

### Week 2 - Session 3

<b>Learning Objective</b>	To enhance children's understanding of the target words: <b>many, a lot</b>
<b>Definitions of Key Terms:</b>	
<ul style="list-style-type: none"> <li>○ <b>Most:</b> An amount that is greatest than another <ul style="list-style-type: none"> <li>▪ Example: Lucy had the <b>most</b>.</li> </ul> </li> <li>○ <b>Many:</b> An amount that is high in quantity <ul style="list-style-type: none"> <li>▪ Example: That's too <b>many</b>! We can't eat that <b>many</b>.</li> </ul> </li> </ul>	
<b>Storybook Readings</b>	<i>Too Many Pillows</i>
<b>Dialogic Reading Questions to Ask</b>	<b>Purple</b>
<b>Guided Play</b>	
<b>Center for Activity</b>	Sensory Table: Digging for peanuts in the sand
<b>Materials</b>	<p>Dry sensory material such as sand or rice, teddy bears, plastic bowls, plastic peanuts, and shovels.</p> <p>*Alternative Material #1: Laminated pictures of peanuts cut to size in different quantities (Found in Appendix pages 86 &amp; 87)</p> <p>*Alternative Material #2: Use Unifix cubes to pretend they are peanuts.</p>
<b>Introduce the Materials and Link Them to the Books</b>	<p>At the beginning of the play session, describe each of the materials and what they are used for. "Today we are going to use a bowl and shovel, I've hidden some peanuts in the sand. Do you think you can help me find them?"</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 packed way too many peanuts in his backpack? Except we're going to practice putting peanuts in the bowls today!")</p> <p>As the children begin to engage in the sensory table, keep in mind asking questions like: "Who has too many peanuts in their bowl? Who can put more or who has the most?"</p>
<b>Examples of Guiding Questions</b>	<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"> <li>▪ Close-ended questions: <ul style="list-style-type: none"> <li>○ "I see that Molly and José are putting peanuts into their bowls. Who has the <b>most</b> peanuts?"</li> <li>○ "Do you have <b>many</b> pillows in your bowl?"</li> </ul> </li> <li>▪ Open-ended questions: <ul style="list-style-type: none"> <li>○ "I see that Jackson is filling his bowl with <b>many</b> peanuts! What do you think may happen if he tries to put any more peanuts in it?"</li> <li>○ "What does it mean when someone has the <b>most</b>?"</li> </ul> </li> </ul>