## Unit 3 Week 5 - Session 9

Definitions of Key Terms:  Some: An unspecified amount  Example: Benjamin had some peanuts.  A little bit: A small amount or quantity of something  Example: Bera has a little bit of peanuts on his plate.  Storybook Readings Dialogic Reading Questions to Ask Guided Play  Center for Activity  Materials  At the beginning of the play session, describe the dramatic play area. Introduce the Materials and Link Them to the Books  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.  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?")  Examples of Guiding Questions  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:  Close-ended questions:	Week 5 - Session 9		
O Some: An unspecified amount ■ Example: Benjamin had some peanuts. O A little bit: A small amount or quantity of something ■ Example: Bear has a little bit of peanuts on his plate.  Storybook Reading Picnic with Some Peanuts  Dialogic Reading Questions to Ask  Guided Play  Center for Activity Guided Play: Picnic setup  Materials  At the beginning of the play session, describe the dramatic play area.  Introduce the Materials and Link Them to the Books  Hintroduce 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.  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?")  Examples of Guiding Questions  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:  O "I see that Milo and George are putting some food on the plates Do you have some food?"  O "Do you have some food?"  O "Do you have a little bit on your plate or a lot?"  Open-ended questions:  O "I see that Rohan is putting out the books! How can he give	<b>Learning Objective</b>	To enhance children's understanding of the target word: <b>some</b> and <b>a little</b>	
○ Some: An unspecified amount  ■ Example: Benjamin had some peanuts. ○ A little bit: A small amount or quantity of something ■ Example: Bear has a little bit of peanuts on his plate.  Storybook Reading Ouestions to Ask  Guided Play  Center for Activity  Materials  At the beginning of the play session, describe the dramatic play area. Introduce the Materials and Link Them to the Books  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.  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?")  Examples of Guiding Questions  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:  ○ "I see that Milo and George are putting some food on the plates Do you have some food?"  ○ "Do you have some food?" ○ "Do you have a little bit on your plate or a lot?" ○ Open-ended questions: ○ "I see that Rohan is putting out the books! How can he give			
Example: Benjamin had some peanuts.     A little bit: A small amount or quantity of something     Example: Bear has a little bit of peanuts on his plate.  Storybook Readings  Dialogic Reading Questions to Ask  Guided Play  Center for Activity  Materials  Play food, blanket, baskets, teddy bears, plates, cups, and books  Play food, blanket, baskets, teddy bears, plates, cups, and books  Introduce the Materials and Link Them to the Books  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.  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?")  Examples of Guiding Questions  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:  Close-ended questions:  ''I see that Milo and George are putting some food on the plates Do you have some food?"  Doyon have some food?"  Doyon have some food?"  Popen-ended questions:  "I see that Rohan is putting out the books! How can he give			
• A little bit: A small amount or quantity of something • Example: Bear has a little bit of peanuts on his plate.  Storybook Readings Dialogic Reading Questions to Ask  Guided Play  Center for Activity  Materials  Play food, blanket, baskets, teddy bears, plates, cups, and books  Play food, blanket, baskets, teddy bears, plates, cups, and books  Introduce the Materials and Link Them to the Books  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?")  Examples of Guiding Questions  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:  Close-ended questions:  "I see that Milo and George are putting some food on the plates Do you have some food?"  "Do you have some food?"  "Do you have a little bit on your plate or a lot?"  Open-ended questions:  "I see that Rohan is putting out the books! How can he give			
Storybook Readings Dialogic Reading Questions to Ask  Guided Play Center for Activity  Materials  At the beginning of the play session, describe the dramatic play area. Introduce the Materials and Link Them to the Books  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?")  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:  Close-ended questions:  "I see that Milo and George are putting some food on the plates Do you have some food?"  "Do you have some food?"  "Do you have a little bit on your plate or a lot?"  Open-ended questions:  "I see that Rohan is putting out the books! How can he give			
Dialogic Reading   Questions to Ask   Guided Play   Guided Play   Guided Play   Guided Play   Play food, blanket, baskets, teddy bears, plates, cups, and books	o A little bit: A small amount or quantity of something		
Dialogic Reading Questions to Ask   Guided Play: Picnic setup	■ Example: Bear has a <b>little bit</b> of peanuts on his plate.		
Guided Play   Guided Play: Picnic setup	Storybook Readings	Picnic with Some Peanuts	
Center for Activity  Guided Play: Picnic setup  Play food, blanket, baskets, teddy bears, plates, cups, and books  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.  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?")  Examples of Guiding Questions  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.  Close-ended questions:  "I see that Milo and George are putting some food on the plates Do you have some food?"  "Doyon-ended questions:  "Toyon have a little bit on your plate or a lot?"  "Open-ended questions:  "I see that Rohan is putting out the books! How can he give	Dialogic Reading	Red	
Center for Activity   Guided Play: Picnic setup	Questions to Ask		
Center for Activity   Guided Play: Picnic setup			
Introduce the Materials and Link Them to the Books  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.  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?")  Examples of Guiding Questions  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.  Close-ended questions:  "I see that Milo and George are putting some food on the plates Do you have some food?"  "Do you have a little bit on your plate or a lot?"  "Open-ended questions:  "I see that Rohan is putting out the books! How can he give	-	Guided Play: Picnic setup	
Introduce the Materials and Link Them to the Books  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.  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?")  Examples of Guiding Questions  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:  Close-ended questions:  "I see that Milo and George are putting some food on the plates Do you have some food?"  "Do you have a little bit on your plate or a lot?"  "Open-ended questions:  "I see that Rohan is putting out the books! How can he give	· ·	• •	
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.  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?")  Examples of Guiding Questions  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.  Close-ended questions:  "I see that Milo and George are putting some food on the plates Do you have some food?"  "Do you have a little bit on your plate or a lot?"  "Open-ended questions:  "If see that Rohan is putting out the books! How can he give			
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.  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?")  Examples of Guiding Questions  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.  Close-ended questions:  "I see that Milo and George are putting some food on the plates Do you have some food?"  "Open-ended questions:  "To you have a little bit on your plate or a lot?"  "Open-ended questions:  "I see that Rohan is putting out the books! How can he give	Introduce the	At the beginning of the play session, describe the dramatic play area.	
a picnic"). Ask children what they think the items are for.  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?")  Examples of Guiding Questions  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.  Close-ended questions:  'I see that Milo and George are putting some food on the plates Do you have some food?"  Do you have a little bit on your plate or a lot?"  Open-ended questions:  "I see that Rohan is putting out the books! How can he give	Materials and Link		
(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?")  Examples of Guiding Questions  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.  Close-ended questions:  "I see that Milo and George are putting some food on the plates Do you have some food?"  "Do you have a little bit on your plate or a lot?"  "Open-ended questions:  "I see that Rohan is putting out the books! How can he give	Them to the Books	"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.	
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.  Close-ended questions:  "I see that Milo and George are putting some food on the plates Do you have some food?"  "Do you have a little bit on your plate or a lot?"  Doen-ended questions:  "I see that Rohan is putting out the books! How can he give		(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	
o "What would you do if you had a little bit of food at your picnic?"		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.  Close-ended questions:  "I see that Milo and George are putting some food on the plates.  Do you have some food?"  "Do you have a little bit on your plate or a lot?"  Doen-ended questions:  "I see that Rohan is putting out the books! How can he give everyone some books?"  "What would you do if you had a little bit of food at your	