Study 2

Literacy Script

The literacy activities in this script created at Vanderbilt University was adapted from Dickinson, D., Copley, J., Izquierdo, E., Lederman, J., Schickendanz, J., & Wright, L. (2014). Opening the World of Learning Planning and Assessment Teacher's Guide. Pearson Learning Solutions.

Study 2 Literacy: Session 1
OWL Unit 1, Week 2, Day 1 + Numeracy

Learning Goals: oral language, listening comprehension, phonological awareness, alphabet knowledge, concepts of print, motivation to read

Materials needed: Ollie the Word Bird; concept cards 7-12; poetry poster 2; four sheets of paper with “Friends,” “like,” “to,” and “play.” written on them (one word/sheet); ABC Big Book; name cards; iPad; Bird Book; Bug toys, felt piece
I. Introduction - Ollie the Word Bird

Materials Needed: Ollie

1. Hello children! I brought a very special friend with me today. His name is Ollie, and he is a “word bird.” Would you like to meet Ollie the Word Bird? (bring out Ollie).
   a. Ollie: Hello, boys and girls! Let’s take a trip to my home in a tree house. Follow me! (walk to classroom)

II. Introduce Concept Cards

Materials Needed: Concept cards

1. Ollie likes to ask questions and teach us words we can use to answer them. Ollie has two questions for us today - let’s ask Ollie what they are!
   a. Ollie: What is a friend? How are you a good friend?

2. Ollie also brought us cards with pictures and words on them to help us answer his question.
   a. Here are Ollie’s words:
      i. (Show concept word cards and say each word)

3. We can answer Ollie’s questions thinking about how good friends (point to card) might laugh (point to card), play games (point to card), and have fun (point to card) together (point to card).

III. What is a Friend

Materials Needed: Concept cards

1. Let’s try to answer Ollie’s questions. Remember, you might talk about how good friends laugh, play games, and have fun together. (point to cards as you say words) If you don’t know what to say, you can use these cards and Ollie’s special words.
   a. Ask each kid:
      i. X, what is a friend?
      ii. Y, what is a friend?
      iii. How are you a good friend?
iv. What do you like to do with friends?

v. What kind of things do you do when play together with friends?

b. Expand on answers as needed, using words from cards.
c. If a child is not able to describe self positively as a good friend, point out something that you have seen the child doing with a friend.

IV. Poetry Poster

Materials Needed: Poetry Poster 2

1. We just talked about some ways that you are a friend. Now listen to this poem about friends. Hold up Poetry Poster 2 as you read and make motions:

   a. Friends.
   b. Friends like to play.
   c. They like to talk. (make talking motion with your hands)
   d. Friends like to laugh (laugh)
   e. While taking a walk. (march feet)
   f. Friends hear (cup ear) the birds
   g. Singing in the trees.
   h. Are you my friend? (extend arms, palms up, as if asking a question)
   i. Please say you’ll be! (clasp hands)

2. Let’s read it again. This time, do the movements with me.

   a. Friends.
   b. Friends like to play.
   c. They like to talk. (make talking motion with your hands)
   d. Friends like to laugh (laugh)
   e. While taking a walk. (march feet)
   f. Friends hear (cup ear) the birds
   g. Singing in the trees.
   h. Are you my friend? (extend arms, palms up, as if asking a question)
i. Please say you’ll be! *(clasp hands)*

V. Sentence Train

**Materials Needed:** sentence train word cards

1. Let’s make a sentence train. In a train, the first part is the engine. The last part is the caboose. In a sentence, the first word starts with an uppercase letter. A sentence always ends with a punctuation mark like a period, an exclamation point, or a question mark.

   j. *(Show sentence you have prepared. Each word is on a different paper. “Friends like to play.”)*

   i. Here is my sentence train. It begins with an uppercase letter *(point)*. It ends with a period *(point)*. Here is our engine *(point to “friends”). Here is our caboose *(Point to “play”). These *(point to each word)* are all the words in our sentence.

VI. Letters

**Materials Needed:** ABC Big Book - Our ABC Friends

1. Begin reading the ABC Big Book, Our ABC Friends.

2. When you come to a page with the letter one of the children’s name (or your own - whichever comes first) starts with:

   a. I notice that each page tells about someone whose name starts with a different letter.

   b. Names have letters. Look! [Name from book] has the same first letter as [child’s name or own name name]. [name] starts with uppercase [letter]!

   c. Repeat this for each child in group with the first letter of their name. Do it for your own name too.

   d. If a child does not recognize the character name with a matching letter, say [X], your name begins with an uppercase [x], like [x].
VII. GO NOODLE break

1. Let’s practice letters some more with a song and dance!
   a. Play LMNOP (Dance-A-Long) song
      i. Start at 25 Seconds and play until 1 minute and 30 seconds (stop after second LMNOP)

2. Great job dancing along to our letter song!
   a. What letters did we hear in our song?
      i. We heard LMNOP! Those are all letters in our alphabet.

VIII. Numeracy - Little Bird Story

1. Now we’re going to read another story!
   a. Hold up a finger for each new bird. Try to get kids to guess the next # before raising new finger

   **Hold up a finger for each new bird. Try to get kids to guess the next # before raising new finger**

   **One little bird with lovely feathers blue** *(Put up pointer finger right hand)*
   **Sat beside another one** *(Show second finger)*, **then there were two**
   **Two little birds singing in the tree, another came to join them**
   **Then there were** *(pausing for children to predict)* **three** *(Show third finger)*
   **Three little birds wishing there were more, along came another bird.**
   **Then there were** .......... **four** *(Show fourth finger)*
   **Four little birds glad to be alive, found a lonely friend**
   **Then there were** .......... **five!** *(Show fifth finger)*
   **Five little birds picking up sticks, along came a helper**
   **Then there were** .......... **six!** *(Show one hand and a finger on the other)*
   **Six little birds looking up to heaven, another bird joined them.**
   **Then there were** ...... **seven** *(Show one hand and two fingers on the other)!
Seven little birds think they are just great, one more came………..
And now there are eight *(Show one hand and three fingers on the other)*
Eight little birds just as happy as can be, Eight little birds singing songs for you and me.

b. Questions to ask after story:

1. How many birds did we start with? <1>
2. How many flew in each time? <1>
3. Let’s say we had 4 birds and another bird flew in, how many would there be?
   a. *If needed:* The answer is just the number that comes right after 4! What number comes after 4?
   b. *If you don’t know, you can always count from 1 to figure it out. One more than 4 is 1, 2, 3, 4, <pause> 5!* *(say this even if children knew answer was 5)*
4. *Repeat questions with numbers 3, 5, 7 (as time/attention permits)*
5. There was a rule in the numbers in our story. What was the rule for the numbers in our story? How did we know how many birds there were each time?
   a. The rule was that whenever we added one bird, the answer was always just the very next number.

IX. Numeracy - What’s Different? Add One (Small Numbers)

**Materials Needed:** Bug toys, felt piece

1. Now we’re going to play a game with numbers!
   a. *(Take 2 of the same objects)* How many <object name> do I have? *(Let children count the objects if needed)*
2. I am going to hide them, and then I’m going to put in one more.
   Your job is to figure out how many I have!
   a. Cover objects with felt. Add one to the group
b. Now there are more. Remember I added one more. How many are there now? Why do you think there will be <Child’s answer>?
   i. *If need help coming up with an answer, say, let’s think about what number comes right after 2.*
   ii. *If more prompting is needed: We can use counting to figure out the next number. We need to figure out the number that comes after 2. Count with me* *(hold up fingers on right hand, and count them, not objects!)*, 1, 2 and then the number after is ........3!

c. *<take felt away> That’s right/actually we started with two, show 2 fingers on right hand. I added one more, bring the left pointer finger over to the right 2 fingers. So the next number is 3, because when we count, 3 comes after 2! Repeat hand gestures.*

3. Continue in the sequence up to 5 (3+1, 4+1, 5+1)
   a. *If children have issues with the task, try not hiding the transformation (don’t use felt).*

4. Reflect. There was a rule in the numbers. Numbers follow a rule. What was the rule for our game?
   i. *<listen to responses> Right, “The rule for the game is that whenever we add one more, the answer is always the number that comes next. So when I had 3 bugs and added 1, how many did I have? <4> Right, because 4 is the next number after 3.”*

X. Walk back to class *(teach Ollie the little bird story)*
Study 2 Literacy: Session 2
OWL Unit 1, Week 2, Day 2 + Numeracy

Learning Goals: oral language, phonological awareness, alphabet knowledge

Materials: Ollie the Word Bird; concept cards 7-12; poetry poster 2; four sheets of paper with “Are,” “you,” “my,” and “friend?” written on them (one word/sheet); alphabet sheet; iPad; unifix cubes in 5 colors
I. Introduction - Ollie the Word Bird

Materials Needed: Ollie

1. Hello children! Do you remember my very special friend Ollie the Word Bird?
   a. Ollie: Hello, boys and girls! Let’s take a trip to my home in a tree house. Follow me! (walk to classroom)

II. Concept Cards

Materials Needed: Concept cards; Ollie

1. Remember, Ollie likes to ask questions and teach us words we can use to answer them.
2. Today, Ollie is going to show us the word cards we learned about last time we were together.
   b. Ollie: (holding up card) “Friend.”
      i. Now, you say it with me! “Friend.”
   c. Ollie: (holding up card) “Fun.”
      i. Now, you say it with me! “Fun.”
   d. Ollie: (holding up card) “Game.”
      i. Now, you say it with me! “Game.”
   e. Ollie: (holding up card) “Laugh.”
      i. Now, you say it with me! “Laugh.”
   f. Ollie: (holding up card) “Play.”
      i. Now, you say it with me! “Play.”
   g. Ollie: (holding up card) “Together.”
      i. Now, you say it with me! “Together.”

2. Ollie has more questions for us today. Let’s see what Ollie’s questions are!
      i. Point to word cards as you and kids say them. Repeat child’s answer back and elaborate using words from cards and pointing.
b. **Ollie:** When you have **fun**, do you **laugh** or cry? Remember to use our special words “**fun**” and “**laugh**” in your answers.
   i. **Point to word cards as kids say them. Repeat child’s answer back and elaborate using words from cards and pointing.**

c. **Ollie:** What kinds of things do we do together at school? Remember to use our special word “**together**” in your answers.
   i. **Point to word cards as kids say them. Repeat child’s answer back and elaborate using words from cards and pointing.**

### III. Sentence train

**Materials Needed:** Poetry Poster 2

1. Let’s read our poetry poster again!
2. **Read poetry poster 2.**
   a. **Friends.**
   b. **Friends like to play.**
   c. **They like to talk.** *(make talking motion with your hands)*
   d. **Friends like to laugh** *(laugh)*
   e. **While taking a walk.** *(march feet)*
   f. **Friends hear** *(cup ear) the birds*
   g. **Singing in the trees.**
   h. **Are you my friend?** *(extend arms, palms up, as if asking a question)*
   i. **Please say you’ll be!** *(clasp hands)*
3. *(Show sentence you have prepared. Each word is on a different paper. “Are you my friend?”)*
   a. **Here is my sentence train from part of our poem. It begins with an uppercase letter** *(point)*. It ends with a question mark *(point)*. **Here is our engine** *(point to “Are”). Here is our caboose** *(Point to “friend”).*
4. **Look at all the words in our sentence train! Our sentence says “Are you my friend?”**
a. Have each child read along as they point to each word.

5. Let’s look for more sentences and letters in our poem. *(Show Poetry Poster)*
   a. Who can find an engine to a sentence train in our poem?
      i. *If needed:* Remember, the engine is the first word in a sentence! That word starts with an uppercase letter.
   b. Who can find an uppercase letter in our poem?
   c. Who can find a caboose to a sentence train in our poem?
      i. *If needed:* Remember, the caboose is the last word in a sentence train!
   d. Who can find a question mark in our poem?
   e. Who can find the first letter of their name in our poem?
      i. *If time:* What other words start with [letter of first name]?

IV. If Your Name...

*Materials Needed: Alphabet sheet*

1. Great job! I love how hard you are both working on learning about letters. Now let’s sing the ABCs.
2. Sing the Alphabet Song (ABCs)

3. My name, [X], begins with the letter [X]. I see the same first letter here [point to letter on alphabet sheet]. My name begins with [X] and so does [word]!
4. Can you find a letter on my paper that matches the first letter in your name?
   f. Great! Your name starts with [X] and so does this word!
      What do you think this word is? You can use the picture for help!
   g. Repeat with each child.
5. Can you find a letter on my paper that matches the first letter of a friend’s name?
a. Great! [Friend’s name] starts [X] and so does this word! What do you think this word is? You can use the picture for help!
b. Repeat with each child.

V. GO NOODLE break
Materials Needed: iPad with LMNOP song

1. Let’s practice letters some more with a song and dance!  
a. Play LMNOP (Dance-A-Long) song  
i. Start at 25 Seconds and play until 1 minute and 30 seconds (stop after second LMNOP)

2. Great job dancing along to our letter song!  
a. What letters did we hear in our song?  
i. We heard LMNOP! Those are all letters in our alphabet.

VI. Numeracy: Build cube stairs 1-5
Materials: unifix cubes in 5 colors

1. We have a few more games to play today! Now we are going to make stairs out cubes, but first we’re going to practice counting to 5. 1-2-3-4-5!
2. Great job counting to 5. Now we will make stairs out of these cubes, starting at 1 and going up to 5.  
a. <Show them two steps using the cubes (one cube for the first step, two cubes for the second; use different colored cubes to build each step so child can easily count them>  

3. “How many cubes will it take to make the next step?” <three>  
a. If need help, say remember, we should always think about what number comes next. What number comes right after 3?
b. If need extra prompting, say, you can use counting to figure it out if you need to. 1, 2,...3” pointing to each step as you count
4. Experimenter should build the next stair with the same number of cubes as the previous step and say: Ok, I have 2 cubes but we need 3. What do we need to do?
   a. Right, add one more! The last step had 2 and now this step has 3. 3 is 1 more than 2, so it’s bigger!” 3 is also the next number after 2 when we count!
   b. Repeat until build step 5. Alternate calling on each child.
5. When stairs are complete, say: Look! See the rule! In stairs, each step has one more cube than the one before. Just like when we count, the next number is one more than the one before (point to top cube of each stair)
6. Compare steps by picking out two adjacent steps:
   a. Remember, the next step is always one bigger than the one before it, so the 5 step is one more than the 4 step
   b. “X, How much bigger is the 2 step than the 1 step?” <1 cube>
      i. Right/actually 2 is 1 more than 1
   c. “Y, How much bigger is the 3 step than the 2 step?”
      i. Right/actually 3 is 1 more than 2
   d. Continue as is helpful, try to skip around
   e. So, do you see a pattern? What’s our rule when building the stairs?
      i. <Possible answers: add one more cube each time; or each step has one more cube than the one before>
      ii. If needed: “Each step has how many more cubes than the one before?” <1>
7. Bridge to Counting.
   This tells us something very important about counting. These steps go 1-2-3-4-5. The next number you say is one more.
8. What do you get when you add one more to 3?” <maybe know it’s 4> The answer is the very next number after 3!
9. **What number comes after 3?** If you don’t know, you can just count 1 - 2 – 3- ? <pausing> Right, 4! 4 comes after 3, so it’s one more than 3!

10. **So, what’s one more than 3?** <4> Yes, 4. The next number you say is one more.
    a. <Child 1>, What’s one more than 2?
       i. If needed: “1-2-?”
    b. <Child 2>, What’s one more than 4?
    c. *Repeat as productive. Try skipping around.*

**VII. Walk back to class** *(Ask children to tell Ollie one thing that they learned today)*
Study 2 Literacy: Session 3
OWL Unit 1, Week 2, Day 3 + Numeracy

Learning Goals: oral language, phonological awareness, alphabet knowledge

Materials: Ollie the Word Bird, concept cards 7-12; Susie name card; uppercase letter cards; picture cards; iPad; Bug toys, felt piece
I. Introduction - Ollie the Word Bird

**Materials Needed:** Ollie

1. Hello children! Do you remember my very special friend Ollie the Word Bird?
   
   a. **Ollie:** Hello, boys and girls! Let’s take a trip to my home in a tree house. Follow me! *(walk to classroom)*

II. Concept Cards

**Materials Needed:** Concept cards; Ollie

1. Remember, Ollie likes to ask questions and teach us words we can use to answer them.
   
   a. Ollie the word bird has another question for you today. First, Ollie is going to remind us what some of our special words are.
      
      i. **Ollie:** *(holding up card)* “Friend.”
         
         1. Now, you say it with me! “Friend.”
      
      ii. **Ollie:** *(holding up card)* “Fun.”
         
         1. Now, you say it with me! “Fun.”
      
      iii. **Ollie:** *(holding up card)* “Game.”
         
         1. Now, you say it with me! “Game.”
      
      iv. **Ollie:** *(holding up card)* “Laugh.”
         
         1. Now, you say it with me! “Laugh.”
      
      v. **Ollie:** *(holding up card)* “Play.”
         
         1. Now, you say it with me! “Play.”
      
      vi. **Ollie:** *(holding up card)* “Together.”
         
         1. Now, you say it with me! “Together.”
      
      vii. **Ollie:** *Friends* *(point)* have *fun* *(point)* *together* *(point)* in many ways. What are some different things you like to do with *friends* *(point)*?
      
      viii. Does anyone have any ideas about what you like to do with *friends* *(point)* to have *fun* *(point)* *together* *(point)*?
1. Point to word cards as kids say them. Repeat child’s answer back and elaborate using words from cards and pointing.

   ix.  **Where do you and your friends like to go together?**

1. Point to word cards as kids say them. Repeat child’s answer back and elaborate using words from cards and pointing.

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**III. Sentence Clapping train**

*Materials Needed: N/A*

1. Let’s play a clapping game with some more sentences! I’m going to say a sentence, and I want you to clap after each WORD in the sentence. Let’s practice our game together first.

2. This is my sentence: They are both boys. I am going to say the sentence again. After each word, I will clap my hands.
   
   a. They *(clap)* are *(clap)* both *(clap)* boys *(clap)*.
   b. I clapped after every word in the sentence!

3. Now it’s your turn. I will say a sentence. You will clap when you hear a word.
   
   a. I...have...a...friend.

4. Now, I’m going to say some more sentences. You can repeat each word after I say it.
   
   a. My...friend...likes...me.
   b. Friends...help...their...friends.
   c. A...friend...is...kind.
   d. A...friend...will...share.

5. *If time:* Now you try clapping for your own sentences! [X], what is your sentence?
   
   a. Help child come up with sentence as needed and prompt through clapping between each word

6. Great job playing our clapping game!
IV. If Your Name

Materials Needed: Piece of paper with “Susie” written on it; set of picture cards with letters; set of picture cards with non-letters

1. Now let’s play a matching game with letters!
   a. First, let’s practice our letters and sing the ABC’s *(Sing the ABC’s)*
   b. My friend’s name is Susie. *(show card with Susie’s name written)*. Her name begins with uppercase letter S.
   c. Hold up uppercase S letter card and a picture card.
      i. Is this a letter? *(indicating picture card)*
         1. No.
      ii. Is this a letter? *(indicate letter card)*
         1. Yes. It is the letter S! Susie’s name begins with this letter. If she were here, she could giggle!

2. Now, I’m going to show you more letters and pictures. Your job is to tell me which one is a letter and which one is not a letter. If you see the letter that is at the beginning of your name, you can giggle!
   a. *(Show non-letter and letter card for your name)* Which is a letter?
      i. You’re right! Does anyone know what letter this is?
      ii. Right, this is the letter [X]. My name begins with this letter! *(giggle)*
   b. Repeat once with another non-letter and different letter card. Ask child which is a letter and what letter it is.
   c. Repeat with non-letter and letter that each child’s name starts with
      i. If a child does not match the first letter of his/her name to a letter card, say [x], your name begins with [x], so you can giggle!
V. GO NOODLE break

Materials Needed: iPad with LMNOP song

1. Let’s practice letters some more with a song and dance!
   a. Play LMNOP (Dance-A-Long) song
      i. Start at 25 Seconds and play until 1 minute and 30 seconds (stop after second LMNOP)

2. Great job dancing along to our letter song!
   a. What letters did we hear in our song?
      i. We heard LMNOP! Those are all letters in our alphabet.

VI. Numeracy: 5 Little Monkeys Jumping on the Bed (Subtracting one)

Materials: N/A

1. Warm-up. We’re going to sing a song called 5 little monkeys, but first we’re going to practice counting backwards from 5. (count on your hands from 5. Have kids count with you but they don’t need to use their fingers) 5, 4, 3, 2, 1, BLAST OFF!

2. Now, everyone open one hand like this (show them your open hand with palm facing up) Now the fingers on our other hand are going to be our monkeys (show the fingers of other hand jumping on the “bed” of the first hand). As each monkey falls off the bed, we can put a finger down. If we don’t know what comes next, we can always count backwards to figure it out.

3. Sing 5 Little Monkeys song
   a. Five little monkeys jumping on the bed (use fingers and palm to demonstrate as explained above), one fell off and bumped his head (lightly tap head)
   b. We called for the doctor and the doctor said (pretend to hold phone to ear)
   c. No more monkeys jumping on the bed (shake index finger in a “that’s a no-no” way)
   d. Now how many monkeys are jumping on the bed? <4>

Right!
e. Four little monkeys jumping on the bed... Repeat above

f. For one monkey say: One little monkey jumping on the bed, he fell off and bumped his head *(lightly tap head)*
   i. We called for the doctor and the doctor said *(hold pretend phone to ear)*
   ii. *(Loudly) that’s what you get for jumping on the bed!* *(shake index finger in a “that’s a no-no” way)*

4. Great job singing our Five Little Monkey song!
   a. How many monkeys did we start with? <5>
   b. How many fell off the bed each time? <1>
   c. So we had 5 and then one fell off so we had how many monkeys? 4
      i. Then another fell off so we had? <3>
   d. Let’s say we had 4 monkeys on the bed and then one fell off, how many would there be?
      i. *If needed:* The answer is just the number that comes right before 4! What number comes right before 4? If you don’t know, you can always count backwards from 5 to figure it out. The number before 4 is 5, 4, <pause> 3! *(say this even if children knew answer was 3)*
      ii. *Repeat with numbers 3, 2*

   e. There was a rule in the numbers in our game just like patterns follow a rule. What was the rule for the numbers in our game? How did we know how many monkeys were left? *(One monkey fell off each time)*
      i. Right, the rule for our game was that when one monkey fell off, the answer was always the number that comes right before. So when we had 3 monkeys and one fell off, how many monkeys did we have left? <2> Right, because 2 comes right before 3.
VII. What’s Different? (Subtracting one with small numbers)

Materials: Bug toys, felt piece

1. Let’s look for some more rules for numbers! Once we know the rule, we know what comes next. If we don’t know what comes next, we can use counting to figure it out.

2. Take Five of the same color objects. Put them in front of the children and ask: how many <object name> do I have?
   a. Let children count the objects if needed.

3. I am going to hide them, and for this game, I’m going to take one away. Your job is to figure out how many I have now!

4. Cover with felt and take one object from the group (show it to the children) and ask: Now there are less objects. Remember, there were 5 and I took away 1! How many are left? <four>
   a. If need help, first say let’s think about what number comes right before 5
   b. If need more help, say, to figure out what number comes right before 5, we can count backwards! Start at 5 and count backwards with children 5, 4! (show on your fingers)
   c. We started with five. I took away one. Now there are four.
   d. Continue trials in a sequence down from five (4-1, 3-1, 2-1)
   e. Repeat 5-1 and 3-1 if they are up for it

5. Reflect: There was a rule in the numbers. Numbers follow a rule just like patterns follow a rule. What was the rule for our game? How did we know how many bugs were left each time?
   a. <listen to responses> Right, whenever we take one away, what’s left is always the number that comes right before it when we’re counting! So when we had 2 and I took away 1, how many were left? <1> Right! Because 1 comes right
before 2.

VIII. Walk back to class (Review the 5 Little Monkeys Song with Ollie)
Study 2 Literacy: Session 4  
OWL Unit 1, Week 2, Day 4 + Numeracy  

**Learning Goals**: oral language, phonological awareness  

**Materials**: Ollie the Word Bird, concept word cards 7-12, poetry poster 2; iPad; bag of unifix cubes
I. Introduction - Ollie the Word Bird
Materials Needed: Ollie

1. Hello children! Do you remember my very special friend Ollie the Word Bird?
   a. Ollie: Hello, boys and girls! Let’s take a trip to my home in a tree house. Follow me! (walk to classroom)

II. Concept Cards
Materials Needed: Concept cards; Ollie

1. Does anyone remember the special words Ollie has been teaching us? Today, we are going to play a game with Ollie’s special words. Ollie is going to read you a word clue, or a word definition. When he reads the clue, you tell him what you think the word is. After you guess, Ollie will show you the picture side of the card so that we can all say the word together.
   a. Do the above with each word card 7-12.
   b. For more, use the Say More activity on the cards.

2. We can put some of our words together and make a sentence! Let’s see if we can make our own a sentence with Ollie’s special words.
   a. X, can you think of a sentence we can make with these words?
      i. Point to concept card word as child says sentence. Elaborate as needed.
   b. Y, can you think of a sentence we can make?
      i. Point to concept card word as child says sentence. Elaborate as needed.
      ii. Examples: Friends like to play together; Friends like to play games together; friends have fun together; friends laugh when they play; etc.
III. Sentence Stomping & Sounds

Materials Needed: Poetry poster 2

1. Great job with Ollie’s special words! Now let’s read our poem about friends. This time when we listen, I want you to stomp your feet every time you hear the word “Friends”!
   a. Friends. *(stomp)*
   b. Friends *(stomp) like to play.*
   c. They like to talk. *(make talking motion with your hands)*
   d. Friends *(stomp) like to laugh *(laugh)*
   e. While taking a walk. *(march feet)*
   f. Friends *(stomp) hear *(cup ear) the birds*
   g. Singing in the trees.
   h. Are you my friend *(stomp)*? *(extend arms, palms up, as if asking a question)*
   i. Please say you’ll be! *(clasp hands)*”

2. Now, let’s take apart a sentence from our poem, just like we did when we made a sentence train. This time we’ll clap after we hear each word.
   a. Friends *(clap) like *(clap) to *(clap) play *(clap).*

   b. Now, it’s your turn. Remember to clap after each word.
      i. Friends...like...to...laugh.
      ii. Friends...hear...the...birds.
      iii. Are...you...my...friend?

3. Now, I’m going to read the poem again. This time, we are going to do something different. When I read that friends like to laugh, I imagine the sound of my friend and me laughing together! Let’s listen to the sounds that are described in the poem.
   a. Friends.
   b. Friends like to play.
   c. They like to talk. *(make talking motion with your hands)*
   d. Friends like to laugh *(laugh)*
5. What sounds did we hear about in the poem?
   a. Friends talking; friends laughing; birds singing
   b. Which sound did he hear first in the poem? Which one did you hear last?

IV. GO NOODLE break

Materials Needed: iPad with LMNOP song

1. Let’s practice letters some more with a song and dance!
   a. Play LMNOP (Dance-A-Long) song
   b. Start at 25 Seconds and play until 1 minute and 30 seconds (stop after second LMNOP)

2. Great job dancing along to our letter song!
   a. What letters did we hear in our song?
      i. We heard LMNOP! Those are all letters in our alphabet.

V. Numeracy: Cube stairs 6-10 (first review 1-5)

Materials: Steps 1-5 pre-assembled (use different colored cubes within each step so child can easily count each cube) + bag of unifix cubes

1. We have one more game to play today! Now we are going to make stairs out cubes. Remember how we built our cube stairs last time? (Review stairs 1 to 5)
   a. Show pre-assembled steps 1-5 and walk your fingers up the steps. Count with me as I walk up the steps (use fingers). 1, 2, 3, 4, 5. See the pattern! In stairs, each step has one more cube than the one before, and we can use counting to tell
what’s next.

2. We are going to continue making stairs out of these cubes but first we’re going to practice counting to 10. 1-2-3-4-5-6-7-8-9-10!
   a. How many cubes are on this stair? <five>
   b. <Child X>, How many cubes do we need to make the next step? <6>
      i. *If need help, say remember, we should always think about what number comes next. What number comes right after 5?*
      ii. *If need extra prompting, say, you can use counting to figure it out if you need to. 1, 2, 3, 4, 5,...” pointing to each step as you count*
   c. Right! We knew this because the number that comes right after 5 is 6. 6 is 1 more than 5.
   d. *Experimenter should build the next stair with the same number of cubes as the previous step and say: Ok, I have 5 cubes but we need 6. What do we need to do?*
      i. Right, add one more! The last step had 5 and we added one more, so now this step has <6>.
      ii. *Repeat until build step 10. Alternate calling on each child.*

3. *When stairs are complete, say: Look! See the rule! In stairs, each step has one more cube than the one before. Just like when we count, the next number is one more than the one before (point to top cube of each stair).*

4. *Compare steps by picking out two adjacent steps:*
   a. Remember, the next step is always one bigger than the one before it, so the 5 step is one more than the 4 step
   b. X, How much bigger is the 6 step than the 5 step? <1 cube>
i. If student points to the top cube, say that’s right/actually, 1 cube! 6 is one more than 5. Remove the top cube and compare steps, then re-add cube.

c. “Y, How much bigger is the 7 step than the 6 step?” <1 cube>
   i. Right/actually 7 is 1 more than 6. Remove the top cube and compare steps, then re-add and re-compare. Continue for 8, 9 and 10.

5. Bridge to counting: This tells us something very important about counting. These steps go 1-2-3-4-5-6-7-8-9-10. <point to steps as you go> The next number you say when you count is one more.
   a. <Child 1>, What do you get when you add one more to 6?” <maybe know it’s 7> The answer is the very next number after 6.
      i. If needed: If you don’t know, you can just count 1 - 2 - 3 - 4 - 5 - 6 - ? <pausing>
      ii. If correct: Right, 7! 7 comes after 6, so it’s one more than 6! So what’s one more than 6? <7>. Yes, 7. The next number you say is one more.
   b. <Child 2>, What do you get when you add one more to 7? <maybe know it’s 8>. The answer is the very next number after 7. What number comes right after 7?
      i. If needed: If you don’t know, you can just count 1 - 2 - 3 - 4 - 5 - 6 - 7 - ?
      ii. If correct: Right, 8. 8 comes after 7, so it’s one more than 7! So what’s one more than 7? <8>. Yes, 8. The next number you say is one more. That also makes it bigger!
   c. <Child 1>, what do you get when you one more to 8? <same help>
   d. Repeat as productive
VI. Walking back to class: Have Ollie name a number between 1-10 and ask the children one at a time to tell you what number comes next as quickly as possible
Study 2 Literacy: Session 5
OWL Unit 1, Week 2, Day 5 + Numeracy

Learning Goals: oral language, concepts of print, motivation to read

Materials: Ollie the Word Bird, concept cards 7-12, big book *My Friends*;
Non-transparent cup, 6 sets of cubes; bugs and felt
I. Introduction - Ollie the Word Bird

Materials Needed: Ollie

1. Hello children! Do you remember my very special friend Ollie the Word Bird?
   a. Ollie: Hello, boys and girls! Let’s take a trip to my home in a tree house. Follow me! (walk to classroom)

II. Concept Cards

Materials Needed: Concept cards; Ollie

1. Does anyone remember the special words Ollie has been teaching us? Today we are going to play another game with Ollie’s special words. Ollie is going to read you a word clue, or a word definition. When he reads the clue, you tell him what you think the word is. After you guess, Ollie will show you the picture side of the card so that we can all say the word together.
   a. Do the above with each word card 7-12. For more, use the Say More activity on the cards.
   b. If a child does not demonstrate understanding of a concept word, display the picture and reread the definition.

III. Shared Reading

Materials Needed: My Friends big book

1. Great job guessing Ollie’s special words! Now we’re going to read a book. This book is called My Friends.
   a. Read story.

2. What was the book about?
   a. Listen to answers; elaborate as needed

3. I noticed that there was a phrase that was repeated a lot in the book. That repeated phrase was “And that is how I know [she] is my friend!” Let’s see where we can find it in the book.
   a. Go through the book, pointing out repeated phrase 3 times
4. Let’s play a game with our book… I am going to flip back through the pages, but I’m not going to read the words! Your job is to use the illustrations [pictures] to retell the story! Try to use the repeated phrase, “And that is how I know [she] is my friend.”

IV. GO NOODLE break

Video found on: family.gonoodle.com/activities/lmnop

Materials Needed: iPad with LMNOP song

1. Let’s practice letters some more with a song and dance!
   a. Play LMNOP (Dance-A-Long) song
      i. Start at 25 Seconds and play until 1 minute and 30 seconds (stop after second LMNOP)

2. Great job dancing along to our letter song!
   a. What letters did we hear in our song?
      i. We heard LMNOP! Those are all letters in our alphabet.

V. Numeracy: Unit Task

Materials Needed: Non-transparent cup, 6 sets (4 green cubes, 5 yellow cubes, 7 blue cubes, 9)

1. 3+1—Green Cubes
   a. Begin by placing 3 cubes in the cup, and say: OK, I’m putting three cubes in here.
      i. Ask: How many cubes are in the cup right now?
         1. If answer is incorrect: Oops, let’s try again, and repeat the beginning of the trial. Continue until correct.
         ii. If answer is correct, Right! Now watch…”(Make sure the child is looking) Add one more cube to the cup and ask:
            How many do I have now?
1. *If no response:* Remember, we should always think about what number comes next. There were 3 cubes and we added one, so let’s think about what number comes right after three?

2. *If answer is incorrect or no response:* We can use counting to figure out what number comes after 3. Let’s start at one and count together. 1, 2, 3, and next comes (allow child time to respond) four! Let’s try another one.

3. *If answer is correct:* Great job, that’s right! I started with three cubes, and I added one more cube, so now I have four cubes, we knew this because 4 comes right after 3 when we count! Let’s try another one.

b. *Repeat with 4+1, 6+1 and 8+1*

2. **Reflection:**
   Let’s think about the rule. Remember, numbers have rules just like patterns have rules. Our rule was that whenever we added one cube, the answer was always the very next number! So when I had 6 cubes and added 1, how many were there? <7>
   Yes, 7! Because 7 comes right after 6.

VI. Numeracy: What’s different? *(Integrate previous lessons)*

**Materials Needed:** bugs; felt

1. **Now we’re going to play our hiding game again.**
2. **Adding 1:** (2+1, 5+1, 7+1)
   a. (2+1). *Take 2 of the same objects. How many bugs do I have?* Let children count the objects if needed.
b. I am going to hide them, and for this game, I’m going to put in one more. Your job is to figure out how many I have!

c. *Cover objects with felt. Add one to the group under the felt.*

Now there are more. Remember I added one more. How many are there now? <3>. Why do you think there will be <child’s answer>?

i. *If need help: let’s think about what number comes right after 2.*

ii. *If more prompting is needed: We can use counting to figure it out. We need to figure out the number that comes after 2. Count with me (hold up fingers on right hand, and count them, not objects!), 1, 2 and then the next number is.........3!*

iii. *<take felt away> That’s right/actually we started with two, I added one more, so the next number is 3, because when we count, 3 comes after 2!*

d. *Repeat this task with numbers 5->6 and 7->8*

e. *Addition Reflect: There was a rule in the numbers. Numbers follow a rule. What was the rule?*

i. *<listen to responses> Right, the rule was when you add one, the answer is always the very next number.*

ii. *Example: So when I had 4 bugs and I added one more, how many did I have? <5>. Right, because 5 is the next number after 4.*

3. *Subtracting 1 (5-1, 3-1, 4-1)*

a. We are going to try a different rule now. I am going to hide them, and this time, I’m going to take one away. Your job is to figure out how many I have now!

b. *(5-1) Take Five of the same color objects. Put them in front of the children and ask: how many <object name> do I have? Let children count the objects if needed.*
c. I am going to hide them, and I’m going to take one away. Your job is to figure out how many I have now!

d. Cover with felt and take one object from the group (show it to the children) and ask: **Now there are less objects.** Remember, there were 5 and I took away 1! How many are left? <four> Why do you think there will be <Child’s answer>?

i. **If need help:** let’s think about what number comes right before 5.

ii. **If more prompting needed:** To figure out what number comes right before 5, we can count backwards! Start at 5 and count backwards (on fingers) with children. 5 (put one finger down), .... 4! There are 4.

iii. We started with five, I took one away. Now there are four.

e. Repeat with 3->2, 4->3

4. **Subtraction Reflect:** There was a rule in the numbers.

Numbers follow a rule just like patterns follow a rule. What was our rule for this part of the game?

a. **<listen to responses>** Right, the rule was when you take away one, the answer is always the number that comes right before. And we can always count backwards to figure out what comes before if we need to.

b. **Subtraction example:** So when I had 4 bugs and I took one away, how many did I have left? <3>. Right, because 3 is the number right before 4.
VII. Say goodbye

You have done such a great job working with me! You have learned so much about letters and numbers. You are all done playing games with me and Ollie now.