

# Reading and Playing with Math



A classroom curriculum supplement to enhance mathematical language through picture books and guided play

# Contact Info & Acknowledgements

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# Introduction

Welcome to Reading and Playing with Math (RPM)! We believe that math is a subject that children should enjoy and can use to explore their world. Our research group has done extensive work on understanding how young children develop their mathematical knowledge and how to effectively provide instruction that maximizes children's outcomes. Young children need intentional time focused on early mathematics and instructional experiences should be connected to their everyday lives.

RPM is designed to be infused into the classroom through activities that are typically already present—reading books and playing in centers. Our team has carefully designed these books and activities to support children's learning of quantitative language concepts (e.g., words such as *many, most, same, similar, different, few, less*). These concepts have been shown to underlie early mathematics development—setting the stage for successful early mathematics development.

One important aspect of RPM is the design. It is created to fit into the schedule of a variety of early childhood education program types. RPM consists of six different picture books from *The Little Elephants' Big Adventures* series and 15 sets of materials for weekly centers—all divided into six 2-week units and one 3-week unit. Book reading is done twice a week across 15 weeks and center materials are rotated each week. The program also includes guided play information for teachers to use in the centers twice per week after each of the reading sessions.

This manual provides information for teachers on core knowledge for RPM such as *mathematical language, dialogic reading, guided play, and attending to linguistic and cultural* considerations in the preschool classroom. The manual also has a 15-week schedule, session guides, material lists, and progress monitoring tools.

**Using this manual:** To effectively implement RPM, you should read the content information below for brief overviews of *mathematical language, dialogic reading, guided play, and linguistic and culturally responsive teaching*. This should be followed by watching four brief videos that provide additional information and video examples in a real classroom. All materials should be prepared in advance for each week. Oftentimes, the centers introduced in the first session, remain up through the following session. An extension activity is added during the second session to supplement the first. Teachers should ensure that they spend specific time in the centers with each child asking the guided questions listed in the session guides and other similar questions to support children's engagement in the content.

## Instructional Goals

The core instructional goals in RPM are fourfold:

1. Provide children with knowledge and understanding of key quantitative mathematical language terms and concepts that build the foundation of mathematics development.
2. Support children with the ability to apply this knowledge in hands-on and meaningful ways that extend into the classroom.
3. Show children that mathematics can be used to solve real world challenges and help them better understand their world.
4. Enhance students' and teachers' love of mathematics through intentional learning experiences that fit naturally into a typical preschool classroom.

# Achieving Instructional Goals

To achieve these instructional goals, RPM uses both a dialogic reading and guided play framework to support quantitative mathematical language learning. We explicitly integrate current evidence on mathematical language learning and general vocabulary learning to support children's development. For example, Snell, Hindman, & Wasik (2015), identified five key practices that support children's acquisition of vocabulary skills through reading picture books: (1) defining words, (2) discussing/asking questions about the words, (3) rereading books, (4) designing classroom activities that use the new vocabulary, and (5) retelling books. Wasik and colleagues (2016) also identified an additional component: using props. Moreover, Taub et al. (2018) indicates that vocabulary learning from picture books is enhanced when accompanied by guided play activities. RPM incorporates these empirically supported techniques of effective language instruction into both the book reading and guided play experiences in the following ways:

- Defining words: The first time new mathematical language related key words are presented in the book; you should provide your students child-friendly examples of the word. The session guides include a clear definition and child friendly examples to demonstrate the word or concept. These definitions can also be used at other times during the readings or guided play activities as needed.
- Discussing/asking questions about the words: One of the core facets of dialogic reading is the use of completion, recall, open-ended, wh-, and distancing questions. The dialogic reading questions embedded in the books are focused on core terms and concepts for each reading. Ways to enhance the dialogue resulting from these discussions can be found in the section on dialogic reading below.
- Rereading books: Each book is read a total of five times across the 30 RPM sessions. The first three times each book is read you should use the color-coded embedded prompts and the last two times you should individualize prompts based on student needs (asking any of the provided prompts or creating your own).
- Designing classroom activities that use the new vocabulary: In addition to the picture book sessions, RPM includes guided play activities based off the work of Taub et al. (2018) and Dickinson et al. (2019). The guided play activities are designed to emphasize the specific math language related key words for that session. These activities should be implemented in small groups after the reading as children rotate around stations during small group time. These materials should remain set up in the classroom for the full week and children should be encouraged to engage with them as much as they are interested. You should ensure that each child participates in the guided play activities in your presence at least one to two times per week.
- Retelling the books: In addition to the presence of recall questions incorporated into the dialogic reading prompts, a core component of the guided play session is that the teacher should lead the students to retell the book during specified guided play sessions. At least one session per unit will ask for retelling of the book. This can be a brief retelling that engages students in questions such as "Do you remember what happened next?"
- Using props: A core feature of the guided play activities is to use materials (props) that align with the

picture books so that children can immerse themselves in guided play that connects to the specific events of the books. These materials are listed in the materials list and should be set up in the specific classroom center.

The subsequent sections detail specific information on the core components of RPM including the content (mathematical language), dialogic reading, guided play, and culturally and linguistically responsive instruction—recommendations for how to support these components in RPM, and your classroom more broadly, are also included.

# Mathematical Language

Math language is a child's understanding of key words and concepts used in early math. Two specific aspects of math language have been identified as important for early math learning: quantitative language (Barner, Chow, & Yang, 2009) and spatial language (Cannon, Levine, & Huttenlocher, 2007; Ramani, Zippert, Schweitzer, & Pan, 2014). In our work (Purpura, Napoli, & King, 2019), we have found that quantitative language is more related to early numeracy development than is spatial language. Thus, the focus of RPM is on quantitative language.

Quantitative language includes terms such as *more, many, most, same, similar, different, few, least, a little bit* (see Table 2 on page 22 and 23 for all quantitative language terms and definitions). Understanding these terms allows children to make and describe comparisons between groups or numbers. For example, knowing that the term “more” can mean an increase in quantity (“give me more”) or can be used in comparative statements (“five is more than two”). This distinction of vocabulary will allow children to become specified in their ability to define quantities.

Young children who do not understand specific aspects of math language, such as comparative words, also struggle to acquire early math skills such as cardinal number knowledge (Barner et al., 2009). In one study, (Purpura, Wehrspann, et al., 2017), we found that math language was the best classifier of preschool children who would perform the lowest on a numeracy measure. It’s an even better predictor than *actual* math performance.

Studies have shown that interactions that include math language, both with caregivers and teachers, predict children’s math outcomes (Chard et al., 2008; Clements & Sarama, 2011; Gunderson & Levine, 2011; Levine et al., 2010; Ramani, Rowe, Eason, & Leech, 2015). It has been hypothesized that math language-rich interactions are important in developing children’s early math skills (Clements et al., 2013). However, simply using a large range of math language is not sufficient for improving children’s skills because it could detract from the understanding of more specified language and concepts (Boonen et al., 2011; Lansdell, 1999).

In RPM, we have designed the books and guided play activities to introduce and support quantitative mathematical language in a targeted and sequenced order to enhance learning. The first six weeks focus on smaller sets of words (e.g., Set 1 includes *more, many, most*; Set 2 includes *same, similar, different*; Set 3 includes *few, fewest, least, a little bit*). Weeks 7 through 12 include the intentional integration of the different sets. Finally, Weeks 13 through 15 include a review of all books to reinforce learning.

# Strategies to Incorporate Mathematical Language into the Classroom

1. Engage students in mathematical conversations during play by describing the quantity of items (e.g. “There are many blocks on the floor.”).
2. During story time, encourage students to make comparisons between items on a page and discuss differences in quantities.
3. After children have grasped certain target words, begin to use words in tandem that highlight contrasting terms (e.g., “Michael has the fewest and Nadia has the most.”) or that highlight differences in similar terms (e.g., “Juan has more than Elisa, but Maria has the most!").
4. Discuss *amounts* during center time (e.g., “There are a lot of ants near that apple!” or “Which one of you has the *most/fewest* eggs?”)
5. Ask your class questions such as “Who has a dog at home?” and “Who has a cat at home?” and then compare if there are more or fewer dogs/cats.
6. Use mathematical language when cleaning up around the classroom and ask students to pick up different amounts of blocks on the ground or toys.
7. Prepare dialogic reading questions in advance for other books you read with your class. Ensure that they incorporate the targeted quantitative mathematical language in the section later in this manual.
8. Ask guiding questions in other play sessions at other centers in the classroom that incorporate mathematical language.

# Dialogic Reading

RPM is built off a framework of picture book reading using dialogic reading strategies. Dialogic reading is a style of shared reading that involves a role shift in which the child is an active participant (Lonigan & Whitehurst, 1998). The adult uses questions and prompts to encourage children's participation and elicit children's language production. Using the **CROWD** (See Table 1) prompts, the adult asks varied types of questions to encourage children's use of language and to expose them to new words (Morgan & Meier, 2008).

Table 1

Completion	Ask students to complete a word or phrase
Recall	Ask your child about past events in the story
Open-Ended	Questions that cannot be answered with "yes" or "no." Ask your child to describe what is happening in the picture
Wh-	The basic questions: what, where, when, who, why, and how. Point to or refer to something in the storybook
Distancing	Questions that connect the story to the child's life

The "active ingredients" of dialogic reading – the reasons it is effective in increasing language skills--(including mathematical language)—are thought to include the emphasis on repeated readings, discussing and asking children about new words, and retelling aspects of the story. Researchers have identified dialogic reading strategies as some of the best practices for encouraging children to learn and use new vocabulary (Snell et al., 2015). Dialogic reading has been shown to promote children's general language skills (Institute of Education Sciences, 2007; Lever & Sénéchal, 2011), as well as their mathematical language skills (Hassinger-Das et al., 2015; Purpura et al., 2017; Purpura et al., 2021).

Dialogic reading was used as a framework for RPM because dialogic reading strategies may be a particularly useful mechanism for teaching children mathematical language. Specifically, CROWD prompts were embedded into the books so that teachers do not need to generate questions on their own and so that the questions could be used to scaffold the complexity of the material. As you can see in the books, the dialogic reading prompts are color coded so that the reader uses one prompt per reading and the prompts become more complex with each reading. The first time the book is read, the red prompts should be used, blue the second time, and purple the third time. After the third time a book is read, the reader can use any of the questions or make up their own. This is also a great opportunity to scaffold questions for individual children. Using the progress monitoring checklist (see page 58), teachers can target specific questions to individual children to ensure they have an opportunity to learn the targeted words and concepts.

# Strategies to Implement Dialogic Reading in the Classroom

1. Point out connections between words and pictures when asking questions and encourage verbal responses.
2. To increase engagement, expand upon the reading by asking additional questions that relate the story to students' lives.
3. Tailor some questions, especially during the 4th and 5th readings, to individual children based on their progress monitoring reports.
4. Engage your students in the story by following their lead and asking questions about their interests.
5. After following the student's lead, bring the attention back to the story by saying "Let's see what is going to happen next in the story!"
6. Balance the prompts across your students to ensure that all have the opportunity to respond to questions.
7. Gently guide your students to a response by clarifying and expanding their answers. Try asking "Why do you think that?" or saying, "Let's figure it out together."
8. Have fun while reading! Use different voices and tones, add sound effects, or use physical movements to match the characters' actions.
9. If you need to increase or decrease the complexity of provided prompts, try to use a mix of different types of prompts such as Completion, Recall, Open-ended, Wh-, and Distancing questions (Refer to the CROWD acronym explanation on page 12). These types of prompts can also be added into other books you read to your class.

# Guided Play

Although picture book reading alone has been demonstrated to be an effective method of building language skills—including math language—other work has suggested that the effects of picture book reading can be enhanced when it is connected to guided play (Dickinson et al., 2019; Taub et al., 2018). Studies have suggested that reading in the company of an adult provides children with opportunities to reflect upon aspects of the texts including the use of language and conventions. According to Pentimonti and Justice (2010), engaging in role-playing activities following shared story reading further provides children with opportunities to develop their language skills, as they can reinforce their understanding of the concepts by applying their learning to different contexts. The RP-Math study will particularly focus on the development of children’s math language skills.

Guided play is different from free play (where centers are put in the classroom and children engage without adult interactions) and teacher-directed play (where the adults direct what is occurring during the play sessions). Guided play includes exposing the children to learning experiences that include two aspects: 1) Child-directed activities where the child is not just a recipient of the content but rather an active collaborator in the learning process; and 2) Scaffolding by an adult (Weisberg et al., 2013, 2016). Children’s learning is enhanced when adults scaffold the activity towards a learning goal, thereby encouraging children to make connections between new information and what they are already aware of, while making the environment meaningful and fun for the children (Samuelsson & Johansson, 2006; Zosh et al., 2018). Guided play also reduces distractions and helps children focus their attention on elements related to the learning goal specifically (Weisberg et al., 2013).

The scaffolding in guided play activities can be tailored session to session (more scaffolding during the earlier sessions will be necessary and then removing scaffolds as children become more familiar with the structure of the activities). Similarly, some children may require a higher level of scaffolding support, whereas others may need only limited support. The teacher can provide some feedback throughout the guided play sessions.

# **Strategies to Implement Guided Play Activities**

- Allow children to take the lead during guided play while keeping in mind the overall objective of the activity. The role of the teacher in guided play is to prompt children in a way that sets them up for discovery.
- Prompt children to provide a correct response by reducing the number of choices of correct answers.
- Elicit responses by prompting a model of the ideal response.
- Prompt children to extend and generalize the content beyond the learning goal –to past or future personal experiences.
- Have children explain their reasoning and state why the particular response is correct.
- Assist children in predicting by prompting children to describe what might happen next or to guess how the activity will end.

# Linguistic and Culturally Responsive Teaching

Cultural competence, in the context of this intervention, refers to working effectively with a diverse population of student background and abilities, particularly as it relates to math language learning. Culturally responsive teaching includes using cultural knowledge and prior experience of ethnically and linguistically diverse students to make learning encounters more relevant and effective for them. The term “DLL” or “Dual Language Learner” refers to a young child who is learning multiple languages simultaneously (Ballantyne et al., 2018). These concepts are necessary to understand in order to practice linguistic and culturally responsive teaching.

Effective teachers attend to the languages and cultures of students. Interventions are more effective when they are linguistically and culturally responsive (Larson et al., 2019). Teachers can attend to language differences by using an interpreter to translate labels in the classroom or letters that may be sent home. Pictures and gestures are also useful when working with children who speak different languages because it clarifies content. Teachers have the ability to implement linguistically and culturally responsive teaching by creating opportunities for cultures to be explored and celebrated, considering the languages used in the classroom, and supporting the inclusion of all students.

Many preschool classrooms are filled with children coming from a variety of cultures, languages, and backgrounds. Due to the diverse nature of preschool classrooms, culturally and linguistically responsive instruction should be at the forefront of teachers’ minds. According to Larson et al. (2019), culturally-responsive instruction involves incorporating the values, beliefs, practices, experiences, and materials relevant to the cultural backgrounds of the individuals receiving the intervention. Therefore, it is the duty of teachers to educate themselves on the values, beliefs, practices, and experiences relevant to the lives of the students in the classroom.

When reading *The Little Elephants’ Big Adventure* series, be considerate of your students’ responses to questions. Dialogic reading strategies often elicit personalized responses that connect students’ lives with the content from the book. This strategy of reading creates the opportunity to discuss and share cultural and linguistic similarities and differences within the classroom. Approach these conversations with respect and the intention to develop and nurture relationships while building on students’ math knowledge and skills. Connecting the ideas and concepts present in the books and activities to children’s broader world and experiences provides you, as their teacher, an opportunity to learn more about their background and empower your students to recognize and value their unique experiences.

Implementing linguistic and culturally responsive teaching throughout *The Little Elephants’ Big Adventure* series ensures children are included in classroom instruction. This approach requires the teacher to be aware of students’ backgrounds, languages, and cultures in order to make the learning more personal and effective. Doing so will allow for successful relationships and performance in the classroom.

# Strategies to Facilitate Linguistic and Culturally Responsive Teaching in the Classroom

1. Uphold the unique value and dignity of each child and family by celebrating diversity and acknowledge similarities and differences. Have students share about their backgrounds and ask families to provide information as well.
2. Develop trusting relationships with children and nurture relationships among them while building on their knowledge and skills by talking about students' interests, hobbies, and families.
3. Use language(s) that children understand and support the development of children's first language while simultaneously promoting English proficiency. Overtime, the designers of this intervention will work to develop tools to connect language terms across a variety of languages (beginning with Spanish); however, before those resources are available, we recommend identifying which languages are used in your classroom and identifying individuals who can work with you to help with translations and correct pronunciations.
4. Recognize each child's unique strengths and support the full inclusion of all children by making activities accessible to all and pulling from the interests of the class.
5. Consider the developmental, cultural, and linguistic appropriateness of the learning environment and your teaching practices.
6. Create opportunities for DLLs to use guided play to practice and demonstrate math skills in both languages by asking questions that elicit verbal responses.
7. When feasible, use words that sound similar across languages (i.e. cognates) due to common origins like, in English and Spanish, "different" and "diferente". (A core list of the common math language terms and their differences across English and Spanish will be provided in the near future.)

## Implementation Schedule

<b>Unit 1: Too Many Pillows</b>				
Progress Monitoring Checkpoint 1 (all words)				
		Book	Target Words	Area/Center
Week 1	Session 1	<i>Too Many Pillows</i>	More, most	Dramatic Play: "House"
	Session 2	<i>Too Many Pillows</i>	Many, a lot	Dramatic Play: Extend house with tent
Week 2	Session 3	<i>Too Many Pillows</i>	Most, many	Dry Sensory Table: With peanuts and buckets
	Session 4	<i>Too Many Pillows</i>	More, most	Dry Sensory Table: Extended with spiders and spoons
Progress Monitoring Checkpoint 2 (for Set 1 words)				
<b>Unit 2: Just Enough Eggs</b>				
		Book	Target Words	Area/Center
Week 3	Session 5	<i>Just Enough Eggs</i>	Different	Dramatic Play: "Kitchen"
	Session 6	<i>Just Enough Eggs</i>	Same	Dramatic Play: Extend with party supplies
Week 4	Session 7	<i>Just Enough Eggs</i>	Same, similar	Sensory: Make playdough or cloud dough
	Session 8	<i>Just Enough Eggs</i>	Different, similar	Sensory: Extend with playdough or cloud dough
Progress Monitoring Checkpoint 2 (for Set 2 words)				
<b>Unit 3: Picnic with Some Peanuts</b>				
		Book	Target Words	Area/Center
Week 5	Session 9	<i>Picnic with Some Peanuts</i>	Some, a little bit	Dramatic Play: Picnic
	Session 10	<i>Picnic with Some Peanuts</i>	Least, fewest	Dramatic Play: Extend picnic
Week 6	Session 11	<i>Picnic with Some Peanuts</i>	Less, least	Water Table: Funnels and pitchers
	Session 12	<i>Picnic with Some Peanuts</i>	Less, a few	Water Table: Extend with coloring water
Progress Monitoring Checkpoint 2 (for Set 3 words)				
<b>Unit 4: So Many Shooting Stars</b>				
		Book	Target Words	Area/Center
Week 7	Session 13	<i>So Many Shooting Stars</i>	More, same	Dramatic Play: House with stars and binoculars
	Session 14	<i>So Many Shooting Stars</i>	A lot, same	Dramatic Play: Extend with fishing

Week 8	Session 15	<i>So Many Shooting Stars</i>	Similar, more	Blocks: Add stars and planets
	Session 16	<i>So Many Shooting Stars</i>	Similar, most	Blocks: Extend various block colors and sizes
<b>Unit 5: A Couple of Cool Ideas</b>				
		Book	Target Words	Area/Center
Week 9	Session 17	<i>A Couple of Cool Ideas</i>	A little bit, many	Dramatic Play: Ice Cream Shop
	Session 18	<i>A Couple of Cool Ideas</i>	A lot, few	Dramatic Play: Extend Ice Cream shop
Week 10	Session 19	<i>A Couple of Cool Ideas</i>	Some, more	Sensory: Water table with ice
	Session 20	<i>A Couple of Cool Ideas</i>	Most, fewest	Sensory: Extend water table with shaving cream
<b>Unit 6: A Different Winter Den</b>				
		Book	Target Words	Area/Center
Week 11	Session 21	<i>A Different Winter Den</i>	Different, same	Dramatic Play: Orchard
	Session 22	<i>A Different Winter Den</i>	Similar, a couple	Dramatic Play: Extend with various apple sizes
Week 12	Session 23	<i>A Different Winter Den</i>	Just enough, several	Sensory Table: Water with stones
	Session 24	<i>A Different Winter Den</i>	A little bit, several	Sensory Table: Water with stones and extensions
Progress Monitoring Checkpoint 3 (all words)				
<b>Unit 7: All Books</b>				
		Book	Target Words	Area/Center
Week 13	Session 25	<i>Too Many Pillows</i>	Combine, a lot	Music: Making a tambourine
	Session 26	<i>Just Enough Eggs</i>	Same, similar	Music: Playing the tambourine
Week 14	Session 27	<i>Picnic with Some Peanuts</i>	Few, some	Art & Creative Expression: Large container star projector
	Session 28	<i>So Many Shooting Stars</i>	Similar, a lot	Art & Creative Expression: Paper towel container star projector
Week 15	Session 29	<i>A Couple of Cool Ideas</i>	Many, a few	Art & Creative Expression: 4 seasons trees
	Session 30	<i>A Different Winter Den</i>	Some, most	Art & Creative Expression: 4 seasons trees

# Books

The Little Elephants' Big Adventures series teaches early childhood math while the main characters, Benjamin and Lucy, navigate through adventures. These two friendly elephants, and their stuffed animal Bear, are ready to lead your students through their own math adventures as they learn about math language. These books are designed to integrate math language in a planned progression. The first three books each introduce unique sets of math language terms. The second three books then integrate across the unique sets of math language terms. Learn more about their adventure series below.

## Book 1 – *Too Many Pillows*

- Benjamin is worried he'll forget something for their camping trip. He has so many things in his backpack that he falls down! Lucy, Benjamin, and Bear will have to work together to lighten both his pack and his worries in this book about everyday math and facing your fears. This book uses the concepts of *more, many, most, and a lot*.

## Book 2 – *Just Enough Eggs*

- It's Bear's birthday! But Lucy's cake falls flat and the party will be a flop unless they can bake a just-right cake. In this book, about everyday math and perseverance, Benjamin and Lucy work to make the perfect cake for Bear's birthday by getting *just enough* of the right ingredients. This book uses the concepts of *same, similar, different, and enough*.

## Book 3 – *Picnic with Some Peanuts*

- Lucy and Benjamin are going on a picnic using everyday math and problem solving. They must solve the mystery of missing food to save their picnic and their pal, Bear. This book uses the concepts of *a few, fewer, less, and a little bit*.

## Book 4 – *So Many Shooting Stars*

- Lucy, Benjamin, and Bear can't wait to see the stars on their adventure using everyday math and exploration! They'll see more once they build their telescope, but what could be missed in the mean time? This book uses the concepts of *a lot, many, more, most, different, same, similar, just enough*.

## Book 5 – *A Couple of Cool Ideas*

- A hot day is no match for Benjamin, Lucy, and Bear. Through their use of everyday math terms and innovation, they will surely find ways to cool off! Hopefully they can cool down before things start to melt! This book uses the concepts of *many, more, most, a lot, few, fewer, fewest, least, less, several, some a little bit, and a couple*.

## Book 6 – *A Different Winter Den*

- Bear needs to find a cozy place to sleep this winter and Benjamin and Lucy are on the case. Using everyday math and discovery, the Little Elephants have some *big ideas* to help Bear find the perfect den. This book uses the concepts of *a lot, many, more, most, few, fewer, fewest, least, less, several, some, a little bit, a couple, different, similar, same, just enough*.

## Key Vocabulary

The quantitative mathematical language terms used in this intervention is broken down into three sets of words (see Table 2). These words are divided into three sets of conceptually similar words. The sets are also largely ordered by the difficulty of words as Set 1, Set 2, and Set 3 progressively increase in difficulty (e.g., words in Set 3 are typically harder, or children usually learn them later, than words in Sets 1 and 2). Critical to the success of RPM is providing children with opportunities to accurately learn these terms and apply them to reinforce learning. Below (Table 2), we provide child-friendly examples of each of these core terms.

It should also be noted that there are more words that could be considered quantitative math language words, but we have intentionally restricted this list to the most important words targeted in RPM. Additionally, there are some words that are used interchangeably (e.g., *few/less*) but have unique meanings. For example, “*few*” refers to countable quantities and “*less*” refers to continuous quantities (e.g., there are *few* blocks, he has *less* water than she does). We recommend using the provided examples of each word when working with students in order to effectively explain the definitions and use of each word.

Table 2

Word	Concept	Examples
<b>Set 1:</b> A lot, many, most, more, combine		
A lot	A large number of items	“That is <i>a lot</i> of blocks!”
Many	An amount that is high in quantity	“There are <i>many</i> blocks on the table!”
Most	An amount that is greatest than another	“I have the <i>most</i> blocks.”
More	An amount that is greater than another	“Who has <i>more</i> blocks?”
Combine	Join a number or an amount to another to increase its value	“Can we <i>combine</i> these piles?”
<b>Set 2:</b> Different, similar, same, just enough		
Different	Amounts or numbers that are not the same in number, amount, or value	“Our towers have <i>different</i> amounts of blocks.”
Similar	Amounts or numbers that resemble one another in number, amount, or value, but are not the same	“We have <i>similar</i> amounts of blocks.”
Same	Amounts or numbers that are identical in number, amount, or value	“We have the <i>same</i> amount of blocks.”
Just enough	The necessary number of items needed to meet a certain demand	“I have <i>enough</i> blocks to build a big house.”
<b>Set 3:</b> Some, a little bit, less, least, fewest, few, couple, fewer, several, combine		
Some	An unspecified amount	“Can I have <i>some</i> of the blocks?”
A little bit	A small amount or quantity of something	“I only have <i>a little bit</i> of water.” Non-example(s): “The cat is <i>little</i> .”
Less (than)	An amount that is smaller than another	“You have <i>less</i> water than me.”
Least	The smallest amount amongst others	“I have the <i>least</i> amount of blocks.”
Fewer/est	An amount that has less than another or has the least amongst others	“You have <i>fewer</i> blocks than I do.” OR “I used the <i>fewest</i> blocks to make my bridge.”
Few	An amount containing three to five	“Can you give me a <i>few</i> blocks?”
Couple	An amount containing two	“Give me a <i>couple</i> of shapes, please.”
Several	A static amount of many items	“She has <i>several</i> of the blocks.”

# Session Guides

## General Guide for Implementation

New guided play materials should be set out at the beginning of each week. Please note that most weeks have additional materials that are introduced mid-week. The guided play sessions should be implemented after the reading of each book. Book reading should be a whole class activity, while guided play sessions should be implemented in small groups (3 to 5 at a time). Example timelines for Unit 1 are presented below (Table 3 & 4). Please note that guided play sessions can occur on the same day as reading sessions and the example schedule below can be modified to meet your school's needs.

Table 3

<b>Unit 1</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Week 1</b>	Place out materials for guided play session 1.  <i>Read book 1 with red prompts.</i>	Implement guided play session 1.	Place out additional materials for guided play session 2.  <i>Read book 1 with blue prompts</i>	Implement guided play session 2.	
<b>Week 2</b>	Place out materials for guided play session 3.  <i>Read book 1 with purple prompts.</i>	Implement guided play session 3.	Place out additional materials for guided play session 4.  <i>Read book 1 and adjust prompts to tailor for individual children.</i>	Implement guided play session 4.	

Table 4

<b>Unit 1</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Week 1</b>	Place out materials for guided play session 1.  <i>Read book 1 with red prompts.</i>  Implement guided play session 1.	Place out additional materials for guided play session 2.  <i>Read book 1 with blue prompts</i>	Implement guided play session 2.		
<b>Week 2</b>			Place out materials for guided play session 3.  <i>Read book 1 with purple prompts.</i>	Implement guided play session 3.	Place out additional materials for guided play session 4.  <i>Read book 1 and adjust prompts to tailor for individual children.</i>  Implement guided play session 4.

Each session guide provides information on which book to read, which dialogic reading questions to use, as well as how to set up and implement each guided play session. The guided play sessions will always follow a similar structure of:

- (1) introducing the materials in the center
  - (2) linking the materials to the books and supporting the children to retell the story with the materials
  - (3) allowing the children to play with the materials
- Recommended guiding questions are provided on each session guide for use while you play with the children. You can also create your own questions that connect with the target mathematical language terms and the broader content of the intervention as needed to support individual children's learning. Guided play sessions should last about 15-20 minutes (times can be adjusted according to your classroom schedule—but keeping within the 15-20 minute time frame is ideal). Below are some tips for implementation.

## Tips for Implementation

- Note the learning objective for each session and focus on bringing attention to the math language terms.
- Spend approximately 15 minutes reading the designated storybook and 15-20 minutes with a small group of 3-5 students implementing the guided play session.
- Refer to the session guide for which color of dialogic reading questions to ask for the day.
- On the 4<sup>th</sup> reading of each book, you can use any of the provided dialogic reading questions or generate your own to meet the needs of your students.
- Look at each week and prepare materials in advance for the two sessions. Pay close attention to when materials need to be added to the center mid-week.
- Read the session guide prior to implementation of the guided play activity to ensure knowledge of open and close-ended question examples.
- Briefly prompt children to retell the story and reference the materials during guided play as they connect to the storybook that was read that week.
- Reference the implementation schedule (starting on page 17) for important dates such as progress monitoring checkpoints.
- Remain active and engaged during guided play sessions and have fun!

**Unit 1**  
**Week 1 - Session 1**

<b>Learning Objective</b>	To enhance children's understanding of the target words: <b>most, more</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: Benjamin had the <b>most</b> pillows.</li> </ul> </li> <li>○ <b>More:</b> An amount that is greater than another           <ul style="list-style-type: none"> <li>▪ Example: Bear doesn't have as many pillows as Lucy, so Lucy has <b>more</b> than Bear.</li> </ul> </li> </ul>	
<b>Storybook Readings</b>	<i>Too Many Pillows</i>
<b>Dialogic Reading Questions to Ask</b>	<b>Red</b>
<b>Guided Play</b>	
<b>Center for Activity</b>	Dramatic play: House setup (kitchen set, table, and chairs)
<b>Materials</b>	Play food, backpacks, teddy bears, and pillows
<b>Introduce the Materials and Link Them to the Books</b>	<p>At the beginning of the play session, describe the dramatic play to the children. Introduce the materials you have added to the area like the pillows (e.g., pillows are what we use under our head when we go to sleep), teddy bears, and backpacks. Share with children your expectations. For example, having two friends in the tent at a time keeps everyone safe.</p> <p>As you introduce the materials, briefly prompt the children to retell or review the story using the materials (e.g., “Do you remember in the story we read how Benjamin packed way too many pillows in his backpack? You can do it too and practice taking out things to make it zip. Who has too many pillows in their backpack? Who can put more things in the backpack or who has more than you?”).</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 the key math language terms (i.e., ‘more’ and ‘most’). Both close-and open-ended questions are important to use.</p> <ul style="list-style-type: none"> <li>▪ Close-ended questions:           <ul style="list-style-type: none"> <li>○ “I see that Laura and Sydney are putting pillows into the backpacks. Who has <b>more</b> pillows in their backpack?”</li> <li>○ “Do you have the <b>most</b> pillows in your backpack?”</li> </ul> </li> <li>▪ Open-ended questions:           <ul style="list-style-type: none"> <li>○ “I see that Stephen is packing his backpack with <b>more</b> pillows! What do you think may happen if he tries to zip it up?”</li> <li>○ “What does it mean when someone has the <b>most</b> of something?”</li> </ul> </li> </ul>

## Week 1 - Session 2

<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>Many:</b> An amount that is high in quantity             <ul style="list-style-type: none"> <li>▪ Example: Benjamin had <b>many</b> flashlights.</li> </ul> </li> <li>○ <b>A lot:</b> A large number of items             <ul style="list-style-type: none"> <li>▪ Example: Benjamin packed <b>a lot</b> of flashlights.</li> </ul> </li> </ul>	
<b>Storybook Readings</b>	<i>Too Many Pillows</i>
<b>Dialogic Reading Questions to Ask</b>	Blue
<b>Guided Play</b>	
<b>Center for Activity</b>	Dramatic play: House setup with tent and flashlights added
<b>Materials</b>	<p>Leave materials from Session 1 in Dramatic Play, add flashlights and tent          *Can include a tent or make a tent from materials in the classroom like chairs and a table cloth or sheet.</p> 
<b>Introduce the Materials and Link Them to the Books</b>	<p>At the beginning of the play session, describe the new props: flashlight, compass, and tent. Include what they are used for (e.g., flashlights help us see when it is dark). Share with children your expectations. For example, having two friends in the tent at a time keeps everyone safe.</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 pillows in his backpack? You can do it too and practice taking out things to make it all fit. Who has too many things or pillows in their backpack? Who has a lot of things in their backpacks?").</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 the key math language terms (i.e., 'many' and 'a lot'). 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>○ "Do you have <b>many</b> pillows in your backpack?"</li> <li>○ "Sometimes when I go grocery shopping, I try to carry <b>a lot</b> of bags, do you try to hold <b>a lot</b> of things when you are coming to school?"</li> </ul> </li> <li>▪ Open-ended questions:             <ul style="list-style-type: none"> <li>○ "I see that Charlie is packing his backpack with <b>a lot</b> of things! What do you think may happen if he tries to put it on his back?"</li> <li>○ "Can you show me <b>a lot</b> of flashlights?"</li> <li>○ "What does it mean when someone has <b>many</b> things?"</li> </ul> </li> </ul>

## 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>	Purple
<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>

## Week 2 - Session 4

<b>Learning Objective</b>	To enhance children's understanding of the target words: <b>most, more</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: Benjamin had the <b>most</b> pillows.</li> </ul> </li> <li>○ <b>More:</b> An amount that is greater than another           <ul style="list-style-type: none"> <li>▪ Example: Bear doesn't have as many pillows as Lucy, so Lucy has <b>more</b> than Bear.</li> </ul> </li> </ul>	
<b>Storybook Readings</b>	<i>Too Many Pillows</i>
<b>Dialogic Reading Questions to Ask</b>	Red
<b>Guided Play</b>	
<b>Center for Activity</b>	Sensory Table: Dry sensory material from Session 3 and add spiders
<b>Materials</b>	Dry Sensory material such as sand or dirt, measuring spoons, bowls, plastic spiders or laminated spiders (Found in the Appendix pg 89), “No spider” signs (Found in the Appendix on page 88), and blocks
<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. “How does the sand feel between your fingers?” We added blocks today. What can you build for your spiders?”</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 are camping? Do you remember the kind of bugs Benjamin and Lucy talked about in the story? That’s right, spiders! Do you like spiders? I have some pretend spiders and blocks in the sensory table, they won’t hurt you. Just like the last time we were in the sensory table; I hid the spiders and put out blocks in order to build a campsite for our spiders. Let’s see if we can build a campsite and find the spiders together.”).</p>
<b>Scaffolding Tip</b>	Children may need an additional challenge in this activity, some suggestions are to ask the child to sort the blocks by size, color, or shape. Talk with the children about what you need for camping (a tent, fire, etc.) Children can also sort the spiders into piles by color or size and compare the amount by asking them who has the <b>most</b> spiders.
<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 Kai and Amelia are finding the spiders. Who has <b>more</b> spiders in their campsite?”</li> <li>○ “Do you have the <b>most</b> spiders?”</li> </ul> </li> <li>▪ Open-ended questions:           <ul style="list-style-type: none"> <li>○ “If I have <b>more</b> spiders than you and I want to share them, what could I do?”</li> <li>○ “How do you know who has the <b>most</b> spiders?”</li> </ul> </li> </ul>

**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>	
○ <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>	
<b>Storybook Readings</b>	<i>Just Enough Eggs</i>
<b>Dialogic Reading Questions to Ask</b>	Red
<b>Guided Play</b>	
<b>Center for Activity</b>	Dramatic Play: Baking a cake using a recipe
<b>Materials</b>	Different size mixing bowls, cake recipe (found in Appendix on page 90), measuring pitchers, measuring cups and spoons, aprons & chef hats, play food (milk, sugar, flour etc.), plastic eggs, plastic peanuts, baking pans, and teddy bears.  *Alternative Material #1: Laminated pictures of peanuts cut to size in different quantities (Found in Appendix pages 86 & 87) *Alternative Material #2: If you don't have plastic eggs or peanuts, use Unifix cubes.
<b>Introduce the Materials and Link Them to the Books</b>	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."  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.")
<b>Scaffolding Tip</b>	Encourage the children to pretend to measure, pour, and mix the ingredients.
<b>Examples of Guiding Questions</b>	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. <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>

## Week 3 - Session 6

<b>Learning Objective</b>	To enhance children's understanding of the target word: <b>same</b>
<b>Definitions of Key Terms:</b>	
○ <b>Same:</b> Amounts or numbers that are identical in number, amount, or value <ul style="list-style-type: none"> <li>▪ Example: Benjamin scooped some sugar. "Is this enough?" "Yes! It's the <b>same</b> as the picture," said Lucy.</li> </ul>	
<b>Storybook Readings</b>	<i>Just Enough Eggs</i>
<b>Dialogic Reading Questions to Ask</b>	Blue
<b>Guided Play</b>	
<b>Center for Activity</b>	Dramatic Play: Setting up a party for Bear
<b>Materials</b>	Leave materials from Session 5 in Dramatic Play and add party supplies like candles (alternative material: pipe cleaners), party hats, plates, cups etc. 
<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 had a party? What did you have at your party? Yes, that's right, decorations! Let's work together to set up a party for bear."</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 were making a cake for bear? Do you remember the kind of cake they made for bear? That's right peanut cake. Do you like peanuts? Let's see if we can make the same cake as Benjamin and Lucy!")</p>
<b>Scaffolding Tip</b>	Encourage children to create different sized cakes (large, medium and small). Have the same number of candles for each cake.
<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 Marco has two slices of cake and Naomi has one. Do they have the same amount of cake?"</li> <li>○ "Do you have the <b>same</b> number of candles as me?"</li> </ul> </li> <li>▪ Open-ended questions:           <ul style="list-style-type: none"> <li>○ "Why do you think you will have the <b>same</b> number of candles on your cake as Joshua?"</li> <li>○ "If I have more hats than you and I want us to have the <b>same</b> number, what could I do?"</li> </ul> </li> </ul>

## Week 4 - Session 7

<b>Learning Objective</b>	To enhance children's understanding of the target word: <b>same</b> and <b>similar</b>
<b>Definitions of Key Terms:</b>	
<ul style="list-style-type: none"> <li>○ <b>Same:</b> Amounts or numbers that are identical in number, amount, or value           <ul style="list-style-type: none"> <li>▪ Example: Lucy got more eggs. "That's better," she said. "Now they're the <b>same</b> again."</li> </ul> </li> <li>○ <b>Similar:</b> Amounts or numbers that resemble one another in number, amount, or value, but are not the same.           <ul style="list-style-type: none"> <li>▪ Example: Lucy got some peanuts. "This is <b>similar</b>, but not the same."</li> </ul> </li> </ul>	
<b>Storybook Readings</b>	<i>Just Enough Eggs</i>
<b>Dialogic Reading Questions to Ask</b>	<b>Blue</b>
<b>Guided Play</b>	
<b>Center for Activity</b>	Arts & Creative Expression: Making cloud dough
<b>Materials</b>	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.
<b>Alternative Activity</b>	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.
<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?"</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>
<b>Scaffolding Tip</b>	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.
<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 Kyra and Kalani are finding the ingredients for our playdough. Are their ingredients <b>similar</b> to Benjamin and Lucy's?"</li> <li>○ "Did you mix the <b>same</b> number of times as Kalani?"</li> </ul> </li> <li>▪ Open-ended questions:           <ul style="list-style-type: none"> <li>○ "Have you baked a cake at your house?" "Were your ingredient amounts <b>similar</b> to Ben and Lucy's?"</li> <li>○ "How can we know if you mixed the <b>same</b> number of times as Joseph?"</li> </ul> </li> </ul>

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

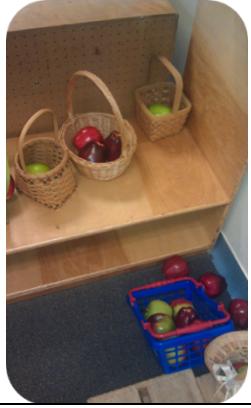
## Week 4 - Session 8

<b>Learning Objective</b>	To enhance children's understanding of the target word: <b>different</b> and <b>similar</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> <li>○ <b>Similar:</b> Amounts or numbers that resemble one another in number, amount, or value, but are not the same           <ul style="list-style-type: none"> <li>▪ Example: Lucy got some peanuts. "This is <b>similar</b>, but not the same."</li> </ul> </li> </ul>	
<b>Storybook Readings</b>	<i>Just Enough Eggs</i>
<b>Dialogic Reading Questions to Ask</b>	Purple
<b>Guided Play</b>	
<b>Center for Activity</b>	Arts & Creative Expression: Making and decorating a playdough cake
<b>Materials</b>	Cloud dough (made in Session 7), cut pipe cleaners (for candles and/or sprinkles), plastic plates, plastic peanuts, and small cake pans
<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 had a party?" What did you have at your party? Yes, that's right, decorations! Let's work together to set up a party for bear."</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 were making a cake for bear? Do you remember the kind of cake they made for bear? That's right peanut cake. Do you like peanuts? Let's see if we can make the same cake as Benjamin and Lucy!")</p>
<b>Scaffolding Tip</b>	Children may need an additional challenge in this activity. Ask the child to make two cakes that are identical.
<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>○ "You have four dough balls and I have two. Is your amount <b>different</b> than mine or are they <b>similar</b>?"</li> </ul> </li> <li>▪ Open-ended questions:           <ul style="list-style-type: none"> <li>○ "What can I do to my cake to make it <b>different</b> than your cake?"</li> <li>○ "How are our cakes <b>similar</b> to Benjamin and Lucy's?"</li> </ul> </li> </ul>

**Unit 3**  
**Week 5 - Session 9**

<b>Learning Objective</b>	To enhance children's understanding of the target word: <b>some</b> and <b>a little bit</b>
<b>Definitions of Key Terms:</b>	
<ul style="list-style-type: none"> <li>○ <b>Some:</b> An unspecified amount           <ul style="list-style-type: none"> <li>▪ Example: Benjamin had <b>some</b> peanuts.</li> </ul> </li> <li>○ <b>A little bit:</b> A small amount or quantity of something           <ul style="list-style-type: none"> <li>▪ Example: Bear has a <b>little bit</b> of peanuts on his plate.</li> </ul> </li> </ul>	
<b>Storybook Readings</b>	<i>Picnic with Some Peanuts</i>
<b>Dialogic Reading Questions to Ask</b>	Red
<b>Guided Play</b>	
<b>Center for Activity</b>	Guided Play: Picnic setup
<b>Materials</b>	<p>Play food, blanket, baskets, teddy bears, plates, cups, and books</p> 
<b>Introduce the Materials and Link Them to the Books</b>	<p>At the beginning of the play session, describe the dramatic play area. Introduce the materials you have added to the area like the blankets (e.g., “Blankets are what we sleep with, but we can also use them to sit on during a picnic”). Ask children what they think the items are for.</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 went on a picnic with Bear? We can have a picnic together too. Who can set out the same number of plates? Who has a little bit of food?”)</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 Milo and George are putting <b>some</b> food on the plates. Do you have <b>some</b> food?”</li> <li>○ “Do you have <b>a little bit</b> on your plate or a lot?”</li> </ul> </li> <li>▪ Open-ended questions:           <ul style="list-style-type: none"> <li>○ “I see that Rohan is putting out the books! How can he give everyone <b>some</b> books?”</li> <li>○ “What would you do if you had <b>a little bit</b> of food at your picnic?”</li> </ul> </li> </ul>

## Week 5 - Session 10

<b>Learning Objective</b>	To enhance children's understanding of the target word: <b>least and fewest</b>
<b>Definitions of Key Terms:</b>	
<ul style="list-style-type: none"> <li>○ <b>Least:</b> The smallest amount amongst others           <ul style="list-style-type: none"> <li>▪ Example: Benjamin had the <b>least</b> peanuts.</li> </ul> </li> <li>○ <b>Fewest:</b> An amount that has less than another or has the least amongst others           <ul style="list-style-type: none"> <li>▪ Example: Bear has a lot of peanuts, Lucy has some peanuts, but Benjamin has the <b>fewest</b> peanuts.</li> </ul> </li> </ul>	
<b>Storybook Readings</b>	<i>Picnic with Some Peanuts</i>
<b>Dialogic Reading Questions to Ask</b>	Blue
<b>Guided Play</b>	
<b>Center for Activity</b>	Guided Play: Picnic setup and add ants
<b>Materials</b>	<p>Keep out dramatic play materials from Session 9 and add apples, plastic ants, cups for “lemonade”, and plastic peanuts</p> <p>Alternative Materials: Laminated ants (Appendix pg 91) and laminated peanuts (Appendix page 86 &amp; 87)</p> 
<b>Introduce the Materials and Link Them to the Books</b>	<p>At the beginning of the play session, describe the dramatic play area. Introduce the materials you have added to the area like the ants (e.g., “Ants live outside and like to eat many different types of food. Do you remember what the ants took from Benjamin and Lucy at their picnic? We can pretend the ants are taking our food too”). Ask children what they think the items are for.</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 went on a picnic with Bear? We can have a picnic together too. Who added peanuts and apples to the plates? Who has the least number of peanuts?”)</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 the key math language terms (i.e., least and fewest). 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 can see that Roman and Sierra have apples on their plates. Who has the <b>least</b> number of apples?”</li> <li>○ “Which plate has the <b>fewest</b> peanuts?”</li> </ul> </li> <li>▪ Open-ended questions:           <ul style="list-style-type: none"> <li>○ “Jackson has a lot of apples in his basket, how can we make his amount the <b>fewest</b>? ”</li> <li>○ “Sammy didn’t get many apples for her picnic. Why does she have the <b>least</b> out of everyone?”</li> </ul> </li> </ul>

## Week 6 - Session 11

<b>Learning Objective</b>	To enhance children's understanding of the target word: <b>least</b> and <b>less</b>
<b>Definitions of Key Terms:</b>	
<ul style="list-style-type: none"> <li>○ <b>Least:</b> The smallest amount amongst others           <ul style="list-style-type: none"> <li>▪ Example: Benjamin had the <b>least</b> number of peanuts.</li> </ul> </li> <li>○ <b>Less:</b> An amount that is smaller than another           <ul style="list-style-type: none"> <li>▪ Example: Bear has a lot of peanuts and Lucy has <b>less</b> peanuts than Bear.</li> </ul> </li> </ul>	
<b>Storybook Readings</b>	<i>Picnic with Some Peanuts</i>
<b>Dialogic Reading Questions to Ask</b>	Purple
<b>Guided Play</b>	
<b>Center for Activity</b>	Sensory Table: Serving lemonade with manipulatives
<b>Materials</b>	<p>Water (with yellow coloring), cups, measuring pitchers, funnels, and measuring cups</p> <p>*This activity can be used in the sensory table or taken outside.</p>
<b>Alternative Activities</b>	<ul style="list-style-type: none"> <li>• Found in Appendix on pages 92-94, print the cards with different sequence of apples being eaten and laminate them (manipulatives table). Work on sequencing the apples from the one that has the least number of bites taken out to the one that has the most.</li> <li>• Make lemonade outside and enjoy a refreshing drink while guiding questions about least and less while everyone drinks their beverage</li> </ul>
<b>Introduce the Materials and Link Them to the Books</b>	<p>To begin the play session, talk about the water and the color being the same as lemonade. Introduce the use of pitchers to pour water into cups or measuring cups to scoop water into the cups. Show how to use a funnel to keep from spilling the 'lemonade'.</p> <p>Begin play by inviting the children to come to the water table and play in the pretend lemonade. "Do you remember what items Benjamin, Lucy, and Bear brought on their picnic?" Let them recall as many items as possible from the story. "How can we fill the cups with our lemonade to make them look like the story?"</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 the key math language terms (i.e., least and less). 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>○ "Which character in the story had the <b>least</b> amount of lemonade?"</li> <li>○ "Jacqueline and Aaron are pouring pretend lemonade into the cups. Which cup has <b>less</b> pretend lemonade in it?"</li> </ul> </li> <li>▪ Open-ended questions:           <ul style="list-style-type: none"> <li>○ "Jenna has <b>less</b> lemonade than Derek. How can we make Derek have the <b>least</b>?"</li> <li>○ "Leon only has a little bit of lemonade in his glass. Why does he have the <b>least</b> amount out of his friends?"</li> </ul> </li> </ul>

## Week 6 - Session 12

<b>Learning Objective</b>	To enhance children's understanding of the target word: <b>less</b> and <b>few</b>
<b>Definitions of Key Terms:</b>	
<ul style="list-style-type: none"> <li>○ <b>Few:</b> An amount containing three to five           <ul style="list-style-type: none"> <li>▪ Example: Lucy had many peanuts, and Benjamin had a <b>few</b> peanuts.</li> </ul> </li> <li>○ <b>Less:</b> An amount that is smaller than another           <ul style="list-style-type: none"> <li>▪ Example: Bear has a lot of peanuts; Lucy has <b>less</b> peanuts than Bear.</li> </ul> </li> </ul>	
<b>Storybook Readings</b>	<i>Picnic with Some Peanuts</i>
<b>Dialogic Reading Questions to Ask</b>	Purple
<b>Guided Play</b>	
<b>Center for Activity</b>	Guided Play: Picnic setup and fishing of apples/peanuts
<b>Materials</b>	Keep out dramatic play materials from Session 11 and add blanket, tongs, apples, and peanuts.
<b>Alternative Activity</b>	Go on a picnic (weather permitting) and take a blanket, snack food (e.g. Animal crackers), paper plates—one per person
<b>Introduce the Materials and Link Them to the Books</b>	<p>Remind the children that the apples and peanuts are made of plastic. Show the children how to use the tongs to pick up apples or peanuts by squeezing the sides of the tongs together.</p> <p>“Benjamin, Lucy, and Bear are having a picnic. They have lemonade to drink, books to read, apples and peanuts to eat.” Ask the children to recall as many of the events in the story. “Today, we are going to use apples and peanuts at the water table. We will use tongs or fishing nets to pick up apples or peanuts to put into the sorting buckets.”</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 the key math language terms (i.e., less and few). 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>○ “Ian and Alicia are catching apples in their nets. Who caught <b>less</b> apples?”</li> <li>○ “Give me a <b>few</b> examples of fruit you like to eat?”</li> </ul> </li> <li>▪ Open-ended questions:           <ul style="list-style-type: none"> <li>○ “A <b>few</b> of us are at the water table. Where is everyone else?”</li> <li>○ “If there is one chore that you would prefer to do <b>less</b> of, what would it be?”</li> </ul> </li> </ul>

**Unit 4**  
**Week 7 - Session 13**

<b>Learning Objective</b>	To enhance children's understanding of the target word: <b>more</b> and <b>same</b>
<b>Definitions of Key Terms:</b>	
<ul style="list-style-type: none"> <li>○ <b>More:</b> An amount that is greater than another           <ul style="list-style-type: none"> <li>▪ Example: “We'll see <b>more</b>...” Benjamin panted, “with the telescope.”</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: “Look, Benjamin, I made friends.” The <b>same</b> amount of lightning bugs crawled on each of Lucy’s hands.</li> </ul> </li> </ul>	
<b>Storybook Readings</b>	<i>So Many Shooting Stars</i>
<b>Dialogic Reading Questions to Ask</b>	Red
<b>Guided Play</b>	
<b>Center for Activity</b>	Dramatic Play: Star gazing
<b>Materials</b>	<p>Binoculars, plastic or paper stars on a wall or hanging from the ceiling (anywhere the children can pretend to look at the stars), blue blanket on the floor (the pond), lily pads, plastic frogs, teddy bears, and a wooden kid's boat or cardboard box made into a boat.</p>  <p>Alternative Materials: Blue paper or fabric taped to the floor (the pond), lily pads made of felt, paper, or foam, paper frogs taped to small unit blocks</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 look at the stars? What did you need to take with you? Do you know what binoculars are? Yes, binoculars help you see things that are far away! Do you know what else you might see at night at the park or by the pond?”</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. 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 Isaiah and Ezekiel are finding stars in the sky. Do they both see the <b>same</b> number of stars?”</li> <li>○ “Who has <b>more</b> frogs?”</li> </ul> </li> <li>▪ Open-ended questions:           <ul style="list-style-type: none"> <li>○ “I see that Jasmine is putting frogs onto the lily pads. Are there the <b>same</b> number of frogs on each lily pad? How do you know?”</li> <li>○ “Why do you see <b>more</b> stars at night than during the day?”</li> </ul> </li> </ul>

## Week 7 - Session 14

<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>	Blue
<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>

## Week 8 - Session 15

<b>Learning Objective</b>	To enhance children's understanding of the target word: <b>similar</b> and <b>more</b>
<b>Definitions of Key Terms:</b>	
<ul style="list-style-type: none"> <li>○ <b>More:</b> An amount that is greater than another           <ul style="list-style-type: none"> <li>▪ Example: "Now they're similar," Benjamin said, "but the picture still has <b>more</b> parts."</li> </ul> </li> <li>○ <b>Similar:</b> Amounts or numbers that resemble one another in number, amount, or value, but are not the same           <ul style="list-style-type: none"> <li>▪ Example: He sorted the telescope parts into piles with <b>similar</b> amounts.</li> </ul> </li> </ul>	
<b>Storybook Readings</b>	<i>So Many Shooting Stars</i>
<i>Dialogic Reading Questions to Ask</i>	Purple
<b>Guided Play</b>	
<b>Center for Activity</b>	Block play: Tape some star and planet cut-outs to the unit blocks
<b>Materials</b>	<p>Blocks, cut-outs of stars and planets (Found in the appendix on page 95 &amp; 96)</p> 
<b>Introduce the Materials and Link Them to the Books</b>	<p>Invite children to the block area to play. Describe the different blocks by shapes, numbers of sides, and numbers of corners. "Have you ever sat outside and looked up at the sky? What things did you see? Maybe you saw flashing lights on an airplane. You probably saw a lot of stars. Let's build our own version of the night sky with the stars on these blocks."</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. I have some materials that are the same and some that are different than Benjamin and Lucy in the block area. 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>○ "Which blocks are there <b>more</b> of, the squares or the triangles?"</li> <li>○ "Can you build a night sky with a <b>similar</b> number of blocks to the one that David built?"</li> </ul> </li> <li>▪ Open-ended questions:           <ul style="list-style-type: none"> <li>○ "Describe when you would see <b>more</b> stars in the sky?"</li> <li>○ "Sammy has 2 planets. Jen has 3 stars. Are their number of planets and stars <b>similar</b>? How do you know?"</li> </ul> </li> </ul>

## Week 8 - Session 16

<b>Learning Objective</b>	To enhance children's understanding of the target word: <b>similar</b> and <b>most</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: "Look, Benjamin, I made friends." The same amount of lightning bugs crawled on each of Lucy's hands. But the <b>most</b> were on her trunk."</li> </ul> </li> <li>○ <b>Similar:</b> Amounts or numbers that resemble one another in number, amount, or value, but are not the same             <ul style="list-style-type: none"> <li>▪ Example: "Now they're <b>similar</b>," Benjamin said, "but the picture still has more parts."</li> </ul> </li> </ul>	
<b>Storybook Readings</b>	<i>So Many Shooting Stars</i>
<b>Dialogic Reading Questions to Ask</b>	<b>Your choice</b>
<b>Guided Play</b>	
<b>Center for Activity</b>	Block play: Tape some star and other space cut-outs to the unit blocks and add colorful blocks
<b>Materials</b>	Keep materials from Session 15 and add colorful blocks
<b>Introduce the Materials and Link Them to the Books</b>	<p>Invite children to the block area to play. Describe the different blocks by shapes, numbers of sides, and numbers of corners. "Have you ever sat outside and looked up at the sky? What things did you see? I wonder if there are other ways, we can see stars? Let's build a rocket or a telescope to help us see the stars."</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. Benjamin brought a box of parts with him. What did Benjamin put together to help see the stars? I have some materials that are the same and some that are different than Benjamin and Lucy in the block area. Let's go pretend together".)</p>
<b>Examples of Guiding Questions</b>	<p>-Close-ended questions:</p> <ul style="list-style-type: none"> <li>○ "I see Zeke built a rocket and Levi built a telescope. Which friend used the <b>most</b> blocks to build their structure?"</li> <li>○ "Simon built a house and Lauren built an airplane. Which structure has a <b>similar</b> number of rooms to our school?"</li> </ul> <p>-Open-ended questions:</p> <ul style="list-style-type: none"> <li>○ "What would be important to pack the <b>most</b> of to take on a rocket ship to go visit another planet?"</li> <li>○ "If you were setting up a telescope with <b>similar</b> amounts of pieces to Benjamin, how do you think the two would be alike?"</li> </ul>

**Unit 5**  
**Week 9 - Session 17**

<b>Learning Objective</b>	To enhance children's understanding of the target word: <b>many</b> and <b>a little bit</b>
<b>Definitions of Key Terms:</b>	
<ul style="list-style-type: none"> <li>○ <b>Many:</b> An amount that is high in quantity           <ul style="list-style-type: none"> <li>▪ Example: The table was covered in several types of ice cream and <b>many</b> things to go on top.</li> </ul> </li> <li>○ <b>A little bit:</b> A small amount or quantity of something           <ul style="list-style-type: none"> <li>▪ Example: Bear has a <b>little bit</b> of peanuts on his plate.</li> </ul> </li> </ul>	
<b>Storybook Readings</b>	<i>A Couple of Cool Ideas</i>
<b>Dialogic Reading Questions to Ask</b>	Red
<b>Guided Play</b>	
<b>Center for Activity</b>	Dramatic Play: Ice cream shop
<b>Materials</b>	<p>Bowls, cups, ice cream scoops, pretend ice cream (can use pompoms or crumpled colored paper), plastic peanuts, ice cream cone template (found in the appendix on page 97), teddy bears, and empty chocolate syrup containers/other empty ice cream topping containers.</p> <p>Alternative Materials: You can use different items from around the room to represent the toppings-pipe cleaner, cut up straws, yarn/felt, unfix cubes, pictures of the items taped onto small blocks, and small foam or plastic shapes.</p>
<b>Introduce the Materials and Link Them to the Books</b>	<p>At the beginning of the play session, describe the dramatic play area. Introduce the materials you have added to the area like the bowls, spoon, toys that represent toppings (e.g., “The pipe cleaners, yarn, etc. can be our sprinkles, mangos, peanuts, and other fruits”) Ask children what they think the items are for.</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 Lucy surprised Benjamin and Bear with an ice cream party? You can do it too and make many kinds of ice cream bowls for yourself and your friends. Let’s go have a party!”)</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>○ “What’s your favorite drink? If someone offered, would you like <b>a little bit</b> or a lot of your favorite drink?”</li> <li>○ “Would you like to share your favorite drink with <b>many</b> of your friends or just a few of them?”</li> </ul> </li> <li>▪ Open-ended questions:           <ul style="list-style-type: none"> <li>○ “Give me examples of <b>many</b> kinds of things you like to do outside?”</li> <li>○ “Can you describe or show me what <b>a little bit</b> of food looks like?”</li> </ul> </li> </ul>

## Week 9 - Session 18

<b>Learning Objective</b>	To enhance children's understanding of the target word: <b>few</b> and <b>a lot</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 put ice cream in the bowl, he added <b>a lot</b> of sprinkles.</li> </ul> </li> <li>○ <b>Few:</b> An amount containing three to five           <ul style="list-style-type: none"> <li>▪ Example: "I'll have the least chocolate syrup, a <b>few</b> blueberries, fewer strawberries, and the fewest pineapple chunks."</li> </ul> </li> </ul>	
<b>Storybook Readings</b>	<i>A Couple of Cool Ideas</i>
<b>Dialogic Reading Questions to Ask</b>	Blue
<b>Guided Play</b>	
<b>Center for Activity</b>	Dramatic Play: Ice cream shop with toppings
<b>Materials</b>	Leave materials from Session 17 in Dramatic Play and add ice cream shop supplies - party hats, aprons, and play food (different types of pretend fruit for toppings and other pretend desserts)
<b>Introduce the Materials and Link Them to the Books</b>	<p>At the beginning of the play session, describe the dramatic play area. Introduce the new materials you have added to the area. Ask children what they think the items are for or how the items can be used.</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 Lucy surprised Benjamin and Bear with an ice cream party? I added some other items we can put in our ice cream and pretend with. Let's go have another party!")</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>○ "When do you have ice cream? (At breakfast or for a treat) Do you have <b>a lot</b> or <b>a little bit</b> of ice cream?"</li> <li>○ Do you like <b>a lot</b> of toppings or only a <b>few</b> toppings on your ice cream?"</li> </ul> </li> <li>▪ Open-ended questions:           <ul style="list-style-type: none"> <li>○ "What kinds of foods do you only want to take a <b>few</b> bites of? Why?"</li> <li>○ "Why should we not eat <b>a lot</b> of ice cream?"</li> </ul> </li> </ul>

## Week 10 - Session 19

<b>Learning Objective</b>	To enhance children's understanding of the target word: <b>few</b> and <b>some</b>
<b>Definitions of Key Terms:</b>	
<ul style="list-style-type: none"> <li>○ <b>Some:</b> An unspecified amount           <ul style="list-style-type: none"> <li>▪ Example: Please give me <b>some</b> water.</li> </ul> </li> <li>○ <b>Few:</b> An amount containing three to five           <ul style="list-style-type: none"> <li>▪ Example: Lucy dropped the ice cream scoops into a <b>few</b> bowls.</li> </ul> </li> </ul>	
<b>Storybook Readings</b>	<i>A Couple of Cool Ideas</i>
<b>Dialogic Reading Questions to Ask</b>	Purple
<b>Guided Play</b>	
<b>Center for Activity</b>	Sensory Table: Sorting different colored ice cubes
<b>Materials</b>	Water table, plastic ice cubes (can freeze before activity), bowls for sorting, tongs/spoons for picking up cubes
<b>Introduce the Materials and Link Them to the Books</b>	<p>Introduce the ice cubes in the water table to represent ice cream. Tell the students that you can sort the ice cubes by color and discuss how the ice might melt.</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 Lucy surprised Benjamin and Bear with an ice cream party? Today we will play with something cold just like ice cream! Ice Cubes! We can pretend that this is our ice cream for the party.")</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>○ "Which color(s) has/have a <b>few</b> ice cubes?"</li> <li>○ "Do you like <b>some</b> ice in your drink or do you like a lot of ice in your drink?"</li> </ul> </li> <li>▪ Open-ended questions:           <ul style="list-style-type: none"> <li>○ "If you added <b>some</b> ice cubes to one glass of water and a lot to another, will the glass with a <b>few</b> ice cubes melt first or a lot? Why?"</li> </ul> </li> </ul>

## Week 10 - Session 20

<b>Learning Objective</b>	To enhance children's understanding of the target word: <b>most</b> and <b>fewest</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: Benjamin had the <b>most</b> pillows.</li> </ul> </li> <li>○ <b>Fewest:</b> An amount that has less than another or has the least amongst others           <ul style="list-style-type: none"> <li>▪ Example: I'll have the least chocolate syrup, a few blueberries, fewer strawberries, and the <b>fewest</b> pineapple chunks.</li> </ul> </li> </ul>	
<b>Storybook Readings</b>	<i>A Couple of Cool Ideas</i>
<b>Dialogic Reading Questions to Ask</b>	Your choice
<b>Guided Play</b>	
<b>Center for Activity</b>	Dramatic Play: Serving ice cream
<b>Materials</b>	Sensory tubs or trays, shaving cream, laminated ice cream cone template (Found in appendix on page 97), food coloring or liquid watercolor, ice cream scoops, aprons or smocks, ice cream sprinkles (colored rice or cut up pipe cleaners)
<b>Introduce the Materials and Link Them to the Books</b>	<p>Describe the shaving cream to the children and remind them that it is not edible. "It is pretend ice cream. If we try to eat it, it will taste yucky!" Explain that there are scoops and spoons to serve the ice cream in pretend cones and bowls and that there is ice cream sprinkles or colored rice for pretend sprinkles.</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 Lucy surprised Benjamin and Bear with an ice cream party? Today we will play with something new that will be pretend ice cream. It is shaving cream.")</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>○ "Who in your family can eat the <b>most</b> ice cream?"</li> <li>○ "Who in your family would eat the <b>fewest</b> scoops of ice cream?"</li> </ul> </li> <li>▪ Open-ended questions:           <ul style="list-style-type: none"> <li>○ "If you were eating snacks with a friend who was really hungry, would they eat the <b>most</b> or <b>fewest</b> snacks? Why?"</li> <li>○ What might happen if you ate the <b>most</b> ice cream you've ever had?</li> </ul> </li> </ul>

**Unit 6**  
**Week 11 - Session 21**

<b>Learning Objective</b>	To enhance children's understanding of the target word: <b>different</b> and <b>same</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 and Lucy picked <b>different</b> amounts of apples.</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 had two baskets with the <b>same</b> number of apples.</li> </ul> </li> </ul>	
<b>Storybook Readings</b>	<i>A Different Winter Den</i>
<b>Dialogic Reading Questions to Ask</b>	Red
<b>Guided Play</b>	
<b>Center for Activity</b>	Dramatic Play: Orchard
<b>Materials</b>	<p>Red, green, and yellow paper apples (Found in the Appendix on pages 98, 99, &amp; 100), baskets, play money, create a tree with brown and green paper butcher paper, attach Velcro to trees and apples</p> 
<b>Introduce the Materials and Link Them to the Books</b>	<p>Demonstrate how the apples can be stuck on to and removed from the trees with Velcro, collected in baskets, and taken to the register to be purchased with the play money.</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 Lucy, Benjamin and Bear picked apples for Bear to eat during Winter? Today we will pick our own apples from an apple orchard. There are three <b>different</b> colors of apples.")</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>○ "Does Felix have a <b>different</b> number of apples than Nancy?"</li> <li>○ "Do you have the <b>same</b> number of red and green apples?"</li> </ul> </li> <li>▪ Open-ended questions:           <ul style="list-style-type: none"> <li>○ "Why does Jackie have a <b>different</b> amount of apples than Sydney?"</li> <li>○ "How can you make the amounts of apples the <b>same</b> in your basket and Jimmy's?"</li> </ul> </li> </ul>

## Week 11 - Session 22

<b>Learning Objective</b>	To enhance children's understanding of the target word: <b>similar</b> and <b>a couple</b>
<b>Definitions of Key Terms:</b>	
<ul style="list-style-type: none"> <li>○ <b>Similar:</b> Amounts or numbers that resemble one another in number, amount, or value, but are not the same           <ul style="list-style-type: none"> <li>▪ Example: Benjamin packed <b>similar</b> amounts of blankets and pillows.</li> </ul> </li> <li>○ <b>A couple:</b> An amount containing two           <ul style="list-style-type: none"> <li>▪ Example: Lucy hopped across a couple of stones. “There’s a lot of water in the creek,” she said. “Bear can get more” Benjamin asked Lucy to hand him <b>a couple</b> of apples.</li> </ul> </li> </ul>	
<b>Storybook Readings</b>	<i>A Different Winter Den</i>
<b>Dialogic Reading Questions to Ask</b>	Blue
<b>Guided Play</b>	
<b>Center for Activity</b>	Dramatic Play: Orchard setup with sorting apples/spiders/peanuts activity added
<b>Materials</b>	Leave materials from Session 21 in Dramatic Play and add plastic apples. Add a blanket that could be used on a picnic or add backpacks to carry the apples.
<b>Introduce the Materials and Link Them to the Books</b>	<p>Bring attention to the three different sizes of apples, in addition to the three different colors.</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 Lucy, Benjamin, and Bear picked apples for Bear to eat during Winter? Today we will pick our own apples from an apple orchard again. This time there are three different sizes and three different colors of apples. I wonder if we can sort them!”)</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>○ Jeremiah has 4 apples, Sarah has 3 apples, and Joseph has 14 apples. Which two friends have a <b>similar</b> amount of apples?”</li> <li>○ “Are there <b>a couple</b> of apples left on the tree or in your basket?”</li> </ul> </li> <li>▪ Open-ended questions:           <ul style="list-style-type: none"> <li>○ “What types of things could you do with <b>a couple</b> of apples?”</li> <li>○ “Why would it be fair to have a <b>similar</b> amount of apples as your classmates?”</li> </ul> </li> </ul>

## Week 12 - Session 23

<b>Learning Objective</b>	To enhance children's understanding of the target word: <b>just enough</b> and <b>several</b>
<b>Definitions of Key Terms:</b>	
<ul style="list-style-type: none"> <li>○ <b>Just Enough:</b> The necessary number of items needed to meet a certain demand           <ul style="list-style-type: none"> <li>▪ Example: "We packed a few flashlights!" Lucy said. There were <b>just enough</b> for each of them.</li> </ul> </li> <li>○ <b>Several:</b> More than two but fewer than many (indefinite number)           <ul style="list-style-type: none"> <li>▪ Example: Bear found <b>several</b> rocks, Lucy found more, but Benjamin found the most.</li> </ul> </li> </ul>	
<b>Storybook Readings</b>	<i>A Different Winter Den</i>
<b>Dialogic Reading Questions to Ask</b>	Purple
<b>Guided Play</b>	
<b>Center for Activity</b>	Sensory Table: Looking for rocks
<b>Materials</b>	Water table or mulch/soil, cups, decorative rocks or stones, magnifying glasses
<b>Introduce the Materials and Link Them to the Books</b>	<p>Invite the children to come play in the water or soil and explore the different types of decorative stones and/or rocks. Show them how to use a magnifying glass to look at the different characteristics of the different stones and rocks. Encourage them to sort the stones/rocks by characteristics such as cracks, colors, spots, etc.</p> <p>When Benjamin asked, "What if Bear runs out of water?" Do you recall what Lucy's response was? "There is a lot of water in the creek," she said. The water table represents our classroom creek. Let's look at the different stones and rocks in it."</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 question:           <ul style="list-style-type: none"> <li>○ "There are four friends and four stones. Are there <b>just enough</b> stones to give one to each friend?"</li> <li>○ "Where might you find <b>several</b> rocks?"</li> </ul> </li> <li>▪ Open-ended questions:           <ul style="list-style-type: none"> <li>○ "Why should someone with <b>several</b> rocks share with other students?"</li> <li>○ Tell me about a time when you had <b>just enough</b> of something to finish a project.</li> </ul> </li> </ul>

## Week 12 - Session 24

<b>Learning Objective</b>	To enhance children's understanding of the target word: <b>a little bit</b> and <b>several</b>
<b>Definitions of Key Terms:</b>	
○ <b>A little bit:</b> A small amount or quantity of something <ul style="list-style-type: none"> <li>▪ Example: Lucy drank <b>a little bit</b> of water, Benjamin drank less, and Bear had the least.</li> </ul> ○ <b>Several:</b> A static amount of many items <ul style="list-style-type: none"> <li>▪ Example: Bear found <b>several</b> rocks, Lucy found more, but Benjamin found the most.</li> </ul>	
<b>Storybook Readings</b>	<i>A Different Winter Den</i>
<b>Dialogic Reading Questions to Ask</b>	<b>Your Choice</b>
<b>Guided Play</b>	
<b>Center for Activity</b>	Sensory Table: Looking for rocks with rock sorting activity added
<b>Materials</b>	Keep materials from Session 23 and add sticks, silk/paper leaves, plastic fish, and small laminated bats (Find in Appendix on page 108)
<b>Introduce the Materials and Link Them to the Books</b>	<p>Invite the children to come play in the water (mulch/dirt) and explore the different types of decorative stones and/or rocks. Show them how to use a magnifying glass to look at the different characteristics of the different stones and rocks. “Today we have added new items. We added (color jewels, plastic bats, sticks, plastic fish, etc.). Let’s explore the new toys.”</p> <p>“When Lucy, Benjamin, and Bear approached the cave, what did they see? That’s right, they saw that it was dark. When they turned on the flashlights, what did they see? Several rocks, bats, leaves. Great remembering!”</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., a little bit and several). 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>○ “What item(s) do we have <b>a little bit</b> of in our sensory table?”</li> <li>○ “Are there <b>several</b> bats or <b>several</b> jewels?”</li> </ul> </li> <li>▪ Open-ended questions: <ul style="list-style-type: none"> <li>○ “Describe <b>several</b> things that you would like to see inside of a cave.”</li> <li>○ “How would you feel if you only had a <b>little bit</b> of stuff in your sensory table?”</li> </ul> </li> </ul>

**Unit 7**  
**Week 13 – Session 25**

<b>Learning Objective</b>	To enhance children's understanding of the target word: <b>combine</b> and <b>a lot</b>
<b>Definitions of Key Terms:</b>	
○ <b>Combine:</b> Join a number or an amount to another to increase its value <ul style="list-style-type: none"> <li>▪ Example: Benjamin <b>combined</b> two lemons with three more in the bowl.</li> </ul> ○ <b>A lot:</b> A large number of items <ul style="list-style-type: none"> <li>▪ Example: Benjamin put ice cream in the bowl and then added <b>a lot</b> of sprinkles.</li> </ul>	
<b>Storybook Readings</b>	<i>Too Many Pillows</i>
<b>Dialogic Reading Questions to Ask</b>	<b>Your choice</b>
<b>Guided Play</b>	
<b>Center for Activity</b>	Arts & Creative Expression: Making tambourines
<b>Materials</b>	<p>2 paper plates per student, tempera paint, and filler to put inside the paper plates to rattle and make noise (examples: beans, rice, ground corn cob, beads), stapler, and the Recipe for a Tambourine (Found in the Appendix on page 101).</p> <p><b>Keep these tambourines because they will be used in Session 25</b></p> 
<b>Introduce the Materials and Link Them to the Books</b>	<p>Tell the children that you are going to use a recipe to make a musical instrument. “We will use some items that we can find in our classroom or at home. We will use a stapler to close the plates together and fill it with material to make noise (beans, rice, corn cob, or beads). Now let’s decorate the plates with paint and once the tambourine has dried, we are going to use our them to create our own music.” You can also use yarn to secure the tambourine and tie bells to the yarn.</p> <p>In <i>Just Enough Eggs</i> there is a recipe for a cake, today we are going to follow the instructions for making a tambourine</p>
<b>Examples of Guiding Questions</b>	<ul style="list-style-type: none"> <li>▪ Close-ended questions: <ul style="list-style-type: none"> <li>○ “Beans make a loud noise and corn makes a loud noise. What would happen to the sound if we <b>combined</b> beans and corn in our tambourine?”</li> <li>○ “I see you used <b>a lot</b> of beans in your tambourine, do you think they make a loud or soft sound?”</li> </ul> </li> <li>▪ Open-ended questions: <ul style="list-style-type: none"> <li>○ “If you wanted to make loud music, would you want <b>a lot</b> of instruments or a few? Why?”</li> <li>○ “If we <b>combined</b> our class with another class of students with musical instruments, how would the sound of our music change?”</li> </ul> </li> </ul>

## Week 13 - Session 26

<b>Learning Objective</b>	To enhance children's understanding of the target word: <b>same</b> and <b>similar</b>
<b>Definitions of Key Terms:</b>	
<ul style="list-style-type: none"> <li>○ <b>Same:</b> Amounts or numbers that are identical in number, amount, or value           <ul style="list-style-type: none"> <li>▪ Example: Benjamin scooped some sugar. "Is this enough?" "Yes! It's the <b>same</b> as the picture," said Lucy.</li> </ul> </li> <li>○ <b>Similar:</b> Amounts or numbers that resemble one another in number, amount, or value, but are not the same           <ul style="list-style-type: none"> <li>▪ Example: Lucy got some peanuts. Benjamin looked at the recipe. "This is <b>similar</b> but not the same."</li> </ul> </li> </ul>	
<b>Storybook Readings</b>	<i>Just Enough Eggs</i>
<b>Dialogic Reading Questions to Ask</b>	<b>Your choice</b>
<b>Guided Play</b>	
<b>Center for Activity</b>	Music Activity: Playing tambourines & other instruments
<b>Materials</b>	Tambourines from Session 25 and various other musical instruments
<b>Introduce the Materials and Link Them to the Books</b>	<p>Bring out the tambourines the children made in Session 25, reminding children of any procedures to use them. Next, introduce the additional instruments and invite children to each choose one of those for use as well.</p> <p>"A plot point that is the <b>same</b> in both stories is that the Little Elephants are trying to gather the right amount of something (pillows or cake ingredients). In Too Many Pillows, there is no specific amount established, they just have to see what will fit in Benjamin's backpack. In Just Enough Eggs, however, they are following a recipe and must use the amounts specified. This is a <b>similarity</b> between the stories."</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., same and similar). 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>○ "The maracas are decorated with five polka dots and the tambourine has eighteen polka dots. Do the two instruments have a <b>similar</b> amount of polka dots?"</li> <li>○ "Do we have the <b>same</b> number of maracas and tambourines?"</li> </ul> </li> <li>▪ Open-ended questions:           <ul style="list-style-type: none"> <li>○ "How can we make the number of tambourines and maracas the <b>same</b>?"</li> <li>○ "Why do we have a <b>similar</b> amount of tambourines as we do students?"</li> </ul> </li> </ul>

## Week 14 - Session 27

<b>Learning Objective</b>	To enhance children's understanding of the target word: <b>few</b> and <b>some</b>	
<b>Definitions of Key Terms:</b>		
<ul style="list-style-type: none"> <li>○ <b>Few:</b> An amount containing three to five             <ul style="list-style-type: none"> <li>▪ Example: I'll have the least chocolate syrup, a <b>few</b> blueberries, fewer strawberries, and the fewest pineapple chunks.</li> </ul> </li> <li>○ <b>Some:</b> An unspecified amount             <ul style="list-style-type: none"> <li>▪ Example: Lucy got <b>some</b> peanuts for the recipe.</li> </ul> </li> </ul>		
<b>Storybook Readings</b>	<i>Picnic with Some Peanuts</i>	
<b>Dialogic Reading Questions to Ask</b>	<b>Your choice</b>	
<b>Guided Play</b>		
<b>Center for Activity</b>	Arts & Creative Expression- Looking at stars through a coffee can	
<b>Materials</b>	Coffee can or solo cup with black construction paper, nail, hammer or drill (do this beforehand), flashlight or battery powered candle	
<b>Introduce the Materials and Link Them to the Books</b>	<p>Gather the children and ask them to recall the two stories. Prepare the can or cup for the children. Allow children to look at light shining onto the ceiling or a nearby wall. Let children use their flashlight to manipulate the shadows.</p> <p>“Today we are going to look at our own ‘stars’ by placing this flashlight underneath/inside this coffee can. We will project the light onto the wall/ceiling.”</p>	
<b>Examples of Guiding Questions</b>	<ul style="list-style-type: none"> <li>▪ Close-ended questions:             <ul style="list-style-type: none"> <li>○ “Are there <b>a few</b> stars on the wall or <b>some</b> stars?”</li> </ul> </li> <li>▪ Open-ended questions:             <ul style="list-style-type: none"> <li>○ “We don’t see any stars! What could we change on our projector to see <b>some</b> of stars?”</li> <li>○ “Why would <b>a few</b> projectors fill the classroom with stars better than one projector?”</li> </ul> </li> </ul>	

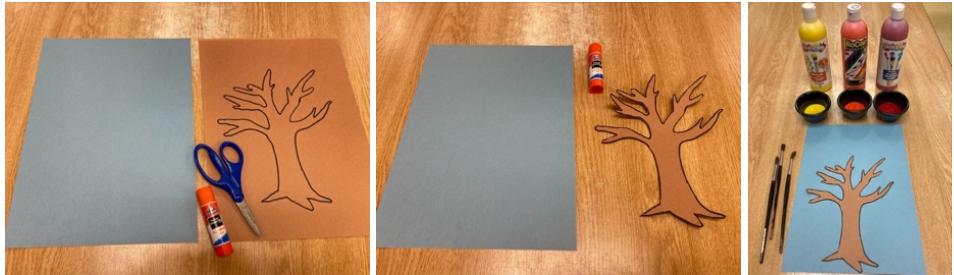
## Week 14 - Session 28

<b>Learning Objective</b>	To enhance children's understanding of the target word: <b>similar</b> and <b>a lot</b>
<b>Definitions of Key Terms:</b>	
<ul style="list-style-type: none"> <li>○ <b>Similar:</b> Amounts or numbers that resemble one another in number, amount, or value, but are not the same           <ul style="list-style-type: none"> <li>▪ Example: Lucy got some peanuts. Benjamin looked at the recipe. "This is <b>similar</b> but not the same.</li> </ul> </li> <li>○ <b>A lot:</b> A large number of items           <ul style="list-style-type: none"> <li>▪ Example: Benjamin put ice cream in the bowl then added <b>a lot</b> of sprinkles.</li> </ul> </li> </ul>	
<b>Storybook Readings</b>	<i>So Many Shooting Stars</i>
<b>Dialogic Reading Questions to Ask</b>	<b>Your Choice</b>
<b>Guided Play</b>	
<b>Center for Activity</b>	Arts & Creative Expression: Making star projectors
<b>Materials</b>	<p>Craft rolls (one per child), black construction paper, hole punchers, markers or other decorating supplies, glue, and flashlights</p> 
<b>Introduce the Materials and Link Them to the Books</b>	<p>Remind children of the Star Projectors from Session 27 and explain that today they will have the opportunity to create their own. They will be decorating their paper towel roll, punching holes into the black paper to allow light through as "stars", gluing the black paper to the paper towel roll, and inserting a flashlight to project stars.</p> <p>The stars created by the projectors are a direct connection to the plot of <i>So Many Shooting Stars</i> and the connection can be made that <i>Picnic with Some Peanuts</i> takes place outdoors at night, where stars could be seen.</p>
<b>Examples of Guiding Questions</b>	<ul style="list-style-type: none"> <li>▪ Close-ended questions:           <ul style="list-style-type: none"> <li>○ "Does your projector have a <b>similar</b> number of stars as your friend's?"</li> <li>○ "Does your projector show <b>a lot</b> of stars or just a few?"</li> </ul> </li> <li>▪ Open-ended questions:           <ul style="list-style-type: none"> <li>○ "Give me <b>a lot</b> of examples of decorations that you can put on your projector?"</li> <li>○ "How are our stars <b>similar</b> to the ones in <i>So Many Shooting Stars</i>?"</li> </ul> </li> </ul>

## Week 15 - Session 29

<b>Learning Objective</b>	To enhance children's understanding of the target word: <b>many</b> and <b>a few</b>
<b>Definitions of Key Terms:</b>	
<ul style="list-style-type: none"> <li>○ <b>Many:</b> An amount that is high in quantity           <ul style="list-style-type: none"> <li>▪ Example: Benjamin had <b>many</b> flashlights.</li> </ul> </li> <li>○ <b>Few:</b> An amount containing three to five           <ul style="list-style-type: none"> <li>▪ Example: Lucy had many peanuts, and Benjamin had a <b>few</b>.</li> </ul> </li> </ul>	
<b>Storybook Readings</b>	<i>A Couple of Cool Ideas</i>
<b>Dialogic Reading Questions to Ask</b>	<b>Your Choice</b>
<b>Guided Play</b>	
<b>Center for Activity</b>	Dramatic Play: Discussion of seasons and proper clothing
<b>Materials</b>	Pictures of trees during different seasons of the year (Found in appendix on page 103). Sorting game for winter and summer clothing (Found in appendix on pages 104-105).
<b>Introduce the Materials and Link Them to the Books</b>	<p>“Let’s talk about the seasons of the year. Do you see the pictures of these trees? How are they the same? How are they different? Can you name the seasons of the year? After talking about the seasons, provide the students with items that can be used/worn during the summer and winter to sort.”</p> <p>“In <i>A Couple of Cool Ideas</i>, Benjamin, Lucy, and Bear are eating a favorite summer treat...ice cream! They had many kinds of ice cream, but a few topping choices. <i>A Different Winter Den</i> happens in the coldest part of the year.”</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., many and few). 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>○ “What season(s) will have <b>many</b> warm days?”</li> <li>○ “What season(s) will have <b>few</b> or no warm days?”</li> </ul> </li> <li>▪ Open-ended questions:           <ul style="list-style-type: none"> <li>○ “How is having a <b>few</b> things different from having <b>many</b> things in your backpack?”</li> <li>○ “What are <b>many</b> things you would take to go winter camping?”</li> </ul> </li> </ul>

## Week 15 - Session 30

<b>Learning Objective</b>	To enhance children's understanding of the target word: <b>some and most</b>
<b>Definitions of Key Terms:</b>	
<ul style="list-style-type: none"> <li>○ <b>Some:</b> An unspecified amount           <ul style="list-style-type: none"> <li>▪ Example: Please give me <b>some</b> water.</li> </ul> </li> <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> </ul>	
<b>Storybook Readings</b>	<i>A Different Winter Den</i>
<b>Dialogic Reading Questions to Ask</b>	<b>Your Choice</b>
<b>Guided Play</b>	
<b>Center for Activity</b>	Arts & Creative Expression: Making trees
<b>Materials</b>	<p>Pre-cut/drawn tree trunks and branches, tempera paint (red, orange, yellow, green, white, pink) or paper for cutting with scissors, glue, whole piece</p> <ul style="list-style-type: none"> <li>• Draw a tree by tracing a template printed from online, if not comfortable free-hand drawing one</li> </ul> <p>*<u>Option 1:</u> Provide children with the pre-drawn tree, scissors, and glue for them to cut and paste the tree independently</p> <p>*<u>Option 2:</u> Provide children with the tree pre-cut and glue for them to paste the tree independently</p> <p>*<u>Option 3:</u> Provide children with the tree pre-cut and pre-pasted, ready for them to paint (you can use paintbrushes, sponges, q-tips or koosh rings to paint)</p>  
<b>Introduce the Materials and Link Them to the Books</b>	<p>Remind the children of the trees discussed in Session 29 and how they changed throughout the seasons. Explain that they could create their own tree as it would look in the season of their choice.</p> <p>Remind the children how <i>A Couple of Cool Ideas</i> takes place in the Summer, when it is hot, and <i>A Different Winter Den</i> takes place in the late Fall. Discuss what the trees would/did look like in each of those stories.</p>
<b>Examples of Guiding Questions</b>	<ul style="list-style-type: none"> <li>▪ Close-ended questions:           <ul style="list-style-type: none"> <li>○ “In which seasons do trees have the <b>most</b> leaves?”</li> <li>○ “When do trees have only <b>some</b> leaves?”</li> </ul> </li> <li>▪ Open-ended questions:           <ul style="list-style-type: none"> <li>○ “Where have you seen the <b>most</b> snow?”</li> <li>○ “Why are <b>some</b> leaves on the ground and <b>some</b> leaves in the tree?”</li> </ul> </li> </ul>

# Progress Monitoring Checklist

To support individualization and scaffolding of instruction, teachers should complete a progress monitoring checklist for each of their participating students. There will be three primary checkpoints for monitoring: Checkpoint 1 (prior to week 1), Checkpoint 2 (variable dates for each set of language), and Checkpoint 3 (after Week 12, prior to Week 13).

Checkpoint 1: Prior to beginning the intervention, you should complete Checkpoint 1 of the Progress Monitoring Checklist for each child in your classroom. Use your best estimate of their knowledge based on their usage of the words in the classroom or during activities. This does not need to be a formal assessment of individual terms, but rather based on your observations.

Checkpoint 2: This checkpoint is broken up into three parts. Complete Set 1 items after completing Unit 1 (the two weeks of reading *Too Many Pillows*). Complete Set 2 items after completing Unit 2 (the two weeks of reading *Just Enough Eggs*). Complete Set 3 items after completing Unit 3 (the two weeks of reading *Picnic with Some Peanuts*). These ratings should be completed based on your observations of each child's usage of the terms during the reading and play sessions as well as other times in the classroom.

Checkpoint 3: This checkpoint should be completed after the Units 4, 5, and 6 are finished and before the start of Unit 7. The information from Checkpoint 3 can be used by you to identify how best to modify and target dialogic reading questions during the final weeks of RPM.

Note. Although these are scheduled checkpoints, it is often helpful to take notes of children's knowledge throughout the weeks. For example, if a child correctly uses the term *more* for the first time during Unit 4, it is ok to mark that on their progress monitoring sheet then rather than waiting all the way until the end of Unit 6. Find a completed example progress monitoring checklist in the appendix on page 91.

Child's Name:

Date:

Teacher's Name:

School:

## Progress Monitoring Checklist

Directions: Circle the number that best describes how well the child understands the quantitative language term: Use the following indicators for differentiating 0, 1, and 2.

0: Does not yet understand

1: Understands, but does not use regularly

2: Understands and uses regularly

Math Language	Checkpoint 1 (Prior to Week 1)			Checkpoint 2 (Variable Dates, see below)			Checkpoint 3 (End of Week 12)		
<u>Set 1</u>				End of Week 2					
More	0	1	2	0	1	2	0	1	2
Most	0	1	2	0	1	2	0	1	2
Many	0	1	2	0	1	2	0	1	2
A lot	0	1	2	0	1	2	0	1	2
Combine	0	1	2	0	1	2	0	1	2
<hr/>									
<u>Set 2</u>				End of Week 4					
Different	0	1	2	0	1	2	0	1	2
Same	0	1	2	0	1	2	0	1	2
Similar	0	1	2	0	1	2	0	1	2
Just enough	0	1	2	0	1	2	0	1	2
<hr/>									
<u>Set 3</u>				End of Week 6					
Some	0	1	2	0	1	2	0	1	2
A little bit	0	1	2	0	1	2	0	1	2
Less	0	1	2	0	1	2	0	1	2
Least	0	1	2	0	1	2	0	1	2
Fewest	0	1	2	0	1	2	0	1	2
Few	0	1	2	0	1	2	0	1	2
Couple	0	1	2	0	1	2	0	1	2
Fewer	0	1	2	0	1	2	0	1	2
Several	0	1	2	0	1	2	0	1	2
Notes:									

Child's Name:

Date:

Teacher's Name:

School:

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<u>Set 1</u>				End of Week 2					
More	0	1	2	0	1	2	0	1	2
Most	0	1	2	0	1	2	0	1	2
Many	0	1	2	0	1	2	0	1	2
A lot	0	1	2	0	1	2	0	1	2
Combine	0	1	2	0	1	2	0	1	2
<hr/>									
<u>Set 2</u>				End of Week 4					
Different	0	1	2	0	1	2	0	1	2
Same	0	1	2	0	1	2	0	1	2
Similar	0	1	2	0	1	2	0	1	2
Just enough	0	1	2	0	1	2	0	1	2
<hr/>									
<u>Set 3</u>				End of Week 6					
Some	0	1	2	0	1	2	0	1	2
A little bit	0	1	2	0	1	2	0	1	2
Less	0	1	2	0	1	2	0	1	2
Least	0	1	2	0	1	2	0	1	2
Fewest	0	1	2	0	1	2	0	1	2
Few	0	1	2	0	1	2	0	1	2
Couple	0	1	2	0	1	2	0	1	2
Fewer	0	1	2	0	1	2	0	1	2
Several	0	1	2	0	1	2	0	1	2
Notes:									

Child's Name:

Date:

Teacher's Name:

School:

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<u>Set 1</u>				End of Week 2					
More	0	1	2	0	1	2	0	1	2
Most	0	1	2	0	1	2	0	1	2
Many	0	1	2	0	1	2	0	1	2
A lot	0	1	2	0	1	2	0	1	2
Combine	0	1	2	0	1	2	0	1	2
<u>Set 2</u>				End of Week 4					
Different	0	1	2	0	1	2	0	1	2
Same	0	1	2	0	1	2	0	1	2
Similar	0	1	2	0	1	2	0	1	2
Just enough	0	1	2	0	1	2	0	1	2
<u>Set 3</u>				End of Week 6					
Some	0	1	2	0	1	2	0	1	2
A little bit	0	1	2	0	1	2	0	1	2
Less	0	1	2	0	1	2	0	1	2
Least	0	1	2	0	1	2	0	1	2
Fewest	0	1	2	0	1	2	0	1	2
Few	0	1	2	0	1	2	0	1	2
Couple	0	1	2	0	1	2	0	1	2
Fewer	0	1	2	0	1	2	0	1	2
Several	0	1	2	0	1	2	0	1	2
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Most	0	1	2	0	1	2	0	1	2
Many	0	1	2	0	1	2	0	1	2
A lot	0	1	2	0	1	2	0	1	2
Combine	0	1	2	0	1	2	0	1	2
<u>Set 2</u>				End of Week 4					
Different	0	1	2	0	1	2	0	1	2
Same	0	1	2	0	1	2	0	1	2
Similar	0	1	2	0	1	2	0	1	2
Just enough	0	1	2	0	1	2	0	1	2
<u>Set 3</u>				End of Week 6					
Some	0	1	2	0	1	2	0	1	2
A little bit	0	1	2	0	1	2	0	1	2
Less	0	1	2	0	1	2	0	1	2
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A lot	0	1	2	0	1	2	0	1	2
Combine	0	1	2	0	1	2	0	1	2
<u>Set 2</u>				End of Week 4					
Different	0	1	2	0	1	2	0	1	2
Same	0	1	2	0	1	2	0	1	2
Similar	0	1	2	0	1	2	0	1	2
Just enough	0	1	2	0	1	2	0	1	2
<u>Set 3</u>				End of Week 6					
Some	0	1	2	0	1	2	0	1	2
A little bit	0	1	2	0	1	2	0	1	2
Less	0	1	2	0	1	2	0	1	2
Least	0	1	2	0	1	2	0	1	2
Fewest	0	1	2	0	1	2	0	1	2
Few	0	1	2	0	1	2	0	1	2
Couple	0	1	2	0	1	2	0	1	2
Fewer	0	1	2	0	1	2	0	1	2
Several	0	1	2	0	1	2	0	1	2
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Many	0	1	2	0	1	2	0	1	2
A lot	0	1	2	0	1	2	0	1	2
Combine	0	1	2	0	1	2	0	1	2
<u>Set 2</u>				End of Week 4					
Different	0	1	2	0	1	2	0	1	2
Same	0	1	2	0	1	2	0	1	2
Similar	0	1	2	0	1	2	0	1	2
Just enough	0	1	2	0	1	2	0	1	2
<u>Set 3</u>				End of Week 6					
Some	0	1	2	0	1	2	0	1	2
A little bit	0	1	2	0	1	2	0	1	2
Less	0	1	2	0	1	2	0	1	2
Least	0	1	2	0	1	2	0	1	2
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Fewer	0	1	2	0	1	2	0	1	2
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Most	0	1	2	0	1	2	0	1	2
Many	0	1	2	0	1	2	0	1	2
A lot	0	1	2	0	1	2	0	1	2
Combine	0	1	2	0	1	2	0	1	2
<hr/>									
<u>Set 2</u>				End of Week 4					
Different	0	1	2	0	1	2	0	1	2
Same	0	1	2	0	1	2	0	1	2
Similar	0	1	2	0	1	2	0	1	2
Just enough	0	1	2	0	1	2	0	1	2
<hr/>									
<u>Set 3</u>				End of Week 6					
Some	0	1	2	0	1	2	0	1	2
A little bit	0	1	2	0	1	2	0	1	2
Less	0	1	2	0	1	2	0	1	2
Least	0	1	2	0	1	2	0	1	2
Fewest	0	1	2	0	1	2	0	1	2
Few	0	1	2	0	1	2	0	1	2
Couple	0	1	2	0	1	2	0	1	2
Fewer	0	1	2	0	1	2	0	1	2
Several	0	1	2	0	1	2	0	1	2
Notes:									

Child's Name:

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Teacher's Name:

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<u>Set 1</u>				End of Week 2					
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Most	0	1	2	0	1	2	0	1	2
Many	0	1	2	0	1	2	0	1	2
A lot	0	1	2	0	1	2	0	1	2
Combine	0	1	2	0	1	2	0	1	2
<u>Set 2</u>				End of Week 4					
Different	0	1	2	0	1	2	0	1	2
Same	0	1	2	0	1	2	0	1	2
Similar	0	1	2	0	1	2	0	1	2
Just enough	0	1	2	0	1	2	0	1	2
<u>Set 3</u>				End of Week 6					
Some	0	1	2	0	1	2	0	1	2
A little bit	0	1	2	0	1	2	0	1	2
Less	0	1	2	0	1	2	0	1	2
Least	0	1	2	0	1	2	0	1	2
Fewest	0	1	2	0	1	2	0	1	2
Few	0	1	2	0	1	2	0	1	2
Couple	0	1	2	0	1	2	0	1	2
Fewer	0	1	2	0	1	2	0	1	2
Several	0	1	2	0	1	2	0	1	2
Notes:									

Child's Name:

Date:

Teacher's Name:

School:

## Progress Monitoring Checklist

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<u>Set 1</u>				End of Week 2					
More	0	1	2	0	1	2	0	1	2
Most	0	1	2	0	1	2	0	1	2
Many	0	1	2	0	1	2	0	1	2
A lot	0	1	2	0	1	2	0	1	2
Combine	0	1	2	0	1	2	0	1	2
<hr/>									
<u>Set 2</u>				End of Week 4					
Different	0	1	2	0	1	2	0	1	2
Same	0	1	2	0	1	2	0	1	2
Similar	0	1	2	0	1	2	0	1	2
Just enough	0	1	2	0	1	2	0	1	2
<hr/>									
<u>Set 3</u>				End of Week 6					
Some	0	1	2	0	1	2	0	1	2
A little bit	0	1	2	0	1	2	0	1	2
Less	0	1	2	0	1	2	0	1	2
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Notes:									

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Most	0	1	2	0	1	2	0	1	2
Many	0	1	2	0	1	2	0	1	2
A lot	0	1	2	0	1	2	0	1	2
Combine	0	1	2	0	1	2	0	1	2
<hr/>									
<u>Set 2</u>				End of Week 4					
Different	0	1	2	0	1	2	0	1	2
Same	0	1	2	0	1	2	0	1	2
Similar	0	1	2	0	1	2	0	1	2
Just enough	0	1	2	0	1	2	0	1	2
<hr/>									
<u>Set 3</u>				End of Week 6					
Some	0	1	2	0	1	2	0	1	2
A little bit	0	1	2	0	1	2	0	1	2
Less	0	1	2	0	1	2	0	1	2
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# Materials

1. RPM Manual
2. 1 Progress Monitoring Checklist per student
3. Four online training videos
4. Six The Little Elephants' Big Adventures Books
  - *Too Many Pillows*
  - *Just Enough Eggs*
  - *Picnic with Some Peanuts*
  - *So Many Shooting Stars*
  - *A Couple of Cool Ideas*
  - *A Different Winter Den*
5. The guided play materials listed for each week below

## Guided Play Materials

*Here is a compilation of necessary materials divided by week, yet all materials are listed in the individual session guides.*

### Unit 1

#### Week 1, Session 1

- Dramatic Play: House
- Materials: Kitchen set, table, chairs, play food, kitchen items, backpacks, teddy bears, pillows

#### Week 1, Session 2

- Dramatic Play: House with tent
- Materials: *Leave house/home setup from Session 1* and add flashlights, compasses, and tent (can include a tent or create a tent from materials in classroom like chairs and a table cloth or blanket).

#### Week 2, Session 3

- Sensory Table: Table with peanuts and buckets
- Materials: Dry sensory material such as sand or rice, teddy bears, buckets, peanut cards, and shovels. (*Peanut cards are laminated pictures of peanuts cut to size in different colors and sizes, or use Unifix cubes to pretend they are peanuts.*)

#### Week 2, Session 4

- Sensory Table: Extend with spiders and spoons
- Materials: *Leave the same sensory material (sand or rice) from Session 3* and add different size spoons, buckets in different sizes, laminated spiders (appendix, p. 89), “No Spider” signs (appendix, p. 88),, blocks.

## Unit 2

### Week 3, Session 5

- Dramatic Play: Kitchen
- Materials: Different size mixing bowls, recipe books, measuring cups, measuring spoons, aprons, empty containers of milk, oatmeal, sugar, etc. for the children to make a cake and cook in the dramatic play. Add plastic eggs and/or plastic peanuts to dramatic play (if you don't have plastic eggs or peanuts add Unifix cubes) and teddy bears.

### Week 3, Session 6

- Dramatic Play: Extend with party supplies
- Materials: *Leave materials from session 5 in Dramatic Play* and add party supplies like candles, party hats, plates, cups, etc.

### Week 4, Session 7

- Sensory: Make Playdough or Cloud Dough
- Materials: Recipe for playdough (listed in the session guide), mixing bowls, measuring cups, measuring spoons, hot water, flour, salt, cream of tartar, watercolor/food coloring, vegetable oil, and stirring spoons

### Week 4, Session 8

- Sensory: Extend with "Cake" decorating
- Materials: *The playdough (you made)*, playdough tools, cut pipe cleaners or straws (for candles and/or sprinkles), plastic plates, plastic peanuts, and small cake pans

## Unit 3

### Week 5, Session 9

- Dramatic Play: Picnic
- Materials: Play food, blankets, baskets, books, plush bear, plates, and cups

### Week 5, Session 10

- Dramatic Play: Extend Picnic
- Materials: *Keep the picnic setup from Session 8* and add ants.

### Week 6, Session 11

- Water Table: Funnels and Pitchers
- Materials: Water (with yellow coloring); plastic pitchers, scoops, cups, funnels, and measuring cups. This can be used in the sensory table or taken outside

### Week 6, Session 12

- Water Table: Extend with coloring water
- Materials: *Water (with yellow coloring) from Session 11* and add plastic pitchers, scoops, cups, funnels, apples, peanuts, and measuring cups

## Unit 4

### Week 7, Session 13

- Dramatic Play: House with stars and binoculars
- Materials: Plastic or paper towel tube binoculars, plastic or paper stars on a wall or hanging from the ceiling or anywhere the children can pretend to look at the stars, blue paper or fabric taped to the floor (the pond), lily pads (felt, paper, or foam), plastic frogs

or paper frogs taped to small unit blocks, a wooden kid's boat or cardboard box made into a boat, and teddy bears

#### Week 7, Session 14

- Dramatic Play: Extend House with fishing
- Materials: *Leave materials from Session 13 in Dramatic Play* and add plastic or paper fish taped on small unit blocks, fishing poles (can create some out of rolled up butcher paper), pretend food, baskets, or buckets, and teddy bears. You can also add bugs if you need more/different materials

#### Week 8, Session 15

- Blocks: Add stars and planets
- Materials: Block area, blocks, cut-outs of stars and planets

#### Week 8, Session 16

- Blocks: Extend with various block colors and sizes
- Materials: *Same block area setup as Session 15* and add colorful blocks

### Unit 5

#### Week 9, Session 17

- Dramatic Play: Ice Cream Shop
- Materials: Bowls, cups, spoons (some ice-cream places will donate unused spoons), pretend ice cream (can use pompoms), plastic ice cream containers (these can be donated by families/community), plastic peanuts, empty chocolate syrup containers/other empty ice cream topping container, and teddy bears. You can use different items from around the room to represent the toppings like pipe cleaners, cut-up straws, yarn/felt, Unifix cubes, pictures of the items taped onto small blocks, small shapes foam, or plastic.

#### Week 9, Session 18

- Dramatic Play: Extend Ice Cream Shop
- Materials: *Leave material from Session 17 in Dramatic Play* and add ice cream shop supplies: party hats, aprons, other ice cream toppings, different types of pretend fruit or pretend desserts.

#### Week 10, Session 19

- Water Table: With ice
- Materials: Water table, ice cubes, bowls for sorting, tongs or spoons for picking up cubes

#### Week 10, Session 20

- Water Table: Extend with shaving cream
- Materials: Sensory tubs or trays, shaving cream, triangle paper folded into cones, food coloring or liquid watercolor, ice cream scoops or spoons, smocks, fake ice cream sprinkles (colored rice)

### Unit 6

#### Week 11, Session 21

- Dramatic Play: Orchard
- Materials: Red, green, and yellow paper apples of the same size, brown and green paper butcher paper to make trees, Velcro, baskets, a cash register and play money

## Week 11, Session 22

- Dramatic Play: Extend orchard with various apple sizes
- Materials: *Leave material from Session 21 in Dramatic Play* and add apples of each color in various sizes, with the apples from Session 21 being the smallest size. Add a blanket that could be used on a picnic or add backpacks to carry the apples.

## Week 12, Session 23

- Water Table: With stones
- Materials: Water table or soil/mulch, clear cups, decorative rocks or stones, magnifying glasses

## Week 12, Session 24

- Water Table: With stones and extensions
- Materials: *Keep water table setup from Session 23* and add sticks, plastic fish, small plastic boats, silk leaves, cups

## Unit 7

### Week 13, Session 25

- Music: Making a tambourine
- Materials: 2 paper plates per student, stapler, liquid watercolor or tempera paint or stickers, items to put inside the paper plates to rattle and make noise (examples: beans, rice, ground corn cob, beads) and the recipe

### Week 13, Session 26

- Music: Playing the tambourine
- Materials: *Tambourines created in Session 25* and add various other musical instruments

### Week 14, Session 27

- Arts & Creative Expression: Container star projector
- Materials: Plastic or metal coffee can, nail, hammer or drill (best if done beforehand), flashlight or battery powered candle

### Week 14, Session 28

- Arts & Creative Expression: Paper towel container star projector
- Materials: Paper towel rolls (one per child), black paper, hole punches, markers or other decorating supplies, glue, and flashlights (ideally, one per child)

### Week 15, Session 29

- Arts & Creative Expression: Seasons trees
- Materials: Pictures of trees during different seasons of the year and a sorting game for winter and summer items

### Week 15, Session 30

- Arts & Creative Expression: Seasons trees
- Materials: Pre-cut/drawn tree trunks and branches, paint or paper for cutting with scissors (red, orange, yellow, green, white, pink), glue, whole pieces of blue paper

## Implementation Notes

Use these pages to take down notes for yourself to assist in future implementation.





# References

- Ballantyne, K.G., Sanderman, A.R. & McLaughlin, N. (2008). Dual language learners in the early years: Getting ready to succeed in school. Washington, DC: National Clearinghouse for English Language Acquisition. Available at <https://files.eric.ed.gov/fulltext/ED512635.pdf>
- Barner, D., Chow, K., & Yang, S. (2009). Finding one's meaning: A test of the relation between quantifiers and integers in language development. *Cognitive Psychology*, 58(2), 195–219. <https://doi.org/10.1016/j.cogpsych.2008.07.001>
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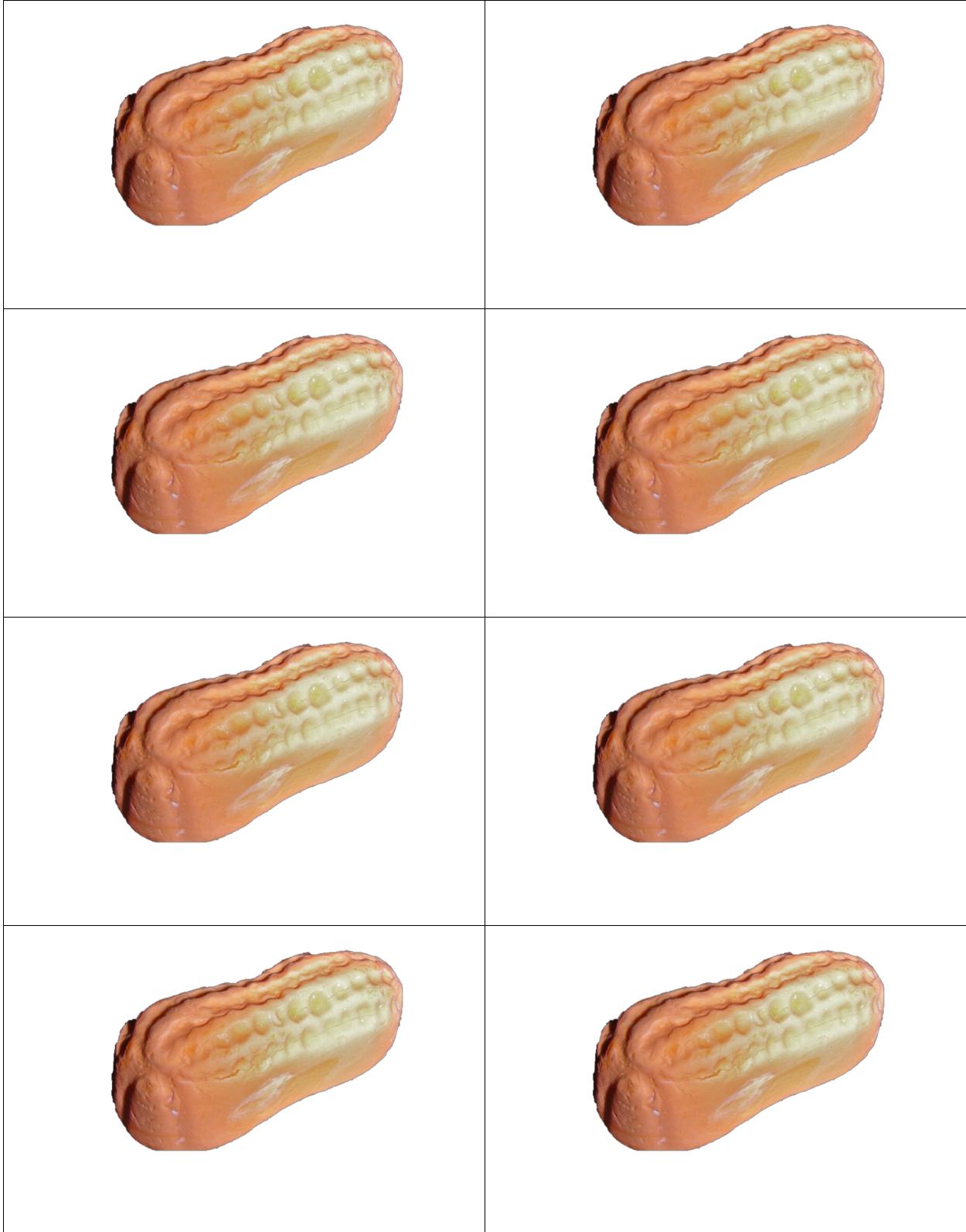
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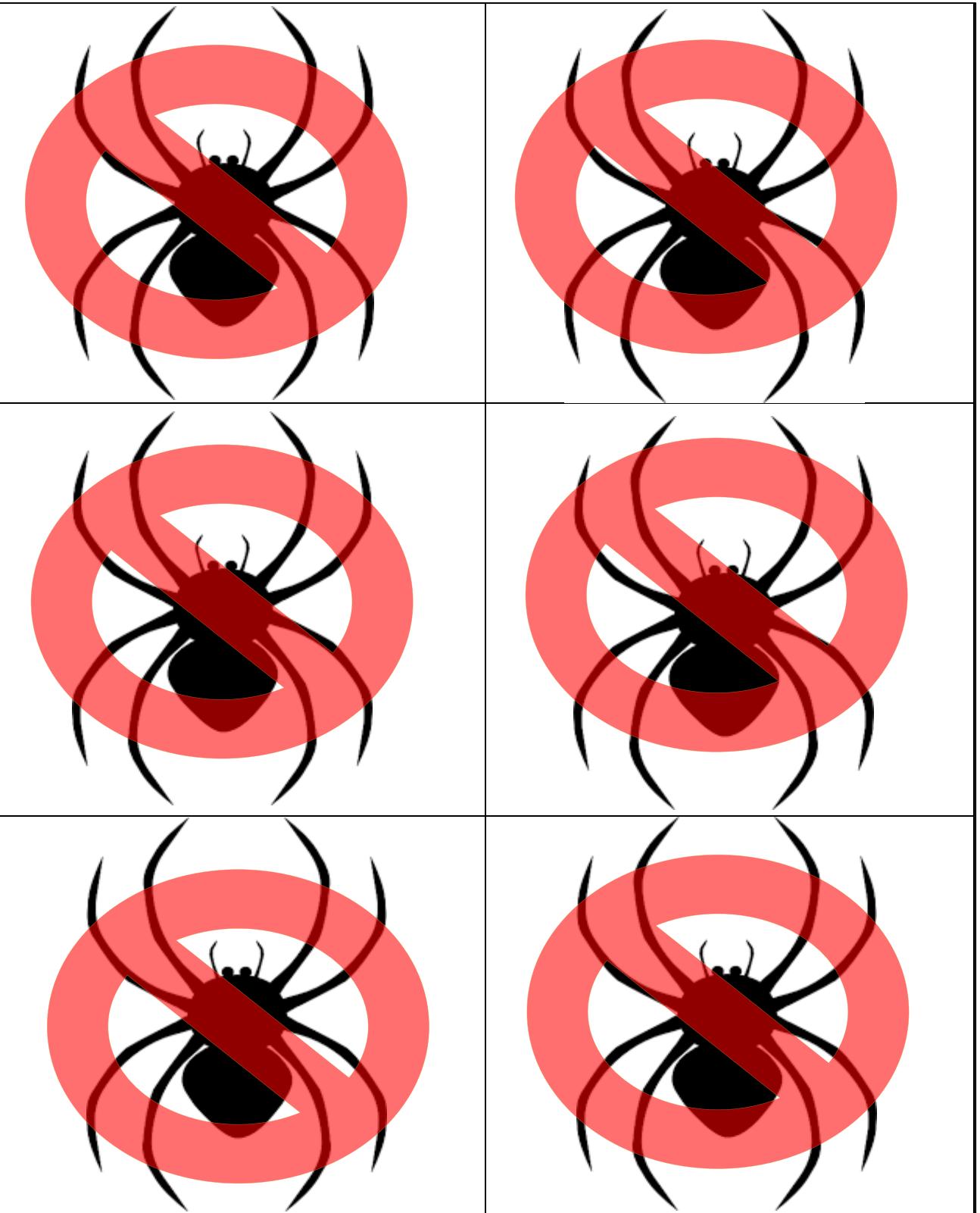
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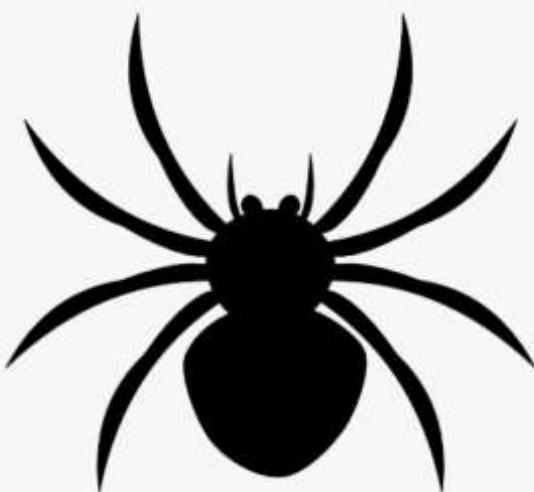
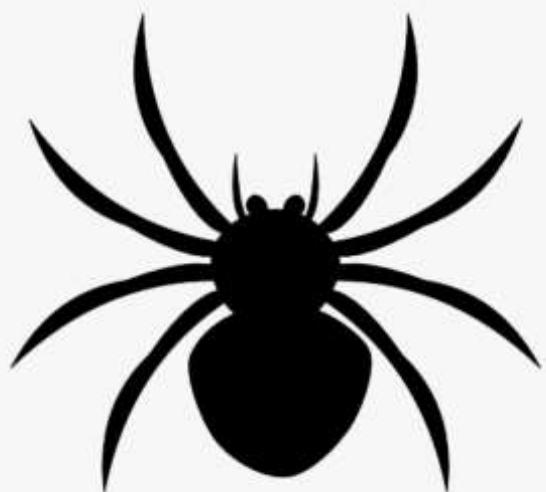
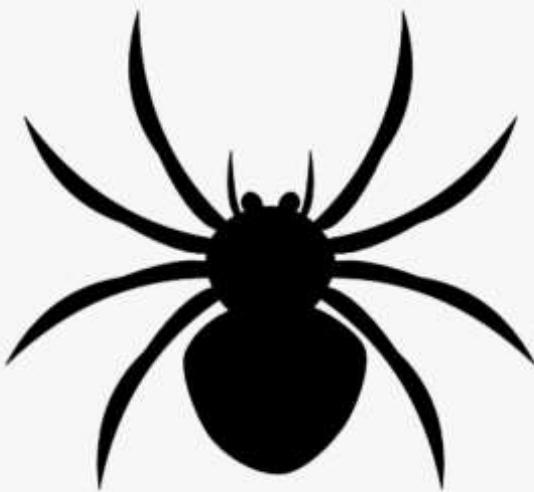
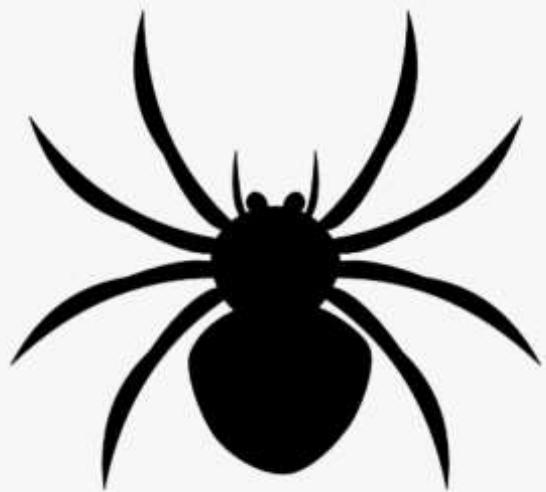
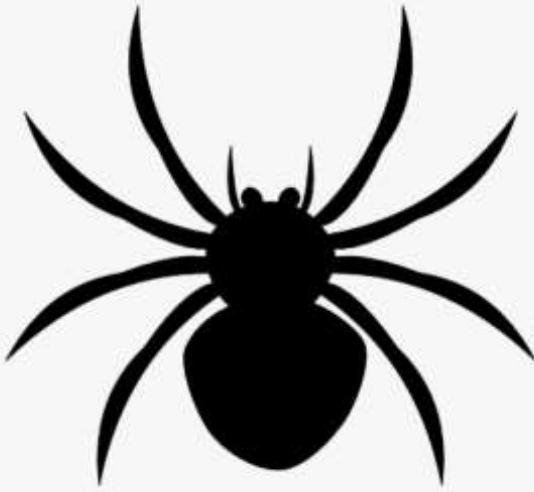
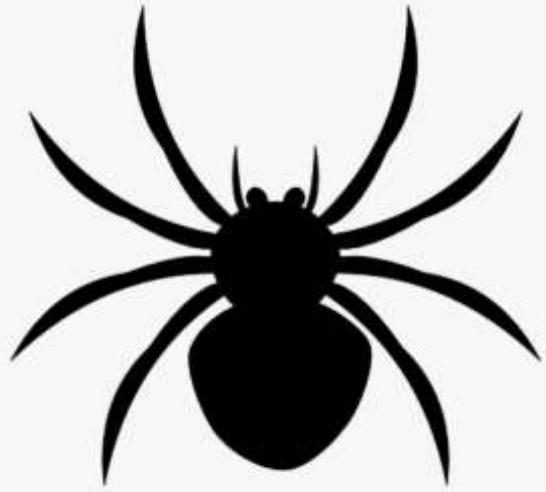
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# Appendix

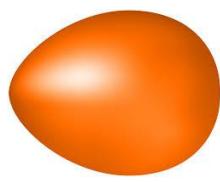
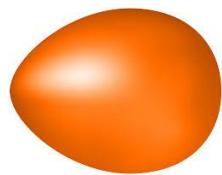
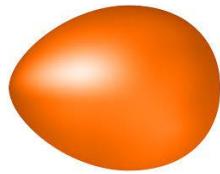


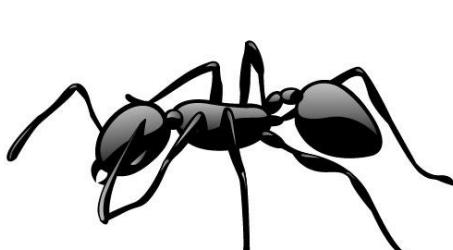
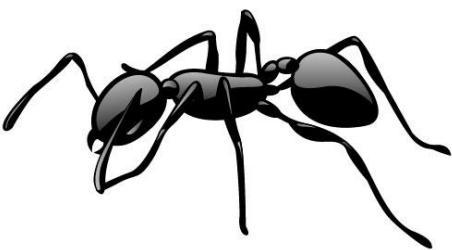
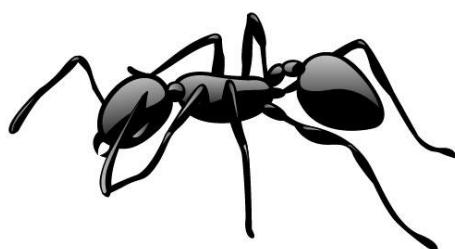
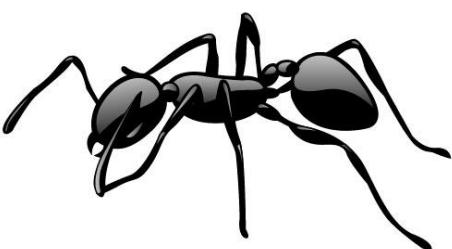
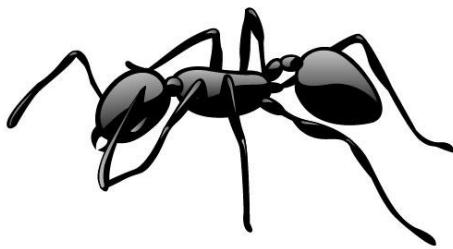
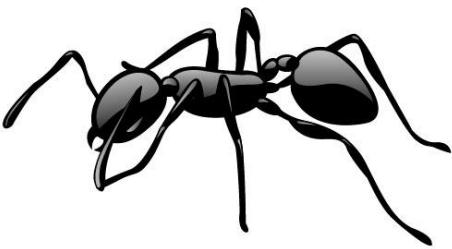
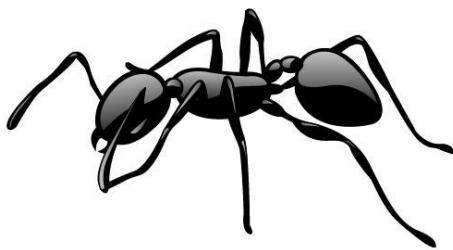
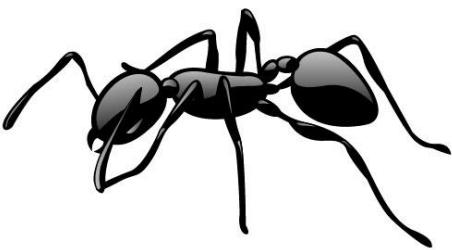






## Cake Recipe



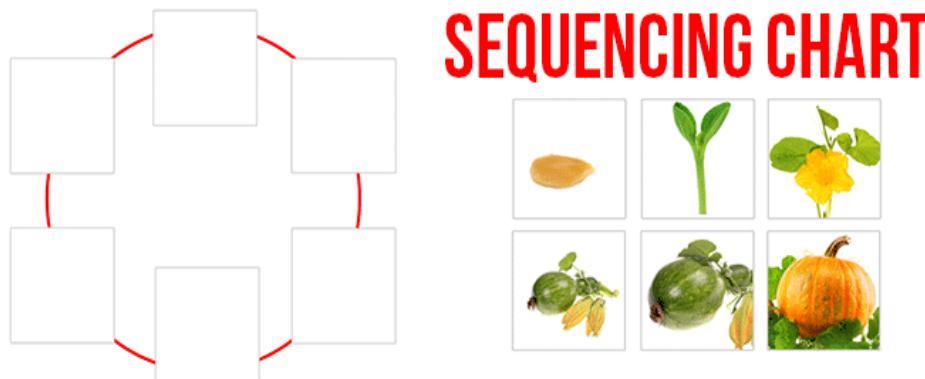




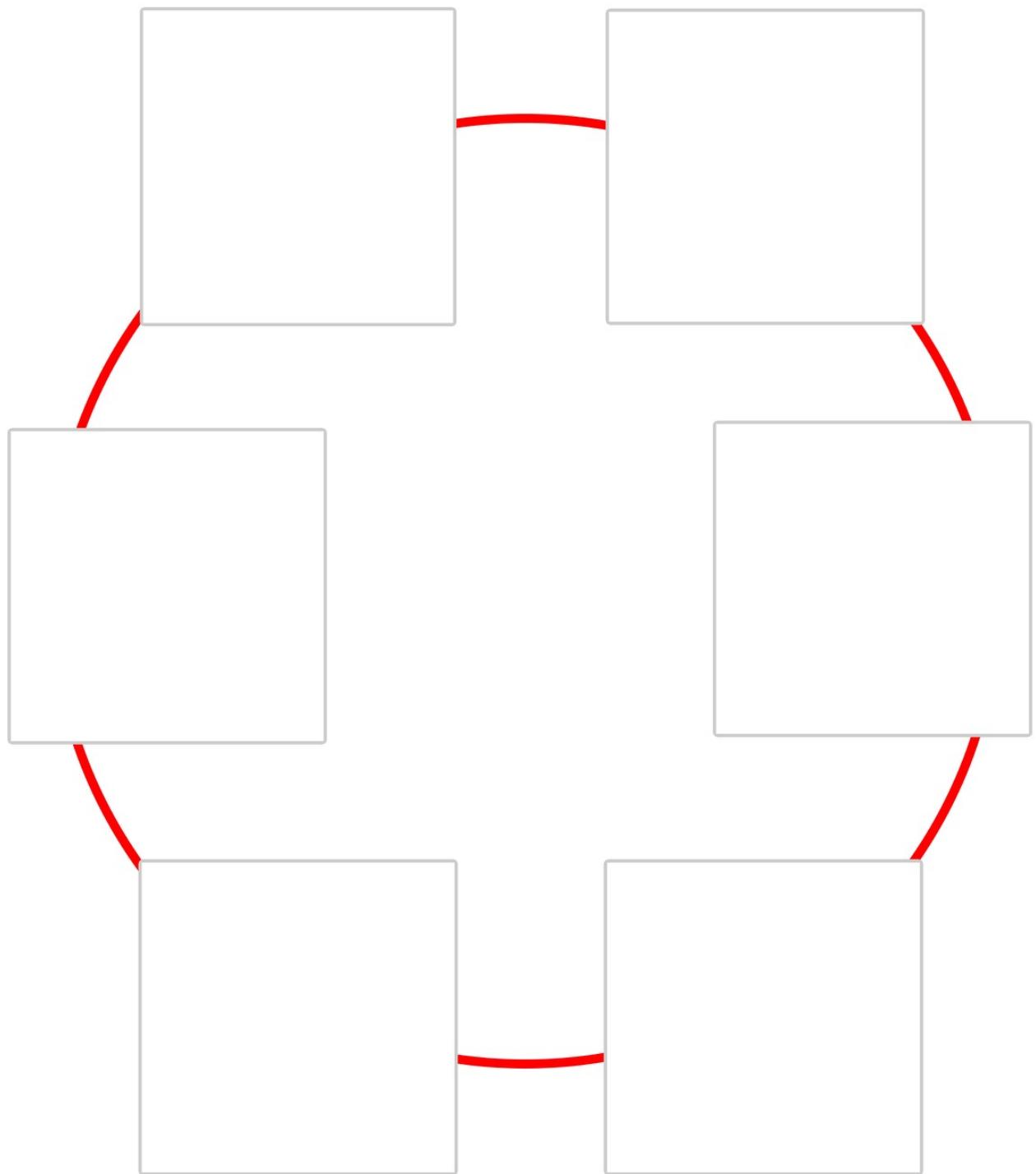
## SEQUENCING GAMES

Our Sequencing games are printable games where children put the cards in the proper order or sequence. This order can be based on Size, Time, Shape and more.

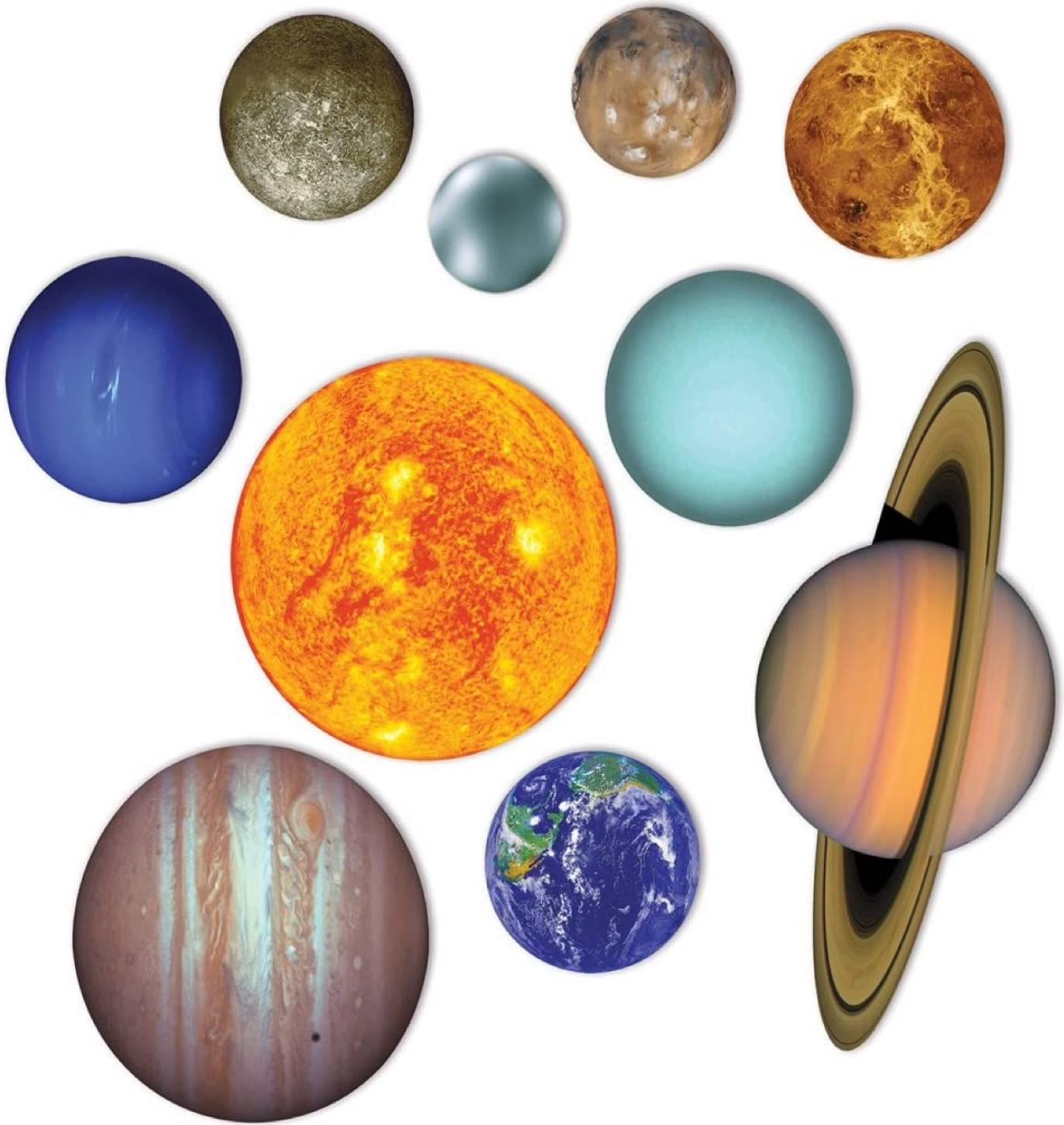
Many of our sequencing printables can be combined to fit inside a file folder to create a complete learning center.

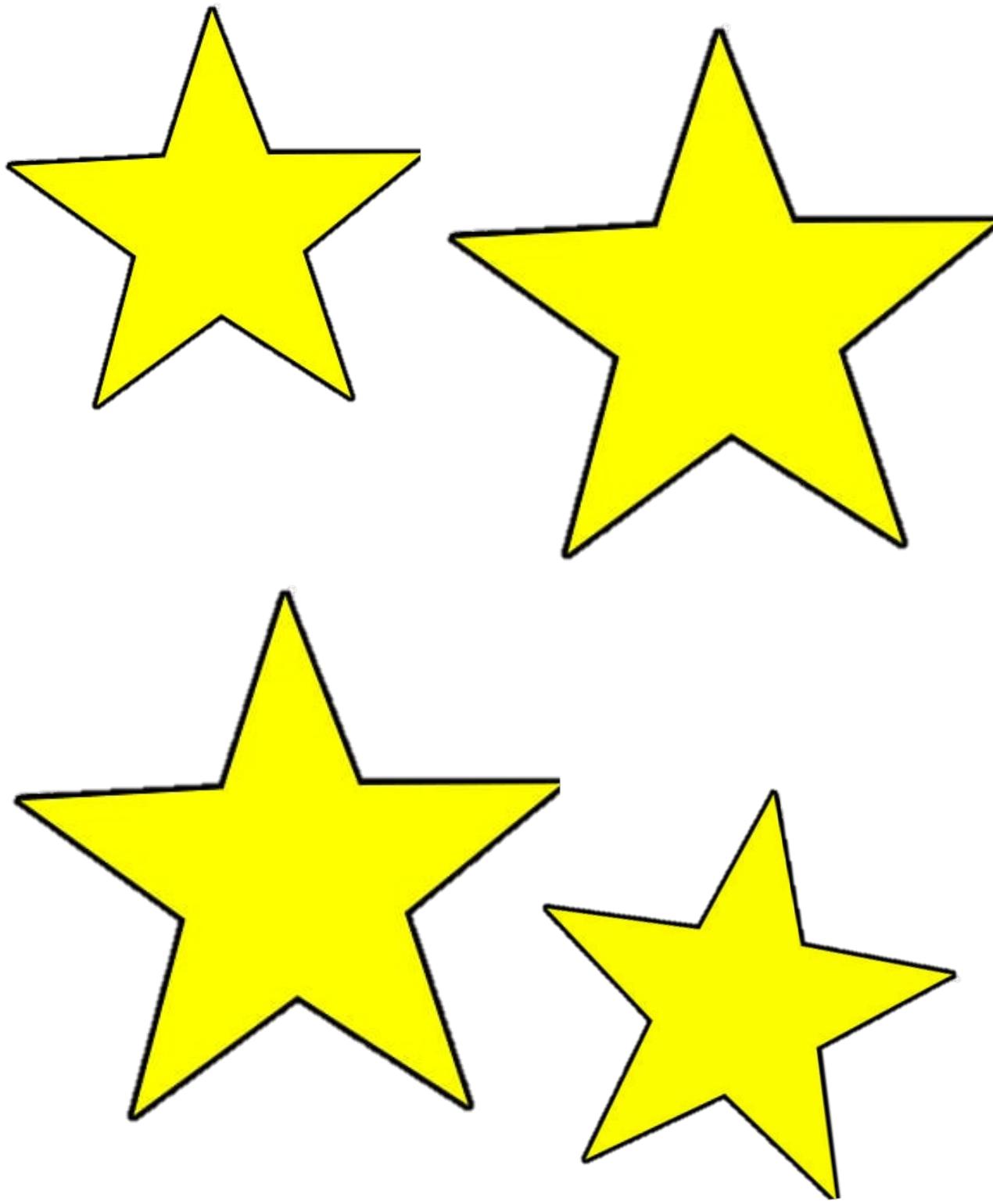


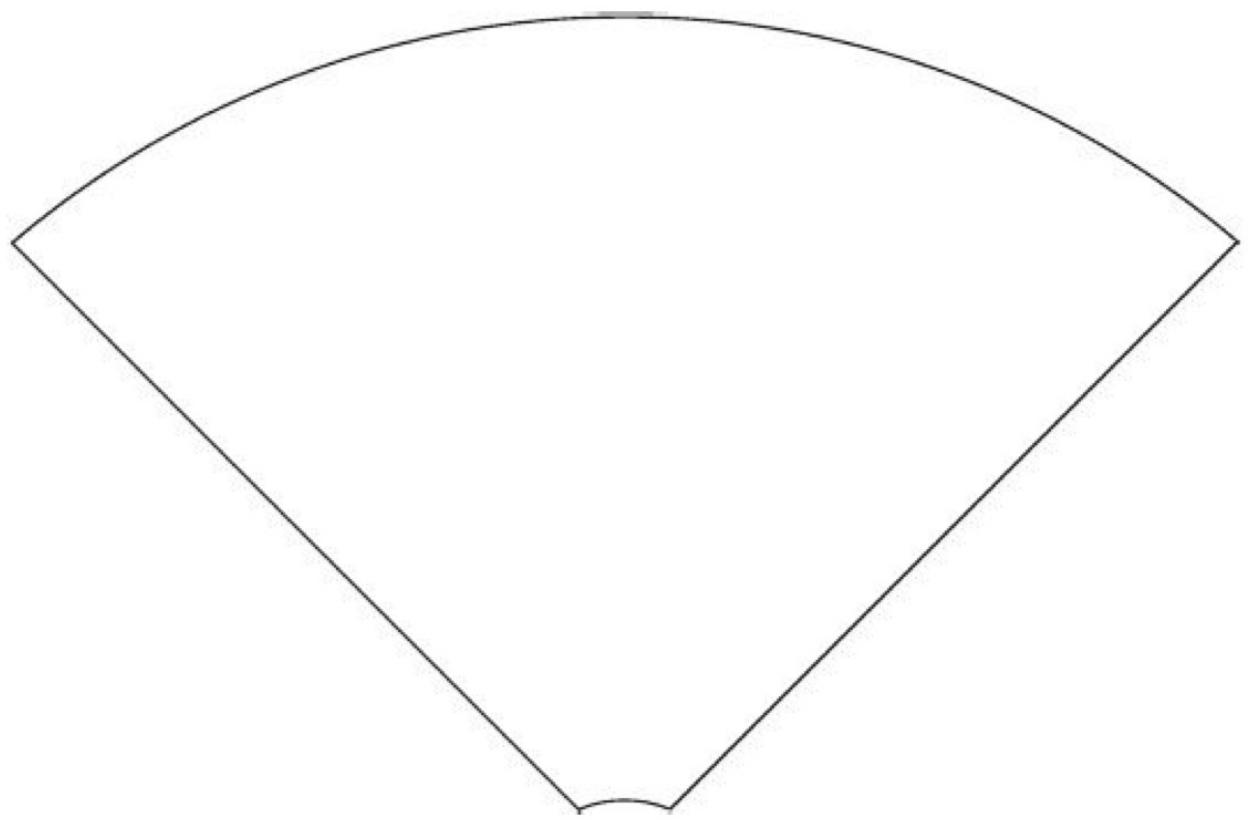
**How to Play:** Print up our blank Sequencing Chart to use with our entire collection of photo sequencing cards. This chart can be laminated and stored in your learning center, then simple give children each set of photo cards to place in the appropriate boxes.

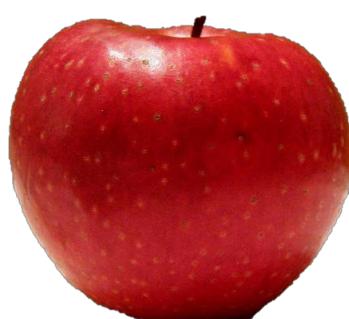
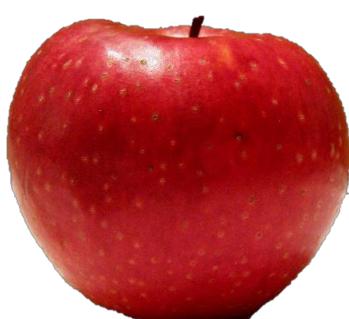
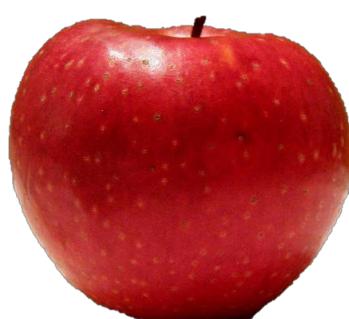
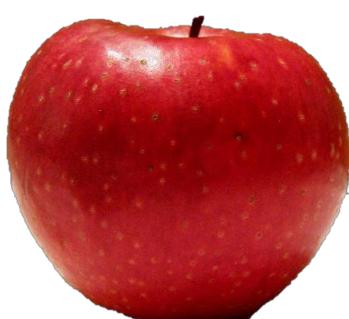
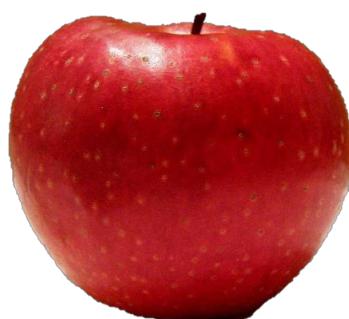
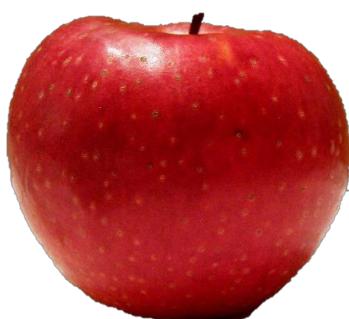
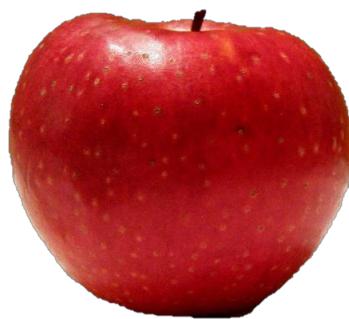
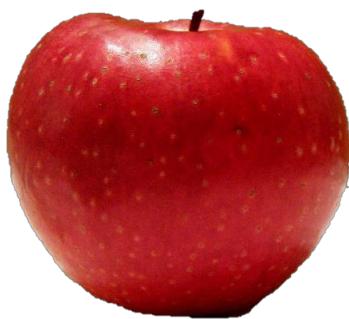


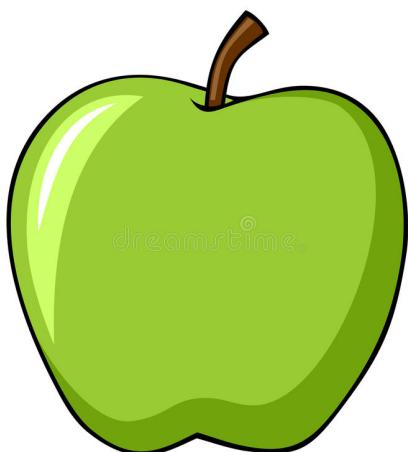
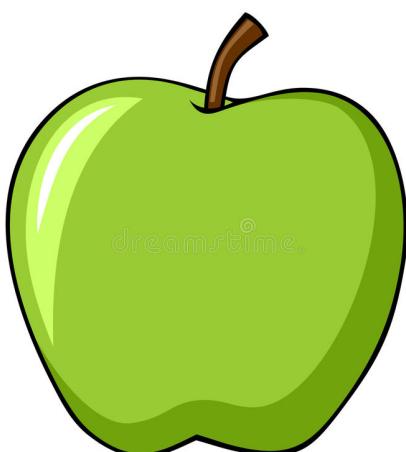
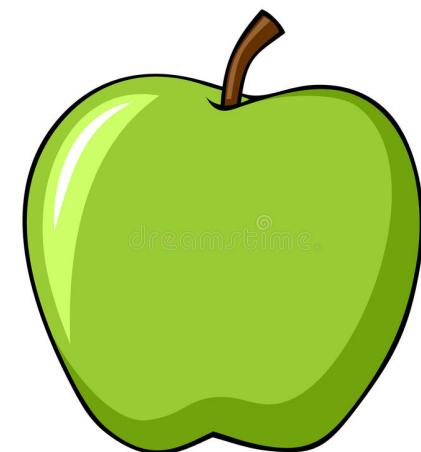
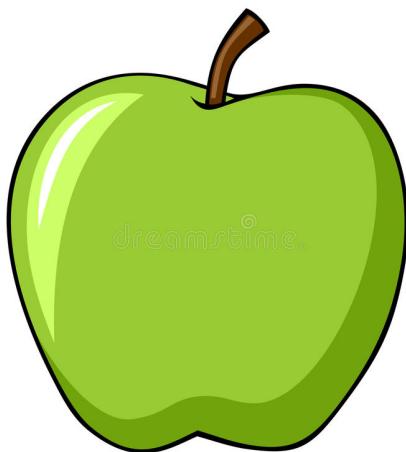
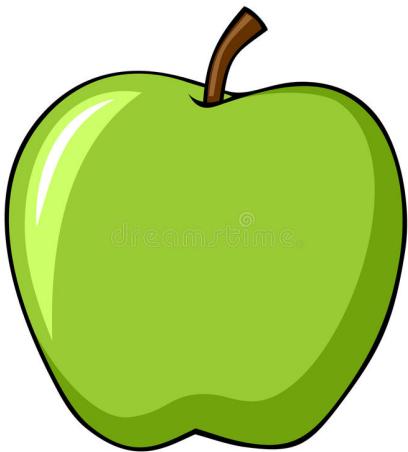
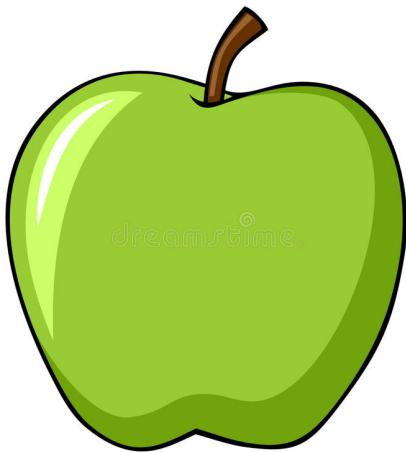


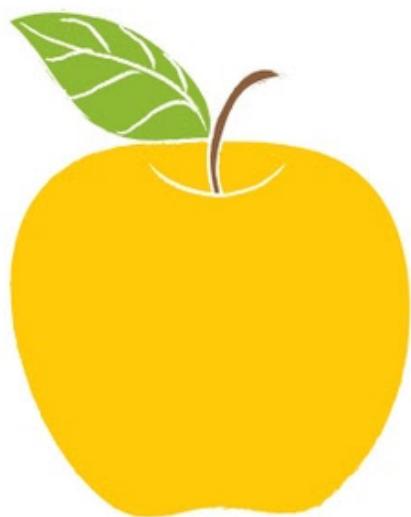
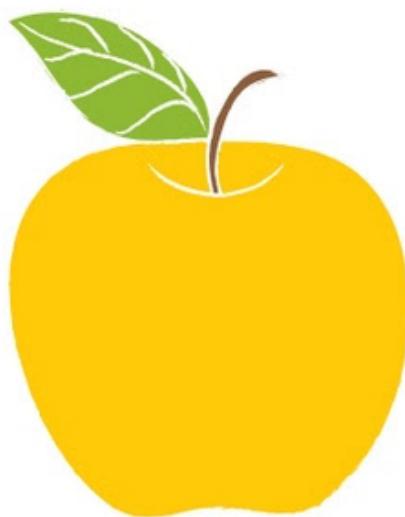
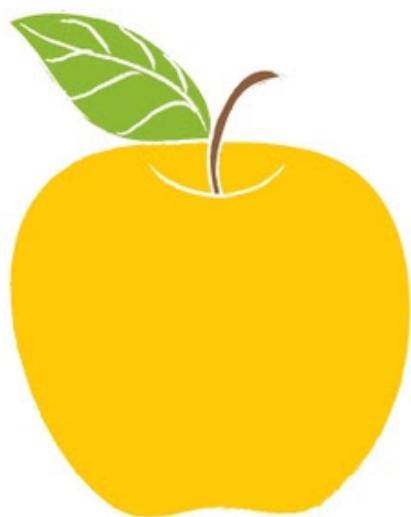
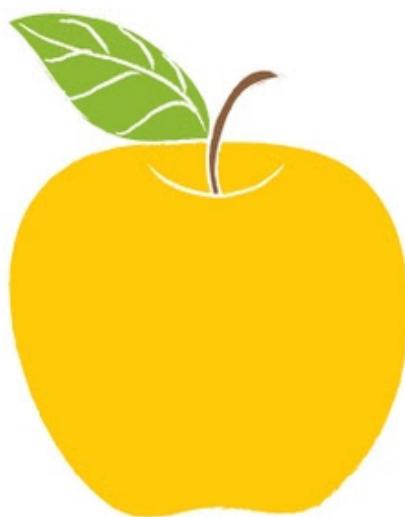
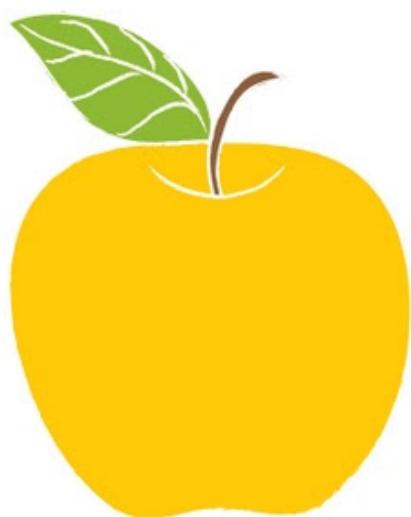
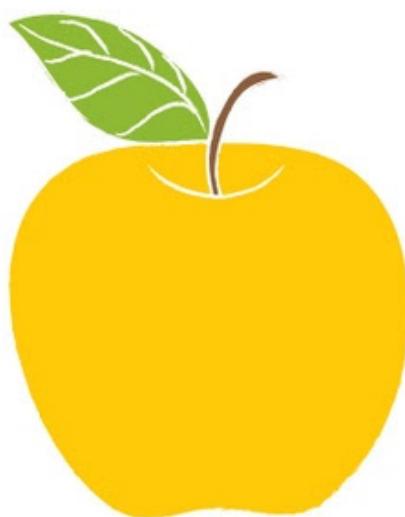












## Recipe for a Tambourine

2 Paper Plates



3 Colors of Paint



1 Scoop of Filler



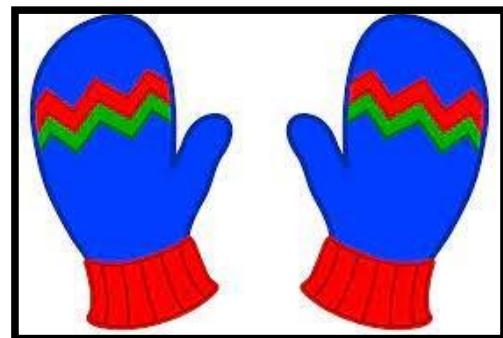
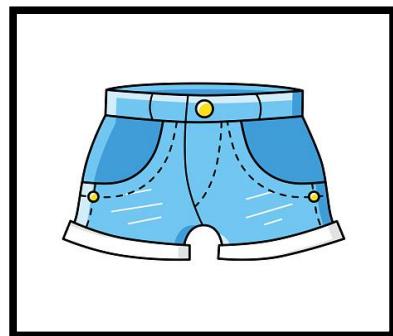
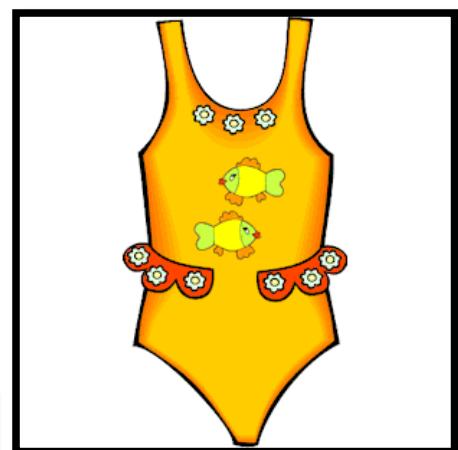
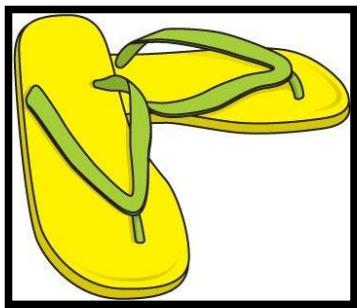
## **2 Ingredient Cloud Dough**

- 5 cups of flour (any type will work)
- 1 cup of baby oil (or cooking oil for taste-safe dough)
  - Play tools (cookie cutters, rolling pins, kitchen tools, playdough accessories, etc.)

### **RECIPE:**

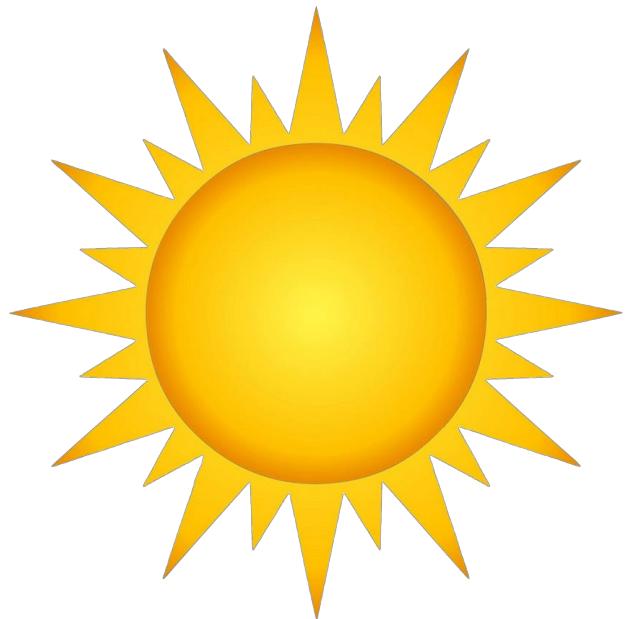
1. Measure, Pour, and Mix! Add all the ingredients to a mixing a bowl and mix them together.
1. You should be able to grab a chunk of the cloud dough, mold it, and have it hold together. If not, you may need more oil. Only add a small amount at time until the mix holds together
2. If it is too oily, add more flour. Add small amounts of flour until the mix holds together.





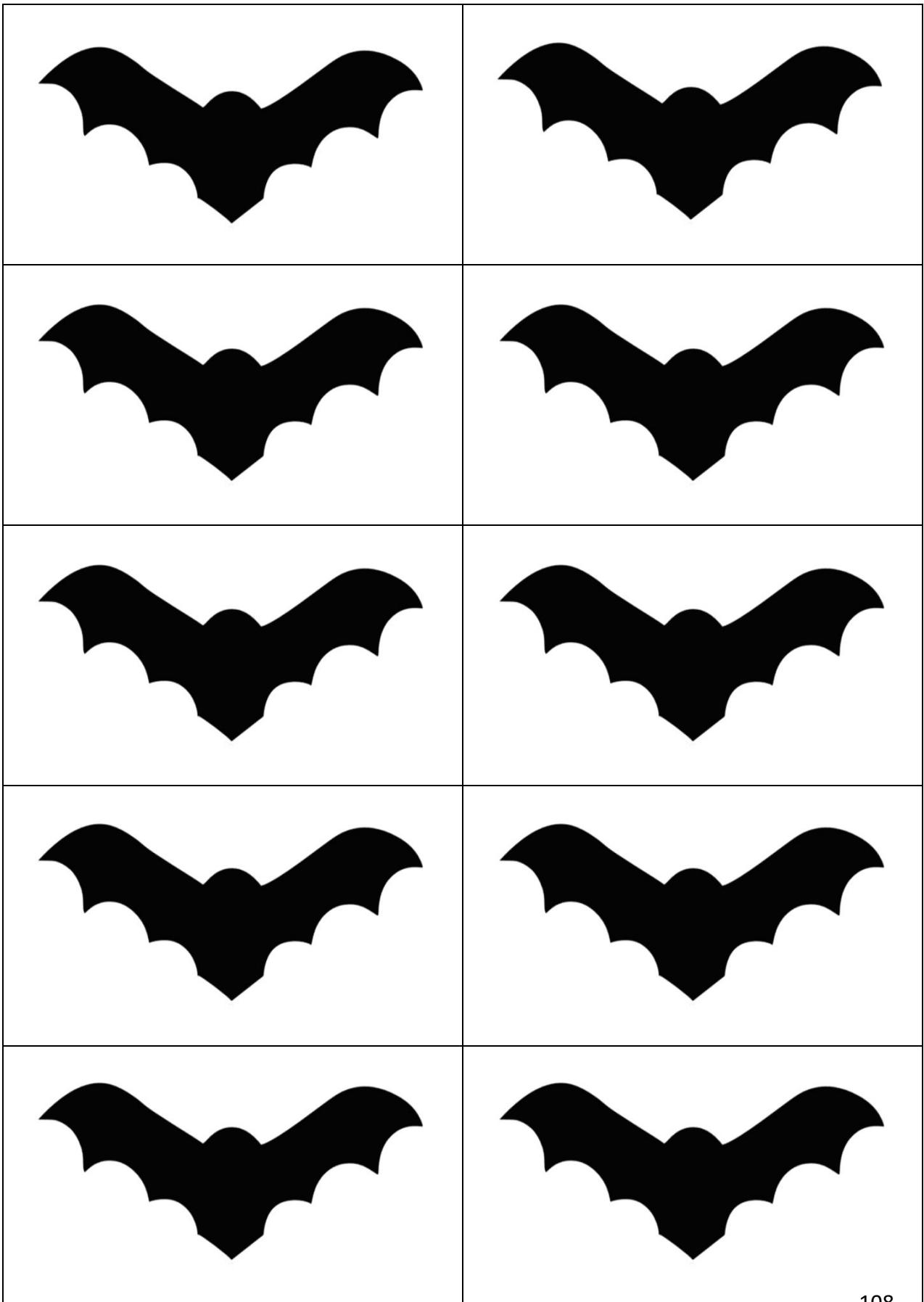


# Summer



# Winter





## No Cook Playdough

### Ingredients:

- 2 cups of flour
- 1/2 cup of salt
- 1 cup of hot water (possibly a 1/2 cup more)
- 2 tablespoon of cooking oil
- 2 tablespoons of cream of tartar
- Food coloring

### RECIPE:

1. Combine all the dry ingredients in a bowl, and form a well in the center.
2. Add the cooking oil and food coloring to the dry ingredients.
3. Add water and stir to form the playdough! Go ahead and knead your playdough until you reach your desired consistency!

**NOTE:** If you notice that the playdough looks a little runny, you might be tempted to add more flour. Before you do this, allow the mixture to rest for a few moments! That will give the salt a chance to absorb the extra moisture. Feel your playdough before you add any additional flour! You likely won't need any, but if your dough is sticky, add an additional 1/4 cup of flour at a time.

**PLAYDOUGH TIP:** You can make a giant batch of plain colored homemade playdough, and then color each one separately! Simply form a lump of playdough into a ball and then make a well in the center of each ball. Squirt in a few drops of food coloring. Close up the well and get to work squishing. This may get a bit messy but can make for a fun color surprise.