

Acelero Learning Curriculum Plan Planned Read-Aloud

Book: Are You My Mother? by P.D. Eastman

NOTES: This book, which children may recall from the "Family & Friends" theme, can now be used to reinforce concepts related to "Growing" – such as a bird hatching from an egg.

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

If you have used or posted visuals related to eggs hatching (bird eggs or other types), have those available to use as a reference before, during or after reading. And/or – use the book *Growing Like Me* as a reference.

Activate Prior Knowledge (when introducing book):

- "Look at the cover. Who do you think this book is about? Yes, there will be a baby bird in this book."
- Invite children to recall what they remember about this book (from the "Family & Friends" theme). "Why is it called *Are You My Mother?* What will happen in this book?"
- "Do we know anything about baby birds?" Encourage children to share info such as baby birds hatch from an egg, live in a nest, eat worms ...

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

- Depending on your group's attention span, you may want to skip or summarize some of the text.
- "How do you think the baby bird is feeling?"
- "Who do you think he will meet next?"
- "Where do you think the baby bird will find his mother?"
- "What kind of animal do you think his mother is? Why?"
- In re-readings, encourage children to join in on "Are you my mother?"

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

Mother, animal, vehicle, hatch, question

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

"The baby bird hatched from an egg. Do we know any other creatures that hatch from eggs?" Make connections to *Growing Like Me*, *The Very Hungry Caterpillar*, etc.

"How could the baby bird have tried to find his mother faster? Where should he have looked / what should he have looked for?"

"Do you think a car can be someone's mother? Why not?" Connect this to any concepts you've discussed about living things: what they need to live, and how they differ from nonliving things.

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

Help children to connect this book to other concepts in the Growing theme by posting photos of a bird hatching from an egg – or creating sequence cards for them to explore in the Discovery or Toys & Games area.

To encourage retelling, put appropriate animals and vehicles in the block area or sand table. Create baskets labeled "Animals" and "Vehicles," to support children's classification skills during clean-up.

Reminders: Read books aloud in small groups whenever possible.

Always read the book's title and author, but only review the concepts of author, illustrator, etc. ("what does the author do?") occasionally and until it's evident that children understand them.

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Book: The Very Hungry Caterpillar by Eric Carle

NOTES: If your children are already familiar with this story, use this read-aloud as an opportunity to engage them in recall and retelling, and to focus on concepts related to the "Growing" theme. *Alternative: you could wait until the "Insects & Spiders" theme to re-introduce this book.*

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

Pictures/poster showing stages in the caterpillar/butterfly life cycle (see Activities packet for samples). And/or – use the book *Growing Like Me* as a reference.

Activate Prior Knowledge (when introducing book):

- Show children the cover of the book and ask them if they know what it is called. "Yes, this is the *very hungry caterpillar* – he is looking for lots of good things to eat. What are your favorite things to eat? What do you think this caterpillar might want to eat?"
- Ask children if they know what happens to caterpillars as they grow. "As you get bigger, you still look like a person, right? You still have a head and two arms and two legs... But as caterpillars grow, they change in a very special way." Ask children what they think will happen to the caterpillar in this story.

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

- Have children chime in if they know parts of the story.
- Talk about what the caterpillar is eating (how it tastes and how many of each item he eats).
- Ask children if it is a good idea for the caterpillar to eat all of the junk food. Why not? What is the best thing for caterpillars to eat?
- Ask children what they think will happen after the caterpillar eats the green leaf?

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

Egg, caterpillar, stomachache, nibbled, cocoon/chrysalis, butterfly

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

Ask children if they have ever seen a caterpillar or a butterfly. How are they alike or different?

Ask children to recall how the caterpillar grew and changed during this story. Show diagram of the life cycle (egg, caterpillar, chrysalis, butterfly) and turn back in the book to find the parts that correspond. You can also make connections with the information in *Growing Like Me*.

If you are able to have caterpillars in the classroom, encourage children to comment on the stage they are in now. What are they doing? What will happen next? How can we take care of them?

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

Transitions – "If your name starts with /p/ like the *plums* the caterpillar ate, you may go wash your hands ... if your name starts with /c/ like the *cupcake* he ate ..."

Put this book in the Library Area alongside *Growing Like Me*, and encourage children to notice similarities and differences between the caterpillars/butterflies in the two books.

If you have caterpillars in the classroom, encourage children to observe and record what they see happening.

Acelero Learning Curriculum Plan Planned Read-Aloud

Book: Actual Size by Steve Jenkins

NOTES: This nonfiction book focuses on size comparisons and includes some unusual animals. Extra details about these are provided in the back, which you may want to share during re-readings or as children ask questions.

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

Suggested: images of these animals (find online) to help children understand what their whole bodies look like. *If reading this book directly before the extension Small Group Activity, see SGA guide for those materials.*

Activate Prior Knowledge *(when introducing book):*

- Show children the cover of the book and talk about the size of the hand. Who do they think the hand belongs to? "Who has a bigger hand: you, your mom or dad, your baby sister...?" Hold your own hand up to the gorilla's for comparison.
- Tell children that in this book, they will see different animals or parts of animals and they might be very big or very small. The pictures are as big or small as the actual animal (or parts of the animal).
- On the title page, point out the pygmy shrew. It is about as long as the author's name!

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

- Be selective about which parts of this book you read (vs. skip), if needed to sustain children's attention.
- Encourage children to compare their body parts or familiar objects with the illustrations in the book. Ask questions such as, "Do you think your hand is bigger or smaller than the atlas moth?" "Do you think your head is bigger or smaller than the giant squid's eye?" (etc)
- Use yourself to help compare sizes; for example, hold the Alaskan brown bear head up to your own head and allow children to compare.
- Before reading pages such as the squid's eye, shark's teeth or anteater's tongue, ask children what animal or part of an animal they think this might be.
- On re-reading, ask analysis questions, e.g.: "How many termites do you think could fit on the anteater's tongue?"

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

Enormous, huge, biggest, longest, smallest, part, whole

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

Ask children to share which animals were their favorites. Share some specific details that you liked about some of the animals.

Invite some children to hold their hand, foot, head (etc.) next to an illustration, to compare the size of their body part to the animals in the book.

Encourage children to make connections to the animals. "The anteater's favorite snack is a termite. What is your favorite snack?" "Have you ever made scrambled eggs with an egg as big as the ostrich's?" Etc.

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

Transition/Movement: Encourage children to move like different animals. "If you were the largest land animal, the elephant, what sound would your feet make? How would you move if your body was really heavy? What if you were light like the pygmy shrew?" (etc.)

Refer to this book during extension Small Group Activity, as children explore measuring with nonstandard and standard units of measurement.

Make an "anteater's tongue" on the floor, using colored tape. Encourage children to put "termites" or other bugs (buttons, plastic bugs, cotton balls, etc) on it and guess how many can fit.

Acelero Learning Curriculum Plan

Small-Group Activity

ACTIVITY: Retelling The Carrot Seed

OVERVIEW: Children will retell the book *The Carrot Seed* after recalling the story's characters and main events. This is an excellent book for retelling because the sequence is very clear and predictable, with key phrases repeated multiple times. Story retelling is particularly beneficial for Dual Language Learners, giving them an opportunity to analyze stories and build oral language as they acquire related vocabulary; and using pictures to retell the story provides visual support that scaffolds comprehension as DLLs learn new vocabulary.

| | | |
|--------------------|---|--|
| OBJECTIVES: | <ul style="list-style-type: none"> • <i>School Readiness Goal (7)</i> English • <i>School Readiness Goal (8)</i> Books/stories | <ul style="list-style-type: none"> • ELS 7 (speaking, story retelling) |
| | <ul style="list-style-type: none"> • GOLD 17a (appreciates books) • GOLD 18c (retells stories) • GOLD 37, 38 (understands, speaks English) | <ul style="list-style-type: none"> • WSS II.C.1 (appreciation for books) • WSS II.C.3/4 (comprehends/responds) • WSS II.D.1 (represents ideas/stories through play) |

MATERIALS:

- Copies of *The Carrot Seed*, English and Spanish
- Flannel board and flannel pieces that go along with this book – make these in advance: little boy, mother, father, big brother, a tiny seed, a carrot top, a wheelbarrow, a watering can and a huge carrot. *If you do not have a flannelboard, create paper cut-outs of the same items, and attach them to a whiteboard with magnets or tape.*
- Spanish vocabulary: little boy: *chico*, brother: *hermano*, wheelbarrow: *carretilla*, carrot: *zanahoria*, seed: *semilla*, watering can: *regadera*

PROCEDURE: Beginning:

1. Show children the book *The Carrot Seed*. "We have read this book several times ... I bet you remember a lot about it!" Invite a few responses (which will show you what children remember most about the story, and will help you know where scaffolding might be needed later). Don't show the flannel pictures yet.
2. Explain to children that you thought it would be fun tell the story on the flannel board. Teachers or children can pretend to be the characters, and we can move the flannel pieces the same way things happen in the book! But first, they need to help you remember the most important parts of the story.

Middle:

3. "I'm trying to remember who the characters are in the story, can you help me? *Characters* are who is in the story." Ask children to recall the characters in the story. As children recall, show them the character you made out of the felt. One by one lay them out on the table so that all children can see. "Now help me remember the *plot* of the story, what happened during the story." As children remember, show them the other flannel pictures (watering can, carrot, wheelbarrow, etc.) If you can, say the vocabulary in Spanish also.
 - Individualization (to support Dual Language Learners) – Emphasize the visual cues to support comprehension. If a DLL student is having trouble expressing ideas in English, allow her to contribute in Spanish.
4. Next, help children use the flannel pieces to retell the story on the flannel board. Based on what the children were able to recall, and how much detail they remembered, you can give each child a flannel character/prop and support their re-enactment of the story. Or you can support the retelling by making yourself a character.

Small Group Activity (*cont'd*)

- Individualization (to support School Readiness Goal (8) – Books/stories):
 - i. Tier 1 – For children with limited oral language or who do not seem to recall the story, provide more scaffolding. You can refer back to the book and provide cues, allowing that child to participate in a simpler way. E.g., “Next, the big brother came ... Who has the big brother? Joshua, can you put the big brother up here?” (gesture to demonstrate) “Can you try saying ‘It won’t come up?’”
 - ii. Tier 2 – For children who remember the basic sequence and language, give them time to say their part, then repeat what they say and affirm it with nonverbal positive feedback (eye contact, smiling).
 - iii. Tier 3 – If children remembered the story with a lot of detail, invite them to extend their part in the story with additional open-ended questions: e.g., “Little boy, that carrot is so big! What are you going to do with such a large carrot?” Let children play out their additional ideas on the flannel board.

End:

5. Give children a 3-minute warning before clean-up time.
6. Review what children have done: “Wow, you remembered all of the important events in the story and retold the whole story on the flannel board!”
7. Put flannel pieces and flannel board in the library center and encourage children to retell/act out the story during choice time, and/or facilitate the re-enactment during circle time.

YOU MIGHT DOCUMENT:

Do children remember the main points of *The Carrot Seed* story? Do they participate in the discussion of plot, characters, etc.? Did they contribute ideas to extend the story? Note any book-related vocabulary that children use and how they converse with you or each other during this activity. Did DLL students use new vocabulary from the book when retelling parts of the story?

Embedded Assessment

Small-Group Activity

ACTIVITY: Being Authors

ASSESSES: Early writing skills

MATERIALS:

- Paper/booklets. *Suggested: use paper cut to 5x7 size. You can create booklets in advance (3-5 pages each), or have children work on blank paper, then staple their pages together as part of this activity.*
- Pencils, pens, crayons, colored pencils – both “chubby” and regular
- Lois Ehlert Author Study poster and selected books
- Stapler

PROCEDURE: Beginning:

1. Have a few Lois Ehlert books on the table, and refer to the Author Study poster. Remind children that they have been reading books by a special author, Lois Ehlert. Ask children if they remember what they learned about her. What kind of things has she written about? We also learned that she is an illustrator; she draws the pictures in some books.
2. Tell children that today they will be authors and illustrators, just like Lois! “After you write and illustrate your book, we will keep it in the library area so that you and your friends can read it.”
3. Ask children what kinds of things they might want to write/ draw about. “Will you write about fruits and vegetables like Lois Ehlert? Or maybe about your favorite dinner? Maybe you want to write about the trees and plants you see on the way to school, or the animals you saw at the zoo? Or about your favorite things to do at school, like painting or building with blocks...”

Middle

4. Distribute materials and ask each child to “start working on your book. You can draw pictures *and* write about them, so other people can read it later.”
5. As children are working, circulate and ask each child, “Tell me about your work.”
6. The goal is for children to (a) represent their ideas visually and (b) either dictate or attempt to “write” words that explain those ideas. Try to limit the support you provide, so as to better assess children’s developmental level in writing. You might use prompts such as:
 - Reminding students that the more detail they add in their words and pictures, the more their audience will understand and enjoy their book.
 - Factual observations about what children have drawn. *“I notice you drew a thin brown rectangle, lots of green at the top and some red dots” [objective description of what is on the paper].*
 - Connections to curriculum activities: *“You are writing about foods you like to eat? I wonder if any of them will be fruit, like the strawberries you tasted last week.”*
 - Open-ended questions or “wonderings” that invite children to explain/expand. *“Tell me about your picture.” “What is happening on this page of your book?” “I wonder if there’s anyone else you like playing with at school.”*
7. If children are “writing,” you may see scribbles, letter-like forms or invented spelling. Validate all attempts; ask each child to read you what s/he wrote. For children who do not attempt to write, ask what words *you* should write about their picture, and take dictation.

End:

8. Give children a 2-minute warning before it is time to clean up.
9. If some children haven’t written or dictated yet, tell them you will remind them at center

Embedded Assessment Small-Group Activity (Continued)

time (later or tomorrow) and they can finish then.

10. Help children staple together the pages of their books (if not using pre-made booklets). Encourage children to think about a title for their book. "Where should we write the title? Let's look at *Growing Vegetable Soup*. Where did Lois Ehlert put the title? What else is on the cover....the author's name!" Encourage children to write their own names on the cover.
11. Congratulate children on being authors and illustrators (just like Lois Ehlert). Tell them that these books will go in the Library area: "Maybe you can read your book to Mom or Dad when they pick you up!" Remind children that they can write more books whenever they want to, and point out where in the classroom they can find materials to do this (Library, Art Area, etc.).

WHAT TO

DOCUMENT:

- Is the child attempting to represent a particular idea? Does s/he make an attempt at "writing" that is separate from the drawing (e.g., points to scribbles at top of page when asked where the words are)? Does s/he "read" this writing back to you, and/or provide dictation that corresponds with what s/he drew?
- Does the child use scribble writing, letter-like forms or recognizable letters? If s/he writes conventional letters, are any of these different from the letters in his/her name?
- How does child write his/her name?

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.

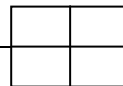
ASSESSES: Classification, counting/number

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?

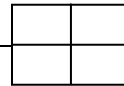
Embedded Assessment Small-Group Activity (Continued)

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 out 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?

Acelero Learning Curriculum Plan

Small-Group Activity

ACTIVITY: *Actual Size Extension*

OVERVIEW: After reading the book *Actual Size*, children will have the opportunity to explore measuring with non-standard units (gorilla hands, people feet, etc.) as well as standard units (rulers).

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| OBJECTIVES: | <ul style="list-style-type: none"> • <i>School Readiness Goal</i> (12) Number/counting • <i>School Readiness Goal</i> (16) Measurement | <ul style="list-style-type: none"> • GOLD 20ab (counts, quantifies) • GOLD 22 (compares/measures) |
| | <ul style="list-style-type: none"> • WSS III.B.1 (number/quantity) • WSS III.E.2 (measuring) | <ul style="list-style-type: none"> • ELS 1 (functional counting) • ELS 3 (measurement) |

MATERIALS:

- *Actual Size* by Steve Jenkins
- Paper cutouts of gorilla hand or elephant foot (same size as in the book) – multiple copies of the same item
- Paper cutouts of child's foot or hand – multiple copies of same item. *Prepare these in advance, by tracing a child's foot or hand during a transition, arrival, etc.*
- "Measurement Chart" and writing materials. *Chart should have a blank row for each item you will measure, and a column for each type of measurement unit: e.g., one column with an elephant hand at the top, one with a child hand.*
- *Extension materials:* Unit blocks (multiples of same-sized block) and/or rulers

PROCEDURE: Beginning:

1. Show children the page in *Actual Size* with the gorilla's hand or elephant's foot, and ask them to compare their hands/ feet to it. What do they notice? Show them the cutouts you've made – e.g., one elephant foot and one child foot. Repeat and confirm their observations/comments.
2. Tell children that we can use these pieces to measure! *"Let's see how many gorilla hands it will take to go across the table."* Take children's guesses, then involve them in lining up the cutouts across the table and counting the number. On the first row of your Measurement Chart, write "table," then put the number in the appropriate column: *"Our table is 5 gorilla hands long!"*
3. Now, try it again with the child hands. *"What if we used child hands instead? Will the table still be 5 hands long? Let's find out!"* After measuring, add the number to your chart, and ask children what they notice (i.e., that the numbers are different). Don't spend much time now discussing why there is this difference; children may figure it out themselves during their explorations!
 - Individualization (to support Dual Language Learners) – Use parallel talk to narrate your actions as you line up the measurement units and count them: "One gorilla hand... two gorilla hands..." (etc)

Middle:

4. Tell children that now it is their turn to measure whatever they want, using the hands/feet. *"What would you like to measure? Is there anything in our classroom that you're curious how long it is?"* (E.g., the distance to the block area, width of bookshelf, etc.)
5. Help children to get started: you might need to model how to line up the feet/hands (one after the other, touching but not overlapping). Consider pairing children up to work together.
6. Support children's efforts by describing what you see them doing ("parallel talk") and providing encouragement: *"It's going to take a lot of hands to measure this rug! But you're halfway done ... keep going!"*
7. After children measure using one type of unit (e.g., gorilla hands), have them measure the same thing using the other unit (i.e., child hands). Help children to notice what is happening: *"Hmm, I*

Small Group Activity (*cont'd*)

wonder why it only took 5 elephant feet to measure this shelf, but it took 9 of your feet?" Help children to understand that their feet are a different size than the elephant's feet.

- Individualization (to support children in School Readiness Goal (12) – Number/counting):

- i. Tier 1—For children who are still developing number sense/counting skills, stick with just one type of measuring tool (e.g. the gorilla hands) and encourage them to measure something smaller. If you assist this child in counting, use self-talk as you model the process, and focus particularly on the 1-1 correspondence (touching one foot as you say one number).
 - ii. Tier 2—For children who can use the basic counting process, help them to count accurately and consistently (for example, noticing when they skip an item or a counting word) and support their understanding of cardinality (i.e., that the last number you say when counting is the total quantity): "You counted 6. So the rug is 6 elephant-feet long!"
 - iii. Tier 3—For children whose number sense is well-developed, invite them to help complete the Measurement Chart. Talk about the different numbers they see: the different lengths of things in our classroom, and the difference between using gorilla hands/child hands. Encourage these children to measure additional objects/distances, and to make *predictions*: How many elephant feet do they think it will take? How many child feet – more or fewer?
8. *Extension*: Invite children to measure the same items again, using new measurement units – blocks (of matching sizes) and/or rulers. You might have two different children or pairs both measure the same thing, and see if it takes them the same number of unit blocks. Why would that be? (Point out that these unit blocks are all the same size.) How about rulers: How many does it take to measure each item? Is everyone coming up with the same measurement? Why?

End:

9. Give children a 5-minute warning to clean up.
10. Ask children what they noticed about measuring with the elephant feet, their feet, blocks, rulers, etc. Refer back to the Measurement Chart and identify what the *biggest* thing was that we measured today.
11. Make hands/feet available in Discovery or the Block Area, so that children can continue measuring on their own.

YOU MIGHT DOCUMENT:

Document any counting and comparing the children do throughout the activity. Do they use language related to comparison or size (longer, shorter, more, less, etc.)? Do they seem to understand the concept of measuring using standard units, and why a measurement using elephant feet would be different than one using child feet?