







# Weekly Plan

Unit 5   Week 5 BB Week 25	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>Arrival Centers/Gather Stories for Storytelling/ Story Acting</b>	<ul style="list-style-type: none"> <li>• Easy to clean-up table centers such as waffle blocks, puzzles, Duplos, etc. for children to choose as they finish breakfast/arrival routine. Teachers use this time to collect stories from children for Storytelling/Story Acting.</li> </ul>				
<b>Greeting</b>					
<b>(Suggested) Intro to Centers</b>					
<b>Centers</b>	<ul style="list-style-type: none"> <li>• Creative Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Library and Listening</li> <li>• Puzzles (Manipulatives)</li> <li>• Creative Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Blocks</li> <li>• Science</li> <li>• Dramatic Play</li> </ul>	<ul style="list-style-type: none"> <li>• Math Places Scenes (Adding) Dinosaur Shop Tangram Puzzles Board Game X-Ray Vision 2</li> </ul>	
<b>Thinking and Feedback</b>					

<b>Read Aloud</b>					
<b>Transition(s)</b>					
<b>Literacy Small Groups</b>	<ul style="list-style-type: none"> <li>• X-Ray Vision 2</li> <li>• Snapshots: Adding</li> </ul>	See Day 1	See Day 1	See Day 1	See Day 1
<b>Math Small Groups</b>					
<b><i>Building Blocks</i> Whole Group</b>	<i>See Clipboard</i>	<i>See Clipboard</i>	<i>See Clipboard</i>	<i>See Clipboard</i>	<i>See Clipboard</i>
<b>Let's Find Out About It</b> <b>Problem Stories</b>		<ul style="list-style-type: none"> <li>• Problem Stories</li> </ul>		<ul style="list-style-type: none"> <li>• Problem Stories</li> </ul>	
<b>Story Acting</b>	Refer to Storytelling/Story Acting Guide				

# Materials List

Centers	Materials
<p><b>Creative Arts</b></p> 	
<p><b>Library and Listening</b></p> 	
<p><b>Blocks</b></p> 	
<p><b>Puzzles (Manipulatives)</b></p> 	

## Science



## Creative Writing



## Dramatic Play



## Small Groups

## Materials

Independent

Medium Support

High Support

Variable Support

## Large Group

## Materials

## Read Alouds



## SWPL Clipboard Directions



**“Boom! Bang!”:** poetry poster, tag board strips

***Clap Your Hands:*** book

**My Shadow:** poem, poetry poster

**“If You’re Happy”:** song lyrics

**Raindrops:** poem, poetry poster, two cards with *rain* and *drop* written on them

**“Barnyard Song”:** song lyrics, word cards with *fiddle-ee-fee* and *barnyard* written on them

**Willoughby Wallaby Woo:** song lyrics, prepared chart with children's names (using “*W*” as the first letter in each name - Windy for Cindy, Wim for Jim)

**“Open, Shut Them”:** song lyrics

**The Little Turtle:** poem, poetry poster

**“Looby Loo”:** song lyrics

***Night Shift Daddy:*** book

**Little Letter/Big Letter Chant:**  
set of upper- and lowercase letters

**Hands:** poem, poetry poster

**“The Green Grass Grows All Around”:** song lyrics, flannel board and pieces

**“Clap Your Hands”:** song lyrics

**Windshield Wiper:** poem, poetry poster

**“If You’re Happy”:** song lyrics

## LFOAI

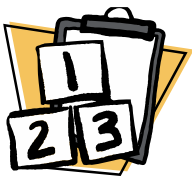


## Problem Stories

**Materials:** Block People (*Set Up for Success*)

# Math Components      Materials

<p><b>Hands-on Math Center</b></p>	<p><b>Places Scenes (Adding):</b> various counters</p> <p><b>Dinosaur Shop (Adding):</b> dinosaur counters, play money</p> <p><b>Tangrams Puzzles:</b> tangrams</p> <p><b>Adding: Board Game:</b> game board, game pieces, Number Cube 1-5</p> <p><b>X-Ray Vision 2:</b> counting cards</p>
<p><b>Small Group</b></p>	<p><b>X-Ray Vision 2:</b> counting cards</p> <p><b>Snapshots (Adding):</b> counters</p>
<p><b>Large Group</b></p>	<p><b>I'm Thinking of a Number:</b> connecting cubes</p> <p><b>X-Ray Vision 2:</b> counting cards</p>
<p><b>Literature Connections</b></p>	<p><i>Anno's Counting House</i> by Mitsumasa Anno</p> <p><i>How Many Snails?</i> by Paul Giganti</p> <p><i>Takeaway Monsters</i> by Colin Hawkins</p> <p><i>Mission: Addition</i> by Loreen Leedy</p> <p><i>12 Ways to Get to 11</i> by Eve Merriam</p>

**BUILDING BLOCKS CLIPBOARD DIRECTIONS****Day 1****Numeracy:  
Finger Word Problems**

*We are going to do something new today! We are going to solve addition problems with our fingers! I want to buy three bottle caps and two rubber bands, like Sol collected in the Puddle Pail. Show me three bottle caps on one hand and two rubber bands on the other.*

Model holding up 3 fingers on one hand and 2 fingers on the other.

*How many altogether? How do you know there are 5 all together?*

Repeat with other combinations of numbers.

**Measurement:  
I'm Thinking of a Number Length**

Create a set of complete connecting cube stairs from 1-10. Create another step using 1-10 this will be the one you hide.

*We are going to play a game today using the cube stairs and you have to guess which step is hidden. I am going to tell you some clues.*

- *The secret step is more than \_\_\_\_\_.*
- *The secret step is less than \_\_\_\_\_.*

*Can you tell me why you made that guess?*

**Day 2****Numeracy:  
Count and Move (Forward and Back)**

*Today we are going to count to 10! We are going to pretend we are a rocket ship blasting off from Earth.*

Everyone starts in a crouched position, and slowly rises to a standing position while counting aloud to 10.

*Now we are going to pretend we are a rocket ship coming back from space to earth! We are going to start counting backwards from the number 10.*

While counting backward from 10, everyone slowly sinks back down to a crouched position.

**X-Ray Vision 2**

*Today we are going to play X-Ray Vision but in a way!*

Place Counting Cards 1–10 in numerical order and upright so that children see them in left-to-right order. Count the cards with children. Turn the cards face down after counting them. *This time we play we are going to keep the cards facing up after we guess.*

*Can someone point to a card? I am going to use my x-ray vision to tell you what numeral it is! It is numeral \_\_\_\_\_. \_\_\_\_\_ can you turn the card over please?*

Repeat the process.

*Now you are going to use your x-ray vision! If this is the numeral 1 then what numeral is this? Let's turn it over to check. You are right, it is the numeral 2!*

This version encourages counting forward and back. Repeat as time allows.

## Day 3

### Numeracy: Finger Word Problems

*We are going to do something new today! We are going to solve addition problems with our fingers! I want to buy three bottle caps and two rubber bands, like Sol collected in the Puddle Pail. Show me three bottle caps on one hand and two rubber bands on the other.*

Model holding up 3 fingers on one hand and 2 fingers on the other.

*How many altogether? How do you know there are 5 all together?*

Repeat with other combinations of numbers.

### Measurement: I'm Thinking of a Number (Ruler)

*Today we are going to play a game with a ruler. A ruler is used to measure how long something is. I am thinking of a secret number length.*

*Can you guess what number it is?*

- *It is longer than the number \_\_\_\_\_.*
- *It is shorter than the number \_\_\_\_\_.*
- *Yes it is \_\_\_\_\_.*
- *The number \_\_\_\_\_ is here on the ruler.*

Move your hands up to ruler to show the number.

*How did you know the secret number was \_\_\_\_\_?*

## Day 4

### Numeracy: Count and Move (Forward and Back)

*Does anyone remember when we pretended to be a rocket ship earlier this week? (children respond) Well, today we are going to do that again and count to 10! Let's get ready to pretend we are a rocket ship blasting off from Earth. Here we go!*

Everyone starts in a crouched position, and slowly rises to a standing position while counting aloud to 10.

*Now we are going to pretend we are a rocket ship coming back from space to earth! We are going to start counting backwards from the number 10.*

While counting backward from 10, everyone slowly sinks back down to a crouched position.

### I'm Thinking of a Number (Clues)

*We are going to play a guessing game with numbers. I hid a Numeral card and you have to guess what the number is!*

Reveal the card only when a child guesses the number correctly. Provide hints to children.

- *It is more than \_\_\_\_\_.*
- *It is less than \_\_\_\_\_.*
- *It is higher than \_\_\_\_\_.*
- *It is lower than \_\_\_\_\_.*
- *How did you know it was the number \_\_\_\_\_?*



## Day 5

### X-Ray Vision 2

*Today we are going to play X-Ray Vision but in a way!*

Place Counting Cards 1–10 in numerical order and upright so that children see them in left-to-right order. Count the cards with children. Turn the cards face down after counting them.

*This time we play we are going to keep the cards facing up after we guess.*

*Can someone point to a card? I am going to use my x-ray vision to tell you what numeral it is! It is numeral \_\_\_\_\_. \_\_\_\_\_ can you turn the card over please?*

Repeat the process.

*Now you are going to use your x-ray vision! If this is the numeral 1 then what numeral is this? Let's turn it over to check. You are right, it is the numeral 2!*

This version encourages counting forward and back. Repeat as time allows.

### I'm Thinking of a Number (Clues)

*We are going to play a guessing game with numbers. I hid a Numeral card and you have to guess what the number is!*

Reveal the card only when a child guesses the number correctly. Provide hints to children.

- *It is more than\_\_\_\_\_.*
- *It is less than\_\_\_\_\_.*
- *It is higher than\_\_\_\_\_.*
- *It is lower than\_\_\_\_\_.*
- *How did you know it was the number \_\_\_\_\_?*

Child's Name	Trajectory Level	Comments/ Reflections:
	10 11 12	
	10 11 12	
	10 11 12	
	10 11 12	
Needs Support:	Challenged:	Enhancements/Enrichments:

<u>Objectives</u>
<ul style="list-style-type: none"> <li>• To count to and back from 10 and beyond</li> <li>• To add small numbers (sums to 5)</li> <li>• To quickly recognize the sum of small groups</li> </ul>

<u>Learning Trajectories</u>
<p><b>10 Counter Backward from 10:</b> able to count backwards from 10</p> <p><b>11 Counter from N(N+1, N-1):</b> may begin to count on, counting verbally and with objects from numbers other than 1</p> <p><b>12 Skip Counter by 10's to 100:</b> may count by tens to 100 (They may count through decades knowing that 40 comes after 39.)</p>



**UNIT 5 WEEK 5 – Snapshots (Adding)**  
Group 1 2 3 4

**Activity/Materials:**

Child's Name	Trajectory Level	Comments/ Reflections:
	4 5 6	
	4 5 6	
	4 5 6	
	4 5 6	
Needs Support:	Challenged:	Enhancements/Enrichments:

<u>Objectives</u>
<ul style="list-style-type: none"> <li>To count to and back from 10 and beyond</li> <li>To add small numbers (sums to 5)</li> <li>To quickly recognize the sum of small groups</li> </ul>

<u>Learning Trajectories</u>
<p><b>4 Perceptual Subitizer:</b> instantly recognizes collections up to 4 and verbally names the number of items (For example, when shown 4 objects briefly, the student says “4.”)</p> <p><b>5 Conceptual Subitizer to 5+:</b> can verbally label all arrangements to 5, using groups (For example, a student at this level might say, “I saw 2 and 2, and so I saw 4.”)</p> <p><b>6 Conceptual Subitizer to 10:</b> can verbally label most arrangements to 6, then up to 10, using groups (For example, a child at this level might say, “In my mind, I made 2 groups of 3 and 1 more, so 7.”)</p>





# Songs, Word Play, and Letters

Standard Connection:  
ALL ELA (RF); ELA.RL.4.4b;  
ELA.L.PK4.1a, 1b; ELA.L.PK4.2, 2d;  
ELA.L.PK4.4, 4a;  
ELA.L.PK4.5, 5a, 5b, 5c, 5d;  
ELA.L.PK4.6

## Songs, Word Play, and Letters: Day 1

**Materials:** poetry posters, tagboard strips with the first four verses of “Boom! Bang!” printed on them (enough for each child or pairs of children to have a strip), pocket chart, *Clap Your Hands*

### Boom! Bang!

Procedure:

- Read the title with children. Point to and sound out /b/ in *Boom* and /b/ in *Bang*.
- Recite the poem once, and then distribute the tag board strips. Help children recite the verse on their strip.
- Recite the poem again, cueing children to recite only the verse on their strip for the first four lines. Cue them to recite the rest in unison.

### Clap Your Hands

Procedure:

- Show the book. Read the title, pointing to and sounding out /c/, /l/, and /p/ in *clap* and /y/ and /r/ in *your*.
- Read the book, keeping the natural rhythm of the verse. Linger on the beginning sounds of the second word in a rhyming word pair (*four/fl...oor, down/cl...own, bird/w...ord*) to encourage children to chime in.

### If You're Happy

Procedure:

- Sing verses for “clap hands,” stamp feet, “shout hurray,” “jump in place,” and “raise arms.”

## Songs, Word Play, and Letters: Day 2

**Materials:** poetry posters, two cards with *rain* and *drops* written on them, two cards with *fiddle-ee-fee* and *Barnyard Song* printed on them

### Raindrops

Procedure:

- Show the cards *rain* and then *drops*. Tell them these two words together are the name of the next poem. Help children sound out each word.
- Recite the poem and model the motions.
- Read and underline the title. Underline *raindrops* in the first line. Then skip down to the third line, and underline the words, *pitter-patter*, and ask if children know what words these are. Sound them out with the children, and point to *p*, *tt*, and *r* in each word.
- Then point to the line in the second verse with "Pitter-patter, raindrops!" Tell children they can read this line with you. Point to the *p*, *tt*, and *r* in *pitter* and *patter*, and then to *r*, *d*, *p*, and *s* in *raindrops* as you read the words slowly.

### Barnyard Song

Procedure:

- Show the children the card with *fiddle-ee-fee* on it. Tell them that this is what the cat says repeatedly in a song they know. Point to *f*, *d*, and *l* in *fiddle*, and to *f* in *fee*, while helping children sound out the words. If they don't recall the title, show them the card, read it and sing the song.

### My Shadow

Procedure:

- Review some characteristics of shadows, using what children know from recent story books and other unit activities.
- Recite the poem.

## Songs, Word Play, and Letters: Day 3

**Materials:** poetry posters, chart of children’s names with *w* as first letter, one set each of upper- and lowercase alphabet cards

### Open Shut Them

Procedure:

- Position fingers and sing the song.

### The Little Turtle

Procedure:

- Read the title. Point to and underline *The* and read it quickly as a sight word. Point to and sound out /l/ in *little* and /t/ in *turtle*.
- Recite the poem with the children and model the motions.

### Looby Loo

Procedure:

- Tell the children that next they are going to sing this song. Stand up and ask them to stand up, too.
- Sing the song as usual, doing the motions.
- Add a new verse or two ("back," "right forefinger")

### Willoughby Wallaby Woo

Procedure:

- Sing "Willoughby Wallaby Woo" one time, all the way through.
- Then, use the prepared chart with children's names (using "W" as the first letter in each name - Windy for Cindy, Wim for Jim). Point to each name while singing a verse for each child in the group.

### Little Letter/Big Letter Chant

Procedure:

- Distribute uppercase letters that match the lowercase letters selected. Tell children they are going to do the uppercase and lowercase matching activity again.
- Do this chant: "I have the little \_\_\_\_\_ [name a letter]," as you hold it up to show. "Take a look to see. Someone has its partner. Who might that someone be?"
- Remind the first few children that they can say: I have the big \_\_\_\_\_ [letter name] when they hold up their card.

## Songs, Word Play, and Letters: Day 4

**Materials:** poetry posters, *Night Shift Daddy*

### Clap Your Hands

Procedure:

- Sing several familiar verses and the new ones from last time (*flick finger, wiggle nose*)

### Looby Loo

Procedure:

- Tell children the next song they are going to sing will be "Looby Loo". Stand up and ask them to stand up, too.
- Sing the song as usual.

### *Night Shift Daddy*

Procedure:

- Read the title and point to and sound out /n/ in *Night* and /d/ in *Daddy*. Read the name of the author and the illustrator. Read the book, keeping the natural flow.

### Hands

Procedure:

- Point to and read the title, sounding out /h/.
- Recite the poem as usual and model the motions.
- Tell children they are going to do the poem again but change one part. Tell children to listen carefully.
- Recite the poem again and change "Then give a clap, to then give two claps."

## Songs, Word Play, and Letters: Day 5

**Materials:** poetry posters, one set each of upper- and lowercase alphabet cards, flannel board and pieces for “The Green Grass Grows All Around”

### The Green Grass Grows All Around

Procedure:

- Tell children they are going to start with a song they learned a few weeks ago.
- Sing the song as usual, placing the flannel pieces on the flannel board as they occur in the song.

### Windshield Wiper

Procedure:

- Make the wiper motion and ask the children what poem they think will be next.
- Recite the poem twice.

### Little Letter/Big Letter Chant

Procedure:

- Distribute uppercase letters that match the lowercase letters selected. Tell children they are going to do the uppercase and lowercase matching activity again.
- Do this chant: “I have the little \_\_\_\_ [name a letter],” as you hold it up to show. “Take a look to see. Someone has its partner. Who might that someone be?”
- Remind the first few children that they can say: I have the big \_\_\_\_ [letter name] when they hold up their card.

### If You’re Happy

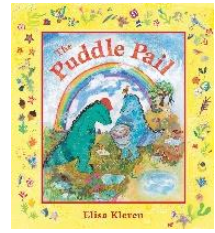
Procedure:

- Sing song as usual.





# Home Link - English



Dear Families: In this unit, your child will be learning about shadows and reflections. Try at least three of these fun learning activities, or do them all! The most important thing is to enjoy time with your child and learn about what is happening in the classroom. Please color in the boxes of the activities you choose and return this form to school next Monday. **HAVE FUN!**

Child's Name: \_\_\_\_\_

### Literacy

**Recite Together:** This is a poem your child learned at school.

#### **Raindrops**

Raindrops, raindrops  
falling all around!  
Pitter-patter on the ground.  
Here is my umbrella.  
It will keep me dry!  
When I go walking in the rain,  
I hold it up so high.  
Pitter-patter, raindrops  
Falling from the sky!  
Here is my umbrella  
to keep me safe and dry!  
When the rain is over  
And the sun begins to glow,  
Little flowers start to bud  
And grow, and grow, and grow!  
- Anonymous

### Discovery

#### **Shadow Hand Play:**

(Related to *Dreams* and *Kitten's First Full Moon*)

Shine a flashlight on a blank wall space or on a white sheet draped over furniture. Shine a light using a flashlight or the light from your phone. Invite your child to use his/her hand to make shadows. Talk about what the shadows look like (an animal, creature, shape, etc.) Ask your child to describe each she/he is creating.

#### **Conversation Starters:**

- What happens if the light is closer/further from your hands?
- What images are you creating?
- How are you moving your hands?

### Talk and Read Together (20 minutes)

#### **Conversation Starters:**

- What do you think this book will be about?
- What is your favorite part of the story?
- What is the first thing that happens in the story?
- What do you think will happen next?
- What is your favorite character?

### Language

#### **Initial Letter Sounds:**

Use the materials you collected last week or gather varied materials from around your house. Ask your child to pick a material, say its name, and tell you the letter/sound it begins with. For example, "Rock starts with R and makes the sound /r/."

## Math

### **Finger Word Problems:**

Tell your child to solve simple addition problems with his/her fingers. Say, "I would like to buy three toy cars and two toy trucks." Ask, "How many vehicles is that altogether?" Guide your child to show you three fingers on one hand and two fingers on the other, and then add them together. Try a couple of different problems.

### **Conversation Starters:**

- How many is that altogether?
- How do you know?

## Reading Log

Check off each day that you and your child read a story together. The books can be in English or in your home language. Visit your public library for great books about shadows and reflections!

Monday \_\_\_\_ Tuesday \_\_\_\_ Wednesday \_\_\_\_ Thursday \_\_\_\_ Friday \_\_\_\_ Saturday \_\_\_\_ Sunday \_\_\_\_

### **Books we are reading in school:**

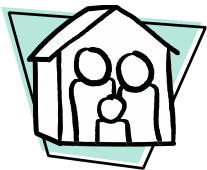
*Dreams* by Ezra Jack Keats  
*The Puddle Pail* by Elisa Kleven

### **Other books you and your child might enjoy:**

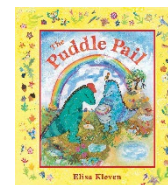
*Guess Whose Shadow?* by Stephen R. Swineburne

## Tips for Reading Together:

- Sit together in a quiet, cozy spot.
- As you read, highlight and define new vocabulary. For example, "A **reflection** is an image formed by something shiny."
- As you read, ask your child questions pertaining to the book. For example, "What is your favorite part of *Dreams*? Why?"



# Home Link - Spanish



## Home Links, Unidad 5: Sombras y Reflejos: Semana 5

Estimadas Familias: En esta unidad su niño(a) estará aprendiendo acerca de las sombras y los reflejos. ¡Traten de hacer por lo menos tres de estas divertidas actividades de aprendizaje o háganlas todas! Lo más importante es disfrutar el tiempo con su hijo(a), aprendiendo sobre lo que está sucediendo en el salón de clases. Por favor colorea los cuadros de las actividades que usted elija y devuelva esta hoja a la escuela el próximo lunes. ¡DIVIERTANSE!

Nombre del niño: \_\_\_\_\_

<p style="text-align: center;"><b><u>Descubrimiento</u></b></p> <p><b>Jugar a Crear Sombras con las Manos:</b> (Relacionado con el libro <i>Dreams y Kitten's First Full Moon</i>)</p> <p>Ilumine un espacio en blanco de la pared o una sábana blanca sobre un mueble con una linterna. Ilumine utilizando una linterna o la luz de su teléfono. Invite a su niño(a) a utilizar sus manos para crear sombras. Hablen sobre qué formas tienen las sombras (un animal, una criatura, una figura, etc.) Pídale a su hijo(a) que describa cada una de las que él/ella está creando.</p> <p><b>Formas de Iniciar una Conversación:</b></p> <ul style="list-style-type: none"> <li>• ¿Qué sucede si la luz está más cerca/más lejos de tus manos?</li> <li>• ¿Qué imágenes estás creando?</li> <li>• ¿Cómo estás moviendo tus manos?</li> </ul>	<p style="text-align: center;"><b><u>Alfabetización</u></b></p> <p><b>Reciten Juntos:</b> Este es un poema con el cual su hijo(a) debe estar familiarizado.</p> <p style="text-align: center;"><b>Raindrops</b></p> <p style="text-align: center;">Raindrops, raindrops falling all around! Pitter-patter on the ground. Here is my umbrella. It will keep me dry! When I go walking in the rain, I hold it up so high. Pitter-patter, raindrops Falling from the sky! Here is my umbrella to keep me safe and dry! When the rain is over And the sun begins to glow, Little flowers start to bud And grow, and grow, and grow! - <i>Anonymous</i></p>
<p style="text-align: center;"><b><u>Lenguaje</u></b></p> <p><b>Sonido Inicial de las Letras:</b></p> <p>Utilice los materiales que recolectaron la semana pasada o reúna materiales variados alrededor de su casa. Pídale a su niño(a) que elija un material, que diga su nombre, y que le diga la letra/sonido con la que comienza. Por ejemplo, "Roca comienza con R y hace el sonido /r/."</p>	<p style="text-align: center;"><b><u>Hablar y Leer Juntos</u></b> (20 minutos)</p> <p><b>Formas de Iniciar una Conversación:</b></p> <ul style="list-style-type: none"> <li>• ¿De qué piensas que se tratará este libro?</li> <li>• ¿Cuál es tu parte favorita de la historia?</li> <li>• ¿Qué es lo primero que sucede en la historia?</li> <li>• ¿Qué crees que es lo próximo que va a suceder?</li> <li>• ¿Cuál es tu personaje favorito?</li> </ul>

## Matemáticas

### **Resolver Problemas con los Dedos:**

Pídale a su hijo(a) que resuelva problemas simples de suma con sus dedos. Diga, "Me gustaría comprar tres carritos y dos camiones de juguete." Pregúntele, "¿Cuántos vehículos son en total?" Guíe a su hijo(a) para que le muestre tres dedos en una mano y dos dedos en la otra y después sumen todo junto. Intenten un par de problemas diferentes.

### **Formas de Iniciar una Conversación:**

- ¿Cuál es el total de todos juntos?
- ¿Cómo lo sabes?

## Registro de Lectura

Marque cada día que usted y su hijo(a) lean una historia juntos. Los libros pueden ser en inglés o en su idioma natal. ¡Visite su biblioteca pública para obtener excelentes libros sobre sombras y reflejos!

Lunes \_\_\_      Martes \_\_\_      Miércoles \_\_\_      Jueves \_\_\_      Viernes \_\_\_      Sábado \_\_\_      Domingo \_\_\_

### Libros que estamos leyendo en la escuela:

*The Puddle Pail* por Elisa Kleven  
*Dreams* por Ezra Jack Keats

### Otros libros que usted y su hijo(a) podrían disfrutar:

*Guess Whose Shadow?*  
por Stephen R. Swineburne

## Sugerencias para Leer Juntos:

- Siéntense juntos en un lugar cómodo y tranquilo.
- Mientras leen, destaque y defina el vocabulario nuevo. Por ejemplo, " Un **reflejo** es una imagen formada por algo brillante."
- Mientras leen, hágale preguntas a su hijo(a) sobre el libro. Por ejemplo, "¿Cuál es tu parte favorita de *Dreams*? ¿Por qué?"