

Acelero Learning Curriculum Plan

Planned Read-Aloud

Book: Let's Eat! by Ana Zamorano

NOTES: This book is on the lengthy side, so you may want to do a picture-walk or use graphic props (see below) to help children better grasp the pattern of the story.

Props (to illustrate concepts or word meanings, during or after reading):

Photographs of the Spanish food words in the story. Flannel-board or paper pieces showing the table, seven chairs and seven family members.

Activate Prior Knowledge (when introducing book):

- Talk about dinner routines in children's homes. (Who cooks dinner in your family? Who sits at the table with you?) Refer back to earlier conversations to remind children of what they have already shared on this topic.
- "In this book, a boy named Antonio eats dinner with his whole family: brother, sister, Mamá, Papá, Grandpa and Granny." Preview the family members, using flannel pieces or paper cutouts if possible. Make connections to children's own families as appropriate. "But sometimes one member of the family can't come to dinner! Let's see who it is."
- Preview some of the foods you will see in the story, using photos if possible.

Questions/Comments (to engage children during reading, re-reading or picture walk):

- Invite children to predict who will be the next family member not to be at dinner.
- Have children join in to sigh along with Mamá, "Ay, ¡qué pena!"
- Translate the Spanish food words or ask children what they think it is. "Do you ever eat _____ at your house for dinner?" Make connections to other foods that children might eat.
- During re-readings, use flannel pieces to focus on math concepts: In the first illustration of the family eating together, count family members (7). On subsequent pages, point out the empty chair and have children help you count (6). Use the flannel or paper pieces to demonstrate how a different person is missing at each meal (e.g., take away brother and bring back sister).

Vocabulary (to highlight during reading or in follow-up discussions):

chickpea, empanada, sardinas, ruins, gazpacho, pollo, cafeteria, paella

Discussion (after reading or during child retelling or extension activities):

Review and chart the foods from the story. Ask children which foods they have tasted and count yes and no votes.

Bring a Spanish recipe book (or find recipes online) so that children can see the foods and hear how they are made.

Extensions (building on concepts from this book through other classroom experiences):

Art Center: Encourage children to document their favorite meal by drawing it on a paper plate. Have them share their creations with the class.

Library: Add flannelboard pieces so that children can recreate the family's mealtimes.

Each day, discuss (at breakfast) or chart (at circle time/opening meeting) what children ate for dinner the previous night.

Ask families to submit a recipe for a common dinner food at their home and create a class recipe book.

Acelero Learning Curriculum Plan

Small-Group Activity

ACTIVITY: Retelling *Pumpkin Soup*

OVERVIEW: In this follow-up to the read-aloud *Pumpkin Soup*, children will be encouraged to recall, sequence and retell events from the story, using pictures.

OBJECTIVES:	• <i>School Readiness Goal</i> (8) Books/stories	• GOLD 18c (retells stories)
	• WSS II.C.3/4 (comprehends/responds)	• ELS 7 (story retelling)

MATERIALS:

- The book *Pumpkin Soup* by Helen Cooper
- Illustrations from the book, showing a few key events from the story – one set per child. Make photocopies from the book, reducing in size if needed, to represent key events such as:
 - The duck has a particular job in making soup, but he wants to change it.
 - The cat and the squirrel become angry; the duck runs away
 - The other animals look for the duck and bring him home
 - The animals resolve their problem by teaching each other their jobs.
- Plain paper, tape or glue
- Markers or pencils

PROCEDURE: Beginning:

1. Hold up the book *Pumpkin Soup* and ask who remembers something that happened in this story. Take a few different responses.
2. Show children the illustrations you have copied (in random order). Explain that children can use these pictures to “read” the story themselves – they just need to put them in the right order! Distribute a set of pictures to each child.
 - Individualization (to support Dual Language Learners): Move around the table and speak briefly with individual children to ensure they understand the activity. Give simple, clear prompts: “What is happening here?” “What happened first?” “Tell me about this picture.”

Middle:

3. Support children to use the pictures to tell the story – by describing what is happening in the pictures; arranging them in sequential order; and, if possible, recalling other details from the story. As children are interested/able, provide paper and glue, and invite them to create their own version of the book.
 - Individualization (to support children’s story retelling):
 - i. Tier 1 – For children who are less verbal or do not seem to recall the story, focus less on sequencing and more on oral language. Repeat and expand on what they say; e.g. “Duck? Yes, there is a duck in this story. He helps his friends Cat and Squirrel make soup.” Model key vocabulary and encourage children to use it also.
 - ii. Tier 2 – For children who are able to tell the basic events of the story, encourage them to figure out the sequence – what happened at the beginning, at the end, in the middle? You can also prompt children to explain what is happening in each picture.
 - iii. Tier 3 – If children sequence the story easily, invite them to remember more details (such as the specific cooking jobs each animal had) or to talk more about the characters’ feelings and motivations. Encourage these children to tell the story to teach other, or to add labels to the pictures to create their own book.

Small Group Activity (*cont'd*)

End:

4. Invite a few children to “read” their versions of the story.
5. Encourage children to put their retellings in Library Area to read later. You can also offer this as a take-home activity for families to do with their children.

**YOU MIGHT
DOCUMENT:**

What do children remember about the story? Do they simply describe what they see in the pictures – or do they expand to talk about other details? Note any book-related vocabulary that children use and how they converse with you or each other during this activity.

Acelero Learning Curriculum Plan

Small-Group Activity

ACTIVITY: Family Dinner Wall Graph

OVERVIEW: As an extension to the book *Let's Eat*, children will draw their families eating dinner; count how many people are in their picture; and create a graph showing the different sizes of their families.

OBJECTIVES:	<ul style="list-style-type: none">• <i>School Readiness Goal</i> (3) Engagement• <i>School Readiness Goal</i> (12) Number/counting	<ul style="list-style-type: none">• GOLD 11b (persists)• GOLD 20abc (counts, quantifies, numerals)
	<ul style="list-style-type: none">• WSS I.C.3 (purpose, flexibility, inventiveness)• WSS III.A.1 (solves math problems)• WSS III.B.1 (number/quantity)	<ul style="list-style-type: none">• ELS 1 (functional counting, numerical operations, written numbers)• ELS 6 (engagement & exploration)

MATERIALS:

- Copy of the book *Let's Eat*
- Paper and crayons
- Space permitting, create the outline of a bar graph on an empty wall. Label it "How Many People Eat Dinner Together in My Family" and place numerals (from 2 up) across the bottom. Leave lots of space so children can put their drawings directly on the wall. OR, if space is too tight for this type of graph, use a piece of chart paper to create a more typical bar-graph template.

PROCEDURE:

Beginning:

1. "Do you remember the story of Antonio and his family eating dinner? Let's count how many people are in Antonio's family when they are all together at the end." (If you have not read *Let's Eat* yet, briefly preview that it's about a family eating dinner together, and use the illustrations in a similar way.) Help children count the total number of family members.
 - Individualization (to support Dual Language Learners): Take this opportunity to reinforce key vocabulary, such as family members or food-related words. You might provide a sentence stem and invite children to provide the missing work: e.g., "She is the ... [mother, sister, grandmother]." "They are eating at the [table]."
2. "We are going to draw pictures of our families eating dinner. Who eats dinner with you?"

Middle:

3. Encourage children to draw their families eating a meal. Circulate and talk to individual children about their drawings. "Who eats dinner with you? So how many parents are there in your picture? How many children? How many people is that all together? Let's count how many people are in your picture." Help them write the numeral on their drawings.
 - Individualization (to support children's engagement):
 - i. Tier 1—For children who do not engage in the activity, provide additional prompts and/or modeling. For example, you might start drawing a picture yourself – "I am going to draw my family eating dinner. My sister, my nephew and me." – then point to the child's paper and say, "You do it too! Who will you draw?"
 - ii. Tier 2—For children who are engaging in the activity but in a limited way, or seeming not to understand the purpose, comment on what they are doing and provide suggestions to deepen their engagement. "It looks like you have one person in your picture. I wonder who else you will draw?" "I know you sometimes eat with your Nana. I wonder if you will draw her?" For these children, creating a picture may be enough of a challenge, and you may need to take a stronger role in

Small Group Activity (*cont'd*)

counting, writing the numeral and adding their picture to the graph.

- iii. Tier 3—For children who are engaged in independent, purposeful activity, have authentic conversations with them about their pictures and families. Provide reminders or hints, as needed, to guide them to the next step.

End:

NOTE: If you do not have enough time for these graphing activities now, you could complete them during circle time/opening meeting, perhaps in lieu of Question of the Day.

4. Use the drawings to create a wall graph. If possible, post drawings directly on the wall (*see Materials, above*) – for example, if a child has three people in her picture, she would post it in the “3” column. Stack the drawings to create a kind of bar graph that will make it easy to see how many children have three family members who eat together, how many have four, etc. Or, if space is too tight, create a more typical bar graph on chart paper, filling in one square in the appropriate column as children share their drawings.
5. Ask children questions that encourage them to interpret this graph. For example, *How many children have three people in their families? Do any children have five people in their drawings? Who eats dinner with the largest group of people?* You might also see if children can figure out how many people there are in all of the pictures in one column.

You MIGHT DOCUMENT:

Do children attempt to create representative drawings? Can children tell you how many people are in their drawings (either by counting or just looking – a.k.a. “subitizing”)? Do they know any written numerals? Can they discuss and interpret the graph?

Acelero Learning Curriculum Plan

Small-Group Activity

ACTIVITY: Making Pumpkin Pie Playdough – Part 1

OVERVIEW: In this two-part activity, children are actively engaged in making playdough. In this first part of the activity, children carefully observe, describe, compare, and contrast the ingredients they will use to make the dough.

OBJECTIVES:	<ul style="list-style-type: none">• <i>School Readiness Goal (6) Speaking</i>• <i>School Readiness Goal (11) Print/writing</i>• <i>School Readiness Goal (15) Classification</i>	<ul style="list-style-type: none">• GOLD 9a (vocabulary)• GOLD 13 (classification)• GOLD 17b (print concepts)
	<ul style="list-style-type: none">• WSS II.B.2 (vocabulary/language)• WSS II.C.2 (concepts about print)• WSS III.C.1 (sorts objects)	<ul style="list-style-type: none">• ELS 2 (classification)• ELS 7 (speaking)• ELS 9 (print knowledge)

MATERIALS:

- Dry ingredients: flour, salt, pumpkin pie spice (or cinnamon)
- Wet ingredients: water, vegetable oil, red & yellow food coloring
- Washable or disposable plates/trays
- Chart paper and markers to record children’s descriptions of the ingredients
- Paper towels to wipe hands

PROCEDURE:

Beginning:

1. “Has anyone ever made their own playdough? Today and tomorrow we are going to make special playdough that smells like pumpkin pie.” Explain that you’ve brought the stuff you need—the *ingredients*—to make playdough.
2. Show the ingredients one-by-one. Ask if children can name them; verbally label any that are unfamiliar. Tell children that they will get to look at, touch, and smell these ingredients.

Middle:

3. Introduce the dry ingredients, one at a time. Pour some flour on a plate, pass it around, and encourage each child to describe what the ingredient looks, feels, and smells like. Repeat for salt and pumpkin pie spice. Chart what children say on large paper.
 - *Individualization for Dual Language Learners* – Notice how children react to the ingredients. If you see a child smell something and rub their stomach, you can say, “You smelled the cinnamon. Did you think that smelled yummy?”
4. Introduce the water and oil in the same way. (To avoid staining, we suggest allowing children to just look at the food coloring on a plate—held by the teacher—and describe what they notice.)
5. Read back some of children’s descriptions, following the words with your finger. Now encourage them to compare and contrast the ingredients (with each other and with other things they know). You could ask, “Are any ingredients the same color?” “Which ingredient feels like sand? Which ingredients are wet? Which are dry?”
 - *Individualization (to support children in classification)*
 - i. *Tier I* – For children who do not notice similarities, call their attention to some obvious ones. For example, show them the oil, flour and salt: “What do you notice about these three ingredients? What does the flour feel like? What does the salt feel like? Do they

Small Group Activity (*cont'd*)

feel the same? They are both dry. Does the oil feel dry? The oil isn't dry, it is a wet ingredient."

- ii. *Tier II* – For children who notice similar attributes, encourage them to verbalize the similarities. "The oil and the water are both wet. What other things are wet?"
- iii. *Tier III* – For children who compare and contrast the ingredients easily, introduce new words to help children describe the items: *fluffy* flour, *grainy* salt, *clear* water, *slippery* oil, and so on. Ask them what else is *fluffy*, *grainy*, etc.

End:

6. Tell the class that the next time they come for small group that they will follow a recipe to measure and mix the ingredients to make playdough.

You Might Document:

Do children use varied language to describe things that they see, feel, and smell? Can children compare, contrast and/or group items based on observable attributes such as color and feel (e.g., wet vs. dry or soft vs. grainy)?

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Small-Group Activity

ACTIVITY: Making Pumpkin Pie Playdough – Part 2

OVERVIEW: This is the second part of a two-part activity. Children previously explored the ingredients; now they follow a sequence of steps to measure and mix those ingredients to make the playdough.

OBJECTIVES:	<ul style="list-style-type: none">• <i>School Readiness Goal (6) Speaking</i>• <i>School Readiness Goal (11) Print/writing</i>• <i>School Readiness Goal (16) Measurement</i>	<ul style="list-style-type: none">• GOLD 9a (vocabulary)• GOLD 17b (print concepts)• GOLD 22 (compares/measures)
	<ul style="list-style-type: none">• WSS II.B.2 (vocabulary/language)• WSS II.C.2. (concepts about print)• WSS III.E.2 (measuring)	<ul style="list-style-type: none">• ELS 3 (measurement)• ELS 7 (speaking)• ELS 9 (print knowledge)

MATERIALS:

- Dry ingredients: flour, salt, pumpkin pie spice (or cinnamon)
- Wet ingredients: water, vegetable oil, red & yellow food coloring
- 1-cup measuring cup, tablespoon
- Large bowl and wooden spoon for stirring
- Rebus recipe written on chart paper – *See next page. Note that this is just one example. DLLs might benefit from an even more explicit rebus recipe, i.e. showing one step at a time with a corresponding image (such as a picture of a hand stirring with a spoon in a bowl)*
- Playdough toys/tools

PROCEDURE:

Beginning:

1. *“Who remembers what we are going to make? Do you remember the ingredients we are going to use to make the playdough?”* Again, show children the ingredients one-by-one and ask if they can name them. Verbally label any that they do not recall.
2. Show children the recipe. Go over it with them, allowing them to “read” and tell you how many cups or spoons of each ingredient is needed.

Middle:

3. Follow the steps to make the dough, allowing child volunteers to measure and mix ingredients. (If it is difficult to stir, you might want to mix it with your hands.) As you follow the steps, encourage the children to describe what they are doing and what is happening to the ingredients. *“How is the dough changing?”*
 - Individualization for Dual Language Learners – Model language by narrating the actions of each child as they follow the recipe. *“Nykia is adding one cup of flour,” “Maria is stirring with the spoon”.*
4. Divide the dough evenly among children and get out play dough toys so that they can play with it. Encourage them to “tell the story” of how you made the dough to practice remembering a sequence. Provide assistance as needed.
 - Individualization (to support children in oral language and sequencing)
 - i. *Tier I* – For children who do not recall the steps or who have limited language to describe what they did to make the dough, use the pictures on the recipe to help them recall. Review the steps together.
 - ii. *Tier II* – For children who recall some of the steps, or who recall the steps, but maybe

Small Group Activity (*cont'd*)

not in order, say something like, "You're right, we stirred the wet ingredients into the dry ingredients. What dry ingredients did we mix together first? What did we do after adding salt? Did we use more salt or more flour? What happened next?"

iii. Tier III – For children who need an extra challenge, invite them to draw pictures of the steps in the recipe. When they are finished, the children can place the pictures next to the steps of the recipe on the chart, in sequence.

5. You might discuss why this is called "pumpkin pie" playdough (since there's no pumpkin in it!) Explain that it is a similar color to pumpkin pie and that the spice makes it smell like pumpkin pie. If any children have been talking about Thanksgiving, you can make that connection too.

End:

6. When finished, put dough into airtight bags or containers to play with another day.

You MIGHT DOCUMENT:

Do children use the rebus recipe to determine how much of each ingredient should be used? Do they understand terms of comparing and measuring (more, less, cup, tablespoon)? Try to note what children say and the vocabulary they use in describing the process of making playdough.

Play Dough

☪ ☪ ☪ flour

☪ salt

☼ spice

☪ water

♂♂♂ oil

oooo food color (red + yellow)

1. Mix dry ingredients in a large bowl.

2. Add food color to water to mix.

3. Add wet ingredients to dry ingredients.

4. Mix.