



Bayer 1

October 14 - 18, 2024

Mon 14	Tue 15	Wed 16	Thu 17	Fri 18
<p>Balls - Investigation 2 - How do balls bounce? - Day 2</p>	<p>Balls - Investigation 2 - How do balls bounce? - Day 3</p>	<p>Balls - Investigation 3 - How do balls roll? - Day 1</p>	<p>Balls - Investigation 3 - How do balls roll? - Day 2</p>	<p>Balls - Investigation 3 - How do balls roll? - Day 3</p>
<p>Morning Meeting/Foundationa l Literacy</p> <p>Teaching the TN Foundational Literacy Supplemental Curriculum is mandatory. You should engage students in all components of the foundational literacy lesson. You may lesson the quantity of questions to at least 3 questions each, but every component must be taught:</p> <ul style="list-style-type: none"><li>Find the Rhyme</li><li>Break it Up</li><li>Initial Sound Fluency</li><li>Final Sound Fluency</li></ul>	<p>Morning Meeting/Foundationa l Literacy</p> <p>Teaching the TN Foundational Literacy Supplemental Curriculum is mandatory. You should engage students in all components of the foundational literacy lesson. You may lesson the quantity of questions to at least 3 questions each, but every component must be taught:</p> <ul style="list-style-type: none"><li>Find the Rhyme</li><li>Break it Up</li><li>Initial Sound Fluency</li><li>Final Sound Fluency</li></ul>	<p>Morning Meeting/Foundationa l Literacy</p> <p>Teaching the TN Foundational Literacy Supplemental Curriculum is mandatory. You should engage students in all components of the foundational literacy lesson. You may lesson the quantity of questions to at least 3 questions each, but every component must be taught:</p> <ul style="list-style-type: none"><li>Find the Rhyme</li><li>Break it Up</li><li>Initial Sound Fluency</li><li>Final Sound Fluency</li></ul>	<p>Morning Meeting/Foundationa l Literacy</p> <p>Teaching the TN Foundational Literacy Supplemental Curriculum is mandatory. You should engage students in all components of the foundational literacy lesson. You may lesson the quantity of questions to at least 3 questions each, but every component must be taught:</p> <ul style="list-style-type: none"><li>Find the Rhyme</li><li>Break it Up</li><li>Initial Sound Fluency</li><li>Final Sound Fluency</li></ul>	<p>Morning Meeting/Foundationa l Literacy</p> <p>Teaching the TN Foundational Literacy Supplemental Curriculum is mandatory. You should engage students in all components of the foundational literacy lesson. You may lesson the quantity of questions to at least 3 questions each, but every component must be taught:</p> <ul style="list-style-type: none"><li>Find the Rhyme</li><li>Break it Up</li><li>Initial Sound Fluency</li><li>Final Sound Fluency</li></ul>



Bayer 1

- o Alliteration

Editable PowerPoints for each lesson are available on the Pre-K website.

1. Click "Education".
2. Click "First Quarter..."
3. Scroll down and to the left, "TN Best for All Foundational Literacy Activities" and click on the lesson for the week of...

Question of the Day

Mighty Minutes®

Large Group

Opening Routine

- o Welcome the children to the large-group area and begin your opening routine.

Song, Movement, or Game

- o Alliteration

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## Bayer 1

- o Use [Mighty Minutes 267](#), “Move Like an Animal”.

## Discussion and Shared Writing:

### Balls’ Bounciness

- o Display the *Balls That Bounce* chart.
- o Review the question of the day. Confirm the children’s responses by looking at the chart.
- o Say, “I see the word *basketball* on our chart. That tells me that when you dropped a basketball on the ground, it bounced.”
- o Point out the names of balls written on the *Balls That Bounce* chart and ask, “Did these balls bounce the same way?” Invite the children to share their responses.
- o Explain to the children that they will test two balls listed on the chart and find out which one bounces the highest.

- o Use [Mighty Minutes 236](#), “Imaginary Bag”.

## Discussion and Shared Writing:

### Weight and Bounciness

- o Review the question of the day.
- o Display heavy and light balls that bounce from your classroom collection.
- o Pass around a heavy ball (e.g., a weighted exercise ball or basketball) and then pass around a light ball (e.g., a tennis ball or plastic ball).
- o Ask, “What do you notice about these balls?” and “How are they different?”
- o Write the children’s responses on the board.
- o Introduce the term **weight** and explain that it refers to how heavy something is.
- o Encourage the children to share what they

- o Review the question of the day

- o Use [Mighty Minutes 282](#), “Rolling Compliments” using a playground ball.

- o As the children participate in the activity, invite them to notice how the ball rolls from one child to another.

## Discussion and Shared Writing:

### Do All Balls Roll?

- o Introduce the term **roll**. Roll a few balls from the collection to demonstrate. Explain: “To roll something is to move it by turning it over and over on a surface.”
- o Place the playground ball in front of you and ask, “Can this ball roll by itself?” and “What do I need to do to make it roll?” Invite the children to share their responses.

- o Use [Mighty Minutes 219](#), “Rhyme Time” with its accompanying poster.

## Discussion and Shared Writing:

### Height and Rolling Balls

- o Review the question of the day. Invite the children to share their responses.
- o Display the ramp in a low position. Place a ball at the top of the ramp and allow it to roll to the bottom. Invite the children to share what they noticed.
- o Introduce the word **speed**. Explain that speed refers to how fast or slow something moves.
- o Remind the children to think about the balls they bounced from different heights in the last investigation.
- o Ask, “What will happen to the ball’s speed if I raise the height of the ramp?” Remind the

## Song, Movement, or Game

- o Use [Mighty Minutes 209](#), “Hello Around the World” with its accompanying poster.

## Discussion and Shared Writing:

### Distance and Rolling Balls

- o Review the question of the day.
- o Display the ramp from Day 2 at a higher position. Invite a child to roll a golf ball down the ramp. Support the child to use a piece of tape to mark where the ball stopped.
- o Ask, “How far did the golf ball roll?” Invite a child to measure how far the ball rolled by counting how many steps it takes from the end of the ramp to the mark on the floor. Write the distance on a piece of chart paper titled *How Far Do Balls Roll?*



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- Invite the children to drop their balls at the same time. Ask them to observe how high each ball bounced and share which one bounced the highest.
- Write the name of the ball that bounced the highest on the board.
- Say, “I wonder how high the rest of the balls in our collection bounce.”

Before transitioning to the interest areas, explain to the children that they can continue bouncing the balls from the collection outdoors to see which ones bounce the highest.

Read-Aloud

- Choose an alphabet book from your classroom collection.

Small Group Literacy

PK. FL.PA.2 Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) through

noticed about the two balls’ weights.

- Say, “Yesterday, we learned that the higher we hold the ball to drop it, the higher it bounces.”

- Ask, “Do you think a lighter ball like this will bounce higher than a heavier ball?” Invite the children to share their responses.
- Invite two children to drop both balls from the same height and at the same time.
- Encourage the children to share which ball bounced higher and help them draw conclusions about how a ball’s weight affects its bounciness.
- Write their responses on the board.

Before transitioning to the interest areas, explain to the children that they can explore balls that do not bounce well in the Discovery area and find ways to fix them.

- Push the ball with your hands and say, “The ball moved because I used **force**, which is when pushing or pulling something makes it move.”
- Display the ball collection and ask, “Do you think all balls roll?” Invite the children to share which balls they think roll.
- Display a chart titled *Balls That Roll*. Invite the children to use force to test a few balls in the collection. List the names of the balls that roll on the chart.

Before transitioning to the interest areas, explain to the children that they can test how well the remaining balls in the collection roll in the Music and Movement area.

Read-Aloud

- Choose a poetry book from your classroom collection.

- children that height means how tall something is.
- Display the balls that roll that the children collected on Day 1.
  - Roll a few balls down the ramp. Invite the children to make comparisons using words such as **fast**, **faster**, and **fastest** and **slow**, **slower**, and **slowest**.
  - Draw children’s attention to the balls in the collection. Invite the children to share which ball they think will roll the fastest. Write their responses on the board.

Before transitioning to the interest areas, explain to the children that they can experiment with rolling the balls down ramps in the Block area.

Read-Aloud

Read *The Little Red Hen*.

Before Reading

- Introduce the term **distance** and explain that it refers to is how far an object is from something.
- Roll a few balls from the collection down the ramp. Invite the children to make comparisons using the words *farther* and *farthest*, e.g., “The baseball rolled **farther** than the pom-pom,” and “Which ball rolled the *farthest*?”
- Display the ball collection and say, “I wonder how far our balls will roll. Let’s find out!”

Before transitioning to the interest areas, explain to the children that they can experiment rolling the balls down ramps in the Block area.

Read-Aloud

Read *Have a Ball*.

Before Reading

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oral language and with guidance and support.

**Objective: I can identify syllables in familiar words and words in a sentence.**

**Teach and Explain: Syllables**

- When we count syllables we are breaking words into chunks or beats.
- Each beat will contain a vowel sound.
- The number of times that you hear the sound of a vowel (Aa; Ee; Ii; Oo; Uu) is the number of syllables in a word.
- Have your child place their hand under their chin and then count the number of times their jaw drops as they say a word.
- Provide examples of 1-syllable words; 2-syllable words; 3-syllable words;
- Practice with dividing students' names into syllables.
- Make a connection to the TN Foundational

Read-Aloud

Read *The Little Red Hen*.

Before Reading

Introduce the characters and the problem.

“In *The Little Red Hen*, a Dog, a Goose, and a Cat live with a Little Red Hen. She works hard around the house, but her friends don’t help at all. One day she finds a bag of wheat seeds and decides to grow wheat so she can bake bread. When she asks her friends to help her plant the seeds and harvest the wheat, they say no. Now she has to decide whether or not she will share the bread with them.”

While Reading

Expand vocabulary by pointing to pictures, using gestures to dramatize, and describing:

*groom, talkative, gossip, hoed, harvest, miller, muss, kneaded, chore, aroma, drifted*

Small Group Literacy

PK. FL.PA.2 Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) through oral language and with guidance and support.

**Objective: I can identify syllables in familiar words and words in a sentence.**

**Teach and Explain: Syllables**

- When we count syllables we are breaking words into chunks or beats.
- Each beat will contain a vowel sound.
- The number of times that you hear the sound of a vowel (Aa; Ee; Ii; Oo; Uu) is the number of syllables in a word.
- Have your child place their hand under their chin and then count the number of times their jaw drops as they say a word.
- Provide examples of 1-syllable words; 2-syllable words; 3-syllable words;

Recall the characters and the problem.

“We’re going to read *The Little Red Hen* again. You may remember that Little Red Hen lives with Dog, Goose, and Cat, who are not very helpful around the house. Little Red Hen asks them to help her with something. What does she want help with? How do her friends answer? What happens when it’s time to eat the bread that Little Red Hen made from the wheat she grew without their help?”

While Reading

Expand vocabulary using more verbal explanations:

*hoed, kneaded*

Reinforce some previously introduced words by pointing to pictures and dramatizing:

*groom, muss, chore, aroma*

Comment on and ask follow-up questions

Ask, “Who can remember what this book is about?”

While Reading

Encourage children to share what they know about the balls in the book.

After Reading

Give the children paper and markers so they can create a new page for the book. Encourage them to depict something they learned during the study.

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Literacy Skills  
Curriculum componen,  
"Break It Up".

**Small Group Lesson Planning  
Tips**

- When planning for your small group lessons, please let the data that you have collected from Brigrance, anecdotal notes, teacher observations, etc. inform the skill of focus.
- The standards/objectives listed in the curriculum map are to show the progression of how the standards should be taught.
- If a student has not mastered a previous standard that is needed to progress forward, then you should spend more time on the standard with that student. However, don't live there. As the student demonstrates some progress, expose the student to the next standard in the

Comment on the main  
characters' thoughts and  
actions.

- "I wonder how Little Red Hen feels about doing all the housework by herself. I think she wishes her friends would be more helpful."
- "I wonder why Little Red Hen asked for help planting the seeds when she already knows her friends aren't very helpful. Maybe she thought they might say yes this time."
- "I think Little Red Hen is surprised that her friends agreed to help her eat the bread since they refused to help her with everything else."
- "Maybe Little Red Hen ate the bread herself to teach her friends a lesson about being more helpful. It looks like her lesson worked!"

After Reading

- Practice with dividing students' names into syllables.
- Make a connection to the TN Foundational Literacy Skills Curriculum componen, "Break It Up".

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about the other  
characters.

- "I think Dog, Goose, and Cat have a very easy life. They play all day while Little Red Hen does all the work."
- "Why do Dog, Goose, and Cat keep saying no when Little Red Hen asks them for help?"
- "Dog, Goose, and Cat don't seem to be paying attention to how hard Little Red Hen works."
- "How do you think Dog, Goose, and Cat feel when Little Red Hen tells them they can't help her eat the bread?"

After Reading

Invite explanations,  
wonder aloud, and ask  
follow-up questions.

- "Why do you think Dog, Goose, and Cat won't help Little Red Hen around the house? Why don't they help her plant the wheat, harvest it,

- Each beat will contain a vowel sound.
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**Small Group Lesson  
Planning Tips**

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progression, while continuously reviewing.

- Remember, many skills (such as letter and sound recognition) will be reviewed daily with every skill.
- At this stage, repetition and meeting students' needs (differentiation) are key factors to student success!

## Choice Time

As you interact with the children outdoors, make time to do the following:

- Display the balls listed on the *Balls That Bounce* chart.
- Introduce the term **height** and explain that it refers to how tall or high something is.
- Invite one child to safely stand on a wide step stool or sturdy block. Point out that the child's height changed—that he got taller—when he stepped on the stool.

Invite explanations, wonder aloud, and ask follow-up questions.

- "When Little Red Hen asked her friends to help her, they said no. Little Red Hen did everything herself. What would you have done if you were Little Red Hen?"
- "Why do you think Little Red Hen ate the bread all by herself? What else could she have done to teach her friends a lesson about being helpful?"

## Small Group Literacy

PK. FL.PA.2 Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) through oral language and with guidance and support.

**Objective: I can identify syllables in familiar words and words in a sentence.**

**Teach and Explain: Syllables**

- When we count syllables we are breaking words

student. However, don't live there. As the student demonstrates some progress, expose the student to the next standard in the progression, while continuously reviewing.

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## Choice Time

As you interact with the children in each interest area, make time to do the following in the Music and Movement area:

- Display the ball collection and the *Balls That Roll* chart.
- Invite the children to test the remaining balls in the collection.

grind it, and make the bread?"

- "What lesson did Dog, Cat, and Goose learn? How do you feel when you ask for help and someone helps you? How do you feel when someone refuses to help you?"

## Small Group Literacy

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you have collected from Brigrance, anecdotal notes, teacher observations, etc. inform the skill of focus.

- The standards/objectives listed in the curriculum map are to show the progression of how the standards should be taught.
- If a student has not mastered a previous standard that is needed to progress forward, then you should spend more time on the standard with that student. However, don't live there. As the student demonstrates some progress, expose the student to the next standard in the progression, while continuously reviewing.
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- Ask, “How do you think the ball will bounce if Carlos drops it from this height?” Invite the children to share their responses.
  - Invite the children to experiment with dropping the balls from different heights (e.g., stepping up on safe surfaces, crouching down low).
  - Encourage the children to notice how dropping balls from different heights changes how they bounce.
  - Take photos or videos throughout the activity.
- into chunks or beats.
  - Each beat will contain a vowel sound.
  - The number of times that you hear the sound of a vowel (Aa; Ee; Ii; Oo; Uu) is the number of syllables in a word.
  - Have your child place their hand under their chin and then count the number of times their jaw drops as they say a word.
  - Provide examples of 1-syllable words; 2-syllable words; 3-syllable words;
  - Practice with dividing students' names into syllables.
  - Make a connection to the TN Foundational Literacy Skills Curriculum component, "Break It Up".

Whole Group/Small Group Math

PK.CC.B.5 Understand that a number represents a corresponding quantity.

**Objective:** I can subitize quantities 1-5.

What is Subitizing?

- Explain:

Small Group Lesson Planning Tips

- As the children test the balls, make comments and ask open-ended questions. For example, you might ask, “When you rolled the football, what did it do? Should we add ‘football’ to the chart, Conchita?” or “How did you make the sensory ball roll, Abraham?”
- Take photos of the children rolling the balls and document which balls roll on the chart.

Whole Group/Small Group Math

PK.CC.B.5 Understand that a number represents a corresponding quantity.

**Objective:** I can subitize quantities 1-5.

What is Subitizing?

- Explain:
- Subitizing is the ability to instantly recognize “how many” in a small set.

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- Have your child place their hand under their chin and then count the number of times their jaw drops as they say a word.
- Provide examples of 1-syllable words; 2-syllable words; 3-syllable words;
- Practice with dividing students' names into syllables.
- Make a connection to the TN Foundational Literacy Skills Curriculum component, "Break It Up".

Small Group Lesson Planning Tips

- When planning for your small group lessons, please let the data that you have collected from Brigrance, anecdotal notes, teacher observations, etc. inform the skill of focus.

are key factors to student success!

Choice Time

As you interact with the children in each interest area, make time to do the following in the Block area:

- Display the balls that roll, the ramp, and the *How Far Do Balls Roll?* chart.
- Invite the children to test how far the remaining balls roll.
- Support the children to measure and mark how far the balls roll. List each ball and the distance it rolled on the chart.
- Ask questions and make comments as the children test how far each ball rolls. You might ask, “Kevin, how many steps did the bumpy ball down the ramp?” or “The volleyball rolled ten steps and the plastic ball rolled five. Which ball rolled the farthest?”





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- Subitizing is the ability to instantly recognize “how many” in a small set.
- A perfect example of subitizing is dice; when you roll a dice and you see two dots on top, you instantly recognize it as representing a quantity of two.
- When planning for your small group lessons, please let the data that you have collected from Brigance, anecdotal notes, teacher observations, etc. inform the skill of focus.
- The standards/objectives listed in the curriculum map are to show the progression of how the standards should be taught.

Here are some ways to explain subitizing to preschoolers:

- **Use objects**  
Ask children to identify how many objects they can see without counting. You can use counters, cubes, toy animals, or pebbles.
- **Use games**  
Play games that help children develop subitizing skills, such as:
- **Dot card flash:** Show children dot cards with different patterns and numbers of dots up to five for a brief moment, then ask them to tell you how many dots they saw.
- If a student has not mastered a previous standard that is needed to progress forward, then you should spend more time on the standard with that student. However, don't live there. As the student demonstrates some progress, expose the student to the next standard in the progression, while continuously reviewing.
- Remember, many skills (such as letter and sound recognition) will be reviewed daily with every skill.

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- **Dot card flash:** Show children dot cards with different patterns and numbers of dots up to five for a brief moment, then ask them to tell you how many dots they saw.
- **Matching:** Use two different sets of subitizing cards and have children match the

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- Remember, many skills (such as letter and sound recognition) will be reviewed daily with every skill.
- At this stage, repetition and meeting students' needs (differentiation) are key factors to student success!

Whole Group/Small

- Document what the children say and notice as they roll the balls down the ramp.

Whole Group/Small Group Math

PK.CC.B.5 Understand that a number represents a corresponding quantity.

**Objective:** I can subitize quantities 1-5.

What is Subitizing?

- Explain:
- Subitizing is the ability to instantly recognize “how many” in a small set.
- A perfect example of subitizing is dice; when you roll a dice and you see two dots on top, you instantly recognize it as representing a quantity of two.

Here are some ways to explain subitizing to preschoolers:

- **Use objects**  
Ask children to identify

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- **Matching:** Use two different sets of subitizing cards and have children match the cards by the same number of dots.

- **Which doesn't belong:** Lay out four cards, three with the same numeral and one that doesn't, and have children find the card that doesn't belong.

- **Use LEGO** Playing with LEGO can help children learn to subitize because the even arrangements of rows make it easy to recognize the number of dots on a brick.

- **Use dice** The dots on each side of a die are arranged in patterns that children become familiar with over time.

## Large-Group Roundup

- Invite the children who dropped balls from different heights to share their observations.

- At this stage, repetition and meeting students' needs (differentiation) are key factors to student success!

## Choice Time

As you interact with the children in each interest area, make time to do the following in the Discovery area:

- Display balls from the collection that are flat and need more air.
- Invite the children to test the bounciness of the flat balls.
- Encourage the children to press on the outside of the balls with their hands. Say, "These balls feel squishy instead of **firm**, or hard, like other balls. I wonder what we can do to make these balls feel firm again."

- Display a ball pump. Explain that a **ball pump** is a tool that people use to add air to a ball.
- Support the children to find the valve, place the

cards by the same number of dots.

- **Which doesn't belong:** Lay out four cards, three with the same numeral and one that doesn't, and have children find the card that doesn't belong.

- **Use LEGO** Playing with LEGO can help children learn to subitize because the even arrangements of rows make it easy to recognize the number of dots on a brick.

- **Use dice** The dots on each side of a die are arranged in patterns that children become familiar with over time.

## Large-Group Roundup

- Review the *Balls That Roll* chart. Invite the children to share their observations of how the balls rolled when they tested them.

## Group Math

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## What is Subitizing?

- Explain:
- Subitizing is the ability to instantly recognize "how many" in a small set.
- A perfect example of subitizing is dice; when you roll a dice and you see two dots on top, you instantly recognize it as representing a quantity of two.

**Here are some ways to explain subitizing to preschoolers:**

- **Use objects** Ask children to identify how many objects they can see without counting. You can use counters, cubes, toy animals, or pebbles.
- **Use games** Play games that help

how many objects they can see without counting. You can use counters, cubes, toy animals, or pebbles.

- **Use games** Play games that help children develop subitizing skills, such as:
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- **Matching:** Use two different sets of subitizing cards and have children match the cards by the same number of dots.
- **Which doesn't belong:** Lay out four cards, three with the same numeral and one that doesn't, and have children find the card that doesn't belong.
- **Use LEGO** Playing with LEGO can help children learn to



Bayer 1

- Confirm that when balls are dropped from greater heights, they bounce higher.

needle inside the valve, and press on the pump's handle to inflate the flat balls. Observe children as they inflate the ball to ensure they do not overinflate it.

- When the balls are inflated, invite the children to retest the balls' bounciness.

Whole Group/Small Group Math

PK.CC.B.5 Understand that a number represents a corresponding quantity.

**Objective:** I can subitize quantities 1-5.

What is Subitizing?

- Explain:
- Subitizing is the ability to instantly recognize "how many" in a small set.
- A perfect example of subitizing is dice; when you roll a dice and you see two dots on top, you instantly recognize it as

- Explain to the children that they will continue testing how well balls roll tomorrow.

children develop subitizing skills, such as:

- **Dot card flash:** Show children dot cards with different patterns and numbers of dots up to five for a brief moment, then ask them to tell you how many dots they saw.
- **Matching:** Use two different sets of subitizing cards and have children match the cards by the same number of dots.
- **Which doesn't belong:** Lay out four cards, three with the same numeral and one that doesn't, and have children find the card that doesn't belong.
- **Use LEGO** Playing with LEGO can help children learn to subitize because the even arrangements of rows make it easy to recognize the number of dots on a brick.
- **Use dice** The dots on each side of

subitize because the even arrangements of rows make it easy to recognize the number of dots on a brick.

- **Use dice** The dots on each side of a die are arranged in patterns that children become familiar with over time.

Large-Group Roundup

- Review the *How Far Do Balls Roll?* chart. Draw the children's attention to the number of steps that each ball rolled.
- Ask, "Which ball rolled the farthest?" and "Which ball did not roll as far?" Invite the children to share their responses.

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representing a quantity of two.

Here are some ways to explain subitizing to preschoolers:

- **Use objects**  
Ask children to identify how many objects they can see without counting. You can use counters, cubes, toy animals, or pebbles.
- **Use games**  
Play games that help children develop subitizing skills, such as:
- **Dot card flash:** Show children dot cards with different patterns and numbers of dots up to five for a brief moment, then ask them to tell you how many dots they saw.
- **Matching:** Use two different sets of subitizing cards and have children match the cards by the same number of dots.
- **Which doesn't belong:**  
Lay out four cards, three

a die are arranged in patterns that children become familiar with over time.

## Choice Time

As you interact with the children in each interest area, make time to do the following in the Block area:

- Display the balls and ramp from large group.
- Support the children to roll the balls and to lower and raise the ramp.
- As the children test the balls, make comments and ask questions. You might say, "Dominique, I noticed that the soccer ball rolled *faster* down the taller ramp and *slower* down the lower ramp. What do you think?" or "Do you think the tennis ball will go *faster* or *slower* than the soccer ball, Alejandro?"
- Take videos and photos of the children participating in the experience to share with

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with the same numeral and one that doesn't, and have children find the card that doesn't belong.

- **Use LEGO**  
Playing with LEGO can help children learn to subitize because the even arrangements of rows make it easy to recognize the number of dots on a brick.
- **Use dice**  
The dots on each side of a die are arranged in patterns that children become familiar with over time.

Large-Group Roundup

- Invite the children who used the ball pump to inflate flat balls to share what happened to the balls' bounciness after they added air to them.
- Display the *What We Know About Balls* chart and invite the children to share what they learned about how balls bounce.

families at the end-of-study celebration.

Large-Group Roundup

- Invite the children who rolled the balls down the ramp during choice time to share what they noticed.
- Ask, "Did the balls roll faster down the taller ramp?" and "How did the balls roll when the ramp was lower?"
- Confirm that the balls rolled faster down the taller ramp and slower down the lower ramp.



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- Explain to the children that in the next few days, they will explore how balls roll.