

### Week 7 - Session 14

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| <b>Learning Objective</b>   | To enhance children's understanding of the target word: <b>a lot</b> and <b>same</b>   |
| <b>Definitions of Key Terms:</b>  |  |
| <ul style="list-style-type: none"> <li>○ <b>A lot:</b> A large number of items <ul style="list-style-type: none"> <li>▪ Example: Benjamin peered through the telescope. "I see <b>a lot</b> of stars."</li> </ul> </li> <li>○ <b>Same:</b> Amounts or numbers that are identical in number, amount, or value <ul style="list-style-type: none"> <li>▪ Example: Lucy pointed. "The <b>same</b> amount are on each side of Bear's twin."</li> </ul> </li> </ul> |  |
| <b>Storybook Readings</b>   | <i>So Many Shooting Stars</i>  |
| <b>Dialogic Reading Questions to Ask</b>  | <b>Blue</b>  |
| <b>Guided Play</b>  |  |
| <b>Center for Activity</b>  | Dramatic Play: Star gazing with fishing gear added   |
| <b>Materials</b>  | <p>Leave materials from Session 13 in Dramatic Play and add plastic fish, fishing poles, nets, play food, and baskets</p> <p>Alternative Materials 1: Paper fish taped on small unit blocks, fishing poles created out of rolled up butcher paper</p> <p>Alternative Materials 2: Can also add bugs if you need more or different materials.</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. "Have you ever gone outside or to the park to have a picnic or go fishing? What did you need to take with you? Yes, a fishing pole and some food! Let's go pretend we are the park to have a picnic or go fishing."</p> <p>Briefly prompt the children to retell or review the story with the materials (e.g., "Remember from our book Benjamin and Lucy go to the park to see shooting stars? We are going to pretend we are going to the park to do the same thing and to also have a picnic/ go fishing. I have some materials that are the same and some that are different than Benjamin and Lucy in dramatic plays. Let's go pretend together".)</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 (i.e., some and a little bit). 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 Leo and Monica are finding fish. Do they have <b>a lot</b> of fish?"</li> <li>○ "I have some food and you have some food; do we have the <b>same</b> amount of food?"</li> </ul> </li> <li>▪ Open-ended questions: <ul style="list-style-type: none"> <li>○ "I see that Rachel is putting fish into the buckets. Are there the <b>same</b> number of fish in each bucket? How do you know?"</li> <li>○ "I see <b>a lot</b> of stars, what do you see <b>a lot</b> of?"</li> </ul> </li> </ul> |