

## Going to Grandma's Centers – Round 1

### Centers Information:

Group the students into five groups. Each group participates in one center per day for five days. Centers can be tables, areas on the floor, computer stations, beanbags by the class library, or what ever is reasonable for your students and class setting. Since centers will have about four students at a time, only two computers are needed, one for each pair of students. Math mats only need four copies. Tables used as centers only need four chairs. Students will make two round of the centers in the ten days of this unit. This document describes round one of the centers.

Centers present an opportunity for formative feedback from adults that are monitoring centers. These adults can be the teacher, aide, parent, or other volunteers.

### Reading /Social Studies –

Have various books available for students to view different modes of transportation. See the list of suggested books in the materials list, or use any appropriate books available from your class or school library. As you circulate among centers, ask students to identify frequently used words from the books they have selected. This serves as an opportunity to conduct a formative assessment of LA.A.1.1.3.K.1 (The student identifies frequently used words.). Be sure to give formative feedback and to mark the Formative Assessment Checklist.

#### Materials

- Various books on transportation for use at the reading/social studies center

Possible books are:

1. Williams, Brian. *On the Move*. New York. Random House. 1993.
2. Scarry, Richard. *Cars and Trucks and Things That Go*. New York. Golden Press. 1998.
3. Brown, Richard. *100 Words About Transportation*. New York. Harcourt Brace Jovanovich. 1987.
4. Schaefer, Lola M. *Tow Trucks*. Mankato, Minnesota. Bridgestone Books. 2000.
5. Schaefer, Lola M. *Tugboats*. Mankato, Minnesota. Bridgestone Books. 2000.
6. Schaefer, Lola M. *Freight Trains*. Mankato, Minnesota. Bridgestone Books. 2001.
7. Schaefer, Lola M. *Rescue Helicopters*. Mankato, Minnesota. Bridgestone Books. 2001.
8. Schaefer, Lola M. *Barges*. Mankato, Minnesota. Bridgestone Books. 2000.
9. Strickland, Paul. *On the Move, Trains*. Milwaukee. Gareth Stevens Publishing. 1998.
10. Cooper, Jason. *Traveling Machines, Motorcycles*. Vero Beach, Florida. Rourke Enterprises, Inc. 1991.
11. Friskey, Margaret. *A New True Book, Space Shuttles*, Chicago. Childrens Press. 1982.

12. Stille, Darlene R. *Airplanes*. Minneapolis, Minnesota. Compass Point Books. 2002.

### **Teacher Preparation**

Locate various books on transportation for use at the reading/social studies center. Any grade appropriate books available from your media center are acceptable. See the materials list for suggested books.

### **Writing –**

Students write/draw about how they get to school. If students are writing, this may serve as an opportunity to conduct a formative assessment of LA.A.1.1.2.K.4 (The student understands the concept of words and constructs meaning from shared text, illustrations, graphics, and charts.) Be sure to give formative feedback and to mark the Formative Assessment Checklist.

#### **Materials**

- Writing and/or drawing paper
- Pencils and/or crayons

#### **Teacher Preparation**

1. Locate writing and/or drawing paper, enough for each student to have one piece.
2. Place about 5 pencils in a container for use at the center.  
Locate a variety of crayons and place the container at the center.

### **Listening**

Use the Beacon Online Story, *A Visit With Grandma*. A link to this story is available from the Weblinks section of this unit plan or use the URL available in the Teacher Preparations below. Since the story has audio, it is a slow download. To speed this procedure, open the story before school and download each page. Don't close your browser! The pages will remain cached in your computer until you close your browser. Then, when students listen to and view the story, it will download quickly. You will need to either leave your computer and browser running for the five days needed to complete this center, or download each morning to have it ready for the center. Audio can only be accessed using Internet Explorer as your browser. Teacher Preparations contains instructions for accessing Explorer.

If you have problems connecting to the Internet, you may make paper books for the students using the document, *A Visit With Grandma Book*, from the unit's attached file. You will also need to make a cassette tape of *A Visit With Grandma* for students to listen to as they view the book. Remember that our standard says students listen to and view stories (SS.B.2.1.5.K.1). Since we will be addressing rhyming words in this unit, be sure to emphasize the rhyming words in the story when taping it.

This online story is a resource for SS.B.2.1.5.K.1 (The student listens to, views, and discusses, stories and other media about modes of transportation used to move people, products, and ideas from place to place, their importance, and their advantages and disadvantages.), LA.A.1.1.2.K.4 (The student understands the concept of words and constructs meaning from shared text, illustrations, graphics, and charts.), and

LA.A.1.1.2.K.5 (The student understands basic phonemic principles for example knows rhyming words), and LA.A.1.1.3.K.1 (The student identifies frequently used words.)

### **Materials**

- The Beacon Online Story, *A Visit With Grandma*
- Computer with Internet Explorer as the browser
- A cassette recording of the Beacon Online Book *A Visit With Grandma* teacher made) if your connectivity to the Internet causes problems with using the online book straight from the Internet
- Student copies of the Beacon Online Book *A Visit With Grandma* (from the unit's attached file) if your connectivity to the Internet causes problems with using the online book straight from the Internet
- A cassette player if using the hardcopy option for the online book
- Earphones (If more than one person will be at this center at one time, a jack and multiple earphones will be needed.)

### **Teacher Preparation**

1. Preview the Beacon Online Story, *A Visit With Grandma* at <http://www.beaconlc.org/sandiking/King/grandma/visit01.htm> or from the link in the lesson plan. If connection to the Internet is a problem, make student copies of the story from the master in the unit's attached file, *A Visit With Grandma*, poem master. If using the paper story, make a cassette recording of the book *A Visit With Grandma* for use at the listening center. Remember to stress the rhyming words when making a recording.
2. Locate earphones for use at the listening center. If more than one person will be at this center at a time, a jack and multiple earphones will be needed. If using a cassette instead of the Internet story, a cassette player is needed.
3. Internet Explorer is the only browser that enables the audio portion of the lesson. If necessary, download Internet Explorer from the Microsoft site at <http://www.microsoft.com>. Select downloads and Internet Explorer. This download process can take about twenty minutes, so be sure to prepare your computer prior to story use.

## **Math**

Have as many kinds of miniature modes of transportation (little cars, trucks, planes, etc.) as possible for students' use while telling stories. Their assignment is to act out the story on the mat, then think of an original story and be ready to tell it and act it out for the teacher. This also serves as a teaching opportunity to assist students in transferring the knowledge gained from the graphing story activities to acting out stories using manipulatives. Conduct a formative assessment of MA.A.3.2.1.K.1 (The student creates and acts out number stories using objects.) Be sure to give formative feedback and to mark the Formative Assessment Checklist.

### **Materials**

- A variety of miniature cars, trucks, planes, etc. for acting out math stories (about ten)
- Copies of the math mats for each student at the center (mats attached to the end of this document)

### **Teacher Preparation**

1. Locate a variety of miniature cars, trucks, planes, etc. for acting out math stories at the math center. About ten modes of transportation are needed.
2. Download, print, and duplicate the math mat for each student in the center. Mats can be reused as different students use the center. Mats are available from the end of this document.

## **Art**

Have cutouts of various modes of transportation for students to do a rubbing. Cutouts can come from Ellison dies and the rubbings can be done on paper cut just large enough to accommodate the cutout. Another option is to have students cut a picture of a mode of transportation from any media (magazine, newspaper, etc.) Have students place their rubbings or pictures under the correct name of that transportation on the bulletin board. This gives reason for the students learning the transportation words and gives ownership to the bulletin board. This also serves as an opportunity to conduct a formative assessment of SS.A.2.1.2.K.1 (The student understands basic modes of transportation.) Be sure to give formative feedback and to mark the Formative Assessment Checklist.

### **Materials**

- Cutouts of various modes of transportation (One cutout per mode of transportation for use at the art center) or various magazines and/or newspapers containing pictures of modes of transportation
- Thin paper such as newsprint cut just large enough to hold the rubbing
- Crayons with paper removed for the rubbings or scissors and magazines if cutting out forms of transportation
- Push pins for pinning students' papers to the bulletin board

### **Teacher Preparation**

1. Make cutouts of various modes of transportation. These can be Ellison or similar die cut cutouts. You need one cutout per mode of transportation for use at the art center. A wide variety of modes of transportation is best for teaching the concepts in this unit.
2. Locate paperless crayons and sheets of thin paper to make rubbings. Paper can be newsprint or other thin blank paper cut just larger than the cutout. Any color crayon can be used for the rubbings.
3. An alternate to the cutouts is using magazines and/or newspapers containing pictures of modes of transportation. Each child will need to select a mode of transportation to cut.

# Math Mat

I have 5 cars.

2 go away.

Look at my cars.

# Math Mat

Look.  
How many cars?

# Math Mat

Look at my cars.

Here are 3 more.

How many cars?