



## Finger plays are important and delightful early educational tools:

- Children love their rhythm, rhyme, and repetition. This gives them a sense of security.
- Children love their often nonsensical humor.
- They are usually easy to learn which gives children a quick sense of accomplishment.
- Once they have learned a finger play, they have ownership and something to share. This is a great self-esteem builder.
- Finger plays are terrific tools for introducing new vocabulary. They provide some building blocks to literacy.
- They are great for developing good motor control.
- They help develop eye/hand coordination.
- They are the baby steps of oral language that lead to the larger history of oral language as they are shared through generations.
- Finger plays can be done with or without puppets. Puppets raise the level of engagement and comprehension.
- **WITH OR WITHOUT PUPPETS, THEY ARE JUST PLAIN FUN!**

English Version

### TWO LITTLE BLACKBIRDS

Two little blackbirds  
sitting on a hill.

(Put puppets on index fingers and pair them up in front of you)

**One named Jack.**

(Scrunch finger to make puppet head move introducing Jack)

**The other named Jill.**

(Scrunch finger to make puppet head move introducing Jill)

**Fly away Jack.**

(Fly Jack behind you.)

**Fly away Jill.**

(Fly Jill behind you.)

**Come back Jack.**

(Fly Jack back into sight.)

**Come back Jill.**

(Fly Jill back into sight.)



Spanish Version

### DOS PAJAROS NEGROS

Translation by: Silvia León

Dos pájaros negros  
en la loma.

**Este es Pablito.**

**Este es Paloma.**

**Vuela Pablito.**

**Vuela Paloma.**

**Regresa Pablito.**

**Regresa Paloma.**

### TWO COUNTRY CROWS

Introducing directional words, sequential words and crossing the  
midline.

*Put the crow finger puppets on your right and left thumbs with their faces on the palm side of your hand and hold them up (your fingers will be in a fist position).*

**Once upon a time there were two country crows  
who moved to the big city into their new houses.**

*Hide each crow behind each hand with fingers pointing up.*

**On the FIRST day one of the crows went outside.**

*Move the right hand like a door opening revealing the crow.*

**He closed the door and**

*Close the open hand with your fingers pointing sideways and with the crow on thumb above and showing.*

**went uuuuuuuuuuuup the street.**

*Move your crow upwards.*

**Then he came doooooooooooooown the street.**

*Move your crow back down.*

**Next he went acrooooooooooooooss the street.**

*Move your crow across the midline!*

**He turned around and went home;**

**opened the door and went inside.**

*Bring your crow back to its original position, open fist, and hide crow behind hand again with your fingers pointing up. Repeat the actions of the fingerplay of the first crow for the second.*

**On the SECOND day the other crow went outside,**

**closed the door and**

**went uuuuuuuuuup the street.**

**Then he came doooooooooooooown the street.**

**Next he went acrooooooooooooooss the street.**

**He turned around and went home;**

**opened the door and went inside.**

*Do actions at the same time with both crows.*

**On the THIRD day both crows went outside;**

**closed their doors and**

**went uuuuuuuuuup the street.**

**Then they came doooooooooooooown the street.**

**Next they went acrooooooooooooooss the street.**

**They ran right into each other.**

*Make the crows meet facing each other at the midline.*

**And got soooooooooooooo startled**

**they ran all the way home;**

**opened their doors and hid in their houses and**

**just took a little peek out the window!**

*Make crows peek out between index and forefingers.*

### DOS CUERVOS CAMPESINOS

Traducido por Maria Cortez

La introducción de palabras direccionales y secuenciales y el cruce de la línea media. Ponga un títere de cuervo en el dedo gordo (el pulgar) de la mano derecha y uno en la izquierda con sus rostros hacia la palma de su mano y manténgalos arriba (los dedos estarán en una posición de puño).

**Había una vez dos cuervos campesinos que  
se mudaron a la gran ciudad a sus nuevas casas.**

*Esconda cada cuervo detrás de cada mano con los dedos hacia arriba.*

**El PRIMER día uno de los cuervos salió afuera.**

*Mueva la mano derecha como una puerta que se abre revelando el cuervo.*

**Cerró la puerta y**

**subiooooooooooooooó por la calle.**

*Mueva hacia arriba el cuervo.*

**Y luego bajooooooooooooó por la calle.**

*Vuelva a bajar el cuervo.*

**Después él cruzooooooooooooó la calle.**

*Mueva el cuervo cruzando la línea media.*

**Dio la vuelta y se fue a su casa;**

**abrió la puerta y entró.**

*Regrese el cuervo a su posición al empezar, abra el puño y esconda el cuervo detrás de su mano nuevamente con los dedos hacia arriba. Repita las acciones de la obra de dedos del primer cuervo para el segundo cuervo usando la mano izquierda.*

**El SEGUNDO día el otro cuervo salió,**

**cerró la puerta y**

**subioooooooooooooó por la calle.**

**Y luego bajooooooooooooó por la calle.**

**Después él cruzooooooooooooó la calle.**

**Dio la vuelta y se fue a su casa;**

**abrió la puerta y entró.**

*Repita las mismas acciones al mismo tiempo con los dos cuervos.*

**El TERCER día salieron los dos cuervos;**

**ceraron sus puertas y**

**subieeeeeeeeeerón por la calle.**

**Y luego bajaaaaaaaaaaron por la calle.**

**Después iban a cruzaaaaaaaaaaaar la calle.**

**Se toparon uno con el otro.**

*Los cuervos deben estar de frente a frente en la línea media.*

**Y se asustaron taaaaaaaaaaaanto que**

**corrieron todo el camino a casa;**

**abrieron sus puertas y se escondieron en sus casas y**

**sólo dieron una miradita por las ventanas!**

*Cada cuervo debe mirar para fuera entre medio de los dedos de cada mano.*

# INTRODUCING THE CONCEPT OF OPPOSITES

## LA INTRODUCCIÓN DE LOS OPUESTOS

Change what the blackbirds are doing to create an opposite.

### TWO LITTLE BLACKBIRDS

Two little blackbirds sitting on a hill,  
One named Jack and the other named Jill.  
Fly away Jack, fly away Jill.  
Come back Jack, come back Jill.

Two little blackbirds sitting on a *wall*,  
One is **SHORT** and the other is **TALL**.  
(You have the option of using only the first two lines, or all four.)  
Fly away short, fly away tall.  
Come back short, come back tall.

Two little blackbirds sitting on a *ball*,  
One is **LARGE** and the other is **SMALL**.

Two little blackbirds flying in the *sky*,  
One flies **LOW** and the other flies **HIGH**.

Two little blackbirds sitting on a *light*,  
One loves **DAY** and the other loves **NIGHT**.  
(Turn the lights off for night . Use everything within your reach to increase comprehension!)

Two little blackbirds sitting on a *twig*,  
One is **LITTLE** and the other is **BIG**.

Two little blackbirds sitting on a *cloud*,  
One is **QUIET** and the other is **LOUD**.

Two little blackbirds on the *go*,  
One is **FAST** and the other is **SLOW**.

Two little blackbirds sitting on a *stick*,  
One is **HEALTHY** and the other is **SICK**.

Two little blackbirds in the corn *crop*,  
One at the **BOTTOM** and the other on **TOP**.

Two little blackbirds scared by a *sound*,  
One flew **UP** and the other flew **DOWN**.

Two little blackbirds standing side by *side*,  
One is **NARROW** and the other is **WIDE**.

Two little blackbirds going around the *block*,  
One will **RUN** and the other will **WALK**.

Two little blackbirds coming from the *store*,  
One has **LESS** and the other has **MORE**.

Two little blackbirds having fun at *play*,  
One has to **LEAVE** and other will **STAY**.

Two little blackbirds learning how to *fly*,  
One starts to **LAUGH** and the other to **CRY**.

Cambia lo que hacen los cuervos para crear un opuesto.

### DOS PÁJAROS NEGROS

Dos pájaros negros en la loma.  
Este es Pablito y este es Paloma.  
Vuela Pablito, vuela Paloma.  
Regresa Pablito, regresa Paloma.

Dos pájaros negros en la glorieta,  
Uno **SUSURRA** y el otro **GRITA**.  
(Puede usar las primeras dos líneas o los cuatro)  
Vuela susurra, vuela grita.  
Regresa susurra, regresa grita.

Dos pájaros negros comiendo maíz,  
Uno está **ENOJADO** y el otro **FELIZ**.

Dos pájaros negros en un hueco,  
Uno se sienta **RECTO** y el otro **CHUECO**.

Dos pájaros negros jungando un deporte,  
Uno es **DÉBIL** y el otro muy **FUERTE**.

Dos pájaros negros usando una criba,  
Uno está **ABAJO** y el otro **ARRIBA**.

Dos pájaros negros encima de un torre,  
Uno **CAMINA** y el otro **CORRE**.

Dos pájaros negros sentados en un ramo,  
Uno está **NERVIOSO** y el otro muy **CALMO**.

Dos pájaros negros en mi mano,  
Uno está **ENFERMO** y el otro **SANO**.

Dos pájaros negros diciendo un cuento,  
Uno habla **RÁPIDO** y el otro muy **LENTO**.

Dos pájaros negros oyendo un chiste,  
Uno se pone **ALEGRE**, el otro muy **TRISTE**.

Dos pájaros negros sentados en asfalto,  
Uno es **CHAPARRO** y el otro **ALTO**.

Dos pájaros negros escapándose de una flecha,  
Uno se fue a la **IZQUIERDA** y el otro a la **DERECHA**.

Dos pájaros negros sentados en un nido,  
Uno es **INTERESANTE** y el otro **ABURRIDO**.

Dos pájaros negros comiendo uno coco,  
Uno le gusta **MUCHO**, el otro muy **POCO**.

Dos pájaros negros manejando un coche,  
Uno en el **DÍA** y el otro en la **NOCHE**.

(Apaga la luz para la noche. Utiliza todo a su alcance para aumentar la comprensión)

# Counting Bunnies

## A Pop-up Fingerplay

Out of the sight of your audience, put the finger puppets on your fingers with their faces facing the same direction as the back of your hand. Make a fist bringing the bunnies toward your body. Now, use your other hand to cover them. Bring hands into view. With a little help from that other hand, create a POP-UP surprise with each bunny as you count.

"Come my bunnies, it's time for bed."

That's what Mother Bunny said.

"But first I'll count you just to see,  
If you have all come back to me.

Bunny 1, Bunny 2, Bunny 3, oh dear,  
Bunny 4, bunny 5, yes, you're all here!  
You're the sweetest things alive.

My bunnies 1,2,3,4,5."



## A Chubby Baby Bunny

A chubby, baby bunny with ears this tall.

With two cute eyes about this small.

Went hop, hop, hopping to get some lunch.

He found a fresh carrot.

Yum-yum, crunch, crunch!

While he was eating and having such fun,

Bang, went a noise and he started to run!

All you could see as he went racing by,

Was his powder puff tail - waving good-bye!

## FIVE LITTLE BUNNIES

Five little bunnies standing by the door,  
One hopped away, and then there were four.  
Four little bunnies sitting near a tree,  
One hopped away, and then there were three.

Three little bunnies looking at you,  
One hopped away and then there were two.  
Two little bunnies enjoying the sun,  
One hopped away, and then there was one.  
One little bunny sitting all alone,  
He hopped away, and then there were none.

## The Rabbit

I saw a little rabbit come -  
Hop, hop, hop!

I saw his two long ears go -  
flop, flop, flop!

I saw his little nose go -  
Twink, twink, twink.

I saw his little eyes go -  
Wink, wink, wink.

I said, "Little Rabbit, won't you stay?"

## My Rabbit

My rabbit has two big ears.

(Hold up index and middle finger)

And a funny little nose.

(Join other three fingers for nose)

He likes to nibble carrots.

(Move thumb away from other two fingers)

And he hops wherever he goes.

(Make hopping motion with entire hand)

## WEE LITTLE RABBITS

A little brown rabbit popped out of the ground

(Make fist with right hand and open fist with two fingers up like rabbit ears on word "popped".)

Wriggled his whiskers and looked all around.

Then a white rabbit who lived in the grass,

Popped his head out and watched him pass.

(Make fist with left hand and open fist with two fingers up like rabbit ears on word "popped".)

Then both of the rabbits went hoppity hop,

(Hop them around)

Hoppity, hoppity, hoppity, hop.

'Til they came to a wall and had to stop.

(Stop hopping)

Then both the wee rabbits turned themselves 'round,

(Twist hands at wrists)

And scampered off home to their holes in the ground.

(Run hands quickly behind back.)

## HERE IS A BUNNY

Here is a bunny

(Make fist with two fingers for ears)

With his ears so funny.

Here is his hole

(Circle fingers and thumb of other hand)

In the ground.

When a noise he hears,

(Rotate rabbit as if hearing noise)

He pricks up his ears,

And jumps in his hole

(Jump rabbit ears into hole)

In the ground.

## A BUNNY

If I were a bunny,

I'd have ears this tall.

I could twitch my whiskers,

And wiggle my nose,

But that isn't all-

I'd be the friskiest bunny,

That you could ever find.

I'd go hippity hop all around,

With my cottontail behind!

## My Bunny

Tune: My Bonnie Lies Over the Ocean

My bunny has a bright shiny nose,

I'm telling you now as a friend,

The reason her nose is all shiny,

Her powder puff's on the wrong end.

Wrong end, wrong end,

Her powder puff's on the wrong end!

Wrong end, wrong end,

Her powder puff's on the wrong end!

## RABITO

El conejo rabito

Se metió en su huequito,

Calentito se durmió

De mañana despertó,

Se comió su zanahoria

Y acabó con esta historia!

## SWEET BUNNY

There is nothing so sweet as a bunny.

A dear, little, sweet little bunny.

He can hop on his toes.

He can wiggle his nose.

And his powder puff tail is quite funny.



## SEE THE LITTLE SPIDER

**See the little spider**  
**Climbing up the wall,**  
(Crawl fingers up opposite arm)  
**See the little spider**  
**Stumble and fall.**  
(Drop fingers quickly down arm)  
**See the little spider**  
**Tumble down the street,**  
(Jump fingers down leg)  
**See the little spider**  
**Stop at my feet.**  
(Rest fingers on foot)

## SPIDERS

by Janet Bruno

Spiderlings hatch from eggs.  
Each one has eight tiny legs.  
A spider has more eyes than you.  
Most have eight, and you have two.  
A spider has two body parts.  
Across its web it quickly darts.  
From a spider's spinnerets  
Sticky spider silk jets.  
Spider feels the frantic tugs,  
Oh their favorite food – it's bugs!

### Spider, Spider

#### Spider hurrying,

(Run fingers back and forth.)

#### Spider scurrying,

#### See her silken thread.

(Stretch thread between fingers and thumb.)

#### Spider hurrying,

(Run fingers back and forth.)

#### Spider scurrying,

#### See her little web.

(Make spiral with fingers.)

## THERE'S A SPIDER ON THE FLOOR

There's a spider on the floor, on the floor.  
There's a spider on the floor, on the floor.  
Who could ask for any more  
Than a spider on the floor?  
There's a spider on the floor, on the floor.

There's a spider on my leg, on my leg,  
Oh it's really, really big  
This old spider on my leg.  
There's a spider on my leg, on my leg.

Now the spider's on my stomach, on my stomach.  
Now the spider's on my stomach, on my stomach.  
Oh he's just a dumb old lummoX  
This old spider on my stomach.  
Now the spider's on my stomach, on my stomach.

Now the spider's on my head, on my head.  
Now the spider's on my head, on my head.  
Oh this I really dread.  
This old spider on my head.  
Now the spider's on my head, on my head.

Now the spider, he jumped off, he jumped off.  
Now the spider's on the floor once more.  
I'm as happy as can be.  
Now the spider's not on me.  
There's a spider on the floor, on the floor.

## The Teeny Tiny Spider

by Susan M. Paprocki

(Crawl fingers for spider as rhyme indicates)

The teeny tiny spider  
Began to crawl on me.  
I found him on my leg,  
To be exact, my knee.

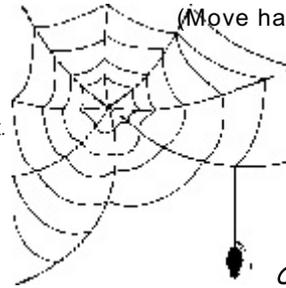
The teeny tiny spider  
Crawled up onto my chest.  
This was such a long trip,  
He took a little rest.

The teeny tiny spider  
Headed for my arm.  
It tickled quite a bit,  
But I knew he meant no harm.

The teeny tiny spider  
Crawled up on my finger.  
He landed on my thumb,  
But he didn't want to linger.

I helped him to my face  
And placed him on my nose.  
Then he lost his balance  
And fell down to my toes.

The teeny tiny spider  
Went upon his way.  
He'd clearly had enough  
Of crawling on me today!



(Move hand around in ever smaller circles)

I'm a little spider,  
Watch me spin.

If you'll be my dinner,  
I'll let you come in.  
Then I'll spin my web  
To hold you tight,  
And gobble you up  
In one big bite!

## Spider Song

(Tune: Oh, Susannah)

I was sitting in my room one day  
When it came right through the door.  
A big spider sped right by me,  
Went racing 'cross the floor!

Chorus

Oh that spider

Oh how it scared me so  
But spiders can be good friends  
And so I let it go

I watched it crawl up on the wall,  
To find a spot just right  
It spun a web so beautiful  
And then went out of sight.

Chorus

Now bugs and flies don't scare me,  
For I know that it's true.  
That a spider web is good to have,  
Bugs stick to it like glue!

Chorus

## The Spider in the Web

(Tune: Farmer in the Dell)

The spider in the web,  
The spider in the web,  
Spin, spin, oh watch him spin,  
The spider in the web.  
The spider eats a (bug's name).  
The spider eats a (bug's name).  
Spin, spin, oh watch him spin,  
The spider in the web

## SPIDER WEBS

by Amy Goldman Koss

The spider weaves a sticky web  
To capture bugs to eat.  
What keeps the spider's sticky web  
From sticking to her feet?

Spider webs are tricky  
Because not all the strands are sticky.  
Unlike the passing hapless fly,  
The spider knows which strands are dry.

But if she accidentally stands  
Upon one of the sticky strands,  
She still will not get stuck, you see –  
Her oily body slides off free!



## I'M A LITTLE SPIDER

by Sue Brown

(Tune: I'm a Little Teapot)

I'm a little spider,  
Watch me spin.

If you'll be my dinner,  
I'll let you come in.  
Then I'll spin my web  
To hold you tight,  
And gobble you up  
In one big bite!

## ITSY-BITSY SPIDER

**The itsy-bitsy spider**  
**Went up the water spout.**  
**Down came the rain**  
**And washed the spider out.**  
**Up came the sun**  
**And dried up all the rain,**  
**And the itsy-bitsy spider**  
**Went up the spout again.**

## La Pequeña Arañita

**La pequeña araña**  
**Subió, subió, subió.**  
**Bajó la lluvia y**  
**Mojó, mojó, mojó.**  
**Salió el sol y**  
**Secó, secó, secó.**  
**Y la pequeña araña**  
**Subió, subió, subió.**

## I'M A GREAT BIG WHALE

Elizabeth McKinnon  
I'm a great big whale,  
Watch me as I swim  
*(Pretend to swim)*  
Here is my blowhole,  
*(Point to top of head)*  
Here are my fins,  
*(Wave hands against body)*  
See me flip my tail  
As down I go,  
*(Pretend to dive)*  
Then up I come  
And "whoosh" I blow!



## Whales

Whales are the biggest mammals alive,  
In the deep blue sea they live and dive.  
They are not fish, as they breathe the air,  
With their blowholes, they spray everywhere.

## What is a Whale?

**A whale is not as small as us.  
Most whales are bigger than a bus!  
A whale is not a fish in the sea.  
A whale breathes air like you and me.  
A whale can't walk upon the ground.  
A whale must swim to get around.  
A whale is a mammal just like me.  
But its home is in the deep blue sea.**

## A WHALE OF A SHOWER

*Tamara Hunt*

**I'm taking a shower,  
You'll never guess where.  
I'm washing my fin  
By blowing hot air!**

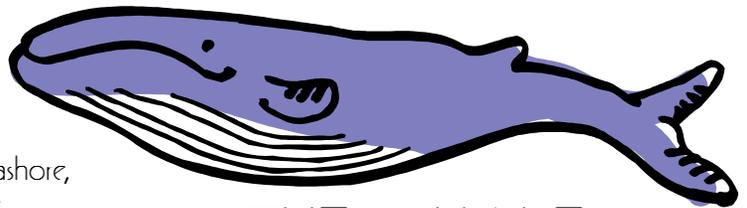
**I'm taking a shower,  
Just watch me scrub.  
I'm washing my tail,  
But I'm not in a tub!**

**I'm taking a shower  
There's no doubt about it.  
It's the biggest one ever.  
I'm a whale and I spout it!**

## MY WHALE

I want to ride a whale,  
Through the waves today.  
If he'd be still and come ashore,  
I know that we could play.  
I'd feed him lots of plankton,  
Then on his back I'd climb,  
And I know that we'd together  
Have a whale of a good time!

**Save the Whales**  
If we aren't kind to whales,  
And help them to be free,  
We'll only know the whale  
As a distant memory.



## THE WHALE

The whale is swimming out to sea,  
Out to sea, out to sea.  
The whale is swimming out to sea,  
Early in the morning.  
The whale is diving far below,  
Far below, far below.  
The whale is diving far below,  
Early in the morning.  
The whale is coming up for air,  
Up for air, up for air.  
The whale is coming up for air,  
Early in the morning.

## WHALE ANATAMOY

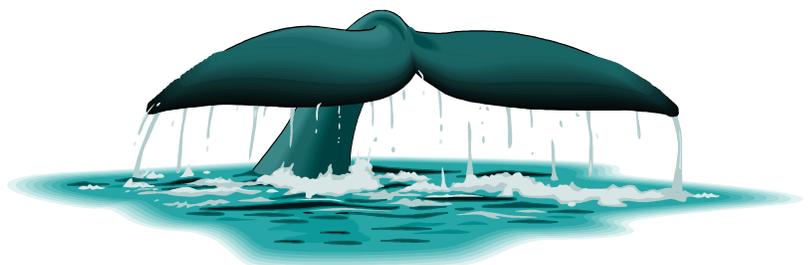
*(TUNE: The Farmer in the Dell)*

My flukes go up and down,  
My flukes go up and down,  
Hi Ho the whale-o  
My flukes go up and down.  
My blubber keeps me warm...  
My blow hole helps me breathe...  
My flippers help me steer...

## BABY BELUGA

*(Exchange any whale with Beluga ie Baby Orca)*

Baby Beluga in the deep blue sea,  
You swim so wild and you swim so free.  
With heaven above and the sea below,  
You're a little white whale on the go.  
Baby Beluga, Baby Beluga,  
Is the water warm?  
Is your mamma home? Are you happy?  
Way down yonder where the dolphins play,  
Where you dive and splash all the day,  
Where waves roll in and waves roll out,  
We see the water squirtin' out of your spout.  
Baby Beluga, oh, Baby Beluga,  
Sing your little song, sing for all your friends.  
We like to hear you.  
When its dark and you're home and fed,  
Curled up snug in your waterbed.  
The moon is shining and the stars are out.  
Good night, little whale, good night.





### BOOK SYNOPSIS

Through the power of story, Dr. Sally Hodson takes us on a journey swimming with wild orcas! The writing and illustrations by Ann Jones paint vivid pictures of all that Granny's Clan does as a family. From the birth of a new baby to a grand superpod reunion, we come to understand and love these majestic creatures. During a salmon hunt we explore the sea's many life forms, as well as encounter a variety of sea vessels! The writing is full of onomatopoeia, positional words, descriptive words, ocean activity and so much orca science. As most good stories do, this one takes us from the edge of danger to a beautiful moving finish that leaves us hopeful for the future of people's respectful relationship with Orcas and nature as a whole. Then, we discover- it's non-fiction! For the last 40 yrs., a team of scientists, including Dr. Sally Hodson, have been observing and documenting the real Granny's Clan in the Salish Sea off the coast of the state of Washington. What a special book!

**Important note:** All whales, dolphins and porpoises are **cetaceans**. Cetaceans can be divided into two groups - those with teeth and those without teeth. Orcas have teeth. They are called whales, but they are really dolphins. Some call them Killer Whales, but there is **not one** incident known of a wild orca attacking a human. Some do kill other whales for food and were called whale killers and the name has since been reversed and is misleading. We will not refer to them as Killer Whales in this curriculum.

### ORCA VOCABULARY

- **pod** - group. Orca pods can have as many as 40 members.
- **flukes** - two flat fins of the tail. Cetaceans swim by moving their flukes up and down while fish swim moving their tails side to side.
- **pectoral fin** - paddle-shaped side fin orcas use to turn, steer and touch.
- **dorsal fin** - top fin that helps with balance. Males have tall, straight dorsal fins and female's have smaller, curved dorsal fins. Each is unique and is used for identification.
- **saddle patch** - the grayish patch behind the dorsal fin. Each is unique and used for identification.
- **eye patch** - white spot near eye that is oval-like but varies in shape and size.
- **spyhopping** - act of poking just their head out of the water to check out the environment
- **breaching** - act of leaping out of the water exposing up to 90% of their body before diving back at a side angle.
- **lobtailing or slapping** - act of exposing their tail only above water and bringing in down with a hard slapping sound and motion.
- **echolocation**. Orcas cannot smell, but their eyesight is excellent and they see above and under water. However, the deep, dark underworld of the ocean makes it difficult to see far. Consequently, orcas rely on **echolocation**. They send fast, high-pitched sounds from their foreheads. They are called **sonar clicks**. The sounds bounce off, or echo, from objects in their environment. The way the sounds bounce back tells them where the objects are located, their sizes, shapes and distances.
- **slip stream** - mother orcas create an area next to their milk ducts where the newborn orca spends most of its time. It is a protected space with less water resistance so mother can guide and nurse baby while keeping up with the rest of the pod. Baby will **nurse** 5 - 10 seconds at a time, several times per hour, 24 hours a day for 12 months!
- **blowhole** - Orcas breathe air. Orcas must "**remember to breathe**" which they do with lungs through **blowholes**. They surface to breathe every 20 seconds for 3 or 4 times then submerge for a longer period. They **sleep** close to the surface. Unlike humans, they do not go into a deep sleep. Since they have to remember to breathe, that part of their brain never sleeps. Shortly after birth, newborns need to swim to the surface to take their first breath.

### ORCA SCIENCE FACTS

- Orca is the largest species of **dolphin**.
- Orcas have the second heaviest brain of marine mammals and are extremely intelligent - 15lbs! (Sperm whales 17 lbs, human 3 lbs.)
- **Sophisticated hunting tactics**. One proof of their intelligence is their many and clever, cooperative hunting techniques:
  - carousel or herding - together encircle prey and bring them to the surface and stun them by striking them with their flukes.
  - ambush - patiently hide and wait for nearby prey
  - wave washing - together create a large wave that will wash prey off an ice floe.
  - wolf method - separate weak or young from others and attack.
  - relay - take turns chasing prey to tire them out.
  - beaching or stranding - deliberately swim onto beach or ice floe to reach prey.

- **Resident and Transient.** Some orcas live in one area and are called *resident orcas*. Some travel far distances and are called *transient orcas*. After humans they have the **widest range** of travel over the planet. Orcas can be found in every ocean of the world!
- Orcas are mammals. They are warm-blooded, have live births and nurse their newborns.
- Orcas can live 80 - 100 years.
- Newborns weigh about 400 lbs are 7-8 feet long. Adults weigh 2.6 - 9 tons and reach 18 - 32 feet! Males are longer and bulkier.
- Orcas are marine carnivores. Their diets in general include over 140 different species. However, their diets are particular from pod to pod and are directly linked to their geographical location. Granny's clan only eats salmon. Granny's clan is a resident pod. Resident pods specialize in small schooling fish and transient pods mostly eat large marine animals like other cetaceans, seals, penguins, squid, octopus, rays, sea lions, sea otters, sea turtles and even sharks.

**Read the last 3 pages for many more facts! Find videos, learning plans and games at [www.dawnpub.com](http://www.dawnpub.com)**

 **LANGUAGE** - This book is rich with not only orca vocabulary, but many other words.

● **Positional words** - Pages 6 & 7 [They swim **through** ribbons...**among** seals...**near** octopus...**above** sea stars...**close to** pelicans...etc.] Use props to model these positional words by positioning object as references. The children can model positions with their hands.

● **Adjectives/descriptive words** - Page 13 [**Graceful** sailboats...**Swift** speedboats...**Stout** ferries...**Busy** boats...**Huge** tankers] Ask the children to use one or more descriptive words in a story or anecdote about their family or play.

● **Double meaning** - Page 1 [A **new life** begins. An **old life** continues.] Could just mean a baby is born and a grandmother lives on. It could mean a species or even a culture lives on!

● **Onomatopoeia and sound words** - whoosh, click, boom, crash, splat, groan, whine, clang, chug, rumble. Ask the children what other things make the onomatopoeic sounds listed! They will have fun saying them and using them in their play.

 **TRANSPORTATION** - Introduce the words water craft and vessels. Ask the children to find some named in the book. What other types of water craft can the children think of and what noises might they make? Compare the dangers of boats to sea life with the dangers of vehicles to life on land.

 **PHYSICAL MOTOR** - Challenge the children to move like the sea creatures as well as all the ways that the Orcas move  
**Sea Life Actions** - Kelp Dancing, Sea Stars Stretching, Jellyfish Drifting, Seabirds Surfing, Herons Stalking, Hermit Crabs Hiding, Bald Eagles Soaring, Humpback Playing. Look for all the actions of the Orcas and try to imitate them!

 **SOCIAL-EMOTIONAL**

● **Family** - Orca pods are close-knit families. A pod can have as many as 4 generations within. The family does everything together - page 4 [The family travels on. They dive together. They rise together. They breath together.] There are many examples in the book of the things that Granny's clan does together.

- Ask the children to name some of the other things they do together like hunt, sleep, etc.

- Ask the children how this is similar or different from their own families.

- Open a discussion about what we can learn from the Orcas about how to better our community.

**Dr. Sally Hodson states that in the 40 years of observation, no scientist has ever seen them fight or turn against one another!**

● **Family Members** - Mothers/Grandmothers, Daughters/Sons, Brothers/Sisters, Uncles/Aunties, Grandsons/Granddaughters.

The children may notice that Fathers and Grandfathers are not listed. Another example of high intelligence is that adult males will mate only with females from other pods presumably to prevent inbreeding. They do not stay to raise their own offspring. Instead they return to their own mother's pod and help raise younger siblings and cousins.

● **Extended Family Pods**- When a pod gets too big and crowded, the older females will separate and create their own pods. These "extended family" pods stay close and continue to communicate with their mother pod.

● **SuperPod** - Once in a while the original pod and all the extended family pods have a SUPERPOD gathering, a family reunion.

● **Language** - Orcas have an advanced language. They communicate with each other with various calls and whistles. Some calls sound like squeals, honks, chirps and mewing kittens. Each pod makes their calls with a different "accent" called a **dialect**.

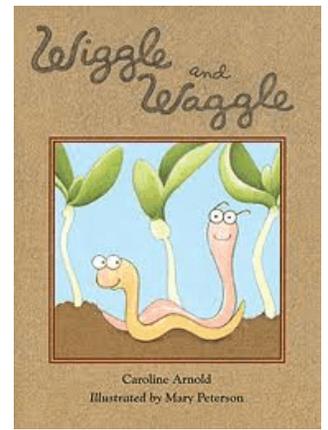
● **Communication**- Besides talking to each other with their own language, orcas communicate with their family by touching. Their skin is sensitive to touch and they use their pectoral fin to say hello, comfort each other and play. They also sing to each other! Ask the children to think about how Granny's Clan is similar to and different from their own family. What things happen in the book that the children remember happen in their own homes? Imagine being an orca for a day. What would you do?

 **MUSIC** Read about Singing to the Orcas in the back of the book. What else can be done to raise awareness and understanding about these intelligent creatures. India has declared all dolphin species as sentient beings or "non human persons"! Be sure to have orca puppets and props available for the children to have the "prompting and support" they need to retell the story and create their own stories of ocean adventures, family togetherness and nature. ©Aug. 2014 S. Kofod & J. Woodworth

# Teaching with *Wiggle and Waggle* by Caroline Arnold

## BOOK SYNOPSIS

This is a charming first reader about two googly-eyed worms who are best friends. They are spunky, comical and good-natured – role models, indeed, for one and all. The two are faced with many challenges and the reader sees how they overcome them with teamwork, determination, hard work, humor and song! The back story just happens to teach about the importance of worms to our soil and gardens!



USING FINGER PUPPETS This book lends itself perfectly to holding and reading a book while maneuvering two worm finger puppets all at the same time! Hold the book facing your audience with one hand and put the two worm finger puppets (of different colors) on the other hand, one on your index and one on your middle. Mentally designate which puppet will take on which character. Now act out their actions and other descriptive words as the storyline indicates using voice changes (if you have that skill). Remember to move the finger puppet that's speaking. Magical!

## CURRICULUM

### LANGUAGE

- ~ Positional words – between, around, under, over, on top of, middle, across
- ~ Opposite words – (high/low) (long/short) (fat/thin)
- ~ Alliterative words when initial sound is the same – (Wiggle and Waggle) (squiggle and squirm) (zoomed, zipped, and zagged) (splish, splash) (pitter, patter)  
(zip, zag and zoom) (plip, plop)
- ~ Use of the word TOO when meaning *very* – too high, too wide, too big, too windy, too shady, too many bugs, too wet.  
Use of the word TOO when meaning *also* – “I like to dig,” said Wiggle. “Me too,” said Waggle.

### SCIENCE

- ~ Use for Spring garden theme!
- Wonderful garden illustrations showing the complete plant, under and above ground. Discuss the parts of the plant – roots, stems, leaves and flowers. Ask the children to name the different garden plants illustrated – potatoes, beets, carrots, peas, beans, corn and cabbage. Discuss how they are alike and different. What part of each is the edible part – the root, the leaves, the seeds or the flower?
- ~ Cause and effect – why did the puddle grow smaller when the sun came out?
- ~ What is the difference between dirt and mud?
- ~ The study of worms and their importance to soil and gardens. The last page is full of scientific facts!

### MUSIC

- ~ Have fun singing Wiggle and Waggle's Gardening Song! Ask the children why they think singing a song made the task easier?

### LIFE LESSONS – So Many!

- ~ Team work.
- ~ Determination.
- ~ Positive attitude.
- ~ Problem solving.
- ~ Self-pride in accomplishment.
- ~ Friendship.

WIGGLE AND WAGGLE ACTIVITY GUIDE There is a free 8 page printout called Digging into the Story at this link: [www.teachervision.fen.com/childrens-boo/printalbe/54785.html](http://www.teachervision.fen.com/childrens-boo/printalbe/54785.html) It includes sheet music for their Gardening Song and cut-outs to make stick puppets!

# Goodnight, Goodnight Construction Site



The construction site is alive with personified machines in this engineering-minded bedtime story. It's a brilliant collaboration by this married author/illustrator team, as pictures and words make us feel the deep joy and satisfaction that hard work brings! On top of that, we get our curiosity addressed as so often we see these big trucks on the side of highways and in construction sites not knowing much about them. This book teaches specific aspects of each machine including purpose and parts, all in a rhyming soothing text. Children can relate to the bedtime rituals described as these vehicles wind down from a long day of hard work-play. What a winning picture book for every child's library!

KIND OF TRUCK	INFORMATION IN THE BOOK	ADDITIONAL INFORMATION
	<ul style="list-style-type: none"> <li>- can lift beams and other heavy objects</li> <li>- can set an object right on it's mark</li> <li>- has a <b>boom</b> and an <b>arm</b></li> <li>- has <b>outriggers</b> (also called stabilizers) that keep it from tipping over</li> </ul>	<ul style="list-style-type: none"> <li>- there are many types of cranes and crane trucks - lattice boom, telescoping boom, etc.</li> <li>- all have a <b>sheave</b> (grooved wheel), a <b>hook</b> and a wire rope or chain connected to a winch</li> <li>- some have wheels, some have caterpillar tracks</li> <li>- they rotate on a <b>gear</b> under the <b>cab</b></li> </ul>
	<ul style="list-style-type: none"> <li>- turns his big <b>drum</b> to mix the concrete and keeps it from hardening</li> <li>- it makes a rhythmic sound</li> <li>- it pours the cement using a <b>chute</b></li> <li>- needs to be washed clean at the end of a work day</li> </ul>	<ul style="list-style-type: none"> <li>- should be called a concrete mixer: it mixes cement, water and sand/gravel/or rock to make concrete</li> <li>- has a <b>hopper</b> (cone-shaped device for accepting and releasing ingredients)</li> <li>- <b>spiral blade</b> inside drum directs the flow of concrete</li> <li>- sometimes a pump or hose replaces the chute</li> </ul>
	<ul style="list-style-type: none"> <li>- carries big or small loads of loose cargo from place to place</li> <li>- has a <b>bed</b> with a <b>hydraulic lift</b> that tips back to dump the load</li> <li>- has a <b>gate</b> that locks</li> </ul>	<ul style="list-style-type: none"> <li>- must cover their load if on the highway</li> <li>- the bed of most dump trucks is hinged at the back, but some are hinged sideways to dump to the right or left</li> <li>- hydraulic = operated by the moving force of liquid</li> </ul>
	<ul style="list-style-type: none"> <li>- has a big <b>blade</b> that pushes</li> <li>- can push debris to make the ground smooth</li> <li>- makes a lot of loud noise</li> <li>- has a <b>smoke stack</b></li> <li>- has <b>caterpillar tracks</b></li> </ul>	<ul style="list-style-type: none"> <li>- called a crawler because of the caterpillar or continuous tracks on which it moves around</li> <li>- Many have rippers or shanks in back to tear up the earth.</li> <li>- some have decelerators (push paddle for slowing)</li> <li>- some have a blade that move in all directions</li> </ul>
	<ul style="list-style-type: none"> <li>- scoops, digs holes and trenches, lifts and shapes the land</li> <li>- has a <b>caterpillar track</b></li> <li>- has a <b>boom</b> and a <b>scoop</b></li> </ul>	<ul style="list-style-type: none"> <li>- the scoop can be replaced with other attachments</li> <li>- the boom has an <b>arm</b> that moves up and down</li> <li>- the operator sits in the cab</li> <li>- also called digger</li> <li>- also used for material handling, demolition, dredging</li> </ul>

## LANGUAGE

**Onomatopoeic words** - sigh, yawn, crrrunch, rooaar, arrgh - discuss other times and other things that make these sounds. Invite the children to make the sounds.

**Construction vehicles and parts vocabulary** - see chart above & visit <https://www.youtube.com/user/twentytrucks> AMAZING!

## SOCIAL EMOTIONAL DEVELOPMENT

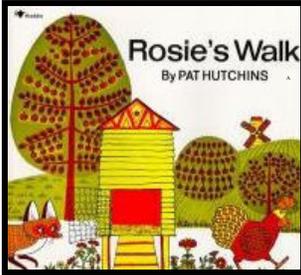
**Team Work** - Talk about why big jobs are easier when we work together. Create teams in the classroom - one cleans up the blocks, one cleans up the dramatic play, one cleans up the art table, etc.

**Value of hard work** - What makes work hard and fun at the same time? Discuss how it feels to be asked to do an important task; how it feels to finish a task; how it feels to solve a problem during a task.

**Importance of tools and equipment** - Good engineers learn about the tools and equipment available to them. What tools and equipment are important in the classroom? In a kitchen/bathroom/grocery store, etc. Discuss how specific tools and equipment can be - reference the big trucks in the book.

**Bedtime Rituals** - Discuss the importance of bedtime rituals and ask children to share some of theirs. Discuss what each big truck did before going to sleep.

**Bath Time** - Cement Mixer must be washed at the end of the work day. Why is that? Never hurts to have some hygiene discussion! Talk about baths and why and when they are important.



A children's book about a fox stalking a chicken! What's so funny about that? It's hilarious because he is utterly unsuccessful with each pounce ending up in a "slapstick" disaster! Meanwhile, Rosie the hen, is calmly enjoying her stroll through the barnyard totally oblivious that the fox is trying to catch her to eat her! Understanding the science of the predator vs. the prey, enables the reader to laugh at the fox and cheer on Rosie. We as readers, are having so much fun with the storyline, that we might be unaware ourselves, of all the science, math and language the clever author/illustrator, Pat Hutchins, incorporates - positional words, cause and effect, simple machines and page after page of repeated patterned illustrations! No wonder this literary gem is celebrating a half century of popularity!

## CURRICULUM

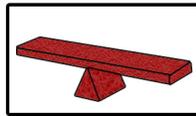
**SIMPLE MACHINES** - have few or no moving parts and are used to make work easier. They are the simplest mechanisms that use mechanical advantage to increase force. There are six simple machines: lever, wheel and axle, pulley, inclined plane, wedge and screw. Which ones can you find in the book? Describe what they do and for what they are used.



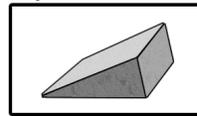
Wedge



Wheel and Axle



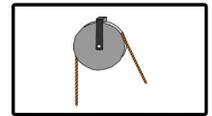
Lever



Inclined Plane



Screw



Pulley

rake = lever. Barn doors have hinges = levers. The arms of a windmill = wheel and axle. The mill has a lifting system for the flour = pulley. The pulley rope is tied up to a cleat = screw. Chicken coop has a ramp = inclined plane. The cart has a wheel and axle.

**POSITIONAL WORDS** - are used to describe location: above, below, before, after, behind, over, under, etc. Which ones can you find in the book? Positional words increase the early learner's ability to follow and give directions. It helps them to describe with more clarity and precision. Be sure to ask the children to describe what happens to the fox using positional words that are illustrated and not written.

**PATTERNS** - are found in abundance in the illustrations! Find and discuss the repeated lines, shapes and colors. Ask the children to draw their own picture or use stamps to create repeated patterns like Pat Hutchinson does.

### The Importance of Pattern and its Mathematical Relationship in the Development of Number Sense and Algebraic Thinking

- ◆ Our number system is based on pattern.
- ◆ Recognizing patterns is fundamental to develop an understanding of our number system.
- ◆ Recognizing patterns is fundamental to using and applying number skills.
- ◆ Working with repeated patterns helps to develop logical mathematical thinking.
- ◆ Copying patterns helps in the recognition of the RULE that produces the pattern.
- ◆ Continuing a repeated pattern requires the identification of the pattern.
- ◆ Creating a repeated pattern requires the creating of a RULE and its consistent application = algebraic thinking.

### CAUSE and EFFECT - action(s) and reaction(s) or result(s)

- ◆ The fox steps on the rake and what happens?
- ◆ At the pond, the fox tried to pounce on Rosie and what happens to him? What do the frogs and bird do?
- ◆ Rosie easily walks over the haystack while the fox falls in. Why do you think that the fox can't just walk on top of the haystack?
- ◆ The pulley rope gets caught on Rosie's foot. What happens?
- ◆ When the fox lands on the cart, what happens? Why?
- ◆ What happens when the fox runs into the beehives?

**VOCABULARY** - *Rosie's Walk* provides great vocabulary - across, around, over, past, through, under, rake, pond, splash, haystack, flour/flower, mill, cart, beehive, chased, coop, dinner, farmyard, went.

**PREDATOR and PREY** - A predator is an animal that hunts other animals for its food. The prey is the animal that the predator eats. The humor in *Rosie's Walk* is made possible because of the predatory/prey relationship. Otherwise we would just feel sorry for the fox and be sad and not laugh. Identify the predator and the prey in *Rosie's Walk*. What other examples of predatory vs. prey can you think of? Bird/worm. Cat/mouse. Wolf/pig. Snake/rabbit.

**PICTURE WALK** - A picture walk is a shared activity between the reader and the child (children) before reading an unfamiliar story. It is using the cues from the illustrations to gain understanding of the meaning of the story and to provide insight into unfamiliar words. The illustrations for *Rosie's Walk* make this strategy a very useful tool!

**MAP** - Consider making a map of Rosie's barnyard. Mapping can help develop spatial thinking and provide opportunities to use positional words.

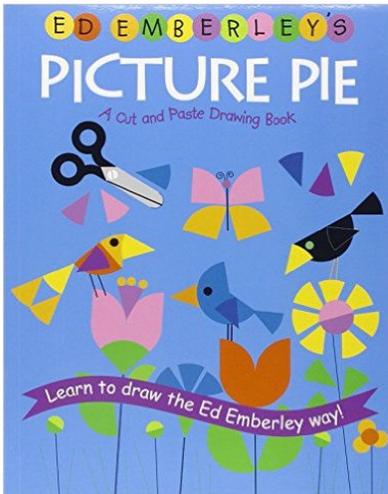
**SEQUENCING** - Practice recalling the order of events in the story. Create sequencing cards and ask the children to put them into order. The ability to sequence events increases comprehension levels.

**Using Felts to RETELL the story** - as per common core standards, puppets make the perfect prompting support to retell a story. Not only that, they serve to visual demonstrate the positional words increasing comprehension! J. Woodworth © 9/17

# Felt shapes for ~ PICTURE PIE ~ by Ed Emberley



Learn about art, patterning, spatial relationships, geometry, fractions and more!



Ed Emberley provides us with endless creative fun working in this math-based art book. Using a circle and fractions of that circle, we learn about art, patterning, spatial relationships, geometry, fractions and more. **There is no limit to what can be created with the equally divided parts of a circle!** As artists, we are fascinated by what we can recreate from the book and what we can imagine on our own. As mathematicians, we are determined to repeat and extend the patterns and designs. As engineers, we are eager to design and build new structures out of the shapes. As computer programmers, we recognize the repeated patterns as the basis for coding. With very few words, this book takes us on an open-ended journey starting with a circle, it's halves, quarters and eighths. Then we continue on through simple, complex, repeating and closed patterns and end up in a world of plants and animals. Meanwhile, the entire time, we are learning how to think about space and objects in space. This book helps us expand our understanding of relationships between and within spatial structures!

## Three Components of Spatial Reasoning

- ▶ **Concepts of Space** - negative space, used space, length, width, depth, height, light sources, shadows, etc.
- ▶ **Tools of Communication** - vocabulary words, drawings, 3D structures, computer models, felt pieces.
- ▶ **Process of Reasoning** - rotating a shape to fit or aligning it with another to create a new shape.

## Before Reading the Book to the Class

- ▶ Demonstrate and discuss **whole**, **half**, **quarter** and **eighth**.
- ▶ Using a big paper circle, show the process of folding and cutting the circle in half.
- ▶ Discuss how they are **two equal parts** of a circle - 2 halves.
- ▶ Then fold and cut one of the halves into quarters and one of the quarters into eighths.
- ▶ Discuss the names of these parts and how they relate to the whole and how they relate to each other.

- ▶ 2 halves = one whole, 4 quarters = 2 halves, 8 eights = 4 quarters.
- ▶ Discuss how one eighth ( $\frac{1}{8}$ ) is smaller than one quarter ( $\frac{1}{4}$ ), etc.
- ▶ Visit <http://mathathome.org/LessonPlans/PicturePieFractions/LessonPlanPicturePieFractionsWeb.php>

### **Reading the Book, *Picture Pie***

- ▶ Read/observe and discuss the book and use the felt pieces to model what is happening in the book.
- ▶ Reproduce the first simple pattern in each of its stages.
- ▶ Talk about exactly what you are doing to make the new version of the design: ie: “if I move one of these quarters above the others and turn it around then... What does that look like?”
- ▶ Choose a few other patterns from the book to reproduce on the felt board.
- ▶ Name what shapes you are using (whole circle, half circle, quarter circle, eighth circle)
- ▶ Using spatial words, talk about where you are placing them (above, next to, turned up, sideways, etc.)
- ▶ Perhaps mention what color pieces you are using and how many of each shape you are using.
- ▶ Choose patterns that are easy and then some that are just at the brink of difficult as is **age appropriate**.

**Spatial Vocabulary Words:** over, under, beside, near, apart, corners touching, arcs touching, overlapping, pointing down, pointing up, aligned, left of, right of, etc.

- ▶ Discussing each pattern, what you did to make it while using exacting spatial vocabulary, is a simple yet comprehensive way to get the children involved in spatial thinking!
- ▶ Narrate what you are doing for a while and then ask the children to explain what you just did and should do.

### **Using the Felt Pieces**

- ▶ Once you have reproduced enough patterns in the book, challenge the children to make some of their own.
- ▶ It is very important to let the children play with the felt shapes! The felt pieces are sturdy and can be cleaned with masking tape, lightly wiped with a damp cloth and ironed flat again if needed)
- ▶ After they have made some patterns and designs, describe and discuss them.
- ▶ TAKE PHOTOS of their creations!

### **Ed Emberley’s Suggested Expansion Activity**

- ▶ After the children have used the shapes on the felt board, they will feel very ready and excited to create more things with paper, scissors, glue and pencil.
- ▶ There are step by step instructions inside the book.

### **Spatial Reasoning Involves** (but is not limited to)

- ▶ **Composing and Decomposing** shapes into different shapes (either mentally or physically)
- ▶ **Orienting** (shapes, symbols, letters, numbers and our own bodies) in space.
- ▶ **Visualizing** (mentally picturing)
- ▶ **Manipulating** objects (either mentally or physically)
- ▶ **Imagining** objects moving in space (mental rotation and transformations)
- ▶ **Comparing** objects and understanding what is similar and what is different
- ▶ For more about spatial reasoning visit

<http://www.edu.gov.on.ca/eng/literacynumeracy/LNSPayingAttention.pdf>

### **Practicing Spatial Reasoning . . .**

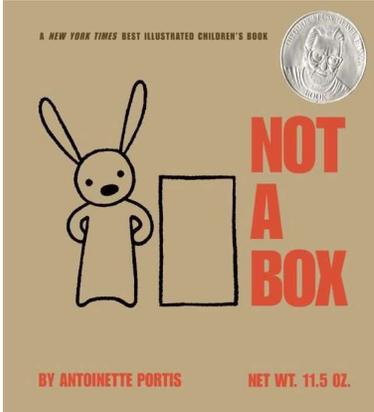
- . . . improves mathematical and scientific thinking and achievement.
- . . . is inherently linked to geometry, science, technology and the arts!
- . . . should be done using a wide variety of representations (3D shapes, 2 D shapes, drawing, body movement).
- . . . improves problem solving skills in all areas.

### **Working with Shapes and Patterns. . .**

- . . . improves pattern recognition
- . . . leads to pattern extensions and creations
- . . . are the baby steps to coding and computer programming

# Teaching with *NOT A BOX* by Antoinette Portis

Celebrating **IMAGINATION**



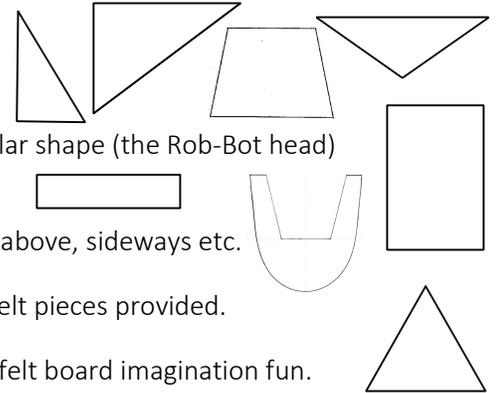
Can you remember hiding in your first cardboard box- fort? Creating one's own "world" with a cardboard box is a childhood tradition! Our imaginations are wonderful and limitless as illustrated page after page by Rabbit in this award winning picture book, *Not A Box*. Author/illustrator, Antoinette Portis brilliantly uses simple line drawings and 4 basic colors with emergent reader text. She has created an Outside Questioner found speaking on beige colored pages. What he "sees with his eyes" is depicted in black and white. Rabbit is speaking on the bright red pages and what Rabbit "sees with his *mind*" is illustrated in red and white. The Outside Questioner repeatedly inquires as to what Rabbit is doing with the box. Rabbit repeatedly insists it's **not a box**, instead it's a race car, a mountain, a building on fire, etc. Rabbit is increasingly annoyed by the intrusion as he enjoys BEING the race car driver, the mountain climber and the fire fighter! This book gives the reader a lot to THINK and IMAGINE about - just like Rabbit sitting in the classic thinking pose on top of his next . . . ?

## LITERATURE

**Reading Aloud** Read the book to the children. Encourage the children to call out each of the things that Rabbit has *imagined* with his not-a-box. When they call out the ROBOT, point out the *play on words* as Rabbit is holding a sign that says RAB-BOT. When the reader asks "Well what is it then? Put the felt Rabbit on the board peaking out of the beige window felt piece. Then turn the page as you reflect the thinking pose. Use the red triangles felt pieces added onto the beige rectangle to make a rocket ship like in the book!

### Using Pieces and Props to RETELL and/ or EXPAND on Rabbit's Imaginative Fun!

- Place three rectangles on one side of felt board "I have some Not-A-Boxes"
- Place the felt triangles at the top of felt board "I have some triangles"
- Place the other shapes around the board. "here are some four sided shapes, and irregular shape (the Rob-Bot head)"
- Ask the children to recall some of the things that Rabbit imagined his box to be.
- Create them on the felt board using the felt shapes provided, examples provided.
- Remember to use positional and spacial vocabulary as you move the shapes- adjacent, above, sideways etc.
- Have fun placing the felt Rabbit piece in, on or near each of the things your recreate.
- Next, imagine that Rabbit gets to make a variety of other things using the selection of felt pieces provided.
- Samples of possibilities are provided on back.
- Let the children spontaneously or in turns (depending on the group size) join in on the felt board imagination fun.



## GROUP PROJECT

- Bring in the cardboard boxes of all shapes and sizes!
- The children should bring boxes from home.
- Bring cones, tubes, glue, tape, paint etc
- Children can work in groups, or alone.
- Remember to take photos of your work!

### IMAGINATIVE PLAY

- Include the new cardboard box creation in the imaginative play area!
- Encourage the children to use their creation in their play.
- "Oh look Jacob, you're dressed like a fire fighter! Hop into the fire truck and race to the rescue!"

## LANGUAGE

**Verbs-** Rabbit is *doing* many things with the box. Not

all of the verbs are expressly written, they are all illustrated - looking, dragging, pushing, sitting, standing, squirting, wearing, riding, flying, floating, looking, peaking, thinking, soaring! Ask the children what verbs they are doing! Listening, sitting, talking, answering, looking, etc. Do this again later when they actually re-purpose a whole cardboard box!

**Grammar-** Contraction lesson! A **contraction** is two words made shorter by placing an apostrophe where a letter has been omitted. [It's] is a contraction for [it is]. [Isn't] is a contraction for [it's not].

**Play on Words** - Notice the sign Rabbit is holding on the page with the robot. It says RAB-BOT - a fun play on words! Ask the children to play their names into a robot name: SAM-BOT, GEM-BOT, JADE-BOT

## MATH

- **IDENTIFYING SHAPES.** Have fun identifying shapes while the storyteller is putting all the pieces onto the felt board. Make paper shapes available at the math/art table for the children to continue exploring & imagining!
- **ENGINEERING.** Math is the language of engineering. *Not A Box* uses great directional and spatial language which fosters spatial reasoning and a deeper understanding of one's one physical space. With the storytelling tools, the children move, build, align, arrange and IMAGINE!
- **GOLDEN RECTANGLE.** The *golden rectangle* is considered one of the most visually satisfying of all geometric forms. It contains a common mathematical ratio, the golden ratio, found in nature and science: i.e. flower petals, pine cones, many shells, space, the human face and body, etc. Artist, architects, designers of all kinds use this ratio. It is most likely NOT by accident that Antoinette Portis's 2D representation of a box, a rectangle, is a Golden Rectangle.



# Mouse Paint

A magical way to teach color mixing.

## Finger Puppets and Props Needed

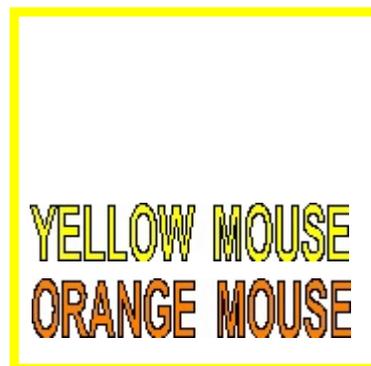
3 white mice, 1 red mouse, 1 yellow mouse, 1 blue mouse, 1 purple mouse, 1 orange mouse, 1 green mouse finger puppets  
1 red covered paint can, 1 yellow covered paint can, 1 blue colored paint can. 1 white felt board piece.

Leaving the white mice out, place the colored mice into the cans as shown below. While telling the story in your own words, do the mouse exchanges.

WHITE MOUSE



WHITE MOUSE



WHITE MOUSE



## STORY

Once upon a time there were three white mice. (Place white felt piece on felt board and then place the three white mice, one at a time, onto the white felt piece). They often played on the white felt because the cat couldn't see them there. But one day, they ventured off and saw three cans of paint, one red, one yellow and one blue. The first mouse jumped into the red can, the second into the yellow and the third into the blue and when they came out they were beautifully painted. (Exchange the white mouse in each can for the appropriate colored mouse.) But then the red mouse said to the yellow mouse, "I wish I was yellow like you!" So he jumped into the can of yellow paint, but when he came out, to everyone's surprise, he was bright orange! (Discretely exchange the yellow mouse for the orange mouse inside the can etc.) "It's magic!" they exclaimed. "No," says yellow mouse, "I think that when you mix red with yellow, you get orange. I'm going to jump into the blue can of paint and see what happens." So the yellow mouse jumped into the blue can of paint and when he came out, he was gorgeous green! "It's like magic," they laughed! "I can't wait to see what color I'll be when I jump into the red can," said the blue mouse, and in he went. And when the blue mouse came out, he was a delightful purple! "This is a wonderful discovery," they squeaked with glee. "Let's go tell the world."

## SUGGESTIONS

- Follow up with finger painting or any other hands on activity for color mixing.
- Be sure to read the book, Mouse Paint by Ellen Stoll Walsh and discuss the meaning of camouflage and how it is a natural protective defense for many animals and insects.
- These mice combined with an elephant finger puppet can be used with the book Seven Blind Mice by Ed Young. This book is a wonderful multi-layered story that teaches colors, days of the week, ordinal numbers and "seeing the whole picture".
- Use your mice finger puppets for all your mice stories, rhymes, songs, and books.

Teaching with *Owl Babies* by Martin Waddell  
Using Felt-Board Finger Puppets While Reading the Book  
ADDRESSING SEPARATION ANXIETY

# OWL BABIES

By Martin Waddell



## Book Synopsis

Three owl babies, Sarah, Percy, and Bill, wake up one night to find that their "Owl Mother was GONE." As they worry about what she is doing, when she'll be back, and about the frightening things around them, they move closer and closer to each other to feel better. Suddenly, Owl Mother does appear. She swoops to her children and reminds them that she will always come back.

### Literature:

### CURRICULUM

- ❖ **Reading:** This is an uplifting and profound read to the early learner. He/she will not only relate to the storyline, but will, in some way, emotionally connect with one or all of the three owl babies. Take advantage of the comforting message behind this story about "family togetherness and support" and read it first thing in the morning at school or daycare to remind each child that his/her parents or guardian will be back to pick him/her up just like Owl Mother came back. This is a powerful tool to help children deal with their own fears and anxiety about being separated from their parents or guardians.
- ❖ **Take reading *Owl Babies* to another level using felt-board finger puppets and tree piece.** The following only contains suggestions as each presenter should find his/her own flow. ►Get your props organized (**MOTHER OWL, 3 OWL BABY FELT-BOARD FINGER PUPPETS, FELT-BOARD TREE, FELT BOARD AND BOOK**) ►Put the three owl babies on your fingers with their faces on the same side as the back of your hand and flip your fingers inward so the children don't see the puppets - this is for dramatic effect in starting your story and presenting the three main characters. ►From memory, (not reading from the book yet) recite the first sentence popping up a finger puppet each time you say a name [*Once there were three baby owls: Sarah and Percy and Bill. They lived in a hole in the tree trunk of a tree* (put up the tree and place the baby owl puppets from your fingers onto the tree all around the hole) with their Owl Mother (put mother owl puppet up on the felt board tree).] ►Now begin reading the book. When you turn to the second page, cleverly move the book in front of the owls and stealthily remove Owl Mother before you get to the part that says [*their Owl Mother was GONE.*] and reveal that she is not there! ►Continue reading and when the text reads that the owl babies come out of their house move them accordingly [*big branch for Sarah, a small branch etc.*]. ►Continue reading and, again, when the book indicates [*I think we should all sit on my branch*] move them all up on the biggest branch with Sarah. ►Continue reading and dramatically "fly" (without putting her on your finger) Owl Mother onto the felt board on the same branch as her three owl babies (creating the adorable visual of all four together again)!
- ❖ **Emergent reader:** The recurring words and phrases, the logical progression of the storyline and the beautiful storytelling illustrations make this book perfect for the emergent reader. The ever important sight word "said" is repeatedly found throughout this conversational text.
- ❖ **Create a center in the classroom:** Designate an area in the classroom with all the same props you used when presenting Owl Babies. Allow children to take turns creating their own renditions. This sparks the imagination more and raises the level of engagement children have with the book and storyline.

### Language:

- ❖ **Punctuation:** Within few short pages of this book, there are many and assorted punctuation marks! There are periods, exclamation points, questions marks, dashes, comas, colons, apostrophe's and even parentheses. Paying attention to age appropriateness, use this book to just introduce these punctuation marks or expand and explain their uses in the book.
- ❖ **Wise as an owl.** The author puts into parentheses (*all owls think a lot*). Ask the children what they think the author means. Why do they think owls symbolize being smart/wise? (The saying really means *as wise as an owl looks* because their very wide eyes face forward like ours. They move their heads around in observation making them look very alert and smart. They appear very calm and thoughtful.)

### Science:

- ❖ **Night:** Discuss nighttime with the children. Begin the dialogue by asking them what time they think the story takes place? Then ask them what makes them think the story takes place at night. Introduce the word nocturnal animal – any animal that is active at night and sleeps during the day like owls.
- ❖ **Study of owls.** Use this book to kick-start a scientific study of owls.
- ❖ **Study of animal homes.** Discuss the fact that Sarah, Percy, Bill and Owl Mother live in a tree, a favorite animal home. What other animals live in trees?

### Life Lessons:

- ❖ **Family support.** This book is all about support, whether it be from siblings, cousins, or best friends. This book reinforces these kinds of important relationships.
- ❖ **Working parents.** Martin Waddell seems to have written this book for working parents who need ways to comfort and reinforces their love and commitment to their child when with them or not.
- ❖ **Worrying and other feelings.** All children worry. Some more than others. Talk about the owl babies' feelings and let that dialog flow into a discussion about the children's feelings. Talking about feelings together makes children realize that they are not alone with their thoughts and fears. Seeing in the book that "all ends well" is very relieving and you might see that "morning drop off crying" diminish.

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# Teaching with *Quack and Count* by Keith Baker

# QUACK and COUNT

## BOOK SYNOPSIS

Using cut-paper illustrations and simple text, Keith Baker, the illustrator and author of this rhythmical, rhyming MATH CONCEPTS BOOK, defines the term incidental learning. The young reader will unwittingly learn the answer to the question, how many different number combinations add up to seven, just by following the sweet story of the 7 playful ducklings as they mature into ducks whose journey ends in the book as they take flight for the first time. Not only the words, but the well-placed ducklings across each two-page spread create a visual number pairing and addition jamboree.

This is also a HIDDEN PICTURES BOOK on many levels. Keith Baker has cleverly included 3 ladybugs (some more obvious than others) and camouflaged yet another critter(s) on each two-page layout. How fun is that! He has also give each duckling his or her own look. This is a perfect opportunity for the reader or an entire class to make a comparison of all the ways the ducklings are alike and different.

## CURRICULUM

### LITERATURE

> *Read the book* first purely as a story before dissecting it into the many lessons and activities within.

> **RAISE the LEVEL of ENGAGEMENT using felt-board finger puppets.** Follow the text and recreate the visual math lesson on the felt board with the seven duckling felt-board finger puppets. Start with the [7 ducklings in a row] - place the ducklings one at a time counting aloud 1 - 7. Continue by creating the different combinations from page to page reinforcing the math concept that no matter how you rearrange them, they will always ADD up to 7! Of course, when they take to the sky, count backwards 7 - 1 as you fly them one at a time off the felt board.

### LANGUAGE

> **Duckling and Duck.** A duckling is a baby and a duck is an adult. Discuss the words duckling and duck as they are used in the book. At what point of the book does the author stop calling them ducklings and calls them ducks.

> **Use the language of mathematicians.** As you introduce and use correct terms, children are exposed to their meanings through context. **Numeral** = a symbol used to represent a number. **Addend** = any number being added. **Sum** = the answer to an addition problem. Children will quickly model the terminology used.

> **-ing words** describe an action in progress, in the moment, right now. The -ing words in *Quack and Count* describe the actions of the ducklings. Have the children point them out. List them on the blackboard: slipping, sliding, playing, chasing, quacking, splashing, paddling, flapping and reaching.

> **Introducing the word - peekaboo.** What a wonderful word. It is a word that describes itself - a game where you peek and say boo. It is a game and a word children have heard since birth, but maybe one they have never seen in print. In print it is a curious looking word with its double "ee" and double "oo".

### MATH

> **Counting to seven.** This book introduces counting to seven. Children can count the ducklings forwards and backwards, as they are introduced "in a row" in the beginning and when they fly away at the end. They can also count the number of ducklings from page to page.

> **Counting ladybugs.** Including the title page, the copyright page, the story page and the back cover, there are 42 ladybugs in all. Use this information and apply it as it fits age appropriately. No matter how you use it, children will delight in the discovery, over and over again.

> **Addition.** No matter how the ducklings are arranged, the reader learns that they will always add up to seven. In an organized way, starting at 1 through 6, find the other addend with the reader(s). (Use the perfectly placed ducklings on each page, the duckling finger puppets, fingers or any counting visual aid.) Put the combinations on the blackboard or paper(perhaps in a T-table). Exploring these combinations will give each early math learner some "lightbulb" moments. It will show him/her as one addend goes up the other goes down. Do this same exercise with other numbers - how many and what are the combinations that add up to 4, 5, 6, 8, 9, and 10.

### SCIENCE

> **Pond Life.** This is a perfect book to read while studying pond life. Keith Baker's illustrations put in full graphic color the life and environment of the pond biome or habitat. The water, rocks, dirt and mud. The plant life - reeds, grasses, flowers and lily pads. Animal and insect life- ducks, butterflies, ladybugs, worms, caterpillars, bees, snails, fish, frogs, dragonflies, and turtles.

# TEN-FRAME MATH

Using the ten-frame helps develop powerful number sense!

Using the ten-frame gives children the visual support that bridges the gap between the concrete and the abstract!

The ten-frame is a simple math tool that helps children:

- Keep track of counting
- See number relationships
- Learn addition to 10
- Understand place value

Ten-frame games and activities help children develop powerful number sense.

- They will see number patterns, relationships and place value.
- They will clearly see a group of ten - ten boxes.
- The unmarked boxes are as important as the marked boxes. These patterns of dots and empty squares show number parts within 10.
- They will see 1 to 1 correspondence.

With the ten-frame, children will begin subitizing-seeing number without counting.

- The visual recognition of a number without counting them one at a time is an important skill.
- This skill is a developmental pathway to understanding the meaning of the first few number words.
- This skill leads to the recognition of place value.
- The ten-frame makes five a benchmark. Children will see when a row is filled or empty, it is 5.

## Introduce odd and even numbers

- Place the ten frame vertically and place the dots one at a time. When a dot has a partner, it is an even number. When it doesn't have a partner, it is an odd number.

When practicing addition or subtraction, always fill one five column before starting another.

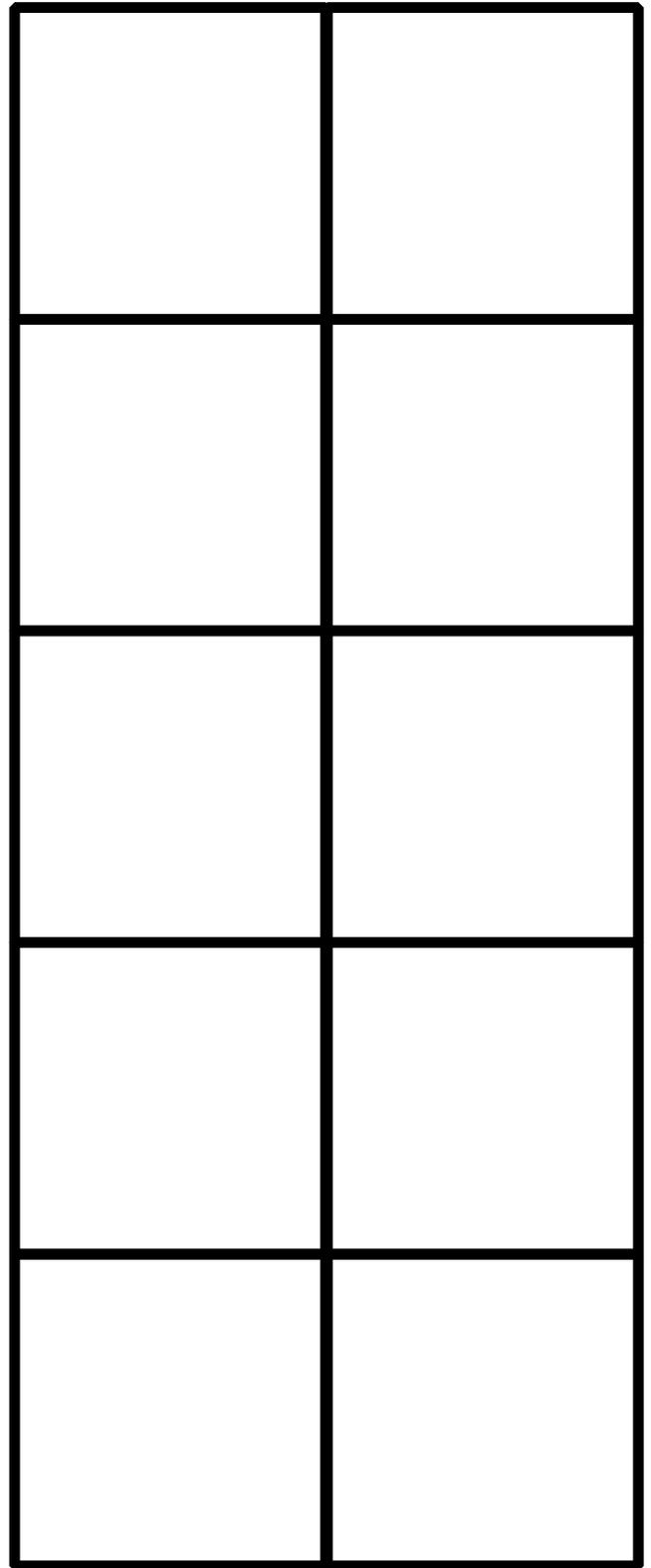
## Introduce addition

- Use two different colored dots to give visual representation of two numbers adding up to a total.

## Introduce subtraction

- Fill the ten-frame with the dots. Take away a certain number. The children will see the answer is in the empty boxes. Fill them with red dots. Now they will see two components of 10.

When children count on their fingers, they are telling you that they need to touch, manipulate and see. That's what the ten frame gives the beginning math student!

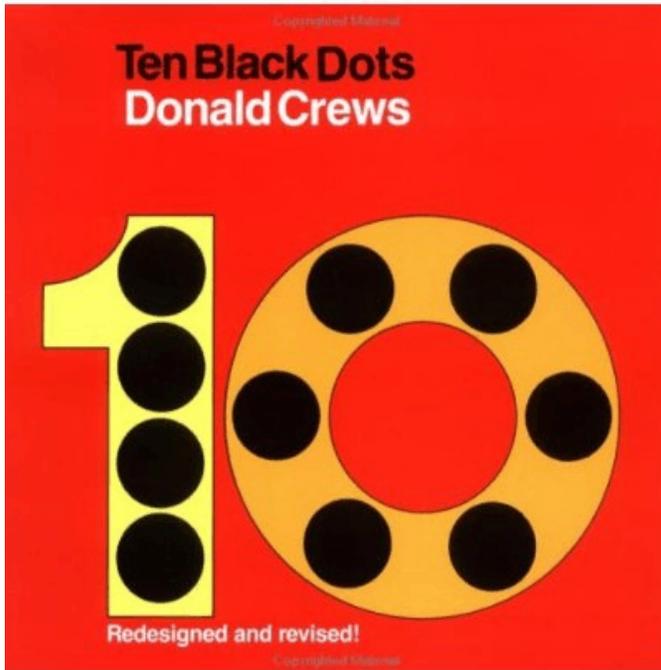


# Teaching with the book *Ten Black Dots* by Donald Crews

## BOOK SYNOPSIS

At first glance, this bright and bold concept book, looks like a simple counting book full of beautiful rhymes and engaging graphics. But with a deeper look, one will see that it is masterfully written and illustrated presenting a multi-layering of beginning math concepts. The following are the concepts the young math student will encounter either consciously or subconsciously:

1. The written numerals are seen with their corresponding number words.
2. The abstract numbers are seen with corresponding concrete objects -black dots.
3. One-to-one correspondence is achieved between the number and object.
4. The composition and decomposition of number is seen because of the clever placement of some dots in “partnerships”.
5. The conservation of number is addressed as the reader sees that a given number of black dots remains the same though its appearance may change.
6. Different spacial and positional concepts are seen with each turn of the page.
7. Subitizing skills will be reinforced as the structured and unstructured black dot placements will advance the reader’s ability to recognize number without counting.



## LITERATURE

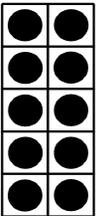
- This is a quick rhythmic read with lots of imagery.
- Give children the ten rigid felt dots and they will have fun placing them on the book pages while counting and counting.
- This is a wonderful emergent reader book as the illustrations provide wonderful word to picture association.

## LANGUAGE

- Introduce number words one - ten.
- Introduce spacial and positional words. See where you can use the words INSIDE, ABOVE, BELOW, TOGETHER, NEXT TO, DIVIDED, SEPARATE, IN A ROW, OVER, UNDER, MIRRORED, CURVE, CLOSE, FAR APART, STRAIGHT, BETWEEN, SCATTERED etc.

## MATH

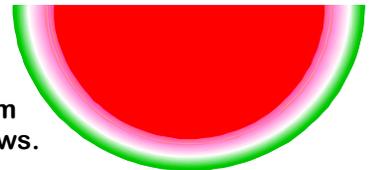
- Depending on age appropriateness, find, introduce, apply or explain the different math concepts mentioned in the book synopsis. Use your black and red dots for additional visual and concrete examples.
- Use the ten rigid felt dots to illustrate the different spacial and positional concepts.
- Use the ten rigid felt dots and toss them randomly onto the table and let the children practice subitizing.
- Move the rigid felt dots from the book to a ten-frame, yet another configuration of the ten black dots! Use the ten-frame and take the introductory math concepts in this early childhood literature/math gem to another level!



## ART

- Have fun with optical illusions. Show some examples (there are many online printouts). See if the children can find the wonderful example of the “straight” black dot balloons and the “slanted” black dot balloons on the last pages. Do the black dots change positions? What makes the balloons looked slanted? What makes the balloons look straight?
- This book lends itself to many art related activities.

1. Give children a picture of a seedless watermelon slice. Give them each a set number of black dots. Ask them to put “seeds” on the slice. Now compare how differently each seed placement unfolds. Note: No matter how they are placed, there are still the same number on each slice!
2. Give children ten black dot stickers and have them make their own illustration. Help them make a one line sentence that describes the number of dots and the object, like Donald Crews. Put together a classroom book.
3. Give children a connect-the-dots activity.
4. Have the children line draw an object with pencil. Then cover the eraser end of a pencil with ink. Now make ink dots on the lines of the drawing. If age appropriate, number each dot in ink and erase the pencil and copy for classroom exchange. They have now made their own connect-the-dots picture puzzles.



Judy Woodworth © 2011

Both red and black dots are included for ten-frame activities.

- Visual & Concrete Math • Counting 1 - 10 • Composition & Conservation of 10 •
- Linear & Random Subitizing • Bird Behavior Vocabulary • Spring Theme •

# 10 Bright Birdies

© 2019 Sundrina Kofod



## START

Place your felt tree on the felt board.

Count aloud with the class 1 - 10 as you place the felt birds **beneath** the tree.

**10** bright birdies hopping all around,  
Strutting and pecking on the dewy ground.

*Fly a bird up in the tree one at a time as the rhyme indicates.*

**One** bright birdie flies up in the tree,

*As you finish the verse, fly a bird from the ground to the tree.*

**And sings a little song, tweet-tweetle-ee.**

## NEXT

Now,

**1** bright birdie perches in the tree,  
Fluffing its feathers, happy as can be!

*Point to the birds on the ground and continue . . .*

**9** bright birdies hopping all around,  
Strutting and pecking on the dewy ground.  
**One** bright birdie flies up in the tree,  
And sings a little song, tweet-tweetle-ee.

Now,

**2** bright birdies perch in the tree,  
Fluffing their feathers, happy as can be!

*Point to the birds on the ground and continue . . .*

**8** bright birdies . . .

Now,

**3** bright birdies perch in the tree,  
Fluffing their feathers, happy as can be!

*Point to the birds on the ground and continue . . .*

**7** bright birdies .

Now,

**4** bright birdies perch in the tree,  
Fluffing their feathers, happy as can be!

*Point to the birds on the ground and continue . . .*

**6** bright birdies . . .

**5, 5**

**6, 4**

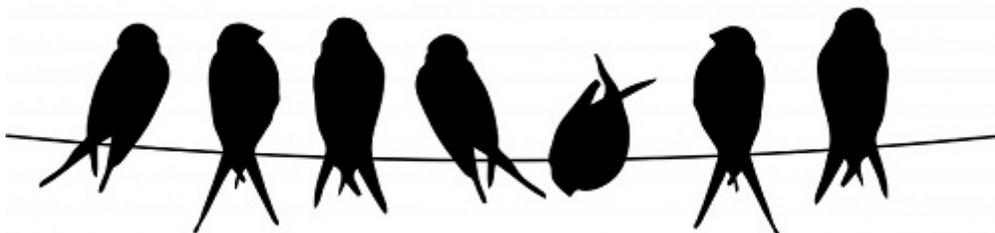
**7, 3**

**8, 2**

**9, 1**

**One** bright birdie hopping all around,  
Strutting and pecking on the dewy ground.  
That bright birdie flies up in the tree,  
And sings a little song, tweet-tweetle-ee.

Now, **10** bright birdies  
Perch in the tree,  
Fluffing their feathers,  
Happy as can be!



Using felt-board puppets while reading the book:

# Mouse Count



## Book Synopsis

This simple counting book by Ellen Stoll Walsh is full of drama, humor and life lessons. A hungry snake finds ten little napping mice and counts them into a jar for his dinner. One, two, three...as he fills the jar. Just when the reader thinks he is going to eat his find, the mice outwit him and send the greedy snake on a “wild goose chase” to find just one more big mouse. While he is away, the clever mice rock-over the glass jar and escape and “uncount” themselves - ten, nine, eight...

### Recreating a literary moment with your class.

- Before your students arrive, hide the mice finger puppets around the classroom with a little bit of the ear, tail, etc. showing.
- Begin by reading the book without revealing the ending. This will stimulate your student’s imaginations as they make-up their own endings.
- Now, introduce the snake hand puppet or use your arm and hand making snake-like movements and say, “let us go looking for mice for dinner!” Ask the children if they spot any mice around the room and savor the excitement as they spot each mouse and see the events through the snake’s eyes as they spot one mouse at a time. Grab up the mice with the snake’s mouth and, of course, drop them into a glass jar as in the story and count aloud - one, two, three...
- As the last mouse is counted, you have come to the point in the book where you stopped and the excitement will be palpable.
- Now speak for the mice and convince the greedy snake to go look for the last big mouse!
- Continue reading the book while knocking over the jar as the children begin to see the story through the mice’s eyes. Of course, count backwards as the mice escape - ten, nine, eight...

### Curriculum

**LITERATURE:** *You have now brought your students right into a literary moment showing them how reading is an adventure indeed!*

**MATH:** *You have visually counted with them from one to ten - forwards and backwards.*

*You can put the brown and tan mice onto the felt board in different patterns to introduce patterning.*

**LANGUAGE:** *The author makes up a word “uncount” for counting backwards. How fun is that!*

*Have the children think of an action word like count, and put “un” in front of it and see what they come up with. Eat - uneat would mean spit it out? Write - unwrite would mean erase?*

**LIFE LESSONS:** *You can take advantage of the life lessons in the book and talk about the mice and how they were caught “off guard” while napping and talk about the snake and how his “greed” cost him dearly.*

**SCIENCE:** *You can open up a discussion about animals and prey and the food chain.*

**CAUSE AND EFFECT:** *You can talk about other possible endings. What if the mice woke up before the snake could catch them. What if the snake didn’t go off to find one more mouse.*

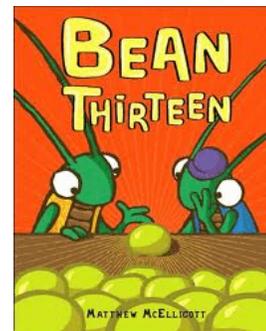
**Be sure to use your mice finger puppets for all the other mice stories, songs, rhymes and books.**

**Be sure to use your snake hand puppet for all the other snake stories, songs, rhymes and books.**

# TEACHING WITH *Bean Thirteen* by Matthew McEllicott

## BOOK SYNOPSIS

Have you ever thought of division as humorous? Well, welcome to *Bean Thirteen*, an early childhood math concept book that even has a title that tickles. This very funny picture book is full of delightful dialogue between two beetles, Ralph and Flora. They introduce the reader to the number thirteen which presents one dilemma after another as a prime number, a superstition and an *oddy!* Who knew division could be so much fun! The author, Matthew McEllicott, took this book to another level with his bright quirky cartoon illustrations including the large, colorful beans that create the perfect visual math aid! It has a laugh-out-loud surprise ending and is a must read for everyone!



## CURRICULUM

### LANGUAGE

(Note: The curriculum options this book presents address a wide age range!)

- **Superstition:** Why does Ralph think the number 13 is unlucky? A superstition is a belief in something that isn't based in truth or reality. Name other superstitions believed to bring bad luck - breaking a mirror, opening an umbrella inside instead of outside, walking under a ladder, seeing a black cat etc.
- **Triskaidekaphobia:** a fear concerning the number 13.
- **Odd and Strange:** What do you think Flora meant when she said, "That is odd." after trying to separate the beans into three piles and there was still one left over? What did she mean when she said, "How strange!" after everyone sat down to eat and there were no beans left over? Interchange the words in the dialogue.
- **Fair:** We hear the words "that's not fair" all the time. What does it mean? Great book to use to begin a dialogue about fairness.\*\*
- **Separate and Divide:** Flora and Ralph separated the beans over and over. Substitute the word *separate* with *divide*.

### MATH

#### ● Study of the number 13 THIRTEEN (as is age appropriate):

- (1) 1 ten + 3 ones = 13



- (2) Use the ten frame for the visual.  
(3) The third teen number 11, 12, 13, 14, 15, 16, 17, 18, 19.  
(4) The first teen number with the word "teen" in it.  
(5) It is an *odd* number not an *even* number.  
(6) Introduce prime numbers - a whole number only divisible by 1 or itself! 2,3,5,7,11,13 etc. are prime numbers.

- (7) Combinations in the book that make up 13: Give each child 13 dried beans and have them separate them in all the ways Ralph and Flora do in the book. You do it on the felt board with you felt beans and then they can model you.  
 $6 + 6 + 1 = 13$  (Ralph and Flora) with 1 left.  
 $4 + 4 + 4 + 1 = 13$  (Ralph, Flora and April) with 1 left.  
 $3 + 3 + 3 + 3 + 1 = 13$  (Ralph, Flora, April and Joe) with 1 left.  
 $2 + 2 + 2 + 2 + 2 + 3 = 13$  (Ralph, Flora, April, Joe and Meg) with 3 left.  
 $2 + 2 + 3 + 1 + 3 + 2 = 13$

Ask the children to use their beans and discover more combinations equaling 13.

- **Division** is introduced as the 13 beans are divided in different amounts. Introduce the  $\div$  symbol. How is division demonstrated in the book?

### SOCIAL STUDIES

- **Diversity** is represented in the book as Ralph and Flora invite different bug-type friends to dinner!
- **Family style dining** is when foods are placed on the table in serving bowls, plates, etc. and everyone, including adults, sits down together to eat. This creates a relaxed atmosphere, provides a conversational environment and helps children develop good social skills and eating habits.
- **\*\*Fair** doesn't have to mean that everyone gets the same. It can mean that everyone gets what they need (enough). How does the book demonstrate this concept?

### LITERATURE - STORYTELLING WITH PUPPETS AND PIECES

>This set includes the two main characters, Flora and Ralph beetle finger puppets and 13 bean felt-board pieces. >If you are going to hold the book in one hand and work the puppets and props at the same time you will get to "show-off" your ambidexterity! It's not really that difficult and as the storyteller you can use your puppets and pieces as you choose, so the following is only a suggestion. >Put one beetle on your pointer and the other on your middle finger. Wiggle the finger puppet that is speaking! Hold the book in your other hand. >Put the bean felt-board pieces onto the felt board (or floor) when it reads [At home, Ralph and Flora spread the beans out on the table. They made two piles one for each of them...]. Follow the book model for bean placement. You can put the book down and use that hand or you can learn to use your thumb and ring finger (keeping the beetles on the pointer and middle) to move the beans around with each turn of the page. >Continue the story and follow what happens and you will create humor, advance number sense and investigate the mystery of bean thirteen! Have fun!