Planned Read-Aloud

**Book:** The Puddle Pail by Elisa Kleven

**NOTES:** This book reinforces the concept of reflections, especially through its colorful illustrations. If the central question of the story (can you really “collect” a puddle in a pail?) is too abstract for some children, do not force the point; instead, follow their lead and talk about the aspects of the book that most interest them.

**Props (to illustrate concepts or word meanings, during or after reading):**
- Items from classroom collections (esp. if you have any shells, rocks, feathers, or bottle caps); small mirror.

**Activate Prior Knowledge (when introducing book):**
- Remind children what a “collection” is: when you have lots of different types of the same thing (e.g., many different rocks or shells). Illustrate using items from classroom. Talk about where some of these items were (or might have been) collected.
- Show children the cover illustration and point out the pail (another name for a bucket). “What do you see in the pail? Why do you think there’s a rainbow there?” Point out that there is also a rainbow in the sky, and its reflection is in the pail. Use the mirror to demonstrate: “The mirror is shiny, so I see my reflection in it – it looks just like me! Sometimes you can also see a reflection in a pool of water, like in this pail.”

**Questions/Comments (to engage children during reading, re-reading or picture walk):**
- Why does Sol say that Ernst can’t collect clouds?
- Comment on the reflections that can be seen in the pail throughout the story. Help children look closely at the illustrations and understand that the reflection corresponds to another item nearby. (E.g., why a purple puddle? What could it be reflecting?)
- “What do you think will happen to all of the puddles in Ernst’s pail?” On the pages showing sunset and night, invite children to figure out “What is the pail reflecting now?”
- Is the butterfly in the pail or is it just a shadow? Do you think it will stay in the pail?

**Vocabulary (to highlight during reading or in follow-up discussions):**
- Pail, collect/collection, reflect/reflecting/reflection, shadow, seashell, starfish, striped, flowered

**Discussion (after reading or during child retelling or extension activities):**
Discuss children’s ideas about other items that could be collected. “What else could Ernst collect? What would you want to collect?”
Remind children of any shadows or reflections that they have made/explored so far in this curriculum theme.

“Why did the reflections and shadows in Ernst’s pail disappear?”

**Extensions (building on concepts from this book through other classroom experiences):**
Outdoors – on a sunny day, take a pail of water outside and move it to different locations, trying to “capture” different reflections. Tip: a pail with a dark interior will capture reflections more visibly.
Discovery Area – Add mirrors or other reflective objects (shiny foil, spoons, etc.) and encourage children to notice their own reflections in these. If you have natural-object collections that children have not explored in a while, bring these back out, and provide small pails for children to collect and sort them. Or start a new collection; have children choose what to collect, and involve families!
Curriculum Plan
Small-Group Activity

**ACTIVITY:** Shadow Puppets

**OVERVIEW:** Children will make puppets using different materials and observe what they can see in the puppets’ shadows. (For example, coloring your puppet blue will not turn its shadow blue – but other materials or shapes might show up in the shadow.) They will ask questions and investigate to find the answers.

**OBJECTIVES:**
- School Readiness Goal (3) Engagement
- School Readiness Goal (17) Inquiry
- GOLD 11a (attends/engages)
- GOLD 11d (curiosity & motivation)
- GOLD 24 (scientific inquiry)
- WSS I.C.3 (purpose, flexibility, inventiveness)
- WSS IV.A.1 (asks questions/uses senses)
- ELS 4 (prediction, investigation)
- ELS 6 (engagement & exploration)

**MATERIALS:**
- Louie by Ezra Jack Keats
- Craft sticks or straws
- Glue or tape
- Stiff paper or cardstock for puppet shapes – pre-cut into simple shapes like circles (or, if you are feeling creative, you can cut out animal shapes, or shapes with holes in them for children to see where light shines through) – enough for each child to have one.
- Crayons, markers, colored pencils
- Materials to add texture: feathers, pompoms, felt, yarn
- Flashlight or other light source
- Optional: Science Journal for drawing predictions and observations
- Video Extension: Sid the Science Kid “Shadow Investigation”. In advance:
  - Go to the website [http://pbskids.org/sid/videoplayer.html](http://pbskids.org/sid/videoplayer.html)
  - On the left side of the screen, click “Investigations”
  - Scroll through the videos until you see “Shadow Investigation (5:28)”
  - Click the video; then click Pause under the screen at right.
  - When ready to view video, click Play; also click Big to enlarge the video viewer.

**PROCEDURE:**

**Beginning:**
1. Show *Louie* and ask if children remember the puppet show. Refer to the illustration of the puppet show and ask “What is making that shadow? How do you know? What shadows do you see?”
2. Help children think about the fact that shadows are created when light is blocked. If there’s nothing to block the light, then there’s no shadow. Tell them that today they are going to make puppets and see what shadows they make. *If children have already been using a shadow puppet theater in Dramatic Play, refer to what you have seen them doing there – and explain that today we are going to learn something new about puppets and their shadows.*

**Middle:**
3. Let each child choose a cut-out shape, and connect it to a craft stick or straw to create a basic puppet. Spread out the other materials so children can reach them and help them get started. Comment on what you see children doing and how they are using the materials.
4. As children work on their puppet, encourage them to think about how they are decorating and what that would look like on the shadow. As they prepare to shine the light on their puppet, ask them to predict, “What shape will it have? Will it be red? Will it be striped? What about that feather you glued to the top? Will that be on the shadow?”
Small Group Activity (cont’d)

- **Individualization:** (To support School Readiness Goal (17) – Inquiry)
  
  i. Tier 1 – For children who do not make predictions, ask them to talk about their puppet creation. Help them think about the details by asking probing questions. “What did you make? A bird puppet? What do birds have to keep them warm and help them fly? Do you want to add feathers to your bird? Where will your bird fly?”
  
  ii. Tier 2 – For children who make observations, help them predict what will happen. “What do you think the shadow of your puppet will look like? Do you think it will have polka dots? Will the shadow move and turn like the puppet? Do you think you will see the eyes on the shadow?”
  
  iii. Tier 3 – For children who are asking questions and making predictions, encourage them to draw their predictions of what their puppet’s shadow will look like. Ask them why they are making those predictions and encourage them to explain what they already know about shadows. They can draw what it actually looked like after they investigate with the light.

5. Explain that you are going to darken the room a little, then shine a light on their puppets to create shadows. As children make shadows with their puppets, ask them what they notice about the shadows. What shape is it? Can you see the pompom in the shadow? Is the pattern you colored on the shadow? What happens when you shine the light on a shape with a hole in it?”

6. **Video Extension (optional):** Now or at a later time, show children the “Sid Shadow Investigation” video clip (link above). In this brief Sid the Science Kid Investigation, children investigate what shows up on a shadow.

   **Before** – Before showing the video clip, tell children, “This is a video about some children who are curious to know what shows up on a shadow. Let’s see what they did to find out.”

   **During** – Stop the video when the timer says 0:45, just before they shine the light on the butterfly puppet. Ask children, “What will the shadow of the butterfly look like? Do you think the shadow will have pink and blue wings like the puppet?” If a particular child made this observation earlier during the activity, point that out and ask the child what they found out. For example, “Magda, you colored your puppet green. What did you notice about the shadow it made?”

   **After** – After the video ends ask, “What did the children discover about shadows? Did they see the colors on shadows? What about different textures like the feather and pompom? What did you discover about the shadows you made with your puppets?”

End:

7. Give children a 3 minute warning to clean up.

8. Leave their puppets out in the dramatic play area so children can use them during free choice.

**YOU MIGHT DOCUMENT:**

How do children approach this task: are they purposeful about how they decorate their puppets to see what shadow will be created? Do they make predictions? How do they communicate and represent their observations? Do they make connections to previous activities and what they have already learned about shadows and light?
Small-Group Activity

**Activity:** Shiny/Dull Collages

**Overview:** Children will work with a variety of shiny and dull materials. Describing and comparing the characteristics of materials enhances children’s language, mathematical and scientific abilities.

**Objectives:**

- School Readiness Goal (7) English
- School Readiness Goal (11) Print/writing
- School Readiness Goal (19) Arts
- GOLD 19b (writes to convey meaning)
- GOLD 33 (visual arts)
- GOLD 37, 38 (understands/speaks English)
- WSS II.D.2 (uses shapes/symbols to write)
- WSS VI.A.3 (art experience and exploration)
- ELS 10 (composing, production)

**Materials:**

- Shiny and dull materials, for example: **Shiny:** tin foil, glitter, shiny paper, shiny stickers, photo paper, plastic buttons; **Dull:** sandpaper, cardboard, construction paper, cloth, wood sticks
- Glue and paper for collage materials
- Basket to hold children’s materials
- Optional: flashlight

**Procedure:**

**Beginning:**

1. Lay some of the shiny materials on the table and ask children what they notice about them. Talk about what happens when the light hits the items. Do the same for the dull materials. (Use flashlight, if needed, to demonstrate the difference between the two types of items.)

2. Tell children that they can choose from these materials to glue onto their paper. *If children have already been using these materials in the Art Area, refer to you have seen them do:* “I wonder if you will use more pieces of shiny foil or if you will create something different?”

**Middle:**

3. Give each child their own materials, including paper to glue their collage materials onto.

4. Comment on what children are doing, using the new vocabulary and modeling new possibilities with your own creation. “I see that you have some of your shiny tin foil next to your dull cardboard. What do you notice about your tin foil?” Or “I am going to put all of my shiny things in the center of my paper.” Encourage children to describe the characteristics of the items they are using. (Remember, not all children will sort their items and this is ok.)

**Individualization:** (To support School Readiness Goal (7) – English)

- Restate the goal of the activity in simple, clear language: “We are going to glue these materials onto paper. Some are shiny [Hold up something shiny] and some are dull [Hold up something dull]. We are going to make collages.”

- Use parallel talk to describe what the child is doing, keeping your language focused on concrete actions. “You are holding a piece of foil. You are gluing the foil to the paper. You put the foil next to the button.” [Point to the objects as you say their names].

- When children speak in one- or two- word phrases, repeat what they say, and extend it, modeling new vocabulary. “Oooh! Oh, I see you like the glitter. It’s shiny like this foil. What else is shiny in here [point to the materials]?”

5. Encourage children to add words to their collages by labeling what they have created or the materials they’ve used. Validate their efforts, whether scribble-writing or invented spelling. Or offer to take dictation and record children’s words exactly (“I like the shiny tin foil”).
Small Group Activity (cont’d)

End:
6. Give a 5-minute clean up warning.
7. Encourage children to put all of their shiny materials back first and then their dull materials.

**WHAT TO DOCUMENT:**
Do the children distinguish between shiny and dull items? Note whether children (especially DLLs) use this new vocabulary; any comments they make about how the items look or feel; and what language they communicate in. Do any children attempt to write words to label their work?
Embedded Assessment
Small-Group Activity

ACTIVITY: Find the Rhyme
NOTE: This activity may be too challenging for some young 3-year-olds; please use your best judgment about whether to include these children in the activity. You could also allow them to just sit in on the activity, without attempting to complete the assessment with them.

ASSESSES: Rhyming

MATERIALS:
- “Mirror, Mirror” poem – written on large chart paper, with individual copy for each child. Leave the final word in each stanza blank, for children to fill in the rhyme. See words on next page.
- Word/picture cards for each rhyme choice. See attached or create your own.
- Tape to stick rhyming words onto chart paper
- Markers/crayons.
- Small hand mirror(s)
- “Rhyming helper” – e.g. stuffed animal or other prop – Ryan Lion, Matt the Cat, thick stick, etc.

PROCEDURE:

Beginning:
1. Do some warm-up rhymes: “I’m thinking of something black and white that rhymes with lebra” [zebra] or “I’m thinking of a friend’s name that rhymes with Kahn” [Juan]. Encourage children to say each rhyming pair with you (Kahn-Juan) and notice how fun it is to say!
2. Show children the poem and explain that it is about what you see when you look in the mirror. But it isn’t finished: the rhyming words are missing!
3. Give each child a copy of the poem. Explain that they can read along on the big chart or on their own paper. They will be able to illustrate the poem (add pictures), too!

Middle:
4. Read the first stanza and model how you might find the rhyming word: “Trace.... what rhymes with trace?” Show the choices (on word/picture cards): nose, face, tongue. Now repeat the first part of the poem, inserting each word in turn; which sounds better?
5. Repeat this process with each stanza until children have filled in all the rhyming words. It is important that you call on individual children—especially children for whom you have no evidence of rhyming ability or who did not produce rhymes during the warm-up—to see how each child rhymes. Suggestion: pass the “rhyming helper” (Ryan Lion, etc.) to the child whose turn it is, or have the stuffed animal tap them on their shoulder.
6. To keep all children engaged, encourage them to illustrate the poem and/or look in the mirrors and draw what they see.

End:
7. Read the poem together with all of the words in place, encouraging children to chime in and emphasize the rhyming words.
8. Close with a rhyme “go-round.” You will say a word, then children will think of as many rhyming words as possible. E.g., you say “hat.” Pass the rhyming helper to a child – she might say “bat.” Next child says “zat.” (Nonsense words are okay!)
9. Dismiss children by saying “if your name rhymes with ______...”

WHAT TO DOCUMENT:
- For each child, document whether he can fill in the missing rhyming word, discriminate which of the word choices rhyme, and/or create his own rhymes. Does he need assistance
Embedded Assessment Small-Group Activity
(Continued)

to rhyme or can he do so independently?

Mirror, Mirror

Look in the mirror and what do you see?
I see my own self looking at me.

Look in the mirror to see a trace
Of your own happy smiling _________.  (nose, face, tongue)

Look in the mirror, it never lies,
You can see with your two little _________.  (eyes, ears, teeth)

Look in the mirror, there's no need for tears,
On the side of your head are two little _________.  (smile, foot, ears)

Look in the mirror to see what it shows,
There in the middle is one little _________.  (shoe, teeth, nose)

Look in the mirror without a care,
And on your head you can see your _________.  (hair, knee, tongue)

Look in the mirror for a while,
And if you’re happy you'll see a ________!  (foot, hand, smile)
Embedded Assessment Small-Group Activity
(Continued)

Face

Eyes

Ears

Nose

Hair

Smile
## Embedded Assessment Small-Group Activity (Continued)

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Embedded Assessment
Small-Group Activity

**ACTIVITY:** Grouping Bears

*NOTE: This activity may be too challenging for some young 3-year-olds; please use your best judgment about whether to include these children in the activity. You could also allow them to explore the materials, without attempting to complete the assessment with them.*

**ASSESSES:** Classification, counting/number

**MATERIALS:**
- Bear counters, including at least two colors and two sizes. *If needed, substitute cubes in 2-3 colors; in this case, be sure to include a few “big ones” (two cubes linked) of each color.*
  - **NOTE:** it is important to have items that can be sorted by two different attributes – e.g., color and size – in order to determine the true extent of children’s classification skills.
- One sheet of paper per child, divided into four boxes:

**PROCEDURE:**

**Beginning:**
1. Give each child assorted bears and a handout. Explain that the boxes are caves, and children get to decide which bears sleep in which cave.
2. Introduce the task: “Can you choose a group of bears that belong together to put in each cave?” If needed, prompt children to notice what’s the same or different about the bears.

**Middle:**
3. Allow children to manipulate the bears on their own. Circulate among the children, talking with them about what they are doing and being sure to observe what each of them can do.
4. Encourage children to explain why they are sorting the bears the way they are. You might say, “I wonder why all those bears are together?” (to which child might respond, “They’re all blue!”)
5. For children who are clearly able to sort the bears by one attribute (typically they will start with color), move on to assessing whether they can classify by multiple attributes. This could mean regrouping (e.g., by size rather than color) or subgrouping (e.g., small blue bears vs. big blue bears). *This is a key component of classification skills, so it’s important to give children the opportunity to demonstrate it!*
6. Once a child has reached the limit of her sorting ability or interest, ask her, “How can we figure out which cave has more bears?” Encourage her to count the bears, or see if she can automatically identify any of the quantities. (This is called subitizing, and children typically can do it with smaller numbers – up to 5.)

**End:**
7. Once you have collected the observations you need, give a 2-minute warning.
8. Have children help you put the bears away, continuing to classify or count as they do so, e.g.: “Evan, will you collect all the green bears? Melody, can you put 5 bears in this basket?”

**WHAT TO DOCUMENT:**
- Can child sort bears by one attribute (e.g. color)? Can he use additional attributes (e.g. size) to regroup or subgroup? Can he explain the reason?
- How many objects can child count accurately? Does she know that the last number is how many she has in all (“cardinality”)? Does she compare the size of the groups – based on number, visually, or by using other strategies such as matching one set to another?
**Embedded Assessment Small-Group Activity**  
*(Continued)*

**ACTIVITY:**

**Grouping Buttons**  
NOTE: This is similar to the Grouping Bears embedded assessment, but more advanced; it should be used with children who previously scored high on that activity.

**ASSESSES:** Classification, counting/number

**MATERIALS:**
- Assorted buttons, with multiples types of variations – e.g., size, color, shape, number of holes, etc.

  **NOTE:** it is important to have items that can be sorted by multiple attributes, in order to determine the true extent of children's classification skills.

- One sheet of paper per child, divided into four boxes:

**PROCEDURE:**

**Beginning:**
1. Give each child assorted buttons (or spread them out on the table) and a handout. Explain that we have a lot of buttons and they're getting messy! So we need to organize them. “You have four boxes to put the buttons in, and you get to decide which buttons go in which box.”
2. Introduce the task: “Can you choose a group of buttons that belong together to put in each box?” If needed, prompt children to notice what's the same or different about the buttons.

**Middle:**
3. Allow children to manipulate the buttons on their own. Circulate, talking with children about what they are doing and being sure to observe what each of them can do.
4. Encourage children to explain why they are sorting the buttons the way they are. You might say, “I wonder why you put all those buttons together?” (to which child might respond, “They’re all brown” or “They’re the biggest ones!”)
5. For children who are clearly able to sort the buttons by one attribute, move on to assessing whether they can classify by multiple attributes. This could mean regrouping (e.g., by size rather than color) or subgrouping (e.g., small buttons with 2 holes vs. small buttons with 4 holes). This is a key component of classification skills, so it’s important to give children the opportunity to demonstrate it!
6. Once a child has reached the limit of her sorting ability or interest, ask her, “How can we figure out which box has more buttons?” Encourage her to count the buttons, or see if she can automatically identify any of the quantities. (This is called subitizing, and children typically can do it with smaller numbers – up to 5.)

**End:**
7. Once you have collected the observations you need, give a 2-minute warning.
8. Have children help you clean up the buttons, continuing to classify or count as they do so; e.g., “Evan, will you collect all the square buttons? Melody, can you put 5 buttons in this basket?”

**WHAT TO DOCUMENT:**
- Can child sort buttons by one attribute (e.g. color)? Can he use additional attributes (e.g. size) to regroup or subgroup? Can he explain the reason?
- How many objects can child count accurately? Does she know that the last number is how many she has in all (“cardinality”)? Does she compare the size of the groups – based on number, visually, or by using other strategies such as matching one set to another?