

### 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> |