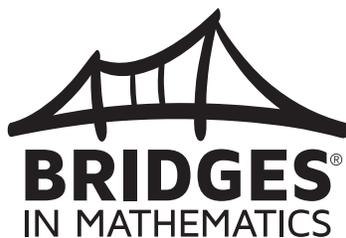


Teachers Guide

SEPTEMBER • MODULE 3

Preview





Module 3

Five Little Apples

In addition to extending the apple pattern on the Calendar Grid each day, children count, sort, pattern, and graph apples brought from home or provided by the teacher. They also practice using finger patterns to show how many apples they see in a tree and learn to recite the “Five Little Apples” rhyme. During Problems & Investigations, they show and solve apple counting problems, explore pattern blocks and teddy bear counters, and count and make paper apple pattern strips.

Session	Number Corner 5–10 minutes	Problems & Investigations 10–15 minutes each	Work Places 15–20 minutes
Session 1 5–10 minutes After updating the Calendar Grid with the children, you’ll show them a new way to read the pattern. Then you’ll go “apple picking” and have the children use their finger patterns to show how many apples are left.	CG Clap for Red, Tap for Green CC How Many Apples Are Left?		
Session 2 20–30 minutes Children update the Calendar Grid and learn the “Five Little Apples” chant. During Work Places, they can play with the Unifix cubes and vehicle counters you introduced last week.	CG Update CC Five Little Apples		W1 Cubes & Cars
Session 3 15–40 minutes During Number Corner, children sort and pattern their apples by color. During Problems & Investigations, they’re introduced to the pattern blocks and make apple pattern strips.	CG Update CC Sorting & Patterning Our Apples	1 Introducing Pattern Blocks 2 Paper Apple Pattern Strips	
Session 4 15–40 minutes Children update the calendar and graph their apples by color. They also show and solve counting story problems and use pattern blocks to make play spaces for tiny teddy bears.	CG Update CC Graphing Our Apples	1 Counting Stories: Five Little Apples 2 Blocks & Bears	
Session 5 5–10 minutes Children update the Calendar Grid and make a different version of yesterday’s graph.	CG Update CC Our Apple Picture Graph		

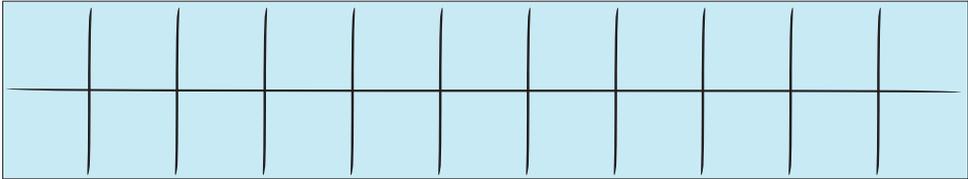
CG – Calendar Grid, CC – Calendar Collector

Half-Day Schedules In Sessions 3 and 4, do the first investigation in 10–15 minutes by having two adults conduct the activity with half the group or by having one adult conduct it with the whole group. Omit the second investigations or conduct them as options during Free Choice.

Materials Preparation

Each day's session includes a complete list of materials you'll need, as well as notes about preparation.

Use this list to prepare certain materials for the entire module in advance.

Type	Items & Notes	Done
Paper Cutting	Paper Strips Cut a 2" × 18" strip of white paper for each child for the second Investigation in Session 3.	
	Apples to Color In Session 4, children will make colorings of apples to match their real apples. You can have them color in Apple Graph Outlines (made from copies of the teacher master) or, if you'd prefer children do their own drawings to color in, cut a 3½" × 3½" square of white drawing paper for each child.	
	<p>Apple Picture Graph Cut a piece of yellow or blue butcher paper 5" long for every two students and adults in your group, plus 10" more. Trim it to 10" wide. Use a yardstick to rule off two rows of 5" square boxes on the paper, as shown here.</p> 	
	Poster Board Pushers You'll need 8–10 pieces of poster board, about 6" × 9", for students to use as cleanup tools in Session 2. You can later put these into the Work Place bins. Keep one piece in a pastel color for Session 3.	
Special Items	Apples in a Basket In Sessions 1 and 2, you'll need 5 apples (all about the same color) in a basket.	
	<p>Apples from Home Each child will need an apple for activities in Sessions 3 and 4. The group will need to have red and green apples in approximately equal numbers, plus a few extra. You can either provide the apples yourself or invite children to bring them from home. If children will bring them, be sure to send a note home a couple of days in advance. You might also choose to post the note on your classroom door, near the children's cubbies, or anywhere else families will be likely to see it.</p> <p>In any case, make sure you have some extra apples (3–4 each in red and green) to help even out the numbers in Session 3 and so that you can ensure a difference between the two quantities in Session 4.</p>	
Minibooks	Five Little Apples The Module 3 Teacher Masters include pages you can optionally use to make "minibooks" of the story you'll read together during Session 2. Children can color the minibooks and take them home to share with their families. If you want to use the minibooks, plan to copy and assemble them ahead of time. The masters for this book are set up to run duplex with long edge flip or long edge binding.	

Session 1

After updating the Calendar Grid with the children, you'll show them a new way to read the pattern. Then you'll go "apple picking" and have the children use their finger patterns to show how many apples are left.

Kit Materials	Classroom Materials
Number Corner Calendar Grid & Calendar Collector	
<ul style="list-style-type: none"> Calendar Grid display 	<ul style="list-style-type: none"> unlined chart or poster paper green and brown crayons or markers 5 same-color apples in a basket

Family Preparation Apples from Home

Each child will need a red or green apple for activities in Sessions 3 and 4, and you'll need to have nearly equal quantities of red and green apples. If you decide to have children bring apples from home, send a note home or post it where families will see it today.



Number Corner

Calendar Grid Clap for Red, Tap for Green

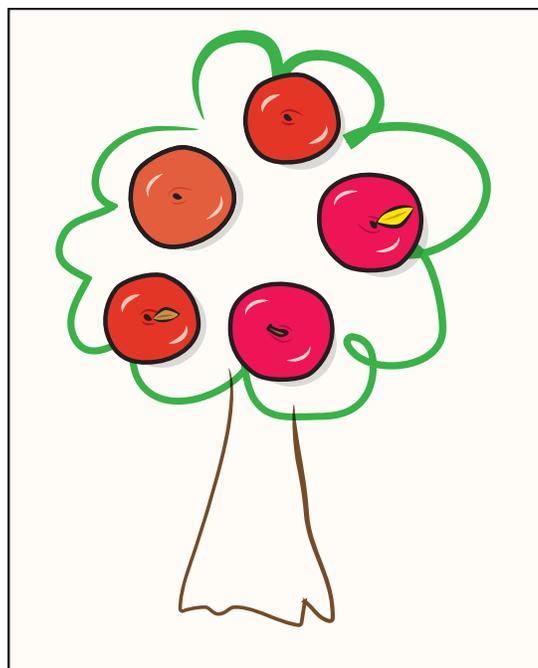
- 1 Move the *Today* card into position and identify the name of the day.
- 2 Point to each apple posted so far, naming the colors with the children.
- 3 Repeat, but clap when you say "green" and tap your knees when you say "red."
- 4 Invite children to tell what color today's apple should be and explain how they know.
- 5 Post an apple of the correct color.

Clapping or tapping while verbalizing the sequence of colors may help children who are still making sense of the ABAB pattern, giving them a kinesthetic sense of how it works.

Calendar Collector How Many Apples Are Left?

- 1 Place a sheet of blank chart or poster paper where everyone can see and sketch a simple tree outline. Place 5 of the real apples from the basket "on" the tree.
- 2 Count the apples together. Ask children to show how many apples on their fingers.
- 3 "Pick" an apple from the tree and put it in the basket. Count the number remaining together, and have children use the finger pattern for 4 to show how many are left.
- 4 Continue picking the apples from the tree. Work with the children to count how many are left each time, having them use finger patterns for 3, 2, 1, and 0 to show.

Save the drawing of the tree and the 5 apples for tomorrow.



Skills & Concepts

- Recognize, verbalize, and extend an ABAB color pattern
- Verbal counting, 1-to-1 correspondence, and cardinality to 5
- Subitize quantities to 5

Vocabulary

- color
- count
- fingers
- finger patterns
- green
- next
- number words 1–5
- red
- today
- thumb
- yesterday

Tips, Prompts & Differentiation

- **SUPPORT** Start the activity with 3 or 4 apples instead of 5.
- You might contextualize the tree and apples with narrative as you work:

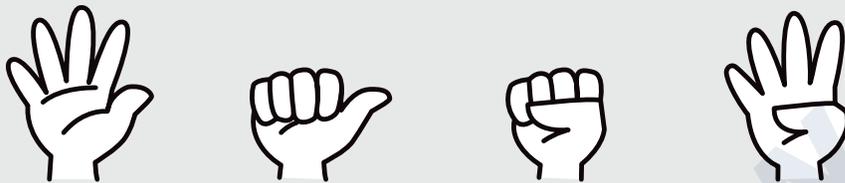
Teacher Once upon a time, there was a little apple tree (sketches a tree).
 And there were some shiny, red, ripe apples on the tree (places 5 apples on tree).
 Let's count to find out how many!

All (While teacher points at each apple) 1, 2, 3, 4, 5!

Teacher There are 5 apples on the tree! Let's use our fingers to show 5.

Children Here! I got it. (Showing an open hand of 5 fingers.)

Teacher I think I'd like to pick an apple! (Removes an apple from the tree.)
 How many are left? Let's count to find out!
- When you first ask the children to show you a number less than 5 on their fingers, review together how to fold the fingers of one hand down, use the thumb like a gate to hold the fingers down, and then pop up the number of fingers needed.



- **SUPPORT** Show the finger pattern and touch each of your outstretched fingers to your head (or your nose, if you prefer) while counting to confirm that there are 4 (or 3, or 2). Repeat and have the children join you.

Session 2

Children update the calendar and learn the “Five Little Apples” chant. At Work Places, they can play with the Unifix cubes and vehicle counters you introduced last week.

Copies	Kit Materials	Classroom Materials
Number Corner Calendar Grid & Calendar Collector		
Five Little Apples Minibook (T1–T4)	<ul style="list-style-type: none"> Calendar Grid display <i>All About Apples</i> book (for <i>Five Little Apples</i> story) 	<ul style="list-style-type: none"> drawing of apple tree and 5 apples from last session (optional)
Work Places		
Work Place 1 Cubes & Cars (W1)	<ul style="list-style-type: none"> vehicle counters 	<ul style="list-style-type: none"> 4–5 zip-top bags (see preparation) Unifix cubes divided into 4–5 baskets 8–10 pieces of poster board, about 6" × 9"

Preparation Number Corner

Remember that tomorrow you'll need a red or green apple for each child. If the children are bringing apples from home, collect any that arrive today in a basket. You'll also want to plan to have a few extra apples of each color on hand.

Preparation Work Places

Divide all the vehicle counters into 4–5 zip-top bags. Divide the Unifix cubes into 4–5 bins or baskets. Place a bag of vehicle counters with the cubes in each container. Add two pieces of poster board to each container for children to use in cleaning up the materials. Place all but one of the containers in different locations around the room before beginning Work Place time.

Number Corner

Calendar Grid Update

Work with the children to update the Calendar Grid as described in Session 1.

Calendar Collector Five Little Apples

- 1 Show the cover page of *Five Little Apples*. Read the title and count the apples with the group. Restate the total and have children show the corresponding finger pattern.
- 2 Read the story to the group. Have the children use finger patterns to show the number of apples on each page.
- 3 If time permits, read the story a second time.



Differentiation

SUPPORT Have an assistant model the finger patterns as you read.

Extensions

- Set out the drawing of the tree from last session and place 5 apples on it as the children count them with you. Then work with the group to act out the story as you read it aloud. (Save your tree drawing for use in Module 4, Session 5.)
- Later this week or next, use the Five Little Apples Minibook teacher masters to make a minibook for each child to color, take home and share with their family.

Skills & Concepts

- Recognize, verbalize, translate, and extend an ABAB color pattern
- Verbal counting, 1-to-1 correspondence, and cardinality to 5
- Subitize quantities to 5

Vocabulary

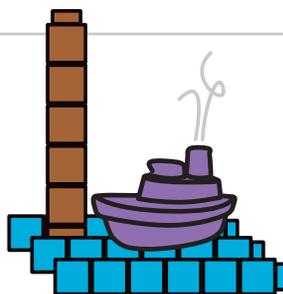
- color
- count
- fingers
- finger patterns
- green
- next
- number words 1–5
- red
- today
- thumb
- yesterday



Work Places

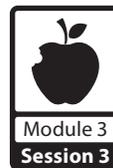
Cubes & Cars

- 1 Show the children a container of cubes and vehicle counters, and explain that they're going to have a chance to play with these materials in a minute or two.
- 2 Dump a few counters out and note that in addition to the tiny cars they used last week, there are planes, boats, trucks, and other vehicles. Ask what they could do with the cubes to make something for one or more of these vehicles.
- 3 Get a few handfuls of Unifix cubes from the container. While children watch, quickly use the cubes to make something for a vehicle (e.g., a boat dock, a runway), then demonstrate playing with the vehicle using what you've made.
- 4 Model cleaning up, using the poster board as a scoop to collect the counters and cubes more easily into the bag and container.
- 5 Show children where you've placed the containers of materials around the room. Send them off a few at a time to find a station and start work.



Work Place Tips

- If you have an assistant who can model playing along with you, demonstrate sharing and cooperating with advice from the children:
 - » Build something and come to a point where you need something your assistant could help with—more red cubes, a blue boat, help to make the runway you're building longer, etc. Ask the children to advise about how to get what you need.
 - » Demonstrate cleanup. Ask children for ideas about what to do (such as use the poster board scoop or divide the work in some way) and what *not* to do (such as throw materials or grab them from the other person) to make cleanup go quickly.
- When children are working independently, observe, monitor, and talk with them about their work. This early in the year, the most fruitful line of questioning is probably something like, "Tell me about your work. What are you building?" The Work Place Guide includes other tips and prompts you can use to support and differentiate.
- Consider taking digital photos to document children's work.
- Several minutes before you want children to clean up, let them know it will soon be time to put things away.
- See pages 25–27 in the Organization & Management section of the Program Overview for more tips about classroom management during Work Places.



Session 3

During Number Corner, children sort and pattern their apples by color. In Problems & Investigations, they're introduced to pattern blocks and make apple pattern strips.

Copies	Kit Materials	Classroom Materials
Number Corner Calendar Grid & Calendar Collector		
	• Calendar Grid display	• a red or green apple for each child, plus a few extra
Investigation 1 Introducing Pattern Blocks		
		• shoebox or similar box with a lid • small (about 6" × 9") piece of pastel poster board • pattern blocks
Investigation 2 Paper Apple Pattern Strips		
Apple Squares (T5)		• 2" × 18" strips of white paper, 1 per student plus extra • glue sticks, 1 per student • several red and green apples (optional)

Preparation Number Corner

If children are bringing apples from home, collect those that arrive today in a basket. Make sure you have enough apples to provide one per child, in equal quantities of red and green.

Preparation Problems & Investigations

Place one of each pattern block in the box. Keep the other pattern blocks nearby but out of sight.



Number Corner

Calendar Grid Update

Work with the children to update the Calendar Grid as described in Session 1.

Calendar Collector Sorting & Patterning Our Apples

- 1 Give each child an apple, alternating colors so that red and green apples are distributed equally. Have everyone form a semicircle with some room at the front.
- 2 Explain that you're going to make a pattern with the children and apples. Invite a child holding a red apple to come stand at the front. Ask, "What color is this apple?"
- 3 Invite a child holding a green apple to come stand beside the first child. Ask, "What color is *this* apple?"
- 4 Say, "Let's make a red-green-red-green apple pattern. What color do we need next?" Confirm children's responses by asking a child with a red apple to join the line. Repeat so that a child with a green apple joins the line next.
- 5 Gesture to each child in line as everyone verbalizes the pattern: "Red, green, red, green."
- 6 Ask what color comes next in this pattern. After children respond, call up someone with a red apple to join the line. Continue in this fashion for a few more apples.
- 7 When you have a line of 8–10 children, ask, "Who could join the line next to keep our pattern going?" Select a volunteer with the correct color of apple to join the line.
- 8 Continue asking for volunteers to join the line according to the pattern. Stop a couple of times to point to the children in the line and verbalize the pattern with the group.
- 9 Once everyone is standing in the line, verbalize the pattern together one more time.

Collect the apples for the next two sessions.

Skills & Concepts

- Recognize, verbalize, and extend an ABAB color pattern
- Verbal counting, 1-to-1 correspondence, and cardinality within 10
- Compare collections up to 10 by counting

Vocabulary

- color
- count
- green
- next
- number words 1–10
- pattern
- red
- shape
- square
- today
- triangle

Tips

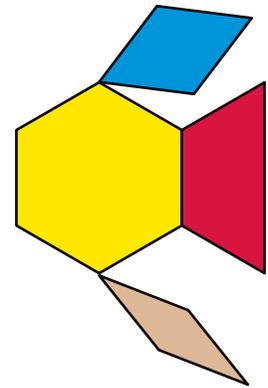
- You might need to have the last child trade their apple for one of the other color in order to join the line. You can also add a child holding a green apple to the *beginning* of the line.
- Consider taking a few photos of the children holding their apples in the pattern line. Print and post them where families can admire them.



Problems & Investigations

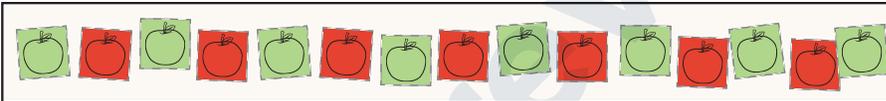
Investigation 1 Introducing Pattern Blocks

- 1 Show children the box. Gently shake it, and invite them to guess what's inside.
- 2 Open the box and show the pattern blocks. Take out the orange square and set it on the poster board. Ask, "What color is this pattern block? What shape is it?"
- 3 Take the green triangle out and set it beside the square. Have children identify its color and shape. Then ask, "How are these two things different? How are they the same?"
- 4 Return the two pattern blocks to the box, and ask the children how many blocks they think are in the box—can they show on their fingers?
- 5 Invite the children to join in as you count the blocks out onto the poster board.
- 6 Get out the rest of the pattern blocks and add a handful to those on the poster board. Ask, "What could we do with these blocks?" As children are sharing their ideas, arrange some of the blocks to form a simple picture or design.
- 7 Give each child a small pile of pattern blocks and invite them to create their own pictures and designs.



Investigation 2 Paper Apple Pattern Strips

- 1 Use real apples or paper apples from the Calendar Grid to review the ABAB (red, green, red, green) pattern you've been working with.
- 2 Show children how to glue apple squares onto a strip of white paper to make their own ABAB pattern.
- 3 When they understand what to do, give them materials and have them go to work.



Work Sample

If you allow the children to work with little or no adult help, this task can be used as an informal assessment of patterning skills. See the Unit Assessments section of the Assessment Guide for more details.

Session 4

Children graph apples by color, show and solve counting story problems and use pattern blocks to make play spaces for tiny teddy bears.

Copies	Kit Materials	Classroom Materials
Number Corner Calendar Grid & Calendar Collector		
	<ul style="list-style-type: none"> Calendar Grid display Graphing Floor Mat 	<ul style="list-style-type: none"> children's apples, plus extras 6" × 9" pieces of paper, 1 red and 1 green, labeled by color (<i>red, green</i>)
Investigation 1 Counting Stories: Five Little Apples		
<ul style="list-style-type: none"> Apple Tree Storyboard (T6) Apple Graph Outlines, optional (T7) 	<ul style="list-style-type: none"> double-sided red & yellow counters, 5 per child and 5 for yourself in paper cups 	<ul style="list-style-type: none"> children's apples, plus extras red and green crayons
Investigation 2 Blocks & Bears		
	<ul style="list-style-type: none"> teddy bear counters, 1 per child 	<ul style="list-style-type: none"> pattern blocks in several baskets of about 100 blocks each

Preparation Problems & Investigations

Children can color in the Apple Graph Outlines to match their real apples. If you'd prefer children do their own outline drawings, cut a 3½" × 3½" square of white drawing paper for each child.



Number Corner

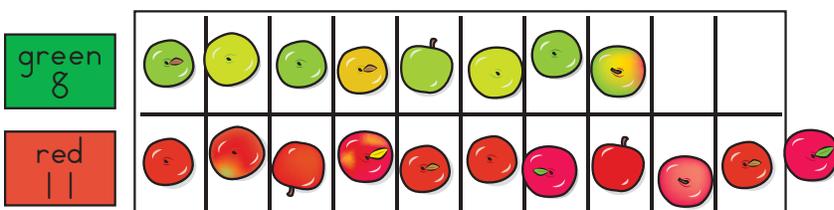
Calendar Grid Update

Work with the children to update the Calendar Grid as described in Session 1.

Calendar Collector Graphing Our Apples

You'll need the group to have more apples of one color than the other. You can ensure this is so by taking apples for yourself and any other adults in the room from your supply of extras, all in the same color. You could even give apples to your Number Games mascot and Chirpy.

- Distribute apples and have everyone quickly identify the color of their apples using hand signals (e.g., hand on head, finger on nose).
- Say, "I wonder if we have more red or green apples? Let's make a graph to find out."
- Lay out the graphing mat and use the paper labels to label the rows. Have everyone come one by one to place their apple on the graph, filling rows from left to right.
- Pose these questions about the completed graph.
 - Are there more red apples or more green apples? How do you know?
 - How many red apples do we have? How can we tell for sure? Let's count them.
 - How many green apples do we have? Let's count to find out.
- Record the numbers on the labels, then point to them as you summarize the results: "We have 11 red apples and 8 green apples. There are *more* red apples and *less*, or *fewer*, green apples."



Collect the apples for use later today and next session. Save the red and green paper labels too.

Skills & Concepts

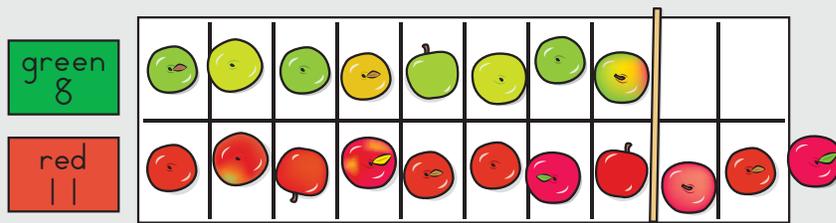
- Recognize, verbalize, and extend an ABAB color pattern
- Verbal counting, 1-to-1 correspondence, and cardinality to 10 or more
- Compare collections by matching

Vocabulary

- color
- count
- graph
- green
- less/fewer
- more
- next
- number words 1–10
- red
- same
- today

Differentiation

CHALLENGE Ask, “How many more do the [greens] need to catch up to the [reds]?” Help the group solve the problem by placing a pointer or piece of yarn across the graph as shown. Together, count the empty spaces in the shorter row or the extra apples in the longer one.



Problems & Investigations

Investigation 1 Five Little Apples

- 1 Give each child a copy of the Apple Tree Storyboard and 5 red & yellow counters.
- 2 Tell apple counting stories (see box). As you do, place counters on your storyboard to match the action while children do the same. Clear the boards between stories.
- 3 After a few stories, give each child their apple and an apple outline (or a 3½" square of drawing paper). Have them draw/color an apple to match their real apple.

You might make, or have children who finish early make, paper apples based on the apples you and other adults (or mascots) used in Number Corner today. If you do, tomorrow’s paper graph will match the graph of real apples you made today.

Label the paper apples with children’s names as they finish and save them for next session.

Tips

- Modify these stories and make up others to meet the needs of your group.
 - » *One day, Gabriel went to the park with his cousins. On the way, they saw a big apple tree. Gabriel said, “Look! There are 3 big red round apples on the tree!” Let’s put 3 big red round apples on our tree. Ready? One, two, three!*
 - » *Abigail has an apple tree in her back yard. Yesterday, she saw 2 yellow apples on the tree. Let’s put 2 yellow apples on our tree. Ready? One, two! Then she looked more carefully, and she saw 2 red apples on the tree! Let’s put 2 red apples on our tree—one, two. Now how many apples are on the tree? One, two, three, four—four apples on the tree!*
 - » *Jaedon saw 5 red apples way up high in the apple tree. Let’s put 5 red apples in our tree—one, two, three, four, five. How many apples are in the tree? Five, that’s right! Jaedon was sad because he couldn’t reach the apples. Just then, a big wind came and blew down one apple. Plop! It landed on the ground. Let’s be the wind and blow an apple down out of our tree. Ready? Whoosh...plop! How many apples are still in the tree? One, two, three, four!*

Extension

Give children storyboards to color and take home. Have them use a bingo dauber or adhesive dots to make apples, then dictate an apple story to share with their family (e.g., *I put 4 red apples on my tree, There were 3 red apples and then I picked one.*)

What to Do with the Apples?

With the conclusion of this session, the real apples’ role in math lessons is complete. See *Mathematizing the Pre-K Classroom* in the September Introduction for some ideas about using the apples for mathematically relevant art, science, or cooking activities.

Investigation 2 Blocks & Bears

- 1 Show the children a teddy bear counter and pattern blocks. Ask what you could make for the bear using the blocks (a house, a car, a flower...). Model one of the ideas.
- 2 Give each child a teddy bear counter. Set out the baskets of pattern blocks and give them time to work.

Session 5

Children update the Calendar Grid and make a different version of yesterday's graph.

Kit Materials	Classroom Materials
Number Corner Calendar Grid & Calendar Collector	
<ul style="list-style-type: none"> Calendar Grid display 	<ul style="list-style-type: none"> cut and ruled butcher paper for apple picture graph children's apple colorings or drawings from last session apple graph labels from last session glue stick

Preparation

If you haven't already done so, cut and draw lines on a piece of yellow or blue butcher paper so that it has two rows of 5" boxes and is long enough to accommodate all the paper apples made yesterday. For example, if you have 11 red apples and 8 green ones, you'll need a 55" long, 10" wide strip of butcher paper.



Number Corner

Calendar Grid Update

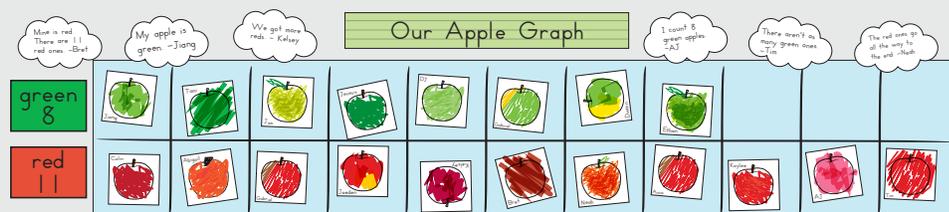
Work with the children to update the Calendar Grid as described in Session 1.

Calendar Collector Our Apple Picture Graph

- Lay out the prepared sheet of butcher paper. Then hold up the apple pictures and explain that the group will use these to make an apple graph to display on the wall.
- Ask the group if they remember which color there was more of on the graph they made with real apples yesterday. Then show and read yesterday's graph labels. Ask if they think it will turn out the same when they make a graph of apple pictures today.
- Invite children one by one to come up to get a dab of glue on their apple picture, then stick it to the butcher paper, filling in the rows from left to right.
- Discuss the graph with the group:
 - Are there more red apples or more green apples? How do you know?
 - Let's count how many red apples there are. Now let's count the green apples.
- Place the labels from last session beside the graph. Did things turn out the same way today? Are there still more (red) than (green)? Are the numbers still the same?

Extensions

- If the graph doesn't match yesterday's, discuss with students why this could be (perhaps someone is absent or didn't make a paper apple). Prompt agreement that yesterday's labels won't work for today's graph, then flip them over to make new ones. Have students guide you in counting the apples again so you can write the numbers on the labels.
- Add a title to the picture graph and attach a few observations from the children. Display the graph for families and visitors to see.



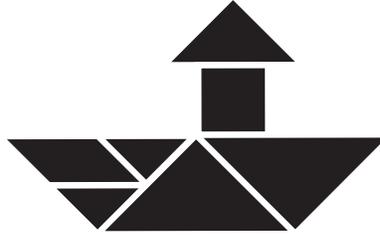
Skills & Concepts

- Recognize, verbalize, and extend an ABAB color pattern
- Verbal counting, 1-to-1 correspondence, and cardinality to 10 or more
- Compare collections by matching

Vocabulary

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- count
- graph
- green
- less/fewer
- more
- next
- number words 1-10
- red
- same
- today

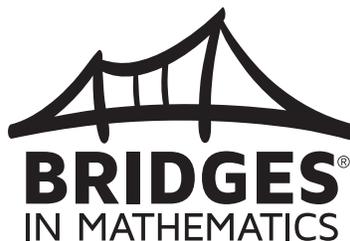
Preview



Teacher Masters

PRE-K • SEPTEMBER • MODULE 3

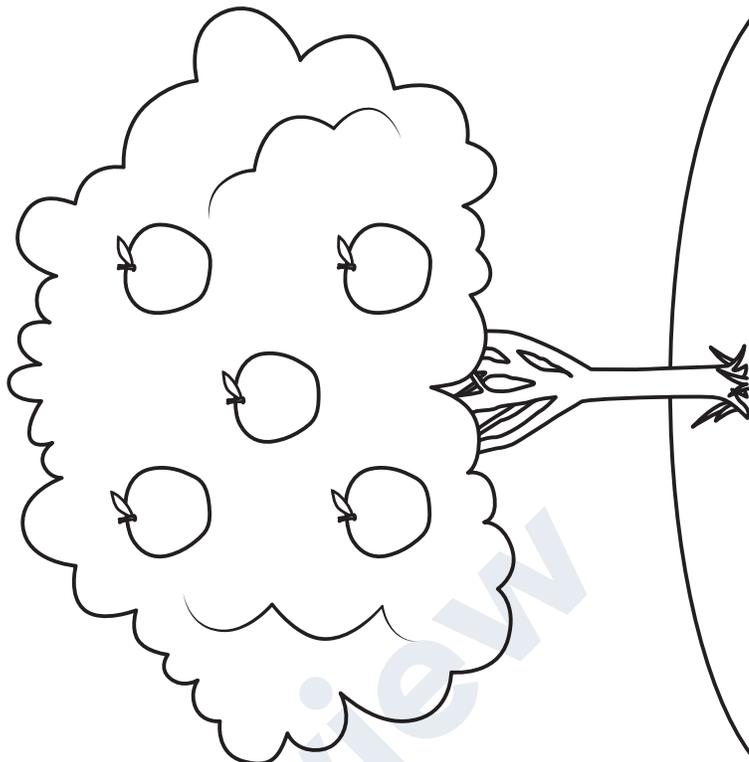
Preview



Five Little Apples Minibook page 1 of 4

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Five Little Apples

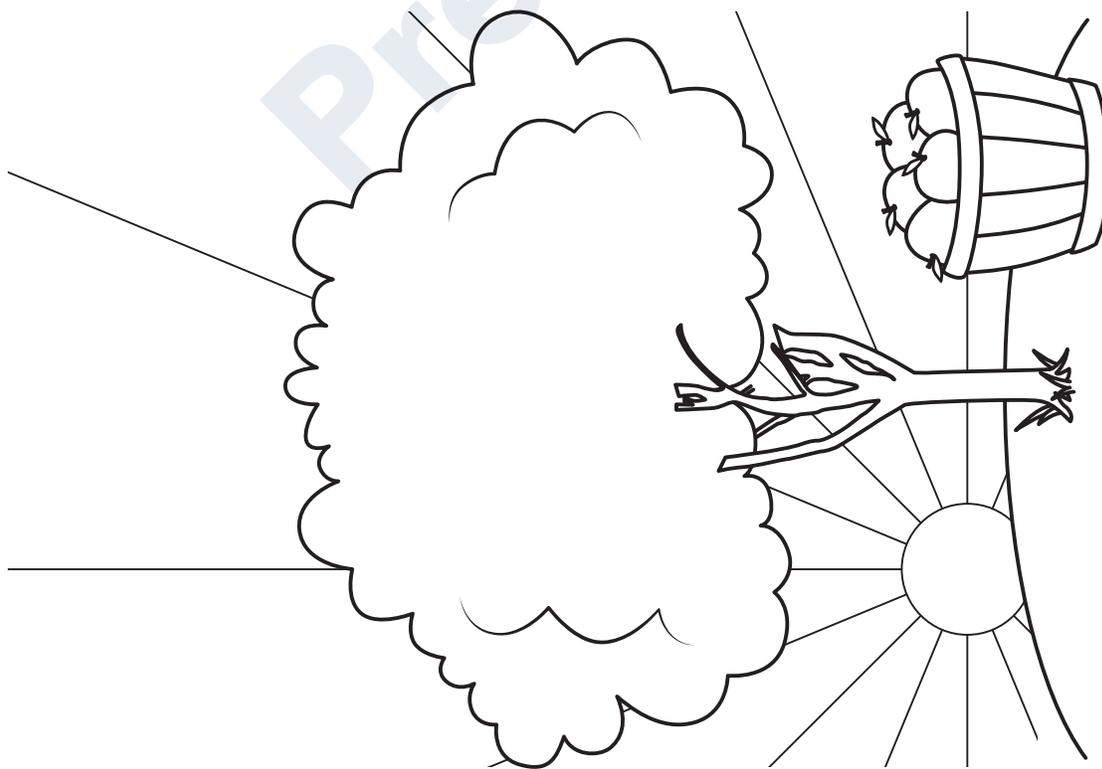


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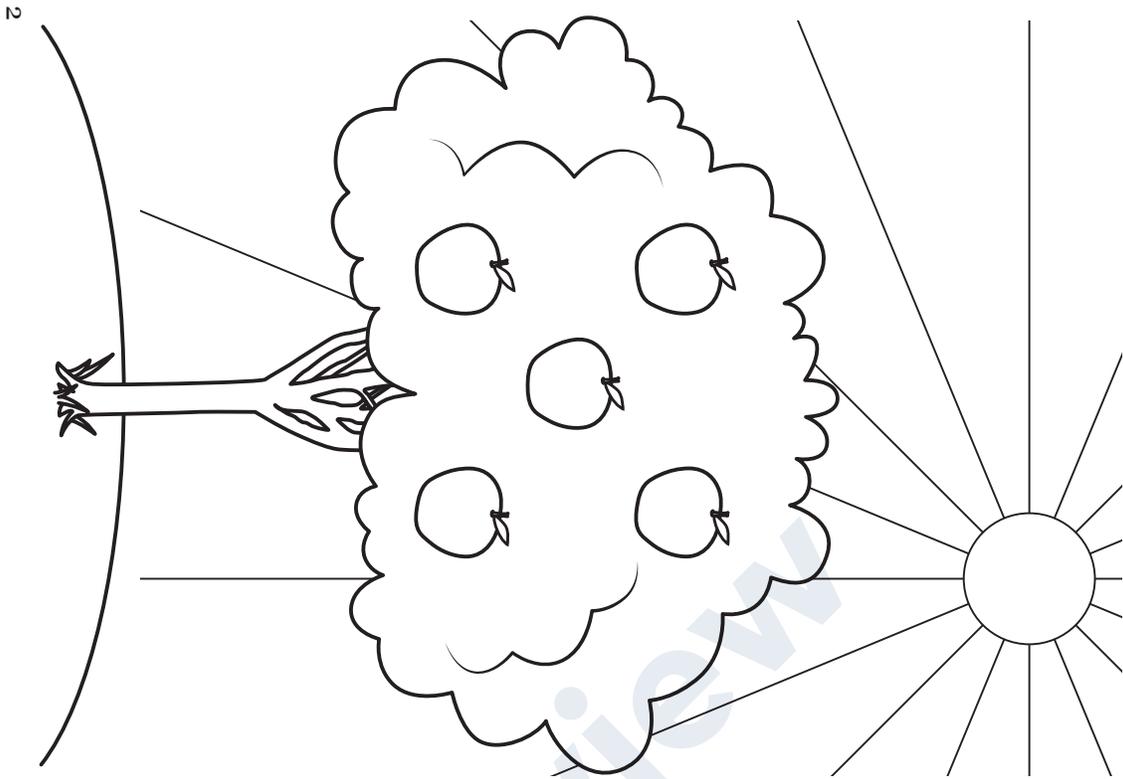
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GRAY LINE

FOLD ON
GRAY LINE

trim along dashed lines



Five Little Apples Minibook page 2 of 4 (run back-to-back with page 1)



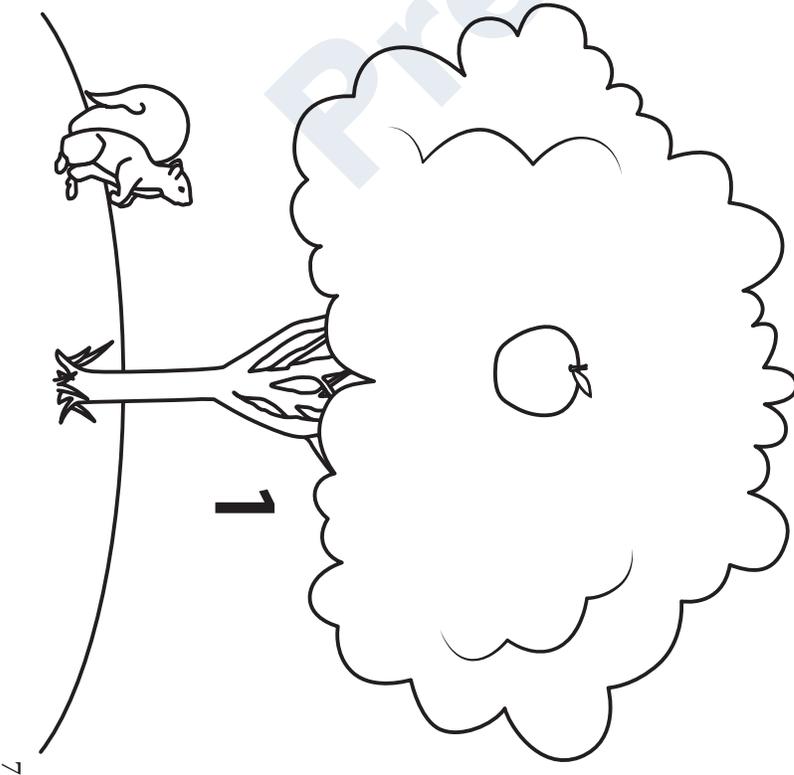
trim along dashed lines

FOLD ON GRAY LINE

FOLD ON GRAY LINE

trim along dashed lines

One little apple hanging on a tree
 Looking so shiny and good to eat
 Along came a little squirrel looking for a treat
 Who picked that apple...
 Crunch, crunch, how sweet!



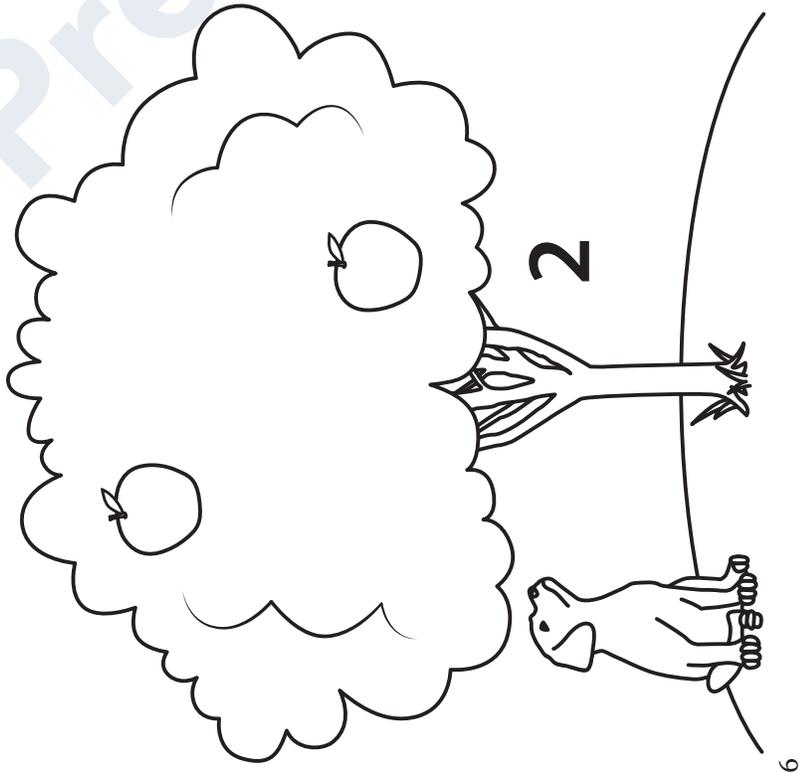
7

Five Little Apples Minibook page 3 of 4 (run back-to-back with page 4)

trim along dashed lines

FOLD ON
GRAY LINE

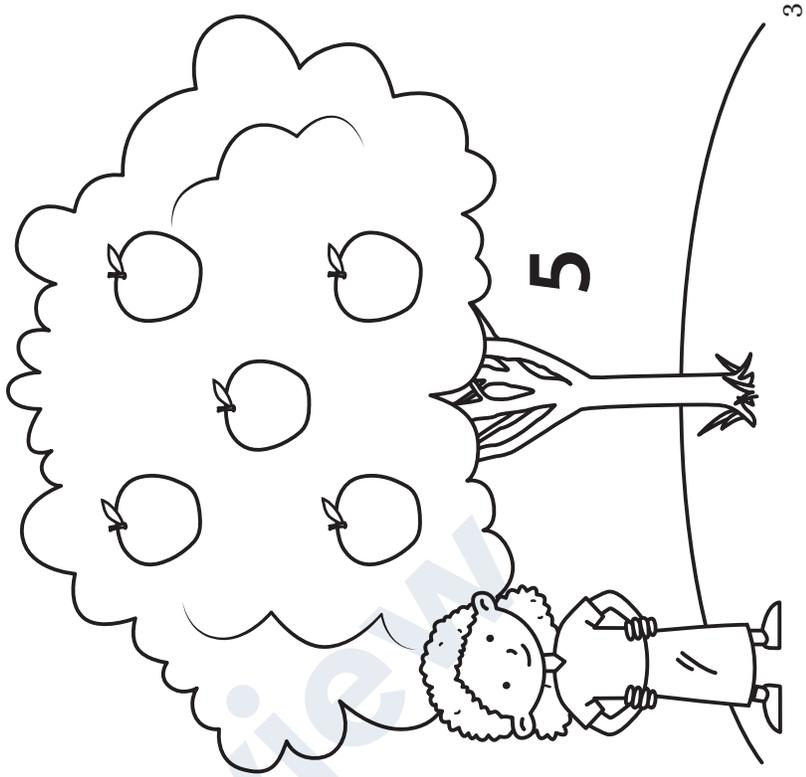
Two little apples hanging on a tree
 Looking so shiny and good to eat
 Along came a little dog looking for a treat
 Who picked an apple...
 Crunch, crunch, how sweet!



trim along dashed lines

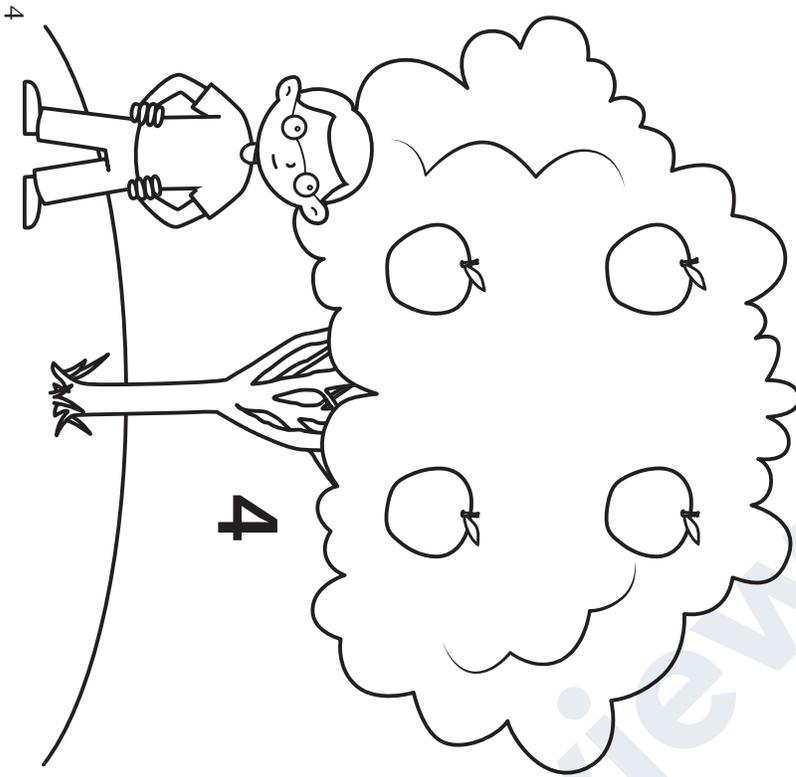
FOLD ON
GRAY LINE

Five little apples hanging on a tree
 Looking so shiny and good to eat
 Along came a little girl looking for a treat
 Who picked an apple...
 Crunch, crunch, how sweet!



Five Little Apples Minibook page 4 of 4 (run back-to-back with page 3)

Four little apples hanging on a tree
Looking so shiny and good to eat
Along came a little boy looking for a treat
Who picked an apple...
Crunch, crunch, how sweet!

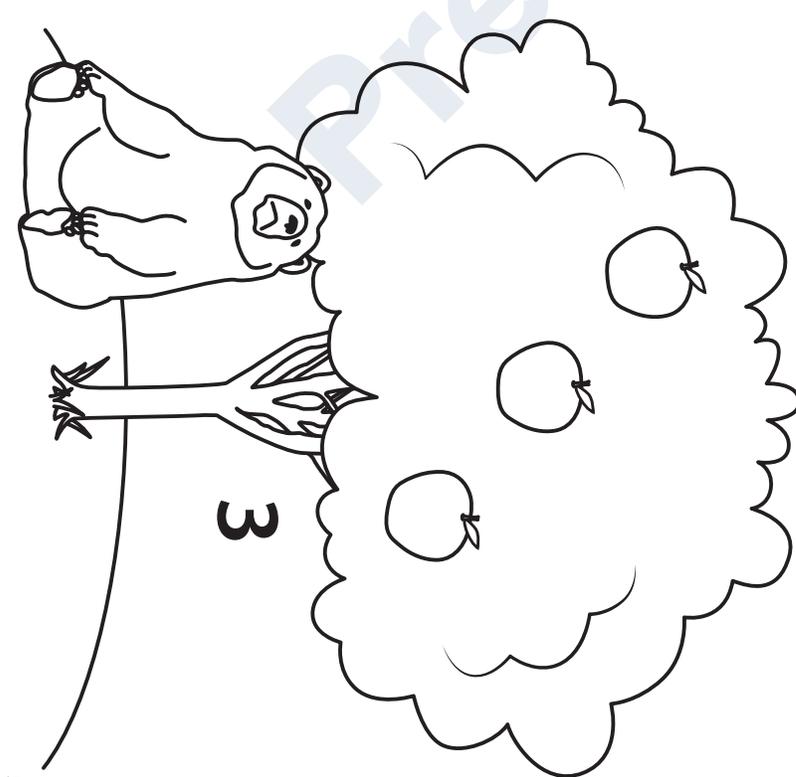


trim along dashed lines

FOLD ON
GRAY LINE

FOLD ON
GRAY LINE

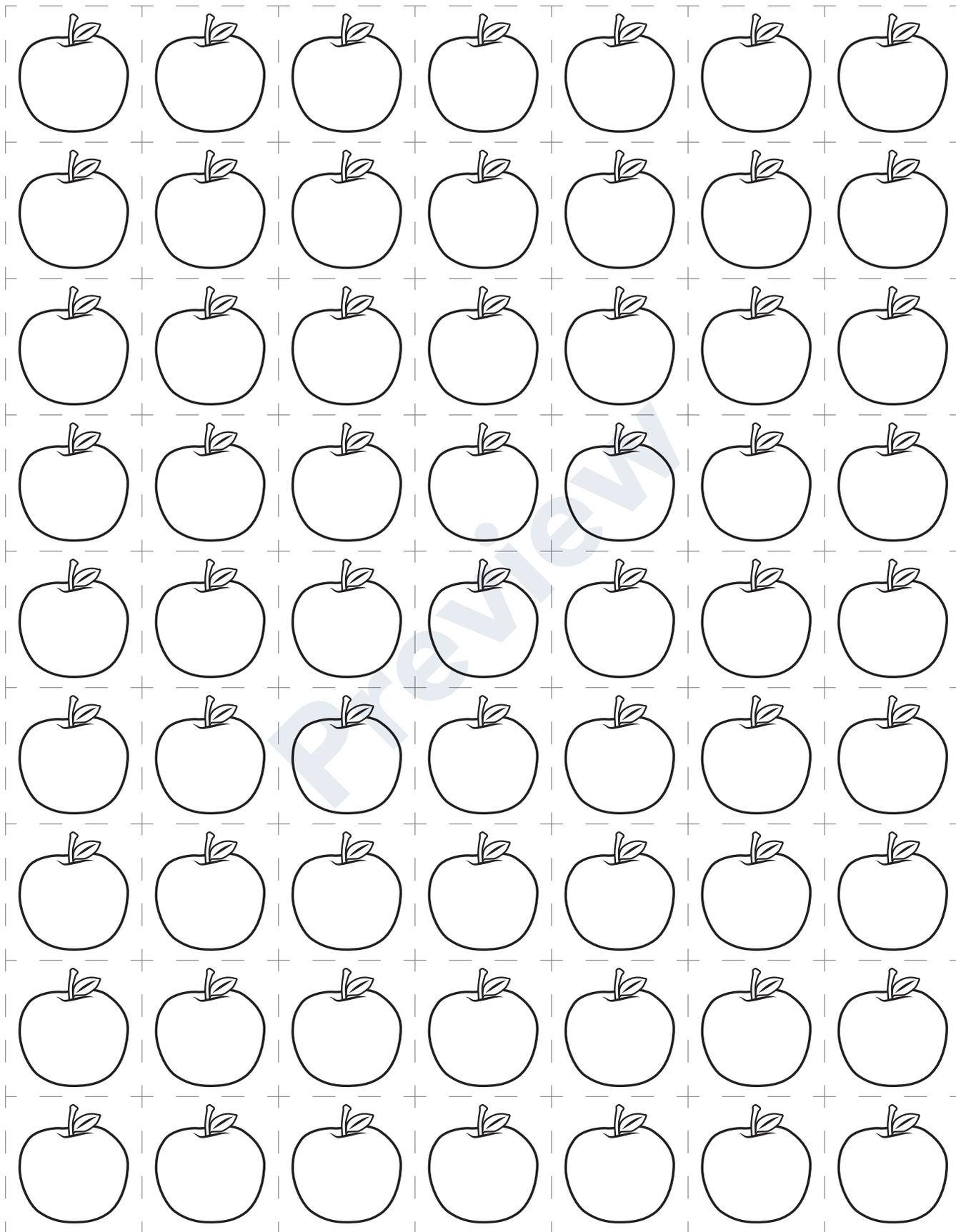
Three little apples hanging on a tree
Looking so shiny and good to eat
Along came a little bear looking for a treat
Who picked an apple...
Crunch, crunch, how sweet!



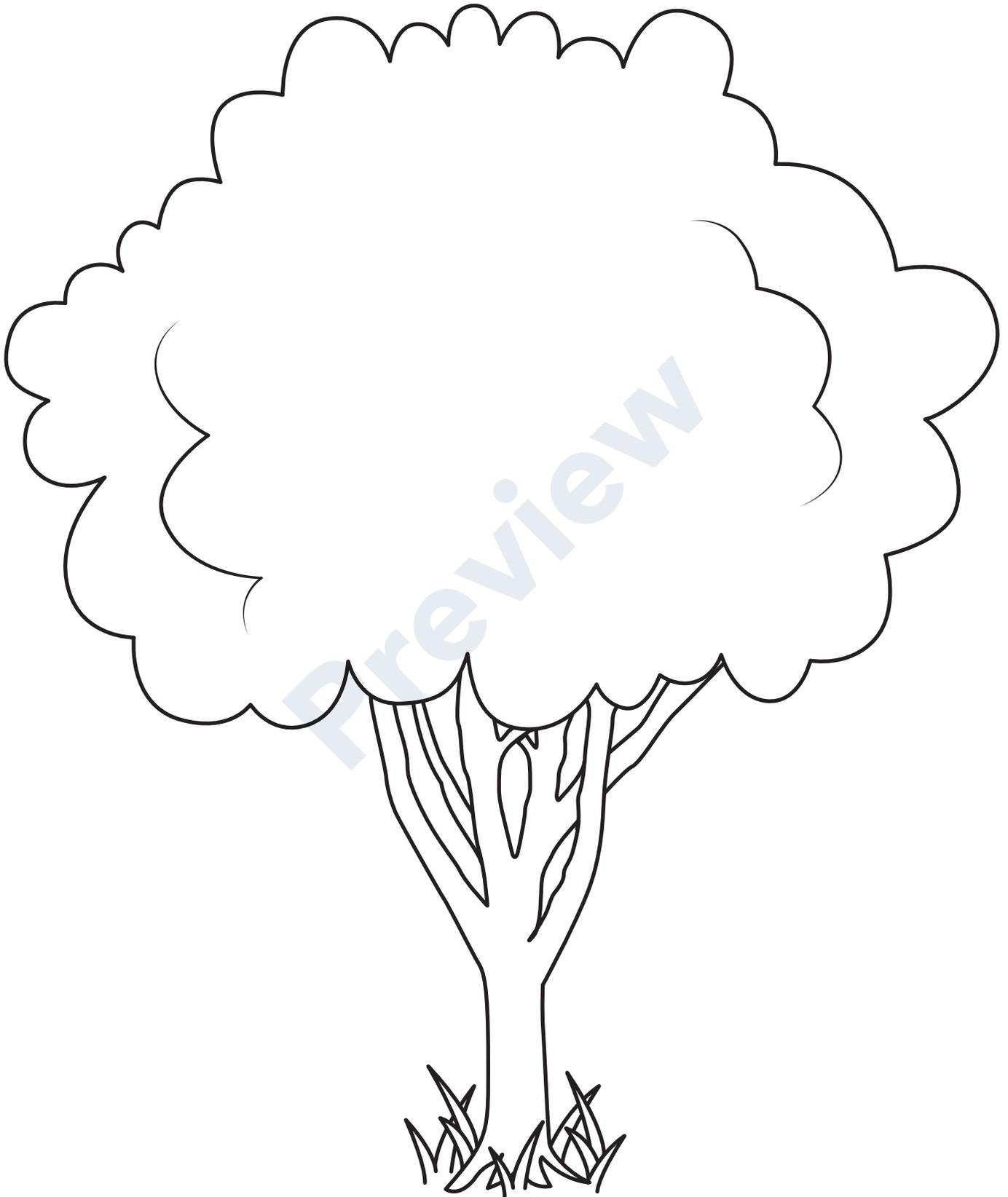
trim along dashed lines

5

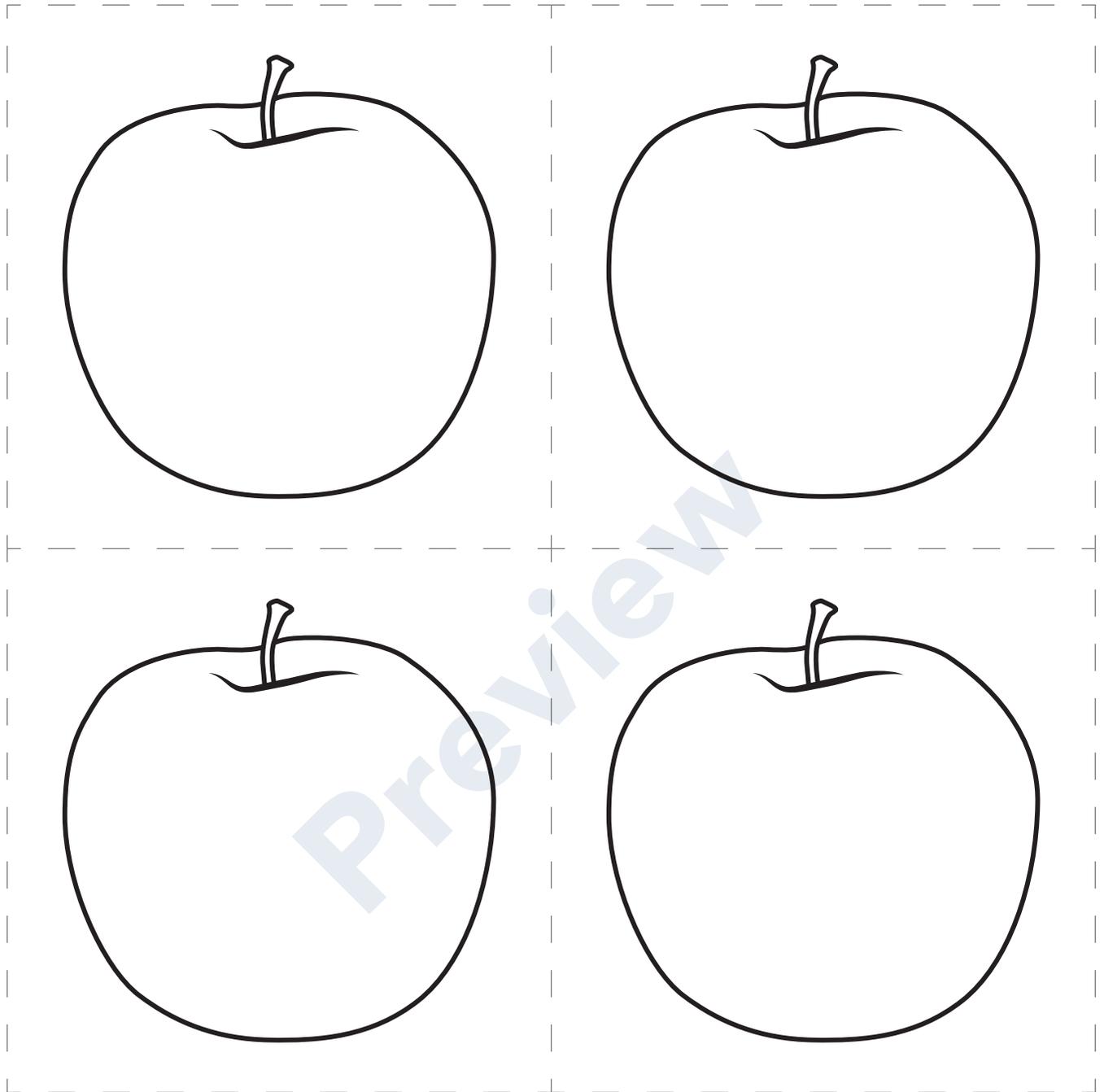
Apple Squares

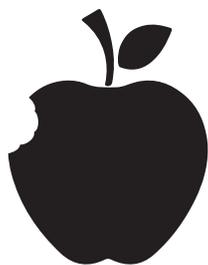


Apple Tree Storyboard



Apple Graph Outlines

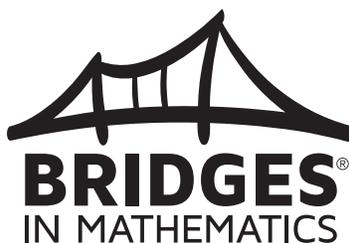




Work Places

PRE-K • SEPTEMBER • MODULE 3

Preview

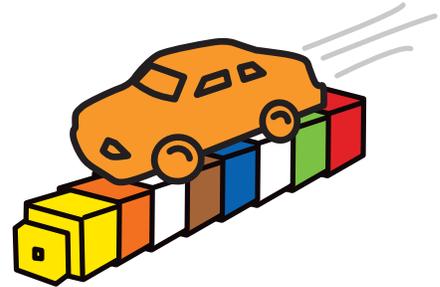




Work Place 1 Cubes & Cars

Skills & Concepts

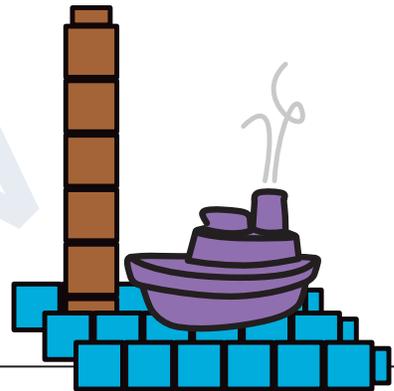
- Count with 1:1 correspondence within 10
- Sort objects by color or type
- Create simple repeating color patterns
- Compare and order objects by length
- Build and describe structures with 3-D shapes
- Use and respond to positional words such as *beside, inside, outside, in, out*, and so on



Kit Materials	Classroom Materials
<ul style="list-style-type: none"> • vehicle counters in their ziptop bag 	<ul style="list-style-type: none"> • about 1,000 Unifix cubes • 6 pieces of pieces of poster board, 6" x 9"

Instructions

1. Each child needs 80–100 Unifix cubes and several vehicle counters.
2. Children can choose what to do with the cubes and vehicles—connect the cubes into trains, sort the vehicles by color or type, build a garage or other structure for the vehicles, make patterns, and so on—as long as the activity is safe and not disruptive. Some children may enjoy comparing their projects with others or working with other children to make even bigger projects, while others prefer working alone.



Developmental Variations

Level	Teaching Notes
Exploring	Some of the youngest or least mature children may have a hard time getting started with these materials. Here are some questions and prompts you can use to help: <ul style="list-style-type: none"> • Would you help me build a train with these cubes? • Can you find some more red and blue cubes to add to our train? • Could you build a road for one of the cars? Do you think you could make the road go all the way over to the shelf? • Here are some vehicles. Can you find all the cars and put them in a pile? What about the buses and the trains?
Developing	At this level, children may be able to work productively with the materials, but only for a minute or two. Here are some questions and prompts you can use to help them sustain interest and engagement for a little longer: <ul style="list-style-type: none"> • Do you think you could work with a friend to make a train as tall as one of you? • Can you find 5 cars and build a garage for them? • Looks like you've found some of the school buses. Can you build a parking lot for them?
Building	The oldest or most experienced children may benefit from additional ideas or challenges. Some examples: <ul style="list-style-type: none"> • How much longer is your friend's train than yours? • Can the two of you work together to make a train that goes all the way across the rug? • Can you use some of the cubes to make a pattern like the one on the Calendar Grid? • Here's a batch of vehicle counters. Can you put the ones that match together? How many of each kind do you have? Do you have more cars or more planes? How do you know?

