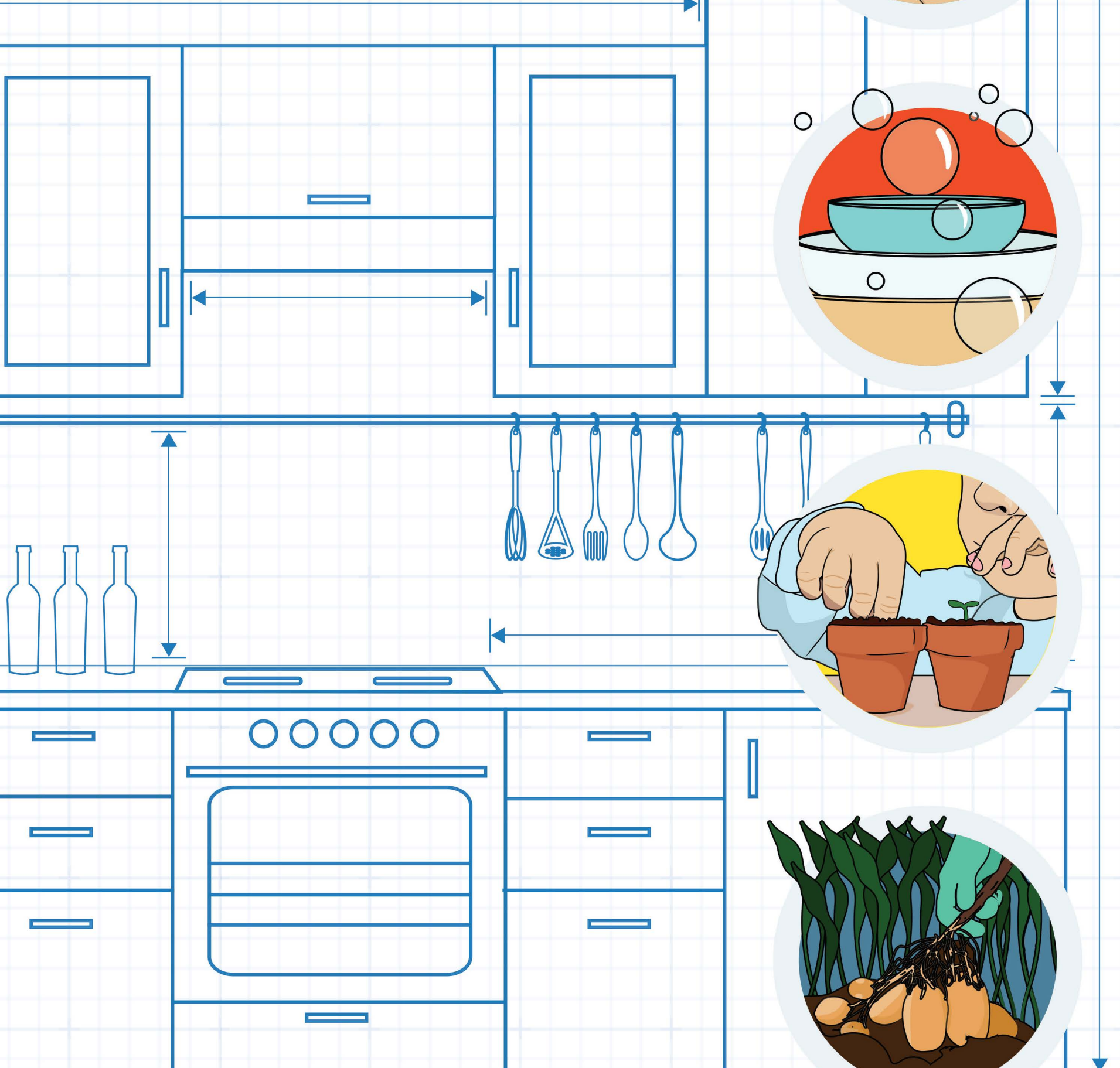
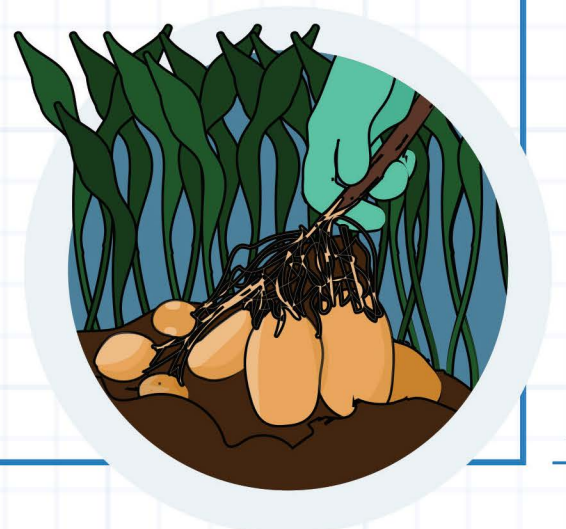
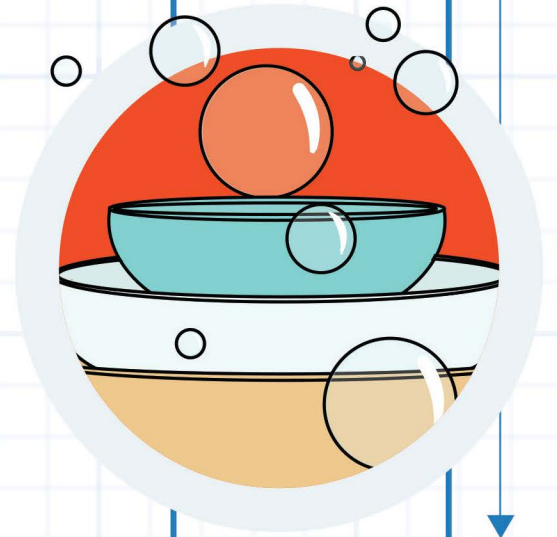


BLUEPRINT

Let's Eat! Teaching Guide 7





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BLUEPRINT



Let's Eat!

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Digital Online Resources



<https://clibblueprint.org/resources>

At the web address above you will find the following resources to help your instruction.

- ASL Signs (images & videos)
- Family Resources
- Featured Class Books
- Letter and Numeral Formation Guide
- Letter Pronunciations (audio)
- Mindful Moments
- Science Journals
- Songs, Poems and Chants (audio & print)
- Teaching Point Checklist
- Unit 7 Images
- Weekly Materials List
- Yoga Poses (images & video)

Icon Legend



Keep it Going



Words We Are Learning



Remember...



Song Within the Lesson



Multilingual Learner Support



STEM



Family Engagement



Downloads Available



Tip

Disclaimer
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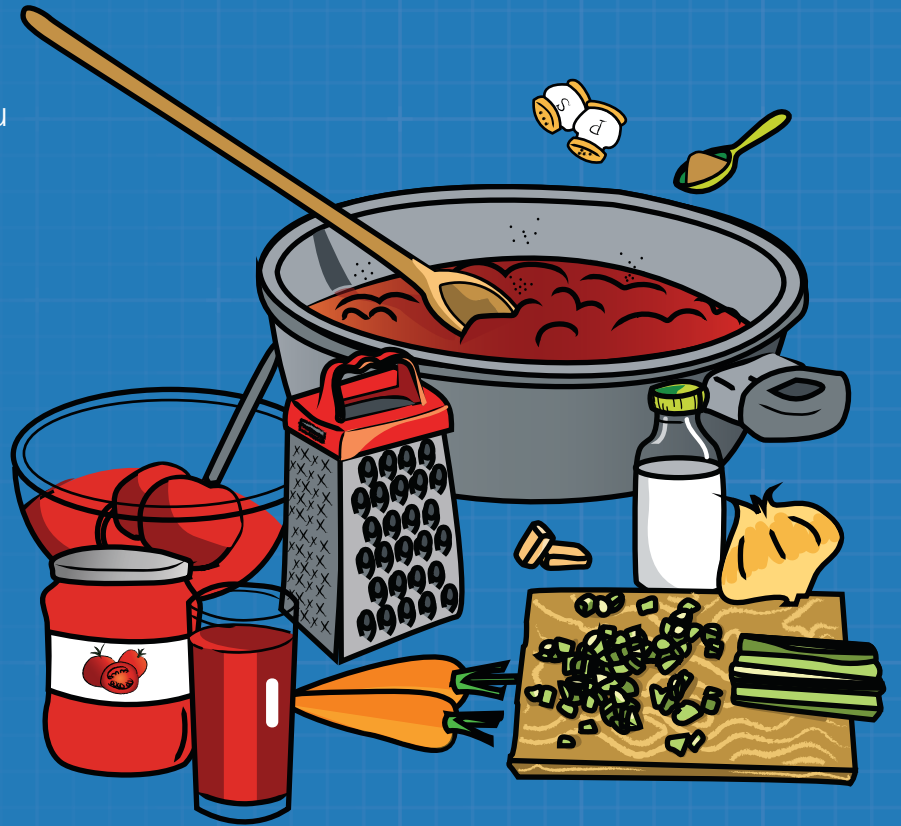
Let's Eat!

What makes food special?

What Children Learn

Food is special because there are different types of food. You can shop for it or grow it. Cooking, eating, and cleaning can be something special you do with others.

Children re-examine something that is already a big part of their lives: food! In Unit 2: "Healthy Kids" they learned about how eating healthy food helps them take care of their bodies. In this unit, they explore the steps in making a meal and investigate how the cooking process changes foods. They talk about how food is often part of special occasions and celebrations. They read two versions of a food folktale and learn about gardens and how some foods grow from seeds.



Week	Guiding Question	What Children Learn	Be Sure To...
1	What's involved in making a meal?	Family members can shop, cook, and eat meals together. Food changes when you cook it.	<ul style="list-style-type: none"> • Talk to children about their experiences shopping and cooking with their families. • Compare uncooked and cooked foods to explore how heat changes food. • Give children practice recognizing numerals.
2	How can making a meal be fun?	Every step in making a meal – even cleaning up – can be fun, especially when everyone works together.	<ul style="list-style-type: none"> • Talk to children about their experiences and responsibilities around cleaning up at home. • Work on children's number sense by having them count and compare objects. • Introduce a new style of music, such as tango. • Select initial consonants to review.
3	Can you grow food?	Some food grows from seeds. Seeds need water, soil, and sunlight to grow.	<ul style="list-style-type: none"> • Discuss the connection between seeds and growing food. • Gather seeds so children can observe and explore them. • Give children the opportunity to plant seeds and observe how they change.
4	What can we learn about food from the folktales <i>The Enormous Potato</i> and <i>The Turnip</i> ?	Some food grows underground. People can work together to get, make, and eat food.	<ul style="list-style-type: none"> • Compare two folktales that feature food. • Use a balance scale to compare the weights of objects. • Celebrate children's learning during this unit.



Unit at a Glance



Connections to Other Units

Week 1

What's involved in making a meal?

Children are introduced to the new unit by learning food based yoga poses and discussing their experience with cooking and helping in the kitchen. They focus on the steps involved in making a meal: from shopping to cooking to eating. They practice sorting kitchen tools based on their attributes and investigate the difference between cooked and uncooked foods.

Week 2

How can making a meal be fun?

Children read stories that emphasize how teamwork makes the process of making a meal even more special. They also learn that cleaning up after making a meal is one way to be helpful. They listen and dance to tango music, make their own music, begin identifying and using sound words, and practice identifying the beginning sound and letter in words. Using kitchen tools, children continue their investigation of mixtures and quantities. They play a color- and number- coding game during Small Group, helping them develop their number sense.

Week 3

Can you grow food?

As children learn about food that comes from seeds, they revisit an important idea from Unit 5 - living things grow! They learn about the developmental stages and needs of seeds, and they investigate seeds and seeded fruits during Small Group. They practice sorting seeds based on their attributes and follow patterned "if/then" codes about foods. They also practice a new mindfulness exercise about planting seeds of kindness.

Week 4

What can we learn about food from the folktales *The Enormous Potato* and *The Turnip*?

Children conclude their exploration of food by reading and comparing two versions of the folktale *The Enormous Potato*. These stories introduce children to other foods that grow underground as well as engaging their sense of size and measurement. They practice making predictions about the stories and count syllables, and they discuss how working together is one way of acting kindly. Children investigate potatoes further by determining how they grow, comparing cooked and uncooked potatoes, and writing a recipe for mashed potatoes. They compare the attributes of turnips and potatoes and they use balance scales as a measuring tool.

Mixing

In Unit 6: "Mix & Make," we explored different types of mixtures and mixing tools. In this unit, we expand on these ideas. We explore how mixing is involved in cooking and how foods change when cooked. We explore more mixing tools and their functions.

Exploring Our Families' Customs and Cultures

In Unit 2: "Healthy Kids," children talked about their own families, cultures, and customs as they discussed and described their families' routines around eating and bedtime. In Unit 3: "Exploring Our Local Community," children celebrated what made their community unique. In this unit, we return to discussing family customs and culture when we explore foods, meal preparation, and cooking.

Senses

Learning about their world through their senses is of primary importance in preschool and has been consistently highlighted throughout the curriculum. Children explored food using their five senses in Unit 2: "Healthy Kids" and will do so again in this unit as they use their senses to observe, compare, and taste several different foods.

Living Things

Exploring the needs of living things is a recurring theme in the curriculum. Children explored what they need to stay healthy in Unit 2: "Healthy Kids." In Unit 5: "Life on the Farm" children learned how farm animals grow and change. In this unit, children explore what seeds and plants need in order to grow. In Unit 8: "Animal Architects" children focus on how shelters support the needs of living things.

Early Coding

Children practiced following "if/then" activities in Unit 4: "We Are Architects!" and add to that in this unit when they work on three different codes. In Unit 5: "Life on the Farm," children learned how to follow direction cards and move around an obstacle. Children continue to work on early coding skills in this unit when they play a card game that has coding symbol directions.



Class Book *Our Recipes*

Create at least one class book during each unit to which children can contribute. These books give children a glimpse into the book-making process. They love to see themselves as authors! Everyone can participate in creating the class book, no matter their level of proficiency. For example, children can cut out pictures from magazines or draw their own. They can write their own ideas or dictate them to you. Use the suggested class book title or let children come up with their own. Invite them to help you create a cover. Bind the book together using folders or three-ring binders. Typically, we suggest you read their book to the class toward the end of the unit and invite families to listen as well. After, place this book in the library for children to read (over and over!).



In this unit, children have lots of opportunities to talk about the kinds of food their family shops for, cooks, and eats. For the class book, they write a recipe for a dish they would like to make. Working with and writing recipes allow children to work on process and sequential ordering. It also encourages them to work on a new type of informational writing. This book will be read aloud and presented to families during Week 4.



Unit Project: *Our Garden*

Children learn that food is both purchased at the store and also grown. Nothing replaces the importance of talking about seeds and growing with the actual activity of gardening. Gardening has a myriad number of benefits: it engages children's senses as they touch the soil and observe the seeds; their math skills develop as they measure changes in growth (using standard and/or nonstandard measures); it helps reinforce the Power of 3 responsibility of treating living things carefully; and of course, they learn patience as they wait for their seeds to grow. Involving children in the planning, organizing, and maintenance of a garden helps develop their sense of ownership of it as well.



Depending on your available space, you can plant a garden outside in the ground or in pots, or inside the classroom in pots or flower boxes (or you can be creative in the use of containers, a lesson the book *Anywhere Farm* reinforces). There are many fast growing food items such as beans and herbs; while we focus on food, you may also choose to plant flowers depending on your children's interests.





Words We Are Learning

New vocabulary words are drawn from both conversation and read-aloud books. These words are often associated with the content of the unit and support children’s comprehension. Add these words to the Unit Chart: “Words We Are Learning” as they are introduced. Use the words frequently in the daily life of your classroom. As children hear these robust words in more contexts, they grow their own vocabulary in an authentic and meaningful way. Invite multilingual children in your class to share the words they use at home for these ideas if they are familiar with them (which they may or may not be). Making connections to words they already know and new English terms will support language acquisition. A translation app or website can assist with spelling.

Week	Word	Definition
1	chop	to cut quickly
	raw	uncooked (food)
	divide	to break up into parts or pieces
	guests	people invited to an event
2	chore	work to do around the house
	feast	celebration with food
	scrumptious	delicious, really yummy
	glide	to move smoothly and often quietly
3	heaping	very full, as much as can fit
	tenderly	carefully; gently
	wind	to twist around something
4	enormous	really big; huge
	tug	pull

When the unit ends, here are some suggestions for how to “retire” the chart.

- Take a picture and post the photograph in your room for reference (for example, at the writing center).
- Save the chart if you have a place where it can be stored and children can reference it.
- Attach it to poster board and make a big book out of it; keep it in your library center.
- Take a picture of the chart and send it home to families. Let them know that these words were introduced during the unit. Encourage them to use the words in conversation. Remind them that children are not expected to be able to read the words or explain their definitions; however, exposure through conversation will build their children’s oral vocabulary, a precursor to reading.



Anchor Words for Multilingual Learners

New English language learners find themselves in a sea of language that can be tough to navigate. Anchor words are vocabulary words that activate their background knowledge from their home language and give them a context for learning a new language. Children who speak English at home will not need direct instruction to learn these terms, but, for children who are very new to the English language, these words will be absolutely essential. Because these children are just beginning to develop a bank of English vocabulary, it will be nearly impossible to explain their meaning using words. Gestures, pictures, and directly translating them into the children’s home language using an online translation tool will be the most effective way to help them acquire these invaluable foundations to the English language.

Week	Word
1	cook
	bake
	meal
	food (review)
	shop
2	clean up (review)
	kitchen
	dance
3	grow (review)
	seeds
	plant
4	heavier
	lighter
	potato
	turnip



Spotlight on Social Emotional Learning

When you are intentional and systematic about teaching kindness, you work toward creating a classroom where children cooperate and care deeply about one another. In this unit, extend previous lessons on kindness by expanding children's understanding of what kindness looks and sounds like in their classroom community. Focus on how working together is one way we can take care of each other.

Be intentional about noticing and recalling acts of kindness that occur in the classroom. When you observe children being kind, caring, or helpful, give them feedback by telling them exactly what they did and how it affected another person or the environment. You can also retell or replay this scenario using your social emotional class puppets. By noticing and emphasizing children's contributions, you are increasing their awareness of how they can nurture a culture of kindness.

Focus on how children can be helpful to each other and work together to achieve common goals. Consider ways that children can practice helpfulness by planning activities where children can work together. By creating occasions for children to be cooperative, you increase the opportunity to emphasize these qualities.

The book collection also offers topics for discussions that support children in developing kindness. To stimulate discussion around characters, ask some of the following questions during read alouds:

- "How do you think _____ feels? How do you know?"
- "Why do you think _____ feels _____?"
- "What could _____ do that would be (helpful, kind, caring)?"
- "What's another way that _____ could solve this problem?"



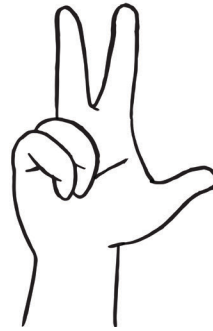


American Sign Language

Yes



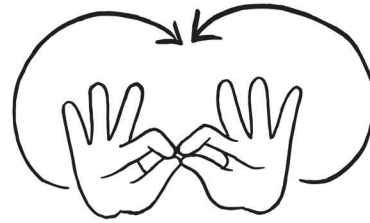
No



I Like



Power of 3



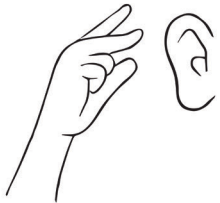
I Predict



I Learned



I Hear



I Remember



I Wonder



I See



CHARTS

Feelings



happy
feliz



sad
triste



silly
loquito,
loquita



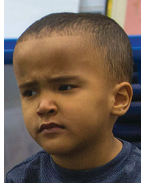
calm
calmado,
calmada



kind
amable



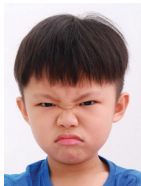
delighted
encantado
encantada



grumpy
gruñón,
gruñona



proud
orgullosa,
orgullosa



upset
molesto,
molesta



glad
alegre



confident
seguro
segura



caring
considerado
considerada

Cheers

Round of Applause



Kiss Your Brain



Hip Hip Hooray



Catch a Star



Stir It Up



Roller Coaster



The Robot



Happy Horse



Readers Can Say

I like



I predict



I remember



I learned



I see



I wonder



We Can Describe

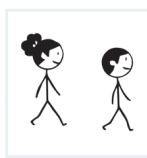
Power of 3

Take Care of
Ourselves

Take Care of
Each Other

Take Care
of Our
Environment

Move safely.



Say, "I can
do it!"



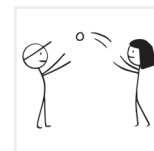
Calm down.



Keep on
trying.



Play
together.



Be helpful.



Act kindly.



Think about
how others
feel.



Put things
away.



Handle books
and toys
carefully.



Throw
away trash.



Treat living
things
carefully.



Anchor Charts

In Units 1 through 5 children participated in creating several anchor charts. In Units 6 through 10, elements of these anchor charts will be highlighted and reviewed so children can interact with them on a deeper level. Remember to refer to your anchor charts during the natural course of your instruction. The more you model using them for reference, the more the children will use them for their own independent thinking and work.

	Power of 3	Feelings	Readers Can Say	Cheers	We Can Describe
Already Added	Take Care of Ourselves	happy ◊	I like	Round of Applause	Capture descriptive vocabulary using a graphic organizer. Write "We Can Describe" as the title. Label columns with different categories of descriptive words, such as color words (red, blue), size words (large, enormous), texture words (spiky, bumpy), and action words (runs, crawls). This chart should be very responsive to the linguistic and cognitive needs of your children and will therefore vary among different classrooms.
	Move safely.	sad	I predict	Kiss Your Brain	
	Say, "I can do it!"	proud	I remember	Hip Hip Hooray	
	Calm down.	silly	I learned	Catch a Star	
	Keep on trying.	grumpy	I see	Stir It Up	
	Take Care of Each Other	upset	I wonder	Roller Coaster	
	Play together.	calm		The Robot	
	Be helpful.	glad ◊		Happy Horse	
	Act kindly.	kind			
	Think about how others feel.	confident			
	Take Care of Our Environment	delighted ◊			
	Put things away.	caring			
	Handle books and toys carefully.	◊ We often use the words glad and delighted as synonyms for happy when teaching children to describe their feelings.			
	Throw away trash.				
	Treat living things carefully.				

Unit Charts

Unit charts will continue to be created. These reflect each unit's specific content. They should be built and referenced the same way that anchor charts are. However, they will be referenced less frequently throughout the year. Plan your display accordingly.

Unit Charts:

- "Words We Are Learning"
- "What Makes Food Special?"
- "Making a Meal"



Supporting Multilingual Learners

Incorporating multilingual children's home languages into instruction helps children learn more effectively. Add home languages to anchor charts, schedules, and displays. Online translation tools can help.

CENTERS

An essential part of your day is Center Time. Center Time supports the development of children's creative, social, cognitive, and language skills.

Each unit has its own suggested theme related activities and a timetable for introducing them. Offer other choices as well that reflect your children's interests and needs. Centers are also a great place for children to continue practicing and extending their learning from small group and large group activities. Look for "Keep It Going" tips throughout the unit guide where we suggest ways to incorporate materials and ideas from your lessons into your centers. Remember, when interacting with children, use the strategy of "Layered Questioning." This involves scaling the discussion to each child's language ability, so they can respond anywhere from using gestures to one word responses to more open-ended ones. This will build their confidence and stretch their language skills.





► **WEEK 2 | Painting With Music**
Children paint as they listen to Argentine tango music.

Creative Arts: Visual Arts

Materials

Paint, paintbrushes, paper, paint trays

Directions

Play Argentine tango music by Juan D'Arienzo. Discuss with children how the music makes them feel and what it makes them think about. Invite them to paint as they listen. Encourage them to use different colors as the music changes.

Use what you know about each child's language skills to start conversations:

- Gesture: Point to the colors you want to use while you listen to music today.
- Yes/No: Does this music make you think of [color]? Do you like [color]?
- Either/Or: Do you want to use [color] or [color]? Do you feel [name a feeling] or [name a different feeling]?
- Open-ended: What does this music make you think of? Why are you using [color]? How does this music make you feel?



Supporting Multilingual Learners

Adopting a gentle tone keeps new language learners' stress to a minimum. When they feel calm they are better able understand. Their affective filter is reduced.



► **Week 4 | Picture Frames**
Children create their own picture frames in the style of Jan Brett.

Creative Arts: Visual Arts

Materials

Large Popsicle sticks, books by Jan Brett, glue, paint, markers, stickers, stamps, etc.

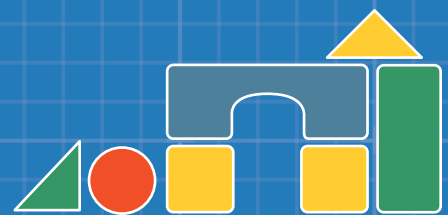
Directions

Glue four Popsicle sticks together at their ends to create a square frame. Discuss how Jan Brett's illustrations have their own special designs, pictures, and colors. They even tell their own stories! Invite children to create their own frames. Display examples of Jan Brett's books for reference.

Use what you know about each child's language skills to start conversations:

- Gesture: Show me the [shape]. Show me the [character].
- Yes/No: Do you see [shape]? Did you draw a [shape]? Did you draw [person/character]?
- Either/Or: Is this a [shape] or [shape]? Will you draw [shape] or [shape]? Did you draw [person/character] or [person/character]?
- Open-ended: What shapes do you see in Jan Brett's illustrations? What shapes will you use? Will you draw characters on your frames? What are they doing? Do you have a story about your frame?

Blocks



- ▶ **Week 1 | Kitchen Appliances**
Children use blocks to build common kitchen appliances.

Creative Arts: Dramatic and Performance Art

Materials

Blocks, craft sticks, recycled boxes, examples of play kitchen foods and tools, and images of various kitchen appliances

Directions

Download and print different examples of kitchen appliances from the *Blueprint* website. Discuss these and other appliances you might find in a kitchen. Encourage children to build these and other kitchen items.

Use what you know about each child's language skills to start conversations:

- Gesture: Show me a [shape]. Show me the [food].
- Yes/No: Do you want to build a refrigerator? Will you use [block type] to build the stove?
- Either/Or: Will you build a refrigerator or stove? Will you use [block type] or [block type] to build the grill? Does the [appliance] or [appliance] help keep food cold?
- Open-ended: How will you use the blocks to make different items in a kitchen? What could you use to make a [appliance]? Why do we need [appliance]? Do all foods need to go in the refrigerator? Why or why not? What foods would you cook on/in the [appliance]?



Dramatic Play



► Week 1 | Market

Children act out shopping and working in a market.

Creative Arts: Dramatic and Performance Art

Materials

Props and materials relevant to a food market

Work with children to decide the name of the store and its design. Add authentic materials (e.g. aprons, pretend food, basket, cash register, plastic coins, etc.). Many supermarkets will be happy to share items with you. Have children create signs and tools for the store and help design how it looks. Involve families by requesting empty containers or props they may have available at home.

Directions

Based on the community in which your children live, collaborate with children to create a specific supermarket or grocery store that is familiar to them. Invite children to discuss and explore what kinds of jobs they can do at the store (sort, shop, stack, build, etc.) and what kinds of items they might be shopping for.



Supporting Play

Suggest new ways to approach the dramatic play that call for children to be resourceful and creative. For example, you might suggest children have a sale at their store. "You should have a sale today. Stores do this to keep customers shopping there. You have to reduce your prices and make signs advertising the sale."

Use what you know about each child's language skills to start conversations:

- Gesture: Show me the _____ section of the store [produce, refrigerated, checkout, etc.]
- Yes/No: Is this the [store section]? Does the [food item] go in the [store section]? Do you want to buy [food item]?
- Either/Or: Is this the _____ or the _____ section of the store? Does the [food item] go in the _____ or the _____ section of the store? Do you want to buy [food item] or [food item]?
- Open-ended: What should we name our store? Where should the [store section] go? Who works at the grocery store? What jobs do they do? Which role would you like to play today? Do you help your family go grocery shopping? What do you buy? What would you like to buy?



Library



- ▶ **Week 1 | Kitchen Book Basket**
Children read books that feature cooking and eating in the kitchen.

Literacy: Literate Attitudes and Behaviors

Materials

Books

Directions

Gather books related to this topic. Store them in a basket that is clearly labeled with words and pictures. Share the titles with children to build their excitement.

Use what you know about each child's language skills to start conversations:

- Gesture: Point to the book you would like to read. Point to the book about [kitchen experience/food].
- Yes/No: Do you want to read a book about [kitchen experience/food]?
- Either/Or: Do you want to read a book about [kitchen experience/food] or [kitchen experience/food]?
- Open-ended: What do you notice is the same about these books? What types of [people, foods, appliances] do you see in this book?

- ▶ **Week 2 | Recipe Basket**
Children read recipes from cookbooks and magazines.

Literacy: Literate Attitudes and Behaviors

Materials

Cookbooks, cooking magazines, recipes from newspapers, etc.

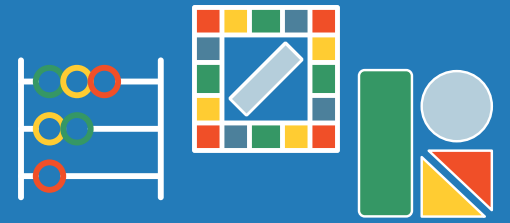
Directions

Gather resources featuring recipes. Store them in a basket that is clearly labeled with words and pictures. Share the titles with children to build their excitement.

Use what you know about each child's language skills to start conversations:

- Gesture: Point to the recipe you would like to read. Point to the recipe for [food].
- Yes/No: Do you want to read this recipe? Do you want to read this magazine?
- Either/Or: Do you want to read a recipe about [name a food] or [name a different type of food]?
- Open-ended: What do you notice is the same about these recipes? Which of these recipes would you like to make? Why?

Math and Table Toys



► Week 1 | Counting Gulab Jamuns

Children count and combine quantities of gulab jamuns.

Math: Operations and Algebraic Thinking



Materials

Pom-poms or other small spherical objects, tongs/tweezers, and cups

Create a set of number cards (one through ten; adjust for your children as necessary). Add the corresponding number of dots.

Directions

Invite children to work in pairs or small groups. Each child should select a number card from the pile. Once they read the number, they should pick up the corresponding number of pom-poms and add them to their cup. Have children pick up pom-poms with tongs or tweezers to strengthen their fine motor skills. Each child should go three times and then see who has collected the most “gulab jamuns.”

Use what you know about each child’s language skills to start conversations:

- Gesture: Show me [number] gulab jamuns. Pick up [number] gulab jamuns.
- Yes/No: Is this the number _____ ? Did you add [number] gulab jamuns?
- Either/Or: Which cup has more gulab jamuns, this one or this one? If you take add one gulab jamun will you have [number] or [number]? Does this cup have more or less gulab jamuns than this one?
- Open-ended: Who had the most gulab jamuns? How do you know? Who had the least? How do you know? What if we ate one gulab jamun? How many would you have in your collection now? How do you know?

► Week 2 | Food Label Numbers

Children find numbers in food labels.

Math: Numbers and Number Sense

Materials

Labels from clean food containers, supermarket circulars, dry erase markers, writing tools

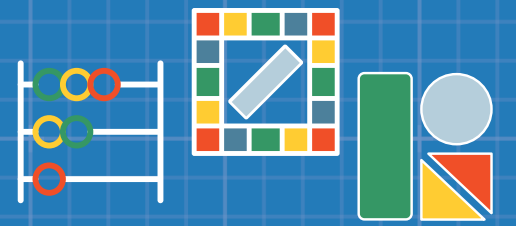
Directions

Laminate food labels and supermarket circulars. Invite children to look for numerals on the labels, and circle the ones that they find with dry erase markers. Encourage them to write down the numbers and numerals they find.

Use what you know about each child’s language skills to start conversations:

- Gesture: Point to a numeral. Circle the number [give an example].
- Yes/No: Does this label have a numeral on it? Is this [number]? Can you write [number]? Can you show [number] using tally marks? Did you find any numbers that were the same?
- Either/Or: Is this [number] or [number]? Is this number more or less than [number]?
- Open-ended: Which number is more? How do you know? How would you write [number]? How else could you show [number]? Why do you think labels have so many numbers on them? What are the numbers used for?

Math and Table Toys



- **Week 2 | Packing Groceries**
Children fill a shopping bag with food containers.
Math: Geometry and Spatial Reasoning

Materials

Clean, empty food containers of various shapes and sizes, large, sturdy paper bags/ reusable shopping bags

Directions

Invite children to fill the shopping bags with the food containers. Encourage them to try several different ways of stacking and ordering the containers.

Use what you know about each child's language skills to start conversations:

- Gesture: Show me a [shape]. Show me the smallest container.
- Yes/No: Is this container a [shape]? Can you fit all of these containers? Is there a different way you could pack this bag?
- Either/Or: Will [container] or [container] be easier to pack? Is this container large or small? Should [container] go on the top or at the bottom of the bag?
- Open-ended: What shapes do you see? Which shapes are easiest to stack? What's another way you could fit these containers?



Science



► **WEEK 4 | Seed Shakers**
Children make shakers using seeds.

Science: Physical Sciences

Materials

Variety of seeds, various clean and allergen-free containers (such as water bottles, plastic eggs, etc.), tweezers/tongs, and tape

Directions

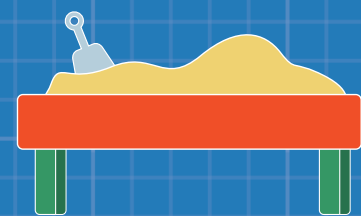
Gather materials. Invite children to select different seeds and place them inside of a container. Secure it with tape and shake it to make noise. Invite children to explore the various sounds made by different materials and shakers.

Use what you know about each child's language skills to start conversations:

- Gesture: Shake your container slowly. Shake your container quickly. Shake your container in a rhythm.
- Yes/No: Is your container filled with the same seeds? Is your container filled with different seeds?
- Either/Or: Did you fill the shaker with the same kind of seeds or different seeds?
- Open-ended: Which seeds do you think would make the loudest sound? Why? Which seeds do you think would make the softest sound? Why? What words could you use to describe the sounds you hear? Can you make a rhythm with your shaker?



Sensory Table



- ▶ **Week 1 | Making Desserts**
Children make “baked goods.”
Physical Development: Fine Motor Skills



Materials	Directions
Modeling clay or Play-Doh®, cookie cutters, rolling pins, cupcake/muffin tins, baking sheet, oven mitts, mixing bowl, wooden spoon, spatula, pie plate, small cake pans, etc.	Invite children to use modeling clay or Play-Doh as dough. Provide tools that they can use to make cookies, cupcakes, pies, cakes, and more.

Use what you know about each child’s language skills to start conversations:

- **Gesture:** Show me the [kitchen tool]. Show me the tool you would use to make [baked good].
- **Yes/No:** Are you making [baked good]? Have you ever made [baked good] at home? Did you use a [kitchen tool] to make these? Have you ever used a [kitchen tool] at home?
- **Either/Or:** Are you making [baked good] or [baked good]? Are you using [kitchen tool] or [kitchen tool]? If you were making [baked good], would you use [kitchen tool] or [kitchen tool] to help you?
- **Open-ended:** What type of baked good are you making? Have you ever made those at home before? What type of baked goods do you like to eat? How do you think you make _____ ? Why do you think we have to use different tools for different types of baked goods [i.e., cake pan, cupcake pans, sheet pans, rolling pins, etc.]? What else could you use [kitchen tool] for?

- ▶ **Week 3 | Sifting Seeds**
Children sift through sand to find and pick up seeds.
Physical Development: Fine Motor Skills



Make Playdough!

There are many recipes online such as:

- <https://www.iheartnaptime.net/play-dough-recipe/>
- <https://www.diynatural.com/homemade-playdough-recipe/#cookbook-recipe-23195>

Materials	Directions
Different types of seeds, sand, sifters, tweezers, tongs, spoons, cups, and (optionally) an ice cube tray	Add a variety of seeds to a tub of sand or your sand table. Encourage children to sift and sort through the sand to find them. They can use tongs, tweezers, sifters, etc. to find and pick up seeds. Invite them to sort the seeds into different cups or use an ice cube tray.

Use what you know about each child’s language skills to start conversations:

- **Gesture:** Show me a big seed. Show me a small seed. Show me seeds that are [color]. Show me [number] seeds.
- **Yes/No:** Is this seed big? Is this seed small? Is this seed [color]? Is this seed smooth? Is this seed the same as this seed?
- **Either/Or:** Is this seed big or small? Is this seed smooth or rough? Do these seeds look the same or different? Does this pile of seeds have more or less than this pile?
- **Open-ended:** Do all of the seeds fit through the sifters? Why or why not? What categories can you sort the seeds into? What is the same/different about these seeds? What do they feel like? Can you count out [number] seeds?



Technology



- **Week 3 | Tracking Seed Growth**
Children will keep a photo journal of plant growth.

Science: Engineering and Technology



Materials

Tablet or computer, camera, writing/drawing applications

Directions

As a class, plant seeds of a fruit, vegetable, or flower of choice. Encourage children to use the camera, writing, and drawing applications to track the growth of the plant. Show children how to carefully handle the devices and navigate to the apps. Children can take photos of their seeds as they grow and add the photos to a writing app to describe the growth. These photos and writings can be compiled into a class book or be printed for individual children.

Use what you know about each child's language skills to start conversations:

- **Gesture:** Show me the app you want to use to track the seed growth.
- **Yes/No:** Do you want to take a photo of the seed today? Did the seed grow since the last time you checked?
- **Either/Or:** Do you want to take a photo or use the drawing app? Do you want to write or draw about the seed? Did the seed grow, or does it look the same as the last time you checked?
- **Open-ended:** How do you want to track the growth of our seed? What do you notice about the seed today? How is the seed different from the last time we checked on it? What do you think the seed will look like next time we check on it?



Writing



- ▶ **Week 2 | Alphabet Eggs**
Children match upper and lowercase versions of letters using plastic eggs.
Literacy: Writing

Materials	Directions
Plastic eggs, paint pen/permanent marker, paper, writing tools, etc.	Write uppercase letters on the top part of the plastic eggs and the corresponding lowercase on the bottom. Discuss with children that the top parts are uppercase and the bottom are lowercase. Encourage them to find the matches and put them together. They can lay the tops out and try to put them in alphabetical order, or use them to form words. Encourage them to write the letters.

Use what you know about each child's language skills to start conversations:

- Gesture: Point to [letter]. Show me an uppercase letter. Show me a lowercase letter.
- Yes/No: Are these the same letter? Is this [letter]? Is this letter in your name?
- Either/Or: Which piece matches [letter], this or this? Is this the letter _____ or _____ ? Which one of these two letters are in your name?
- Open-ended: What letter are you trying to match? Do you have the uppercase or the lowercase letter? What words can you write with the letters you have? Can you put the letters into ABC order? Do these pieces/letters match? How do you know?

- ▶ **Week 4 | Seed Letters**
Children trace letters with seeds.
Literacy: Writing

Materials	Directions
Seeds, letter templates, tweezers, tongs, print outs of upper/ lower case letters	Download and print letter templates from the <i>Blueprint</i> website. Invite children to use their fingers or tweezers to place seeds on the letters.

Use what you know about each child's language skills to start conversations:

- Gesture: Show me [letter]. Show me the seeds you will use today.
- Yes/No: Is this letter in your name? Is this an uppercase letter?
- Either/Or: Is this an uppercase or lowercase letter? Do you want to use your fingers or tweezers to pick up the seeds? Will you use this seed or that seed to make the letter today?
- Open-ended: What letter will you fill with seeds today? Does it feel easier to use your fingers or tweezers to pick up the seeds? Why do you think that is? Which type(s) of seeds will you use to make the letters? Will you use all of the same kind?



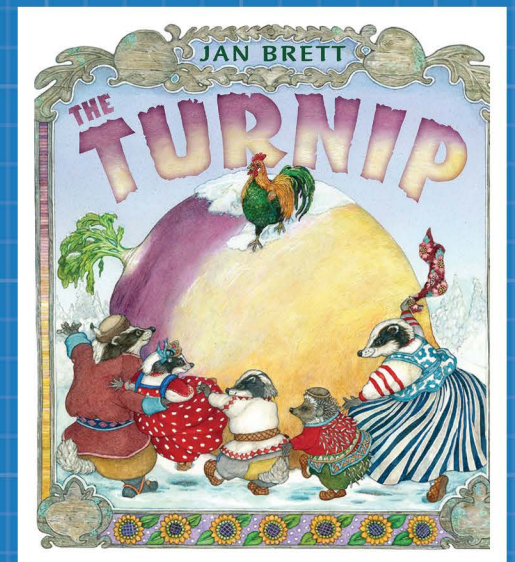
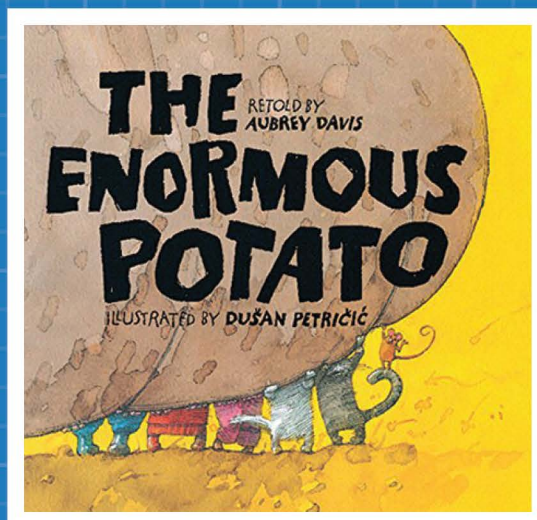
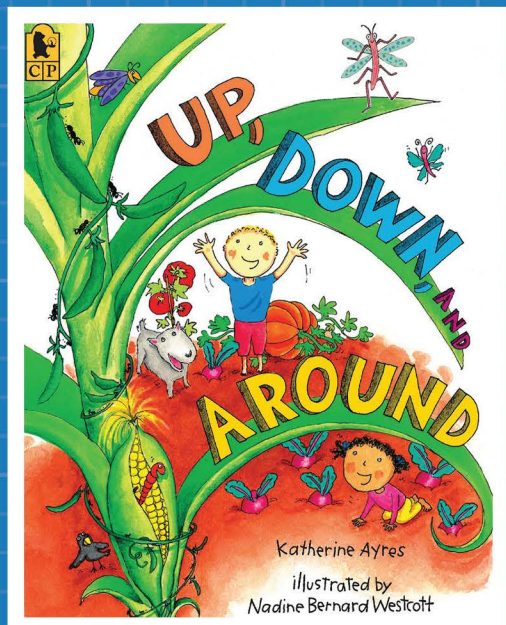
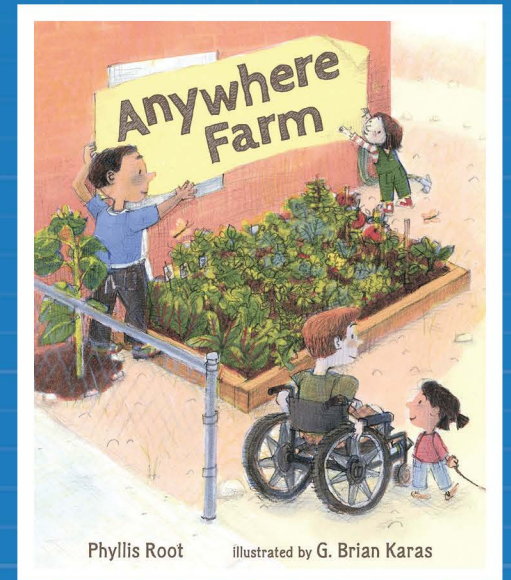
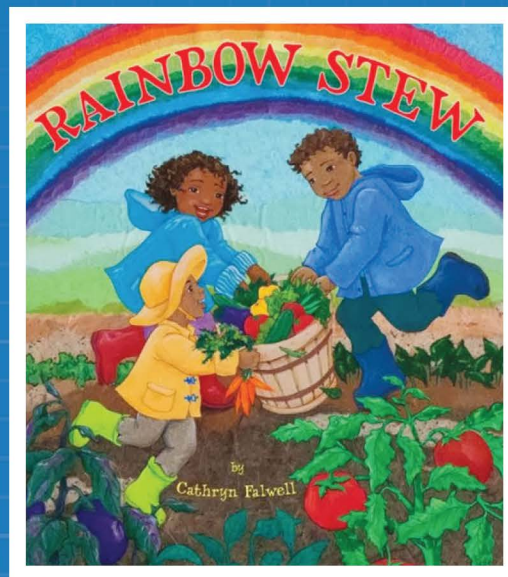
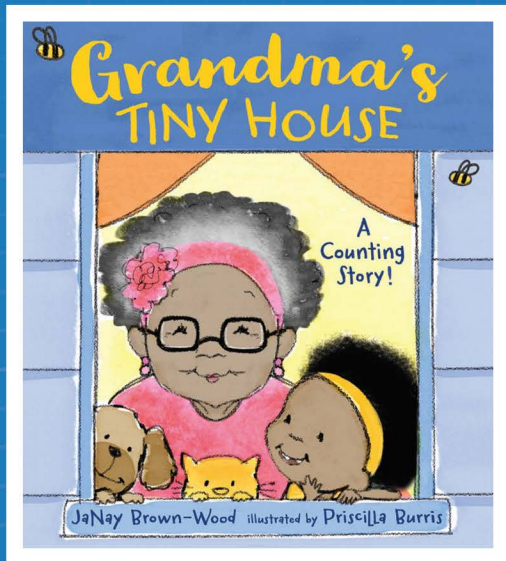
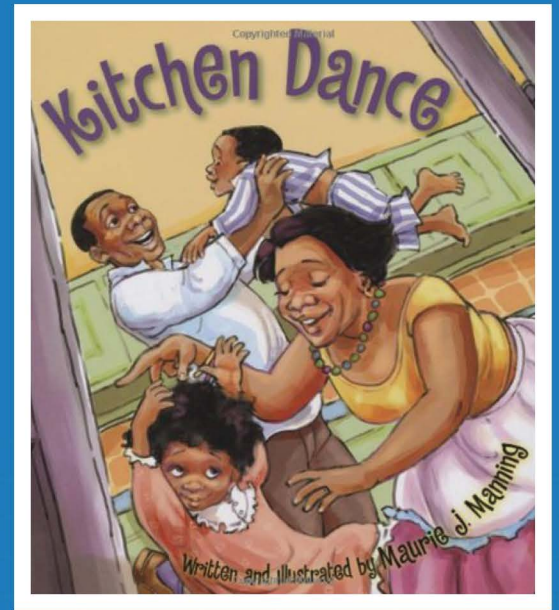
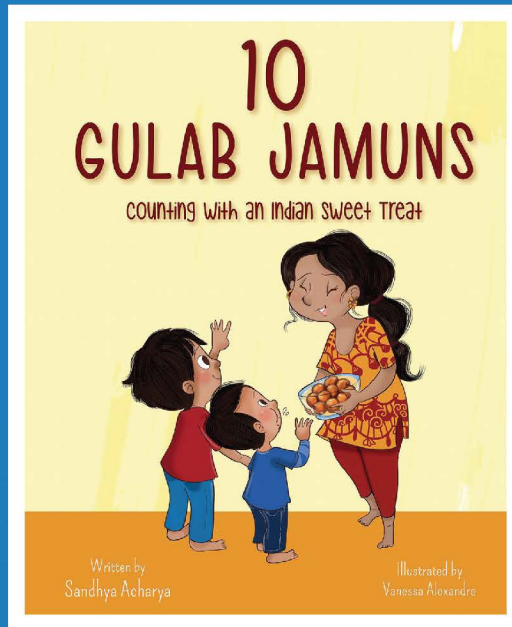
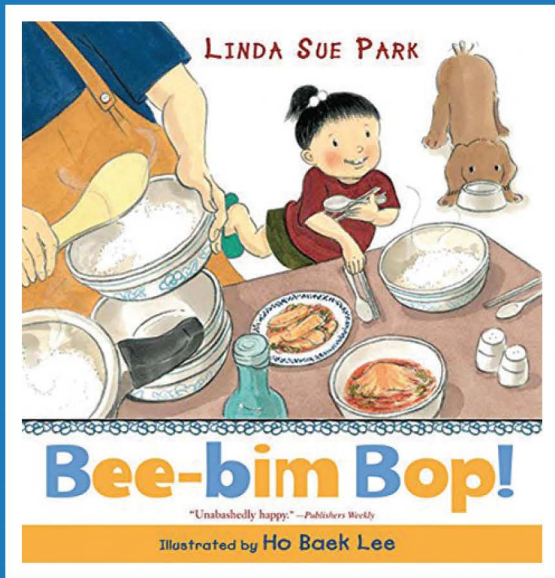
Celebrate Children's Writing

Celebrate children's writing by giving them the opportunity to share their work with other members of the classroom community. Be sure to post their work where everyone can see it. If you replace a previous piece of work with a new one, take the time to compare these work samples. Ask children how they see themselves growing as writers. Add at least one thing you notice them doing that illustrates how their skills are growing as well.





BOOKS



The children's books suggested here are readily available through Children's Literacy Initiative, most school or public libraries, or your local school equipment supplier.

Descriptions

Bee-bim Bop!

- Written by Linda Sue Park
- Illustrated by Ho Baek Lee
- Clarion Books, 2008

In this rhythmic rhyming text, a child helps her mother make bee-bim bop, a traditional Korean dish. Mother and daughter shop, prepare ingredients, set the table, and sit down with the whole family to enjoy a favorite meal. This book helps children learn about kitchen tools, preparing meals and how cooking transforms ingredients. It also spotlights how acting kindly is one way to we can take care of each other.

Vocabulary

- chop: to cut quickly

Grandma's Tiny House

- Written by JaNay Brown-Wood
- Illustrated by Priscilla Burris
- Charlesbridge, 2017

Get ready for a feast! In this counting book, numerous guests gather at Grandma's little home, each bringing scrumptious foods to share. But the tiny house can't accommodate all the guests. So they decide to solve the problem by taking the party outside! As children count along with this festive tale, they notice how all the guests take care of each other to make their celebration a success.

Vocabulary

- feast: celebration with food
- scrumptious: delicious, really yummy

Up, Down, and Around

- Written by Katherine Ayres
- Illustrated by Nadine Bernard Westcott
- Candlewick Press, 2008

This playful rhyming text encourages physical movement as it teaches about plants that grow up, down, and around. Two children tend a lush garden with the help of an adult, observing the growth of corn, peppers, and broccoli reaching to the sky, and carrots, beets, and onions burrowing below. Children practice recognizing spatial language and following verbal directions as they read this book that ends in a bountiful, homegrown feast.

Vocabulary

- wind: to twist around something

10 Gulab Jamuns: Counting with an Indian Sweet Treat

- Written by Sandhya Acharya
- Illustrated by Vanessa Alexandre
- Mascot Books, 2017

Idu and Adu cannot help snacking on the 10 delicious gulab jamuns their mother has made for a dinner party. As they eat, they count the number of sweet treats remaining in the bowl until there are only four. When Mamma finds out, she divides the rest among Idu, Adu, Mamma, and Daddy, and the boys offer to help her make more. This book guides children toward an understanding of sharing, counting, taking responsibility, and the rewards of cooking with family.

Vocabulary

- divide: to break up into parts or pieces
- guests: people invited to an event

Rainbow Stew

- Written and illustrated by Cathryn Falwell
- Lee & Low Books, 2019

A rainy day calls for homemade stew! Grandpa invites his eager grandchildren outside to his colorful vegetable garden. In the rain, they help each other pick vegetables in every color of the rainbow! The family members take care of each other as they cook and eat their special rainbow meal. This sweet rhyming book offers children a glimpse into the joy of growing their own food to cook and enjoy with loved ones!

Vocabulary

- heaping: very full, as much as can fit

The Enormous Potato

- Written by Aubrey Davis
- Illustrated by Dusan Petricic
- Kids Can Press, 1999

In this retelling of a classic folktale, a farmer pulls with all his might to extract a giant potato from the ground. With the help of his wife, daughter, and a few animals too, the potato is finally ripped from the ground, and a delicious meal is made for the whole town. This book about perseverance and working together expands children's knowledge of the folktale genre. It allows them to practice identifying the problem and solution and retelling stories sequentially.

Vocabulary

- enormous: really big; huge

Kitchen Dance

- Written and illustrated by Maurie J. Manning
- Clarion Books, 2008

After bedtime, a young girl and her brother sneak to the kitchen to see their parents dancing and singing as they clean the dinner dishes. The mother and father spin, twirl, twist, and tap as pans, sponges, and towels clang, wipe, and snap. A text full of onomatopoeia introduces children to sound words, while Spanish endearments help expand their multilingual vocabulary. This book about how cleaning up in the kitchen can be fun encourages children to make connections to their own family and ways that we can take care of each other.

Vocabulary

- glide: to move smoothly and often quietly

Anywhere Farm

- Written by Phyllis Root
- Illustrated by G. Brian Karas
- Candlewick Press, 2017

This rhyming book shows readers that — with some sun, water, soil, and a seed — a plant can grow anywhere. As children investigate seeds and their life cycles, read-alouds of this book inspire them to grow their own food and consider how an anywhere farm can benefit a whole community of living things.

Vocabulary

- tenderly: carefully; gently

The Turnip

- Written and illustrated by Jan Brett
- G. P. Putnam's Sons, 2015

In her signature style of intricate, detailed illustrations, Jan Brett offers a retelling of *The Giant Turnip* featuring a family of badgers and various animals in their community. As children read along with this new version of a familiar folktale, they make predictions about what will happen. They compare the two versions of the story and examine how illustrations can tell us new things about a book.

Vocabulary

- tug: pull

UNIT 7 WEEK

Be Sure To...

- Talk to children about their experiences shopping and cooking with their families.
- Compare uncooked and cooked foods to explore how heat changes food.
- Give children practice recognizing numerals.

Materials

- Raw and hardboiled eggs
- Cooked and uncooked rice
- Steamed and raw green beans
- Gulab jamuns (if possible)
- Update the Mixing Tools Collection Box from Unit 6 to create a Kitchen Tool Collection Box; include a rolling pin, pots, pans, spatula, ladle, whisk, tongs, chopsticks etc.

Books

- *Bee bim Bop!*
- *10 Gulab Jamuns*
- *The Mixed-Up Truck*
- *When Grandma Gives You a Lemon Tree*
- *Is That Wise, Pig?*
- *Blueprint Songbook*
- *Blueprint Yoga*

Charts

- Anchor Charts:
 - “Readers Can Say”
 - “We Can Describe”
 - “Power of 3”
 - “Feelings”
- Unit Charts:
 - “Kindnes” (Unit 3)
 - “What Makes Food Special?” (make)
 - “Words We Are Learning” (make)
 - “Making a Meal” (make)

What’s involved in making a meal?

Family members can shop, cook, and eat meals together. Food changes when you cook it.

Children are introduced to the new unit by learning food based yoga poses and discussing their experience with cooking and helping in the kitchen. They focus on the steps involved in making a meal: from shopping to cooking to eating. They practice sorting kitchen tools based on their attributes and investigate the difference between cooked and uncooked foods.

Keep in Mind

- Make sure to practice cooking and food preparation safety as children interact with new materials. Key safety practices include: washing hands, sanitizing food preparation surfaces and tools, and following your school safety guidelines. Be particularly alert to children’s allergies and ingredients.
- In Week 2, you will need one tool per child (i.e. wooden spoon, metal spoon, whisk, etc.) and several metal pots, pans, and plastic bowls for Greeting Time. Ask families to send some in if possible.
- If possible, find or make gulab jamuns for Day 4: IRA.
- Begin preparing your dramatic play center—the market for Day 5: Talk Time.
- Children will be investigating cooked and uncooked foods during Small Group. This is a very hands-on project. Would an extra pair of hands be helpful in preparing the space, leading the investigations, or cooking with children? Send home an email asking for volunteers.
- Remember to keep a copy of the “Letter and Numeral Formation Guide” near your MTP board. It can be downloaded from the *Blueprint* website. As you pause to focus on letters to teach and/or review, consult this language for clarity and consistency. Repetition of this letter formation language will support children as they learn letter names and sounds, and as they begin forming letters in their own writing.



Words We Are Learning

chop
to cut quickly

raw
uncooked (food)

divide
to break up into parts or pieces

guests
people invited to an event



Multilingual Learners Anchor Words

- cook
- bake
- meal
- shop
- food (review)



From the Songbook

“Make a Cake”

This song will be featured in Greeting Time. Copy the lyrics, and send home to families.



Trips & Visitors

Invite families to share their favorite recipes and to come in to cook with them with the class.

Invite local dietitians, allergists, chefs, or family members familiar with food allergies to speak to the class.

Visit a local supermarket or grocery store.



Working with Families

Post this tip to share with families: Remind families that interactions around food shopping can be powerful. For example, families can invite children to make shopping lists and have children read the shopping list back to them. Conversations around numbers, letters, and sounds are helpful.



Remember | <https://cliblueprint.org/resources-tx>

You can find downloads, videos and more on the *Blueprint* website.

	Day 1	Day 2	Day 3	Day 4	Day 5
Greeting Time	Children learn how to play “Make a Cake.” <i>Literacy: Literate Attitudes and Behaviors</i>	Children play “Make a Cake” with a partner. <i>Literacy: Literate Attitudes and Behaviors</i>	Children change the “c” to the first letter in their partner’s name. <i>Literacy: Literate Attitudes and Behaviors</i>	Children change “cake” to “pizza.” <i>Literacy: Literate Attitudes and Behaviors</i>	Children choose what food to make. <i>Literacy: Literate Attitudes and Behaviors</i>
Movement Time	Children practice cake pose. <i>Creative Arts: Creative Movement and Dance</i>	Children practice sandwich pose. <i>Creative Arts: Creative Movement and Dance</i>	Children practice soup pose. <i>Creative Arts: Creative Movement and Dance</i>	Children practice pizza pose. <i>Creative Arts: Creative Movement and Dance</i>	Children choose which cooking pose to practice. <i>Creative Arts: Creative Movement and Dance</i>
Talk Time	Children discuss what they know about what makes food special. <i>Social Studies: Sense of Time and History</i>	Children vote for which food to investigate first. <i>Math: Measurement and Data</i>	Children discuss what it means to act kindly. <i>Social Emotional: Social Awareness and Relationships</i>	Children add on to a list of things they might see in the kitchen. <i>Approaches to Learning: Persistence and Attentiveness</i>	Children launch the market dramatic play center. <i>Social Studies: Marketplace</i>
Message Time Plus	Children identify the beginning sound in a word. <i>Literacy: Phonological Awareness</i>	Children play “That Does Not Belong in the Kitchen!” <i>Science: Scientific Inquiry and Practices</i>	Children sort words that rhyme with cake. <i>Literacy: Phonological Awareness</i>	Children sequence the steps in making a meal. <i>Literacy: Comprehension</i>	Children use numerals to line up in order one through 10. <i>Math: Numbers and Number Sense</i>
Intentional Read Aloud	Children make connections. <i>Literacy: Comprehension</i>	Children act out using kitchen tools. <i>Science: Engineering and Technology</i>	Children discuss how the character acts kindly. <i>Social Emotional: Social Awareness and Relationships</i>	Children relate to the challenge of waiting. <i>Social Emotional: Self-Awareness and Self-Concept</i>	Children count along with the story. <i>Math: Operations and Algebraic Thinking</i>
Small Group	Children describe and sort a collection of kitchen tools. <i>Math: Patterns and Attributes</i>	Children compare eggs that are cooked and uncooked. <i>Science: Physical Sciences</i>	Children compare rice that is cooked and uncooked. <i>Science: Physical Science</i>	Children compare green beans that are cooked and uncooked. <i>Science: Physical Sciences</i>	Children play the game “Who Has More?” <i>Math: Numbers and Number Sense</i>
Reflection Time	What is your favorite meal to help your family cook?	What kinds of kitchen tools do you use? Which tool do you want to try out?	How did you act kindly today?	We read about waiting for a special treat. What is hard about waiting?	How do you make a meal?

Centers to Launch

See Pages 14-25

- Block Center** | Kitchen Appliances
- Dramatic Play Center** | The Market
- Library Center** | Kitchen Book Basket
- Math Center** | Counting Gulab Jamuns
- Sensory Table** | Making Desserts



Greeting Time

Children learn to play “Make a Cake.”

Literacy: Literate Attitudes and Behaviors

CONNECT to mixing and making. **SHOW** the picture of flour and then the cake in *The Mixed-up Truck*.

We have been mixing and making! I was thinking about *The Mixed-up Truck* [show]. One of the powders the truck mixes with water is flour. What does the truck make?

Yes, a cake! Have you ever made a cake? How did you make it?

We can make a cake by mixing ingredients and baking it in the oven.

MODEL singing and moving to “Make a Cake.” **INVITE** children to sing and move along.

Here’s a song about making a cake we can sing together.

Make a cake,
 Make a cake [clap],
 Pour it in the pan [act out pouring].
 Bake me a cake as fast as you can
 [rub your tummy].
 Mix it,
 Stir it [act our stirring],
 Mark it with a “c” [sky write a c],
 Bake it in the oven for you and me
 [point to the children and yourself]!

Make & Prepare

- Have the book *The Mixed-Up Truck* from Unit 6 ready. Mark the pages that show the flour and the cake with a sticky note.
- Familiarize yourself with the tune of “Bake a Cake” [Sung to the tune of “Pat-a-cake”] on the *Blueprint* website.

Additional Material

- *Blueprint Songbook*

Supporting Multilingual Learners

Explicitly teach the word “bake” for new English learners. Use gestures, pictures, and/or directly translate it into the children’s home language (using an online translation tool). This will support their comprehension of the thematic content.

Movement Time

Children practice cake pose.

Creative Arts: Creative Movement and Dance

SHOW the cake page in the book *Blueprint Yoga*. **MODEL** and **GUIDE** children to practice cake pose.

How would you like to act out more cake baking together? Let’s practice a cake yoga pose!

Sit with your feet together and knees open. Imagine that the space inside your legs is your large mixing bowl. What ingredients did the truck use to make cake?

Okay, reach up to get some flour, and pour it into the bowl. Now reach up for some water, and pour it into the bowl. What do we need to do to the flour and water?

Yes, mix them together! Grab a large wooden spoon with both hands. Stir all the way around. Now change directions and stir the other way.

It’s time to bake the cake. Reach your arms up like the oven door, and close the oven by folding over your legs. The cake needs to bake as we count to five. Ready?

Ding! The cake is ready! Slowly open the oven door by sitting up. Can you smell the delicious aroma? Take a deep breath in through your nose. Yum!

Make & Prepare

- Familiarize yourself with how to do cake pose on the *Blueprint* website. Be ready to model it, or prepare another adult or child to do so.

Additional Material

- *Blueprint Yoga*

Remember...

While the components of Gathering Times can be taught one right after the other, each part can also stand alone. You may use one as a transition activity, or repeat the song or movement at another time of day. Reflection Time, though, is intended for the end of the day to give children closure on their daily experiences.

Talk Time

Children discuss what they know about what makes food special.

Social Studies: Sense of Time and History

ACTIVATE children’s background knowledge around food and meal preparation. **ASK** some guiding questions (examples provided below). **CHART** their ideas on a new Unit Chart: “What Makes Food Special?”

It was fun to practice that cake yoga pose. We are going to be talking and learning more about food. *The Mixed-Up Truck* showed us how the truck mixed different ingredients together. Sometimes the truck made food together. Sometimes the truck made food [show cake page]. When we read *When Grandma Gives You a Lemon Tree* [show book], we saw how some food, like lemons, grows on trees.

- What makes food special?
- What foods have you helped your family members make?
- Where does the food come from that you eat and cook?
- What do you do when you help in the kitchen?
- What else do you know about food? About cooking?
- What questions do you have?

We are going to be doing some cooking and eating together at school. If you are excited to learn more about making food, let’s cheer, “Yummy!”

Make & Prepare

- Have the book *The Mixed-Up Truck* from Unit 6 ready. Mark the pages that show the flour and the cake with a sticky note.
- Have the book *When Grandma Gives You a Lemon Tree* from Unit 6.
- Launch a Unit Chart: “What Makes Food Special?”

Responding to Children

Be open and aware of how you respond to children’s stories around meal preparation or routines around meals in their homes. Remember to point out what is positive in whatever the children offer (“It’s fun to have breakfast for dinner!”). Don’t make children feel that their families are lacking in any way.

Before

FOCUS on singing “Make a Cake” during Greeting Time. **ASK** children to listen for the beginning sound in the word “mix.” **INVITE** them to name the letter and then practice writing it in the palm of their hand.

In Greeting Time, we sang the song “Make a Cake.” We did some mixing motions [act out stirring] to show how you mix flour with water when you make a cake. Mix along with me [act out stirring]! I want to write about that in our message today. I want to write the word “mix” in my sentence.

One thing writers do is think [point to temple] about the beginning sound in words before they write. They think about which letter makes that sound and what it looks like. Let’s practice that today!

Say the word with me: mix. What sound do you hear at the beginning of the word “mix?” Yes, /m/. What letter makes the sound /m/? Whisper the letter that says /m/ into your hands. What letter did you whisper? Yes, the *letter m*.

Let’s write the *letter m*, in the palm of our hand. Drop down, make a hill, and make another hill. You just wrote the *letter m*.

Listen for the word “mix” in the message today. We will stop to remember the beginning sound and letter when it’s time to write the word “mix.”

During

DRAW a bowl and a spoon. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

Here is a picture of a mixing bowl. What mixing tool should I draw?

Suggested message: “You mix the flour.”

PAUSE to focus on concepts of print (using a period).

I just finished writing the sentence. To show that the sentence has ended, I am going to add a period. Watch as I write a period. A period is a dot. Now you try writing a period with your finger in the air.

INVITE children to reread the message with you.

After

RESTATE that writers can think about the sound, think about which letter that is, and think about what the letter looks like as they write. **INVITE** children to try this with the word “bake.”

We are writers! We listened to for the beginning sound of a word, though about which letter made that sound, and thought about what it looks like. Let’s try it again.

After you mix all the ingredients, you have to bake it! Help me get ready to write the word “bake.”

Think about the beginning sound. What sound does the word “bake” begin with? Yes, /b/.

Think about what letter makes that sound. Whisper it into your hand. Yes, the *letter b*.

Think about what that letter looks like. Yes, drop down and bump out. Write the letter in your palm.

SUMMARIZE what writers do when they want to write a word.

We practiced something writers do when they get ready to write. They think about the first sound in the word they want to write. They name the letter that makes that sound. They make the letter shape.

REREAD the message one more time.

[Transition] **INVITE** children to practice the *letter b*.

Let’s practice writing the *letter b* in the palm of our hand again.



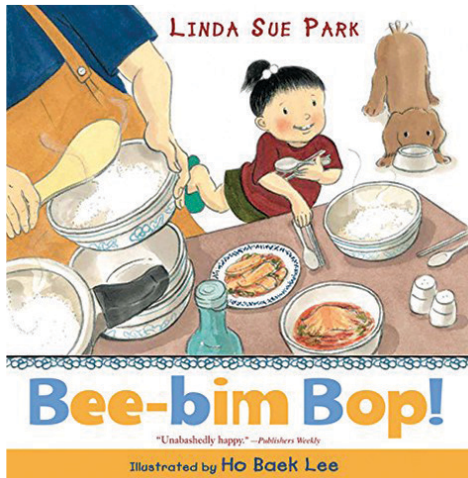
Letter Formation

Proper letter formation is important, and stroke directionality develops from consistent teacher modeling. All letters should start at the top and go down. It is easier to write when you start at the top and you can write more quickly. Research has shown that children in later grades with incorrect letter formation take twice as long to finish assignments and tests that require writing. Since it requires more effort to constantly push the pencil upward, their muscles become fatigued, which slows them down even further. This also attributes to negative attitudes toward writing.



Keep It Going

- Join children at the writing center. Invite them to tell you about their drawing. Ask them what words they want to write. Encourage them to listen for the beginning sound in words, name the letter, and practice the letter form to prepare to write.
- Draw children’s attention to punctuation in the Blueprint Songbook, big books, and other read alouds. Talk about what children notice and how the punctuation mark conveys the message of the sentence.



Make & Prepare

- Review the ASL sign for “I remember” on the *Blueprint* website.

Additional Material

- Anchor Chart: “Readers Can Say”

Supporting Multilingual Learners

Explicitly teach the words “cook,” “meal,” and “shop” for new English language learners. Use gestures, pictures, and/or directly translate it into the children’s home language (using an online translation tool). This will support their comprehension of the thematic content.

Keep It Going

- In Unit 6, children made many mixtures. Continue observing and experimenting with different ingredients. Add some of the liquids from the recipe in this book (e.g. vegetable oil, sesame oil, soy sauce, water, milk, lime juice) to an empty container. Do some of the liquids go to the bottom? Do some stay at the top? Do they fully mix, or do they stay separate? Put a lid on the container and shake vigorously. What happens? Leave the mixture overnight. What does it look like the next morning?
- Search for videos on “bee-bim bop,” also commonly spelled “bibimbap or bibimbop,” to show children how the dish is prepared.
- In Unit 2, you made a food alphabet. Now would be a good time to revisit this project. Can children add more foods they know?

Before

CONNECT to mixing. **ACTIVATE** children’s experience eating bee-bim bop or “mixed-up rice.”

We learned a lot about mixing. There are many different kinds of mixtures. We mixed when we made lemonade. People often mix ingredients when they cook. Today we are going to read a book about cooking a meal of mixed-up rice.

Another name for “mixed-up rice” in Korean is bee-bim bop. Have you ever eaten bee-bim bop? Have you ever eaten rice? How do you like to eat it?

PROMPT children to sign “I remember” if they are making a connection.

If you can remember eating bee-bim bop, you are making a connection. As we read today, if you hear or see something that you remember doing, you can sign “I remember” [demonstrate].

SHOW the cover. **INVITE** children to join in saying “bee-bim bop” while you read the book.

Bee-bim Bop! is the title of this book, written by Linda Sue Park and illustrated by Ho Baek Lee. Can you say the title? *Bee-bim Bop* [point under each word]! When it is time to read these words in the book, I will point to you, and we all will say “bee-bim bop” together. Let’s practice now!

During

PROMPT children to join in each time you read “bee-bim bop!”

PAUSE after page five. **TALK** about what the family members are doing. **INVITE** children to make a connection to food shopping. **PROMPT** them to use the sign “I remember.”

What are the girl and her mom doing?

Yes, they are shopping at the grocery store. That’s where they are buying their food. Can you remember going food shopping with a family member? If this reminds you of your own life, sign “I remember.” Keep signing if you would like to share your connection. You can start by saying, “I remember…”

PAUSE after page 17. **ASK** children what ingredients the family is using. **Flip back through pictures as needed.**

What is the girl doing?

Yes, she is observing and helping her mama cook bee-bim bop. Think about what ingredients they are using. What foods have you heard in the words and seen in the pictures? Yes, they are using eggs, rice, and different vegetables like onions, spinach, and carrots.

INVITE children to share their connections. **PROMPT** them to use the sign and sentence stem “I remember.”

Are you making another connection to the book? If you would like to share how this book reminds you of your own life, you can sign “I remember.” Say, “I remember…”

PAUSE after page 27. **MODEL** and **INVITE** children to act out mixing up bee-bim bop.

What are the family members doing?

Yes, they are using spoons to mix up all the food in their bowls. Grab your pretend spoon, and stir up your eggs and vegetables with the rice in your bowl. Mix it faster! Is it all mixed up?

After

POINT OUT the recipe on pages 30 through 31. **SHOW** the Author’s Note at the end.

Look! The author of this book, Linda Sue Park, included a recipe for bee-bim bop [point]! Do you remember what a recipe is?

Yes, a recipe shows us each step we need to follow to make a meal.

And here is a special note from the author. She even has a real photograph of her and some of her family members cooking bee-bim bop together! Would you like to try her recipe too?

Readers, this book made me hungry, hungry, hungry for some [point to children]... bee-bim bop!

Build Interest

SHOW the book *Bee-bim Bop!* **INVITE** children to point out kitchen tools (e.g. spatula, whisk, frying pan) as you look through the book.

We just read *Bee-bim Bop!* [show], a book about a family shopping, cooking, and eating together. Let's look through the book to find some of the tools they use to mix and cook.

INTRODUCE the Kitchen Tool Collection Box. **INVITE** children to browse the tools and discuss.

I brought a collection of cooking tools that can be used in the kitchen [show]. Let's take a look. What do you see? Have you used any of these? How did you use them?

Build Understanding

INVITE children to brainstorm ways they can sort the kitchen tools (e.g. tools made of wood/not wood, tools that are used for scooping/not scooping). **CHART** their ideas. **REFER** to the Anchor Chart: "We Can Describe."

We can sort our kitchen tools into groups. When we sort, we put objects together that are the same in some way. How could we sort these kitchen tools? You can use the Anchor Chart: "We Can Describe" [point] to help you.

SELECT one sorting idea.

Let's choose one way to sort these kitchen tools. What should we choose?

Ok! Let's sort the kitchen tools by those that are made of wood. One group will be the kitchen tools that are made of wood. The other group will be the kitchen tools that are not made of wood.

MAKE yarn circles on the table.

Here are two yarn circles. Which circle should we put the wooden kitchen tools? What about the other tools?

WORK together to put the kitchen tools in the sorting circles. **COMPARE** and **LABEL** how many are in each group.

Let's sort these kitchen tools together.

- How many kitchen tools are in each sorting circle?
- Are the two groups equal? Which group has more kitchen tools? Which has less?

Build Experience

INVITE children to choose another feature to sort the kitchen tools by (add more circles depending on their sorting ideas). **ENCOURAGE** children to discuss what they see and then compare the number of kitchen tools in each sorting circle.

We just sorted the kitchen tools into two groups: kitchen tools that are made of wood, and kitchen tools that are not. There are many more ways we can sort our kitchen tools! Who has another idea?

USE what you know about each child's language skills to include and extend participation.

- Gesture: Which of these tools is [feature]? Which circle should we put it in? Which group has the most tools?
- Yes/No: Is this tool [feature]? Should we put the tool in this circle? Does this group have the most tools in it?
- Either/Or: Is this tool [feature] or [feature]? Should we put it in the [feature] circle or in the [feature] circle? Does this group have the most tools in it or does this one?
- Open-ended: How do you want to sort the kitchen tools? Which group has more tools? How do you know?

RESTATE that to sort objects or kitchen tools you choose a feature or attribute. **DESCRIBE** the ways the group sorted the kitchen tools.

There are so many ways to sort our kitchen tools. Today we sorted by...

Make & Prepare

- Update the Mixing Tool Collection Box from Unit 6 to create a Kitchen Tool Collection Box. Add a rolling pin, pans, pots, spatula, ladle, wooden spoon, whisk, spoons of varying size, tongs, strainer, measuring cups, etc.

Additional Materials

- The book *Bee-bim Bop!*
- Anchor Chart: "We Can Describe"
- Chart paper
- Markers
- Yarn to make two yarn circles for sorting (or hula hoops)



Remember to Save

- Kitchen Tool Collection Box to be used throughout the unit

Building Background Knowledge

Give children more time to explore and discuss one kitchen tool at a time.

Stretch Their Thinking

Give children two sets of kitchen tools, one with a larger quantity and one with a smaller quantity. Ask them to make the sets equal.

Listen/Look For

- What do children notice about the kitchen tools?
- Can children name their sorting categories?



Supporting Multilingual Learners

Remember, multilingual learners may need help describing the features they observe. If that is the case, have them sort the kitchen tools first and then have their peers observe and guess how they were sorted. If children are having trouble grouping similar items together, point out the differences and similarities (or ask other children to) and explicitly name the features selected.



Robust STEM Activities

This activity taps into both math and science. The focus on structure (e.g. scoop of ladle) and function (e.g. hold liquids) of kitchen tools, as well as careful observation, are big ideas in early science. When children think about how objects are the same and different, they are working on sorting, which is also a math skill.

Responding to Children

Are children able to sort objects using one attribute? If so, challenge them to sort by less common attributes, or more than one attribute. If not, check for understanding of vocabulary like same and different.

Greeting Time

Children play “Make a Cake” with a partner.

Literacy: Literate Attitudes and Behaviors

REVIEW the words and actions for “Make a Cake.”

Who likes cake? Get ready to play “Make a Cake.”

Make a cake,

Make a cake [clap],

Pour it in the pan [act out pouring].

Bake me a cake as fast as you can [rub your tummy].

Mix it,

Stir it [act out stirring],

Mark it with a “c” [sky write a c],

Bake it in the oven for you and me [point to the children and yourself]!

MODEL playing “Make a Cake” with a partner.

You can play “Make a Cake” with a partner! We sit facing each other like we do for turn and talk. Instead of clapping our own hands, we clap each other’s hands, like two high fives. Then we act out the rest together...

INVITE children to play “Make a Cake” with a partner.

Now it’s your turn to play “Make a Cake” with a partner!

Material

- *Blueprint Songbook*



Keep It Going

- Invite children to work with a partner and to clap opposite hands. For example one person’s right hand claps their partner’s left hand. This will allow them to cross the midline. Crossing the midline is the ability to reach your eye, hand, or foot across your body to the opposite side. This is an important developmental skill needed for many everyday tasks, such as reaching for items, putting on shoes and socks, or hitting a baseball with a bat. It is also an essential fine motor skill that gets children ready for the physical act of writing.

Movement Time

Children practice sandwich pose.

Creative Arts: Creative Movement and Dance

SHOW the sandwich page in the book *Blueprint Yoga*. **MODEL** and **GUIDE** children to practice sandwich pose. **INVITE** them to suggest ingredients for a grilled cheese sandwich.

Do you like cooking together? Think about another meal we could cook. Have you ever helped to make a sandwich? Do you like grilled cheese sandwiches?

Let’s pretend to make a grilled cheese by doing a sandwich yoga pose!

- Sit with your legs straight out in front of you. Imagine that your legs are the bottom piece of bread. What ingredients should we put on our bread to make a grilled cheese?
- Okay, reach up and grab a tub of butter. Open the lid of the container. Scoop some out. It is thick and creamy. Use your hands to spread it all over your bread.
- Now reach up for some cheese. What kind of cheese do you know? Place three pieces or slices on your bread: one, two, three.
- Fold over your legs like the top piece of bread to close your sandwich. It’s time to grill it in the hot pan: Sizzle, sizzle!
- Your grilled cheese sandwich is warm and melted. The cheese is all sticky. Are you ready to eat it? Nom, nom! How does your sandwich taste?

Make & Prepare

- Familiarize yourself with how to do sandwich pose on the *Blueprint* website. Be ready to model it, or prepare another adult or child to do so.

Additional Material

- *Blueprint Yoga*

Yoga Pose Cards

Remember, in addition to the book *Blueprint Yoga*, you can download and print cards of these poses from the *Blueprint* website. Add them to a basket or ring, and make them accessible throughout the day. Use them to take yoga breaks and invite children to do the same.

Talk Time

Children vote for which food to investigate first.

Math: Measurement and Data

TELL children that we will be observing different foods. **ASK** children to think about which food they want to investigate first.

We are singing, reading, and talking about food and making food. To help us learn more, we are going to observe and compare foods that are uncooked and foods that are cooked. We are going to observe eggs, rice, and green beans [show each one]. Think about which food you would like to investigate first.

HOLD up each food, and have children stand in line beside the food. **COUNT** how many children vote for each one. **Then ASK** children to compare numbers and determine which food got the most votes.

We are going to vote for which food we want to investigate first. If you want to observe the eggs, please come up now. Let’s count how many children have voted for the eggs.

If you want to observe the rice...

Which food got the most votes? How do you know?

CHOOSE which food to investigate first based on the results.

The first food we will use our senses to observe will be [name food]

Make & Prepare

- Bring in an egg, some rice, and some green beans.

Adapting Talk Time

We chose three foods for their varied textures, tastes, and appearance. Adapt the lesson by selecting foods that better reflect your children’s cultures and tastes. Or ask children to name three foods they want to investigate. Be sensitive to children’s food allergies when selecting options.

Growing Mathematicians

Asking questions like “Which food got the most votes?; How do you know?” gives children the chance to reason abstractly and quantitatively. They must look at the number of votes, know how many that is, and figure out that six comes later so it must be more than four. Eventually, children can look at a number line to reason that six (with six dots) is further to the right than four (with four dots), so it must be larger.



Before

SHOW a collection of items such as a fork, spoon, and a sock. **ASK** children to help you determine what does not belong in the group.

Kitchen tools are important because they help people make their meals. I was looking for more materials to share with you to add to our Kitchen Tool Collection Box [show]. Let’s look at them together.

- Do these all look like they belong, or go together, in the Kitchen Tool Collection Box [point to the items]?
- Why or why not?
- What doesn’t belong or go together?

Yes! The sock [hold up] does not belong in the Kitchen Tool Collection Box! You can’t use it to mix or cook!

Watch as I write about something that does not belong in the Kitchen Tool Collection Box.

During

DRAW a picture of a sock. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

I want to draw the sock. What details should I include?

Suggested message: “A sock does not belong in the box.”

PAUSE to focus on phonological awareness (/n/ in the word “not”).

Not. Say that with me: not. What sound do you hear at the beginning of the word “not?” /n/. What letter makes the /n/ sound? Yes, the *letter n* makes the /n/ sound. When I write the lowercase *letter n*, I drop down and make a hill. Now you try writing it with your finger in the air.

FINISH writing the message. **INVITE** children to reread the message with you.

After

CONTINUE to play “That Does Not Belong in the Kitchen!” **SHOW** a group of three items. **ASK** children to identify what does not belong. An example follows.

Let’s keep playing the game “That Does Not Belong in the Kitchen!” I’ll take out three items from the Kitchen Tool Collection Box. When you think you know what does not belong, whisper it into your hand like this [demonstrate]. Are you ready?

- Fork, whisk, coat
- Spatula, linking cube, rolling pin
- Paint, pan, measuring cup

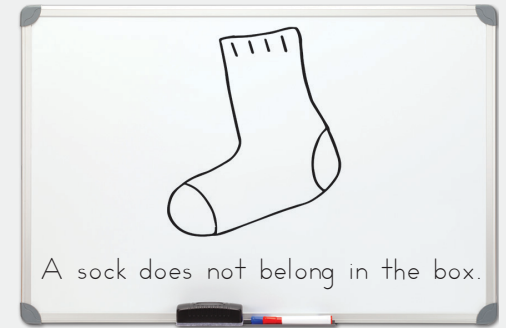
RESTATE that can we identify things that do not belong in a group.

Today we wanted to identify things that did not belong. We thought about what makes sense to have in a kitchen! We said these things do not belong in the kitchen...

REREAD the message one more time.

[Transition] **ASK** children to name other things that do not belong in a kitchen.

What else wouldn’t you find in a kitchen? Tell us one thing you would not find in a kitchen.



Make & Prepare

- Items that would not belong in the Kitchen Tool Collection Box, such as a dump truck, toothbrush, shoe, coat, linking cube, paint, etc.

Additional Materials

- Kitchen Tool Collection Box

Connecting MTP Lessons

In this lesson we suggest you focus on the *letter n* when you write the word “not.” If you highlight a different letter today or any day, consult the “Letter and Numeral Formation Guide” on the *Blueprint* website. As you use letters in your message that you have previously taught, take time to invite children to attend to its sound. This quick incidental review reinforces children’s phonological awareness. You can also circle the letter to reinforce letter awareness.

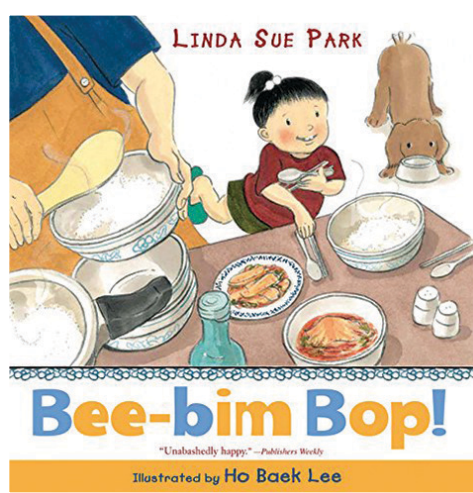
Responding to Children

Children see connections that you may not. For example, they may think dump trucks belong in a kitchen collection because they play with dump trucks on the kitchen floor while their family members make dinner. Invite them to explain their thinking and be open to their ideas.



Keep It Going

- At the housekeeping center, begin a discussion about sorting for a purpose. Say, “In many kitchens, we try to sort our tools too. We put spoons and forks together, and we put spatulas and ladles in another place. Why do we do that?” Together talk about how might you be able to organize the kitchen. Should all the spoons and forks go together? Should all the fruit go together?



Make & Prepare

- Gather real examples of the kitchen tools in the book. In particular: whisk, spatula and chopsticks.
- Review the ASL sign for “I see” on the *Blueprint* website.
- Start a new chart titled “Words We Are Learning.”

Additional Materials

- Anchor Chart: “Readers Can Say”
- Unit Chart: “What Makes Food Special?”

Words We Are Learning

chop: to cut up into pieces

Phonological Awareness

One syllable words can be used to teach children many different elements of phonological awareness. The word “chop” has one syllable. It can be separated by its onset (ch-) and rime (-op). It can also be separated by its individual phonemes (/ch/, /o/, /p/), the smallest units of sound. The more you break a word into its individual components, the trickier it can be for children to combine them. If your children are ready, show the image for the word “chop” in the book, and separate it into its individual components. Can children blend the word together?

Keep It Going

- The author of this book uses the phrase “mixing like crazy.” But how much is “mixing like crazy” really? Give children bowls, spoons, and eggs, and have them compare. Mix the scrambled eggs a little (five times), more (15-20 times), and like crazy (30 or more). How does the appearance of the egg change? Count bubbles and draw pictures. If you’re able, cook them up and add taste-test to the observations.

Before

REVIEW that “bee-bim bop” is Korean for “mixed-up rice.”

We read this book about family members who shop, cook, and eat a meal together. Do you remember how to say “mixed-up rice” in Korean? Yes, it’s “bee-bim bop!”

ASK children to identify kitchen tools on the cover. **PROMPT** them to use the sign and sentence stem, “I see.”

What helps the family to cook and eat their bee-bim bop? Yes, they use different kitchen tools. Food is special because you can use all different types of kitchen tools to prepare it. Look at the front cover. Think about what kitchen tools you see. If you would like to name one, sign “I see” [demonstrate]. You can say, “I see…”

As we reread *Bee-bim Bop!* today, look and listen for more kitchen tools. Notice how the tools help the family to cook and eat. We can act out using the tools, too!

During

ENCOURAGE children to join in saying the refrain “bee-bim bop.”

PAUSE after page six. **POINT** to the whisk. **REMINDE** children to use the sign and sentence stem, “I see.” **SHOW** a real example. **MODEL** and **INVITE** children to act out whisking.

I see kitchen tools! What do you see in the bowl here [point]? You can sign and say, “I see…”

Yes, it is a whisk that Mama uses to mix up, or scramble, the eggs. Do you remember how to move a whisk? Right, we move a whisk quickly back and forth. Can you pretend to whisk the eggs like this [demonstrate]?

POINT OUT the spatula. **SHOW** a real example. **MODEL** and **INVITE** children to act out flipping.

Mama puts the eggs in this pan on the stove top. She uses another kitchen tool like this one [show]. Do you know the name of this kitchen tool? It is a spatula. What does a spatula help us do? A spatula helps us to flip food over. Can you pretend to use a spatula to flip your eggs like this [demonstrate]?

PAUSE after page 13. **ASK** children to name the tool. **DEFINE** “chop.” **ADD** it to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language). **MODEL** and **INVITE** children to act out chopping.

What kitchen tool is Mama using? What does it help her to do? Yes, the knife helps her to cut the ingredients. Notice [point] how mama is cutting quickly, or chopping. Let’s add “chop” to the list of words we are learning. Do you know any other words that mean the same thing? Can you pretend to chop up an onion?

PAUSE after page 21. **ASK** children to name tools for eating. **REMINDE** them to use the sign and stem, “I see.” **SHOW** a pair of real chopsticks and how they work.

She is setting the table for dinner. That means she is getting it ready. Have you ever helped to set the table?

If you notice any kitchen tools, sign “I see.” Say, “I see…” All these tools help the family to eat their food.

Here is a pair of chopsticks. Have you ever used chopsticks? We can use chopsticks to grab food like this. Can you pretend to use chopsticks to eat rice like this [demonstrate]?

After

LAY OUT a few tools from the book. **PLAY** “Which Tool Can Help?” **INVITE** children to act out using each tool.

Kitchen tools help us cook and eat food. Let’s play “Which Tool Can Help?” We need to…

- Scramble up eggs. Which tool can help? Whisk!
- Flip over the pancakes… Spatula!
- Grab some rice to eat… Chopsticks!

RETURN to the Unit Chart: “What Makes Food Special?” **INVITE** children to add what they are learning and other questions they have.

Build Interest

CONNECT to voting on which food to investigate first from Talk Time.

We are going to explore some foods together: eggs, rice, and green beans [or name the foods your class is using]. In Talk Time, we voted to find out which food to investigate first. This food [name] got the most votes!

PLACE the first food on the table. **INVITE** children to share their experiences cooking and eating this food.

Do you eat eggs? How do you like them cooked? When eggs are cooked whole in boiling water they are called “hardboiled eggs.”

DEFINE “raw.” **ADD** it to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

Before we cook and eat an egg, though, it is raw. Can you say that word “raw”? What does “raw” mean? When a food is raw, it is uncooked. Raw food is not cooked or heated up. Let’s add “raw” to the list of words we are learning. Do you know any other words that mean the same thing?

Let’s compare raw and hardboiled eggs!

Build Understanding

TAP and **CRACK** one raw egg into the bowl. **INVITE** children to share what they observe. **REFER** to the Anchor Chart: “We Can Describe.”

I wonder what the inside of a raw egg looks like. Let’s use some of our senses (but not sense of taste or touch) to learn more about raw eggs.

- How do you crack an egg? What do you notice as I gently tap the egg on the side of the bowl?
- Here is the inside of the egg. What do you see? How would you describe this?
- What does it smell like? You used your nose to smell...

Build Experience

DISTRIBUTE hardboiled eggs, bowls, and a napkin to each child. **INVITE** them to tap their egg to crack the shell, peel it, and place the shells in the bowl. **CUT** one of the peeled hardboiled eggs to observe the inside.

You observed as I tapped an egg to crack it. Here is an egg that has been boiled in water. It is a hardboiled egg. You try it. Tap your egg gently. Now a little harder. Peel the shell off your egg [demonstrate] and place the shell in the bowl. When you are done, we will cut one of the eggs to see the inside.

USE what you know about each child’s language skills to include and extend their participation.

- Gesture: Point to the cooked egg. Point to the raw egg. Were you able to peel the shell off your cooked egg?
- Yes/No: Is this egg cooked? Is this egg raw? Are these eggs different? Did the egg change when we cooked it? Can you peel the shell off your egg?
- Either/Or: Is this egg cooked or raw? Are these eggs the same or are they different? Did the egg change, or did it stay the same? Was it easy or hard to peel the shell off your egg?
- Open-ended: How were the eggs the same? Different? What happens when you boil or cook the egg? How does it change? Why was it easy or hard to peel the shell off your egg?

REFLECT on today’s egg investigation.

Today we looked at a raw egg and a hardboiled egg. Let’s discuss:

- How were the eggs the same? Different?
- What happens when you boil or cook an egg? How does the egg change?
- Was it easy or hard to peel the shell off your egg?

DISTRIBUTE science journals. **INVITE** children to record their thinking.

This lesson uses eggs. If your class voted to investigate rice or green beans first, refer to Small Group Days 3 and 4. Or adapt this lesson to match the food your class chose.



Make & Prepare

- Hard boil an egg (one per child)
- Cover the table with a reusable tablecloth.
- Have children wash hands before meeting with them.
- Download, print, and add a copy of “Investigating Foods #1” to children’s science journals (one per child).

Additional Materials

- Raw eggs (a few to crack and open in bowl for group to observe)
- Bowls (one for each child)
- Plastic knife (one)
- Napkins (at least one for each child)
- Unit Chart: “Words We Are Learning”
- Anchor Chart: “We Can Describe”
- Science journals
- Writing tools



Words We Are Learning

raw: uncooked (food)

Take Photos!

Make sure to take pictures. These will be used during Small Group Day 5 and Day 16.

Build Background Knowledge

Peeling is a good fine motor activity. Give them practice peeling stickers, tape, or an orange.

Stretch Their Thinking

Invite children to discuss how food changes as it cooks. Have they ever helped bake or cook at home. What observations did they make?

Listen/Look For

- How do children work as they crack and peel their hardboiled egg?
- What observations do children make of both the uncooked and hardboiled egg?

Adapt the Lesson

Ideally, boil/cook the eggs with children so they can see the process of cooking and be involved in it.

Eating Our Investigations

Don’t waste the eggs. Have children wash their hands again and offer them a taste of the hardboiled eggs.

Food Allergies

If any children in your class are allergic to eggs, substitute another food for this activity such as popcorn.

Greeting Time

Children change the “c” to the first letter in their partner’s name.

Literacy: Literate Attitudes and Behavior

GUIDE children to form new partnerships. **EXPLAIN** why we mark the cake with a “c.”

It’s time to play “Make a Cake” with a new partner! Say the word “cake.” What sound do you hear in the beginning?

Yes, we hear the /k/ sound. Sometimes the *letter c* makes the /k/ sound. The *letter c* is the first letter in the word “cake.” That’s why we mark the cake with the *letter c*.

MODEL with a child’s name. **INVITE** children to practice writing the first letter on their hands. **GUIDE** them to change the letter in the song “Make a Cake.”

Before you play, ask your partner what the first letter of their name is. You can write that letter on your hand. So, if Tiana is my partner, I’d ask her, “What’s the first letter in your name?” Let’s practice writing the *letter T* for Tiana on our hands. Now let’s act out making a cake for her...

Mix it,

Stir it,

Mark it with a “T,”

Bake it in the oven for Tiana and me!

INVITE children to play “Make a Cake” and write the first letter of their partner’s name.

Get ready to mark your cake with the first letter of your partner’s name!

Material

- *Blueprint Songbook*



Pencil Grip

- Want to help children along in developing their pencil grip? Give them lots of opportunities to get feedback from their fingers (known as tactile perception). Invite them to explore sensory bins filled with sand, dirt, and beads (careful of small pieces!). In addition, limit screen time as children do not get the finger feedback they need on a touch screen.

Movement Time

Children practice soup pose.

Creative Arts: Creative Movement and Dance

SHOW the book *Is That Wise, Pig?* **SHOW** the soup page in the book *Blueprint Yoga*. **MODEL** and **GUIDE** children to practice soup pose. **INVITE** children to suggest two to three ingredients.

Cooking with each other is fun! It reminds me of this book *Is That Wise, Pig?* What do these animals cook together? What kind of soup do you like?

Let’s practice a soup yoga pose!

- Sit with your feet together and knees open. Imagine the space inside your legs is your large soup pot. First, we need broth, or liquid for the soup. Reach up for some broth, and pour it in. What ingredients should we add to our broth?
- Okay, reach up for some carrots. Use the side of your hand like a knife to chop them: Chop, chop, chop! Now add the pieces to the pot. What other ingredient should we add?
- It’s time to mix the ingredients together. Grab a large wooden spoon with both hands, and stir all the way around. Now stir in the other direction.
- Let’s try the soup. Scoop up a spoonful and sip it. How does it taste?

Make & Prepare

- Familiarize yourself with how to do soup pose on the *Blueprint* website. Be ready to model it, or prepare another adult or child to do so.
- Have the book *Is That Wise, Pig?* from Unit 6 ready.

Additional Material

- *Blueprint Yoga*

Talk Time

Children discuss what it means to act kindly.

Social Emotional: Social Awareness and Relationships

USE a social emotional puppet to ask for a taste of soup and thank children for being kind.

Sayeh, the soup you made smells delicious! May I please have a taste?

Thank you for sharing your soup with me. That was so kind of you!

CONNECT to Power of 3. **REVIEW** what it means to act kindly. **REFER** to the Unit 3 Chart: “Kindness.”

Acting kindly is one way we take care of each other. That is a responsibility on our Power of 3. What does it mean to act kindly?

Those are all ways that kindness can look and sound! When we act kindly, we take care of each other. Kindness makes us feel connected to others.

SHARE examples of kindness you have seen children exhibiting. **INVITE** them to turn and talk about examples of kindness they have noticed.

I notice you acting kindly in our classroom community. Recently, I noticed...

Have you noticed someone acting kindly? Turn and tell a partner about it...

Materials

- Sayeh and Elijah, the social emotional puppets
- Anchor Chart: “Power of 3”
- Anchor Chart: “Feelings”
- Unit 3 Chart: “Kindness”

Kindness Takes Mindfulness

If children are aware and mindful of their own emotions, they may be more likely to consider other people’s emotions. This awareness can lead to increased empathy and acts of kindness.

Before

EXPLAIN that *Bee-bim Bop!* is a rhyming book. **REVIEW** that rhyming words sound the same at the end.

Here is our book *Bee-bim Bop!* [show]. This book is fun to read because it has parts that repeat like the words “Bee-bim bop.” It also has rhymes in it. How do we know when words rhyme? Yes, they sound the same at the end.

SHOW the picture and **READ** the marked page. **INVITE** them to make the “I hear” sign when they hear two rhyming words.

Listen as I read a page from our book. Make the “I hear” sign [demonstrate] when you hear the rhyming words.

What rhyming words did you hear? Yes, “meat” and “neat.” They sound the same at the end.

ASK children if they think the family bakes cakes as well.

The family cooks meat and rice. What else do you think they might cook together? Do you think they ever bake a cake?

Watch as I write a sentence using rhyming words.

During

DRAW a picture of a cake. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

We think this family probably does bake cake together. After all, look how much fun they had making bee-bim bop! What kind of cake do you think they make? Should I draw a cake that has one layer or two layers?

Suggested message: “Do they bake cake too?”

PAUSE to focus on phonological awareness (choosing the word that rhymes with “bake”).

I want to write a word that rhymes with “bake” and makes sense in the message. It begins with /k/ and ends with “-ake.” “/k/ ake.” What word is it?

FINISH writing the message. **INVITE** children to reread the message with you.

After

PLAY “Find the Rhyme.” **SHOW** several pictures. **INVITE** children to find all the pictures of words that rhyme with the anchor word (cake).

Let’s play the game “Find the Rhyme.” Here is a picture of a cake. I will post the picture of the cake right here. Here are more pictures of different objects.

Who can find a picture of something that rhymes with the word “cake”? Can you come point to it?

Everyone, if you agree that this picture [point and name the object] rhymes with the word “cake,” please sign “yes” [demonstrate]. If you don’t think it rhymes, sign “no” [demonstrate].

CONTINUE to play “Find the Rhyme.” Then **RESTATE** that rhyming words sound the same at the end.

We sorted the set of pictures to find the ones that rhymed with cake. Remember, rhyming words are words that sound the same at the end.

REREAD the message one more time.

[Transition] **INVITE** children to name a word that rhymes with any of the pictures.

As you leave the rug, you can point to any picture and name a word that rhymes with it.



Make & Prepare

- Download and print images of words that rhyme with the word “cake” and words that do not (e.g. cake, snake, rake, lake, cat, car, spoon, egg).
- Have the book *Bee-bim Bop!* ready. Mark the page that begins “Mama’s knife is shiny” with a sticky note.
- Review the ASL sign for “I hear,” “yes,” and “no” on the *Blueprint* website.

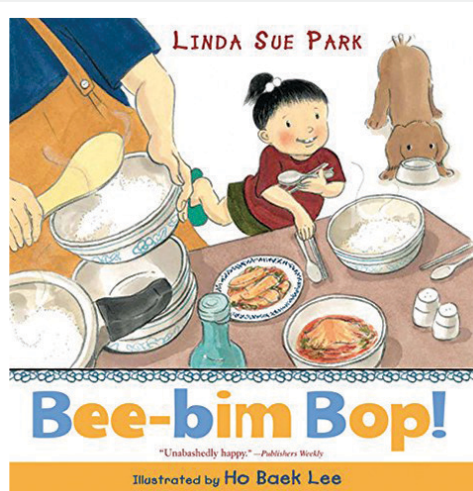
About the “Pause to focus on...”

Message Time Plus® gives you an opportunity to focus on a variety of literacy skills during an authentic reading and writing experience. The “Pause to focus on...” generally focuses on four areas of literacy: phonological awareness, concepts of print, vocabulary, and writing structure. These are important foundational areas for emerging readers and writers to be exposed to on a regular basis. We offer a suggested topic for the “Pause to focus on...” for each lesson. Adapt this to meet the needs of your individual learners.



Keep It Going

- While waiting in line, invite children to play a nursery rhyme game with you. Start a nursery rhyme and then pause at the rhyming word to let children fill in the blank: “Little Bo Peep has lost her ...,” “Hey diddle diddle, the cat and the ...,” “Hickory Dickory Dock, the mouse went up the ...” Can the children name a rhyming word?
- Gather children in a small group. Provide each child with an index card that has the word family -ake written on it and magnetic letters *c, m, b, t*. Together say the rhyming words: cake, make, bake, and take. Tell them they can change the beginning letter to make a new rhyming word. Together make the word “cake.” Then ask them to find the letter *m* and change the letter to make the word “make.” Continue using the remaining letters. Can they identify the letters? Can they read the new word? Did they hear the rhyme? Could they think of another word that rhymes?



Make & Prepare

- Review the ASL sign for “Power of 3” on the *Blueprint* website.

Additional Materials

- Anchor Chart: “Readers Can Say”
- Anchor Chart: “Power of 3”
- Sayeh and/or Elijah, the social emotional puppets

When Children Turn and Talk

Use parallel talk to facilitate conversations between children. Restate what you hear children say to reinforce their ideas. This gives children another opportunity to practice actively listening to their partner’s ideas before offering a response.

Kindness Practice

Kindness takes practice. Give children lots of opportunities to practice being kind. Classroom jobs and chores can be acts of kindness because they support the community.

Keep It Going

- Do children set the table in the housekeeping center? Are they acting out a dinner party or family meal? Reinforce children’s interest in caring for themselves, each other, and the environment around food. At snack and mealtimes, invite children to pass out materials like plates and napkins. Acknowledge their responsible actions of cleaning up after themselves. Also, remember to model and encourage appropriate table manners, including using polite language.



Before

USE a puppet to talk. CONNECT to the Power of 3: “Act kindly.”

“May I join you for the read aloud? Thank you for including me in the community. You are so kind!”

Acting kindly is one way we can take care of each other. That’s part of our Power of 3 [sign].

DISCUSS how the girl is acting kindly on the cover. ASK children how they act kindly at home.

Look at the girl on the cover of *Bee-bim Bop!* What is she doing? Do you think she is acting kindly? Why?

Yes, setting the table can be a kind act. The girl is helping with the chores around the house. How do you think her mother feels when the girl sets the table?

Acting kindly can make other people feel good. It can make you feel good inside too.

Do you ever help set the table at home? Do you do other chores at home? Is there another way that you act kindly at mealtimes?

As we read *Bee-bim Bop!*, think about how the girl acts kindly.

During

PAUSE after page five. ASK how the girl is acting kindly. INVITE children to share how they help with grocery shopping.

- What is the girl doing? Do you think she is acting kindly? Why?
- Do you help with grocery shopping? How does it make you feel? How does it make your family members feel?

PAUSE after page six. ASK how the girl is acting kindly. INVITE children to share how they help cook at home.

- Now what are the girl and her mama doing? Do you think the girl is acting kindly? How do you think her mom feels?
- Do you help cook at home? How does it make you feel? How does it make your family members feel?

PAUSE after page 18. ASK how the girl is helping. MODEL and INVITE children to pretend to mop the floor. DISCUSS how the act of kindness makes both the mama and girl feel.

What happened? Yes, the water accidentally spilled on the kitchen floor. Is the girl acting kindly? Yes, she is being responsible and cleaning up the spill.

Imagine you are the girl. Stand up and grab a pretend mop. How do you look when you are about to mop? Freeze in that position. Start mopping. What does it look like when you have cleaned the whole floor? Freeze in that position. Please sit back down.

- How do you think Mama feels now that you helped to clean up?
- How does that act of kindness make you feel?

Acting kindly can make other people feel good. It can make you feel good inside too.

After

INVITE children to turn and talk about how they help out at home.

The girl acts kindly by helping out at home. That’s one way she can show that she cares about her family members.

Think about how you act kindly at home. Maybe you help your family members in some of the same ways that girl helps in this book. Maybe there are other ways that you help.

Turn and talk to a partner about how you are a helper at home...

Acting kindly is one way to take care of each other.

Build Interest

SHOW the book *Bee-bim Bop!* and talk about the rice. **CONNECT** to voting in Talk Time. **INVITE** children to talk about their experience cooking and eating rice.

What meal do the family members cook and eat in *Bee-bim Bop!*? Yes, they have mixed-up rice. We voted to investigate this food [rice] next.

- Do you eat rice?
- How do you like it cooked?
- What does the rice look like that you eat? What color is it?

SHOW a bowl of uncooked rice. **REFER** to “raw” on the Unit Chart: “Words We Are Learning.”

Let’s compare rice that is raw [point], or uncooked, with rice that is cooked.

Build Understanding

OFFER magnifying glasses for close up observations. **INVITE** children to share what they observe. **REFER** to the Anchor Chart: “We Can Describe.”

Let’s use our senses (but not sense of taste) to learn more about uncooked rice.

- What do you notice about the rice? How would you describe it? You used your eyes to see...
- What if we stirred it? What do you hear? You used your ears to hear...
- How does it feel? You used your skin to feel...
- What does it smell like? You used your nose to smell...

Build Experience

DISTRIBUTE cooked rice in bowls to each child. **INVITE** them to observe and compare.

Now that we explored the uncooked rice, let’s see if and how it changes when it’s cooked. We can use our senses to observe and compare these two kinds of rice.

- How is the cooked rice different than the uncooked rice?
- What do you notice about the texture? The size?

REFLECT on today’s rice investigation.

Today we compared cooked and uncooked rice. Let’s discuss:

- What have you noticed about how foods change when they are cooked?
- What other foods are you curious about?

DISTRIBUTE science journals. **INVITE** children to record their thinking and/or respond to the lesson.

If your class voted to investigate a different food, refer to *Small Group Days 2 or 4*, or adapt this lesson to match the food your class chose.



Make & Prepare

- Cooked rice (enough for each child)
- Cover the table with a reusable tablecloth.
- Have children wash hands.
- Download, print, and add a copy of “Investigating Foods #2” to children’s science journals (one per child).

Additional Materials

- Uncooked rice (about a teaspoon per child)
- Bowls (one for each child)
- Magnifying glasses (one for each child)
- Napkins (at least one for each child)
- Unit Chart: “Words We Are Learning”
- Anchor Chart: “We Can Describe”
- Science journals and writing tools

Take Photos!

Make sure to take pictures. These will be used during *Small Group Days 5 and 16*.

Build Background Knowledge

Look through *Bee-bim Bop!* and identify other foods that are uncooked and cooked.

Stretch Their Thinking

Using a balance scale, invite children to explore if the weight of the food changes once it’s cooked.

Listen/Look For

- What personal experiences about cooking or eating do children share with the group?
- What observations do children make of both the uncooked and cooked rice?

Adapt the Lesson

Heat/boil the rice with the children so they can see and be involved in the process of cooking.

Eating Our Investigations

Don’t waste the rice. Have children wash their hands again and offer them a taste.



Keep It Going

- There are thousands of different types of cultivated and wild rice, including basmati, long grain, and jasmine. Add uncooked rice to the Science Center for children to scoop, weigh, and add into water. Encourage children to compare different types of rice.

Greeting Time

Children change “cake” to “pizza.”

Literacy: Literate Attitudes and Behaviors

CHANGE “cake” to “pizza.” **MODEL** and then **INVITE** children to play “Make a Pizza” with a new partner.

We have been playing “Make a Cake.” But I wonder if we can make something else? Who has an idea?

Okay, let’s make pizza! Have you ever made or seen someone make pizza?

Let’s change “Make a Cake” to “Make a Pizza!”

Make a pizza,

Make a pizza [clap]

Flatten it in the pan [act out flattening].

Bake me a pizza as fast as you can [rub your tummy].

Sprinkle cheese [act out sprinkling],

Spread sauce [act out spreading],

Mark it with a “p” [sky write a p],

Bake it in the oven for you and me [point to the children and yourself].

Now it’s your turn to play “Make a Pizza” with a partner!

Material

- *Blueprint Songbook*



Remember...

Pictures, photos, and children’s work should be displayed at child’s eye-level where children can see them. Most of your displays should be work done by children and should reflect recent activities and children’s varied developmental levels.



Movement Time

Children practice pizza pose.

Creative Arts: Creative Movement and Dance

SHOW the pizza page in the book *Blueprint Yoga*. **PROMPT** children to **enlarge the circle, stretch their legs out wide, and connect their feet.**

How would you like to act out more pizza making? Let’s practice a pizza yoga pose together!

Please slide back to make our circle bigger. Stretch your legs wide so our feet touch our partner’s feet. Imagine our legs are creating the shape of a large pizza.

MODEL and **GUIDE** children to practice **pizza pose.**

Let’s knead the pizza dough. Gently squeeze your legs from your hips down to your ankles. Imagine your legs are the crust. Now smooth out the dough in front of you with a rolling pin. Roll it forward and back...

What ingredients should we put on our pizza? Reach up for tomato sauce, and use your hands to spread it on the dough. Reach up for cheese, and use your fingertips to sprinkle it on top of the sauce. Should we add a topping to our pizza?

It’s time to bake the pizza. Reach your arms up like the oven door, and close the oven by folding toward the middle of our circle. Let’s count back from five... Ding! The pizza is ready. Slowly open the oven door by sitting up. The pizza is sizzling hot. Can you blow on it to cool it off?

Make & Prepare

- Familiarize yourself with how to do pizza pose on the *Blueprint* website. Be ready to model it, or prepare another adult or child to do so.

Additional Material

- *Blueprint Yoga*

Talk Time

Children add on to a list of things they might see in the kitchen.

Approaches to Learning: Persistence and Attentiveness

CONNECT to the book *Bee-bim Bop!* **INVITE** children to imagine they are in a kitchen.

We have been singing, talking, and reading about food and cooking. We read *Bee-bim Bop!* and saw this family make a meal [show]. Food is special because you can work together with other people to make a meal. Here they are in the kitchen [show]. What do you see in this kitchen?

What else might you see in a kitchen?

Think about what you might see in a kitchen. It could be family members cooking or cleaning up, different ingredients or food, kitchen tools...

EXPLAIN that each person will try to list what everyone has said before them, and add on one more item. **MODEL** with an adult (or child).

Let’s go around our circle and name what we might see in the kitchen. Listen carefully to what your classmates say. When it is your turn, try to list all the items they said, and then add on one more.

Listen as [adult] and I start us off. I am inside a kitchen and I see...

GUIDE children around the circle until everyone has had a turn. If a child cannot recall the previous items listed (or the list gets too long), simply start a new round of the game.

Make & Prepare

- Have the book *Bee-bim Bop!* ready. Mark a page where the kitchen is shown.

Executive Function

Recall games, such as the one we play today, help develop children’s working memory, a key component of executive function.

Before

CONNECT to the read aloud *Bee-bim Bop!*

We have really enjoyed reading *Bee-bim Bop!* [show], and it has a lot to teach us about how meals are prepared.

SHOW children illustrations of the process of making a meal. **INVITE** them to help you sequence them. **TAPE** the illustrations in order on the chart paper.

Here are some pictures [show] of things that happen when you are making a meal. I was hoping you could help me put them in order.

- When you are preparing a meal, what illustration shows what would happen first? Who wants to find the picture that comes first? [give children time to decide] Yes! First you need to shop for food.
- What comes next? Who wants to find the illustration that matches what happens next? [give children time to decide] Yes! Next, you cook.
- Then what comes last? [give children time to decide] And finally, you eat!

We just put these pictures in order! Watch as I write a title for them.

During

[Draw and write on chart paper.]

THINK ALOUD as you create a title for the pictures. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

Look at the three pictures together. What story do they tell? What should we title it?

Suggested title: “Making a Meal”

PAUSE to focus on concepts of print (concept of a word).

I am going to write, “Making a Meal.” That would make a good title. Help me count how many words I am going to write [count and hold up one finger for each word]. Three words! I am ready to write.

WRITE the title. Then **POINT** to the words and count them again. **INVITE** children to reread the title with you.

After

ENGAGE children in interactive writing. **COLLABORATE** with children to label each illustration to explain what is happening (e.g. buy food, cook, eat). **INVITE** a few children to the board. **GUIDE** them as they contribute to the writing (e.g. letters or words).

We just put these illustrations in order and gave them a title. The title, “Making a Meal”, describes what this group of three pictures is showing. We can also write to describe what is happening in each picture. Let’s think about each illustration. What part of making a meal does it show?

Look at the first illustration [point]. What could we write to describe what is happening here? Who would like to help write?

CONTINUE to invite children to the board to assist with writing about each illustration. Then **SUMMARIZE** how children sequenced the steps in making a meal.

Today we looked at images and thought about what they showed. We put them in order to show the steps of making a meal. Then we wrote what happens in each step.

REREAD the message one more time.

[Transition] **INVITE** children to lean in and tell a partner about their favorite part of making a meal. **INVITE** children who speak the same home language to share with each other in their home language as a support.

Which of these steps is your favorite part? Lean in and tell a partner.

Making a Meal



Note: The message should be written on chart paper as a new Unit Chart: “Making a Meal.” It will be used in many lessons and we will be adding to it in Week 2.



Make & Prepare

- Download and print three illustrations that show the process of making a meal (shopping, cooking, and eating).

Additional Materials

- The book *Bee-bim Bop!*
- Chart paper
- Markers
- Tape

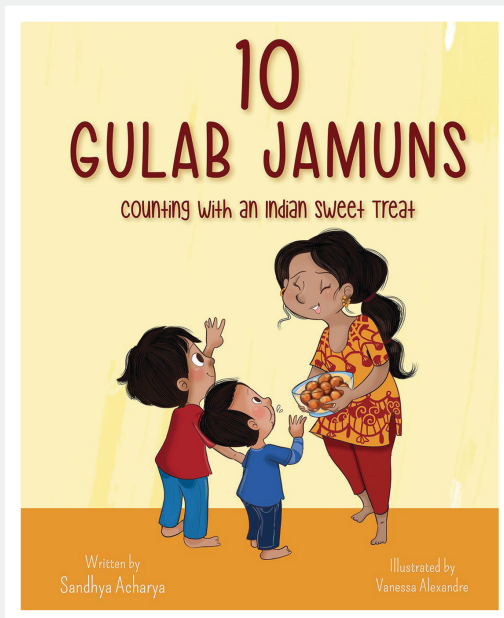
Interactive Writing

During Interactive Writing, teachers and children have different roles. Your role is to model concepts of print, model stretching and spelling words and supporting the rereading of text. Children help to compose the message, help to write (transcribe) the message, stretch and sound out words, use the print in the room to support transcription, and read the text.



Keep It Going

- Gather children in a small group. Invite them to share the steps to making a meal and talk about which step comes first, second, and third. Show children the pictures from the MTP lesson. Invite them to act out each step to making a meal. Can they act out the steps in order?
- Join children in the dramatic play center— the market. Invite them to buy the ingredients they would need to make a meal. Encourage children to use transition words like “first,” “next,” “last,” and the vocabulary words, “meal” and “ingredients,” when talking about the food they are using. Invite them to share what they are making. Together follow the steps to making a meal of their choice.



Make & Prepare

- Review the ASL sign for “I predict” on the *Blueprint* website.
- If you were able to make or get gulab jamuns, make time before the read aloud to try them.

Additional Materials

- The book *Bee-bim Bop!*
- World map or globe
- Anchor Chart: “Readers Can Say”
- Unit Chart: “Words We Are Learning”
- Mindful Moment card “Find the Pause”

Words We Are Learning

divide: to break up into parts or pieces

guests: people invited to an event

Sandhya Acharya

This author has a website you can explore, <http://www.sandhyaacharya.com>.

It includes downloadable math exercises for this book as well as information about the author and her other works.

Mindful Moment

We revisit a Mindful Moment introduced in Unit 5 with the book *Ragweed's Farm Dog Handbook*. The practice of finding a pause between breaths helps children to focus on the present moment and consciously wait. As children develop a sense of patience, they can apply this ability to other situations. Just as they find a pause between breaths, children can find a pause between thinking and doing. Taking a moment to stop and think before acting strengthens children's impulse control.

Keep It Going

- Search for videos on “gulab jamuns” to show children how they are prepared.

Before

NOTE: DUE TO THE LENGTH OF THE BOOK, READ ONLY THE FIRST HALF TODAY.

CONNECT to *Bee-bim Bop!* and the girl's impatience to eat.

The girl in *Bee-bim Bop!* asks her mama to hurry when they are shopping and cooking. She feels like she can't wait to eat mixed-up rice for dinner. What is something you love to eat? What if I showed you some of that right now? Would you want to wait to eat it, or eat it right now?

EXPLAIN that gulab jamuns are an Indian sweet treat. **INVITE** children to predict what the characters will do. **PROMPT** them to use the sign and sentence stem, “I predict...”

We are going to read a book about a sweet treat. Food is special because there are all different types of food. The title is *10 Gulab Jamuns*, and it is written by Sandhya Acharya and illustrated by Vanessa Alexandre. Can you say “gulab jamuns”? What are gulab jamuns? Here they are in the picture on the cover. Gulab jamuns are a dessert, a sweet treat, originally from India [show on a map or globe]. Have you ever eaten gulab jamuns?

Do you think the children want to eat these delicious sweets right now, or do you think they would prefer to wait? If you would like to share your prediction, sign “I predict” [demonstrate]. You can say, “I predict...”

Let's read to find out what happens with the gulab jamuns.

During

On the two pages where Mamma first is making the gulab jamuns: MODEL and INVITE children to act out the cooking steps. DEFINE “divided.” ADD it to the Unit Chart: “Words We Are Learning.” INVITE children to share words that mean the same thing (in English or their home language).

Let's pretend to cook the gulab jamuns too.

Can you divide, or break up, the dough into balls? Let's add “divide” to the list of words we are learning. Do you know any words that mean the same thing?

PAUSE after “Then she sent... her chores.” **DEFINE** “guests.” **ADD it to the Unit Chart: “Words We Are Learning.” INVITE children to share words that mean the same thing (in English or their home language). DISCUSS the problem. INVITE children to make predictions. REMIND them to sign and say, “I predict.”**

Mamma has cooked so much delicious food for the guests, or the people coming over to their house later. Let's add “guests” to the list of words we are learning. Do you know any other words that mean the same thing?

Mamma asked the children to wait until the guests arrive. But what is the problem? How do Idu and Adu feel about the gulab jamuns? Yes, they are so excited to eat the treats.

Do you think Idu and Adu want to wait, or to eat some gulab jamuns right now? What do you think they will do next? If you would like to share your prediction, sign “I predict.” Say, “I predict...”

STOP reading after “‘Uh-oh,’ he said.” **ASK children what else they could have done.**

What did Idu and Adu do? Right, they tried to wait, but instead they ate some gulab jamuns. Hmm, what else could they have done?

After

REVIEW what it means to pause. **GUIDE** children to practice “Find the Pause.”

We understand how Idu and Adu feel! It can be hard to wait for something you want. But I wonder what would have happened if Idu and Adu paused to think before eating the gulab jamuns? What does it mean to pause?

Let's practice the Mindful Moment: “Find the Pause” [show card]. Get comfortable and close your eyes. Take a deep breath in... and let a long breath out. Notice the pause before you breathe in again...

Build Interest

CONNECT to voting in Talk Time. **SHOW** a bowl of uncooked green beans. **INVITE** children to talk about their experience cooking and eating green beans.

We voted to investigate this food [green beans] next. We are going to compare green beans that are uncooked with green beans that are cooked.

- Do you eat green beans?
- How do you like them cooked?
- What do the green beans look like that you eat? What color are they?

Build Understanding

OFFER magnifying glasses for close up observations. **INVITE** children to share what they observe. **REFER** to the Anchor Chart: “We Can Describe.”

Let’s use our senses (but not sense of taste) to learn more about uncooked green beans.

- What do you notice about the green beans? How would you describe them? You used your eyes to see...
- What if we stirred them? What do you hear? You used your ears to hear...
- How do they feel? You used your skin to feel...
- What do they smell like? You used your nose to smell...

Build Experience

DISTRIBUTE cooked green beans in bowls to each child. **INVITE** them to observe and compare.

Now that we explored the uncooked green beans, let’s see if and how they change when they are cooked. We can use our senses to observe and compare these two kinds of green beans.

- How are the cooked green beans different than the uncooked green beans?
- What do you notice about the texture? The size?

REFLECT on today’s green beans investigation.

Today we compared cooked and uncooked green beans. Let’s discuss:

- What have you noticed about how foods change when they are cooked?
- What other foods are you curious about?

DISTRIBUTE science journals. **INVITE** children to record their thinking and/or respond to the lesson.

This lesson assumes you are using green beans. If your class voted to investigate a different food, refer to Small Group Days 3 or 4 or adapt this lesson to match the food your class chose.



Make & Prepare

- Steamed green beans (enough for each child to observe)
- Cover the table with a reusable tablecloth for easy clean up.
- Have children wash hands before meeting with them.
- Download, print, and add a copy of “Investigating Foods #3” to children’s science journals (one per child).

Additional Materials

- Uncooked green beans (a few per child)
- Bowls (one for each child)
- Magnifying glasses (one for each child)
- Napkins (at least one for each child)
- Anchor Chart: “We Can Describe”
- Science journals
- Writing tools

Take Photos!

Make sure to take pictures of the green beans investigation. Print the photos to use during the discussion in Small Group Days 5 and 16.

Build Background Knowledge

Discuss other vegetables children eat. Do they eat them raw? Cooked?

Stretch Their Thinking

Beans come in many forms, shapes, sizes, and colors. What other beans do children cook/eat? What other beans are they interested in comparing?

Listen/Look For

- What personal experiences about cooking or eating do children share with the group?
- What observations do children make of both the uncooked and cooked green beans?

Adapt the Lesson

Ideally, steam the green beans with the children so they can see the process of cooking and be involved in it. If using fresh green beans, be sure to cut the ends off first.

Eating Our Investigations

Don’t waste the green beans. Have children wash their hands again and offer them a taste of the cooked green beans.

Greeting Time

Children choose what food to make.

Literacy: Literate Attitudes and Behavior

CONNECT to playing “Make a Pizza.”
INVITE children to suggest a new food to pretend to make.

We have been playing “Make a Cake.” Then we changed it to “Make a Pizza.” I wonder if we could cook a different meal today? What else could we make?

AGREE upon one of the suggestions.
CHANGE “cake” to the chosen food.
MODEL and then **INVITE** children to play “Make a (food)” with a partner.

Let’s change from making a cake to making [food]!

Make a [food],

Make a [food],

Pour it in the pan.

Make me a [food] as fast as you can.

Mix it,

Stir it,

Mark it with a “[letter],”

Bake it in the oven for you and me!

Now it’s your turn to play “Make a [Food]” with a partner!

Material

- *Blueprint Songbook*



Choice

Choice allows children to explore their growing independence. It gives them a sense of empowerment. If children find making choices challenging at times, give them options. You can say, “Do you want to sing about bee-bim bop or gulab jamuns?”

Movement Time

Children choose which cooking pose to practice.

Creative Arts: Creative Movement and Dance

SHOW the cooking pages in the book *Blueprint Yoga*. **LIST** the poses: cake, sandwich, soup, and pizza.

Cooking together is fun! Have a look at the cooking poses in our book *Blueprint Yoga*. Can you name them?

Yes, we have practiced making a cake, a sandwich, a pot of soup, and a pizza with our bodies. Think about which cooking pose you would like to practice today. Which one should we do?

AGREE upon one cooking pose. **MODEL** and **GUIDE** children to practice the pose. **REFER** to the Movement on Day 1, 2, 3, or 4. **Feel free to vary.** **INVITE** children to suggest ingredients.

Okay, let’s practice [food] pose! Start sitting...

What ingredients should we add? Now what...

It’s time to eat it up: Nom, nom, nom! How does it taste?

Make & Prepare

- Have the Movements for Days 1 through 4 handy. Review the cooking yoga poses: cake, sandwich, soup, and pizza. Be ready to model, or prepare another adult or child to do so.

Additional Material

- *Blueprint Yoga*

Family Engagement

Invite children to do yoga at home with their families. Send copies of the yoga poses you practiced home. Directions are located in the back of this unit guide.



Talk Time

Children launch the market dramatic play center.

Social Studies: Marketplace

REFER to the Unit Chart: “Making a Meal.” **SHOW** the marked page in *Bee-bim Bop!*. **INVITE** children to share about their experiences grocery shopping.

There are steps to making a meal [refer to chart]. What is the first step? Yes, we need to get the food. The girl and her mama in *Bee-bim Bop!* [show] shop for groceries at the market. Food is special because you can buy it in a lot of different places. Where do you go grocery shopping? What do you do at the market?

INVITE children to brainstorm what they need in order to set up a market in the dramatic play center. **LIST** their ideas.

How would you like to create a market at our dramatic play center?

- What should we call it?
- What are some items we need to create a market in our classroom?
- What other supplies could we use?
- What signs will we need? Who will make them?

SHOW some of the items you have. **DISCUSS** what children might do at the new dramatic play center.

How can you use these items? What jobs might you pretend to do at the market? How might you work with each other?

It’s exciting to have our own market!

Make & Prepare

- Make space for the new dramatic play center—the market. Collect some items to launch it but leave room for children to co-design it. Refer to Centers: “Dramatic Play” (page 17).
- Have the book *Bee-bim Bop!* ready. Mark the page that begins “Almost time for supper...”

Additional Material

- Unit Chart: “Making a Meal”

Launching Dramatic Play

Include children in design conversations. Encourage them to make the signs and add props. Invite them to think about where they can get items they brainstormed. Guide children to see families, school staff, and stores. Collaborate on writing notes to ask for items and thank you notes when the items come in.

Before

CONNECT to the book *10 Gulab Jamuns*. **ASK** children where they see numbers in the classroom. **REFER** to the number line.

The book *10 Gulab Jamuns* [show] is a counting book. It has the number — or numeral — 10 right on the cover. Who would like to come up and point to it?

- Do you see any other numbers in our room?
- Who wants to go point to one?
- What can we use to help us remember what each numeral looks like? [point out the number line]

Watch as I write the number 10 in the message today.

During

DRAW a picture of 10 gulab jamuns. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

I'm going to draw 10 gulab jamuns. Think about what they looked like in the book. How can I show them in my drawing?

Suggested message: "They made 10 gulab jamuns."

PAUSE to focus on concepts of print (forming the numeral "10").

Now, I want to write the numeral 10. To write it, I write two numerals next to each other, "1" and "0." To write the numeral "1" I start at the top and drop down. To write the numeral 0, I start at the top and curve all the way around. Now you try writing it with your finger in the air.

INVITE children to reread the message with you.

After

DISTRIBUTE number cards. **INVITE** children to line up and put the numerals in order. **WELCOME** suggestions from children without plates.

We just practiced counting to 10! I drew 10 gulab jamuns and then wrote numbers one to ten. Now it's your turn to practice putting numbers in order. I have 10 index cards [show], each with a different number. I'll mix them up, so they are out of order. Once I hand out the cards, we are going to work together to line up in order from one to ten.

If you have an index card, please stand up. Look at the numerals. Let's try to put the numerals one through ten back in the right order. Which numeral comes first?

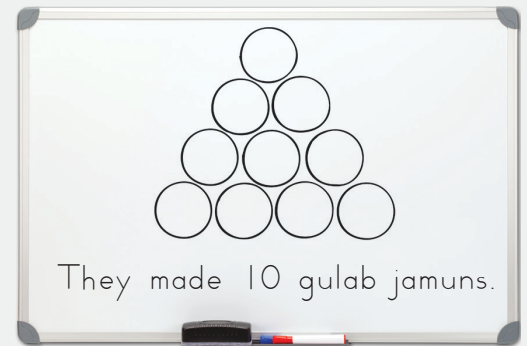
INVITE all children to chorally count one to ten. **STAND** behind the line of children and point to each child as you say their numeral.

How can we make sure we have placed the numerals in the right order? Let's count!

Optionally, HAND OUT plates to different children. **INVITE** them to reassemble the numerals. Then **COLLECT** the cards. **REREAD** the message one more time.

[Transition] **ASK** children to count as they line up.

We've done so much counting today! Let's each say a number, in order, as we leave the rug. Stand up and say your number!



Make & Prepare

- Index cards labeled with the numerals 1 through 10 and the corresponding number of dots.

Additional Material

- The book *10 Gulab Jamuns*



Remember to Save

- Save the number cards for Day 5: Small Group.

Offer Support

Place tape spots on the ground with numerals one to ten in order if children need a little extra support lining up in order. If they don't need all the numbers on the ground, try just adding one, five, and 10. Guide children as they fill in the numbers in between.

Adapting the Lesson

Strategically distribute the paper plates. Give children numerals they know or are working on. If children are not ready for one through ten, start with one through five. Or use a different set of numerals (such as five through fifteen) depending on your children's background knowledge.

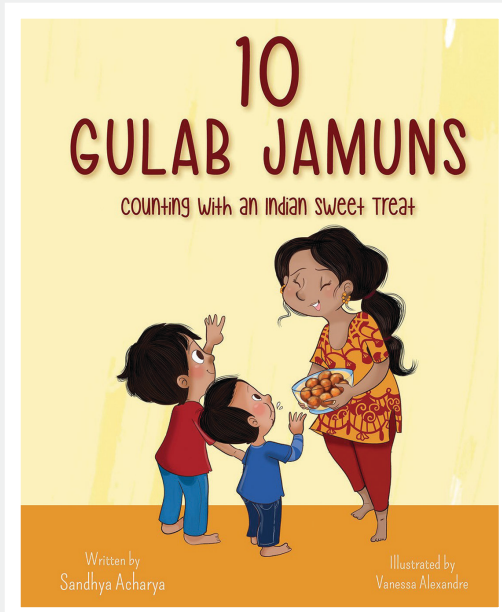
Did You Know?

The terms numerals, number words, and numbers are often used interchangeably, but they actually mean different things. Numerals are the written symbols used to represent quantities (such as the figure three). Number word refers to the spoken or written word that goes along with a number, such as three. Numbers is a more general word that refers to the abstract quantity, and it may include different representations of quantity. We might say, "Today we are going to explore numbers! We are going to count to five (using the number words), and we are going to practice writing the numeral 2 in the sand!"



Keep It Going

- While children are eating snack, show them a number card, one to ten. Invite them to use their snack to show the number they see on the card. If you hold up numeral two card, can they show you two pretzels (snack can vary)?



Make & Prepare

- Create 10 circular cutouts of “gulab jamuns” using brown construction paper, for example.

Additional Material

- Unit Chart: “What Makes Food Special?”

Making Subtraction Concrete

The math in this book focuses on subtraction, or taking away. Use manipulatives to act out the subtraction story. This strategy makes the math problem more concrete for children.

Counting Book Challenge

Children typically find it easier to count items in a picture book when they are arranged in a straight line. However, the gulab jamuns are typically grouped together in a bowl, not in a line. Support children in counting these items, for example, by clearly pointing to each of them.

Apologies

Children can say the words “I’m sorry” if we ask them to, but often they don’t realize they are supposed to mean it and feel it. Rather, work on trying to get them to see the other person’s perspective. Take a moment and direct the child to look at the other child’s face and/or posture, so they can practice reading feelings and learn how actions affect other people.

Keep It Going

- Make a “treat” outside. Use natural “ingredients” and “tools” to mix them together. Pretend to serve and eat.
- Create circles with numerals 1 through 10 written in each one. Bring them outside and invite children to hop from one to the next in order. Or call out a numeral and invite a child to run to that circle. You can also make circles with chalk or use hula hoops.



Before

FOCUS on the numeral 10 on the cover of the book.

The book *10 Gulab Jamuns* is a counting book. It has the numeral right on the cover. Who would like to come up and point to it? Do you see any numerals in our room? Who wants to go point to one?

TAKE a picture walk through the beginning of the book. **INVITE** children to recap the book so far.

Let’s take a picture walk to help us recall what has happened in the book so far...

PAUSE on the page “*Idu counted aloud...*” **TAPE** 10 pictures of gulab jamuns to the board. **INVITE** children to chorally count them, as you point to or line up each one.

How many gulab jamuns did Mamma make? Yes, she made 10. Here they are in the bowl in the picture. Let’s imagine that these are gulab jamuns [point]. Can you help me count out 10 of them?

Hmm, I wonder what is going to happen next. Let’s read the rest of the book to find out!

During

BEGIN reading on the page that begins “*The boys played together...*”

PAUSE after “*...and swallowed it.*” **INVITE** a child to remove one gulab jamun from the board.

Oh no! Adu just ate one gulab jamun. Who can show that using our pictures? Who can take one gulab jamun away?

PAUSE after “*...in his right cheek.*” **INVITE** a child to remove two gulab jamuns from the board. **DISCUSS** how many are left.

Now Adu ate two more gulab jamuns. Who can show that using our pictures? How many are left? Let’s count them...

PAUSE after “*He turned to Mamma and smiled wide.*” **INVITE** a child to remove three more balls.

Now Idu ate some! Who can show us how many he ate by taking away three more?

ASK how many balls are left. **INVITE** children to count them.

How many are left now? Let’s count them...

PAUSE after “*Adu counted.*” **INVITE** a child to point to each gulab jamun as all the children count.

Let’s count along with Adu. Who can come point to each gulab jamun on our board?

They have four gulab jamuns left, just like we do.

PAUSE after “*‘And one to keep for Daddy,’ Mamma finished.*” **INVITE** a child to remove the four remaining balls, one by one. **ASK** how many are left. **ASK** how the family can solve their problem.

There were four gulab jamuns. Now each family member eats one: one for Mamma, one for Idu, one for Adu, and one for Daddy. How many are left now? Zero! There are no treats left for the guests coming over their house!

How can the family members solve this problem?

After

ASK how Idu and Adu solve their problem. **INVITE** children to add 10 more pictures back to the board.

How did Idu and Adu help solve the family’s problem?

Yes, they helped to make 10 new gulab jamuns for their guests. Let’s bring back our pretend gulab jamuns, and count them together!

RETURN to the Unit Chart: “*What Makes Food Special?*” **INVITE** children to add what they are learning and other questions they have.

Build Interest

CONNECT to comparing uncooked and cooked foods.

We have been comparing uncooked and cooked foods. We investigated and discussed three foods to see how they were the same and different [show photos]

TELL children numbers can be compared, too.

We can compare lots of other things as well, including numbers! I’m going to show you two cards that have numerals on them. Look at both cards. Then point to the card that has the higher number.

SHOW two cards. **OBSERVE** which card children point to. **USE** the number line to reinforce how children can figure out which number is higher.

- Which card has the higher number? How did you know?
- Can you find these numbers on the number line [point]?
- What do you notice about higher numbers on the number line?

Yes, higher numbers are further up or further to the right [point to the right] on the number line. As we count, the numbers get higher! As we move up the number line or this way [point] the numbers get higher too.

Build Understanding

EXPLAIN the game “Who Has More?” **TELL** children they will flip over cards and whoever has the highest number takes the cards. The game ends when someone runs out of cards.

When we play a game, we follow the directions. Listen as I share the directions for the game “Who Has More?” Then we will play together.

To play this game, both players get five cards. They place them face down in a pile like this. Each player flips over a card at the same time. Whoever has the higher number takes both cards. The game ends when one player runs out of cards. Let’s try it out. Who wants to be my partner?

DEAL five cards to you and the volunteer. **FLIP** over one card each. **DECIDE** who has the higher number.

You have five cards, and I have five cards. On the count of three, let’s each flip over one card. One-two-three.

Whose card has the higher number on it? How do you know? That person gets to keep the cards.

ASK children to think about what they should do if both players see the same number when they flip over their cards.

I wonder...what if both players flip over their cards and they see the same number? What should we do?

One idea you had is this: we can flip again to see who has more on the next card.

PLAY a few rounds to make sure children understand.

Build Experience

GIVE each child five cards. **INVITE** children to play with a partner. **PAIR** multilingual children with partners who speak the same home language. **OBSERVE** and support children as they play.

Now it is time for you and your partner to play “Who Has More?” Remember, you will both flip over a card and look at the numerals. Whoever has the higher number takes both cards.

- What number card did you flip over?
- Who has the higher number? How do you know?

SUMMARIZE today’s game “Who Has More?”

Today we played the card game “Who Has More?” We flipped over number cards and compared to see who had the higher number.



Make & Prepare

- Download and print “Tabletop Number Line.”

Additional Materials

- Photos of children comparing uncooked and cooked foods
- Number cards from Day 5: MTP



Remember to Save

- Save the number cards for Small Group Days 8 through 10.

Build Background Knowledge

Read and review the number cards.

Stretch Their Thinking

Invite children to explain the rules of the game “Who Has More?” Ask them what they would tell a family member about playing the game.

Listen/Look For

- Can children read the numerals?
- Do children know which numeral is higher?
- Can they explain how they know?
- Are they able to regulate their response to winning/losing?



Family Engagement

Download and print directions for the game “Who Has More?” Send them home with children, so family members can play the game with them.



Responding to Children

Are children able to compare quantities in two sets of objects using appropriate vocabulary (e.g., more, less, greater than, fewer, equal to, etc.). If so, give them larger quantities to compare. If not, practice comparing quantities using a number line. Continue to practice their verbal number sequence.



Keep It Going

- When you are outside, explore the concept of comparing. Does the playground have more swings or slides? Are there more red balls or blue balls to play with? Use your specific equipment and space to create your own “more” or “less” explorations.

UNIT 7 WEEK

2

Be Sure To...

- Talk to children about their experiences and responsibilities around cleaning up at home.
- Work on children's number sense by having them count and compare objects.
- Introduce a new style of music such as tango.
- Select initial consonants to review.

Materials

- Small, easily countable foods such as pretzels or raisins
- Clementines
- Box of noodles
- Resources such as magazines or brochures that feature foods/recipes

Books

- *Kitchen Dance*
- *Grandma's Tiny House*
- *10 Gulab Jamuns*
- *Bee bim Bop!*

Charts

- Anchor Charts:
 - "Readers Can Say"
 - "Power of 3"
- Unit Charts:
 - "Making a Meal"
 - "Words We Are Learning"
 - "What Makes Food Special?"

How can making a meal be fun?

Every step in making a meal—even cleaning up—can be fun, especially when everyone works together.

Children read stories that emphasize how teamwork makes the process of making a meal even more special. They also learn that cleaning up after making a meal is one way to be helpful. They listen and dance to tango music, make their own music, begin identifying and using sound words, and practice identifying the beginning sound and letter in words. Using kitchen tools, children continue their investigation of mixtures and quantities. They also play a coding game during Small Group, helping them develop their number sense.

Keep in Mind

- If a spatula and a ladle are not already present in the Kitchen Tool Collection Box, be sure to add them.
- Children use cooking tools to create sound and rhythm during Greeting Time this week. Be sure each child has a tool. They can share pots and pans as they "drum" in pairs or small groups.



Words We Are Learning

feast
celebration with food

scrumptious
delicious, really yummy

glide
to move smoothly and often quietly

chore
work to do around the house



Multilingual Learner Anchor Words

- clean up (review)
- kitchen
- dance



From the Songbook

"The Kitchen Song"

- Copy the lyrics and send home to families.
- Familiarize yourself with the tune on the *Blueprint* website.
- Encourage choral singing and have the children sing the song together.
- Invite children to come up with their own cooking and mixing actions to do along with the song.
- Insert children's names in the song instead of "you and me."



Trips & Visitors

Ask families if they know how to "officially" dance the tango and invite them in to teach the class.

Visit a local restaurant to compare their kitchens to ones children have at home.



Working with Families

Send an email or text reminding families that they are welcome to come in to share family recipes and cooking activities.



Remember | <https://cliblueprint.org/resources-tx>

You can find downloads, videos and more on the *Blueprint* website.

	Day 6	Day 7	Day 8	Day 9	Day 10
Greeting Time	Children drum with kitchen tools. <i>Creative Arts: Music</i>	Children drum with kitchen tools to signal words that begin with /k/. <i>Literacy: Phonological Awareness</i>	Children match and make rhythms using kitchen tools. <i>Creative Arts: Music</i>	Children use kitchen tools to find the syllables in words. <i>Literacy: Phonological Awareness</i>	Children drum with kitchen tools to signal words that rhyme. <i>Literacy: Phonological Awareness</i>
Movement Time	Children dance to Argentine tango music. <i>Creative Arts: Creative Movement and Dance</i>	Children play “Freeze Dance” to tango music. <i>Creative Arts: Creative Movement and Dance</i>	Children play “Freeze Dance” while holding hands. <i>Creative Arts: Creative Movement and Dance</i>	Children play “Freeze Dance” in small groups. <i>Creative Arts: Creative Movement and Dance</i>	Children dance in a conga line together. <i>Creative Arts: Creative Movement and Dance</i>
Talk Time	Children discuss paintings of people eating together by different artists. <i>Creative Arts: Visual Arts</i>	<i>Children explore letter orientation.</i> <i>Literacy: Writing</i>	Children add on to a list of things they might bring to a feast. <i>Approaches to Learning: Persistence and Attentiveness</i>	<i>Children discuss the results of a survey.</i> <i>Math: Measurement and Data</i>	Children discuss acting kindly. <i>Social Emotional: Social Awareness and Relationships</i>
Message Time Plus	Children distinguish between words that begin with /t/ and /n/. <i>Literacy: Phonological Awareness</i>	Children predict how many of a certain type of food will fill a container. <i>Math: Operations and Algebraic Thinking</i>	Children begin work on a class book. <i>Literacy: Writing</i>	Children learn the word “glide.” <i>Literacy: Vocabulary</i>	Children describe sounds they hear. <i>Literacy: Vocabulary</i>
Intentional Read Aloud	Children make predictions. <i>Literacy: Comprehension</i>	Children discuss how the guests take care of each other. <i>Social Studies: Self and Society</i>	Children make connections. <i>Literacy: Comprehension</i>	Children echo sound words. <i>Literacy: Fluency</i>	Children discuss how the family members take care of each other. <i>Social Studies: Self and Society</i>
Small Group	Children sort, count, and compare quantities using a ladle. <i>Math: Operations and Algebraic Thinking</i>	Children sort, count, and compare quantities using a spatula. <i>Math: Operations and Algebraic Thinking</i>	Children play the card game “Color Code.” <i>Math: Numbers and Number Sense</i>	Children play the card game “Color Code” with a “give-back” card. <i>Math: Numbers and Number Sense</i>	Children play the card game “Color Code” with a “skip-a-turn” card. <i>Math: Numbers and Number Sense</i>
Reflection Time	If you were going to a feast, what would you bring?	What kind of music do you like to dance to?	What is a sound that you like? Why?	How do you help keep your home clean?	How can making a meal be fun?

Centers to Launch

See Pages 14-25

- Art Center | Painting With Music
- Library Center | Recipe Basket
- Math Center | Food Label Numbers
- Math Center | Packing Groceries
- Writing Center | Alphabet Eggs



Greeting Time

Children drum with kitchen tools.

Creative Arts: Music

DISTRIBUTE a “drumstick” (kitchen tool) to each child and a “drum” (pot or bowl) to each partnership or small group. **DISCUSS** how these tools are typically used in the kitchen.

We have been talking about what makes food special. We learned about the steps in making a meal [refer to chart]. People use kitchen tools to help them cook. You have some kitchen tools in the middle of your group [point]. Can you name them? How do we use tools like these in the kitchen?

MODEL and **INVITE** children to bang a “drumstick” on their “drum” to make different sounds.

- What if we used these kitchen tools in a different way? Can we use them to make music together?
- How could you use your kitchen tools to create sounds?
- How softly, or quietly, can you tap your drumstick?
- Can you tap it more loudly?
- What other sounds can you make?

We used kitchen tools in a different way. It's fun to make music together!

COLLECT the kitchen tools.

Make & Prepare

- Turn kitchen tools into musical instruments. For drumsticks, have one tool per child (i.e. wooden spoon, metal spoon, whisk, etc.). For drums, gather several metal pots, pans, and plastic bowls (no glass). Children can work in partnerships or small groups around one “drum.”

Additional Material

- Unit Chart: “Making a Meal”

Supporting Multilingual Learners

Explicitly teach the word “kitchen” for new English learners. Use gestures, pictures, and/or directly translate it into the children's home language (using an online translation tool). This will support their comprehension of the thematic content.



Movement Time

Children dance to Argentine tango music.

Creative Arts: Creative Movement and Dance

INTRODUCE tango music. **SHOW** Argentina on the world map.

There are many kinds of music. Today we are going to listen to a kind of music called tango. Have you ever heard of tango music? Can you say “tango”? Let's find the syllables or beats in that word: tan-go. Tango music comes from the country Argentina. Here is Argentina on the world map.

INTRODUCE the musician Juan D'Arienzo. **SHOW** his photo. **INVITE** children to say “hola.”

One famous Argentinian tango musician is Juan D'Arienzo. Here is his photo. Can you say hello to Juan D'Arienzo in Spanish? Hola! Let's listen to his tango music. This song is called “Nueve De Julio.”

PLAY tango music for about a minute. **INVITE** children to stand up and dance.

As we listen to the tango music, stand up and make space for everyone to dance.

INVITE children to share their responses to the music.

What did you notice about the tango music? How did it sound? How did it make you feel?

Make & Prepare

- Cue up an audio recording of Latin music, such as the instrumental tango “Nueve De Julio.”
- Print out a photo of Juan D'Arienzo, or other Latin musician you are featuring.
- Mark or be ready to point out Argentina on a world map or globe.

Juan D'Arienzo

We are introducing tango music which will be in the book *Kitchen Dance* on Days 8 through 10. We suggest featuring the Argentine tango music of Juan D'Arienzo. The “king of the beat” is known for his rhythmically driven tangos, such as “Nueve De Julio.” Feel free to select another artist or genre of music that reflects the interests and cultures of your children.

Talk Time

Children discuss paintings of people eating together by different artists.

Creative Arts: Visual Arts

REFER to the books *Bee-bim Bop!* and *10 Gulab Jamuns*.

We make music and dance together! These are ways we have fun in our classroom community. We read these books [show] and talked about shopping, cooking, and eating together. When these family members shared meals, they had fun together too!

SHOW images of people eating together. **INVITE** children to discuss what they see. **ASK** guiding questions, such as the suggestions below.

Look at these paintings of people eating together created by different artists. What do you notice?

- Who do you see in these paintings? What are they doing?
- How would you describe how the people in the paintings feel? How do you know?
- How are the paintings different from one another?
- What shapes do you see? What colors do you see?

There are many ways to show people eating and having fun! What kind of food art would you like to create?

Make & Prepare

- Download and print images of paintings of people eating together.
- The books *Bee-bim Bop!* and *10 Gulab Jamuns*

Keep It Going

- Add the paintings to the art center. Encourage children to use the paintings to inspire their own artistic creations.

Supporting Multilingual Learners

Explicitly teach the word “dance” for new English learners. Use gestures, pictures, and/or directly translate it into the children's home language (using an online translation tool). This will support their comprehension of the thematic content.



Before

SHOW children the page you marked in the book *10 Gulab Jamuns*. **SHOW** a tablecloth. **FOCUS** on the *letter t*.

In *10 Gulab Jamuns*, the family is making dinner and dessert for several guests who are coming over their house. To make their house look special, they set the table. They put a tablecloth on the table [point]. Here is a tablecloth [show]. Does your family ever cover the table with a tablecloth?

What sound do you hear in the beginning of the word “tablecloth?” What letter makes the /t/ sound? Yes, the *letter t*.

DESCRIBE the *letter t* formation as you write the uppercase and lowercase letters in the left corner of your board. **INVITE** children to skywrite the letters. **Optionally**, review the ASL sign.

The *letter t* makes the /t/ sound. To write an uppercase *letter T*, I start at the top, drop down, and make a bridge. Now you write it with your finger in the air. This is the lowercase *letter t*. I start at the top, drop down, and make another bridge but toward the middle, not on the top. Now you try it.

POINT OUT the napkin. **SHOW** a napkin. **FOCUS** on the *letter n*.

They also placed napkins on the table [point]. Here is a napkin [show]. What sound do you hear in the beginning of the word “napkin?” What letter makes the /n/ sound?

DESCRIBE the *letter n* formation as you write the letters in the right corner of your board. **INVITE** children to skywrite the letters. **Optionally**, review the ASL sign.

Learning about letters and their sounds is important as we become readers! Listen for the /t/ and /n/ sounds in the message today. I’m going to write the *letter t* and the *letter n*.

During

DRAW a table with a tablecloth on it on one side of the board. **DRAW** a napkin on the other side. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

First, I want to draw a table with a tablecloth over it. What color should I make the tablecloth? Next, I want to draw a napkin. Should I make it folded?

Suggested labels: “tablecloth” “napkin”

PAUSE to focus on phonological awareness (/t/ in the word “tablecloth” and /n/ in the word “napkin”).

The *letter t* makes the sound /t/. I want to write a lowercase *letter t*. First I drop down. Then I make a bridge. The *letter t*. Now you try writing it with your finger in the air. I’ll write the rest of the letters in the word “tablecloth” now.

REPEAT with the lowercase *letter n* in “napkin.” **INVITE** children to reread the labels with you.

After

PLAY the game “Matching Sounds.” **SHOW** a picture of an object. **ASK** children to identify its beginning sound and match it to one of the targeted sounds (/t/ or /n/). **ADD** the picture to the side of the board that shows the same letter.

Let’s play the game “Matching Sounds.” I will show you a picture. We will name what we see in the picture and think about the beginning sound. Does the word start with the same sound as the word “tablecloth” or the same sound as the word “napkin?” Whisper the answer in the palm of your hand like this [demonstrate]. Then we’ll add the picture to the board. Let’s try one together.

Here’s a picture. What is it? What sound does it begin with? Does it begin with the same sound as the word “tablecloth?” Does it begin with the same sound as “napkin?” Whisper your answer in the palm of your hand. Who wants to add it to the board?

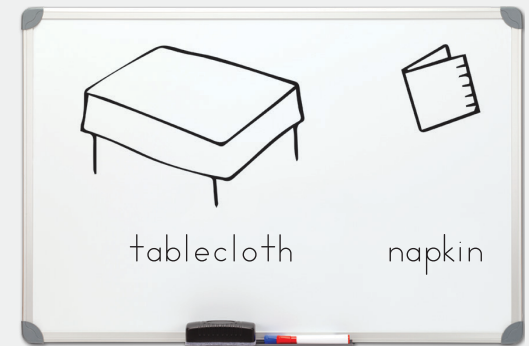
CONTINUE playing. Then **SUMMARIZE** the activity.

Today we listened to words and decided if they began with the *letter t* or *n*.

REREAD the message one more time.

[Transition] **INVITE** children to tell you a word that begins with either /t/ or /n/.

As you leave the rug, share one word you know that begins with either /t/ or /n/.



Make & Prepare

- Review the standard pronunciation of the *letter t* and the *letter n* on the *Blueprint* website.
- Review the ASL signs for the *letter t* and the *letter n* on the *Blueprint* website.
- Have the book *10 Gulab Jamuns* ready. Mark the page at the end that begins “Before long, Dia, Mia, and their parents were there for dinner” with a sticky note.
- Download and print images of words that begin with the *letter t* (tiger, turtle, table) and the *letter n* (net, nose, necklace).
- Bring in a tablecloth and napkin.

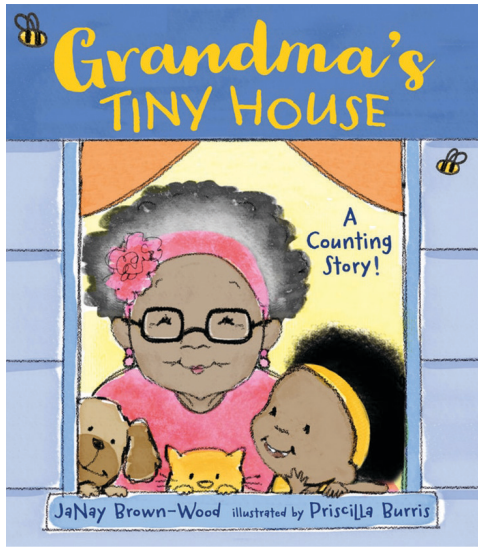
Letter Formation

- Uppercase *letter T*: drop down, make a bridge
- Lowercase *letter t*: drop down, make a bridge
- Uppercase *letter N*: drop down, slide down, jump up
- Lowercase *letter n*: drop down, make a hill



Keep It Going

- Join children in the dramatic play center—the market. Together name the foods and items that are in the market. Can they find any that start with the sound /t/? Can they find any that start with the sound /n/? Invite the children to sort the objects by initial sounds /t/ and /n/.
- Gather children in a small group. Provide each child with a bag of a few letters (uppercase and lowercase *t*, uppercase and lowercase *n*, the first letter of their name, and one or two others they may know). Ask children to pull out each letter and say the name of the letter. Can they name the *letters t* and *n*? Encourage the children to say the sounds each letter makes and a word that begins with that letter.
- Use the pictures of one syllable words from this lesson (e.g. net and nose) to give children more practice blending and separating onset and rime.



Make & Prepare

- Review the ASL sign for “I predict” on the *Blueprint* website.

Additional Materials

- The books *Kitchen Dance* and *10 Gulab Jamuns*
- Anchor Chart: “Readers Can Say”
- Unit Chart: “Words We Are Learning”
- Unit Chart: “What Makes Food Special?”

Words We Are Learning

feast: celebration with food



Interacting with Children

This lesson focused on making predictions. Making predictions depends a great deal on background knowledge. The more children know, the stronger their prediction skills become. Continue to work with children on making predictions during play so they can apply their new learning to new situations.

Counting Book Challenge

It's easier for children to count along with the objects pictured in the illustrations of counting books if those items are separate and distinct. However, on some of the pages in this book, images overlap. For example on the page showing the four pots, one of the pots overlaps with another. Be aware of this as you point and count along.

Before

CONNECT to previous read-aloud books. **ACTIVATE** children's experience with having guests over to their home for a meal, or being guests at someone else's home.

We read *10 Gulab Jamuns* [show]. Have you ever had guests come over to your home for a meal, like the family does in *10 Gulab Jamuns*? Have you ever been a guest at someone else's home to have a meal together?

SHOW the cover. **ASK** children what they notice.

Today we are going to read a book about guests having a meal at Grandma's house. The title of this book is *Grandma's Tiny House*. It is written by JaNay Brown-Wood and illustrated by Priscilla Burris. Take a look at the picture on the front cover. What do you notice?

PROMPT children to count the family members on the cover as you point to each one.

How many family members do you see in the window? Let's count them together. Hmm, I wonder how many more guests are coming to Grandma's house in this book?

STATE that this is a counting book. **INVITE** children to count along with the story.

We can count the guests because this is a counting book! Let's warm up our brains by counting to fifteen. Ready?

Let's read to find out who is coming to eat a meal in *Grandma's Tiny House*!

During

ENCOURAGE children to join in saying the number words to count along with the story. For example, **PAUSE** after “Three neighbors knock on the brown wooden door, with...” **WAIT** for children to say “four” with you.

PAUSE after “Will everyone fit inside this time? Who knows?” **INVITE** children to make a prediction. **PROMPT** them to use the sign and sentence stem, “I predict...”

Look at all these photos on Grandma's wall! There sure are a lot of family members! Do you think that they all will be able to fit inside her tiny, little house? What do you think will happen? If you would like to share your prediction, sign, “I predict” [demonstrate]. You can say, “I predict...”

PAUSE after “Fifteen hungry grandkids stampede to the feast.” **DEFINE** “feast.” **ADD** it to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

Wow, there are so many guests coming to Grandma's house! They all are bringing food to share at the feast. What is a feast? Yes, when lots of people come together to share a large meal, they have a feast. A feast is a like a celebration or a party with food. Let's add “feast” to the list of words we are learning. Do you know any other words that mean the same thing?

PAUSE after “I know!” **REVIEW** the problem. **INVITE** children to make a prediction about the solution. **REMIND** them to sign and say, “I predict...”

Readers, what is the problem in the book?

Yes, there are so many guests coming to the feast. They cannot all fit inside Grandma's tiny house! I wonder how they will solve this problem? The girl has an idea! What do you think will happen next? If you would like to share your prediction, sign, “I predict.” You can say, “I predict...”

Let's read to find out how the author says the girl solves the problem!

After

REFLECT on the celebration at Grandma's house.

Do you think the guests are having fun at Grandma's house? Why or why not?

RETURN to the Unit Chart: “What Makes Food Special?” **INVITE** children to add what they are learning and other questions they have.

Build Interest

SHOW children the Kitchen Tool Collection Box of kitchen tools. **GIVE** them clues, and use **gestures**, to help them choose the ladle.

For our activity, we need a specific tool from our Kitchen Tool Collection Box. Listen carefully to my clues. Think about what tool it might be [point to temple].

- It has a long handle.
- It can be used to transfer liquids from one container to another.
- It has a round part.

Which tool is it? Yes! A ladle! Let's stand up and count the beats or syllables: la-dle [touch head, shoulders]. The word "ladle" has two beats.

Build Understanding

SHOW children the snack mix bowl. **ASK** what they think they would get if they took a ladle full of snack mix.

Here is a snack mix for our activity today [show]. What is it made of?

If you took a scoop of snack mix with the ladle, do you think you would have the same amount of [pretzels and cereal pieces]? Why do you think that? Let's try it!

WORK with children to scoop a ladle full of snack mix. **SORT** and **COUNT** the items. **COMPARE** the quantities and discuss. **USE** what you know about each child's language skills to include and extend their participation.

- Gesture: Point to the snack mix. Point to the ladle. Show me how to scoop. Let's count together. Which group has more?
- Yes/No: Is this the snack mix? Is this the ladle? Can you take a scoop? Can you sort? Let's count together. Does this group have more?
- Either/Or: Is this the snack mix or the ladle? Should we group the pretzels here or here? How about the cereal? Should we sort them here or there? Let's count. Does this group have more or does this one?
- Open-ended: How can we find out how many [pretzels, pieces of cereal] we have? How many do we have of each? Which group has more? How does that compare to your earlier thinking? If you take a scoop of snack mix, do you think you will get the same amount again? Let's try it!

Build Experience

GIVE children time to scoop and sort a ladle full of snack mix. Then **INVITE** them to compare the quantities.

Let's each take a turn using the ladle to scoop snack mix. Sort and count on your mat. Compare the amounts of pretzels and cereal.

SUMMARIZE counting and comparing snack mix scooped with a ladle.

Today we sorted a ladle full of snack mix and then compared the quantities of items. Let's discuss:

- How many did you have of each item?
- Did you scoop the same amount again and again?
- Which item did you scoop more of? Was it the same each time?

Make & Prepare

- Create a bowl with easily countable food, such as pretzels or raisins. If children have allergies, or there are rules about using food in activities, use other items such as bear counters, paper clips, pom-poms, etc.
- Have children wash hands before meeting with them.

Additional Materials

- Kitchen Tool Collection Box (with a small to medium sized ladle)
- Construction paper mats (one per child)

Build Background Knowledge

Offer children that need extra support a sorting mat with two distinct circles.



Stretch their Thinking

Add a third ingredient to the snack mix. Invite children to scoop, sort, and compare.

Listen/Look For

- How do children count? (Slide items to the side, touch and count, etc.)
- What do children say when comparing the quantities of items in the snack mix?

Choosing Tools

Make sure to choose small to medium sized tools when doing scoop and count activities. This helps to maintain a reasonable amount of the item scooped for children to count.

Eating Our Math

Don't waste the snacks. Have children wash their hands again and offer them some of the snack foods.

Following Up

This lesson focused on counting. Observe children when they are doing, or talking about, math. How do they count? Do they have one-to-one correspondence?

Greeting Time

Children drum with kitchen tools to signal words that begin with /k/.

Literacy: Phonological Awareness

PROMPT children to choose a different “drumstick.” **GIVE** a “drum” to each partnership or small group.

Kitchen tools help us cook and eat. We also can use them to make music! Choose a kitchen tool to use for music making today.

ASK children to identify the beginning sound in “kitchen.” **EXPLAIN** and **PRACTICE** how to use the kitchen tools to signal whether or not the word you state has the same initial sound /k/.

Let’s play a game with our “drumsticks.” Say the word “kitchen.” What sound do you hear in the beginning of “kitchen”? Yes, “kitchen” begins with /k/. I am going to say another word. If the word begins with the /k/ sound, as in “kitchen,” then tap your drums like this [demonstrate]. Let’s practice the game together.

Kite: Yes, you are tapping your drums. What sound does “kite” begin with? Yes, /k/ like “kitchen.”

Bowl: No, let’s not tap our drums. What sound does “bowl” begin with? Yes, /b/. That is not the same beginning sound as /k/ for “kitchen.”

CONTINUE stating words that begin or do not begin with /k/. **INVITE** children to suggest words as well.

COLLECT the kitchen tools.

Make & Prepare

- One kitchen tool per child
- One pot, pan, or bowl per partnership or small group (no glass)

Listening for Sounds

This is a phonological activity. It matters how the beginning of the word sounds, rather than how it is spelled. Therefore, a word can begin with the *letter k* or the *letter c* and still make the same /k/ sound.

Movement Time

Children play “Freeze Dance” to tango music.

Creative Arts: Creative Movement and Dance

REVISIT tango music. **REVIEW** how to play “Freeze Dance.”

/K/ is the first sound in the word “kitchen.” What is the first sound in the word “tango?”

Yes, /t/. Here is a photo of the musician Juan D’Arienzo who plays tango music! Can you say hello to Juan in Spanish? Hola!

Tango comes from Argentina, where many people speak Spanish. Let’s listen to tango music by Juan D’Arienzo [show photo]. Please stand and get ready to dance.

But today let’s play “Freeze Dance!” Who can remind us how to play? Yes, when the music plays, you dance. And when the music stops, you freeze [demonstrate].

PLAY tango music. **INVITE** children to dance. **PAUSE** the music two to three times for children to freeze. **REVIEW** the Spanish words “bailar” and “parar.”

Do you remember how to say “dance” in Spanish? Bailar!

Freeze! Do you remember how to say “stop” in Spanish? Parar!

Make & Prepare

- Cue up an audio recording of Latin music, such as tango by Juan D’Arienzo.

Additional Material

- Photo of Juan D’Arienzo

Executive Function

“Freeze Dance” is a perfect game for helping children develop impulse control and self-regulation.

Talk Time

Children explore letter orientation.

Literacy: Writing

CONNECT to Movement Time. **WONDER** aloud if letters can move up, down, and around and still be read.

When we dance we move our bodies up, down, and all around. What if we move letters up, down, and around? Can we still read them? Let’s see!

SHOW a magnetic letter (e.g. the uppercase *letter K*). **EXPLORE** how it changes (if it does) when it is turned all different ways.

- What letter is this?
- What happens when I turn it upside down? Does it still look like the *letter k*?
- What happens when I turn it this way? That way? Does it still look like a *k*?

INVITE children to name other letters to explore.

Who wants to select another letter for us to explore?

SUMMARIZE the activity.

Some letters stay the same and some letters change when you turn them around.

Materials

- Magnetic letters

Letter Orientation

Letter orientation is NOT like two-dimensional shape orientation. With shapes, you can rotate them and they are still that shape. For example, a rotated square is NOT a diamond; it is still a square. But how a letter is turned is really important!

Before

CONNECT to *Grandma's Tiny House*. **SHOW** children a container. **INVITE** them to predict how many clementines will fit inside of the container.

We've been reading the book *Grandma's Tiny House*. Grandma's house filled up with people. In fact, her house could not fit all the guests that came to celebrate with her. They had to move the feast outside.

I wonder how many clementines [show] we could fit into this container before it fills up? How many clementines do you predict this container can fit inside?

FILL the container with clementines. **COUNT** as you fill. **COMPARE** predictions to actual number.

Let's try it. Count with me as I fill the container. One, two, three, four, five, six, seven, eight. This container holds eight clementines! How does that number compare to the number you predicted? Is it more or less?

Watch as I write how many clementines fit in our container.

During

DRAW a picture of a container. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

Here is our container of clementines. How many fit inside?

Suggested message: "8 clementines fit in the container."

PAUSE to focus on concepts of print (writing the numeral 8).

I want to write the number eight. What does it look like? Can you make a number eight in the air with your finger? Try it as I write it! Start at the top, curve around, slide down, curve around, rise up. The number eight!

FINISH writing the message. **INVITE** children to reread the message with you.

After

SHOW a different container. **INVITE** children to predict how many clementines will fit in the new (larger) container. **ASK** them to explain their thinking.

We filled this container with eight clementines. I wonder, what if we tried to fill this larger container with clementines.

Do you think it would fit more or less?

Will more than eight clementines fit in this container?

What do you think? Why?

FILL the new container with clementines. **COMPARE** how many filled both containers.

Count as I fill this larger container: One, two, three, four, five.... [count until the container is full].

How many clementines filled the larger container?

Did the larger container hold more or less clementines? Why?

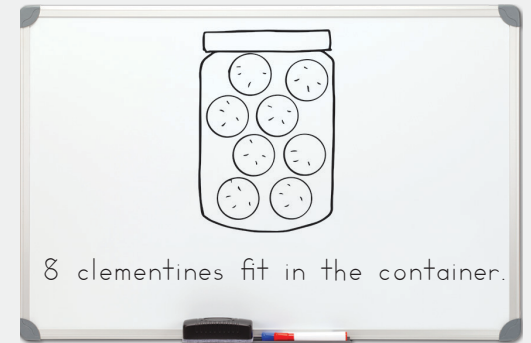
RESTATE that we can fill containers and compare how much they hold.

We wanted to know how many clementines would fill each container. We compared the amount and learned that the larger container held more clementines.

REREAD the message one more time.

[Transition] **INVITE** children to name another food they would want to test.

If we could do this investigation again, what food would you like to try?



Make & Prepare

- Two different sized containers
- Enough clementines (or other easily countable object such as grapes, tennis balls, or pom-poms) to fill both containers

Responding To Children

This lesson provides exposure to the idea of estimation, which some children may not be able to do accurately at this stage. If children estimate a number that is inaccurate, that is ok. Count the objects and then simply ask children to think about whether their estimation was different from the actual number.

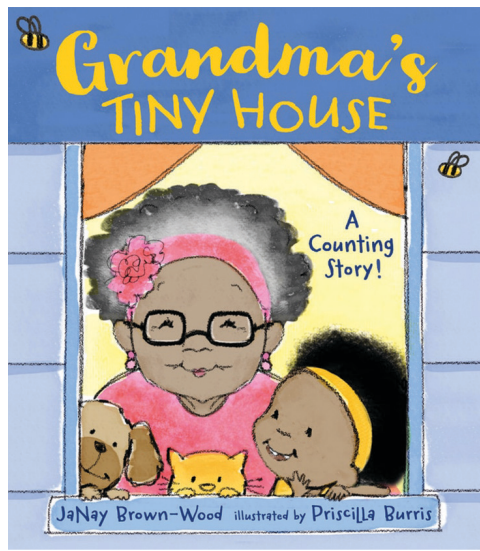
Eating Our Math!

Be sure to wash your hands and the fruit, and then share it with children at the end of the lesson.



Keep It Going

- While children are eating snack, invite them to think about their snack and the container. Encourage children to use math vocabulary, "more" or "less." Do they think more or less than five pretzels (change based on snack) will fit in the container? Does someone have a different snack that might fit more or less than the pretzels? Invite the children to share and encourage them to try out their snack in the container.
- Join children in the math center. Provide them with the container from the MTP lesson along with soft objects (e.g. cotton balls, feathers) and hard objects (e.g. marbles, ping pong balls). Together, talk about whether more of the hard or soft objects might fit in the container. Invite them to share why they think so. Encourage children to use math vocabulary like more or less.
- Join children at the science center. Add the container from the lesson. Invite children to add things to the container (pine cones, pom-poms, counters, plastic animals) and have them keep track of all of the quantities of different items that fit inside the same container using a dry erase board.



Make & Prepare

- Cue up an audio recording of rhythmic music, such as tango by Juan D'Arienzo.

Additional Materials

- Anchor Chart: "Power of 3"
- Unit Chart: "Words We Are Learning"

Words We Are Learning

scrumptious: delicious, really yummy

Power of 3

Continue to recognize and celebrate when you see children putting these responsibilities into action. Remember to take photographs of children "caught" in the act of being responsible and add them to the "Power of 3." Refresh these photographs regularly.

Oral Language

Develop oral language skills by drawing attention to and describing your own conversational behavior. Talk with children about what you do, such as, "I'm waiting for Evan to finish speaking before I take my turn."



Before

RECAP the book. **CONNECT** to Power of 3. **ASK** children how the guests can take care of each other.

We read this book *Grandma's Tiny House*. What is happening at Grandma's house?

Yes, many, many guests are gathering together for a feast [point to the word on the Unit Chart: "Words We Are Learning"]. At this celebration, there are lots of guests. How can all of them they take care of each other?

SET THE FOCUS: Notice how the guests are taking care of each other.

As we reread *Grandma's Tiny House* today, notice how the guests at take care of each other.

During

ENCOURAGE children to join in saying the number words to count along with the story.

PAUSE after "while two turkeys send scrumptious smells through the air." **DEFINE** "scrumptious." **ADD** it to the Unit Chart: "Words We Are Learning." **INVITE** children to share words they know that mean the same thing (in English or their home language).

Grandma is relaxing before all of her guests arrive for the feast. How does she think the food smells? Yes, Grandma thinks that the aroma of the turkeys is scrumptious. Can you say that word "scrumptious"? Let's find the syllables or beats in that word: scrump-tious. What do you think "scrumptious" means?

"Scrumptious" is another word for "delicious." When a food smells and tastes yummy, it is scrumptious. Let's add "scrumptious" to the list of words we are learning. Do you know any other words that mean the same thing?

The guests are going to bring more scrumptious foods to the feast. Let's see how they take care of each other.

PAUSE after "and fumbling twelve sweet-potato pies." **ASK** children how the guests are taking care of each other. **INVITE** them to high five a neighbor. **TALK** about how the guests are bringing food to share.

Readers, how are the family members taking care of each other?

They are being kind and friendly by greeting each other! Can you turn to a neighbor and give them a high five?

What food are these nephews bringing to the feast? Yes, they are bringing sweet-potato pies. Yum, those sound scrumptious! All of the guests are bringing different foods to share. Isn't that kind of them?

PAUSE after "The rest bring the food down Grandma's back stairs." **DISCUSS** how the guests are taking care of each other.

How are the guests taking care of each other now?

Yes, they are working together to solve their problem. But there sure is a lot of food, kitchen tools, and even furniture to carry outside. Who is doing all the work? Yes, each person is carrying a few things. They all are being so helpful! Being helpful is a great way to take care of each other.

After

LINGER on the last picture. **DISCUSS** how they are taking care of each other. **CONNECT** to Power of 3. **GUIDE** children to stand in a circle and hold hands. **PLAY** tango music. **INVITE** them to dance.

Look at the outdoor feast! How are the guests taking care of each other here?

Yes, they are having fun, playing, and celebrating together! Grandma is smiling and holding hands with her grandchildren. Why don't we celebrate together too?

Please stand up and form a circle. Hold hands with the people on either side of you. Let's dance to the music!

Build Interest

TELL children that they will need a new kitchen tool from the collection box. **DESCRIBE** another set of clues and use gestures to help them choose the spatula.

We are going to sort and compare the number of items in our snack mix again. But we are going to use a different kitchen tool. Listen carefully to my new set of clues to help you choose the correct tool from our Kitchen Tool Collection Box [show].

- It has a long handle.
- It is used to turn or flip food [gesture].
- It has a flexible, square end.

Which tool is it? Yes! A spatula!

Build Understanding

CONNECT to using a ladle to scoop snack. **INVITE** children to compare the spatula and the ladle.

Look at the spatula [show]. Can you compare it to the ladle [show] we used to scoop snack mix? How are they the same? How are they different?

ASK them to predict what it will be like to use the spatula to scoop some snack mix.

We are going to use the spatula [show] to scoop the snack mix. Do you think it will be easier or harder to use compared to the ladle? Do you think you will get more, less, or the same amount of snack mix?

Let's try it and compare our results!

WORK with children to scoop a spatula full of snack mix. **SORT** and **COUNT** the items. **COMPARE** the quantities and discuss.

Build Experience

GIVE children time to scoop and sort a spatula full of snack mix. **PLACE** a tray underneath to catch any spills. Then **INVITE** them to compare the quantities and the experiences using the different tools.

Let's each take a turn using the spatula to scoop snack mix. It might be tricky!

Sort and count the items in the mix on your mat. Compare the amounts of [pretzels and cereal].

SUMMARIZE counting and comparing snack mix scooped with a spatula.

Today we sorted a spatula full of snack mix and then compared the quantities of items. Let's discuss:

- How many did you have of each item?
- Which item was there more of?
- How was it different or the same using this kitchen tool?
- Which tool was easier? Harder? Why?
- Which tool scooped up more snack?
- What about the design or way the tool is shaped made it better for scooping?

Make & Prepare

- Create a bowl with easily countable food, such as pretzels or raisins. Use the same items as you did in Small Group Day 6 for consistency. If children have allergies, or there are rules about using food in activities, use other items such as bear counters, paper clips, pom-poms, etc.
- Have children wash hands before meeting with them.

Additional Materials

- Kitchen Tool Collection Box (with a small to medium sized spatula and the ladle used on Day 6)
- Construction paper to be used as sorting mats (one per child)
- Trays

Build Background Knowledge

If children scoop a quantity higher than they can count, assist or decide on a plan together (for example, put a few back or make smaller groups and count).

Stretch Their Thinking

Ask children how much snack mix they might get if they used another kitchen tool from the collection box. Try it to see which tool scoops the most, the least, and the same amounts.

Listen/Look For

- What do children notice as they compare the two kitchen tools they used to scoop the snack mix?
- What do children notice as they compare quantities?

Eating Our Math

Don't waste the snacks. Have children wash their hands again and offer them some of the snacks.

Greeting Time

Children match and make rhythms using kitchen tools.

Creative Arts: Music

PROMPT children to choose a different “drumstick.” **GIVE** a “drum” to each partnership or small group.

Kitchen tools help us cook and eat. We also can use them to make music together! Please choose...

MODEL making a rhythm by banging a kitchen tool on a bowl or pot. **For example, bang the drum four times, emphasizing the fourth beat. INVITE children to match the rhythm.**

One way we can make music is by creating a rhythm. Listen closely to this rhythm...

What do you notice? It sounds like a soft One, two, three, and a louder four. Listen again...

Can you match the rhythm using your kitchen tools?

INVITE children to create a new rhythm. ASK a child to play a rhythm for the other children to match.

Who else can create a rhythm for us to match? Listen closely...

Now let's all try it!

It's fun making kitchen music together!

COLLECT the kitchen tools.

Make & Prepare

- One kitchen tool per child
- One pot, pan, or bowl per partnership or small group (no glass)

Responding to Children

Matching rhythmic patterns may be challenging for some children. Be sure to slow down the pacing. This helps to isolate the individual beats and actions. It also may be helpful to say the action as you do it to the beat. For example, bang [bang], bang [bang].

Movement Time

Children play “Freeze Dance” while holding hands.

Creative Arts: Creative Movement and Dance

GUIDE children to hold hands with a partner.

We created rhythms together. That reminds me of music. Now let's dance to some rhythmic tango music together! Please find a partner and hold their hands as we play “Freeze Dance” today.

REVIEW how to play “Freeze Dance.”

Who can remind us how to play “Freeze Dance?” Yes, when the music plays, you dance. And when the music stops, you freeze [demonstrate]. Make sure to hold your partners hands the whole time.

PLAY tango music. **INVITE** children to dance. **PAUSE** the music two to three times for children to freeze. **REVIEW** the Spanish words “bailar” and “parar.”

Let's listen to tango music by Juan D'Arienzo [show photo].

Do you remember how to say “dance” in Spanish? Bailar!

Freeze! Do you remember how to say “stop” in Spanish? Parar!

Make & Prepare

- Cue up an audio recording of Latin music, such as tango by Juan D'Arienzo.

Additional Material

- Photo of Juan D'Arienzo

Did You Know?

Research has shown that listening to music has a positive impact on children's development of rhythm and movement, as well as social and listening skills.

Talk Time

Children add on to a list of things they might bring to a feast.

Approaches to Learning: Persistence and Attentiveness

INVITE children to imagine that they are going to Grandma's house for a feast.

In *Grandma's Tiny House* [show book], so many family members, friends, and neighbors join the feast. Look at the last page. Grandma is dancing just like us!

Making a meal can be fun! Imagine you are going to the feast too! Think about what you might bring. It could be a drink such as lemonade, a food such as pie, or some chairs so everyone can sit.

EXPLAIN that each person will try to list what everyone has said before them, and add on one more item. **MODEL** with an adult (or child).

Let's go around our circle and name what we might bring to the feast. Listen carefully to what everyone says. When it is your turn, try to list all the items they said, and then add on one more. Listen as (adult) and I start us off. I am going to Grandma's feast, and I am bringing...

GUIDE children around the circle until everyone has had a turn. **If a child cannot recall the previous items listed (or the list gets too long), simply start a new round of the game.**

Material

- The book *Grandma's Tiny House*

Keep It Going

- Take the game outside. Ask children to find natural objects they would want to bring to Grandma's feast! What natural objects can they use to decorate the tables at the feast? Can they make a gift to give Grandma from the natural objects they find?



Before

CONNECT to recipes in books and recipes that you have worked on together.

In Talk Time, we thought about what we would bring to Grandma’s house for a feast. Making a meal can be fun!

Lots of the books we read talk about food. Some of them even have recipes in them. *Bee-bim Bop!* had a recipe in it [show]. We also saw a recipe in *10 Gulab Jamuns* [show]. Here are several recipes we wrote ourselves [refer to your artifacts].

INVITE children to think of a recipe they want to write.

If you could teach someone how to make a food that you like to eat, which food would you write about? Lean in and tell your neighbor [gesture leaning in].

TELL children that they are going to make a class book.

Writers, we are going to create a class recipe book. Everyone will get a page to write their recipe of something you already know how to make or something you would like to make. Watch me show you how I would make my page in our class book.

During

PLAN ALOUD and then **DRAW** a picture of a pot of noodles. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

I like to make noodles [show]. You need just two ingredients: water and noodles. Here is a picture of the pot in which I add water. And here is a picture of the noodles going in the pot. Should I draw the pot on the stove, heating up? I am going to write the title “Noodles” and then write the directions.

Suggested title: “Noodles.”

Suggested message: “Add noodles to the hot water.”

PAUSE to focus on phonological awareness (/w/ in the word “water”).

Water. Say that with me: water. What sound do you hear at the beginning of the word “water”? /w/. What letter makes the /w/ sound? Yes, the *letter w* makes the /w/ sound. When I write the lowercase *letter w*, I slide down, slide up, slide down, and slide up. Now you try writing it with your finger in the air.

INVITE children to reread the title and ingredients with you.

After

GIVE children time to brainstorm and plan. **INVITE** children who speak the same home language to share with each other in their home language as a support. **REFER** to images from the read alouds if children need ideas. **SHARE** other resources.

Writers, it is your turn to begin your page of our class book. Remember I thought of something I like to cook, and I thought of the ingredients I need to make it. What is your recipe idea?

DISTRIBUTE clipboards with paper and crayons. **INVITE** children to work on their page. **CIRCULATE** and **ASSIST** as necessary. If children need more time, let them know that they can finish their page at the writing center.

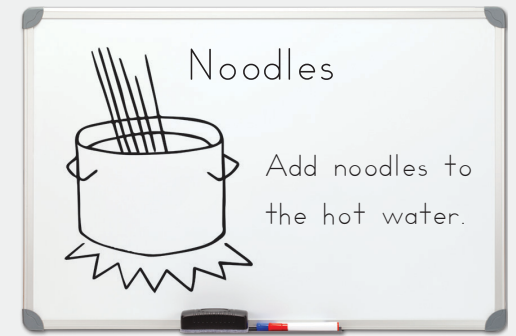
RESTATE that our class book will be a book of recipes.

By making this class book, we will learn about what each of us likes to cook. I can’t wait to find out what you would make!

REREAD the message one more time.

[Transition] **INVITE** children to continue writing on the topic at the writing center.

You can continue to write down all your different recipe ideas at the writing center.



Make & Prepare

- Box of noodles
- Have the book *10 Gulab Jamuns* ready. Mark the page that shows the recipe.
- Have the book *Bee-bim Bop!* ready. Mark the pages that shows the recipe.

Additional Materials

- Clipboards (one per child)
- Blank paper for writing
- Writing tools
- Magnetic letters for reference
- Examples of recipes you have worked on with your class
- Resources such as magazines or brochures that feature other foods/recipes children can cut out

Responding to Children

Support children as they write by encouraging them to listen to and stretch out the beginning sound of words. Ask children to say the sounds slowly and think about what letter makes that sound. If children need support writing the letter, offer tools such as magnetic letters, or reference the class-made alphabet.

Class Book Our Recipes

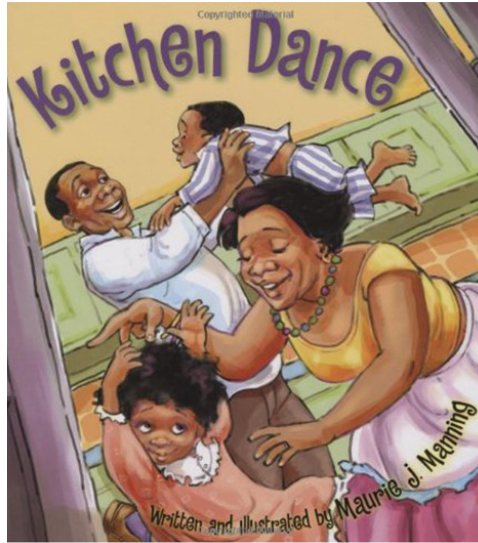
Children can continue to add pages to this book as the unit progresses and they explore this topic. Plan on inviting families to hear the class book on Day 19.

Family Engagement

Download and print “Featured Class Book.” Send home for children to share and brainstorm with their family members. For multilingual learners, talking in their home language about ideas from the English classroom will help solidify and extend their learning. Children can bring this information to the classroom to share with their classmates and use it as they create one or more pages for the class book.

Keep It Going

- Add a recipe box and cook books to the dramatic play center.



Make & Prepare

- Download and print an image of cleaning up to add as a next step in the Unit Chart: “Making a Meal.”
- Review the ASL sign for “I remember” on the *Blueprint* website.
- Familiarize yourself with the pronunciation of the Spanish words in the book. Practice reading them in the context of the book:
 - “Oye” (Do you hear?)
 - “Como te quiero!” (Oh, how I love you!)
 - “Hola!” (Hello!)
 - “Besitos, mi’ja.” (Kisses, my daughter.)

Additional Materials

- Unit Chart: “Making a Meal”
- Anchor Chart: “Readers Can Say”
- Unit Chart: “Words We Are Learning”

Words We Are Learning

glide: to move smoothly and often quietly.

Reading Critically

Raise children’s awareness of how authors and illustrators portray families. For instance, in this book a traditional family (mother and father) are shown. But the children in your classroom may have different family structures. Ask children to compare their family, or other families they know, to the one in the book. How are they the same? How are they different? What other family types can there be? What makes a family special? Books can serve as a jumping off point for discussing issues of diversity. Encouraging children to notice and wonder helps them become critical readers and thinkers.



Before

REFER to the Unit Chart: “Making a Meal.” ASK children what happens when family members finish cooking and eating in the kitchen.

We have been reading about family and community members who cook and eat together. Making a meal together can be fun! We made this chart [show] to show the steps of making a meal. But when all of the cooking and eating is done, what happens next?

SHOW the cover. ASK children what they notice.

Today we are going to read a book called *Kitchen Dance*, written and illustrated by Maurie J. Manning. Look at the picture on the front cover. What do you notice?

MODEL making a connection, using the sign and sentence stem, “I remember...”

I see family members dancing together. I remember dancing with you during Movement Time! I am making a connection between this book and my own life, so I am signing “I remember.”

PROMPT children to sign “I remember” when they make a connection.

As we read *Kitchen Dance*, notice when something in the book reminds you of your own life. You can show that you are making a connection to the book by signing “I remember.” Practice that now.

During

PAUSE after “and someone laughing ‘Hush!’” ASK children what they think is making the sounds. REMIND them to sign “I remember” if they are making a connection.

Why does the girl wake up? What do you think is making the sounds?

Can you remember ever hearing sounds at night? How about hearing other kitchen sounds? If you are making a connection to this part of the book, sign “I remember.”

I remember [sign] hearing the sounds we made with kitchen tools at Greeting Time!

PAUSE after: “Side by side with stacked plates they glide.” DEFINE “glide.” ADD “glide” to the Unit Chart: “Words We Are Learning.” INVITE children to share words they know that mean the same thing (in English or their home language). MODEL and INVITE children to act it out.

Look at the parents glide, or move smoothly [gesture with your hand], as they clean up and dance. Let’s add “glide” to the list of words we are learning. Do you know any words that mean the same thing?

Please stand. What would your body look like if you were holding a stack of plates? Freeze in that position. Now let’s glide in this direction [point]. You moved so smoothly that you didn’t drop any plates! Let’s glide back the other way and then sit back down.

PAUSE after “My mother twists... and bends her low.” ASK what the mother and father are doing.

The sister and brother discovered why there are sounds coming from the kitchen. What is making the noises they heard? The mother and father are singing and dancing to tango music!

Why do you think they are singing and dancing as they clean up?

They are making cleaning up the kitchen more fun! If this reminds you of your own life, you can sign, “I remember!”

After

ADD the illustration to the Unit Chart: “Making a Meal.” INVITE children to label the picture.

Many of you can remember cleaning up after a meal. Who can come add this picture to our “Making a Meal” chart? How should we label this step?

Let’s read the whole chart now.

Build Interest

SHOW children the two sets of cards. **DISCUSS** what they see.

We are going to play a card game today. We will use two sets of cards [show]. Let's look at the cards and describe what we see.

SUMMARIZE what children say.

I heard you say...

Build Understanding

TELL children that the color cards mean which color chip to choose, and the number cards tell how many.

We are going to play a game called “Color Code.”

There are two colors of cards in this pile: cards with blue dots and cards with red dots. A blue card means you take blue chips [point]. A red card tells you to take red chips [point].

The other pile of cards has numbers on them. They will tell us how many chips to take.

MODEL how to flip over a color and number card. **TAKE** the corresponding number of chips and place them on your mat.

Watch as I start the game. First, I will turn over one card from the color cards. Look, I picked a blue card.

Next, I will turn over one card from the numbered cards. Look, I picked the number three.

Last, I will take that many chips and place them on my mat. Now I will take three blue chips and put them on my mat. Now my turn is over. Who will go next?

Build Experience

GIVE children time to take turns playing the game “Color Code.”

Let's keep playing the “Color Code” game! We will go around the table taking turns turning over two cards and counting out chips.

USE what you know about each child's language skills to include and extend participation.

- Gesture: Which color chips will you take? Show me with your fingers how many you will take.
- Yes/No: Will you take red chips? Will you take [number] chips?
- Either/Or: Will you take red chips or blue chips? Will you take [number] chips or [number] chips?
- Open-ended: What do these two cards together tell you to do?

PLAY the game, giving each child at least two turns. Then **SUMMARIZE** playing the game “Color Code.”

We just had lots of fun playing the game “Color Code!” Let's count how many chips each of us has on our mats.

- Who had the same number of chips?
- Who had the most chips?
- Who had the least chips?

Make & Prepare

- Create a set of color cards. Take 10 index cards and draw a red dot on them. Take 10 index cards and draw a blue dot on them.
- Create a set of number cards. Take 10 index cards labeled with the numerals 1 through 10 and the corresponding number of dots.
- Fill one bowl with red counting chips.
- Fill one bowl with blue counting chips.

Additional Materials

- Number cards from Small Group Day 5 (this will bring your total of number cards to 20)



Remember to Save

- Save all the materials for Small Group Day 9 and Day 10.

Build Background Knowledge

Review the number cards. Can children read them accurately?

Stretch Their Thinking

Invite children to think about ways to play this game. What other versions would they create?

Listen/Look For

- Do children understand and follow the directions?
- Can they accurately count out the correct number of chips?



Growing Mathematicians

As children use concrete objects (chips) to accurately represent the numerals or numbers on the cards, they are beginning to make math models. They can show that they know that numerals or quantities represented on cards can also be represented with objects. Modeling with mathematics is one of the key practices in learning and doing math.



Robust STEM Activities

The “Color Code” card games played on Small Group Days 8, 9, and 10 offer children an opportunity to practice early coding skills as they follow directions according to a color or symbol on the card.

Greeting Time

Children use kitchen tools to find the syllables in words.

Literacy: Phonological Awareness

CONNECT to *Kitchen Dance*. **PROMPT** children to choose a different “drumstick.” **GIVE** a “drum” to each partnership or small group.

The family members in *Kitchen Dance* [show book] made music with kitchen tools! Now it’s our turn to make sounds with our kitchen tools!

MODEL and **GUIDE** children to bang a “drumstick” on their “drum” to match the syllables or beats in various words. **USE** the examples below but adjust to meet the needs of your children.

Today we are going to find the beats or syllables in words. Let’s tap out the beats to some words we know using our drumsticks [show] and drums [show].

Kitchen [tap two times]

Ladle [tap two times]

Drumstick [tap two times]

Tango [tap two times]

Drumming the syllables in words is fun. Now take turns in your group drumming the beats in your own name!

COLLECT the kitchen tools.

Make & Prepare

- One kitchen tool per child
- One pot, pan, or bowl per partnership or group (no glass)

Additional Material

- The book *Kitchen Dance*

Movement Time

Children play “Freeze Dance” in small groups.

Creative Arts: Creative Movement and Dance

GUIDE children to hold hands with a partner.

That kitchen music makes me feel like dancing! Today let’s make groups of three [hold up three fingers]. Hold hands with your group members as we play “Freeze Dance” again.

REVIEW how to play “Freeze Dance.”

Who can remind us how to play “Freeze Dance?” Yes, when the music plays, you dance. And when the music stops, you freeze [demonstrate]. Remember to hold on to everyone’s hands!

PLAY tango music. **INVITE** children to dance. **PAUSE** the music two to three times for children to freeze. **REVIEW** the Spanish words “bailar” and “parar.”

Let’s listen to tango music by Juan D’Arienzo [show photo].

Do you remember how to say “dance” in Spanish? Bailar!

Freeze! Do you remember how to say “stop” in Spanish? Parar!

Make & Prepare

- Cue up an audio recording of rhythmic Latin music, such as tango by Juan D’Arienzo.

Additional Material

- Photo of Juan D’Arienzo

Use the Calm Corner

Are children excited after dancing? Select an activity from the Calm Corner, such as a Mindful Moment, to help them focus and get ready for the next activity.

Talk Time

Children discuss the results of a survey.

Math: Measurement and Data

REFER to the Unit Chart: “Making a Meal.” **DEFINE** “chore.” **ADD** it to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words that mean the same thing (in English or their home language).

We danced like the family members in *Kitchen Dance* [show book]. They made the last step of making a meal—cleaning up— more fun! Cleaning up [point to chart] is a chore.

Can you say that word “chore”? What is a chore? A chore is a task or little job. It is work we need to do around the house. Do you do any chores at home?

REFER to the survey. **DISCUSS** the results.

Earlier we voted on which chore we would want to help with. You put a tally mark next to which chore you would rather do: either “wash the dishes” or “mop the floor.” Here are the results.

- How many children would prefer to help wash the dishes? How can we find out?
- How many children would prefer to mop the floor? How can we find out?
- Did more children want to wash the dishes or mop the floor? How do you know?

INVITE children to explain their reasoning.

- Who wants to share why they wanted to wash the dishes?
- Who wants to share why they wanted to mop the floor?

Make & Prepare

- Create a chart where children vote on if they would prefer to wash the dishes or mop the floor. Make sure children vote before Talk Time.

Additional Materials

- The book *Kitchen Dance*
- Unit Chart: “Making a Meal”
- Unit Chart: “Words We Are Learning”

Words We Are Learning

chore: work to do around the house

Supporting Individual Learners

Explain clearly what each section of the graph means (e.g., these are the VOTES; this is who WANTS to wash the dishes, and THIS is who wants to mop the floor).



Before

CONNECT to the book *Kitchen Dance*. **FOCUS** on the word “glide.” **POINT** to the word on the Unit Chart: “Words We Are Learning.” Read the page you marked in the book. **INVITE** children to make the “I hear” sign when they hear the word “glide.”

In the book *Kitchen Dance*, the parents are cleaning up a messy kitchen in a fun way: by dancing! They really enjoy dancing as they clean. One word that describes how the parents moved as they danced is “glide” [point to the word on the chart].

Look at the picture and listen as I read a page from the book. Make the “I hear” sign [demonstrate] when you hear the word “glide.”

ASK children to describe what the word means. **INVITE** children to hold up their hand and move it smoothly. **COUNT** the syllables in the word “glide.”

What does the word “glide” mean? Yes, the word “glide” describes moving in a s-m-o-o-t-h way [move your hand in a smooth way], not in bumpy or rough way [demonstrate]. Let’s all hold up one arm in front of us. Make your hand “glide” in front of you. How is your arm moving?

Can you say “glide?” Let’s stand up and count the beats or syllables: glide [touch head]. The word “glide” has one beat.

Look for the word “glide” in the message today.

During

DRAW a person dancing with their feet spread apart. **DESCRIBE** what you are thinking and drawing. **INVITE** children to contribute.

I want to draw a person gliding as they dance. I can show their feet spread apart, ready to slide. What other details should I add to my drawing?

Suggested message: “My feet glide across the floor.”

PAUSE to focus on vocabulary (the word “glide.”).

I want to write the word that describes my feet moving smoothly [demonstrate]. What word do I want to use? [encourage children to recall the word “glide.”] Yes, “glide” describes a smooth movement.

INVITE children to reread the message with you.

After

INVITE a volunteer to find the word “glide” in the message. **DRAW** a box around it to emphasize the concept of a word. **ASK** children to define the word.

Who would like to come point to the word “glide” in the message? How do you know that is the word “glide?” What does it mean?

ASK children to form a line and take turns gliding across the floor. **FOCUS** on describing how feet move smoothly when they glide.

We moved our hands smoothly earlier [demonstrate]. Let’s feel what it is like to glide with our feet [point]. Let’s stand up. Make sure you have space so you don’t bump into anyone. We are going to take turns gliding with our feet across the floor like this [demonstrate]. What are your feet doing as they glide? Yes, they are moving smoothly.

REVIEW the meaning of the word “glide” again.

Today we learned the word “glide.” It means to move smoothly. We practiced the word with our arms and our feet. I wonder when you will glide as you move again!

REREAD the message one more time.

[Transition] **INVITE** children to think about how they would “teach” the vocabulary word to someone at home.

When you go home, why don’t you teach someone in your family what the word “glide” means? Let’s rehearse what you might say and do. Tell your partner what it means to glide.



Make & Prepare

- Have the book *Kitchen Dance* ready. Mark the page that begins “Side by side with stacked plates they glide” with a sticky note.
- Review the ASL sign for “I hear” on the *Blueprint* website.

Additional Materials

- Unit Chart: “Words We Are Learning”

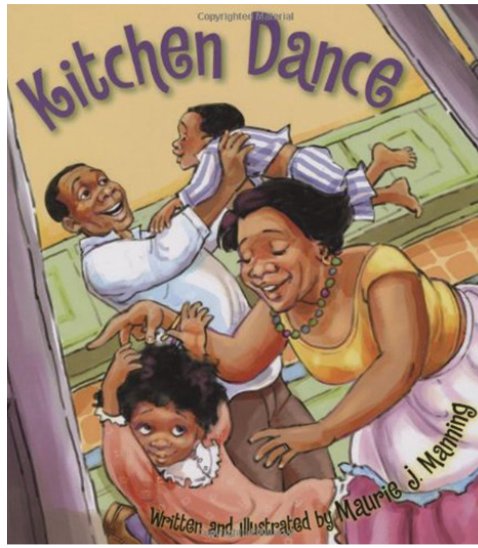
Interacting with the Message

In this lesson, children were asked to find the word “glide” in the message. Are there any other words children can find in the message? Invite them up to point out the word. Then draw a box around it. Remember to draw the box yourself (children’s writing won’t be as precise as yours) to visually reinforce that boxes indicate words. What do children know about the word they found? Can they show you what it means? Do they know any other words that mean the same thing?



Keep It Going

- While children are on the playground, invite them to show you how they can glide from the swings to the slide for example. Encourage them to use the new vocabulary word “glide” to describe how they are moving. Can they talk about how their feet feel as they glide across the playground? Is it harder to glide outside than inside? Why?
- Ask children to compare how their feet and whole body feel as they move in different ways (e.g. tiptoe or stomp). For example, you might say “How do your feet feel as you stomp? Did they move in a heavy way, like a rock? Or in a light way like a marshmallow? Is this the same or different from when you were gliding with your feet?”
- While outside, ask children to compare how it feels when they move on different surfaces. Do stomps feel and sound different in the sand box, on the grass, on the pavement? Is it hard to tiptoe in sand or glide across gravel?



Make & Prepare

- Review the ASL sign for “I hear” on the *Blueprint* website.

Additional Material

- Mindful Moment card “Quiet Space”

Sound Words

In this lesson, we highlight the author’s use of sound words. Using sound words brings the book to life because it helps readers imagine what the characters are hearing. Make this connection between reading and writing explicit to children. For instance, encourage children to add sound words to their own oral or written stories. Ask guiding questions, such as: “What sound is that making? Oh, you can add a sound word like the author of *Kitchen Dance*!”

Keep It Going

- At meal or snack times, raise children’s awareness about the sounds they hear (the packaging, crunching, scraping, etc.) as they eat. You can add other senses as well. Encourage children to describe their snacks using their senses: What do you smell? What do you see? Is your snack smooth, bumpy, hard, cold, salty, sweet, etc.? Add sorting mats so they can sort their snacks based on these attributes.



Before

CONNECT to Greeting Time. REVIEW what is making kitchen sounds in the book.

At Greeting Time we used kitchen tools to make music. What sounds did we make?

In this book *Kitchen Dance*, the children hear noises coming from their kitchen. What do they discover is making all the noise?

Yes, their mother and father are cleaning up the kitchen. What noises could cleaning make?

The parents also are singing and dancing. What sounds could singing and dancing make?

EXPLAIN how the author uses words to help us imagine how the kitchen sounds. **PROMPT** children to sign “I hear” when they hear sound words.

The author of *Kitchen Dance*, Maurie J. Manning, writes special sound words in this book. She uses these words to help us imagine what the kitchen sounds like. As we read, notice the sound words. When you hear a sound word, you can make the “I hear” sign like this [demonstrate]. Try that now.

INVITE children to echo the sound words in the book.

After you hear sound words in the book, let’s say them again together. I’ll say a sound word, and you say it back. Let’s practice on the first page. Scrape! (Scrape!) Splash! (Splash!) Clunk! (Clunk!) Clang! (Clang!)

Don’t the sound words help you imagine that we can hear the kitchen noises, too?

During

PAUSE after “I hear kitchen sounds.” **ADD** sound words. For example:

Can you hear the glasses clinking? Clink! (Clink!) Sign “I hear” if you can you hear the water swishing. Swish! (Swish!) And the forks clattering? Clatter! (Clatter!)

PAUSE after “Oye! Do you hear?” **INVITE** children to listen for and echo the sounds. **POINT** to the sound words on the page as you read them.

Pretend you are Tito. Can you hear the sounds coming from the kitchen? Scrape! (Scrape!) Clang! (Clang!) Hmm (Hmm).

REPEAT on the next page with “Clunk” and “Hmm.”

PAUSE after “Umm, hmm.” **MODEL** and **INVITE** children to echo the father’s singing.

Can you hear the father singing, too? Grab your pretend wooden spoon and use it like a microphone! Let’s sing: “Como te quiero! Oh, how I love you. Umm, hmm.”

PAUSE after “...and cabinet doors shut.” **PROMPT** children to echo “bang!”

The mother just bumped her hips into the cabinet door. Can you hear it shut? Bang! (Bang!)

PAUSE after: “Hola!” **PROMPT** children to echo.

Can you hear the father say “Hola”? Let’s all say hello in Spanish: “Hola!”

PAUSE after “The whole house...” **MODEL** and **INVITE** children to whisper the song.

What happened to the kitchen noises? Yes, they stopped, and the house is quiet now. Papa is even whispering the song. Let’s whisper the song, too: “Como te quiero.”

After

GUIDE children to practice the Mindful Moment: “Quiet Space.”

Those sound words made us feel like we could hear the kitchen noises in the book. Now that the girl is back in bed, what do you think she hears?

Let’s find our “Quiet Space” with a Mindful Moment [show card]. Close your eyes...

Build Interest

REVIEW the game “Color Code.”

We learned and played a new game called “Color Code” [show cards]. Who can explain how we play?

Yes, we turn over two cards: a color card and a number card. Then we select that many matching chips.

SHOW children the new card – the “give-back” card. EXPLAIN its purpose.

Let’s add a new card to the game. Take a look [hold up card]. What do you notice?

Yes, the card has a hand with a number on it. This is called the “give-back” card. This card tells us how many chips we have to give back from our pile and put back in the big bowl of chips.

Let’s add it to our number cards. Ready to play?

Build Understanding

PLAY the game together.

Let’s go around the table taking turns turning over a card from both the color card pile [point] and the number card pile [point].

Be on the lookout for the “give-back” card! It tells you how many chips you need to give back.

PAUSE when a child turns over the “give-back” card. DECIDE what to do if a child doesn’t have enough chips to give back.

- What did you turn over?
- What does that card tell you to do?
- Do you have enough chips to give back?
- How many chips do you have left in your pile now?
- What should we do if we don’t have enough chips to give back?

Build Experience

CONTINUE playing the game.

Let’s keep playing the “Color Code” game! We will go around the table taking turns turning over two cards and counting out chips. Be on the lookout for the “give-back” card.

SUMMARIZE playing the “Color Code” game with the “give-back” card.

We just had lots of fun playing the game “Color Code” with the “give-back” card. Let’s count how many chips each of us has on our mats.

- Who has the same number of chips?
- Who has the most chips?
- Who has the least chips?
- How did the “give-back” card change the game? Did you like having it in the deck? Why or why not?

Make & Prepare

- Create one to three “give-back” cards. Draw a hand on an index card. Write a small number inside the hand (such as one or two).

Additional Materials

- Color cards
- Number cards
- One bowl of red chips
- One bowl of blue chips



Remember to Save

- All materials for Small Group Day 10.

Build Background Knowledge

If children are ready, change the number cards. Add different numbers or higher numbers.

Stretch Their Thinking

Invite children to think of other cards they might add to the game.

Listen/Look For

- How do they respond when they get the “give-back” card?
- Are children able to accurately count how many chips they have in their pile?

Greeting Time

Children drum with kitchen tools to signal words that rhyme.

Literacy: Phonological Awareness

PROMPT children to choose a “drumstick.” **GIVE** a “drum” to each partnership or group.

The children in *Kitchen Dance* [show book] heard noises coming from the kitchen. Which sense did they use? Yes, we use our sense of hearing to listen to music and other sounds [point to ear]. Let’s use our hearing to play another game with kitchen tools!

ASK children what they notice about the words “tango” and “mango.” **REVIEW** how rhyming words sound the same at the end. **PRACTICE** how to use kitchen tools to signal whether words rhyme.

Listen to these two words: tango, mango. Say them: tango, mango. What do you notice about these two words? Yes, they rhyme. They sound the same at the end.

Listen as I say another pair of words. If the words rhyme, tap your drums [demonstrate]. If the words do not rhyme, don’t tap your drums. Ready?

Pear, bear: Yes, you are tapping your drums. “Pear” and “bear” rhyme.

Apple, plate: No, let’s not tap our drums. Why not? Because “apple” and “plate” do not rhyme.

CONTINUE stating pairs of words that rhyme or do not rhyme. **INVITE** children to suggest words as well.

COLLECT the kitchen tools.

Make & Prepare

- One kitchen tool per child
- One pot, pan, or bowl per partnership or group (no glass)

Additional Material

- The book *Kitchen Dance*

Keep It Going

- Ask children to find “drums” and “drumsticks” outside and make music.

**Movement Time**

Children dance in a conga line together.

Creative Arts: Creative Movement and Dance

SHOW the last page in *Grandma’s Tiny House*.

We have been talking about how fun all the steps in making a meal can be, especially when everyone works and plays together. Look at the guests in this picture [show]. What are they doing? Yes, they are dancing in a line!

MODEL and **GUIDE** all children to form a conga line. **INVITE** the first child in line to lead the group.

Why don’t we dance in a line all together? Please stand in line facing this way [point]. Gently place both your hands on the shoulders of the person in front of you.

[Name], can you lead us? Start walking in a circle. Stay connected to each other.

PLAY tango music. **INVITE** children to dance in a conga line. **PAUSE** the music. **PROMPT** children to turn and dance in a conga line in the other direction.

Let’s listen to some rhythmic tango music by Juan D’Arienzo [show photo]. Dance as you walk in our conga line!

When the music stops, freeze. Turn to face the opposite direction, and we’ll dance in our conga line the other way!

Make & Prepare

- Cue up an audio recording of rhythmic Latin music, such as tango by Juan D’Arienzo.
- Optionally, make time before the lesson to show a video of people dancing in a conga line.

Additional Materials

- Photo of Juan D’Arienzo
- The book *Grandma’s Tiny House*

Talk Time

Children discuss acting kindly.

Social Emotional: Social Awareness and Relationships

USE a class puppet to talk. **ACTIVATE** children’s thinking around cleaning up.

Puppet: You played music together and danced in a line together. You work and have fun together!

That reminds me of the characters in *Kitchen Dance* [show]. How do they work together to make cleaning up fun? Yes, they all help cleaning up the kitchen. Why is it important for them to work together?

When you work together, you can clean up faster. You can talk and dance and sing while you clean. Working together helps us to take care of each other. It’s one way of being kind.

DISCUSS how we help each other take care of our classroom environment. **CONNECT** to Power of 3.

We act kindly when we work together in our classroom community, too.

- How do we take care of our classroom environment?
- How do we help our classroom environment stay clean?
- How does working together make you feel? Why?

Working together is one way to act kindly. That’s the Power of 3!

Materials

- The book *Kitchen Dance*
- Sayeh and/or Elijah, the social emotional puppets
- Anchor Chart: “Power of 3”

Following Up

Now that children have been discussing kindness, are you seeing examples of it when children play independently? Be sure to celebrate children’s successes and attempts at being kind.

Before

CONNECT to the book *Kitchen Dance*.

We read the book *Kitchen Dance* [show]. The author used special sound words to help us feel as if we were in the kitchen cleaning up and dancing with the family. We could hear what they heard.

SHOW the picture and **READ** the marked page, including the sound word. **ASK** children to identify what made a sound in the kitchen and the sound word.

Here is a page from our book. Listen as I read. Something in the kitchen makes a sound! What is it? What sound word does the author use?

DISCUSS the sound word the author uses.

Yes, the cabinet doors make a noise in the kitchen [point to the cabinet]. The author uses the word “bang.” That sounds just like the cabinet door closing!

Listen carefully for the sound word I use in my message today.

During

DRAW a picture of a kitchen cabinet. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

The cabinet door closed. I want to write a word that describes the sound the door made. What sound word could I use?

Suggested message: “The cabinet door went BANG!”

PAUSE to focus on concepts of print (letters make up words).

Went. I want to write the word “went.” The word “went” has four letters: *w*, *e*, *n*, *t*. I write these letters together to make the word “went.” Then I leave a space and begin the next word. After I write “went,” let’s count the letters in that word.

FINISH writing the message. **INVITE** children to reread the message with you.

After

INVITE children to listen to audio recordings of different sounds and guess what is making that sound.

Let’s play a listening game. I will play you a sound, and you try to guess what that sound is. Ready?

- What do you think made that sound? How did you know?
- What word can describe that sound (bang, swish, zoom, etc.)?

RESTATE that sound words describe noises you hear.

Today we listened to sounds and thought about what they could be. We used sound words to describe the noises we heard. Some of the sounds we heard were...

REREAD the message one more time.

[Transition] **ASK** children to identify the sound word that describes how they leave the rug.

Is there a sound word that will describe how you exit the rug? Stomp, stomp or tiptoe tiptoe...



Make & Prepare

- Cue up audio samples of identifiable kitchen sounds. Or be prepared to create your own (i.e. clink glasses together, bang a wooden spoon on a plastic bowl, scrape a fork against a plate, crinkle a brown paper bag, open and close a plastic storage container, etc.).
- Have the book *Kitchen Dance* ready. Mark the page that begins “A bump of her soft hips” with a sticky note.

Did You Know?

Onomatopoeia is the name for words that imitate sounds such as “buzz” or “zoom.” If you use these kinds of words in class, you’ll find children love saying them!

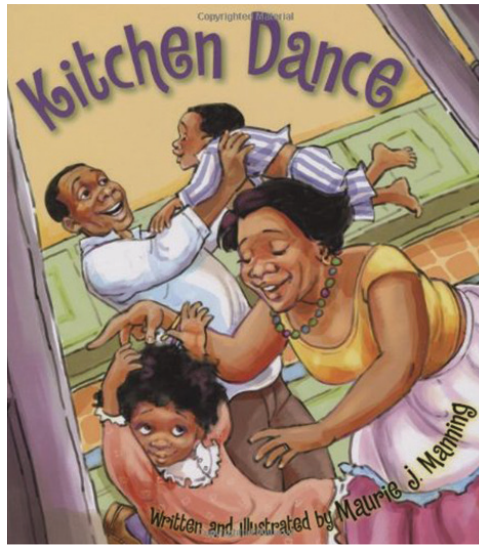
Responding to Children

You will probably find that children repeat each other’s answers. Be kind about it and make connections. For example, you can say, “Wow you have the same idea as [name]... if you think of something else, let us know.” Or, you can say, “Wow, you and [name] both thought of the noise the school bell makes!”



Keep It Going

- While on the playground, encourage children to listen closely at the sounds they hear. Invite them to share what they hear. Can they describe what they hear? Do they hear sounds from nature? What else do they hear? What words can they use to describe the sounds?
- Gather children in a small group. Together talk about the sounds from the MTP lesson. Encourage children to think about sound words that would describe the noises heard in the classroom. Invite them to share their answers as you write them down on a chart labeled “Classroom Sounds.”
- Join children at the science center. Introduce the idea that sometimes our sense of touch and our sense of hearing are linked. Have children place their hands on the table when you strike it with different tools. Can they feel it as well as hear it? Introduce the idea of vibrations. Lay a speaker down, turn up the base, and add a few grains of uncooked rice. Watch them “dance” on the vibrations from the music.



Make & Prepare

- Cue up an audio recording of Latin music, such as instrumental Argentine tango.

Additional Materials

- Anchor Chart: “Power of 3”
- Unit Chart: “What Makes Food Special?”

Multilingual Learner

We use this term as an umbrella for any child who speaks, reads, writes, and thinks (or is learning to speak, read, write, and think) in more than one language. We use this term rather than “bilingual” because we recognize that many children live their lives in more than two languages (e.g. a child of Guatemalan descent who reads bedtime stories in Spanish with their parents, speaks Ki’che’ with their grandparents, and is learning in English at school). We use the term “new English learners” to refer to multilingual children who are new to learning English. They might speak, read, write and/or think in more than one language at home. But in school, they are beginning to learn English.

Keep It Going

- Help children create outdoor sound mobiles by tying old forks and spoons up with string and attaching them to a low hanging tree branch.



Before

REVIEW what the family members are doing in the book. **ASK** how they feel about each other.

We have been enjoying our book *Kitchen Dance*. What are the family members doing in this book?

Yes, the parents are working together to clean up the kitchen. They also are singing and dancing together! The children join them, too! Look at the family members singing and dancing on the cover. How do you think they feel about each other? Why?

SET THE FOCUS: Notice how the family members are taking care of each other.

The family members look so happy to be celebrating together. It seems like they love and care about one another. How are they taking care of each other here?

They are taking care of each other by having fun together! As we reread *Kitchen Dance* today, notice how the family members take care of each other.

During

PAUSE after “Oh, how I love you. Umm, hmm.” **DISCUSS** how they are taking care of each other.

Readers, how is the family taking care of each other here?

Yes, they are being loving. How do you feel when someone tells you, “I love you”?

Letting your family members know that you love them is one way of taking care of each other.

PAUSE after “A third gets dried... cotton cloth.” **DISCUSS** how they are taking care of each other.

How are the family members taking care of each other?

Yes, they are helping each other clean up the kitchen. Helping is one way of acting kindly. These family members are working together to take care of their home. And they’re caring for each other’s feelings at the same time!

PAUSE after “We twirl... in a circle of family.” **DISCUSS** how they are taking care of each other.

When the father and mother see the children peeking into the kitchen, what do they do?

Yes, they invite the children to join in singing and dancing. How is that a way of taking care of each other?

The children are part of the family. They all can have fun playing together.

PAUSE after “Sweet dreams.” **DISCUSS** how the family is taking care of each other.

The mama gives the girl two besitos, or kisses. Can you give two besitos?

How are the family members taking care of each other here?

The parents are tucking the children in bed and wishing them sweet dreams as they sleep. The family members are showing one another that they love and care about each other.

After

RETURN to the Unit Chart: “What Makes Food Special?” **INVITE** children to add what they are learning and other questions they have.

We are learning that making a meal and cleaning up can be fun, especially when everyone takes care of each other. What else are you learning about what makes food special? What questions do you have?

CONNECT to the classroom community and Power of 3. **GUIDE** children to stand in a circle and hold hands. **PLAY** tango music. **INVITE** them to twirl around like the family in the book.

Just as the family members take care of each other, we take care of each other, too. Let’s celebrate the kindness in our classroom community. Please stand up and form a circle. Hold hands with the people on either side of you. Let’s play some tango music and twirl around in a big circle of community!

Build Interest

SHOW a new addition to the “Color Code” game: the “skip-a-turn” card. **INVITE** children to share what they notice.

We have been playing the game “Color Code.” When we played, everyone had a turn [point to each player].

Here is a new card to add to our game [show]. What do you notice?

EXPLAIN the “skip-a-turn” card. **TELL** children it will be added to the color card set.

If you pick this card, it means you “skip-a-turn.” You do not take any more chips to add to your pile. You also do not have to give up any chips. This card will be added to the color card pile.

Build Understanding

PLAY the game together.

Let’s go around the table taking turns flipping over a card from both the color card pile [point] and the number card pile [point].

Be on the lookout for the “give-back” card and now the “skip-a-turn” card!

PAUSE when a child turns over one of the special cards.

- What did you turn over?
- What does that card tell you to do?

Build Experience

CONTINUE playing the game.

Let’s keep playing the “Color Code” game! We will go around the table taking turns flipping over two cards and counting out chips. Be on the lookout for our special cards – the “give-back” card and the “skip-a-turn” card!

SUMMARIZE playing the “Color Code” game with the special cards.

We just had lots of fun playing the game “Color Code.” Let’s count how many chips each of us has on our mats.

- Who has the same number of chips?
- Who has the most chips?
- Who has the least chips?
- How did the “skip-a-turn” change the game? Did you like having it in the deck?
- How do you feel about card games? What do you like? What would you change?

Make & Prepare

- Create one to three “skip-a-turn” cards. Draw a circle with a line going diagonally across it.

Additional Materials

- Color cards
- Number cards (including the “give-back” cards)
- One bowl of red chips
- One bowl of blue chips

Build Background Knowledge

Assess and change the types of number cards you offer based on how children played the game.

Stretch their Thinking

Invite children to create a card game using similar or new cards. Add these materials to the math center.

Listen/Look For

- What do children understand about turn taking and following directions when playing card games?
- What do you observe about children’s confidence in playing games with peers?

UNIT 7

WEEK 3

Be Sure To...

- Discuss the connection between seeds and growing food.
- Gather seeds so children can observe and explore them.
- Give children the opportunity to plant seeds and observe how they change.

Materials

- Samples of three different fruits or vegetables (e.g. pepper, carrot, tomato)
- Fruits with various types of seeds including one pit, tiny seeds on the inside, seeds on the outside (see Small Group Days 11, 12, and 13 for suggestions)
- Soil and planters
- A variety of seeds that come from food, including green beans and pea seeds

Books

- *Rainbow Stew*
- *Anywhere Farm*
- *Grandma's Tiny House*
- *Up, Down, and Around*
- *Blueprint Songbook*

Charts

- Anchor Charts:
 - “Readers Can Say”
 - “We Can Describe”
 - “Power of 3”
- Unit Charts:
 - “Making a Meal”
 - “What Makes Food Special?”
 - “Words We Are Learning”
 - “How to Plant a Seed” (make)

Can you grow food?

Some food grows from seeds. Seeds need water, soil, and sunlight to grow.

As children learn about food that comes from seeds, they revisit an important idea from Unit 5 - living things grow! They learn about the developmental stages and needs of seeds, and they investigate seeds and seeded fruits during Small Group. They practice sorting seeds based on their attributes and follow patterned “if/then” codes about foods. They practice a new mindfulness exercise about planting seeds of kindness. They also plant their own seeds for the Unit Project: Our Garden.

Keep in Mind

- You will be launching the Unit Project: Our Garden on Day 15. Be sure to consider the space and materials you will need.
- In Week 4, you have two opportunities to invite families into the classroom to celebrate children’s learning. They can come listen to the class book and celebrate the learning across the unit. Send out invitations so families can prepare accordingly. Create your own or download and print samples from the *Blueprint* website.
- Remember to have the class book completed, laminated, and bound by Day 19.



Words We Are Learning

heaping
very full, as much as can fit

tenderly
carefully; gently

wind
to twist around something



Multilingual Learner Anchor Words

- grow (review)
- dirt
- seeds
- plant



From the Songbook

“Here’s a Little Seed”

This song will be featured in Greeting Time. Copy the lyrics, and send home to families.



Trips & Visitors

Invite local farmers, gardeners or anyone involved in community gardening to your classroom.

Search for time lapse videos of seeds sprouting to give children a sense of what goes on underneath the soil.



Working with Families

Send these requests home to families: Ask families to point out seeds in their foods. They can collect, wash, and send them in for a growing seed collection.

Ask families to send in some of the foods mentioned in the book *Up, Down, and Around*, which you will read on Days 14 and 15.



Remember | <https://clibblueprint.org/resources-tx>

You can find downloads, videos and more on the *Blueprint* website.

	Day 11	Day 12	Day 13	Day 14	Day 15
Greeting Time	Children learn a song about seeds. <i>Literacy: Literate Attitudes and Behaviors</i>	Children use a “little seed” voice to sing the song. <i>Literacy: Literate Attitudes and Behaviors</i>	Children sing the seed song and stomp when they hear words that begin with the /s/ sound. <i>Literacy: Phonological Awareness</i>	Children sing about growing a food from its seed. <i>Literacy: Literate Attitudes and Behaviors</i>	Children choose what food to sing about. <i>Literacy: Literate Attitudes and Behaviors</i>
Movement Time	Children follow “if/then” directions using foods. <i>Science: Engineering and Technology</i>	Children combine three “if/then” codes in an ABC pattern. <i>Science: Engineering and Technology</i>	Children combine three “if/then” codes in a new pattern. <i>Science: Engineering and Technology</i>	Children create and follow an “if/then” code. <i>Science: Engineering and Technology</i>	Children create “if/then” codes in small groups. <i>Science: Engineering and Technology</i>
Talk Time	Children discuss what they know about seeds. <i>Science: Life Sciences</i>	Children share ideas for how to act kindly. <i>Social Emotional: Social Awareness and Relationships</i>	Children explore letter orientation. <i>Literacy: Writing</i>	Children practice “Seeds of Kindness.” <i>Social Emotional: Social Awareness and Relationships</i>	Children participate in writing directions for how to plant a seed. <i>Literacy: Writing</i>
Message Time Plus	Children identify the beginning sound in a word. <i>Literacy: Phonological Awareness</i>	Children discuss if seeds are living things. <i>Science: Life Sciences</i>	Children sequence the life cycle of a seed. <i>Literacy: Comprehension</i>	Children sort pictures of rhyming words. <i>Literacy: Phonological Awareness</i>	Children distinguish between words that begin with the sounds /s/ and /v/. <i>Literacy: Phonological Awareness</i>
Intentional Read Aloud	Children make connections. <i>Literacy: Comprehension</i>	Children discuss what the title means. <i>Literacy: Comprehension</i>	Children discuss how the garden helps the community. <i>Social Studies: Geography</i>	Children join in reading and acting out repeating words. <i>Literacy: Fluency</i>	Children identify fruits and vegetables that grow up, down, and around. <i>Literacy: Comprehension</i>
Small Group	Children explore fruit with one seed. <i>Science: Scientific Inquiry and Practices</i>	Children explore fruit with tiny seeds on the inside. <i>Science: Scientific Inquiry and Practices</i>	Children explore fruit with tiny seeds on the outside. <i>Science: Scientific Inquiry and Practices</i>	Children compare characteristics of seeds and sort them. <i>Math: Patterns and Attributes</i>	Children plant seeds and label them. <i>Science: Scientific Inquiry and Practices</i>
Reflection Time	What is your favorite food with seeds?	If you were planting an “anywhere farm,” where would you put it?	How can you take care of seeds and plants?	If you could plant any kind of seed, what would you grow?	How can food grow from seeds?

Centers to Launch

See Pages 14-25

Sensory Table | Sifting Seeds

Technology Center | Tracking Seed Growth



Greeting Time

Children learn a song about seeds.

Literacy: Literate Attitudes and Behaviors

SHOW the marked page in *Grandma's Tiny House*. **CONNECT** to making lemonade. **REVIEW** that lemons contain seeds. **STATE** that plants, like fruits and vegetables, grow from seeds.

In *Grandma's Tiny House*, the guests brought different foods to the feast. What are the uncles bringing [show page]?

Yes, they are bringing lemonade. We made lemonade in school too. Here are the lemon seeds we saved [show]. Lots of foods, like fruits and vegetables, have seeds inside them! Food is special!

And what if we took one of these lemon seeds and planted it in the dark, dark ground? What would happen?

MODEL singing and moving to “Here’s a Little Seed.” **INVITE** children to sing and move along.

Please watch and listen as I sing “Here’s a Little Seed.”

Here’s a little seed in the dark, dark ground [pinch your fingers together and place them on the ground].

Out comes the warm sun, yellow and round [form a circle overhead].

Down comes the rain, wet and slow [wiggle your fingers as you move them down].

Up comes the little seed, grow, grow, grow! [press your palms together, lift them up, and spread out].

Can you sing and move with me?

Make & Prepare

- Familiarize yourself with the tune of “Here’s a Little Seed” [Sung to the tune of “I’m a Little Teapot”] on the *Blueprint* website.
- Have the book *Grandma's Tiny House* ready. Mark the page that begins “Seven cool uncles...” with a sticky note.
- The lemon seeds you saved from Unit 6

Additional Material

- *Blueprint Songbook*

Supporting Multilingual Learners

Teach the words “grow” and “seed” for new English learners. Use gestures, pictures, and/or directly translate it into the children’s home language (using an online translation tool). This will support their comprehension of the thematic content.



Movement Time

Children follow “if/then” directions using foods.

Science: Engineering and Technology

SHOW the three foods you are using for the game (pepper, carrot, tomato).

Here are three foods. These foods grew from little seeds! Isn’t food special? Do you like these foods?

REVIEW how to play the “If/Then” game.

Who can remind us how to play “If/Then”? Yes, when we play “If/Then,” we follow a code. So, if we see something, then we know what to do. Please look and listen to learn our codes using these foods.

MODEL and **INVITE** children to practice three codes: **If you see a pepper, then reach your arms up. If you see a carrot, then touch the ground. If you see a tomato, then spin one time.**

If you see a pepper, then reach your arms up high. You can stand on your tiptoes. You try!

If you see a carrot, then squat down and touch both hands to the ground. You try!

If you see a tomato, then spin around one time. You try!

HOLD UP each food. **PROMPT** children to follow each code.

Are you ready to practice these “if/then” codes? Remember, if you see a pepper, then...? Reach up! If you see a carrot, then...? Touch the ground! If you see a tomato, then...? Spin one time! Here we go!

Make & Prepare

- Bring a sample of three different fruits or vegetables, such as a pepper, a carrot, and a tomato.

Up, Down, and Around

The codes are previewing the concept that different fruits and vegetables can grow up from the ground, down in the ground, or around a vine. This concept will be introduced in the read-aloud book *Up, Down, and Around*.

Eating Our Investigations

Don’t waste the fruit. Have children wash their hands and offer them a taste of these foods (save the pepper for Talk Time).

Talk Time

Children discuss what they know about seeds.

Science: Life Sciences

OPEN up a fruit that has seeds in it (e.g. a pepper). **INVITE** children to share their knowledge of and experience with seeds. **SELECT** a few questions from the suggestions below. **ADD** their ideas to the Unit Chart: “What Makes Food Special?”

Why don’t we cut open a pepper? What do you think will be inside?

Look at the inside of the pepper. What do you notice?

Yes, it has seeds in it. Lots of foods we eat have seeds. Food is special!

- Have you eaten any food that has seeds?
- What other foods do you know have seeds?
- Why do you think that these foods have seeds?
- What else do you know about seeds?
- What questions do you have about seeds?

Make & Prepare

- At least one piece of real fruit that has seeds inside, such as a pepper

Additional Material

- Unit Chart: “What Makes Food Special?”

Eating Our Investigations

Don’t waste the pepper. Have children wash their hands and offer them a taste of it.

Remember to Save

- Save the seeds from the pepper for other Day 11 activities.



Before

CONNECT to talking about food and seeds in Talk Time. **ASK** children to listen for the beginning sound in the word “food.” **INVITE** them to name the letter and then practice writing it in the palm of their hand.

We are talking about how food is special. During Talk Time, we looked at pepper seeds and talked about how many foods can grow from seeds. I want to write about that in our message today. I want to write the word “food” in my sentence.

We’ve been learning something writers do! They can think [point to temple] about the beginning sound in words before they write. They think about which letter makes that sound and what it looks like. Let’s practice that today!

Say the word with me: food. What sound do you hear at the beginning of the word “food?” Yes, /f/. What letter makes the sound /f/? Whisper the letter that says /f/ into your hands. What letter did you whisper? Yes, the *letter f*.

Let’s write the lowercase *letter f* in the palm of our hand. Curve around, drop down, and make a bridge. You just wrote the *letter f*.

Listen for the word “food” in the message today. We will stop to remember the beginning sound and letter when it’s time to write the word “food.”

During

DRAW some seeds. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

Here are some seeds. They are tiny and round. How many should I draw?

Suggested message: “Some food grows from seeds.”

PAUSE to focus on phonological awareness (/f/ in the word “food”).

I’m ready to write the word “food.” Let’s say that word again: food. What sound do you hear at the beginning of the word “food?” Yes, /f/. What letter makes that /f/ sound? Yes, the *letter f* makes the /f/ sound. When I write the lowercase *letter f*, I curve around, drop down, and make a bridge. Now you try writing it with your finger in the air.

INVITE children to reread the message with you.

After

RESTATE that writers can think about the sound, think about which letter that is, and think about what the letter looks like as they write. **INVITE** children to try this with the word “pepper.”

We are writers! We listened to for the beginning sound of a word, thought about which letter made that sound, and thought about what it looks like. Let’s try it again.

We looked at a pepper during Talk Time. Peppers have seeds in them. If you plant one of those seeds, a new pepper will grow.

Think about the beginning sound. What sound does the word “pepper” begin with? Yes, /p/

Think about what letter makes that sound. Whisper it into your hand. Yes, the *letter p*.

Think about what the lowercase *letter p* looks like. Yes, make a tail and bump out. Write the letter in your palm.

SUMMARIZE what writers do when they want to write a word.

How did we get ready to write today? Yes, we thought like writers. We thought about the first sound in the word we wanted to write. We named the letter that made that sound. We made the letter shape.

REREAD the message one more time.

[Transition] **INVITE** children to practice the *letter p*.

Let’s practice writing the lowercase *letter p* in the palm of our hand again.

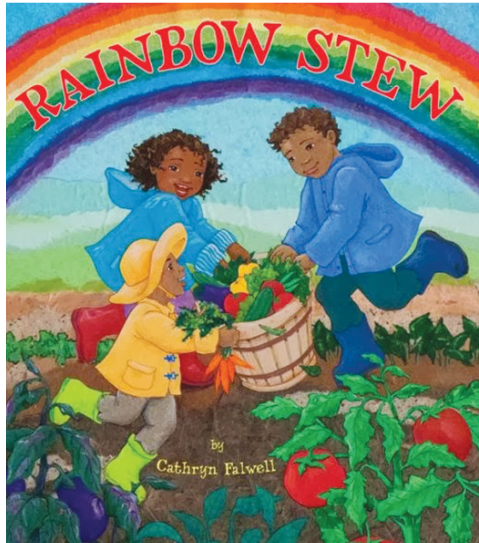


Growing Writers

Message Time Plus provides you an opportunity to model writing. What do you notice about children’s own writing? Are they using environmental print and/or beginning sounds in words? If so, support their continued development. Play games that provide practice with sorting and comparing beginning sounds. Say words slowly and stretch sounds out so that children hear all individual sounds.

Read the Class Book *Our Recipes*

Check in on the progress of the class book. To celebrate children’s writing and to encourage children to continue working on the class book, read what’s been written so far.



Make & Prepare

- Download and print the image for growing your own food to add to the Unit Chart: "Making a Meal."
- Review the ASL sign for "I remember" on the *Blueprint* website.

Additional Materials

- Pepper seeds (from Day 11: Talk Time)
- Anchor Chart: "Readers Can Say"
- Unit Chart: "Words We Are Learning"
- Unit Chart: "Making a Meal"

Words We Are Learning

heaping: very full, as much as can fit

Connections to Other Units

In Unit 2 we read the book *Who Eats Orange?* This book depicts animals eating all different color foods gathered from nature. We referred to "eating a rainbow" of nourishing fruits and vegetables. In *Rainbow Stew*, the family members grow and gather foods from their colorful garden to cook and eat a special meal together.

Before

SHOW pepper seeds. **ASK** children what would happen if you planted the seeds.

We were talking about seeds in Talk Time. Do you know what might happen if we planted these pepper seeds?

Yes, a new pepper might grow. Fruits and vegetables grow from seeds.

PROMPT children to sign "I remember" if they are making a connection.

Have you ever grown food? What did you grow? Have you ever seen a garden with food growing in it? What do you remember seeing? If you are making a connection, you can sign "I remember" [demonstrate].

INTRODUCE the book. **TALK** about what stew is. **ASK** children what they notice on the front cover.

Today we are going to read another book about family members who are making a scrumptious meal together. But they don't shop for their food. They go to their garden and pick the food they want to cook with.

The title is *Rainbow Stew*, and it is both written and illustrated by Cathryn Falwell. What is stew? Yes, stew is like a very thick soup full of many different foods.

Take a look at the front cover. What do you notice?

It looks like these children are gathering different color foods from a garden. This container is heaping with colorful vegetables [point]! Let's read to find out how these children make a meal of rainbow stew!

During

PAUSE after "We dig into the dark wet dirt and pull out brown potatoes." **ASK** what kinds of food the family members are picking from the garden. **REMIND** children to sign "I remember" if they make connections.

What kinds of food are the family members picking from the garden? What colors are the foods?

Can you remember eating or cooking with any of these foods? If you are making a connection to the book, you can sign "I remember."

PAUSE after "Stir in herbs and water and then wait till it gets hot." **INVITE** children to share their connections. **PROMPT** them to use the sign and sentence stem, "I remember."

Does this part of the book remind you of your own life? If you would like to share your connection, sign "I remember." You can start by saying, "I remember..."

PAUSE after "It's time to serve up heaping bowls of rainbow stew for lunch." **DEFINE** "heaping." **ADD** the word to the Unit Chart: "Words We Are Learning." **INVITE** children to share words they know that mean the same thing (in English or their home language).

The bowls are heaping with stew. Can you say "heaping"? Let's find the syllables or beats in that word: heap-ing. What does "heaping" mean? When something is heaping, it is fitting as much as it can. The container is very full. Let's add "heaping" to the list of words we are learning. Do you know any words that mean the same thing?

GUIDE children to act out tasting a heaping spoonful of stew.

Imagine you have a heaping bowl of stew. Can you take a heaping spoonful of it? Fit as much as you can on your spoon. Gently blow on it, so it doesn't spill over. Now take a sip. How does it taste?

After

SUMMARIZE how the family members grew their food. **REFER** to the Unit Chart: "Making a Meal." **ADD** the image that shows growing food under the "shopping" illustration. **INVITE** children to label it.

The family members made a special meal together! Why do they call it rainbow stew? Yes, the stew is rainbow because they used all different color foods that they grew in the garden!

People can shop for food. And we can also grow food! Let's add that to our "Making a Meal" chart. What should we label it?

Build Interest

SHOW children the fruit for the exploration. **ASK** them what they think the seeds of the fruit look like.

We are learning that food is special. One reason is that some foods, like fruits and vegetables, grow. Some foods, like fruit, also have seeds in them. Today we are going to explore the seeds found inside food. The pepper in Talk Time had many seeds in it. But let's look at these fruits [point].

- What do you see?
- What do you think is inside?
- What do you think their seeds are like?

GIVE children time to share. Then **SUMMARIZE** the discussion.

I heard you say...

Build Understanding

BEGIN cutting open the peach. **FOCUS** on the pit inside.

Watch as I cut the peach carefully and then you can observe the pit. The pit protects the seed inside of it.

CUT open the peach and then put the knife in a secure place.

Only one kind of plant comes from each seed or pit. This is a peach pit. Only peaches grow from this pit.

- What do you see?
- What does the pit look like?
- What else do you notice?

DRAW ATTENTION to the following: where the pit is found, its color, its texture, etc.

Build Experience

CUT the other fruits to explore the pits. **GIVE** children time to observe the pits. **USE** what you know about each child's language skills to include and extend their participation.

I'll cut the other fruits, so we can observe their pits too.

- Gesture: Point to the [fruit]. Which part is the pit? Take a look with the magnifying glass. Point to the pits that are the same. Point to the ones that are different.
- Yes/No: Is this a [fruit]? Is this the pit? Are any of these the same?
- Either/Or: Is this a [fruit] or a [fruit]? Is this the skin or the pit? Are these pits the same, or are they different?
- Open-ended: How many pits are inside this fruit? What does it look like? How are they the same? How are they different?

RESTATE that some fruits only have one seed inside.

Fruits have seeds. Today we looked at some fruits that have only one seed or pit inside. We observed...

DISTRIBUTE science journals. **INVITE** children to record their thinking and/or respond to the lesson.



Make & Prepare

- Bring in fruits that have only one pit inside them such as avocados, peaches, and plums (enough for each group to observe you cut open the fruit).
- Wash the fruit ahead of time.
- Have children wash hands before meeting with them.
- Download, print, and add a copy of "Seed Investigation #1" to children's science journals (one per child).

Additional Materials

- Magnifying glasses
- Cutting board
- Knife
- Science journals
- Writing tools

Building Background Knowledge

Review descriptive words that will support children's expression of ideas, such as bumpy, smooth, hard, etc.

Stretch Their Thinking

Invite children to share if they know any other fruit that has one seed.

Safety Tip

Remember to keep the knife that you use to cut the fruit out of the children's reach.

Did You Know?

A pit always signifies one. A piece of fruit never has more than one pit in it. A pit actually protects the one seed inside it.

Listen/Look For

- What predictions do children make about what is inside the fruit?
- What observations do children make?



Remember to Save

- Wash and save the seeds for future investigations. Add them to your seed collection.



Growing Mathematicians

Can children observe that when there is ONE seed, it tends to be larger than when there are many seeds in a fruit? If children know a food has one seed, they may be able to predict that it is likely to be one of the larger seeds. This is a pattern in nature that children may be able to look for, identify, and then reason about other fruit based on this experience and understanding.

Greeting Time

Children use a “little seed” voice to sing the song.

Literacy: Literate Attitudes and Behaviors

ASK children how they think a little seed’s voice might sound. **MODEL** and **INVITE** children to practice saying the song title in a high, squeaky voice.

Food is special! Some foods have seeds inside them. Some food grows from seeds. We sang a song about a little seed that grows.

If a little seed could sing the song, how do you think its voice would sound? Yes, it might sound high and squeaky [demonstrate]. Can you say “Here’s a Little Seed” in a little seed voice?

MODEL and **INVITE** children to sing in a “little seed” voice and do the actions for “Here’s a Little Seed.”

Let’s sing our song using a little seed voice!

Here’s a little seed in the dark, dark ground [pinch your fingers together and place them on the ground].

Out comes the warm sun, yellow and round [form a circle overhead].

Down comes the rain, wet and slow [wiggle your fingers as you move them down].

Up comes the little seed, grow, grow, grow [press your palms together, lift them up, and spread out!]

Material

- *Blueprint Songbook*



Developing Fluency

Children who participate in the singing of shared texts where they adjust the volume of their voice, their tone, and their expression are getting practice in fluency. This lays the groundwork for fluent behaviors they will develop as readers later on.

Movement Time

Children combine three “if/then” codes in an ABC pattern.

Science: Engineering and Technology

SHOW the picture of the three foods for the “If/Then” game (i.e. a pepper, a carrot and a tomato). **REVIEW** the codes.

These three foods grew from little seeds! Let’s use them to play our “If/Then” game. Do you remember our codes?

What do we do if we see a pepper? Then we reach our arms up high [demonstrate]. You try it!

What do we do if we see a carrot? Then we squat and touch the ground [demonstrate]. You try it!

What do we do if we see a tomato? Then we spin around one time [demonstrate]. You try it!

PROMPT children to face the same direction, so they can “read” the codes from left to right. **CREATE** an ABC code (A=carrot, B=pepper, C=tomato) that repeats three times. **GUIDE** children to read and act out the codes.

I’m going to make a pattern with these foods. Name each food as I place it down...

Can you read the pattern? How did you know?

Yes, carrot, pepper, tomato means we squat, reach, spin.

Let’s try following the codes in this pattern together...

Make & Prepare

- Download and print images of at least three peppers, three carrots, and three tomatoes.



Remember to Save

- Save these images to use for Movement Time Days 13 through 15.



Is It a Fruit or a Vegetable?

We tend to determine whether something is a fruit or vegetable based on its flavor, texture, and appearance. However, the actual difference is based on the part of the plant that we eat. Fruit develops from a flower and has at least one seed. Vegetables are the stem, root, or leaf of a plant. But they also grow from seeds.

Talk Time

Children share ideas for how to act kindly.

Social Emotional: Social Awareness and Relationships

USE Sayeh and Elijah, the social emotional puppets to share a problem (a suggestion is offered below).

“Sayeh, why are you sad?”

“Elijah, I was holding some seeds and I dropped them on the floor.”

INVITE children to problem solve.

- What do you think Elijah should say to Sayeh?
- How would you help Sayeh?
- How can we take care of Sayeh?
- How can we act kindly and help her?

GIVE children time to share their ideas. **INVITE** children to hold the puppets as they respond. **SUMMARIZE** how acting kindly helps us take care of each other.

Acting kindly can mean you help the people in your classroom community when they need it. You can share your ideas, and you can help them when they have a problem. Helping another person is one way to act kindly. That’s the Power of 3!

Materials

- Sayeh and Elijah, the social emotional puppets
- Anchor Chart: “The Power of 3”

Teaching Kindness

Kindness is intrinsic, but children benefit from having role models who implicitly teach kindness through their caring and loving interactions with them, and who explicitly teach them how a kind act looks, sounds, and feels. “How can we help?” stories like the one in this lesson give children the opportunity to describe what they would say and do to help another person.

Before

CONNECT to observing and sorting seeds. **WONDER** aloud if a seed is a living thing.

We are learning that one of the things that makes food special is that some food has seeds. You can plant seeds and grow more food!

I've been thinking about seeds, and I have a question! Is a seed a living thing like you and me?

Watch as I write my wondering in the message.

During

DRAW yourself and a seed. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

Here I am. I am thinking about seeds. I'll add a seed to my picture. What kind of seed should I draw?

Suggest message: "Is a seed a living thing?"

PAUSE to focus on writing structure (speech bubbles tell who is talking).

In the picture in the message I am talking! I want to know if a seed is a living thing. What can I draw around my words to show that I am talking? Yes! A speech bubble. I will draw a round shape around the words I said. Then I will make the drawing come to a point near my mouth. This shows I am talking.

INVITE children to reread the sentence with you.

After

DISTRIBUTE paper plates with seeds to partnerships. **INVITE** them to share their ideas about whether or not they think a seed is a living thing.

I was wondering if a seed is a living thing like you and me. Here are some seeds for you and your partner to observe.

What do you think? Is a seed a living thing?

Why do you think that?

COLLECT the seeds. **SUMMARIZE** children's thinking. Then **REREAD** the message one more time.

Today we thought about our answer to the question: Is a seed a living thing? As we explore and work with more seeds, we can revisit our thinking.

REREAD the message one more time.

[Transition] **INVITE** children to sing and do the actions for "Here's a Little Seed."

As we leave the rug, let's sing and do the motions to our song from Greeting Time, "Here's a Little Seed." Ready?



Make & Prepare

- Create a seed collection that includes several varieties of seeds that come from food (not flowers), such as green beans, pea seeds, pumpkin seeds, sunflower seeds, and lima beans.
- Place some of these seeds on plates for children to observe (one plate per partnership).

Is A Seed a Living Thing?

Yes, they are. They are just typically dormant (requiring very little resources to stay alive) until the conditions are ripe for growing. However, the goal of this lesson is not to expect children to guess or arrive at the "right" answer but rather to promote their thinking and reasoning skills.



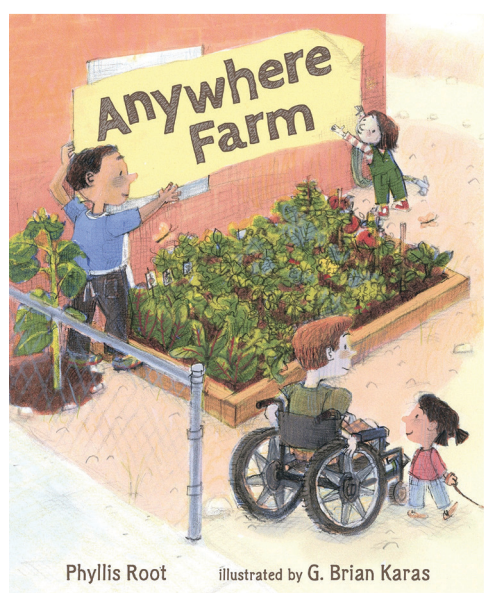
Remember to Save

- Save the seed collection. It will be used in many activities.



Keep It Going

- When children are on the playground, encourage them to look around for any flowers, trees, or plants. Encourage them to talk about what the plants started as. Do any of the flowers or trees or plants have seeds that you can see? Invite children to look for seeds on or around the plants.



Materials

- The book *Rainbow Stew*
- Anchor Chart: “Power of 3”
- Unit Chart: “Making a Meal”
- Unit Chart: “Words We Are Learning”

Words We Are Learning

tenderly: carefully, gently

Supporting Multilingual Learners

Explicitly teach the word “dirt” for new English learners. Use gestures, pictures, and/or directly translate it into the children’s home language (using an online translation tool). This will support their comprehension of the thematic content.

Keep It Going

- Extend children’s understanding of what seeds/plants need to grow. Set up an experiment where children put one seed cup in a closet and one on the window to compare how light impacts a seed’s growth. Or water one seed cup and don’t water another. Remind children to check on the seeds daily and observe what happens. Encourage them to record their observations in their science journals. Remember, it’s important that you only change one thing (light OR water, but not both) in an experiment. It’s a good foundation of scientific inquiry when children see control variables—even if you don’t call them that.



Before

CONNECT to *Rainbow Stew*. **SHOW** the cover. **ASK** children what they notice.

In *Rainbow Stew* [show book], the family members grow food in a garden. They use the food for making a scrumptious meal [refer to the Unit Chart: “Making a Meal”] together. How special!

Today we are going to read another book about growing food. The title is *Anywhere Farm*, written by Phyllis Root and illustrated by Brian Karas. Look at the cover. What do you notice?

Yes, there are children hanging up a sign. It looks like a garden with plants growing.

TALK about what “anywhere” means. **WONDER** aloud about the title. **SET THE PURPOSE:** To find out why the author chose this title.

Now let’s think more about the title: *Anywhere Farm*. What does “anywhere” mean? “Anywhere” means any place at all. So, if you tell me to sit anywhere, I can sit on the rug, in a chair, or any other place.

I wonder what “anywhere farm” means? How can a farm be any place at all? What do you think?

Let’s read to find out what “anywhere farm” means, and why the author chose this title.

During

PAUSE after “at its own seedy speed.” **DEFINE** “tenderly.” **ADD** it to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words that mean the same thing (in English or their home language).

What is the girl doing? Yes, she is planting a seed in the soil, or dirt. She tucks it into the ground tenderly. Can you say “tenderly”? Let’s find the syllables or beats in that word: ten-der-ly. What does “tenderly” mean?

Yes, “tenderly” means gently and carefully. Let’s add “tenderly” to the list of words we are learning. Do you know any words that mean the same thing?

CONNECT to *Power of 3*. **MODEL** and **GUIDE** children to act out taking care of a seed.

Why do you think the girl is treating the seed tenderly? What would happen if she wasn’t treating it tenderly? Yes, she treats seeds and plants carefully because they are living things that grow. Who can find this responsibility on our Anchor Chart: “Power of 3?”

How about we pretend we are taking care of a seed, too? Can you tenderly hold a seed [demonstrate]? Can you tenderly plant it in the soil [demonstrate]? How can we take care of our seed? Can you water it? Now we wait for it to grow. After a while, the girl’s seed sprouted. See how it grew into a baby plant [point]!

What kind of plant do you think it will be? Let’s keep reading to find out.

PAUSE after “For your anywhere, anywhere, anywhere farm.” **ASK** children to name some of the places.

What are some places that we can plant an anywhere farm?

That’s a lot of different places! We can grow a plant any place, as long as it has what it needs. What does a plant need to grow?

Yes, plants need a seed, soil, sunshine, and water. If we give plants what they need, then we can plant a farm or garden any place at all!

After

ASK children why they think the author chose this title. **SUMMARIZE** what plants need to grow.

Why do you think the author chose the title: *Anywhere Farm*? Turn and talk with a partner, and then let’s share...

As long as they have what they need—a seed, soil, water, and sunlight—plants can grow anywhere! That means people can grow food in many different places!

Build Interest

SHOW children the fruit for the exploration today. **ASK** children to predict what the fruit looks like inside.

Food is special because sometimes it has pits or seeds inside it. Many fruits have seeds inside them. Here are the fruits for today's exploration.

- What do you think is inside these fruits?
- What do you predict their seeds will look like?

GIVE children time to share. Then **SUMMARIZE** the discussion.

I heard you say...

Build Understanding

CUT open the kiwi and then put the knife in a secure place.

Watch as I cut the kiwi carefully and then you can observe.

- What do you see?
- How many seeds do you see?
- What do you notice about the seeds?

DRAW ATTENTION to the following: location of the seeds, color, how many, etc.

Build Experience

GIVE children time to observe the seeds from the fruits.

I'll cut the other fruits. Take time to make observations! You can observe, use a magnifying glass, and count the seeds.

- Can you count the seeds?
- Try looking closely with a magnifying glass. What do they look like?
- How are they the same or different from the seeds of the other fruit?

RESTATE that some fruits have many small seeds on the inside.

We've looked at lots of different kinds of seeds. Today we looked at some fruits that have lots of really tiny seeds on the inside. What have you been discovering about seeds so far?

DISTRIBUTE science journals. **INVITE** children to record their thinking and/or respond to the lesson.



Make & Prepare

- Bring in fruit with many tiny seeds such as bananas, kiwi, and blueberries (enough for each group to observe you cut open the fruit).
- Wash the fruit ahead of time.
- Have children wash their hands.
- Download, print, and add a copy of "Seed Investigation #2" to children's science journals (one per child).

Additional Materials

- Magnifying glasses
- Cutting board
- Knife
- Science journals
- Writing tools

Building Background Knowledge

Share photos of different fruits and their seeds. Invite children to sort and label the photographs based on what they have explored.

Stretch Their Thinking

If you are able to bring in some extra fruit with just a few seeds inside, challenge children to estimate how many seeds they expect to find. Then have them check and compare.

Listen/Look For

- What predictions do children make about what is inside the fruit?
- What observations do children make?
- Are children using words to describe quantity, such as "few" or "many"?

Safety Tip

Remember to keep the knife that you use to cut the fruit out of the children's reach.

Food Safety

Make sure to practice cooking and food preparation safety as children interact with new materials. Key safety practices include: washing hands, sanitizing food preparation surfaces and tools, and following your school safety guidelines. Be particularly alert to children's allergies and ingredients.

Eating Our Investigations

Don't waste the fruit. Have children wash their hands again and offer them a taste.



Remember to Save

- Wash and save seeds for future investigations. Add them to your seed collection.

Greeting Time

Children sing the seed song and stomp when they hear words that begin with the /s/ sound.

Literacy: Phonological Awareness

ASK children what sound they hear at the beginning of “seed.” **INVITE** them to name other words that start with /s/.

Many foods grow from seeds. What sound do you hear at the beginning of the word “seed”? Yes, “seed” begins with the sound /s/. Let’s all say /s/. What other words begin with /s/?

INVITE children to stand while they sing and to stomp their foot when they hear a word starts with /s/.

We are going to stand up to sing our song. If you hear a word that starts with /s/, then stomp one foot like this [demonstrate]. Let’s practice. Please stand up. Listen. Soil. Yes, let’s stomp one foot.

MODEL and **INVITE** children to sing “Here’s a Little Seed” and stomp when they hear a word that begins with /s/.

We are going to sing “Here’s a Little Seed.” Listen for words that begin with /s/ as in “seed.” When we hear a word that starts with/s/, we will stomp one foot.

Here’s a little seed [stomp]
in the dark, dark ground.

Out comes the warm sun [stomp],
yellow and round.

Down comes the rain,
wet and slow [stomp].

Up comes the little seed [stomp],
grow, grow, grow!

Material

- *Blueprint Songbook*



Responding to Children

Sing slowly and exaggerate the sounds to support children’s listening and comprehension.

Movement Time

Children combine three “if/then” codes in a new pattern.

Science: Engineering and Technology

SHOW the three foods for the “If/Then” game (i.e. a pepper, a carrot and a tomato). **REVIEW** the codes.

These foods grew from seeds. Let’s use them to play our “If/Then” game. Do you remember the codes?

- What do we do if we see a pepper? Show me... Yes, then we reach our arms up high.
- What do we do if we see a carrot? Show me... Yes, then we squat and touch the ground.
- What do we do if we see a tomato? Show me... Yes, then we spin around one time.

PROMPT children to face the same direction, so they can “read” the codes from left to right. **CREATE** an **AABBCC** code (A=carrot, B=pepper, C=tomato). **GUIDE** children to read and act out the codes.

Watch as I place down the foods in a pattern...

Can you read the pattern?

Let’s try to follow the codes!

Materials

- Enough images of the foods: four carrots, four peppers, and four tomatoes.

Keep It Going

- To make the idea of coding more concrete, introduce a real coder such as Joy Buolamwini, a prominent digital activist who coined herself a “Poet of Code.” Founder of the Algorithmic Justice League, she fights bias in technology that can lead to racial and gender discrimination in artificial intelligence. She was named one of the “World’s Greatest Leaders” by *Fortune* Magazine. You can download her photograph from the *Blueprint* website. However, there are many other coders you might recognize. Select one that you feel represents your community and one that your children will find interesting.



Talk Time

Children explore letter orientation.

Literacy: Writing

CONNECT to Movement Time. **WONDER** aloud if letters can move up, down, and around and still be read.

We can move our bodies up, down, and around. What if we move letters up, down, and around? Can we still read them? Let’s see!

SHOW a magnetic letter (e.g. the uppercase *letter S*). **EXPLORE** how it changes (if it does) when it’s turned all different ways.

- What letter is this?
- What happens when I turn it upside down? Does it still look like an “S?”
- What happens when I turn it this way? That way? Does it still look like an “S?”

INVITE children to name other letters to explore.

Who wants to select another letter for us to explore?

SUMMARIZE the activity.

Some letters stay the same, and some letters change when you turn them around.

Materials

- Magnetic letters

Letter Orientation

Letter orientation is NOT like two-dimensional shape orientation. With shapes, you can rotate them, and they are still that shape. For example, a rotated square is NOT a diamond; it is still a square. But how a letter is turned is really important!

Before

CONNECT to the read aloud *Anywhere Farm*.

We have really enjoyed reading *Anywhere Farm* [hold up book], and it has a lot to teach us about how seeds grow.

SHOW children illustrations of the seed cycle. **INVITE** them to help you sequence them. **TAPE** the illustrations in order on the chart paper.

Here are some pictures of how a seed changes as it grows. Can you put them in order?

- Who can find the picture of a seed?
- Who wants to find the picture that shows the seed growing? Yes, here is the sprout, a baby plant.
- What does the sprout or baby plant look like after more time passes?

We just put these pictures in order! Watch as I write a title for this chart.

During

[Draw and write on chart paper.]

THINK ALOUD as you create a title for the pictures. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

Look at the three pictures together. What are the pictures showing? What should we title it?

Suggested title: "How a Seed Grows"

PAUSE to focus on concepts of print (concept of a word).

I am going to write, "How a Seed Grows." That would make a good title. Help me count how many words I am going to write [count and hold up one finger for each word]. Four words! I am ready to write.

WRITE the title. Then **POINT** to the words and count them again. **INVITE** children to reread the title with you.

After

ENGAGE children in interactive writing. **COLLABORATE** with children to label each illustration to explain what is happening (e.g. seed, sprout, plant). **INVITE** a few children to the board. **GUIDE** them as they contribute to the writing (e.g. letters or words).

We just gave put these illustrations in order and gave them a title. The title, "How a Seed Grows," describes what this group of three pictures is showing. We can also write to describe what is happening in each picture. Let's think about each illustration.

Look at the first illustration [point]. What could we label it? Who would like to help write?

CONTINUE to invite children to the board to assist with labeling each illustration. Then **SUMMARIZE** the life cycle of a seed.

Today we looked at images and put them in order to show how a seed grows. Then we labeled each illustration.

REREAD the message one more time.

[Transition] **INVITE** children to lean in and tell a partner something they would like to plant. **INVITE** children who speak the same home language to share with each other in their home language as a support.

If you could plant a seed, what would you like to grow? Lean in and tell a partner.



Note: The message should be written on chart paper, so you can keep it as a reference tool.



Make & Prepare

- Download and print three illustrations that show the life cycle of a seed (seed, sprout, plant).

Additional Materials

- The book *Anywhere Farm*
- Chart paper
- Markers

Interactive Writing

Predetermine which children you will call up to write which letters. For example, you may have a child whose name begins with the letter S write the "s" in "seed." Remember to engage all children by sound stretching a few times. For example, say, "/S/eed.... What letter makes the sound /s/? The letter s says /s/ for the beginning of the word "seed."

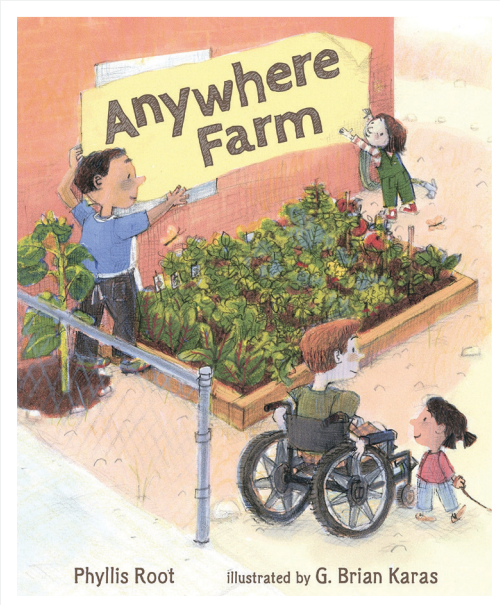
Vocabulary Development

Depending on the context, many words can be used as either nouns or verbs. For example, in this lesson, the word "sprout" means a baby plant. But it can also refer to the act of growing (e.g. sprouting up). Make sure to demonstrate and/or act out words to explain the difference. So children understand how to use the word, point out the meaning, too. Other words that can be nouns or verbs include fish, lock, and smell.



Keep It Going

- While children are waiting in line, encourage them to act out the life cycle of the seed. Together talk about what happens first, next, and last. Invite children to show you each step of the life cycle by acting it out in order. Can they act out a plant sprouting out of the ground?
- While reading with children at the library center, encourage them to look at books about life cycles. What other living things change? How do they begin life? What happens next?



Material

- Unit Chart: “What Makes Food Special?”

Connections to Other Units

Children explored their local community in Unit 3. In this book, they read about another local community and the impact that a garden has on its members and the environment.

Scaffolding Children

In this lesson we activate children’s prior knowledge and experiences. This scaffolds their learning because it helps remind them what they already know or have learned.

Diversity and Inclusion

This book shows that community members can be differently abled, for example, using a wheelchair. If there are differently-abled children in your class, empower them to see themselves reflected in the books you read. You may also use this as an opportunity to affirm all types of diversity and inclusion in your classroom community, your local community, and beyond.

Keep It Going



- Begin an “I Spy Seeds” chart. When children eat do they find any seeds? Chart/take photos of what they observe.
- Go on a hunt for plants at various stages of their life cycle. Do you see any seeds? Sprouts? Full grown plants?

Before

RECAP what the title means.

Why does the author of this book say we can plant a farm “anywhere”?

Yes, we can grow plants any place, as long as they have what they need. The people in this book plant their garden right in their local community. Have you ever seen a garden in your community?

SET THE FOCUS: Notice how the garden helps the community.

A garden is a special place in the community! As we reread *Anywhere Farm* today, let’s notice how the garden helps the community.

During

PAUSE before “An old empty lot...” **ASK** children to describe the site. **DISCUSS** how the garden will change it.

Here is the place where the neighbors will grow their garden. Can you describe what you see?

Yes, it is an old, empty lot with buildings all around it. When they put the garden here, how might it change?

The garden will be full of living, growing plants. It will become a special outdoor space in the community.

PAUSE after “Plant an anywhere farm anywhere that you like.” **DISCUSS** how recycling and reusing materials takes care of the community environment.

Do you think the neighbors went to the store to buy all new pots, cans, and shoes to plant the seeds in?

No, they are using things that they already had. Instead of throwing them away, they are reusing and recycling them. This not only takes care of their community, this also takes care of the whole earth by keeping it clean.

PAUSE after “On your anywhere farm, plant whatever you please.” **DISCUSS** how growing fruits and vegetables takes care of the community members.

What are the neighbors growing in the garden?

Yes, they are growing all kinds of fruits and vegetables. How does that help to take care of their community?

Yes, the neighbors living in this community can get healthy foods to cook and eat together!

PAUSE after “Your neighbors... of their own.” **DISCUSS** how the garden brings community members together.

Who is visiting the community garden?

Yes, the garden is a place where animals living in the community can visit. Neighbors and their pets have a place to play together, too. What a special place to gather together!

After

INVITE children to turn and talk about how the garden helps the community.

Think about what makes this anywhere farm a special place in the community. Turn and talk about it...

- This garden helps the community in many ways! Would you like take care of a garden in your community?
- How do you think the garden would help your community?

RETURN to the Unit Chart: “What Makes Food Special?” **INVITE** children to add what they are learning and other questions they have.

Build Interest

SHOW children the fruit for the exploration. **ASK** them where they think the seeds for these fruits are and what they look like.

Scientists, you have been making some amazing observations and discoveries about food! We've looked at many different kinds of fruit and their seeds. Here is the fruit we are going to explore today.

- Where do you think the seeds are on this fruit?
- What do you think they look like?

GIVE children time to share. Then **SUMMARIZE** the discussion

Build Understanding

SHOW a strawberry. **INVITE** observation and discussion. **CUT** open a strawberry.

Here is a strawberry [show]. Take a look. What do you observe? Let's cut into the strawberry.

- What do you notice?
- Where are the seeds?
- How many seeds do you see?

Yes! The seeds on a strawberry are tiny specks that are on the outside.

Build Experience

GIVE children time to observe the seeds from other fruit.

Let's investigate the blackberry. Is it just like the strawberry?

- Can you count the seeds?
- Try looking closely with a magnifying glass. What do they look like?
- How are they the same or different from the seeds of the other fruit?

REFLECT on the recent seed investigations.

We have looked at fruits with many different kinds of seeds. Let's discuss:

- What do you know about seeds?
- How do seeds look similar? Different?
- Where can you find seeds?
- What does each seed do?

DISTRIBUTE science journals. **INVITE** children to record their thinking and/or respond to the lesson.



Make & Prepare

- Bring in fruit with tiny seeds on the outside, such as strawberries and blackberries (enough for each group to observe).
- Wash the fruit ahead of time.
- Have children wash hands before handling fruit.
- Download, print, and add a copy of "Seed Investigation #3" to children's science journals (one per child).

Additional Materials

- Magnifying glass
- Cutting board
- Knife
- Science journals
- Writing tools

Building Background Knowledge

Review the concepts of inside and outside when referencing the fruit.

Stretch Their Thinking

Continue to talk about other seeds and what they look like. Ask children to think about why some fruit have seeds on the outside.

Safety Tip

Remember to keep the knife that you use to cut the fruit out of the children's reach.

Listen/Look For

- What observations do children make?
- What do children say when they compare the fruit they have investigated?

Adapt the Lesson

You can push these fruits through a mesh strainer or piece of cheesecloth and run some water over the mush to get a true sense of how many seeds are actually in a strawberry or blackberry.

Eating Our Investigations

Don't waste the fruit. Have children wash their hands again and offer them a taste.

Following Up

At the end of this lesson we suggest you have children journal about what they learned. Take time to analyze children's journal entries. What are you learning about their cognitive skills? Their writing skills? Their approaches to learning? Assess whether multilingual learners recorded in their journals any observations that were not verbally shared with the group. Offer to help describe their drawings and recordings.

Greeting Time

Children sing about growing a food from its seed.

Literacy: Literate Attitudes and Behaviors

READ the marked pages in *Anywhere Farm*.

Foods, like fruits and vegetables, grow from seeds. In our book *Anywhere Farm*, the neighbors planted many kinds of seeds. Here is a picture of their community garden. Let's reread some of the foods they are growing...

CHANGE "little" to one of the foods named in the book (e.g. "tomato"). SHOW a real tomato.

What foods did they grow?

One kind of seed these neighbors planted is tomato. How would you like to grow tomatoes?

MODEL and INVITE children to sing and act out "Here's a [Tomato] Seed."

Let's sing "Here's a Little Seed." But instead of saying "little" let's say "tomato" seed.

Here's a tomato seed
in the dark, dark ground.

Out comes the warm sun,
yellow and round.

Down comes the rain,
wet and slow.

Up comes the little seed,
grow, grow, grow!

Can you imagine what the tomato plant looks like?

Make & Prepare

- Have the book *Anywhere Farm* ready. Mark the page that begins "Beets and zucchini" with a sticky note.

Additional Material

- *Blueprint Songbook*



Movement Time

Children create and follow an "if/then" code.

Science: Engineering and Technology

SHOW the images of three foods (i.e. a pepper, a carrot, and a tomato). **REVIEW** the "if/then" codes.

A tomato is one of the foods for our "If/Then" game. Let's review our codes.

- What do we do if we see a pepper? Show me... Yes, then we reach our arms up high.
- What do we do if we see a carrot? Show me... Yes, then we squat and touch the ground.
- What do we do if we see a tomato? Show me... Yes, then we spin around one time.

PROMPT children to face the same direction, so they can "read" the codes from left to right. INVITE a child to create a code using the images. GUIDE children to follow it together.

Who wants to create a code for us to follow?

Are you ready to try it together?

Materials

- Images of the foods (four carrots, four peppers, and four tomatoes)

Responding to Children

Are children able to recognize a simple pattern using manipulatives that vary in size, shape, and color? If so, ask them to find or make patterns of more complex types (e.g. AAB). If not, provide repeated experience over time with objects that focus on one attribute such as color.

Talk Time

Children practice "Seeds of Kindness."

Social Emotional: Social Awareness and Relationships

SHOW the book *Anywhere Farm*. **CONNECT** to the Power of 3.

We are learning that you can plant seeds and grow food!

What if we could plant a seed inside ourselves? What would you want it to grow into? I wonder if we could plant a seed to help us take care of each other and act kindly?

GUIDE children to do "Seeds of Kindness." Then ADD the card to your Mindful Moment basket.

Let's practice a Mindful Moment called "Seeds of Kindness" [show card].

Make your body comfortable and place both hands over your heart [demonstrate]. Close your eyes, and take deep breaths. Imagine you are planting a seed of kindness in your heart. Breathe into the seed in your heart. Imagine your breath makes the seed sprout. Do you feel it growing?

You can grow kindness inside of you! When you act kindly, you are taking care of each other.

What other seeds can you plant inside your heart?

Make & Prepare

- Download and print the "Seeds of Kindness" Mindful Moment card.



Additional Material

- The book *Anywhere Farm*

Mindful Moment

"Seeds of Kindness" shows children that they can cultivate kindness within themselves. This helps children feel empowered to act more kindly and take care of others. You can extend this notion by reminding children that they can cultivate other positive thoughts and feelings within themselves as well. These internal thoughts and feelings can then be shared externally with those around us.

Before

SHOW the book *Anywhere Farm*. **REVIEW** that it is a rhyming book. **INVITE** children to listen for the words that rhyme.

Our book *Anywhere Farm* is a rhyming book [show]. Many words sound the same at the end. I'm going to read you a page from our book. Listen for the rhyming words.

SHOW the picture and **READ** the marked page.

What rhyming words did you hear? Yes, "can" and "pan." They sound the same at the end. You can plant in a can or a pan.

See this hat in the illustration [point]. Do you think you could plant a seed in a hat? Why or why not?

TELL children they are going to play a rhyme sorting game.

We are learning that seeds can be planted just about anywhere! We are also learning to listen for rhyming words. Let's play a new rhyming game today. We are going to sort pictures into two groups. The first group is words that rhyme with "can" [point to the can in the illustration]. The other group is words that rhyme with "hat," [point to the hat in the illustration].

First we need to make a chart for our sorting game. Watch as I prepare the chart.

During

[Draw and write on chart paper.]

DRAW a chart with two columns. **DRAW** a can at the top of one column and a hat at the top of the other. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

Here is the chart we will use to sort rhyming pictures. I am going to draw a can at the top of this column because we will sort all the words that rhyme with "can" here. Now I will draw a hat at the top of the other column because we will sort all the words that rhyme with "hat" here. What kind of hat should I draw?

Suggested labels: "can" "hat"

PAUSE to focus on phonological awareness (/h/ in the word "hat").

Hat. Say that with me: hat. What sound do you hear at the beginning of the word "hat?" /h/. What letter makes the /h/ sound? Yes, the *letter h* makes the /h/ sound. When I write the lowercase *letter h*, I drop down and make a hill. Now you try writing it with your finger in the air.

FINISH writing the labels. **INVITE** children to reread the labels with you.

After

PLAY "Rhyme Sort." **SHOW** several pictures. **INVITE** children to sort the pictures into the groups of rhyming words (-an and -at). **TAPE** them to the correct column on the chart.

We just created the chart for the game "Rhyme Sort!" I have pictures of words that rhyme with "can" [point to the column on the chart] and words that rhyme with "hat" [point to the column on the chart]. I'll show you one picture. Ask yourself, "Does that word rhyme with 'can' or 'hat?'" Whisper the answer in the palm of your hand like this [demonstrate]. Then we'll tape the picture under the word it rhymes with. Ready?

Let's try one together. Here's a card [show].

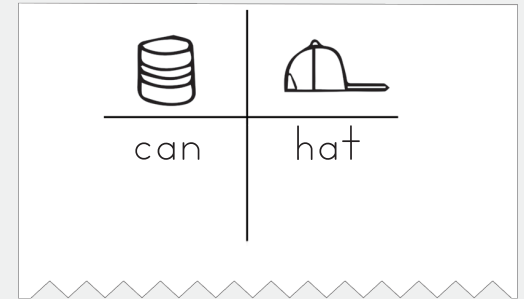
CONTINUE to sort the remaining cards. **READ** the columns of rhyming words. Then **SUMMARIZE** the rhyme sorting activity.

Today we sorted picture cards. We listened carefully to the word and matched the picture to words it rhymed with. This group of words [point] all rhyme with "can." This group of words [point] all rhyme with "hat."

REREAD the message one more time.

[Transition] Children name a word that rhymes with any of the pictures.

As you leave the rug, you can point to any picture and name a word that rhymes with it.



Note: The message should be written on chart paper, so you can keep it as a reference tool.



Make & Prepare

- Download and print images of words that rhyme with "can" (pan, fan, man) and words that rhyme with "hat" (bat, cat, rat, mat).
- Have the book *Anywhere Farm* ready. Mark that page that begins, "You might give them some seeds" with a sticky note.

Additional Materials

- Chart paper
- Markers

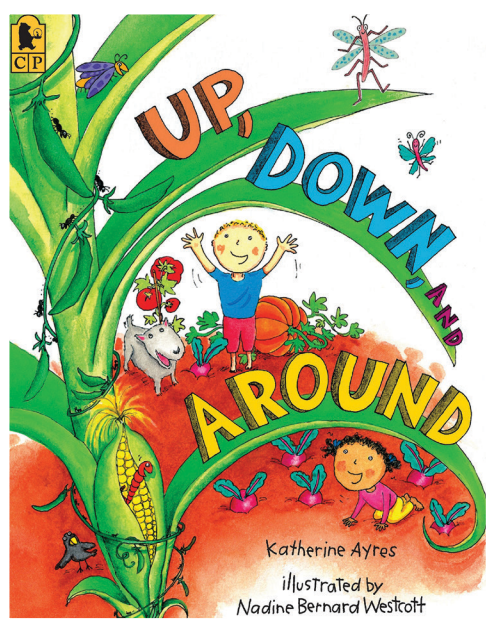
Responding to Children

If children need extra support during the "Rhyme Sort" game, hold up the picture card and say the word. Then hold it under the "can" column and say, "This is a bat. Bat, can. Do they rhyme? Bat, hat. Do they rhyme? Yes! I'll place the bat in the hat column because bat and hat rhyme."



Keep It Going

- Gather children in a small group. Using the picture cards from the MTP lesson, invite them to play "Rhyming Memory" with you. Together read the picture cards and talk about the -at and -an sounds you hear at the end of the words. Place the picture cards face down and have a child pick up two cards. The child will read the picture cards and decide if the picture cards rhyme or not. If they do, they keep the cards, and if not, they place the cards back in the game.
- Join children at the library center. Invite them to think about words that rhyme. Provide children with rhyming books and assist them by reading the books together pointing out the rhyming words. Encourage children to think about other words that rhyme.



Make & Prepare

- Bring the images of the three foods from Movement Time (i.e. pepper, carrot, tomato).

Additional Material

- Unit Chart: “Words We Are Learning”

Words We Are Learning

wind: to twist around something



Did You Know?

We eat all different parts of plants: roots, stem, leaves, flowers, seeds, and fruit. We eat the fruit and seeds of plants, such as strawberries, kiwis, and bananas. We eat the roots of plants like carrots, turnips, and radishes. Asparagus and celery are the stem of the plant. Artichokes and broccoli are flowers. We eat leaves like spinach and lettuce. We also eat seeds such as rice, corn, and peas.

Katherine Ayres

This author has a website you can explore. It includes reading guides for this book and her other works. <http://www.katherineayres.com>

Before

SHOW the three food pictures from Movement Time. **REVIEW** the actions: up, down, and around.

At Movement Time, we played a game of “If/Then” with these foods. Name them as I place them down: pepper, carrot, tomato. When we see this pattern, what movements should we do? Yes, first, we reach up. Up! Next, we touch the ground. Down! Then we spin around. Around!

Can you say the words, “up, down, around” as we do each movement? Let’s practice it together.

STATE that these words are in the title and repeated in the book. **POINT** to each word in the title. **INVITE** children to join in saying them.

The title of this book is *Up, Down, and Around*. It is written by Katherine Ayres and illustrated by Nadine Bernard Westcott. These words—up, down, and around—are repeated in the book. Will you help me read them in the title? *Up, Down, and Around*.

MODEL and **INVITE** children to practice the hand gestures to signal when it is time to read: “up” (point up), “down” (point down), and “around and around” (draw a circle in the air).

When it’s time to read “up,” I’ll point up. You can point up too as we all say “up.” Let’s try. When it’s time to read “down,” I’ll point down. You can point down as we say “down.” Let’s try. When it’s time to read “around and around,” I’ll draw a circle in the air with my finger. You can too as we say “around and around.” Let’s try.

ASK children what they notice on the cover. **ASK** what may be going up, down, and around in the garden.

The title of this book is *Up, Down, and Around*. I wonder what is going up, down, and around? Look more closely at the illustration on the cover. What do you notice?

We see children, soil, plants, vegetables, and bugs. Where do you think the children are playing? Yes, they must be playing in a garden! What do you think may be going up, down, and around in this garden?

Let’s read to find out!

During

PROMPT children to join in doing the hand gestures and saying the repeated words: “up” (point up), “down” (point down), and “around and around” (draw a circle in the air).

PAUSE after “Green beans wind around and around.” **DEFINE** “wind.” **ADD** it to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words that mean the same thing (in English or their home language).

How do the green beans grow? Yes, they wind around and around. Can you say that word “wind”? What does it mean to “wind”? “Wind” means to twist around something. Do you see how the vines twist around these sticks [point]? Let’s add “wind” to the list of words we are learning. Do you know any words that mean the same thing?

After

ASK children what is going up, down, and around in the garden. **PROMPT** children to join in doing the hand gestures and saying: “up,” “down,” and “around.”

Readers, what is going up, down, and around in this garden? Yes, the fruits and vegetables are growing in different ways. Foods can grow [point up] up... [point down] down...and [draw a circle in the air] around!

ASK children to tell a partner which foods they would like to eat for lunch.

No matter which way they grow, where do all the foods end up? On the table! These family members are eating the fruits and vegetables for lunch. Which foods do you see?

Which of these foods do you like to eat for lunch? Lean and tell a partner!

Build Interest

CONNECT to recent seed investigations.

We are learning that some foods have seeds in them. We have explored many different types of fruit. Some have one pit. Some fruits have seeds on the inside. Some fruits have seeds on the outside. You can plant these seeds, and they might grow into new fruit!

SHOW children the seed collection. **OFFER** magnifying glasses. **DISCUSS** what they notice. **REFER** to the Anchor Chart: “We Can Describe.”

Here is a collection of more seeds. Take a look.

Choose one of the seeds. Look at it closely. What do you notice about the seed? How is it the same as the other seeds? How is it different? You can use the “We Can Describe” chart [point] to help you describe the seeds.

Build Understanding

RESTATE the features children observed. Then **INVOLVE** children in choosing one feature to sort materials by [e.g. dark, light].

We can sort our seeds, or put them into groups, based on the features you noticed. Let’s choose one way to sort these seeds. What should we choose?

Ok! Let’s sort the seeds into two groups. One group will be the seeds that are dark [show]. The other group will be the seeds that are light [show].

CREATE two yarn circles on the table.

I’ll make two circles on the table with yarn [show]. Which circle should we put the seeds in that are dark? What about the seeds that are light? Okay learners, let’s sort these seeds together!

GIVE children time to carefully sort the seeds. **ASK** guiding questions. **COUNT** and **LABEL** the groups.

- Why did you put that seed in that circle?
- How many seeds are in each sorting circle?
- Are the two groups equal? Which group has more seeds? Which has less?
- How can we label each group to describe the ways we sorted the seeds?
- How can we label the groups to show how many seeds are in each group?

Build Experience

COLLECT the seeds. **INVITE** children to select a different feature to sort by (you may need more than two circles). **USE** what you know about each child’s language skills to include and extend participation. **COUNT** and compare the number of seeds in each sorting circle.

We just sorted the seeds into two groups: dark and light. There are many more ways we can sort our seeds! Who has another idea?

Let’s try it! Tell us which seeds we should put in each circle. After we sort we can count and label the groups.

- Gesture: Point to a seed with this [feature]. Point to a seed that does not have this [feature].
- Yes/No: Does this seed have [feature]? Is this seed [feature]? Are these seeds the same? Are they different?
- Either/Or: Does this seed have [feature], or does this seed have [feature]? Are these seeds the same, or are they different?
- Open-ended: How do you want to sort the seeds? What feature do you want to choose? Which group has more seeds? How do you know?

RESTATE that to sort objects, including seeds, you choose a feature or attribute.

There are so many ways to sort, or organize, the seeds in our collection. Today we chose... [summarize the ways the group sorted the seeds].

Make & Prepare

- Use your seed collection to place several varieties of seeds onto different paper plates. Include the seeds you have explored and saved in Small Group Days 11 and 12.
- Cut two lengths of yarn that are long enough (approximately three feet) to create two circles for sorting the materials.

Additional Materials

- Magnifying glasses
- Anchor Chart: “We Can Describe”
- Optional: tweezers

Build Background Knowledge

Model descriptive vocabulary to differentiate the size, shape, texture, and other properties of more familiar objects.



Stretch Their Thinking

Encourage children to sort their seeds by two attributes. For example, round seeds that are brown.

Listen/Look For

- What do children notice about seeds?
- How do children sort their seeds?

Develop Fine Motor Skills

Invite children to use tweezers to pick up and place seeds on sorting mat or in a bowl.



Supporting Multilingual Learners

We use the strategy of “Layered Questioning” in the “Build Experience” section of the lesson. This strategy involves scaling the discussion to each child’s language ability. Children who are still focusing on understanding English will be able to show what they know through actions and gestures. Others who are more proficient will be able to answer increasingly more complex questions, or just chime in with their ideas.

Responding to Children

Are children able to sort objects using one attribute? If so, challenge them to sort by less common attributes, or more than one attribute. If not, check for understanding of vocabulary like same and different.

Greeting Time

Children choose what food to sing about.

Literacy: Literate Attitudes and Behaviors

SHOW a tomato. **ASK** children to name some other foods that grow from seeds.

We know many foods that grow from seeds. We sang about planting a seed to grow this food. What is it? Yes, a tomato.

What other fruits and vegetables do you know? Lean and tell a partner!

AGREE upon one fruit or vegetable. **CHANGE** “little” to the name of the food. **MODEL** and **INVITE** children to sing and act out “Here’s a [food] Seed.”

Let’s sing “Here’s a Little Seed” about growing another food today. Which fruit or vegetable would you like grow?

Okay, [food]. So, instead of saying “little” seed let’s say “[food]” seed.

Here’s a [food] seed in the dark, dark ground.

Out comes the warm sun, yellow and round.

Down comes the rain, wet and slow.

Up comes the little seed, grow, grow, grow!

Material

- Bring in a tomato.

Additional Material

- *Blueprint Songbook*

Scaffolding Children

In this lesson, we ask children to lean in and tell a partner their idea before asking them to share with the larger group. This interaction helps to scaffold children’s learning by giving them time to process what they are learning and rehearse what they might say to the large group.



Movement Time

Children create “if/then” codes in small groups.

Science: Engineering and Technology

SHOW the images of three foods (i.e. a pepper, a carrot and a tomato). **REVIEW** the “if/then” codes.

Let’s look at these foods and review our codes for “If/Then” game. Who wants to show us what the codes mean?

- What do we do if we see a pepper? Then we reach our arms up high.
- What do we do if we see a carrot? Then we squat and touch the ground.
- What do we do if we see a tomato? Then we spin around one time.

GUIDE children to form small groups. **DISTRIBUTE** images of the foods. **INVITE** children to create and follow the codes in their groups.

How would you like to create more codes using these images? We are going to work in small groups. I will give you some pictures. You can make a code and then follow the code you make.

Make space for everyone in your group to move!



Make & Prepare

- Download and print more images of the foods for children to make “if/then” codes in small groups.

Talk Time

Children participate in writing directions for how to plant a seed.

Literacy: Writing

SHOW the books *Rainbow Stew*, *Anywhere Farm*, and *Up, Down, and Around*. **CONNECT** to growing food.

We are learning about what makes food special. One thing we learned is that you can grow some food, such as fruits and vegetables. They grow from seeds. How would you like to plant some seeds?

SHOW materials for planting seeds. **USE** interactive writing to create directions for how to plant a seed.

Let’s write the directions for planting a seed. We can call our chart “How to Plant a Seed.” Here is what we need: seed, soil, and a container. What do you think we might do first?

How to Plant a Seed:

1. Get soil.
2. Add a seed.
3. Water the seed.
4. Give it sunlight.

Let’s read our directions for planting seeds. I can’t wait to plant them with you!

Materials

- The books *Rainbow Stew*, *Anywhere Farm*, and *Up, Down, and Around*
- Chart paper (to make the Unit Chart: “How to Plant a Seed”)
- Markers

Interactive Writing

If children transcribe a letter incorrectly (for example, backward), validate their effort. Model how to correctly form the letter in the corner of the paper or on a wipe off board. Give them practice forming it. You can even cover their “practice” letter with a sticky note (call it “boo-boo” tape) and give them the opportunity to try again.

Before

CONNECT to learning about seeds. **SHOW** the first page you marked in the book *Up, Down, and Around*. **FOCUS** on the *letter s*.

We have been learning that food grows from seeds. Look at this page from the book *Up, Down, and Around* [show the page]. There are seeds for different plants shown on the pictures. What sound do you hear at the beginning of the word “seeds?” What letter makes the /s/ sound? Yes, the *letter s*.

DESCRIBE the *letter s* formation as you write the uppercase and lowercase letters in the left corner of your board. **INVITE** children to skywrite the letters. **Optionally**, review the ASL sign.

The *letter s* makes the /s/ sound. To write an uppercase *letter S*, I start at the top, curve around, and curve around. Now you write it with your finger in the air. This is the lowercase *letter s*. I curve around and curve around. Now you try it.

SHOW the second page you marked in the book. **POINT OUT** the vine. **FOCUS** on the *letter v*.

On this page, the pumpkin seeds have grown into pumpkins! The pumpkin vines [trace your finger along the vines] wind around and around. Vine. Say that word with me: vine.

What sound do you hear at the beginning of the word “vine?” What letter makes the /v/ sound? Yes, the *letter v*.

DESCRIBE the *letter v* formation as you write the letters in the right corner of your board. **INVITE** children to skywrite the letters. **Optionally**, review the ASL sign.

We know so many letters and sounds! Listen for the /s/ and /v/ sounds in the message today. I’m going to write the *letter s* and the *letter v*.

During

DRAW a seed and a vine. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

First, I want to draw a seed. What shape should I draw? Next, I want to draw a vine. Should it climb up and down?

Suggested labels: “seed” “vine”

PAUSE to focus on phonological awareness (/s/ in the word “seed” and /v/ in the word “vine”).

The *letter s* makes the sound /s/. I want to write a lowercase *letter s*. I curve around and curve around. Now you try writing it with your finger in the air. I’ll write the rest of the letters in the word “seed” now.

REPEAT with the lowercase *letter v* in the word “vine.” **INVITE** children to reread the labels with you.

After

PLAY the game “Matching Sounds.” **SHOW** a picture of an object. **ASK** children to identify its beginning sound and match it to one of the targeted sounds (/s/ or /v/). **ADD** the picture to the side of the board that shows the same letter.

Let’s play the game “Matching Sounds.” I will show you a picture. We will name what we see in the picture and think about the beginning sound in the word. Does it start with the same sound as the word “seed” or the same sound as the word “vine?” Whisper your answer in the palm of your hand like this [demonstrate]. Then we’ll add the picture to the board. Let’s try one together.

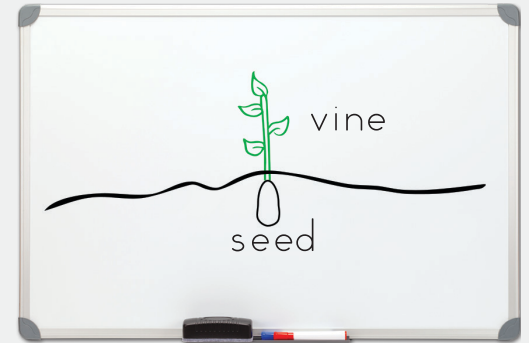
CONTINUE playing. Then **SUMMARIZE** the activity.

Today we sorted words by whether they began with the /s/ or the /v/ sound. We are learning so many sounds and letters!

REREAD the message one more time.

[Transition] **INVITE** children to tell you a word that begins with either /s/ or /v/.

Share another word you know that begins with either /s/ or /v/.



Make & Prepare

- Have the book *Up, Down, and Around* ready. Mark the pages that say “Dirt piles up” and “Pumpkins vine” with a sticky note.
- Review the standard pronunciation for the *letter s* and the *letter v* on the *Blueprint* website.
- Review the ASL signs for the *letter s* and the *letter v* on the *Blueprint* website.
- Download and print images of words that begin with the *letter s* (sun, soap, sock) and the *letter v* (vacuum, volcano, van).

Letter Formation

- Uppercase *letter S*: curve around, curve around
- Lowercase *letter s*: curve around, curve around
- Uppercase *letter V*: slide down, slide up
- Lowercase *letter v*: slide down, slide up

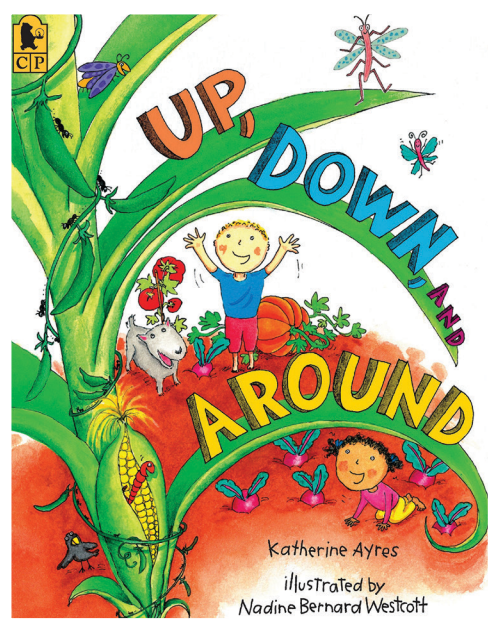
Following Up

This lesson focused on the *letter s* and *v*. Use your assessments of children’s letter knowledge to determine your next steps. What letters and sounds do your children know? Which letters will you review when interacting with children (e.g. at centers or in Small Group)?



Keep It Going

- During a transition, invite children to play a game with you. Have children sitting in chairs or on the carpet. Say two words, and have the children stand up if they begin with the same sound. Have them sit down if they do not begin with the same sound. For example: summer-sand (stand up). Sandwich-paper (sit down).
- Gather children in a small group. Provide each child with a bag of uppercase and lowercase *s*’s and *v*’s. Assist them by telling them about the verbal path of the *letter s* (curve around, curve around) and *v* (slide down, slide up). Invite children to look at the letters in their bag. Can they sort the letters? Can they put the *s*’s together? The *v*’s together?



Materials

- Unit Chart: “Words We Are Learning”
- Unit Chart: “What Makes Food Special?”
- Anchor Chart: “Readers Can Say”

Authentic Materials

If possible, bring in a carrot that still has leaves on it to see how the leaves and stems grow up while the carrot root grows down. Bringing in real samples of several other fruits and vegetables mentioned in the book (i.e. corn, carrot, cucumber, pepper, potato, pumpkin, broccoli, beet, green beans, okra, onion, tomato) would also support children’s comprehension.

Executive Function

When children are asked to recall facts from an informational book, they are accessing their working memory. A strong working memory supports the development of children’s executive function.

The Enormous Potato

In Week 4, we will read a pair of folktales: *The Enormous Potato* and *The Turnip*. Both of these folktales feature vegetables that grow underground. *Up, Down, and Around* provides a nice preview for how potatoes and turnips grow down and must be pulled up from the ground.

Keep It Going

- Invite children to look for evidence of animals eating plants outside (e.g. leaves that bugs have chewed holes through).
- Many animals are named after fruits and vegetables: banana slugs, banana wrasse, banana spiders, lemon sharks, sea lemons, lettuce sea slugs, tomato anemone fish. Show children pictures of these animals and talk about why they think they got those names.



Before

ASK children to read the title as you point to each word. **INVITE** them to join in saying the repeating words in the book. **RECAP** how plants grow different ways. **REVIEW** the hand gestures.

Will you help me read the title of this book? *Up, Down, and Around*. Please join me in saying these words as they repeat in the book!

Readers, what is moving up, down, and around in this book? Yes, the fruits and vegetables in the garden are growing different ways. They grow [point up] up, [point down] down, and [draw a circle in the air] around.

SET THE FOCUS: To find out which plants grow up, down, and around.

Let’s read to find out which foods grow up, down, and around!

During

PAUSE after “Carrots grow down.” **PROMPT** children to point to which way corn grows, and then carrots. **ASK** children how we could pick a carrot.

Can you point to which way corn grows? Yes, it grows up toward the sky. Now point to which way carrots grow. Yes, they grow down into the soil. See how they are underground. Only the leaves on top are sticking out of the soil. How would we pick a carrot?

Yes, to pick a carrot, we have to pull on the leafy part sticking up to get the orange part out of the ground.

PAUSE after “Cucumbers climb around and around.” **FOCUS** on how certain plants wind around. **REFER** to “wind” on the Unit Chart: “Words We Are Learning.”

Cucumbers do not grow up like corn, or down like carrots. How do cucumbers grow?

Yes, they wind [point to chart] around and around [trace the vines in the picture]. Look how the vines, leaves, and fruits twist and turn around. This part is even wrapping around the child’s ankle [point].

Let’s keep reading to learn which other plants grow up like corn, down like carrots, and around like cucumbers.

For the rest of the pages, PAUSE before reading the word that tells how each plant grows. **GIVE TIME** for children to look at the picture and think. **INVITE** them to do the hand gesture and fill in the word: “up,” “down,” or “around and around.” For example:

- “Peppers grow [wait for children to point up and say “up”]... up!”
- “Potatoes grow [wait for children to point down and say “down”]... down!”
- “Pumpkins vine [wait for children to draw a circle and say “around and around”]... around and around!”

After

INVITE children to turn and talk about how different plants grow. **ENCOURAGE** them to use the sentence stem, “I learned...”

This book teaches us that plants can grow different ways. Think about what you learned about how some of these fruits and vegetables grow.

Turn and talk with a partner about what you learned from reading *Up, Down, and Around*. When it is your turn to talk, you can start by saying, “I learned...”

RETURN to the Unit Chart: “What Makes Food Special?” **INVITE** children to add what they are learning and other questions they have.

Build Interest

CONNECT to Talk Time. **SHOW** the Unit Chart: “How to Plant a Seed.” **EXPLAIN** to the children that they are going to plant seeds. **SHOW** them the kinds of seeds available for planting. **GIVE** children time to choose which kind of seed they want to plant.

At Talk Time, we talked about how to plant a seed. Here is the chart that we wrote together [point].

Today, we are going to choose one kind of seed and plant it. Here are some of our options. What kinds of seeds do you notice? Which seed do you want to plant? Why?

Build Understanding

CONNECT to the book *Anywhere Farm*. **REFER** to “tenderly” on the Unit Chart: “Words We Are Learning.” **CONNECT** to Power of 3.

When we read about planting seeds and growing foods in *Anywhere Farm* [show book]. Do you recall how the girl and her community members treated the seeds and plants?

Yes, they handled them very tenderly [point to the word]. What does “tenderly” mean? Yes, when you treat something tenderly, you treat it gently and carefully.

That’s part of our Power of 3. We treat living things carefully. As we begin our own “anywhere farm” at school, let’s try to handle the seeds and plants tenderly.

REVIEW the Unit Chart: “How to Plant a Seed.” **DISCUSS** each step.

We are ready to plant our seeds! We will need to reread the directions we wrote together to help us know the order of the steps. Read along with me!

DISTRIBUTE materials for planting. **SUPPORT** children as they follow the steps to plant their seed.

- First, fill up your container with some soil. Use five spoonfuls of soil.
- Next, place two seeds in the soil. Push them in tenderly. Make sure to cover the seed with more soil.
- Then let’s add some water. Can you use this spray bottle and spray the soil several times until it’s moist, or just slightly wet?

Build Experience

REFER to the book *Anywhere Farm*. **INVITE** children to make a sign for their seed.

Last, let’s make a sign for our seed just like they have signs on their seed plants in *Anywhere Farm* [show marked page]. You can write your name and the name of the seed you planted. This sign will tell everyone which plant you are growing.

ASK where the plants should go so that they will grow best.

Now that we have planted our seeds, where do you think we should put them so that they will grow best?

RESTATE that seeds need soil, water, and sunlight.

We are learning that seeds need soil, water, and sunlight to grow. I can’t wait to watch our plants grow!

Make & Prepare

- Seeds from the seed collection (green beans and pea seeds germinate in five to 10 days; you may choose to plant seeds that children have experience investigating from your seed collection)
- Soil and planters (try recycled materials such as clean yogurt containers)
- Cover the Small Group table with newspaper or use a large plastic tub to contain soil.

Additional Materials

- The book *Anywhere Farm*
- Unit Chart: “How to Plant a Seed” (created in Talk Time Day 15)
- Unit Chart: “Words We Are Learning”
- Spoon
- Watering can or spray bottle and water
- Index cards
- Craft sticks
- Markers
- Tape

Building Background Knowledge

Connect to children’s observations of seeds. Review what these seeds will look like when they grow.

Stretch Their Thinking

Ask children what they think they will see happen first with their seeds.

Listen/Look For

- Which type of seed do children decide to plant?
- Do children follow the steps in planting?
- Where do children suggest plants should go in order to grow best?

Growing Scientists

Remember that the main goal of investigating and experimenting is for children to wonder and ask questions. Be prepared that these experiments and investigations might not always go as planned, but that is what happens to scientists, too. They make predictions or expect something to happen, only to be surprised by an unexpected outcome. There is no guaranteed outcome to this, or any, experiment. It is possible that some of these seeds may not grow. Encourage children to be fearless like scientists: To ask questions and be willing to investigate uncertain outcomes.

Remember to Check

Remember to check on children’s seeds. Invite them to use their science journal to record changes in the growth of their seeds.



UNIT 7 WEEK

4

Be Sure To...

- Compare two folktales that feature food.
- Use a balance scale to compare the weights of objects.
- Celebrate children's learning during this unit.

Materials

- Several potatoes, cooked and uncooked
- Raw turnips
- Milk and butter
- Salt and pepper
- Potato mashers
- Large seeds (such as lima beans)

Books

- *Bee bim Bop!*
- *10 Gulab Jamuns*
- *Grandma's Tiny House*
- *Kitchen Dance*
- *Rainbow Stew*
- *Anywhere Farm*
- *Up, Down, and Around*
- *The Enormous Potato*
- *The Turnip*
- *Class Book Our Recipes*
- *Blueprint Songbook*

Charts

- Anchor Charts:
 - "Readers Can Say"
 - "We Can Describe"
 - "Cheers"
 - "Power of 3"
- Unit Charts:
 - "Words We Are Learning"
 - "Making a Meal"
 - "What Makes Food Special?"

What can we learn about food from the folktales *The Enormous Potato* and *The Turnip*?

Some food grows underground. People can work together to get, make, and eat food.

Children conclude their exploration of food by reading and comparing two versions of the folktale *The Enormous Potato*. These stories introduce children to other foods that grow underground as well as engage their sense of size and measurement. They practice making predictions about the stories, count syllables, and discuss how working together is one way of acting kindly. Children investigate potatoes further by determining how they grow, comparing cooked and uncooked potatoes, and writing a recipe for mashed potatoes. They compare the attributes of turnips and potatoes, and they use balance scales as a measuring tool.

Keep in Mind

- Remember to have the class book completed, laminated, and bound by Day 19.
- When you wrap up this unit, be sure to revisit the artifacts you created with children (e.g. charts, books). Discuss what children learned, what their favorite things were, and what new ideas they want to keep. Share with others in your community (e.g. other classrooms, families).



Words We Are Learning

enormous
really big; huge

tug
pull



Multilingual Learner Anchor Words

- potato
- turnip
- heavier
- lighter



Trips & Visitors

Continue to invite local farmers, gardeners, or anyone involved in growing to your classroom.



From the Songbook

"One Potato"

This chant will be featured in Greeting Time. Copy the words, and send home to families.



Working with Families

Share this information with families: Invite families to participate, as you celebrate this unit's learning. During Gathering Times on Day 19 and 20, if families are present, have them join in Greeting Time and Movement Time! Then they can listen as you share the class book (Day 19) and celebrate learning across the unit (Day 20). See the *Blueprint* website for examples of invitations.

Let them know that children are comparing the weights of objects. Suggest that they practice comparing any two items in their refrigerator or cupboards. Which is heavier? Which is lighter?



Remember | <https://cliblueprint.org/resources-tx>

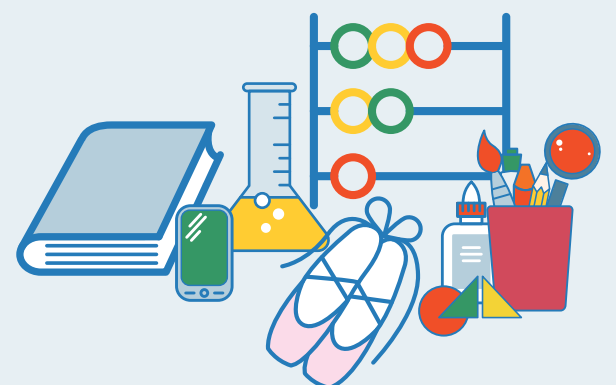
You can find downloads, videos and more on the *Blueprint* website.

	Day 16	Day 17	Day 18	Day 19	Day 20
Greeting Time	Children learn a chant about counting potatoes. <i>Literacy: Literate Attitudes and Behaviors</i>	Children act out pulling as they chant about counting potatoes. <i>Literacy: Literate Attitudes and Behaviors</i>	Children rock back and forth with a partner as they chant about potatoes. <i>Physical Development: Gross Motor Skills</i>	Children change “potato” to “turnip” in the chant. <i>Literacy: Literate Attitudes and Behaviors</i>	Children rock back and forth with a partner as they chant about turnips. <i>Physical Development: Gross Motor Skills</i>
Movement Time	Children play the game “Cool Potato.” <i>Physical Development: Gross Motor Skills</i>	Children play “Cool Potato” by putting it down and picking it up. <i>Physical Development: Gross Motor Skills</i>	Children play “Cool Potato” and pass it behind their backs. <i>Physical Development: Gross Motor Skills</i>	Children change the game to “Cool Turnip.” <i>Physical Development: Gross Motor Skills</i>	Children play “Cool Turnip” and choose how to pass it. <i>Physical Development: Gross Motor Skills</i>
Talk Time	Children launch an investigation to find out how a potato grows. <i>Science: Life Sciences</i>	Children participate in a shared writing of a recipe for mashed potatoes. <i>Literacy: Writing</i>	Children discuss working together as a way of acting kindly. <i>Social Emotional: Social Awareness and Relationships</i>	Children listen to the class book. <i>Literacy: Listening and Speaking</i>	Children discuss what they have learned about what makes food special. <i>Literacy: Listening and Speaking</i>
Message Time Plus	Children discuss ways to cook and eat potatoes. <i>Social Studies: Self and Society</i>	Children learn the word “enormous.” <i>Literacy: Vocabulary</i>	Children identify how many syllables are in a word. <i>Literacy: Phonological Awareness</i>	Children distinguish between words that begin with /f/ and /r/. <i>Literacy: Phonological Awareness</i>	Children discuss things that are found underground. <i>Science: Life Sciences</i>
Intentional Read Aloud	Children make predictions. <i>Literacy: Comprehension</i>	Children retell the folktale. <i>Literacy: Comprehension</i>	Children make predictions about another version of the folktale. <i>Literacy: Comprehension</i>	Children focus on illustrations by Jan Brett. <i>Creative Arts: Visual Arts</i>	Children vote for their favorite book from the unit. <i>Literacy: Literate Attitudes and Behaviors</i>
Small Group	Children compare potatoes that are cooked and uncooked. <i>Science: Physical Sciences</i>	Children make mashed potatoes. <i>Science: Scientific Inquiry and Practices</i>	Children use a balance scale to compare potatoes and other objects. <i>Math: Measurement and Data</i>	Children observe turnips and compare them to potatoes. <i>Science: Scientific Inquiry and Practices</i>	Children use a balance scale to compare turnips and other objects. <i>Math: Measurement and Data</i>
Reflection Time	What have you found in the dirt?	What is the most enormous thing you have ever seen?	What is one way you can act kindly when you go home today?	Which version of the folktale do you like better? Why?	What makes food special?

Centers to Launch

See Pages 14-25

Art Center | Picture Frames
 Science Center | Seed Shakers
 Writing Center | Seed Letters



Greeting Time

Children learn a chant about counting potatoes.

Literacy: Literate Attitudes and Behaviors

SHOW the marked page in *Up, Down, and Around*. **REVIEW** that potatoes grow underground.

We know fruits and vegetables grow in different ways. Look at this page in *Up, Down, and Around*. What food do you see?

Yes, potatoes. How do potatoes grow? Yes, down into the soil. They grow underground.

ASK children to count the potatoes in the picture as you point to each one. Then **MODEL** and **GUIDE** children to pat their legs seven times.

How many potatoes do you see growing here? Let's count them together. We pointed to seven potatoes. Can you pat your legs seven times? Let's count together.

MODEL patting your legs seven times as you count potatoes in the chant. Then **INVITE** children to pat their legs and chant along.

Watch and listen as I pat my legs to count out seven potatoes with a chant.

One potato, two potato, three potato, four.

Five potato, six potato, seven potato, more!
[Raise your arms as you say "more."]

Can you chant and count along with me?

Make & Prepare

- Have the book *Up, Down, and Around* ready. Mark the page that says "Potatoes grow down" with a sticky note.

Additional Material

- *Blueprint Songbook*

Supporting Multilingual Learners

Explicitly teach the word "potato" for new English learners. Use gestures, pictures, and/or directly translate it into the children's home language (using an online translation tool). This will support their comprehension of the thematic content.

Movement Time

Children play "Cool Potato."

Physical Development: Gross Motor Skills

EXPLAIN how to play "Cool Potato."
MODEL how to pass the potato and hold it up when the music pauses.

It's fun to count pretend potatoes! Now let's play a game with a real potato [show]! This is how you play...

As we listen to music, we will stand up and pass this potato around our circle. If this was a hot potato, how would it feel in our hands? Yes, it might hurt our hands. We would need to wear oven mitts to protect our hands.

So let's pretend that this is a cool potato! It won't hurt our hands. Let's toss it tenderly like this [demonstrate] to the person next to us [point].

When we hear the music pause, whoever has the cool potato in their hands gets to hold it up high [demonstrate]. Then when the music comes back on, we will continue to tenderly pass the cool potato.

PLAY music. **GUIDE** children to pass the potato around the circle. **PAUSE** the music a few times. **PROMPT** the child holding the cool potato to hold it up.

Please stand up and get ready to play "Cool Potato!"

Make & Prepare

- A real potato
- Cue up music for the game. For instance, play more tango music from Week 2. Or you can choose to introduce a Russian composer since the folktale *The Enormous Potato* is originally from Russia. You might choose a classical piece such as Igor Stravinsky's "The Rite of Spring." Selections from this song are on the *Blueprint* website.

"Cool Potato"

We modified the game "Hot Potato" by changing it to "Cool Potato." Especially when cooking with children, we want to reinforce the safety practice of not touching things that are hot.

Talk Time

Children launch an investigation to find out how a potato grows.

Science: Life Sciences

CONNECT to what makes food special. **REFER** to the Unit Chart: "What Makes Food Special."

We have been learning about what makes food special [point to chart]. Some food grows from seeds. It can grow up, down, and around!

We know that seeds need soil to grow. But I wonder what would happen if we put a part of this potato in water. What do you think? Why?

INVOLVE children in preparing the potato: cut it in half, stick four toothpicks evenly around it (between the cut end and the top of it) to hold it securely in a glass; and submerge the cut side in a glass of water.

First, we need to cut the potato in half. Where should I cut it so the two pieces will be about the same size?

Now, let's put four toothpicks into the potato. Who can help?

Who can rest the toothpicks on the edge of a glass of water? The toothpicks hold it, so it won't fall into the glass. See how the cut side of the potato is under the water.

INVITE children to share their thinking.

Now that we have set up our experiment we will observe it each day. What do you think will happen? What are you wondering about?

Make & Prepare

- One potato, four toothpicks, a container, water

Additional Material

- Unit Chart: "What Makes Food Special?"

Digital Documentation

Take photos of potatoes and record changes in growth. Involve children in using technology.

Keep the Potato

Potato roots should start to sprout in a week. Then you can plant them in soil. Harvest in 10 to 12 weeks. Add to the Unit Project: Our Garden.

Sprouting Tips

Change water if it gets cloudy. Add water to keep the potato submerged.

Before

CONNECT to playing “Cool Potato” during Movement Time. **ASK** children why the potato they passed around is not ready to eat.

Here is a potato. I want to take an enormous bite out of it [dramatize this]. Should I do it? Why not?

No, this potato is raw, or uncooked. Some fruits and vegetables can be eaten raw like carrots, but others need to be cooked first. This potato needs to be cooked before we can eat it!

DISCUSS different ways to cook and eat potatoes.

Do you like to eat potatoes? How do your family members cook them?

I like to eat baked potatoes. I wrap the potato in tin foil and bake it for over an hour. Then I unwrap it and add some butter and salt and pepper. Have you ever eaten a baked potato?

Watch as I write about how I like to eat baked potatoes.

During

DRAW a baked potato. **DESCRIBE** what you are thinking and drawing. **INVITE** children to contribute.

Here is my baked potato. What should I add on top of it to make it even more scrumptious?

Suggested message: “I like to eat baked potatoes.”

PAUSE to focus on concepts of print (spaces between words).

I just finished writing the word “eat.” Before I write the next word, I want to leave a finger space. We don’t want to squish our words together! The space shows your reader where one word ends and the next word begins. Now I can begin writing the word “baked.”

INVITE children to reread the message with you.

After

SHOW images of foods made from potatoes. **PROMPT** children to sign “I like” for the dishes they enjoy eating. See the suggested examples below.

There are many different ways to cook and eat potatoes. If we talk about a potato dish that you would enjoy eating, sign “I like” [demonstrate]. Here’s one picture of...

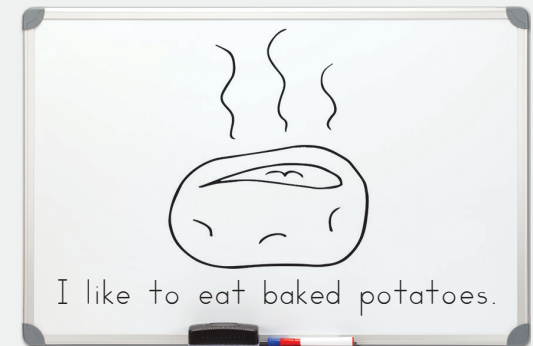
SUMMARIZE that there are many ways to cook and eat potatoes.

Today we talked about different foods made from potatoes.

REREAD the message one more time.

[Transition] **INVITE** children to share which potato dish they would want to eat right now.

Are you feeling hungry like me now? Which of these potato dishes would you want to it right now if you could?



Make & Prepare

- Bring in a potato.
- Download and print pictures of foods made from potatoes (mashed potatoes, baked potatoes, french fries, hash browns, latkes (Jewish potato pancake), gamja jeon ((Korean potato pancake), tortilla espanola (Spanish omelet), aloo gobi (Indian potato dish).
- Review the ASL sign for “I like” on the *Blueprint* website.



Remember to Save

- The picture of mashed potatoes for Day 17: Talk Time

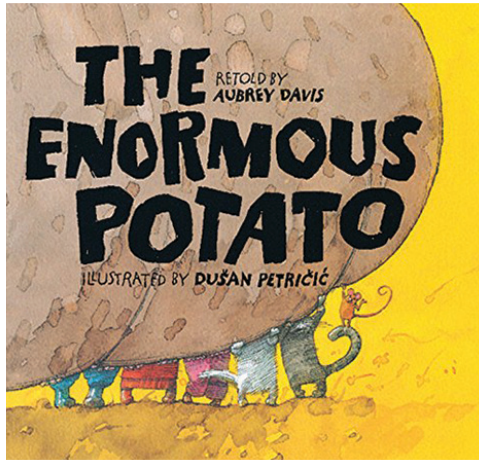
Scaffolding in MTP

We often encourage you to invite children to the board to find a letter or a word in the message. You can extend this opportunity to engage with the message by asking children to find something they know. Keep it open-ended! They can come up to the board and point out what they know and how they know it. If they find a letter, draw a circle around it. Follow up by asking what sound the letter makes or what words begin with that sound. If they find a word, draw a box around it. Ask them to show you what the word means or if they know other words that mean the same thing. Use what you know about the child to help move them from what they know to new learning. Of course, if they do not know the answer to a question you ask, offer them the support they need.



Keep It Going

- Join children in the math center. Talk about the ways you can cook and eat potatoes. Together create a chart listing the ways from the MTP lesson. Invite each child to tell you which is their favorite way to eat a potato. Together graph their answers.
- Join children at the dramatic play center—the market. Invite them to think about their favorite way to eat potatoes. Encourage them to think about the ingredients they would need to buy at the market to make their dish. Can they gather the ingredients? Invite them to share with you how they would make the dish.



Make & Prepare

- Retrieve the book *The Three Little Pigs* from Unit 4.
- Review the ASL sign for “I prepare” on the *Blueprint* website.

Additional Materials

- Anchor Chart: “Readers Can Say”
- Unit Chart: “Words We Are Learning”

Words We Are Learning

enormous: really big, huge

Remember to Revisit

- In Week 3, you talked about whether or not a seed was a living thing. Revisit that chart and ask children to continue to think about and try to answer that question.

Keep It Going

- Invite children to create stick puppets of one or more of the characters in the book. When children create puppets of the characters from this book, support them in making puppets that are mirrors of their lives and their own communities. It’s ok to have more diversity than is represented in the book. It’s ok if they change the gender of the characters in the book as well. They might have female farmers, Asian farmers, etc.



Before

ASK children what food grows underground and starts with /p/. **REVIEW** what folktales are.

Readers, I’m thinking of a food that grows underground. It starts with the sound /p/. What is it? Yes, it’s a potato! Today we are going to read a folktale about a potato. Remember, a folktale is a story that people have been telling for a long time like *The Three Little Pigs* [show book].

SHOW the cover. **ASK** children what they notice. **DEFINE** “enormous.” **ADD** it to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

This folktale is called *The Enormous Potato*. It is retold by Aubrey Davis and illustrated by Dusan Petricic. Look at the front cover. What do you notice?

Yes, the potato is really big! There are many words that mean “big” like “huge” and “gigantic.” Another is “enormous!” Can you say “enormous”? Let’s find the syllables or beats in that word: e-nor-mous. Let’s add “enormous” to the list of words we are learning. Do you know any words that mean the same thing?

SET THE PURPOSE: To find out how the potato grew so enormous.

I wonder how this potato grew to be enormous? Let’s read to find out what happens in the folktale of *The Enormous Potato*.

During

PAUSE after “And it grew into a potato.” **CLARIFY** that a potato “eye” is its “seed.”

What did the farmer plant? Yes, he planted an eye. A potato seed is called an “eye” just like our eyes [point]. Can you pretend to plant a potato eye in the ground [demonstrate]?

PAUSE after “So he called his wife.” **ASK** what the problem is. **INVITE** children to pretend to pull. **INVITE** them to make predictions. **PROMPT** them to use the sign and sentence stem, “I predict.”

What is the problem in this book? Yes, the potato is so enormous that the farmer can’t pull it out of the ground. Pretend you are trying to pull it out too. It’s stuck! So what does the farmer do? Yes, he calls his wife to help him.

What do you predict will happen next? If you would like to share, sign “I predict” [demonstrate]. You can say, “I predict…”

PAUSE after “They pulled and pulled again.” **INVITE** children to turn and talk about their predictions. **ENCOURAGE** them to use the sentence stem, “I predict…”

All the family members are pulling the enormous potato! The farmer, wife, daughter, dog, cat, and mouse are all working together. Think about what you predict will happen next. Let’s turn and talk about our predictions. When it is your turn to talk, say, “I predict…”

After

MODEL and **GUIDE** children to pretend to cook and eat the enormous potato.

What happens at the end of this folktale? Yes, all the community members eat the enormous potato they grew!

Let’s pretend to get the enormous potato ready to eat too. Imagine we finally pulled it up from the ground.

- First, we need to wash it: scrub, scrub, scrub!
- Next, we need to chop it up. What kitchen tool could help us? Yes, grab your knife: chop, chop, chop!
- Then we have to cook it. Put all your pieces in the pot, so it can heat up and get softer.
- Now it needs some flavor! Can you spread on creamy butter? Spread! And sprinkle some salt: Sprinkle!

Are you ready to taste it? How is it?

Build Interest

SHOW children artifacts from the egg, rice, and potatoes investigations. **ASK** children what they remember.

We observed lots of food recently! Look at these photographs. Remember when we observed uncooked and cooked eggs, rice and potatoes? What do you remember from those investigations?

SHOW a bowl of uncooked potatoes. **INVITE** children to talk about their experience cooking and eating potatoes.

Today, we are going to compare potatoes that are uncooked, or raw, [point to the Unit Chart: “Words We Are Learning”] with potatoes that are cooked.

- Do you eat potatoes?
- What do the potatoes look like that you eat? What color are they?

Build Understanding

OFFER magnifying glasses for close up observations. **INVITE** children to share what they observe. **REFER** to the Anchor Chart: “We Can Describe.”

Let’s use our senses (but not sense of taste) to learn more about uncooked potatoes.

- What do you notice about the potatoes? How would you describe them? You used your eyes to see...
- Can you shake one? What do you hear? You used your ears to hear...
- How does it feel? You used your skin to feel...
- What does it smell like? You used your nose to smell...

Build Experience

DISTRIBUTE cooked potatoes in bowls to each child. **INVITE** them to observe and compare.

Now that we explored the uncooked potatoes, let’s see if and how it changes when it’s cooked. We can use our senses to observe and compare these two kinds of potatoes.

USE what you know about each child’s language skills to include and extend participation.

- Gesture: Point to the cooked potato. Point to the uncooked potato.
- Yes/No: Is this potato cooked? Is this potato uncooked? Do these potatoes [feel, smell, look] different? Did the potato change when we cooked it?
- Either/Or: Is this potato cooked or uncooked? Do these potatoes [look, feel, smell] the same or are they different? Did the potato change, or did it stay the same?
- Open-ended: How were the potatoes the same? How were they different? What do your senses tell you about the potatoes? What happens when you boil or cook the potato? How does it change?

REFLECT on today’s potato investigation.

Today we compared cooked and uncooked potatoes. Let’s discuss:

- What have you noticed about how foods change when they are cooked?
- What other foods are you curious about?

DISTRIBUTE science journals. **INVITE** children to record their thinking and/or respond to the lesson.



Make & Prepare

- Baked or boiled potatoes (enough for each child to observe)
- Cover the table with a reusable tablecloth for easy clean up.
- Have children wash hands.
- Download, print, and add a copy of “Investigating Potatoes” to children’s science journals (one per child).

Additional Materials

- Photos of the food investigations from Small Group, Week 1
- Unit Chart: “Words We Are Learning”
- Uncooked potatoes (enough for each child to observe)
- Magnifying glasses
- Napkins
- Anchor Chart: “We Can Describe”
- Science journals
- Writing tools

Build Background Knowledge

Support the development of children’s descriptive vocabulary by lingering on the texture of the potato.

Stretch Their Thinking

Invite children to look through supermarket circulars to select other foods they would want to compare cooked and uncooked.

Listen/Look For

What observations do children make of both the uncooked and cooked potatoes?

Adapt the Lesson

Ideally, heat/boil the potatoes with the children, so they can see the process of cooking and be involved in it.

Eating Our Investigations

Don’t waste the potatoes. Have children wash their hands again and offer them a taste of the cooked potatoes.

Cooking Safety

Make sure to practice cooking and food preparation safety as children interact with new materials. Key safety practices include: washing hands, sanitizing food preparation surfaces and tools, and following your school safety guidelines. Be particularly alert to children’s allergies and ingredients.

Greeting Time

Children act out pulling as they chant about counting potatoes.

Literacy: Literate Attitudes and Behaviors

CONNECT to *The Enormous Potato*. **ASK** children how to get potatoes out of the ground.

In which direction do potatoes grow? Yes, they grow down underground into the soil. Think about *The Enormous Potato* [show]. In this folktale, how do the characters need to get the potato out of the ground? Yes, they need to pull it up!

MODEL and **GUIDE** children to act out pulling up and counting seven potatoes.

Imagine that we have seven potatoes growing in our garden. Let's act out pulling up each one like this [demonstrate]. Practice that now. Please count seven pulls.

MODEL and **INVITE** children to pull seven times and chant about counting potatoes.

Now let's chant and count as we pull up seven potatoes.

One potato, two potato, three potato, four.

Five potato, six potato, seven potato, more [raise your arms as you say "more"]!

Movement Time

Children play "Cool Potato" by putting it down and picking it up.

Physical Development: Gross Motor Skills

REVIEW how to play "Cool Potato." **MODEL** how to put down and pick up the potato.

We just pretended to pull up potatoes from the ground. Now let's play a game of "Cool Potato" together! Who can remind us how to play?

As we listen to music, we pass the cool potato around our circle. But today let's pass it in a different way. Let's stand up. Your neighbor will place the potato on the ground in front of your feet. When it is your turn, you will bend down to pick it up. Stand up and lift it overhead. Then place it down in front of the next person's feet.

When the music stops, whoever has the cool potato in their hands gets to twirl, or spin around, like this [demonstrate]. Then when the music comes back on, we will continue passing the cool potato.

PLAY music. **GUIDE** children to pass the potato around the circle. **PAUSE** the music a few times. **PROMPT** the child holding the cool potato to twirl.

Please stand up and get ready to play, "Cool Potato!"

Talk Time

Children participate in a shared writing of a recipe for mashed potatoes.

Literacy: Writing

SHOW the end of *The Enormous Potato*. **SHOW** image of mashed potatoes. **INVITE** children to share their experiences with this dish.

There are different ways to cook and eat potatoes. Here are the characters cooking and eating at the end of *The Enormous Potato* [show]. What kind of potatoes are in this picture? Yes, mashed potatoes! Have you ever made mashed potatoes? Have you ever eaten them?

SHOW the ingredients and kitchen tools. **WRITE** the directions on chart paper. **GUIDE** children to read the recipe.

Let's write a recipe for mashed potatoes. Here are our ingredients: cooked potato, milk, butter, and salt. Here are our kitchen tools: a bowl, masher, and mixing tools. What do you think we might do first?

- Mash the potato.
- Stir in milk.
- Mix in butter.
- Add salt and pepper.

Let's read our recipe for mashed potatoes. I can't wait to cook together!

Materials

- The book *The Enormous Potato*
- *Blueprint Songbook*



Remember...

While the components of Gathering Times can be taught one right after the other, each part can also stand alone. You may use one as a transition activity, or repeat the song or movement at another time of day. Reflection Time, though, is intended for the end of the day to give children closure on their daily experiences.



Make & Prepare

- A real potato
- Cue up music for the game (i.e. tango, Russian, or other music of your choice).

Vary the Lesson

Invite children to select the music. What kind of music would they like to listen to? Can one of the children act as "deejay" to start and stop the music?

Make & Prepare

- Image of mashed potatoes from Day 16 MTP
- Gather ingredients (cooked potatoes, milk, butter, salt, and pepper) and kitchen tools (bowl, masher, various mixing tools like a whisk, fork, and spoon) for mashed potatoes.

Additional Materials

- The book *The Enormous Potato*
- Chart paper and markers

Executive Function

A recipe essentially is a plan for cooking. By asking children to think through the steps ahead of time, we are sharing in the planning process. When they use the recipe, they get to follow the plan.

Before

CONNECT to the read aloud *The Enormous Potato*. **FOCUS** on the word “enormous.”

The folktale we are reading is entitled *The Enormous Potato*. Let’s think about what the word “enormous” means as I read a page from the book. Make the “I hear” sign [demonstrate] when you hear the word “enormous.”

READ and show the page you marked. **ASK** children to describe what the word means. **COUNT** the syllables in the word “enormous.”

What does the word “enormous” mean?

Yes, the word “enormous” means to really, really, really big! The potato grows so big, it’s nearly impossible to pull it out from the ground. Can you say “enormous”? Let’s stand up and count the beats or syllables: e-nor-mous [touch head, shoulders, knees]. The word “enormous” has three beats.

INVITE children to imagine other enormous items.

- Let’s imagine we have an enormous tree growing in our room? Can you try to climb it?
- Let’s imagine we have an enormous dinosaur in the room. Can you try to pet it?
- Let’s imagine we have an enormous apple in our hands. Can you try to eat it?

Look for the word “enormous” in the message today.

During

DRAW an enormous apple. **DESCRIBE** what you are thinking and drawing. **INVITE** children to contribute.

I want to draw an enormous apple. How big should I make it on the board?

Suggested message: “I want to eat an enormous apple.”

PAUSE to focus on vocabulary (the word “enormous”).

I want to write the word that means very big. What word do I want to use? [encourage children to recall the word “enormous.”] Yes, “enormous” means very big.

INVITE children to reread the message with you.

After

INVITE a volunteer to find the word “enormous” in the message. **DRAW** a box around it to emphasize the concept of a word. **ASK** children to define the word.

Who would like to come point to the word “enormous” in the message? How do you know that is the word “enormous?” What does it mean?

INVITE children to think of a food they would like an enormous helping of.

What food do you wish to eat an enormous helping of? Lean in and tell a partner.

REVIEW the meaning of the word “enormous” again.

Today we learned the word “enormous.” Enormous means really, really, really big!

REREAD the message one more time.

[Transition] **INVITE** children to think about how they would “teach” the vocabulary word to someone at home.

When you go home, why don’t you teach someone in your family what the word “enormous” means? Let’s rehearse what you might say and do. Tell your partner what the word “enormous” means.



Make & Prepare

- Have the book *The Enormous Potato* ready. Mark the page that begins “It grew fat...” with a sticky note.
- Review the ASL sign for “I hear” on the *Blueprint* website.

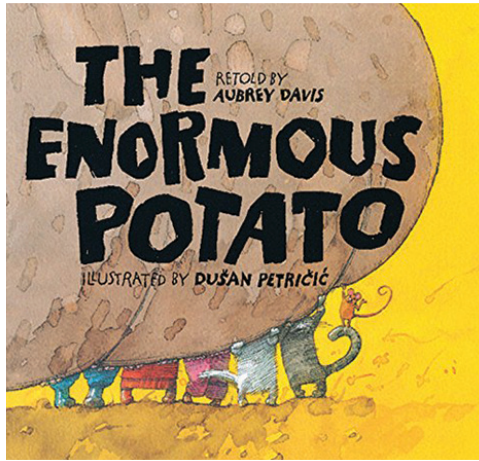
Additional Material

- Unit Chart: “Words We Are Learning”



Keep It Going

- While reading with children at the library center, encourage them to look closely at the illustrations. Can they find anything that is enormous? Encourage children to use their new vocabulary word enormous when describing the object in the book. Invite them to share the meaning of the word.
- Join children at the science center. Together, talk about where apples grow (up, down, or around). How would an enormous apple affect the tree it grows on? What kind of branch could hold it? Would the tree fall over?
- Gather children in a small group. Talk about their new vocabulary word “enormous” and how it means really, really big. Create a word web on chart paper with the word “enormous” in the middle. Encourage children to think of other words that mean the same thing as enormous. Can they come up with a synonym for enormous? Assist to the children to think about words like large, huge, massive, gigantic, etc. Can anyone come up with an antonym, the opposite of enormous?



Make & Prepare

- Invite children to bring the stick puppets they made of the characters in the book.
- Create extra stick puppets of the characters in the folktale (farmer, wife, daughter, dog, cat, and mouse).

Additional Material

- Unit Chart: “What Makes Food Special?”

Cardinal and Ordinal Numbers

A cardinal number tells how many objects there are (one mouse, two pets). Children use cardinal numbers as they count. An ordinal number tells the position of something in a list (the farmer was first, the wife was second). In this lesson, we use ordinal numbers to list the characters in sequence.

Keep It Going

- Add the character stick puppets to the library center. Encourage children to retell the folktale, or make up their own version of the story!



Before

RECAP the problem and solution in the book.

We read the folktale of *The Enormous Potato*! What is the problem in this book? Yes, the potato grows too huge for the farmer to pull out by himself. And so, what is the solution? Yes, the characters call each other for help. They all work together to pull out the enormous potato!

INVITE children to pretend to pull and to echo each character’s call for help.

Can you help to tell the story today? As we read, join in solving the problem with the characters. Act out pulling on the potato, and join the characters as they call for help.

If you are holding a stick puppet, hold it up high now. Good, please bring your characters down. When your character comes to help in the story, hold your puppet up high again.

During

REMIND children to hold up their puppets when their character appears. **PROMPT** all children to echo each character calling the next character. **INVITE** them to act out pulling the potato with each character.

- The farmer is first. Help him call the wife: “Wife! Yoo-hoo! Wife!” Pull!
- The wife is second. Help her call the daughter: “Daughter! Oh, daughter!” Pull!
- The daughter is third. Help her call the dog: “Here, dog! Here!” Pull!
- The dog is fourth. “Help him call the cat: “Come, cat! Come!” Pull!
- The cat is fifth. Help her call the mouse: “Help, mouse! Help!” Pull!
- The mouse is sixth. Everybody, pull and pull and pull!

After

GUIDE children to retell the story. **USE** ordinal numbers to sequence the six characters. **PROMPT** children to stand in a line when their character is called.

Thank you for helping to tell the folktale of *The Enormous Potato*. Now let’s use our puppets to retell the story!

Readers, which character comes first? Yes, the farmer! Come on up, farmers. The farmer tries to pull the potato but can’t. So what does he do? Yes, he calls for help.

- Who comes second? The wife! Now both of them try to pull, but no luck.
- Who comes third? The daughter! All three of them pull.
- Who comes fourth? The dog! All four of them pull.
- Who comes fifth? The cat! All five of them pull.
- Who comes sixth? The mouse! All six of them pull.
- They all pull and pull, until finally... What happens? RRRRRIP! The enormous potato comes out!

DISCUSS an alternate ending.

It took all six characters working together to be able to pull out the enormous potato. But I wonder what would have happened if the farmer, wife, daughter, dog, cat, and mouse still couldn’t pull it out of the ground? What do you think would have happened?

RETURN to the Unit Chart: “What Makes Food Special?” **INVITE** children to add what they are learning and other questions they have.

Build Interest

SHOW children a raw potato and a potato masher. **INVITE** them to discover how a raw potato is difficult to mash.

Today we are going to make our mashed potatoes! We will use the recipe we wrote and follow the steps in order to make it.

Here is a plain, raw potato. It is not boiled or cooked yet. Let's try to mash it with the potato masher [show]. What happens?

DISCUSS what children notice. Then **INVITE** children to mash the cooked or boiled potatoes.

Yes, the raw potato is too hard to mash. In this bowl, there are some potatoes that I already boiled and cooked. Let's try mashing these. What do you notice?

Yes, it's much easier! Cooking, or boiling, made the potatoes much softer.

Build Understanding

REVIEW the mashed potato recipe. **DISCUSS** each step.

We are ready to make our mashed potatoes! We will need to reread the recipe we wrote together to help us know the ingredients, what to do with them, and the order of the steps. Read along with me!

- Mash the potato.
- Stir in milk.
- Mix in butter.
- Add salt and pepper.

WORK together to make the mashed potatoes. Make sure every child gets the opportunity to add ingredients and stir if they want to. **ENCOURAGE** them to observe and describe what they see.

- First, we need to mash the potatoes. We already began. Is there a tool we could use to help us? Let's use the potato masher to make the potatoes nice and smooth. How does it look now? We don't want any lumps in our mashed potatoes.
- Second, let's add $\frac{1}{2}$ cup of milk. Will someone volunteer to gently pour the milk in our mixture? Let's stir the milk and potatoes together to make a smooth mixture. What are you noticing?
- Third, let's add one tablespoon of butter. Let's keep stirring.
- Fourth, let's sprinkle some salt and pepper in the mixture.

Build Experience

INVITE children to taste and describe their mashed potatoes.

Time for our taste test! Try your mashed potatoes. I can't wait to hear what you think!

SUMMARIZE using a recipe to make mashed potatoes.

Today, we followed a recipe and made mashed potatoes. We mashed the cooked potatoes and added milk, butter, and salt and pepper. Then we stirred the ingredients together. Do you think the family in the book *The Enormous Potato* would like them?

Make & Prepare

- Boil enough potatoes for each group to have enough to sample. Depending on the size of your potatoes, factor $\frac{1}{2}$ of a potato for each child. Ideally, children will be involved in observing the boiling process as well.

Additional Materials

- A raw potato
- Large bowl for mixing
- Potato masher
- Large spoon for mixing
- Milk, butter, salt, and pepper
- Bowls (one per child)
- Spoons or forks for tasting

Mashed Potato Recipe

There are many different recipes you can follow. A general rule of thumb is for each potato you use, add 1 tablespoon of milk and 1 teaspoon of butter. Sprinkle with salt and pepper.

Building Background Knowledge

Compare and contrast the opposites: push and pull. Remind children of how the family pulled the potato in *The Enormous Potato*.

Stretch Their Thinking

Ask children to think about other kitchen items that work by pushing.

Listen/Look For

- What words do children use to describe how the mixture looks at various stages?
- How do children describe the taste of the mashed potatoes?

The Importance of Hand Washing

Make sure to talk about the importance of hand washing when preparing food.

Dairy Allergies

Plan accordingly for children with dairy allergies. For example, use almond or coconut milk and a vegan buttery spread.

Supporting Individual Children

Activities like cooking can be overwhelming for some children. If that is the case for some of your children, make the activity simpler by reducing the number of items you have out and by focusing on one step at a time.

Family Engagement

Send home a copy of the recipe you used, so children can make it with their families.



Greeting Time

Children rock back and forth with a partner as they chant about potatoes.

Physical Development: Gross Motor Skills

CONNECT to *The Enormous Potato*.

When we grow potatoes underground, how do we get them out of the soil? Yes, we need to pull them! In *The Enormous Potato* [show], how do the characters need to pull the potato? Yes, they work together.

MODEL how to sit with a partner and alternate leaning back and forth as you chant.

Let's work together to pull with a partner too. First, we sit facing each other and hold hands like this [demonstrate]. Next, we take turns leaning back to gently tug each other like this [demonstrate]. As we go back and forth, we say our potato counting chant!

One potato, two potato, three potato, four.

Five potato, six potato, seven potato, more
[raise your arms as you say "more"]!

INVITE children to rock back and forth with a partner as they chant.

Now it's your turn to take turns pulling with a partner! Sit facing your partner and hold hands. Take turns leaning back to gently tug your partner toward you. Slowly rock back and forth. Get ready to chant together!

Make & Prepare

- Be ready to model rocking back and forth with a partner, or prepare another pair (adult and child or two children) to do so.

Additional Materials

- The book *The Enormous Potato*
- *Blueprint Songbook*

**Movement Time**

Children play "Cool Potato" and pass it behind their backs.

Physical Development: Gross Motor Skills

REVIEW how to play "Cool Potato."
MODEL how to pass the potato behind your back.

You and your partner worked together to pull pretend potatoes. Let's keep working together to play a game of "Cool Potato!" Who can remind us how to play?

As we listen to music, we pass the cool potato around our circle. But today let's pass it behind our backs like this [demonstrate]. Passing an object behind your back can be a little tricky, so we will need to work together.

When the music stops, whoever has the cool potato in their hands gets to lift it up high and twirl. Who can show us how to twirl with the potato? When the music comes back on, we will continue passing it.

PLAY music. **GUIDE** children to pass the potato around the circle. **PAUSE** the music a few times. **PROMPT** the child holding the cool potato to hold it up high and twirl.

Please stand up and get ready to play, "Cool Potato!"

Make & Prepare

- A real potato
- Cue up music for the game (i.e. tango, Russian, or other music of your choice).

Executive Function

When children play "Cool Potato," they are dealing with multiple instructions simultaneously. They are passing the potato around in a circle while waiting for the music to stop as a cue. This takes self-control.

Talk Time

Children discuss working together as a way of acting kindly.

Social Emotional: Social Awareness and Relationships

USE a class puppet to talk. **CONNECT** working together to *The Enormous Potato*.

Elijah: You worked together to play "Cool Potato." That reminds me of the characters in *The Enormous Potato* [show]. How do they work together?

Yes, they work together to pull the enormous potato out of the ground. Why is it important for them to work together?

When you work together, you can do things that you might not be able to do alone. Working together is one way of taking care of each another. It's one way of being kind.

DISCUSS how we work together in our classroom community. **REFER** to the **Power of 3**.

We act kindly when we work together in our classroom community, too.

When do you like to work together? Why?

How does working together make you feel? Why?

Working together is one way to act kindly. When we work together, we can do things that we may not be able to do alone. Working together is a great way to take care of each other!

Materials

- The book *The Enormous Potato*
- Sayeh and/or Elijah, the social emotional puppets
- Anchor Chart: "Power of 3"

Following Up

Now that children have been discussing kindness, are you seeing examples of it when children play independently? Be sure to celebrate children's successes and attempts at being kind.

Before

CONNECT to reading about and exploring potatoes. **INVITE** children to say the word “potato” and count out the syllables. **ASK** children to show the number of beats in the word by holding up the same number of fingers.

Yum! We had so much fun observing and then eating potatoes. Let’s all say the word “potato.” Hmm... I wonder how many beats or syllables there are in the word potato.

Let’s all stand up and tap out the beats. “po-ta-to.” What did you tap? Yes, your head, shoulders, and knees. How many beats is that? Show it with your fingers. Yes, you can hold up three fingers to show the three beats in the word “potato.”

Let’s keep thinking about the beats in the word “potato” as we write about where potatoes grow.

During

DRAW a picture of a potato underground. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

Here is a potato growing underground. What else should I add in the soil?

Suggested message: “The potato grows underground.”

PAUSE to focus on phonological awareness (beats or syllables in the word “potato”).

I’m ready to write “potato.” We thought about how many beats or syllables were in the word. What did we do to find out? Yes, we slowly said the word and tapped our head, shoulders, and knees. Let’s count it again.

INVITE children to reread the sentence with you.

After

REVIEW how to tap out beats or syllables.

We just tapped out the syllables in the word “potato.” How many beats or syllables are in the word? Yes, three! We tapped our head (one), our shoulders (two), and our knees (three) as we slowly said the word.

TELL children they are going to continue counting the number of syllables in words. **INVITE** them to stand and count the syllables by tapping them out on their body. **SELECT** words from the Unit Chart: “Words We Are Learning.”

Let’s keep tapping out the number of beats or syllables in different words. First, I’ll point to a word on our “Words We Are Learning” chart and say it. You repeat it. Then we can tap out the number of beats or syllables on our body. Ready? Let’s all stand up.

ASK children to show how many syllables are in the word with their fingers.

Who can show us how many beats or syllables were in that word using their fingers?

INVITE a child to make the corresponding tally marks on the board.

Who can show us how many beats or syllables were in that word by drawing tally marks on the board?

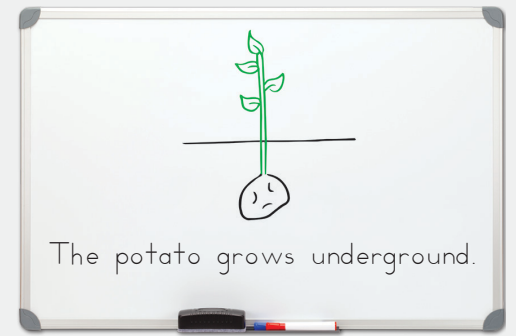
RESTATE that syllables are the number of beats in a word.

We’ve been practicing counting the syllables in words. Remember, the syllables are the beats you hear. You can count them by tapping different parts of your body as you say the word slowly.

REREAD the message one more time.

[Transition] **INVITE** children to hold up the number of fingers that represent the syllables in their partner’s name.

How many syllables are in the name of the person sitting next to you? Hold up that many fingers.



Material

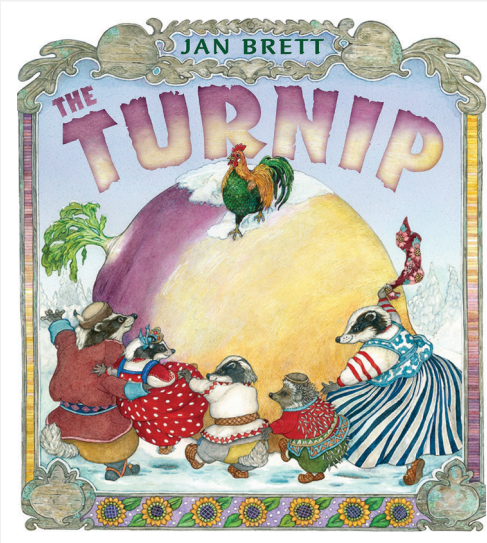
- Unit Chart: “Words We Are Learning”

Phonological Awareness

Frequent phonological awareness practice helps build the foundation for reading. Continue to engage in syllable activities during times of transition, meals, snacks, and centers. For example, invite children to practice blending syllables. Say “scare-crow” (touch your head and shoulders). Then have children say the whole word “scarecrow” while brushing their hands down from their heads towards their waist. Attaching this physical movement to the verbal act of blending will support instruction.

Keep It Going

- Invite children to group themselves by the syllables in their name. Have each child say their names out loud and count the beats. Can they count the syllables in their name? Invite children to form a group if they have one syllable in their name. Children with two syllables in their name should form a group, and so on.
- Join children at the math center. Provide each child with a die. Invite them to roll the die and count the number. If they roll numbers one through three, encourage the children to come up with a word that has that amount of syllables. If they roll a higher number, assist them by producing a larger word for them to hear you break apart. Alternatively, you can provide some objects for them to choose from to match the number they rolled.



Make & Prepare

- Bring a real turnip.
- Review the ASL sign for “I predict” on the *Blueprint* website.

Additional Materials

- The book *The Enormous Potato*
- Anchor Chart: “Readers Can Say”
- Unit Chart: “Words We Are Learning”

Words We Are Learning

tug: to pull

Supporting Multilingual Learners

Explicitly teach the word “turnip” for new English learners. Use gestures, pictures, and/or directly translate it into the children’s home language (using an online translation tool). This will support their comprehension of the thematic content.

Jan Brett

This author has a website you can explore, and it includes downloads, activities, videos, games, and more. <http://www.janbrett.com>

Keep It Going

- Create a chart of synonyms for “pull.” Ask children what other words they know that mean “pull.” You can start with “tug” and others from the book, such as “wrench” and “give it the heave-ho.” You also can review “haul” which was featured in Unit 4. Include additional synonyms like “yank,” “drag,” “tow,” and “lug.” If children are ready, you might even discuss the shades of meaning between the words as well. For example, a “yank” is usually a quick pull, whereas a “drag” takes longer.

Before

REVIEW what a folktale is. **STATE** that there can be many versions of the same story.

We read the folktale *The Enormous Potato* [show book]. What is a folktale? Yes, a folktale is a story that people have been telling for a long time. People may tell the same story different ways. Some people have written down folktales to make books. So we can read different versions of the same story!

STATE that *The Turnip* is another version of *The Enormous Potato*. **SHOW** a turnip. **PASS** it around.

Today we are going to read another version of *The Enormous Potato*. This version is called *The Turnip*, written and illustrated by Jan Brett. What is a turnip?

This is a real turnip. It is a vegetable, just like a potato, that grows underground. Let’s pass it around.

SHOW the cover. **INVITE** children to make predictions. **PROMPT** them to use the sign and sentence stem “I predict.”

Look at the cover of *The Turnip*. What do you notice?

Think about *The Enormous Potato*. What do you predict will happen in this version of the story? If you would like to share your prediction, sign “I predict.” You can say, “I predict…”

You are using what you know about *The Enormous Potato* to make predictions about *The Turnip*! Let’s read to find out what happens in *The Turnip*.

During

PAUSE after “But when Badger Girl… not pull it up.” **ASK** what the problem is. **INVITE** children to make a prediction. **PROMPT** them to use the sign and sentence stem, “I predict.”

What is the problem? Yes, Badger Girl wants to make turnip soup and pie. But the turnip is so big that she can’t pull it up. This problem is a lot like the one in *The Enormous Potato*. Think about what the farmer does when he can’t pull up the potato by himself. What do you predict Badger Girl will do next?

If you would like to share your prediction, sign “I predict.” Say, “I predict…”

PAUSE after “The harness jangled… still in the ground.” **DEFINE** “tug.” **ADD** it to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

Many characters have tugged the turnip. Can you say “tug”? What does “tug” mean? Yes, “tug” is another word for “pull.” Even though they are tugging the turnip, it is still stuck in the ground. Let’s add “tug” to the list of words we are learning. Do you know any words that mean the same thing?

COMPARE this book to the original folktale. **ASK** children to make another prediction.

Is their tugging ever going to get the turnip out? Will another character come to help? What do you predict?

PAUSE after “The turnip flew out of the ground with Rooster riding high.” **DISCUSS** what the animals think happened versus what really happened.

Look carefully at this picture. What do the animals think happened? Yes, it looks like Rooster pulled the giant turnip out of the ground by himself! But what really happened? Yes, the bears underground pushed it up!

I wonder if the animals will find out that the bears helped? What do you think?

After

DISCUSS the ending of the book.

Why does the badger family celebrate Rooster with a special seat at the pancake feast?

Yes, because they think that he pulled up the turnip all by himself.

- Do you think Rooster knows he really didn’t pull up the turnip? Why?
- Do you think the bears should tell the badgers what really happened? Why?

Build Interest

ASK children how they can figure out whether the potato or the block is heavier.

Here are two objects: a potato [point] and a block [point]. Which do you think is heavier? I wonder... how can we find out?

Ok! Hold both objects in your hands. You can feel which one is heavier. Let's try it!

PASS the objects around and invite children to compare the weight of the objects in their hands.

When it is your turn, hold the potato in one hand and the block in the other. Which is heavier? Which is lighter? How do you know?

Build Understanding

SHOW children a balance scale. **DISCUSS** children's experiences using a balance scale.

We compared the weight of the potato and the block in our hands. But scientists also use tools to compare the weights of objects. This is a balance scale [point].

Have you ever used one? What did you measure? How do you use it? What does it tell you or help you find out?

Yes, a balance scale helps us to compare objects. We can use it to find out which object is heavier or lighter.

PLACE the potato on the scale and observe.

Let's see what happens when we place the potato on the scale.

What happened? Why?

ADD the block to the other side of the scale. **DISCUSS** children's observations.

Now let's place the block on the other side. What do you predict will happen? Why?

Build Experience

GIVE children time to place objects on one side of the balance scale and observe. **USE** what you know about each child's language skills to include and extend their participation.

Let's compare the weight of the potato to different objects using the balance scale.

- Gesture: Pick up the object you want to try next. Point to which one is heavier: the potato or the object. Place it on the scale.
- Yes/No: Can you pick up our next object? Do you think it is heavier than the potato? Let's find out!
- Either/Or: Do you think the object is heavier or lighter than the potato?
- Open-ended: What do you predict? What is happening now that you put the object on the scale? What do you know about the weight of this object and the potato?

SUMMARIZE working with a balance scale.

Today we used a balance scale and observed what happened when we placed a potato on one side and another object on the other side. Let's discuss:

- What would you tell someone about using a balance scale?
- What did you find out about the weight of a potato?
- What words did you use to describe the weight of the potato and another object?

Make & Prepare

- Raw potato
- A block
- Gather other objects of different weights (some lighter than a potato, some heavier)

Additional Material

- Balance scale

Build Background Knowledge

Recap what children have discovered about potatoes.

Stretch their Thinking

Compare a boiled potato, baked potato, and raw potato. Make sure to get potatoes relatively the same size. Is the weight different? Why?



Supporting Multilingual Learners

Explicitly teach the words "heavier" and "lighter" for new English learners. Use gestures, pictures, and/or directly translate it into the children's home language (using an online translation tool). This will support their comprehension of the thematic content.

Listen/Look for

- What measurement vocabulary do children use?
- What do children understand about weight and using a balance scale?

Responding to Children

As children learn and explore with the balance scale, remember to guide them with your layered questions. Say things like, "show me how you..." "what do you see when..." This will help solidify new concepts such as learning to use a new tool, like a balance scale.



Robust STEM Activities

A balance scale is nice for preschool because it does not require an ability to compare numeric measurements, but rather can be used to compare weights based on the way the two arms move once objects are put in to be compared. This is foundational to children's abilities to use standard measurement tools that do use numbers later on. Children will eventually be able to use tools like this to figure out how much heavier one object is than the other.



Remember to Check

- Remember to check on children's seeds. Invite them to use their science journal to record changes in the growth of their seeds.

Greeting Time

Children change “potato” to “turnip” in the chant.

Literacy: Literate Attitudes and Behaviors

CONNECT to *The Turnip*. **SHOW** a real turnip.

We read *The Turnip*. In this book, the characters try to pull a turnip like this one from the ground [hold up].

MODEL and **GUIDE** children to act out pulling up and counting seven turnips.

Imagine that we have seven turnips growing in our garden. Let’s act out pulling up each one like this [demonstrate]. Try that now. Please count seven pulls with me.

CHANGE “potato” to “turnip.” **MODEL** and **INVITE** children to pull seven times as you chant.

Let’s do our counting chant together. But instead of counting seven potatoes, let count seven turnips.

One turnip, two turnip, three turnip, four.
Five turnip, six turnip, seven turnip, more
[raise your arms as you say “more”]!

Materials

- Bring in a real turnip.
- The book *The Turnip*
- *Blueprint Songbook*

Supporting Multilingual Learners

The more anxious children feel, the less they understand. Keep new language learners’ stress to a minimum by taking a playful, gentle tone with them, and not forcing them to speak.

Movement Time

Children change the game to “Cool Turnip.”

Physical Development: Gross Motor Skills

CHANGE the game to “Cool Turnip.” **REVIEW** how to pass the turnip as if it is cool.

Instead of counting potatoes, we counted turnips. Now let’s play a game of “Cool Potato,” but with a turnip! It’s now “Cool Turnip!” Who can remind us how to play?

As we listen to music, we will pass this turnip around our circle. Let’s be sure to toss it tenderly to the person next to us [point] like this [demonstrate].

When the music stops, whoever has the cool turnip in their hands gets to lift it up high and twirl. When the music comes back on, we will continue passing it.

PLAY music. **GUIDE** children to pass the turnip around the circle. **PAUSE** the music a few times. **PROMPT** the child holding the cool turnip to hold it up high and twirl.

Please stand up and get ready to play, “Cool Turnip!”

Talk Time

Children listen to the class book.

Literacy: Listening and Speaking

SHOW the end of *The Turnip*. **CONNECT** to cooking and eating.

It’s fun to play games with turnips, but usually people cook and eat them!

Look at the end of our folktale *The Turnip* [show]. What do the characters make with their enormous turnip? Yes, they cook and eat turnip pancakes!

Do you like eating pancakes? Have you ever helped to cook them before?

READ the class book *Our Recipes*. **PAUSE** one to three times to ask children what they like. **ENCOURAGE** them to use the sentence stem, “I like.”

Each of you wrote about what you would like to cook and eat. Let’s read our class book to find out about our favorite recipes in the kitchen.

Do you see foods that you like to cook and eat? Which ones? You can say, “I like…”

CLOSE with a cheer.

What delicious dishes! Let’s celebrate our class cooking with a cheer. Who would like to choose one from our chart?

Make & Prepare

- A real turnip
- Cue up music for the game (i.e. tango, Russian, or other music of your choice).

Keep It Going

- Take the game outside. After the potato/turnip has been passed around the circle one time, invite children to take a big step back. Now they will have to toss it with a bit more force. You can continue to encourage children to make the circle bigger and bigger to give them more practice tossing and catching accurately.

Make & Prepare

- Have the completed class book *Our Recipes* available.

Additional Materials

- Anchor Chart: “Readers Can Say”
- Anchor Chart: “Cheers”

Library Center

Remind children that this class book will be in the library for them to read and discuss together.

Before

SHOW the marked page in the book *The Enormous Potato*. **FOCUS** on the *letter f*.

We read two folktales about vegetables that were hard to pull out of the ground. Look at this page from *The Enormous Potato*. Who needs help pulling the potato out of the ground?

Yes, the farmer. What sound do you hear at the beginning of the word “farmer?” What letter makes the /f/ sound? Yes, the *letter f*.

DESCRIBE the *letter f* formation as you write the uppercase and lowercase letters in the left corner of your board. **INVITE** children to skywrite the letters. **Optionally, review the ASL sign.**

The *letter f* makes the /f/ sound. To write an uppercase *letter F*, I start at the top, drop down, and make a bridge. Then I make another bridge. Now you write it with your finger in the air. This is the lowercase *letter f*. I curve around, drop down, and make a bridge. Now you try it.

SHOW the marked page from *The Turnip*. **FOCUS** on the *letter r*.

In *The Turnip*, there was one character who thought he could pull the huge vegetable by himself. Look at this page. Which character was watching the badger family and wanted to try to pull the turnip? Yes, the rooster.

What sound do you hear at the beginning of the word “rooster?” What letter makes the /r/ sound? Yes, the *letter r*.

DESCRIBE the *letter r* formation as you write the letters in the right corner of your board. **INVITE** children to skywrite the letters. **Optionally, review the ASL sign.**

We know so many letters and sounds! Listen for the /f/ and /r/ sounds in the message today. I’m going to write the *letter f* and the *letter r*.

During

DRAW a farmer and a rooster. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

First, I want to draw a farmer. Should the farmer have a hat? Next, I want to draw a rooster.

Suggested labels: “farmer,” “rooster”

PAUSE to focus on phonological awareness (/f/ in the word “farmer” and /r/ in the word “rooster”).

The *letter f* makes the sound /f/. I want to write a lowercase *letter f*. I curve around, drop down, and make a bridge. Now you try writing it with your finger in the air. I’ll write the rest of the letters in the word “farmer” now.

REPEAT with the *letter r* in the word “rooster.” **INVITE** children to reread the labels with you.

After

PLAY the game “Matching Sounds.” **SHOW** a picture of an object. **ASK** children to identify its beginning sound and match it to one of the targeted sounds (/f/ or /r/). **ADD** the picture to the side of the board that shows the same letter.

Let’s play the game “Matching Sounds.” I will show you a picture. We will name what we see in the picture and think about the beginning sound. Does it start with the same sound as the word “farmer” or the same sound as the word “rooster”? Whisper your answer in the palm of your hand like this [demonstrate]. Then we’ll add the picture to the board. Let’s try one together.

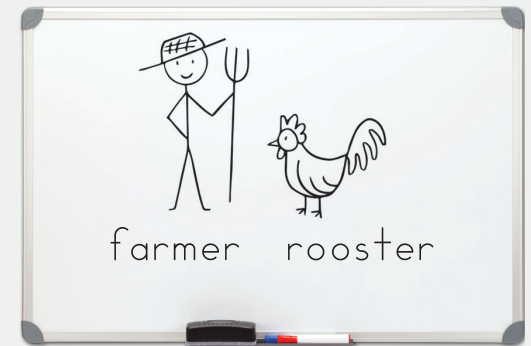
CONTINUE playing. Then **SUMMARIZE** the activity.

Today we sorted words by whether they began with the /f/ or the /r/ sound.

REREAD the message one more time.

[Transition] **INVITE** children to tell you a word that begins with either /f/ or /r/.

Share another word you know that begins with either /f/ or /r/.



Make & Prepare

- Have the book *The Enormous Potato* ready. Mark the page that begins “It’s time to pull it out” with a sticky note.
- Have the book *The Turnip* ready. Mark the page that begins “Rooster strutted over” with a sticky note.
- Review the standard pronunciation for the *letter f* and the *letter r* on the *Blueprint* website.
- Review the ASL signs for the *letter f* and the *letter r* on the *Blueprint* website.
- Download and print images of words that begin with the *letter f* (fan, fish, fire) and the *letter r* (rainbow, ring, rabbit).

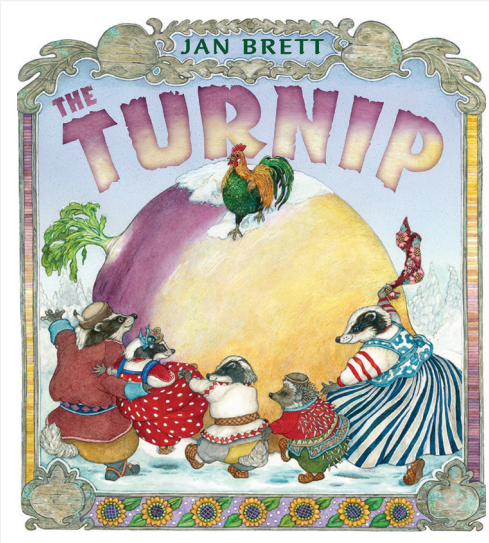
Letter Formation

- Uppercase *letter F*: drop down, make a bridge, make a bridge
- Lowercase *letter f*: curve around, drop down, make a bridge
- Uppercase *letter R*: drop down, bump out, slide down
- Lowercase *letter r*: drop down, little curve



Keep It Going

- While children are waiting in line, tell them to listen for words that start with the /f/ and /r/ sound. Invite them to make the sign for the *letter f* if a word begins with that sound, or the sign for the *letter r* if they hear a word that begins with that sound.
- Gather children in a small group. Invite them to play a guessing game with you. Place an object that begins with the sound /f/ or /r/ in a paper bag. Invite children to take an object out of the bag and say its name. Encourage them to listen closely at the beginning sound of the object. Can they guess the mystery letter?



Make & Prepare

- Download and print a photo of Jan Brett.

Additional Material

- Unit Chart: "What Makes Food Special?"

Keep It Going

- Include cutouts and/or strips of paper in the art center, so children can construct frames around their "main" pictures.



Before

RESTATE that Jan Brett is both the writer and illustrator. **SHOW** photo of Jan Brett.

We read another version of *The Enormous Potato* called *The Turnip*. It is written and illustrated by Jan Brett. What does that mean? Yes, she is both the author and the illustrator of this book. Here is her photo.

ASK children what they notice in the picture on the cover. **HIGHLIGHT** the frame around it.

Jan Brett is a special illustrator. Look at the illustration she drew on the front cover. What do you notice? Yes, we see the badger family members, the giant turnip, and Rooster on top.

What else do you notice around this picture of the animals and the turnip? Yes, Jan Brett likes to draw frames around her pictures [trace the frame]. Have you ever seen a frame around a picture?

Why do you think Jan Brett likes to draw frames around her pictures?

INVITE children to notice the pictures within the frames and how they tell more about the story.

As we reread *The Turnip*, notice the frames around the main pictures. Also, look for smaller pictures within the frames. I wonder what Jan Brett will draw in the frames? Let's read to find out!

During

PAUSE after the first page. **POINT OUT** the picture within the frame. **ASK** what Jan drew.

What do you see in the main picture? Yes, it is Badger Girl. And what do you see within the frame? Yes, Jan drew the turnip growing in the garden. So, the pictures within the frames can tell us more about the story!

PAUSE after "How delicious." **POINT OUT** how the frame pictures show other characters for later.

This page is mainly about Badger Girl and the big turnip. But what do you notice in the frame? Yes, here is a picture of a bear family and a rooster. What do they have to do with Badger Girl and the turnip?

Since we read this story before, we know that the bear family and the rooster will be important characters later. Jan Brett is putting small pictures of them in the frame now, to give us clues for what will happen later in the folktale.

PAUSE after "Nothing happened." **POINT OUT** the pictures in the frame.

What does Jan keep adding a small picture of on this side of the frame? Yes, she shows what the bear family is doing underground, as the animals are trying to tug the turnip from above ground.

And what do you notice on this side of the frame? Yes, it's a hedgehog. Isn't he the next animal to come help?

CONTINUE discussing how the smaller pictures within the frames add to the story.

After

SUMMARIZE how Jan Brett uses frames to enhance her stories. **ENCOURAGE** children to add frames to their own stories and pictures.

Jan Brett is such a wonderful storyteller! She tells the story of *The Turnip* through both the words and the pictures. What makes her pictures special?

How does she use picture frames to tell more of the story?

When you create stories and pictures, you can be like Jan Brett. You can add a frame around your main picture. You can even draw smaller pictures in the frame to tell more of your story!

RETURN to the Unit Chart: "What Makes Food Special?" **INVITE** children to add what they are learning and other questions they have.

Build Interest

INVITE children to use their senses to observe turnips. **INVITE** multilingual learners to share any words they know for “turnip.”

In the book *The Turnip*, there’s a really big turnip that the animals want to pull out of the ground. I brought in some regular sized turnips for us to explore [show].

- What does your family call these vegetables?
- What do you notice about these turnips?

GIVE children time to observe. Then **SUMMARIZE** the discussion.

I heard you say...

Build Understanding

SHOW the children some potatoes. **ASK** them to compare the two foods. **OFFER** tools such as magnifying glasses and a balance scale. **REFER** to the Anchor Chart: “We Can Describe.” **USE** what you know about each child’s language skills to include and extend participation.

Here are some potatoes. Let’s compare the turnips and the potatoes.

- Gesture: Which is the potato? Which is the turnip? Which weighs more?
- Yes/No: Is this a potato? Is this a turnip? Does the turnip weigh more?
- Either/Or: Is this a potato or a turnip? Does the turnip weigh more, or does the potato weigh more?
- Open-ended: How are they the same? How are they different?

Build Experience

EXPLAIN that turnips grow underground, too. **TELL** children they are going to taste a turnip. **ASK** children how they want to clean the turnips.

We are learning a lot about these two vegetables. Turnips, just like potatoes, grow underground. That means they might have dirt on them. Let’s clean them and then taste them. What should we do to clean the turnips?

GIVE children time to clean the turnip.

Yes, we can clean our turnips with our hands, with a paper towel, or with a brush. Let’s do it!

CUT the turnip into bite-sized pieces. **INVITE** children to taste and describe them.

Time for our taste test! What do you think a turnip will taste like? Try your turnips. I can’t wait to hear what you think!

RESTATE what we learned about turnips.

Today, we talked about turnips and compared them to potatoes. Both are vegetables, and they both grow underground. But they look different. Describe some other things you noticed...

Make & Prepare

- Raw turnips
- Raw potatoes (for comparison)

Additional Materials

- Paper towels
- Sponges
- Scrubbing brushes
- Water
- The book *The Turnip*
- Balance scale
- Magnifying glasses
- Anchor Chart: “We Can Describe”

Building Background Knowledge

Review the book *The Turnip* and point out where turnips grow.

Stretch Their Thinking

Invite children to browse read alouds and make a list of other food that grows underground.

Listen/Look For

- What observations do children make of the turnip?
- What observations do children make when comparing the turnips and potatoes?
- How do children describe how the turnip tastes?

Vocabulary Development

Continue to add new vocabulary to the Anchor Chart: “We Can Describe” for children’s reference. Add words, for example, that describe color and other visual observations as children observe and compare the potatoes and the turnips. Encourage multilingual learners to share descriptive words from their home language.



Keep It Going

- Invite children to collect objects from nature and compare their weights using their hands or the balance scale.

Greeting Time

Children rock back and forth with a partner as they chant about turnips.

Physical Development: Gross Motor Skills

CONNECT to *The Turnip*. **RECAP** how most of the animals pull and the bears push.

In *The Turnip* [show book], how do most of the characters try to get the turnip out of the ground? Yes, they tug or pull it. Can you pretend to tug the turnip [demonstrate]? But how do the bears get the turnip out of the ground? Yes, they push the turnip up. Can you pretend to push the turnip up [demonstrate]?

REVIEW how to take turns gently pulling and pushing with a partner. **INVITE** children to move and chant with a partner.

The characters had to pull and push strongly because the turnip was huge. Let's pull and push more tenderly.

My partner and I sit facing each other and hold hands. We take turns gently pulling and pushing. I lean back to pull my partner toward me, and I lean forward to push my partner away. As we go back and forth, we can chant about turnips!

One turnip, two turnip, three turnip, four.

Five turnip, six turnip, seven turnip, more
[raise your arms as you say "more"]!

Now it's your turn to gently pull and push with a partner!

Make & Prepare

- Be ready to model rocking back and forth with a partner, or prepare another pair (adult and child or two children) to do so.

Additional Materials

- The book *The Turnip*
- *Blueprint Songbook*



Movement Time

Children play "Cool Turnip" and choose how to pass it.

Physical Development: Gross Motor Skills

REVIEW how to play "Cool Turnip." **NAME** different ways we passed the potato or turnip. **INVITE** children to name other ways to pass it. **AGREE UPON** how to pass the turnip today.

Now let's play a game of "Cool Turnip!" Who can remind us how to play?

As we listen to music, we will pass this turnip around our circle. We have passed the potato or turnip a few different ways. For example, we put it down and picked it up, and we passed it behind our backs. How else could we pass the turnip? How should we pass it today?

When the music stops, whoever has the cool turnip in their hands gets to lift it up high and twirl. When the music comes back on, we will continue passing it the way we chose.

PLAY music. **GUIDE** children to pass the turnip the way they chose around the circle. **PAUSE** the music a few times. **PROMPT** the child holding the cool turnip to hold it up high and twirl.

Please stand up and get ready to play, "Cool Turnip!"

Make & Prepare

- A real turnip
- Cue up music for the game (i.e. tango, Russian, or other music of your choice).

Keep It Going

- Take the game outside and give children practice with gross motor skills. For example, if the music ends when someone is holding the potato or turnip, invite them to run to the slide and back or do five jumping jacks.



Talk Time

Children discuss what they have learned about what makes food special.

Literacy: Listening and Speaking

DISCUSS what children have learned about what makes food special. **REFER** to artifacts that reflect children's work and thinking in this unit. **USE** a few questions from the suggested examples below.

We have learned about growing and cooking turnips, and many other foods.

- What do you know about preparing and making a meal? What do you use to cook?
- How is making a meal fun?
- How do you help in the kitchen?
- How does food grow? What do seeds need to grow?
- How did the folktales teach us more about food? What do you know about potatoes and turnips?
- How were the folktales the same? How were they different?

CLOSE with a cheer.

It is fun to grow, cook, and eat food together! Let's celebrate by choosing a cheer!

Materials

- Anchor Chart: "Cheers"
- Unit Chart: "Making a Meal"
- Unit Chart: "What Makes Food Special?"
- Kitchen Tool Collection Box
- Evidence of seed experiments
- Any additional charts and artifacts that reflect children's learning in this unit

Remember to Save

- Seed experiments



Before

CONNECT to seeds and food. **DISCUSS** how seeds grow parts that are above and below ground. **FOCUS** on underground. **NAME** potatoes and turnips as two things that grow underground.

We have been talking a lot about dirt and the ground lately! We talked about planting seeds in the dirt. We read *Up, Down, and Around* [show] and saw many foods that grow underground. The enormous potato grew underground.

Seeds, potatoes, turnips! I wonder what else is underground?

Watch as I write a question asking about what else is underground. Then we can talk about things we know that can be found there!

During

[Draw and write on chart paper.]

DRAW a picture that shows above and below ground. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

I'm drawing a picture that shows where the ground begins. Here is the grass. Now I want to draw some things that are underground. A potato! What else should I draw?

Suggested message: "What can you find underground?"

PAUSE to focus on phonological awareness (/u/ in the word "underground").

Underground. Say that with me: underground. What sound do you hear at the beginning of the word "underground?" /u/. What letter makes the /u/ sound? Yes, the *letter u* makes the /u/ sound. When I write the lowercase *letter u*, I curve down, curve up, and drop down. Now you try writing it with your finger in the air.

INVITE children to reread the message with you.

After

INVITE children to turn and talk to a partner about what can be found underground. **INVITE** multilingual learners who speak the same language to work together in their home language.

We know that potatoes grow underground. Imagine that you are digging in the ground to find and pull out that potato. What else do you notice as you dig in the soil? What animals do you know that live underground? What other plants? Turn and talk to a partner. Then we will share.

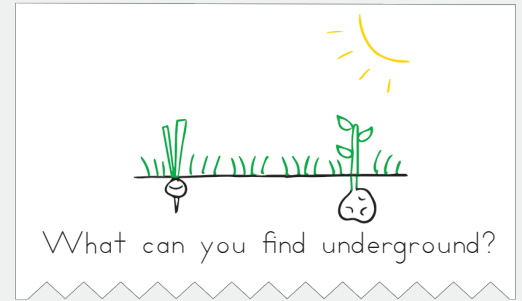
INVITE partners to share. Then **SUMMARIZE** discussing things found underground. **CONNECT** to the next unit.

We've learned so much in this unit about food, including how some foods like fruits and vegetables begin to grow as seeds underground. Underground is a very busy place!

REREAD the message one more time.

[Transition] **INVITE** children to imagine they are digging in the ground. **ASK** what they found.

Imagine you are digging in the dirt, looking beneath the ground. Name one thing you might find!



Note: The message should be written on chart paper. Save it for Unit 8.

Materials

- Books such as *Anywhere Farm*, *Up, Down, and Around*, *The Enormous Potato*, and *The Turnip*. Children can browse if they need ideas as they think about what they might find underground.

Connections to Other Units

Today's lesson builds a bridge to the next unit. By asking children to think about what is found underground, you begin to set the stage for learning about living and non-living things that exist in the underground world. Save the chart you create and revisit it during Unit 8, Week 1 when you discuss things you find underground. Add new things that children learn from read alouds and discussions.

Supporting Language Development

This message contained a compound word (underground). Compound words are words that are made up of two (or more) smaller words that combine to make a new word with a new meaning. Gather children in a small group and give the pictures of items (for example, a stick of butter and a fly). Ask them to combine the pictures to make a new word. Or, put the pictures together and take away one of the words. What is left?



Keep It Going

- While reading with children in the library center, encourage them to look through the books *Anywhere Farm*, *The Enormous Potato*, and *The Turnip*. Together look closely at the illustrations for food that grows underground. Can they find something that they have eaten before? Did they learn about something new that grows underground?
- When children are outside, encourage them to look closely at the ground. What do they find on the ground? Growing out of the ground? Poking out of the ground? Take photographs of what they see and invite children to label them.

Make & Prepare

- Nine small cups
- A large seed (such as a lima bean) for each child
- Review the ASL sign for “I like” on the *Blueprint* website.

Additional Materials

- Anchor Chart: “Readers Can Say”
- Anchor Chart: “Cheers”
- All read-aloud books from Unit 7:
 - *Bee-bim Bop!*
 - *10 Gulab Jamuns*
 - *Grandma’s Tiny House*
 - *Kitchen Dance*
 - *Rainbow Stew*
 - *Anywhere Farm*
 - *Up, Down, and Around*
 - *The Enormous Potato*
 - *The Turnip*

Extra Engagement

Feel free to repeat or include an extra engagement piece, depending on which book children choose. For example, if they choose *Up, Down, and Around*, invite them to join in reading the repeating words and act out the movements.

Favorite Book

Each unit, your class will choose a favorite book. You can keep track of this by drawing a copy of the cover, or inviting a child to do so, and displaying it in the library center. Or, you can write the title on your daily calendar.

Assessment

Use the resources on the *Blueprint* website to gather and analyze information about children’s progress.



Before

Briefly REVISIT each read-aloud book from Unit 7. PLACE each one in a row.

We know so much about growing and cooking food! Let’s look at all the food books we have read together.

First, we read about a family who cooks and eats “mixed-up rice” in *Bee-bim Bop!* We read about another family who cooks and eats Indian sweet treats in *10 Gulab Jamuns*.

Next, we met more family members who take care of each other at mealtime. In *Grandma’s Tiny House* the family members move their feast outside where there is more space to celebrate. And in *Kitchen Dance* the family sings and dances as they clean up their kitchen

Then we read about growing food. The family members grow many different color vegetables in *Rainbow Stew*. In *Anywhere Farm* we learned how a food garden can be a special place for a community. We took a closer look at food growing in a garden all different ways in *Up, Down, and Around*.

Last, we read a pair of folktales. The characters in *The Enormous Potato* work together to pull up the huge potato from the ground. *The Turnip* is another version of this story. Many characters try to pull up the turnip, but it is the bear family members underground who finally push it up.

GIVE children time to reflect on which book is their favorite. ASK how we can find out which is the class’ favorite book. INVITE small groups of children to vote by adding one seed to the cup in front of their book.

Take a look at each of these books. Think about which one you enjoyed the most. How can we find out what our class’ favorite book was? Yes, we can vote! In a moment, each of you will have a turn to place one seed in the cup in front of your favorite book.

ASK children how we can find out which book the most readers chose. GUIDE them in counting the seeds for each book and determining which one received the most votes. ACKNOWLEDGE that some children’s favorite book may not get the most votes. ASSURE them that their favorite will be available in the library.

I wonder which of these books the most readers chose? How can we find out? Yes, let’s count the seeds in the cup for each book. Then we will reread that book today! Please count along with me...

During

REREAD the book with the most votes.

PAUSE once to INVITE children to share what they like about the book. PROMPT them to use the sign and sentence stem, “I like...”

Readers, think about what you like in this book. If you would like to share what you like, please make the sign for “I like” [demonstrate]. You can start by saying, “I like...”

After

CLOSE by choosing a cheer.

We sure had fun reading about food. Let’s celebrate our learning by choosing a cheer!

Build Interest

SHOW children the balance scale. **COMPARE** the weights of various objects.

Let's use our balance scale again. I'm going to put two objects on it. Please point to the heavier object.

- Who wants to compare two more objects?
- What should we point to: the heavier or the lighter object?

Build Understanding

ASK children how they can figure out whether the turnip or the block is heavier.

Here are two objects: a turnip [point] and a block [point]. Which do you think is heavier? I wonder... how can we find out?

Ok! We can hold both objects in your hands. You can feel which one is heavier. Let's try it!

PASS the objects around and invite children compare the weight of the objects in their hand.

When it is your turn, hold the turnip in one hand and the block in the other. Which is heavier? Which is lighter? How do you know?

We compared the weight of the turnip and the block in our hands. Now let's use the balance scale.

We've used a balance scale before! What do you predict will happen when we place the turnip on one side and the block on the other? Why?

PLACE the turnip and block on the balance scale and observe.

Let's test your predictions. Let's place the turnip on one side of the balance scale and the block on other other.

What happened? Why?

Build Experience

GIVE children time to place objects on one side of the balance scale and observe. **USE** what you know about each child's language skills to include and extend participation.

Let's compare the weight of the turnip to different objects using the balance scale.

- Gesture: Pick up the object you want to try next. Point to which one is heavier: the turnip or the object. Place it on the scale.
- Yes/No: Can you pick up our next object? Do you think it is heavier than the turnip? Let's find out!
- Either/Or: Do you think the object is heavier or lighter than the turnip?
- Open-ended: What do you predict? What is happening now that you put the object on the scale? What do you know about the weight of this object and the turnip?

SUMMARIZE working with a balance scale. **ASK** children if they have any other ideas about using the balance scale.

Today we talked about the weight of objects. We used a balance scale and observed what happened when we placed a turnip on one side and another object on the other side. Let's discuss:

- What did you find out about the weight of a turnip?
- What else would you like to try on the balance scale?
- What other ideas do you have about weighing objects?

Make & Prepare

- A raw turnip
- A block
- Gather other objects of different weights (some lighter than a turnip, some heavier).

Additional Material

- Balance scale

Build Background Knowledge

Recap what children have discovered about turnips.



Stretch their Thinking

Do all bigger things weigh more? Invite children to find smaller objects that weigh more than bigger objects (e.g. a light, big pepper and a heavy, small potato).

Listen/Look For

- How do children describe what happens to the scale?
- What are children learning and noticing about measuring weight of objects?



APPENDIX

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127	Family Letter – Yoga Poses

Digital Online Resources



<https://clibblueprint.org/resources-tx>

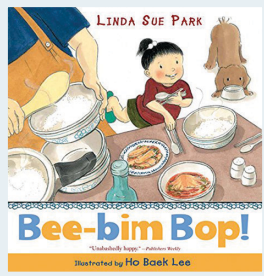
At the web address above, you will find the following resources and downloads.

- ASL Signs (images & videos)
- Family Resources
- Featured Class Books
- Letter and Numeral Formation Guide
- Letter Pronunciations (audio)
- Mindful Moments
- Science Journals
- Songs, Poems and Chants (audio & print)
- Teaching Point Checklist
- Unit 7 Images
- Weekly Materials List
- Yoga Poses (images & video)



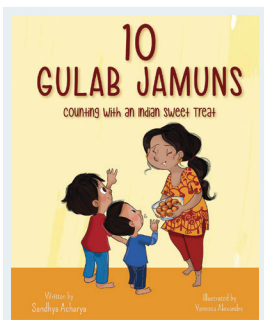
Continued Conversations

The books selected for this curriculum are used to promote certain skills and concepts based around specific thematic goals. However, each book is rich with other ideas and topics worth exploring and discussing. As children re-engage with books used during class read alouds, encourage other ways of thinking about them. Below are examples of ways to continue these conversations.



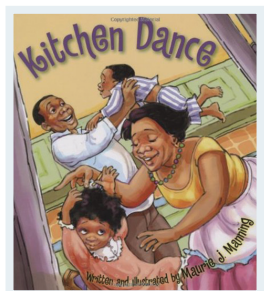
Bee-Bim Bop!

- What is your favorite thing to eat for dinner? Do you help make it at home?
- Bee-bim bop is a mixture. Do you think you could separate the ingredients? Why or why not?
- Who do you eat dinner with? Where do you eat?



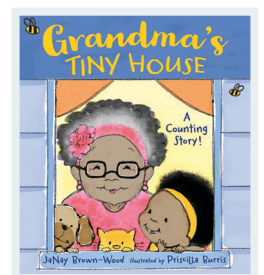
10 Gulab Jamuns

- There are other foods on their table for this meal. What foods do you know? Which foods are new to you?
- What do you think gulab jamuns are like before they are cooked? How do you think they change?
- What are the steps to making gulab jamuns? Can you count them?



Kitchen Dance

- The family members have fun doing the dishes! Do your family members have any ways you make your chores fun?
- What does it mean to “rub sleep” from your eyes? How do your eyes feel when you wake up?
- These children were cozy and tucked in bed. What do you think their bedtime routine is?



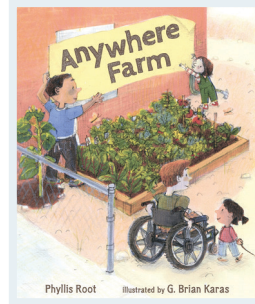
Grandma's Tiny House

- Do you see any kitchen tools? Do you see any mixing tools?
- What would you like to do at a feast?
- Do you think that this happens every night? Why?
- What do you think the guests do after the feast?



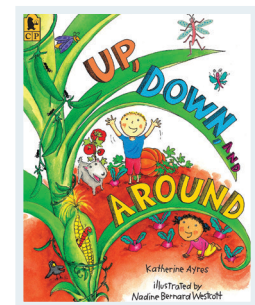
Rainbow Stew

- What do the children do on the rainy day? What else could they do when it's raining outside?
- Why do you think Grandpa planted a garden at his home?
- What other meals do you think they make together?
- How do these family members take care of each other?



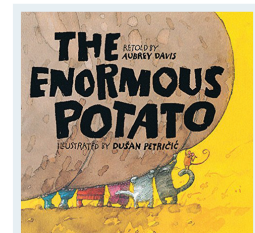
Anywhere Farm

- In this garden, they keep pictures of the food they are growing next to the plants. Why do you think they did that?
- Imagine you can start an anywhere farm with a single seed. What is the first thing you would grow?
- Would you share your anywhere farm? Do you have a garden in your community?



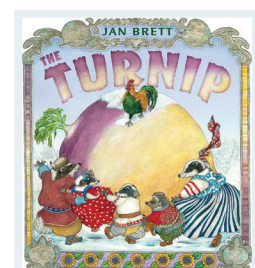
Up, Down, and Around

- These plants grow up, down, and around. What are some other directions do you think plants might grow?
- What foods do you recognize?
- What animals do you see in the garden?



The Enormous Potato

- What if the potato were even bigger? Who do you think they would ask to help them next?
- What is another way they could have solved this problem?
- What tools could the characters in this folktale have used to help them pull the enormous potato out of the ground?



The Turnip

- What shapes do you see in the picture frames? What shapes do you see in their clothing?
- What are the different ways that each animal is helpful?
- What would you do if you woke up and there was a giant turnip in your house?

Coming Up in Unit 8:

“Animal Architects”

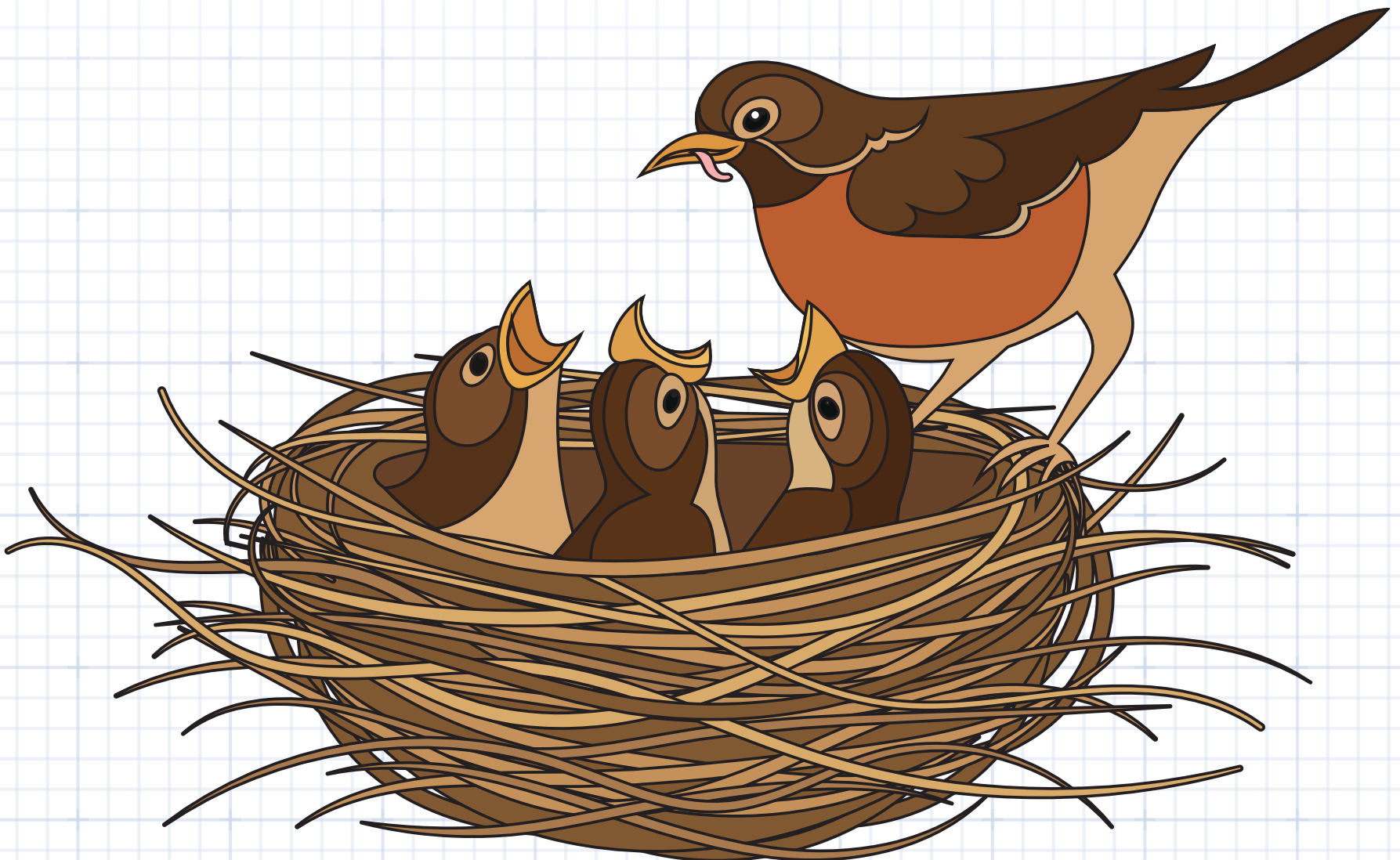
Children have learned what living things need to grow and thrive, such as water and food. They have also learned that shelters are important for keeping living things warm and safe.

In the next unit, children combine these two big ideas as they focus on animal homes. They learn how animals live and take care of each other below the ground, in the trees, and in the sky. They take part in a new design challenge by building their own nests, and they learn about how our planet has many different kinds of habitats for many different kinds of animals.

In preparation for Unit 8 collect:

- Cardboard tubes
- For the Nest Building Box: coffee stirrers, modeling clay or Play-Doh, pieces of fabric, newspaper, tissue paper, pipe cleaners, and twist ties
- A play tunnel or large cardboard box

Also, retrieve your Unit 4: “We Are Architects!” materials including books and any artifacts.



Primary Standard	Teaching Point	Date	Observation Notes
Approaches to Learning: Persistence and Attentiveness	Children add on to a list of things they might see in the kitchen.		
	Children add on to a list of things they might bring to a feast.		
Social Emotional: Self-Awareness and Self-Concept	Children relate to the challenge of waiting.		
Social Emotional: Social Awareness and Relationships	Children discuss what it means to act kindly.		
	Children discuss how the character acts kindly.		
	Children share ideas for how to act kindly.		
	Children practice "Seeds of Kindness."		
	Children discuss working together as a way of acting kindly.		
Literacy: Literate Attitudes and Behaviors	Children play "Make a Cake" with variations (change "cake" to "pizza," change the name, etc.)		
	Children sing "Here's a Little Seed" with variations ("little seed" voice, sing about food, etc.).		
	Children chant about counting potatoes with variations (act out pulling, change to "turnip," etc.)		
	Children vote for their favorite book from the unit.		
Literacy: Listening and Speaking	Children listen to the class book.		
	Children discuss what they have learned about what makes food special.		
Literacy: Phonological Awareness	Children identify the beginning sound in a word.		
	Children sort words that rhyme with cake.		
	Children drum with kitchen tools to signal words that begin with /k/.		
	Children use kitchen tools to find the syllables in words.		
	Children drum with kitchen tools to signal words that rhyme.		
	Children distinguish between words that begin with /t/ and /n/.		
	Children sing the seed song and stomp when they hear words that begin with the /s/ sound.		
	Children sort pictures of rhyming words.		
	Children distinguish between words that begin with the sounds /s/ and /v/.		
	Children identify how many syllables are in a word.		
Children distinguish between words that begin with the sounds /f/ and /r/.			

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Primary Standard	Teaching Point	Date	Observation Notes
Literacy: Comprehension	Children make connections.		
	Children sequence the steps in making a meal.		
	Children make predictions.		
	Children sequence the life cycle of a seed.		
	Children discuss what the title means.		
	Children identify fruits and vegetables that grow up, down, and around.		
	Children retell the folktale.		
	Children make predictions about another version of the folktale.		
Literacy: Fluency	Children echo sound words.		
	Children join in reading and acting out repeating words.		
Literacy: Vocabulary	Children describe sounds they hear.		
	Children learn the word "glide."		
	Children learn the word "enormous."		
Literacy: Writing	Children explore letter orientation.		
	Children begin work on a class book.		
	Children participate in writing directions for how to plant a seed.		
	Children participate in a shared writing of a recipe for mashed potatoes.		
Math: Measurement and Data	Children vote for which food to investigate first.		
	Children discuss the results of a survey.		
	Children use a balance scale to compare potatoes and turnips to other objects.		
	Children use numerals to line up in order one to 10.		
Math: Numbers and Number Sense	Children play the game "Who Has More?"		
	Children play the game "Color Code" with variations (give-back card and "skip-a-turn" card).		
	Children practice yoga poses using ordinal numbers.		
	Children count along with the story.		
Math: Operations and Algebraic Thinking	Children predict how many of a certain type of food will fill a container.		
	Children sort, count, and compare quantities using a ladle and a spatula.		
	Children describe and sort a collection of kitchen tools.		
Math: Patterns and Attributes	Children compare characteristics of seeds and sort them.		

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Primary Standard	Teaching Point	Date	Observation Notes
Science: Scientific Inquiry and Practices	Children play "That Does Not Belong in the Kitchen!"		
Science: Scientific Inquiry and Practices	Children explore fruit with different types of seeds (one seed, tiny seeds on the inside, tiny seeds on the outside).		
	Children plant seeds and label them.		
	Children make mashed potatoes.		
	Children observe turnips and compare them to potatoes.		
Science: Physical Sciences	Children compare eggs, rice, green beans, and potatoes that are cooked and uncooked.		
Science: Life Sciences	Children discuss what they know about seeds.		
	Children discuss if seeds are living things.		
	Children launch an investigation to find out how a potato grows.		
	Children discuss things that are found underground.		
Science: Engineering and Technology	Children act out using kitchen tools.		
	Children follow "if/then" codes in different patterns.		
Social Studies: Self and Society	Children discuss ways to cook and eat potatoes.		
	Children discuss how the family members take care of each other.		
	Children discuss how the guests take care of each other.		
Social Studies: Sense of Time and History	Children discuss what they know about what makes food special.		
Social Studies: Marketplace	Children launch the market dramatic play center.		
Social Studies: Geography	Children discuss how the garden helps the community.		

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Primary Standard	Teaching Point	Date	Observation Notes
Physical Development: Gross Motor Skills	Children play the game "Cool Potato" with variations (passing behind their backs, changing "potato" to "turnip," etc.).		
	Children rock back and forth with a partner as they chant about potatoes and turnips.		
Creative Arts: Music	Children drum with kitchen tools.		
	Children march and make rhythms using kitchen tools.		
Creative Arts: Creative Movement and Dance	Children dance to Argentine tango music.		
	Children play "Freeze Dance" with variations (while holding hands, in small groups, etc.).		
	Children dance in a conga line together.		
	Children practice yoga poses (cake, sandwich, soup, and pizza).		
Creative Arts: Visual Arts	Children discuss paintings of people eating together by different artists.		
	Children focus on illustrations by Jan Brett.		

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What's Happening Now

Dear Families,

We are about to re-examine something that is already a big part of everyone's lives: food! Children will explore common kitchen tools and investigate how the cooking process can change foods. They read two versions of a popular folktale, *The Enormous Potato*, and learn about and how some foods grow from the seeds.

During this unit, children also:

- Compare uncooked and cooked foods (e.g. rice)
- Observe different seeds and do some planting
- Practice counting and comparing the number of objects



Keep It Going

Share Learning

Share recipes with your child. Explain what ingredients are needed and the steps involved in preparing it. Send in photos of you and your child preparing a meal so we can celebrate.

Share Your Expertise

Let us know if you have any experience in one or more of these areas (we would love to learn from you):

- Working in a restaurant or food market
- Working in a garden or a garden center

Share Some Supplies

Our classroom is in need of the following items. We hope you are able to share:

- Large plastic bowls
- Pots
- Wooden spoons
- Any supermarket-related materials for our new dramatic play center—the market (e.g. toy food, scale, shopping bags, baskets, empty & clean food containers)

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Keep It Going... At Home

Dear Families,

Here are some things that you can do at home to support what your child is learning in school.

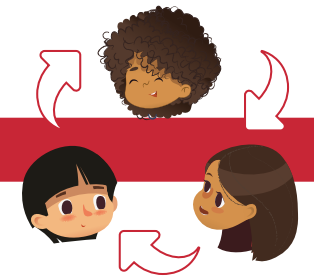
Keep Them Healthy & Active

In this unit, we focus on the steps involved in making a meal, one important part of which is washing (for example, washing your hands, washing the fruits and vegetables before eating them, washing the dishes). Involve your child in all these processes and talk about why they are all important.



Develop Their Emotional Well-Being

In this unit, we revisit the theme of kindness. Expand children's understanding of kindness by pointing out and naming acts of kindness. When you observe your child or another person being kind, caring, or helpful, name what they did and how it affected another person or the environment.



Help Them Communicate

In this unit, we highlight the illustrations of Jan Brett, author of *The Turnip* and many other books. When you read with your child, focus on the illustrations. Talk about what shapes you see, what colors, the sizes of objects in the illustrations, and the expressions on the characters faces. Learning to "read" illustrations and use descriptive words are important skills for children to practice.



Explore Their World

Start a seed collection. Each time you eat a food with seeds in it, make a big deal out of it. Wash the seeds off and start a seed collection. Invite your child to describe and compare the seeds, count the seeds, put them in size order, and plant some of them.



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Songs, Poems and Chants

“Make a Cake”

[Sing to the tune of “Pat-a-Cake.”]

Make a cake,
Make a cake,
Pour it in the pan.
Bake me a cake as fast as you can.
Mix it,
Stir it,
Mark it with a “c,”
Bake it in the oven for you and me!

“Here’s a Little Seed”

[Sing to the tune of “I’m a Little Teapot.”]

Here’s a little seed in the dark, dark ground.
Out comes the warm sun, yellow and round.
Down comes the rain, wet and slow.
Up comes the little seed, grow, grow, grow!

“The Kitchen Song”

[Sing to the tune of “I Saw Three Ships.”]

Cooking up a special treat,
Something good for friends to eat,
We’ll eat together, you and me,
You and me, in the kitchen.

“One Potato”

One potato,
two potato,
three potato,
four.
Five potato,
six potato,
seven potato,
more!



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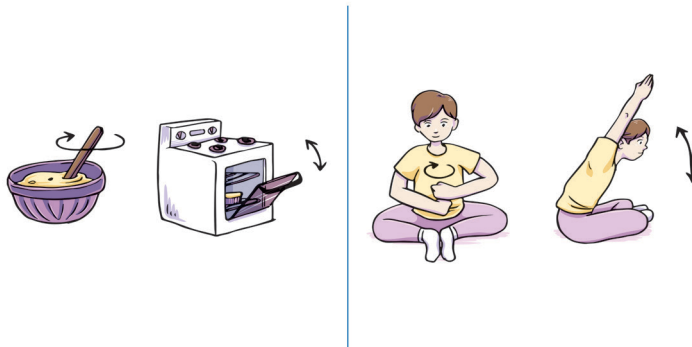
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Yoga Poses

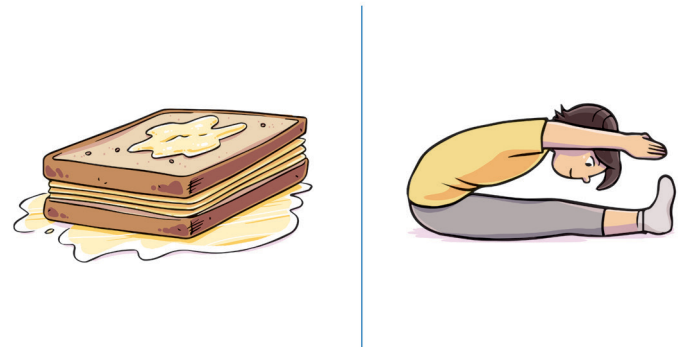
Cake Pose

1. Sit with your feet together and knees open.
2. Reach up to get flour and pour it into the bowl.
3. Reach up to get water and pour it into the bowl.
4. Grab a pretend spoon and stir in each direction.
5. Lift your arms like an oven door and fold forward.
6. Count to five as the cake bakes. Ding!
7. Sit up to open the oven door. Smell the aroma!



Sandwich Pose

1. Sit with your legs straight in front of you.
2. Reach up and grab a tub of butter. Open the lid and scoop some out.
3. Spread it all over your legs like a piece of bread.
4. Reach up for cheese and place three slices on your bread.
5. Fold over your legs like the top piece of bread.
6. Grill it in the pan. Sizzle!



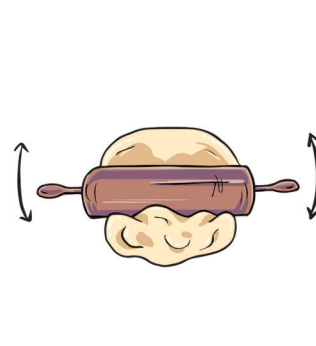
Soup Pose

1. Sit with your feet together and knees open.
2. Reach up for some broth and pour it in.
3. Use the side of your hand to chop up some vegetables.
4. Add the pieces to the pot.
5. Grab a pretend spoon and stir in each direction.
8. Scoop a spoonful and sip it. Yum!



Pizza Pose

1. Sit with your legs straight out wide.
2. Gently squeeze your legs to knead the dough.
3. Move a rolling pin forward and back to smooth it out.
4. Reach up for tomato sauce and spread it on the dough.
5. Reach up for cheese and sprinkle it on top of the sauce.
6. Lift your arms like the oven door and fold forward.
7. Count back from five as the pizza bakes. Ding!
8. Blow on it to cool it off!



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In loving memory of Lidia Lemus. Her dedication to children, equity and kindness live throughout these pages. Thank you for working to make these values come alive with the children in your care.

