouble was, she knew it. I wonder why it was trouble for Cuckoo to now she was beautiful.

Page 4

Teacher Think Aloud: She's stuck on herself. I wonder if that has anything to do with why it was trouble for Cuckoo to now she was beautiful.

Question: Why did the parrots say that Cuckoo was lazy?

Page 12

Teacher Think Aloud: It sounds like tomorrow is going to be a busy day for the birds.

Question: why do you think it was important for all the birds to work together to collect the seeds?

Page 18

Teacher Think Aloud: Oh no, this sounds serious. I wonder what Cuckoo will do?

Question: Do you think she will try to save the seeds? Why or why not?

Page 24

Teacher Think Aloud: Wow, it sounds like Cuckoo is working very hard to save the seeds and she must be very brave because a fire is very dangerous.

Question: Remember at the beginning of the story, the parrots said Cuckoo was lazy. Do you think they were right? Why or why not?

Page 26

Question: Pointing to the picture of Cuckoo on page 26 say, this is a picture of Cuckoo. Then flip back to the picture on the cover. How does Cuckoo look different now than she did at the beginning of the story?

Page 32

Question: how do you think the other birds felt about Cuckoo at the end of the story? Ask students to explain their thinking.

Unit 4, Lesson 1

Kinder

Classroom Lesson



Read aloud the moral

Paraphrase this moral in your own words (*Ex: You shouldn't judge how valuable someone/something is by the way it looks.*) Explain that this is the lesson the author wants us to learn from this story (*folk tale*).

Read aloud the folk tale one more time

Since this is a short folk tale, read it aloud to students one more time, this time in English. This time, read it more fluently without all the pauses to ask questions.

AFTER READING

Practice and Application, Literature and Vocabulary

Oral Retelling

1. Display the following picture vocabulary cards in front of the students: rainbow, seed, fire, parrot
2. Say: Let's tell the big things that happened in this story, or folk tale. I'll start a sentence, and then you help me finish it. Use the picture vocabulary cards if you need help.
3. Say: There was a beautiful bird whose feathers were the color of a _____... *rainbow!*
4. Say: "She is a lazy bird, because she never helps to collect the seeds," said the _____...*parrot!*
5. Say: Then, one night, while all the birds were asleep, there was a terrible _____... *fire!*
6. Say: Cuckoo worked all night in the dangerous fire to save the _____... *seeds!*
7. Say: In the morning the birds woke up and found out what Cuckoo had done. They all learned an important lesson: *You shouldn't judge how valuable someone is by the way they look.*

Unit 4, Lesson 1

Kinder

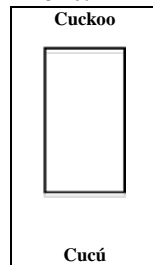


Classroom Lesson

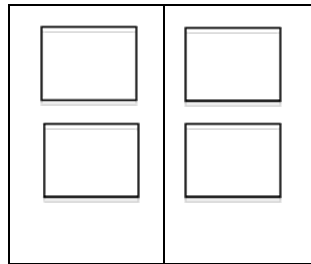
Illustrating a Vocabulary Booklet (Day 1)

1. Give each student a copy of the **BLM** Vocabulary Booklet – Cuckoo/ Cucú (day1). To create the booklet, simply **photocopy Pages 1 and 2 of the BLM back to back** (so that it is one page, 2-sided), and fold the paper on the dotted line.
2. The booklet will now look like this:

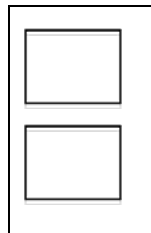
Front:



Inside:



Back:



1. Allow students to choose six vocabulary words to record in their booklet. On the cover each child should draw a picture of a cuckoo bird. Each remaining box will contain the picture and word of their choice.
2. Have students illustrate the six vocabulary words of their choice to show their understanding of what the words mean. Each illustration should be accompanied by the vocabulary word in

Unit 4, Lesson 1

Kinder



Classroom Lesson

English and Spanish. Students can use crayons or colored pencils. Circulate to help students remember what each word says, as needed.

3. Students will add to this book tomorrow.
4. This vocabulary booklet is for students to keep. Most other grades did not read this particular folk tale. When the booklet is complete encourage students to share their vocabulary booklet with a sibling/friend in another grade to tell them what happens in this folk tale.

seed

parrot

rooster

dove

semilla

loro

gallo

paloma

mole

cuckoo

pepper

squash

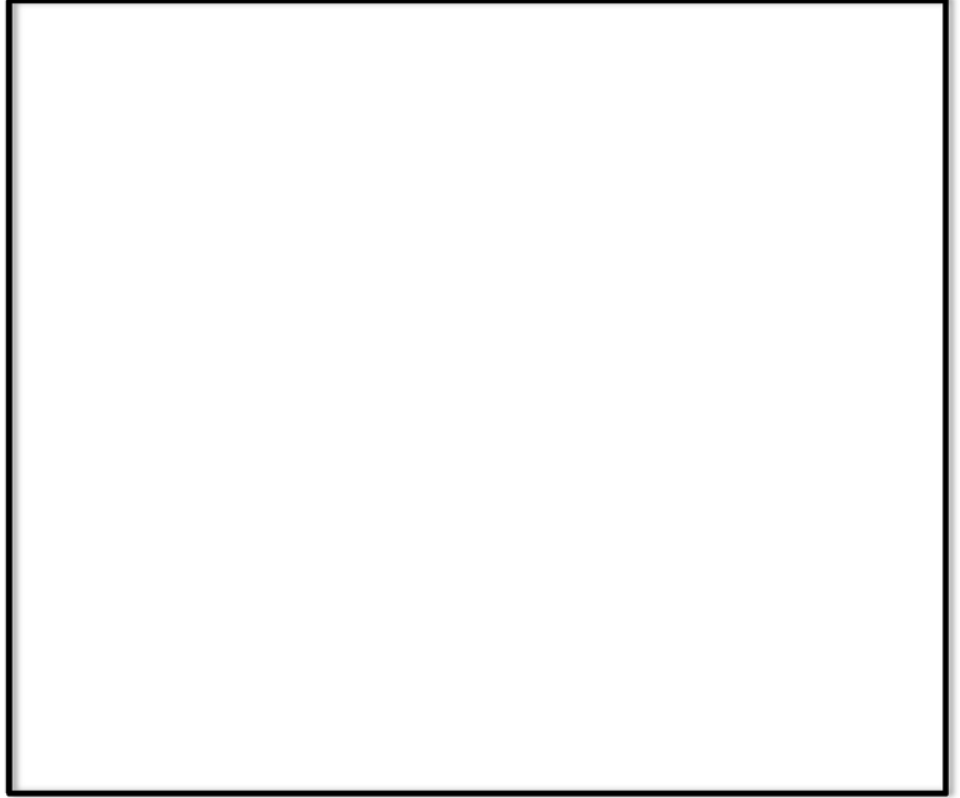
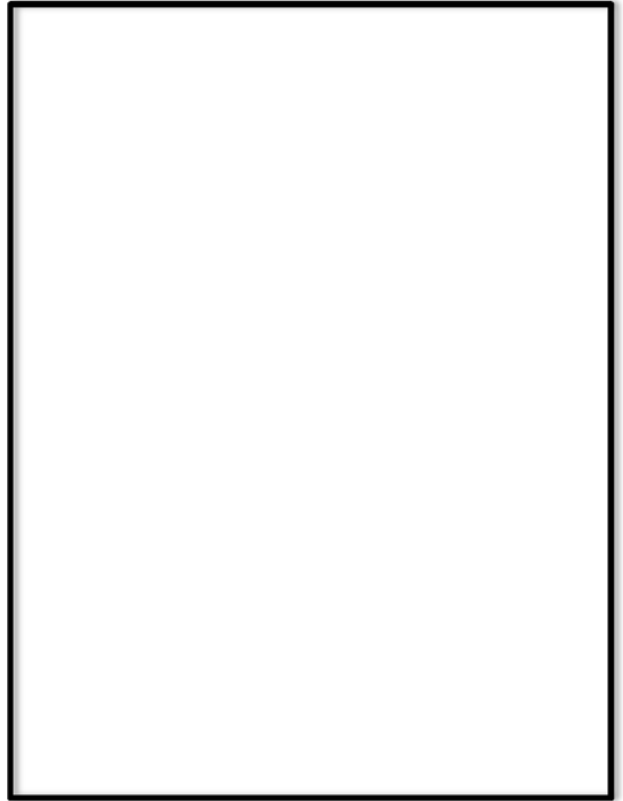
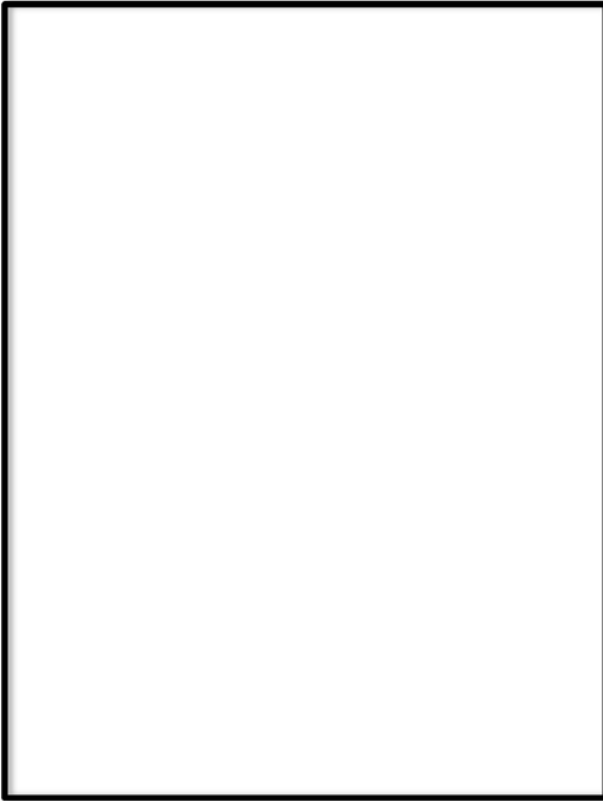
topo

cucú

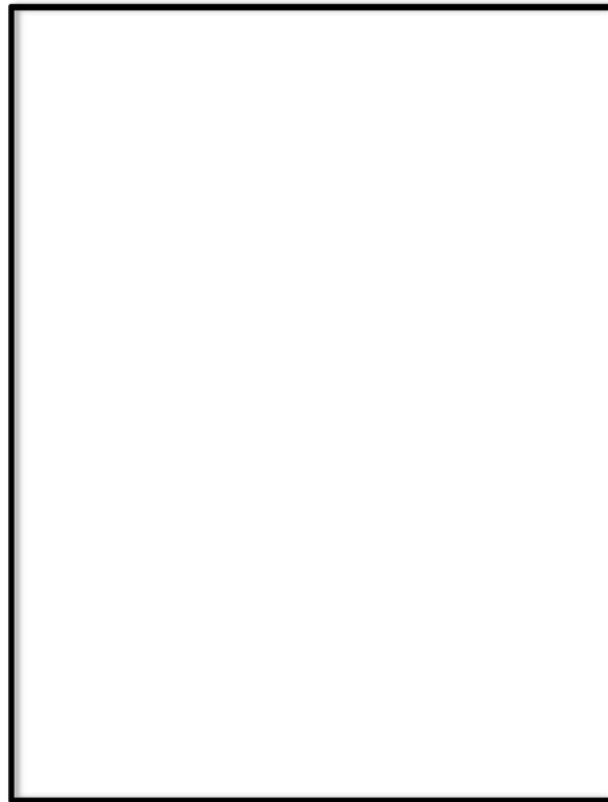
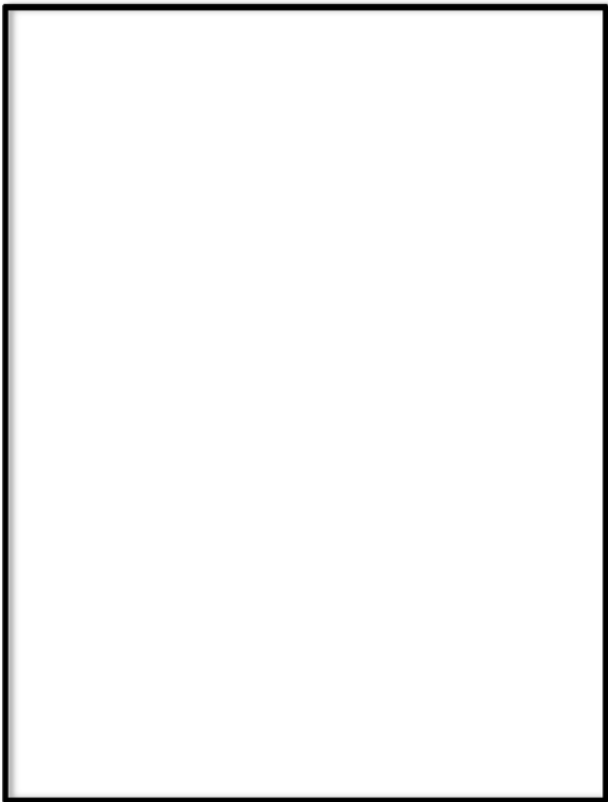
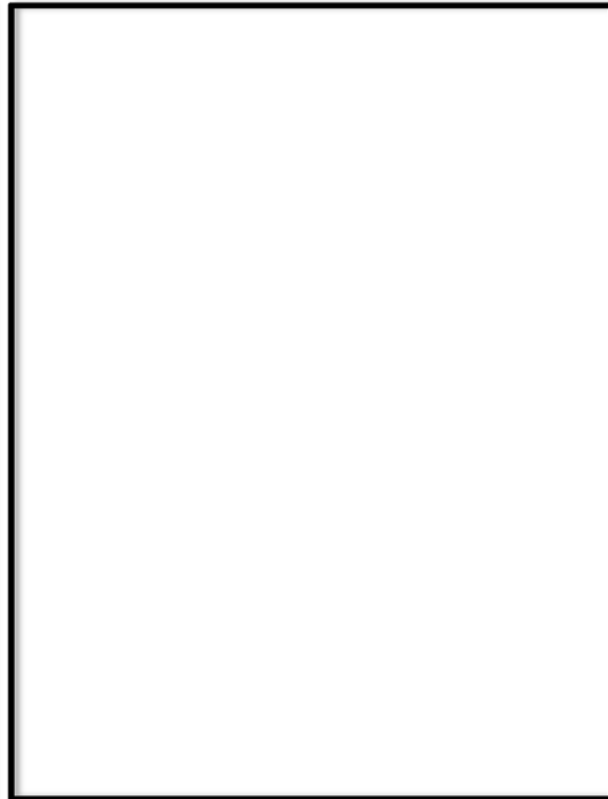
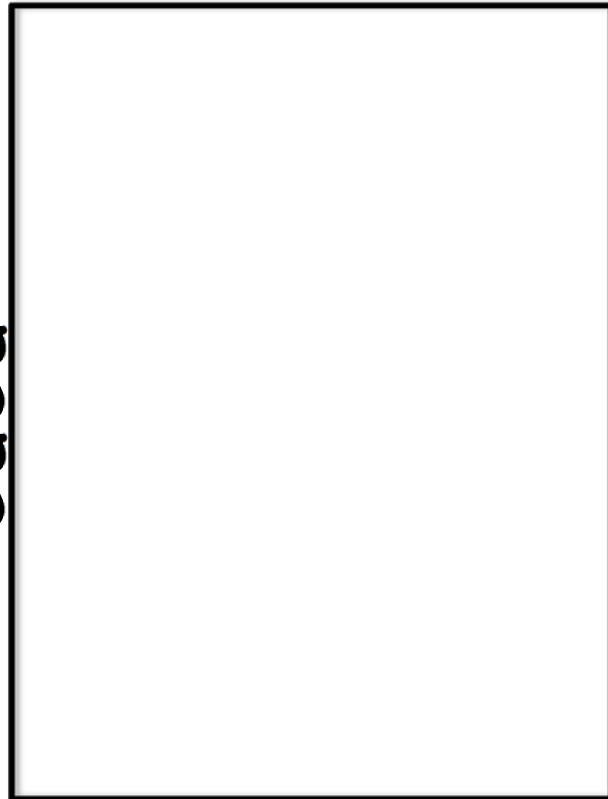
pimienta

calabaza

Cuckoo



CuCu



Unit 4, Lesson 1 BLM Word Cards

owl



búho

rooster



gallo

seed



semilla

rainbow



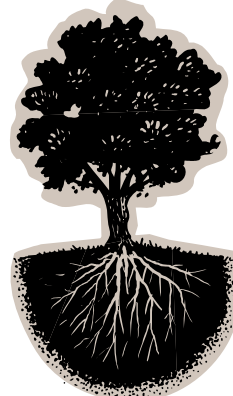
arco iris

fire



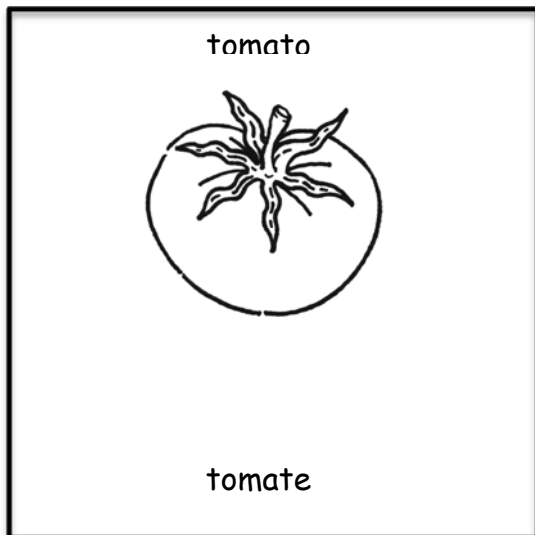
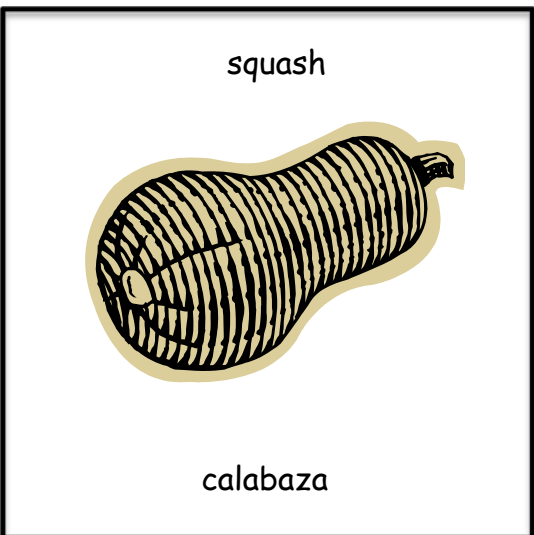
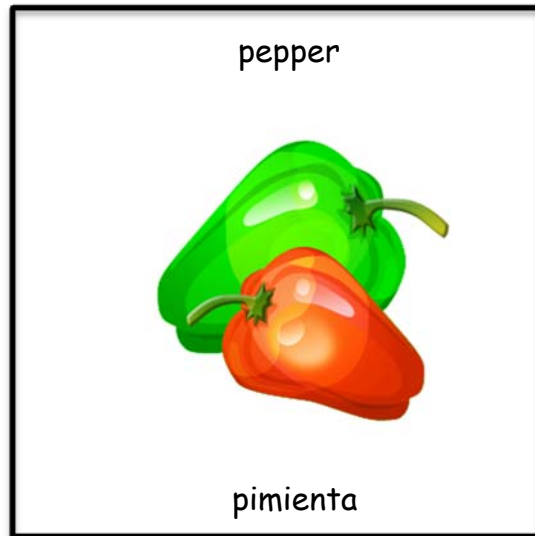
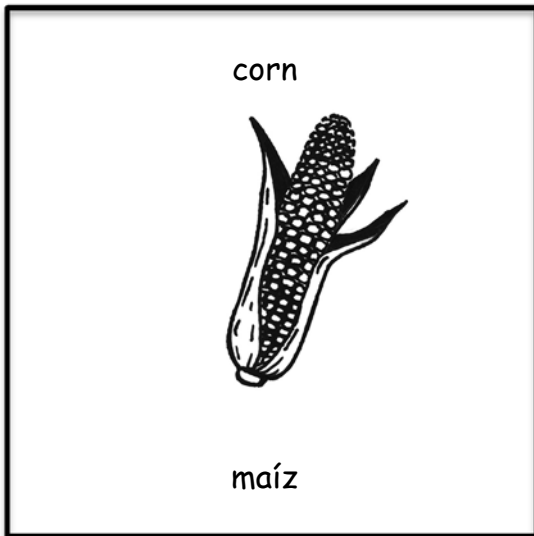
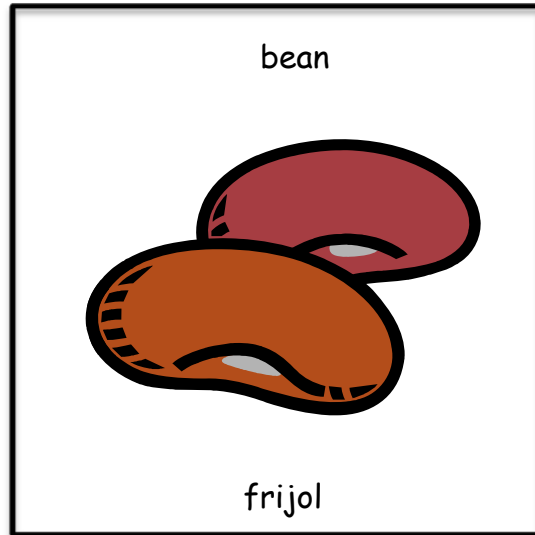
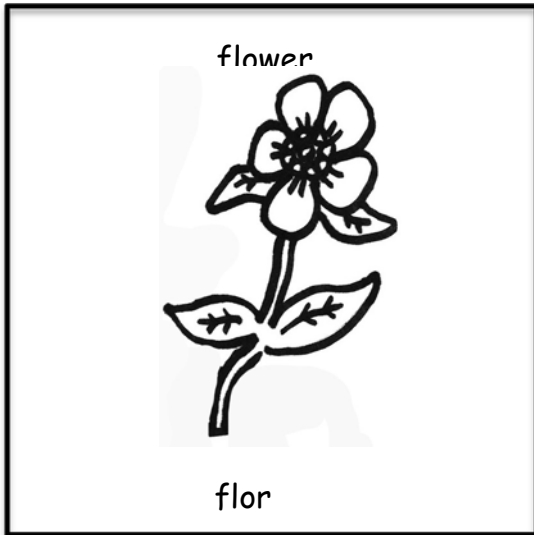
fuego

tree



árbol

Unit 4, Lesson 1 BLM Word Cards



Unit 4, Lesson 1 BLM Word Cards

parrot



loro

dog



perro

mole



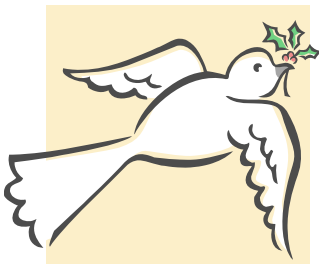
topo

cuckoo



cucú


dove



cucú

Materials for Transition to Math Lesson (these were listed in the complete Classroom Lesson list, but are listed again to help you organize more quickly.)

- Baggie of 20 beans (pinto, lima – anything at grocery store) – 1 set per student
- Brown crayon – 1 per student
- **BLM TM** Number Cards 0 – 20 (1 set per student in a Ziploc baggie)
- **BLM TM** Counting Seeds
- **BLM TM TEACHER KEY** Seeds

 **Technology:** more coin identification practice
<http://www.ixl.com/math/kindergarten/coin-names-penny-through-quarter>

ELPS (English Language Proficiency Standard)
2D, 2G, 2I, 3D, 3J

CCRS (College and Career Readiness Standards)
CROSS-CURRICULAR I.A.1., I.C.3., II.C.1
MATH I.A.1., V.A.1., VIII.A.1., X.A.1

Unit 4, Lesson 1

Classroom Lesson - continued

TRANSITION to Math

Math Objectives:

- Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement.

Language Objectives:

- Read numbers.
- Explain how you know how many objects are in a group.

Building Background, Math

How did Cuckoo save the seeds? (Show the word card for seeds. She flew back and forth from the field to the mole's tunnel and dropped the seeds into the tunnel)

Today we are going to count seeds (show language word card) that Cuckoo might have dropped in mole's tunnel. (Show the BLM Seeds)

Since we are going to count, let's put our counting number cards in counting order on our desks. (Give students time to do so, making sure that all have correctly placed their 0 – 20 cards.)

This is our worksheet. What do you see on the worksheet?

(Accept all answers. You want them to see the mole in the tunnel – you can explain that the funny little creature is a mole. Explain also that you are seeing the tunnel opening that would be above ground, and the tunnel below ground that has the mole in it. If you wish, you can have the students draw a line to show ground level and lightly shade in the earth with the brown crayon around the tunnel.

There is also an oval beside the tunnel. Above the oval there is a number and the word, "seeds.")

- How many seeds do you think Cuckoo will drop into the first tunnel (10)
- How do you know? (number 10 and word "seeds" above the oval)
- You have a baggie of bean seeds. Count 10 seeds out of the bag and place them ABOVE the number 10 and word seeds (give time for all students to do so, and make sure they are counting accurately).
- Now, I would like for you to use your brown crayon (lift it up) and draw 10 seeds in the oval. (Give time for all students to do so, and make sure they are counting accurately.)
- Let's all count our beans together. (do so out loud)

Kinder



Unit 4, Lesson 1

Kinder



Classroom Lesson - continued

TRANSITION to Math

- Find the number card that shows this number of beans and place it beside the mole tunnel (*demonstrate and check all students for accuracy, correcting as necessary*).
- Now, put your beans back into your baggie.
- You are going to do the rest of the sheet by yourselves.
- *Have students tell you what they are to do:*
 - Read the record sheet.
 - Count out the beans above the number of seeds.
 - Draw that number of beans inside the oval.
 - Put the number card that names that number beside the mole tunnel.
- *Circulate the room to make sure that all students understand the process. Question as you move about the room.*
 - *What number is this?*
 - *Count the beans for me.*
 - *How many beans have you counted out on to your sheet?*
 - *EXTENSION:*
 - *What if I asked you to add 1 more bean to the count? How many would you have?*
 - *What if I asked you to subtract one bean from the count? How many would you have?*

Distribute TV Materials:

- Baggie of 20 beans – 1 set per student
- Brown crayon - 1 per student
- Numbers cards from TM Lesson – 1 set per student
- Paper plates – 1 per student
- **BLM Saving Seeds Problems, Teacher** – 1 per teacher
- **BLM Saving Seeds Problems** – 1 per student

Objectives

Distribute TV Materials

BLM TM Unit 4, Classroom, Transition Lesson 1 **Number Cards 0 - 20**

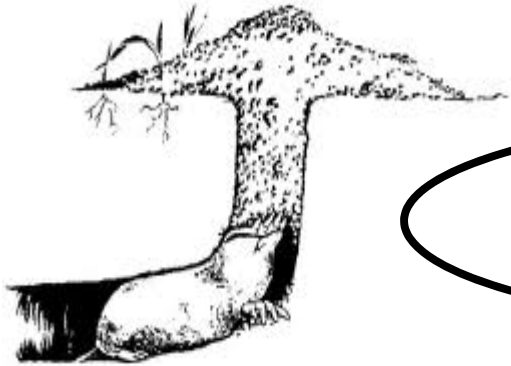


(Create on cardstock –1 set for each student of the TWO pages of cards)

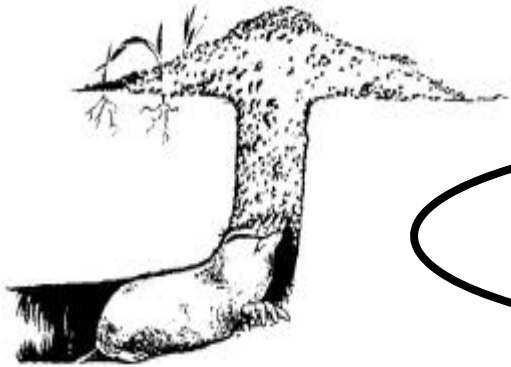
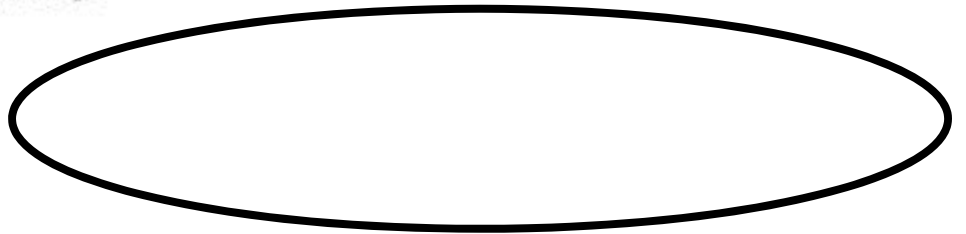
0	1	2	3
4	5	6	7
8	9	10	11

BLM TM Unit 4, Classroom, Transition Lesson 1 **Number Cards 0 - 20** 
(Create on cardstock –1 set for each student of the TWO pages of cards)

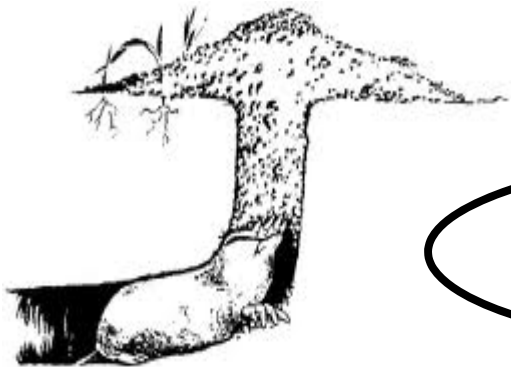
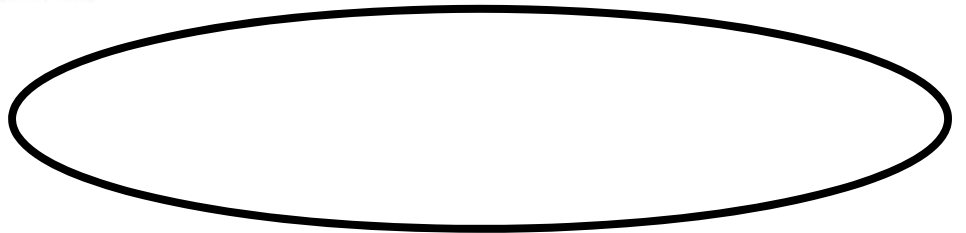
12	13	14	15
16	17	18	19
20			



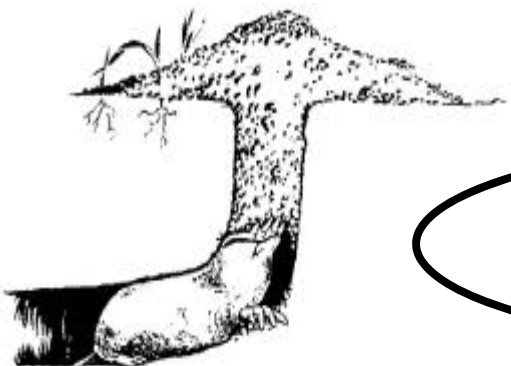
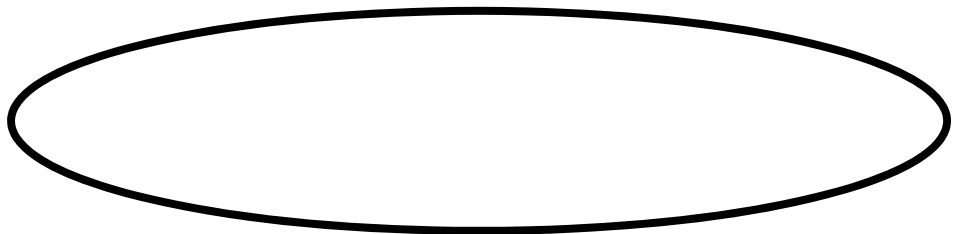
10 seeds/semillas



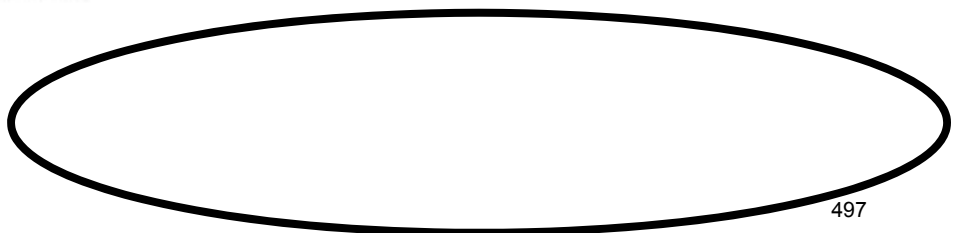
6 seeds/semillas



18 seeds/semillas



14 seeds



BLM TM Unit 4, Classroom, Transition Lesson 1

TEACHER KEY Seeds



TEACHER KEY - How students align the beans is of no importance – grade on number only. Actual beans and number cards will be removed after completing that particular problem. Be sure you are circulating room to see that they have counted the beans accurately.

10

10 seeds

6

6 seeds

18

18 seeds

14

14 seeds

499

Literature Vocabulary

seed
parrot
rooster
dove
mole
cuckoo
pepper
squash

Math Vocabulary

Review Words

number
counters
equals = is the same as
add
subtract
more than

Materials

- Baggie of 20 beans – 1 set per student
- Brown crayon - 1 per student
- Numbers cards from TM Lesson – 1 set per student
- Paper plates – 1 per student
- **BLM Saving Seeds Problems**, Teacher – 1 per teacher
- **BLM Saving Seeds Problems** – 1 per student

Classroom Teachers,

It is vital that students work through these problems with the TV Teacher, and that you circulate the room to see who is understanding the process.

ELPS (*English Language Proficiency Standard*)
1F, 2E, 2H, 3C, 3D, 3H

CCRS (*College and Career Readiness Standards*)
CROSS-CURRICULAR
ELA II.A.4., II.A.6., II.B.1., IV.A.3.
MATH I.A.1., I.C.1., V.A.1., VIII.A.1., VIII.A.2., VIII.C.1

Unit 4, Lesson 1

TV Lesson

Read objectives while pointing to the words in the math lesson objectives. After each math objective, show children what that means.

Math Objectives:

- Solve word problems using objects and drawings to find sums up to 10 and difference within 10.
- Explain the strategies using objects and drawings to find sums up to 10 and differences within 10.

Language Objectives:

- Explain solution strategies.
- Use the math vocabulary during the activity.

Building Background, Math

TEACHER: Cuckoo turned out to be a very good friend to the other birds, didn't she?

AZULITO: Yes she did. But I am glad she didn't get hurt when she saved all those seeds!

TEACHER: I am, too, Azulito.

We're going to solve a few problems about saving seeds today. We'll solve them just like we've been solving them before, only this time we'll be using our seeds. Did you know that these beans that we cook are the seeds that we plant to grow bean plants?

AZULITO: That's cool! We can plant the beans, or we can cook them and eat them. These seeds are very versatile – we can use them several ways! OK, I have my bean seeds, a paper plate for my story board, a brown crayon, and our record sheet: Saving Seeds (*show each as you name it*).

TEACHER: Excellent, now please listen for the math movie when I read the story the first time.

Then when I read the story the second time, model the math story with the beans and paper plate.

We'll then draw our model on the record sheet, and write the number sentence that will represent our math movie.

AZULITO: I'm sure ready!! That Cuckoo was very brave to save all those seeds! Let's solve the first problem.

Kinder



Unit 4, Lesson 1

Kinder



TV Lesson - continued

Comprehensible Input

1. Here is the first story problem. Watch for the math movie in your mind

Cuckoo dropped 5 seeds down the tunnel. Then she dropped 3 seeds down the tunnel. How many seeds did Cuckoo drop down the tunnel?

2. I'll read it a second time. This time act out the story with your counters, and answer the question: How many seeds did Cuckoo drop down the tunnel?

(Do so, understanding that the classroom teacher is circulating the room and watching to see how students work on the story).

3. Now, show your classroom teacher the number card that tells how many seeds Cuckoo dropped down the tunnel.
4. Let's talk about the problem. Can someone describe the math movie they saw in the problem, and how they used the seeds to model it? Tell your class. *(Pause for volunteer to describe and model the problem.)*

AZULITO:

5. I would like to share my math movie and how I used the seeds to solve it. I saw Cuckoo fly over the fire and fly back to the tunnel. The first time she dropped 5 seeds into the tunnel, so I put 5 seeds in my plate. The second time she dropped 3 seeds into the tunnel, so I dropped 3 more seeds into the plate. Then I counted my seeds to see how many she had dropped *(count them)*. Cuckoo dropped 8 seeds into the tunnel that time. Here is my number card.

TEACHER: Well done, Azulito. So the answer to our question is, *(SMARTBoard)* Cuckoo dropped 8 seeds into the tunnel.

Let's go to our record sheet, Saving Seeds. I'll read the story again, and this time you will draw the model in the oval using your brown color.

Let's listen to the story again, and draw our solution.
(Read again, giving students time to draw.)

Classroom Teachers:

Circulate the room as the problems are being read/solved to see which students need more help.

TV Teacher –

The BLM does have the process if you'd prefer to use that instead of this script.

Unit 4, Lesson 1

Kinder



TV Lesson - continued

SMARTBoard

Copy of record sheet

We could also say that (SMARTBoard)

5 seeds add 3 seeds is the same as or equals 8 seeds

$$5 + 3 = 8$$

Clear your story board of beans (do so). Now place your number card back in counting order in your numbers. (do so)

Alright, let's solve another saving seeds problem.

(Continue the process for the next problem. The third problem is a comparison problem. See the BLM for script ideas to facilitate this problems solution.)

Azulito's Corner

Unit 4 Lesson 1

Write a class story problem for Cuckoo. She can be saving seeds, or singing her song, or anything you want Cuckoo to do. Be sure you can answer the problem, though.

AZULITO: These Math Movies are great! You are expert problem solvers when you can see the math movie! You can write problems so that we can see the math movie! *(Explain MAS Space task.)*

TEACHER: Thank you, Azulito! I'm sure everyone will go online and send us their class story problems about Cuckoo! Just think how many stories we can get this way! GREAT!

Objectives: And now before we go, let's review what we have learned today! *(do so)*

BLM Unit 4, TV Lesson 1

1 per teacher

Saving Seeds, Teacher

Process

1. Read the problem one time for students to visualize math movie.
 2. Read the problem second time for students to model using the appropriate color counters and the paper plate as the story board. (pause)
 3. Have students determine the answer, (pause)
 4. Count 1-2-3 and have students show the number card that tells the answer to the Classroom Teacher.
 5. Ask for a class volunteer to describe the math movie to the class, and how s/he used the seeds to model it.
 6. Azulito describes the math movie he saw and how he used the seeds to model it, and shows the number card.
 7. Tell students you are going to read the story again, and you want them to draw their model on the BLM. (do so)
 8. On the SMARTBoard, model, draw and represent in verbal and written number sentences (example: 5 seeds add 6 seeds is the same as or equals 11 seeds: $5 + 6 = 11$)
 9. Students and TV Teacher read the problem and fill in the blank.
 10. Clear the storyboard paper plate of seeds, and place the number card back in counting order.
11. **Read the second and third problems** and follow the same format.

Problems

1. Cuckoo dropped 5 seeds into the tunnel. Then she dropped 6 seeds into the tunnel. How many seeds did Cuckoo drop into the tunnel?
Cuckoo dropped _____ seeds into the tunnel.

A Cucú se le cayeron 5 semillas en el túnel. Luego, se le cayeron 6 semillas en el túnel. ¿Cuántas semillas se le cayeron a Cucú en el túnel?

A Cucú se le cayeron _____ semillas en el túnel.

2. Cuckoo dropped 8 seeds toward the tunnel, but 2 of them fell outside the tunnel. How many seeds landed inside the tunnel?
_____ seeds landed inside the tunnel.

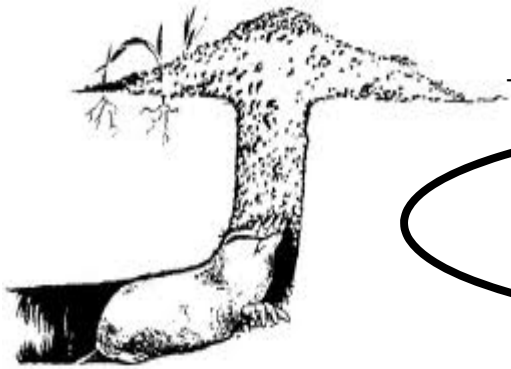
1 per teacher

A Cucú se le cayeron 8 semillas en el túnel, pero 2 de ellas cayeron fuera del túnel. ¿Cuántas semillas cayeron dentro del túnel?

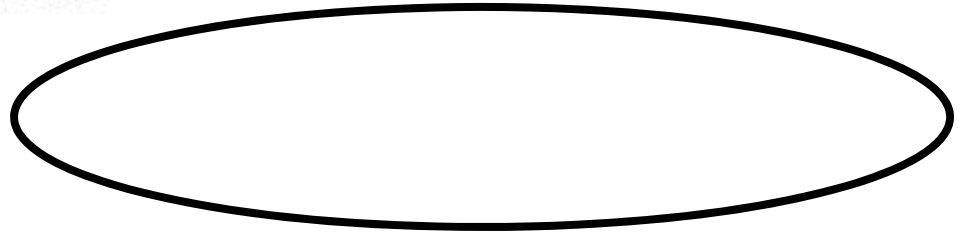
_____ semillas cayeron dentro del túnel.

3. Cuckoo saved 10 seeds. 7 of them were bean seeds. How many were not bean seeds? ____ of the seeds were not bean seeds.

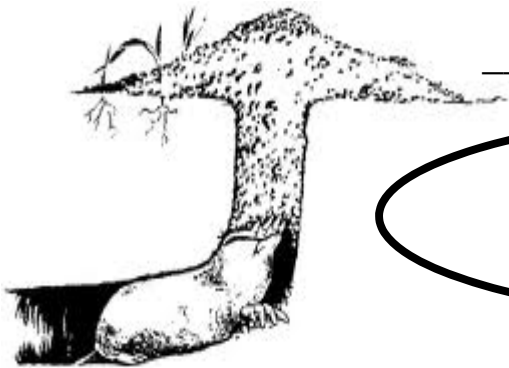
Cucú guardó 10 semillas. 7 de ellas eran semillas de frijoles. ¿Cuántas no eran semillas de frijoles? ____ de las semillas no eran de frijoles.



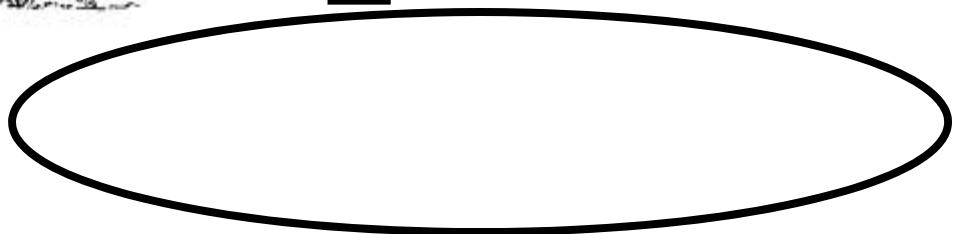
_____ seeds _____ seeds = _____ seeds



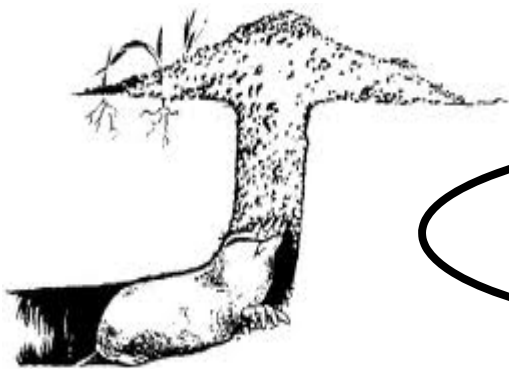
Cuckoo dropped _____ seeds into the tunnel.



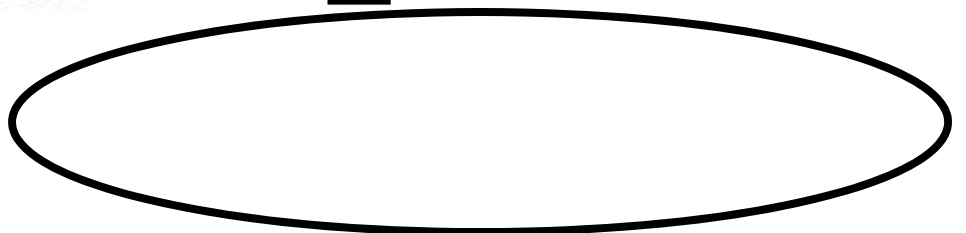
_____ seeds _____ seeds = _____ seeds



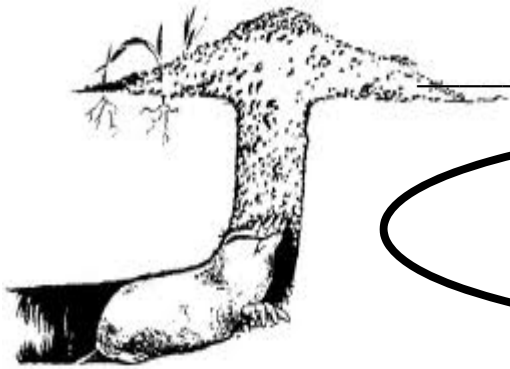
_____ seeds landed inside the tunnel.



_____ seeds _____ seeds = _____ seeds



_____ of the seeds were not bean seeds.

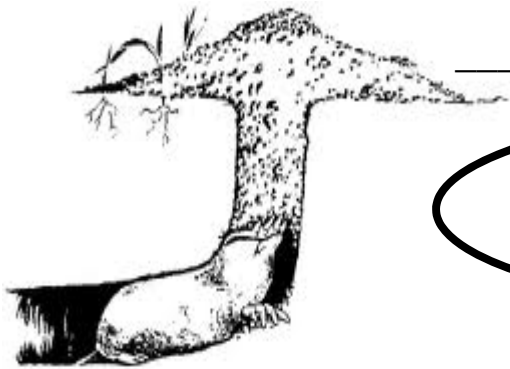


_____ semillas

_____ semillas =

_____ semillas

Cuckoo dejó caer _____ semillas en el túnel.

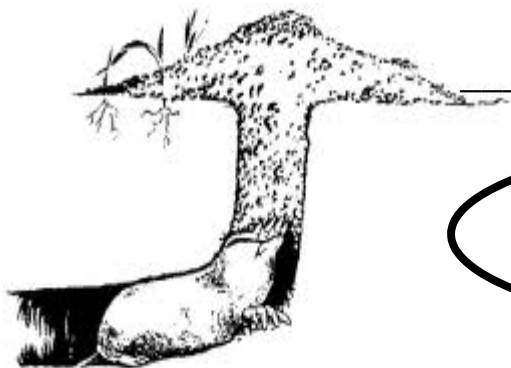


_____ semillas

_____ semillas =

_____ semillas

_____ semillas cayeron en el túnel.



_____ semillas

_____ semillas =

_____ semillas

___ de las semillas no fueron semillas de frijoles.

seed
parrot
rooster
dove
mole
cuckoo
pepper
squash

Math Vocabulary

Review Words

number
counters
equals = is the same as
add
subtract
more than

Materials

- Baggie of 20 beans – 1 set per student
- Brown crayon - 1 per student
- Numbers cards from TM Lesson – 1 set per student
- Paper plates – 1 per student
- **BLM Saving Seeds Problems**, Teacher – 1 per teacher
- **BLM Saving Seeds Problems** – 1 per student

ELPS (*English Language Proficiency Standard*)
1E, 2B, 2D, 2G, 3C, 3F, 3H

CCRS (*College and Career Readiness Standards*)
CROSS-CURRICULAR I.B.2., II.C.1., II.E.1.
ELA I.A.1., I.A.2
MATH I.B.1., I.C.1., IV.A.1., V.A.1., VIII.A.4., VIII.A.5.

Unit 4, Lesson 1

Follow-up

Kinder



Math Objectives:

- Solve word problems using objects and drawings to find sums up to 10 and difference within 10.
- Explain the strategies using objects and drawings to find sums up to 10 and differences within 10.
- Generate a set using concrete and pictorial models that represent a number that is equal to a given number up to 20.

Language Objectives:

- Listen and speak with a partner during our math activity.
- Use the math vocabulary during the activity.
- Share-write math sentences.

Practice and Application, Math

(Complete any problems left unfinished in the TV Lesson. Follow the BLM Saving Seeds, Teacher for the format. You will talk more about the 3rd problem during Follow-up, as well as play a game to reinforce this skill.)

How did you solve the problem?

(Student volunteers explain their strategies. Make sure everyone has time to share. Share your math movie if different from the students'.

In my math movie, I saw a pile of 10 seeds that Cuckoo had saved. I can put out 10 bean counters. Seven of those were bean seeds, so I'm going to move 7 of the counters out of away. (*count 7 and remove*) The rest of the seeds are NOT bean seeds. How many are NOT beans? (*count remaining 3*) Since 3 counters are left – they must not be bean seeds.

Give the students the new BLM How Many Seeds.

How many problems do you think we are going to solve and record on this page? (3)

How can you tell? (*Any reasonable answer – you are trying to help students become more aware of the record sheets they are using, to become more observant of expectations.*)

That is correct – we are going to solve 3 problems today. One of the problems I will work with you. The other 2 problems you and your partner will work together, but I will be around to see what great problem solvers you are!

Unit 4, Lesson 1

Kinder



Follow-up, continued

First, I would like for you to look at your numbers cards. Please find all of the numbers from 11 to 20 and remove them. (*Watch as students do so*). Take all of those number cards and put them back into your storage bag (*wait as they do so*).

Put all of the number cards you have left in counting order (wait as they do so). Now let's read our number cards starting at zero (*Do so together. Listen carefully for students who do not yet have number recognition.*)

We will need these cards for our answers.

Now read this story together and watch for the math movie. (*Help students read the words with you. You might need to repeat several times.*)

Cuckoo had 9 seeds. (pause) 8 of the seeds were bean seeds. (pause) The rest of the seeds were not bean seeds. How many seeds were not bean seeds?

Tell your math movie to your partner. (*wait so everyone has time*)
Now model your math movie with the beans. The big rectangle under the story that Cuckoo is sitting on is where you can model using your beans. (*Give all students time to completely model.*)

Show me the number card that tells me how many seeds were not bean seeds. (*Show of number cards – check quickly, ask students to explain their models to you.*)

(*Repeat the process with **problem #2**. Notice that the answer is zero – make sure students understand the concept of zero.*)

Problem #3 is a little different. Let's read it together and see if we can decide how it is different from the other 2 problems (*have students once again read the problem with you, repeating as necessary so everyone reads the problem. Ask "What is different about this problem?" and let all volunteers answer. – The answer is that you are looking for how many of the seeds ARE beans this time. Continue the same format as the last 2 problems.*)

You are great problem solvers! And now, we are going to write a story problem.

Unit 4, Lesson 1

Kinder



Follow-up, continued

Shared or Interactive Writing Topic

Daily students will use the day's vocabulary to Share-Write a statement about the learning. Teacher has a large chart and marking pen with a question written at the top. Children give complete sentences. Encourage them to use today's vocabulary.



Write a class story problem about Cuckoo and the seeds.

Suggested Centers:

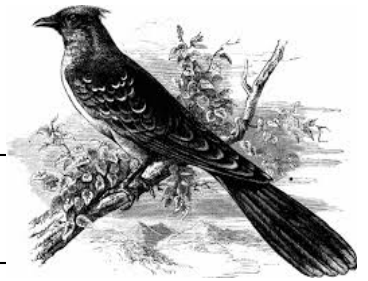


Technology

<http://pbskids.org/curiousgeorge/busyday/dogs/>

Great one to play today before the fraction lesson. Game is about fair shares. You can also talk about the fractional part each received – halves – why? Because the treats were divided into 2 equal shares, 1 for each dog.

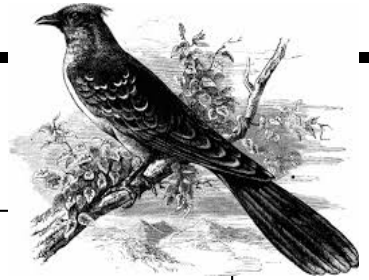
Cuckoo saved 9 seeds.



8 of the seeds were bean seeds. _____ of the seeds were not bean seeds.

Cuckoo saved _____ seeds that were **not** bean seeds.

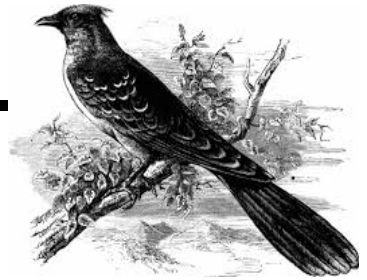
Cuckoo saved 8 seeds.



8 of the seeds were bean seeds. _____ of the seeds were not bean seeds.

Cuckoo saved _____ seeds that were **not** bean seeds.

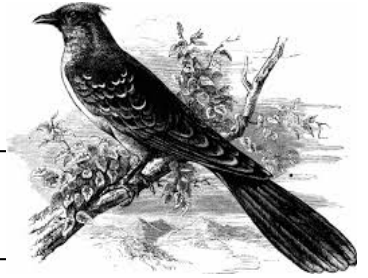
Cuckoo saved 10 seeds.



_____ of the seeds were bean seeds. 1 of the seeds was not a bean seed.

Cuckoo saved _____ seeds that were bean seeds.

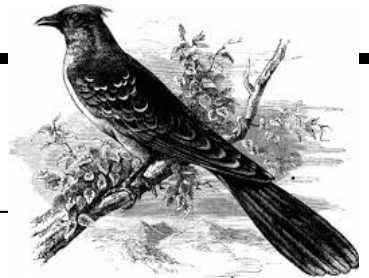
Cuckoo guardó 9 semillas.



8 de las semillas eran semillas de frijol. _____ de las semillas no eran semillas de frijol.

Cuckoo guardó _____ semillas que NO eran semillas de frijol.

Cuckoo guardó 8 semillas.



8 de las semillas eran semillas de frijol. _____ de las semillas no eran semillas de frijol.

Cuckoo guardó _____ semillas que NO eran semillas de frijol.

Cuckoo guardó 10 semillas.



_____ de las semillas eran de frijol. 1 de las semillas no era semilla de frijol.

Cuckoo saved _____ seeds that were bean seeds.

Math Objectives

- Share a snack in half.
- Explain why each portion is half.

Language Objectives

- Explain why each portion is half.
- Share-write what is a half.

Vocabulary

Half

Fair shares

Equal pieces

Materials:

(per partner pair, per teacher):

- **BLM** Kabob Fractions
- **BLM** Are These Halves? (For the Share-Write at the end of the lesson.)
- **Skewers (1 per student)**
- **Food items in Ziploc bags:**
 - ten 1”cubes of cooked meat or chicken
 - 8 cubes of cheese
 - 8 cubes pineapple
 - 8 cherry tomatoes
- 2 Paper plates
- 2 paper towels
- 2 scissors
- 2 glue sticks
- Chart paper with question:
Look at these Kabobs. If I used the same number of food items, are the items shared in halves? Why or why not?
Work as a class to decide if the kabobs are shared in halves (no) and why they are not (not equally shared on the skewers; or one kabob has more ___ than the other.)

Unit 4, Lesson 1

Snack Fractions

Children should wash their hands before this activity if using food items.

Snack Fractions

As part of each math day, please include a quick “Snack Fraction” activity. If your district/school does not allow any snacks to be given to students, please alter the activity by providing the paper shape to be divided into fractional parts.

Objective:

Today you are going to share a snack with one other friend. The snack will be shared in 2 portions. You will be able to tell each other the fractional name of the pieces. You will be able to draw a line on a picture to show the parts that you have.

Building Background

Explain to the students that at ballgames and at fairs they would often see great big dill pickles for sale. Today, they are going to share a dill pickle in class, we are comparing sets of items to see which has more and which has less.

- If we compare our food items with a friend, and we each want fair shares, or halves, do we want one person to have more and the other to have less? (no)
- What do we want? (Both to have equal shares).

We can use a similar process, though to share these sets of food items between us. Before we make our Kabobs, let’s cut out and divide our picture food items.

(Walk them through each food item, having them divvy out the items into 2 lines and compare as they did during math class. After all picture food items are cut out and divided into halves, tell them that you have a pattern you want them to match.

Tell them your pattern as you assemble the first section of your picture kabob, and have them assemble theirs at the same time. *Be sure that you act out “skewering” the item on at the arrow end, and pulling the item to the opposite end so they will know how to make their own kabob with the real food items.*

Meat, pineapple, tomato, and cheese

Look at the pattern we made.

- How many items are in the pattern? (4)
- How many DIFFERENT items are in the pattern? (4)
- If this is my pattern and I am going to continue it, what comes next? (meat)
- What comes next? (Continue for each item).
- Do we have enough food items to continue our pattern? (yes)

Kinder



Unit 4, Lesson 1

Kinder



Snack Fractions, cont.

Now have students check the pattern by reading it out loud together.

Tell students they should now glue the paper food items to the skewer. They might have to overlap some of the pieces to make them fit.

Now the students are ready to assemble their own Kabob. A kabob can be cooked together. The reason that the food items are arranged in patterns on the skewer is so that the flavors blend together as the Kabob cooks. Tell the students that they may use the pattern you used, or they may make up their own pattern. They are now to create their own Kabob, and enjoy their snacks.

(Distribute all of the food item bags, paper plates, paper towels and skewers to the students.)

QUESTIONS

- How will you share the (one of the kabob ingredients) fairly?
- What fractional part of the (food item) do you have?
- How do you know?

Writing:

Share-write the student answers to **Look at these Kabobs. If I used the same number of food items, are the items shared in halves? Why or why not?** Attach BLM for this chart.

Objectives:

Read the objectives. How did we accomplish these in our snack fraction lesson?



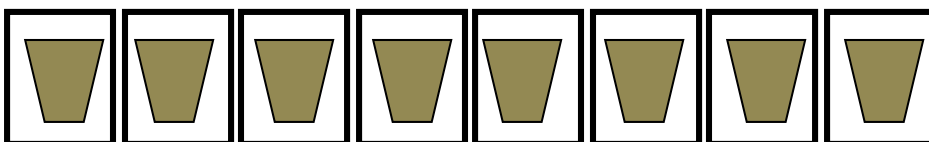
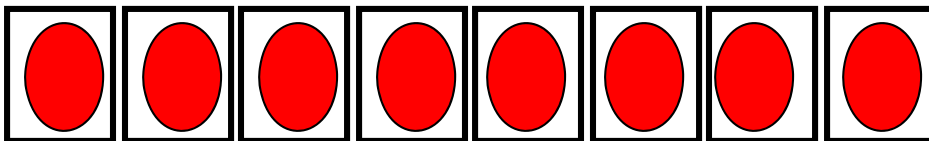
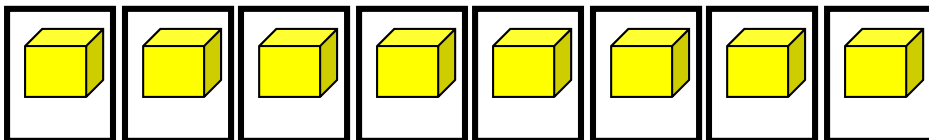
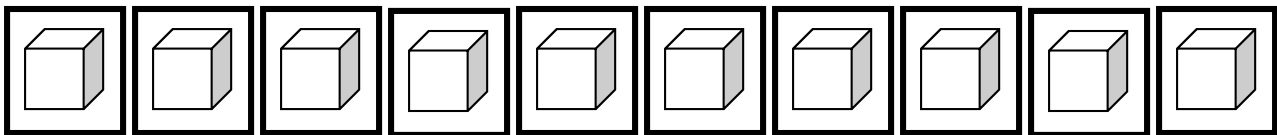
(1 sheet per student)

My name is _____

This is my skewer with my half of all the food. *Esta es mi brocheta con mi mitad de toda la comida.*



Cut out the food items below. Divide the items into halves. Glue your half to the skewer above.
Corta las comidas abajo. Divídelos en mitades. Pega tu mitad al pincho arriba.

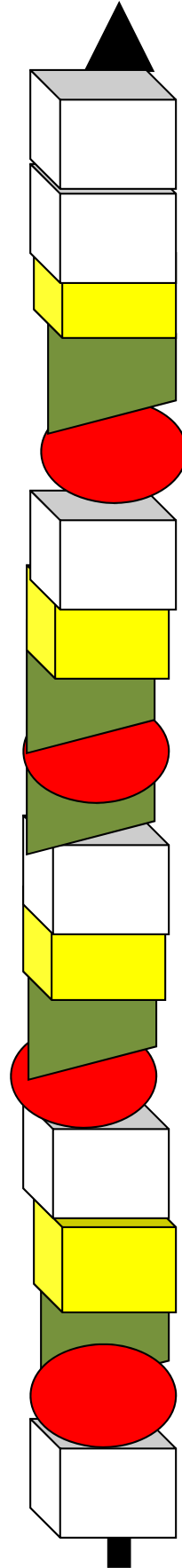
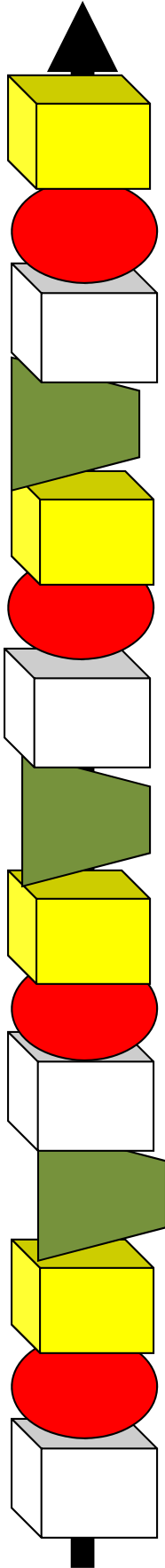




Are These halves?

BLM Unit 4, Snack Fractions, Lesson 1

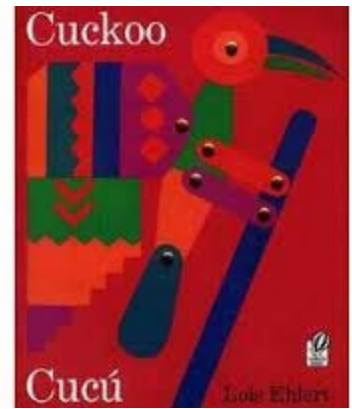
(1 sheet per student)



Dear Family,

We read *Cuckoo*
by Lois Ehlert

The book is about a beautiful bird but stuck on herself
who learned how to think of others.



In math, we solved word problems. We could
make up a word problem for me to solve tonight!

Sincerely,

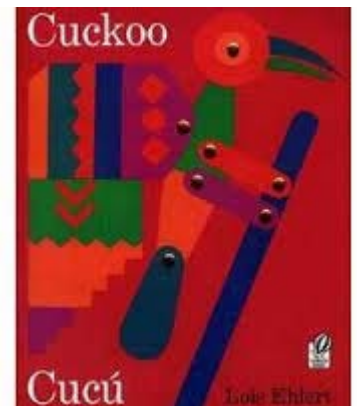


Querida familia,

Hoy leímos *Cucú* por Lois Ehlert

El libro se trata de un pájaro bonito pero muy egoísta
que aprendió pensar en los demás.

En la clase de matemáticas, resolvimos problemas de
palabras. ¡Podríamos inventar más problemas para resolver esta noche!



Atentamente,

Materials

ESSENTIAL

- Big Money Coins (penny, nickel, dime, quarter) or flannel board oversized coins
- Coins for the counting the days in school with Pennies
- Coin sets of Nickels, Quarters, Dimes - 1 set per student
 - 20 nickels
 - 12 quarters
 - 15 dimes
- Sets of 20 straws and bands per student
- **BLM** Cuckoo #2
- **BLM** 0-20 Number cards (also needed for rest of the Lessons 1-3)

OPTIONAL

- **BLM** Days of the Week Cards
- **BLM** Numeral Cards through the number of days you have been in school. (set for all students)

Math Objectives

- Recite the days of the week.
- Count days in school with straws, and with pennies.
- Identify ways to earn income.
- Solve math word problems.
- Pre-assess program skills.



Balanced Literacy

Language Objectives

- Read days of the week vocabulary from the Days of the Week song.
- Speak to partners, teacher, and class using vocabulary.

TEKS

Lesson 1 K.2C, K.2G, K.3ABC
Lesson 2 K.2C, K.2G, K.3ABC
Lesson 3 K.2C, K.2G, K.3ABC

Unit 4, Lesson 2

Daily Routine

Kinder



The following daily activities will help prepare your students for the Post Assessment. They are essential and are not optional.

ESSENTIAL

Straws (Assessment items 1, 2, and 3)

Continue activity.

Pennies (Assessment item 7)

Continue activity.

CGI Problem

Lesson 1 – Separate, Result Unknown (*Assessment Item 4*)

Lesson 2 – Part-Whole, Whole Unknown (Assessment Item 5)

Lesson 3 – Join, Result Unknown (*Assessment Item 6*)

Measurement (Assessment item 7 – identifying coins)

All-lesson directions

- Show students the Big Money Coins for the coins in the sets.
- Have students identify each coin.
- Tell students that you will be working with (coin) today and have them sort all of that coin out of the set.
- Ask the students to count their (coin).
- Show the number card that represents how many (coin) they have.
- Give students the **BLM** Cuckoo (#)
- They will measure the Length of the bird from top of his head to bottom of his tail. There is a white line at the bottom from which students may start their coin line.
- Do they think this picture is smaller, about the same size, or larger than real bird? (probably smaller)
- Look at the picture. Look at the measuring coin for today. About how many of the coin do they estimate it will take to measure the bird's length? (*write estimates on the board*)
- Have students verify their estimates by measuring.
- Watch to make sure students are measuring correctly, edge to edge of the coins.
- Ask students to tell you how many nickels by completing the sentence stem: **The cuckoo is _____ (coin) long.**

Lesson 1 – measuring with nickels

BLM Cuckoo #1

Lesson 2 – measuring with quarters

BLM Cuckoo #2

Lesson 3 – measuring with dimes

BLM Cuckoo #3

Assessment Items

(As a result of experiencing this unit, students will be learning skills necessary to be successful on the following Assessment items.)

K 1, 2, 3, 4, 5, 6, 7, 8, 9

ELPS (*English Language Proficiency Standard*)

1D, 3F, 3A, 5C

CCRS (*College and Career Readiness Standards*)

CROSS-CURRICULAR I.E.2., II.D.1

ELA III.B.2., IV.A.3., IV.B.1

MATH IV.A.1., VI.C.2

Azulito's Corner**Unit 4 Lesson 2**

If mole already had 8 seeds in his tunnel, and Cuckoo brought 3 more, how many seeds would be in mole's tunnel?

Unit 4, Lesson 2**Kinder****Daily Routine** - continued


These daily activities, although certainly developmentally appropriate for your Kinders, do not specifically address objectives assessed on the Post Assessment. Schools with shorter teaching spans can consider omitting these activities.

OPTIONAL

Calendar (*This activity is not assessed.*)

Continue activity.

Sing Days of the Week Song (*This activity is not assessed, but is an excellent activity to break up the small group quiet exploration and assessments*)

 Songs should be written on large chart paper so that students can follow the words of the song. Take 2-3 minutes to find the names of the week in the song.

NOTICE: *Suggestions for online sources for songs are included*

Yesterday, Today, Tomorrow (*This activity is not assessed.*)

Continue activity.

Graphing (*This activity is not assessed.*)

- Lesson 1 – What is your favorite bird?
 - **BLM** Birds in the Story
- Lesson 2 – None
- Lesson 3 – If you had to choose 1 seed, which would it be? Taste the vegetable it produces to make your decision
 - **BLM** Seeds & Veggies

Graphing Questions

- How many students liked _____?
- How many more students liked ___ than _____?
- How many fewer students liked ___ than _____?
- How many students like ___ and _____?
- Why did you choose the choice you did?

Money Matters If you have a full program and wish to use this optional activity, you will find BLMs and Explanations on MAS Space.

Vocabulary Building – Choose an activity from the list in the Daily routines Section.

(Assessment Item #9 will be reviewed daily in Snack Fractions)

BLM Unit 4, Daily Routine, Measurement Lesson 2 Cuckoo #2



1 sheet per student. Students also need 12 quarters for today.

This is a picture of a real cuckoo that is found in Mexico.

No wonder the bird in the book is so proud. What a beautiful bird!

Use quarters today to find out how long the bird is from the top of his head to the bottom of his tail.

There is a white line at the bottom of the page where you can start your line of coins.



The cuckoo is _____ quarters long.

BLM Unit 4, Daily Routine, Measurement Lesson 2 Cuckoo #2



1 sheet per student. Students also need 12 quarters for today.

Esta es una imagen de un cucú real que se encuentra en México.

No es de extrañar que el pájaro en el libro esté tan orgulloso. ¡Qué hermoso pájaro!

Hoy utiliza monedas de veinticinco centavos para averiguar cuán largo es el pájaro desde la punta de la cabeza hasta la parte inferior de su cola.



El cucú tiene una longitud de _____ monedas de veinticinco centavos.

Literature Selection

Cuckoo/Cucú
by Lois Ehlert
1 book per classroom

Materials**Language**

- **BLM** Word Cards
- **BLM** Picture Cards from Lesson 1: seed, rainbow, tree, fire, flower, bean, corn, pepper, squash, tomato, parrot, rooster, dog, dove, owl, mole, and cuckoo
- **BLM** Vocabulary Booklet (day 2), one copy per student
- Crayons or colored pencils
- Alphabet chart (used with previous units)
- Shared Reading text written on chart paper (see example)

Math

- Baggie of 20 beans (pinto, lima – anything at grocery store) – 1 set per student
- Box of crayons with standard colors in it: red, green, purple, yellow, blue, orange and brown – 1 set student
- Number Cards 0 – 20 – (from previous lessons)
- **BLM TM** Coloring Cuckoo (1 per student)

Literature Vocabulary

seed
parrot
rooster
dove
mole
cuckoo
pepper
squash

Math Vocabulary**Review Words**

number
counters
equals = is the same as

Unit 4, Lesson 2**Classroom Lesson**

Every day teachers must post the objectives on the board, read them to the students, and have students read them together with the teacher. You must also talk about what the objectives mean, giving examples where appropriate. At the end of the lesson, teacher and students should review to see if they have accomplished both math and language objectives.

Math Objectives:

- Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement.

Reading Objectives:

- Find words in a shared reading text and read those words.
- Retell the key details of a story.

Language Objectives:

- Understand new vocabulary words in a folk tale, and draw pictures to show their meaning.
- Sort vocabulary words by beginning letter and sound on an alphabet chart.
- Use vocabulary words to talk about a folk tale.

BEFORE READING**Practice and Application, Literature and Vocabulary****Phonics Activity**

1. Show students the Alphabet Chart you've used in previous units to sort words by their beginning letter. Sing the alphabet song with students, pointing to the letters on the alphabet chart.
2. Show students one of the vocabulary word cards from *Cuckoo*. Read the word aloud.
3. Ask, "What letter does this word start with?" *Once student share, have them find that letter on the Alphabet Chart. Affix the word card to the Alphabet Chart by that letter.*
4. Ask, "What sound does this letter make?" *Once students share, have them say the sound with you several times, and then read aloud the word together (Ex: p...p... parrot).*
5. Repeat for the remaining vocabulary words.

Show students the cover of the book. Ask: What is the title of the book we read yesterday? Review vocabulary words on the word

Kinder

add
subtract
more than

ELPS (*English Language Proficiency Standard*)
2D, 2F, 3D, 3H, 4B, 4C, 4G

CCRS (*College and Career Readiness Standards*)
CROSS-CURRICULAR II.A.1., II.A.2., II.A.4.
ELA II.A.1., II.A.2., II.A.3., III.B.2

Listening Center Connection

Record the Shared Reading text, and have students listen to it repeatedly while reading along as much as they can. Afterwards, you can ask students to read some of the words. Do this based on what you know about each student's reading ability; ask them to read words that you feel they will be successful with. This is a way to bridge students to independent reading.

Unit 4, Lesson 2

Kinder



Classroom Lesson

wall. Ask students to use a vocabulary word to describe an event from the story. Use the Rug Partner Routine.

Be sure to circulate while students are talking to assess whether or not they are using the vocabulary words correctly. Encourage students to use the text if they need help using the word in a sentence.

Regroup the class and have several students share. Rephrase what students say, as needed. Emphasize the vocabulary words as you speak in a natural way. Point to the words on the interactive word wall. As students share, you can also point to those parts in the book so they connect the oral language with the illustrations.

DURING READING

Comprehensible Input, Literature and Vocabulary

Read Aloud

Reread *Cuckoo*, directing students to listen closely to the events of the story. Read the story in English today. Read fluently with appropriate pacing.

Shared Reading

The following Shared Reading text is a simple retelling of *Cuckoo*. It will help students understand that a retelling doesn't say everything that happened in the story, but just the important parts. It will also help students identify key vocabulary words and read those words, with your support.

1. Show students the following Shared Reading text, written ahead of time of chart paper.



Language Center Connection

Put an alphabet chart in the language center, and extra sets of the vocabulary word cards for *Cuckoo*. Have students sort the words by beginning letter, placing them next to the appropriate letter of the alphabet. You can have students do this activity independently, with a partner, or in a small group.

Additional activities to practice the alphabet:

- **Reciting the Alphabet** – Students use the alphabet chart to recite/sing the alphabet with a partner.
- **Saying letter names** – With a partner, one student randomly points to different letters on the alphabet chart, and the other student says the name of that letter.
- **Writing letters of the alphabet** – Have students practice writing different letters of the alphabet. You can give them large, lined paper for this. Students can also practice writing letters in a tray filled with sand.

Cuckoo

Cuckoo had feathers the color of a rainbow.

The parrots said she was lazy.

Then, there was a fire.

Cuckoo saved all the seeds.

All the birds said Cuckoo was brave and worked hard.

3. Tell students: This is a retelling of what happened in the folk tale – it tells us the most important things that happened. When we retell a story, we don't need to say every little thing that happened. We can just say the important parts.
4. Say, "Let's find some of our vocabulary words in this text."

For each of the five vocabulary words (**cuckoo, rainbow, parrot, fire, seed**) do the following steps:

- Say, "OK, let's find the word ____ in this text."
- Show students the word card, and point out the beginning letter. Ask students what letter it is.
- Count the number of letters in the word.
- Say, "Look for the word ____ in our text. Remember, it starts with the letter ____ and it has ____ letters in the word."
- Have student volunteers come up to the chart and point out where the word is (*it may be repeated multiple times*). Show students the beginning letter, and count the number of letters in the word.

Language Center Connection

Put extra sets of the vocabulary word cards in the language center. Have students draw an illustration on the back of the card that represents the word.

Language Center Connection

Put extra copies of the Shared Reading text in a language center, and give students different challenges, depending on their age/reading level. For example:

- Circle the periods.
- Circle all of the capital letters.
- Color/highlight or underline certain key words.
 - rainbow
 - cuckoo
 - parrot
 - fire
 - seed
- Color/highlight or underline certain high frequency words.
 - the
 - a
 - she
 - and
 - was
 - said
 - all

Unit 4, Lesson 2

Kinder



Classroom Lesson

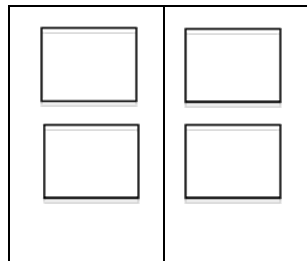
- **Include a quick sketch next to the word to provide a visual reminder to students of what that word means.**
 - Have student volunteers help you highlight the word.
 - Use a different color for each of the vocabulary words to distinguish them.
 - Repeat this for each word.
5. Once the five vocabulary words are highlighted, have students read along with you as you reread the text. Pause when you get to the vocabulary words to give students a chance to chime in with you.
 6. Repeat the shared reading several times, so students have more opportunities to become familiar with the sentences and the vocabulary words. Each time, you should find that students are better able to read along key words with you, and even phrases.

AFTER READING

Practice and Application, Literature & Vocabulary Illustrating a Vocabulary Booklet (day 2)

1. Give each student a copy of the **BLM Vocabulary Booklet – Cuckoo/ Cucú (day2)**. To create the inside pages for the booklet, simply **photocopy Pages 1 and 2 of the BLM back to back** (so that it is one page, 2-sided), and fold the paper on the dotted line.
2. The booklet will now look like this:

Inside:



1. Allow students to choose eight additional vocabulary words to record in their booklet. Each box will contain the picture and word of their choice. Continue with the same procedure from lesson 1.
2. Have students illustrate the eight vocabulary words of their choice to show their understanding of what the words mean.

Unit 4, Lesson 2

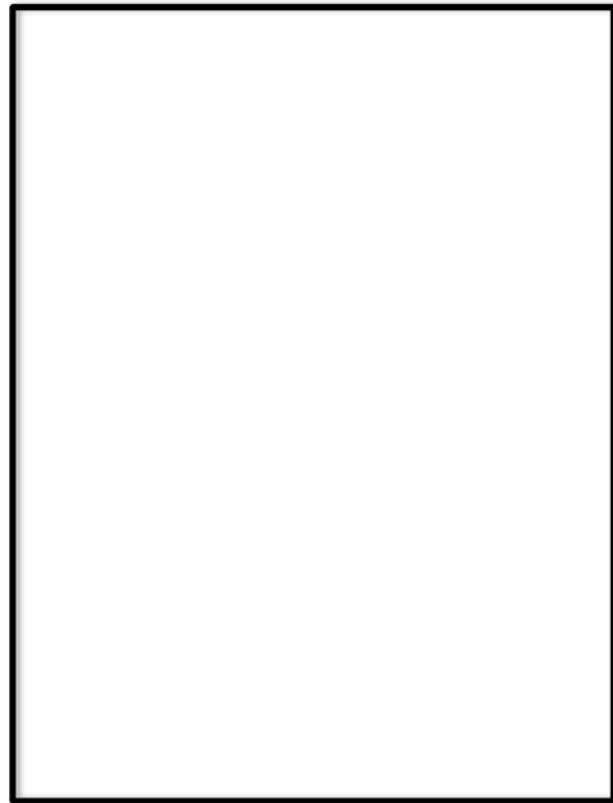
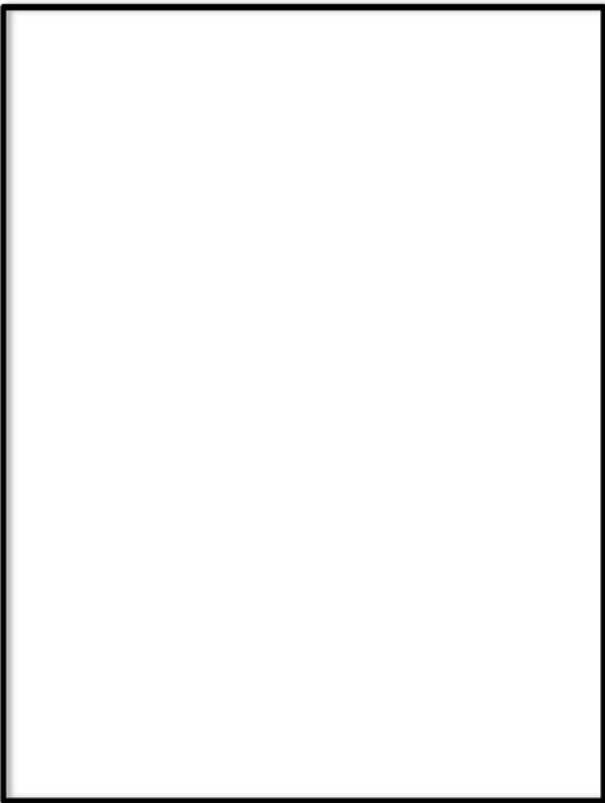
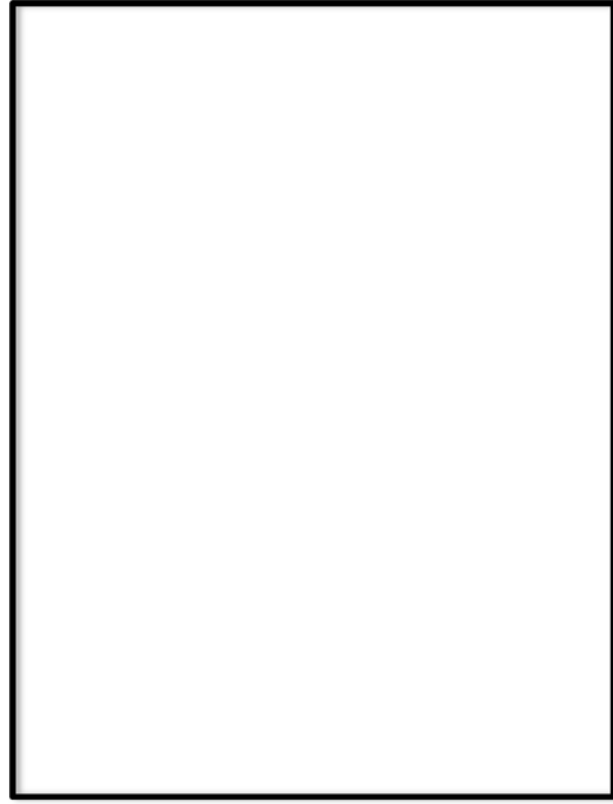
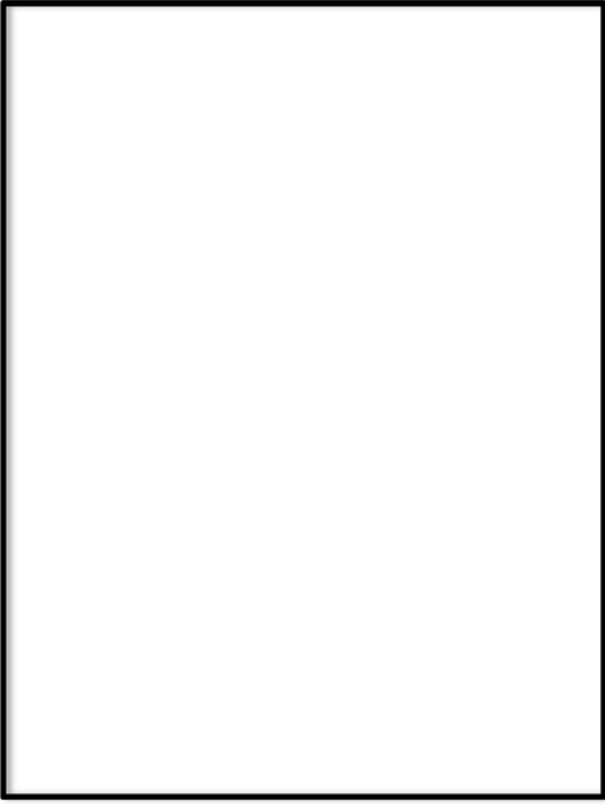
Kinder

Classroom Lesson




3. Each illustration should be accompanied by the vocabulary word in English and Spanish. Students can use crayons or colored pencils. Circulate to help students remember what each word says, as needed.
4. This vocabulary booklet is for students to keep. Since most other grades did not read this particular folk tale, encourage students to share their vocabulary booklet with a sibling/friend in another grade to tell them what happens in this folk tale.

Unit 4, Lesson 2 Vocabulary Booklet, Day 2



Materials for Transition to Math Lesson (these were listed in the complete Classroom Lesson list, but are listed again to help you organize more quickly.)

- Baggie of 20 beans (pinto, lima – anything at grocery store) – 1 set per student
- Box of crayons with standard colors in it: red, green, purple, yellow, blue, orange and brown – 1 set student
- Number Cards 0 – 20 – from lesson 1
- A way of projecting the BLM today.
- **BLM TM** Coloring Cuckoo

 **Technology:** more coin identification practice
<http://www.ixl.com/math/kindergarten/coin-names-penny-through-quarter>

ELPS (English Language Proficiency Standard)
2D, 2G, 2I, 3D, 3J

CCRS (College and Career Readiness Standards)
CROSS-CURRICULAR I.A.1., I.C.3., II.C.1
MATH I.A.1., I.B.1., V.A.1., VIII.A.1., VIII.A.3., X.A.1

Unit 4, Lesson 2

Classroom Lesson - continued

TRANSITION to Math

Math Objectives:

- Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement.
- Explain the strategies using objects and drawings to find sums up to 10 and differences within 10.

Language Objectives:

- Read numbers.
- Explain how you know how many objects are in a group.

Building Background, Math

We are going to color today, but in a special way. Today, our birds should all look the same because we are going to color by a key.

Let's look at our coloring sheet (**BLM** Coloring Cuckoo).

- What do you notice is all around the picture of Cuckoo? (Number problems).
- What do you think those number problems tell us? (The color to use to color that portion of cuckoo).
- Where will you find the colors that match the answers? (on the boxes)
- These boxes are our KEYS – they tell us how to use the answers we get when we add or subtract our number problems. If we add and subtract correctly, we'll all have the same Cuckoo when we finish.

There are 2 number problem boxes that also have words in them. Can anyone read the words in this box (*point to the "all these little pieces..." box*) (*Volunteer reads the box, and then everyone read the box together.*)

- What little pieces do you think the instructions are talking about? (*the little pieces on the breast of the cuckoo*)
- How many of those little pieces are there? (*8 – point them out if students have difficulty finding them all*)
- Let's go ahead and find out what color these little pieces will be. You may use your bean seeds to find the sum, or answer to 2 add 5. (wait)
- What is the answer? (7)
- Now look at the colors in the key – what color do we use when our answer is 7? (yellow)
- Please color the number problem box in yellow, then color all 8 little pieces yellow (*circulate the room making sure students understand what to do*).

Kinder



Unit 4, Lesson 2

Kinder



Classroom Lesson - continued

TRANSITION to Math

- What does the other number problem box say? Can someone read it? (*Volunteer reads, and then lead the class in reading “both feet”*).
- How will you know which color to use? (*Solve the number problem.*)
- Use your bean seeds to find the sum, or answer to 1 add 3.
- What is the answer? (4)
- What color will you use when your answer is 4? (brown)
- Where will you use the brown color? (*to color both feet – there are 3 toes on each foot*)
- Color the number problem box brown, then color in the 2 feet.

Let's color one more together. We've been coloring below the cuckoo. Look above the Cuckoo. This is her wing (*outline the whole wing with your finger – both above and below the branch*).

- What do you notice about all of the number problems on this wing? (*They are all subtraction*). Let's solve $9 - 1$ (*point to that portion of the wing – notice that this portion continues above the branch, so that part is also the same color*)
- Use your bean seeds to solve $9 - 1$. (*Wait till all have solved*).
- What is the answer when you subtract 1 from 9? (8)
- What color do you use when the answer is 8? (purple)
- Color in the number problem box purple, then color the entire portion of the wing that is purple.

Please continue to work on coloring the cuckoo until time for our TV Lesson. (*Students may talk to one another as they work. Teacher should circulate the room, asking students to show you how they modeled the number sentence. Be sure you are asking them.*)

(*When it is time for the TV Lesson, ask students to put their names on the Cuckoo page, and hand it in. You will distribute it again for them to work on during the Follow-up Lesson.*)

Distribute TV Materials:

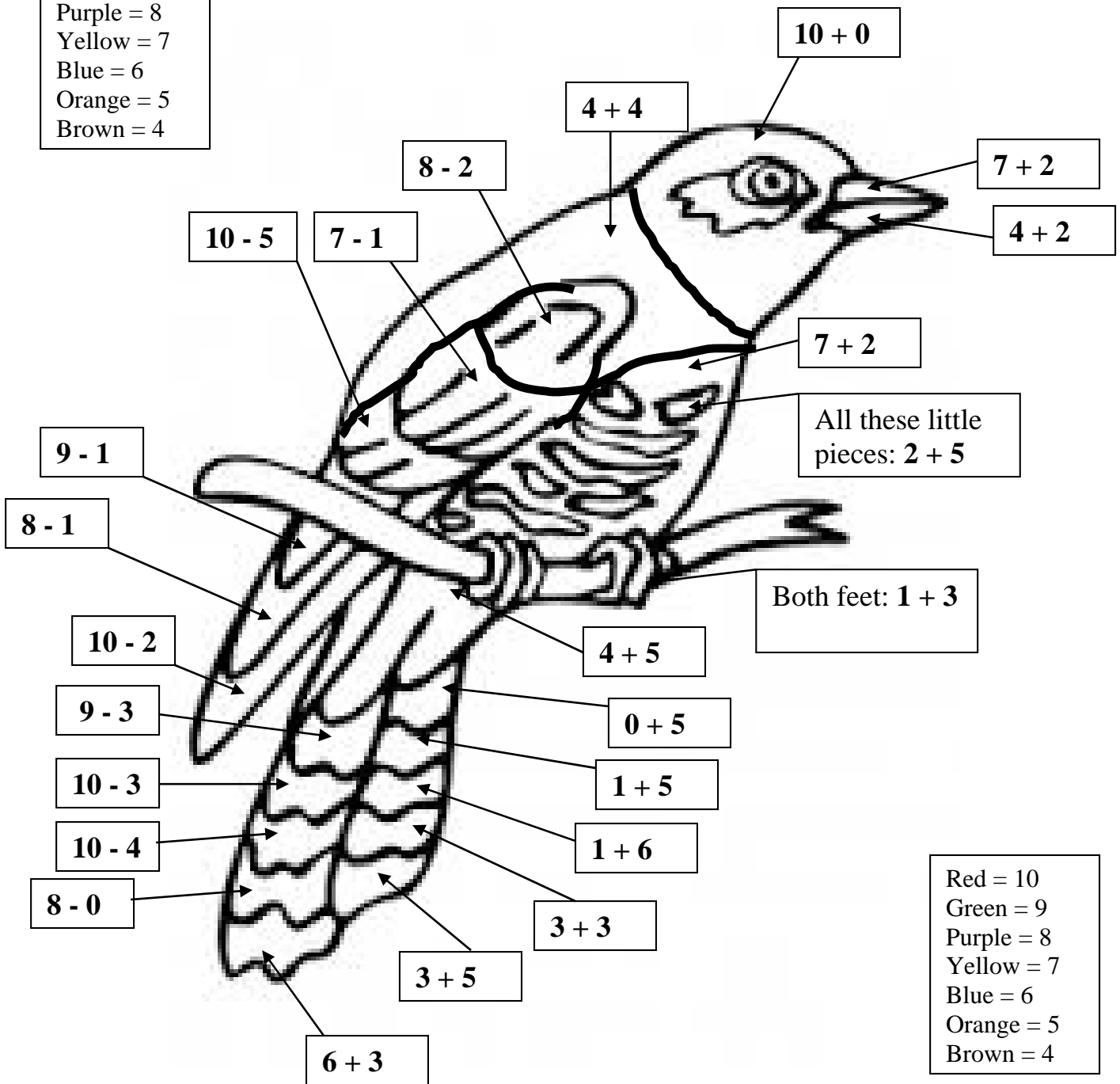
- Baggie of 20 beans – 1 set per student
- Brown and yellow crayons - 1 each per student
- Numbers cards from TM Lesson 1 – 1 set per student
- Paper plates – 1 per student
- **BLM Planting Seeds Problems, Teacher** – 1 per teacher
- **BLM Planting Seeds Problems** – 1 per student

Objectives

Distribute TV Materials



Red = 10
 Green = 9
 Purple = 8
 Yellow = 7
 Blue = 6
 Orange = 5
 Brown = 4



Red = 10
 Green = 9
 Purple = 8
 Yellow = 7
 Blue = 6
 Orange = 5
 Brown = 4

Literature Vocabulary

seed
parrot
rooster
dove
mole
cuckoo
pepper
squash

Math Vocabulary

Review Words

number
counters
equals = is the same as
add
subtract
more than

Materials

- Baggie of 20 beans – 1 set per student
- Brown and yellow crayons - 1 each per student
- Numbers cards from TM Lesson 1 – 1 set per student
- Paper plates – 1 per student
- **BLM Planting Seeds Problems, Teacher** – 1 per teacher
- **BLM Planting Seeds Problems** – 1 per student

Classroom Teachers,

It is vital that students work through these problems with the TV Teacher, and that you circulate the room to see who is understanding the process.

ELPS (*English Language Proficiency Standard*)
1F, 2E, 2H, 3C, 3D, 3H

CCRS (*College and Career Readiness Standards*)
CROSS-CURRICULAR
ELA II.A.4., II.A.6., II.B.1., IV.A.3.
MATH I.A.1., I.C.1., V.A.1., VIII.A.1., VIII.A.2., VIII.C.1

Unit 4, Lesson 2

TV Lesson

Read objectives while pointing to the words in the math lesson objectives. After each math objective, show children what that means.

Math Objectives:

- Solve word problems using objects and drawings to find sums up to 10 and difference within 10.
- Explain the strategies using objects and drawings to find sums up to 10 and differences within 10.

Language Objectives:

- Explain solution strategies.
- Use the math vocabulary during the activity.

Building Background, Math

TEACHER: You know, Azulito, the last page of the book is not the end of the story.

AZULITO: It isn't? But it is the last page of the book. Cuckoo flew down to the birds and told them all about dropping the seeds into mole's tunnel and everyone was very happy to have the seeds to plant.

TEACHER: What do you think happened next, Azulito? What do you think the birds will do with all of those seeds?

AZULITO: Well I guess when the weather is just right they will plant the seeds so they will have food for the next spring, summer and fall.

TEACHER: Yes, I'm sure they will, Azulito. And it is the planting that our stories are going to be about this lesson. We have 4 problems about planting crops from the seeds that Cuckoo saved.

AZULITO: That sounds like fun! Our math movies this time will be like writing the next part of Cuckoo's story!

TEACHER: That's a very good way to think about them, Azulito. Good idea! Let's use the same format we've used in past lessons:

- I'll read the story the first time and you will...
- **AZULITO:** listen for the math movie!
- **TEACHER:** I'll read a second time and you will...
- **AZULITO:** model the story with our counters on the paper plate story board, then solve the problem.
- **TEACHER:** I'll count to three and you will...
- **AZULITO:** show the number card that represents our answer. Then we will draw our models.

Kinder



Unit 4, Lesson 1

Kinder



TV Lesson - continued

Comprehensible Input

TEACHER: Well done, Azulito!

1. Here is the first story problem. Watch for the math movie in your mind.

It was planting time. All of the birds took seeds to the field to plant. Owl planted 4 corn seeds and Rooster planted 5 squash seeds. How many seeds did Owl and Rooster plant?

2. I'll read it a second time. This time act out the story with your counters, and answer the question: How many seeds did Owl and Rooster plant?

(Do so, understanding that the classroom teacher is circulating the room and watching to see how students work on the story).

3. Now, show your classroom teacher the number card that tells how many seeds Owl and Rooster planted.

4. Let's talk about the problem. Can someone describe the math movie they saw in the problem, and how they used the seeds to model it? Tell your class. *(Pause for volunteer to describe and model the problem.)*

AZULITO:

5. Now it is my turn. I saw Owl dropping 4 corn seeds in the dirt, so I took 4 seeds from my counters. Then I saw Rooster dropping 5 squash seeds in the dirt, so I took 5 seeds from my counters. Then I counted my seeds to see how many seeds they had planted together. *(count them)* Owl and Rooster planted 9 seeds. Here is my number card.

TEACHER: Well done, Azulito. So the answer to our question is, *(SMARTBoard)* Owl and Rooster planted 9 seeds.

Let's go to our record sheet, Planting Seeds. I'll read the story again, and this time you will draw the model in the oval using your brown and yellow colors.

Let's listen to the story again, and draw our solution.

(Read again, giving students time to draw.)

Classroom Teachers:

Circulate the room as the problems are being read/solved to see which students need more help.

Unit 4, Lesson 2

Kinder



TV Lesson - continued

We could also say that
4 seeds add 5 seeds is the same as or equals 9 seeds
 $4 + 5 = 9$

Owl and Rooster planted 9 seeds.

Clear your story board of beans (do so). Now place your number card back in counting order in your numbers. (do so)

Alright, let's solve another planting seeds problem.

(Continue the process for as many problems as you can complete. You will see both subtraction and addition in problems 2 through 4).

Azulito's Corner

Unit 4 Lesson 2

If mole already had 8 seeds in his tunnel, and Cuckoo brought 3 more, how many seeds would be in mole's tunnel?

AZULITO: These Math Movies are great! You are expert problem solvers when you can see the math movie! You can write problems so that we can see the math movie! *(Explain MAS Space task.)*

TEACHER: Thank you, Azulito! I'm sure everyone will go online and send us their class story problems about Cuckoo! Just think how many stories we can get this way! GREAT!

Objectives: And now before we go, let's review what we have learned today! *(do so)*

Process

1. Read the problem one time for students to visualize math movie.
2. Read the problem second time for students to model using the appropriate color counters and the paper plate as the story board. (pause)
3. Have students determine the answer, (pause)
4. Count 1-2-3 and have students show the number card that tells the answer to the Classroom Teacher.
5. Ask for a class volunteer to describe the math movie to the class, and how s/he used the seeds to model it.
6. Azulito describes the math movie he saw and how he used the seeds to model it, and shows the number card.
7. Tell students you are going to read the story again, and you want them to draw their model on the BLM. (do so)
8. On the SMARTBoard, model, draw and represent in verbal and written number sentences (example: 5 seeds add 6 seeds is the same as or equals 11 seeds: $5 + 6 = 11$)
9. Students and TV Teacher read the problem and fill in the blank.
10. Clear the storyboard paper plate of seeds, and place the number card back in counting order.
11. **Read the second and third problems** and follow the same process.

Problems

1. It was planting time. All of the birds took seeds to the field to plant. Owl planted 4 corn seeds and Rooster planted 5 squash seeds. How many seeds did Owl and Rooster plant?
Era época de siembra. Todos los pájaros llevaron semillas hacia el campo para plantar. Lechuza plantó 4 semillas de maíz y Gallo plantó 5 semillas de calabacín. ¿Cuántas semillas plantaron Lechuza y Gallo?
2. Dove planted 10 seeds in the ground. Parrot ate 4 of them. How many seeds were left in the ground?
Paloma plantó 10 semillas en el suelo. Loro se comió 4 de ellas. ¿Cuántas semillas quedaron en el suelo?

1 per teacher

3. Owl planted 9 seeds. After Parrot ate a few, there were 6 seeds left in the ground. How many seeds did Parrot eat? (**Math Movie:** I see Owl planting 9 seeds, so I'll put 9 bean seeds out. Then Parrot comes and eats some, but I don't know how many he ate. I do know that he left 6 seeds, so I'll take away beans until I have 6 left (*do so, counting backward*). Now, I'll see how many seeds I took away. (count) 3 – so Parrot must have eaten these 3 seeds.)

Lechuza plantó 9 semillas. Luego de que Loro se comiera unas cuantas, quedaron 6 semillas en el suelo. ¿Cuántas semillas se comió Loro? (Película de matemáticas: Veo que Lechuza está plantando 9 semillas, entonces sacaré 9 semillas de frijoles. Luego Loro viene y se come algunas más, pero no sé cuántas se comió. Lo que sí sé es que dejó 6 semillas, por lo que sacaré frijoles hasta que me queden 6 (hazlo así, contando hacia atrás). Ahora, veré cuántas semillas saq

4. Dove planted 9 seeds. Rooster planted 3 seeds. How many seeds did Dove and Rooster plant?

Paloma plantó 9 semillas. Gallo plantó 3 semillas. ¿Cuántas semillas plantaron Paloma y Gallo?

BLM Unit 4, TV Lesson 2

(1 sheet per student)

Planting Seeds



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Owl and Rooster planted _____ seeds.
Búho y gallo plantaron _____ semillas.



--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

_____ seeds were left in the ground.
_____ *semillas se quedaron en el suelo.*



--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Parrot ate _____ seeds.
Loro comió _____ semillas



--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Dove and Rooster planted _____ seeds.
Paloma y gallo plantaron _____ semillas.

Literature Vocabulary

seed
parrot
rooster
dove
mole
cuckoo
pepper
squash

Math Vocabulary Review Words

number
counters
equals = is the same as
add
subtract
more than

Materials

- Baggie of 20 beans – 1 set per student
- Brown and yellow crayons - 1 each per student
- Numbers cards from TM Lesson 1 – 1 set per student
- Paper plates – 1 per student
- **BLM Planting Seeds Problems, Teacher** – 1 per teacher
- **BLM Planting Seeds Problems** – 1 per student
- **Coloring Cuckoo from TM lesson and the box of crayons**
- Flip Chart and marker for the shared writing activity.

ELPS (*English Language Proficiency Standard*)

1E, 2B, 2D, 2G, 3C, 3F, 3H

CCRS (*College and Career Readiness Standards*)

CROSS-CURRICULAR I.B.2.,
II.C.1., II.E.1.
ELA I.A.1., I.A.2
MATH I.B.1., I.C.1., IV.A.1.,
V.A.1., VIII.A.4., VIII.A.5.

Unit 4, Lesson 2

Follow-up

Kinder



Math Objectives:

- Solve word problems using objects and drawings to find sums up to 10 and difference within 10.
- Explain the strategies using objects and drawings to find sums up to 10 and differences within 10.
- Generate a set using concrete and pictorial models that represent a number that is equal to a given number up to 20.

Language Objectives:

- Listen and speak with a partner during our math activity.
- Use the math vocabulary during the activity.
- Share-write math sentences.

Practice and Application, Math

(Complete any problems left unfinished in the TV Lesson. Follow the BLM Planting Seeds, Teacher for the Process. If you have to process #3, notice that this is a Separate, Difference Unknown and Azulito's math movie is provided for your guidance. Be sure, though, that you have volunteers explain their math movie first.)

Let students finish their Coloring Cuckoo page. Display in the room or hallway.

You are great problem solvers! And now, we are going to write a story problem

Shared or Interactive Writing Topic

Daily students will use the day's vocabulary to Share-Write a statement about the learning. Teacher has a large chart and marking pen with a question written at the top. Children give complete sentences.

Encourage them to use today's vocabulary.




Explain how you would solve $8 - \underline{\quad} = 5$.

Suggested Centers:

 **Technology**

<http://pbskids.org/curiousgeorge/busyday/dogs/>

Great one to play today before the fraction lesson. Game is about fair shares. You can also talk about the fractional part each received – halves – why? Because the treats were divided into 2 equal shares, 1 for each dog.

<p>Math Objectives</p> <ul style="list-style-type: none"> • Share a snack in half. • Explain why each portion is half. <p>Language Objectives</p> <ul style="list-style-type: none"> • Explain why each portion is half. • Share-write what is a half. <p>Vocabulary Half Fair shares Equal pieces More than Less than Equal to</p> <p>Materials: (per partner pair, per teacher):</p> <ul style="list-style-type: none"> • BLM Snack Bag Fractions • 2 bags of 100 calorie snacks such as apple slices – you want there to be different numbers of pieces in each bag (1 bag per student) • 2 Paper plates • 2 paper towels • Scissors • Glue stick • Chart paper with question: Did you snack bags divide your snack into fair shares? Why or why not? Work as a class to decide if the snacks provided in each bag gave each partner fair shares of today’s snack, or halves. 	<p style="text-align: right;">Kinder </p> <p>Unit 4, Lesson 2 Snack Fractions</p> <p><i>Children should wash their hands before this activity if using food items.</i></p> <p>Snack Fractions <i>As part of each math day, please include a quick “Snack Fraction” activity. If your district/school does not allow any snacks to be given to students, please alter the activity by providing the paper shape to be divided into fractional parts.</i></p> <p>Objective: <i>Once again we are going to change the way we look at fractions. Today, each student has a full bag of a snack. They are going to open their own bags and find out if the bags have already divided their snack into halves.</i></p> <p><i>(Read through the directions with the students first, then walk them through it step by step.)</i></p> <ul style="list-style-type: none"> • Today you are each going to have your own bag of snack. • You are going to open your bag of snack, pour it on your paper plate, and count your pieces. • Now look at your record sheet. “My bag had ---- pieces in it. You are going to write your count on your Snack Bag Fractions record sheet. • The next statement on your Snack Bag Fractions sheet is “My partner’s bag had ___ pieces in it. You will write your partner’s count on this line. • Then you will compare the two numbers. See the comparison words at the bottom of the page? Let’s cut those out right now (do so). We will need one of these words to finish our comparison statement. Let’s read those words. <i>(Do so, asking students to explain what each means and to give an example of how the words would be used in a sentence)</i> <p><i>(When everyone has the comparison words cut out, first, have students show you the card for MORE THAN. Then the cards for LESS THAN. Finally the card for EQUAL TO) (Now begin step by step to walk through the activity.)</i></p> <ul style="list-style-type: none"> • Distribute the snack bags. (do so) • Empty your snack bags on your paper plate. (do so) • Count the pieces of snack inside.(do so) • Write the number of pieces on your record sheet. (do so) • Write your partner’s number of pieces on your record sheet. (do so) • Now write the number of pieces in the comparison statement, your number first. (do so) • You and your partner must now decide which comparison word to use (pause and let them decide) • Now you and your partner must decide whether your bags gave each of you half of today’s snack. If your bags did give you fair shares, circle ARE in the sentence. If you bags did not give you fair shares, circle ARE NOT in the sentence. (pause, give students time to do so)
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Unit 4, Lesson 2

Kinder



Snack Fractions, cont.

- I would like now to hear from each pair. We are going to decide whether our snack bags were fair shares. We are going to write on our chart paper to show each group's records.

Writing:

- Share-write the student answers to **Did you snack bags divide your snack into fair shares? Why or why not?** Talk to each pair and record their numbers and their comparison statement on the chart paper. Decide as a class if that comparison offers halves. Why and why not. What comparison word would they have had to use to show fair shares, or halves? (equal)

Objectives:

Read the objectives. How did we accomplish these in our snack fraction lesson?



(1 sheet per student)

Mi nombre es _____ .

Mi bolsa tenía _____ piezas en ella.

La bolsa de mi compañero tenía _____ piezas en ella.

_____ piezas son _____ piezas.

Nuestras bolsas de refrigerios (son no son) mitades de nuestro refrigerio.



Cut out the comparison word cards below.

Decide which comparison word matches your snack.

Glue the comparison word card to the comparison statement.

más que

menos que

igual a



(1 sheet per student)

My name is _____ .

My bag had _____ pieces in it.

My partner's bag had _____ pieces in it.

_____ pieces are _____ pieces.

Our snack bags (are are not) halves of our snack.



Cut out the comparison word cards below.

Decide which comparison word matches your snack.

Glue the comparison word card to the comparison statement.

more than

less than

equal to

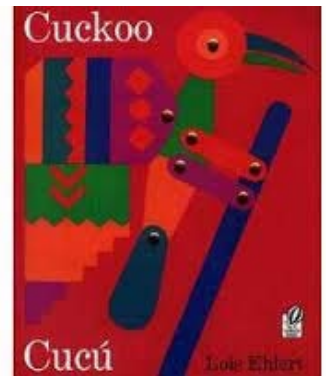
Dear Family,

We read *Cuckoo*
by Lois Ehlert

Our snack fraction was different today.

We compared the number of snack pieces we had in our bags.
Some were more than we had, some were less than we had, some
were equal to what we had. Please let me tell you about it.

Sincerely,



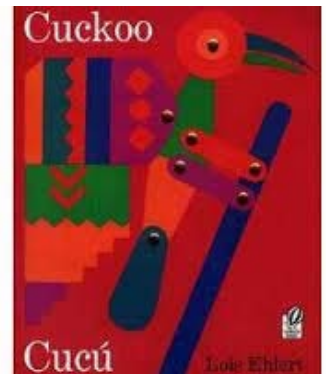
Querida familia,

Leímos *Cucú* por Lois Ehlert

Nuestra fracción de refrigerio fue diferente hoy.

Comparamos el número de piezas que teníamos en nuestros bolsos
de refrigerios.
Algunas eran más de las que teníamos, algunas menos de las que
teníamos, algunas eran iguales a las que teníamos. Déjame contarte.

Atentamente,



Materials

ESSENTIAL

- Big Money Coins (penny, nickel, dime, quarter) or flannel board oversized coins
- Coins for the counting the days in school with Pennies
- Coin sets of Nickels, Quarters, Dimes - 1 set per student
 - 20 nickels
 - 12 quarters
 - 15 dimes
- Sets of 20 straws and bands per student
- **BLM** Cuckoo #3
- **BLM** 0-20 Number cards (also needed for rest of the Lessons 1-3)

OPTIONAL

- If possible, samples of cooked beans, cooked corn, tomatoes, squash (cooked or raw)
- **BLM** Days of the Week Cards
- **BLM** Numeral Cards through the number of days you have been in school. (set for all students)
- **BLM** Favorite Seeds and Veggies

Math Objectives

- Recite the days of the week.
- Count days in school with straws, and with pennies.
- Identify ways to earn income.
- Solve math word problems.
- Pre-assess program skills.



Balanced Literacy

Language Objectives

- Read days of the week vocabulary from the Days of the Week song.
- Speak to partners, teacher, and class using vocabulary.

TEKS

Lesson 1 K.2C, K.2G, K.3ABC
Lesson 2 K.2C, K.2G, K.3ABC
Lesson 3 K.2C, K.2G, K.3ABC

Unit 4, Lesson 3

Daily Routine

Kinder



The following daily activities will help prepare your students for the Post Assessment. They are essential and are not optional.

ESSENTIAL

Straws (*Assessment items 1, 2, and 3*)

Continue activity.

Pennies (*Assessment item 7*)

Continue activity.

CGI Problem

Lesson 1 – Separate, Result Unknown (*Assessment Item 4*)

Lesson 2 – Part-Whole, Whole Unknown (*Assessment Item 5*)

Lesson 3 – Join, Result Unknown (*Assessment Item 6*)

Measurement (*Assessment item 7 – identifying coins*)

All-lesson directions

- Show students the Big Money Coins for the coins in the sets.
- Have students identify each coin.
- Tell students that you will be working with (coin) today and have them sort all of that coin out of the set.
- Ask the students to count their (coin).
- Show the number card that represents how many (coin) they have.
- Give students the **BLM** Cuckoo (#)
- They will measure the Length of the bird from top of his head to bottom of his tail. There is a white line at the bottom from which students may start their coin line.
- Do they think this picture is smaller, about the same size, or larger than real bird? (probably smaller)
- Look at the picture. Look at the measuring coin for today. About how many of the coin do they estimate it will take to measure the bird's length? (*write estimates on the board*)
- Have students verify their estimates by measuring.
- Watch to make sure students are measuring correctly, edge to edge of the coins.
- Ask students to tell you how many nickels by completing the sentence stem: **The cuckoo is _____ (coin) long.**

Lesson 1 – measuring with nickels

BLM Cuckoo #1

Lesson 2 – measuring with quarters

BLM Cuckoo #2

Lesson 3 – measuring with dimes

BLM Cuckoo #3

Unit 4, Lesson 3

Kinder



Daily Routine - continued

Assessment Items

(As a result of experiencing this unit, students will be learning skills necessary to be successful on the following Assessment items.)

K 1, 2, 3, 4, 5, 6, 7, 8, 9

ELPS (*English Language Proficiency Standard*)
1D, 3F, 3A, 5C

CCRS (*College and Career Readiness Standards*)
CROSS-CURRICULAR I.E.2., II.D.1
ELA III.B.2., IV.A.3., IV.B.1
MATH IV.A.1., VI.C.2

Azulito's Corner Unit 4 Lesson 3


After Cuckoo saved all of the seeds, she was tired but happy. Why do you think she was happy?

These daily activities, although certainly developmentally appropriate for your Kinders, do not specifically address objectives assessed on the Post Assessment. Schools with shorter teaching spans can consider omitting these activities.

OPTIONAL

Calendar (*This activity is not assessed.*)
Continue activity.

Sing Days of the Week Song (*This activity is not assessed, but is an excellent activity to break up the small group quiet exploration and assessments*)

 Songs should be written on large chart paper so that students can follow the words of the song. Take 2-3 minutes to find the names of the week in the song.

NOTICE: *Suggestions for online sources for songs are included*

Yesterday, Today, Tomorrow (*This activity is not assessed.*)
Continue activity.

Graphing (*This activity is not assessed.*)

- Lesson 1 – What is your favorite bird?
 - BLM Birds in the Story
- Lesson 2 – None
- Lesson 3 – If you had to choose 1 seed, which would it be? Taste the vegetable it produces to make your decision
 - BLM Seeds & Veggies

Graphing Questions

- How many students liked _____?
- How many more students liked ___ than _____?
- How many fewer students liked ___ than _____?
- How many students like ___ and _____?
- Why did you choose the choice you did?

Money Matters If you have a full program and wish to use this optional activity, you will find BLMs and Explanations on MAS Space.

Vocabulary Building – Choose an activity from the list in the Daily routines Section.

(Assessment Item #9 will be reviewed daily in Snack Fractions)

BLM Unit 4, Daily Routine, Measurement Lesson 3 Cuckoo #3



1 sheet per student. Students also need 15 dimes for today.

This is a picture of a real cuckoo that is found in Mexico.

No wonder the bird in the book is so proud. What a beautiful bird!

Use nickels today to find out how long the bird is from the top of his head to the bottom of his tail.

There is a white line at the bottom of the page where you can start your line of coins.



The cuckoo is _____ dimes long.

BLM Unit 4, Daily Routine, Measurement Lesson 3 Cuckoo #3



1 sheet per student. Students also need 15 dimes for today.

Esta es una imagen de un cucú real que se encuentra en México.

No es de extrañar que el pájaro en el libro esté tan orgulloso. ¡Qué hermoso pájaro!

Hoy utiliza monedas de veinticinco centavos para averiguar cuán largo es el pájaro desde la punta de la cabeza hasta la parte inferior de su cola.



El cucú tiene una longitud de _____ monedas de diez centavos.

BLM Unit 4, Daily Routine, optional Graphing Lesson 3 Favorite Seed and Veggie



Duplicate enough so that the graph has a picture of each, and each student can select the bird of choice.



Literature Selection*Cuckoo*

by Lois Ehlert

1 book per classroom

Materials**Language**

- **BLM** Word Cards
- **BLM** Word Sort activity (class set)
- Shared reading text from Lesson 2
- Chart paper
- Markers
- Plant/Animal sorting chart prewritten on chart paper

Math

- Number Cards 0 – 20
- A way of projecting the BLM today.
- **BLM TM** Which Set? – teacher only

Literature Vocabulary

seed
parrot
rooster
dove
mole
cuckoo
pepper
squash

Math Vocabulary**Review Words**

number
counters
equals = is the same as
add
subtract
more than

ELPS (English Language Proficiency Standard)

2C, 2D, 2F, 3D, 3H, 4B, 4A, 4B, 4C, 4G

CCRS (College and Career Readiness Standards)

CROSS-CURRICULAR II.A.1., II.A.2., II.A.4.

Unit 4, Lesson 3**Classroom Lesson****Kinder**

Every day teachers must post the objectives on the board, read them to the students, and have students read them together with the teacher. You must also talk about what the objectives mean, giving examples where appropriate. At the end of the lesson, teacher and students should review to see if they have accomplished both math and language objectives.

Math Objectives:

- Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement.

Reading Objectives:

- Find words in a shared reading text and read those words.

Language Objectives:

- Understand vocabulary words in a shared reading text.
- Sort words from the story by a given rule (ex. Initial letter).

BEFORE READING**Practice and Application, Literature and Vocabulary Shared Reading**

For today's shared reading, the goal is for students to have additional practice identifying words and reading them. Based on what you know about your students, choose one of the following two options to focus on.

Option 1: Continue reinforcing the beginning letters and sounds you worked on in Lesson 2.

- Show students a word card. Ask: What letter does this word start with? What is the word?
- Say: Find the word in our text.
- Once the word is located, have students read the word with you.
- Finally, read aloud the sentence the word is in, having students chime in with any words they can.
- Repeat with each of the vocabulary words found in the text.

Option 2: Extend the work you did with students in Lesson 2.

ELA II.A.1., II.A.2., II.A.3., III.B.2

Language Center Connection

Have extra sets of the vocabulary word cards and magnetic letters in the center. Students can work with partners to construct each of the vocabulary words with magnetic letters. As a challenge, you can include the vocabulary words that have been introduced in the math lesson.

Language Center Connection

Have students repeat the sorting activity from Lesson 2, this time with the new words from *Cuckoo*.

Independent Reading Connection

Cuckoo is not at an independent reading level for most Kindergarteners, which is why it's a perfect read aloud, and a perfect text for them to listen to in a Listening Center. However, another option is for you to provide students with the opportunity to "read" the story with a partner during independent reading time. What will this "reading" look like? Have students sit shoulder – to – shoulder as they do when they're next to each other on the rug. They can share the copy of the book. Then, have students orally tell what is happening on each page. This form of reading is a very important step towards conventional reading for students.

The more students do this, the more opportunities they have to develop oral language and use new vocabulary. It also solidifies their understanding of story sequence and their comprehension of the text.

Unit 4, Lesson 3

Kinder



Classroom Lesson

- Help them count the number of words in the first sentence (draw their attention to the space between each word).
- Help students see how many words in that sentence they already know how to read (Ex: **cuckoo**, **rainbow**, and possibly **the** and **a**).
- For unfamiliar words in the sentence, sound out the beginning letter with students, and help them read aloud the word.
- Then, read the entire sentence slowly with students, pointing to each word.
- Read it again at a slightly more fluent pace, again pointing to each word.
- Repeat with each remaining sentence.

DURING READING

Comprehensible Input, Literature and Vocabulary

"Today we are going to be taking a closer look at some of the words in the story, *Cuckoo*. Some of the words from the story are names of animals and some of the words are names of plants."

Create a chart, similar to the one below, on chart paper.

Plants	Animals

Direct the students' attention to the chart and explain that you are going to use this to sort words from the story into the appropriate groups.

"Before we start adding words from the story to our chart, let's practice one together. I have the vocabulary picture card for the word dog. Is a dog a plant or an animal?" Allow response.

Now I have the vocabulary picture card for the word flower. Is a flower a plant or an animal?" Allow response.

Unit 4, Lesson 3

Kinder



Classroom Lesson

“Great job helping me fill in the chart with words from the lesson but we’re not done. We are going to add words when we reread the story today.”

Reread the story, *Cuckoo* to the class. Pause on the pages listed below and allow the students to determine where the chosen words should be added on the plant/animal chart.

Pg. 2 cuckoo

Pg. 4 parrot

Pg. 6 rooster

Pg. 8 dove

Pg. 10 owl

Pg. 12 beans, corn, pepper, squash, tomato

Pg. 16 tree

Pg. 18 mole

AFTER READING

Practice and Application, Literature and Vocabulary

We just completed a word sort activity. You were able to sort the vocabulary words from the story into two groups: plants and animals. Now you are going to sort some words in another way.

The students will be completing a word sort activity using the BLM Word Sort.

Model for the children how to cut the words at the bottom of the page into individual strips and sort them into groups according to the initial letter. Allow students to work with a partner or in a small group. Please note that the children can simply sort the words into groups and you can reassemble the students at the end of the activity to complete a whole class sort. Alternatively, they can use the sorting template so they can glue the sorted words into the appropriate columns.



c	d	f	p	r	s

dove	cuckoo	dog	rooster	rainbow	fire
pepper	seed	corn	flower	parrot	squash
paloma	cucú	perro	gallo	arco iris	fuego
pimienta	semilla	maíz	flor	loro	calabaza

Materials for Transition to Math

Lesson (these were listed in the complete Classroom Lesson list, but are listed again to help you organize more quickly.)

- Number Cards 0 – 20 – from lesson 1
- A way of projecting the BLM today.
- **BLM TM** Which Set? (2 pages) – teacher only

🖨 **Technology:** more coin identification practice)

<http://www.ixl.com/math/kindergarten/coin-names-penny-through-quarter>

ELPS (English Language Proficiency Standard)

2D, 2G, 2I, 3D, 3J

CCRS (College and Career Readiness Standards)

CROSS-CURRICULAR I.A.1., I.C.3.,

II.C.1

MATH I.A.1., V.A.1., X.A.1

Unit 4, Lesson 3

Kinder

Classroom Lesson - continued



TRANSITION to Math

Math Objectives:

- Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement.
- Identify coins – penny, nickel, quarter

Language Objectives:

- Read numbers.
- Explain how you know how many objects are in a group.

Building Background, Math

We're going to count and identify sets today.

First, let's take out all of your number cards and put them in counting order. (*Wait for all students to have their cards arranged 0 to 20*)

Let's read our number cards together (do so).

I will show you a card that has 3 sets of objects. I will point to one of the sets and ask you to show me the number card that tells me how many objects are in this set.

(Show the first BLM, Which Set #1)

Show me the number card that tells me how many objects are in this set (*point to the nickels*).13

Show me the number card that tells me how many objects are in this set (*point to the pennies*).11

Show me the number card that tells me how many objects are in this set (*point to the quarters*).8

(Show the second BLM, Which Set #2)

Show me the number card that tells me how many objects are in this set (*point to the hearts*).16

Show me the number card that tells me how many objects are in this set (*point to the stars*).9

Show me the number card that tells me how many objects are in this set (*point to the squares*).17

Unit 4, Lesson 3 **Kinder**

Classroom Lesson - continued



TRANSITION to Math

Now let's go back to our first card. Listen carefully to my instructions.

(Show the first BLM, Which Set #1)

Show me the number card that tells me how many coins are in the set of nickels (*do not point this time – students should identify the coin – 13*).

I need a volunteer to point and count for us (*select someone to come up, point to each coin and count aloud*).

Show me the number card that tells me how many coins are in the set of quarters (*do not point this time – students should identify the coin – 8*).

I need a volunteer to point and count for us (*select someone to come up, point to each coin and count aloud*).

Show me the number card that tells me how many coins are in the set of pennies (*do not point this time – students should identify the coin – 11*).

I need a volunteer to point and count for us (*select someone to come up, point to each coin and count aloud*).

Great job, boys and girls! Let's see what we have practiced today!

Objectives

Distribute TV Materials

Distribute TV Materials:

- Unifix or Linking cubes, 2 colors (a light color and a dark color) 20 of each – per student
- 1 dark crayon, 1 light crayon per student
- **BLM** Comparing Sets, Which has More? – 1 per student

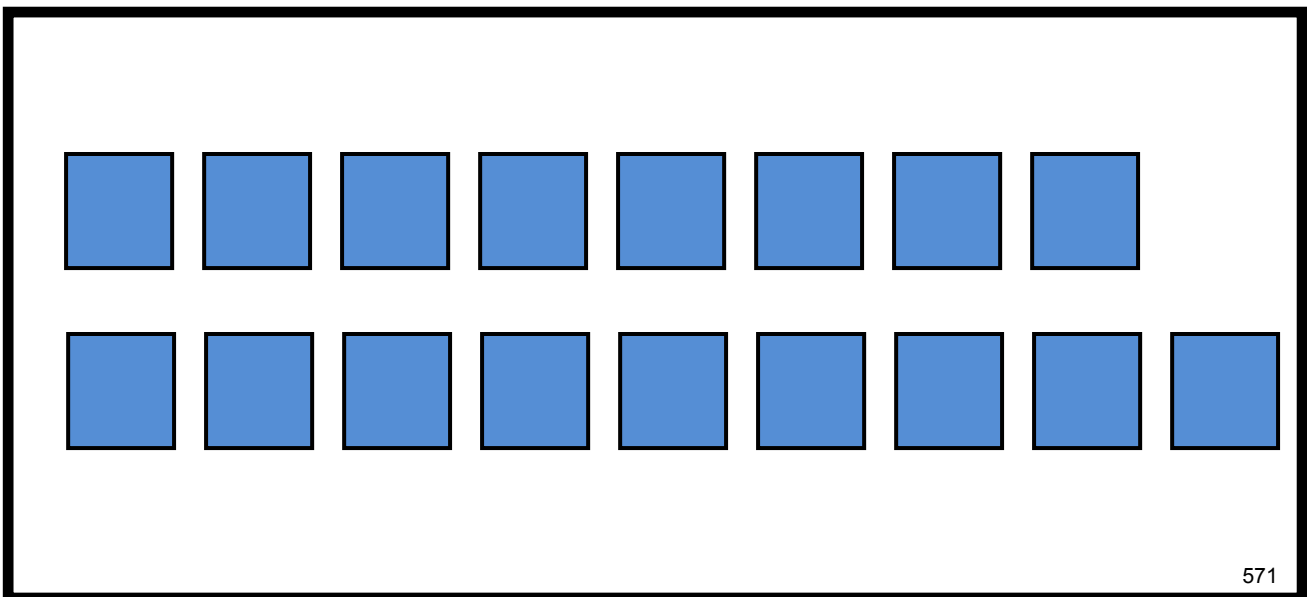
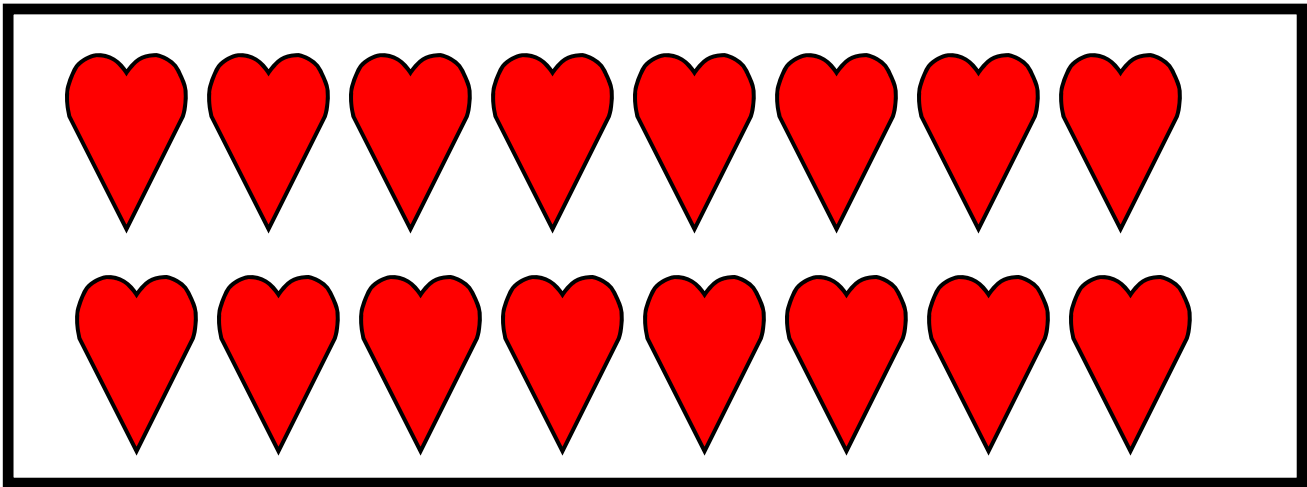
BLM TM Unit 4, Classroom, Transition Lesson 3

Which Set #1



TEACHER only





Literature Vocabulary

seed
parrot
rooster
dove
mole
cuckoo
pepper
squash

Math Vocabulary

Review Words

number
counters
equals = is the same as
add
subtract
more than

Materials

- Unifix or Linking cubes, 2 colors (a light color and a dark color) 20 of each – per student
- 1 dark crayon, 1 light crayon per student
- **BLM** Comparing Sets, Which has More? – 1 per student

Classroom Teachers,

It is vital that students work through these problems with the TV Teacher, and that you circulate the room to see who is understanding the process.

Time Clue

BB = Building Background

CI = Comprehensible Input

AC = Azulito's Corner

BB = 2 minutes

CI = 25 minutes

AC = 1 minute

ELPS (*English Language Proficiency Standard*)

1F, 2E, 2H, 3C, 3D, 3H

CCRS (*College and Career Readiness Standards*)

CROSS-CURRICULAR

Unit 4, Lesson 3

TV Lesson

Read objectives while pointing to the words in the math lesson objectives. After each math objective, show children what that means.

Math Objectives:

- Compare sets of objects up to at least 20 in each set using comparative language.

Language Objectives:

- Explain solution strategies.
- Use the math vocabulary during the activity.

Building Background, Math

TEACHER: We have a great opportunity today to compare, Azulito.

AZULITO: Compare. You mean like having more than, less than, or equal to? We did that in our Snack Fraction in Lesson 2, didn't we?

TEACHER: We certainly did, Azulito. Today instead of beans we are going to use cubes that stick together to make a train. We can show our comparisons easily when we make a train. Here is what I mean (*stick 5 cubes together, and then hold it up in the air*). I am holding a set of cubes.

AZULITO: Oh, I get it. "Train" is just a term we can use to tell us that we are putting the cubes together just like the cars on a train are put together. We are holding a set of cubes up in a train.

TEACHER: Exactly Azulito. You should have 2 colors of cubes – a dark color set and a lighter color set. I have a dark blue set and a light yellow set.

AZULITO: Oh, and I have a dark brown set and a light white set. I wonder what colors the girls and boys have?

TEACHER: Girls and boys, please decide which is your dark color set of cubes and which is your light color set of cubes. (*slight pause*)

Now, use your DARK COLOR set of cubes to make a train of 5 cubes (*pause*). Show your set of cubes to your teacher. (*slight pause*) Does everyone in the room agree that all of the sets that are held in the air are the dark color cubes? (*pause*)

Now take your LIGHT COLOR cubes to make a train of 7 (*pause*). Show your set of cubes to your teacher. (*slight pause*) Does everyone in the room agree that all of the sets that are held in the air are the LIGHT color cubes? (*pause*)

Kinder



ELA II.A.4., II.A.6., II.B.1.,
IV.A.3.
MATH I.A.1., I.C.1., V.A.1.,
VIII.A.1., VIII.A.2., VIII.C.1

Unit 4, Lesson 1

Kinder



TV Lesson - continued

Comprehensible Input

TEACHER: Super! Let's begin.

- Take your DARK set of color cubes and make a train that is 8 cubes long.
- Now take your LIGHT set of color cubes and make a train that is 5 cubes long.
- Think about which set is more. When I count to three, hold up the set that has more cubes. (pause)
- One – two- three, SHOW! Which set has MORE (*put on the SMARTBoard*) cubes?

Classroom Teachers:

This time you will want to remain at the front of the room so that you can monitor and check the students as they compare their cube trains. By establishing DARK and LIGHT, you can easily see which students have accurately compared the trains.

AZULITO: Here is what I did.

- I used my brown cube set for the DARK color and made a train of 8.
- I used my white cube set for the LIGHT color and made a train of 5.
- Then I laid the 2 sets side by side so I could compare them like this (*demonstrate*). I could see right away that the DARK set has more than the LIGHT set.
- When you said 1-2-3 SHOW, I held up my DARK set to show you.

TEACHER: Excellent job, Azulito. Let's record what we just modeled.

Look at your BLM Comparing Sets.
What do you see on your record sheet?

AZULITO: I see the words dark set (point to that) and light set (point to that). And I see a line of squares for the words (point).

I'll bet we are going to color in the squares to match our cube sets in the train.

TEACHER: Right you are, Azulito. You should have 2 crayons – a dark crayon color and a light crayon color. Here are mine (*show your 2 crayons*)

First, count your DARK set of cubes in the train that we used for this problem (pause). There are 8 (count them). Let's record 8 in the top line of squares (*do so by coloring in 8 squares*).

Unit 4, Lesson 3

Kinder



TV Lesson - continued

Now, count your LIGHT set of cubes in the train that we used for this problem (pause). There are 5 (count them). Let's record 5 in the line of squares just beneath our dark line (do so).

AZULITO: That is easy to compare now! Look, the dark set is longer than the light set. It looks just like when I lined up my trains to compare.

TEACHER: Exactly! Great job! Now, Let's try a few more!

(Repeat the process with the following:

- 1. DARK 6 cubes LIGHT 9 cubes – Think about which set has MORE When I count to 3, hold up the set that has MORE cubes.*
- 2. DARK 12 cubes LIGHT 15 cubes – Think about which set has MORE When I count to 3, hold up the set that has MORE cubes.*
- 3. DARK 11 cubes LIGHT 9 cubes – Think about which set has MORE When I count to 3, hold up the set that has MORE cubes.*

AZULITO: That was fun! I enjoy comparing things! It makes me happy! And you know, Cuckoo was happy too at the end of the book. *(Explain MAS Space task.)*

TEACHER: Thank you, Azulito! I wonder what the boys and girls think about your question. Please go online and let us know, boys and girls! We'd love to hear your opinion

Objectives: And now before we go, let's review what we have learned today! *(do so)*

Azulito's Corner

Unit 4 Lesson 3 Reading

After Cuckoo saved all of the seeds, she was tired but happy. Why do you think she was happy?



(1 sheet per student)

Dark set

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Light set

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Dark set

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Light set

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Dark set

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Light set

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Dark set

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Light set

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Literature Vocabulary

seed
parrot
rooster
dove
mole
cuckoo
pepper
squash

Math Vocabulary

Review Words

number
counters
equals = is the same as
add
subtract
more than

Materials

Family Fun Materials – 1 set for a class game, 1 set per student to take home.

- Projection device to project the Family Fun Problem Cards to the class
- **BLM** Family Fun Game Board
- **BLM** Family Fun Movement Cards
- **BLM** Pink Family Fun Problem Cards (for Kinder)
- **BLM** Special Instructions (Kinder)
- Coin set – 1 penny, 1 nickel, 1 dime, 1 quarter
- 0-20 number cards
- 20 beans to use as counters
- All-level Answer Key for Unit 4
- Game marker pieces
- Flip Chart and marker for the shared writing activity.

ELPS (*English Language Proficiency Standard*)

1E, 2B, 2D, 2G, 3C, 3F, 3H

CCRS (*College and Career Readiness Standards*)

CROSS-CURRICULAR I.B.2.,
II.C.1., II.E.1.

Unit 4, Lesson 3

Follow-up

Kinder



Math Objectives:

- Solve word problems using objects and drawings to find sums up to 10 and difference within 10.
- Explain the strategies using objects and drawings to find sums up to 10 and differences within 10.
- Generate a set using concrete and pictorial models that represent a number that is equal to a given number up to 20.

Language Objectives:

- Listen and speak with a partner during our math activity.
- Use the math vocabulary during the activity.
- Share-write math sentences.

Practice and Application, Math

That was great comparing practice today during our TV Lesson. We are going to practice today, too, by playing our Family Fun Game before you take it home today!

(Divide the class into 2 teams. Bring the teams together in a circle area where you can project the game cards so they can all see the cards as you read them. Let teams take turns solving the problems and explaining their strategies, making sure you provide opportunity for all students in each team to answer and explain. Award 1 point for solution strategy and another point for explanation. Cheer on the teams.)

Shared or Interactive Writing Topic

Daily students will use the day's vocabulary to Share-Write a statement about the learning. Teacher has a large chart and marking pen with a question written at the top. Children give complete sentences. Encourage them to use today's vocabulary.

 Explain how you would compare a set of 7 objects to a set of 9 objects.

ELA I.A.1., I.A.2
MATH I.B.1., I.C.1., IV.A.1.,
V.A.1., VIII.A.4., VIII.A.5.


Suggested Centers:



Technology

<http://www.ixl.com/math/kindergarten/fewer-and-more-comparing-groups>

Comparing groups game

<p>Math Objectives</p> <ul style="list-style-type: none"> • Share a snack in half. • Explain why each portion is half. <p>Language Objectives</p> <ul style="list-style-type: none"> • Explain why each portion is half. • Share-write what is a half. <p>Vocabulary Half Fair shares Equal pieces</p> <p>Materials: (per partner pair, per teacher):</p> <ul style="list-style-type: none"> • BLM Crackers and Peanut Butter Fractions • 3 full graham cracker sheets • 2 T peanut butter • 2 plastic knives • 2 Paper plates • 2 paper towels • Scissors • Glue stick <p>Chart paper with question: How do you know you have half of each part of the snack?</p> <p>ELPS (<i>English Language Proficiency Standard</i>) 1E, 2B, 2D, 2G, 3C, 3F, 3H</p> <p>CCRS (<i>College and Career Readiness Standards</i>) CROSS-CURRICULAR I.B.2., II.C.1., II.E.1. ELA I.A.1., I.A.2 MATH I.B.1., I.C.1., IV.A.1., V.A.1., VIII.A.4., VIII.A.5.</p>	<p style="text-align: right;">Kinder </p> <p>Unit 4, Lesson 3 Snack Fractions</p> <p>Children should wash their hands before this activity if using food items.</p> <p>Snack Fractions <i>As part of each math day, please include a quick “Snack Fraction” activity. If your district/school does not allow any snacks to be given to students, please alter the activity by providing the paper shape to be divided into fractional parts.</i></p> <p>Objective: <i>Once again we are going to change the way we look at fractions. Today, each student has a full bag of a snack. They are going to open their own bags and find out if the bags have already divided their snack into halves.</i></p> <p><i>(Read through the directions with the students first, then walk them through it step by step.)</i></p> <ul style="list-style-type: none"> • Look at our record sheet today, Crackers and Peanut Butter Fractions. • How many graham crackers will you and your partner share? (3) • How many tablespoons of peanut butter will you and your partner share? • Talk to your partner about how you will share the snack between you. • <i>(Give students time to talk. Circulate the room to hear their discussion. Listen for vocabulary. If you do not hear the vocabulary being used, interject the proper phrases at appropriate times.)</i> • Now let’s talk about what you are going to do. • <i>(Listen to the student ideas. Some students might divide each of the graham crackers in half. That is OK. Some may see that each gets a whole, and then each gets half of the third cracker – these students really understand fractions!</i> • <i>After each team has shared how they will share, ask the rest of the class, “Will this sharing give the partners fair shares? Will each receive half of the snack? How do you know?”</i> • If the class decides the team does not have halves, demonstrate exactly what the team has said they would do, compare the shares to see if they have half. If the team hasn’t shared in halves, ask them to see if they can think of another way to share the snack. • Now that we have all thought out the shares, please cut out the picture snack, divide up into halves and glue the pieces that are your fair share, or your half, on the record sheet. <i>(Display the sheets.)</i> • Finally, give the students the food items and snack materials, and let them share them. <p>Writing:</p> <ul style="list-style-type: none"> • Share-write the student answers to: How do you know you have half of each part of the snack? <p>Objectives: Read the objectives. How did we accomplish these objectives?</p>
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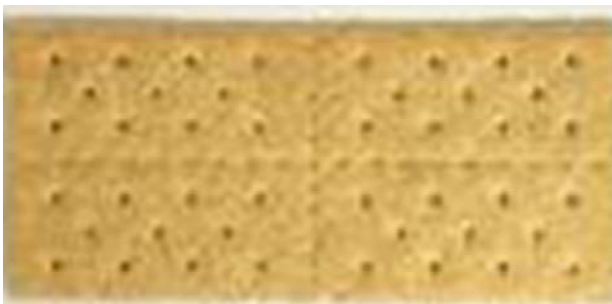
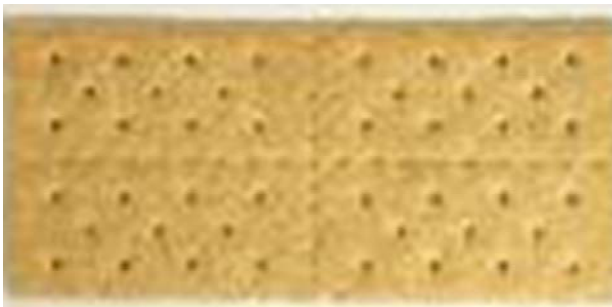


(1 sheet per student)

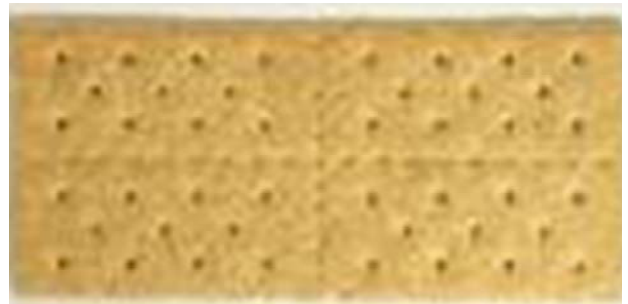
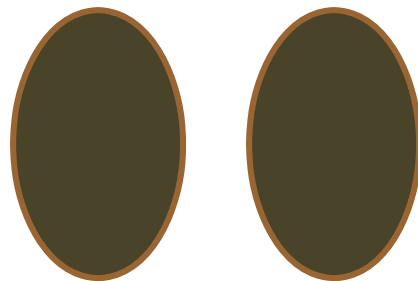
My name is _____

(ADULT DIRECTIONS: Student cuts out the graham cracker pictures, divides with a partner, then glue their part to this page. Do the same for the peanut butter pictures.)

Here is my half of the snack./Esta es mi mitad del refrigerio



Peanut Butter tablespoons



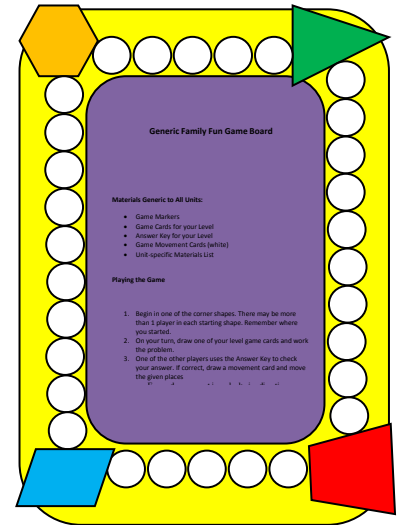
Family Fun – Kinder, Unit 4 Lesson 3

Family Fun Game day again! Your supplies include:

- Pink Family Fun Problem Cards (for Kinder)
- Special Instructions (Kinder)
- Coin set – 1 penny, 1 nickel, 1 dime, 1 quarter
- 0-20 number cards
- 20 beans to use as counters
- All-level Answer Key for Unit 4
- Family Fun Game Board (at home already)
- Family Fun Movement Cards (at home already)

Thank you for taking the time to enjoy math as a family this summer!

Your Child's Teacher



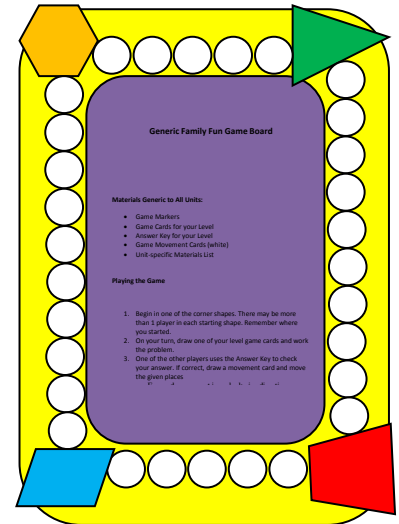
Family Fun – Kinder, Unit 4 Lesson 3

¡Día del juego de diversión familiar! Tus materiales son:

- Cartas de problemas de Diversión Familiar rosadas (para kínder)
- Instrucciones especiales (kínder)
- Juego de monedas – 1 centavo, 1 moneda de 5 centavos, 1 moneda de 10 centavos, 1 moneda de 25 centavos
- Cartas con números del 0 al 20
- 20 contadores (pueden ser objetos de casa: frijoles, piedritas, centavos, clips, etc.)
- Guía de respuestas para todos los niveles para la Unidad 4

¡Gracias por participar en las actividades de la clase de matemáticas este verano!

La maestro de tu hijo/a





Generic Family Fun Game Board

Materials Generic to All Units:

- Game Markers
- Game Cards for your Level
- Answer Key for your Level
- Game Movement Cards (white)
- Unit-specific Materials List

Playing the Game

1. Begin in one of the corner shapes. There may be more than 1 player in each starting shape. Remember where you started.
2. On your turn, draw one of your level game cards and work the problem.
3. One of the other players uses the Answer Key to check your answer. If correct, draw a movement card and move the given places
 - Forward movement in a clockwise direction.
 - Backward movement in a counter clockwise direction.If incorrect, do not move.
4. Game is over when the first person runs the entire track, ending back on the starting shape.



Tablero de juego

Materiales genéricos para todas las unidades:

- Fichas para jugar
- Tarjetas del juego para su nivel
- Clave de respuestas para su nivel
- Tarjetas de movimiento del juego (blancas)
- Lista de materiales específicos de la unidad

Cómo se juega

1. Empiece en una de las esquinas. Puede haber más de 1 jugador en cada figura de inicio.
2. Cuando sea su turno, saque una de las tarjetas de juego de su nivel y resuelva el problema.
3. Uno de los otros jugadores usa la clave de respuestas para ver si su respuesta es correcta. Si es correcta, saque una tarjeta de movimiento y mueva su ficha como lo indica la tarjeta.
 - Movimiento hacia adelante en el sentido de las manecillas del reloj.
 - Movimiento hacia atrás en el sentido contrario a las manecillas del reloj.Si es incorrecta, no se mueve.
4. El juego se acaba cuando la primera persona recorre toda la pista y termina en la figura de inicio.

Move forward 1 space	Move forward 1 space	Move forward 1 space
Move forward 1 space	Move forward 1 space	Move forward 1 space
Move forward 2 spaces	Move forward 2 spaces	Move forward 2 spaces
Move back 1 space	Move back 1 space	Move back 1 space
Move forward 3 spaces	Move forward 2 spaces	Move forward 3 spaces

Units 1 – 2 – 3 -- FAMILY FUN

One per student for home

One per partner pair in class



Print on white paper.

Family Fun – Movement Cards

Avanza un espacio	Avanza un espacio	Avanza un espacio
Avanza un espacio	Avanza un espacio	Avanza un espacio
Avanza 2 espacios	Avanza 2 espacios	Avanza 2 espacios
Retrocede 1 espacio	Retrocede 1 espacio	Retrocede 1 espacio
Avanza 3 espacios	Avanza 3 espacios	Avanza 3 espacios

BLM Kinder Unit 4, Follow-up Lesson 3

Family Fun Game Cards

Printed in Pink–1 set per partners for class; 1 set per student for home. (There are 2 pages of cards.)

Cards A – I are Unit 4 skills as assessed. Cards J – R review skills from previous units.

A.
Cuckoo saved 5 bean seeds, and then she saved 6 squash seeds. How many seeds did she save?

B.
Cuckoo dropped 10 seeds on the ground. 6 fell into the tunnel. The rest fell on the ground. How many seeds fell on the ground?

C.
Cuckoo had 8 seeds in her mouth. 4 of the seeds fell out of her mouth. How many seeds were in her mouth then?


D.
Owl planted 9 seeds. Parrot ate 4 of them. How many seeds were left?

E.
Rooster planted 3 seeds. Dove planted 7 seeds. How many seeds were planted?

F.
Rooster planted 7 seeds. Parrot ate 4 of them. How many seeds were left?

G
Use your beans to model
 $5 + 4$
Show the number card for your answer.

H.
Use your beans to model
 $9 - 6$
Show the number card for your answer.


I. This sandwich is cut into halves. How do you know these parts are halves?


BLM Kinder Unit 4, Follow-up Lesson 3

Family Fun Game Cards

Printed in Pink–1 set per partners for class; 1 set per student for home. (There are 2 pages of cards.)

Cartas A – I son las habilidades de la Unidad 4 como se evalúan.

<p>A. Cucú guardó 5 semillas de frijoles; luego, guardó 6 semillas de calabacín. ¿Cuántas semillas guardó?</p>	<p>B. A Cucú se le cayeron 10 semillas en el suelo. 6 cayeron en el túnel. El resto cayó en el suelo. ¿Cuántas semillas cayeron</p>	<p>C. Cucú tenía 8 semillas en la boca. 4 de las semillas se le cayeron de la boca. ¿Entonces, cuántas semillas quedaron en su boca?</p>
<p>D. Lechuza plantó 9 semillas. Loro se comió 4 de ellas. ¿Cuántas semillas quedaron?</p>	<p>E. Gallo plantó 3 semillas. Paloma plantó 7 semillas. ¿Cuántas semillas se plantaron?</p>	<p>F. Gallo plantó 7 semillas. Loro se comió 4 de ellas. ¿Cuántas semillas quedaron?</p>
<p>G Usa tus frijoles para modelar $5 + 4$ Muestra la carta de número para tu respuesta.</p>	<p>H. Usa tus frijoles para modelar $9 - 6$ Muestra la carta de número para tu respuesta.</p>	<p>I. Este sándwich está dividido en mitades. ¿Cómo sabes que estas partes son mitades? </p>

J. Name this coin.



K. Name this coin.



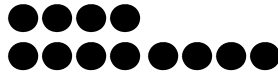
L Name this coin.



M. Name this coin.



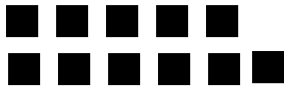
N.
Point to the group that has more.



O.
Point to the group that has fewer.



P. Show me the number card that tells you how many objects are in this set.



Q. Show me the number card that tells you how many objects are in this set.



R.
Count out 13 beans.
Now show the number card that tells you how many beans you have.

BLM 1st-2nd Unit 4, Follow-up Lesson 3

Family Fun Game Cards

Printed in Pink –1 set per partners for class; 1 set per student for home. (There are 2 pages of cards.)
páginas de cartas).

J. Di el nombre de esta moneda.



K. Di el nombre de esta moneda.



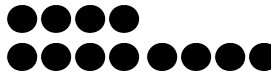
L Di el nombre de esta moneda.



M. Di el nombre de esta moneda.



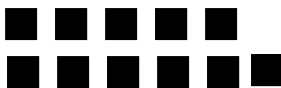
N.
Señala cuál grupo tiene más.



O.
Señala cuál grupo tiene menos.



P. Muestra la carta de número que dice cuántos objetos hay en este conjunto.



Q. Muestra la carta de número que dice cuántos objetos hay en este conjunto.



R.
Cuenta 13 frijoles.
Ahora muestra la carta de número que dice cuántos frijoles tienes.

Materials:

- Pink Family Fun Problem Cards (Kinder)
- Special Instructions (Kinder)
- Number Card Set in a Bag 0 – 20
- Coin set – 1 penny, 1 nickel, 1 dime, 1 quarter
- All-level Answer Key for Unit 4
- 20 beans in a bag to use as counters
- Family Fun Game Board (at home)
- Family Fun Movement Cards (at home)
- Game Markers – 1 for each player

Solution Expectations**Problems A – F (unit 4 skills)**

- Students are expected to use their counters to model the problems, and then tell you the answer.

Problems G – H (unit 4 skills)

- Students are expected to model the number problem, then use a number card to tell you many objects are in the answer set

Problem I – (all units have fractions)

- Students are to tell you how they know the sandwich is divided into halves. They may say: they (the pieces) are fair shares; there are 2 equal pieces; if 2 people shared the sandwich, they would each get the same amount; or any other explanation that lets you know they understand that halves means 2 equal pieces of the whole.

Problems J – M (previous unit skills)

- Students are expected to name the coin pictured.

Problems N – O (previous unit skills)

- Students are expected to be able to recognize the group with more (problem N) and the group with fewer (problem O)

Problem P-Q (previous unit skills)

- Students are expected to count out the given number and identify with a number card.

Problem R

- Students are expected to count out the 13 beans. The beans can be in any arrangement on the table as long as there are 13 of them. They are then to show the number card 13.

Materiales:

- Cartas de problemas de Diversión Familiar rosadas (para kínder)
- Instrucciones especiales (kínder)
- Juego de cartas de números del 0 al 20 en una bolsa.
- Juego de monedas – 1 centavo, 1 moneda de 5 centavos, 1 moneda de 10 centavos, 1 moneda de 25 centavos
- Guía de respuestas para todos los niveles para la Unidad 4
- 20 frijoles en una bolsa para usar como contadores
- Tablero de juego de Diversión Familiar (en casa)
- Cartas de movimiento de Diversión Familiar (en casa)
- Piezas de juego - 1 para cada jugador

Expectativas de solución**Problemas A – F (habilidades de la unidad 4)**

- Se espera que los estudiantes usen sus contadores para modelar los problemas, y luego le digan la respuesta.

Problemas G – H (habilidades de la unidad 4)

- Se espera que los estudiantes modelen el problema de número y luego usen una carta de número para decir cuántos objetos hay en el conjunto de respuestas.

Problema I – (todas las unidades tienen fracciones)

- Los estudiantes le deben decir cómo saben que el sándwich está dividido en mitades. Pueden decir: estas (las piezas) son partes justas; hay 2 trozos iguales; si 2 personas compartieran el sándwich, cada uno obtendría la misma cantidad; o cualquier otra explicación que le permita saber que ellos comprenden que mitades significa 2 trozos iguales del entero.

Problemas J – M (habilidades de unidades anteriores)

- Se espera que los estudiantes digan el nombre de la moneda dibujada.

Problemas N – O (habilidades de unidades anteriores)

- Se espera que los estudiantes sean capaces de reconocer el grupo con más (problema N) y el grupo con menos (problema O)

Problemas P – Q (habilidades de unidades anteriores)

- Se espera que los estudiantes cuenten hasta el número mencionado y lo identifiquen con una carta de número.

Problema R

- Se espera que los estudiantes cuenten hasta los 13 frijoles. Los frijoles pueden estar ordenados de cualquier forma sobre la tabla, siempre y cuando haya 13. Luego, deben mostrar la carta de número 13.

Problem Letter	Kinder	1-2	3-4	5-6	7-8
A	11 seeds	23	3	$6\frac{1}{4}$ or 6.25	short = 6 long = 8
B	4 seeds	23	9	$\frac{5}{8}$ or 0.625 cups	6
C	4 seeds	39	42	\$423,294,920.10	1
D	5 seeds	4	6 seedlings	2134.448	3
E	10 seeds	17	8 bundles	\$7400 down	(x3)
F	3 seeds	13	50 bundles	10% water	$(\times\frac{1}{3})$
G	(see special instructions)	14		\$48.50 tax	$(\times\frac{1}{2})$
H	(see special instructions)	68		\$33 late fee	(x3)
I	2 equal parts	23		\$375 earned	(x5)
J	Nickel	Divided into four equal parts	3.21	\$39.64	(x3)
K	Dime	Parts are equal	$6 \times 7 = 42$ $7 \times 6 = 42$ $42 \div 7 = 6$ $42 \div 6 = 7$	\$12.20 tip	(x5)
L	Quarter	5	xx xx xx xx xx xx xx xx xx	25% tip	(x5)
M	Penny	$4 + 3 = 7$	Eleven and seven tenths	no. labels flipped	15
N	Bottom line	$12 - 2 = 10$		yes. scale factor of (x6)	no – # of shirts varies from each closet
O	Top line	5 wild things	0.7	60 students: 1 bus	yes – 2 wheels on each bicycle
P	11	4	Between 0.25 and 0.5	30 notes hit	no – no scale factor

Q	8	4 and 6 are compatible	Line closest to 1	$\frac{17}{12}$ or $1\frac{5}{12}$	yes – scale factor (x20)
R	13 beans 13	$8 + 5 = 13$ $5 + 8 = 13$ $13 - 8 = 5$ $13 - 5 = 8$	Line in the middle	$4\frac{1}{8}$	yes – scale factor (x10)

<p>This portion of the curriculum, although NOT required, should be used as needed to supplement and enrich the Unit’s activities.</p> <p>Family Fun Suggestions:</p> <ul style="list-style-type: none"> ○ Take a bird walk at home to see how many different birds live in your area. ○ Create Cuckoo at home with scraps of colored construction paper and brads. <p>Possible Center Suggestions:</p> <ul style="list-style-type: none"> ● Online Math Games ● Art Project 	<p>MATH WALK</p> <p>Favorite Crayon Walk – You might consider creating a mural outside on a sidewalk where students use colored chalk to create their own Adventure MATH WALK.</p> <p>Bird Walk – take the students on a walk around your campus to see how many birds you can see. You can either identify the birds and keep track of the different types, or simply count the birds as they are observed.</p> <p>Technology Connections</p> <ul style="list-style-type: none"> ● Math Practice http://www.abc.net.au/countusin/games/game3.htm counting game http://www.sheppardsoftware.com/mathgames/earlymath/bugabaloShoes.htm adding with pictures and numbers ● Science Connection http://www.teachpreschool.org/2011/09/planting-and-growing-beans-in-our-preschool-window/ - sprouting bean plants http://www.ehow.com/info_7850419_bird-activities-kindergarten.html - bird activities for Kinders ● Social Studies Connection http://en.wikipedia.org/wiki/Squirrel_Cuckoo - about the area in Mexico where the Squirrel Cuckoo is found ● Health/Physical Ed Connection http://pecentral.org/lessonideas/searchresults.asp?category=51 great list of PE games and activities ● Art Connection http://www.scholastic.com/teachers/lesson-plan/cuckoo-lesson-plan art idea http://rainydaymum.co.uk/cuckoo-by-lois-ehlert a few art ideas
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<p>Math Objectives (TV1)</p> <ul style="list-style-type: none"> Solve word problems using objects and drawings to find sums up to 10 and difference within 10. Explain the strategies using objects and drawings to find sums up to 10 and differences within 10. <p>(TM 3) – additional practice for Assessment Items 2 & 7</p> <p>(TV3)</p> <ul style="list-style-type: none"> Compare sets of objects up to at least 20 in each set using comparative language. 	<p>Materials (TV1)</p> <ul style="list-style-type: none"> Baggie of 20 beans – 1 set per student Brown crayon - 1 per student Numbers cards from TM Lesson – 1 set per student Paper plates – 1 per student BLM Saving Seeds Problems, Teacher – 1 per teacher BLM Saving Seeds Problems – 1 per student <p>(TM3)</p> <ul style="list-style-type: none"> Number Cards 0 – 20 – from lesson 1 A way of projecting the BLM today. BLM TM Which Set? (2 pages) – teacher only
<p>Differentiate</p> <p>Differentiating comes in your choice of which lesson to teach. You will also want to choose activities in the Daily Routines that teach/review the skills you need for your students to learn/review. <i>The Measurement Lab is an excellent activity for coin recognition as well as comparisons.</i></p>	<p>(TV3)</p> <ul style="list-style-type: none"> Unifix or Linking cubes, 2 colors (a light color and a dark color) 20 of each – per student 1 dark crayon, 1 light crayon per student BLM Comparing Sets, Which has more? – 1 per student <p>Family Fun</p> <ul style="list-style-type: none"> BLM Family Fun Game board (already home) BLM Family Fun Movement Cards (already home) BLM Kinder Special Instructions BLM Family Fun Problem Cards (pink) BLM Family Fun Answer Key – all levels 20 beans per student Coins sets (1 each penny, nickel, dime, quarter) Number Cards 0-20 set Game markers
<p>Snack Fraction Notice</p> <p>All snack fractions are common throughout the grade bands. All grade bands have daily snack fraction activities provided. All snack fractions for a unit in a specific grade band will practice the same set of skills. Therefore, you may choose from any of the 3 activities. Lesson 2 has been suggested for its ease of delivery.</p>	<p>Snack Fractions – TV lesson 2</p> <p>STUDENT ACTIVITY (per partner pair):</p> <ul style="list-style-type: none"> BLM Snack Bag Fractions 2 bags of 100 calorie snacks such as apple slices – you want there to be different numbers of pieces in each bag (1 bag per student) 2 Paper plates 2 paper towels Scissors Glue stick Chart paper with question: Did you snack bags divide your snack into fair shares? Why or why not? Work as a class to decide if the snacks provided in each bag gave each partner fair shares of today’s snack, or halves.

**QUESTIONING**

As a result of this lesson, your students should be able to respond to the following:

- What is the math movie you see in this story problem?
- Show the number card used to tell how many are in this set.
- Explain how you solved this problem.
- Explain how you can tell which set has more.

Math Vocabulary

(All are review words) number, counters, coins, add, subtract, equal = is the same as

CGI Problem (select one)

- Join, Result Unknown (*1st item 1, 2nd item 3ab*)
- Join, Change Unknown (*2nd item 5ab*)
- Part Whole. Whole Unknown (*1st item 3ab*)

Journal Writing

How would you represent 5 apples and 3 apples with counters?

Family Fun (A generic game board is being used in all grade levels, differentiated by game cards specific to the grade level.) There is only 1 type of game this year. All games will have problem cards and an answer key at all levels. Please be sure the Kinder grade cards are printed on pink cardstock. Beginning with this unit, the first 9 problem cards will review current unit skills. The last 9 problem cards will review previous unit skills.

Snack Fractions TV lesson 2, 100 Calorie Snack Pack – a pack that probably has varying number of pieces in each sack (not cookies or crackers)– Snacks approach halves differently in Kinder, however, all address halves.

Assessment – Students will be introduced to and practice skills for items

K 1, 2, 3, 4, 5, 6, *7, 8, 9

***7** (coin identification) is practiced in Daily Routines Measurement. TM 3, and in the Family Fun Game only.

FAMILY FUN Involvement

Kinder

Overview for Unit 4, *Cuckoo*

This overview will provide a one-page view of the suggested Family Fun Activities for this unit, as well as other opportunities provided for Family Involvement.

Lesson 1

- Family Fun Unit 4 Lesson 1 Letter with ideas for involving the family in story problems at home.

Lesson 2

- Family Fun Unit 4 Lesson 2 Letter

Lesson 3

- Family Fun Unit 4, Lesson 3 attached to the Family Fun Game supplies
- Family Enjoyment of Unit Project

Enrichment Suggestions

- Take a bird walk at home to see how many different birds live in your area.
- Create Cuckoo with scraps of colored construction paper and brads.

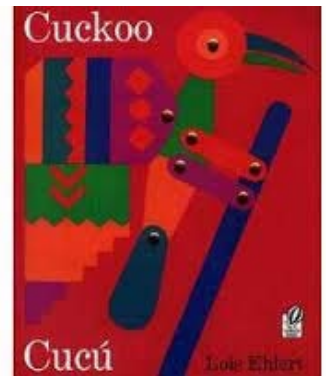
Dear Family,

We read *Cuckoo/Cucú*
by Lois Ehlert

Our snack fraction was different today.

We compared the number of snack pieces we had in our bags.
Some were more than we had, some were less than we had, some
were equal to what we had. Please let me tell you about it.

Sincerely,



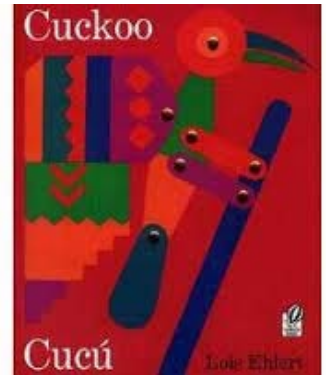
Dear Family,

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Our snack fraction was different today.

We compared the number of snack pieces we had in our bags.
Some were more than we had, some were less than we had, some
were equal to what we had. Please let me tell you about it.

Sincerely,



Kinder

Overview

Unit 5 Muu Moo! (NOTE: This unit is an updated version of the 2013 Unit 5 for Kinder)

This is a quick snapshot of the three math lessons for this unit. For detailed instructions, balance literacy objectives/extended activities, enrichment ideas refer to the complete lesson plans for each lesson. Notice that the Classroom Lesson has been divided into the Language portion and the Transition to Math portion.

Lesson Segment	Math Objectives	Language Objectives	Activity	Materials	Blackline Masters
Unit 5 Daily Routine Lesson 1 30 – 45 minutes	ESSENTIAL <ul style="list-style-type: none"> Recite the days of the week. Count days in school with straws, and with pennies. Identify ways to earn income. Solve math word problems. Pre-assess program skills. 	ESSENTIAL <ul style="list-style-type: none"> Read days of the week vocabulary from the Days of the Week song. Speak to partners, teacher, and class using vocabulary. 	ESSENTIAL <ul style="list-style-type: none"> Straws Pennies CGI Measurement OPTIONAL <ul style="list-style-type: none"> Calendar Days of the Week Songs Yesterday, today, tomorrow Graphing Vocabulary Building OPTIONAL Money Matters is now on MAS Space	ESSENTIAL <ul style="list-style-type: none"> Big Money Coins (penny, nickel, dime, quarter) or flannel board oversized coins Coins for the counting the days in school with Pennies Coin sets of Nickels, Quarters, Dimes - 1 set per student <ul style="list-style-type: none"> 20 nickels 12 quarters 15 dimes Sets of 20 straws and bands per student 	ESSENTIAL <ul style="list-style-type: none"> BLM Comparison Word Cards (1 card of each word per student) BLM CGI (teacher only) OPTIONAL <ul style="list-style-type: none"> BLM Days of the Week Cards BLM Number Cards through the number of days you have been in school. (set for all students) BLM Graph Pictures

<p>Unit 5 Classroom Lesson 1</p> <p>1 to 1.5 hour (divided between Language and Transition to Math Lessons)</p>	<ul style="list-style-type: none"> Compare sets of objects up to at least 20 in each set using comparative language. Use comparative language to describe two numbers (up to 20) represented as written numerals. 	<p>Reading Objectives:</p> <ul style="list-style-type: none"> Answer questions about key details in a text. Read along with the teacher. <p>Language Objectives:</p> <ul style="list-style-type: none"> Describe how the characters are feeling using vocabulary words. 	<p>Language Muu Moo! by Alma Flor Ada F. Isabel Compy</p> <p>Class discussion Read Aloud Shared Reading</p> <p>Vocabulary sad, happy, feast, chase, bark, frighten, gobble, pounce</p>	<p>Language</p> <ul style="list-style-type: none"> Shared reading text, written on chart paper (see example) 	<p>Language</p> <ul style="list-style-type: none"> BLM Word Cards BLM Images – Lesson 1 (1 teacher copy)
<p>Unit 5 TV Lesson 1</p> <p>30 minutes</p>	<ul style="list-style-type: none"> The student models addition (joining) and subtraction (separating). The student is expected to model and create addition and subtraction problems in real situations with concrete objects Compare sets of objects up to at least 20 in each set using comparative language. Use comparative language to describe two numbers (up to 20) represented as written numerals. 	<ul style="list-style-type: none"> Explain solution strategies. Use the math vocabulary during the activity 	<p>Building Background Explain the problem solving process</p> <p>Vocabulary Building Summer word wall</p> <p>Mathematics Model addition and subtraction word problems and use an appropriate number card to identify the answer. Compare the answers.</p>	<ul style="list-style-type: none"> 20 base ten units per student OR 20 Duck Counters (these are candies, but act like counters – these are OPTIONAL – can use base ten units and pretend they are ducks) http://www.beau-coup.com/bulk-duck-sweet-tart-candy.htm Number cards 1-20 – 1 set per student Yellow crayon or highlighter – per student <p>Large plain white paper</p>	<p>Math</p> <ul style="list-style-type: none"> 20 base ten units – 1 set per student 1 crayon - 1 per student <p>Math</p> <ul style="list-style-type: none"> BLM Number Cards 0-20 - 1 set per student BLM Comparison Phrase Cards – 1 set of 4 per student BLM Comparing Objects – 1 per student BLM – Comparing Objects KEY – teacher only <p>BLM – Ducky Problems Teacher Guide– teacher only</p> <ul style="list-style-type: none"> BLM Ducky Problems Record Sheet – 1 per student

<p>Unit 5 Follow-up and Snack Fraction 1 .5 to 1 hour</p>	<ul style="list-style-type: none"> The student models addition (joining) and subtraction (separating). The student is expected to model and create addition and subtraction problems in real situations with concrete objects Compare sets of objects up to at least 20 in each set using comparative language. Use comparative language to describe two numbers (up to 20) represented as written numerals. 	<ul style="list-style-type: none"> Listen and speak with a partner during our math activity. Use the math vocabulary during the activity. Share-write math sentences. 	<p>Finish any TV problems.</p> <p>Students make a set that teacher verbally gives.</p>	<p>plate (to use as a storyboard) – per student</p> <ul style="list-style-type: none"> 20 base ten units per student OR 20 Duck Counters – 1 set per student (described in TV Lesson) 2 dice – teacher. Number cards 1-20 – 1 set per student Large plain white paper plate (to use as a storyboard) – per student 	<ul style="list-style-type: none"> BLM PRACTICE Ducky Problems - 1 per student BLM Ducky Problems – 1 per student
	<p>Share a snack in half. Explain why each portion is half</p>	<p>Explain why each portion is half. Share-write what a half is.</p>	<p>SNACK FRACTIONS Building Background Teacher explains activity.</p> <p>Vocabulary half fair share equal pieces</p> <p>Students share their snacks. Teachers go to each student with a 3 x 5 card to have them divide the card in half, tell what the fair share is called, and explain why they know they are halves.</p>	<p>SNACK FRACTIONS Per partners:</p> <ul style="list-style-type: none"> 3 wedges of Laughing Cow Cheese 3 x 5 card for each student 2 Paper plates 2 paper towels 2 plastic knives Chart paper with question: How do you know you each have half of the snack? 	<p>BLM Laughing Cow Cheese Wedge Fractions Class Sheet – 1 for teacher only</p>

<p>Unit 5 <i>Daily Routine</i> Lesson 2</p> <p>30 – 45 minutes</p>	<p>ESSENTIAL</p> <ul style="list-style-type: none"> Recite the days of the week. Count days in school with straws, and with pennies. Identify ways to earn income. Solve math word problems. Pre-assess program skills. 	<p>ESSENTIAL</p> <ul style="list-style-type: none"> Read days of the week vocabulary from the Days of the Week song. Speak to partners, teacher, and class using vocabulary. 	<p>ESSENTIAL</p> <ul style="list-style-type: none"> Straws Pennies CGI Measurement <p>OPTIONAL</p> <ul style="list-style-type: none"> Calendar Days of the Week Songs Yesterday, today, tomorrow Graphing <p>OPTIONAL Money Matters is now on MAS Space</p>	<p>ESSENTIAL</p> <ul style="list-style-type: none"> Big Money Coins (penny, nickel, dime, quarter) or flannel board oversized coins Coins for the counting the days in school with Pennies Coin sets of Nickels, Quarters, Dimes - 1 set per student <ul style="list-style-type: none"> 20 nickels 12 quarters 15 dimes Sets of 20 straws and bands per student 	<p>ESSENTIAL</p> <p>BLM Comparison Word Cards (1 card of each word per student)</p> <p>BLM CGI Problems – teacher only</p> <p>OPTIONAL</p> <ul style="list-style-type: none"> BLM Days of the Week Cards BLM Numeral Cards through the number of days you have been in school. (set for all students) BLM Graph Pictures Lesson 2 Graph: YouTube sounds Tree Frog http://www.youtube.com/watch?v=8fWJKQaPc0c Cricket http://www.youtube.com/watch?v=K8E_zMLCRNg Cicada http://www.youtube.com/watch?v=cLp74_b0Zp4 Katydid http://www.youtube.com/watch?v=9u9JZIC_wIM
<p>Unit 5 <i>Classroom</i> Lesson 2</p> <p>1 to 1.5 hour</p>	<ul style="list-style-type: none"> Compare sets of objects up to at least 20 in each set using comparative language. Use comparative language to describe two numbers (up to 20) represented as written numerals. 	<p>Reading Objectives:</p> <ul style="list-style-type: none"> Read along with the teacher. Retell key details in sequence. <p>Language Objectives: Describe what the animals are doing using vocabulary words.</p>	<p>Language <i>Muu Moo!</i> by Alma Flor Ada F. Isabel Compy</p> <p>Shared Reading Read Aloud Sequencing Acting out the text</p>	<p>Language</p> <ul style="list-style-type: none"> Shared reading text from Lesson 1 	<p>Language</p> <ul style="list-style-type: none"> BLM Word Cards (Lesson 1) BLM Images – Lesson 2; one copy for teacher, and one copy per student (cut out ahead of time and enclosed with a paper clip or envelope for each student)

<p>Unit5 Classroom Lesson 2</p> <p>1 to 1.5 hour</p>		<p>Math Language Objectives</p> <ul style="list-style-type: none"> • Read numbers. • Explain how you know how many objects are in a group. • number of objects in the set regardless of their arrangement 	<p>Math Building Background Solve process problems.</p> <p>Vocabulary Summer math wall</p>	<p>Math</p> <ul style="list-style-type: none"> • 2 dice - teacher tool • 20 base ten units or other counters – 1 set per student • Number Card Set from Lesson 1- 1 set per student 	<p>Math</p> <ul style="list-style-type: none"> • BLM Mouse and Anthony's Corn Math – 2 per student
<p>Unit 5 TV Lesson2</p> <p>30 minutes</p>	<ul style="list-style-type: none"> • The student models addition (joining) and subtraction (separating). • The student is expected to model and create addition and subtraction problems in real situations with concrete objects 	<ul style="list-style-type: none"> • Explain solution strategies. • Use the math vocabulary during the activity. 	<p>Building Background Understand the lesson process and learn a little rooster background</p> <p>Vocabulary Building Summer word wall</p> <p>Mathematics Model and solve story problems, and then color by direction.</p>	<ul style="list-style-type: none"> • 20 base ten units or other counters per student • Crayons-8 pack per student • Large plain white paper plate (to use as a storyboard) – per student 	<ul style="list-style-type: none"> • BLM TEACHER Showy Rooster Math – teacher only • BLM Showy Rooster Math DISPLAY PARTS – teachers only & to display in room • BLM Showy Rooster Math Record Sheet – 1 per student • BLM – Showy Rooster Math Colorful Rooster – 1 per student
<p>Unit 5 Follow-up and Snack Fraction 2</p> <p>.5 to 1 hour</p>	<p>The student models addition (joining) and subtraction (separating). The student is expected to model and create addition and subtraction problems in real situations with concrete objects</p>	<ul style="list-style-type: none"> • Listen and speak with a partner during our math activity. • Use the math vocabulary during the activity. • Share-write math sentences. 	<p>Finish TV problems.</p>	<ul style="list-style-type: none"> • 20 base ten units or other counters per student • crayons • Large plain white paper plate (to use as a storyboard) – per student 	<ul style="list-style-type: none"> • BLMs from TV Lesson

	<p>Share a snack in half. Explain why each portion is half</p>	<p>Explain why each portion is half. Share-write what is a half</p>	<p>SNACK FRACTIONS Building Background While students share with a partner, teacher walks around with a 4 x 4 paper to have students fair share the paper with teacher, explain what fractional part each has and why students knows the fair shares are halves.</p> <p>Vocabulary half fair share equal pieces</p>	<p>Per partners:</p> <ul style="list-style-type: none"> • 4 graham crackers (full sheets) • 2 T Nutella (1 T in each of 2 portion cups) • 2 paper plates • 2 paper towels • 2 plastic knives • Chart paper with question: How do you know you each have half of the snack? 	<p>BLM Crackers and Nutella Fractions Class Sheet – 1 for teacher only 4 x 4 piece of paper for each student</p>
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<p>Unit 5 Daily Routine Lesson 3</p> <p>30 – 45 minutes</p>	<p>ESSESENTIAL</p> <ul style="list-style-type: none"> Recite the days of the week. Count days in school with straws, and with pennies. Solve math word problems. 	<p>ESSENTIAL</p> <ul style="list-style-type: none"> Read days of the week vocabulary from the Days of the Week song. Speak to partners, teacher, and class using vocabulary. 	<p>ESSENTIAL Daily Routine Activities</p> <ul style="list-style-type: none"> Straws Pennies CGI Measurement <p>OPTIONAL for longer programs</p> <ul style="list-style-type: none"> Calendar Days of the Week Songs Yesterday, Today, Tomorrow Graphing Vocabulary building <p>OPTIONAL Program</p> <p>Money Matters found in its own section in the Teachers' Guide.</p>	<p>ESSENTIAL</p> <ul style="list-style-type: none"> Big Money Coins (penny, nickel, dime, quarter) or flannel board oversized coins Coins for the counting the days in school with Pennies Coin sets of Nickels, Quarters, Dimes - 1 set per student <ul style="list-style-type: none"> 20 nickels 12 quarters 15 dimes Sets of 20 straws and bands per student 	<p>ESSENTIAL</p> <ul style="list-style-type: none"> BLM Comparison Word Cards <p>OPTIONAL</p> <ul style="list-style-type: none"> BLM Days of the Week Cards BLM Number Cards through the number of days you have been in school. (set for all students)
<p>Unit 5 Classroom Lesson 3</p> <p>1 to 1.5 hours</p>	<ul style="list-style-type: none"> Model addition (joining) and subtraction (separating). The student is expected to model and create addition and subtraction problems in real situations with concrete objects. 	<p>Reading Objectives:</p> <ul style="list-style-type: none"> Answer questions about key details in a text. Read along with the teacher. <p>Language Objectives:</p> <ul style="list-style-type: none"> Describe what the animals are doing using vocabulary words. Write animal names with the teacher. 	<p>Language <i>Muu Moo!</i> by Alma Flor Ada F. Isabel Compy</p> <p>Acting out the text Read Aloud Interactive Writing Art Activity</p>	<p>Language</p> <ul style="list-style-type: none"> Art supplies: paper for drawing and crayons or colored pencils. Chart paper and marker for Interactive Writing activity 	<p>Language</p> <ul style="list-style-type: none"> BLM Word Cards (Lesson 1)

<p>Unit 5 TV Lesson3 30 minutes</p>	<ul style="list-style-type: none"> The student models addition (joining) and subtraction (separating). The student is expected to model and create addition and subtraction problems in real situations with concrete objects 	<p>Math Language Objectives</p> <ul style="list-style-type: none"> Read numbers. Explain how you know how many objects are in a group. 	<p>Math Building Background Identify number of objects in set, 3 sets on a page.</p> <p>Vocabulary Summer word wall</p>	<p>Math</p> <ul style="list-style-type: none"> 20 base ten units or leaves – per student 2 dice per student 	<p>Math</p> <ul style="list-style-type: none"> BLM Ant and Cicada Math - 2 per student
		<p>Explain solution strategies. Use the math vocabulary during the activity.</p>	<p>Building Background Learn a bit about cicadas. Vocabulary Building Number, counters equals = is the same as add, subtract , more than</p> <p>Mathematics Solve addition and subtraction word problems.</p>	<ul style="list-style-type: none"> 20 base ten units or other counters per student Large plain white paper plate (to use as a storyboard) – per student 	<ul style="list-style-type: none"> BLM Cicada Songs – 1 per student Photos of cicadas https://www.google.com/search?q=photos+of+cicadas&hl=en&client=firefox-a&hs=mw4&rls=org.mozilla:en-US:official&tbm=isch&tbo=&source=univ&sa=X&ei=I_dDUeHeEMGU2AW484GgDw&ved=0CDDMQsAQ&biw=1280&bih=670

<p>Unit 5 Follow-up and Snack Fraction Lesson 3</p> <p>.5 to 1 hour</p>	<ul style="list-style-type: none"> The student models addition (joining) and subtraction (separating). The student is expected to model and create addition and subtraction problems in real situations with concrete objects 	<ul style="list-style-type: none"> Listen and speak with a partner during our math activity. Use the math vocabulary during the activity. Share-write math sentences. 	<p>Complete the TV Lesson if needed.</p> <p>Play the Family Fun Game, making sure students understand the problem cards.</p>	<ul style="list-style-type: none"> 20 base ten units or other counters per student Large plain white paper plate (to use as a storyboard) – per student 	<ul style="list-style-type: none"> BLM Cicada Songs – 1 per student <p>From TV Lesson if needed</p> <p>Family Fun Game – 1 set for class game; 1 set per student to take home. Game is TV Demo</p> <ul style="list-style-type: none"> BLM Family Fun Game Board BLM Movement Cards BLM Problem Cards (pink) BLM Family Fun Answer Key BLM Special Instructions for Kinder <p>SNACK FRACTIONS</p>
	<p>SNACK FRACTIONS</p> <p>Share a snack in half. Explain why each portion is half.</p>	<p>SNACK FRACTIONS</p> <p>Explain why each portion is half. Share-write what a half is.</p>	<p>SNACK FRACTIONS</p> <p>Building Background Teacher demo of halves</p> <p>Vocabulary half fair share equal pieces</p>	<p>SNACK FRACTIONS</p> <ul style="list-style-type: none"> Round paper, at least 4” diameter – perhaps a small doily, for each student <p>Per partners:</p> <ul style="list-style-type: none"> 1 large bagel 4 T cream cheese (1 T in each of 4 portion cups) 2 Paper plates 2 paper towels 2 plastic knives Chart paper with question: How do you know you each have half of the snack? 	<p>SNACK FRACTIONS</p> <p>BLM Bagel and Cream Cheese Fractions Class Sheet – 1 for teacher only</p>

Unit 5	Lesson 1	Lesson 2	Lesson 3
<p>Kinder</p> <p>Assessment Items</p> <ul style="list-style-type: none"> • Lesson 1: (1, 3, 4, 5, 6, 8) • TM for Lesson 1,3: (2, 4, 5, 6) • Lesson 2: (1, 3, 4, 5, 6) • Lesson 3 (1, 3, 4, 5, 6) <p>Daily Routines ESSENTIAL</p> <ul style="list-style-type: none"> • Straws (1, 2, 3) • Pennies (7) • CGI (4, 5, 6) • Measurement (7) <p>Snack Fractions: (Item 9)</p>	<p>TV and Follow-up</p> <ul style="list-style-type: none"> • K.3A Model the action of joining to represent addition and the action of separating to represent subtraction. (TV) • K.3BSolve word problems using objects and drawings to find sums up to 10 and difference within 10. (TV) • K.3C Explain the strategies using objects and drawings to find sums up to 10 and differences within 10. (TV) • K.2G Compare sets of objects up to at least 20 in each set using comparative language (FLU) • K.2C Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order (TM) <p>Snack Fractions</p> <ul style="list-style-type: none"> • Share a snack in half. • Explain why each portion is half. 	<p>TV and Follow Up</p> <ul style="list-style-type: none"> • K.3A Model the action of joining to represent addition and the action of separating to represent subtraction. • K.3BSolve word problems using objects and drawings to find sums up to 10 and difference within 10. • K.3C Explain the strategies using objects and drawings to find sums up to 10 and differences within 10. <p>Snack Fractions</p> <ul style="list-style-type: none"> • Share a snack in half. • Explain why each portion is half. 	<p>TV and Follow Up</p> <ul style="list-style-type: none"> • K.3A Model the action of joining to represent addition and the action of separating to represent subtraction. • K.3BSolve word problems using objects and drawings to find sums up to 10 and difference within 10. • K.3C Explain the strategies using objects and drawings to find sums up to 10 and differences within 10. <p>Snack Fractions</p> <ul style="list-style-type: none"> • Share a snack in half. • Explain why each portion is half.

Project SMART/Math MATTERS 2014

Grade Level: Kinder

Unit 5 / Lessons 1 – 2 - 3

Daily Routine Math Objectives:

ESSENTIAL Activities

- Count objects, group in ones and tens.
- Compare item lengths using money as the unit of measure.
- Model and solve oral word problems.
- Recognize and name coins (penny, nickel, dime, quarter).

OPTIONAL Activities:

- Read and use a calendar.
- Recognize and recite the days of the week.
- Recognize and recite the months of the year.
- Create graphs from everyday experiences.

Daily Routine Language Objectives:

ESSENTIAL Activities

- Listen to, read and speak measurement vocabulary: length, long, tall, longer, taller, short, shorter.
- Speak to partner, teacher, and class using vocabulary introduced in Daily Routines.
- Reason, model and solve oral word problems

OPTIONAL Activities

- Listen to, read and speak the days of the week vocabulary from the Days of the Week songs.
- Listen to, read and speak the days of the week from “Yesterday, Today, Tomorrow activity, and break them into syllables.
- Listen to, read and speak the months of the year.
- Write graph titles and labels interactively.

Unit Math Objectives (Integrated Lesson):

- Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.
- Generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20.
- Model the action of joining to represent addition and the action of separating to represent subtraction.
- Solve word problems using objects and drawings to find sums up to 10 and differences within 10.

Unit Language Objectives:

- Describe how the characters are feeling using vocabulary words.
- Describe what the animals are doing using vocabulary words.
- Describe what the animals are doing using vocabulary words.
- Write animal names with the teacher.

Technology Objectives:

- Use research skills and electronic communication, with appropriate supervision, to create new knowledge.
- Technology suggested in this unit: iPad, SMART Board or other “smart” projection device, internet

Key Vocabulary, MATH: (all review words from existing word wall list)

Key Vocabulary, LANGUAGE: sad, happy, feast, chase, bark, frighten, gobble, pounce

Resources/Literacy Links *Muu, Moo!* Alma Flor Ada & F. Isabel Campoy

Related links: Free online nursery rhymes – English, Spanish and French. Includes written, read, sung, and videos.

<http://www.mamalisa.com/?t=heh>

Lesson Sequence

- Daily Routine: 1 hour to 1.5 hour
- Classroom Lesson: 1 to 1.5 hour
- TV Lesson: 30 minutes
- Classroom Follow-up including Snack Fractions: .5 to 1 hour

MATH WALK

Take a poetry walk around your campus to observe and record sensory images – the sights, sounds, smells, textures of nature. Students could be given a special bound book in which to start their journal of observations. Some of your students will be able to write words to express their observations. Others will need to draw pictures of what they sense. For more information, see <http://www.readingrockets.org/article/48491/>

Technology Connections

- Math Practice – Comparing (more, less, greater, fewer)
 - <http://www.coolmath-games.com/0-feed-fribbit-addition/index.html>
 - <http://www.coolmath-games.com/0-feed-fribbit-subtraction/index.html>
 - <http://www.coolmath-games.com/0-number-twins/index.html>
- Science Connection
 - <http://www.reifelbirdsanctuary.com/hatch.pdf>
Full unit on bird life cycle for Kinders
- Social Studies Connection
 - <http://www.easyfunschool.com/article1088.html>
 - http://www.hubbardscupboard.org/nursery_rhyme_activities.html ideas for rotating centers

More Curriculum Connection Ideas off the Web

- **Health/Physical Ed Connection**
 - Animal-type Action Games: http://www.ehow.com/info_7919086_kids-animal-games.html
 - Movements Songs and Dances: <http://www.songsforteaching.com/movement.htm>
- **Art Connection**
 - http://www.perpetualpreschool.com/preschool_themes/nursery/nursery_rhyme_art.htm
[m](#) many art/craft ideas based on nursery rhymes

Unit 5 Project

Poetry Collections

You are about to begin the final lesson of this unit. If you and your students are going to participate in the project suggested for this unit, now is the time to prepare.

Project for this unit is: Coffee House Original Poetry Readings

Synopsis

Students write their own poems and perform them in a “coffee house” venue.

Materials Needed:

Tables and chairs
Hot chocolate and pound cake
Decorative mugs and paper plates, napkins
Beret for reading poet
Interlude guitar music

Procedure:

Set up the event area as a coffee house or cafe, a raised stage area up front if possible. Serve hot chocolate or other drink in cups or mugs.

Assign an MC to introduce the poets and a sound person to play appropriate guitar music CD between performances (or find a local who plays and would volunteer his/her time).

Poets come up to the stage one at a time from the audience when introduced to read their original work. The beret is an interesting touch which takes the individual out of the reading almost as a mask would do. If the poem is a class poem, students should read responsively or as choral reading.

You might want to serve small sandwiches or pound cake with fruit after the reading. What a super parent event this would be!

Online resources:

- <http://www.alexlemonade.org/files/down/coffee.pdf> This might be a possible fund raiser for your students’ giving in financial responsibility, making the event a poetry reading instead of a talent show or lemonade stand.
- <http://www.ilovelibraries.org/articles/featuredstories/poeminyourpocket> Coffeehouse-style reading format
- <http://www.scholastic.com/teachers/top-teaching/2010/05/poetry-cafe> another Coffeehouse-style reading format

Materials**ESSENTIAL**

- Big Money Coins (penny, nickel, dime, quarter) or flannel board oversized coins
- Coins for the counting the days in school with Pennies
- Coin sets of Nickels, Quarters, Dimes - 1 set per student
 - 20 nickels
 - 12 quarters
 - 15 dimes
- Sets of 20 straws and bands per student

BLM Comparison Word Cards**OPTIONAL**

- **BLM Days of the Week Cards**
- **BLM Numeral Cards** through the number of days you have been in school. (set for all students)
- **BLM Graph Pictures**

Math Objectives

- Recite the days of the week.
- Count days in school with straws, and with pennies.
- Identify ways to earn income.
- Solve math word problems.
- Pre-assess program skills.

**Balanced Literacy****Language Objectives**

- Read days of the week vocabulary from the Days of the Week song.
- Speak to partners, teacher, and class using vocabulary.

TEKS

Lesson 1 K.2C, K.2G, K.3ABC
 Lesson 2 K.2C, K.2G, K.3ABC
 Lesson 3 K.2C, K.2G, K.3ABC

Assessment Items

(As a result of experiencing this unit, students will be learning skills necessary to be successful on the following Assessment items.)

Unit 5, Lesson 1**Daily Routine****Kinder**

The following daily activities will help prepare your students for the Post Assessment. They are essential and are not optional.

ESSENTIAL**Straws (Assessment items 1, 2, and 3)**

Continue activity.

Pennies (Assessment item 7)

Continue activity.

CGI Problem (If you students understand a suggested problem type, please select a problem type from the second or third column to enrich and expand their experiences.)

- **Lesson 1 – Part-Whole, Whole Unknown** (Assessment Item 5)
- Lesson 2 – Separate, Result Unknown (Assessment Item 4)
- Lesson 3 – Join, Result Unknown (Assessment Item 6)

Measurement (Assessment item 7 – identifying coins)

All-lesson directions – continue as in previous units.

Students count out the appropriate number of the comparison coins for the day, and then stack them to make towers.

- **Lesson 1 – Which is taller: a tower of 10 pennies or a tower of 10 quarters?**
- Lesson 2 – Which is shorter: a tower of 5 quarters or a tower of 5 dimes?
- Lesson 3 – Which is taller: a tower of 10 pennies or a tower of 15 pennies?

Materials – per student

1 each of the comparison word cards (shorter, taller)
 Coin Kits: 25 pennies, 10 quarters, 5 dimes

Write the question of the day on the board.

Have students stack the coins in a tower as the question asks.

Students then simply place the comparison cards appropriately in front of the towers (shorter or taller).

Ask students to explain how they know which tower is shorter and which is taller. **EXTEND:** How much taller? How much shorter?

K 1, 2, 3, 4, 5, 6, 7, 8, 9

ELPS (*English Language Proficiency Standard*)
1D, 1G, 3D, 3F, 4C, 4F

CCRS (*College and Career Readiness Standards*)
CROSS-CURRICULAR I.C.1., I.C.2., I.E.2., II.A.1., II.A.2., ELA II.A.1., II.B.1., III.A.2., III.B.2., IV.A.3., IV.B.1
MATH I.B.1., IV.A.1., V.A.1., VI.C.2., VIII.A.2.

Azulito's Corner
Unit 5 Lesson 1

What did you find out when you compared the heights of the coin towers today? Which tower was taller? Which tower was shorter? Did you find how much taller? How much shorter?

Money Matters If you have a full program and wish to use this optional activity, you will find BLMs and Explanations on MAS Space.

(Assessment Item 9 will be reviewed daily in Snack Fractions)

Unit 5, Lesson 1

Kinder




Daily Routine - continued

OPTIONAL

Calendar (*This activity is not assessed.*)
Continue activity.

Sing Days of the Week Song (*This activity is not assessed, but is an excellent activity to break up the small group quiet exploration and assessments*)

 Songs should be written on large chart paper so that students can follow the words of the song. Take 2-3 minutes to find the names of the week in the song.

NOTICE: *Suggestions for online sources for songs are included*

Yesterday, Today, Tomorrow (*This activity is not assessed.*)
Continue activity.

Graphing (*This activity is not assessed.*)

- **Lesson 1 – Which animal would you rather have for a pet?**
(duck, rooster, frog, donkey)
- Lesson 2 – Which would you rather hear singing:
(tree frog, cricket, cicada, katydids)
- Lesson 3 – none today

QUESTIONS

- Before starting the questions, ask students what they notice about the data, or information, the graph tells them. Listen carefully about what they see and add questions that either explore their observations or include things they missed.
- Which (choice) did more students want than others?
- Why do you think that is so?
- Which was the least favorite (choice)?
- Why do you think that is so?
- How many more students wanted (choice) than (choice)?
- How many fewer students wanted (choice) than (choice)?
- What is the difference between the number of students that chose (choice) and the number of students that chose (choice)?
- How did you find that answer?
- Which answer did you choose, and why did you choose it?
- If you could have put another (choice) on the choice list, what would it have been? Why?

Vocabulary Building – choose an activity listed in the Daily Routine Section.

Unit 5 CGI Problems for *iMuu, Moo!*



Join	<i>(Result Unknown)</i>	<i>(Change Unknown)</i>	<i>(Start Unknown)</i>
	<p>Juana the Ant had __ leaves. Celestina the Cicada gave her __ more leaves. How many leaves does Juana have now?</p> <p style="text-align: center;">1, 9 2, 5 3, 7</p>	<p>Juana gathered __ crumbs. How many more crumbs will Juana need to gather to have __ crumbs for the winter?</p> <p style="text-align: center;">9, 10 8, 10 7, 10</p>	<p>Celestina had some leaves. Juana gave her __ more leaves. Now Celestina has __ leaves. How many leaves did Celestina have to start?</p> <p style="text-align: center;">1, 8 2, 9 3, 10</p>
Separate	<i>(Result Unknown)</i>	<i>(Change Unknown)</i>	<i>(Start Unknown)</i>
	<p>There were __ meadow toads sitting on a rock by the pond. __ toad(s) hopped away. How many toads are there now?</p> <p style="text-align: center;">10, 1 9, 2 8, 3</p>	<p>Little Brown Duck had __ brown ducklings. Some ducklings swam away. Now he has __ brown ducklings. How many ducklings swam away?</p> <p style="text-align: center;">5, 4 7, 5 9, 6</p>	<p>Some little brown ducklings were swimming in a line. __ ducklings stopped to eat. Now there are __ ducklings swimming in a line. How many ducklings were swimming to start?</p> <p style="text-align: center;">2, 2 3, 4 7, 4</p>
Part-Part-Whole	<i>(Whole Unknown)</i>		<i>(Part Unknown)</i>
	<p>__ baby toads and __ grown-up toads sing at the pond. How many toads all together?</p> <p style="text-align: center;">2, 3 3, 4 0, 6</p>		<p>__ meadow toads were singing at the pond. __ were babies and the rest were grown-ups. How many toads were grown-ups?</p> <p style="text-align: center;">5, 4 7, 5 10, 7</p>
Compare	<i>(Difference Unknown)</i>	<i>(Quantity Unknown)</i>	<i>(Referent Unknown)</i>
	<p>Celestina had __ leaves. Juana had __ leaves. How many more leaves did Celestina have than Juana?</p> <p style="text-align: center;">8, 7 5, 3 7, 4</p>	<p>Celestina had __ crumbs. Juana had __ more crumb(s) than Celestina. How many crumbs did Juana have?</p> <p style="text-align: center;">6, 1 7, 2 3, 4</p>	<p>There were __ blue buttons on the floor. There were __ more blue than red buttons. How many red buttons were there?</p> <p style="text-align: center;">6, 2 9, 3 12, 2</p>
Grouping and Partitioning	Multiply	Measurement Division	Partitive Division
	<p>The flea is getting married. There will be __ tables with __ guests at each table. How many guests will there be?</p> <p style="text-align: center;">3, 3 4, 5 6, 4</p>	<p>Flea has invited __ guests to his wedding. __ guests will sit at each table. How many tables will flea need?</p> <p style="text-align: center;">10, 5 12, 4 15, 3</p>	<p>There will be __ guests at flea's wedding. He has set up __ tables. If the same number of guests are seated at each table, how many guests can sit at each table?</p> <p style="text-align: center;">9, 3 12, 3 18, 6</p>

Unit 5 CGI Problems for *iMuu, Moo!*



Unir	<p>Resultado Desconocido</p> <p>Juana la Hormiga tiene ____ hojas. Celestina la Chicharra le dio ____ más hojas. ¿Cuántas hojas tiene Juana ahora?</p> <p>1, 9 2, 5 3, 7</p>	<p>Cambio Desconocido</p> <p>Juana juntó ____ migajas. ¿Cuántas migajas más necesita juntar Juana para tener ____ migajas para el invierno?</p> <p>9, 10 8, 10 7, 10</p>	<p>Empiezo Desconocido</p> <p>Celestina tenía algunas hojas. Juana le dio ____ más hojas. Ahora Celestina tiene ____ hojas. ¿Cuántas hojas tenía Celestina al principio?</p> <p>1, 8 2, 9 3, 10</p>
	<p>Resultado Desconocido</p> <p>Había ____ zapos de la pradera sentados en la roca al lado del charco. ____ zapos se fueron saltando. ¿Cuántos zapos quedaron?</p> <p>10, 1 9, 2 8, 3</p>	<p>Cambio Desconocido</p> <p>El Pequeño Pato Café tiene ____ patitos cafés. Algunos patitos se fueron nadando. Ahora él tiene ____ patitos cafés. ¿Cuántos patitos se fueron nadando?</p> <p>5, 4 7, 5 9, 6</p>	<p>Empiezo Desconocido</p> <p>Algunos de los patitos cafés se fueron nadando en fila. ____ patitos se detuvieron a comer. Ahora hay ____ patitos nadando en fila. ¿Cuántos patitos había al principio?</p> <p>2, 2 3, 4 7, 4</p>
Parte-Parte-Entero	<p>Entero Desconocido</p> <p>____ zapos bebés y ____ zapos adultos cantan en el charco. ¿Cuántos zapos hay en total?</p> <p>2, 3 3, 4 0, 6</p>		<p>Parte Desconocida</p> <p>____ zapos de la pradera cantaban en el charco. ____ eran bebés y el resto eran adultos. ¿Cuántos zapos eran adultos?</p> <p>5, 4 7, 5 10, 7</p>
	<p>Diferencia Desconocida</p> <p>Celestina tenía ____ hojas. Juana tenía ____ hojas. ¿Cuántas hojas más tiene Celestina que Juana?</p> <p>8, 7 5, 3 7, 4</p>	<p>Cantidad Desconocida</p> <p>Celestina tenía ____ migajas. Juana tenía ____ migaja(s) más que Celestina. ¿Cuántas migajas tiene Juana?</p> <p>6, 1 7, 2 3, 4</p>	<p>Referente Desconocido</p> <p>Había ____ botones azules en el piso. Había ____ más azules que botones rojos. ¿Cuántos botones rojos había?</p> <p>6, 2 9, 3 12, 2</p>
Formación de grupos y Partición	<p>Multiplicación</p> <p>La pulga se va a casar. Habrá ____ mesas con ____ invitados en cada mesa. ¿Cuántos invitados habrá?</p> <p>3, 3 4, 5 6, 4</p>	<p>División de Medidas</p> <p>La pulga ha invitado ____ personas a su boda. ____ invitados se sentarán en cada mesa. ¿Cuántas mesas necesitará la pulga?</p> <p>10, 5 12, 4 15, 3</p>	<p>División Partitiva</p> <p>Habrá ____ invitados en la boda de la pulga. Él ha colocado ____ mesas. Si el mismo número de invitados se sientan en cada mesa, ¿cuántos invitados se podrán sentar en cada mesa.?</p> <p>9, 3 12, 3 18, 6</p>



Duplicate on cardstock. Cut out the cards, giving 1 card of each word per student for Daily Routines.

shorter

taller

shorter

taller

shorter

taller

shorter

taller

shorter

taller

shorter

taller

shorter

taller

shorter

taller

shorter

taller

shorter

taller



Duplicate on cardstock. Cut out the cards, giving 1 card of each word per student for Daily Routines.

más bajo
más bajo
más bajo
más bajo
más bajo
más bajo
más bajo
más bajo
más bajo
más bajo
más bajo

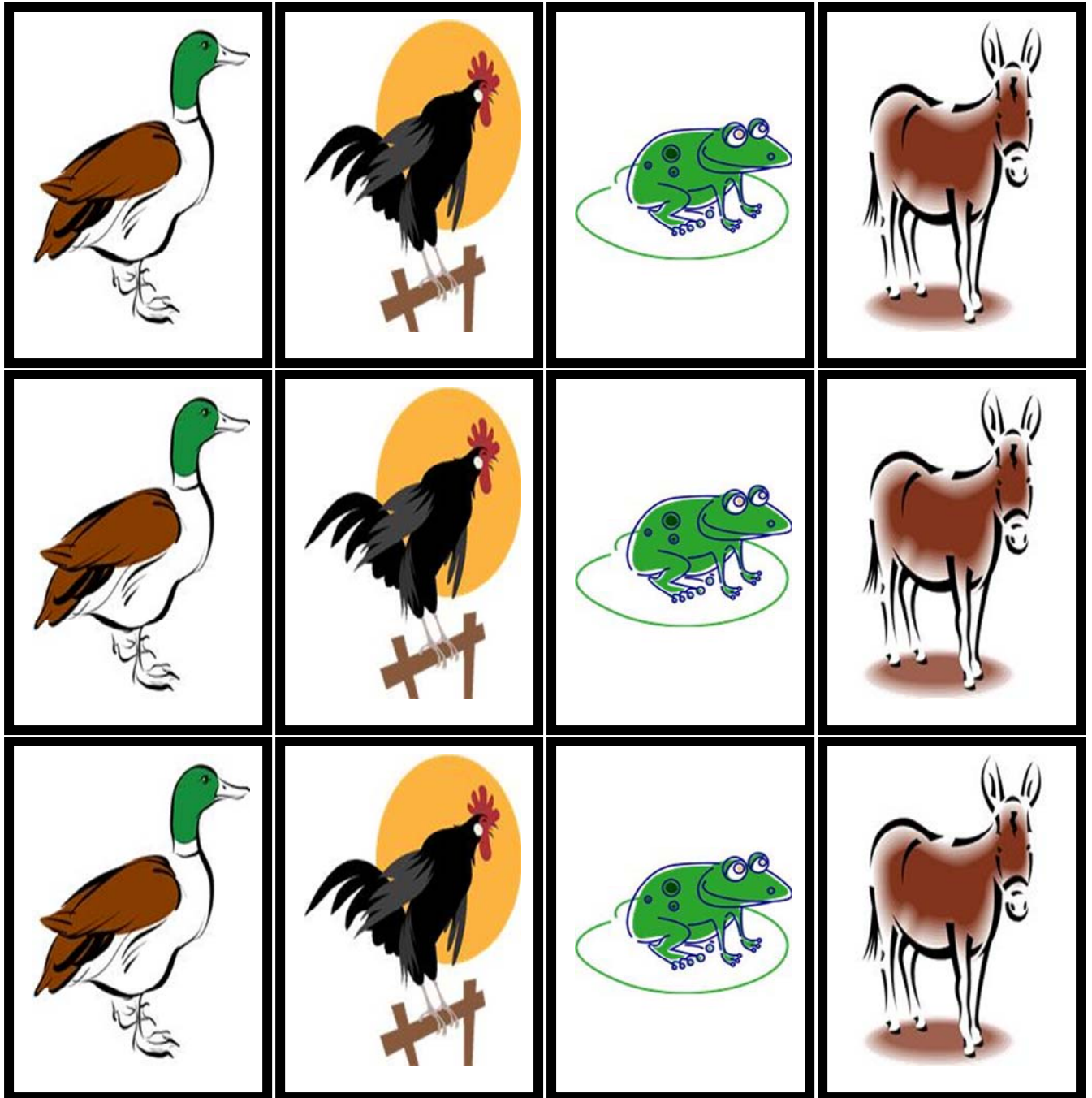
más alto
más alto
más alto
más alto
más alto
más alto
más alto
más alto
más alto
más alto
más alto

BLM Unit 5, DR Graph Lesson 1

Graph Pictures



Duplicate enough for the graph, and for every student to be able to select the card he or she wants.



➤ **Kindergarten, Units 5-6 Writing Workshop**



➤ **Genre: Poetry**

➤ Writing Objective: Students write a poem about an animal.

➤ Organization of text:

Students draw a picture of the animal or animals they want to have in their poem. Then, they write (or dictate to the teacher) what they want to say about that animal. This writing is like a “free verse” poem. It is not age appropriate to have Kindergarteners try writing rhyming poems, poems with stanzas, or poems that fit a particular form. “Free verse” poems allow Kindergarteners to simply express whatever they want to say about the animal(s) they drew.

Depending on each student’s writing ability, the poem can take different forms. Here are several options:

▪ **Illustrating + Dictation to Teacher**

The student illustrates the animal(s). The student dictates to the teacher what they want to say about the animal(s), and the teacher writes it down on the paper. The teacher can have this writing look like a poem, separating the phrases onto different lines.

▪ **Illustrating + writing**

The student illustrates the animal(s). Encourage students to write what they want to say about the animal(s), regardless of what their writing looks like at their stage of development. It could be scribbles, conventional letters, clusters of letters, or conventionally written words. Have students explain to you what they’ve written, and write the dictation at the bottom of the page.

▪ **Illustrating + writing letters**

The student illustrates the animal(s). To push students towards conventional writing, help students who are developmentally ready, write a beginning letter (or other letters) they hear in the word. You can support students with this by having them say the word aloud, and helping say what sound they hear at the beginning of the word. Ask, “What letter makes that sound?” You can tie this in with the phonemic awareness and phonics work you’ve done with students in Units 1, 2, 3, 4, and 5.

➤ Possible sequence of mini-lessons:

1. **Brainstorm:** Show students a poem you have illustrated and written about an animal or animals. Remember that your poem should be a model of what exemplary writing would look like for a young writer. Make sure your poem is **free verse** (not rhyming), and make sure that it doesn’t follow a specific structure or form. It should be simple, just a few lines long, with a few words or a short phrase on each line. Have an illustration accompanying your poem.

Tell students that you enjoyed reading the poems from *Muu, Moo!* so much that you decided to write your own poem about an animal. Read students your poem, and explain what is in the illustration you drew.

Explain to students that this week they’re going to write their own poems about animals! The first thing they need to do is decide what animal or animals they want to have in their poem.

Show students the poems they've already listened to from *Muu, Moo!* What animals were in those poems? Then, have students brainstorm a list of other animals they would like to write about. Create a list with their ideas, and draw a quick sketch next to each animal name so they know what each word means.

Have students choose an animal or animals from this list (or another that they think of) for their first poem.

2. Draft: Show students your model poem again. This time, explain what you did to create the poem. Say that first you drew the animal and what it was doing. This is what you want your poem to be about.

Then, you wrote what the animal was doing. This is your poem. Show students the writing. Explain that since it's a poem, they don't need to use a lot of words to explain what the animal is doing.

Give students white copy paper to create their poem illustration, and then write their poem. Keep in mind that this writing will look different for each child, as described above. While students are working, circulate to help each student take their writing to the next developmental level, based on what they're currently able to do.

3. Another Draft: Once students finish their first poem, if time permits have them create another one! Continue to circulate, supporting students in creating more conventional writing.
4. Publish: Make copies of students' poems. Combine the copies into a class poetry book, and have students keep the originals. Have a poetry celebration – since all grade bands are creating poems in the Writing Workshop, you can join with another class to share the poetry. You can even create a mini stage with a stool, and have students take turns reading their poems to the other students. For many Kindergarteners this “reading” will simply be reciting what they remember their poem is about – that's ok! It's an important step towards conventional reading. It shows that they understand that the written symbols on their paper represent real words.

Literature Selection

Muu, Moo! Animals Nursery Rhymes, “Little Brown Duck”
by Alma Flor Ada & F. Isabel Campoy (1 book per classroom)

Materials

Language

- BLM Word Cards
- BLM Images – Lesson 1
- Shared reading text, written on chart paper (see example)

Math

- 20 base ten units – 1 set per student
- 1 crayon -1 per student
- BLM Number Cards 0-20 - 1 set per student
- BLM Comparison Phrase Cards – 1 set of 4 per student
- BLM Comparing Objects – 1 per student
- BLM – Comparing Objects **KEY** – teacher only

Literature Vocabulary

sad
happy
feast
chase
bark
frighten
gobble
pounce

Math Vocabulary

Review Words

add
join
addition
subtract
separate
subtraction
equals – is the same as
strategy
compare
more than
less than
fewer than

ELPS (English Language Proficiency Standard)

2B, 2C, 3D, 3F, 4A, 4F, 4I

Unit 5, Lesson 1

Classroom Lesson

Kinder



Every day teachers must post the objectives on the board, read them to the students, and have students read them together with the teacher. You must also talk about what the objectives mean, giving examples where appropriate. At the end of the lesson, teacher and students should review to see if they have accomplished both math and language objectives.

Math Objectives:

- Compare sets of objects up to at least 20 in each set using comparative language.
- Use comparative language to describe two numbers (up to 20) represented as written numerals.

Reading Objectives:

- Answer questions about key details in a text.
- Read along with the teacher.

Language Objectives:

- Describe how the characters are feeling using vocabulary words.

BEFORE READING

Building Background, Literature and Vocabulary

1. Show students the **BLM Images - Lesson 1** of the sad duck and the happy duck.
2. Ask, “How is the duck feeling in this picture? How is the duck feeling in the other picture?”
3. When students share, help them use the vocabulary words **sad** and **happy**, if they don’t say those exact words. Show students the word cards for each word, sounding out the beginning letter and tracking the word with your finger as you read it aloud. Have students read each word with you several times.
4. Ask, “When do you feel **happy**? Talk with your partner.” *Have students share, and then regroup the class. Invite a few students to share their experiences with the whole class.*
5. Explain, “When we feel happy, another word we can use is **glad**.” **“I feel glad when...”** (*Give students an example from your own life.*)
6. Ask, “When do you feel **sad**? Talk with your partner.” *Repeat the above process.*
7. Explain, “When we feel **sad**, another way we can describe that is

CCRS (College and Career Readiness Standards)

CROSS-CURRICULAR I.A.1., II.A.1., II.A.2., II.A.4.
ELA II.A.1., II.A.2., II.A.4.

Guided Reading Groups:

If you conduct guided reading groups as part of your balanced literacy instruction, you can reinforce these same reading strategies.

With emergent readers and beginning ELLs, you can have a guided reading group session be more like a shared reading where you preview the text, read it aloud to students the first time through, echo read the text for the second reading, and then possibly have students read it along with you for a third reading.

- **Monitoring for Comprehension**
Ask students questions about key details from the text. Help them point to the details in the illustrations that answer the question, or help them find the word(s) in the text that answer the question. This gets young readers accustomed to the idea that when they talk about a book, they need to show where they are getting their answers/ideas.

Unit 5, Lesson 1

Kinder



Classroom Lesson

8. by saying that we **feel blue.**” “**I feel blue when...**” (*Give students an example from your own life.*)
9. Say, “This week we’re going to read a poem from this book: **Muu, Moo!** These poems are little stories that sound like songs - they’re very fun to read! All of the poems are about animals. What animals do you see here on the cover?”
10. Say, “The poem we’ll read today is about a duck who is very sad, but then becomes very happy.” *Show students the poem on pages 10-11. Point to the illustrations.* I wonder why he’s so sad. I wonder why he becomes so happy. What do you see in the pictures?”
11. Say, “Let’s see what happens with our duck in the poem *Little Brown Duck.*”

DURING READING

Comprehensible Input, Literature and Vocabulary

During today’s reading, the goal is to support students’ comprehension of the text by modeling and practicing the following reading strategies:

- **Monitoring for Comprehension – Key Ideas and Details**
- **Sequencing**

This section indicates places in the text where you can:

- Briefly pause to model a reading strategy by thinking aloud.
- Briefly pause to have students practice a reading strategy by answering a question you pose.

Keep in mind that pausing the reading for too long at any of these places will make the reading very disconnected. This interferes with students’ comprehension and enjoyment of the text, so keep the reading as fast-paced as possible.

Note: If your students’ home language is Spanish, you may want to read aloud the Spanish version of the poem first to build their background knowledge and comprehension. If you don’t speak Spanish, you can play the recording of the Spanish version to your students. Then, read aloud the poem in English, using the following suggestions.

Stanza 1

- **Sequencing – Teacher Think Aloud:** Here the duck is feeling so sad. Let’s put the picture of the sad duck on our board. *Add the BLM “sad duck” image to a Cumulative Story Board. This can be a felt board, a pocket chart, or a white board. The cumulative*

Listening Center

Connection:

After the read aloud, have students listen to the recorded version of *Little Brown Duck* in a Listening Center as part of their independent reading time. Show students how to listen while following along in the book. Then show students how they can listen to the poem additional times, reading along softly with some of the words. This will help students connect oral language with written language, improving their word recognition, and ultimately their reading fluency.

For Spanish speaking students, you can also have them listen to the Spanish version of the poem: *Patito, patito, color de café*. This will strengthen their understanding of the poem. Since the poem also rhymes in Spanish, students will develop their recognition of rhyme as well.

Graphing Connection

Say, "Let's look at our graph from the Daily Routines.

- How many of you said that you would like to have a donkey as a pet? *Count on the graph*. Let's read a poem about a donkey. Some of you who voted for another animal might change your mind after you hear this poem!" *Read aloud the poem "My Donkey" on page 22.*
- How many of you said that you would like to have a frog as a pet? *Count on the graph*. Let's read a poem about a frog. Some of you who voted for another animal might change your mind after you hear this poem!" *Read aloud the poem "Fly Hushed Frog" on pages 30-31.*

Unit 5, Lesson 1

Kinder



Classroom Lesson

storyboard will help students sequence the key details of the poem.

Stanza 2

- **Key Ideas and Details** – Teacher Question: Why is the duck so sad? *Discuss as a class, helping students identify the line that gives the answer:*

I've lost my duckie wife

Stanza 3

- **Sequencing** – Teacher Think Aloud: Now the duck is happy! Let's put the picture of the happy duck on our board. *Add the "happy duck" image to a Cumulative Story Board.*

Stanza 4

- **Key Ideas and Details** – Teacher Question: Why is the duck so happy now? *Discuss as a class, helping students identify the lines that give the answer:*

*I found my duckie wife,
with eight new little babies,
brown ducklings full of life.*

- **Sequencing** – Teacher Think Aloud: So, the duck is happy because he found his wife. His wife had eight little brown ducklings! *Add the "wife and ducklings" image to a Cumulative Story Board.*

Read aloud the poem again

Now that students have an understanding of what happens in the poem, read it again so students can hear a fluent reading. This will strengthen their comprehension of the story, and help them notice the rhyme.

As you read aloud, point to the images on the Cumulative Storyboard (*without pausing*).

AFTER READING

Practice and Application, Literature and Vocabulary Shared Reading

You will help students read a few of the narrator's lines, shown in the following chart. Then, as you read the whole poem, students can chime in on those lines (*or on some of the words from those lines*) so that it is a shared reading.

Unit 5, Lesson 1

Kinder

Classroom Lesson



Launch Writing Workshop for Unit 5

Students write a poem about an animal.

See Writing Workshop section in Balanced Literacy Extensions for a possible sequence of mini-lessons, and how to differentiate this writing workshop for students with varying writing abilities.

Oh, little brown duck,

Why are you so sad?

Oh, little brown duck,

Why are you so glad?

1. Tell students that they are going to help you read some of the lines in the poem, so you can all read the poem together.
2. Read aloud the first two lines, tracking the text with a pointer as you read. This helps young readers make the connection between oral language and written language. Place the image of the sad duck next to these lines.
3. Ask, “Where is the word **sad**?” *Help students find it by sounding out the beginning sound, and looking for the letter ‘s’.* Highlight the word, **sad**.
4. Read aloud the next two lines, shown above. Place the image of the happy duck next to these lines, and the image of the wife and ducklings.
5. Say, “Now the duck is happy, or **glad**, because he found his wife and the ducklings.” Ask, “Where is the word **glad**?” *Help students find it by sounding out the beginning sound, and looking for the letter ‘g.’* Highlight the word, **glad**.
6. Ask, “Where is the word **duck**?” *Help students find the word by sounding out the beginning sound together, and looking for the letter ‘d.’* Highlight the word, **duck**, two times.
7. Read aloud all of the lines again, this time emphasizing the highlighted words, and pointing to the pictures.
8. Now, ask students to read along with you with as many words as they can. As you do this, track the text with a pointer so students can follow along. Repeat this shared reading several times so students feel more comfortable chiming in on parts of the text.

Unit 5, Lesson 1

Kinder

Classroom Lesson



9. Finally, read aloud the whole poem to students. When you get to the Shared Reading lines (*two lines in Stanza 1, and two lines in Stanza 3*), have students read along with you by following the Shared reading text.
10. You may want to have students act out what the duck is doing in different parts of the poem (*feeling sad; looking all around for his wife; feeling happy; finding his wife and ducklings*). This makes the shared reading physically interactive as well as verbally interactive for students.

sad

happy

feast

chase

triste

alegre

banquete

perseguir

bark

frighten

gobble

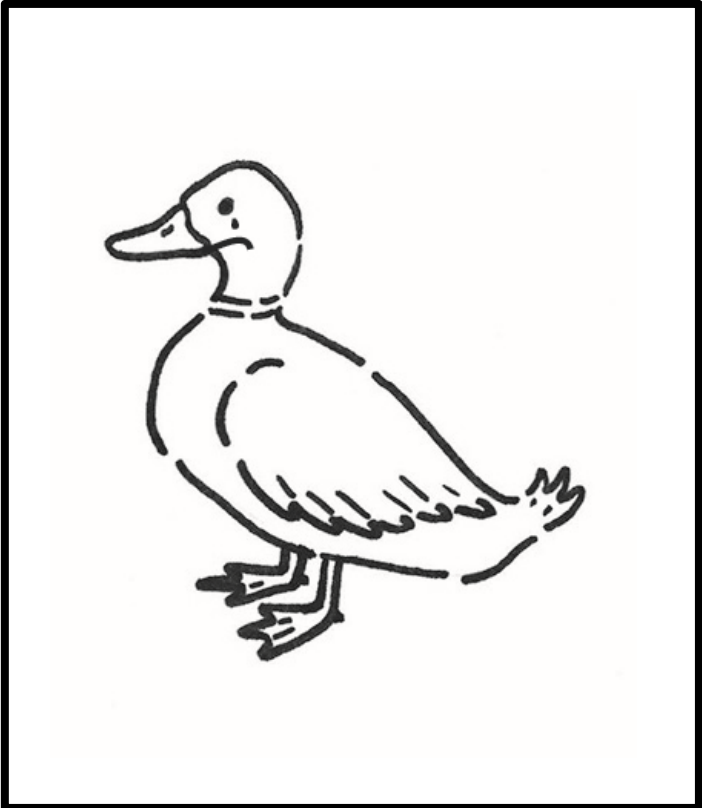
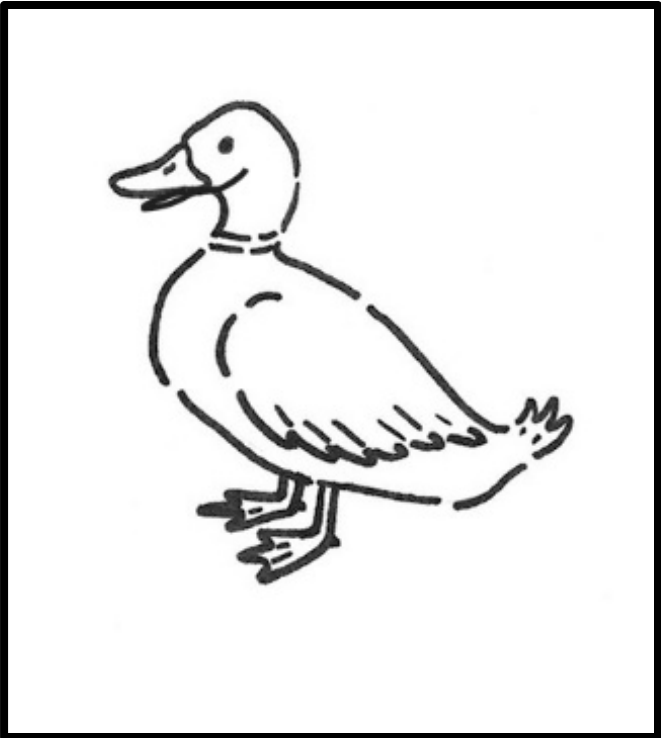
pounce

ladrar

asustar


engullir

precipitarse



Materials for Transition to Math Lesson (these were listed in the complete Classroom Lesson list, but are listed again to help you organize more quickly.)

- 20 base ten units – 1 set per student
- 1 crayon -1 per student
- **BLM** Number Cards 0-20 - 1 set per student
- **BLM** Comparison Phrase Cards – 1 set of 4 per student
- **BLM** Comparing Objects – 1 per student
- **BLM** – Comparing Objects
KEY – teacher only

 **Technology:** more coin identification practice)
<http://www.ixl.com/math/kindergarten/coin-names-penny-through-quarter>

ELPS (*English Language Proficiency Standard*)
2B, 2D, 3A, 3D, 3H

CCRS (*College and Career Readiness Standards*)
CROSS-CURRICULAR I.A.1., I.B.2., I.C.2., II.A.2., II.C.1.
MATH I.B.1., II.A.1., V.A.1., VIII.A.1.

Unit 5, Lesson 1

Classroom Lesson - continued

TRANSITION to Math

Math Objectives:

- Compare sets of objects up to at least 20 in each set using comparative language.
- Use comparative language to describe two numbers (up to 20) represented as written numerals.

Language Objectives:

- Read numbers.
- Explain how you know how many objects are in a group.
- Use comparative language to describe two numbers up to 20 represented as written numerals.

Building Background, Math

We are going to compare sets of counters today. Let's see what we need for this activity

- **We will need our number cards** so please take your set of 0–20 cards out of the plastic bag and put the cards in counting order (*give them time to get the cards in counting order*). Let's count the cards to make sure we all have them in the correct order (do so)
- **We need our BLM Comparing Objects and 1 crayon and our pencils.**
- **We each need 20 base ten units.** Please count the unit cubes and tell me how many you have. I might have made a mistake as I counted them into your bags. On the count of 3, show me the number card that tells me how many base ten units you have. 1-2-3-SHOW. Write the number that shows how many base ten unit cubes you have in this line (*point to line at the top of the BLM*) on your record sheet. (*As soon as you see students finishing, walk around and get their total numbers. If a child does not show 20, then have that child recount for you. Carry along extra cubes just in case a child does not have 20.*)
- **We need our Comparison Phrase Cards.** You should have 4 cards that say “more than.” Show me one of the “more than” cards. (*response*) Count your cards. Do you have 4? (*response*) You should have 4 “less than” cards. Show me a card that says” less than.” Count your cards. Do you have 4? (*response*)

We are going to use our counters, the base ten units, to make sets; then we'll compare the size of the sets.

Kinder



Unit 5, Lesson 1

Kinder



Classroom Lesson - continued

TRANSITION to Math

First, I will draw a number from my number cards (“draw” 10).

- What number is this? (10)
- How many objects does this number represent? (10)

Everyone please count out 10 base ten units and make a small set to the side (*do so*).

Look at the record sheet. Let’s record the number 10 in the blank on the first line. This will read 10 cubes is..... Then there is a big rectangle which we will fill with a comparison phrase.

Then there is room for another number of cubes at the end of this sentence.

I will draw another number from my number cards (“draw” a 12).

- What number is this? (12)
- How many objects does this number represent? (12)

Everyone please count out 12 base ten units and make a small set on the other side of your table. (*do so*) .

See the cube picture at the end of our line on the record sheet? We want to record this 12 (*do so*)

I want to compare these 2 sets of objects. We are going to use our comparison phrases (*show the phrase cards*) more than, less than

- Which set do you think has more, 10 or 12? (response)
- Why do you think so? (response)
- Select the comparison phrase you think fills in the blank and place your card in this big rectangle. We’ll check our answers.
- How do you think we might compare our 2 sets of cubes? (accept all answers)
- I think what I would like for us to do is to line up our set of 10 (*do so*) and right underneath that we’ll line up our set of 12 (*do so, remembering one-to-one correspondence*)
- Now, which set do you think has more?
- How many more (*2 base ten cubes*)

We can finish our sentence now using our comparison phrase. 10 cubes is.....which phrase should we use? (response) LESS than (*put the phrase card in the space*) 12 cubes.

Let’s read that again together:
10 cubes is less than 12 cubes.

Unit 5, Lesson 1

Kinder



Classroom Lesson - continued

TRANSITION to Math

Beneath our comparison statement are 2 sets of cubes. We are going to color each set of cubes to match our statement. How many cubes did we count out first? 10

Let's color in 10 cubes on this first set of cubes (do so)

How many cubes did we count out next? 12

Let's color in 12 cubes on this second set of cubes (do so)

All of the cubes in these 2 sets have partners (*show partners by drawing a vertical line through the one-to-one pairs*) Some cubes at the end do not. How many cubes do not have partners? (2)

Hmm, then how many cubes less is 10 than 12? (count 1, 2) 10 is 2 cubes less than 12.

(Repeat this process once more. Follow the same process:

- Draw the number, asking students to read the number.
- Students find that number in their number cards.
- Students count out that many base ten cubes.
- Fill in the record sheet for the first amount of cubes.
- Repeat the process for the second amount of cubes.
- Line up the cubes in one-to-one line for comparison.
- Select the proper comparison phrase, having students read the phrase and having them use the phrase to complete the comparison statement. Read the statement together,
- Fill in the comparison blocks at the bottom of that phrase and determine how many more or how many fewer cubes.

Objectives:

As you wait for the TV lesson, read the math and language objectives for this portion of the lesson. Ask students to tell you what they did to learn the objective

Distribute the TV Materials

Distribute TV Materials:

- Baggie of 20 beans – 1 set per student
- Brown crayon - 1 per student
- Numbers cards from TM Lesson – 1 set per student
- Paper plates – 1 per student
- **BLM Saving Seeds Problems**, Teacher – 1 per teacher
- **BLM Saving Seeds Problems** – 1 per student

(Create on cardstock –1 set for each student of the TWO pages of cards)

0	1	2	3
4	5	6	7
8	9	10	11

(Create on cardstock –1 set for each student of the TWO pages of cards)

12

13

14

15

16

17

18

19

20

BLM-TM Lesson 1 Comparison Phrase Cards



Duplicate on cardstock, cut apart and Ziploc bag the set. There are 3 sets on this card.
1 set of 8 pair per student – 4 for this lesson and 4 for TV lesson.

more than

more than

more than

more than

less than

less than

less than

less than

more than

more than

more than

more than

less than

less than

less than

less than

more than

more than

more than

more than

less than

less than

less than

less than

BLM-TM Lesson 1 Comparison Phrase Cards



Duplicate on cardstock, cut apart and Ziploc bag the set. There are 3 sets on this card.
1 set of 8 pair per student – 4 for this lesson and 4 for TV lesson.

más que

más que

más que

más que

más que

más que

más que

más que

más que

más que

más que

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
menos que


BLM-TM Lesson 1



2 sheets per student

Comparing Objects



How many  in your set? _____

_____  is _____ .


_____  is _____ .



BLM-TM Lesson 1



2 sheets per student

Comparing Objects



¿Cuántos hay  en tu conjunto? _____

_____  es _____ 


_____  es _____ 

BLM-TM Lesson 1

Comparing Objects **KEY**

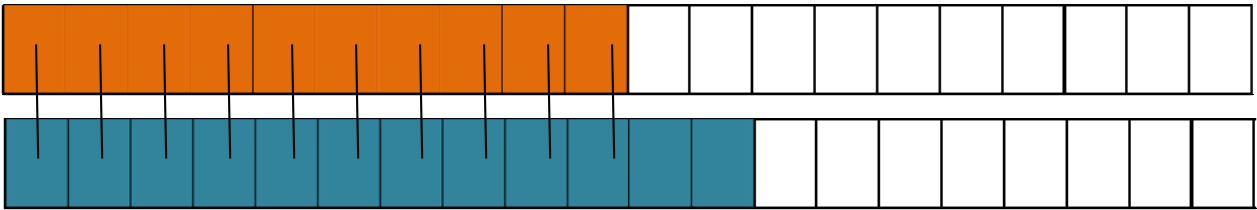


2 sheets per student



How many  in your set? 20

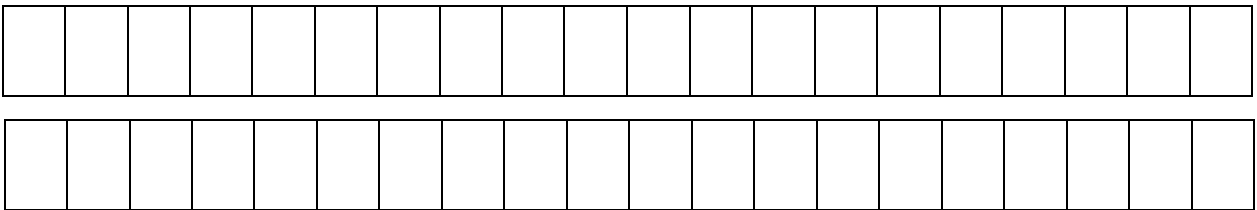
This is the completed answer for problem #1. Obviously you will need to fill in with the students as you question and explain per the script.

10  is **less than** 12 



Response for the second problem will depend upon the numbers you draw to compare.

  is .



Literature Vocabulary

sad
happy
feast
chase
bark
frighten
gobble
pounce

Math Vocabulary

Review Words

add
join
addition
subtract
separate
subtraction
strategy
compare
more than
less than
fewer than

Materials

- 20 base ten units per student
OR 20 Duck Counters (these are candies, but act like counters – these are OPTIONAL – can use base ten units and pretend they are ducks) <http://www.beau-coup.com/bulk-duck-sweet-tart-candy.htm>
- Number cards 1-20 – 1 set per student
- Yellow crayon or highlighter – per student
- Large plain white paper plate (to use as a storyboard) – per student
- **BLM – Ducky Problems Teacher Guide– teacher only**
- **BLM Ducky Problems Record Sheet – 1 per student**

Classroom Teachers,

It is vital that students work through these problems with the TV Teacher, and that you circulate the room to see who is understanding the process.

Unit 5, Lesson 1

TV Lesson

Read objectives while pointing to the words in the math lesson objectives. After each math objective, show children what that means.

Math Objectives:

- The student models addition (joining) and subtraction (separating). The student is expected to model and create addition and subtraction problems in real situations with concrete objects
- Compare sets of objects up to at least 20 in each set using comparative language.
- Use comparative language to describe two numbers (up to 20) represented as written numerals.

Language Objectives:

- Explain solution strategies.
- Use the math vocabulary during the activity.

Building Background, Math

TEACHER: Well, Azulito, did you enjoy the poems we read today?

AZULITO: I really liked the poem Little Brown Duck. I was so happy when the Little Brown Duck was happy again!

TEACHER: Yes, it was a happy ending for sure! We are going to talk about baby ducks today, too, in our math lesson. First of all, everyone needs to get their number cards ready. Please put your number card in order from 0 to 20. (*pause while they do so*).

AZULITO: Here are my number cards. (*show the number cards in order 0 to 20*). Help me read them (*read the cards zero to 20*).

TEACHER: Well done, Boys and Girls. I am going to show you a group of little baby ducks. I want you to show your teacher how many ducks I am showing. Are you ready? (*have a set already made of 9 ducks – 4 in one row, 5 in another.*) How many ducks do you see? Show your classroom teacher the number card. (pause)

AZULITO: I see (*count 1...9*) Nine ducks. This (*show number card*) is the number that represents nine.

Kinder



ELPS (*English Language Proficiency Standard*)
1E, 2E, 2F, 3B, 3D, 4C, 4F

CCRS (*College and Career Readiness Standards*)
CROSS-CURRICULAR
ELA II.A.2., II.A.6., II.B.1.,
III.A.2., IV.A.3.
MATH I.A.1., I.B.1., I.C.1.,
II.A.1., V.A.1., VIII.A.1.,
VIII.A.2., VIII.C.1

Classroom Teachers:

Circulate the room as the problems are being read/solved to see which students need more help.

Unit 5, Lesson 1

Kinder



TV Lesson - continued

Comprehensible Input, Math

TEACHER: Good job! Now, let's repeat that activity. Show me the number for: (*show the following combinations, one at a time, and debrief as you did with 9*)

- 7 (2 rows – one of 4 ducks and the second of 3)
- 5 (two rows – one row of 3 and the second of 2)
- 10 (two rows of 5 ducks each)
- 15 (3 rows of 5 ducks each)
- 18 (2 rows of 9 ducks each)

I can see that most of you know your numbers and what they represent. Super job!

Now you are going to need your counters, too. If you have duck counters, great. If you don't have duck counters, you can use anything and pretend they are ducks – base ten units, paper clips, counters – as long as you count the same numbers as we do, you are just fine!

Take your paper plate. This is going to be our storyboard for today. First we are going to model 2 stories and record our answers on the Ducky Problems record sheet. (*show the sheet*) You are going to use your yellow crayon and color in the ducks that represent the answer to the problem.

Let's do our first set. First, listen to story for the math movie. Then I will read the story again so you can use your counters to model the math movie.

Are you ready?

AZULITO: I am ready! First, I will listen and see the math movie in my head.

TEACHER: There were 5 baby ducks swimming in a line behind momma duck. Three more baby ducks swam to join them in the line. How many baby ducks swam in the line?

Unit 5, Lesson 1

Kinder

TV Lesson - continued



AZULITO: I have the math movie. There are 5 baby ducks, then 3 more come to join them. Now I will listen again and use my counters to model the math movie.

TEACHER: (*repeat story*)

- Have you modeled the story?
- Show your teacher the number card that shows how many baby ducks swam in the line.

AZULITO: This is what I did. First there were 5 baby ducks swimming in a line, so I put 5 counters in my paper plate. Then 3 more joined them, so I put 3 more baby ducks in the paper plate. I can see that there are EIGHT baby ducks swimming in the line. This is the number card for eight (show card).

TEACHER: Well done. Is that what you found, Girls and Boys? First, let's complete our sentence stem. "There were ____ ducks." How many ducks were there? (pause) EIGHT. Let's fill in our sentence stem. There were 8 ducks.

Now, we are all going to use our yellow color to color in the answer to our first problems. There were a total of EIGHT baby ducks, so we'll color in 8 ducks on the record sheet (*demonstrate, making sure the color is bold enough to see, but light enough to still see the ducks*).

We have a second problem in this set. Listen for the math movie. Then listen a second time and model the story.

Momma duck brought 9 baby ducks for Little Brown Duck to see. 4 of the baby ducks hid in the tall grass. How many baby ducks were left for Little Brown Duck to see?

(*AZULITO should NOT interrupt this time with his strategy*)

(*Repeat the story and tell the students to model the math movie*)

AZULITO: When I listened the first time, I saw 9 baby ducks in a row. Then 4 of those little ducks hid in the grass, so that meant they went away. Then I listened the second time (*model the story*) and I put 9 counters in my plate. I took 4 of the counters away for the baby ducks that hid in the tall grass. (*looking at the plate*) Then I had 5 baby ducks for Little Brown Duck to see.

TEACHER: Well done! Let's fill in our second sentence stem. There are ____ ducks. How many baby ducks did Little Brown Duck see? FIVE - There are 5 ducks.

Unit 5, Lesson 1

Kinder

TV Lesson - continued



TEACHER: And let's color in the 5 ducks that Little Brown Duck saw. (do so)

Now there is one more sentence stem in this set. (*point to the sentence stem at the bottom of this set of 2 problems.*)

Let's read the sentence stem.

_____ ducks is more than _____ ducks.

Look at my line of ducks that I colored in. There are 8 ducks in the top row, and 5 ducks in the second row. Which one is more? (pause) Eight ducks is more than 5 ducks. We can fill in our sentence stem (*do so as you read, then have students read with you*)

___8___ ducks is more than ___5___ ducks.

(Repeat this process for the other 2 problems of the next set. You'll find the outline of the lesson model and the Set#2 problems on BLM Duck Problems, Teacher Guide.)

TEACHER: You did a wonderful job today of adding and subtracting and comparing, boys and girls. You will be counting baby ducks during the Follow Up Lesson, too!

AZULITO: Oh, that will be fun! And I have more fun for you that we can all enjoy together! You were comparing in the Measurement Lab today. (*Explain the Azulito Corner Task*)

Teacher: Thank you, Azulito! It will be interesting to see which animal the classmates would want as a pet!

Objectives: And now before we go, let's review what we have learned today! (do so)

Azulito's Corner
Unit 5 Lesson 1

What did you find out when you compared the heights of the coin towers today? Which tower was taller? Which tower was shorter? Did you find how much taller? How much shorter?



Teacher only

Process:

- Read the problem once for the math movie.
- Read the problem a second time for the modeling.
- Debrief the model.
- Complete the sentence stem.
- Color in the ducks to represent the math movie.
- Repeat with the second problem.
- Compare the answers to the 2 problems according to the comparison sentence stem at the bottom of that set.

Set #1

Problem 1: There were 5 baby ducks swimming in a line behind momma duck. Three more baby ducks swam to join them in the line. How many baby ducks swam in the line?

Había 5 patos bebés nadando en línea detrás de Mamá pato. 3 patos bebés más nadaron para unirse a ellos en la línea. ¿Cuántos patos bebés nadaban en la línea?

Problem #2: Momma duck brought 9 baby ducks for Little Brown Duck to see.

Four of the baby ducks hid in the tall grass. How many baby ducks were left for Little Brown Duck to see?

Mamá pato trajo 9 patos bebés para que el Pequeño Pato Marrón los vea.

4 de los patos bebés se escondieron en las hierbas altas. ¿Cuántos patos bebés quedaron para que Pequeño Pato Marrón vea?

Set #2

Problem 1: There were 6 baby ducks that cracked out of their eggs and then three more baby ducks cracked out of their eggs. How many baby ducks cracked out of their eggs?

Había 6 patos bebés que rompieron sus huevos. Luego, 3 patos bebés más rompieron sus huevos. ¿Cuántos patos bebés rompieron sus huevos?

Problem #2: Little Brown Duck counted 9 baby ducks swimming behind Momma Duck. Three of the baby ducks swam away to play with a frog. How many baby ducks were left swimming behind Momma Duck?

Pequeño Pato Marrón contó que había 9 patos bebés nadando detrás de Mamá pato. 3 de los patos bebés se alejaron para jugar con una rana. ¿Cuántos patos bebés quedaron nadando detrás de Mamá pato?



Teacher only

Set #3

Problem 1: There were 5 baby ducks that followed Momma Duck out of the water and onto the shore. 2 more baby ducks came on shore with Momma Duck. How many baby ducks were on shore with Momma Duck?

Había 5 patos bebés que siguieron a Mamá pato fuera del agua y hacia la orilla. 2 bebés patos más fueron a la orilla con Mamá pato. ¿Cuántos patos bebés había en la orilla con Mamá pato?

Problem #2: 9 baby ducks were on shore with Momma Duck. Six of them jumped back into the water. How many baby ducks were still on shore with Momma Duck?

9 patos bebés estaban en la orilla con Mamá pato. 6 de ellos volvieron al agua. ¿Cuántos patos bebés quedaban aún en la orilla con Mamá pato?

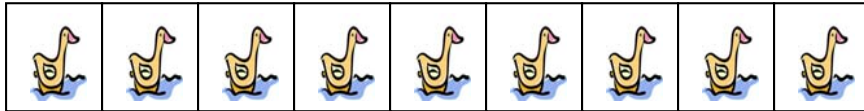


1 per student

There were _____ ducks.

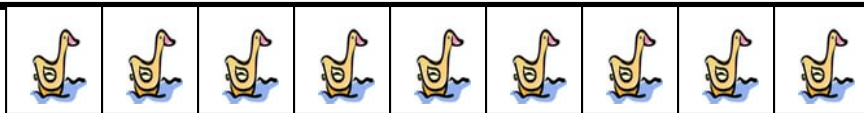


There were _____ ducks.



_____ ducks are more than _____ ducks.

There were _____ ducks.

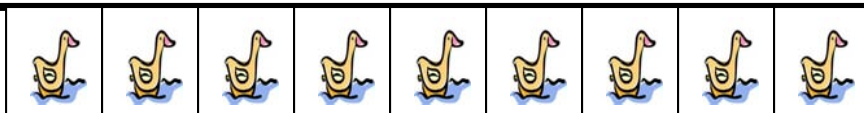


There were _____ ducks.



_____ ducks are less than _____ ducks.

There were _____ ducks.





There were _____ ducks.





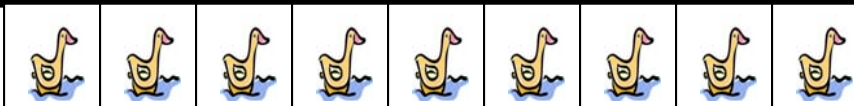

_____ ducks are fewer than _____ ducks.



1 per student

Había _____ patos.	
Había _____ patos.	
_____ patos son <u>más que</u> _____ patos.	

Había _____ patos.	
Había _____ patos.	
_____ patos son <u>menos que</u> _____ patos.	

Había _____ patos.	
Había _____ patos.	
_____ patos son <u>menos que</u> _____ patos.	

Literature Vocabulary

sad
happy
feast
chase
bark
frighten
gobble
pounce

Math Vocabulary

Review Words

- add
- join
- addition
- subtract
- separate
- subtraction
- strategy
- compare
- more than
- less than
- fewer than

Materials

- 20 base ten units per student
- OR 20 Duck Counters - 1 set per student (described in TV Lesson)
- 2 dice – teacher.
- Number cards 1-20 – 1 set per student
- Large plain white paper plate (to use as a storyboard) – per student
- **BLM PRACTICE** Ducky Problems -1 per student
- **BLM** Ducky Problems – 1 per student

ELPS (*English Language Proficiency Standard*)
1C, 2B, 2D, 2G, 3C, 3D, 3H

CCRS (*College and Career Readiness Standards*)
CROSS-CURRICULAR I.A.1., II.C.1., II.C.2., II.B.2.
ELA I.A.1., I.A.2., II.A.3., III.B.2.
MATH I.B.1., I.C.1., V.A.1., VIII.A.1., VIII.A.3.

Unit 5, Lesson 1

Follow-up

Kinder



Math Objectives:

- The student models addition (joining) and subtraction (separating). The student is expected to model and create addition and subtraction problems in real situations with concrete objects
- Compare sets of objects up to at least 20 in each set using comparative language.
- Use comparative language to describe two numbers (up to 20) represented as written numerals.

Language Objectives:

- Listen and speak with a partner during our math activity.
- Use the math vocabulary during the activity.
- Share-write math sentences.

Practice and Application, Math

NOTE: The TV Teacher should have had enough time to complete the TV lesson, but if not, please complete that first.

Creating Problems.

Students are going to roll the 2 dice to fill in the first 2 blanks of the problem stems. There are 2 PRACTICE Ducky Problems for you to work with the students so that they understand how to read and complete the problems.

Process:

- I'm going to read the problem stem to you. Please follow along with me, and watch the math movie in your mind as we read it.
- (*Read practice problem 1, saying "blank" for the blanks.*)
- What is the math movie you see in your mind? (*response from the students*)
- What is missing in the problem (number of ducks)
- I'm going to roll the dice and we can make our problem using those numbers. (do so). The numbers I rolled are ____ and ____.
- Does it matter where we put the 2 numbers? (no)
- Why not? (*Since ducks are joining ducks already there, it doesn't matter how many were there and how many join them*)
- Let's make a decision, though, so we can read the problem together. Where shall we put (*number*)? and (*number*) (do so)?
- Now let's read our problem stems. (*Read with the chosen numbers.*)
- I'll read it again, and you model the story with your counters (do so)

Unit 5, Lesson 1

Kinder



Follow-up, continued

- How many ducks were swimming in the pond?

Let's work our second problem.

- I'm going to read the problem stem to you. Please follow along with me, and watch the math movie in your mind as we read it.
- (*Read practice problem 2, saying "blank" for the blanks.*)
- What is the math movie you see in your mind? (*response from the students*)
- What is missing in the problem (number of ducks)
- I'm going to roll the dice and we can make our problem using those numbers. (do so). The numbers I rolled are ____ and ____.
- Does it matter where we put the 2 numbers? (yes)
- Why? (*This time, you have to have more ducks waddling on the shore than those that jump in the pond.*)
- So where will we put (*name of larger number*)? And (*name of smaller number*)
- Now let's read our problem stems. (*Read with the chosen numbers.*)
- I'll read it again, and you model the story with your counters (do so)
- How many ducks were still waddling on the shore?

At this point, use what you know about your students' abilities to continue the lesson. You may choose to:

- *Let students work independently on BLM Ducky Problems;*
- *Let students work with a partner on BLM Ducky Problems;*
- *Work with various stages of groups, including one group which you pull together and continue as with the PRACTICE problems;*
- *Work the whole class together as you did with the PRACTICE Problems sheet.*

If you chose the partners or independent work, please be sure to let students share their problems when they've finished the task.

Unit 5, Lesson 1

Kinder



Follow-up, continued

Shared or Interactive Writing Topic

Daily students will use the day's vocabulary to Share-Write a statement about the learning. Teacher has a large chart and marking pen with a question written at the top. Children give complete sentences. Encourage them to use today's vocabulary.



Explain what a math movie is.

Objectives: Review the math and language objectives, having students tell you how they accomplished each objective.

Suggested Centers:

Technology

<http://pbskids.org/curiousgeorge/busyday/dogs/>

great one to play today before the fraction lesson. Game is about fair shares. You can also talk about the fractional part each received – halves – why? Because the treats were divided into 2 equal shares, 1 for each dog.



_____ ducks were swimming in the pond.

_____ ducks more ducks came to swim in the pond.

_____ ducks were swimming in the pond.

_____ ducks were waddling on the shore.

_____ of the ducks jumped into the pond.

_____ ducks were still waddling on the shore.



1 per student

_____ patos estaban nadando en el estanque.

_____ más patos fueron a nadar al estanque.

_____ patos estaban nadando en el estanque.

_____ patos andaban en la orilla.

_____ de los patos saltaron al estanque.

_____ patos aún andaban por la orilla.



_____ ducks were swimming in the pond.

_____ ducks more ducks came to swim in the pond.

_____ ducks were swimming in the pond.

_____ ducks were waddling on the shore.

_____ of the ducks jumped into the pond.

_____ ducks were still waddling on the shore.

_____ ducks were waddling on the shore.

_____ ducks were swimming in the pond.

There were _____ ducks waddling and swimming.



_____ patos estaban nadando en el estanque.

_____ más patos fueron a nadar al estanque.

_____ patos estaban nadando en el estanque.

_____ patos andaban en la orilla.

_____ de los patos saltaron al estanque.

_____ patos aún andaban por la orilla.

_____ patos andaban en la orilla.

_____ patos estaban nadando en el estanque.

Había _____ patos nadando y andando.

Math Objectives

- Share a snack in half.
- Explain why each portion is half.

Language Objectives

- Explain why each portion is half.
- Share-write what is a half.

Vocabulary

Half

Fair shares

Equal pieces

Materials:

BLM Laughing Cow Cheese
Wedge Fractions Class Sheet – 1
for teacher only

Per partners:

- 3 wedges of Laughing Cow Cheese
- **3 x 5 card for each student**
- 2 Paper plates
- 2 paper towels
- 2 plastic knives
- Chart paper with question: **How do you know you each have half of the snack?**

Unit 5, Lesson 1**Snack Fractions**

Children should wash their hands before this activity if using food items.

Snack Fractions

As part of each math day, please include a quick “Snack Fraction” activity. If your district/school does not allow any snacks to be given to students, please alter the activity by providing the paper shape to be divided into fractional parts.

Objective:

Today you are going to share a snack with one other friend. The snack will be shared in 2 portions. You will be able to tell each other the fractional name of the pieces. You will be able to draw a line on a picture to show the parts that you have.

Building Background

Today’s snack fraction is a little different. We are going to share our snack. Then as you are enjoying your snack, I will come around to each of you and ask you to share a pretend snack with me.

Let’s look at the snack we have today. (Show the 3 pieces of cheese). These are foil-wrapped cheese.

How many packages are there? (3)

What shape are the packages? (triangles)

I would like for you and your partner to talk and make a plan about how you can divide the 3 pieces of cheese so that you each have fair shares. Do NOT divide the cheese until we have all talked about the plans in the room. OK, start your planning.

(As the students plan, you will need to draw on the board or chart paper as many sets of 3 triangles as you have partners in the room. When all partners are ready, share their plans as follows.)

Alright, let’s talk about your plans. I have drawn some triangles on the board so that as you describe your plan, I can draw what you have described *(or let the student pairs come up and draw as they explain – your choice.)*

As each group describes, be sure that the picture triangles are divided accordingly either by you or the partners. The class should verify whether the cheese triangles are divided into halves by telling you in their own words either: Yes, they are halves because each partner will receive the same amount of the cheese; OR No, they are not halves because one partner will have more than the other. If that is the case, tell the student partners to come up with another plan. There are several ways to divide this easily into halves. You’ll probably see that some partners have divided all 3 triangles into 2 equal parts, and shared the 3 parts; or you might see that each partner took a whole cheese, and divided the 3rd cheese into 2 equal parts. Do compare parts, though, to make sure students understand that the 2 pieces from the whole must be the same size – or close to it. Once all partners have shared and the class is confident that all plans will yield halves, let the students share their snack.

Kinder

Unit 5, Lesson 1

Kinder



Snack Fractions, cont.

After students have divided snacks and while they are eating their snacks, circulate the room with the class sheet on which you have written your class names, preferably arranged in partners for ease of scoring their answers. Go to each set of partners, hand each a 3 x 5 card, and ask the questions of each that are marked on the Class Sheet. Give full credit when you know that students have shown an understanding of the concept – suggested answers are provided on the sheet.

Writing:

- Share-write the student answers to **How do you know you each have half of the snack?**

Objectives:

Read the objectives. How did we accomplish these in our snack fraction lesson?

Family Fun – Kinder, Unit 5 Lesson 1

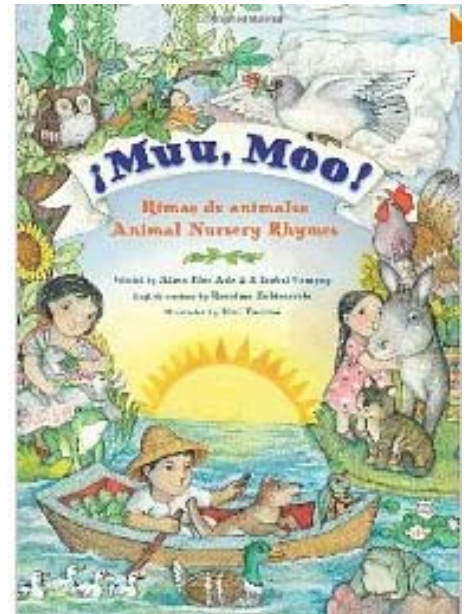


Dear Family,

We read *Muu, Moo!* today.

This is a collection of nursery rhymes from Spanish speaking countries. Please ask me to tell you about my favorite nursery rhyme.

Sincerely,



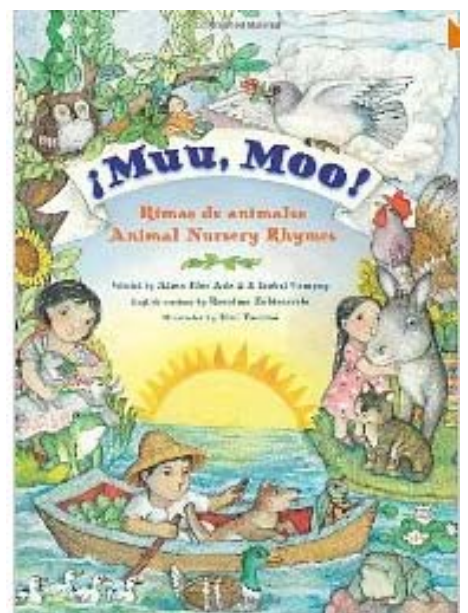
Querida familia,

Hoy leímos *Muu, Moo!*

Esta es una colección de rimas de animales de países hispanos. Pídame que te cuente mi rima favorita.

.

Atentamente,



Materials

ESSENTIAL

- Big Money Coins (penny, nickel, dime, quarter) or flannel board oversized coins
- Coins for the counting the days in school with Pennies
- Coin sets of Nickels, Quarters, Dimes - 1 set per student
 - 20 nickels
 - 12 quarters
 - 15 dimes
- Sets of 20 straws and bands per student

BLM Comparison Word Cards

OPTIONAL

- BLM Days of the Week Cards
- BLM Numeral Cards through the number of days you have been in school. (set for all students)
- BLM Graph Pictures

Lesson 2 Graph:

YouTube sounds

Tree Frog

<http://www.youtube.com/watch?v=8fWjKQaPc0c>

Cricket

http://www.youtube.com/watch?v=K8E_zMLCRNg

Cicada

http://www.youtube.com/watch?v=cLp74_b0Zp4

Katydid

http://www.youtube.com/watch?v=9u9JZIC_wIM

Math Objectives

- Recite the days of the week.
- Count days in school with straws, and with pennies.
- Identify ways to earn income.
- Solve math word problems.
- Pre-assess program skills.



Balanced Literacy

Language Objectives

- Read days of the week vocabulary from the Days of the Week song.
- Speak to partners, teacher, and

Unit 5, Lesson 2

Daily Routine

Kinder



The following daily activities will help prepare your students for the Post Assessment. They are essential and are not optional.

ESSENTIAL

Straws (Assessment items 1, 2, and 3)

Continue activity.

Pennies (Assessment item 7)

Continue activity.

CGI Problem (If you students understand a suggested problem type, please select a problem type from the second or third column to enrich and expand their experiences.)

- Lesson 1 – Part-Whole, Whole Unknown (Assessment Item 5)
- **Lesson 2 – Separate, Result Unknown** (Assessment Item 4)
- Lesson 3 – Join, Result Unknown (Assessment Item 6)

Measurement (Assessment item 7 – identifying coins)

All-lesson directions – continue as in previous units.

Students count out the appropriate number of the comparison coins for the day, and then stack them to make towers.

- Lesson 1 – Which is taller: a tower of 10 pennies or a tower of 10 quarters?
- **Lesson 2 – Which is shorter: a tower of 5 quarters or a tower of 5 dimes?**
- Lesson 3 – Which is taller: a tower of 10 pennies or a tower of 15 pennies?

Materials – per student

1 each of the comparison word cards (shorter, taller)

Coin Kits: 25 pennies, 10 quarters, 5 dimes

Write the question of the day on the board.

Have students stack the coins in a tower as the question asks.

Students then simply place the comparison cards appropriately in front of the towers (shorter or taller).

Ask students to explain how they know which tower is shorter and which is taller. EXTEND: How much taller? How much shorter?

class using vocabulary.

TEKS

Lesson 1 K.2C, K.2G, K.3ABC

Lesson 2 K.2C, K.2G, K.3ABC

Lesson 3 K.2C, K.2G, K.3ABC

Assessment Items

(As a result of experiencing this unit, students will be learning skills necessary to be successful on the following Assessment items.)

K 1, 2, 3, 4, 5, 6, 7, 8, 9

ELPS (*English Language Proficiency Standard*)

1D, 1G, 3D, 3F, 4C, 4F

CCRS (*College and Career Readiness Standards*)

CROSS-CURRICULAR I.C.1.,

I.C.2., I.E.2., II.A.1., II.A.2.,

ELA II.A.1., II.B.1., III.A.2.,

III.B.2., IV.A.3., IV.B.1

MATH I.B.1., IV.A.1., V.A.1.,

VI.C.2., VIII.A.2.

Azulito's Corner

Unit 5 Lesson 2

What day of school is it for you today? How many tens is that? How many ones is that? How did you write the number that describes the number of days of school today is?

Money Matters If you have a full program and wish to use this optional activity, you will find BLMs and Explanations on MAS Space.

Vocabulary Building –

Choose an activity from the list in the Daily routines Section.

(Assessment Item #9 will be reviewed daily in Snack Fractions)

Unit 5, Lesson 2

Kinder




Daily Routine - continued

OPTIONAL

Calendar (*This activity is not assessed.*)

Continue activity.

Sing Days of the Week Song (*This activity is not assessed, but is an excellent activity to break up the small group quiet exploration and assessments*)

 Songs should be written on large chart paper so that students can follow the words of the song. Take 2-3 minutes to find the names of the week in the song.

NOTICE: Suggestions for online sources for songs are included

Yesterday, Today, Tomorrow (*This activity is not assessed.*)

Continue activity.

Graphing (*This activity is not assessed.*)

- Lesson 1 – Which animal would you rather have for a pet? (duck, rooster, frog, donkey)
- **Lesson 2 – Which would you rather hear singing:** (tree frog, cricket, cicada, katydids)
- Lesson 3 – none today

QUESTIONS

- Before starting the questions, ask students what they notice about the data, or information, the graph tells them. Listen carefully about what they see and add questions that either explore their observations or include things they missed.
- Which (choice) did more students want than others?
- Why do you think that is so?
- Which was the least favorite (choice)?
- Why do you think that is so?
- How many more students wanted (choice) than (choice)?
- How many fewer students wanted (choice) than (choice)?
- What is the difference between the number of students that chose (choice) and the number of students that chose (choice)?
- How did you find that answer?
- Which answer did you choose, and why did you choose it?
- If you could have put another (choice) on the choice list, what would it have been? Why?

BLM Unit 5, DR Measurement Lessons 1,2,3 Comparison Word Cards



Duplicate on cardstock. Cut out the cards, giving 1 card of each word per student for Daily Routines.

shorter

shorter

shorter

shorter

shorter

shorter

shorter

shorter

shorter

shorter

taller

taller

taller

taller

taller

taller

taller

taller

taller

taller

BLM Unit 5, DR Measurement Lessons 1,2,3 Comparison Word Cards



Duplicate on cardstock. Cut out the cards, giving 1 card of each word per student for Daily Routines.

más bajo
más bajo
más bajo
más bajo
más bajo
más bajo
más bajo
más bajo
más bajo
más bajo
más bajo

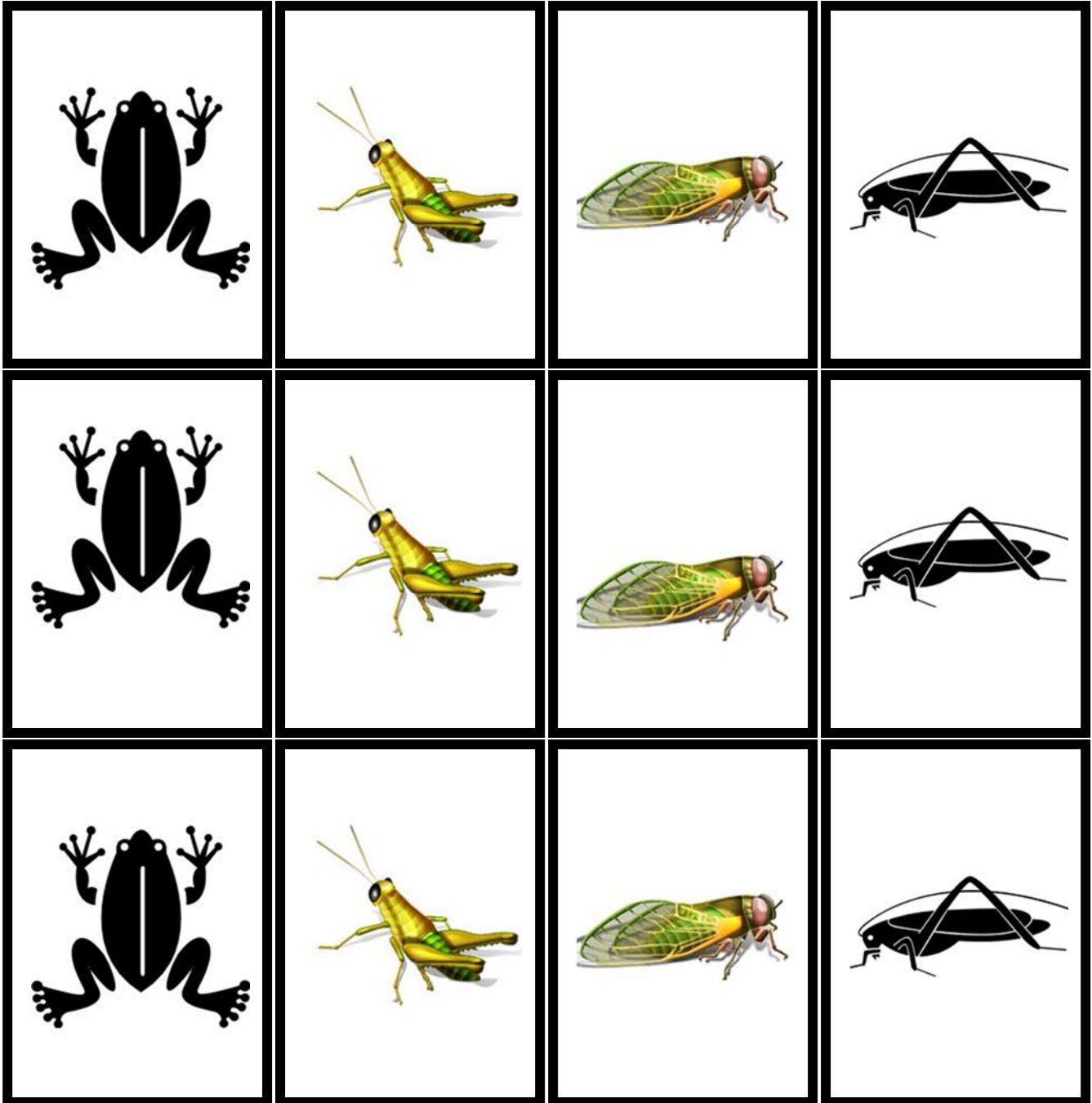
más alto
más alto
más alto
más alto
más alto
más alto
más alto
más alto
más alto
más alto
más alto

BLM Unit 5, DR Graph Lesson 2

Graph Pictures



Duplicate enough for the graph, and for every student to be able to select the card he or she wants.



Literature Selection

Muu, Moo! Animal Nursery Rhymes, “The Rooster Cock-a-Doodle-Dows”
by Alma Flor Ada & F. Isabel Campoy (1 book per classroom)

Materials

Language

- BLM Word Cards (Lesson 1)
- BLM Images – Lesson 2; one copy for teacher, and one copy per student (cut out ahead of time and enclosed with a paper clip or envelope for each student)
- Shared reading text from Lesson 1

Math

- 2 Dice – teacher tool
- 20 base ten units or other counters – 1 set per student
- Number Card Set from Lesson 1- 1 set per student
- BLM Mouse and Anthony’s Corn Math – 2 per student

Literature Vocabulary

sad
happy
feast
chase
bark
frighten
gobble
pounce

Math Vocabulary

Review Words

add
join
addition
subtract
separate
subtraction
equals – is the same as
strategy
compare
more than
less than
fewer than

ELPS (*English Language Proficiency Standard*)

Unit 5, Lesson 2

Classroom Lesson

Kinder



Every day teachers must post the objectives on the board, read them to the students, and have students read them together with the teacher. You must also talk about what the objectives mean, giving examples where appropriate. At the end of the lesson, teacher and students should review to see if they have accomplished both math and language objectives.

Math Objectives:

- Compare sets of objects up to at least 20 in each set using comparative language.
- Use comparative language to describe two numbers (up to 20) represented as written numerals.

Reading Objectives:

- Read along with the teacher.
- Retell key details in sequence.

Language Objectives:

- Describe what the animals are doing using vocabulary words.

BEFORE READING

Practice and Application, Literature and Vocabulary

Shared Reading

1. Help students read the four lines of the Shared Reading text from Lesson 1. Track the text with a pointer, and read aloud each line, encouraging students to read along (*or chime in*) with you. Emphasize the highlighted words.
2. Read aloud the whole poem *Little Brown Duck*, and have students chime in on the Shared Reading parts as they did in Lesson 1. This additional practice will help your young readers further develop their word recognition skills, their reading fluency, and their oral language skills.

Oh, little brown duck,

Why are you so sad?

Oh, little brown duck,

Why are you so glad?

CCRS (College and Career Readiness Standards)

CROSS-CURRICULAR I.A.1., II.A.1., II.A.2., II.A.4.
ELA II.A.1., II.A.2., II.A.4.

Language Center Connection

Put an alphabet chart in the language center, and extra sets of the vocabulary word cards from Lessons 1 and 2. Have students sort the words by beginning letter, placing them next to the appropriate letter of the alphabet. You can have students do this activity independently, with a partner, or in a small group.

Additional activities to practice the alphabet:

- **Reciting the Alphabet** – Students use the alphabet chart to recite/sing the alphabet with a partner.
- **Saying letter names** – With a partner, one student randomly points to different letters on the alphabet chart, and the other student says the name of that letter.

Writing letters of the alphabet

– Have students practice writing different letters of the alphabet. You can give them large, lined paper for this. Many worksheets have dotted letters students can trace before trying to make the letters on their own.

Unit 5, Lesson 2

Kinder



Classroom Lesson

Building Background, Literature and Vocabulary

3. Say, “Today we’re going to read another poem from this book. This poem is about a rooster and other farm animals.” *Show students the poem on pages 14-15.*

4. Ask, “Where is the rooster?” *Point to the picture.*
○ Ask, “What sound does a rooster make?” *Help students make the sound “cock-a-doodle-doo.”*

Note: Different languages say animal sounds in different ways. In Spanish, for example, a rooster (*gallo*) says, “Qui-quiri-qui!” Have your ELLs share how they say the animal sound in their home language, and then help them learn how to say the animal sound used in English: Cock-a Doodle-Do.

○ Say, “In this poem, the rooster **frightens**, or scares the dog. Pretend you are a rooster. Show me how you would **frighten** a dog.” *Help students act this out.*

5. Ask, “Where is the dog?” *Point to the picture.*
○ Ask, “What sound does a dog make?” *Help students make the sound “Bow-Wow.”*

○ Say, “In this poem, the dog **barks** at a cat. Pretend you are a dog. Show me how you would **bark** at a cat.” *Help students act this out.*

6. Ask, “Where is the cat?” *Point to the picture.*
○ Ask, “What sound does a cat make?” *Help students make the sound “Meow - Meow.”*

○ Say, “In this poem, the cat **chases** a mouse. Pretend you are a cat. Show me how you would **chase** a mouse.” *Help students act this out.*

7. Ask, “Where is the mouse?” *Point to the picture.*
○ Say, “In this poem, the mouse eats a lot of corn. When you eat a lot, you can say that you **feast** on the food. Pretend you are a mouse. Show me how you would **feast**, or eat, a big pile of corn.” *Help students act this out.*

8. Say, “Let’s see what happens with these farm animals in the poem, *The Rooster Cock-a-Doodle-Dows.*”

Unit 5, Lesson 2

Kinder



Classroom Lesson

Listening Center

Connection:

After the read aloud, have students listen to the recorded version of *The Rooster Cock-a-Doodle-Dows* in a Listening Center as part of their independent reading time.

For Spanish speaking students, you can also have them listen to the Spanish version of the poem: *El gallo Espolón*. This will strengthen their understanding of the poem. Since the poem also rhymes in Spanish, students will develop their recognition of rhyme as well.

DURING READING

Comprehensible Input, Literature and Vocabulary

During today's reading, you will continue to support students' comprehension of the text by modeling and practicing the following reading strategies:

- **Monitoring for Comprehension – Key Ideas and Details**
- **Sequencing**

Note: If your students' home language is Spanish, you may want to read aloud the Spanish version of the poem first to build their background knowledge and comprehension. If you don't speak Spanish, you can play the recording of the Spanish version to your students. Then, read aloud the poem in English, using the following suggestions.

Sequencing:

Create a Cumulative Storyboard using the images from **BLM Images – Lesson 2**. Build the storyboard from left to right, adding each image to the right. This will help students visualize the animals chasing each other. Add images after the following lines:

Line 7 (“Standing behind Anthony’s house”)

- Add the image of the house, barn, and corn.
- Add the image of the mouse, to the right, so it looks like he is eating the corn.

Line 8 (“This is the cat Meow-Meows”)

- Add the image of the cat, to the right of the mouse.

Lines 9 - 12

- *Point to the images already on the Storyboard for these repetitive lines.*

Line 13 (“This is the dog Bow-Wows”)

- Add the image of the dog, to the right of the cat.

Lines 14 - 18

- *Point to the images already on the Storyboard for these repetitive lines.*

Line 19 (“This is the rooster Cock-a Doodle-Dows”)

- Add the image of the rooster, to the right of the dog.

Unit 5, Lesson 2

Kinder



Graphing Connection

Say, "Let's look at our graph from the Daily Routines.

- How many of you said that you would prefer to hear a cricket singing? *Count on the graph.* Let's read a poem about a cricket. Some of you might decide you would love to hear a cricket sing after you hear this poem!" *Read aloud the poem "Chirp, Chirp" on page 39.*
- How many of you said that you would prefer to hear a cicada singing? *Count on the graph.* Let's read a poem about a cicada. Some of you might decide you would love to hear a cicada sing after you hear this poem!" *Read aloud the poem "The Musical Cicada" on page 47.*

Classroom Lesson

Lines 20 - 25

Point to the images already on the Storyboard for these repetitive lines.

Line 26 ("And this is the young man Simon Strauss")

- Add the image of the young man, to the right of the rooster.

Lines 27 - 33

- *Point to the images already on the Storyboard for these repetitive lines.*

Read aloud the poem again

Now that students have an understanding of what happens in the poem, read it again so students can hear a fluent reading. This will strengthen their comprehension of the poem, and help them notice the rhyme.

As you read aloud, point to the images on the Cumulative Storyboard (*without pausing*).

AFTER READING

Practice and Application, Literature and Vocabulary Retelling the Poem

This retelling activity is excellent for developing students' understanding of story sequence and their ability to retell this sequence of events in order. It also is a way to develop students' oral language proficiency, which research shows, is one of the key components for students to become proficient readers.

- **Teacher Questions: (Sequencing)**

You will help students retell the key details of this poem in sequence, by asking them the following questions. Support students in using today's vocabulary words in their responses (**feast, chase, bark, frighten**). Point to the images on the storyboard to help students follow the sequence of events.

- Which animal comes first? *The mouse*
 - What is the mouse doing? *He is feasting on corn.*
 - Then what happens? *The cat chases the mouse.*
 - What happens next? *The dog barks at the cat.*
 - Then what happens? *The rooster frightens the dog.*
 - What happens at the end? *The young man hushes the rooster.*
- Note: 'Hushed' isn't one of the vocabulary words; you can either say this word for students, or accept other words they come up with.*

Unit 5, Lesson 2

Kinder

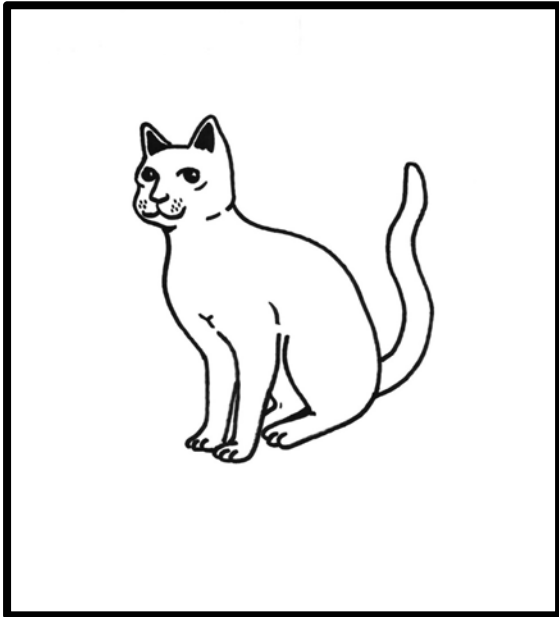
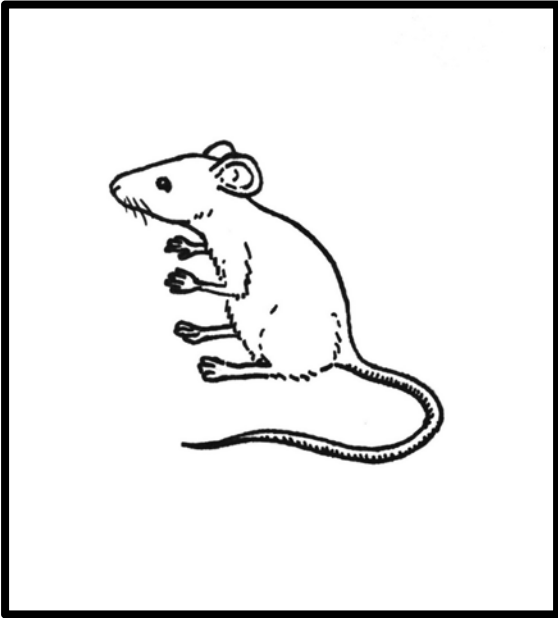
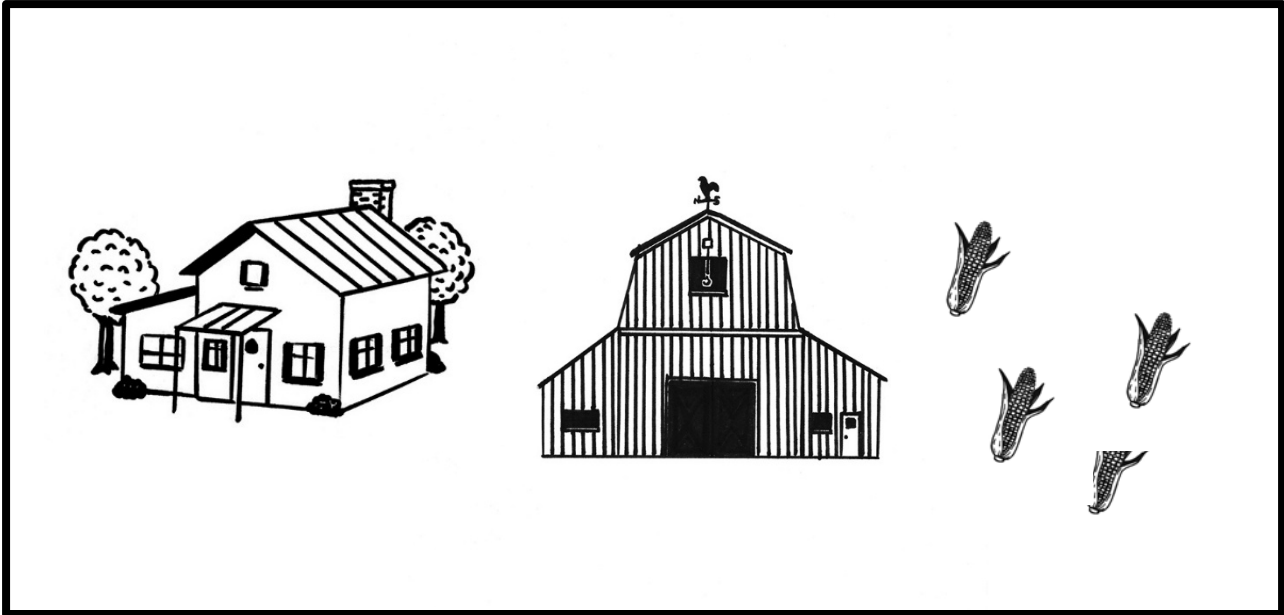
Classroom Lesson

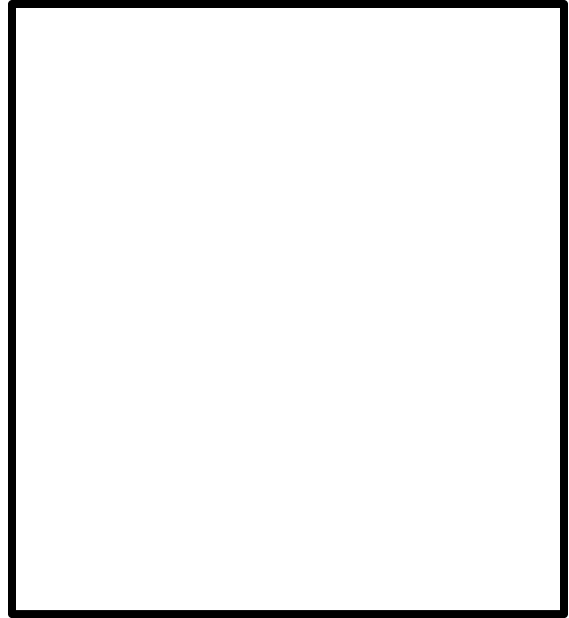
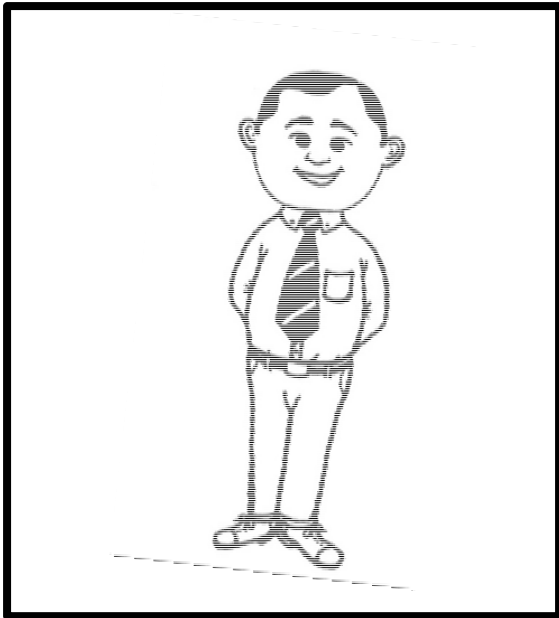
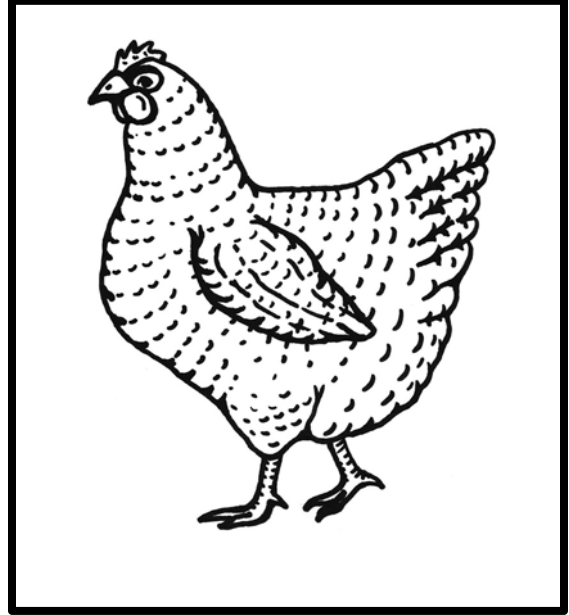
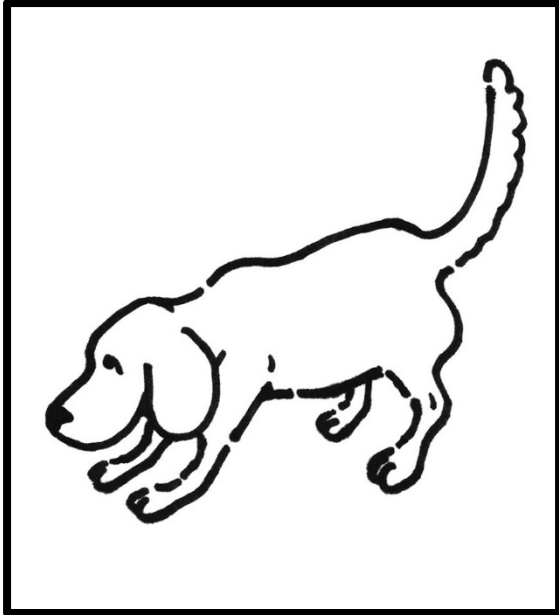


Acting Out the Text

1. Give each student their own set of the **BLM Images – Lesson 2**. Have them set out the pictures in order to match what you have on the Storyboard.
2. Explain, “I’m going to read this poem again. This time, you will help act out what is happening using the animals in front of you.”
3. Begin reading. When you get to the part about the mouse feasting on the corn, prompt students to pick up the mouse and act like he is eating the pile of corn in the barn.
4. Continue reading. When you get to the part about the cat, prompt students to pick up the cat and act like he is chasing the mouse.
5. Continue reading. When you get to the part about the dog, prompt students to pick up the dog and act like he is barking at the cat.
6. Continue reading. When you get to the part about the rooster, prompt students to pick up the rooster and act like he is frightening the dog.
7. Continue reading. When you get to the part about the young man, prompt students to pick up the young man and act like he is hushing the rooster.
8. Variation: Have students volunteer to be each animal. Have them stand in front of the class, holding the image of their animal. As you read aloud, they act out what their animal is doing. This variation is great for a repeated reading, once each student has had a chance to act it out first using their *own cards*. (*That way, ALL students are actively involved first, before they watch some of their classmates do it in front of the class.*)

Unit 5, Classroom Lesson 1 BLM Images





Materials for Transition to Math Lesson (these were listed in the complete Classroom Lesson list, but are listed again to help you organize more quickly.)

- 2 dice - teacher tool
- 20 base ten units or other counters – 1 set per student
- Number Card Set from Lesson 1- 1 set per student
- **BLM** Mouse and Anthony's Corn Math – 2 per student

Technology:

http://www.sheppardsoftware.com/mathgames/earlymath/bugabalooS_hoes.htm buggy math - students figure how many shoes a bug has by adding objects with number sentences.

<http://www.sheppardsoftware.com/mathgames/earlymath/subHarvest.htm> simple subtraction, but will take readers to read the captions after the problems.

ELPS (*English Language Proficiency Standard*)
2B, 2D, 3A, 3D, 3H

CCRS (*College and Career Readiness Standards*)
CROSS-CURRICULAR I.A.1., I.B.2., I.C.2., II.A.2., II.C.1.
MATH I.B.1., II.A.1., V.A.1., VIII.A.1.

NOTE: The math in this unit is an updated version of the 2013 Unit 5 for Kinder.

Unit 5, Lesson 2

Classroom Lesson - continued

TRANSITION to Math

Math Objectives:

- The student models addition (joining) and subtraction (separating). The student is expected to model and create addition and subtraction problems in real situations with concrete objects

Language Objectives:

- Read numbers.
- Explain how you know how many objects are in a group.
- Use comparative language to describe two numbers up to 20 represented as written numerals.

Building Background, Math

Distribute materials.

Have students find the mouse on the page and associate him with Ric-Ric the mouse in the poem. Today, students are going to roll a die to see how many kernels of corn the mouse ate.

You have 2 copies of the BLM per student today. The first is for you to work with the students. The second is for them to work on their own.

Process Problem Type 1:

- Read the problem stem.
- What math movie do they see when they read the problem stem?
- What do students suppose will go in the blanks? (*number of kernels mouse ate first, then next; finally the total he ate*)
- Roll both dice. Tell students these represent the number of kernels of corn mouse ate each time. They are to model both amounts.
- Record both amounts in the 2 blanks.
- How many kernels did mouse eat? How will they find out? (join the 2 sets of kernels)
- Do so, then complete the last sentence of that problem stem by recording the total in the last blank (Mouse ate --- kernels of corn.)
- Read the completed problem stem.

Process Problem Type 2:

- Read the problem stem.
- What math movie do they see when they read the problem stem?
- What do students suppose will go in the blanks? (*first blank is total number of kernels, second blank is what mouse ate; third blank is what is left.*)

Kinder



Unit 5, Lesson 2

Kinder

Classroom Lesson - continued



TRANSITION to Math

- Roll both dice. Which number is the total number of corn kernels and why (*The large number because you have to have more kernels of corn to begin with. Mouse cannot eat more corn than what is there.*)
- Model the total number of kernels, and record that number in the first blank.
- What does the number on the second die represent? (what mouse ate) Record that number in the problem stem (do so)
- What will you do now to see how many corn kernels are left?
(Remove those counters from the total.)
- Record what was left in the problem stem.
- Read the completed problem stem.

Repeat the process for the second set of problems.

You have many options based on your students' needs and levels for continuing this activity:

- Let students who are capable of completing independently do so.
- Let students who needs a little help work with a partner.
- Pull students who still need guidance to a small group to work with you.

Distribute TV Materials:

- 20 base ten units or other counters per student
- crayons
- Large plain white paper plate (to use as a storyboard) – per student
- **BLM TEACHER** Showy Rooster Math – teacher only
- **BLM** Showy Rooster Math DISPLAY PARTS – teachers only & to display in room
- **BLM** Showy Rooster Math Record Sheet – 1 per student
- **BLM** – Showy Rooster Math Colorful Rooster – 1 per student

Objectives:

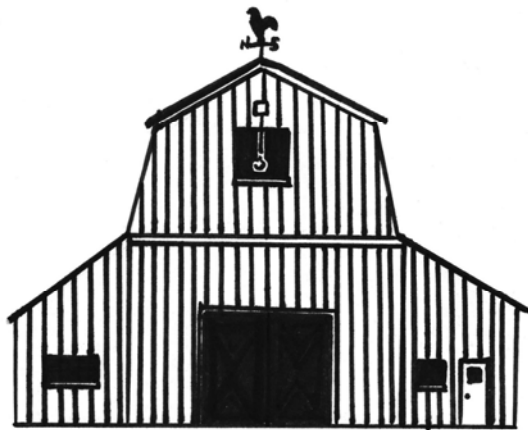
As you wait for the TV lesson, read the math and language objectives for this portion of the lesson. Ask students to tell you what they did to learn the objective

Distribute the TV Materials



1 sheet per student

My name is _____



Model Here



Mouse ate _____ kernels of corn and _____ kernels of corn.

Mouse ate _____ kernels of corn.

There were _____ kernels of corn. Mouse ate _____ of them.

There were _____ kernels of corn left.

Mouse ate _____ kernels of corn and _____ kernels of corn.

Mouse ate _____ kernels of corn.

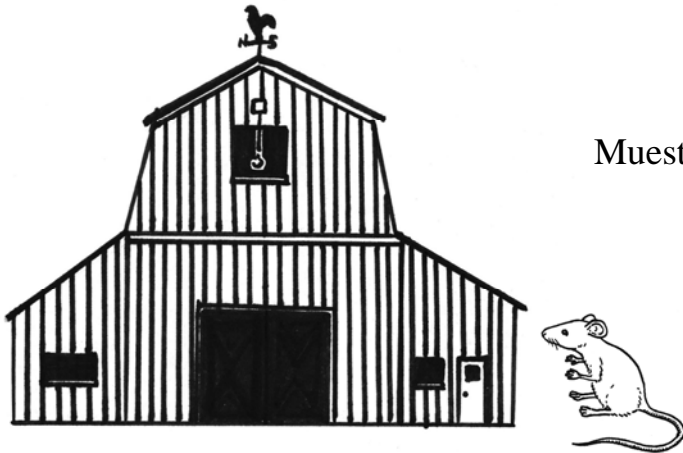
There were _____ kernels of corn. Mouse ate _____ of them.

There were _____ kernels of corn left.



1 sheet per student

Mi nombre es _____



Muestra tu trabajo aquí

Ratón comió _____ granos de maíz y _____ granos de maíz.

Ratón comió _____ granos de maíz.

Había _____ granos de maíz. Ratón comió _____ de ellos.

Quedaron _____ granos de maíz.

Ratón comió _____ granos de maíz y _____ granos de maíz

Ratón comió _____ s granos de maíz.

Había _____ granos de maíz. Ratón comió _____ de ellos.

Quedaron _____ granos de maíz.

Literature Vocabulary

sad
happy
feast
chase
bark
frighten
gobble
pounce

Math Vocabulary

Review Words

- add
- join
- addition
- subtract
- separate
- subtraction
- strategy
- compare
- more than
- less than
- fewer than

Materials

- 20 base ten units or other counters per student
- Crayons – 8 pack per student
- Large plain white paper plate (to use as a storyboard) –1 per student
- **BLM** TEACHER Showy Rooster Math – teacher only
- **BLM** Showy Rooster Math DISPLAY PARTS – teachers only & to display in room
- **BLM** Showy Rooster Math Record Sheet – 1 per student
- **BLM** – Showy Rooster Math Colorful Rooster – 1 per student

Classroom Teachers,

It is vital that students work through these problems with the TV Teacher, and that you circulate the room to see who is understanding the process.

ELPS (*English Language Proficiency Standard*)

1E, 2E, 2F, 3B, 3D, 4C, 4F

CCRS (*College and Career*)

Unit 5, Lesson 2

TV Lesson

Read objectives while pointing to the words in the math lesson objectives. After each math objective, show children what that means.

Math Objectives:

- The student models addition (joining) and subtraction (separating).
- The student is expected to model and create addition and subtraction problems in real situations with concrete objects

Language Objectives:

- Explain solution strategies.
- Use the math vocabulary during the activity.

Building Background, Math

TEACHER: Well, Azulito, which animal did you like hearing about today?

AZULITO: Oh, Rooster Cock-a-Doodle-Dows! I like many colors. And he looked very colorful to me! I brought some pictures of roosters from my Uncle Mordado's farm. Would you like to see them?

TEACHER: I like roosters too, Azulito. Yes, I would like to see them. Would you, boys and girls? (pause) Let's see them, Azulito.

AZULITO: (*show photos, and talk about each one, telling about it's pride, or strut, or crowing, etc.*)

TEACHER: Thank you, Azulito, for bringing us those photographs! You know boys and girls, a rooster is a boy chicken. They are usually larger and much more colorful than the girl chickens, and they have larger combs. Did you know that roosters have a bad sense of smell and taste, but very good hearing? Another interesting fact is that roosters have been on farms for about 5000 years! That's a very, very long time!!!! Roosters like to sit on high places. That's probably because their first job is to protect the hens, the ladies of the flock. A loud crowing noise can sometimes scare off an opossum or fox before it gets to the hens!

Today, we're going to color a rooster. We'll leave Azulito's photos on the board so you can see what they look like. There is no wrong way to color a rooster, however, so you may use any colors you like – just make him beautiful!

Kinder



Readiness Standards)
CROSS-CURRICULAR
ELA II.A.2., II.A.6., II.B.1.,
III.A.2., IV.A.3.
MATH I.A.1., I.B.1., I.C.1.,
II.A.1., V.A.1., VIII.A.1.,
VIII.A.2., VIII.C.1

SmartBoard

Photo's of Roosters

<https://www.google.com/search?q=photos+of+roosters&hl=en&client=firefox-a&rls=org.mozilla:en-US:official&tbm=isch&tbo=u&source=univ&sa=X&ei=frRDudWIKePg2gX44HoAg&sqi=2&ved=0CDAQsAQ&biw=917&bih=640>

Choose really colorful ones that you can leave on the board as examples of how to color if students wish to use them.

Classroom Teachers

It would be very helpful for you to have the Display copy on display, and that you point to and even outline the parts as the TV Teacher discusses them.

Classroom Teachers:

Circulate the room as the problems are being read/solved to see which students need more help.

TV Teacher –

The BLM does have the process if you'd prefer to use that instead of this script.

Unit 5, Lesson 2

Kinder



TV Lesson - continued

But of course, we're not just going to color our rooster. We are going to solve problems. If you have the correct answer, you may color the part that I tell you to. After 8 problems, we'll have our rooster colored!

Here is our rooster. First, let's talk about what I'll call each part to color. Your Classroom Teacher will keep this display rooster posted so you will know where the part is I'm talking about.

At the very top of the rooster's head is the **COMB**, and under his chin is the **WADDLE**. Did you know that these parts help to keep the rooster (and the hens) cool?

This next part is the **NECK**. See how there is a little fluffy part toward the bottom of the neck? This is where our neck coloring will stop.

This **FRONT of the body** is under the neck feathers, and we'll have it stop at the leg (point to outline of leg). Say, that leg looks like a drumstick!

And here's our rooster's **WING**.

The **BACK of the body** will start at that leg, and then curve around to above the wing.

The rest are **FEATHERS**. I've divided his tail into 6 feathers. You can draw those in a little more if you wish, or just color them.

That's our rooster.

Now, let's look at your Showy Rooster Math Record Sheet (show sheet)

When I tell you the math problem, you will model it with your counters, and then draw a picture of your model in this column (point to strategy column). When you have your answer, please write it in the solution column.

AZULITO: OK, let me see if I understand.

1. You tell us the problem.
2. We model it with counters
3. We draw it in this big column.
4. We write the answer in this little column.

TEACHER: Right, Azulito. When we've given students time to solve the problem, I'll let you show us how you solve it.

AZULITO: All right!

Unit 5, Lesson 2

Kinder

TV Lesson - continued



Comprehensible Input, Math

Let's begin.

Process:

1. Read the problem from your BLM TEACHER Showy Rooster Math.
2. Ask students to watch for the math movie.
3. Read the problem a second time then give time for the students to MODEL, DRAW, and RECORD the solution.
4. Then ask AZULITO to explain his strategy and give the solution.
5. Tell the students which part of the rooster to color and give them time to do so. Remind them that they can finish the rooster during the Follow-up Lesson, so you won't be giving a lot of time to color. Just get the body part marked and color as much as possible before you have to move on to the next problem.
6. Repeat the process.

Work through as many of the problems as you can. Let Azulito share his rooster picture when you are done. The Classroom Teacher will finish the problems during the Follow-up Lesson.

AZULITO: That was a lot of fun! Can we finish when we leave the students?

TEACHER: Yes, Azulito. And the students will finish with their Classroom Teacher during their Follow-up Lesson. Now, I think you have something you would like the students to do, right?

AZULITO: Yes, yes. Boys and Girls, you have been in school now for 5 weeks, and you have been counting and bundling straws every school day to keep track of how many days that is. How many bundles of 10 do you have? How many single straws do you have? How many days of school have you had? And how do you write that number? We would like to hear from you!!!

TEACHER: Yes, we would! Thank you, Azulito, for that nifty task! And now, let's see what we learned today and how we learned it.

OBJECTIVES:

Azulito's Corner

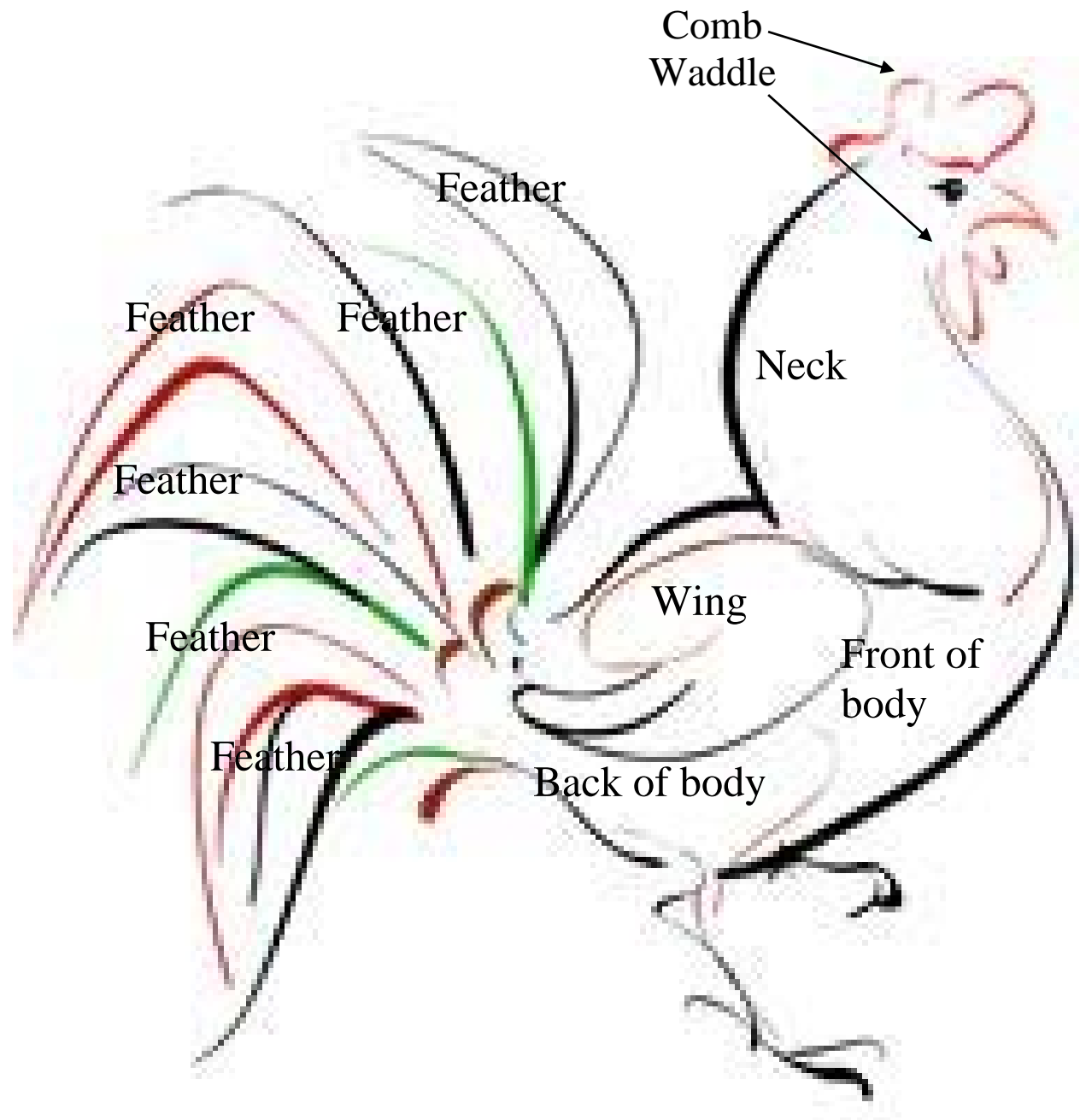
Lesson 2

What day of school is it for you today? How many tens is that? How many ones is that? How did you write the number that describes the number of days of school today is?



Teacher only

	Problem	Suggested Strategy	Solution	Color in....
1	Rooster ate 3 worms. Then he ate 2 worms. How many worms did rooster eat?	Models and Pictures	5 worms	Comb and waddle
2	Rooster crowed 6 times yesterday and 3 times today. How many times did rooster crow?		9 times	Head and neck
3	$7 + 3 = ?$		10	Front of body
4	$5 + 2 = ?$		7	Wing
5	Micah ate 6 grapes. Then he ate 2 more grapes. How many grapes did Micah eat?		8 grapes	Back of body
6	$7 - 3 = ?$		4	2 feathers
7	Rooster had 5 kernels of corn. He ate 3 of them. How many kernels of corn did he have left?		2 kernels	2 feathers
8	Rooster had 6 tail feathers. He lost 3 tail feathers. How many tail feathers did rooster have left?		3 feathers	2 feathers





1 per student

My name is _____



Problem #	Strategy	Solution
1		
2		
3		
4		
5		
6		
7		
8		

BLM Unit 5, TV Lesson 2
1 per student

Showy Rooster Math Colorful Rooster



Literature Vocabulary

sad
happy
feast
chase
bark
frighten
gobble
pounce

Math Vocabulary

add
join
addition
subtract
separate
subtraction
strategy
compare
more than
less than
fewer than

Materials

- 20 base ten units or other counters per student
- crayons
- Large plain white paper plate (to use as a storyboard) – per student
- **BLMs from TV Lesson**

ELPS (*English Language Proficiency Standard*)
1C, 2B, 2D, 2G, 3C, 3D, 3H

CCRS (*College and Career Readiness Standards*)

CROSS-CURRICULAR I.A.1.,
II.C.1., II.C.2., II.B.2.
ELA I.A.1., I.A.2., II.A.3., III.B.2.
MATH I.B.1., I.C.1., V.A.1.,
VIII.A.1., VIII.A.3.

Suggested Centers:

 **Technology**

<http://pbskids.org/curiousgeorge/busyday/dogs/>

Great one to play today before the fraction lesson. Game is about fair shares. You can also talk about the fractional part each received – halves – why? Because the treats were divided into 2 equal shares, 1 for each dog.

Unit 5, Lesson 2

Follow-up

Kinder



Math Objectives:

- The student models addition (joining) and subtraction (separating). The student is expected to model and create addition and subtraction problems in real situations with concrete objects

Language Objectives:

- Listen and speak with a partner during our math activity.
- Use the math vocabulary during the activity.
- Share-write math sentences.

Practice and Application, Math

You will most probably need to finish the math problems. If you saw that students did not have enough time to complete the problems, please go back and give them another opportunity. When everyone has finished the problems, let students explain their strategies, particularly if there were different successful strategies in the room.


Once the sharing is complete, please allow the students to finish coloring their rooster.

When you are finished, and the roosters are displayed on the wall, you will probably want an activity game to work out the wiggles before Snack Fractions. How about a game of Simon Says? You can be Simon and give the students lots of stretching and movement without a lot of space or equipment needs, or disruption. OR, here is a site with 30 outside games that run off energy.

<http://www.wired.com/geekdad/2009/08/simpleoutdoorplay/>

Shared or Interactive Writing Topic

Daily students will use the day's vocabulary to Share-Write a statement about the learning. Teacher has a large chart and marking pen with a question written at the top. Children give complete sentences. Encourage them to use today's vocabulary.

 Explain what kind of a math movie you see when you join to find a solution.

Objectives: Review the math and language objectives, having students tell you how they accomplished each objective.

Math Objectives

- Share a snack in half.
- Explain why each portion is half.

Language Objectives

- Explain why each portion is half.
- Share-write what is a half.

Vocabulary

Half

Fair shares

Equal pieces

Materials:

BLM Crackers and Nutella Fractions Class Sheet – 1 for teacher only
4 x 4 piece of paper for each student

Per partners:

- 4 graham crackers (full sheets)
- 2 T Nutella (1 T in each of 2 portion cups)
- 2 paper plates
- 2 paper towels
- 2 plastic knives
- Chart paper with question: **How do you know you each have half of the snack?**

Unit 5, Lesson 2

Snack Fractions

Children should wash their hands before this activity if using food items.

Snack Fractions

As part of each math day, please include a quick “Snack Fraction” activity. If your district/school does not allow any snacks to be given to students, please alter the activity by providing the paper shape to be divided into fractional parts.

Snack Fractions

As part of each math day, please include a quick “Snack Fraction” activity. If your district/school does not allow any snacks to be given to students, please alter the activity by providing the paper shape to be divided into fractional parts.

Objective:

Today’s snack fraction is a little different. We are going to share our snack. Then as you are enjoying your snack, I will come around to each of you and ask you to share a pretend snack with me.

Let’s look at the snack we have today. (*Show crackers*).

How many crackers are there? (4)

What shape are the crackers? (*rectangles*)

Here is another part of our snack (*show the Nutella in 2 containers of 1 T each*)

I would like for you and your partner to talk and make a plan about how you can divide the 4 crackers and 2 containers of Nutella so that you each have fair shares. Do NOT divide the snack until we have all talked about the plans in the room. OK, start your planning.

(As the students plan, you will need to draw on the board or chart paper as many sets of 4 rectangles and 2 circles as you have partners in the room. When all partners are ready, share their plans as follows.)

Alright, let’s talk about your plans. I have drawn some shapes on the board to represent your snacks. What do you think the rectangles represent? How do you know (shape and number) What do you think the circles represent? How do you know (shape and number) As you describe your plan, I will divide the pictures so we can verify whether you have planned to divide the snack into fair shares. (*or let the student pairs come up and draw as they explain – your choice.*)

As each group describes, divide the snack exactly as they describe. This one shouldn’t be difficult for them. The class should verify whether the

Kinder



Unit 5, Lesson 2

Kinder



Snack Fractions, cont.

crackers and Nutella are divided into halves by telling you in their own words either: Yes, they are halves because each partner will receive the same amount of the snack; OR No, they are not halves because one partner will have more than the other. If that is the case, tell the student partners to come up with another plan. Once all partners have shared and the class is confident that all plans will yield halves, let the students share their snack.

After students have divided snacks and while they are eating their snacks, circulate the room with the class sheet on which you have written your class names, preferably arranged in partners for ease of scoring their answers. Go to each set of partners, hand each a 4 x 4 paper, and ask the questions of each that are marked on the Class Sheet. Give full credit when you know that students have shown an understanding of the concept – suggested answers are provided on the sheet.

Writing:

- Share-write the student answers to **How do you know you each have half of the snack?**

Objectives:

Read the objectives. How did we accomplish these in our snack fraction lesson?

Family Fun – Kinder, Unit 5 Lesson 2

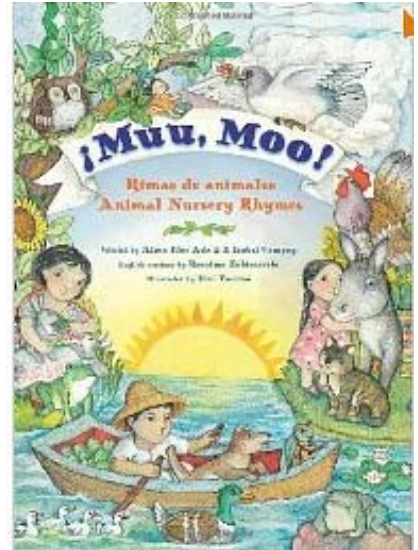


Dear Family,

We are adding, subtracting and comparing in math this unit.

Please show me 2 small sets of objects.
I can tell you which set has more than and which set has less than the other.
I can tell you if the sets are equal.

Sincerely,



Family Fun – Kinder, Unit 5 Lesson 2

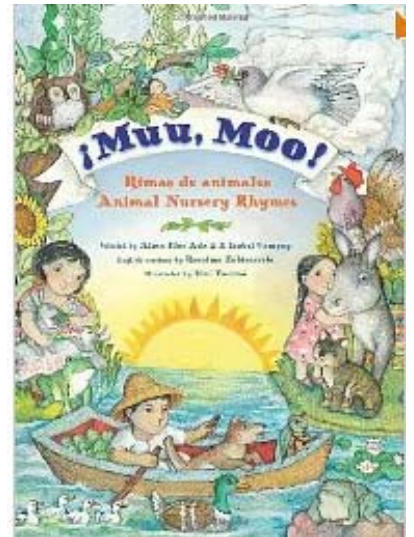


Querida familia,

Estamos sumando, restando y comparando en esta unidad.

Favor de mostrarme dos conjuntos de objetos pequeños. Les puedo decir qué conjunto tiene más que el otro. También les puedo decir si son iguales.

Atentamente,



Materials**ESSENTIAL**

- Big Money Coins (penny, nickel, dime, quarter) or flannel board oversized coins
- Coins for the counting the days in school with Pennies
- Coin sets of Nickels, Quarters, Dimes - 1 set per student
 - 20 nickels
 - 12 quarters
 - 15 dimes
- Sets of 20 straws and bands per student

BLM Comparison Word Cards**OPTIONAL**

- **BLM Days of the Week Cards**
- **BLM Numeral Cards** through the number of days you have been in school. (set for all students)

Math Objectives

- Recite the days of the week.
- Count days in school with straws, and with pennies.
- Solve math word problems.

**Balanced Literacy****Language Objectives**

- Read days of the week vocabulary from the Days of the Week song.
- Speak to partners, teacher, and class using vocabulary.

TEKS

Lesson 1 K.2C, K.2G, K.3ABC
 Lesson 2 K.2C, K.2G, K.3ABC
 Lesson 3 K.2C, K.2G, K.3ABC

Assessment Items

(As a result of experiencing this unit, students will be learning skills necessary to be successful on the following Assessment items.)

K 1, 2, 3, 4, 5, 6, 7, 8, 9

ELPS (*English Language Proficiency Standard*)

Unit 5, Lesson 3**Kinder****Daily Routine**

The following daily activities will help prepare your students for the Post Assessment. They are essential and are not optional.

ESSENTIAL**Straws** (*Assessment items 1, 2, and 3*)

Continue activity.

Pennies (*Assessment item 7*)

Continue activity.

CGI Problem (*If you students understand a suggested problem type, please select a problem type from the second or third column to enrich and expand their experiences.*)

- Lesson 1 – Part-Whole, Whole Unknown (Assessment Item 5)
- Lesson 2 – Separate, Result Unknown (Assessment Item 4)
- **Lesson 3 – Join, Result Unknown** (Assessment Item 6)

Measurement (*Assessment item 7 – identifying coins*)

All-lesson directions – continue as in previous units.

Students count out the appropriate number of the comparison coins for the day, and then stack them to make towers.

- Lesson 1 – Which is taller: a tower of 10 pennies or a tower of 10 quarters?
- Lesson 2 – Which is shorter: a tower of 5 quarters or a tower of 5 dimes?
- **Lesson 3 – Which is taller: a tower of 10 pennies or a tower of 15 pennies?**

Materials – per student

1 each of the comparison word cards (shorter, taller)

Coin Kits: 25 pennies, 10 quarters, 5 dimes

Write the question of the day on the board.

Have students stack the coins in a tower as the question asks.

Students then simply place the comparison cards appropriately in front of the towers (shorter or taller).

Ask students to explain how they know which tower is shorter and which is taller. **EXTEND:** How much taller? How much shorter?

1D, 1G, 3D, 3F, 4C, 4F

CCRS (*College and Career Readiness Standards*)

CROSS-CURRICULAR I.C.1., I.C.2., I.E.2., II.A.1., II.A.2., ELA II.A.1., II.B.1., III.A.2., III.B.2., IV.A.3., IV.B.1 MATH I.B.1., IV.A.1., V.A.1., VI.C.2., VIII.A.2.

Azulito's Corner

Unit 5 Lesson 3 CGI

How did your classmates solve the CGI problem today? Describe all the different strategies to us so we can learn from you.

(Assessment Item 9 will be reviewed daily in Snack Fractions)

Unit 5, Lesson 3

Kinder



Daily Routine - continued

OPTIONAL

Calendar (*This activity is not assessed.*)
Continue activity.

Sing Days of the Week Song (*This activity is not assessed, but is an excellent activity to break up the small group quiet exploration and assessments*)

Songs should be written on large chart paper so that students can follow the words of the song. Take 2-3 minutes to find the names of the week in the song.

NOTICE: *Suggestions for online sources for songs are included*

Yesterday, Today, Tomorrow (*This activity is not assessed.*)
Continue activity.

Graphing (*This activity is not assessed.*)

- Lesson 1 – Which animal would you rather have for a pet? (duck, rooster, frog, donkey)
- Lesson 2 – Which would you rather hear singing: (tree frog, cricket, cicada, katydids)
- **Lesson 3 – none today**

QUESTIONS

- Before starting the questions, ask students what they notice about the data, or information, the graph tells them. Listen carefully about what they see and add questions that either explore their observations or include things they missed.
- Which (choice) did more students want than others?
- Why do you think that is so?
- Which was the least favorite (choice)?
- Why do you think that is so?
- How many more students wanted (choice) than (choice)?
- How many fewer students wanted (choice) than (choice)?
- What is the difference between the number of students that chose (choice) and the number of students that chose (choice)?
- How did you find that answer?
- Which answer did you choose, and why did you choose it?
- If you could have put another (choice) on the choice list, what would it have been? Why?

Money Matters If you have a full program and wish to use this optional activity, you will find BLMs and Explanations on MAS Space.

Unit 5, Lesson 3

Kinder

Daily Routine - continued



Vocabulary Building – Choose an activity from the list in the Daily routines Section.

(Assessment Item #9 will be reviewed daily in Snack Fractions)



Duplicate on cardstock. Cut out the cards, giving 1 card of each word per student for Daily Routines.

shorter
shorter
shorter
shorter
shorter
shorter
shorter
shorter
shorter
shorter
shorter

taller
taller
taller
taller
taller
taller
taller
taller
taller
taller
taller

BLM Unit 5, DR Measurement Lessons 1,2,3 Comparison Word Cards



Duplicate on cardstock. Cut out the cards, giving 1 card of each word per student for Daily Routines.

más bajo

más bajo

más bajo

más bajo

más bajo

más bajo

más bajo

más bajo

más bajo

más bajo

más alto

más alto

más alto

más alto

más alto


más alto

más alto

más alto

más alto

más alto

<p>Literature Selection <i>Muu, Moo! Animal Nursery Rhymes, “The Flea’s Wedding”</i> by Alma Flor Ada & F. Isabel Campoy (1 book per classroom)</p> <p>Materials Language</p> <ul style="list-style-type: none"> • BLM Word Cards (Lesson 1) • Art supplies: paper for drawing and crayons or colored pencils • Chart paper and marker for Interactive Writing activity <p>Math</p> <ul style="list-style-type: none"> • 20 base ten units or leaves – per student • 2 dice per student • BLM Ant and Cicada Math - 2 per student <p>Literature Vocabulary sad happy feast chase bark frighten gobble pounce</p> <p>Math Vocabulary Review Words add join addition subtract separate subtraction equals – is the same as strategy compare more than less than fewer than</p> <p>ELPS (English Language Proficiency Standard) 2B, 2C, 3D, 3F, 4A, 4F, 4I</p> <p>CCRS (College and Career Readiness Standards)</p>	<p>Unit 5, Lesson 3</p> <p>Classroom Lesson</p> <p>Kinder</p>  <p><i>Every day teachers must post the objectives on the board, read them to the students, and have students read them together with the teacher. You must also talk about what the objectives mean, giving examples where appropriate. At the end of the lesson, teacher and students should review to see if they have accomplished both math and language objectives.</i></p> <p>Math Objectives:</p> <ul style="list-style-type: none"> • Model addition (joining) and subtraction (separating). The student is expected to model and create addition and subtraction problems in real situations with concrete objects <p>Reading Objectives:</p> <ul style="list-style-type: none"> • Answer questions about key details in a text. • Read along with the teacher. <p>Language Objectives:</p> <ul style="list-style-type: none"> • Describe what the animals are doing using vocabulary words. • Write animal names with the teacher. <p>BEFORE READING Practice and Application, Literature and Vocabulary Acting out the Text Repeat the activity from the end of Lesson 2 where students act out what is happening in the poem, <i>The Musical Cicada</i>.</p> <ol style="list-style-type: none"> 1. Read aloud the poem, prompting students to use their own sets of picture cards to act out what each animal is doing. 2. After the reading, prompt students to say what each animal does, using the vocabulary words from Lesson 2. This will help students continue to develop their oral language proficiency, and gives them another opportunity to practice using the vocabulary words they learned in Lesson 2: feast, chase, bark, and frighten. <p>Building Background, Literature and Vocabulary</p> <ol style="list-style-type: none"> 1. Say, “Today we’re going to read one more poem from this book. This poem is about two insects: a flea, and a louse who are planning to get married” <i>Show students the poem on pages 36-37, and point to the picture of each insect.</i> 2. Ask, “What other animals do you see in the picture?” Allow students to point out and name the animals: dove, ant, monkey, cat, and mouse. 3. Ask, “What do you think the word gobble means?” <i>Allow students</i>
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CROSS-CURRICULAR I.A.1.,
II.A.1., II.A.2., II.A.4.
ELA I.A.1., II.A.1., II.A.2.,
II.A.4.

Language Center Connection

Put an alphabet chart in the language center, and extra sets of the vocabulary word cards from Lesson 3. Have students sort these two words by beginning letter, placing them next to the appropriate letter of the alphabet. **You can also have students sort the names of the animals they've worked with this week.**

You can have students do this activity independently, with a partner, or in a small group.

Additional activities to practice the alphabet:

- **Reciting the Alphabet** – Students use the alphabet chart to recite/sing the alphabet with a partner.
- **Saying letter names** – With a partner, one student randomly points to different letters on the alphabet chart, and the other student says the name of that letter.
- **Writing letters of the alphabet** – Have students practice writing different letters of the alphabet. You can give them large, lined paper for this. Many worksheets have dotted letters students can trace before trying to make the letters on their own.

Unit 5, Lesson 3

Classroom Lesson

Kinder



*to describe the word **gobble** in their own words, then explain to students that the word **gobble** means to eat something very quickly.*

- Say, “Pretend you are in a hurry. Show me how you would **gobble** your lunch.” *Help students act this out.*
4. Ask, “What do you think the word **pounce** means?” *Allow students to describe the word **pounce** in their own words, and then explain to students that the word **pounce** means to jump on top of something.*
- Say, “Pretend your hat is blowing away in the wind. Show me how you **pounce** on top of your hat.” *Help students act this out.*
5. Say, “Let’s see what happens with these insects and animals in the poem, *The Flea’s Wedding*.”

DURING READING

Comprehensible Input, Literature and Vocabulary

During today’s reading, you will continue to support students’ comprehension of the text by modeling and practicing the following reading strategy:

- **Monitoring for Comprehension – Key Ideas and Details**

Note: If your students’ home language is Spanish, you may want to read aloud the Spanish version of the poem first to build their background knowledge and comprehension. If you don’t speak Spanish, you can play the recording of the Spanish version to your students. Then, read aloud the poem in English, using the following suggestions.

As you read the poem, point to the detailed illustrations so students have a visual image for each of the characters in the poem:

- flea
- louse
- ant
- dove
- monkey
- cat
- mouse

Read aloud the poem again

Now that students have an understanding of what happens in the poem, read it again so students can hear a fluent reading. This will strengthen their comprehension of the poem, and help them notice the rhyme.

Unit 5, Lesson 3

Kinder



Classroom Lesson

As you read aloud, point again to the images in the text without pausing your reading.

Key Ideas and Details

- **Teacher Question:** How does each animal contribute to the wedding feast? Why does the feast come to an end? *Discuss as a class.*

AFTER READING

Practice and Application, Literature and Vocabulary

Art Activity & Interactive Writing

1. Show students the animals they've met in the poems they've read this week:
 - **duck**
 - **mouse**
 - **cat**
 - **dog**
 - **rooster**
 - **ant**
 - **flea**
 - **dove**
 - **monkey**
 - (**donkey** – If you did the Lesson 1 sidebar)
 - (**frog** – If you did the Lesson 1 sidebar)
 - (**cricket** – If you did the Lesson 2 sidebar)
 - (**cicada** – If you did the Lesson 2 sidebar)
2. Have students choose their favorite animal from these poems.
3. Give students art supplies to create a drawing of that animal.
4. Regroup the class, and have students bring their drawings with them. Ask, "Did anyone choose the duck?" *Have those students give you their drawings.*
5. Using **Interactive Writing**, have students help you write the word "**duck.**"
 - a. Say, "Let's write the word **duck** together."
 - b. Ask, "What sound do you hear at the beginning?" *Help students identify the beginning sound 'd.' Say the sound together.*
 - c. Ask, "What letter says the 'd' sound?" *Help students identify the letter 'd' and find it on the Alphabet Chart.*
 - d. Ask: **Would anyone like to help me write the letter 'd'?** *Have a student volunteer come up to the paper, and give the*

Listening Center

Connection:

After the read aloud, have students listen to the recorded version of *The Flea's Wedding* in a Listening Center as part of their independent reading time.

For Spanish speaking students, you can also have them listen to the Spanish version of the poem. This will strengthen their understanding of the poem. Since the poem also rhymes in Spanish, students will develop their recognition of rhyme as well.

Unit 5, Lesson 3

Kinder

Classroom Lesson



student your marker. Help the student volunteer form the letter 'd'. The amount of help will depend on the student's writing ability. The student may need just a little (or no) guidance. Or, you may need to talk them through it (Ex: prompting them to draw a line from top to bottom, and then draw a circle on the left side of the line).

e. Write the rest of the word yourself.

*Take the marker back from the student, and write the rest of the word. **Note:** If you have any students who are more advanced with their writing abilities, you can ask them to help write the rest of the word, or the ending letter of the word.*

6. Repeat these Interactive Writing steps with the other animal names. You may not have time to do all of the animal names on the list. Try to make sure you cover the ones that most students drew, writing at least four animal names in total.
7. Display the artwork and interactive writing:
 - a. Group together the drawings that are of the same animal, and display them on the classroom/hallway wall.
 - b. Cut out each animal name that you wrote with students on chart paper.
 - c. Have students help you label the animal drawings with the Interactive Writing animal names.
 - d. For any animal names you didn't have time to write with students, write the label yourself so that all drawings have an accompanying label.

Materials for Transition to Math Lesson (these were listed in the complete Classroom Lesson list, but are listed again to help you organize more quickly.)

- 20 base ten units or leaves – per student
- 2 dice per student
- **BLM** Ant and Cicada Math - 2 per student

 **Technology:**

<http://www.sheppardsoftware.com/mathgames/earlymath/bugaballoshoes.htm> buggy math - students figure how many shoes a bug has by adding objects with number sentences.

<http://www.sheppardsoftware.com/mathgames/earlymath/subHarvest.htm> simple subtraction, but will take readers to read the captions after the problems.

ELPS (*English Language Proficiency Standard*)
2B, 2D, 3A, 3D, 3H

CCRS (*College and Career Readiness Standards*)
CROSS-CURRICULAR I.A.1., I.B.2., I.C.2., II.A.2., II.C.1.
MATH I.B.1., II.A.1., V.A.1., VIII.A.1.

Unit 5, Lesson 3

Classroom Lesson - continued

TRANSITION to Math

Math Objectives:

- The student models addition (joining) and subtraction (separating). The student is expected to model and create addition and subtraction problems in real situations with concrete objects

Language Objectives:

- Read numbers.
- Explain how you know how many objects are in a group.
- Use comparative language to describe two numbers up to 20 represented as written numerals.

Process Problem Type 1:

- Read the problem stem.
- What math movie do they see when they read the problem stem?
- What do students suppose will go in the blanks? (*number of crumbs or leaves ant ate first, then cicada ate; finally the total friends ate*)
- Roll both dice. Tell students these represent the number of crumbs or leaves the friends ate. They are to model both amounts.
- Record both amounts in the 2 blanks.
- How many crumbs or leaves did the friends eat? How will they find out? (join the 2 sets of kernels)
- Do so, then complete the last sentence of that problem stem by recording the total in the last blank (The friends ate --- crumbs or leaves)
- Read the completed problem stem.

Process Problem Type 2:

- Read the problem stem.
- What math movie do they see when they read the problem stem?
- What do students suppose will go in the blanks? (*first blank is total number of crumbs or leaves, second blank is what ant and cicada ate; third blank is what is left.*)
- Roll both dice. Which number is the total number of crumbs or leaves and why (*The large number because you have to have more crumbs or leaves to begin with. Ant and cicada cannot eat more than what is there.*)
- Model the total number of crumbs or leaves, and record that number in the first blank.
- What does the number on the second die represent? (what the friends ate) Record that number in the problem stem (do so)
- What will you do now to see how many crumbs or leaves are left?

Kinder



 **Technology:**

http://www.sheppardsoftware.com/mathgames/earlymath/bugabaloos_hoes.htm

buggy math - students figure how many shoes a bug has by adding objects with number sentences.

<http://www.sheppardsoftware.com/mathgames/earlymath/subHarvest.htm>

simple subtraction, but will take readers to read the captions after the problems.

Distribute TV Materials:

- 20 base ten units or other counters per student
- Large plain white paper plate (to use as a storyboard) – per student
- **BLM** Cicada Songs – 1 per student

Unit 5, Lesson 3

Classroom Lesson - continued

TRANSITION to Math

- (Remove those counters from the total.)
- Record what was left in the problem stem.
- Read the completed problem stem.

Repeat the process for the second set of problems.

You have many options based on your students' needs and levels for continuing this activity:

- Let students who are capable of completing independently do so.
- Let students who needs a little help work with a partner.
- Pull students who still need guidance to a small group to work with you.

Objectives:

As you wait for the TV lesson, read the math and language objectives for this portion of the lesson. Ask students to tell you what they did to learn the objective

Distribute the TV Materials

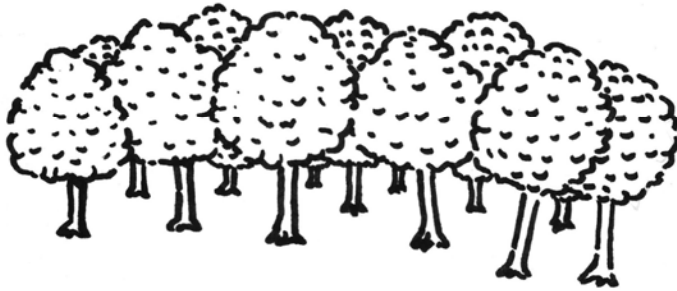
Kinder





1 sheet per student

My name is _____



Model Here

Ant ate _____ crumbs and _____ Cicada ate crumbs.

The friends ate _____ crumbs.

There were _____ crumbs. Cicada and Ant ate _____ of them.

There were _____ crumbs left.

Ant ate _____ leaves and Cicada ate _____ leaves.

The friends ate _____ leaves.

There were _____ leaves. Cicada and Ant ate _____ of them.

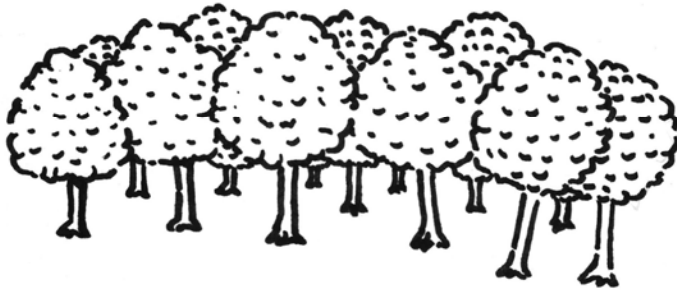
There were _____ leaves left.



1 sheet per student

Mi nombre es _____

Muestra tu trabajo aquí



Hormiga comió _____ migas y _____ Hormiga comió migas.

Hormiga comió _____ migas.

Había _____ migas. Hormiga y Cigarra comieron _____ de ellas.

Sobraron _____ migas.

Hormiga comió _____ hojas y Cigarra comió _____ hojas.

Hormiga comió _____ hojas.

Había _____ hojas. Hormiga y Cigarra comieron _____ de ellas.

Sobraron _____ hojas.

Literature Vocabulary

sad
happy
feast
chase
bark
frighten
gobble
pounce

Math Vocabulary

Review Words

add
join
addition
subtract
separate
subtraction
strategy
compare
more than
less than
fewer than

Materials

- 20 base ten units or other counters per student
- Large plain white paper plate (to use as a storyboard) – per student
- **BLM** Cicada Songs – 1 per student

Photos of cicadas

https://www.google.com/search?q=photos+of+cicadas&hl=en&client=firefox-a&hs=mw4&rls=org.mozilla:en-US:official&tbm=isch&tbo=u&source=univ&sa=X&ei=I_dDUeHcEMGU2AW484GgDw&ved=0C DMQsAQ&biw=1280&bih=670

ELPS (*English Language Proficiency Standard*)

1E, 2E, 2F, 3B, 3D, 4C, 4F

CCRS (*College and Career Readiness Standards*)

CROSS-CURRICULAR

ELA II.A.2., II.A.6., II.B.1., III.A.2., IV.A.3.

Unit 5, Lesson 3

TV Lesson

Read objectives while pointing to the words in the math lesson objectives. After each math objective, show children what that means.

Math Objectives:

- The student models addition (joining) and subtraction (separating). The student is expected to model and create addition and subtraction problems in real situations with concrete objects

Language Objectives:

- Explain solution strategies.
- Use the math vocabulary during the activity.

Building Background, Math

TEACHER: What did you think of The Musical Cicada, Azulito?

AZULITO: I liked it very much. The cicada was valued for what she did best – she made beautiful music. The ant was valued for what she did best – she gathered food. So together they spent the cold winter eating the food gathered and listening to beautiful music. That is a wonderful thought – that each of us has gifts that are valuable, and that work comes in many forms.

TEACHER: That was very well put, Azulito.

AZULITO: I know what an ant looks like. But I don't think I know what a cicada looks like.

TEACHER: I did bring a few today, Azulito. I'll bet you have seen them. You just didn't know they were cicadas. Here is an interesting fact. We see cicadas above ground, and with wings; but did you know that they spend most of their time underground – some as long as 17 years!

AZULTIO: Wow, that's older than my older sister Rosita!

TEACHER: It's very old for insects. They are really interesting bugs! I wonder what the students thought in Lesson 2 when they listened to the different animal songs. Boys and girls, did you like the cicada song?

AZULITO: I didn't. But if I were an ant, I'd probably like it a lot, especially if it kept me from being lonely in the winter months!

Kinder



MATH I.A.1., I.B.1., I.C.1.,
II.A.1., V.A.1., VIII.A.1.,
VIII.A.2., VIII.C.1

Classroom Teachers

If would be very helpful for you to have the Display copy on display, and that you point to and even outline the parts as the TV Teacher discusses them.

Classroom Teachers:

Circulate the room as the problems are being read/solved to see which students need more help.

Process:

- Tell the story.
- What is the math movie?
- Model the math movie.
- Find the picture that describes your model.
- Draw a line from that picture to the character the story was about.
- Azulito solves the problem going through the steps.
- Teacher checks the picture by retelling the story and checking to see that the picture describes the story.
- Students write the number sentence that describes the picture.

Unit 5, Lesson 3

Kinder



TV Lesson - continued

TEACHER: Our story problems today are about the ant and the cicada. Let's get started.

You will need your counters, a paper plate for your story board, and your BLM Cicada songs. I'll do what I do best and make up stories about ant and Cicada. You and the boys and girls do what you do best and solve these problems! You are REAL problem solvers!!

Comprehensible Input, Math

Let's look at our record sheet. Today is very different from anything we have done.

- What do you see when you look at the record sheet? (*pause – a picture of a cicada. A picture of an ant. 4 object pictures.*)

I am going to tell you a story. I want you first to see the math movie. I'll tell the story a second time so you can model it. Then I want you to find the picture on the record sheet that also models the story. If the story was about Cicada, then draw a line from that picture to Cicada. If the story was about Ant, then draw the line from the picture to the ant.

Let's try problem #1

Problems #1

Cicada sang for 2 hours yesterday. She sang for 3 hours today. How many hours did Cicada sing?

What is the math movie you see when you hear this story? Tell your Classroom Teacher. (pause)

Now listen again while I read the story again. Model the math movie. (read and pause)

Look at your model. Do you see one of the pictures that has a model arranged like yours that using the same numbers as yours? (pause) Draw a line from that picture to... hmm, who was this story about? (Cicada) Then draw a line from that picture to Cicada. (pause)

Would you tell us what you think, Azulito.

NOTE – the numbers are purposely close. It is the ACTION that we want students to notice; it is the *math movie* that makes the difference in the models.

**Azulito's Corner
Lesson 3**

How did your classmates solve the CGI problem today? Describe all the different strategies to us so we can learn from you.

Unit 5, Lesson 3

TV Lesson - continued

Kinder



AZULITO: Well, my math movie saw cicada sing for some time, then sing again. I knew I wanted to join those 2 sets together. I modeled with 2 counters for the 2 hours, and 3 counters for 3 hours. My model looked like this: (show) The only picture that has the same numbers is this one (show). I drew a line

What do you think, boys and girls? Has Azulito found the model? Let me retell the story and see if this model does describe the math movie.

(do so, showing how each picture represents something in the story).

YES! And no other picture on this record sheet tells that story. Did you find the picture, too, boys and girls? Now, write the number sentence that describes that picture. (pause) Did you write $2 + 3 = 5$?

(Follow the same process for the rest of the problems.)

Problems #2

Ant carried 8 leaves on her back. Three of them fell off. How many leaves did she still have on her back?

Problems #3

Ant carried 3 crumbs to her home. Then she carried 5 crumbs to her home. How many crumbs did she carry to her home?

Problems #4

Cicada counted 5 crumbs. She ate 3 of them. How many crumbs were left?

TEACHER: Well done! And now, Azulito, would you like to explain your MAS Space task for today?

AZULITO: Yes, thank you. (explain)

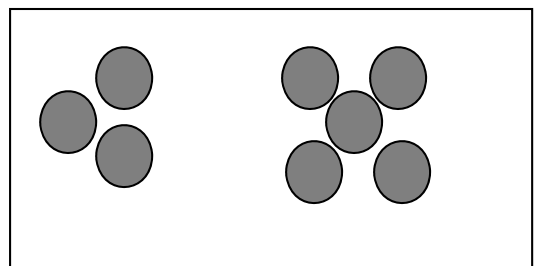
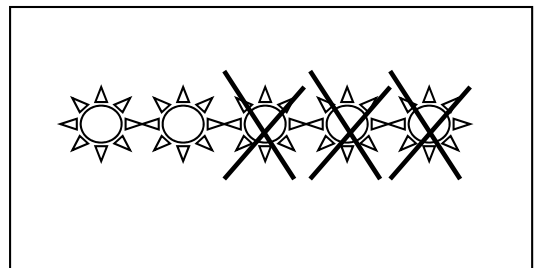
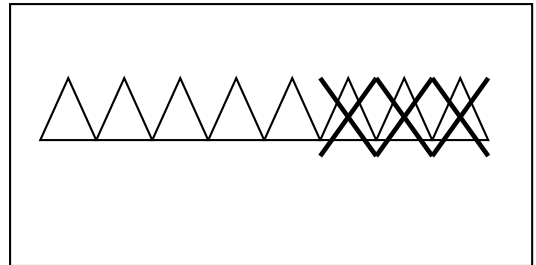
TEACHER: Super! Can't wait to see the strategies. And now, let's see what we learned today and how we learned it.

OBJECTIVES:

BLM Unit 5, TV Lesson 3

1 per student

Cicada Songs



Literature Vocabulary

sad
happy
feast
chase
bark
frighten
gobble
pounce

Math Vocabulary

Review Words

add
join
addition
subtract
separate
subtraction
strategy
compare
more than
less than
fewer than

Materials

- 20 base ten units or other counters per student
- Large plain white paper plate (to use as a storyboard) – per student
- **BLM** Cicada Songs – 1 per student (From TV Lesson if needed)
- **All Family Fun Materials**

ELPS (*English Language Proficiency Standard*)

1C, 2B, 2D, 2G, 3C, 3D, 3H

CCRS (*College and Career Readiness Standards*)

CROSS-CURRICULAR I.A.1.,
II.C.1., II.C.2., II.B.2.
ELA I.A.1., I.A.2., II.A.3., III.B.2.
MATH I.B.1., I.C.1., V.A.1.,
VIII.A.1., VIII.A.3.

Suggested Centers:

Technology

<http://www.turtlediary.com/kinder-garten-games/math-games.html>

Many interactive activities for your Kinders from recognizing numbers, to counting, to operations and word problems. Scroll down to see Word Problems.

Unit 5, Lesson 3

Kinder



Follow-up

Math Objectives:

- The student models addition (joining) and subtraction (separating). The student is expected to model and create addition and subtraction problems in real situations with concrete objects

Language Objectives:

- Listen and speak with a partner during our math activity.
- Use the math vocabulary during the activity.
- Share-write math sentences.

Practice and Application, Math

Complete the TV Lesson if needed.

Share the Family Fun Game with the students. This will be the last Family Fun Game to go home.

Suggest you once again rely on a movement activity before the Snack Fraction Activity (see lesson 2 link).

Shared or Interactive Writing Topic

Daily students will use the day's vocabulary to Share-Write a statement about the learning. Teacher has a large chart and marking pen with a question written at the top. Children give complete sentences. Encourage them to use today's vocabulary.



Explain how a math movie and a model are alike.

Objectives: Review the math and language objectives, having students tell you how they accomplished each objective.

Math Objectives

- Share a snack in half.
- Explain why each portion is half.

Language Objectives

- Explain why each portion is half.
- Share-write what is a half.

Vocabulary

Half

Fair shares

Equal pieces

Materials:

BLM Bagel and Cream Cheese Fractions Class Sheet – 1 for teacher only

- Round paper, at least 4” diameter – perhaps a small doily, for each student

Per partners:

- 1 large bagel
- 4 T cream cheese (1 T in each of 4 portion cups)
- 2 paper plates
- 2 paper towels
- 2 plastic knives
- Chart paper with question: **How do you know you each have half of the snack?**

Unit 5, Lesson 3**Snack Fractions**

Children should wash their hands before this activity if using food items.

Snack Fractions

As part of each math day, please include a quick “Snack Fraction” activity. If your district/school does not allow any snacks to be given to students, please alter the activity by providing the paper shape to be divided into fractional parts.

Objective:

Today’s snack fraction is a little different. We are going to share our snack. Then as you are enjoying your snack, I will come around to each of you and ask you to share a pretend snack with me.

Let’s look at the snack we have today. (*Show bagel*)

How many bagels are there? (1)

What shape is the bagel? (*circle*)

Here is another part of our snack (*show the cream cheese in 4 containers of 1 T each*)

I would like for you and your partner to talk and make a plan about how you can divide the 1 bagel and 4 containers of Cream Cheese so that you each have fair shares. Do NOT divide the snack until we have all talked about the plans in the room. OK, start your planning.

(As the students plan, you will need to draw on the board or chart paper as many sets of 4 rectangles and 2 circles as you have partners in the room. When all partners are ready, share their plans as follows.)

Alright, let’s talk about your plans. I have drawn some shapes on the board to represent your snacks. What do you think the large circle represents? How do you know (size and number) What do you think the small circles represent? How do you know (size and number) As you describe your plan, I will divide the pictures so we can verify whether you have planned to divide the snack into fair shares (*or let the student pairs come up and draw as they explain – your choice.*)

As each group describes, divide the snack exactly as they describe. This one shouldn’t be difficult for them. The class should verify whether the bagel and cream cheese are divided into halves by telling you in their own words either: Yes, they are halves because each partner will receive the same amount of the snack; OR No, they are not halves because one partner will have more than the other. If that is the case, tell the student partners to come up with another plan. Once all partners have shared and the class is confident that all plans will yield halves, let the students share their snack.

Kinder

Unit 5, Lesson 3

Kinder



Snack Fractions, cont.

After students have divided snacks and while they are eating their snacks, circulate the room with the class sheet on which you have written your class names, preferably arranged in partners for ease of scoring their answers. Go to each set of partners, hand each a 4" paper circle (maybe a small doily), and ask the questions of each that are marked on the Class Sheet. Give full credit when you know that students have shown an understanding of the concept – suggested answers are provided on the sheet.

Writing:

- Share-write the student answers to **How do you know you each have half of the snack?**

Objectives:

Read the objectives. How did we accomplish these in our snack fraction lesson?



Generic Family Fun Game Board

Materials Generic to All Units:

- Game Markers
- Game Cards for your Level
- Answer Key for your Level
- Game Movement Cards (white)
- Unit-specific Materials List

Playing the Game

1. Begin in one of the corner shapes. There may be more than 1 player in each starting shape. Remember where you started.
2. On your turn, draw one of your level game cards and work the problem.
3. One of the other players uses the Answer Key to check your answer. If correct, draw a movement card and move the given places
 - Forward movement in a clockwise direction.
 - Backward movement in a counter clockwise direction.If incorrect, do not move.
4. Game is over when the first person runs the entire track, ending back on the starting shape.



Move forward 1 space	Move forward 1 space	Move forward 1 space
Move forward 1 space	Move forward 1 space	Move forward 1 space
Move forward 2 spaces	Move forward 2 spaces	Move forward 2 spaces
Move back 1 space	Move back 1 space	Move back 1 space
Move forward 3 spaces	Move forward 2 spaces	Move forward 3 spaces

Units 1 – 2 – 3 -- FAMILY FUN

One per student for home

One per partner pair in class



Print on white paper.

Family Fun – Movement Cards

Avanza un espacio	Avanza un espacio	Avanza un espacio
Avanza un espacio	Avanza un espacio	Avanza un espacio
Avanza 2 espacios	Avanza 2 espacios	Avanza 2 espacios
Retrocede 1 espacio	Retrocede 1 espacio	Retrocede 1 espacio
Avanza 3 espacios	Avanza 3 espacios	Avanza 3 espacios

BLM Kinder Unit 5, Follow-Up Lesson 3

Family Fun Game Cards

Printed in Pink—1 set per partners for class; 1 set per student for home. (There are 2 pages of cards.)

All cards are review. This is a total review unit.

A.

There were 8 baby ducks in the pond. 3 baby ducks waddled out of the pond. How many baby ducks stayed in the pond?

B.

There were 2 lines of baby ducks. One line had 5 baby ducks. The other line had 4 baby ducks. How many baby ducks were there?

C.

6 baby ducks cracked out of their eggs. Then 3 more baby ducks cracked out of their eggs. How many baby ducks were there?

D.

There were 10 kernels of corn. Mouse ate 7 of them. How many kernels of corn were left?

E.

Mouse ate 3 kernels of corn. Then he ate 5 kernels of corn. How many kernels of corn did Mouse eat?

F.

Cicada counted 8 crumbs. She ate 7 of them. How many crumbs were left?

G

Use your beans to model

$$7 + 3$$

Show the number card for your answer.

H.

Use your beans to model

$$7 - 4$$

Show the number card for your answer.

I. We will share this sandwich. What do you call your portion? How do you know these parts are halves?

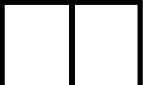


BLM Kinder Unit 5, Follow-Up Lesson 3

Family Fun Game Cards

Printed in Pink–1 set per partners for class; 1 set per student for home. (There are 2 pages of cards.)

All cards are review. This is a total review unit.

<p>A. Había 8 patos bebés en el estanque. 3 patos bebés salieron del estanque. ¿Cuántos patos bebés se quedaron en el charco?</p>	<p>B. Había dos líneas de patos bebés. Una línea tenía 5 patos bebés y otra línea tenía 4 patos bebés. ¿Cuántos patos bebés había?</p>	<p>C. 6 patos bebés salieron del huevo. Luego 3 más patos bebés salieron del huevo. ¿Cuántos patos bebés había?</p>
<p>D. Había 10 granos de maíz. Ratón se comió 7 de ellos. ¿Cuántos granos de maíz quedaron?</p>	<p>E. Ratón se comió 3 granos de maíz. Luego se comió 5 granos de maíz. ¿Cuántos granos de maíz comió Ratón?</p>	<p>F. Chicharra contó 8 migas. Luego se comió 7 de ellas. ¿Cuántas migas quedaron?</p>
<p>G Usa tus frijoles para modelar $7 + 3$ Muestra la carta del número de la respuesta.</p>	<p>H. Usa tus frijoles para modelar $7 - 4$ Muestra la carta del número de la respuesta.</p>	<p>I. Compartiremos este sándwich. ¿Como le llamas a tu porción? ¿Como sabes que las partes son mitades? </p>

J. Name this coin.



K. Name this coin.



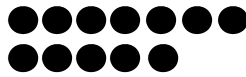
L Name this coin.



M. Name this coin.



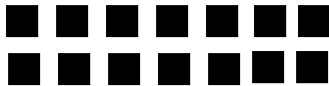
N.
Point to the group that has more.



O.
Point to the group that has fewer stars.



P. Show me the number card that tells you how many objects are in this set.



Q. Show me the number card that tells you how many objects are in this set.



R.
Count out 15 beans.
Now show the number card that tells you how many beans you have.

J. Di el nombre de esta moneda.



K. Di el nombre de esta moneda.



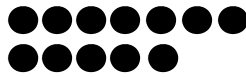
L Di el nombre de esta moneda.



M. Di el nombre de esta moneda.



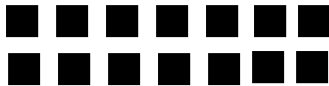
N.
Señala cuál grupo tiene más.



O.
Señala cuál grupo tiene menos estrellas.



P. Muestra la carta de número que dice cuántos objetos hay en este conjunto.



Q. Muestra la carta de número que dice cuántos objetos hay en este conjunto.



R.
Cuenta 15 frijoles. Muestra la carta del número de la respuesta.

Materials:

- Pink Family Fun Problem Cards (Kinders)
- Special Instructions (Kinders)
- Number Card Set in a Bag 0 – 20
- Coin set – 1 penny, 1 nickel, 1 dime, 1 quarter
- All-level Answer Key for Unit 5
- 20 beans in a bag to use as counters
- Family Fun Game Board (at home)
- Family Fun Movement Cards (at home)
- Game Markers – 1 for each player

Solution Expectations – This is a total review unit, therefore all are review skills**Problems A – F**

- Students are expected to use their counters to model the problems, then tell you the answer.

Problems G – H

- Students are expected to model the number problem, then use a number card to tell you many objects are in the answer set. (G) Student must show you 7 beans in 1 group and 3 beans in another, but the beans in each group can be in any pattern. (H) Student counts out 7 beans, then removes 4 of them.

Problem I –

- Students are expected first to tell you what to call one portion. The child may use: “fair shares,” OR “halves,” OR one of two equal pieces.” The child is then to tell you how they know the sandwich is divided into halves. They may say: “they (the pieces) are fair shares,” OR “there are 2 equal pieces,” OR “if 2 people shared the sandwich, they would each get the same amount,” OR any other explanation that lets you know they understand that halves means 2 equal pieces of the whole.

Problems J – M

- Students are expected to name the coin pictured.

Problems N – O

- Students are expected to be able to recognize the group with more (problem N) and the group with fewer (problem O)

Problem P-Q

- Students are expected to count out the given number and identify with a number card.

Problem R

- Students are expected to count out the 15 beans. The beans can be in any arrangement on the table as long as there are 15 of them. They are then to show the number card 15.

Materiales:

- Cartas de problemas de Diversión Familiar rosadas (para kínder)
- Instrucciones especiales (kínder)
- Juego de cartas de números del 0 al 20 en una bolsa.
- Juego de monedas – 1 centavo, 1 moneda de 5 centavos, 1 moneda de 10 centavos, 1 moneda de 25 centavos
- Guía de respuestas para todos los niveles para la Unidad 5
- 20 frijoles en una bolsa para usar como contadores
- Tablero de juego de Diversión Familiar (en casa)
- Cartas de movimiento de Diversión Familiar (en casa)
- Piezas de juego - 1 para cada jugador

Expectativas de solución—Es un repaso de toda la unidad, así que se repasan todas las destrezas**Problemas A – F**

- Se espera que los estudiantes usen sus contadores para modelar los problemas, y luego le digan la respuesta.

Problemas G – H

- Se espera que los estudiantes modelan el problema de números, y luego le muestran la carta que dice cuántos objetos hay en la respuesta. (G) El estudiante le mostrará 7 frijoles en un grupo y 3 frijoles en otro grupo, pero los frijoles pueden estar en cualquier patrón. (H) El estudiante cuenta 7 frijoles, y luego quita 4 de ellos.

Problema I –

- Se espera que los estudiantes digan cómo llamar a una porción. El estudiante puede usar: “partes justas” O “mitades”, O “una parte de dos partes iguales”. Luego, el estudiante le dice cómo sabe que el sándwich se ha dividido en mitades. Puede decir: “Son partes justas” O “Hay 2 partes iguales” O “Si dos personas comparten el sándwich, cada uno tendrá la misma cantidad” O cualquiera otra explicación que le deja saber que entiende que mitades significa que son 2 partes iguales de un entero.

Problemas J – M

- Se espera que los estudiantes digan el nombre de la moneda dibujada.

Problemas N – O

- Se espera que los estudiantes señalen cuál grupo de objetos tiene más (problema N) y el grupo con menos (problema O)

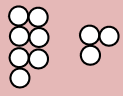
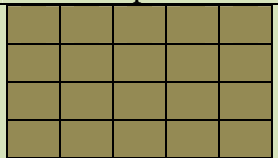

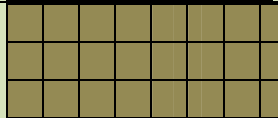
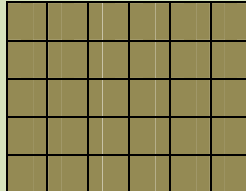


Problemas P-Q

- Se espera que los estudiantes usen una carta de número para decir cuántos objetos hay en el conjunto.

Problema R

BLM All-School Unit 5, Lesson 3

Family Fun Game Answer Key

Problem Letter	Kinder	1-2	3-4	5-6	7-8
A	5 baby ducks	23	10	0.5	3 units
B	9 baby ducks	39	6	$8\frac{1}{8}$	1 unit
C	9 baby ducks	70	48	\$0.01	2 units
D	3 kernels	37	8 cells	1,111,111,110	50%
E	8 kernels	6	6 bees	54.657 grams salt	50%
F	1 crumb	17	40 plants	11.92% chemical B	75%
G	 10	21		\$27.45 tax	20
H		66		\$350 tip	32.5
I	Half OR one of 2 equal pieces OR fair shares. (See Kinder Special Instructions for answer to second part.)	$\frac{1}{8}$		\$90 interest	18
J	Dime	Cut the cake into 8 shares	5.21	\$230 charged	\$5.00 earned
K	Penny	Yes. There are 2 equal pieces	$5 \times 7 = 35$ $7 \times 5 = 35$ $35 \div 7 = 5$ $35 \div 5 = 7$	3 cups cashews	\$6.00 earned
L	Nickel	8	xx xx xx xx xx xx	10% tip	\$16.74 total bill with tip
M	Quarter	$4 + 5 = 9$	Eleven and seven hundredths	False. Scale factor not consistent	\$3.00 tip
N	Top group	$12 - 2 = 10$	 $\frac{2}{4}$  $\frac{4}{8}$	True. Scale factor = $(\div 4)$ or $(\times \frac{1}{4})$	\$11.10 tip
O	Bottom group	12	0.3	120 cotton balls: 1 bag	\$6.97
P	14	9	Line closest to 0	48 babies	\$20.00 retail
Q	9	7, 3	Line in the middle	$\frac{12}{12}$ or 1 whole	\$22.50 sales price
R	15 beans Card 15	$9 + 5 = 14$ $5 + 9 = 14$ $14 - 9 = 5$ $14 - 5 = 9$	Between 0.5 and 0.75, closer to 0.75	$2\frac{7}{15}$	\$9.00 sales price

- Se espera que los estudiantes cuenten 15 frijoles. Los frijoles pueden estar en cualquier arreglo en la mesa con que haya 15 de ellos. Luego, muestran la carta con el número 15.

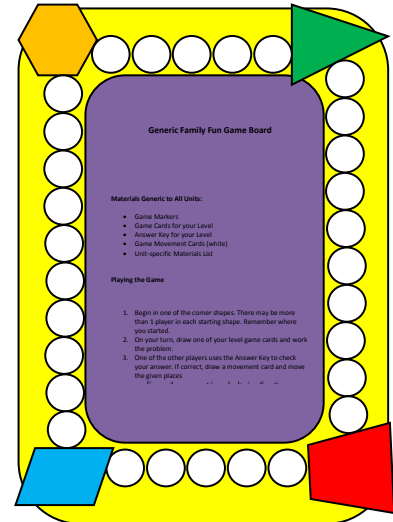
Family Fun – Kinder, Unit 5 Lesson 3



Dear Family,

We have our family fun game today.
This will be the last game for the summer.

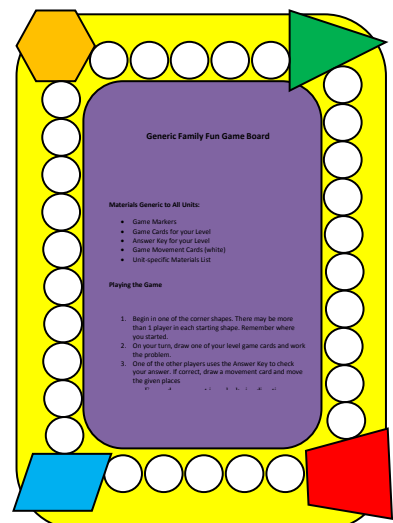
Sincerely,



Querida familia,

Hoy vamos a jugar el juego de diversion familiar.
Es el último juego del verano.

Atentamente,



FAMILY FUN Involvement



Overview for Unit 5, *Muu, Moo! Animal Nursery Rhymes*

This overview will provide a one-page view of the suggested Family Fun Activities for this unit, as well as other opportunities provided for Family Involvement.

Lesson 1

- Vocabulary Cards so students can practice language and math vocabulary at home.
- Unit 5, Lesson 1 Letter giving parents the name of the literature book.

Lesson 2

- Family Fun Unit 5 Lesson 2 Letter telling parent the math the students are studying this unit.

Lesson 3

- Family Fun Unit 5, Lesson 3 attached to the Family Fun Game supplies

Enrichment Suggestions

- On-line math games, and art projects are provided for your selection.

This portion of the curriculum, although NOT required, should be used as needed to supplement and enrich the Unit's activities.

Family Fun Suggestions:

- Movement Song and Dance ideas to send home

Possible Centers from Enrichment Suggestions:

- **Math Game** – online games
- **Art Project** – Select a nursery rhyme art project

ENRICHMENT Suggestions

Kinder



Unit 5 Muu, Moo! Animal Nursery Rhymes

MATH WALK

Take a poetry walk around your campus to observe and record sensory images – the sights, sounds, smells, textures of nature. Students could be given a special bound book in which to start their journal of observations. Some of your students will be able to write words to express their observations. Others will need to draw pictures of what they sense. For more information, see <http://www.readingrockets.org/article/48491/>

Technology Connections

- **Math Practice** – Comparing (more, less, greater, fewer)
<http://www.coolmath-games.com/0-feed-fribbit-addition/index.html> <http://www.coolmath-games.com/0-feed-fribbit-subtraction/index.html>
<http://www.coolmath-games.com/0-number-twins/index.html>
- **Science Connection**
<http://www.reifelbirdsanctuary.com/hatch.pdf>
Full unit on bird life cycle for Kinders
- **Social Studies Connection**
<http://www.easyfunschool.com/article1088.html>
http://www.hubbardscupboard.org/nursery_rhyme_activities.html ideas for rotating centers

More Curriculum Connection Ideas off the Web

- **Health/Physical Ed Connection**
Animal-type Action Games:
http://www.ehow.com/info_7919086_kids-animal-games.html
Movements Songs and Dances:
<http://www.songsforteaching.com/movement.htm>
- **Art Connection**
http://www.perpetualpreschool.com/preschool_themes/nursery/nursery_rhyme_art.htm many art/craft ideas based on nursery rhymes



<p>Math Objectives (TV1)</p> <ul style="list-style-type: none"> • The student models addition (joining) and subtraction (separating). The student is expected to model and create addition and subtraction problems in real situations with concrete objects • Compare sets of objects up to at least 20 in each set using comparative language. • Use comparative language to describe two numbers (up to 20) represented as written numerals <p>(TV2) Easy-to deliver review with a color page</p> <ul style="list-style-type: none"> • The student models addition (joining) and subtraction (separating). The student is expected to model and create addition and subtraction problems in real situations with concrete objects 	<p>Materials (TV1)</p> <ul style="list-style-type: none"> • 20 base ten units per student • OR 20 Duck Counters (these are candies, but act like counters – these are OPTIONAL – can use base ten units and pretend they are ducks) http://www.beau-coup.com/bulk-duck-sweet-tart-candy.htm • Number cards 1-12 –1 set per student • Yellow crayon or highlighter – per student • Large plain white paper plate (to use as a storyboard) – per student • BLM – Ducky Problems – teacher only • BLM Ducky Problems Record Sheet – 1 per student <p>(TV2)</p> <ul style="list-style-type: none"> • 20 base ten units or other counters per student • crayons • Large plain white paper plate (to use as a storyboard) – per student • BLM TEACHER Showy Rooster Math – teacher only • BLM Showy Rooster Math DISPLAY PARTS – teachers only & to display in room • BLM Showy Rooster Math Record Sheet – 1 per student • BLM – Showy Rooster Math Colorful Rooster – 1 per student
<p>Differentiate</p> <p>Differentiating comes in your choice of which lesson to teach. You will also want to choose activities in the Daily Routines that teach/review the skills you need for your Kinder students to learn/review.</p>	
<p>Snack Fraction Notice</p> <p>All snack fractions are common throughout the grade bands. All grade bands have daily snack fraction activities provided. All snack fractions for a unit in a specific grade band will practice the same set of skills. Therefore, you may choose from any of the 3 activities. Lesson 2 has been suggested for it's ease of delivery.</p> <p>NOTE: This unit is very different. As students enjoy their snacks, you will ask them specific questions about and have them demo halves.</p>	<p>Family Fun</p> <ul style="list-style-type: none"> • BLM Family Fun Game board • BLM Kinder Special Instructions • BLM Family Fun Movement Cards • BLM Family Fun Problem Cards (pink) • BLM Family Fun Answer Key – all levels • Game markers (1 per family member) <p>Snack Fractions – TV lesson 2</p> <p>Materials per partner:</p> <p>BLM Crackers and Nutella Fractions Class Sheet – 1 for teacher only</p> <ul style="list-style-type: none"> • 4 x 4 piece of paper for each student • 4 graham crackers (full sheets) • 2 T Nutella (1 T in each of 2 portion cups) • 2 paper plates • 2 paper towels • 2 plastic knives • Chart paper with question: How do you know you each have half of the snack?



QUESTIONING

As a result of this lesson, your students should be able to respond to the following:

- What math movie do you see when you hear this problem?
- What do you know?
- What do you want to know?
- Model the math movie with your materials.
- What picture can you draw to describe the math movie?
- Explain your strategy.

Math Vocabulary

(Repeat vocabulary) add, addition, join, subtract, separate, strategy, compare, more than, less than, fewer than

CGI Problem

- Part-Whole, Whole Unknown (Assessment Item 5)
- Subtraction, Result Unknown (Assessment Item 4)
- Join, Result Unknown (Assessment Item 6)

Journal Writing

Explain what a math movie is.

Family Fun (A generic game board is being used in all grade levels, differentiated by game cards specific to the grade level.) All cards are review cards this unit. This is the last Family Fun Game to go home. Please be sure the Kinder cards are printed on pink cardstock.

Snack Fractions - Lesson 1

Laughing Cow Cheese Wedge is the simplest snack to transport.

Assessment – Students will be introduced to and practice skills for items
Kinder – 1, 2, 3, 4, 5, 6, 7, 8

Kinder

Unit 6 Simple Machines

Overview

This is a quick snapshot of the three math lessons for this unit. For detailed instructions, balance literacy objectives/extended activities, enrichment ideas refer to the complete lesson plans for each lesson. Notice that the Classroom Lesson has been divided into the Language portion and the Transition to Math portion.

Lesson Segment	Math Objectives	Language Objectives	Activity	Materials	Blackline Masters
Unit 6 Daily Routine Lesson 1 30 – 45 minutes	ESSENTIAL Post – ASSESSMENT Today OPTIONAL <ul style="list-style-type: none"> None today 	ESSENTIAL Post – ASSESSMENT Today OPTIONAL <ul style="list-style-type: none"> None today 	ESSENTIAL Post – ASSESSMENT Today OPTIONAL <ul style="list-style-type: none"> None today Money Matters was written only for units 1 – 5.	ESSENTIAL <ul style="list-style-type: none"> Materials needed for the Kinder Post Assessment OPTIONAL None today	ESSENTIAL <ul style="list-style-type: none"> BLM Kinder Post Assessment BLM CGI Problems – teacher only OPTIONAL <ul style="list-style-type: none"> None today
Unit 6 Classroom Lesson 1 1 to 1.5 hour (divided between Language and Transition to Math Lessons)	<ul style="list-style-type: none"> Measure and compare distance and height. Add and Subtract. Explain your strategies. 	Reading Language Objectives <ul style="list-style-type: none"> Listen: Listen to the reading selections. Make observations about the simple machines you see. Speak: Discuss simple machines, where you find them and how they are used. Read: Read the vocabulary words and sort the simple machines into groups. Write: Share-Write Important Things to Know about the problem to solve. Science Objectives:	Language Simple Machines by Deborah Hodge (class set) Investigate simple machines through sorting activity, and reading various investigations. Reading Vocabulary <ul style="list-style-type: none"> levers wheels and axles pulley screw wedge incline plane simple machines engineer 	Language Samples of Simple Machines The following are suggestions – find as many as you can of these or other examples to bring to school. <ul style="list-style-type: none"> Levers – Broomstick and chair, bottle opener, shovel, stapler, pair of scissors, pliers, a primary balance, narrow board and a small sturdy round object such as a fat pencil. Have 2 items of different weights that you can balance on the narrow board to 	Language BLM Vocabulary cards BLM Problem Poster

	<ul style="list-style-type: none"> • Identify and demonstrate safe practices including wearing safety goggles, washing hands, and using materials appropriately. • Collect information using tools. • Observe and describe the location of an object in relation to another such as above, below, behind, in front of, and beside. • Observe and describe the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, fast and slow. 		<p>demonstrate how a lever can move the heavier weight</p> <ul style="list-style-type: none"> • Wheel and axle – large toy truck, rolling pin, wagon, old hand-crank egg beater, crank pencil sharpener • Pulley – assorted pulleys, window blind, marine pulley, bring some spools of thread and a pencil • Inclined plane – board and something to raise it to a ramp • Screw – very large screw or bolt, cork screw, plastic screw-top lid and jar. • Wedge - door stop, plastic knives, scrapper, incline pillow, horse shoe nail, knitting needles, shark tooth, tire wedge • Inclined plane – several different sized board or stiff materials that can be used to create ramps. Be sure one is small enough that can be used as a lever 	
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		<p>Math Language Objectives</p> <ul style="list-style-type: none"> • Read numbers. • Explain how you know how many objects are in a group. • Use comparative language to describe two numbers up to 20 represented as written numerals. 	<p>Math</p> <p>Building Background Identify the number with appropriate number cards 0-20</p> <p>Vocabulary Summer word wall</p>	<p>Math</p> <ul style="list-style-type: none"> • 20 Inchworms – per student • Stuffed cat – 1 per pair students • 5 feet of string – per student • Small side table (or student desks would do) • Class hundreds chart – 1 for class • Chart paper and marker titled: Important Things to Know 	<p>Math</p> <ul style="list-style-type: none"> • BLM Problem Poster (1 large copy for the classroom)
<p>Unit 6 TV Lesson 1 30 minutes</p>	<ul style="list-style-type: none"> • Measure and compare distance and height. • Add and subtract to find measurements. • Explain your strategies. 	<ul style="list-style-type: none"> • Listen: Listen to the reading selections. Make observations about the simple machines you see. • Speak: Discuss simple machines, where you find them and how they are used. • Read: Read the vocabulary words and sort the simple machines into groups. • Write: Share-Write Important Things to Know about the problem to solve. <p>Science Objectives:</p> <ul style="list-style-type: none"> • Identify and demonstrate safe practices including wearing safety goggles, washing hands, and using materials appropriately. • Collect information 	<p>Building Background Explain the EIE process</p> <p>Vocabulary Building Summer word wall</p> <p>Mathematics Demonstrate the 3 investigations</p>	<p>Long list of needs – see investigations:</p> <ul style="list-style-type: none"> • Wacky Wheels, p 8 • Going Up! P 14 • Penny Life, p 20 	<ul style="list-style-type: none"> • BLM List from the Classrooms (1 copy) • BLM Activity Observation Checklist (2 sheets per student- 1 for TV Lesson and 1 for Follow-up)

<p>Unit 6 Follow-up and Snack Fraction 1 .5 to 1 hour</p>	<ul style="list-style-type: none"> • Measure and compare distance and height. • Add and subtract to find measurements. • Explain your strategies. 	<ul style="list-style-type: none"> • using tools. • Observe and describe the location of an object in relation to another such as above, below, behind, in front of, and beside. • Observe and describe the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, fast and slow. 	<ul style="list-style-type: none"> • Listen: Listen to classmates and teacher. • Speak: Discuss the experiments you saw on the TV. • Read: Read the observation checklist • Write: Share-Write possible solutions to the problem. 	<p>Finish any TV problems.</p> <p>Students make a set that teacher verbally gives.</p>		<ul style="list-style-type: none"> • Long list of needs – see investigations: <ul style="list-style-type: none"> • Wacky Wheels, p 8 • Going Up! P 14 • Penny Life, p 20 	<p>BLM Activity Observation Checklist (from TV lesson and a new one for each student)</p>	<p>None today</p>
	<p>Share a snack in half. Explain why each portion is half</p>	<p>Explain why each portion is half. Share-write what a half is.</p>	<p>SNACK FRACTIONS Building Background Teacher explains activity.</p> <p>Vocabulary half fair share equal pieces</p> <p>Snack Fractions will be simple during this unit because of the extensive project design in the main unit. Students simply share</p>	<p>Per group of 4:</p> <ul style="list-style-type: none"> • one 8.5 x 5.5 sheet of paper (whole duplicating sheet cut in half) per group of 4 • Energy Snack Mix (you may have the students mix this, in which case you need all of the measuring cups, spoons, bowls and mixing spoons; or you may pre-mix and give the groups of 4 the pre-mixed 				

			<p>and answer orally administered questions.</p>	<p><i>ingredients in a quart plastic bag.)</i></p> <ul style="list-style-type: none"> <input type="radio"/> 1 cup choc chips <input type="radio"/> ½ c oatmeal <input type="radio"/> ½ c crunchy peanut butter <input type="radio"/> ½ c nuts <input type="radio"/> 1 T honey <input type="radio"/> Wheat germ (optional) <ul style="list-style-type: none"> • Quart Ziploc bags • 4 paper plates • 4 paper towels • 4 plastic knives • Chart paper with question: How do you know you each have half of the snack? 	
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Lesson Segment	Math Objectives	Language Objectives	Activity	Materials	Blackline Masters
Unit 6 Daily Routine Lesson 2 30 – 45 minutes	ESSENTIAL <ul style="list-style-type: none"> Count days in school with straws, and with pennies. Solve math word problems. Measure using non-standard units of measure (coins). OPTIONAL <ul style="list-style-type: none"> Recite the days of the week. See patterns on and read a calendar. 	ESSENTIAL <ul style="list-style-type: none"> Use formal and informal vocabulary to discuss activities. Explain solution strategies. Recognize and identify coins. Explain the measuring process. OPTIONAL <ul style="list-style-type: none"> Recite the days of the week, months of the year. 	ESSENTIAL <ul style="list-style-type: none"> Straws Pennies CGI Measurement OPTIONAL <ul style="list-style-type: none"> Calendar Vocabulary Building <p>Money Matters completed in Unit 5</p>	ESSENTIAL <ul style="list-style-type: none"> Big Money Coins (penny, nickel, dime, quarter) or flannel board oversized coins Coins for the counting the days in school with Pennies Sets of 20 straws and bands per student 	ESSENTIAL BLM CGI Problems (Lesson 1) – teacher only
Unit6 Classroom Lesson2 1 to 1.5 hour	<ul style="list-style-type: none"> Measure and compare distance and height. Add and subtract to find measurements. Explain your strategies. 	Reading Language Objectives <ul style="list-style-type: none"> Listen: Listen to the reading selections. Make observations about the simple machines you see. Speak: Discuss simple machines, where you find them and how they are used. Read: Read the vocabulary 	Language <i>Simple Machines</i> by Deborah Hodge Investigate simple machines through sorting activity, and reading various investigations. Reading Vocabulary	Language Samples of Simple Machines from lesson 1	Language <ul style="list-style-type: none"> EiE Engineering Process Poster(s) http://www.eiestore.com/posters.html BLM Problem Poster from Lesson 1

<p>Unit 6 TV Lesson2 30 minutes</p>	<ul style="list-style-type: none"> • Measure and compare distance and height. • Add and subtract to find measurements. 	<p>words and sort the simple machines into groups. Write: Share-Write Important Things to Know about the problem to solve.</p> <ul style="list-style-type: none"> • Listen: Listen to the reading selections. Make observations about the simple machines you see. • Speak: Discuss simple machines, where you find them and how they are used. • Read: Read the vocabulary words and sort the simple machines into groups. • Write: Share-Write Important Things to Know about the problem to solve. 	<ul style="list-style-type: none"> • levers • wheels and axles • pulley • screw • wedge • incline plane • simple machines • engineer <p>Language Simple Machines by Deborah Hodge</p> <p>Investigate simple machines through sorting activity, and reading various investigations.</p> <p>Reading Vocabulary</p> <ul style="list-style-type: none"> • levers • wheels and axles • pulley • screw • wedge • incline plane • simple machines • engineer 	<p>Materials for Transition to Math Lesson</p> <ul style="list-style-type: none"> • 20 Inchworms – per student • 1 16 oz. water bottle - per student • 5 feet of string – per student • Straight-back chair (or desk chair, but no rollers) 1 for class • Small side table • Class hundreds chart – 1 for class • Chart paper and marker titled: Important Things to Know 	<p>Language BLM Vocabulary cards (Lesson 1) BLM Problem Poster (from Lesson 1)</p>
		<p>Building Background Begin planning process</p> <p>Vocabulary Building Summer word wall</p> <p>Mathematics</p>	<ul style="list-style-type: none"> • Chart paper with prepared “plan” of your technology. Be sure that your measurement of distance between the water and the 	<ul style="list-style-type: none"> • BLM Poster Plan Element Guide –teacher only • BLM – Things to Include in your Plan – teacher only • BLM Improvement Checklist - 1 per student (Students will 	

<p>Unit 6 Follow-up and Snack Fraction 2 .5 to 1 hour</p>	<ul style="list-style-type: none"> • Measure and compare distance and height. • Add and subtract to find measurements. • Explain your strategies 	<ul style="list-style-type: none"> • Listen: Listen to classmates and teacher. • Speak: Discuss the experiments you saw on the TV. • Read: Read the observation checklist • Write: Share-Write possible solutions to the problem. <p>Science Objectives:</p> <ul style="list-style-type: none"> • Identify and demonstrate safe practices including wearing safety goggles, washing hands, and using materials appropriately. • Collect information using tools. • Observe and describe the location of an object in relation to another such as 	<p>Generate a plan for the technology development.</p>	<p>chair is 2 feet – TV teacher only</p> <ul style="list-style-type: none"> • Several inclined plains • Ball of twine or string • Qt. milk carton, cut in half • 2 long colored pencils • Scissors • 4 spools of thread • 1 spool without thread • Ribbon • Stacks of books • (any other materials that are in your plan) 	<p>need this again in Lesson 3)</p> <ul style="list-style-type: none"> • BLM Activity Observation Checklist (2 copies per student – one for TV Lesson and one for Follow-up Lesson)
			<p>Building Background Begin planning process</p> <p>Vocabulary Building Summer word wall</p> <p>Mathematics Generate a plan for the technology development.</p>	<p>The rest of the supplies depend upon the grouping in your room. These must be available to each group working on the project.</p> <ul style="list-style-type: none"> • Several inclined plains • Ball of twine or string • Qt. milk carton, cut in half • 2 long colored pencils • Scissors • 4 spools of thread • 1 spool without thread • Ribbon • Stacks of books 	<ul style="list-style-type: none"> • BLM Improvement Checklist completed in TV Lesson. They will need this again during TV Lesson 3. • BLM Improvement Checklist – 1 per student (Students will need this again during TM of Lesson 3) • BLM Activity Observation Checklist (2 copies – 1 for TV Lesson and 1 for Follow-up)

		<p>above, below, behind, in front of, and beside.</p> <ul style="list-style-type: none"> Observe and describe the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, fast and slow. 		<ul style="list-style-type: none"> (any other materials that are in your plan) Small plastic yogurt container Piece of string 3 times as long as the board Toy car 20 or more marbles /pennies 	
	<p>Share a snack in half. Explain why each portion is half</p>	<p>Explain why each portion is half. Share-write what is a half</p>	<p>SNACK FRACTIONS Building Background While students share with a partner, teacher walks around with a 4 x 4 paper to have students fair share the paper with teacher, explain what fractional part each has and why students knows the fair shares are halves.</p> <p>Vocabulary half fair share equal pieces</p>	<p>Per partner:</p> <ul style="list-style-type: none"> Turkey Wraps <ul style="list-style-type: none"> 1 oz. turkey 1 piece Swiss cheese 1 leaf lettuce 1 T cranberry relish 1 burrito-size tortilla 2 paper plates 2 paper towels 2 plastic knives Chart paper with question: How do you know you each have half of the snack? 	

<p>Unit 6 Daily Routine Lesson 3</p> <p>30 – 45 minutes</p>	<p>ESSENTIAL</p> <ul style="list-style-type: none"> Count days in school with straws, and with pennies. Solve math word problems. Measure using non-standard units of measure (coins). <p>OPTIONAL</p> <ul style="list-style-type: none"> Recite the days of the week. See patterns on and read a calendar. 	<p>ESSENTIAL</p> <ul style="list-style-type: none"> Use formal and informal vocabulary to discuss activities. Explain solution strategies. Recognize and identify coins. Explain the measuring process. <p>OPTIONAL</p> <ul style="list-style-type: none"> Recite the days of the week, months of the year. 	<p>ESSENTIAL</p> <ul style="list-style-type: none"> Straws Pennies CGI Measurement <p>OPTIONAL</p> <ul style="list-style-type: none"> Calendar Vocabulary building <p>Money Matters completed in Unit 5</p>	<p>ESSENTIAL</p> <ul style="list-style-type: none"> Big Money Coins (penny, nickel, dime, quarter) or flannel board oversized coins Coins for the counting the days in school with Pennies Coin sets of Nickels, Quarters, Dimes - 1 set per student <ul style="list-style-type: none"> 20 nickels 12 quarters 15 dimes Sets of 20 straws and bands per student <p>OPTIONAL</p>	<p>ESSENTIAL</p> <p>BLM CGI Problems (Lesson 1)– teacher only</p> <p>OPTIONAL</p> <ul style="list-style-type: none"> BLM Number Cards through the number of days you have been in school. (set for all students)
<p>Unit 6 Classroom Lesson 3</p> <p>1 to 1.5 hour</p>	<ul style="list-style-type: none"> Measure and compare distance and height. Add and subtract to find measurements. Explain your strategies 	<p>Reading Language Objectives</p> <ul style="list-style-type: none"> Listen: Listen to the reading selections. Make observations about the simple machines you see. Speak: Discuss simple machines, where you find them and how they are used. Read: Read the vocabulary words and 	<p>Language Simple Machines by Deborah Hodge</p> <p>Students make “Funny Face” investigation.</p> <p>Reading Vocabulary</p> <ul style="list-style-type: none"> levers wheels and axles pulley screw 	<p>Language</p> <ul style="list-style-type: none"> Samples of Simple Machines from earlier lessons Funny Face materials <ul style="list-style-type: none"> 1 carrot per pair cut into 2 rounds and multiple wedges (even number please) in various sizes (put in Baggie) – see p 26 for examples 1 apple such as 	<p>Language</p> <ul style="list-style-type: none"> EiE Engineering Process Poster(s) http://www.eistore.com/posters.html

<p>Unit 6 Classroom Lesson 3</p> <p>1 to 1.5 hour</p>	<ul style="list-style-type: none"> • Measure and compare distance and height. • Add and subtract to find measurements. • Explain your strategies • Measure and compare distance and height. • Add and subtract to find measurements. • Explain your strategies 	<p>sort the simple machines into groups.</p> <ul style="list-style-type: none"> • Write: Share-Write Important Things to Know about the problem to solve. 	<ul style="list-style-type: none"> • wedge • incline plane • simple machines • engineer 	<p>McIntosh – per student</p> <ul style="list-style-type: none"> • 1 paring knife for teacher • 1 potato peeler for teacher • 1 large whole carrot per teacher • Make 1 wedge for each student that you hold back – it should be ¼ of the carrot round. • Paper towels • Paper plates – 1 per student • Teacher example premade of a funny face • Big chart paper tablet 	
<p>Unit 6 Classroom Lesson 3</p>	<p>Reading Language Objectives</p> <ul style="list-style-type: none"> • Listen: Listen to the reading selections. Make observations about the simple machines you see. • Speak: Discuss simple machines, where you find them and how they are used. • Read: Read the vocabulary words and sort the simple machines into groups. <p>Write: Share-Write Important Things to Know about the problem to solve.</p>	<p>Language Simple Machines by Deborah Hodge</p> <p>Investigate simple machines through sorting activity, and reading various investigations.</p> <p>Reading Vocabulary</p> <ul style="list-style-type: none"> • levers • wheels and axles • pulley • screw • wedge • incline plane • simple machines • engineer 	<p>Building Background Learn view Azulito’s technology</p> <p>Vocabulary Building</p>	<p>20 inchworms per student</p>	<p>Language</p> <ul style="list-style-type: none"> • EiE Poster • BLM Problem Poster (Lesson 1) • BLM Improvement Checklist (students’ copies from Lesson 2)
<p>Unit 6 TV Lesson 3</p>		<p>Explain solution strategies. Use the math vocabulary during the activity.</p>			<ul style="list-style-type: none"> • BLM Improvement Checklist that Azulito completed Lesson 2 – TV

<p>30 minutes</p>			<p>Summer vocabulary Mathematics Critique technology</p>	<ul style="list-style-type: none"> • Teacher only prepared “plan” of your technology that you completed for Lesson 2. TV Teacher only • BLM Improvement Checklist -1 per student (students’ copies from Lesson 2) • BLM Azulito’s Project Math – 1 per student
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<p>Unit 6 Follow-up and Snack Fraction Lesson 3</p> <p>.5 to 1 hour</p>	<ul style="list-style-type: none"> • Measure and compare distance and height. • Add and subtract to find measurements. • Explain your strategies 	<ul style="list-style-type: none"> • Listen and speak with a partner during our math activity. • Use the math vocabulary during the activity. • Share-write math sentences. 	<p>Solve Azulito's Math Problems Explain your strategies.</p>	<ul style="list-style-type: none"> • 20 inchworms per student 	<ul style="list-style-type: none"> • BLM Improvement Checklist – 1 per student • BLM Azulito's Project Math (begun in TV Lesson)
	<p>SNACK FRACTIONS</p> <p>Share a snack in half. Explain why each portion is half.</p>	<p>SNACK FRACTIONS</p> <p>Explain why each portion is half. Share-write what a half is.</p>	<p>SNACK FRACTIONS</p> <p>Building Background Teacher demo of halves</p> <p>Vocabulary half fair share equal pieces</p>	<p>SNACK FRACTIONS</p> <p>Materials:</p> <p>Per partner:</p> <ul style="list-style-type: none"> • 1 personal pan pizza • 2 individual servings fruit juice • 2 paper plates • 2 paper towels • 2 plastic knives • Chart paper with question: How do you know you each have half of the snack? 	<p>SNACK FRACTIONS</p> <ul style="list-style-type: none"> • none

LesProject SMART/Math MATTERS 2014

Grade Level: Kinder

Unit 6 / Lessons 1 – 2 - 3

Daily Routine Math Objectives:

ESSENTIAL Activities

Count objects, group in ones and tens.

Model and solve oral word problems.

Recognize and name coins (penny, nickel, dime, quarter).

OPTIONAL Activities:

Read and use a calendar.

Recognize and recite the days of the week.

Recognize and recite the months of the year.

Daily Routine Language Objectives:

Listen to, read and speak the days of the week vocabulary from the Days of the Week songs.

Listen to, read and speak the days of the week from “Yesterday, Today, Tomorrow activity, and break them into syllables.

Listen to, read and speak the months of the year.

Speak to partner, teacher, and class using vocabulary introduced in Daily Routines.

Reason, model and solve oral word problems

Unit Math Objectives (Integrated Lesson):

Use numbers to describe how many objects are in a set using verbal and symbolic descriptions.

Read, write, and represent whole numbers with and without objects or pictures.

Compare set of objects up to at least 20 in each set using comparative language.

Use comparative language to describe two numbers up to 20 presents as written numerals.

Model addition (joining) and subtraction (separating). The student is expected to model and create addition and subtraction problems in real situations with concrete objects.

Explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models and number sentences.

Share a whole by separating it into two equal parts

Explain why a given part is half of the whole.

Unit Language Objectives:

Share-write math sentences.

Describe why a snack is or is not half.

Technology Objectives:

Use research skills and electronic communication, with appropriate supervision, to create new knowledge.

Technology suggested in this unit: iPad, SMART Board or other “smart” projection device, internet

Key Vocabulary, MATH: (repeat vocabulary) add, join, addition, subtract, separate, subtraction, strategy, compare, comparison, more than, less than, fewer than

Key Vocabulary, LANGUAGE: levers, wheels and axels, pulley, screw, wedge, inclined plane, simple machines, engineer

Resources/Literacy Links

Simple Machines by Deborah Hodge

Related links: <http://www.neok12.com/Simple-Machines.htm> (many activities for kids about simple machines)

Lesson Sequence

- Daily Routine: 1 hour to 1.5 hour
- Classroom Lesson: 1 to 1.5 hour
- TV Lesson: 30 minutes
- Classroom Follow-up including Snack Fractions: .5 to 1 hour

MATH WALK

Take a simple machine walk around your campus. How many different examples of simple machines can you find? Careful, sometimes those simple machines are hiding. Watch a few videos on identifying simple machines all around us before taking the walk. See what you can find.

Technology Connections

- Math Practice – Comparing (more, less, greater, fewer)
 - <http://www.mathnook.com/math/nv1-ml/moreorless.html>
 - <http://www.mathnook.com/math/whichnumbercompares.html>
 - <http://www.coolmath-games.com/0-number-twins/index.html>
- Science Connection
 - http://www.edheads.org/activities/simple-machines/frame_loader.htm identify simple machines around the home
 - http://www.softschools.com/science/simple_machines/games/ Simple machine identification

More Curriculum Connection Ideas off the Web

- **Health/Physical Ed Connection**
 - Call out a simple machine and students immediately mimic the action or utility of the machine.
- **Art Connection**
 - http://www.ehow.com/list_6709231_simple-kids-can-make-school.html teams making a toy car. Or just use the milk carton idea from the literature book
 - Bring in different sized gears for students to use as stamps. Provide tempera or acrylic paints and large paper. Wet water color paper produces spectacular unusual prints.
 - Take photographs of unusual angles of simple machines and make a collage.
 - Make a collage of real simple machines.

Unit 6, Teacher Introduction

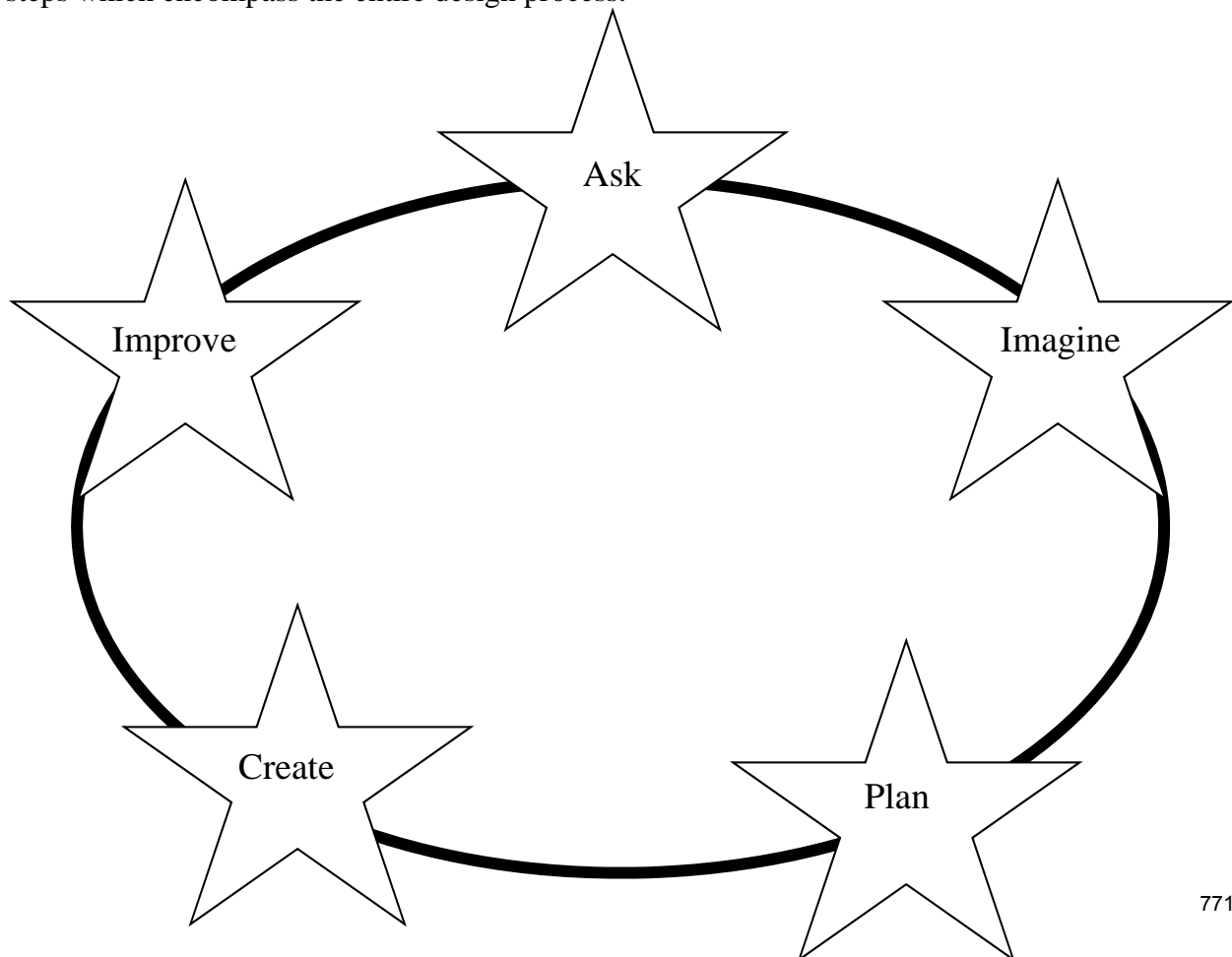
Although this is not technically a STEM (Science, Technology, Engineering, Math) or STEAM (Science, Technology, Engineering, Art, Math) or EiE (Engineering is Elemental) project, the unit has been written to incorporate the same philosophies as each of those projects.

Students begin to see the science and engineering all around them in their everyday lives, and as they plan and create their projects, they will be consciously using the Engineering Design Process. As teachers we are probably not as familiar with “technology” as we are the science around us. Technology is defined as *anything that has been designed by engineers to fulfill a human need*. So simple things like pencils, chairs, toothbrushes, as well as those complex things we usually think of as engineered such as cell phones, buildings, computers, space shuttles, are all representations of engineered projects in our world. These *technologies* are all *engineered* to solve a particular human need.

Engineers follow a process, much like the scientific process. There is a difference between the two processes because the objectives are different. The scientific process is used when you are investigating how something in nature works by making observations and doing experiments, while the engineering process is used when you are creating a solution to a problem.

Each grade band K-6 has a book of projects which will be read, discussed and enjoyed by the students using literary devices. The teacher will then pose a problem that needs to be solved, and the students will use the Engineering Design Process to create a solution to that problem.

Engineering Design Process. EiE (Engineering is Elementary) has simplified the process into 5 steps which encompass the entire design process.



Unit 6, Teacher Introduction

Because of the nature of this unit, there will be major breaks in the formal pattern to which we are all so accustomed. Daily Routines are present; however several activities have been removed to accommodate more time for project design.

The literature reading will be less a focus in lessons 2 & 3 because the focus is directed toward the Engineering Design Process.

TV Lessons will be more of a demonstration so that students will understand their Follow Up design lessons. Students are still expected, however, to respond and maintain engagement.

Other changes are:

- **Family Fun Game**, which will not go home this unit. Families that wish may still, of course, play the old cards – there are 5 units worth of very good practice problems they can incorporate into their game time.
- **Snack Fractions** will not have a BLM this unit. Students will be asked verbally, but will for the most part, be allowed time to enjoy a snack shared with a friend.
- **In-Home lessons** are very different – Because lessons 1, 2, and 3, build upon one another, there really is no single lesson that could be chosen to teach. Instead, it is suggested that ALL grade bands use the Kinder book, *Simple Machines*, by Deborah Hodge; and that the Teacher select 1 project within the book that her families could accomplish together. Bring the supplies, read the activity and let the siblings work together to experience the learning of simple machines.

We hope you enjoy this final unit and that your Summer Session has been most successful.

Unit 6 Project

STEM or STEAM Projects

Because all grade bands will be reading, learning and researching within the same unit theme, we are offering OPTIONAL projects in which all ages can participate.

Unit Theme: STEM

Unit 6: STEM Presentations

Defined:

Students share the projects they have worked on during it his unit in a museum venue. This would be a wonderful venue for a family end-of-the-summer party.

Materials:

- Display tables in a large room
- Snacks and punch
- Photos or PowerPoint type presentation of students working through the unit

Objectives

- Students create their STEM project.
- Students prepare a final draft of their project prospectus to be displayed with their projects.

Procedures:

The event should be a museum-type display, with work displayed on tables set up so that people can walk around the displays, seeing them from all angles. “Please do not touch” signs should be placed on all displays to protect them, and all classes should be trained in the art of viewing displays. Provide appropriate snacks at the end of the displays, and engage students and adults in comments and questions. Super opportunity to engage family and community members.

Online resources

- <http://museumplanner.org/museum-exhibition-design-2/>
- http://morrisoncountyhistory.org/?page_id=1449
- <http://www.adlerdisplay.com/museum-displays/index.php> commercial site, but interesting photos of possible display venues.
- <http://www.thehistoryworkshop.com/Portfolio/exhibits.html#!nav=1&gallery=1> another commercial site, but interesting ideas to glean

Materials
ESSENTIAL

- Big Money Coins (penny, nickel, dime, quarter) or flannel board oversized coins – display for reference only
- Coins for the counting the days in school with Pennies
- Sets of 20 straws and bands per student
- **BLM CGI Problems** – teacher only

OPTIONAL

- **None today**

Math Objectives

- Count days in school with straws, and with pennies.
- Solve math word problems.

 **Balanced Literacy**

Language Objectives

- Explain solution strategies.
- Count and group in tens.
- Read a calendar

TEKS

K.1B, K.1C, K.3A, K.3B, K.4
K.3A, K.3B

Assessment Items

(As a result of experiencing this unit, students will be learning skills necessary to be successful on the following Assessment items.)

K 1, 2, 3, 4, 5, 6, 7, 8, 9

Unit 6, Lesson 1

Daily Routine

Kinder



**POST-ASSESSMENT TODAY –
No Daily Routines**

Begin today with the students whom you feel are ready for the assessment, leaving those students who need a little more practice to be assessed in lesson 2 or 3.

Today is the only day that Daily Routines have been suspended. You will note, however, that Daily Routines have been abbreviated.

ESSENTIAL

Straws (Assessment items 1, 2, and 3)

- **Omit for Lesson 1 -- Post Assessment**
- Catch up Lesson 2 and 3

Pennies (Assessment item 7)

- **Omit for Lesson 1 -- Post Assessment**
- Catch up Lesson 2 and 3

CGI Problem (If you students understand a suggested problem type, please select a problem type from the second or third column to enrich and expand their experiences.)

- **Lesson 1 – none today – Post Assessment**
- Lesson 2 – Separate, Result Unknown (Assessment Item 4)
- Lesson 3 – Part-Whole, Whole Unknown (Assessment Item 5)

Azulito's Corner
Unit 6 Lesson 1

What were your favorites during this summer?

book:

language activity:

TV lesson:

home connection:

Take time to think about what you have done this summer, and talk about your favorites and why they are favorites.

Unit 6, Lesson 1

Daily Routine

Kinder



OPTIONAL

Calendar (*This activity is not assessed.*)

Continue activity.

(Assessment Item #9 will be reviewed daily in Snack Fractions)

Unit 6

CGI Problems for *Simple Machines*



Join	<i>(Result Unknown)</i>	<i>(Change Unknown)</i>	<i>(Start Unknown)</i>
	<p>Jena had ___ pennies in her cup. Luis put ___ more pennies in her cup. How many pennies does Jena have now?</p> <p style="text-align: center;">3, 2 4, 1 7, 2</p>	<p>Rosa has ___ blocks to use on her lever (teeter-totter). How many more blocks will she need in order to have ___ blocks which will balance the lever?</p> <p style="text-align: center;">2, 4 3, 6 4, 8</p>	<p>Luis had some pennies in his cup. Jena put ___ more pennies in his cup and now he has ___ pennies. How many pennies did Luis have to start?</p> <p style="text-align: center;">1, 3 1, 6 2, 8</p>
Separate	<i>(Result Unknown)</i>	<i>(Change Unknown)</i>	<i>(Start Unknown)</i>
	<p>Emma made ___ twirling toys (helicopters). She gave ___ twirling toys to David. How many twirling toys does Emma have now?</p> <p style="text-align: center;">4, 2 3, 0 6, 1</p>	<p>Eddie had ___ blocks. He gave some to Marianna and now he has ___ blocks. How many blocks did he give to Marianna?</p> <p style="text-align: center;">3, 1 5, 2 6, 3</p>	<p>Mrs. Lopez had some pennies to share with her students. She gave ___ away and now she has ___ pennies. How many pennies did Mrs. Lopez have to start?</p> <p style="text-align: center;">3, 0 5, 1 4, 2</p>
Part-Part-Whole	<i>(Whole Unknown)</i>		<i>(Part Unknown)</i>
	<p>Jose has ___ red blocks and ___ blue blocks to balance his lever (teeter-totter). How many blocks does he have in all?</p> <p style="text-align: center;">1, 3 4, 1 5, 2</p>		<p>Angel made ___ twirling toys (helicopters). ___ were pink and the rest were yellow. How many were yellow?</p> <p style="text-align: center;">4, 2 5, 1 5, 3</p>
Compare	<i>(Difference Unknown)</i>	<i>(Quantity Unknown)</i>	<i>(Referent Unknown)</i>
	<p>Some children tossed their twirling toys (helicopters) into the air. ___ landed in a puddle and ___ landed in the grass. How many more twirling toys landed in the puddle than the grass?</p> <p style="text-align: center;">3, 1 3, 2 5, 3</p>	<p>Eva used ___ blocks to balance her lever. Rita used ___ more blocks than Eva. How many blocks did Rita use?</p> <p style="text-align: center;">2, 2 2, 4 4, 4</p>	<p>Ruby had ___ pennies in her cup. That was ___ pennies more than Ruben had in his cup. How many pennies did Ruben have?</p> <p style="text-align: center;">5, 2 3, 1 6, 3</p>

Unit 6

CGI Problems for *Simple Machines*



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Unir</p>	<p><i>(Resultado Desconocido)</i> Jena tenía ___ centavos en su taza. Luis puso ___ centavos más en la taza de Jena. ¿Cuántos centavos tiene Jena ahora? 3, 2 4, 1 7, 2</p>	<p><i>(Cambio desconocido)</i> Rosa tiene ___ bloques para usar en su balancín (sube y baja). ¿Cuántos bloques más necesitará para tener ___ bloques que equilibrarán el balancín? 2, 4 3, 6 4, 8</p>	<p><i>(Inicio desconocido)</i> Luis tenía algunos centavos en su taza. Jena puso ___ centavos más en la taza de Luis y ahora él tiene ___ centavos. ¿Cuántos centavos tenía Luis al principio? 1, 3 1, 6 2, 8</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Separar</p>	<p><i>(Resultado desconocido)</i> Emma hizo ___ juguetes giratorios (helicópteros). Ella le dio ___ juguetes giratorios a David. ¿Cuántos juguetes giratorios tiene Emma ahora? 4, 2 3, 0 6, 1</p>	<p><i>(Cambio desconocido)</i> Eddie tenía ___ bloques. Él le dio algunos a Marianna y ahora él tiene ___ bloques. ¿Cuántos bloques le dio a Marianna? 3, 1 5, 2 6, 3</p>	<p><i>(Inicio desconocido)</i> La Sra. López tenía algunos centavos para compartir con sus estudiantes. Ella dio ___ centavos y ahora ella tiene ___ centavos. ¿Cuántos centavos tenía la Sra. López al principio? 3, 0 5, 1 4, 2</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Parte-Parte-Entero</p>	<p><i>(Entero desconocido)</i> José tiene ___ bloques rojos y ___ bloques azules para equilibrar su balancín. ¿Cuántos bloques tiene en total? 1, 3 4, 1 5, 2</p>		<p><i>(Parte desconocida)</i> Ángel hizo ___ juguetes giratorios (helicópteros). ___ eran color rosa y el resto amarillos. ¿Cuántos eran amarillos? 4, 2 5, 1 5, 3</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Comparar</p>	<p><i>(Diferencia desconocida)</i> Algunos niños lanzaron sus juguetes giratorios (helicópteros) al aire. ___ aterrizaron en un charco y ___ aterrizaron en el pasto. ¿Cuántos juguetes giratorios más aterrizaron en el charco que en el pasto? 3, 1 3, 2 5, 3</p>	<p><i>(Cantidad desconocida)</i> Eva usó ___ bloques para equilibrar su balancín. Rita usó ___ bloques más que Eva. ¿Cuántos bloques uso Rita? 2, 2 2, 4 4, 4</p>	<p><i>(Referente desconocido)</i> Ruby tenía ___ centavos en su taza. Eso era ___ centavos más de los que tenía Rubén en su taza. ¿Cuántos centavos tenía Rubén? 5, 2 3, 1 6, 3</p>

Literature Selection

Simple Machines
by Deborah Hodge
CLASSROOM SET

Materials

- EiE Engineering Process Poster(s)
http://www.eiestore.com/poster_s.html
- **BLM** Vocabulary cards
- **BLM** Problem Poster

Samples of Simple Machines

The following are suggestions – find as many as you can of these or other examples to bring to school.

- Levers - Broomstick and chair, bottle opener, shovel, stapler, pair of scissors, pliers, a primary balance, narrow board and a small sturdy round object such as a fat pencil. Have 2 items of different weights that you can balance on the narrow board to demonstrate how a lever can move the heavier weight
- Wheel and axle – large toy truck, rolling pin, wagon, old hand-crank egg beater, crank pencil sharpener
- Pulley – assorted pulleys, window blind, marine pulley, bring some spools of thread and a pencil
- Inclined plane – board and something to raise it to a ramp
- Screw – very large screw or bolt, cork screw, plastic screw-top lid and jar
- Wedge - door stop, plastic knives, scrapper, incline pillow, horse shoe nail, knitting needles, shark tooth, tire wedge
- Inclined plane – several different sized board or stiff materials that can be used to create ramps. Be sure one is small enough that can be used as a lever

Unit 6, Lesson 1

Classroom Lesson

This unit introduces and promotes science objectives appropriate to the grade band. Please include those objectives in your written and discussed daily objectives.

Math Objectives:

- Measure and compare distance and height.
- Add and Subtract.
- Explain your strategies.

Language Objectives:

- Listen: Listen to the reading selections. Make observations about the simple machines you see.
- Speak: Discuss simple machines, where you find them and how they are used.
- Read: Read the vocabulary words and sort the simple machines into groups.
- Write: Share-Write Important Things to Know about the problem to solve.

Science Objectives:

- Identify and demonstrate safe practices including wearing safety goggles, washing hands, and using materials appropriately.
- Collect information using tools.
- Observe and describe the location of an object in relation to another such as above, below, behind, in front of, and beside.
- Observe and describe the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, fast and slow.

Building Background, Vocabulary

Come look at the collection I've brought to school today. (*Gather students around your collection of simple machines. Give them time to look at them, touch them, and investigate what they are.*)

- Can you tell me what these are? (*Let students tell you what they can recognize. When everyone has named all they can, you can tell them what the rest of the items are*)
- Can anyone tell me what all of these things have in common? How all of these things are alike? (*listen to everyone's ideas without negative comments*)

Kinder



Unit 6, Lesson 1

Kinder



Classroom Lesson - continued

Literature Vocabulary

Lever
wheels and axles
pulley
screw
wedge
incline plane
simple machines
engineer

Math Vocabulary

add
join
addition
subtract
separate
subtraction
strategy
compare
more than
less than
fewer than

Technology

Pictures and additional activities
on Simple Machines
<http://www.mikids.com/Smachines.htm>

Everything that you see here is a SIMPLE MACHINE (*show the word card*). All of these things can help us make hard jobs easier to do. (*Reinvestigate as many of the things you've brought as you can by reminding them of what the simple machine's job is and how that makes the job easier. For example, the door stop is a wedge. When do you use a door stop? On windy days to hold open the door. What if you don't have a door stop? Door often slams shut. And how would you have to keep it open without a wedge? Hold it open – even if you used a chair propped against the door, you'd have to put the chair at a slight angle – you would form wedge.*)

These are our vocabulary words for this unit. Each of these TYPES of simple machines. First of all, simple machines don't need electricity to work, do they? They only need your muscles to make them work. They are simple.

Comprehensible Input, Vocabulary

Let's sort the simple machines into the 6 types of simple machines. The types of machines are: (*show the word cards one at a time in the following order. After saying the word and have the students repeat the word with you, sort out examples of that particular simple machine.*)

- **Wheel and axle** (*this one first because students probably recognize wheels – you'll just need to point out the axles.*)
- **Screws** (*probably again, a more familiar item for the students. This one is a sloping surface that winds in a spiral around a shaft. It's used to fasten things or move things*)
- **Wedges** (*point out the wedge part in each of the simple tool. Wedges are used to split, separate or hold things*)
- **Inclined planes** (*another word is a ramp. Students may notice that the shape made with an inclined plane is similar to the sides of the wedges. The big difference is the purpose of the simple machine. Whereas the wedge is used to split, separate or hold, the inclined plane is used to move heavy loads up or down. Use the narrow board you've brought as a lever, prop it up as an inclined plane, set the toy car at the top let it zoom down.*)
- **Lever** (*first, take the inclined plane narrow board you just used, straddle it over the fat pencil, and talk about a see-saw, using the 2 items of varying weights, shifting the weights along the lever to balance them; then shifting the lever across the fulcrum to balance the weights each at the end of the narrow board. Once again, this board could be used as both*)

Unit 6, Lesson 1

Kinder



Classroom Lesson - continued

the inclined plane and the lever. The difference is the “fulcrum” for the lever, and of course, you determine which simple machine you want by the job you have to do. Do you want to move heavy loads up or down with a ramp, or move heavy loads with a lever that moves?

- **Pulley** (*look at a real pulley – what do they see? A wheel with a groove in it, a rope or wire. This pulley is used to lift or move things. Attach a heavy object to the rope of the pulley. First have a student lift the object by himself or herself. They have the student use the pulley to lift it. You will need to either attach the pulley somewhere or just hold it for the student. Which was easier – lifting the heavy object by yourself, or letting the simple machine help you?*)

Practice and Application, Vocabulary

If you have Internet access, explore the website

<http://www.mikids.com/Smachines.htm>

If you do not have access, simply remove the word cards from the sorted groups, show one card at a time and ask students to volunteer to find an example of that simple machine. You will probably have to help on some of them. Students will naturally become much more familiar as the unit progresses.

Now, let’s stand up and stretch to the ceiling (*do so and have students do so*). Now, let’s see if we can act out each of the simple machines. (*Children should mimic your motion*)

Movement Activity

Students probably need a little activity before starting the book. Here is a little exercise made of mimicking simple machines.

incline plane

Wedge

Screw

If I were an inclined plane, I might look like this:

(walk to a wall and incline against it – push back and forth several times.

Now stand up straight for the next simple machine


If I were an wedge, I might look like this:

(Get on the floor, on your knees. Fold back to sit on your heels. Bend your torso forward, hands outstretched, so your back is an inclined plane ending with your arms on the floor. Stretch. Do this several times just so kids get a little stretching in)

Now stand up straight for the next simple machine.

If I were a screw, I might look like this:

(Hold your arms over your head and “screw” down to the ground by turning around and around till you reach the floor. Repeat several times)

<p>Pulley</p> <p>Wheel and axle</p> <p>lever</p> <p>Engineering Design Process Each of the lesson portions will be working within a portion of this process:</p> <p>Classroom Lesson 1 Asking</p> <ul style="list-style-type: none"> Identify the problem – where are the water bottles in relationship to the chair? Research the Problem – read portions of the book, omitting the directions to the actual experiment (that will come later) and focusing on the What’s happening and the explanation of the simple machine. <p>TV Lesson 1 Imagine</p> <ul style="list-style-type: none"> Develop Possible Solutions – TV Teacher and the Character will experience selected activities from the book, applying that to the problem. They will brainstorm, apply mathematics and science. <p>Follow Up Lesson 1 Continue Imagine</p>	<p>Unit 6, Lesson 1 Kinder</p> <p style="text-align: right;"></p> <p>Classroom Lesson - continued</p> <p>Now stand up straight for the next simple machine. If I were a pulley, I might look like this: <i>(Bend over at the waist using your arms as the rope in a hand-over-hand fashion, stretching your arms as you move.)</i></p> <p><i>This next two change a little bit to “using” instead of being. Let the students know what you are doing.</i></p> <p>If I were USING a wheel and axle, this is what it might look like: <i>(mimic using a wheel barrow and push it around the room, having the students follow you doing likewise.)</i></p> <p>If I were USING a lever, it might look like this: <i>(Get a partner, stand in front facing each other taking hands and mimic a seesaw, one going down while the other goes up, then reverse action)</i></p> <p>Building Background - STEM Problem Introduction I have a friend who has a problem, and I told her that I could bring that problem to my class. We are very good problem solvers, and we can solve her problem for her. We can be ENGINEERS (<i>word card for engineer</i>) and we can ENGINEER a solution. Do you know what that means? (responses)</p> <p><i>(Use the Engineer Design Process Posters for the following, showing the appropriate poster for each part.)</i> Well, an engineer is a person who</p> <ul style="list-style-type: none"> sees a problem, asks questions and researches answers uses imagination to think about a way to solve the problem; makes a plan that uses math and science and creativity to design an object or a process to solve the problem. Creates the technology or process Then tests out the technology or process and makes improvements. <p>Each one of these simple machines is a bit of technology that someone has engineered to solve a problem –(<i>refer to the various appropriate simple machines</i>) how to move heavy objects, or how to make things go faster or slower, or how to put things together so they won’t come apart. Whatever the need, someone thought about the problem, researched ways the problem was already being solved, created a solution, then tested and improved it to make it right.</p> <p>So, let’s get back to my friend’s problem.</p>
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- Articulate the possible solutions through experiencing various simple machines at work as addressed in the book.

Show BLM Problem Poster

Teacher Note:

Refer to the EiE poster(s). Today you will be in the “asking” phase during classroom lessons.

Unit 6, Lesson 1

Kinder



Classroom Lesson - continued

Problem: *My cat, Tinkerbelle, loves to sit on the table by the window; but she has a hurt leg. Unfortunately, she is not able to jump up on the table or jump down again. I cannot bend over and lift her from the floor because of a bad back. But I can lift her if I’m standing up. Can you design something that can lift her to the table, and then help her get down again when she wants to?*

(Refer to the Engineering Design Process)

Hmm, what do you think? Would you like to help my friend design the packaging to keep her egg from cracking or breaking? Are we up to the challenge? (response – hopefully a yes) Remember, we’re going to research ways to solve this problem.

Let’s look at the Engineering Design Process poster. What do we need to do first? *(figure out the problem)* Well, what is my friend’s problem? *(She needs a package to keep a raw egg from cracking or breaking when it is dropped from 6 feet up to the ground.)*

Well, before we get too far into the solution process, let’s do a little research on simple machines.

Building Background, Literature

(Show the cover of the book.) We’ve looked at a few examples of simple machines. Do you recognize any of the simple machines in any of these pictures? *(responses – they may or may not see the pulley or the inclined plane. The others are not as obvious)*

Our work through this unit will be a little different than most of the units. We are not going to read all of the experiments in this book. We are going to:

Ask

1. decide what our problem is that we want to solve;
2. use this book to *research* ways to solve that problem.

Imagine

3. Develop possible solutions to the problem.
4. Try some of the possible solutions posed in the book.

Plan

5. Use what we learned in our imagining stage to plan the solution to our specific problem.

Unit 6, Lesson 1

Kinder



Classroom Lesson - continued

Create

6. Create a simple machine or combination of several simple machines that might solve the problem.

Improve

7. Use the engineered technology again and again to make improvements until we have what we think is the best solution.
8. Share the technology with others to use and to help improve.

Comprehensible Input, Literature

(Write on the board or chart paper)

So, what is my friend's problem? *(needs to help her cat on the table, then let the cat get down by herself when she wants to)*

What is our problem? *(Find a combination of simple machines that can do the job, then engineer the solution for her)*

Then what do we need to look for as we page through this book? Will all simple machines help solve the problem? *(probably not)*. Then we need to look for simple machines that will do what? *(responses)* We know we have to lift the cat to the table, and then allow the cat to get down by herself, maybe slide down. Let's take a look.

We are looking for LIFTING and PULLING or MOVING.

(Thumb through the book until students see pictures of things being lifted and/or pulled. When you stop to read, read ONLY the "What's happening?" portion of the page. Then talk about how the words relate to the picture.)

QUESTIONS for each page.

(before you read the "What's Happening?")

- What do you think is happening in the picture?
- What simple machines can you see in the picture?

(After you read the "What's Happening")

- How does the picture describe what the words told us?
- Think about our problem to solve.
 - Do you think this might be a part of the solution?
 - Why or why not?

Unit 6, Lesson 1

Kinder



Classroom Lesson - continued

P 4 – Table Trick – the girl is lifting the boy using a lever.

P 8 – Wacky Wheels – wheels and axle are moving the object down the ramp.

P 10 – Candy Collector – the boy is blowing on the windmill (wheel and axle) to move the candy up.

P 14 – Going Up! – girl is using a pulley pull the bucket with the bear up

P 16 – Pulling Power – girl is using a pulley for extra force.

P 18 – Egg Drop – Students are using an inclined plane to move the egg from the top to the bottom.

P 20 – Penny lift – students are using an inclined plan and extra force of the marbles to lift the cars to the top.

The TV Teacher is going demonstrate:

- Wacky Wheels
- Going Up!
- Penny Lift

(After all of the readings)

There are many things to think about as we start to ASK QUESTIONS about how to solve our problem. Let's investigate some of those questions now.

lever

wheel and axle

wedge

simple machines

palanca

rueda y eje

cuña

máquinas simples

screw

pulley

inclined plane

engineer

tornillo

polea

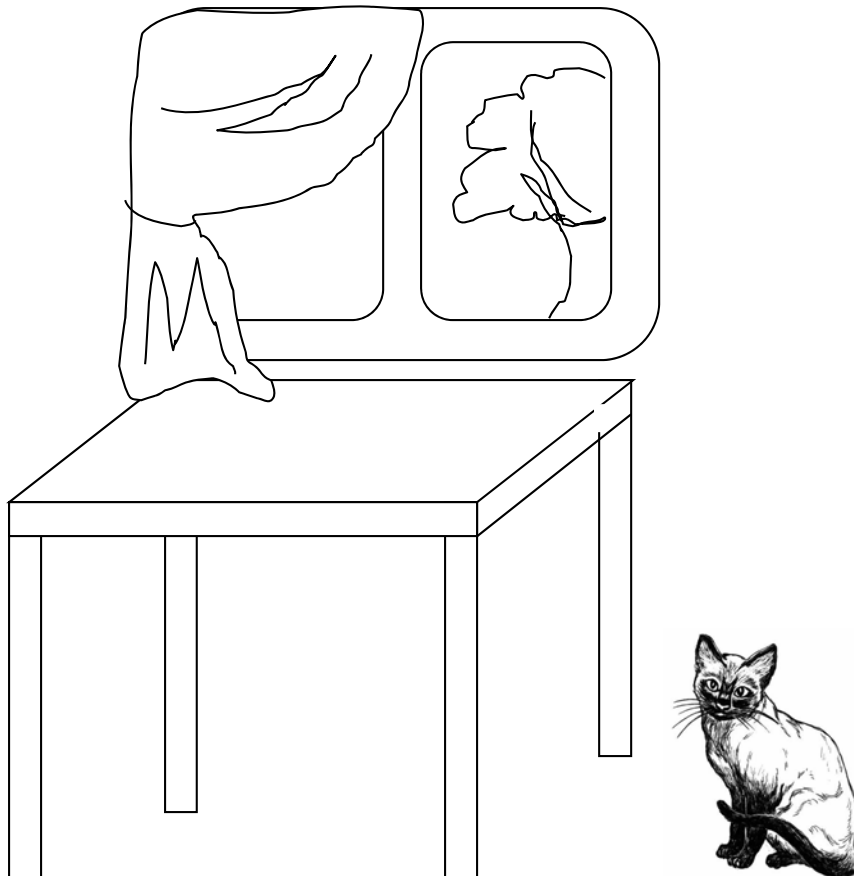
plano inclinado

ingeniero



Problem: My cat, Tinkerbelle, loves to sit on the table by the window; but she has a hurt leg. Unfortunately, she is not able to jump up on the table or jump down again. I cannot bend over and lift her from the floor because of a bad back. But I can lift her if I'm standing up. Can you design something that can lift her to the table, and then help her get down again when she wants to?

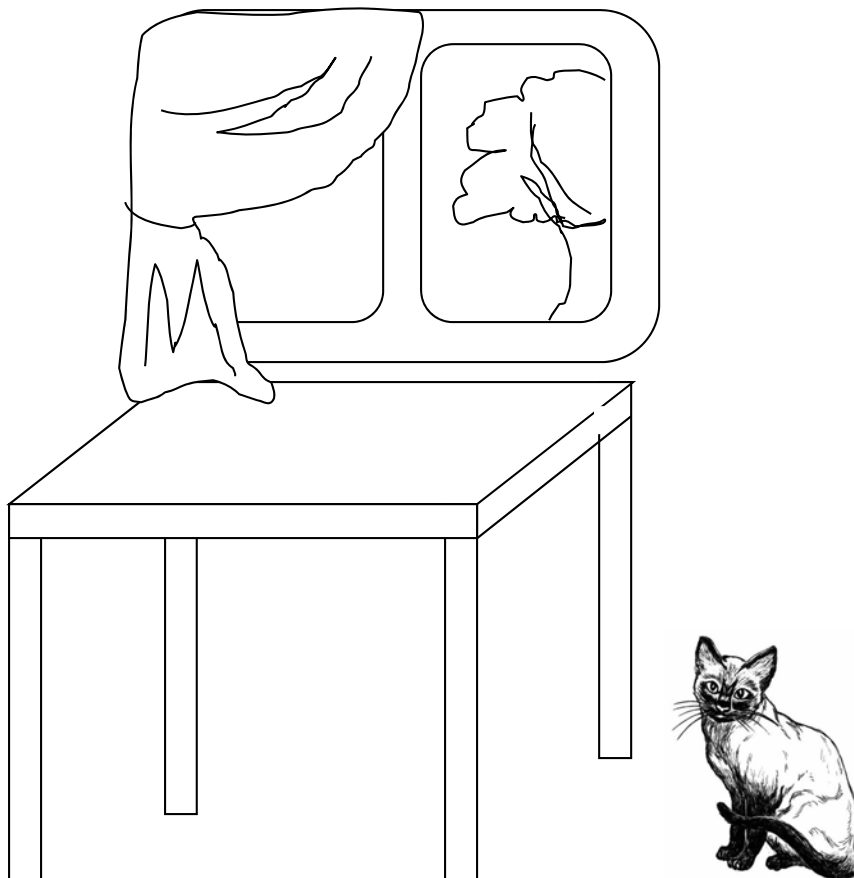
Your teacher is willing to set up the technology you design. Your teacher says that you guys are very smart, and will be able to design a technology I can use.





Problem: A mi gata, Tinkerbelle, le encanta sentarse en la mesa cerca de la ventana, pero tiene una pata herida. Desafortunadamente, no puede subirse ni bajarse de la mesa. No puedo agacharme para levantarla a la mesa porque me he torcido la espalda. Pero si estoy de pie sí la puedo levantar. Puedes diseñar algo para subirla a la mesa y luego ayudarla bajar cuando quiera?

Tu maestro/a está dispuesto/a a instalar la tecnología que ustedes diseñen. Su maestro/a dice que ustedes son muy inteligentes y que podrán diseñar una tecnología que yo pueda usar.



Materials for Transition to Math Lesson

- 20 Inchworms – per student
- Stuffed cat – 1 per pair students
- 5 feet of string – per student
- Small side table (or student desks would do)
- Class hundreds chart – 1 for class
- Chart paper and marker titled: Important Things to Know
- **BLM** Problem Poster

Specific Vocabulary for this lesson:

- add
- join
- addition
- subtract
- separate
- strategy
- compare
- longer than
- shorter than

List for TV Teacher

- height of table (probably between 28 and 36 inches from top of table to the floor)
- need something that will lift the cat to the table – the friend can help with this
- need a simple machine that the cat can operate to get off the table when she wants to

Unit 6, Lesson 1

Classroom Lesson - continued

TRANSITION to Math

Math Objectives:

- Measure distance and height.
- Compare measurements.
- Explain your strategies.

Language Objectives:

- Read numbers.
- Explain how you know how many objects are in a group.
- Use comparative language to describe two numbers up to 20 represented as written numerals.

Building Background, Math

There were many experiments in our book that included lifting, moving and pulling. We could try them all, but it would take a long time to do, and just like grown up engineers, we have a time limit on how long we can work on this problem.

I’ve talked to our TV Teacher. She and Azulito will be happy to demonstrate a few of the simple machine experiments for us, but they want to know more about our problem.

We have to tell them some specifics about what we need. So, let’s act out my friend’s problem and see if we can ask ourselves enough questions to help our TV Teacher and Azulito decide which experiments to show us.

I have been to my friend’s house, and this is about the height of the table Tinkerbelle likes to sit on and look out the window. *(Have students help you set up table to look like a living room.)* And of course, we need Tinkerbelle. She is about the size of this play cat *(stuffed cat placed on the floor at leg of table)*. That looks about right.

Part of the Engineering Process is being observant and able to describe the things around you. Describe what you see in this scene. *(Lead students to use vocabulary such as above, below, behind, in front of, and beside to describe their positions in relationship to one another).*

Now, if we are going to engineer this technology to help her get her water, what do we need to know? *(Lead students to see that they need to know how far it is from the floor to the top of the table. Gather thoughts, adding to the Important Things to Know chart)*

Kinder



Distribute TV Materials:
BLM Activity Observation
Checklist

Unit 6, Lesson 1

Kinder

Classroom Lesson - continued



TRANSITION to Math

We have measurements to take. I have some tools that might help us measure distances.

(Put the inchworms and string out for students to see) How can we use these tools? (let students discuss what needs to be measured, and how they can use the inchworms and the string to do so. Write their opinions on a chart of possible measurement strategies.)

Are there any other questions or details you want to add to our list?
(add their thoughts)

Let's read our list. Let me call this in right now to the TV Teacher and Azulito. Then we can see which experiments they think would help us solve this problem. *(make the fake call and read the list)*

Now, let's read over our objectives and see how we met each one.

Objectives:

As you wait for the TV lesson, read the math and language objectives for this portion of the lesson. Ask students to tell you what they did to learn the objective Here is another listing of the objectives to help you.

Math Objectives:

- **Measure and compare distance and height.**
- **Add and Subtract to find measurements**
- **Explain your strategies.**

Language Objectives:

- **Listen:** Listen to the reading selections. Make observations about the simple machines you see.
- **Speak:** Discuss simple machines, where you find them and how they are used.
- **Read:** Read the vocabulary words and sort the simple machines into groups.
- **Write:** Share-Write Important Things to Know about the problem to solve.

Science Objectives:

- Identify and demonstrate safe practices including wearing safety goggles, washing hands, and using materials appropriately.
- Collect information using tools.
- Observe and describe the location of an object in relation to another such as above, below, behind, in front of, and beside.

Observe and describe the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, fast and slow.

Unit 6, Lesson 1

Kinder

TV Lesson



Materials:

- *Simple Machines*
By Deborah Hodge
- **BLM** List from the Classrooms
- **BLM** Activity Observation Checklist

Wacky Wheels, p 8:

- Empty clean quart cardboard milk carton
- Scissors
- Long smooth board
- Thick books
- 2 long colored pencils
- 4 large thread spools

Going Up! , p 14

- Piece of string 2 feet long
- Small empty thread spool
- Clear adhesive tape
- Heavy books
- 3 feet ribbon wide enough to fit snugly between the rims of the thread spool
- Small objects to life

Penny Lift, p 20

- some books
- board or book at least 14 inches long
- a knife
- small plastic yogurt container
- piece of string 3 times as long as the board
- toy car
- 20 or more marbles or pennies

Math Objectives:

- **Measure and compare distance and height.**
Compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference
Compare sets of objects up to at least 20 in each set using comparative language.
- **Add and Subtract.**
Model addition as joining and subtraction as separating.

- **Explain your strategies.**

Language Objectives:

- **Listen:** Listen to the reading selections. Make observations about the simple machines you see.
- **Speak:** Discuss simple machines, where you find them and how they are used.
- **Read:** Read the vocabulary words and sort the simple machines into groups.
- **Write:** Share-Write Important Things to Know about the problem to solve.

Science Objectives:

- Identify and demonstrate safe practices including wearing safety goggles, washing hands, and using materials appropriately.
- Collect information using tools.
- Observe and describe the location of an object in relation to another such as above, below, behind, in front of, and beside.
- Observe and describe the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, fast and slow.

Building Background, Math and Science

This is a really exciting last unit! Thank you for letting us be a part of this adventure with you! I have your list of specifications, questions, measurements that you made during your classroom lesson. (*Show the BLM Lists from the Classrooms and read*) There were great observations from all of the classes. We selected the observations and questions that came up most often.

Azulito and I have chosen 3 experiments we want to demonstrate for you.

Then YOU are going to recreate the experiments during the Follow-up Lesson, so watch very closely.

Unit 6, Lesson 1

Kinder



TV Lesson

In fact, I've made an observation sheet for you so that as you watch the experiments, you'll be able to decide whether you think this experiment will help you solve the problem. (*show the BLM*).

Let's start your observation skills right now. What do you notice or observe about this observation sheet? Tell your classroom teacher some of the things you see. (pause)

AZULITO: The first thing I see is those funny faces at the top of the columns. What are those for?

TEACHER: Those are response icons. We'll talk about those in just a moment. But what else do you see?

AZULITO: Well, I see questions. And I see the questions are divided into groups by the dark lines.

TEACHER: Very good. Those questions will lead our thinking through the experiments. There are 3 things that will help the students solve their Classroom Teacher's friend's problem.

- Does the experiment answer my questions?
- Does the experiment give me ideas for my plan?
- Does the experiment help me understand the simple machine?

AZULITO: Hmm, all 3 sentences begin with the same words: "does the experiment..."

TEACHER: Yes they do. We are observing the experiment, doing research to help us make a plan to solve a problem. Let's go back and read those 3 sentences again. (*Do so, having students read with you. Have sheet on the board, and highlight the words as you slowly read them.*)

Now let's go back and look at those funny faces – our response icons.

- Look at the first face. He is writing something down, and looks pretty interested, doesn't he. You will put a check in his column when this experiment gives you a positive response to the questions. If the experiment answers your questions, put a check in this icon's box.
- But, if you are not sure, you can use the second icon. See the question mark above his head. He is thinking about the question, but not sure. You would want to investigate this one further.
- And that last icon – if the experiment doesn't help you, then check this column.

Unit 6, Lesson 1

Kinder

TV Lesson



AZULITO: OK, I get it. We watch the experiment, and then answer the questions using the response icons. We can do that.

TEACHER: Great! Then let's get started!

Our first experiment is Wacky Wheels. Azulito and I chose this experiment because we thought it might help us understand friction and wheels and axles a little better.

(Show the students the different steps of setting up the experiment. Emphasize the wheel and axle and ability to roll. Demonstrate the movement and discuss the difference in the 2 objects rolling ability. Be sure to include everything needed for the Science Objectives in your discussion.)

Alright, time to rate this experiment. Let's go to your observation sheet. Each of you will need to answer these questions for yourselves. Put a check under the response icon that describes how YOU feel about this experiment as a help for making your plan to solve the problem.

- Does this experiment answer your questions?
- Does this experiment give you ideas for your plan?
- Does this experiment help you understand the simple machine – in this case the inclined plane and wheels and axle?

Our second experiment is Going Up! We chose this experiment because you mentioned that you would have to LIFT the cat. This one looked handy.

(Follow the same process of presenting the experiment as well as having students respond to the observation sheet)

And our last experiment is Penny Lift. That's another lifting experiment, but the lift is done a little differently.

(Follow the same process of presenting the experiment as well as having students respond to the observation sheet)

Azulito's Corner Unit 6 Lesson 1

What were your favorites during this summer?

book:

language activity:

TV lesson:

home connection:

Take time to think about what you have done this summer, and talk about your favorites and why they are favorites

Unit 6, Lesson 1

Kinder

TV Lesson



AZULITO: That was amazing! I know the boys and girls are going to enjoy working with these experiments, too! And speaking of enjoying, for my MAS Space corner, I would like for you to tell us what you enjoyed most about this summer session. This is our last unit – we want to know (explain task)

TEACHER: Good thing to ask, Azulito! I will be very interested to see what the students have to say!!

OBJECTIVES: And now, let's take a look at our objectives very quickly!



Measurements

- The tables you are using in the classroom are between 28 and 36 inchworms from top of table to the floor.
- *Las mesas que están usando en la clase miden entre 28 y 35 gusanos de una pulgada de la superficie de la mesa hasta el piso.*




Questions

- What simple machine can we use to lift the cat to the table?
The friend can help getting her on the table.
¿Qué máquina sencilla podemos usar para subir la gata a la mesa? El amigo la puede ayudar.
- What simple machine can we use so that the cat can get off the table by herself when she wants to?
- *¿Qué máquina sencilla podemos usar para bajar la gata de la mesa cuando quiera?*

BLM Unit 6, TV & Follow-up Lesson 1 Activity Observation Checklist






2 sheets per student – 1 for TV and 1 for Follow-up

			
Does the experiment <u>answer my questions?</u>			
Does the experiment <u>give me ideas for my plan?</u>			
Does the experiment <u>help me understand the simple machine?</u>			
Does the experiment <u>answer my questions?</u>			
Does the experiment <u>give me ideas for my plan?</u>			
Does the experiment <u>help me understand the simple machine?</u>			
Does the experiment <u>answer my questions?</u>			
Does the experiment <u>give me ideas for my plan?</u>			
Does the experiment <u>help me understand the simple machine?</u>			

BLM Unit 6, TV & Follow-up Lesson 1 Activity Observation Checklist



Two sheets per student – one for TV and one for Follow-up

			
¿El experimento <u>respondió mis preguntas?</u>			
¿El experimento <u>me dio ideas para mi plan?</u>			
¿El experimento <u>me ayudó a comprender la máquina simple?</u>			
¿El experimento <u>respondió mis preguntas?</u>			
¿El experimento <u>me dio ideas para mi plan?</u>			
¿El experimento <u>me ayudó a comprender la máquina simple?</u>			
¿El experimento <u>respondió mis preguntas?</u>			
¿El experimento <u>me dio ideas para mi plan?</u>			
¿El experimento <u>me ayudó a comprender la máquina simple?</u>			

Literature Vocabulary

levers
wheels and axles
pulley
screw
wedge
incline plane
simple machines
engineer

Math Vocabulary

- Review word wall

Materials

- **BLM** Activity Observation Checklist (from TV and a new one for each student)

Wacky Wheels, p 8:

- Empty clean quart cardboard milk carton
- Scissors
- Long smooth board
- Thick books
- 2 long colored pencils
- 4 large thread spools

Going Up! , p 14

- Piece of string 2 feet long
- Small empty thread spool
- Clear adhesive tape
- Heavy books
- 3 feet ribbon wide enough to fit snugly between the rims of the thread spool
- Small objects to life

Penny Lift, p 20

- some books
- board or book at least 14 inches long
- a knife
- small plastic yogurt container
- piece of string 3 times as long as the board
- toy car
- 20 or more marbles or pennies

Unit 6, Lesson 1

Follow-up

Math Objectives:

- Measure and compare distance and height.
- Add and subtract to find measurements.
- Explain your strategies.

Language Objectives:

- Listen: Listen to classmates and teacher.
- Speak: Discuss the experiments you saw on the TV.
- Read: Read the observation checklist
- Write: Share-Write possible solutions to the problem.

Science Objectives:

- Identify and demonstrate safe practices including wearing safety goggles, washing hands, and using materials appropriately.
- Collect information using tools.
- Observe and describe the location of an object in relation to another such as above, below, behind, in front of, and beside.
- Observe and describe the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, fast and slow.

Practice and Application, Math and Science

(You should set up the room now in the 3 experiment centers. Depending on the abilities of your students and size of you class, you can either divide the students into the centers when it is time to work them, or walk through the centers together. The most important facet of the experiments is that every child gets to experience them. These are not demos, but are hands-on.)

Let's first look at your Experiment Observation Checklist. Experiment 1 was Wacky Wheels. Let's talk about how this experiment answered the 3 questions. *(Do so, encouraging everyone to share how they rated that experiment - would this be a good way for the cat to get down by herself? repeat the process for experiments 2 and 3)*

Kinder



Engineering Design Process

Each of the lesson portions will be working within a portion of this process:

Classroom Lesson 1

Asking

- Identify the problem – where are the water bottles in relationship to the chair?
- Research the Problem – read portions of the book, omitting the directions to the actual experiment (that will come later) and focusing on the What’s happening and the explanation of the simple machine.

TV Lesson 1

Imagine

- Develop Possible Solutions – TV Teacher and the Character will experience selected activities from the book, applying that to the problem. They will brainstorm, apply mathematics and science.

Follow-up Lesson 1

Continue Imagine

- Articulate the possible solutions through experiencing various simple machines at work as addressed in the book.

Technology

<http://www.wartgames.com/themes/science/simplemachines.html>

lots of games and activities teaching simple machines.

Unit 6, Lesson 1

Kinder



Follow-up

Let’s set up the room into the experiment centers. I have the supplies you need for each center in boxes that are marked. *(Have student groups set up the centers for you as far as getting the materials to the center. How much you have pre-assembled the materials is up to you, and is based on the needs of your class.)*

You will each have a new Experiment Observation Checklist to fill out after you have experienced the experiment. We can talk about that later. For now, this is how we will work through the centers *(your description as per your needs)*.

(Whether you work the centers as a whole class or students work in small groups, you will want to ask the following questions of all participants)

QUESTIONS:

- Which of our questions does this experiment answer? Look at our Important Things to Know chart to help you answer that.
- What is the *(or are the)* simple machine(s) you used in this experiment?
- What is the purpose of the simple machine(s)?
- What is happening in this experiment?
- How might that help us solve our problem?

(When all experiments are complete, debrief the Experiment Observation Checklist with them. How do their answers now compare to their answers when they watched the TV Teacher and Azulito?)

Let’s look back at the mock-up of the area of Tinkerbelle’s favorite table.

Talk to your elbow partner about some of the ways simple machines have moved loads in our experiments today. What might we build that could help my friend? *(Give students time to talk. When chatter has dwindled, call them back together again.)*

Let’s make a new chart to capture your ideas. We’ll put all of your ideas on the chart. I’ll bet whatever we come up with will be a combination of MANY ideas! We’ll title this, “Our Ideas for Technology!” Remember, technology is something humans made to solve a problem!

Unit 6, Lesson 1

Kinder

Follow-up



Shared or Interactive Writing Topic

Daily students will use the day's vocabulary to Share-Write a statement about the learning. Teacher has a large chart and marking pen with a question written at the top. Children give complete sentences. Encourage them to use today's vocabulary.



Brainstorm ideas for the technology to solve the problem.

(Capture their ideas on the chart paper. This is a brainstorming session. Use as many pieces of paper as you need to capture everything. This will be your starting point in Lesson 2)

Objectives: Review the math, language and science objectives, having students tell you how they accomplished each.

Math Objectives

- Share a snack in half.
- Explain why each portion is half.

Language Objectives

- Explain why each portion is half.
- Share-write what is a half.

Vocabulary

Half

Fair shares

Equal pieces

Materials:

Per group of 4:

- one 8.5 x 5.5 sheet of paper (whole duplicating sheet cut in half) per group of 4
- Energy Snack Mix (*you may have the students mix this, in which case you need all of the measuring cups, spoons, bowls and mixing spoons; or you may premix and give the groups of 4 the pre-mixed ingredients in a quart plastic bag.*)
 - 1 cup choc chips
 - ½ c oatmeal
 - ½ c crunchy peanut butter
 - ½ c nuts
 - 1 T honey
 - Wheat germ (optional)
- Quart Ziploc bags
- 4 paper plates
- 4 paper towels
- 4 plastic knives
- Chart paper with question: **How do you know you each have half of the snack?**

Snack Fractions will be simple during this unit because of the extensive project design in the main unit. Students simply share and answer orally administered questions.

Unit 6, Lesson 1

Snack Fractions

Kinder



Children MUST wash their hands before this activity if using food items.

Snack Fractions

As part of each math day, please include a quick “Snack Fraction” activity. If your district/school does not allow any snacks to be given to students, please alter the activity by providing the paper shape to be divided into fractional parts.

Objective:

You are going to work in partners, but with another set of partners for this activity. So get a partner, then I will pair you with other partners

(If you are having the students mix the ingredients, do it before you begin the lesson that follows.)

This mix is to make an Energy Snack. First, I want the 4 of you to decide how you will divide the mix so each partner pair will have half of the mix. (*Give students time to plan.*)

(When all partners are ready, share their plans as follows.)

Alright, let’s talk about your plans. I have cut rectangles so that as you describe your plan, I can divide the rectangle as you have described (*or let the student pairs come up and draw as they explain – your choice.*) This large rectangle represents the whole mix of energy snack mix. How will you divide this rectangle so that each pair will have an equal share of the mix?

(Let each group of 4 describe their sharing. Divide the rectangle exactly as the group describes, then have the class decide whether they have divided into fair shares. The intent is for the pairs to divide the snack mix in HALF; however, some may see that each person in the group of 4 should get one fourth. That is alright, as long as they can explain what they did once the mix has been cut into the fractional parts. That group, of course, will not do the next part of the activity.)

Now, as partners, how will you divide your portion of the snack mix. (*share the mix into 2 equal parts or halves. If another group did divide into fourths, have them now prove that their 2 fourths is the same amount as the halves the other partners took.*)

- What fractional part of the partner portions do you have (half)
- How do you know you have half of the partner mix? (2 equal portions)
- What is a half?

Unit 6, Lesson 1

Kinder

Snack Fractions, cont.



Writing:

- Share-write the student answers to **How do you know you each have half of the snack?**

Objectives:

Read the objectives. How did we accomplish these in our snack fraction lesson?

Family Fun – Kinder, Unit 6 Lesson 1

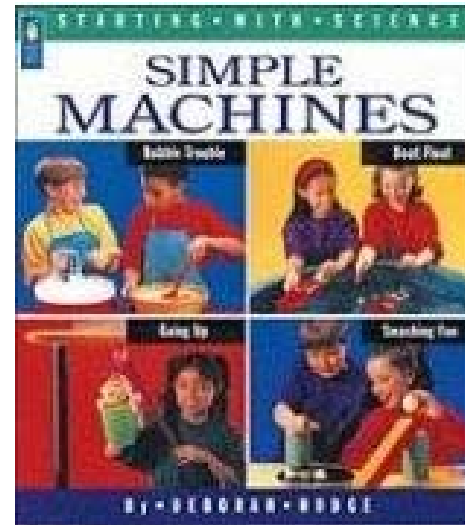


Dear Family,

We read *Simple Machines* today.

We are trying to solve a problem by using simple machines. Ask me about the problem and how we are going to use engineering to solve it.

Sincerely,



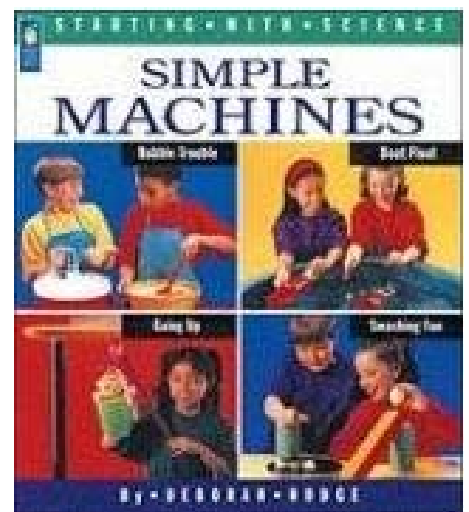
Family Fun – Kinder, Unit 6 Lesson 1

Diversión Familiar – Kinder, Unidad 6 Lección 1

Estimada Familia,

El día de hoy leímos *Simple Machines*.

Estamos tratando de resolver un problema usando máquinas simples. Pregúntenme sobre el problema y cómo estamos usando la ingeniería para resolverlo



Materials

ESSENTIAL

- Big Money Coins (penny, nickel, dime, quarter) or flannel board oversized coins – display for reference only
- Coins for the counting the days in school with Pennies
- Sets of 20 straws and bands per student
- **BLM CGI Problems (Lesson 1)** – teacher only

OPTIONAL

- **BLM Days of the Week Cards**
- **BLM Numeber Cards** through the number of days you have been in school. (set for all students)
- **BLM Graph Pictures**

Math Objectives

- Count days in school with straws, and with pennies.
- Solve math word problems.



Balanced Literacy

Language Objectives

- Explain solution strategies.
- Count and group in tens.
- Read a calendar

TEKS

K.1B, K.1C, K.3A, K.3B, K.4 K.3A, K.3B

Assessment Items

(As a result of experiencing this unit, students will be learning skills necessary to be successful on the following Assessment items.)

K 1, 2, 3, 4, 5, 6, 7, 8, 9

Unit 6, Lesson 2

Daily Routine

Kinder



POST-ASSESSMENT TODAY –

Continue with any students you have not assessed. There are, however, Daily Routines today.

ESSENTIAL

Straws (Assessment items 1, 2, and 3)

- Omit for Lesson 1 -- Post Assessment
- **Catch up Lesson 2 and 3**

Pennies (Assessment item 7)

- Omit for Lesson 1 -- Post Assessment
- **Catch up Lesson 2 and 3**

CGI Problem (*If you students understand a suggested problem type, please select a problem type from the second or third column to enrich and expand their experiences.*)

- Lesson 1 – none today – Post Assessment
- **Lesson 2 – Separate, Result Unknown** (Assessment Item 4)
- Lesson 3 – Part-Whole, Whole Unknown (Assessment Item 5)

Azulito's Corner

Unit 6 Lesson 2

Describe your Engineering project, and tell us how it will solve the problem.

Unit 6, Lesson 2

Daily Routine

Kinder



OPTIONAL

Calendar (*This activity is not assessed.*)

Continue activity.

Money Matters If you have a full program and wish to use this optional activity, you will find BLMs and Explanations on MAS Space.

Vocabulary Building – Choose an activity from the list in the Daily routines Section.

(Assessment Item #9 will be reviewed daily in Snack Fractions)

Literature Selection

Simple Machines
by Deborah Hodge
CLASSROOM SET

Materials

- EiE Engineering Process Poster(s)
<http://www.eiestore.com/posters.html>
- BLM Problem Poster from Lesson 1
- Big chart paper tablet

Samples of Simple Machines used in Lesson 1

Literature Vocabulary

levers
wheels and axles
pulley
screw
wedge
incline plane
simple machines
engineer

Math Vocabulary

all review word wall

**Technology**

Pictures and additional activities on Simple Machines
<http://www.mikids.com/Smachines.htm>

Unit 6, Lesson 2**Classroom Lesson**

This unit introduces and promotes science objectives appropriate to the grade band. Please include those objectives in your written and discussed daily objectives.

Math Objectives:

- Measure and compare distance and height.
- Add and Subtract.
- Explain your strategies.

Language Objectives:

- Listen: Listen to the reading selections. Make observations about the simple machines you see.
- Speak: Discuss simple machines, where you find them and how they are used.
- Read: Read the vocabulary words and sort the simple machines into groups.
- Write: Share-Write Important Things to Know about the problem to solve.

Science Objectives:

- Identify and demonstrate safe practices including wearing safety goggles, washing hands, and using materials appropriately.
- Collect information using tools.
- Observe and describe the location of an object in relation to another such as above, below, behind, in front of, and beside.
- Observe and describe the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, fast and slow.

Building Background, Vocabulary

Let's look again at our collection of simple machines. (*Gather students around your collection of simple machines. Give them time to look at them, touch them, investigate what they are.*)

- Do you remember what each simple machine is? (*Let students tell you what they can recognize. When everyone has named all they can, you can tell them what the rest of the items are*)
- Let's sort our collection again into simple machine categories (*do so, using the vocabulary cards as the labels for the collections.*)

Kinder

Unit 6, Lesson 2

Kinder

Classroom Lesson - continued



Comprehensible Input, Literature

Today we are going to partner up and use our class set of our book, *Simple Machines*.

Let's review the experiments we experienced in lesson 1.

Our first activity was on page 8. Wacky Wheels. Let's all turn to page 8 so we can be reminded of our activity. Talk to your book partner about what you did in that activity. We'll share using questions in a moment.

Explain what we did in that center.

- *Made a ramp.*
- *Tried first to send a flat box down the ramp – that didn't work.*
- *Then we made (or teacher had made) a little car out of the other half of the box and put it on the ramp – that worked great.*

What tools did we use in that center?

- *Simple machines were wheel and axle, and an inclined plane*
- *We made the simple machines from pencils, spools, boxes, a piece of board and some books.*

What did we learn about simple machines in this center?

- *Friction causes things to slow down. Friction is rubbing – the more friction, the slower something goes.*
- *When you use a wheel and axle, you can move heavy objects.*
- *The wheel and axle moved quickly down an inclined plane without needing extra power.*
- *The wheels on the axle cannot rub against the frame of the object – that would cause more friction and slow the object down.*

Our second center was on page 14 - Going Up! Let's all turn to page 14 so we can be reminded of our activity. Talk to your book partner about what you did in that activity. We'll share using questions in a moment.

Explain what we did in that center.

- *Made a pulley*
- *Pulled several different objects to the top of the pulley*
- *We pulled down on the ribbon and the bucket was pulled up.*

What tools did we use in that center?

- *Simple machines were wheel and a rope which makes a pulley.*
- *We made the simple machines ribbon, string, tape, a table top, books, an empty spool, and a bucket*
- *We also had different objects in the center to lift in the bucket.*

Unit 6, Lesson 2
Classroom Lesson - continued

Kinder


What did we learn about simple machines in this center.

- *When you pull down on a pulley rope, the load comes up*
- *Instead of having to lift heavy loads you can use a pulley to pull down on a rope.*
- *Pulling down is easier because you can use the weight of your body to help you.*

Our third center was on page 20 – Penny Lift! Let’s all turn to page 20 so we can be reminded of our activity. Talk to your book partner about what you did in that activity. We’ll share using questions in a moment.

Explain what we did in that center.

- *Made a ramp.*
- *Tied a string to a little bucket and to a toy car.*
- *We dropped (pennies, marbles) into the bucket and the car came UP the ramp.*
- *We made the ramp steeper, but it took more stuff in the buckets to bring the car up.*

What tools did we use in that center?

- *Simple machines were wheel and axle, and an inclined plane.*
- *We had to use force, and that was the stuff in the buckets to pull the cars up the ramp.*
- *The cars were already made, but we made the inclined plane from a piece of board. The buckets were a little food container, and we had string. The (pennies or marbles) were our force.*

What did we learn about simple machines in this center.

- *The steeper the ramp or inclined plane, the more force it took to move the car UP the ramp.*


(Show your EiE Poster)

What part of the Engineering Design Process have we already started? (*asking questions and imagining possibilities*) Today we are going to start planning our technology that we can make to solve my friend’s problem.

But before we do that, let’s move about again like we did in Lesson 1. This time, we’ll play follow the leader. I’ll be the leader first. I will act like I am using one of our simple machines. When you know what I am using, call it out, and you act like you are using that simple machine, too. The first person who called out the correct simple machine gets to be the leader next!

Movement Activity

You can repeat the movement simple machine activity from lesson 1 to give you students a wiggle-time before the TM lesson.

<p>Show BLM Problem Poster</p> <p>Teacher Note: Refer to the EiE poster(s). Today you will be in the “asking” phase during classroom lessons.</p>	<p>Unit 6, Lesson 2 Classroom Lesson - continued</p> <p style="text-align: right;">Kinder </p> <p>Practice and Application - STEM Problem Alright junior Engineers, let’s get back to my friend’s problem. Let’s all gather around the chair set up we made and discuss our brainstorming session.</p> <p><i>(Read the problem poster again. Read through their Lesson 1 Follow Up Brainstorming, and act out each of the suggestions, culling those that are not practical. Have students think about the simple machines form the 3 centers. This is a planning session. It is the most difficult stage. Get ideas on chart paper – draw them out if you can. Let students work with partners, or work with the whole group – your choice. Use the following stems based on their suggestions to help them get something going:</i></p> <p>QUESTIONS: What if we..... What do you think about..... Could we..... Is it reasonable to..... <i>(and for any sound ideas) What would that look like?</i></p> <p><i>Try to get 3 or 4 ideas on chart paper.</i></p> <p><i>Take a short break after this intense session – perhaps the enrichment walk suggestion. When you come back, finish the initial plan through the Transition to Math Lesson</i></p>
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Math Objectives

- Measure distance and height.
- Compare measurements.
- Explain your strategies.

Materials for Transition to Math Lesson

- 20 Inchworms – per student
- 1 16 oz. water bottle - per student
- 5 feet of string – per student
- Straight-back chair (or desk chair, but no rollers) 1 for class
- Small side table
- Class hundreds chart – 1 for class
- Chart paper and marker titled: Important Things to Know
- **EiE** Poster
- **BLM** Problem Poster

Specific Vocabulary for this lesson:

- Add
- Join
- addition
- Subtract
- Separate
- Strategy
- Compare
- Longer than
- shorter than

Unit 6, Lesson 2

Classroom Lesson - continued

TRANSITION to Math Building Background, Math

Kinder



Alright. It is time for us to select a path for our plan. First, let's set out what we need our technology to do. Then we can check each of the charts to see if the different suggestions meet all of our needs to solve the problem.

What does our technology have to do? (*student responses, but make sure it includes the following*)

- a way to move & lift the cat to the table (with friend's help)
- a way for cat to get down by herself
- make sure the friend does not hurt her back
- make sure that the technology does not get in the way of the person moving in the room

Now, let's check each one of these chart ideas to see which ones would fit all of our needs. (*do so, and hopefully eliminate most of the charts*)

(From this point, you will want to decide whether you are going to create one class project, or break the class into smaller groups. Only you can answer that question based on your students' ability to function in working groups and their understanding of the simple machines. You might also have a small group that could branch off while you work with the majority of the students.)

What will the technology look like?

Let's imagine and describe the parts. I'll try to capture your descriptions on the chart paper in drawing.

What are the different parts? Where will they be?

What simple machines will you use?

Describe where the simple machines will be in relationship to the other simple machines.

How will the technology work?

Will you have something that pulls? How do you pull it?

What will move Tinkerbelle, and in what direction?

What will move Tinkerbelle forward? Lift it?

In what direction will Tinkerbelle move with each simple machine?

Where will the technology sit in the room?

Let's measure again to see the space that we have to work in.

How long does our technology need to be?

How wide is the maximum width so it won't be in the way?

If you are going to use string, how much will you need?

Unit 6, Lesson 2

Kinder



Classroom Lesson

TRANSITION to Math - continued

Display TV Materials:

BLM Improvement Checklist, -1 per student

You have one BLM to distribute. The rest of the materials are to be displayed in your room. The TV Teacher will use from this group. Your students will use from this group as well.

- Several inclined planes
- Ball of twine or string
- Quart milk carton, cut in half
- 2 long colored pencils
- scissors
- 4 spools of thread
- 1 spool without thread
- Ribbon
- Stacks of books
- Tape
- Long boards or heavy cardboard box such as a corrugated box
- (any other materials that are in your plan)

Students use the inchworms as their measuring tools. They can use the string to measure lift distances, then use the inchworms to measure the string. If the measures are longer than 20 inchworms, use the hundreds chart to add on. Compare the measures – which measures are the longest? The shortest? Have students explain how they arrived at their measurements. Let other students verify the measurements. Write all of the final measures on their posters, labeling the drawing.

Are there any other questions or details you want to add to our plan? (*add their thoughts*)

Let's read our plan. (do so, including the measurements)

Now, let's read over our objectives and see how we met each one.

Objectives:

As you wait for the TV lesson, read the math and language objectives for this portion of the lesson. Ask students to tell you what they did to learn the objective

Materials:

- **BLM** Poster Plan Element Guide –teacher only
- **BLM** – Things to Include in your Plan – teacher only
- **BLM** Improvement Checklist -1 per student (Students will need this again in Lesson 3)
- **BLM** Activity Observation Checklist (two copies per student – one for TV Lesson and 1 for Follow-up)
- Chart paper with prepared “plan” of your technology. Be sure that your measurement of distance between the water and the chair is 2 feet – TV teacher only
- Several inclined plains
- Ball of twine or string
- Qt. milk carton, cut in half
- 2 long colored pencils
- Scissors
- 4 spools of thread
- 1 spool without thread
- Ribbon
- Stacks of books
- (any other materials that are in your plan)

Unit 6, Lesson 2**TV Lesson****Kinder****Math Objectives:**

- **Measure and compare distance and height.**
Compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference
Compare sets of objects up to at least 20 in each set using comparative language.
- **Add and Subtract.**
Model addition as joining and subtraction as separating.
- **Explain your strategies.**

Language Objectives:

- **Listen:** Listen to the TV Teacher. Make observations about the simple machines you see.
- **Speak:** Discuss simple machines, where you find them and how they are used.
- **Read:** Read the vocabulary words and sort the simple machines into groups.
- **Write:** Share-Write Important Things to Know about the problem to solve.

Science Objectives:

- Identify and demonstrate safe practices including wearing safety goggles, washing hands, and using materials appropriately.
- Collect information using tools.
- Observe and describe the location of an object in relation to another such as above, below, behind, in front of, and beside.
- Observe and describe the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, fast and slow.

Building Background, Math and Science

Azulito and I have made our plan for our solution to the problem, too.

(Show the chart you made of your plan following the BLM Teacher Working Copy of Play. Talk to the students about each element on the plan.)

I know that you brainstormed several possible plans. Then you looked at each one to see if they met the needs for your project. Let’s look at that needs list now and make sure that Azulito’s and my plan meets all the needs, too.

Unit 6, Lesson 2

Kinder



TV Lesson

What does our technology have to do to solve this problem?

- A way to move & lift the cat to the table (with friend's help)
- A way for cat to get down by herself
- Make sure the friend does not hurt her back
- Make sure that the technology does not get in the way of the person moving in the room

AZULITO: Yes, our plan does move & lift Tinkerbelle to the table – see, that is right here (show on plan).

TEACHER: And we have a way for Tinkerbelle to get down from the table by herself (show on plan).

AZULITO: Once we assemble it, we can make sure the person does not have to bend or twist. But I don't think they will have to bend or twist to get their water when our technology is in place.

TEACHER: And we're hoping that this will be small enough when we get it created so that the person will not trip over it or any of its parts. So far so good, Azulito

AZULITO: What do you think of our plan Boys and Girls? Tell your Classroom Teacher what you think of our plan. Do you think we have met all of your needs? (pause)

TEACHER: we are going to assemble our technology and try it out in front of you. We would like for you to be our Improvement Critics. Watch as we are putting this together. And watch when we test it.

Look at your BLM Improvement Checklist.

AZULITO: Say, I remember those characters. Those are our response icons from Lesson 1.

TEACHER: Yes, they are, Azulito, and they serve the same purpose here. The first smiley that is checking off the paper says, "Yes, this is very good!"

The middle smiley with the question marks says, "Hmm, I'm not sure about that."

And the last smiley.

AZULITO: I know – he says, "back to the drawing board!"

Azulito's Corner

Unit 6 Lesson 2

Describe your Engineering project, and tell us how it will solve the problem.

**Unit 6, Lesson 2
TV Lesson**

Kinder


TEACHER: And we are looking to make sure that the technology we create fits all of the needs of the project and solves the problems. Let's read those needs. Please read with me, Boys and Girls.

- Move water across floor
- Lift water to chair
- No bending or twisting
- Stay out of the way

Well, I guess it's time, Azulito. Let's build our technology according to our plan!

Comprehensible Input

(As you build your technology, please talk about what you are doing and how it matches your plan. Also explain what each part of the technology is, the simple machine, and what it will accomplish for the whole. When you are finished, get ready to test it out.)

TEACHER: OK, boys and girls, we have built our solution to the problem. Let's check it out. *(do so)*

- *With each step, ask the students to check whether the technology meets that need.*
- *They are to check their Improvement Checklist.*
- *Azulito should be checking his Improvement Checklist, too.*
- *Compare the 2 lists – students and Azulito's – at the end of the activity.)*
- *Be sure to note where you will want to make improvements. Tell the students that the second chart is for their improved model test. You will have to retest yours after you make the improvements.*

AZULITO: Well girls and boys, you have seen our technology. Now we want to know about your plans. (talk about the MAS Space activity)

TEACHER: Good thing to ask, Azulito! I will be very interested to see what the students have to say!!

OBJECTIVES: And now, let's take a look at our objectives very quickly!



You will need to plan your own technology to solve the problems; however, please make sure you include the following as in Lesson 3, students will solve problems based on these items.

1. Use a lever and pulley system to get the cat from the floor to the top of the table. The Friend can lift the cat from the pulley system at table height – just cannot bend or twist to lift and move cat from the floor.
 - a. **THINGS TO IMPROVE:** Make the string too short in the pulley so that it doesn't go all the way to the floor. (Pulley can be a spool of thread).

2. Use an inclined plane to have the cat slide down to the floor when she wants to get down.
 - a. **THINGS TO IMPROVE:** Inclined plane is too steep and cat flies off.



Create a poster on large chart paper that shows a diagram of what you expect to create. You will want to use from the following supplies and any others you want to add:

- Several inclined planes
- Ball of twine or string
- Qt. milk carton, cut in half
- 2 long colored pencils
- Scissors
- 4 spools of thread
- 1 spool without thread
- Ribbon
- Stacks of books
- (any other materials that are in your plan)

The bullets below are the questions students answered to make their plan during the Transition to Math Lesson just before your TV Lesson. Please be sure to include the measurements on your plan. The only measurement that is consistent with theirs is the distance from water to chair with is 2 feet.

What will the technology look like?

- Let's imagine and describe the parts. I'll try to capture your descriptions on the chart paper in drawing.
- What are the different parts? Where will they be?
- What simple machines will you use?
- Describe where the simple machines will be in relationship to the other simple machines.

How will the technology work?

- Will you have something that pulls? How do you pull it?
- What will move the bottle of water, and in what direction?
- What will move the water forward? Lift it?
- In what direction will the bottle of water move with each simple machine?

Where will the technology sit in the room?

- Let's measure again to see the space that we have to work in. How long does our technology need to be? (*Water bottle must be 2 feet from chair. The rest are up to you, but should be reasonable to the setting.*)
- How wide is the maximum width so it won't be in the way?
- If you are going to use string, how much will you need?

Following is a planning poster element guide. (TV Teacher, please make the poster ahead of time. This is really your plan for your technology which you will build on screen after you have discussed this plan.)



TV Teacher Only – must make a large chart or poster – this is only a guide of what to put on the chart.

Plan Poster Element Guide

Picture of your solution technology here. Include

- Label names of simple machines (see list of supplies).
- Measurements of length and width of the parts and the whole.
- Measurement of distance from floor to top of table.
- Directional arrows of movement.

Description of where simple machines are in relationship to other simple machines (behind, in front, beneath, above, etc. – see science TEKS)




Description paragraph of how the technology works.




BLM Unit 6, TV & Follow-up Lesson 2

2 per student, 1 for TV and 1 for Follow-up

Improvement Checklist



First Model			
Move and lift Tinkerbelle to top of table			
Allow Tinkerbelle to get down by herself			
No bending or twisting			
Stay out of the way			




Improved Model			
Move and lift Tinkerbelle to top of table			
Allow Tinkerbelle to get down by herself			
No bending or twisting			
Stay out of the way			




BLM Unit 6, TV & Follow-up Lesson 2

Improvement Checklist






2 per student, 1 for TV and 1 for Follow-up

Primero modelo			
Mover y levantar Tinkerbelle a la superficie de la mesa.			
Permitir que baje sin asistencia			
Sin agachar o torcer			
Stay out of the way			

Modelo mejorado			
Mover y levantar Tinkerbelle a la superficie de la mesa.			
Permitir que baje sin asistencia			
Sin agachar o torcer			
Stay out of the way			






2 sheets per student – 1 for TV and 1 for Follow-up

			
Does the experiment <u>answer my questions?</u>			
Does the experiment <u>give me ideas for my plan?</u>			
Does the experiment <u>help me understand the simple machine?</u>			
Does the experiment <u>answer my questions?</u>			
Does the experiment <u>give me ideas for my plan?</u>			
Does the experiment <u>help me understand the simple machine?</u>			
Does the experiment <u>answer my questions?</u>			
Does the experiment <u>give me ideas for my plan?</u>			
Does the experiment <u>help me understand the simple machine?</u>			



Two sheets per student – one for TV and one for Follow-up

			
¿El experimento <u>respondió mis preguntas?</u>			
¿El experimento <u>me dio ideas para mi plan?</u>			
¿El experimento <u>me ayudó a comprender la máquina simple?</u>			
¿El experimento <u>respondió mis preguntas?</u>			
¿El experimento <u>me dio ideas para mi plan?</u>			
¿El experimento <u>me ayudó a comprender la máquina simple?</u>			
¿El experimento <u>respondió mis preguntas?</u>			
¿El experimento <u>me dio ideas para mi plan?</u>			
¿El experimento <u>me ayudó a comprender la máquina simple?</u>			

Literature Vocabulary

levers
wheels and axles
pulley
screw
wedge
incline plane
simple machines
engineer

Math Vocabulary

add
join
addition
subtract
separate
subtraction
strategy
compare
more than
less than
fewer than

Materials

- **BLM** Improvement Checklist completed in TV Lesson. They will need this again during TV Lesson 3.
- **BLM** Improvement Checklist – 1 per student (Students will need this again during TM of Lesson 3)
- **BLM** Activity Observation Checklist (2 copies per student – one for TV Lesson and one for Follow-up Lesson)

The rest of the supplies depend upon the grouping in your room. These must be available to each group working on the project.

- Several inclined planes
- Ball of twine or string
- Qt. milk carton, cut in half
- 2 long colored pencils
- Scissors
- 4 spools of thread
- 1 spool without thread
- Ribbon
- Stacks of books
- (any other materials that are in your plan)
- Small plastic yogurt container

Unit 6, Lesson 2

Follow-up

Math Objectives:

- Measure and compare distance and height.
- Add and subtract to find measurements.
- Explain your strategies.

Language Objectives:

- Listen: Listen to classmates and teacher.
- Speak: Discuss the experiments you saw on the TV.
- Read: Read the observation checklist
- Write: Share-Write possible solutions to the problem.

Science Objectives:

- Identify and demonstrate safe practices including wearing safety goggles, washing hands, and using materials appropriately.
- Collect information using tools.
- Observe and describe the location of an object in relation to another such as above, below, behind, in front of, and beside.
- Observe and describe the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, fast and slow.

Practice and Application, Math and Science

(Your room will be set up according to your grouping plan – are you going to have the whole class work on the same project? If so, be sure that every student is actively involved. Will you have small groups working, and then each group will need its own supplies.)

Let's first look at your Improvement Checklist. What did you observe as you watched the test of Azulito and the TV Teacher's technology? *(Students share their markings on the BLM. Talk about any differences. Let the students support their own answers, explaining why they marked the column they did.)*

What improvements would you suggest they make in their technology before I would take it to my friend's house? (listen and write on board)

Kinder



- Piece of string 3 times as long as the board
- Toy car
- 20 or more marbles /pennies

Unit 6, Lesson 2

Kinder



Follow-up

We are ready to create our technology. We want to follow our plan. We also want to learn from Azulito and the TV Teacher's project. What improvements did you suggest for them that we should watch out for, too? (go back to list to relate to your own plan)

(Facilitate the creation as needed.)

(When the creating is complete, debrief the experience, then test the technology. Everyone should use their own Improvement Checklist.)

Our testing is finished. Let's talk about what you observed during the testing. *(Gather data from the students.)*

What are your recommendations for improvements on our technology? We will make a list. We'll work on improvements and the final technology completion in Lesson 3.

(Make a list of improvements to be completed during the Transition to Math lesson 3.)

Shared or Interactive Writing Topic

Daily students will use the day's vocabulary to Share-Write a statement about the learning. Teacher has a large chart and marking pen with a question written at the top. Children give complete sentences. Encourage them to use today's vocabulary.



How have we used math in our engineering project?

Objectives: Review the math, language and science objectives, having students tell you how they accomplished each.

Math Objectives

- Share a snack in half.
- Explain why each portion is half.

Language Objectives

- Explain why each portion is half.
- Share-write what is a half.

Vocabulary

Half

Fair shares

Equal pieces

Materials:

Per partner:

- Turkey Wraps
 - 1 oz. turkey
 - 1 piece Swiss cheese
 - 1 leaf lettuce
 - 1 T cranberry relish
 - 1 burrito-size tortilla
- 2 paper plates
- 2 paper towels
- 2 plastic knives
- Chart paper with question: **How do you know you each have half of the snack?**

Unit 6, Lesson 2

Snack Fractions

Children MUST wash their hands before this activity if using food items.

Snack Fractions

As part of each math day, please include a quick “Snack Fraction” activity. If your district/school does not allow any snacks to be given to students, please alter the activity by providing the paper shape to be divided into fractional parts.

Objective:

We are back to partners again today. We have the ingredients for a turkey wrap. I would like for you to first fair share each of the ingredients, and then assemble your own turkey wrap.

(As the students are enjoying their snacks, circulate the room asking these questions.)

- What fractional part of each ingredient will you take? (half)
- How will you know that you each have half? (equal amounts of each ingredient)
- What is half of something? (one of 2 equal pieces)
- If you had made the turkey wrap FIRST, then shared it into equal parts, what fractional part would each of you had had? (halves)

Writing:

- Share-write the student answers to **How do you know you each have half of the snack?**

Objectives:

- Read the objectives. How did we accomplish these in our snack fraction lesson? What is a half?

Kinder



Family Fun – Kinder, Unit 6 Lesson 2

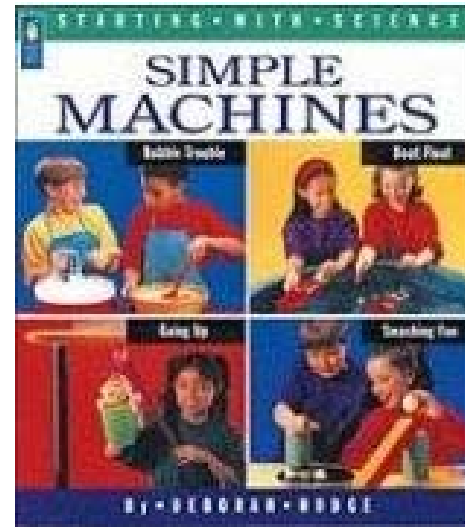


Dear Family,

We are using math to help us engineer a technology that will help an injured cat get on a favorite resting place.

Please ask me to tell you about our project. what we are doing, and how the project is coming along.

Sincerely,



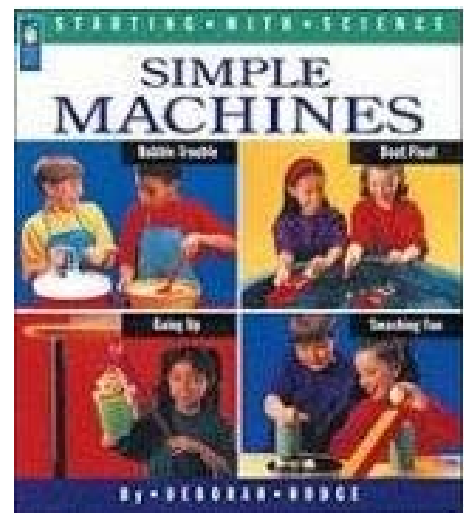
Family Fun – Kinder, Unit 6 Lesson 2

Estimada familia,

Estamos usando las matemáticas para ayudarnos a diseñar una tecnología que moverá una botella de agua de un lugar en el piso a una mesa.

Por favor pídemle que le diga acerca de nuestro proyecto, lo que estamos haciendo, y cómo se está desarrollando.

Sinceramente,



Materials**ESSENTIAL**

- Big Money Coins (penny, nickel, dime, quarter) or flannel board oversized coins – display for reference only
- Coins for the counting the days in school with Pennies
- Sets of 20 straws and bands per student
- **BLM CGI Problems** – teacher only

OPTIONAL

- **BLM Days of the Week Cards**
- **BLM Numeral Cards** through the number of days you have been in school. (set for all students)

Math Objectives

- Count days in school with straws, and with pennies.
- Solve math word problems.

**Balanced Literacy****Language Objectives**

- Explain solution strategies.
- Count and group in tens.
- Read a calendar

TEKS

K.1B, K.1C, K.3A, K.3B, K.4
K.3A, K.3B

Assessment Items

(As a result of experiencing this unit, students will be learning skills necessary to be successful on the following Assessment items.)

K 1, 2, 3, 4, 5, 6, 7, 8, 9

Unit 6, Lesson 3**Daily Routine****Kinder****POST-ASSESSMENT –**

*Continue with any students you have not assessed.
There are, however, Daily Routines today.*

ESSENTIAL**Straws (Assessment items 1, 2, and 3)**

- Omit for Lesson 1 -- Post Assessment
- **Catch up Lesson 2 and 3**

Pennies (Assessment item 7)

- Omit for Lesson 1 -- Post Assessment
- **Catch up Lesson 2 and 3**

CGI Problem (*If you students understand a suggested problem type, please select a problem type from the second or third column to enrich and expand their experiences.*)

- Lesson 1 – none today – Post Assessment
- Lesson 2 – Separate, Result Unknown (Assessment Item 4)
- **Lesson 3 – Part-Whole, Whole Unknown** (Assessment Item 5)

Azulito's Corner

Unit 6 Lesson 3

Describe how you will present your Engineering project.

Unit 6, Lesson 3

Daily Routine

Kinder



OPTIONAL

Calendar (*This activity is not assessed.*)

Continue activity.

Money Matters If you have a full program and wish to use this optional activity, you will find BLMs and Explanations on MAS Space.

Vocabulary Building – Choose an activity from the list in the Daily routines Section.

(Assessment Item #9 will be reviewed daily in Snack Fractions)

Literature Selection

Simple Machines
by Deborah Hodge
CLASSROOM SET

Materials

- Samples of Simple Machines from earlier lessons
- Funny Face materials
 - 1 carrot per pair cut into 2 rounds and multiple wedges (even number please) in various sizes (put in Baggie) – see p 26 for examples
 - 1 apple such as McIntosh – per student
 - 1 paring knife for teacher
 - 1 potato peeler for teacher
 - 1 large whole carrot per teacher
 - Make 1 wedge for each student that you hold back – it should be ¼ of the carrot round.
 - Paper towels
 - Paper plates – 1 per student
- Teacher example premade of a funny face
- EiE Engineering Process Poster(s)
<http://www.eiestore.com/posters.html>
- Big chart paper tablet

Literature Vocabulary

levers
wheels and axles
pulley
screw
wedge
incline plane
simple machines
engineer

Math Vocabulary

add
join
addition
subtract
separate

Unit 6, Lesson 3**Classroom Lesson****Kinder**

This unit introduces and promotes science objectives appropriate to the grade band. Please include those objectives in your written and discussed daily objectives.

Math Objectives:

- **Measure and compare distance and height.**
- **Add and Subtract.**
- **Explain your strategies.**

Language Objectives:

- **Listen:** Listen to the reading selections.
- **Speak:** Discuss simple machines, where you find them and how they are used.
- **Speak:** Talk to your partner about the Funny face activity.
- **Read:** Read the vocabulary words and use them in your speaking.
- **Write:** Share-Write comparing pushing a wedge into the apple and pushing a circle into the apple.

Science Objectives:

- Identify and demonstrate safe practices including wearing safety goggles, washing hands, and using materials appropriately.
- Collect information using tools.
- Observe and describe the location of an object in relation to another such as above, below, behind, in front of, and beside.
- Observe and describe the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, fast and slow.

Building Background, Vocabulary

We've done a lot with simple machines during this unit, haven't we? Which simple machines have we used? (*Inclined plane, wheels and axle, maybe levers and pulleys*) One that we didn't use is a wedge (*show example you have in room*).

What are some tools that you see that are wedges? (response)
What do you do with these tools? (*Easier to move things, like with a screw driver moving a screw or an axe moving the wood apart*)

subtraction
strategy
compare
more than
less than
fewer than

 **Technology**

Pictures and additional activities
on Simple Machines
<http://www.mikids.com/Smachines.htm>

TEACHERS: You will
want the students to have
clean hands for this.

Unit 6, Lesson 3

Kinder



Classroom Lesson - continued

We're going to make Funny Faces today with wedges. Let's see how to do that.

Get with a partner and we'll share-read our experiment for today.

(Distribute the books to the students.)

Comprehensible Input, Literature

Open your books to page 26 (pause).

What do you see in the pictures on the pages?

- *Children holding funny faces.*

What are those faces made of, do you suppose?

- *Apples, pears, carrots – one looks like it has sprout hair.*

We're going to make funny faces, too, just like these children did and I did (show your example again).

We'll make them as we read through the directions on the page. At the very top of the page, the directions tell us, "Make a funny fruit face. A simple machine will help you do it."

A simple machine? How can that be? Can we eat a simple machine? What do you think? (discussion)

BEFORE WE BEGIN, since we are working with food, let's all go wash our hands! (do so)

Well, let's see what the author meant by having a simple machine help us make the funny fruit faces. *(Read the "You will need" section and give students the fruit and bag of carrots.)*

Dump your carrots onto one of your paper plates, and then divide them in half. *(pause while students respond)*. Do each of you have a circle carrot? If not, please make sure you both have a circle carrot.

Now, what shape are the other carrots? Look at them carefully. (wedges)

How do you know they are wedges? *(Has a wide end and a sharp point or edge)*.

Unit 6, Lesson 3

Kinder



Classroom Lesson - continued

Let's read our "What to do;" section and follow the directions to make our funny face

Read step 1: I've already done the cutting for you. But I do have a knife, so if you want smaller points later, you can ask me and I'll cut them for you.

Read Step 2: (*After Reading step 2*) What do you think will happen? (*responses*)

OK, let's try to push that circle carrot into the apple. (*pause – watch that students are not pushing so hard they split the apple*)

What happened? (*responses vary – but should have been difficult*)

Read Step 3: I've already done that for you.

Hmm, let's see what to do next

Read Step 4: What happened this time?

(*response*)

Which was **harder** to try to push into the apple, the circle or the point? (*responses, but circle should be harder*)

Read Step 5: I've already cut the points for you. Go ahead and make your funny face. Remember, if you need smaller points, I'll come and cut them for you – just raise your hands.

And if you want hair like on the one the girl is holding, I have a tool to make that, too. Let me know when you are ready for that.

(*Give students plenty of time to create. When they are finished, continue.*)

What do you think was happening in this experiment? (*Responses – it is easier to push a pointed piece of carrot into the apple than the circle.*)

What is that pointy piece called? Look at a piece carefully (a wedge)
How do you know it is a wedge? (*Wide at one end and pointed or edged at the other.*)

So, can we eat a simple machine? (*Sure!*)

If you have Internet access,
explore the website
<http://www.mikids.com/Smachines.htm>

Unit 6, Lesson 3

Kinder



Classroom Lesson - continued

(Read the yellow “A wedge” rectangle to the students.) Let’s see how a wedge pushes the sides of the apple farther and farther apart.

I have another carrot wedge for you *(distribute the quarter of circle wedge you were holding back)*.

Turn your funny face to the back so you don’t ruin your funny face. Now, push the carrot wedge part of the way into the apple.



What do you see *(a hole the shape of the wedge)*


Take the wedge out of the apple. Find another spot near that hole and push the wedge in as far as you can and still be able to take the wedge out. *(pause)* What do you see? (A bigger hole, but still in the shape of the wedge.)

What happened when you pushed the wedge in farther? *(pushed the apple back more)* That’s what wedges do.

Now, you may enjoy your Funny Face!

(When students finish their apples, you will want them to wash their hands again. Good time to get them up and moving, too, before the TM lesson.)

<p>Math Objectives</p> <ul style="list-style-type: none"> • Measure distance and height. • Compare measurements. • Explain your strategies. <p>Materials for Transition to Math Lesson</p> <ul style="list-style-type: none"> • 20 Inchworms – per student • 1 16 oz. water bottle - per student • 5 feet of string – per student • Straight-back chair (or desk chair, but no rollers) 1 for class • Small side table • Class hundreds chart – 1 for class • Class planning chart made in lesson 2 • EiE Poster • BLM Problem Poster (Lesson 1) • BLM Improvement Checklist (students’ copies from Lesson 2) <p>Specific Vocabulary for this lesson:</p> <ul style="list-style-type: none"> • add • join • addition • subtract • separate • strategy • compare • longer than • shorter than <p> Technology:</p>	<p style="text-align: right;">Kinder </p> <p>Unit 6, Lesson 3 Classroom Lesson - continued TRANSITION to Math Building Background, Math</p> <p>This is our last opportunity to make improvements to our technology to help my friend. Before we make our improvements and test again, though, I would like to look at our EiE Engineering Design Process Poster one more time. (show poster)</p> <p>Let’s look at each step and talk about what we did to accomplish it.</p> <p>The first step is to Ask Questions. What did we do in that step?</p> <ul style="list-style-type: none"> • <i>Found the problem</i> • <i>Asked questions so we would know what to research to find a solution.</i> • <i>Did research about simple machines to help us understand the use of simple machines and how they might be helpful in our project.</i> <p>The second step is to Imagine. What did we imagine?</p> <ul style="list-style-type: none"> • <i>Brainstormed all sorts of possible solutions. We made lists of them.</i> <p>What did we do after we Imagined many possible solutions?</p> <ul style="list-style-type: none"> • <i>Made a list of needs for the project (show needs list) then checked each of our imagined solutions to see if they fit all of the needs on the list. We could forget about many of our solutions.</i> • <i>Took one of the best ideas and began to plan how to build it.</i> • <i>Made a plan that included a drawing (show chart poster) that was labeled with simple machines, measurements and movement arrow. The plan also described the position of the simple machines and told how it would work.</i> <p>What were the last 2 steps?</p> <ul style="list-style-type: none"> • <i>We made our technology and we tested it to make improvements so it would be the best possible solution.</i> <p>And today is our last testing. We have a list of improvements that we made in the Follow-up of Lesson 2. Let’s look at our suggestions and try to figure out how to make those improvements.</p> <p><i>(Work as a class to make any improvements needed. Re-test and modify as needed. Remember to re-measure when needed. When the students believe they have made the final improvement, test it one more time; using the Improvement Checklist to see how the technology improved.)</i></p> <p>Are there any other questions or details you want to change? <i>(add their thoughts)</i></p>
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<p>Distribute TV Materials</p> <ul style="list-style-type: none"> • BLM Improvement Checklist -1 per student (students' copies from Lesson 2) • BLM Azulito's Project Math – 1 per student • 20 inchworms per student 	<p style="text-align: right;">Unit 6, Lesson 3</p> <p style="text-align: right;">Kinder</p> <p style="text-align: right;"></p> <p>Classroom Lesson</p> <p>TRANSITION to Math - continued</p> <p>Now, let's read over our objectives and see how we met each one.</p> <p>Objectives: As you wait for the TV lesson, read the math and language objectives for this portion of the lesson. Ask students to tell you what they did to learn the objective</p>
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Materials:

- BLM Improvement Checklist that Azulito completed Lesson 2 – TV Teacher only
- prepared “plan” of your technology that you completed for Lesson 2. TV Teacher only
- **BLM Improvement Checklist** -1 per student (students’ copies from Lesson 2)
- **BLM** Azulito’s Project Math – 1 per student
- 20 inchworms per student

Unit 6, Lesson 3**TV Lesson****Kinder****Math Objectives:**

- **Measure and compare distance and height.**
- **Add and Subtract.**
- **Explain your strategies.**

Language Objectives:

- **Listen:** Listen to the TV Teacher. Make observations about the simple machines you see.
- **Speak:** Discuss simple machines, where you find them and how they are used.
- **Read:** Read the Improvement Checklist and respond.
- **Write:** Select the smiley face for the elements on the Improvement Checklist.

Science Objectives:

- Identify and demonstrate safe practices including wearing safety goggles, washing hands, and using materials appropriately.
- Collect information using tools.
- Observe and describe the location of an object in relation to another such as above, below, behind, in front of, and beside.
- Observe and describe the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, fast and slow.

Building Background, Math and Science

TEACHER: Today is the big day, Azulito. Today we are ready to present our technology for its review to make sure that it is ready. We made all of the improvements on your Improvement Checklist from Lesson 2.

AZULITO: Yes, I know we did. Here is what we did. (*Show Azulito’s Lesson 2 checklist and go over the items marked for improvement and tell how you improved them.*) Are we going to present it now?

TEACHER: We are, Azulito, and we are going to do something else, too. I want us all to see the math that we used as we made this project.

Boys and Girls, please use the Improvement Checklist that you started for our project in Lesson 2. Even though you might have seen improvement needs that we didn’t, we hope that we corrected yours as well when we made our improvements.

Unit 6, Lesson 3
TV Lesson

Kinder


Remember that our goals for this project are to

- Move and lift Tinkerbelle to top of table
- Allow Tinkerbelle to get down by herself
- No bending or twisting
- Stay out of the way

AZULITO: Oh, this is exciting!

TEACHER: Yes it is, Azulito! OK girls and boys (camera to the technology), here is our new and improved model of the ---- Azulito, what shall we call this technology? (pause and think)

AZULITO: Hmm, I've got it -- how about Tinkerbelle's Joy.

TEACHER: Tinkerbelle's Joy?

AZULITO: Yes, because it's a joy for Tinkerbelle to be on the table.

TEACHER: Ok, Azulito, Tinkerbelle's Joy it is!

Comprehensible Input

Begin by showing the finished technology.

- *Talk about the math in the planning stage:*
 - *Measuring the place where the technology would be placed*
 - *Adding and subtracting to find total distances.*
 - *Making a plan from the data you had collected*
 - *Explaining your strategies to one another*
- *Talk about the first improvement area – move and lift Tinkerbelle to top of table.*
 - *Was this a problem area?*
 - *Did you use a pulley system? Lever?*
 - *Did you need to change any part of the pulley system? Lever?*
 - *Did you have to add wheels and axle?*
 - *Math might be measurement, computation, problem solving, etc.*
- *Talk about the second improvement area – Tinkerbelle gets herself off the table.*
 - *Was this a problem area?*
 - *Did you use an inclined plane?*
 - *Did you need to change any part of the inclined plane?*
- *Demonstrate the first action of the technology. If there was improvement, be sure to verbalize it. Ask students to note on the Improvement Checklist. Talk about the math involved in the action.*

Azulito's Corner
Lesson 3

Describe how you will (or did) present your Engineering project.

Unit 6, Lesson 3

Kinder



TV Lesson

TEACHER:

- *Demonstrate the second action of the technology.*
- *If there was improvement, be sure to verbalize it.*
- *Ask students to note on the Improvement Checklist.*
- *Talk about the math involved in the action, and in any improvements you made on the technology.*

Continue this pattern till you've ended the actions.

If possible, maybe Arthimus could make a guest appearance and demonstrate the full action of the technology. Of course, the Kinders don't know him, so he'll need to be introduced; but it would be fun.

Arthimus would comment, of course!

TEACHER: *(response to Arthimus, then continue)* Well, girls and boys, what do you think of our technology? How is what we built similar to your technology? How is it different? Take a little time to talk to your classmates and Classroom Teacher about how our technologies are alike and different. (pause)

Before we go, I would like to show you a few math problems that Azulito and I had to work through to make this project. Please look at your **BLM** Azulito's Project Math.

(Read problem #1)

- What math movie do you see when I read that problem boys and girls? Tell your Classroom Teacher. (pause)
- Talk to your elbow partner about strategies you might use to solve the problem. *(Pause then Azulito can model a solution strategy with the inchworms. Ask boys and girls if that is the strategy they used)*
- What number sentence describes what Azulito just did with the inchworms? Tell your Classroom Teacher *(pause, then write the numbers in relationship to what Azulito did. If he added, then use missing addend. If he subtracted, then subtract.)*

Continue the process as long as you have time.

AZULITO: Well girls and boys, you have seen our technology presentation, and how we used math to create it. Now we want to know about your presentation. *(talk about the MAS Space activity)*

TEACHER: Good thing to ask, Azulito! I will be very interested to see what the students have to say!!

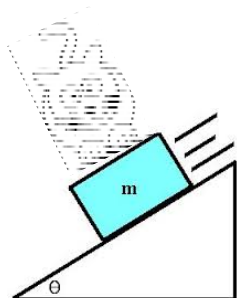
OBJECTIVES: And now, let's take a look at our objectives.

BLM Unit 6, TV Lesson 3

1 per student (TV Teacher will give you the measurements.)



Azulito measured the height of the table.
He used a string, and then measured the string with inchworms.
The table was _____ inchworms tall.



Azulito measured the length of the ramp to let Tinkerbelle get down. It was _____ inchworms long.
He needed to make the ramp longer so the slide down wasn't as steep.
He added enough so that the total ramp was _____ long.
How much did Azulito add to the ramp?

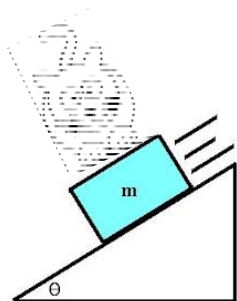


Azulito measured the string to use in the pulley.
It was _____ inchworms long, but it was too short.
The string needed to be _____ inches long.
How much does he need to add to the string?

1 per student (TV Teacher will give you the measurements.)



Azulito midió la altura de una mesa.
Usó una cuerda y entonces midió la cuerda con gusanos una pulgada.
La altura de la mesa es _____ gusanos de pulgada.



Azulito midió la longitud de la cuesta para que Tinkerbelle puede bajarse. Tenía _____ gusanos de pulgada de longitud. Necesitaba hacer la cuesta más larga para que no sea tan empinada.
Agregó bastante para que la cuesta medía _____ de longitud total.
¿Cuánto agregó a la cuesta?



Azulito midió la cuerda para usar en la polea.
Medía _____ gusanos de pulgada de largo, pero era demasiado corta.
La cuerda tenía que medir _____ gusanos de pulgada de largo.
¿Cuánto necesita agregar a la cuerda?

Literature Vocabulary

levers
wheels and axles
pulley
screw
wedge
incline plane
simple machines
engineer

Math Vocabulary

add
join
addition
subtract
separate
subtraction
strategy
compare
more than
less than
fewer than

Materials

- **BLM** Improvement Checklist – 1 per student
- **BLM** Azulito's Project Math (begun in TV Lesson)
- 20 inchworms per student

Unit 6, Lesson 3

Follow-up

Kinder



Math Objectives:

- **Solve Azulito's Math Problems**
- **Explain your strategies.**

Language Objectives:

- **Listen:** Listen to classmates and teacher.
- **Speak:** Discuss how you developed the technology.
- **Read:** Read your observation checklist.
- **Write:** Share-Write how your technology solves a problem.

Science Objectives:

- Observe and describe the location of an object in relation to another such as above, below, behind, in front of, and beside.
- Observe and describe the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, fast and slow.

Practice and Application, Math and Science

Finish any problems the TV Teacher was unable to complete, following the same format as the TV Teacher

- Describe the Math Movie.
- Discuss possible strategies.
- Build a model that describes the math movie.
- Write a number sentence that describes the model.

When you have finished the problems, use the rest of the time to prepare the presentation for your All-School Unit Project. Be sure that students include descriptions in their presentation as per the science objectives.


Shared or Interactive Writing Topic

Daily students will use the day's vocabulary to Share-Write a statement about the learning. Teacher has a large chart and marking pen with a question written at the top. Children give complete sentences. Encourage them to use today's vocabulary.



How does our technology solve a problem?

Objectives: Review the math, language and science objectives, having students tell you how they accomplished each.

<p>Math Objectives</p> <ul style="list-style-type: none"> • Share a snack in half. • Explain why each portion is half. <p>Language Objectives</p> <ul style="list-style-type: none"> • Explain why each portion is half. • Share-write what is a half. <p>Vocabulary Half Fair shares Equal pieces</p> <p>Materials: Per partner:</p> <ul style="list-style-type: none"> • 1 personal pan pizza • 2 individual servings fruit juice • 2 paper plates • 2 paper towels • 2 plastic knives • Chart paper with question: How do you know you each have half of the snack? 	<p style="text-align: right;">Kinder</p>  <p>Unit 6, Lesson 3</p> <p>Snack Fractions</p> <p><i>Children MUST wash their hands before this activity if using food items.</i></p> <p>Snack Fractions</p> <p>As part of each math day, please include a quick “Snack Fraction” activity. If your district/school does not allow any snacks to be given to students, please alter the activity by providing the paper shape to be divided into fractional parts.</p> <p>Objective: Today, I just want you to share your snack with a friend. Look at your snack.</p> <ul style="list-style-type: none"> • What fractional part will each of you receive of the pizza? • What fractional part will each of you receive of the juice? <p>Writing:</p> <ul style="list-style-type: none"> • Share-write the student answers to How do you know you each have half of the snack? <p>Objectives: Read the objectives. How did we accomplish these in our snack fraction lesson?</p>
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Dear Family,

This is our last family letter for the summer. We had a great time today finishing our engineering project. Please ask me all about it!

I want to look for more simple machines around our house. I'll bet there are lots!

Thank you for seeing that I was able to go to school. I learned a lot.

Sincerely,



Estimada familia,

Esta carta será la última este verano. Nos divertimos mucho hoy terminando nuestro proyecto de ingeniería. ¡Pídeme que le explique todo!

Quiero buscar más máquinas simples en nuestra casa. ¡Seguro que hay un montón!

Gracias por dejarme ir a la escuela. He aprendido mucho.

Sinceramente,



FAMILY FUN Involvement

Overview for Unit 6 *Simple Machines*

This overview will provide a one-page view of the suggested Family Fun Activities for this unit, as well as other opportunities provided for Family Involvement.

Lesson 1

- Vocabulary Cards so students can practice language and math vocabulary at home.
- Unit 6, Lesson 1 Letter giving parents the name of the literature book.

Lesson 2

- Family Fun Unit 6 Lesson 2 Letter telling parent the math the students are studying this unit.

Lesson 3

- Invite the families to the end-of-the-year and Unit 6 project share
- End of the Year Note to Families

Enrichment Suggestions

- On-line math games, and art projects are provided for your selection.
- Take a Simple Machine Walk at home.

This portion of the curriculum, although NOT required, should be used as needed to supplement and enrich the Unit's activities.

Family Fun Suggestions:

- Take the PE idea home
- Take a simple machine walk at home

Possible Centers from Enrichment Suggestions:

- **Math Game** – online games

ENRICHMENT Suggestions

Kinder



Unit 6 Simple Machines

MATH WALK

Take a simple machine walk around your campus. How many different examples of simple machines can you find? Careful, sometimes those simple machines are hiding. Watch a few videos on identifying simple machines all around us before taking the walk. See what you can find.

Technology Connections

- Math Practice – Comparing (more, less, greater, fewer)
<http://www.mathnook.com/math/nvl-ml/moreorless.html>
<http://www.mathnook.com/math/whichnumbercompares.html>
<http://www.coolmath-games.com/0-number-twins/index.html>
- Science Connection
http://www.edheads.org/activities/simple-machines/frame_loader.htm identify simple machines around the home
http://www.softschools.com/science/simple_machines/games/
Simple machine identification

More Curriculum Connection Ideas off the Web

- **Health/Physical Ed Connection**
Call out a simple machine and students immediately mimic the action or utility of the machine.
- **Art Connection**
http://www.ehow.com/list_6709231_simple-kids-can-make-school.html teams making a toy car. Or just use the milk carton idea from the literature book
 - Bring in different sized gears for students to use as stamps. Provide tempera or acrylic paints and large paper. Wet water color paper produces spectacular unusual prints.
 - Take photographs of unusual angles of simple machines and make a collage.
 - Make a collage of real simple machines.



<p>Math Objectives Post Assessment</p> <p>Because of the unique presentation of the STEM Unit 6, we are suggesting that for all of the grade bands you select ONE simple machine investigation from this book for all of the students in the house. Bring the materials for that project and let the family work together to experience it and learn a little physics.</p>	<p>Materials</p> <p>• BLM Post Assessment</p> <p>Materials for the activity of your choice from the Simple Machines book for Kinder.</p>
<p>Differentiate</p>	<p>Family Fun</p> <p>Use previous cards and materials</p>
<p>Snack Fraction Notice</p> <p>All snack fractions are common throughout the grade bands. All grade bands have daily snack fraction activities provided. All snack fractions for a unit in a specific grade band will practice the same set of skills. Therefore, you may choose from any of the 3 activities. Lesson 3 has been suggested for its ease of delivery.</p> <p>NOTE: Students are not asked to complete a BLM this time. They are just asked to enjoy the snack, having shared it with one other person.</p>	<p>Snack Fractions – TV lesson 3</p> <p>Materials per partner:</p> <ul style="list-style-type: none"> • Personal Pan Pizza (1 per pair) • Fruit juice (2 individual serving containers per pair) • 2 paper plates • 2 paper towels • 2 plastic knives • Chart paper with question: How do you know you each have half of the snack?

QUESTIONING

- What did you enjoy about this summer reading and math session?
- What do you feel very comfortable with now after having come to the sessions?

Math Vocabulary

(repeat vocabulary) add, addition, join, subtract, separate, strategy, compare, more than, less than, fewer than

CGI Problem – no additional problems today – Post Assessment

Journal Writing

Explain what a math movie is.

Family Fun – No new game cards this Unit. Feel free to have families use any of the previous unit cards.

Snack Fractions - Lesson 3

Assessment – Post Assessment Today.

