

**Unit 2**  
**Week 3 - Session 5**

<b>Learning Objective</b>	To enhance children's understanding of the target word: <b>different</b>
<b>Definitions of Key Terms:</b>	
<ul style="list-style-type: none"> <li>○ <b>Different:</b> Amounts or numbers that are not the same in number, amount, or value <ul style="list-style-type: none"> <li>▪ Example: Benjamin pointed to the recipe. "Hmm. That's a <b>different</b> number of eggs than the recipe shows."</li> </ul> </li> </ul>	
<b>Storybook Readings</b>	<i>Just Enough Eggs</i>
<b>Dialogic Reading Questions to Ask</b>	<b>Red</b>
<b>Guided Play</b>	
<b>Center for Activity</b>	Dramatic Play: Baking a cake using a recipe
<b>Materials</b>	<p>Different size mixing bowls, cake recipe (found in Appendix on page 90), measuring pitchers, measuring cups and spoons, aprons &amp; chef hats, play food (milk, sugar, flour etc.), plastic eggs, plastic peanuts, baking pans, and teddy bears.</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: If you don't have plastic eggs or peanuts, use Unifix cubes.</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 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?" Preview the next session by telling students: "Next time we will make playdough to make our cakes just like Benjamin and Lucy."</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 materials that are the same and some that are different than Benjamin and Lucy's in dramatic play to make our cakes. Let's pretend together.")</p>
<b>Scaffolding Tip</b>	Encourage the children to pretend to measure, pour, and mix the ingredients.
<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 Lauren and Joey are finding the ingredients for our playdough. Are their ingredients <b>different</b> than Benjamin and Lucy's?"</li> <li>○ "Do you have <b>different</b> measuring cups than Benjamin and Lucy?"</li> </ul> </li> <li>▪ Open-ended questions: <ul style="list-style-type: none"> <li>○ "I see that Veronica is scooping a lot of flour! Is that a <b>different</b> amount than the salt?"</li> <li>○ "Emily has <b>different</b> amounts of salt and flour than you. How can we make your amounts the same?"</li> </ul> </li> </ul>