

Classroom Friends' Puzzles


Standard Connection:
 ELA.W.PK4.1a
 ELA.L.PK4.6
 M.CC.PK4.5
 M.G.PK4.1
 S.PS.PK4.3a
 SS.FC.PK4.1
 SS.FC.PK4.2
 PD.FM.PK4.1

Enduring Understanding(s):

- A friend is someone we care for and want to spend time with.
- Friends usually share and help one another.

Essential Question(s):

- How can you find the resources, strategies, and people to solve your problems?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>The Little Red Hen (Makes a Pizza)</i> • <i>A Letter to Amy</i> • poster or tag board • laminated photographs of children in the classroom • Ziploc bags • basket or box to store puzzle trays 	<p>piece: a portion</p> <p>solve: find an answer to</p> <p>puzzle: a game/problem designed to test one's knowledge</p> <p>match: a pair that is very similar</p>	

Intro to Centers	
<p>Preparation: Mount pictures of children on poster or tag board. Write children's names beneath their pictures. Laminate and cut pictures into puzzle pieces. Store in labeled Ziploc bags. Write each child's initials on the back of the pieces that correspond with his/her puzzle to make sorting them back into the correct bag easier. Use trays to define children's workspace.</p>	
<p>"In <i>The Little Red Hen (Makes a Pizza)</i>, the hen and her friends enjoyed eating pizza together. In <i>A Letter to Amy</i>, Peter's friends helped him celebrate his birthday. What do you notice?"</p>	<p>Show illustration. Children respond.</p>
<p>"What are some things you enjoy doing with friends?"</p>	<p>Children respond.</p>
<p>"Today there are new puzzles in the Puzzles (Manipulatives) Center. The puzzles are in these Ziploc bags. What do you notice?"</p>	<p>Show bags. Children respond.</p>
<p>"When I solved this puzzle - put all the pieces together - I made a picture of _____! The picture matches the name on the Ziploc bag."</p>	<p>Children respond.</p>
<p>"When you are finished with your puzzle, make sure you put the pieces in the bag with the correct name."</p>	<p>Model.</p>

During Centers:

Support children in their puzzle-solving strategies (if they put all the edge pieces together first). Have a range of number of puzzle pieces (some puzzles with five pieces, some with seven, etc.) to match children's level of challenge. Encourage children to count the number of pieces in the puzzles.

Guiding Questions During Centers:

- How did you find your/your friend's puzzle?
- What kinds of things do you like to do with this friend/these friends?
- What is _____ doing in this picture? How do you think he/she is feeling here?
- How did you solve your puzzle?

Thinking and Feedback:

Invite children to share their processes.
Encourage children to describe the challenges they might have encountered.

Documentation:

Take photographs of children during the activity and display them with captions of the children's words describing their processes.

Provocation:

Encourage children to tell and write stories about their friends.
Rotate Classroom Friends' Puzzles with other classroom puzzles.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, vary number of puzzle pieces as described above.