

## Going to Grandma's Centers – Round 2

### 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 two 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 volunteer.

### Reading /Social Studies –

Have various books available for students to view different modes of transportation. This center should house the books that are the teaching tools for this unit. 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

- Baer, Edith. *This is the Way We Go to School*. New York. Scholastic. 1990.
- Hill, Lee Sullivan. *Get Around In The Country*. Minneapolis. Carolrhoda Books. 1999.
- Hill, Lee Sullivan. *Get Around For Fun*. Minneapolis. Carolrhoda Books. 1999.
- Hill, Lee Sullivan. *Get Around In The City*. Minneapolis. Carolrhoda Books. 1999.
- Hill, Lee Sullivan. *Get Around With Cargo*. Minneapolis. Carolrhoda Books. 1999.
- Hill, Lee Sullivan. *Get Around in Air and Space*. Minneapolis. Carolrhoda Books. 1999.
- Hill, Lee Sullivan. *Get Around on Water*. Minneapolis. Carolrhoda Books. 1999.

#### Teacher Preparation

These particular books are used as teaching tools throughout the unit. They should already be on hand. If these books could not be located, any grade appropriate books about transportation available from your media center are acceptable.

### Writing –

Students write/draw about how they got to their grandma's house the last time they went. Did they walk, go in a plane, ride in a car? 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**

Now that the students have been instructed on the use of the Beacon Online Story, *A Visit With Grandma*, they will enjoy hearing the story again. Encourage students to find the rhyming words as you demonstrated in the lesson. 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. Remember that 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.

\* A variation of this activity is to print a paper book for each student. Students then color a yellow box over the rhyming words so their book matches the secret yellow boxes in the online story. When all center rounds are complete, the books can be checked and corrected as a class activity. The books are then sent home to share with families.

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 unifix cubes for students to 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. At this time, many students will be ready for Summative Assessment #1, Number Stories. This assessment can be given during this center time.

**Materials**

- A variety of unifix cubes or other interlocking manipulatives
- Copies of the math mats for each student at the center (mats attached to the end of this document)
- Summative Assessment #1, Number Stories

**Teacher Preparation**

1. Locate a variety of unifix cubes for acting out math stories at the math center. About ten cubes 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.

3. Download and print Summative Assessment #1, Number Stories, one per student.

## **Art**

Students draw a picture of their favorite mode of transportation and write the correct word for their chosen mode. 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**

- Drawing paper, one per student
- Crayons

### **Teacher Preparation**

1. Locate drawing paper for each student
2. Have a supply of crayons available or have students bring their own crayons to the center.

# Math Mat

The train has 4 cars.

2 go away.

Look at the train cars.

# Math Mat

Look.

How many cars does this train  
have?

# Math Mat

Look at my train.

Here are 3 more cars on my  
train.

How many cars are on my train  
now?