

Week 4 - Session 7

Learning Objective	To enhance children's understanding of the target word: same and similar
Definitions of Key Terms:	
<ul style="list-style-type: none"> ○ Same: Amounts or numbers that are identical in number, amount, or value <ul style="list-style-type: none"> ▪ Example: Lucy got more eggs. "That's better," she said. "Now they're the same again." ○ Similar: Amounts or numbers that resemble one another in number, amount, or value, but are not the same. <ul style="list-style-type: none"> ▪ Example: Lucy got some peanuts. "This is similar, but not the same." 	
Storybook Readings	<i>Just Enough Eggs</i>
Dialogic Reading Questions to Ask	Blue
Guided Play	
Center for Activity	Arts & Creative Expression: Making cloud dough
Materials	Recipe for cloud dough (Found in the Appendix on page 102), mixing bowls, measuring cups, measuring spoons, any type of flour*, vegetable oil, food coloring (red or blue), and stirring spoons.
Alternative Activity	Recipe for playdough (Found in the Appendix on page 109), mixing bowls, measuring cups, measuring spoons, hot water, flour, salt, cream of tartar, watercolor/food coloring, vegetable oil, stirring spoons, and the recipe.
Introduce the Materials and Link Them to the Books	<p>At the beginning of the play session, describe each of the materials and what they are used for. "Have you ever made a cake? What did you need to make your cake? Do you know what ingredients are? Do you know what tools you need to make a cake?"</p> <p>Briefly prompt the children to retell or review the story with the materials (e.g., "Do you remember in the story we read how Benjamin and Lucy waited to make a cake for Bear? Do you remember what they needed to make their cake? That's right eggs, milk, flour, sugar, and peanuts. I have some ingredients that are the same and some that are different than Benjamin and Lucy's at the table to make our Playdough. Let's make some playdough together.")</p>
Scaffolding Tip	Encourage the children to pour and mix the ingredients. It's okay if they get a little messy. Some children may prefer to stand up while they are working (Remove the chairs from the table). If a child is having difficulty stirring the mixture, perhaps adding a step stool to help them reach the bowl can help. If supplies are limited, encourage children to take turns, tell them how each person will take a turn, who's turn is coming next, and when their turn is over.
Examples of Guiding Questions	<p>Allow children to direct play after you introduce the materials and briefly review the story with the materials. Actively engage with children during play with materials by following their lead and asking guiding questions using math language terms. Both close- and open-ended questions should be used.</p> <ul style="list-style-type: none"> ▪ Close-ended questions: <ul style="list-style-type: none"> ○ "I see that Kyra and Kalani are finding the ingredients for our playdough. Are their ingredients similar to Benjamin and Lucy's?" ○ "Did you mix the same number of times as Kalani?" ▪ Open-ended questions: <ul style="list-style-type: none"> ○ "Have you baked a cake at your house?" "Were your ingredient amounts similar to Ben and Lucy's?" ○ "How can we know if you mixed the same number of times as Joseph?"

*Allergy alert: Contains gluten, gluten-free flour can be used as a substitute