

Connecting Literature and Math

#11: *Today is Monday* illustrated by Eric Carle & *Chicken Soup with Rice* by Maurice Sendak

<p>Introduction</p>	<p>Through two books, <i>Today is Monday</i> illustrated by Eric Carle, and <i>Chicken Soup with Rice</i> by Maurice Sendak, children are introduced to the sequential order and the duration or length of time – days and months. Children sing about the days of the week in <i>Today Is Monday</i> and are introduced in rhyme to the months of the year in <i>Chicken Soup with Rice</i>.</p>				
<p>Content Standards and Benchmarks</p>	<p>Content Standard: Measurement</p> <ul style="list-style-type: none"> • Showing an awareness of the attributes of time such as sequence (ordering of events such as yesterday, today and tomorrow) and duration (length of time such as minutes, hours and days). <p>Content Standard: Algebra</p> <ul style="list-style-type: none"> • Patterning <p>Benchmarks will be included for each activity</p>				
<p>Materials to Collect and Make</p>	<ul style="list-style-type: none"> • Make <i>Today is Monday</i> cards (See Attachment #1: Today is Monday Cards). Copy on cardstock, laminate and cut out. • Make daytime/nighttime art paper by cutting white and black sheets of construction paper in half. Tape one sheet of white paper to one sheet of black paper. <div style="text-align: center; margin: 10px 0;"> <table border="1" style="margin: auto;"> <tr> <td style="width: 50px; height: 50px;"></td> <td style="width: 50px; height: 50px;"></td> </tr> <tr> <td style="text-align: center;">White paper</td> <td style="text-align: center;">Black paper</td> </tr> </table> </div> <ul style="list-style-type: none"> • Hickory Dickory Dock poster (teacher-made or purchased) • Make <i>Chicken Soup with Rice</i> illustrated charts – 1 per month • <i>Chicken Soup with Rice</i> in big book format (Although hard to find, this was originally published by Scholastic. Check online sources from all book sellers for availability) • Camera and chart labeled Our Day to complete with photos of children 			White paper	Black paper
White paper	Black paper				
<p>Story Presentation</p>	<p>Benchmarks: 3.1 Shows enjoyment of books and stories and discussion of them 3.5 Understands that print conveys a message 3.18 Shows an awareness of time concepts 5.3 Expands vocabulary</p> <p>Book: <i>Today Is Monday</i> by Eric Carle</p> <p>First Reading of <i>Today Is Monday</i></p> <ul style="list-style-type: none"> • Be familiar with the book, <i>Today is Monday</i>. • Show the cover, give title and illustrator. (Explain that the illustrator is the person who draws the pictures.) 				

- Invite children to look at the cover and describe who and what they see. What do they think the cat is doing?
- Sing or read the story so all children can see the pictures in the book.
- Follow up by showing each double-page spread and involve children in naming the animal and the food that animal is eating. Name the animals that are unfamiliar to children.

Second Reading of *The Today Is Monday*

- Take pictures of each food item to the reading area. Have duplicates so that each child has a picture.
- Show the cover, give title and illustrator.
- Sing or read the story so all children can see the pictures in the book.
- Follow up the reading by giving each child a picture of the food items in the book. Review with them the names of the food items.
- Explain to children that you will read the story again and they are to hold up their pictures as they hear that food item in the story.

Third Reading of *Today Is Monday*

- Take a sheet of construction paper, half white and half black, to the reading area, keeping it out of sight of children until the end of the story. See materials for directions.
- Show the cover and ask children to recall the title of the book.
- Give the illustrator and ask children if they remember what the illustrator does. Give them prompts if necessary.
- Sing or read the story so all children can see the pictures in the book.
- Invite children to join in as you read/sing the story
- Follow up by showing the last double-spread where the children are eating the foods included in the story. Allow children time to look at the pages.
- Point to the different animals at the top of the page and invite children to name them.
- Call attention to some of the food items on the table and involve children in discussing whether or not they like that food; spaghetti, chicken and fish, for example.
- Ask them if they eat certain food items in the daytime or at night; for example, "When do you like to eat spaghetti? In the daytime or at night? Chicken? Fish?"
- Invite them to discuss other things they like to do in the daytime (when it is light) and at night (when it is dark).
- Show children the white and black construction paper (see materials for directions) and explain that there will be paper like this in the art center as well as chalk and crayons.
- Ask children which half represents daytime and which represents nighttime.
- Suggest that when children go to the art center, they draw on the divided sheet a picture of things they like to do in the daytime and things they like to do at night.

Book or Poster: *Chicken Soup with Rice*

First Reading of *Chicken Soup with Rice*

- Use either a big book version or a poster of *Chicken Soup with Rice* so that

	<p>children can see the illustrations and words. See materials for suggestions.</p> <ul style="list-style-type: none"> • Read the appropriate page for the current month at the beginning of that month. For example, read the January poem at the beginning of January as a way to introduce the concept of months. • Say to children, “Our new month is January and we are going to read a poem about what happens in that month.” • Show the month of January on a calendar if you have one in the area. Run your fingers under the word “January” on the calendar and in the book or on the chart. • Read the poem with the children. • Follow up by inviting children to join in as you reread the poem, especially when you read “chicken soup with rice.” • Read the poem at least once a week with the children during the week of January. • Repeat this activity at the beginning of each month. • Involve children in acting out some of the words in the poem.
<p>Additional Language Activities</p>	<p>Benchmarks: 3.4 Understands that print conveys a message 3.14 Demonstrates the ability to order and sequence 3.18 Shows an awareness of time concepts 5.10 Follows directions in sequence</p> <p>Activity: Picture Our Day (photo-illustrated, pictures with times and words that show daily schedule)</p> <p>Materials: photos of daily events</p> <p>Directions:</p> <ul style="list-style-type: none"> • Take photos of the children involved in major events of the day. • Invite a small group of children to join you during learning center time to review and discuss the photos. • Begin by asking the children to name some of the things they do in the classroom each day. Record these on a sheet of paper or marker board and read them back with the children. • Say, for example, “When we come into the classroom in the morning, this is called arrival time. Find me the picture that shows arrival time.” • Continue with other activities in order of occurrence. • End up with a photo of child waving “goodbye” to teacher and say, “Find the photo that shows going home.” • Explain to children that you are going to use the photos to create a daily schedule that shows what we do each day. Say, “You will be able to look at the chart to see what we do next.” • Post the chart at child’s eye level so they can easily refer to it throughout the day. • Show and discuss the completed chart with children. • Observe to see if children refer to the chart and talk about what comes next. • Refer to the chart when children ask questions such as, “When do we go outside?” <p>Teacher Note: <i>Do this activity with all of the children in your group</i></p> <p>Teacher Note: <i>Some teachers may want to put times on the chart.</i></p> <p>Teacher Note: <i>Each classroom will have a different time schedule depending on length of day and other factors unique to each program.</i></p>

Extension Activity:

- Have duplicate photos of the children involved in the major events of the day.
- Make individual cards that are duplicates of the chart.
- Laminate the cards and place them in a self-closing storage bag.
- Invite individual children to put the cards in order. Assist children as needed
- Allow children to refer to the posted chart

Teacher Note: *Be aware of each child's ability and limit the number of cards for children who may not be ready to sequence the entire day's events.*

Our Day

	Arrival
	Group Time
	Center Time
	Outdoors
	Story Time
	Lunch
	Rest
	Snack
	Outdoors
	Center Time



Group Time



Home

Benchmarks: 2.4 Participates freely in music activities
2.5 Enjoys singing games, dramatizing songs and moving to music
3.18 Shows awareness of time concepts
5.5 Participates in songs, finger plays, rhyming activities and games

Activity: This Is the Way

Materials: none

Directions:

- Discuss with children some of the things they do in the morning before coming to school. Talk about what you do first, next, and so on.
- Invite children to join you in singing about the activities.
- Sing “This Is the Way” and act out the events.

**This Is the Way
(Sing to tune of Here We go Round the Mulberry Bush)**

This is the way we get out of bed,
Get out of bed,
Get out of bed.

This is the way we get out of bed,
So early in the morning.

- Add other verses with events such as: wash our face, brush our teeth, comb our hair, put on our clothes, put on our shoes, eat our breakfast.

Teacher Note: *Sing the verses in usual sequence of events. Invite children to add other events and sing about them.*

Benchmarks: 3.18 Shows and awareness of time concepts
5.5 Participates in songs, finger plays, rhyming activities, and games

Activity: Monday Is My Clapping Day

Materials: none

Directions:

- Sing or chant in rhythm the following verses, adding the appropriate movements:

Monday Is My Clapping Day

Monday is my clapping day, (clap hands)
Clapping day, clapping day.
Monday is my clapping day,
All day long.

Tuesday is my snapping day (snap fingers)

Wednesday is my walking day (walk in place)

Thursday is my stomping day (stomp feet in place)

Friday is my jumping day (jump up in place)

Saturday is my bending day (bend forward and backward)

Sunday is my swaying day (sway from side to side)

Teacher Note: *Invite children to add other activities for the different days of the week.*

Benchmarks: 3.5 Understand that print conveys a message
3.14 Demonstrates the ability to order and sequence
3.18 Shows an awareness of time concepts

Activity: Recipe for Chicken Soup with Rice

Materials: sheet of paper for each child, markers and/or crayons

Directions:

- Read to children the poem from the book or the poster, *Chicken Soup with Rice*, for the current month (January, for example)
- Create a master page by writing: **Recipe for Chicken Soup with Rice.**
- Explain that you are going to interview each of them individually and invite them to tell you how they would make chicken soup with rice.
- Visit individual children while they are in learning centers and invite each child to tell you how he or she would make chicken soup with rice. Ask questions such as “What is the first thing you would do?”, “How long do you think you will have to cook the soup and rice?” and “What do you do next?”
- Record each child’s dictated recipe and read it back with him or her.
- Invite each child to sign his or her name and draw a picture to illustrate the recipe.
- Make a copy of each child’s dictated recipe to send home to that child’s family.
- Add a cover and bind the individual recipes into a book. Bind the book by punching holes and fastening with rings or tie with yarn or ribbon.



- Read the recipes back to the group.
- Place the recipe book either in the library or home living area.

Benchmarks: 3.4 Demonstrates visual discrimination and visual memory skills
 3.5 Understands that print conveys a message
 3.12 Recognizes patterns and can repeat them (patterning)
 3.14 Demonstrates the ability to order and sequence
 3.18 Show an awareness of time concepts
 5.10 Follow directions in sequence

Activity: Match *Today Is Monday Cards*

Materials:

Today is Monday Cards (See materials for directions and see [Attachment #1 Today is Monday Cards](#)), the book, *Today Is Monday*

Directions:

- Make *Today is Monday Cards*. Each set will have 1 card with the day of the week, 1 card with the animal for that day, and 1 card for the food item for that day.
- Invite a small group of children, 4 to 5, to join you for a matching game.
- Show the children the book, *Today is Monday*, and recall with them that for each day of the week there was a different animal and a different food item.
- Place the cards in a random order on the table or the floor. Put the book beside the cards with it opened to the first page.
- Select the Monday card, place it on the table facing the children and say, "This card says Monday. Josh, can you find the animal that goes with this card and put it under the Monday card. Now can you find the food card and put it under the animal card." Allow the child time to look at the array of cards. Assist as needed.
- Turn the page of the book to Tuesday, show the Tuesday card and place it beside the Monday card and invite a child to add the food and the animal card. Continue with Wednesday and so on, giving each child a turn until all of the sets are matched.
- Review the days and food in sequence by pointing to the Monday card and inviting children to say with you, "Monday, green beans, Tuesday, spaghetti", and so on.
- Explain to children that the book and the cards will be placed in the Discovery/Science Center for them to use independently.

Teacher Note: *Do this activity with all of the children in your group.*

Teacher Note: *By placing the days of the week beside each other and reviewing the order, children can see the sequence of the days.*

Teacher Note: *Involve children who are ready for this in matching the cards without the book.*

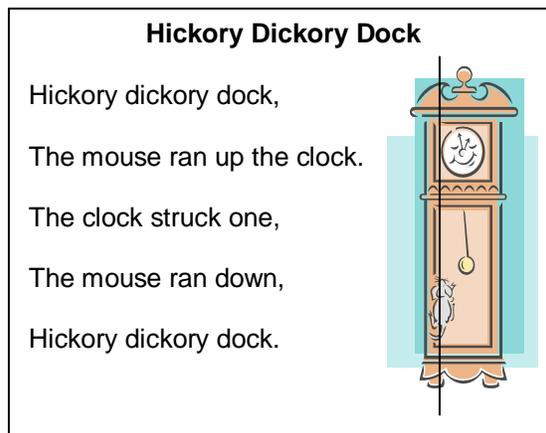
Benchmarks: 3.18 Shows an awareness of time concepts
 5.5 Participates in songs, finger plays, rhyming activities and games

Activity: Hickory Dickory Dock

Materials: nursery rhyme book and/or rhyme chart, clock with minute and hour hands

Directions:

- Say the nursery rhyme, Hickory Dickory Dock, with the children, reading from either a nursery rhyme book with large pictures, or a teacher-made or purchased illustrated chart of the rhyme.
- Invite children to repeat the rhyme with you.
- Show children a clock with the hands at 1:00 o'clock. Discuss with them that a clock tells us what time it is; the big hand tells us the hour, like 1 or 2 or 3 o'clock and the small hand tells us the minutes.
- Hang the clock where children can easily see it.
- Post the chart at child's eye level in an area where children can easily see it; for example, in the library or large group area.



Teacher Note: *Make an interactive chart by adding a string that runs in a circle through a hole in the top and bottom of the clock. (See the black line). Attach a mouse to the string. When you pull, the mouse can “run” up the clock and then back down again).*

Teacher Note: *Set time limits with the children and use the clock as the timer. For example, say “We have 5 more minutes before we have to clean up the room and go to the playground. The big hand is now on 5. When it is on 6, we need to begin cleaning up.”*

Teacher Note: *Use a kitchen timer to time an activity. For example, if there are new props in the dramatic play area or a new computer game that everyone wants to use, say “I know everyone wants to go to the dramatic play area and try on the new vests and bandanas, but we have to take turns. If you want to play in the center, sign up and I’ll set the timer for 15 minutes for the first 4, then when the timer goes off, the next four can go there.” **The timer is not intended to move children from one center to the next on a rotation basis. Children should have the freedom to move themselves within the guidelines that have been established.***

Art Center

- Add sheets of daytime/nighttime art paper (See materials), chalk and crayons

Discovery/Science Center

- Add the book, *Today Is Monday*, and the *Today is Monday Cards*

Library

	<ul style="list-style-type: none"> • Add the book, <i>Chicken Soup with Rice</i> (not the big book format) <p><u>Dramatic Play Center</u></p> <ul style="list-style-type: none"> • Add calendar with special activities noted on appropriate dates • Add empty boxes of different types of rice (stuff containers with newspaper and tape for durability) • Add the class book, “Recipes for Chicken Soup with Rice”
<p>Transition Activities</p>	<ul style="list-style-type: none"> • Have laminated cards with the days of the week and the different foods from the book, <i>Today is Monday</i>. Have duplicates of the food cards so that each child has a card. • Keep the days of the week cards and distribute the food cards to the children. • Hold up a card and say, “Today is Monday” and invite the children with the green beans card to stand up and reply, “Monday, green beans” and transition to the next activity. <p>Teacher Note: <i>Children must be familiar with the story in order to be successful with this activity. If they are not ready for this, simplify it by holding up a day of the week card and say, “Today is Monday. Who has the green beans for us to eat on Monday?”</i></p> <p>Teacher Note: <i>Have laminated cards with the days of the week and the different animals from the book, Today is Monday. Have duplicates of the animal cards so that each child has a card. Do this transition activity in the same way you did the previous one.</i></p>
<p>Family Connection</p>	<ul style="list-style-type: none"> • Send home to families their child’s dictated recipe for making chicken soup with rice and invite them to read the recipe with their child. • Suggest that families serve chicken soup with rice for a family meal. • Send home a note explaining to families that the children are learning about time and suggest to families that they discuss with their children upcoming events, using time words such as tomorrow, Sunday, this afternoon, and tonight. Talk about birthdays, including the month and date.
<p>Additional Books</p>	<p>Carle, Eric. <i>The Very Hungry Caterpillar</i> dePaola, Tomie. <i>Pancakes for Breakfast</i> Gray, Libba Moore. <i>Miss Tizzy</i> Ward, Cindy, illustrated by Tomie dePaola. <i>Cookie’s Week</i></p> <p>Teacher Note: <i>You can find lyrics and music to purchase for reasonable prices for Chicken Soup with Rice and on You Tube a video presentation when Chicken Soup with Rice - lyrics-Carole King was searched.</i> <i>You can find lyrics, music and different versions of the folk song Today is Monday online. Also several You Tube presentations are available.</i></p>
<p>Assessment Ideas</p>	<p>Refer to page 3 and 4 of this guide, Activity - Picture Our Day for activities to assess children in the following concepts and benchmarks:</p> <p>Content Standard: Measurement</p> <ul style="list-style-type: none"> • Learning the attributes of time such as sequence (order of events such as yesterday, today and tomorrow and morning, afternoon and evening and so on) and the duration (length of time such as a long time, a short time, seconds and minutes and so on)

	<p>Benchmarks 3:14 Demonstrates the ability to order and sequence 3:18 Shows an awareness of time concepts</p> <p>To Assess:</p> <ul style="list-style-type: none">• Follow up the Picture Our Day small group activity by involving individual children in the Extension activity.• Assess children's competence by observing them as they put the cards in order from arrival to departure.• Prompt them as needed and encourage them to look at the posted chart for help.
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