

ACTIVITY CARDS

36-48 months

These cards are designed for teachers of three-year-olds





General #1

Teacher Toolbox

How to fill your GELDS Toolbox

1 Remove the shrink wrap from the tab set.

2 Remove the shrink wrap from the card set.

3 Insert the general cards first. Next, insert each tab card in front of the first matching domain-colored activity card.

4 Bright IDEAs cards, activity cards and index cards follow the domain cards.

5 Your ready-to-use Toolbox will look like this.



Tab set in domain colors



The card set includes:

General information cards

Activity cards organized by domain



Bright IDEAs cards

Activity cards

Activity index cards

Book title index cards



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General #2

Teacher Toolbox

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General #2

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General #3

Teacher Toolbox

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General #3

Teacher Toolbox

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Frequently asked questions

About Georgia Early Learning and Development Standards (GELDS)

What are early learning standards?

Early learning standards are guidelines that identify what children from birth to age five should *know* and be able to *do*. By providing a clear framework, they help all stakeholders ensure that children meet learning and development milestones.

Why do we need early learning standards?

They promote higher-quality learning experiences for children from birth to age five. They support each child's individual rates of development, approaches to learning, and cultural context. Early learning standards help families and teachers understand the developmental progress of each child and they help support the early identification and referral of children with disabilities. They help to set clear and realistic goals for success. Common early learning standards ensure that children are

receiving a consistent, high-quality education across all programs in Georgia. Of course, standards are not the only thing needed to guarantee a child's learning and development, but they provide an accessible framework for teachers, families, and other stakeholders.

What was Georgia's process for revising the state's early learning standards?

Georgia's process began in 2010 when the Georgia Department of Early Care and Learning (DECAL) commissioned an alignment study of their early learning standards, the CCGPS for K-3, The Head Start Framework and Work Sampling Online. Drs. Sharon Lynn Kagan of Columbia University and Catherine Scott-Little of UNC-G conducted a comprehensive analysis of these documents. Based on their recommendations, DECAL put together a team of stakeholders who drafted the new Georgia Early Learning and

Development Standards (GELDS). A review of the draft standards was completed by Drs. Kagan and Scott-Little. After a series of three more analyses and corresponding revisions, DECAL posted the GELDS for public review and feedback in February 2013. The GELDS were finalized and ready for implementation June 2013.

Who was involved in writing the GELDS?

DECAL initiated the GELDS revision and alignment project. However, stakeholders from across the state were involved throughout the process. The work groups consisted of Pre-K teachers, Pre-K directors, Pre-K consultants, Infant/Toddler teachers, Infant/Toddler directors, Infant/Toddler specialists, DECAL staff, technical college instructors, ECE college professors, childcare directors, early interventionists, inclusion specialists, ELL specialists, Kindergarten teachers and principals.

Frequently asked questions

About Georgia Early Learning and Development Standards (GELDS)

What do the GELDS mean for students with disabilities and English Language Learners?

The structure of the GELDS provides educators with a clear progression of each skill. The age-appropriate indicators are divided into five age groupings: 0–12 months, 12–24 months, 24–36 months, 36–48 months, 48–60 months. This structure gives teachers the flexibility to assess where children are on the continuum and adapt instruction to meet the individual needs of each child.

Who should use the GELDS?

One of the goals with this revision project was to create a universal language that all stakeholders would be able to use when discussing children's learning and development needs. The GELDS are not just for teachers. The GELDS are for families, directors, pediatricians, principals, early interventionists, and any other stakeholders

who work with or on behalf of young children birth to age five.

What will the GELDS mean for children's school readiness?

The GELDS cover all essential domains of school readiness and provide clear expectations for children. They will ensure consistent exposure to high-quality learning experiences through curriculum, instruction, assessment and teacher preparation, among other supports for student learning. With more emphasis on higher-order thinking and problem solving skills, the GELDS will help prepare children for success in Kindergarten and beyond.

Will the GELDS keep teachers from deciding what or how to teach?

Early learning standards do not tell teachers how to teach, but they do help teachers figure out

the knowledge and skills children need. In that way, the GELDS serve as the first building block and will help teachers build the best lessons and environments for their classroom. The GELDS are a clear set of shared goals and expectations for what will help children succeed. Teachers, directors, principals and others will decide how the standards are to be met. Teachers will continue to write lesson plans, assess learning, and tailor instruction to the individual needs of the children in their classrooms. Each program will continue to make decisions about curriculum and how their programs are operated.

For information, contact gelds@dec.al.ga.gov or 404-656-5957

PDM1

#1

24-60 months

domain PDM: physical development and motor skills

Strand: **HEALTH & WELL-BEING**

Standard: **PDM1 – The child will practice healthy and safe habits.**



24-36 months

PDM1.2a

Sleeps well, waking rested and ready for daily activities.

Two-year-olds are generally sleeping through the night, usually about 12 hours. They engage actively in the daily schedule.



36-48 months

PDM1.3a

Stays awake except during nap time.

Three-year-olds are actively engaged in their daily routines with a good night's sleep and, often, an afternoon nap.



48-60 months

PDM1.4a

Stays awake and alert except during voluntary nap time.

Four-year-olds are able to participate in their daily routine with purpose and energy after a good night's sleep.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 36-48 months skill, guide him/her in mastering the 24-36 months skill on the left.
- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

PDM1 – The child will practice healthy and safe habits.



36-48 months

Naptime Helpers

Have the child help put out his/her own mat, cot and/or blanket before naptime. After naptime, have him/her help put everything away. **PDM1.2a**

Toddler Yoga

Have the children practice yoga poses such as Downward Dog, Child's Pose, Cat and Cow. These are great stretches that often help relax the body for nap or wake the body up after nap. You can look up how to do these poses online. **PDM1.2a**

Laundry Basketball

Place a large box or laundry basket on its side in an open space. Put something sturdy behind it. Place a few medium-sized balls nearby. Have the children kick the balls into the target. **PDM1.2a**

★ BRIGHT IDEA

A child who has difficulty walking can throw the ball or "bowl" it from a seated position.



TEACHER TIP

Clay and dough sculptures can be placed on small squares of waxed paper and you can write children's descriptions on the waxed paper.

Five Little Monkeys

Sing "Five Little Monkeys Swinging in the Tree." Have the children act it out using puppets. **PDM1.3a**

Noodle Dough

Provide a variety of noodles, play dough and pipe cleaners. Have the children create 3-D sculptures and describe what they created. Styrofoam pieces can be substituted for noodles if desired. **PDM1.3a**

Bubbles, Bubbles

Make your own bubble solution using 1 cup water, 2 Tbsp. light Karo corn syrup or 2 Tbsp. glycerin and 4 Tbsp. dishwashing liquid. Have the children create wands out of pipe cleaners. **PDM1.3a**



48-60 months

Kitchen Band

Use pots, pans, wooden spoons and kitchen utensils from your housekeeping area and have the children create a kitchen band. Have the children march around the room and make noise! **PDM1.4a**

Mail Truck

Provide large boxes for the children to transform into a mail truck. Have them deliver mail to friends throughout the room. **PDM1.4a**

Mail, Mail, Mail

Consider adding to or transforming your writing center into a mail room for a week. Add a mail box, a mail carrier uniform, envelopes, stamps, junk mail, postcards and a scale. **PDM1.4a**

Talk Box

Consider creating a "Talk Box" or a "Question of the Day" to encourage conversation. These could be silly topics. The children may start out with one-word or two-word sentences, but as the year progresses, encourage more complex dialogue. **PDM1.4a**

Polar Ice

Fill your sensory table with water. Turn your sensory table into a polar region by freezing water in bowls; pop ice into the sensory table and it will float! Place tiny polar animals in the table to use with this. **PDM1.4a**

Mixing Colors

On fingerpaint paper, use large marshmallows, light corn syrup and food coloring to create a pastel painting. Let the children try the marshmallows. Talk to the children about the smell and taste. **PDM1.4a**

★ BRIGHT IDEA

For the children who don't like touching or eating a variety of textures, substitute the marshmallow for a preferred item.

PDM1 #2

24-60 months

domain PDM: physical development and motor skills

Strand: **HEALTH & WELL-BEING**

Standard: **PDM1 – The child will practice healthy and safe habits.**



24-36 months

PDM1.2b

Actively participates in games, outdoor play and other forms of physical activity for sustained periods of time.

Two-year-olds are active and busy, and can stay with an outdoor activity for longer periods of time.



36-48 months

PDM1.3b

Actively participates in a variety of both structured and unstructured indoor and outdoor activities for sustained periods of time.

Most three-year-olds are social and active. They want to be involved in focused play indoors and outdoors for long periods of time.



48-60 months

PDM1.4b

Actively participates in a variety of both structured and unstructured indoor and outdoor activities for sustained periods of time that increase strength, endurance and flexibility.

Four-year-olds are energetic and enjoy activities that involve movement. They enjoy active games, and like to talk about their "big muscles" and brag about their accomplishments.

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PDM1 – The child will practice healthy and safe habits.



24-36 months

Feet-To-Feet

Gather several medium-sized balls. Invite pairs of children to sit on the ground “feet-to-feet” with their legs spread apart. Give a ball to each pair and show them how to roll it back and forth gently. **PDM1.2b**

Nature Hunt

Give the children buckets and encourage them to find nature items such as leaves, small sticks or bugs, and place them in a bucket. Encourage the children to look high and low for items. **PDM1.2b**



36-48 months

Nature Walk

Go on a nature walk and take your journals. Stop now and then to listen to nature sounds. Have the children draw what they see and hear. **PDM1.3b**

Crazy Play Dough

Make homemade play dough. Use different spices or extracts for different scents. Add glitter for visual appeal and texture. The children can use cookie cutters and their hands for shaping the dough. Discuss the different scents and textures and encourage the children to use the new vocabulary to describe their creations. **PDM1.3b**

Honk, Honk

During outside play, make a “road” using chalk or tape on the sidewalk. Have the children use cars and trucks on the road. Encourage them to make predictions about the speed and motion of the cars. You could ask, “Which one do you think will go faster/slower?” You could also provide “road signs” and ask the children to explain what the signs mean. **PDM1.3b**

★ BRIGHT IDEA

For the children who have difficulty rolling trucks on the ground, have them roll the trucks on a higher surface such as a table.



48-60 months

Dinosaur Steps

Take dinosaur steps around the playground to increase balance and strength. Name different types of dinosaurs and encourage the children to move like the different types. For example, Tyrannosaurus Rex walks on hind legs, whereas Stegosaurus walks on all four. For the Pterodactyl, they will have to flap their wings. **PDM1.4b**

Indoor Obstacle Course

Using hula-hoops, balance beams and large boxes, set up an indoor obstacle course. Use directional words as you have the children climb under, over and through. **PDM1.4b**

Paper Plate Skate

Using inexpensive paper plates, provide each child with two paper plates to “skate” around the room. Play music as they move. Let the children use the entire room so they can experience a full range of movements. **PDM1.4b**

Scarf Dance

Play instrumental music that changes tempo (fast and slow). Provide the children with scarves and/or crepe paper streamers. Have them move and wave their props to the slow or fast pace of the music. You can mix up the colors of the props based on seasonal events. **PDM1.4b**

Egg Spoon Relay

Have an egg/spoon relay using plastic eggs. Make it more challenging by having the children walk backwards or close their eyes. **PDM1.4b**

★ BRIGHT IDEA

For the children who have difficulty walking while balancing the egg, provide a larger spoon or bowl for them to carry the egg.

PDM1

#3

24-60 months

domain PDM: physical development and motor skills

Strand: **HEALTH & WELL-BEING**

Standard: **PDM1 – The child will practice healthy and safe habits.**



24-36 months

PDM1.2c

Pays attention to simple safety instructions and avoids dangers with assistance.

Two-year-olds can begin to listen and pay attention to simple safety rules. They can understand what it means to get hurt. They still need assistance and supervision because they enjoy independence, exploring and testing.



36-48 months

PDM1.3c

Independently shows awareness of dangerous situations and responds with some knowledge of safety instructions.

Three-year-olds are beginning to communicate rules of the classroom to others. This is evident when they repeat safety instructions to a classmate or react to dangerous situations in dramatic play.



48-60 months

PDM1.4c

Consistently follows basic safety rules and anticipates consequences of not following safety rules.

Four-year-olds are beginning to understand safety rules and that there are consequences when rules are not followed. As members of a community, they know that rules keep them and their classmates safe.

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PDM1 – The child will practice healthy and safe habits.



24-36 months

Keep Baby Safe

Play with the baby dolls and the children. Show the children how to keep their babies safe: by buckling them in the highchair or stroller, by carrying them properly and not letting the baby choke. **PDM1.2c**

Red Light, Green Light

Have two signs ready, one red and one green. Have the children hop, skip or walk across the carpet when you hold up the green sign and stop when you hold up the red “stop” sign. **PDM1.2c**

Stop

Cut a large stop sign with eight sides out of cardboard and let the children paint it with red paint and sponges. Write STOP on it with a black marker. Explain what the sign means and why we have signs for safety. Let the children use the sign outside with the riding toys. **PDM1.2c**



36-48 months

How Do Dinosaurs Stay Safe?

Read the book *How Do Dinosaurs Stay Safe?* by Jane Yolen. Discuss the situations presented in the book with the children and have them relate how they can stay safe. **PDM1.3c**

Street Crossing

Create a street in your classroom with butcher paper and duct tape. Practice crossing the street with the children as you go through each step. Remind the children to stop at the curb without stepping into the street; look left, right, then left again. Begin to cross while looking all around for oncoming vehicles. You can follow up during outside time by having the children practice crossing in front of the tricycles. **PDM1.3c**

Police Visitor

Have a police officer bring his/her K9 dog to visit your class. Have the children and the officer discuss safety for humans and animals. **PDM1.3c**

★ BRIGHT IDEA

Talk to the children before having visitors in the classroom. If the K9 dog is visiting, be sure to prepare the children; especially those who have a difficult time with changes in the daily routine.



TEACHER TIP

Have helmets available for the children to wear while riding bikes and talk about why helmets are important for safety.



48-60 months

Environmental Print

Take a walk around your school or center and point out environmental print related to safety. For example, point out exit signs, stop signs and caution signs. **PDM1.4c**

Community Helper Dress Up

Provide community helper uniforms/outfits. Encourage the children to dress up like the people that keep them safe and healthy. **PDM1.4c**

★ BRIGHT IDEA

Have baggy clothing items available for the children who may have difficulty getting dressed. You can use a pillowcase split open as well. This will prevent the children from struggling to get into the clothes. Use the buddy system and have the children assist each other. Encourage the children to work together in pairs and help one another to put different clothing items on.

Playground Patrol

Have one or two children dress up as police officers and issue “tickets” to children on tricycles who are not obeying rules. You could set up a stop sign and speed limit sign. Encourage the children to have fun and pretend. **PDM1.4c**

PDM1 #4

24-60 months

domain PDM: physical development and motor skills

Strand: **HEALTH & WELL-BEING**

Standard: **PDM1 – The child will practice healthy and safe habits.**



24-36 months

PDM1.2d

Verbalizes simple safety rules.

At two, some children are just beginning to say more than two words together. “No,” however, is a powerful word most children understand and are able to say at an early age. They will say “no” when aware of a dangerous area or situation.



36-48 months

PDM1.3d

Communicates to peers and adults when dangerous situations are observed.

Three-year-olds will tell the teacher when they notice safety rules are not being followed. As part of a community, they have learned from their teacher that safety rules keep themselves and friends safe.



48-60 months

PDM1.4d

Communicates the importance of safety rules.

Four-year-olds are learning about community helpers and their roles. Through books, visitors and role-playing activities, they can identify who will help them be safe.

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PDM1 – The child will practice healthy and safe habits.



24-36 months

Learn About Strangers

Read a book about strangers, such as *Berenstain Bears Learn About Strangers* by Stan and Jan Berenstain. Have the children explain the safety rules that the characters obey in the book. **PDM1.2d**

Unsafe Pictures

Find pictures of unsafe acts such as running down the hallway or climbing up the slide. Ask the children if it is okay to engage in the act. Encourage the children to say “no” and show or explain to you the safe way to play. **PDM1.2d**

Put Your Helmet On

Clap and use this chant with the children prior to using tricycles on the playground.

*Put your helmet on your head,
Make sure it fits nice and tight,
You must wear a helmet
When you ride a trike. PDM1.2d*



36-48 months

Call 911

Give the children a template for a phone to copy from, as well as a small cardboard rectangle. Have them design their own phone and practice calling 911. Review the information they should relay to a 911 operator if they ever have to call 911. **PDM1.3d**

These Shoes Were Made for Walking

Use an old pair of shoes to make puppets. On the soles of the shoes, glue eyes, a pom-pom nose, felt or yarn mouth and yarn hair. Encourage the children to name the puppets! During circle time, put your hands in the shoes and have them “talk” to each other about safety. You could say, “We use our walking feet” and demonstrate the puppets “walking” and “running” to show the difference. Invite children to come up and “talk” about being safe using the puppets. **PDM1.3d**

Story Time

Read *I Can Be Safe* by Pat Thomas. Review different situations where the children may need to ask for help. Make signs using craft sticks and pictures of police officers, firefighters and nurses. Talk about dangerous situations and have the children hold up a picture of the person who could provide help. **PDM1.3d**



48-60 months

Safety Books

Read *Play it Safe* by Mercer Myer and *Safety on the Playground* by Lucia Raatma. Discuss the books and have the children give examples of their own safe play practices. **PDM1.4d**

My Escape Plan

Send home fire evacuation plans and have parents help their children complete the plan for their home. Ask the family members to return the plan to class. Use the plans for a small group activity and have the children share their escape plan and talk about how they practiced this skill. Use LEGO® or plastic toy people to act as family members. **PDM1.4d**

Safety Walk

Go on a safety walk outside. Discuss the importance of looking both ways for cars, staying with the group and using walking feet. **PDM1.4d**

Playground Safety

Model appropriate safety rules for the playground. Demonstrate where it is appropriate to run and walk. Model going down the slide feet first. Have the children demonstrate their understanding of the rules and tell/explain why these rules are important. Ask questions such as “What would happen if we don’t go down the slide feet first?” **PDM1.4d**

★ BRIGHT IDEA

Create a picture rule flip-book. Refer to the pictures while outside when children need to be reminded of the rules.

PDM1

#5

24-60 months

domain PDM: physical development and motor skills

Strand: **HEALTH & WELL-BEING**

Standard: **PDM1 – The child will practice healthy and safe habits.**



24-36 months

PDM1.2e

Attends to personal health routines and self-care needs with some assistance from an adult.

Two-year-olds are becoming more independent. They are able to help dress themselves and begin potty training.



36-48 months

PDM1.3e

Attends to personal health routine and self-care needs independently.

Three-year-olds are becoming independent with most self-care needs such as toileting, dressing themselves and washing hands. They still need reminders and support to perform personal hygiene tasks correctly.



48-60 months

PDM1.4e

Identifies the importance of and participates in activities related to health and self-care needs.

Four-year-olds are not only independent in much of self-care but also understand the need to be clean and healthy. Books and role play can promote discussions of why health and self-care are important.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 36-48 months skill, guide him/her in mastering the 24-36 months skill on the left.
- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

PDM1 – The child will practice healthy and safe habits.



24-36 months

Bundle Up

Teach the children how to independently put on their jackets before going outside. One way is to lay the jacket on the floor, upside down, with the neck at the child's feet. Have the child put hands in the sleeve holes and flip the jacket over his/her head as he/she slides arms into the sleeves. **PDM1.2e**

Potty Time

Read *Dora's Potty Book* by Melissa Torres or *Fuzzy Bear's Potty Book* by Bentley Dawn. Explain that everyone uses the bathroom. Take children on a tour of the bathroom and describe all the things you see. Say, "As you become big boys and girls, you can tell someone when you need to go to the potty and they will help you!" Remember: avoid putting pressure on children. They have their own developmental time table for successful potty training. **PDM1.2e**



36-48 months

Healthy Teeth

Invite a dentist or dental hygienist to visit. Ask them to show the proper brushing technique using a big plastic model. At circle time, sing "This is the way we brush our teeth..." to the tune of "Here We Go Round the Mulberry Bush." **PDM1.3e**



48-60 months

Wash, Wash, Wash Your Hands

Sing to the tune of "Row, Row, Row Your Boat":

Wash, wash, wash your hands

While you sing this song

Rub and scrub, rub and scrub

The germs swirl down the drain.

Scrub, scrub, scrub your hands

While you sing this song

Rub and scrub, rub and scrub

The germs swirl down the drain. **PDM1.3e**

Dressing Race

Engage the children in relay races to work on dressing themselves. Use dramatic play clothing or clothing that is seasonal. Have family members bring in items from home to use and return the items to them at the end of the week. **PDM1.3e**

★ **BRIGHT IDEA**

Provide some simple clothing for the children that have difficulty dressing themselves. You could include hats or scarves that are easy to put on.



TEACHER TIP

Hang a poster of a smiling child with shiny teeth for the children to see when they use the sink.

Grocery Grouping

Gather empty food containers and boxes such as from cereal, rice, chips and canned foods. Have the children sort containers into "GO" (healthy) and "NO" (unhealthy) foods. Discuss why they picked the "GO" or "NO" group. **PDM1.4e**

Weather Watch

Prior to going outside, have the children predict which outerwear they might need. Ask, "Do we need umbrellas? Do we need heavy coats? Do we need a light jacket?" **PDM1.4e**

Handwashing Experiment

After reading *Those Mean Nasty Dirty Downright Disgusting but...Invisible Germs* by Judith Anne Rice, do an experiment. Coat the children's hands with glitter and Vaseline. Talk about the glitter being similar to germs. Ask, "What is the best way to get rid of the germs?" Have the children try to wash it off with cold water. Discuss what happens. Ask what they could do differently. Next have them wash with warm water and child-safe soap. Which was more effective? **PDM1.4e**



TEACHER TIP

Wash hands as soon as you come in the room. Ask guests to wash their hands, too. Post a sign stating, "You are entering a handwashing zone. Help us keep our class healthy. Wash your hands."

PDM1

#6

24-60 months

domain PDM: physical development and motor skills

Strand: **HEALTH & WELL-BEING**

Standard: **PDM1 – The child will practice healthy and safe habits.**



24-36 months

**NO
INDICATOR**



36-48 months

**NO
INDICATOR**



48-60 months

PDM1.4f

Can name people who keep them safe and healthy.

Four-year-olds are learning about community helpers and can understand what jobs people do to help keep them healthy.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 36-48 months skill, guide him/her in mastering the 24-36 months skill on the left.
- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

PDM1 – The child will practice healthy and safe habits.



48-60 months

Brush, Brush, Brush Your Teeth

Sing to the tune of "Row, Row, Row Your Boat":

*Brush, brush, brush your teeth
Gently round your gums.*

*Merrily, merrily, merrily, merrily,
Brushing is such fun!!*

*Brush, brush, brush your teeth
Brush them every day.*

*The front, the sides, the back, the top
To keep decay (or the bugs or germs) away!*

*Floss, floss, floss your teeth
Floss without delay.*

You can do this every day

To keep decay (or the bugs or germs) away!

*Rinse, rinse, rinse your teeth
Swishing germs away.*

Then you'll have a pretty smile

with healthy teeth each day. PDM1.4f

Who Else Keeps us Safe?

Read books such as *Road Builders* by B. G. Hennessy or *Smash! Mash! Crash! There Goes the Trash!* by Barbara Odanaka. Discuss why it is important to keep our roads safe or have the trash picked up. **PDM1.4f**



TEACHER TIP

Have books available in the library that discuss community helpers. Talk to the children about the books and the helpers that are described in them.

Guess Who

Give one child a card with a picture of a community helper in the safety or health field. The child must give "clues" about what this person does. The other children guess which community helper is shown on the card. **PDM1.4f**

In Our School

Brainstorm to identify the people in the school or center that work to keep them safe. Examples include the cook because they make sure the food is prepared safely or the custodian who ensures that the building is safe. What are some other ways children can think of that people help keep the school or center safe? **PDM1.4f**

Toothbrush Art

Place a large piece of butcher paper on a table or on the floor. You will need small containers of paint and old toothbrushes. Have the children practice up-and-down and circular brush strokes while painting with their old toothbrush. Hang the pictures over the sink or in the classroom to remind them to brush their teeth. **PDM1.4f**



TEACHER TIP

Display a variety of safety posters in the classroom such as a first aid poster, a stop, drop and roll poster, a photo of a weather forecaster or a poster of a 911 call center.

Making Props

Make props like a fire truck or police car out of huge boxes. Paint them to look similar to the real thing. Cut a hole in the top and bottom so the children can get into them. Attach a rope to use as shoulder straps. When the construction is complete, the children can run on the playground using the vehicle props. **PDM1.4f**

Vet Office

Take props outside to set up a vet office. Explain that just as doctors keep people healthy and safe, vets do the same for our pets. Add a stethoscope, thermometer, note pad, magnifying glass and a basket of stuffed animals. Encourage children to bring their pet to the vet. **PDM1.4f**



TEACHER TIP

Discuss safety expectations daily at group times as you transition to another activity. Have the children practice safety techniques in small groups such as walking with scissors pointed down, walking with pencils the right way and putting toys away in centers.

PDM2 #7

24-60 months

domain PDM: physical development and motor skills

Strand: **HEALTH & WELL-BEING**

Standard: **PDM2 – The child will participate in activities related to nutrition.**



24-36 months

PDM2.2a

Prepares nutritious snacks with adult assistance.

Two-year-olds have developed food preferences. Offering only healthy and nutritious snacks encourages them to prefer such foods. Giving older toddlers the opportunity to help prepare snacks gives them a feeling of independence. They are more likely to try foods that they have helped prepare.



36-48 months

PDM2.3a

Helps prepare nutritious snacks.

Three-year-olds are eager to help with food preparation. Exposing children at this age to many healthy choices for snack time encourages them to prefer nutritious food.



48-60 months

PDM2.4a

Helps prepare nutritious snacks and meals.

Four-year-olds can help prepare healthy snacks and meals at home or at school. They will enjoy eating nutritious food and be able to learn many things about what foods are healthy, where food comes from and how to prepare it.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 36-48 months skill, guide him/her in mastering the 24-36 months skill on the left.
- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

PDM2 – The child will participate in activities related to nutrition.



24-36 months

Applesauce Fun

With the children, mix together 6 diced apples, 1 tsp. cinnamon, 1½ cups water, 1 tsp. lemon juice, ¼ tsp. salt in a crock pot. Place the crock pot out of reach of the children while the applesauce cooks. Have the children eat applesauce for a snack when it is ready. **PDM2.2a**

Yummy, Yummy

Gather fresh fruit items. Cut hard fruit such as apples into bite-sized pieces. Encourage the children to cut soft fruits such as bananas into small pieces using a child-safe plastic knife or spoon. Have the children help put the pieces into a large bowl and stir. Enjoy! **PDM2.2a**

Rainbow Toast

Have the children paint a piece of bread using milk that's colored with food coloring. Once they paint their bread, toast it briefly in the toaster or put it in the oven to toast. When done, have the children eat their painted toast. **PDM2.2a**

Anytime or Sometimes?

Place a variety of toy foods in front of the children. Discuss which foods are healthy choices that can be eaten “anytime” and which are less healthy that should only be eaten “sometimes.” Have the children name a favorite “anytime” food. **PDM2.2a**



36-48 months

Watermelon Shapes

Have pieces of pre-cut watermelon for the children to cut with cookie cutters and enjoy eating. Talk about why watermelon is healthy and have the children describe the taste, smell, color and texture. **PDM2.3a**

Ocean Parfait

Add blue food coloring to vanilla yogurt or pudding, or use blueberry yogurt. Give the children a zipper-top bag containing half a graham cracker that they crush. Have them scoop the blue “ocean” into a cup and add the crushed graham cracker “sand” to the top. You can add whipped cream on top as a wave! **PDM2.3a**

Home Grown

In a prepared garden bed, have the children plant lettuce, tomatoes and cucumber plants. When crops are ripe, have the children assist in harvesting, washing and preparing the food for a class salad. **PDM2.3a**



TEACHER TIP

Use divided plates to keep foods separate. Provide age-appropriate utensils for serving, mixing, cutting and eating. Remember, new foods may need to be offered many times before the children are willing to try them.



48-60 months

The Carrot Seed

Read *The Carrot Seed* by Ruth Krauss with the children. Talk about how much care it takes to make a small seed grow. Bring in real carrots from the grocery store that are not prepackaged to show them what they look like when they are pulled from the ground. Encourage the children to wash, cut and taste the carrot or use the leafy green part to paint. **PDM2.4a**

Pea Pods

Provide the children with snow pea pods or other legumes. Have them explore the closed pods. Then have the children open the pods to see what's inside. Have the children taste the peas. **PDM 2.4a**

Bear Snacks

Make bear snacks for a nature walk (honey combs, chocolate chips, raisins, pretzels and dried fruit). Sing “Going on a Bear Hunt” as you are going through the “woods.” **PDM2.4a**

Go Broccoli!

Read *Monsters Don't Eat Broccoli* by Barbara Jean Hicks. Have the children call out a food they don't like and say what they would rather eat. **PDM2.4a**



TEACHER TIP

If you bring in outside food to eat, model healthy choices if eating in front of the children.

PDM2

#8

24-60 months

domain PDM: physical development and motor skills

Strand: **HEALTH & WELL-BEING**

Standard: **PDM2 – The child will participate in activities related to nutrition.**



24-36 months

PDM2.2b

Eats a variety of nutritious foods and recognizes healthy foods.

Two-year-olds will eat what is available to them. Having only nutritious options and telling children that certain foods are good for their bodies helps them to develop healthy eating habits.



36-48 months

PDM2.3b

Distinguishes healthy food choices from less-healthy food choices.

Books and discussions about food help three-year-olds to make healthy food choices. Giving children the opportunity to prepare and eat nutritious foods together also promotes an understanding of healthy eating habits.



48-60 months

PDM2.4b

Sorts foods into food groups and communicates the benefits of healthy foods.

Talking and learning about food provides opportunities to discuss many aspects of good nutrition. Four-year-olds can talk about different food groups, where certain food comes from and how it affects their bodies.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 36-48 months skill, guide him/her in mastering the 24-36 months skill on the left.
- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

PDM2 – The child will participate in activities related to nutrition.



24-36 months

Is This Healthy?

Make cards with pictures of foods such as pizza, broccoli, apples or ice cream. Ask the children if the food is healthy or not. This can also be done with toy food items in dramatic play. **PDM2.2b**

Food Books

Read books with the children about healthy food choices and discuss which are healthy foods and which are “sometimes foods.” For example, read *Growing Vegetable Soup* by Lois Ehler or *The Very Hungry Caterpillar* by Eric Carle. **PDM2.2b**

Yogurt Bites

For this activity, you will need a container of fruit yogurt, waxed paper, a cookie sheet and a pastry bag with tip. Place the waxed paper on the cookie sheet and put the yogurt in the pastry bag. Have the children help you squeeze out dots of yogurt onto the waxed paper. Once done, place in freezer until firm. Then have the children eat it as a snack. Try plain yogurt as well as fruit yogurt to see which the children prefer. **PDM2.2b**



36-48 months

My Favorite Food

Have the children find a picture of their favorite food. As a small or large group activity, sort the pictures into foods that are healthy and foods that are not healthy. **PDM2.3b**

Healthy or Not?

Read *The Very Hungry Caterpillar* by Eric Carle. Make a list of the healthy and non-healthy foods. Have the children help make their own book of healthy foods and non-healthy foods using magazine cutouts or actual food labels/cutouts. **PDM2.3b**

Green Food Taste Test

Provide a variety of green foods for the children to try. Include foods such as broccoli, honeydew, celery, green apples or artichokes. Chart the children’s preferences as to which food they like best and which one they like least. **PDM2.3b**

Good For You, Yummy Too

Read *Gregory the Terrible Eater* by Mitchell Sharmat or a similar book that discusses nutrition in a fun way. Every time you read about a food that is nutritious, have the children pat their tummies and say, “yum, yum.” When you mention a food that is not healthy have the children cover their mouth and say, “No, thank you.” **PDM2.3b**



48-60 months

Bread, Bread, Bread

Read *Bread, Bread, Bread (Around the World Series)* by Ann Morris with the children. Have a variety of breads for children to sample and taste, such as rye, wheat and pumpernickel. **PDM2.4b**

My Plate

Have the children find pictures of their favorite foods using magazine cut-outs or photos. Have them create a collage on a paper plate. **PDM2.4b**

What Did You Have For Breakfast?

Label a chart “What I had for breakfast today.” Show the children the chart and ask each child what they had for breakfast and list it. Compare and contrast what they ate, who had the same type of food, such as cereal, and who ate something that they have never had. Talk to the children about the importance of a good breakfast. Say, “Breakfast gives us energy to play and work and run! However, we need healthy foods to do this. If we eat only unhealthy foods, we will be grumpy and not have very much energy.” **PDM2.4b**



TEACHER TIP

Avoid praising the clean plate. Children should stop eating when they are full.



PDM3

#9

24-60 months

domain PDM: physical development and motor skills

Strand: **USE OF SENSES**

Standard: **PDM3 – The child will demonstrate an awareness of the body in space and child's relationship to objects in space.**



24-36 months

PDM3.2a

Acts and moves with intention and purpose.

Two-year-olds are able to coordinate even more body movements as they become more mobile. They are able to independently coordinate their bodies to move in a specific direction.



36-48 months

PDM3.3a

Acts and moves with purpose and recognizes differences in direction, distance and location with some adult assistance.

Three-year-olds coordinate body movements with a purpose. They are able to change direction and are beginning to understand the differences in distances and locations of objects.



48-60 months

PDM3.4a

Acts and moves with purpose and independently recognizes differences in direction, distance and location.

Four-year-olds understand movement concepts, such as having control of their body, how the body moves and that their body can move independently or in coordination with other objects or people.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 36-48 months skill, guide him/her in mastering the 24-36 months skill on the left.
- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

PDM3 – The child will demonstrate an awareness of the body in space and child’s relationship to objects in space.



24-36 months

Obstacle Course

Set up an obstacle course in your room or on the playground. Have the children crawl through tunnels, up stairs, down slides, under tables and chairs or around shelves. **PDM3.2a**

Action Songs

Sing or play songs that require the children to move to the words. For example: “Hokey Pokey,” “Animal Action,” “Do Your Ears Hang Low” and “A Sailor Went to Sea Sea Sea.” **PDM3.2a**

Clap Your Hands

Read the book *Clap Your Hands* by Lorinda Bryan Cauley, and have the children mimic the movements as you read. You can change things up by reading the book slowly and then faster. **PDM3.2a**

Teddy Bear, Teddy Bear

Sing the following song with the children and encourage them to do the movements:

Teddy bear, teddy bear, turn around!
Teddy bear, teddy bear touch the ground!
Teddy bear, teddy bear, jump up high!
Teddy bear, teddy bear, touch the sky!

PDM3.2a



36-48 months

What Am I Doing?

Have one child do something and have the other children describe what that child did. For example, he/she went around the shelf or went under the table or sat next to the block center. **PDM3.3a**

Big Box Bean Bags

Set up a laundry basket or big box as a target for the children to toss bean bags. Use tape or a sign on the floor to indicate where the children should stand when they toss their bean bags. **PDM3.3a**

Musical Islands

You will need several hula-hoops and music for this activity. This game is similar to musical chairs except the children must find a hula-hoop “island” to stand in when the music stops. Remove a hula-hoop each round, but no child is “out” of the game. The object is to see how many children can fit on a hula-hoop island safely. **PDM3.3a**

Musical Friends

Play lively music and encourage the children to dance freely. Pause the music and have each child find a partner. Direct the children to greet their partners with a hug, high five, low five, fist bump or other appropriate greeting. **PDM3.3a**



48-60 months

Alphabet Freeze

Place alphabet mats throughout the classroom. Have the children walk from mat to mat while the music is playing. Once the music stops, the children must find an alphabet mat. Randomly choose a child to tell you which letter they are standing on. You can vary this activity throughout the year by asking them for the sound the letter makes and/or a word that starts with that letter. **PDM3.4a**

Child in the Mirror

Have the children pair up with a partner. One will be the leader. The two children will stand facing each other. The leader will make a movement and their partner will “mirror” the movement. After a few turns, encourage them to switch roles. **PDM3.4a**

So You Think You Can Dance?

Have the children create a simple dance routine by putting together a series of 8-counts. They could step side-to-side for an 8-count and then do heel-to-toe for an 8-count. Encourage them to help in choosing the movements. Extend the activity by encouraging them continue their dance outside. **PDM3.4a**

How Far Can I Go?

Put a pedometer on different children each day so everyone has a turn. Graph the distance or steps each child walks in the day. At the end of the week you will have a graph with various distances and can make comparisons. **PDM3.4a**

PDM3 #10

24-60 months

domain PDM: physical development and motor skills

Strand: **USE OF SENSES**

Standard: **PDM3 – The child will demonstrate an awareness of the body in space and child's relationship to objects in space.**



24-36 months

PDM3.2b

Demonstrates awareness of his/her own body in space.

Spatial concepts are learned through movement and exploration. This helps two-year-olds learn how their bodies move. Setting up exploratory activities that allow them to jump, climb and reach will help them figure out what their bodies can do.



36-48 months

PDM3.3b

Demonstrates awareness of his/her own body in relation to others.

Three-year-olds understand that their bodies occupy space. They can use simple positional words to describe where they are in relation to people and objects. Spatial concepts are gained by their involvement in concrete experiences and interactions.



48-60 months

PDM3.4b

Demonstrates spatial awareness through play activities.

Four-year-olds are beginning to have an understanding of how their body relates to the space around it. Some children often seem clumsy as they are experimenting with these new skills, which include pouring milk or lining up.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 36-48 months skill, guide him/her in mastering the 24-36 months skill on the left.
- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

PDM3 – The child will demonstrate an awareness of the body in space and child’s relationship to objects in space.



24-36 months

Big Art

Have the children lie on their tummies on a large piece of butcher paper, with a crayon in each hand. Play music and have them move their arms back and forth to color the paper as the music plays. When the music stops have them switch crayon color. Repeat several times and then have the children stand up and look at their art work. **PDM3.2b**

Jump Time

Turn on music with a fast beat and encourage the children to jump up and down to the music. Some children will need assistance from the teacher to jump, while others will be able to experiment with jumping on one foot. **PDM3.2b**



36-48 months

Three-Legged Race

Have a three-legged race using bandannas to keep the children’s legs joined together. Offer support from beside the children as needed. **PDM3.3b**

Body Tracing

Have the children lie down on a piece of butcher paper and trace their outlines. Then lay the body tracings out in a large area and have the children compare them. **PDM3.3b**

Caterpillar Game

Have one child at the head of the line and the others behind in a line with hands on each other’s shoulders. The first child closes his/her eyes and the others behind lead the “blind caterpillar” around by moving him/her with pressure on the shoulders, leaning and telling directions. **PDM3.3b**

Newspaper Dancing

Start with a section of newspaper for each child, unfolding it and laying it flat. This is the “dance floor.” Play music while the children dance on their personal “dance floor.” Next, the children step off the paper, fold it in half, step back on again and dance some more. Continue folding the paper in half and challenging them to find creative ways to stay on their “dance floor.” **PDM3.3b**



48-60 months

Follow the Directions

Ask the children to do a specific motion to get to various locations on the playground. You may suggest, “Run to a spot next to the slide. Crawl under the picnic table. Jump to the tree. Skip to the door.” **PDM3.4b**

Directional Word Game

Take a shower curtain and lay it over a table. Cut it to fit the table exactly. Use markers to color a scene on it, such as a mountain scene with a forest and lake. Create a cube of the different things in the scene and a cube that gives the directional words, “next to,” “in,” “behind” and “above.” Give children small forest animals. The children will roll both cubes and then place the animals “next to,” “in” or “above” the item they rolled. This can be an independent game or a small group game. **PDM3.4b**

Kangaroo Jump

Introduce the children to the kangaroo and explore unique things about that animal, especially its ability to jump a great distance. In an open space, show the children the distance a kangaroo can actually jump. Show the children this by measuring from the starting line. Then, have each child take a turn to jump as far as he/she can. See which one jumps closest to the kangaroo’s distance. **PDM3.4b**

★ BRIGHT IDEA

For a child who has difficulty jumping, encourage him/her to move from one area to the other in whichever movement is most comfortable, such as hopping, walking, rolling or stomping.

PDM4 #11

24-60 months

domain PDM: physical development and motor skills

Strand: **USE OF SENSES**

Standard: **PDM4 – The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.**



24-36 months

PDM4.2a

Participates in a variety of sensory experiences and differentiates between the senses.

Two-year-olds are able to participate in a variety of activities to explore their senses. They learn best by actively exploring an object. Encourage toddlers to explore a banana by looking at it first, then smelling it, tasting it and experiencing the texture by mashing it up.



36-48 months

PDM4.3a

Uses senses purposefully to learn about objects.

Sensory experiences are basic to children's learning about objects. Three-year-olds want to become actively involved in learning through touching and handling items. Many science and math concepts are taught through sensory experiences.



48-60 months

PDM4.4a

Discriminates between and identifies a variety of sights, smells, sounds, textures and tastes.

Four-year-olds are able to use their senses and distinguish between objects that are the same and different. They can use appropriate vocabulary to discuss a variety of sights, sounds, smells, textures and tastes.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 36-48 months skill, guide him/her in mastering the 24-36 months skill on the left.
- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

PDM4 – The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.



24-36 months

What's the Smell?

Make or use nontoxic play dough and add scented oils. Encourage the children to manipulate play dough with their hands and with tools such as plastic utensils, cookie cutters and rollers. **PDM4.2a**

Sand and Water Play

Place sand and/or water in a sensory table. Provide a variety of tools for the children to use in the sand/water such as scoops, cups, spoons, sand molds and plastic animals. **PDM4.2a**

Feely Boxes

Use mystery “feely boxes” and have the children guess what is inside. You can use tissue boxes and put different fabric pieces or small toys in the box for them to feel. **PDM4.2a**



36-48 months

Exploring Marshmallows

You will need jumbo marshmallows, magnifying glasses, small plates, cups of water and pipettes. Give each child a marshmallow and have the child explore it by smelling it and looking at it through the magnifying glass. Have the child use the pipette to drop water on the marshmallow and explain what happens. **PDM4.3a**



48-60 months

Frame It

Cut out the center of a paper plate, one for each child. Vary sizes of holes. Have the children view their environment through the frame. The frame helps children focus on specific elements. Have children describe what they see. **PDM4.4a**

Guess That Smell

Place four or five edible items with strong aromas, such as coffee, onions, lemons or cinnamon in separate containers. Have the children shut their eyes and identify each item by smell. **PDM4.3a**

Class Taste Test

Do taste tests with the children using various food items. Check for food allergies prior to this activity. Be sure to include sweet, salty and bitter foods to give them a variety of tastes. **PDM4.3a**

Sound Shakers

Using plastic eggs, film canisters or small boxes, fill each container with different objects that make sounds such as bells, rocks, rice or beans. Display pictures of each object. Have the children shake the container and identify the object inside using the pictures as clues. **PDM4.3a**

Smell Collage

Cover a table with butcher paper. Provide glue and an assortment of spices, such as paprika, curry and cinnamon. Put the spices in individual bowls or shaker bottles. Have the children put glue on the paper and then sprinkle spices over it. Have the children describe the smells. Encourage them to pick their favorite and describe why. Ask them what they think of when they smell a certain spice. You might model, “Cinnamon makes me think of my breakfast toast.” **PDM4.4a**

Drawing to the Beat

Give each child a blank piece of paper. Play various types of music such as classical, rock, guitar, water sounds or jazz. Have the children draw to the feel/beat of the music. **PDM4.4a**

Feely Box

Use a “feely box” for the children to touch an item inside and guess what it is. You can use a tissue box and include items with different shapes and textures. **PDM4.4a**

★ BRIGHT IDEA

For the children who don't like to touch a variety of textures, limit the number of items and textures in the “feely box.” Also consider adding textures or items the child prefers to touch and limit the textures that he/she does not like to touch.

PDM4 #12

24-60 months

domain PDM: physical development and motor skills

Strand: **USE OF SENSES**

Standard: **PDM4 – The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.**



24-36 months

PDM4.2b

Tests objects to determine their purpose.

Two-year-olds use their senses to go beyond exploring objects to using them as tools. For example, they might use a shoe box as a garage for toy cars. They also explore the world in more complex and creative ways.



36-48 months

PDM4.3b

Takes things apart and attempts to put them back together.

Three-year-olds are becoming more independent and use their senses to figure out how objects work. They love to be able to take objects apart and try to put them back together. Providing simple activities lets them do this in an appropriate way.



48-60 months

PDM4.4b

Takes things apart and invents new structures using the parts.

Four-year-olds use their senses to explore the environment. They are adept at taking things apart.

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PDM4 – The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.



24-36 months

Sink or Float?

Place water and a variety of items in the sensory table. Have some heavy items that will sink and some light items that will float. Provide tongs or spoons for the children to use to retrieve the items. **PDM4.2b**

Pipe Cleaner Fishing

Take pipe cleaners and twist them into shapes that resemble fish. Take additional pipe cleaners and make a hook on the end of each one. Place the fish in a plastic container and have the children use their hooks to catch the fish. Have the children experiment with making hooks differently to attempt to catch the fish. **PDM4.2b**



36-48 months

Cardboard Castles

Have a tub of boxes that have been recycled for building in the block area, such as tissue boxes, small gift boxes, paper towel tubes and small boxes. Have the children build all kinds of castles. **PDM4.3b**

Building and Rebuilding

Have the children build structures with large LEGO®s. Then have them take the structures apart and build something completely different. **PDM4.3b**



48-60 months

Paper Clip Design

Use a variety of shapes and sizes of paper clips. You will also need small bowls and pipe cleaners. Ask the children to come up with different ways to use the paper clips, such as hooking them together or making a long chain. Add in the pipe cleaners for an extra element. **PDM4.4b**

VELCRO® Brand Craft Sticks

Using craft sticks, place VELCRO® dots on each end, as well as in the center. Be sure to use both the hook and loop pieces. Place these in a basket and have the children make shapes. You can also use bottle caps or lids with VELCRO® to add another element to building. **PDM4.3b**

Lace It Up!

Remove a shoe lace from a shoe. Show the child how to put the lace back in and pull it through the holes. If shoes are not available, punch holes in a piece of cardboard and have the child weave the lace in and out of the holes in any pattern he/she chooses. **PDM4.3b**

Human Sculptures

Have the children work cooperatively to form letters and shapes with their bodies. Encourage them to come up with as many as they can. **PDM4.4b**

Robots

Read *The Robot Book* by Heather Brown. Have a cardboard box available to be the robot and examples of the parts mentioned in the story. Ask the children to VELCRO® the parts on the cardboard box robot to assemble it. Include a variety of different kinds of eyes, mouths or legs so children can change it to make different robots. **PDM4.4b**

Outdoor Bridges

Encourage children to collect a variety of items from outside, such as pinecones, sticks, rocks and leaves to make bridges in the sand area. **PDM4.4b**

Tin Foil Sculpture

Provide pre-cut tin foil pieces in various lengths, sizes and shapes. You will also need markers and masking tape. Have the children create 2-D or 3-D designs with the materials. Talk about the physical changes they are making with the foil and how they are changing the shape and arrangement. You can also offer hints and suggestions for helping them make their sculptures more complex. **PDM4.4b**

PDM5 #13

24-60 months

domain PDM: physical development and motor skills

Strand: **MOTOR SKILLS**

Standard: **PDM5 – The child will demonstrate gross motor skills.**



24-36 months

PDM5.2a

Develops gross motor control for a range of physical activities.

Two-year-olds stop “toddling,” or using the awkward, wide-legged robot-like stance that is the hallmark of new walkers. As they develop a smoother gait, they also develop the ability to run, jump and hop. Children of this age can participate in throwing and catching games with larger balls.



36-48 months

PDM5.3a

Coordinates movements to perform a task.

Three-year-olds can climb up stairs using a method of bringing both feet together on each step before proceeding to the next step. Young children, however, may still need some “back-up” assistance to prevent falls in case they become unsteady at this new skill. Three-year-olds can jump and hop higher as their leg muscles grow stronger. Many can even hop on one foot for short periods of time.



48-60 months

PDM5.4a

Coordinates movements to perform more complex tasks.

Four-year-olds can go up and down the stairs alone like an adult, taking one step at a time. Their running continues to smooth out and increase in speed. Children of this age can also skip and add spin to their throws. They also have more control when riding their tricycles or bicycles, and can ride them faster.

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PDM5 – The child will demonstrate gross motor skills.



24-36 months

Crab Walk

Have the children sit on the floor, putting their hands behind them on the floor, then lifting their bottom up. Using hands and feet, move body forward or sideways like a crab. **PDM5.2a**

Looby Loo

Play the song “Here We Go, Looby Loo” and have the children follow the given movements in the song. **PDM5.2a**

Bunny Hop

Have the children pretend to be an animal moving around the room. They can hop like bunnies, jump like frogs or stomp like elephants. **PDM5.2a**



36-48 months

I Can Do It

Play the song “I Can Do It” by Patty Shukla. Have the children follow with the song to jump, balance on a log, boogie and other actions. **PDM5.3a**

Balancing Act

Put tape lines on the floor in varying directions such as straight, zigzag or curves. Have the children try to “balance” as they walk along the tape lines with their hands out. You can even use stuffed animal alligators on the floor to play a game of “Don’t Fall In.” **PDM5.3a**

Hula-Hoop Hopscotch

Set up a hopscotch game using hula-hoops. Encourage the children to hop on one and two feet along the game path. **PDM5.3a**

Sock Toss

Make sock balls out of adult socks or use bean bags for this activity. Toss the balls into a laundry basket, clean garbage can or box. When the children need more of a challenge, move the target farther away. **PDM5.3a**



48-60 months

Activity Cube

Use a cube-shaped box to create an activity cube. On each face of the cube, write a different movement, such as flap your arms, jump five times or turn in a circle. Have a child roll the cube and have all the children imitate that movement. **PDM5.4a**

Rabbit Hole

Create a rabbit hole using a hula-hoop balanced on top of four cones. The children can pretend to be foxes and rabbits. The fox chases the rabbits and they must jump into their rabbit hole to keep safe. The children can also try to crawl under the hoop to gain access to the rabbit hole. **PDM5.4a**

Air Dancing

Turn on some music. Have the children lie on their backs and move their legs, arms and bodies to the beat. You can say, “Bend your knees up and down,” or “Freeze!” **PDM5.4a**

Pool Noodle Hockey

Give the children short pool noodles and a soft ball. Set up a goal on each side of the rug using masking tape or small container. Have the children hit the ball into the goal. Other children can cheer from the sidelines and take a turn when a goal has been made. **PDM5.4a**

Kick the Can

Give each child a can or other container that will roll. Have him/her place it at one end of the rug. Before starting, have him/her predict how many times he/she will have to kick the can or container to get it to the other end of the rug. Have the other children count how many kicks it actually takes. **PDM5.4a**

Step Aerobics

Give each child a hollow block to use as a step and two cylinder blocks to use as hand weights. Play upbeat music. Instruct the children on movements such as stepping up and down from the block and lifting hand weights. **PDM5.4a**

Outdoor Bowling

Draw a bowling lane with chalk. Set up plastic water bottles like bowling pins. Have the children bowl with a rubber ball. **PDM5.4a**

PDM5 #14

24-60 months

domain PDM: physical development and motor skills

Strand: **MOTOR SKILLS**

Standard: **PDM5 – The child will demonstrate gross motor skills.**



24-36 months

PDM5.2b

Develops coordination and balance.

Balance and coordination skills are developed over time as two-year-olds move and play. These skills are necessary for more complex physical activities such as jumping, kicking and throwing.



36-48 months

PDM5.3b

Demonstrates coordination and balance.

Three-year-olds are able to move in a variety of ways that require coordination and balance. They can run, jump or walk to get from one place to another. Some are beginning to learn to skip or to ride a tricycle.



48-60 months

PDM5.4b

Demonstrates coordination and balance in a variety of activities.

Four-year-olds are now able to use their gross motor skills in a variety of coordinated movements. They have more control of balance and can use a variety of play equipment, such as tricycles or bats and balls.

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PDM5 – The child will demonstrate gross motor skills.



24-36 months

Pool Noodle Putt Putt

You will need pool noodles cut in half and medium-sized foam balls for this activity. Have the children use the pool noodle as a club to hit the ball, similar to hitting a golf ball. Encourage the children to follow the path of the ball and hit it again. **PDM5.2b**

Don't Ring the Bell

Attach a bell at the top of a hula-hoop. Hold the hula-hoop and have the children crawl through the hoop without ringing the bell. To make it more challenging, attach two bells spaced a couple of inches apart. **PDM5.2b**

Stomp the Bubbles

Blow bubbles and encourage the children to pop them with their feet as the bubbles reach the floor. **PDM5.2b**



36-48 months

We Scream for Ice Cream

You will need balls and paper towel tubes cut in half. Have the children hold a tube with a ball balanced on the top to resemble an ice cream cone. Give them a starting and ending point to walk with their tube without the "ice cream" dropping off. **PDM5.3b**

Walk Like a Penguin Relay

Use tape or chalk to mark a start and finish line. Have the children hold a ball between their knees and waddle from the start to the finish and back. Give the ball to the next child and continue until everyone has had a turn. **PDM5.3b**

Tennis Ball Relay

Place one empty container such as a box, bucket, half cone or bowl in each of the four corners of a square area. Place another container with four tennis balls in the center of the area. Allow at least five feet from the middle container to the corners. Have a child grab a ball from the center container and run to one of the corners, bend and place the ball in the container, stand up and run back to the middle bucket. Repeat until all four corners are filled, then do it in reverse to clean up. Divide into teams or use a stopwatch for extra fun. **PDM5.3b**



48-60 months

Balancing Plates

Try a fun balancing activity. Give the children one paper plate at a time to balance on their heads. See how many each child can hold. When they fall, count the number of plates in total and try again. This can also be done with bean bags. **PDM5.4b**

Pom-Pom Race

Use masking tape to create an oval track on the floor or rug area. Place a dotted line or different color tape so children know where the starting line begins. Give children a pom-pom and a straw and encourage them to blow through the straw to move their pom-poms all the way around the track. Let two to four children play at one time. **PDM5.4b**

Scatter Ball

Have the children move to the large group area. Toss a beach ball in the air and show the children how to keep it moving using any part of their bodies. Challenge them to keep in the air without letting it touch the ground. **PDM5.4b**

★ BRIGHT IDEA

For the children who have difficulty tossing the ball, encourage them to roll or bounce the ball on the wall.

Letter Toss

Place individual colored shapes on a wall in the large group area. Call out a shape for a child to throw at, such as "the red triangle." Have the children toss the ball to hit the target shape. **PDM5.4b**

PDM6 #15

24-60 months

domain PDM: physical development and motor skills

Strand: **MOTOR SKILLS**

Standard: **PDM6 – The child will demonstrate fine motor skills.**



24-36 months

PDM6.2a

Coordinates the use of hands and fingers.

Two-year-olds are becoming more coordinated. They are not only using their hands to grab objects, but are able to recognize that their fingers are an extension of their palms which can curl around objects to help secure an item. Switching hands to draw continues at this age. As muscles strengthen during this year, two-year-olds will be able to make more intentional marks on paper using a variety of writing tools.



36-48 months

PDM6.3a

Refines grasp to manipulate tools and objects.

Three-year-olds will have a strong preference for a lead/dominant hand, but switching continues. When drawing, the lead hand will be holding the crayon while the assist hand is stabilizing the paper. The child will progress from being able to copy lines and circles to imitating crosses (+) and tracing over triangles and diamonds. The child will attempt to color within the lines, but with limited success.



48-60 months

PDM6.4a

Performs fine motor tasks that require small-muscle strength and control.

Hand use is characterized by refined wrist and finger movement with decreased elbow and shoulder movement. Hand dominance is typically established between four and six years. Four-year-olds can hold a crayon with three fingers in a tripod grasp to copy crosses, diagonal lines and squares. When cutting, the child will make smaller, more precise cuts and be able to cut out a square.

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PDM6 – The child will demonstrate fine motor skills.



24-36 months

Egg Puzzles

Provide a variety of plastic eggs in a basket. Demonstrate for the children how to put the eggs together and pull them apart. Encourage the children to continue to practice putting the eggs together and taking them apart. **PDM6.2a**

Noodle Game

Place a colander with large holes and some pipe cleaners on the table. Demonstrate how the children can place the pipe cleaners in the holes and have them complete the task. **PDM6.2a**



36-48 months

Holes in the Box

You will need a cardboard box. Cut several holes in the box, about the size of a paper towel tube. Have the children find different items that fit into the holes such as pom-poms, small balls or cut-up sections of a paper towel tube. The children could also use the paper towel tubes as tunnels for the pom-poms. **PDM6.3a**

Squishy Swap

Using “squishy” stress relief toys/balls, have the children hold a hand out in front of their bodies and squeeze the item. Then have them toss it to a friend to swap. **PDM6.3a**

Tissue Tear-Up

You will need tissue paper or newspaper and empty water bottles. Have the children tear the paper into pieces, then roll it into balls that will fit in the water bottle. Continue to tear and fill the bottle. Display their creations. **PDM6.3a**



TEACHER TIP

Provide the children with large markers and large pencils for projects. This will help them practice their handwriting skills.



48-60 months

Confetti Grab

Scatter colored strips of paper on your carpet. When the children transition, have them pick up the strips, using a pinching motion of their fingers, and place them in a bucket. **PDM6.4a**

Bug Hunt

Hide plastic bugs outside. Have the children use clothespins to pick up the plastic bugs you have hidden and place them in a paper bag. Have them count their bugs when they are done. **PDM6.4a**

In the Tall, Tall Grass

You will need a copy of *In the Tall, Tall Grass* by Denise Fleming. Say the first line of the story, “In the tall, tall grass.” Ask the children, “How would you move if you were walking in the tall, tall grass?” Have the children stand up and demonstrate each movement in the story. **PDM6.4a**

Pom-Pom Pick Up

Play the Pom-Pom Pick Up game. Make cards with three sizes of circles. Toss pom-poms on the floor and have the children pick them up with a piece of tape on their hands. Have them remove the pom-poms from the tape and transfer them to the card in the correct-size circle. **PDM6.4a**

Rhythm Sticks

Gather the children on the floor. Provide them with rhythm sticks. Model different ways to use the sticks: tapping, rubbing, pounding, soft, loud, fast and slow. Use instrumental music and have the children march around the room with the sticks. **PDM6.4a**

★ BRIGHT IDEA

If the children are sensitive to loud noises, provide them with materials that produce softer sounds, such as straws or un-sharpened pencils.

PDM6 #16

24-60 months

domain PDM: physical development and motor skills

Strand: **MOTOR SKILLS**

Standard: **PDM6 – The child will demonstrate fine motor skills.**



24-36 months

PDM6.2b

Performs simple fine motor skills.

During this stage of development, a child's balance and trunk stability lead to greater control of hand muscles. Two-year-olds will be able to draw horizontal and vertical lines, and eventually circles. They typically use both hands to open and close scissors. By the time they are three, they should be able to snip paper with the scissors and cut a piece of paper into two pieces.



36-48 months

PDM6.3b

Uses hand-eye coordination to manipulate smaller objects with increasing control.

Three-year-olds continue to develop control in fine motor tasks such as cutting and drawing. They are able to move the scissors in a forward direction and cut along a straight line. They can hold a marker or crayon with a steady grip and make controlled marks on paper.



48-60 months

PDM6.4b

Uses hand-eye coordination to manipulate small objects with ease.

Four-year-olds are developing the muscles in their hands, which allow them to cut, button and hold a pencil with ease and control. They can cut simple shapes with scissors and are beginning to write letters. They can string small beads and pick up objects with tweezers. They are learning to zip, button and tie.

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PDM6 – The child will demonstrate fine motor skills.**24-36 months****Jars, Jars, Jars**

Provide a variety of plastic jars and screw-on lids. Have the children match up and screw on the correct lid for each jar. **PDM6.2b**

Pool Noodle Lacing

Take pool noodles and slice them into round pieces. Provide the children with lengths of rope and have them lace the pool noodles onto the rope. **PDM6.2b**

Q-tip® Painting

Place small cups of paint on the table along with Q-tips. Have the children use the Q-tips to paint instead of paintbrushes. **PDM6.2b**

**36-48 months****Stringing Beads**

Provide opportunities for the children to string beads onto various objects like pipe cleaners, laces or even spaghetti noodles. For variety, try stringing noodles, cereal or buttons. **PDM6.3b**

**48-60 months****Nuts and Bolts**

Pass out baskets with different-sized nuts and bolts. Each child should have their own basket. (Choose the size of each child's nuts/bolts depending on his/her fine motor skill level.) Have them work on fitting the nuts and bolts together. **PDM6.4b**

**TEACHER TIP**

Use puzzles with handles on the pieces to help the children turn the piece and place it correctly.

Making Scraps

Give the children paper scraps and scissors. Have the children use the scissors to cut the paper. Go over scissor safety first and make sure you supervise closely. You can then have them glue their paper scraps onto construction paper for abstract art. **PDM6.3b**

Tong Time

Use kitchen tongs to pick up objects such as large pom-poms, cotton balls or Unifix® cubes and put them in a container. **PDM6.3b**

Homemade Blocks

Provide a variety of homemade blocks, such as Solo cups, washed milk cartons, shoe boxes or washed yogurt containers. Have the children build and balance structures with these items. **PDM6.3b**

Shoe Turnover

Have the children take off one shoe and put it in the middle of the group rug. Mix up all the shoes. Have the children find their matching shoe and put it on. Offer help to the children who are having trouble tying and buckling. **PDM6.4b**

Paper Plate Letters

Prior to small group, write the alphabet around the edge of the plate. Cut slits around each letter. During small group, draw a letter out of the bag, call it out and have the children fold the letter down on their plate. **PDM6.4b**

Trace the Lines

Have a child draw straight lines on a sidewalk with chalk. Encourage another child to trace the lines using a thin paintbrush and water. Have children trade when finished. **PDM6.4b**

Stencil Fun

Have various stencils at your small group. Model how to hold a stencil and trace it at the same time. Have the children repeat your actions, then cut the stencil out. **PDM6.4b**

★ BRIGHT IDEA

If a child is having difficulty tracing with a stencil, tape the stencil to the table. Then, place a piece of paper over the stencil and have the child rub a crayon over the paper.

PDM6 #17

24-60 months

domain PDM: physical development and motor skills

Strand: **MOTOR SKILLS**

Standard: **PDM6 – The child will demonstrate fine motor skills.**



24-36 months

**NO
INDICATOR**



36-48 months

**NO
INDICATOR**



48-60 months

PDM6.4c

Able to perform more complex fine motor tasks with accuracy 50% of the time.

Four-year-olds are gaining more control of the muscles in the hand and are able to perform complex tasks such as stringing small beads, cutting on a line or writing numbers and letters.

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PDM6 – The child will demonstrate fine motor skills.**48-60 months****Sign In Activity**

Have the children sign in each morning as they come in. Begin the year with blank paper and move to lined paper as the children progress with their writing and fine motor skills. **PDM6.4c**

Basket Weaving

You will need plastic berry baskets and a variety of materials for weaving, such as strips of colored paper, yarn, pipe cleaners and straws. Demonstrate how to weave the materials through the baskets. Encourage the children to choose from the variety of materials to weave their own baskets. Use directional words, such as “over,” “under” and “through” to direct the children’s actions and movements. **PDM6.4c**

Craft Stick Play

You will need colored craft sticks and picture and letter cards. Have the children recreate the pictures and/or letters using their craft sticks. When they have created something, encourage them to rearrange the sticks to make something new. **PDM6.4c**

**TEACHER TIP**

Change out some of your crayons, markers, paintbrushes and pencils from fat to skinny as the year progresses. Be mindful that some of the children may still need the larger versions.

Pick It Up

Lay out three types of utensils such as chopsticks, tongs and tweezers. Place a Unifix® cube on the table. Ask the children which utensil would pick up the cube the easiest. Let some children try it out. Then give each child a bowl with various objects, such as cubes, pom-poms, paper clips, pipe cleaners or marker tops. Have him/her experiment with picking up an object using different utensils. Make sure to have enough utensils for everyone in the group. Have the children discuss their findings. **PDM6.4c**

Corn Pull

Give the children multi-colored corn and tweezers. Have the children pull the kernels out of the corn cob. **PDM6.4c**

Making Candy

Give children balls of brown clay to manipulate and fill a recycled candy box. Clay requires more strength than using play dough. Encourage the children to form candy shaped balls and put the candy shapes in the box. But don’t eat! **PDM6.4c**

**TEACHER TIP**

During meals and snacks, offer the children chopsticks to eat with. Eating with chopsticks helps develop small muscles and hand-eye coordination.

Wrapping the Bands

Take a small container of rubberbands outside. Find a fence post or rail that children can wrap with lots of rubberbands. If a post is not available, take a water bottle or block outside for children to use. Encourage them to be creative using multiple colors. **PDM6.4c**

Seed Art

You will need two large sheets of butcher paper, crayons, seeds, glue and tweezers. Divide your large group in half and provide a large sheet of butcher paper for each group. First, have the children observe their surroundings, then have them draw plants and flowers. Next, they will dot the drawings with glue and use the tweezers to place the seeds on the drawings. **PDM6.4c**

Pipe Cleaner Bracelets

Use a variety of shapes and sizes of paper clips and pipe cleaners. Ask the children to make necklaces and bracelets by stringing together the paper clips and pipe cleaners. **PDM6.4c**

Thank You Notes

Have the children write thank-you notes to special visitors as a group, and bind these into a book for the visitor. **PDM6.4c**

SED1 #18

24-60 months

domain SED: social and emotional development
Strand: **DEVELOPING A SENSE OF SELF**
Standard: **SED1 – The child will develop self-awareness.**



24-36 months

SED1.2a

Uses gestures and actions to reference self when interacting with others.

Two-year-olds learn that they are separate from others. They learn ways to communicate their new independence nonverbally.



36-48 months

SED1.3a

Recognizes self as a unique individual.

A three-year-old is excited about the realization that she is distinct and has her own unique wants, needs, likes, dislikes, thoughts and feelings.



48-60 months

SED1.4a

Identifies self as a unique member of a specific group or demographic that fits into a larger world picture.

A four-year-old is eager to learn about himself in the context of his environment. Knowledge of various cultures, groups and demographics helps him answer the question "Who am I?" and "What makes me unique?"

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 36-48 months skill, guide him/her in mastering the 24-36 months skill on the left.
- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

SED1 – The child will develop self-awareness.**24-36 months****Time for Coats**

As you prepare to go outside, go to one cubby at a time and take out a jacket. Ask, “Whose jacket is this?” Pause to give the children time to identify their jackets and respond. **SED1.2a**

Who Ate the Cookie?

Place photographs of each child on a cookie cutter-shaped paper cutout. Put the cutouts in a container such as a cookie tin or animal cracker box. Choose one of the “cookies” and chant, “Who ate the cookie in the cookie jar?” Show the picture to the children and ask the child pictured to stand up. Using the child’s name, say, “Amy ate the cookie in the cookie jar.” Hand the child his/her cookie and continue until you have pulled out all of the children’s cookies. **SED1.2a**

Good Morning Song

Sing the following song during large group and have the child come to the middle of the circle when his/her name is called. Sing “Good Morning Song” to the tune of “Good Night, Ladies”:

*Good morning, Sarah,
Good morning, Justin,
Good morning, Meghan,
We’re glad you’re here today.*

Continue singing, substituting the children’s names until all the children have had a turn to come to the middle of the circle. **SED1.2a**

**36-48 months****Portrait Gallery**

Have the children draw a self-portrait using a paper plate. Provide crayons, markers and other art materials. Once completed, create a class portrait gallery to display the self-portraits. **SED1.3a**

Looking Through the Window

While looking in a mirror, have the child hold an empty picture frame or a cardboard cutout resembling a picture frame around his/her face. Have the child describe what he/she sees and talk about his/her features. **SED1.3a**

Mirror Paint

Provide paint and an unbreakable mirror for each child. Have the children look in their mirrors and paint what they see. Once completed, have the children compare their paintings. **SED1.3a**

No One Has Fingerprints Like Me

Provide a sheet of white paper with a picture of a magnifying glass for each individual child. Have each child stamp fingerprints inside his/her magnifying glass. Have them use a magnifying glass to compare and contrast prints to identify and discuss unique characteristics. **SED1.3a**

**48-60 months****Magic Microphone**

Obtain a microphone or create one using a paper towel roll and a ball of aluminum foil. Using the magic microphone, give the children an opportunity to speak during large group about an issue that interests them such as what they did at center time. You can also have the children recall what they did the day or weekend before or speak about upcoming plans. **SED1.4a**

Pen Pal Letters

As a class, create and send pen pal letters to other Pre-K classes within the county or state. Include photos, drawings and stories of life experiences. **SED1.4a**

Family Puzzles

Provide multicultural puzzles in various learning areas. You may also make your own puzzles from pictures of the children and their families. **SED1.4a**

Games Around the World

Play games from different demographic regions:

- Hopscotch in the round
- Chinese hopscotch
- Takaratori
- Jankenpon
- Jarabada
- Human sundial

Search the web for directions on how to play. **SED1.4a**

SED1 #19

24-60 months

domain SED: social and emotional development
Strand: **DEVELOPING A SENSE OF SELF**
Standard: **SED1 – The child will develop self-awareness.**



24-36 months

SED1.2b

Uses pronouns such as I, me and mine.

Two-year-olds like to communicate about individual wants, needs and desires to strengthen sense of self.



36-48 months

SED1.3b

Demonstrates knowledge of personal information.

Three-year-olds are more independent and start to define themselves in more concrete terms as part of their self-identity.



48-60 months

SED1.4b

Identifies personal characteristics, preferences, thoughts and feelings.

As part of their developing self-concept, four-year-olds gain self-awareness. They are able to identify preferences and how these preferences are the same or different from those of other people.

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SED1 – The child will develop self-awareness.**24-36 months****Me I Am!**

Read the book *Me I Am!* by Jack Prelutsky. Ask each child to think of one thing that is special about him/her. Prompt thinking: “What color is your hair?” or “Do you have freckles?” **SED1.2b**

In My Family

Use the story starter “In my family...” and have the children complete the sentence. Write down what each child dictates. You may have to prompt the child with questions such as, “Does your family have a pet?” or “Do you have a brother or sister?” **SED1.2b**

**36-48 months****Boy-Girl Graph**

Give each child a sticky note with his/her name on it. Have a chart divided into two columns, one labeled “Boy” and the other “Girl.” As you call out the children’s names, have them place their sticky notes in the appropriate column. You can then talk about how many boys and how many girls are in the class. **SED1.3b**

↔ TRANSITION TIP

When transitioning from one activity to another, ask the children to identify preferences by playing “Would you rather...” For example, you could ask the group, “Would you rather eat ice cream or pizza?” Then have each group move to the next activity.

**48-60 months****I Get Angry**

Read *When Sophie Gets Angry – Really, Really Angry* by Molly Bang. When you have finished reading the book, ask the children to remember times when they were angry and have a couple of them share. Extend the conversation by asking questions such as, “What happened to make you angry?” and “What did you do to not be angry any longer?” Follow up with, “What can you do the next time you get angry?” **SED1.4b**

Photo Booth

Use a variety of props and dress-up clothes to create your own photo booth in the classroom. Provide funny props such as mustaches, glasses and hats. Use a creative backdrop and have the children take pictures using a digital camera. Upload the pictures into a slide show for the children to view. **SED1.4b**

Faces

Take pictures of the children making a variety of facial expressions that correspond to emotions. Mount these to tissue boxes, cardboard boxes or foam blocks using clear contact paper. **SED1.4b**

Parachute Play

While playing with the parachute, incorporate personal characteristics such as, “If you have green eyes, run under the parachute.” **SED1.4b**

SED1 #20

24-60 months

domain SED: social and emotional development
Strand: **DEVELOPING A SENSE OF SELF**
Standard: **SED1 – The child will develop self-awareness.**



24-36 months

SED1.2c

Shows sense of satisfaction in his/her own abilities/preferences.

Two-year-olds need ample opportunity to initiate and direct their own activities to feel competent and to strengthen their sense of self. Teachers can provide a safe and comfortable learning environment filled with praise, support and reinforcement.



36-48 months

SED1.3c

Shows sense of satisfaction in his/her own abilities, preferences and accomplishments.

Three-year-olds show pride in what they can do. Teachers should provide a balance of independent and supervised experiences to help empower children's decision-making and problem-solving skills.



48-60 months

SED1.4c

Shows confidence in a range of abilities and the capacity to take on and accomplish new tasks.

Four-year-olds need a secure sense of self and self-confidence in order to take on new challenges and to be open to new learning experiences.

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SED1 – The child will develop self-awareness.



24-36 months

Little Cloud

Read the book *Little Cloud* by Eric Carle. After reading the book, ask the children what kind of clouds they would be and give them cotton balls to form the shapes of their clouds. You can have the children glue these onto squares of paper to place in the window. **SED1.2c**

Mystery Puzzle

Take the pieces to a floor puzzle out of the box and put them in a basket. Have the children work together, with your support, to assemble the puzzle without referring to its picture. **SED1.2c**

★ BRIGHT IDEA

For the children who have difficulty putting a puzzle together, consider using fewer puzzle pieces or provide the puzzle box for the children to reference.



TEACHER TIP

Acknowledge children's accomplishments and preferences: "I see you working hard to stack the blocks, Sara," and "I noticed you don't like the applesauce, Jamal."



36-48 months

Can You Fix It?

Label a box or container as the "Fix-It Box." As toys and books need repair, place in the box. Also include tape and simple tools the children can use to repair the items. Offer the children the opportunity to assist you with repairs. **SED1.3c**

Now Build This

Create simple sketches of block structures and post them in the block area. Have the children recreate the structures by following the plan in the sketch. When finished, take a photograph and place it next to the sketch that is posted. **SED1.3c**

Wall Mural

Cover one wall with butcher paper at the children's eye level. Place crayons, markers and pencils near the paper and invite the children to create artwork on the paper. Prior to the children beginning the mural, explain the rules such as color only on the paper or be respectful of others' work. **SED1.3c**



TEACHER TIP

Provide the children with intentional, behavior-specific feedback. For example, "Marco, you worked hard to build that tower of blocks! It is so tall," or "Wow, Emilie, the colors you're painting with are mixing together to make a new color!"



48-60 months

Share Chair

During closing large group, pick two children to share accomplishments of the day. Ask, "What is something you did today that deserves a pat on the back?" Let the children know ahead of time they will be sharing so they have time to think about it. You may need to prompt by saying things such as, "I remember seeing you help a friend on the playground," or "What did you do in center time with the chain links that was really cool?" You may want to think of a prop such as a star wand for the child to hold while speaking. **SED1.4c**

Catch It Cup

You will need paper cups, string or yarn, markers and large pom-poms for this activity. Carefully cut single holes in the bottoms of the cups and have the children put long strings through the holes. Tie knots in the ends so the strings don't pull through. Have the children decorate their cups. Finally, tie pom-poms to the other ends of the strings. Have the children practice catching the pom-poms in the cups. Be sure to encourage the children as they practice and become more confident. **SED1.4c**

Trash Pick Up

Have the children wear gloves and pick up trash around the playground or other outside areas. Discuss how important it is to work together and help others. This is part of growing up and becoming responsible. Be sure to wash hands afterwards. **SED1.4c**

SED1 #21

24-60 months

domain SED: social and emotional development
Strand: **DEVELOPING A SENSE OF SELF**
Standard: **SED1 – The child will develop self-awareness.**



24-36 months

SED1.2d

Shows emerging independence by occasionally resisting adult control.

Two-year-olds often test adult limits and rules as a way to enhance their independence and sense of self. Adults should provide positive guidance while helping children feel competent and independent.



36-48 months

SED1.3d

Shows emerging sense of independence in his/her own choices.

Three-year-olds are able to make many choices on their own. Adults can provide positive guidance and reinforce the importance of making good choices as the child becomes more independent.



48-60 months

SED1.4d

Shows independence in his/her own choices.

Four-year-olds are becoming more self-sufficient. They should be given the opportunity to make more independent choices within a framework of teacher support.

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SED1 – The child will develop self-awareness.**24-36 months****Can-Do Kid**

Provide several dressing boards with items such as zippers, laces, snaps, buttons with buttonholes and buttons with loops. Have the children use these to practice the skills needed for independent dressing. **SED1.2d**

My Kind of Bread

Provide refrigerated bread dough and give each child an equal portion. Have the children roll their dough and form it into any shape they want. Once finished, bake. When cool, have the children eat their unique creations. **SED1.2d**

Pitcher Pour

Use a sensory tub partially filled with water. Provide a variety of pitchers or teapots. Have the children fill a pitcher or teapot with water and practice pouring into cups. Position yourself to be available to help if needed. Provide paper towels for the children to clean up any spills. **SED1.2d**

Family Feeding Time

Serve meals and snacks family style. Have the children help set the table and serve themselves from small serving bowls. **SED1.2d**

Puzzle Time

Trace several different items found in the classroom onto construction paper such as a magnifying glass, puzzle piece, plate and truck. Encourage the children to go around the classroom and find the matching pieces. **SED1.2d**

**36-48 months****Put Away the Laundry**

Wash the doll clothes or dress-up clothes from dramatic play. Put them in a laundry basket and encourage the children to fold and put away the clothing in the proper places. **SED1.3d**

A Rainbow of My Own

Read the book *A Rainbow of My Own* by Don Freeman. After reading, give the children their choices of colored paper and crayons and have them create their own unique rainbows. **SED1.3d**

Only One Me

Teach children the following poem:

*In this whole, wide world
(Make a big circle with your arms.)
I can clearly see
(Fingers around eyes, looking through.)
There is only one YOU
(Point to other person.)
And there is only one ME
(Point to self.)*

SED1.3d**Choices, Choices**

During outside time, provide a variety of choices for the children and have them choose one thing they want to do before free play. Choices could include things such as playing with a parachute with a group, building a structure with big blocks or painting an outdoor mural with a group. **SED1.3d**

**48-60 months****Jukebox Fun**

Create a jukebox from a cardboard box. Write the children's favorite song titles on the front and use small picture cues to help them know the titles. Have a child choose the song everyone will sing and lead the group in singing. **SED1.4d**

Book Graph

Have the children choose from two or three books to be read in large group. Place the book titles at the top of the chart paper and encourage the children to sign their names under the book they want the teacher to read. When everyone has graphed their responses, count the totals under each book to determine which one "wins." **SED1.4d**

Washing Hands

Set up a pretend hand washing station close to your kitchen set. Include a poster, an empty child-safe soap bottle and paper towels. Remind the children of the times they should wash their hands if they were actually cooking and have them dramatize hand washing during their play. **SED1.4d**



SED2 #22

24-60 months

domain SED: social and emotional development

Strand: **DEVELOPING A SENSE OF SELF**

Standard: **SED2 – The child will engage in self-expression.**



24-36 months

SED2.2a

Uses verbal expressions and gestures to communicate needs, opinions, ideas and preferences.

Two-year-olds build expressive language skills by using gestures to support communication and by putting needs, wants and preferences into words.



36-48 months

SED2.3a

Uses a combination of words, phrases and actions to communicate needs, ideas, opinions and preferences.

Three-year-olds use a combination of verbal and nonverbal communication skills. They are building vocabulary skills to express individual ideas.



48-60 months

SED2.4a

Effectively uses words, sentences and actions to communicate needs, ideas, opinions and preferences.

Four-year-olds can carry on meaningful conversations with peers and adults. They use more advanced expressive language skills to communicate complex ideas.

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SED2 – The child will engage in self-expression.**24-36 months****Talk It Out**

During greeting time as the children enter the room, ask, “What do you want to do today?” Have a chart with simple activity cards such as puzzles, blocks, dolls or paint. Have each child pick one with his/her answer and put it on the chart. During large group, total the number from the chart: “Today we have four children who want to play blocks, three who want to play puzzles, one who wants to play with dolls and one who wants to paint.” **SED2.2a**

Gossie

Read the book *Gossie* by Olivier Dunrea. When you are finished, talk about how Gossie felt when she lost her red boots. Ask the children, “What would you do if you lost a favorite toy?” or “What could you do to help a friend who has lost something?” **SED2.2a**

Telephone Talk

Provide a variety of play telephones to use in the classroom. Have the children use the phones to express how they feel. Encourage the children to call a friend and tell the friend about it. **SED2.2a**

Lulu’s Lunch

Read the book *Lulu’s Lunch* by Camilla Reid. As you read, have the children raise their hands to express their preferences for bananas, spaghetti, both or neither. **SED2.2a**

**36-48 months****Pass the Peas, Please**

Using pretend food in dramatic play, model for the children how you would ask them to pass you something. Say, “Please pass me the peas.” Have them ask a friend to pass something. Continue until all the children have had a turn. **SED2.3a**

Tell Us About It

During large group, give the children the opportunity to use a microphone to share with the other children. You can prompt their thinking with questions such as, “Can you tell us your favorite thing about school?” **SED2.3a**

Survey of the Week

Create a survey question posted in the classroom weekly. Keep it simple so that the children can express their opinions with a “yes” or “no” answer. Use questions such as, “Do you like chocolate milk?” or “Do you like snow?” **SED2.3a**

**TEACHER TIP**

Family Style Dining (FSD) is a great way to encourage the children to use words, phrases and actions to communicate their wants and needs. Each table has a serving of each meal component including fruit, veggie and main course. The children are encouraged to request and pass components to and from one another.

**48-60 months****If I Were**

Place a set of animal cards face down. Have the children take turns selecting a card and thinking about if he/she were that animal. For example: “If I were a bird, I would fly everywhere. I would build a nest.” **SED2.4a**

Telephone Talk

Poke a single hole in the bottoms of two plastic cups. Thread a piece of string through the bottom of one cup and tie a knot at the end of the string to keep it from coming out. Thread the string through the bottom of the other cup and tie a knot. Show the children how to hold the cups with the string taut. Have one child talk into one cup while the other child listens with the other cup. Encourage the children to have a conversation back and forth with each other. Ask, “How long can the string be before the phone will not work?” **SED2.4a**

**TEACHER TIPS**

Teachers should model verbal and nonverbal feelings throughout the day. “I was very mad when I dropped my coffee this morning,” or “I am very excited today – the sun is shining, and it will be a beautiful day to play outside.”

SED2

#23

24-60 months

domain SED: social and emotional development
Strand: **DEVELOPING A SENSE OF SELF**
Standard: **SED2 – The child will engage in self-expression.**



24-36 months

SED2.2b

Uses verbal and nonverbal expressions to demonstrate basic emotions such as anger, happiness and sadness.

Two-year-olds begin to learn how to express more complex emotions in healthy and appropriate ways, with adult support and modeling.



36-48 months

SED2.3b

With adult guidance, uses verbal and nonverbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy and enthusiasm.

Three-year-olds are able to process and communicate complex emotions in healthy and appropriate ways. Teachers can help by modeling appropriate responses and labeling the child's feelings. "You look frustrated. That puzzle is hard to put together, isn't it?"



48-60 months

SED2.4b

With adult guidance, uses verbal and nonverbal expressions to describe and explain a full range of emotions.

Four-year-olds are building on a social-emotional foundation to gain understanding of a full range of complex emotions. With teacher support and guidance, children continue to learn self-control and vocabulary. They gain the insight needed to put feelings into words.

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SED2 – The child will engage in self-expression.



24-36 months

Lots of Feelings

Read the book *Lots of Feelings* by Shelley Rotner. As you read, have the children mirror the faces seen in the book and talk about grumpy, thoughtful and shy feelings. **SED2.2b**

Body Lingo

Share with the children how we sometimes show emotion with our bodies. Demonstrate that crossing your arms might mean you're angry, putting your head in your hands sometimes shows frustration and raising your hands in the air might mean you're happy. After you model, have the children follow along. Sing the song "If You're Happy and You Know It" and use the words "frustrated," "sad" and "happy" with the corresponding body language. **SED2.2b**

★ BRIGHT IDEA

For the children who need additional support mimicking emotions, provide visual picture cards with each emotion. Encourage children to imitate the emotion on the card and provide positive feedback when they try.

TEACHER TIP

Use the Feelings Meter to introduce new words such as "melancholy" for sad or "irritated" for angry.



36-48 months

Feelings Meter

Make a feelings meter from poster board divided into six sections. Label each section with a different emotion such as happy, mad, grumpy, sleepy, shy, worried. Attach an arrow with a brass fastener and have the children turn it to indicate how they are feeling throughout the day. **SED2.3b**

Basketful of Feelings

Provide plastic eggs and squares of paper with a different emotion depicted on each. Place a square inside each egg. Have the children "crack" the eggs open and share the emotions. Say, "Tell me about a time you felt that way." **SED2.3b**

Paper Plate Feelings

You will need paper plates with a different facial expression drawn on each, such as happy, sad, excited, angry. Read *The Way I Feel* by Janan Cain, then show the children each paper plate. Ask what feeling they think the plate shows. Follow up by asking what makes them feel that way, such as, "What is something that makes you happy? What makes you sad?" **SED2.3b**

★ BRIGHT IDEA

Use photos of children expressing different emotions to help them identify how they feel. When possible, take pictures of the children in your classroom.



48-60 months

No Worries

Read *Wemberly Worried* by Kevin Henkes. Invite the children to share times when they were worried about something. During center time, encourage them to draw pictures of those times. **SED2.4b**

Leo the Lightning Bug

Read *Leo the Lightning Bug* by Eric Drachman. Ask the children to think about a time they tried something and it didn't go their way. How did they feel? This is a good book for introducing the emotion of disappointment as well as persistence. Point out how many times Leo had to try before he could light up and he did not give up. **SED2.4b**

Emotions Lap Book

For this activity, you will need a file folder for each child, markers, magazines, scissors and glue. Lay the file folders open flat on the table. Ask the children to take each end and fold toward the center seam to create tri-panel books. Have the children look for magazine pictures that represent different feelings. Glue these on the two outer panels and describe them. On the center panels, have the children draw self portraits of how they feel when they are happy and describe their pictures for you to write. **SED2.4b**

Emotions Freeze Tag

When the teacher blows a whistle, ask the children to freeze and then tell them to show an emotion on their faces. For example, say, "Show me a confused face." **SED2.4b**

SED2

#24

24-60 months

domain SED: social and emotional development
Strand: **DEVELOPING A SENSE OF SELF**
Standard: **SED2 – The child will engage in self-expression.**



24-36 months

**NO
INDICATOR**



36-48 months

**NO
INDICATOR**



48-60 months

SED2.4c

Uses pretend-play to show emotions of self and others.

Four-year-olds are learning how to accurately interpret and communicate the emotions of themselves and others. Pretend-play is a healthy outlet for this expression of emotions.

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48-60 months

Feelings

Begin large group with this poem:

*When angry feelings start to mount,
That's when I take some time to count:
One ... Two ... Three ... Four ... Five.
Counting helps me settle down,
Counting helps to fade my frown:
Six ... Seven ... Eight ... Nine ... Ten.*

Follow up by reading *The Feelings Book* by Todd Parr and give the children props and puppets to talk about feelings. **SED2.4c**

Frog and Toad

Read *Frog and Toad: The Lost Button* by Arnold Lobel. Give the children animal headbands to help retell the story. Emphasize how Frog and Toad feel when they can't find their button. **SED2.4c**

The New Goldilocks

Retell a familiar story with a new ending such as the story of "Goldilocks and the Three Bears." At the end of the story, instead of Goldilocks running away, she stays and has dinner with the bears. How will the bears feel? **SED2.4c**

★ BRIGHT IDEA

Retell the familiar story using large pictures and hand gestures to make it easier for the children to follow along.

Emotion Charades

The children take turns pulling an emotion card out of a stack of cards and acting out the emotion for the other children to guess. **SED2.4c**

Let's Talk Box

Create a "Let's Talk Box" with a variety of scenarios the children can discuss and act out. "How did you feel, Michael," on the first day / going to the dentist / to the doctor for shots? **SED2.4c**

★ BRIGHT IDEA

To support the children who have difficulty identifying emotions, encourage them to use the feelings chart to verbalize how they're feeling.

↔ TRANSITION TIP

Sing this song to the tune of "Twinkle, Twinkle, Little Star":

*I have feelings, you do too
Let's all sing about a few.
I am happy, I am sad,
I get scared, I get mad.
I am proud of being me.
That's a feeling too, you see.
I have feelings, you do too.
We just sang about a few.*

At the Doctor's Office

Change your dramatic play into a doctor's office. The children can role play what the doctors say and how the patients feel. Are they nervous, worried or scared? **SED2.4c**

Puppet Play

Use a large cardboard box to create a puppet stand. Provide puppets for the children to role play. In imaginative play, children easily use puppets to express, explore and work out their own ideas, thoughts and feelings. **SED2.4c**

What Bugs You?

Provide a container of bugs. Explain the phrase "bugging me" and give an example. As the children sort the bugs by attribute, have them talk about something that "bugs" them. Ask questions as they talk, "Why does it bug you when someone breaks in line?" or "What can you say when someone is bugging you during rest time?" **SED2.4c**

New Endings

Include props from familiar stories such as "Goldilocks and the Three Bears" and have the children make up new endings. **SED2.4c**

Playing with Shadows

Draw different faces on the ground using sidewalk chalk. Have the children move until their shadows line up with one of the faces. Be sure to draw the faces so the sun will be behind where the children are standing. **SED2.4c**

SED2

#25

24-60 months

domain SED: social and emotional development
Strand: **DEVELOPING A SENSE OF SELF**
Standard: **SED2 – The child will engage in self-expression.**



24-36 months

**NO
INDICATOR**



36-48 months

**NO
INDICATOR**



48-60 months

SED2.4d

With adult guidance, distinguishes between positive and negative emotions, and the conditions that evoke each.

Four-year-olds are starting to accurately interpret negative and positive emotions. They are gaining an understanding of the relationship and impact between the environment, other people, behavior and emotions.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 36-48 months skill, guide him/her in mastering the 24-36 months skill on the left.
- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

**48-60 months****How Do You Feel Today?**

Play a “How Do You Feel?” game. Sing this song to the tune of “The Farmer in the Dell”:

How do you feel today,

How do you feel today,

Tell us how you feel today,

How do you feel today.

Describe a situation such as, “Brian fell on the playground. How does he feel?” or “Jada found the book she thought was lost. How does she feel?”

Have the children describe what they could say to the child. You might also use the song as a greeting, having each child say how he/she feels. **SED2.4d**

Happy or Unhappy?

Begin large group with this poem:

When I am sad, I want to cry.

When I am proud, I want to fly.

When I am curious, I want to know.

When I am impatient, I want to go.

When I am bored, I want to play.

When I am happy, I smile all day.

When I am shy, I want to hide.

When I'm depressed, I stay inside.

When I am puzzled, I want to shrug.

When I am loving, I kiss and hug.

On paper strips, write actions such as helping a friend clean up a puzzle and grabbing a book away from a friend. Select one, read it to the group and have the children give a thumbs up for actions that make them happy and a thumbs down for actions that make them sad. **SED2.4d**

Pass the Hat

Cut out pictures of faces showing various feelings. Place them in a hat and pass the hat while music plays. When the music stops, the child holding the hat pulls out a picture, describes it and tells about a time he/she felt that way. **SED2.4d**

Feelings Bingo

Create a bingo game using clip art or other images of children showing different facial expressions and emotions. During small group, play the game using different words to describe emotions such as happy, scared, sad, angry, silly, confused, surprised, cranky and tired. When finished, have the children trade cards and play again. To ensure understanding, you can have the children show you what the emotion looks like on their cards when you call out the word. **SED2.4d**

Egg Faces

Create a variety of plastic eggs with different facial expressions for the children to interchange. The top half of the egg should show the upper half of a face showing expression and the bottom half of the egg should show the lower half of the face. **SED2.4d**

Four Corners

Play Four Corners on the playground. Label each corner with a different feeling such as happy, sad, mad and scared. Have the children start in the middle of the playground. The teacher calls out a scenario, “Pretend it is snowing”. If it makes a child happy, the child runs to the happy corner. If it makes a child scared, he/she runs to the scared corner. Repeat as many times as the children are interested. **SED2.4d**

Pezzettino

Read the book *Pezzettino* by Leo Lionni. After reading, remind the children that the meaning of “Pezzettino” is “little piece.” Review some of the illustrations with the children and talk about what they remember. Using the felt board and small different colored squares of felt, have the children help recreate a character from the book. **SED2.4d**



SED3 #26

24-60 months

domain SED: social and emotional development

Strand: **SELF-REGULATION**

Standard: **SED3 – The child will begin to demonstrate self-control.**



24-36 months

SED3.2a

Displays understanding of engaging in routines, rules and appropriate social behavior.

With teacher support, two-year-olds are gaining awareness of the importance of routines and rules. They are gaining insight into socially appropriate behavior.



36-48 months

SED3.3a

Remembers and follows simple group rules and displays appropriate social behavior.

Three-year-olds can follow simple classroom rules such as "Walk slowly in the hall." Teachers provide support and guidance as three-year-olds learn social norms and what behavior is appropriate in various social situations.



48-60 months

SED3.4a

Independently follows rules and routines.

Four-year-olds are thinking more independently. With teacher support and guidance they are learning self-reliance and self-control. They can follow simple rules and routines without prompting.

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SED3 – The child will begin to demonstrate self-control.



24-36 months

No No Yes Yes

Read the book *No No Yes Yes* by Leslie Patricelli. Point out the things the baby did that had a “no” response and those things the baby did that had a “yes” response. You can give the children other scenarios once you have read the book such as, “Would you hit your friend? No, No!” **SED3.2a**



36-48 months

Where the Wild Things Are

Read the book *Where the Wild Things Are* by Maurice Sendak. Have the children chart what they think would have happened if Max had not created mischief and what Max would have been able to do instead. **SED3.3a**



Hippos Go Berserk!

Read the book *Hippos Go Berserk!* by Sandra Boynton. Retell the story using a puppet and ask questions such as, “What would happen if all those extra hippos showed up at your party?” Ask the children, “Would you have enough snacks?” or “Would you have enough toys for all your friends to play with?” **SED3.3a**



TEACHER TIP

Point out when the children model appropriate behaviors. For example, say, “I notice that Danny is walking down the hall.”



TEACHER TIP

Acknowledge the children’s behaviors when you see them following class rules and expectations. Be intentional and specific! For example, if an expectation is to “Be Kind,” you could say, “Mia, you are helping your friends clean up. That is so kind.”



48-60 months

What if Everybody Did That?

Ask the children, “What if I threw a piece of trash on the floor. How big a deal is it? Now, what if everyone did that?” Read *What if Everybody Did That?* By Ellen Javernick. Discuss why it is important for everyone to follow rules. **SED3.4a**

Outdoor Rules

While outside, visit different areas with the children. Ask them to come up with two or three outdoor rules. Discuss the importance of following the rules to stay safe and keep from being hurt. Post the rules outside with picture cues. **SED3.4a**

Routines

At the beginning of the year, be sure to teach the children all of the different routines in small group. For example, take five or six children into the dramatic play area and show them all the different materials available for them to use. Teach the children how to clean up the area by demonstrating the shoes go on this shelf, the dresses can all be hung on these hooks and the plastic food goes in this bin. **SED3.4a**

★ BRIGHT IDEA

For the children who have difficulty following simple routines and directions, be sure to make eye contact, use gestures and visual cues such as a small sign and the words “Clean Up” or “Line Up.”

SED3

#27

24-60 months

domain SED: social and emotional development

Strand: **SELF-REGULATION**

Standard: **SED3 – The child will begin to demonstrate self-control.**



24-36 months

SED3.2b

Self-soothes independently.

As social and emotional demands increase, important tasks for two-year-olds to learn are greater self-control and ways to soothe themselves. They still need continued adult support and guidance.



36-48 months

SED3.3b

Regulates own emotions and behaviors with adult support when needed.

Learning to regulate emotions requires self-control and healthy coping skills. Teachers can help guide children by providing healthy outlets for emotions and emotional support as needed.



48-60 months

SED3.4b

Regulates own emotions and behaviors, and seeks out adult support when needed.

Four-year-olds are generally able to control their emotions and act in appropriate ways. Teachers should be responsive to children when they seek support in regulating their emotions. They should model and reinforce healthy ways to manage emotions.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

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SED3 – The child will begin to demonstrate self-control.**24-36 months****Counting Can**

Make a counting can from a Pringles® chips can. Cover and decorate it. When a child needs to self-soothe, encourage him/her open the can and blow into it, counting breaths. You can have the child start out by counting to five. **SED3.2b**

Hug It Out

Have a large teddy bear or other stuffed animal. When a child becomes upset, encourage him/her go to the animal and hug it. Give the child time to talk to the teddy and calm his/her mind and body. **SED3.2b**

Paper Crunch

Provide a basket with a variety of types of paper for the children to crunch up into balls when they feel frustrated or angry. Place the basket in a safe place in the classroom. **SED3.2b**

**36-48 months****Mad Jar**

Create a “mad jar.” When a child gets upset, he/she goes to the “mad jar;” opens the lid and shouts into the jar. After letting out his/her shout, the child puts the lid back on the jar. Consider decorating the jar with words or facial expressions. **SED3.3b**

Main Squeeze

You will need a basket and a variety of squeeze stress balls. Have this basket with the stress balls located where the children can easily reach them. Talk to the children about having a healthy outlet when they are frustrated or angry and explain that when they are having those feelings it may help them feel better to pick a stress ball and squeeze it out. **SED3.3b**

Balance a Butterfly

Give each child a cutout of a butterfly or a similar shape. Have the child sit quietly and try to balance the butterfly on his/her nose, holding it there for several seconds. After having the opportunity to practice in a group several times, give all the children butterflies to keep in their cubbies. Encourage the children to use this technique when they feel the need to calm down. **SED3.3b**

**TEACHER TIP**

Teach the children calming techniques such as breathing, counting or holding a preferred soft object. The children will be able to use these techniques whenever they feel overwhelmed, frustrated or angry.

**48-60 months****Yes I Can**

Have a discussion about making choices and managing emotions by talking to a teacher or going to the safe place. Teach the children this simple song to sing to themselves when they start to feel upset. Sing to the tune of “Are You Sleeping?”:

*I can do it, I can do it
Yes, I can, yes, I can
I can make a choice
I can make a choice*

*Yes, I can, yes, I can. **SED3.4b***

Protected Space

Create a “protected space” outside. Designate a corner, have a moveable safe zone or draw one out of chalk. Also consider using a hula-hoop or a carpet square that may be moved anywhere outside to designate the protected space. When a child wants to be alone encourage him/her to use the protected space. **SED3.4b**



SED3

#28

24-60 months

domain SED: social and emotional development

Strand: **SELF-REGULATION**

Standard: **SED3 – The child will begin to demonstrate self-control.**



24-36 months

SED3.2c

Regulates some impulses with adult guidance.

With teacher's guidance and support, two-year-olds become more aware of their behavior and potential consequences.



36-48 months

SED3.3c

Regulates impulses with adult guidance.

With teacher support and guidance, three-year-olds start to recognize impulses and utilize strategies to control them.



48-60 months

SED3.4c

Regulates a wide range of impulses.

Successful four-year-olds learn how to control their impulses and to think before they act. With the help of teachers, they integrate their awareness of the routines, rules and social expectations to better control their impulses.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

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SED3 – The child will begin to demonstrate self-control.



24-36 months

Remote Control

Use a remote control or make a large, pretend remote out of a shoe box. While playing music, have the children dance when you “turn the remote on” and stop when you “turn it off.” **SED3.2c**

Freaky Freeze

Play music and have the children dance freestyle while the music is playing. When you stop the music, show the children a picture of a pose such as standing on one leg. They should freeze in that pose. When the music begins again, encourage the children to dance freestyle. **SED3.2c**

Bubble-Oke

During outdoor time, sing or play a silly song. Have the children blow bubbles while you are singing or while the song is playing. Once the song stops, the children should stop blowing bubbles. Songs you might want to use are “Aiken Drum” or “The Noble Duke of York.” **SED3.2c**



36-48 months

Ready, Set, Go! Game

This is a race that requires children to wait for the words “Ready, Set, Go.” Substitute the word “Go” with another word such as “Ready, Set, Grow.” Make the connection between the children being able to control their bodies in the game. **SED3.3c**



48-60 months

Oh No, George!

Read the book *Oh No, George!* by Chris Haughton. Talk to the children about George and why it was so hard for George to be a good dog. Ask questions such as, “What would you have done if you were George and wanted to eat that delicious cake?” **SED3.3c**

Classroom Rules

Have the children help create three to four classroom rules. Be sure the rules tell the children what to do, stated positively. For example, “Use gentle touches.” Discuss why the rules are important and post the rules in the classroom. **SED3.3c**

Sometimes I’m Bombaloo

Read *Sometimes I’m Bombaloo* by Rachel Vail. As you introduce the book and title, ask the children what they think it means to feel “bombaloo.” Encourage them to listen carefully to the story to see if they can figure out what it means, then pause while reading to see if the children can guess. After finishing the book, ask, “What makes you angry? What do you do when you feel upset? How do you stop being angry or calm yourself down?” **SED3.3c**

Listen Carefully

Sometimes children behave impulsively because they have difficulty processing the directions. Encourage them to listen to the directions first and repeat back what they’ve heard before they take action. In large group, try a song to help the children practice following directions such as “If You’re Wearing Colors” by The Learning Station or “Shake Your Body Down” by The Laurie Berkner Band. **SED3.4c**

Doodle Dice

You need a large cube with different yet simple doodles drawn on each side. Give each child paper and a marker or pencil. As you roll the cube, the children should copy the doodle on their papers. Remind the children not to start drawing until the cube has stopped rolling and they have looked at the doodle. You can repeat this several times. **SED3.4c**



TEACHER TIP

When you see a child take something from another child, speak up immediately. Use statements instead of asking questions: “You really wanted to play with this truck, so you took it from Holly. That made her sad. Now she’s crying.” Bring the children together and ask, “How can we solve this problem?” Provide support through the process.

SED3

#29

24-60 months

domain SED: social and emotional development

Strand: **SELF-REGULATION**

Standard: **SED3 – The child will begin to demonstrate self-control.**



24-36 months

SED3.2d

Responds to transitions and changes to schedules/routines.

Teachers can provide support and guidance as two-year-olds learn to expect and anticipate changes and transitions. This will help children respond in a more positive and flexible way.



36-48 months

SED3.3d

Manages transitions and adapts to changes in schedules and routines with adult support.

Three-year-olds are learning how to manage changes in schedules. Teacher comfort and reassurance will help prevent undue stress during changes and transitions.



48-60 months

SED3.4d

Manages transitions and adapts to changes in schedules and routines independently.

With teacher support and guidance, four-year-olds can learn that different situations call for different behaviors. Acquiring flexibility to cope with change is an important life skill. Teachers should communicate changes in the daily schedule to aid in smoother transitions for the children.

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SED3 – The child will begin to demonstrate self-control.



24-36 months

Countdown Timer

Use a countdown timer to help the children be prepared for transitions. This can be done with a phone or alarm clock. If you have a computer or tablet in the classroom, download a timer. **SED3.2d**

Time to Watch and Listen

When you want the children to come to the rug for story time or other large group activity, sing this transition song to the tune “Sing a Song of Sixpence”:

It's time to watch and listen;

We're going to read a book.

We'll sit down on the rug

and use our eyes to look.

We'll look at the pictures and hear the words too.

Oh, what fun it is to share this book with you.

Change the words to fit whatever activity you are doing in large group. **SED3.2d**



36-48 months

Froggy Goes to School

Read *Froggy Goes to School* by Jonathan London. Have the children recall the different things Froggy does at school and how this compares to their own days at school. Chart their answers or do a comparison graph. **SED3.3d**

Action Cards

Create a set of transition action cards for the children to use as they move from one activity to another. Include things such as ice skate, row your boat, monster walk, tippy toe and dance. Try different ones throughout the day. Say, “Let’s monster walk to the playground,” or “Everyone tiptoe to the table for snack.” **SED3.3d**

Word of the Week

Pick a word of the week. It may be related to your current unit of study or it can be a vocabulary word from a story you are reading. Introduce the word to the children early in the week. Use this word to get their attention during the day. When you say the word, the children should stop what they are doing and listen carefully. This is a great way to manage a five-minute warning that signals that it’s cleanup time or that outside time is almost over. **SED3.3d**



48-60 months

Walk this Way

Walk in a different way to the playground such as backwards or crawling. Take a different route to get there by going through a different door or walking the long way around the building. **SED3.4d**

Guess Who’s Coming

In the morning message, if there is a special activity or person coming that day, ask a riddle for the children to guess. Say, “Today is different than the rest, a special visitor is coming who’s the best.” List three or four attributes to describe this person. For example, “This person rides in a large truck. He wears a special hat and uses a hose. Who do you think is coming today?” **SED3.4d**



TEACHER TIP

For children who struggle with transitions, have a file folder with an individual daily schedule they can follow. Take pictures of the children ahead of time, at each time of day, so the schedule has their actual pictures. The children can glue the pictures onto their file folders as you have a discussion about each activity. They can keep their personalized daily schedules in their cubbies.



TEACHER TIP

When there will be a significant change in the daily schedule, have a child place a picture of the field trip or visitor on the daily schedule. For example, put a fire truck over center time if the fire truck is scheduled to visit then.

SED4

#30

24-60 months

domain SED: social and emotional development
Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**
Standard: **SED4 – The child will develop relationships and social skills with adults.**



24-36 months

SED4.2a

Stays connected with familiar adults using gestures, glances and verbal interaction.

Two-year-olds need reassurance from trusting adults that they are safe, secure and free to learn and explore.



36-48 months

SED4.3a

Shows signs of security and trust when separated from familiar adults.

Loving relationships with familiar adults serve as the foundation for three-year-olds to confidently explore and initiate new experiences independently.



48-60 months

SED4.4a

Transitions well into new, unfamiliar settings.

Four-year-olds need confidence to experience new settings and to interact with new people. This helps them be socially, emotionally and academically successful.

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SED4 – The child will develop relationships and social skills with adults.



24-36 months

The Kissing Hand

Read *The Kissing Hand* by Audrey Penn. At the beginning of the year, the children may be hesitant to leave their families. Encourage family members to draw a heart on their child's hand and kiss it before they leave each day. **SED4.2a**

Mail Carrier

Create a mailbox in the classroom and encourage the children to write and receive letters from teachers and family members. For example, the family members can write a letter to their child and leave it in the mailbox for him/her. It may be about special plans that evening or something they will have to do while they are at work. The teacher will read the letters to the children. **SED4.2a**



36-48 months

Meeting Someone New

During circle time, discuss the idea of meeting someone new such as an adult or a teacher. Practice steps on how to introduce yourself and engage in conversation. Practice this skill by role playing as a group with all the children. **SED4.3a**

Table Etiquette

Have the children participate in the next meal "family style." Discuss social skills such as table manners and table etiquette. Use this opportunity to discuss turn-taking with foods being served and how to engage in conversation at the table with teachers and other adults. **SED4.3a**

Let's Talk About Strangers

Read a book about strangers such as *The Berenstain Bears Learn About Strangers* by Stan and Jan Berenstain. Talk to the children to make sure they feel secure when separated from familiar adults. **SED4.3a**



48-60 months

Back to Back

Play upbeat music and have the children enter the large group area as they finish cleaning up. While the music is playing, the children dance freely. When the music stops, they must find a partner and touch back to back, hands to hands, knee to knee or elbow to elbow. **SED4.4a**

What Are Centers?

In the first weeks of Pre-K, introduce each center and the expectations for that center. Take the children on a walk through the learning areas to discuss appropriate play and rules. **SED4.4a**

Good Morning, Friends

Begin each day with a daily ritual. Children respond to routine and following one will ease the move from home to school. Sing this song to the tune "If You're Happy and You Know It":

*Good morning Pre-K friends, how are you?
Good morning Pre-K friends, how are you?
It's time to start our day,
We are here to work and play.
Good morning Pre-K friends, how are you?*

SED4.4a



TEACHER TIP

Create a calm, loving environment by greeting the children at the door each morning, developing consistent routines and encouraging the children in their efforts.



TEACHER TIP

Building responsive, nurturing relationships with the children is key to developing their social and emotional competence. One easy way to build relationships is to show an interest in what they are doing and engage in preferred activities with them, perhaps during center time or outside time.



SED4

#31

24-60 months

domain SED: social and emotional development

Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**

Standard: **SED4 – The child will develop relationships and social skills with adults.**



24-36 months

SED4.2b

Looks to familiar adults for reassurance when trying new tasks.

Two-year-olds are developing confidence to explore, initiate and persist when trying new activities. They have the reassurance of knowing that there are trusted adults present to offer support and guidance.



36-48 months

SED4.3b

Uses a familiar adult's facial expression to decide how to respond.

Learning to respond appropriately to social cues and seeking the approval of familiar adults are the foundation for making good choices. Three-year-olds are learning to use the facial expressions of trusted adults to help them decide how to act.



48-60 months

SED4.4b

Uses a familiar adult's suggestions to decide how to respond to a specific situation.

Being open to adult support, modeling and guidance helps children become better problem-solvers and make better choices. Four-year-olds are willing to follow adult suggestions for appropriate behavior.

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SED4 – The child will develop relationships and social skills with adults.



24-36 months

I Can Help You

Encourage the children to work on skills while you remain available for reassurance. Give the children a variety of bottle caps. Ask them to look at the bottle caps to see if they can find any that match. Acknowledge their efforts and be available for assistance. **SED4.2b**

Floor Puzzles

Sit with the children on the floor and give them a floor puzzle. Talk about the different pieces as they pick them up. Say, "That piece has a lot of yellow on it. What do you think that is?" Encourage the children if they look puzzled or unsure. Say, "I see you are trying to fit that piece into the puzzle. Try turning it a little bit." **SED4.2b**



36-48 months

Copy Me

Sit with a few children and make different facial expressions. Encourage the children to guess what emotion you are expressing. Next, encourage the children to make the same face. You can be silly with this activity. **SED4.3b**

Don't Let the Pigeon

Read one of the books from the Pigeon series such as *Don't Let the Pigeon Drive the Bus!* by Mo Willems. Encourage the children to imitate the pigeon as he pleads and begs to be allowed to drive the bus. **SED4.3b**

How Would You Feel?

Create a graph titled "How Would You Feel?" On the graph, draw two or three facial expressions such as happy, sad and angry. Share several examples with the class and ask, "How would you feel if this happened to you?" Examples could be when a friend takes your toy, a friend asks to play with you or a friend is sick. Help the children mark the graph under the appropriate expression. **SED4.3b**



48-60 months

Read About It

Place a variety of books about solving problems in the reading area for the children to choose. Examples include *The Mine-O-Saur* by Sudipta Bardhan-Quallen, *Llama Llama Time to Share* by Anna Dewdney and *The Boy Who Wouldn't Share* by Mike Reiss. **SED4.4b**

I Want It

Read *I Want It* by Elizabeth Crary. Talk with the children about solutions when two children both want to play with the same thing. **SED4.4b**

Solution Kit

Create a solution kit for the children that is made up of cards that depict pictures of solutions. Have the children look through the cards showing solutions such as "take turns," "share," "trade," "wait" and "play with something else." Place the cards in a small plastic case. Show the cards to the children and discuss how to use them when a problem arises. Add new solutions as needed. **SED4.4b**

Take Turns Timer

Create a timer using two-liter bottles, a tornado tube and salt. Encourage the children to use the timer to take turns with highly preferred equipment such as swings or tricycles. **SED4.4b**



TEACHER TIP

When a child comes to the teacher with a problem, the teacher should ask the child what he/she could do him/herself to solve the problem, before giving the child a solution. The teacher and child may discuss the options and decide on the best solution.

SED4 #32

24-60 months

domain SED: social and emotional development
Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**
Standard: **SED4 – The child will develop relationships and social skills with adults.**



24-36 months

SED4.2c

Shows nonverbal affection to familiar adults.

Two-year-olds still lack the words to express their complex feelings. They find healthy ways to express caring feelings nonverbally through gestures and signs.



36-48 months

SED4.3c

Shows affection to familiar adults by using words and actions.

Three-year-olds are gaining insight into their own thoughts and feelings. They are learning the appropriate words and actions to express themselves.



48-60 months

SED4.4c

Shows affection to familiar adults by using more complex words and actions.

With the help of adults, four-year-olds are gaining insight into their own thoughts and feelings. They are practicing expressing those thoughts and feelings in a way that reflects their thinking skills.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 36-48 months skill, guide him/her in mastering the 24-36 months skill on the left.
- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

SED4 – The child will develop relationships and social skills with adults.



24-36 months

Butterfly Kiss

Show the children how to kiss like a butterfly by placing an eye next to someone's cheek and blinking. The eyelashes tickle the cheek. **SED4.2c**

Good Dog, Carl

Look at the wordless book *Good Dog, Carl* by Alexandra Day with the children. Talk to them about the expressions on the faces of both the dog and the baby. Say, "How do you think the dog and the baby are feeling? How can you tell?" **SED4.2c**

High Five!

Show the children how to "high five." Explain that is what you do if you want to congratulate someone or let someone know he/she has done a good job. High five the children when they have accomplished a task. Encourage them to high five each other. **SED4.2c**

★ BRIGHT IDEA

Some children respond well to nonverbal cues. Show them how to do an air high five or thumbs up that you can use from across the room or the playground.



36-48 months

Heart Cookies

Bake heart-shaped cookies with the children. Encourage them to frost and decorate a cookie to give to other children or to their families. Give the children a large conversation heart made from paper to write a word of affection such as "LOVE" or "NICE." **SED4.3c**

Stinky Face

Read *I Love You, Stinky Face* by Lisa McCourt. Help the children come up with silly possibilities to talk about a family's unconditional love such as, "What if I didn't take a bath for three weeks, would you still love me?" **SED4.3c**

Emotion Game

Create two large dice made from wooden blocks. One die is for animals and one die is for emotions. The child rolls both dice and acts out what they roll. For example, "Sad" and "Dog." **SED4.3c**



TEACHER TIP

Provide children with many opportunities to express their emotions throughout the day. You can do this by acknowledging their change in facial expressions or by asking them how something makes them feel.



48-60 months

Greeting Rituals

Establish a morning ritual with your class to show affection. Ask the children how they would like to be greeted. Examples include a high five, hug, foot tap, smile, air kiss or hip wiggle. Display visuals or pictures for each greeting. Children can then point to which greeting they would like. **SED4.4c**

Guess How Much I Love You

Add books about affection to your reading area such as *Hug* by Jez Alborough; *Hug Machine* by Scott Campbell and *Guess How Much I Love You* by Sam McBratney. Provide discussion during and after reading the books. **SED4.4c**

Sportsmanship

At the end of your outdoor game, have the children line up and shake hands as if you were on an actual sports field. Be sure to tell everyone "good game." **SED4.4c**



TEACHER TIP

Follow the cues of the children and respect their personal space boundaries. Some children are more physically affectionate than others.

SED4

#33

24-60 months

domain SED: social and emotional development

Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**

Standard: **SED4 – The child will develop relationships and social skills with adults.**



24-36 months

SED4.2d

Occasionally seeks out adult for help.

Two-year-olds are becoming more independent and will continue to explore their environment. When needed, they will seek help from an adult when tasks are too difficult even though they really want to do it on their own. Adults can use this opportunity to teach new skills and to guide behavior.



36-48 months

SED4.3d

Seeks out adult for help.

Three-year-olds enjoy their independence but are willing to seek help from an adult when needed. Adults can use this opportunity to teach new skills and to guide behavior.



48-60 months

SED4.4d

Seeks out adults as a resource for help and assistance.

Four-year-olds are getting better at assessing their own abilities. They can better determine whether they need assistance or help in a situation based on their knowledge and capabilities.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

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- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

SED4 – The child will develop relationships and social skills with adults.



24-36 months

How We Get Help

Create a short story to teach the children how to ask for help in the classroom. Keep the text simple and add pictures to match. Say, “When we play outside, we like to do lots of fun things. We can ride our tricycles. We can go down the slide on our bottoms. We can throw balls to our friends. Sometimes children get hurt on the playground. If you are hurt, ask a teacher for help. If you can’t get up, ask a friend to get help for you. The friend can tell a teacher, ‘Chloe is hurt, please help.’ The teacher always makes us feel better when we are hurt.” **SED4.2d**

I Need Help

Role-play with another teacher showing how the children should ask for help when needed. Use a real situation in the classroom. Say, “The other day, I came in from the playground and I had a rock in my shoe and it hurt. I couldn’t get my shoe off because it was tied in a knot. I walked up to Ms. Turner and gently patted her arm and asked, ‘Can you please untie my shoe? I need help.’ Ms. Turner helped me take off my shoe and my foot felt so much better.” **SED4.2d**

You Forgot Something!

Give a child an activity to do, but leave a portion of the activity out of his/her reach so the child has to ask for it. For example, give the child the lacing cards, but leave the laces on top of the cubbies. Place yourself near the child or the missing item so he/she has to ask you for help. **SED4.2d**



36-48 months

The Lion and the Mouse

Read the book *The Lion and the Mouse* by Jerry Pinkney. After the lion lets the mouse go, the mouse ends up coming to the lion’s rescue. Talk about the kindness between the animals, how they helped each other and about times when the children need help. Make a classroom pledge: “Be Kind and Help One Another!” **SED4.3d**

Yellow Pages

Talk to the children about things they need help with in the classroom and make a list. Opening a milk carton, solving the hard fire truck puzzle or buttoning pants are good examples. Create a picture book of these things. Have the children and teachers sign their names in areas where they can be of help. Encourage the children to look at the book when they need help and ask the child or teacher whose name is listed. **SED4.3d**

I Have a Little Problem

Read the book *“I Have a Little Problem,” Said the Bear* by Heinz Janisch. To give the children more practice thinking of solutions to problems, create an activity where the children match a problem with a solution. Provide pictures of problem scenarios or common problems in your classroom and provide pictures of appropriate solutions to match. For example, feeling hot/cold (cool/warm clothing), being hungry/thirsty (food/drink), being sleepy (taking a nap) or being afraid of the dark (night light). **SED4.3d**



48-60 months

Puppet Problem Solvers

Using puppets, guide the children through several scenarios where they are required to problem solve or ask an adult for help. **SED4.4d**

Tell a Teacher

Create a chart called “Do I Need Help?” with YES and NO at the top. Encourage children to share things they need help with and things they can do by themselves. As they share, write their responses in the appropriate column on the chart with their name beside their comment. **SED4.4d**

TEACHER TIP

The beginning of the year is a time for creating a sense of community where all the children can feel secure, nurtured and supported by the environment, each other and their teacher. This new group of individuals brings with it diverse interests, abilities, cultures and families. By demonstrating your loving acceptance of all the children’s backgrounds, experiences and viewpoints, you create an environment that says, “All are welcome here.” At the same time, you are modeling just how you want the children to treat one another. The goal is to celebrate individuals while creating a sense of community.

SED5 #34

24-60 months

domain SED: social and emotional development
Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**
Standard: **SED5 – The child will develop relationships and social skills with peers.**



24-36 months

SED5.2a

At times, shows a preference to play with a familiar child.

Two-year-olds begin to show preferences for familiar children based on their thoughts, feelings and opinions.



36-48 months

SED5.3a

Initiates play with one or two other children.

Three-year-olds practice the social skills necessary to initiate play with other children.



48-60 months

SED5.4a

Develops and maintains friendships with other children.

Children at four years old start to explore relationships based on common interests and personality. They are learning to create and sustain friendships.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 36-48 months skill, guide him/her in mastering the 24-36 months skill on the left.
- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

SED5 – The child will develop relationships and social skills with peers.**24-36 months****Body Chalk Drawing**

While outdoors, have the children trace the outlines of friend's bodies with chalk and have fun adding hair, eyes and clothes to each other's outlines. **SED5.2a**

Ring Around the Rosie

Have the children choose a partner and play the game "Ring Around the Rosie" together. After a couple of turns, have the children switch partners and play again. **SED5.2a**

Partner Match

Give the children picture cards that have been cut in half. For example, a picture card of a bus is cut so that on one piece of the card a child sees the front half of the bus and on the other half the child sees the back half of the bus. Pass the cards out to the children and encourage them to find their match. **SED5.2a**

★ BRIGHT IDEA

For the children who need more support with matching, provide picture cards that have not been cut in half. Encourage the children to use this as a guide to match the pieces to the card.

**36-48 months****Partner Puzzles**

Have the children partner up, choose a puzzle and go to a table or find a space on the floor to work together. Encourage the children's interactions by asking open-ended questions and prompting them to talk to one another. For example, "It looks like Gabe has four trucks and you don't have any. Andy, you could ask Gabe if you could use one of his trucks." **SED5.3a**

I'm the Mommy; You Are the Daddy

Give the children baby dolls, strollers and diaper bags with accessories. Encourage them to play together. Facilitate the children's play by taking an active role in the play scenario. As it develops, encourage the children to interact by helping to assign roles and asking open-ended questions. Once the children are comfortable in the scenario, you can fade the support. **SED5.3a**

Bubble Fun

Give the children bubble wands that are easy to use. Encourage them to find a partner and designate a blower and a popper. Switch roles when ready. **SED5.3a**

★ BRIGHT IDEA

Encourage the children to interact with their peers by prompting simple one- or two-word phrases such as "hi," or "my turn."

**48-60 months****Friendship Cake**

Provide a white cake mix and follow the directions on the package. Give each child a Dixie cup with batter and have him/her add food coloring to create the color batter of his/her choice. Each child then pours his/her batter into a greased Bundt pan. As the child pours, encourage him/her to add his/her own special ingredients such as kindness, hugs and helping hands. This is a great way to talk about building friendships. Once all the colors are in the pan, take a knife and swirl them around a few times. Bake the cake and serve to the children and friends. **SED5.4a**

Friendship Quilt

Create a friendship quilt using paper and markers. Have each child decorate a piece of paper. Attach each child's completed work with yarn to make a quilt to display in the classroom. **SED5.4a**

What's Your Name

Sing this song in large group on the playground at the beginning of the school year as children are getting to know each other. Sing the song, then say five or six children's names. Sing again and say more names. You can have children in a circle and have them do-si-do with a partner. Sing to the tune of "Oh My Darling Clementine":

What's your name, what's your name

Tell me yours, I'll tell you mine

What's your name, what's your name

*Let's be friends, that would be fine. **SED5.4a***

SED5 #35

24-60 months

domain SED: social and emotional development
Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**
Standard: **SED5 – The child will develop relationships and social skills with peers.**



24-36 months

SED5.2b

Plays alongside other children for short periods. Observes and imitates other children.

Two-year-olds are becoming more eager playmates. They learn by observing and imitating their peers.



36-48 months

SED5.3b

Engages in mutual/cooperative play.

As three-year-olds become better problem solvers and better communicators, they seek out opportunities to play with other children and begin to cooperate more with peers.



48-60 months

SED5.4b

Plays cooperatively with a few peers for a sustained period of time.

With adult guidance, four-year-olds start to interact with peers in a more cooperative and collaborative way to complete a task or to meet a shared goal.

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SED5 – The child will develop relationships and social skills with peers.**24-36 months****Match My Handprint**

After reading *Ten Little Fingers and Ten Little Toes* by Mem Fox, create a matching game for the children to play. Using different color markers, trace a child's hand on paper plates. Give each child a plate, play some music and encourage the children to find a color match. Do this several times. Afterward, turn all of the plates face down. Now you have a big memory game that a few children can play together. **SED5.2b**

Dress-Up Parade

Provide the children with a variety of dress-up clothes and hats. Encourage them to work together to create costumes for each other. When everyone is dressed, have the children march around the classroom to show off their costumes. **SED5.2b**

**36-48 months****Box Paint**

Provide a large cardboard box. Ask the children what the large box could be. "Could it be a place to read? A garage for the tricycles? A coffee stand?" Once they have decided, take the box on the playground and have them paint it. When dry, the children can use it for pretend play. **SED5.3b**

Pumpkin Wash

In the fall, after the children have explored pumpkins in several ways, place a pumpkin in the sensory table for the children to wash with scrub brushes, sponges and turkey basters. **SED5.3b**

Laundry Day

After reading *Mrs. McNosh Hangs Up Her Wash* by Sarah Weeks, tell the children they are going to help do laundry. Outside, set up a clothesline and give the children lots of washcloths and a basin of water. Add child-safe soap if wanted. Encourage the children to swish the washcloths in the water, wring them out and hang on the clothesline with clothespins. **SED5.3b**

**48-60 months****Let's Fit In**

Place hoops on the floor. When the music starts, the children march, skip and dance around the hoops. When the music stops, the children all stand inside the hoops. After several times, begin to remove the hoops one at a time. Encourage the children to work together to make sure everyone can still stand inside a hoop. **SED5.4b**

Sardines

This game is similar to Hide and Seek. The child who is "it" hides first and the other children try to find him/her. When another child finds "it," he/she hides with "it" in the same spot. The game ends when all the children are hiding together in "it's" hiding spot. **SED5.4b**

Cross the Creek

Place two jump ropes across the floor parallel to each other. Have all the children line up along one rope and jump from there to the other side of the second rope. The trick is that they have to make room for friends since they will all be jumping on the count of three. Have a child on the team clap or call "jump" to help signal when to jump. **SED5.4b**

Balancing Box

Use a large box that has raised sides. Have the children roll a ball around the box or try to keep the ball centered in the box by working together to tilt the box or hold it steady. **SED5.4b**



SED5 #36

24-60 months

domain SED: social and emotional development
Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**
Standard: **SED5 – The child will develop relationships and social skills with peers.**



24-36 months

SED5.2c

Occasionally resolves peer conflicts with adult support.

Two-year-olds are able to solve some problems with adult assistance – to model, explain and reinforce healthy conflict-resolution strategies.



36-48 months

SED5.3c

Seeks adult support to resolve some peer conflicts.

Adult assistance is still needed to support conflict resolution. Three-year-olds seek out the teacher's help to resolve peer conflicts when necessary.



48-60 months

SED5.4c

Attempts to resolve peer conflicts using appropriate strategies.

Four-year-olds are able to recognize when there is a conflict. In a supportive learning environment they practice resolving the conflict independently before asking for help. This increases their confidence when managing similar conflicts in the future.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

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SED5 – The child will develop relationships and social skills with peers.**24-36 months****Puppet Problems**

Identify a conflict that keeps coming up in the classroom such as hitting. Use a stuffed animal or puppet to talk to the children about that scenario. For example, the stuffed dog could say, “The other dog was playing with this really cool bone and I wanted it. He had it for a long time. The more I thought about it, the madder I got. I finally walked up to him and said, ‘I want to use that bone,’ and he said, ‘No,’ so I hit him. Was that okay?” Get responses from the children. Ask them what the dog should have done instead. **SED5.2c**

Take Turns, Penguin

Read *Take Turns, Penguin!* (*Be Nice at School*) by Jeanne Willis. Teach the children the concept of taking turns. **SED5.2c**

**36-48 months****Let’s Be Friends**

Read the book *Llama LLama and the Bully Goat* by Anna Dewdney. Discuss suggestions the teacher made in the story and how the conflict was resolved. **SED5.3c**

**48-60 months****A Bother and a Wish**

Teach the children how to talk to each other about what “bothers” them. For example, one child says, “May I give you a bother and a wish?” The other child says, “Yes, you may give me a bother and a wish.” The first child says, “It bothers me when you... I wish you would....” For example, “It bothers me when you grab my blanket. I wish you would use your own blanket.” **SED5.3c**

Let’s Work It Out

Create a small space where the children can go to calm down and work on resolving a problem. This space should be comfy and peaceful. Add materials that the children would like such as pillows, glitter bottles, emotion faces and stress balls. Guide the children to find a resolution to the problem. **SED5.3c**

A Bad Day

Read *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst. Talk about conflicts the children may have seen or had at school or home. Discuss how the conflicts were solved and give ideas for solving them if they come up again. **SED5.4c**

Don’t Bug Me

Use a cardboard box to make and decorate a “don’t bug me” house outside. A child can independently go in this house and take a moment to settle down when upset. No others can talk to the child while in the “don’t bug me” house. However, when the child comes out, encourage him/her to solve the conflict he/she had with the classmate verbally, using appropriate strategies. The children should not be sent to the “don’t bug me” house by anyone else. **SED5.4c**

**TEACHER TIP**

Teaching the children problem solving skills will help them as they encounter problem situations in the classroom. Provide the children with several solutions that will work for a variety of problems. Include solutions such as ask for a turn, wait for a turn, trade, share, get a timer, get a teacher or ignore. Practice using these solutions with the children as they encounter problems.

**TRANSITION TIP**

Have a class discussion prior to outdoor time about getting along and resolving conflict. To remind the children of strategies, sing this song with them to the tune of “Are You Sleeping?”:

Help your friends, help your friends.

Use your words, use your words.

Be a listener, ask a grown up.

Use your words, use your words. SED5.4c

SED5

#37

24-60 months

domain SED: social and emotional development
Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**
Standard: **SED5 – The child will develop relationships and social skills with peers.**



24-36 months

SED5.2d

Recognizes and names the feelings of peers with adult support.

Adults can help make emotions more concrete and easier to understand by labeling the feelings of others and by giving children suggestions on how to respond.



36-48 months

SED5.3d

Recognizes and names the feelings of peers.

Increased vocabulary helps three-year-olds learn the terms to accurately label feelings. Increased awareness and understanding of others enables them to build greater empathy skills.



48-60 months

SED5.4d

Shows emerging empathy and understanding of peers by attempting to comfort and help.

Four-year-olds are starting to recognize and label feelings of others and are able to express sympathy or remorse through words or actions.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

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SED5 – The child will develop relationships and social skills with peers.



24-36 months

Llama Misses Mama

Read a familiar story to the children that shows a variety of feelings such as *Llama Llama Misses Mama* by Anna Dewdney. Point out and name the various feelings. **SED5.2d**

Are You My Mother?

Read *Are You My Mother?* by P.D. Eastman. Use a flannel board with flannel pieces if available. Talk to the children about how the baby bird is feeling each time she meets a new animal. **SED5.2d**

Face Time

During small group, have each child make a face. The other children will say how they think the child is feeling. Talk with the children about how to respond. Say, "Billy's face said he was sad. What should we do?" **SED5.2d**



36-48 months

Are You Afraid?

Read *The Kissing Hand* by Audrey Penn. This story is about Chester, who is fearful about being away from his mother while he is at school. Talk to the children about how they think Chester might feel. Use words such as "afraid," "worried" or "sad." **SED5.3d**



TEACHER TIP

Empathy is the ability to imagine how someone else feels in a situation. The best way to teach the children empathy is through modeling. "You fell down and scraped your knee. That must have really hurt. Let's take a look at it." Model empathy by describing a child's face to try and understand how they are feeling. "You have tears rolling down your cheeks. You look very sad." And, "Your arms are crossed over your body. You look very angry."



48-60 months

What Can You Do?

Show the children pictures and ask them to identify how a child might be feeling based on the look on the child's face and the situation. Discuss how you could respond. Offer a tissue if the child is sad, for example, or a "high five" if the child is happy. **SED5.4d**

First Aid

Using the first aid bag, teach the children in small group how to care for one another during an injury. One gets a wet paper towel, one gets the Band-Aid® ready and one offers tissues. **SED5.4d**

Make a Card

Place a collection of greeting cards with envelopes at the writing table for children to write notes to each other or family members. Include cards for birthdays and get-well-soon occasions. **SED5.4d**



SED5

#38

24-60 months

domain SED: social and emotional development
Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**
Standard: **SED5 – The child will develop relationships and social skills with peers.**



24-36 months

SED5.2e

Shows awareness of peers' personal space and belongings.

With adult guidance, two-year-olds start to be aware of other people's boundaries. This is essential for forming peer relationships. Having an awareness of what belongings are theirs and what belongings are not theirs also reinforces healthy social skills.



36-48 months

SED5.3e

Shows emerging respect for peers' personal space and belongings.

As three-year-olds become more aware of social norms and begin to desire friendships, they start to learn the importance of respecting other people's personal space and belongings. Supportive adults can model and reinforce appropriate behavior.



48-60 months

SED5.4e

Shows respect for peers' personal space and belongings.

With adult guidance, four-year-olds more consistently show respect for personal boundaries as a result of their growing empathy and social awareness.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

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SED5 – The child will develop relationships and social skills with peers.**24-36 months****Personal Space Social Story**

Create a “Social Story” book to read with the children to teach them the concept of personal space. For example, “Personal space is like an invisible bubble. If I am inside someone else’s bubble when I am talking to him/her, it may make him/her uncomfortable. I can give my friends and family space by staying two steps away when I talk to them. Sometimes I go into my family member’s personal space to give a hug. That’s okay because he/she is my family. People need personal space in their homes, at the grocery store and even on the playground. Giving people their own personal space makes everybody happy.” **SED5.2e**

Naptime Essentials

Provide opportunities for the children to get personal belongings from cubbies such as a blanket and stuffed animal. Encourage the children to point out which blankets and animals belong to each friend. **SED5.2e**

My Space

During center time, have several hula-hoops available. As the children begin to work with different materials, use the hula-hoops to assist them in visualizing their work spaces. Encourage the other children to respect those spaces. Say, “Jordan is inside the hoop. That means he wants to work alone. We need to find another space where you can work.” **SED5.2e**

**36-48 months****That’s My Play Dough**

Set up small group activities with individualized space. Use colored masking tape to create a grid on the table. If you don’t want to put tape directly on the table, use a plastic tablecloth. Divide play dough and give each child a ball. Give each child a small container of tools to use such as plastic knives, scissors, cookie cutters or rollers. Encourage the children to trade tools. **SED5.3e**

Space Bubble

Use the bubble concept as a visual for personal space. Blow bubbles and talk about what happens when the bubbles touch each other or an object. They pop! Discuss when our personal space “bubbles” might pop such as when we are dancing and bump into another person. List reasons and solutions for not popping your bubble. Sing this song to the tune of “Pop Goes the Weasel!”:

*Sitting in group time I have a space bubble.
When I get out of my space
POP! goes the bubble.*

*I keep my personal space
in front of and behind me.
I help keep my body safe.
I stay in my bubble. **SED5.3e***

**48-60 months****Newspaper Dance**

Give each child a piece of unfolded newspaper to be his/her individual dance floor. As you play music, the children dance freestyle on their dance floors. At some point, stop the music and have the children fold their papers in half. Now their space is smaller. Repeat one more time. Discuss with the children how to be respectful of other children’s space when sitting together. **SED5.4e**

Hands Off, Harry

Read *Hands Off, Harry!* by Rosemary Wells. Discuss it during and after reading. Then create a language experience chart. **SED5.4e**

Book Hospital

Have the children help you make a “book hospital.” Place books that need mending in a bin labeled with a first aid symbol. Encourage the children to help you repair books by taping pages or using rings to hold them together. **SED5.4e**

**TEACHER TIP**

Give the children flexibility of positioning and movement during group time. It can be difficult for the children to sit “crisscross applesauce.” Encourage them to sit in a variety of positions while maintaining personal space to promote their comfort and ultimately increase engagement.

APL1 #39

24-60 months

domain APL: approaches to play and learning

Strand: **INITIATIVE AND EXPLORATION**

Standard: **APL1 – The child will demonstrate initiative and self-direction.**



24-36 months

APL1.2a

Tries inventive or new ways of using materials or completing tasks.

As two-year-olds grow, they actively explore their learning environment. Two-year-olds are learning that materials can be used in new ways. They use inventive approaches to problem solving.



36-48 months

APL1.3a

Initiates new tasks by himself/herself.

Three-year-olds choose activities and materials and perform independently. They can be encouraged to make simple choices on their own. They begin to learn new skills through repetition and hands-on learning. They execute new tasks in creative ways.



48-60 months

APL1.4a

Takes initiative to learn new concepts and try new experiences. Initiates and completes new tasks by himself/herself.

Four-year-olds want to try new experiences and complete tasks on their own. They continue to need the support of responsive adults. This newfound independence is evidenced in all learning domains.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 36-48 months skill, guide him/her in mastering the 24-36 months skill on the left.
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APL1 – The child will demonstrate initiative and self-direction.



24-36 months

Baby Drive-Away

Provide all the children with empty shoe boxes without lids as well as small dolls and some toy animals that can fit in the boxes. Encourage the children to use the boxes as vehicles to drive their animals and dolls to the store. Model the desired actions for the children. **APL1.2a**

Q-tip® Painting

Provide Q-tips, paper and nontoxic paint in a variety of colors. Under direct supervision, encourage the children to use the Q-tips to paint. Describe motions, strokes and colors. Say, “Look, you made a long, blue line.” **APL1.2a**

Tubes and More

Using a cardboard paper towel tube, show the children different things they can do with it such as talk into it as a pretend microphone or hold it to their eyes as if it were a telescope. Give each child a cardboard tube and encourage the class to invent new ways of using it. To extend this activity, add more real and found items such as wooden spoons, PVC pipe and paper plates. **APL1.2a**



36-48 months

My Choice

Provide a selection of familiar books including *The Very Hungry Caterpillar* by Eric Carle, *The Snowman* by Raymond Briggs and *From Head to Toe* by Eric Carle. Have the children select a book to “read” to a stuffed animal or to a classmate. **APL1.3a**

Nuts and Bolts

Provide an assortment of nuts and bolts, keys and locks. Encourage the children to screw the nuts onto the bolts and place the keys in the matching locks. **APL1.3a**

★ BRIGHT IDEA

Color code the keys and locks and nuts and bolts to simplify the task.

Stamping Fun

Provide a wide variety of rubber stamps, paper and small boxes. Encourage the children to stamp the paper and the boxes independently. **APL1.3a**



48-60 months

The Little Red Hen

Read *The Little Red Hen Makes a Pizza* by Philomen Sturges and Amy Walrod. Begin with a picture walk and ask the children what they think the story is about. Point out words that may not be familiar such as chickweed tea, apron, eggplant, anchovies, fetched, mozzarella and swiss cheese. **APL1.4a**

What Floats?

Encourage the children to create shapes from clay, making sure that at least one shape is a ball. Next, have them create shapes like boats. Provide an opportunity for the children to test their shapes at the water table. Ask questions such as, “What happens to the balls?” and “Can you create shapes that float?” **APL1.4a**

Nature Café

Create a Nature Café. Take the children on a nature walk. Give each child a brown bag and encourage him/her to pick up items found in nature such as small stones, sticks and leaves. Back on the playground, encourage the children to use the items to pretend cook. Say, “The food smells good. What you are cooking?” **APL1.4a**

APL1 #40

24-60 months

domain APL: approaches to play and learning

Strand: **INITIATIVE AND EXPLORATION**

Standard: **APL1 – The child will demonstrate initiative and self-direction.**



24-36 months

APL1.2b

Verbally expresses desire to complete tasks by self.

Two-year-olds use verbal communication to make their needs known to both adults and peers. They may say, "No, me do it," as they attempt to zip their jacket or hang up a book bag. This desire for independence is evident in all learning domains.



36-48 months

APL1.3b

Makes choices and completes some independent activities.

With adult support, three-year-olds begin to make simple choices. These activities foster their growth toward independence.



48-60 months

APL1.4b

Selects and carries out activities without adult prompting.

Four-year-olds are learning important skills about decision-making. They are able to select toys as well as many activities on their own and complete them independently. They take pride in their accomplishments.

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APL1 – The child will demonstrate initiative and self-direction.**24-36 months****What a Puzzle**

Cut placemats into four or six pieces to make a picture puzzle. Sit with the children and encourage them to put the puzzle together. **APL1.2b**

★ BRIGHT IDEA

Provide a matching uncut placemat for the children to use to match the puzzle pieces.

Eat It Up!

Give each child a peeled banana, a small plastic knife, yogurt and a small amount of brown sugar. Help the children cut the bananas in slices. Now have them dip the slices first in the yogurt, then in the brown sugar. Eat and enjoy! **APL1.2b**

Bracelet Making

Under direct supervision, give the children pipe cleaners and large, colored beads. Encourage them to create bracelets from these materials. **APL1.2b**

**TEACHER TIP**

Play soft music and give the children time to explore the toys and books.

**36-48 months****Leaf Prints**

Place different leaves on clipboards and secure them with contact paper. Attach paper to the clipboards and place them in the science area. Encourage the children to use crayons to make leaf rubbings. **APL1.3b**

The Real Thing

Place a variety of interesting items in math area to teach one-to-one correspondence such as an empty egg carton and plastic eggs or rocks and plastic insects. Real socks and real silverware with silverware tray will encourage matching. **APL1.3b**

Treasure Hunt

Place lots of small, plastic animals in a sand tub. This can be done inside or outside. Give the children slotted spoons and encourage them to find all the animals. To boost counting, tell them a specific number to find. **APL1.3b**

**TEACHER TIP**

Provide two choices of activities for the children. For example, ask: "Would you like to do a puzzle or paint at the easel?" During center time: "Do you want to read this book or listen to it on CD?" Outside: "Would you like to ride the tricycle or use the hula-hoops?" Give the children ample time to plan and think about the choices they have and what they are going to do.

**48-60 months****I Can Do It**

After reading the book *I Can Do It Myself!* by Diane Adams, have each child show something he/she can do by him/herself. The children will take turns showing their peers what they can do by themselves. **APL1.4b**

Noodle Fun

Place different-sized pool noodles in the large group area. Let the children explore making shapes, tools and toys. Ask, "I wonder what you are making?" and "I notice that formed a circle. Can you tell me more about it?" **APL1.4b**

Friend Bowling

Take pictures of the children engaged in a play activity. Print each picture on 8½" x 11" paper and wrap it around a PVC pipe. Use these as bowling pins. Provide a ball to knock them down. **APL1.4b**

Chalk Spray Fun

Put equal amounts of baking soda and cornstarch in a spray bottle until it is one-third full. Add washable nontoxic paint. Fill the bottle with warm water and shake it well. Encourage the children to spray-paint an area of the sidewalk. **APL1.4b**

Hoops of Fun

Place hula-hoops outside for the children to play with and explore. **APL1.4b**

APL1 #41

24-60 months

domain APL: approaches to play and learning

Strand: **INITIATIVE AND EXPLORATION**

Standard: **APL1 – The child will demonstrate initiative and self-direction.**



24-36 months

APL1.2c

Independently selects materials and utilizes those materials.

Two-year-olds are now able to move more freely in their learning environment. This facilitates independence, self-direction and initiative.



36-48 months

APL1.3c

Makes plans and follows through on intentions.

Three-year-olds begin to take more risks trying new activities or tasks. Supportive teachers encourage them by noticing and commenting on their efforts. This support helps young children begin to shape their own learning.



48-60 months

APL1.4c

Sets goals and develops and follows through on plans.

Four-year-olds are more confident and successful when trying new activities and tasks on their own. Providing opportunities throughout the day for children to direct their learning fosters a sense of empowerment and the belief that they are capable and competent.

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APL1 – The child will demonstrate initiative and self-direction.



24-36 months

Toddler Picasso

Provide a variety of paint colors and tools such as brushes of different sizes, paper towel rolls, sponges, rollers and paper. Encourage the children to explore and use the paints and tools to create their own unique masterpieces. Model use of the tools. Label their actions by saying, “You’re using the big paintbrush in the blue paint,” or “The tube makes circles on the paper when you stamp it.”

APL1.2c

Here We Go

Provide paper towel tubes, wrapping paper tubes or long PVC pieces that toy cars and small balls can fit through. Give the children time to play and explore how to use the items. **APL1.2c**



36-48 months

Tea Party

Read a book such as *Olivia Plans a Tea Party* by Natalie Shaw. Ask the children what they will need to have a tea party of their own. Encourage the children to make a plan and gather materials such as cups, plates, snacks, party dresses and stuffed animals. Assist them in setting up the tea party and following through. **APL1.3c**

Build a Zoo

In the block area, talk to the children about what they want to create, such as a zoo. Help them think about what is needed to build a zoo such as plastic animals, signs and a variety of blocks to make cages. Gather materials for the children and encourage their play. **APL1.3c**

Make a Critter

Make play dough and give each child a ball of dough, some pipe cleaners, wiggly eyes, plastic knives, scissors and rollers. Ask each child what he/she plans to create. Encourage all the children to create special critters and give them names. **APL1.3c**

Restaurant Prop Box

Create a “restaurant” prop box with menus, plates, ads, logos, food, cash register and utensils. Encourage the children to create their own restaurant scene. **APL1.3c**



48-60 months

Create a Structure

Take pictures of unique block structures. Post them next to the block center or in a class book. Children can use these pictures as inspiration to create structures of their own. **APL1.4c**

Plan and Plant

Talk about how to create a garden. Plan whether to have an indoor or outdoor garden and what the children would like to grow. Discuss, plan and talk about each child’s role in helping create the garden such as choosing a spot, digging holes and planting seeds. Use the calendar as an opportunity to set goals for this project. **APL1.4c**

★ BRIGHT IDEA

For the children who have difficulty with fine motor tasks, place plant seeds in small paper cup and encourage them to dump the seeds into the soil.

Animal Restaurant

Create a restaurant for an animal based on a class pet or a book. Encourage the children to learn about the types of food that animal eats. Have them name the restaurant, the dishes served and fun activities for the animal. **APL1.4c**

Balls Paint

Cut and place a piece of paper large enough to cover the bottom of an empty, baby wading pool. Squeeze various colors of nontoxic paint onto the paper. Place a smooth ball in the pool. Have the children work together to tilt the pool in all directions to create art. **APL1.4c**

APL2 #42

24-60 months

domain APL: approaches to play and learning

Strand: **INITIATIVE AND EXPLORATION**

Standard: **APL2 – The child will demonstrate interest and curiosity.**



24-36 months

APL2.2a

Seeks information from others.

Two-year-olds will seek out familiar adults. Adults can expand their interests by adding new elements that catch and sustain their attention. They will bring items they can easily carry to the adult or direct the adult's attention toward what interests them, using words or short sentences.



36-48 months

APL2.3a

Demonstrates an increased willingness to participate in both familiar and new experiences.

Three-year-olds enjoy learning new things. They stick with the activity longer if the activity is familiar. They are naturally curious and want to explore and talk about things that interest them in their learning environment.



48-60 months

APL2.4a

Demonstrates eagerness to learn about and discuss new topics, ideas and tasks.

Four-year-olds are naturally curious and want to ask many questions. They are able to express their ideas in sentences and talk about different topics that interest them. They are learning to relate their personal experiences to topics and ideas in their learning environment.

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APL2 – The child will demonstrate interest and curiosity.



24-36 months

Leaf Match

Obtain paint sample cards from a paint store that match the colors of many leaves. Have the children pick up leaves, show them to you and try to match their leaves to the colors of the paint sample cards. Talk to the children about how the leaves they found are the same colors or different colors from the paint sample cards. **APL2.2a**

Peeling Corn

Provide ears of corn with the husks on. During small group, have the children peel off the husks and strip off the silk. Model this activity for the children. Encourage them to ask questions about the parts of the ear of corn. If the children are still developing the fine motor skills needed to peel the husk, support them by starting the peel. **APL2.2a**



TEACHER TIP

Facilitate curiosity by helping the children organize their thinking using the “I see...I think...I wonder...” method. With prompting, a child may say, “I see the butterfly has spots. I think it is camouflage. I wonder how the butterflies get designs?” These sentence starters could be the basis of conversations.



36-48 months

Growing Vegetable Soup

Read the book *Growing Vegetable Soup* by Lois Elhert. Ask the children questions such as, “How do vegetables grow?” Place pictures on the table to represent digging the hole, planting the seeds and watering. Have the children put the pictures in order. The children can grow their own vegetable using a small cup, a bean, soil and water. Show photos of different types of vegetable seeds and how they become plants. Show photos of gardening tools such as a watering can, rake, shovel, wheelbarrow, hoe and gloves. Reinforce new vocabulary words such as vegetable, soil, protect and prepare. **APL2.3a**

Growing a Garden

Turn the sensory table into a “garden” by adding clean mulch, small garden tools, gloves, shovel, rake, trowel, aprons, small cups and plastic beads to represent seeds. **APL2.3a**

Pom-Pom Pick Up

Wrap tall chip cans or toilet paper tubes in construction paper the same colors as an assortment of small pom-poms. Stand each tube upright. Provide tweezers or chopsticks to pick up each pom-pom and place in the tube. **APL2.3a**



48-60 months

Floating Fruit

Hollow out half of a grapefruit or orange. Place the half in a large bowl of water. Ask the children to guess how many counters, such as beans or paper clips, the fruit “boat” might hold before it sinks. Continue the discussion by asking whether it matters how the counters are placed in the boat. Provide an opportunity for the children to place the counters in the boat. Compare results with the children’s guesses. **APL2.4a**

An Ant’s Perspective

After reading Ryuichi Kuwahara and Satoshi Kuribayashi’s *In Front of the Ant: Walking With Beetles and Other Insects*, invite the children to crawl on the ground to observe and describe their world from the bottom up. **APL2.4a**

It’s Snowing

In a large tub, mix together a box of baking soda and 10 ounces of child-safe hair conditioner. The children can mix the ingredients with their hands. Add small, plastic toys. Ask the children, “What does this look like?” or “Tell me how it feels.” **APL2.4a**

★ BRIGHT IDEA

For the children who do not like to touch a variety of textures, provide gloves for them to wear as they explore the ingredients.

APL2 #43

24-60 months

domain APL: approaches to play and learning

Strand: **INITIATIVE AND EXPLORATION**

Standard: **APL2 – The child will demonstrate interest and curiosity.**



24-36 months

APL2.2b

Asks questions about familiar objects, people and experiences.

Two-year-olds in this age group are expanding their knowledge. Children ask a variety of questions as they try to gain a better understanding of people, objects and experiences that shape their world.



36-48 months

APL2.3b

Asks questions about unfamiliar objects, people and experiences.

Three-year-olds continue to expand their knowledge. They show interest in new events and activities. They ask a variety of questions in an attempt to understand how things work. They inquire about people, places and new experiences.



48-60 months

APL2.4b

Asks questions and seeks new information. With assistance, looks for new information and wants to know more.

Four-year-olds are inquisitive. They ask many questions to make sense of the world around them. When an adult answers their questions, they often ask more questions or ask for additional information.

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APL2 – The child will demonstrate interest and curiosity.



24-36 months

Picture Hang Up

Ask the family to bring in pictures of their child at different ages along with a few additional pictures of family members and pets. Use VELCRO® strips to place the pictures on flannel board. Encourage the children to ask questions about the pictures of their classmates. **APL2.2b**

What's Wrong?

Read *What's Wrong, Little Pookie?* by Sandra Boynton. In this story, Pookie is very upset and his mom cannot figure out why. Ask the children questions about the book such as, "Why do you think Pookie was upset?" **APL2.2b**

I Wonder

Bring in a small animal or insect for the children to observe such as a turtle, fish or caterpillar. Encourage the children to gather around to ask and answer questions. Look the answers up if you are unsure of some of the information. **APL2.2b**



TEACHER TIP

Use the language modeling strategy of "wait time" to give all the children time to respond to questions asked.



36-48 months

What's In the Bag?

Put an object in a bag and ask the children, "I wonder what is in the bag? Ask me questions to find out." The children may say things like, "Is it soft or hard? Is it a ball? Is it from the block area?" Guide the children's questions by saying, "Would it help to know what shape it is? What questions can you ask to find out?" **APL2.3b**

What's Floating?

Read *Flotsam* by David Wiesner. This book is about a boy who goes to the beach to collect and examine flotsam, which is anything floating that has washed ashore. Use the rich illustrations to encourage the children to ask questions. **APL2.3b**

What Is It?

Print photos of interesting animals and place them in the science area. Encourage the children to ask lots of questions to determine what kind of animal is in the picture: "What does it eat? Does it fly? Where does it live?" **APL2.3b**

Mystery Box

Place an item inside a box. Encourage the children to shake the box and guess what might be inside. Write their guesses on a class chart. Open the box and allow an opportunity for the children to confirm their guesses. **APL2.3b**



48-60 months

Water Works

Read *Water Dance* by Thomas Locker. Talk about how water falls, drips, flows and runs. Play classical music for inspiration while the children dance, creating their own "water dance" using scarves and ribbons. **APL2.4b**

Gift Wrap

Have a variety of paper available for the children to sponge paint. Use this homemade wrapping paper to wrap gifts. **APL2.4b**

How Plants Grow

Keep a growth chart for the plants in your room. Every week, measure each plant with a ruler to observe its growth. Talk about the past and the present and how things change over time. **APL2.4b**

What Do Ants Like to Eat?

Place several different types of food on a tray such as small crumbs of bread, shredded cheese, raisins, walnuts, honey and orange slices. Place the tray outside and periodically check to see if any ants visit and which foods attract them. Use the activity to begin a discussion of why the ants are attracted to some foods and not others. Hint: it has to do with the sugar content of the foods. **APL2.4b**

APL2 #44

24-60 months

domain APL: approaches to play and learning

Strand: **INITIATIVE AND EXPLORATION**

Standard: **APL2 – The child will demonstrate interest and curiosity.**



24-36 months

APL2.2c

Explores and manipulates familiar objects in the environment.

Two-year-olds are more mobile and verbal. They begin exploring their learning environment using familiar objects and materials on their own.



36-48 months

APL2.3c

Explores and manipulates both familiar and unfamiliar objects in the environment.

Three-year-olds are curious about their surroundings. They show initiative and self-direction by using both familiar and unfamiliar objects in their learning environment.



48-60 months

APL2.4c

Increasingly seeks out and explores unfamiliar objects in the environment.

Four-year-olds are developing increased independence and self-direction. They enjoy using new objects and materials during their school day.

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APL2 – The child will demonstrate interest and curiosity.**24-36 months****Bath Time**

Using the water table, add dolls, child-safe shampoo and washcloths or sponges. Show the children how to bathe the baby. Encourage conversation. Ask, "Can you bathe the baby? What do you do with the child-safe soap? How do you take a bath?" **APL2.2c**

Nature Match

On a large poster board, display five or six items found in your outdoor area such as a leaf, rock, stick or acorn. Give each child a basket. Go outside to look for those items. Once they have found several, talk about them. Compare the items found to the ones on the board. Ask, "How are they the same? How are they different?" **APL2.2c**

It's a Jungle Out There

Provide assorted jungle animals, PVC pipes, cardboard boxes, tubes, tissue paper and picture books about animals. Encourage the children to create a habitat for the animals. **APL2.2c**

Classroom Scavenger Hunt

Using pictures of objects in the classroom, have the children identify the object and tell where they can find the object in the room. **APL2.2c**

**TEACHER TIP**

When you give the children opportunities to direct their play and learning, you are helping them learn to self-regulate.

**36-48 months****Castles In the Sand**

Place 2 cups cornmeal and $\frac{3}{4}$ cup oil in a plastic tub and mix until it has a sand-like consistency. Provide spoons and plastic cups, as well as cookie cutters, small plastic toys and shells. Encourage the children to talk about how the sand feels. Ask if they have been to a beach. **APL2.3c**

Feels Like?

Place small plastic toys in a non-transparent, plastic container. Add rice or sand. The children take turns reaching inside and grabbing a toy. Without looking, each child tries to determine what it is based on what it feels like. To help, ask, "Does it have wheels? Is it smooth? Is it round?" **APL2.3c**

Big Impression

Turn Styrofoam deli trays upside down and trace pictures on the bottoms using toothpicks. You can also try this with aluminum foil. **APL2.3c**

Dr. Seuss Science Experience

Read *Oobleck* by Dr. Seuss. Invite the children to create some. You will need:

- 2 cups cornstarch
- 3 drops food coloring
- 1 cup water

Encourage discussion of the texture. **APL2.3c**

Seashell Sensory Table Fun

Place sand and seashells in the sensory table and invite the children to explore the items and feel the texture of the seashells. **APL2.3c**

Marble Run

Cut paper towel tubes in half lengthwise to create tracks. Give the children masking tape to create paths. Give the children small balls to roll down the tracks. Encourage them to think about what is working or what needs fixing to get the ball to roll to the end. **APL2.3c**

**48-60 months****Bats and Birds**

Read *Stellaluna* by Janell Cannon. Have pictures and puppets of bats and birds. Talk about the similarities and differences between bats and birds. Introduce the word "spelunker," a person who explores and studies caves. **APL2.4c**

Blow Art

Give the children paint, slick fingerpaint paper and straws and encourage them to blow the paint into different designs. Talk with them as they are doing this activity to see what they think their paint looks like. **APL2.4c**

Bat Cave

Make a bat cave using a large cardboard box. Drape the box with fabric or a blanket. Have the children pretend to be bats or birds or a spelunker, a person who explores caves. **APL2.4c**

APL3 #45

24-60 months

domain APL: approaches to play and learning

Strand: **ATTENTIVENESS AND PERSISTENCE**

Standard: **APL3 – The child will sustain attention to a specific activity and demonstrate persistence.**



24-36 months

APL3.2a

Engages in teacher-directed activity for short periods of time.

Two-year-olds begin to take part in teacher-directed activities for brief periods. As they grow, their attention span improves, making it easier for them to participate in these activities.



36-48 months

APL3.3a

Engages in an activity for sustained periods of time to achieve a goal.

Three-year-olds continue to engage in meaningful activities for short periods of time. They are able to work with classroom materials in order to achieve a goal.



48-60 months

APL3.4a

Engages in independent activities and continues tasks over a period of time.

Four-year-olds enjoy completing activities on their own. They are becoming more self-directed. These skills are evident during center time as well as outside play. They enjoy working with peers and often engage in high-quality learning activities that extend for longer periods of time.

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APL3 – The child will sustain attention to a specific activity and demonstrate persistence.



24-36 months

Five Little Monkeys

Read *Five Little Monkeys Jumping on the Bed* by Eileen Christelow. While reading, encourage the children to act out the story. Add monkey puppets and a toy bed for props. **APL3.2a**

Happy

Sing "If You're Happy and You Know It":

*If you're happy and you know it,
clap your hands (clap, clap).*

*If you're happy and you know it,
clap your hands (clap, clap).*

*If you're happy and you know it,
and you really want to show it,
If you're happy and you know it,
clap your hands (clap, clap).*

Repeat the song and have the children follow new motions such as stomp your feet, say hooray, turn around and jump up high. **APL3.2a**

Barnyard Dance

Read *Barnyard Dance* by Sandra Boynton. Encourage the children to act out the animal roles as the story is read. Repeat the story. **APL3.2a**

Scarf Dancing

During music and movement, give each child a "musical" scarf. Model with the children the different movements they can make with the scarf such as fast, slow, throwing it up and letting it fall, swaying above the head. **APL3.2a**



36-48 months

Three Billy Goats

Give the children props to retell the story of "The Three Billy Goats Gruff" including three goats of different sizes, blocks to make a bridge and a small doll to be the troll. Help the children tell the story and encourage them to use different voices for the goats and the troll. **APL3.3a**

Make a Book

Fold paper and staple it to create a book. Give the children pens, markers, stamps and stencils. Encourage them to be authors and write their own books. **APL3.3a**

Arctic Animal Hunt

In a dish pan, freeze an assortment of small plastic arctic animals so they are suspended throughout the ice. Dump the ice on a solid surface. This can be done in the sensory table or taken outside. Provide eye droppers with salt water and small plastic hammers as tools for the children to chip the ice away and rescue the animals. **APL3.3a**

Fingerplay Fun

Invite the children to participate in a fingerplay of "One, Two, Tie My Shoe":

1, 2, tie my shoe. 3, 4, shut the door.

5, 6, pick up sticks. 7, 8, lay them straight.

9, 10, a big fat hen. Let's get up and count again.

APL3.3a



48-60 months

Exploring Junk

Provide old items for children to take apart such as a flashlight, record player, telephone, keyboard or remote control. Provide small tools, such as screwdrivers and pliers, for disassembling. Encourage the children to explore and take apart the items. **APL3.4a**

Bats and Birds Fly

Make bat or bird wings from old t-shirts by cutting the shirts open up the front and leaving the sleeves in place. The children put on their wings to pretend to fly. **APL3.4a**

Plug and Paint

Gather paint, a long piece of butcher paper and new toilet plungers. Place the paint on paper plates and encourage the children to paint using the plungers. See what interesting designs the children can create. **APL3.4a**

Scavenger Hunt

Using a map of the playground or classroom, invite the children to search for various items by following the map. **APL3.4a**



APL3 #46

24-60 months

domain APL: approaches to play and learning

Strand: **ATTENTIVENESS AND PERSISTENCE**

Standard: **APL3 – The child will sustain attention to a specific activity and demonstrate persistence.**



24-36 months

APL3.2b

Demonstrates focus on a teacher-directed activity for a short period of time.

Two-year-olds are able to participate in teacher-directed activities for short periods of time. When the teacher uses a variety of physical actions and songs, they are more likely to stick with the activity.



36-48 months

APL3.3b

Wants to complete activities and do them well.

Three-year-olds enjoy doing tasks independently. They demonstrate attentiveness and persistence by completing activities and doing them well.



48-60 months

APL3.4b

Practices to improve skills that have been accomplished.

Four-year-olds learn best when they have multiple opportunities to review and improve skills that they have learned. They feel a sense of satisfaction and accomplishment in this improvement and often comment on their abilities: "I can count to 50 now!" or "Watch me hop on just one foot."

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 36-48 months skill, guide him/her in mastering the 24-36 months skill on the left.
- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

APL3 – The child will sustain attention to a specific activity and demonstrate persistence.



24-36 months

Felt Board Story

Create “Brown Bear, Brown Bear” felt board pieces. Read the story several times. Afterward, encourage the children to participate by adding felt board pieces as the story unfolds. **APL3.2b**

Trucks, Tractors & Diggers, Oh My!

Read *Where Do Diggers Sleep At Night?* by Brianna Caplan Sayres. Provide a variety of trucks, fire engines, tractors and monster trucks. Encourage the children to talk about the story and imagine where the trucks in their classroom “sleep at night.” Create a place for each truck to “sleep.” **APL3.2b**

Fold and Paint

Provide paper and paints in squeeze containers. Fold each child’s paper in half. Ask him/her to squeeze or drip a small amount of paint on one side of the paper. Add several colors, if desired. Show the child how to press on the outside of the folded paper. Together, open the paper to reveal the design. **APL3.2b**



36-48 months

Peg It

Give the children pegboards and encourage them to fill the boards full of pegs. **APL3.3b**

Aim and Throw

Place a hula-hoop on the floor and give the children bean bags. Encourage them to throw the bean bags inside the hoop. See how many they can get. **APL3.3b**

★ BRIGHT IDEA

For a child who has difficulty throwing a bean bag, encourage him/her to stand closer to the hula-hoop. Provide additional support by modeling how to throw the bean bag and giving positive feedback when he/she tries to throw it.

Touchy-Feely Letters

Give the children cookie sheets with a small amount of sand in the bottom. Encourage them to write the first letters of their names. You can also do this activity with a sealed plastic bag of hair gel. Write the letters the children are practicing on a piece of paper with black marker and place where they can easily see it. **APL3.3b**



48-60 months

Tower of Recyclables

Provide the children with various recyclables like empty bottles, cardboard tubes, scrap paper and masking tape. Have the children use the materials to create a tower. **APL3.4b**



TEACHER TIPS

Be respectful of the children’s new ideas. Repeat and expand on child-initiated ideas.

When we see the children having hard times because they aren’t succeeding, it is tempting to jump in to make it all better. Resist rescuing them. We learn by trial and error. Support them to think of a solution to their problems.

When a child says, “I’ll never be able to do it!” remind him/her of a time when they had trouble but kept focused and succeeded. Also, when the children stick with something, point it out.

Copy Me

Invite the children to copy environmental print in the writing center. If it gets difficult, encourage them to continue to try. **APL3.4b**

APL3 #47

24-60 months

domain APL: approaches to play and learning

Strand: **ATTENTIVENESS AND PERSISTENCE**

Standard: **APL3 – The child will sustain attention to a specific activity and demonstrate persistence.**



24-36 months

APL3.2c

Shows persistence in activities of interest despite interruptions.

Two-year-olds are developing the ability to maintain attention in tasks that interest them. When peers or adults interrupt them, they are able to regain their attention.



36-48 months

APL3.3c

Begins to work cooperatively with others to achieve a goal or accomplish a task.

Three-year-olds are beginning to work with peers in both structured and unstructured activities. They require adult guidance to help them work to achieve goals.



48-60 months

APL3.4c

Works cooperatively with others to successfully achieve a goal or accomplish a task.

Four-year-olds continue to show interest in activities and materials they have selected. They are able to explore and stay engaged with these tasks for longer periods of time and are able to work together with classmates on more complex projects.

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- 1) If a 36-month-old child is struggling with the 36-48 months skill, guide him/her in mastering the 24-36 months skill on the left.
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APL3 – The child will sustain attention to a specific activity and demonstrate persistence.



24-36 months

The Little Engine

Read *The Little Engine That Could* by Watty Piper. Encourage the children to all join in when the engine says, “I think I can, I think I can.” After the story, have the children use small chairs to construct a train and retell the story. **APL3.2c**

Magnet Bottle

Create a magnet bottle using a clear plastic bottle with lid. You need magnetic metal objects, sand, glue, tape and a string with a bar magnet. Place the metal objects inside the bottle and fill with sand, leaving about two inches of space at the top. Glue and tape the lid securely. Attach a short string to the bar magnet and tie it around the lid. Show the children how to rub the magnet against the bottle to see the objects come out of the sand. The children will have to persist as objects come into view and then fall away. **APL3.2c**



36-48 months

Find My Space Musical Chairs

Set up the game in the traditional manner, with one less chair than children. When the music stops, the children work together to find space for a child who does not have a chair. Continue to play, removing a chair each time. Have them think of ways to include their friends in the remaining “space.” **APL3.3c**

Clean Up Teams

Read *What If Everybody Did That?* by Ellen Javernick. Talk to the children about the importance of everyone working together. Give an example from the book. Ask, “What if everyone dropped a piece of paper on the floor and didn’t pick up. What would happen?” Answer: The world would be a mess. “But what if everybody obeyed the rules?” End center time by telling the children that everyone is going to help clean up. Assign the job of center checker to a few children who can make sure everything gets done and encourage the other children along the way. **APL3.3c**



TEACHER TIP

Notice the children’s efforts when cleaning up. Dim the lights, walk around with a flashlight and put the children in the “spotlight.” Say to the children, “I see Kara. She is picking up all of the blocks and putting them on the shelf. That is so helpful, Kara.” Add, “I see Justin. He is putting all of the Unifix® cubes back in the bin so we know where to find them. Thank you, Justin.” Pretty soon, other children will be saying, “Look at me, look at me, I’m cleaning up!”



48-60 months

Crossing the River

Create an imaginary river using yarn or tape to mark its boundaries. Divide the class into two groups and give each group a limited number of paper plates as lily pads. Tell the children they have to work together to cross the river by stepping only on lily pads. **APL 3.4c**

Zoodio

Have the children stand facing a partner with arms crossed. Each child takes a partner’s right hand in their left hand and vice versa. Sing the song while bending knees to the beat. Move arms back and forth in a scissor gesture. Each partner jumps back and claps four times to the beat. Partners separate, stand tall and move to the beat. Then each child finds a new partner.

Here we go, Zoodio, Zoodio, Zoodio.

Here we go, Zoodio, all night long.

Jump back, Sally, Sally, Sally.

Jump back Sally, all night long.

Walkin’ through the alley, alley, alley.

Walkin’ through the alley, all night long. APL3.4c

Talking to Aliens

Make an alien phone using two large plastic cups and a metal Slinky. Punch a small hole in the bottom of each cup and place the first loop of the Slinky through the cup. On the underside of the cup, secure the Slinky with packing tape. The children take turns holding the open side of the cup to their ears and “talking” to aliens. **APL3.4c**

APL3 #48

24-60 months

domain APL: approaches to play and learning

Strand: **ATTENTIVENESS AND PERSISTENCE**

Standard: **APL3 – The child will sustain attention to a specific activity and demonstrate persistence.**



24-36 months

APL3.2d

Repeats successful actions and experiences.

Two-year-olds enjoy doing familiar activities. Learning environments, which provide meaningful opportunities to practice skills, help them feel successful.



36-48 months

APL3.3d

Keeps working on activity even after setbacks.

Three-year-olds are learning to sustain their attention in an activity by continuing to work on it even when difficulties are present.



48-60 months

APL3.4d

Persists in trying to complete a task after previous attempts have failed.

Four-year-olds are learning to use different strategies to complete activities. They continue to work at a task even when they have not been successful in prior attempts. They may still require adult support to guide them through completion of these activities. They are beginning to learn through trial and error.

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- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

APL3 – The child will sustain attention to a specific activity and demonstrate persistence.



24-36 months

Hoops In

Set up a basket and soft balls. Have the children take turns throwing the balls into the basket. Talk about what they are doing. Say, “Your ball went in the basket. Now take the ball out.” **APL3.2d**

Lacing Up

Punch holes in Styrofoam deli trays to resemble a house or flower. Provide large laces for the children to use to lace through the holes.

APL3.2d



36-48 months

I Do Not Like Them

Read *Green Eggs and Ham* by Dr. Seuss. Talk about Sam’s persistence. After reading, cook eggs and add green food coloring. Encourage tasting the eggs. Create a graph and have the children place their pictures next to “Yes, I like green eggs,” or “No, I do not like green eggs.” If a child doesn’t want to taste, have fun. Ask if he/she will eat them in a box or with a fox! **APL3.3d**

How Tall Can We Build?

Collect juice boxes, stuff with newspaper and tape the ends. Place in the block area. These stack higher than wood blocks. When the tower falls, encourage the children to try again. **APL3.3d**

Don’t Give Up!

There are many great books to encourage children to keep trying even when things get hard such as *The Little Engine that Could* by Watty Piper. Another classic is *Corduroy* by Don Freeman about a small teddy bear on a department store shelf waiting to be taken home by a child. After reading a book, give the children an assortment of real buttons. Ask them how they can group the buttons. Watch and encourage the children to talk through the process. Some children will only look at the color of the button; others may look at the size: “These are small and these are big.” Others may notice more unusual attributes: “These are all shiny, but these are not.” **APL3.3d**

Obstacle Course

Create an outdoor obstacle course using playground items such as hula-hoops, small traffic cones and balance beams. Provide opportunities for the children to maneuver through the course. Encourage them to continue to try even if they are not successful. **APL3.3d**



TEACHER TIP

Emphasize new vocabulary to the children such as “persistent.” Use the word in a sentence and ask them what they think it might mean. Think of some examples to share with the children.



48-60 months

Doggy Doggy Where Is My Bone?

One child is the “dog.” Use an object such as a small block as the “bone.” It is placed under the child’s chair. The child sits with back to the class, eyes closed. Someone sneaks up, steals the bone and hides it in his/her lap. Then everyone sings:

Doggy, doggy, where’s your bone?

Someone stole it from your home.

Guess who? It might be you!

The dog gets three guesses. If the dog guesses correctly, he/she gets another turn, but if he/she guesses wrong, the child with the bone becomes the dog. **APL3.4d**

Puzzle Challenge

Encourage the children to complete a more difficult puzzle. To help them persist with the task, talk them through problem-solving techniques such as looking at the shape of a particular piece, where a piece might fit or how to look at the colors to see where the piece belongs. **APL3.4d**

Marble Run

Cut paper towel tubes in half lengthwise to create tracks for marbles. Encourage the children to construct the tracks using the tubes and masking tape. They will need to determine the correct lengths to run marbles successfully through the tracks. This is a great way for the children to learn through trial and error. **APL3.4d**

APL4 #49

24-60 months

domain APL: approaches to play and learning

Strand: **PLAY**

Standard: **APL4 – The child will engage in a progression of imaginative play.**



24-36 months

APL4.2a

Substitutes one object for another in pretend play or pretends with objects that may or may not be present.

Two-year-olds understand that objects can be used to represent other items. They use these items to engage in simple play activities. At times, they may pretend play when these objects are not present.



36-48 months

APL4.3a

Uses imagination to create a variety of ideas, role-plays and fantasy situations.

Three-year-olds enjoy pretending. They use their innate ability to invent imaginary characters or role-play familiar scenes. They use clothing or other items to help these scenarios come to life. Often it is difficult for them to distinguish reality from fantasy.



48-60 months

APL4.4a

Engages in elaborate and sustained imagined play, and can distinguish between real life and fantasy.

Imaginative play becomes more complex as four-year-olds recreate roles from daily life, stories read or acted out in class. They involve multiple peers and adults in these roles. They are learning to understand the difference between fiction (or acting) and nonfiction (reality).

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- 1) If a 36-month-old child is struggling with the 36-48 months skill, guide him/her in mastering the 24-36 months skill on the left.
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APL4 – The child will engage in a progression of imaginative play.



24-36 months

Feed the Dogs

Set up a dog kennel play area with a variety of stuffed dogs, bowls, leashes and small blocks as doggie snacks. Model for the children. Holding a block near the dog's mouth, say, "Here you go, doggie. Do you want a snack?" Encourage the children to feed and care for the dogs. **APL4.2a**

Where Do We Live?

Use this fingerplay to show where animals live:

This is a nest for the bird

(Cup hands, palms up.)

This is a hive for a bee

(Put fists together, palm to palm.)

This is a hole for the bunny

(Form fingers to make a hole.)

And this is a house for me

(Put fingertips together to make a rooftop.)

Encourage the children to imitate your hand gestures and repeat some words. **APL4.2a**



36-48 months

Build a Log Cabin

Cut 20 pool noodles in half to use as "logs." Cut notches in each, similar to Lincoln Logs, to make them easy to stack. The children can build a log cabin. Add props such as buckets, old hats and vests. Add books with pictures of log cabins. **APL4.3a**



TEACHER TIP

Repetition helps the children retain information.



48-60 months

Cloudy with a Chance of Meatballs

Read *Cloudy with a Chance of Meatballs* by Judi Barrett and Ronald Barrett. Discuss the story and how the food falls out of the sky. Ask, "Is it possible to rain food? What type of precipitation really falls out of the sky? Rain, sleet, hail, snow?" You may choose to read another book about precipitation for further discussion. **APL4.4a**

Real or Imagined

Put pictures in a bag including things that are real and things that cannot be real. Have the children choose a picture from the bag and glue it under the correct category: real or fantasy. Leave the poster in the room as a reference. **APL4.4a**

Blanket Forts

Arrange furniture, such as chairs, in a manner that will allow you to drape a blanket or sheet over it and have space inside for the children to play. These blanket forts provide a perfect place for kids to role-play and explore an early form of independence. **APL4.4a**

Take Flight

Look in the sky to see if there are any balloons, airplanes, birds or rockets. Tell the children that there are real things that can fly. Ask the children to pretend to be one of these objects. Call out different objects and encourage the children to pretend to fly "like an airplane" or "like a bird." Talk about how pretending to be these items differs from the real things. **APL4.4a**

APL5 #50

24-60 months

domain APL: approaches to play and learning

Strand: **PLAY**

Standard: **APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.**



24-36 months

APL5.2a

Participates in play and learning activities with a small group of children for short periods of time.

Two-year-olds are beginning to participate in small group activities when guided by a responsive adult; however, parallel play (side-by-side) is predominately seen with this age group.



36-48 months

APL5.3a

Occasionally joins in cooperative play and learning in a group setting.

Three-year-olds are beginning to define their roles during play and join in playing with peers. They create scenarios that allow the activity to continue for longer periods of time, building on a common theme, especially if an adult provides guidance.



48-60 months

APL5.4a

Willingly joins in sustained cooperative play and learning with others to complete a task.

Four-year-olds enjoy playing in cooperative play activities with peers. They are naturally motivated to play, and the structure and rules emerge from the children.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 36-48 months skill, guide him/her in mastering the 24-36 months skill on the left.
- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.



24-36 months

Let's Paint Together

Cover a table with butcher paper and provide paints, brushes, rollers and sponges. Encourage the children to work together to paint. Describe what each child is doing. **APL5.2a**

The Wheel Goes Round and Round

Encourage the children to take turns pouring water from plastic cups onto a large water wheel to keep it moving. Talk about what you see: "The wheel is spinning. You put water in the cup." **APL5.2a**

Find a Match

You will need pairs of socks in different sizes and colors and a small laundry basket. Empty the socks onto the carpet. Have the children find matching socks which they will place as matched pairs in the basket. Talk about these concepts: pair, matching, same and different. **APL5.2a**



36-48 months

Help Me, Please

Give the children paper napkins to place on their heads. While music plays, the children dance around. If the napkin falls off a child's head, he/she freezes. Another child can unfreeze the first child by touching him/her. The unfrozen child picks up his/her napkin and returns to the activity. **APL5.3a**



48-60 months

My Own Kickball

In the art center, provide each child with a medium-sized paper bag, newspaper, markers and crayons. Each child will write his/her name on a bag and decorate it. Ask the children to tear lots of newspaper into strips and stuff the strips into their bags until they are about three-quarters full. Fold over the top of the bags and securely tape shut. Have the children squish and shape them so they are round like a ball. Outside, encourage the children to pair up and take turns throwing the balls to each other. **APL5.3a**

Work Together

This is fun to do outside. You will need a large box with low sides or a small plastic baby pool. Line the bottom with butcher paper. Have the children squirt different colors of paint onto the paper. Place one or two small balls in the box or pool. Have three or four children pick up the box or pool and work together to roll the ball around, spreading the paint and making a design. This teaches children how to work together to accomplish a task. **APL5.3a**

★ BRIGHT IDEA

If the children are having a difficult time working together with such a large box, find a smaller box and have the children work with a partner or teacher.

Beach Ball Bop

Have the children stand in a circle holding hands. A beach ball is dropped into the circle and players see how many times they can keep it in the air without losing connection. Everyone in the circle must continue to hold hands. This will require that the circle move and children work cooperatively to keep the ball in the air. Children may contact the ball with hands, arms, heads, shoulders, chests or knees – but not feet. If the ball falls to the ground or is touched by feet, start the count over. **APL5.4a**

Wildflowers

Gather five parts red clay, three parts clean mulch, one part wildflower seeds and 16 ounces of water in a dishpan. Have the children work together using their hands to mix the dry ingredients with the water. Roll the mixture into meatball-sized balls and let them dry for a few days. Drop each ball outside on the ground on top of the soil. Have the children check periodically to see when the wildflowers grow. **APL5.4a**

Target Toss

Encourage the children to take turns tossing a beanbag onto a target on the ground. Each ring of the target will represent a certain number of points. The children will not be working on individual scores. They will each be contributing to the total points of the class, hoping to reach 100 points by the time each child has had one turn. If not, begin again from zero and try a second time. **APL5.4a**

APL5 #51

24-60 months

domain APL: approaches to play and learning

Strand: **PLAY**

Standard: **APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.**



24-36 months

APL5.2b

Helps and shares in a social setting with adult guidance.

Two-year-olds can work with a responsive adult to develop their social skills. They want to help peers and are encouraged to take turns and share materials when guided by their teacher.



36-48 months

APL5.3b

Plans, initiates and completes cooperative activities with adult guidance.

Guided by their teacher, three-year-olds are learning to work cooperatively with their peers. When the teacher provides instructive and specific feedback, she can help children learn to plan, initiate and carry out activities.



48-60 months

APL5.4b

Demonstrates flexibility in taking on various roles in a group setting.

Four-year-olds are able to assume various roles during play, such as a leader or a follower. They assign roles to each other and map out the subsequent activities. As the play scenario evolves, roles of the children may change as well.

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APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.



24-36 months

A Necklace For You

In small group, provide large laces and beads. Challenge the children to make a necklace for a friend in the group. Encourage conversation by saying, "I notice you gave Ryan the red and blue necklace. Tell me about that." **APL5.2b**

Tricycle Wash

Give the children sponges and a large bucket of child-safe soapy water. Encourage them to work together to wash the tricycles on the playground or the playground equipment. Give some children squirt bottles to rinse them off when clean. **APL5.2b**



36-48 months

Coach and Player

Pair up the children as a coach and a player. The coach gives the commands while the player does what the coach says, such as run in place, turn around, jump high. Then switch roles. **APL5.3b**

Juggling Act

Have the children sit on the carpet or outside with feet apart touching the foot of the child on either side so they form a circle. Hand a child a ball to roll to another child. They need to keep the ball moving while maintaining their closed circle. Add additional balls to make it interesting. **APL5.3b**

Planting Flowers

Discuss spring flowers and what plants need in order to grow. Record what the children think plants need. As a follow-up activity, plant a "class plant" and ensure that the class has the opportunity to give the plant everything it needs. Encourage the children to observe the plant while it's growing and draw observations. **APL5.3b**

Make Room For Me

Use masking tape to create an island on the floor. Tell the children it is a safe place to get away from imaginary sharks in the water. Play upbeat music and have the children walk or march around the island. When the music stops, the children rush to get on the island and away from the sharks. Encourage them to help friends who may still be in the water. Each time, make the taped island smaller. Encourage the children to cooperate and get their friends on the island. **APL5.3b**

Let's Make a Pizza

Read *The Little Red Hen Makes a Pizza* by Philemon Sturges and Amy Walrod to the children. After reading, encourage the children to name the steps required to make a pizza. Provide the ingredients and have the children make their own pizzas. **APL5.3b**



48-60 months

Twister

Play the game Twister. Explain the rules and instruct the children to take turns as the referee, operating the spinner and calling moves. **APL5.4b**

Friend or Pet Bingo

The children play bingo taking turns calling the item to be placed on the game board. **APL5.4b**

★ BRIGHT IDEA

Use a large piece of cardstock for a game board and make the pictures larger for the children who have a range of visual abilities. Large bottle caps or lids can be used as game pieces.

Car Wash

Set up a tricycle wash. The children select roles such as car washer, cashier and driver. Encourage the children to alternate roles as the activity progresses. **APL5.4b**



APL5 #52

24-60 months

domain APL: approaches to play and learning

Strand: **PLAY**

Standard: **APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.**



24-36 months

APL5.2c

Shows creativity, inventiveness and flexibility in his/her approach to play with adult guidance.

Guided by their teacher, two-year-olds are beginning to create and carry out simple roles during play. The teacher makes suggestions to facilitate the interaction among the children.



36-48 months

APL5.3c

Finds a creative, inventive way of doing a familiar task or solving a problem with adult guidance.

Three-year-olds are learning to work with their teacher to solve problems. They are learning that there is more than one way to approach a task. With the support of a teacher, they are able to work through their frustrations.



48-60 months

APL5.4c

Demonstrates inventiveness, imagination and creativity to solve a problem.

Four-year-olds are developing problem-solving skills. They use this knowledge to come up with new ways of approaching activities throughout the day.

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APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.



24-36 months

My Turn To Play

Provide a variety of farm items such as a toy barn, animals, tractors, fence and people. Play with the children encouraging them to take turns. Use comments such as, “My turn, I’ll be the farmer,” and “Your turn, what will you be?” **APL5.2c**

Red Light, Green Light

Play this traditional game. Encourage the children to think of other ways to move toward the traffic light such as crawling or twirling. **APL5.2c**

Fruit Salad

After washing hands, give the children plastic knives and fruit such as bananas, oranges, pears. Under direct supervision, encourage them to cut the fruit and place it in a large bowl. Talk with them about which fruits they like and what other fruits might be good to add. Have the children stir and serve in individual bowls. **APL5.2c**

Simon Says

Play this game with the children and encourage them to move in a variety of ways when you say, “Simon says.” **APL5.2c**



TEACHER TIP

When going outside, provide open-ended materials to enhance the environment such as a flat sheet to create a cover or a fort.



36-48 months

Silly Ways of Walking

Tell the children they will walk to the centers or playground today in a new, funny way. Teach them how to walk like a crab or hop like a bunny and ask them for other fun ways to walk. **APL5.3c**

Paper Plate Skate

Give each child two thin paper plates as “skates.” Play children’s disco music such as “Bounce, Rock, Skate” by Vaughan Mason and Crew. The children create movements to skate on the carpet. **APL5.3c**

Chopsticks with Lunch

Provide chopsticks and encourage the children to eat with them instead of traditional utensils. You may want to secure the chopsticks together with rubberbands to make this task easier. **APL5.3c**

Fork Painting

Tell the children they can paint with many kinds of objects. Provide a variety of items for them to use for painting such as forks, straws and toy tires. Talk with them about which objects were the easiest and hardest to paint with. **APL5.3c**



TRANSITION TIP

While preparing to transition, call out different animals that the children can act out to get to the next activity. For example, “Swim like a fish to the door,” or “Waddle like a penguin.”



48-60 months

Talking When and Then

Pose questions to the children such as, “When it starts raining while we are on the playground, then we would...?” Have several questions of this type ready and discuss or record the children’s creative approaches for solving the problems. **APL5.4c**

Sticks To the Rescue

Read *Stickman* by Julia Donaldson. Talk about the problems that Stickman ran into when he was carried away from his family tree. Encourage the children to create ways to help. Show the children branches and give them a problem to solve. Let the children determine how Stickman can help solve it. For example, you need a fishing pole, a boat oar, something to write with. **APL5.4c**

Fit Together

Provide a variety of plastic bottles and a tub of lids. The children can work together to figure out which lids go with which bottles. **APL5.4c**

★ BRIGHT IDEA

For a child who has difficulty matching the lids and bottles, place matching colored sticker dots on each bottle and lid combination. Encourage the child to find the bottle with the red sticker and support him/her to match it to the lid with the red sticker.

APL5 #53

24-60 months

domain APL: approaches to play and learning

Strand: **PLAY**

Standard: **APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.**



24-36 months

**NO
INDICATOR**



36-48 months

APL5.3d

Demonstrates emerging flexibility in his/her approach to play and learning.

Three-year-olds are discovering how to play with others. They have preferences for play with certain toys and activities.



48-60 months

APL5.4d

Considers a variety of possible solutions and exhibits flexibility if an alternate approach is suggested by a peer or adult.

Four-year-olds can consider a variety of possible solutions to a problem. They exhibit flexibility if an alternate approach is suggested by a peer or adult.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 36-48 months skill, guide him/her in mastering the 24-36 months skill on the left.
- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.



36-48 months

Dino Fun

You'll need a dinosaur puzzle and a sensory tub full of sand. Bury the dinosaur puzzle pieces. The children work as a team to put the puzzle together as they uncover each piece. **APL5.3d**

What Do Animals Eat?

Bring in a variety of healthy foods for the children to taste that they may not usually eat such as carrots, radishes or edamame. Invite the children to wear animal headbands and pretend to eat like that animal. "I'm wearing rabbit ears, watch me eat this carrot without using my hands," or "I'm wearing horse ears, watch me eat this apple." **APL5.3d**

There Was an Old Lady

Read *There Was an Old Lady Who Swallowed a Fly* by Simms Taback. Use a plastic trash can with a swing lid as the old lady. Have the objects or pictures of the objects she swallowed. Encourage the children to take turns feeding the old lady as the story is reread. **APL5.3d**



TEACHER TIP

Add real and found items to the block area such as paper towel rolls, PVC pipes and plastic cups. Encourage the children to include these items when building. Model ways these items may be used in their structures.

Nail Salon

Place items in the dramatic play area for a "beauty salon" such as Q-tips and water. Invite the children to "polish" each other's nails. **APL5.3d**

Be My Buddy

After the children have had practice playing games such as Tag, introduce a twist to the normal rules such as skipping or hopping on one foot instead of running to tag someone. **APL5.3d**



48-60 months

Cooperative Hoops

Scatter hula-hoops or rings throughout the play area. Use music or a signal to cue movement. Children move about stepping anywhere except inside a hoop. When the music stops, everyone finds a hoop and steps inside as quickly as possible. To be considered "inside" the hoop, a child must have at least one foot inside. When the game continues, the teacher removes one hoop. Continue playing and removing hoops until the children cannot possibly squeeze any more children into the remaining hoops. **APL5.4d**

Boom Chicka Boom

Lead the children in the song "Boom, Chicka, Boom." Children repeat after the leader:

I said a boom, chicka, boom (I said a boom, chicka, boom)

I said a boom, chicka, boom (I said a boom, chicka, boom)

I said a boom, chicka, rocka, chicka, rocka, chicka, boom (I said a boom, chicka, rocka, chicka, rocka, chicka, boom)

*Ah ha (Ah ha), Oh, yeah (Oh, yeah),
One more time (One more time)*

_____ style.

Encourage children to make up new verses, do baby voice, monster voice, opera voice. To amplify the children's voices as they sing, provide a cardboard tube or a PVC pipe to use as a megaphone. **APL5.4d**

Puzzle Solution

Draw a large picture of an item such as a bear, boat or duck. Outline the picture to use as a puzzle frame, then cut the picture in parts so each child has a piece. Place the puzzle outline on the floor. Have the children pair off and give each pair one or two pieces of the puzzle. The children work together to complete the puzzle. **APL5.4d**

APL5 #54

24-60 months

domain APL: approaches to play and learning

Strand: **PLAY**

Standard: **APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.**



24-36 months

**NO
INDICATOR**



36-48 months

**NO
INDICATOR**



48-60 months

APL5.4e

Recovers quickly from setbacks and differences in opinion in a group setting.

Four-year-olds can usually work out feelings and deal with different opinions and ideas. This happens more easily when they are deeply involved in the learning process.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 36-48 months skill, guide him/her in mastering the 24-36 months skill on the left.
- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.



48-60 months

Work Through Anger

Read *Cool Down and Work Through Anger* by Cheri J. Meiners. Tell the children that everyone gets angry. Teach them it's okay to feel angry, but not okay to hurt anyone with actions or words. Discuss appropriate ways to resolve differences of opinion with peers or ask a teacher for help.

APL5.4e

I Get Angry

Read *When Sophie Gets Angry – Really, Really Angry* by Molly Bang. When you have finished reading the book ask children to remember a time when they were angry and have a couple of them share. Extend the conversation by asking questions such as, “What happened to make you angry?” and “What did you do to not be angry any longer?” and “What can you do the next time you get angry?” **APL5.4e**

Making Good Choices

Read the book *The Grouchy Ladybug* by Eric Carle. Talk about the choices the ladybug made throughout the book. Present similar scenarios to children related to the classroom and have them talk about their choices. **APL5.4e**



TEACHER TIP

Teachers often give a positive choice and a negative choice in an effort to get a child to do a specific task. “Lisa, you have a choice, either you clean up the blocks or you won’t go outside with the rest of the class.” This makes children shut down. They feel manipulated versus empowered to actually make a choice. Give a child two positive ways to complete a task. “Lisa, you have a choice: you can pick up the blocks by yourself or you can ask a friend to help. What is your choice?”

★ BRIGHT IDEA

Create a choice board for children to use to help them make choices. At the top of the board, write “When I Need to Calm Down, I Can...” Choices can include: Tell a teacher, take a deep breath, do 10 jumping jacks, watch the fish in the aquarium. Choose things that the children in your class would enjoy to calm themselves.

Feelings

Begin large group with this poem:

*When angry feelings start to mount,
That's when I take some time to count:
One...Two...Three...Four...Five.
Counting helps me settle down,
Counting helps to fade my frown:
Six...Seven...Eight...Nine...Ten.*

Read *The Feelings Book* by Todd Parr, and give the children props and puppets to talk about feelings. **APL5.4e**

Happy or Unhappy?

Begin large group with this poem:

*When I am sad, I want to cry.
When I am proud, I want to fly.
When I am curious, I want to know.
When I am impatient, I want to go.
When I am bored, I want to play.
When I am happy, I smile all day.
When I am shy, I want to hide.
When I'm depressed, I stay inside.
When I am puzzled, I want to shrug.
When I am loving, I kiss and hug.*

Write actions, such as helping a friend and a friend taking your toy, on paper strips. Draw them at random from a pile and read aloud. Have the children clap hands if the action makes them happy and stomp their feet if it makes them unhappy. **APL5.4e**

CLL1 #55

24-60 months

domain CLL: communication, language and literacy
Strand: **RECEPTIVE LANGUAGE**
Standard: **CLL1 – The child will listen to conversations and demonstrate comprehension.**



24-36 months

CLL1.2a

Listens and responds to brief conversations and group discussions.

Two-year-olds are beginning to listen and participate in conversations and group activities. For short periods of time (1-2 minutes), they can listen to books being read or play simple games. Actively observing and imitating words from the environment adds to their rapidly increasing vocabulary and communication skills.



36-48 months

CLL1.3a

Listens and responds to conversations and group discussions.

Three-year-olds participate in one-on-one conversations. The ability to listen and respond in a group setting is emerging. With practice, they can listen and respond in large group for a short period of time (3-5 minutes) when engaged with books, props or interesting games.



48-60 months

CLL1.4a

Listens and responds on topic to conversations and group discussions for an extended period.

Four-year-olds continue to hone the skills of one-on-one conversation. In a group setting, they are gaining self-control, listening with understanding and responding to topic. They participate for an extended period of time (5-10 minutes) when engaged with books, props or interesting games.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

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- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

CLL1 – The child will listen to conversations and demonstrate comprehension.



24-36 months

Mealtime Moments

Encourage group discussion during routine times such as snack and lunch. Conversations can include what food is being served or activities that occur throughout the day. Ask questions such as, “What do you think we are having for lunch today?” Build on the children’s responses. Say, “Chicken nuggets are one of my favorites too. Do you like to use any dipping sauces?” **CLL1.2a**

Rainbow Fish

After reading *The Rainbow Fish* by Marcus Pfister, place butcher paper over a long table. Give the children many paint colors and have them paint on the paper. Ask questions: “Tell me about those two colors you painted,” or “What kind of line do you think that big brush will make?” After the paint dries, have the children glue on stickers or bits of shiny paper. Encourage them to describe the collage: pretty, blue, shiny. Cut out one or two large fish to display. **CLL1.2a**

★ BRIGHT IDEA

For the children who have difficulty expressing themselves, provide one-word descriptors about the child’s art and encourage them to repeat. Provide positive feedback to the child for any attempts to repeat the word, such as saying only the beginning sound.



36-48 months

The Three Little Pigs

While reading “The Three Little Pigs,” ask the children questions such as, “What would you do?” or “What type of house would you want to live in?” Use props such as puppets or flannel board pieces to keep the children engaged. **CLL1.3a**

Guess the Object

Fill a large container with small objects from the classroom. Fasten the lid. Ask a child to come up front. Show the container to the child and say, for example, “I spy something black and you use it to fix hair.” When the child guesses the correct object, remove the lid and let that child hold the item. Encourage the other children to help as needed and let them take turns as long as they are interested. **CLL1.3a**

Rules for the Road

Show the children examples of road signs. Use the signs to facilitate a discussion about the need for traffic signs and road rules. Ask questions such as, “What do you do when you see this sign?” and “What happens if you don’t follow that rule?” To extend the activity, engage the children in brainstorming possible playground rules. **CLL1.3a**



48-60 months

K-W-L Chart

At the beginning of a theme of study, such as apples, winter or transportation, create a three-column chart and label the columns K (what we know), W (what we want to know) and L (what we learned). Encourage the children to brainstorm and describe what they know and what they want to know about the theme and write these on the chart. Throughout the theme, return to the K-W-L chart to update. **CLL1.4a**

Scooby Dooby Doo

Listen to Greg & Steve’s “Scat Like That.” Encourage the children to listen and repeat the words. Talk about other songs or books with silly words such as Dr. Seuss. Take turns making up your own nonsense words and repeating them to each other. This is a game the children like to do with a partner. Skittle-do-wop bim bang boom! **CLL1.4a**



TEACHER TIP

Oral language is a big predictor of future reading success. A common saying is, “If a child doesn’t hear a word, the child won’t say that word. If he doesn’t say it, he won’t read it.”

CLL1 #56

24-60 months

domain CLL: communication, language and literacy
Strand: **RECEPTIVE LANGUAGE**
Standard: **CLL1 – The child will listen to conversations and demonstrate comprehension.**



24-36 months

CLL1.2b

Listens to and follows one-step directions.

Two-year-olds gain vocabulary and physical mobility at a rapid pace. With support, they are able to comprehend a simple, specific request and respond accordingly.



36-48 months

CLL1.3b

Listens to and follows multi-step directions with support.

Three-year-olds are able to follow multi-step directions with support, modeling and reminders.



48-60 months

CLL1.4b

Listens to and follows multi-step directions.

Following multi-step directions at this age is important for future school success. Four-year-olds are beginning to perform this skill with ease because they can remember and follow directions.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

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- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

CLL1 – The child will listen to conversations and demonstrate comprehension.



24-36 months

Animal Actions

Read a short, simple story about animal movements such as *Quick as a Cricket* by Audrey Wood. Ask the children to imitate the movements of the animals in the story. Pause and allow the children to imitate the sound. **CLL1.2b**

Move Like a ...

Play the song "Animal Actions" by Greg & Steve from the "Kids in Motion" CD. Act out the movements as directed in the song. **CLL1.2b**

Bop and Stop

Ahead of time, create picture cards with movements and things to do such as three jumping jacks, five donkey kicks, count to three, crawl, tell a joke. This activity can be done inside or outside. Gather the children in a group. Play music and, when the music stops, hold up a card with an action. Have fun. Encourage the children to be silly and help their friends as needed. **CLL1.2b**



36-48 months

Tooty Ta

Play or sing "Tooty Ta" by Jack Hartmann and dance along. Encourage the children to follow the directions in the song. **CLL1.3b**

Building Towers

Encourage the children to build block towers using table blocks as they follow verbal directions, such as, "Stack one red and one blue block together," or "Stack a blue block on top of the yellow block." **CLL1.3b**

Simon Says

Teach the children to play Simon Says. Give instructions that are two steps at a time such as, "Simon says squat down and quack like a duck." **CLL1.3b**



48-60 months

I'm A Contractor

Encourage the children to be contractors and builders. The contractor gives the builder directions on how to build a structure: "Place two hollow blocks next to each other. Stand a hollow block up on each end. Next, put a plank across the two hollow blocks that stand up." **CLL1.4b**

Ants on a Log

Provide picture directions and ingredients for preparing a healthy snack such as arranging raisins on cream cheese and celery to look like ants on a log. **CLL1.4b**

Silly Steps

Make a game of multi-step directions by having partners work together to follow all the silly directions you give, such as, "Put your arm around your friend's shoulder," or "Stand on one foot." **CLL1.4b**



TEACHER TIP

Label child-sized shelves with photographs to help with cleanup.



TEACHER TIP

When introducing children to a new routine or procedure, limit instructions to two steps such as, "Hang up your coat and sit on the circle rug."



TEACHER TIP

When developing multi-step directions for the children in your class, provide visual cues and consider using action steps that all the children can do to participate.

CLL1 #57

24-60 months

domain CLL: communication, language and literacy
Strand: **RECEPTIVE LANGUAGE**
Standard: **CLL1 – The child will listen to conversations and demonstrate comprehension.**



24-36 months

CLL1.2c

Responds to questions with appropriate answers.

Two-year-olds gain vocabulary at a rapid pace. With support and practice, they are able to comprehend questions and respond accordingly using words and/or actions. "Appropriate" answers are those that answer the question being asked.



36-48 months

CLL1.3c

Responds to more complex questions with appropriate answers.

With support, three-year-olds are able to understand questions and requests. Their ability to communicate this comprehension increases over the course of the year with practice. They have increased listening skills and are able to answer questions appropriately.



48-60 months

CLL1.4c

Extends/expands thoughts or ideas expressed.

Four-year-olds are able to understand more complex questions and requests. Their ability to communicate this comprehension increases over the course of the year as they use more sophisticated vocabulary and grammar. They have increased listening skills and are able to answer questions appropriately and extend the thought or idea while remaining on topic.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 36-48 months skill, guide him/her in mastering the 24-36 months skill on the left.
- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

CLL1 – The child will listen to conversations and demonstrate comprehension.



24-36 months

What Do You See?

Read *Dear Zoo: A Lift-the-Flap Book* by Rod Campbell. It invites the children to guess what animal might be hiding behind the flap. Encourage the children to respond on each page. **CLL1.2c**

What Is the Weather?

Sing this song to the tune of “Mary Had a Little Lamb” to encourage the children to answer questions about the weather:

*What’s the weather like today,
like today, like today?*

*What’s the weather like today,
What do you see outside?*

*Do you see the sun or rain,
wind or snow, hot or cold?*

*Will you put a sweater on or
will you wear a coat?*

Use pictures of different weather options that the children can point to if needed. **CLL1.2c**



36-48 months

If You Give a Mouse a Cookie

Read one of Laura Numeroff’s books. Help the children create their own versions using a similar formula. “If you give Stacey a bowl of ice cream, she’ll want sprinkles to go with it.” Encourage the children to draw pictures and dictate a story as they answer your questions. **CLL1.3c**



48-60 months

Floating Egg

Do this simple experiment to encourage the children to talk about what they are thinking. You need:

- 1 clear cup
- 1 raw egg
- Water
- Salt

Ask the children if they think an egg will float or sink when you put it in water. Record answers. Carefully set the egg in a cup of water. It should sink. Ask the children, “What happened? Does anybody have any idea how we can make it float?” Have a child add a tablespoon of salt and stir until dissolved. Try the experiment again. Continue adding tablespoons of salt until the egg actually floats (two or three tablespoons). Here’s why: adding salt changes the density of the water. The egg’s density does not change. When the water is more dense than the egg, the egg will float. Encourage the children to ask more questions: “What if we used a boiled egg? What if we used pepper instead of salt? What about brown eggs compared to white eggs?” Ask what else the children want to test. **CLL1.3c**

Story Questions

Read one of Richard Scarry’s books, such as *Best Word Book Ever*, with a few children. The book encourages them to browse and to ask and answer questions about lots of different things. Look at the pages and encourage the children to point and talk about the different objects. **CLL1.3c**

Going to Grandma’s

Begin by saying, “I am going to grandma’s and I am going to take _____.” Encourage each child to repeat the items that were previously said and to add a new item. You may choose to change to different locations such as the zoo, the moon or the beach. **CLL1.4c**

It’s Melting

Place ice and water in the sensory table. Have the children explore and experiment. Ask questions such as, “What will happen to the ice? Why? What can we add to the sensory table to change the size or shape of the ice?” **CLL1.4c**

What Do You See?

Take mini-binoculars outside and have the children identify objects. Expand their discussion with questions such as, “What do you see?” Offer new vocabulary to help the children clearly express themselves such as bird beak, paw print or tree bark. **CLL1.4c**



CLL2 #58

24-60 months

domain CLL: communication, language and literacy

Strand: **RECEPTIVE LANGUAGE**

Standard: **CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories and/or books.**



24-36 months

CLL2.2a

Demonstrates understanding of words through actions and/or conversations.

Two-year-olds gain vocabulary and physical mobility at a rapid pace. With support, they are able to comprehend and respond accordingly.



36-48 months

CLL2.3a

Demonstrates understanding of vocabulary through everyday conversations.

Three-year-olds can understand most of what teachers say. In a language-rich environment, their vocabulary increases rapidly. Through conversations, they can understand and use new words.



48-60 months

CLL2.4a

Demonstrates understanding of more complex vocabulary through everyday conversations.

Vocabulary – the number of words a child understands – is critical to language development. The more caregivers talk to the children. Four-year-olds hear and know many words; this allows them to learn more complex vocabulary as they have a larger knowledge base to relate it to. Teachers' use of more complicated vocabulary in everyday conversation is important, to teach children new words to speak and understand.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 36-48 months skill, guide him/her in mastering the 24-36 months skill on the left.
- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories and/or books.



24-36 months

Picture Bingo

Create picture Bingo cards. Use bottle caps as markers. Call out an object and have the children place a cap on that object if they find it on their cards. This is not a win/lose game; the children should just fill the cards. **CLL2.2a**

Animal Antics

Glue pictures of familiar animals taken from magazines, books or brochures onto card stock or hard material for sturdiness. Encourage the children to choose a card and then imitate the movement or sounds of the chosen animal such as, "hop like a rabbit." To make the activity more challenging, add a strip of tape to the floor and encourage the children to walk along it or jump over it. **CLL2.2a**



TEACHER TIP

Place the children's photos on or inside their cubbies to help them find their belongings.



36-48 months

My Picture, My Words

Provide an opportunity for the children to draw pictures about a common experience such as a field trip to the farm. Encourage them to describe their work and the teacher can then write their descriptions on the drawings. **CLL2.3a**

Annoying and Awful Vocabulary

Read *The Absolutely Awful Alphabet* by Mordcai Gerstein. There are many new vocabulary words in this book. Read a page and ask the children questions such as, "A is an awfully arrogant amphibian who is annoyed. Have you ever been annoyed at someone? What did they do to make you annoyed?" Point to the picture of the amphibian and see if the children can guess what that word means. **CLL2.3a**

Crunchy Munchies

Provide a variety of items the children can use to make a crunchy snack such as cereal o's or squares or small crackers in different shapes. Make a recipe card for them to follow as they assemble their snacks. As they work, have them think of words that describe the texture of the ingredients: crispy, crunchy or crumbly. Explain that some words make us think of sounds. Say "When you say the word 'crunch,' it sounds like the sound you make when you chew something crunchy. Say it with me – crunch!" As the children eat their snacks, comment on the sound, "Mary, I hear you crunching your snack." **CLL2.3a**



48-60 months

What's the Word?

Choose an interesting word that relates to a story or activity the children will do during the day such as float, hippopotamus, enclosure or astonishing. Challenge the children to see how many times they hear the new word during the day. Make sure to deliberately use it several times, not just when you read the story or do the activity. "Wow, look how quickly you lined up! That is astonishing!" **CLL2.4a**

★ BRIGHT IDEA

Show pictures that illustrate the new vocabulary word as you use it throughout the day.

These Clothes

Add some interesting or unusual clothes for the children to use for dress-up such as a shawl or a vest and a bow tie. As the children try them on, name the clothing items. "Jaden has on the vest. We read about a vest in *Joseph Had A Little Overcoat* by Simms Taback. Who else do you know who wore a vest?" **CLL2.4a**

CLL2 #59

24-60 months

domain CLL: communication, language and literacy

Strand: **RECEPTIVE LANGUAGE**

Standard: **CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories and/or books.**



24-36 months

CLL2.2b

Listens and understands familiar vocabulary from activities, stories and books.

Two-year-olds gain vocabulary at a rapid pace. One rich source of new vocabulary is listening to books being read by familiar adults. As young children hear stories, they hear new words and are able to use them in daily activities.



36-48 months

CLL2.3b

Listens and understands new vocabulary from activities, stories and books.

Three-year-olds can understand most of what teachers say. In a language-rich environment, their vocabulary increases rapidly. They learn new words through stories, books and activities and use them in context or dramatic play.



48-60 months

CLL2.4b

Connects new vocabulary from activities, stories and books with prior experiences and conversations.

Four-year-olds are able to make connections between classroom activities and events in their lives. They use new vocabulary relative to events and experiences. They hear a story about a farm and are able to relate it to a visit to their cousin's farm.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 36-48 months skill, guide him/her in mastering the 24-36 months skill on the left.
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CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories and/or books.



24-36 months

Wheels On The Bus

As you sing the familiar song “Wheels on the Bus” with the children, pause and ask them questions. “The babies on the bus go _____. What sound do babies make?” **CLL2.2b**

Ask Away

When going outside, ask the children to think of all the things they can do with their feet such as wiggle, point toes, walk, run, stomp, kick and jump. Name these words and ask the children to do the actions and say the words as they are doing them. When eating lunch, ask the children to think of all the things they can do with their mouths such as eat, kiss, blow, whisper, scream, smile, grin and whistle. Name these words and ask the children to do the actions and say the words as they are doing them. **CLL2.2b**

Green Sheep

Read *Where Is The Green Sheep?* by Mem Fox. Pause throughout the book and ask the children to find a variety of sheep: “There are red sheep and blue sheep, wind sheep and wave sheep, scared sheep and brave sheep, but where is the green sheep?” Afterwards, create a fun matching game for the children using cutout sheep in a variety of colors and with different facial expressions. Have the children turn over two sheep at a time to determine if they match. Have them describe the sheep as they play. **CLL2.2b**



36-48 months

Let’s Read About It

Introduce books with interesting, new vocabulary such as Leo Lionni’s *A Color of His Own*. Engage the children in a discussion about new words in the story such as “camouflage” and “chameleon.” Explain why some animals use camouflage in their environment. **CLL2.3b**

Community Helpers

Read a book to the children about community helpers such as Al Yankovic’s *When I Grow Up*. Introduce new props and clothing in the dramatic play area. Encourage the children to use vocabulary during center time: “I will be the police officer because I have the badge and you can be the veterinarian because you have the stethoscope.” **CLL2.3b**

Handa’s Hen

Read the beautifully illustrated book *Handa’s Hen* by Eileen Browne. The children will learn about Handa, a young girl from the Luo tribe, who every morning feeds breakfast to Mondri, her grandma’s black hen. This morning, however, Mondri is nowhere to be seen. So Handa and her friend Akeyo set off to find her. Where could Mondri be? Pause throughout the book and ask the children questions about the animals and things they notice on the pages. **CLL2.3b**



48-60 months

Peter’s Chair

Read *Peter’s Chair* by Ezra Jack Keats. Discuss words in the book and what they mean such as “cradle.” Relate new words to more common ones. Ask the children what words they know for what babies sleep in such as cradle or Pack & Play. Encourage them to use the new word in play. Say, “Let’s put our doll in the cradle.” **CLL2.4b**

Granny, Grandma and Nana

After reading a book with unique names for grandmothers such as Jan Brett’s *The Mitten*; *Our Granny* by Margaret Wild and Julie Vivas or *Abuela* by Arthur Doros, talk about the children’s names for their grandmothers. Write on chart paper what each child calls his/her grandmother such as Nana, G-Ma or Gi-Gi. Talk about ones that are the same. “Jenny and Roger both call their grandmothers Nana.” Provide paper and markers and encourage the children to draw pictures of things they like to do with their grandmothers. Help them write a sentence. “I like to ____ with my ____.” **CLL2.4b**



TEACHER TIP

Remember to use the new vocabulary throughout the day. Continue to repeat the new words and use at various times. When you introduce positional words, use the same words when lining up for lunch and recess.

CLL3 #60

24-60 months

domain CLL: communication, language and literacy

Strand: **EXPRESSIVE LANGUAGE**

Standard: **CLL3 – The child will use nonverbal communication for a variety of purposes.**



24-36 months

CLL3.2a

Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication.

Two-year-olds are increasing their ability to communicate their needs and wants. In this year, they will add language to gestures, actions and body language.



36-48 months

CLL3.3a

Uses gestures and actions to enhance verbal communication of needs and wants.

The vocabulary of three-year-olds increases rapidly in a language-rich environment. Their confidence and ability to communicate is enhanced by the use of expressive gestures and actions with words.



48-60 months

CLL3.4a

Uses more complex gestures and actions to enhance verbal communication of needs and wants.

Nonverbal communication is the process of conveying meaning without using words. Most communication is nonverbal. Four-year-olds continue to acquire communication tools that they can use in more complex ways and learn advanced ways that nonverbal gestures and body language can be used to enhance and support verbal communication.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 36-48 months skill, guide him/her in mastering the 24-36 months skill on the left.
- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

CLL3 – The child will use nonverbal communication for a variety of purposes.



24-36 months

Skidamarink

Sing this song and do the motions with the children:

Skidamarink a dink a dink (put your right elbow in your left hand and wiggle your fingers);

Skidamarink a doo (Put your left elbow in your right hand and wiggle your fingers);

I love you (Hug yourself; point to the others).

Skidamarink a dink a dink. Skidamarink a doo.

I love you. I love you in the morning

(Circle overhead arms and bend to one side);

And in the afternoon (Stand tall; arms high).

I love you in the evening (Bend the other way);

And underneath the moon (Circle your hands in front of your chest; move them overhead).

Skidamarink a dink a dink. Skidamarink a doo.

I love you. **CLL3.2a**

What Is Your Face Telling Me?

Read *The Feelings Book* by Todd Parr. Have the children practice making the expressions shown in the book. After reading, have each child show an expression on his/her face and let the other children guess what the child is feeling. **CLL3.2a**

★ BRIGHT IDEA

For the children who have difficulty expressing their emotions, encourage them to point to pictures of feelings faces instead of making the face themselves.



36-48 months

What's Next?

When a child completes an activity, ask, "What would you like to do now?" Give the child time to think and respond. Follow his/her gesture or gaze. If necessary, offer appropriate words. **CLL3.3a**

We're Looking All Around

Have the children use gestures such as using their hands as pretend binoculars, while singing these words to the tune "A-Hunting We Will Go:"

We're looking all around.

We're looking all around.

Hi-ho, the derry-o

We found the _____ right there.

Fill in the blank with the selected item. **CLL3.3a**

What's Your Sign?

Have the children stand in a circle. Start by saying your name and doing a movement such as raising one arm. Have the children repeat your name and the movement. Next, have the child to your left say his/her name and add a new movement. Then go back to the beginning: have the children repeat your name and movement, plus the name and movement of the child to your left. Each child gets to add his/her name and a movement. Each time, the class goes back to the beginning and repeats the names and movements from the top. It can get pretty silly! **CLL3.3a**



48-60 months

Hand Talk

Teach the children the following song with hand gestures:

My hands can talk in a special way

These are some things they help me say:

"Hello" (Wave)

"Come here" (Beckon)

"It's A-OK" (Make circle with thumb and pointer finger)

"Now stop" (Palm out)

"Look" (Shade eyes)

"Listen" (Hand behind ear) or

"It's far, far away" (Point) and

"Glad to meet you; how are you today?"

(Shake hands). **CLL3.4a**

Charades

Play a game similar to Charades. Encourage each child to act out a given task such as, "I want to eat," or "I want to take a nap," or "I want to paint." **CLL3.4a**

Traffic Cop

Encourage children to use gestures when engaging in pretend play on the playground. Set up a roadway for tricycles. Include a stop sign as well as a designated place for the traffic officer to stand. He/she can use hand signals to indicate stop (hand up, palm facing out) or come ahead (hand waving forward) or he/she can hold up colored paddles to indicate stop, go or slow down. Show children on tricycles how to signal for a turn or when stopping. **CLL3.4a**

CLL3 #61

24-60 months

domain CLL: communication, language and literacy

Strand: **EXPRESSIVE LANGUAGE**

Standard: **CLL3 – The child will use nonverbal communication for a variety of purposes.**



24-36 months

CLL3.2b

Gains awareness of how to communicate feelings using nonverbal gestures and actions.

Two-year-olds are increasing their ability to communicate pleasure and discontent.

Teachers assist toddlers' successful communication by modeling gestures for them to imitate.



36-48 months

CLL3.3b

Communicates feelings using nonverbal gestures and actions.

A three-year-old's ability to communicate is enhanced by the use of expressive gestures and actions with words. As they become more aware of others' emotions and their own feelings, the ability to express those feelings using gestures and actions is very important.



48-60 months

CLL3.4b

Communicates feelings using appropriate nonverbal gestures, body language and actions.

Four-year-olds are continuing to expand their ability to communicate pleasure, discontent and other feelings. They are very independent in their ability to initiate these actions. Their reactions are becoming more appropriately matched to the situation.

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CLL3 – The child will use nonverbal communication for a variety of purposes.



24-36 months

If You're Mad and You Know It

Change the words to the familiar song and sing about other feelings and actions.

If you're mad and you know it,

Stomp your foot.

If you're mad and you know it,

Stomp your foot.

If you're mad and you know it,

Everyone will know it.

If you're mad and you know it,

Stomp your foot. **CLL3.2b**

Feelings Song

Sing this song with the children:

Sometimes on my face you'll see (Point to face)

How I feel inside of me (Point to chest).

A smile means happy (Smile),

A frown means sad (Frown)

And gritting teeth, means I'm mad (Grit teeth).

When I'm proud, I beam and glow (Smile),

But when I'm shy, my head hangs low (Bow head).

CLL3.2b

I Get Angry

Read *When I Feel Angry* by Cornelia Maude Spelman with the children. Create a board with picture cues of things the children can choose to do when they get angry such as call someone on a pretend phone, stomp foot or sit in a cozy area and look at a book to help calm down. **CLL3.2b**



36-48 months

Feelings Charades

Whisper to a child a particular feeling such as happy, sad, frustrated, angry, surprised or disappointed. Provide an opportunity for the child to act out the feeling. Encourage the other children to guess what the child is feeling. **CLL3.3b**

Thumbs Up/Thumbs Down

Provide opportunities for the children to express how they feel about activities, books, songs and meals using thumbs up/thumbs down. Ask, "Did you like that book? If yes, give me a thumbs up. If no, give me a thumbs down." **CLL3.3b**

Emotional Cubes

Using tissue boxes, create two cubes to roll. On one cube, paste different animal names. On the other, paste different feelings words. During circle, have the children roll the two cubes and act out what they see. If a child rolls "cat" and "sad," ask him/her to pretend to be a "sad cat." **CLL3.3b**

★ BRIGHT IDEA

For children that have difficulty completing both actions, encourage them to roll only the emotion cube.



48-60 months

The Way I Feel

Read *The Way I Feel* by Janan Cain. Talk about how to use facial expressions to help you decide how someone is feeling. Use small mirrors and encourage the children to copy the expressions in the book. Make various expressions and see if others can guess the emotion. **CLL3.4b**

How are you Peeling?

Read *How Are You Peeling* by Saxton Freymann and Joost Eiffers to the group and discuss the faces in the pictures. **CLL3.4b**

★ BRIGHT IDEA

Show photos of children's faces to compare to those in the book. Refer to the photos when asking a child to look happy, sad or angry while looking at him/herself in the mirror.

Emotion Potato

To play Emotion Potato, ask the children to sit in a circle. Give one child a potato or other prop. When the music starts, have the children pass the potato around the circle. When the music stops, ask the child with the potato to show you what he/she looks like when he/she is angry or sad. Then ask, "What makes you feel angry or sad?" **CLL3.4b**

CLL4 #62

24-60 months

domain CLL: communication, language and literacy

Strand: **EXPRESSIVE LANGUAGE**

Standard: **CLL4 – The child will use increasingly complex spoken language.**



24-36 months

CLL4.2a

Strings sounds and/or words together with voice inflections.

Two-year-olds' communication strategies continue to expand. Expressive language begins to be more easily understood. The child merges sounds into conventional words and phrases with voice inflection.



36-48 months

CLL4.3a

Speaks clearly enough to be understood.

The language of a three-year-old should be easily understood. Sentences will become more complex as they are able to articulate ideas.



48-60 months

CLL4.4a

Uses spoken language that can be understood with ease.

The complexity of a four-year-old's language increases rapidly. While it is still common to make articulation errors, they can convey meaning without the use of gestures.

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- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

CLL4 – The child will use increasingly complex spoken language.**24-36 months****Goldilocks and The Three Bears**

Give the children props to retell the story of “Goldilocks and the Three Bears”: three stuffed bears, three bowls, three chairs, three beds. Encourage the children to change their voice inflections as they tell the story. Papa Bear has a deep, gruff voice. Mama Bear has a light, high voice. Baby Bear has a tiny, baby voice. **CLL4.2a**

Play House

Set up play with multiple baby dolls, bottles, blankets and accessories. Encourage the children to interact and talk to the dolls as if the children were adults. “Tell your baby what you’re doing,” or “Ask the baby if he/she is hungry.” **CLL4.2a**

★ BRIGHT IDEA

For a child that has difficulty with self-directed play schemes, provide pictures of the different actions or roles he/she can play such as rocking a baby, bathing a baby or making a cake. Point to the pictures and support the child to complete the action as needed.

**36-48 months****Magic Microphone**

Give a child a toy microphone and explain to the group that the child holding the microphone is the one speaking. Encourage the child holding the microphone to respond to teacher-posed questions such as, “What did you learn at school today?” or “What will you do this weekend?” **CLL4.3a**

Give Me A Call

On the playground, give the children several pretend telephones so they can talk to each other from across the way. Have the children “call” one another and talk about what they are doing or where to meet. **CLL4.3a**

Meaningful Conversations

Choose a time each day and engage in a rich, meaningful conversation with a child. This means a back-and-forth exchange about whatever the child is interested in talking about. Lunch or center time may be a good time for this. Ask the child open-ended questions about the activities he/she is engaged in such as, “Tell me what you are doing? What do you think would happen if...?” **CLL4.3a**

**48-60 months****Conversation Starter**

Provide old landline telephones or cellphones for the children to use during pretend play conversations. **CLL4.4a**

Mitten Flannel Story

Give children flannel board pieces for *The Mitten* by Jan Brett to use when retelling. **CLL4.4a**

Conversation Competition

Have the children find a partner. Explain that you will give them a word and they will see who can talk about that word the longest. Use interesting, complex words such as “bulldozer” or “manatee.” Add in some nonsense words, like “kalleewompus.” **CLL4.4a**

Let’s Take A Walk

Take the children on a walk and encourage them to point out things that seem unfamiliar. Ask questions. Encourage the children to pay attention to small details in the environment and ask questions about things that they notice. Take pictures and make notes of unfamiliar items to discuss when you get back to school. **CLL4.4a**

Get the Phone

Using pretend telephones or a curved piece of PVC pipe, engage the children in a phone conversation. Use a variety of inflections. Ask questions where your pitch or tone goes up at the end. String many different sounds or words together. **CLL4.4a**

CLL4 #63

24-60 months

domain CLL: communication, language and literacy

Strand: **EXPRESSIVE LANGUAGE**

Standard: **CLL4 – The child will use increasingly complex spoken language.**



24-36 months

CLL4.2b

Uses three- to four-word phrases and includes describing words.

As conceptual understandings deepen during the third year of life, communication strategies begin to advance. A two-year-old will develop an awareness of attributes and acquire a wider variety of ways to describe what they want to communicate.



36-48 months

CLL4.3b

Demonstrates use of expanded sentences and sentence structures.

The language of three-year-olds is becoming more sophisticated with increased vocabulary and the ability to create more complex sentences.



48-60 months

CLL4.4b

Demonstrates use of expanded sentences and sentence structures to ask questions and/or respond verbally.

By four years of age, children are fascinated with language and their power to communicate their thoughts, ideas and opinions. Vocabulary is expanding rapidly and they are developing an understanding of conversational rules as they refine their social use of language.

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CLL4 – The child will use increasingly complex spoken language.



24-36 months

Touchy-Feely

Place a variety of objects with different textures in a box such as a soft blanket, rough sand paper or crinkly tissue paper. As a prompt say, “I see that you found a soft blanket.” Then ask the child to tell you about the blanket. **CLL4.2b**

Colored Goop

First, give each child a small container of water and have him/her color the water with food coloring or a fizzy color tablet used for dyeing eggs. Give each child a turkey baster, spoon and medicine dropper to use if desired. Model language and encourage the children to talk about what they are doing: “Pour the water. Now stir the water. The spoon goes in!” After exploring, give each child a bowl of cornstarch. The children can use spoons or their fingers to add cornstarch to the water. Pretty soon, the mixture turns into “goop,” a fantastic sensory experience. One moment it’s solid, the next it’s liquid. And it’s just plain fun to slip through your fingers! Encourage the children to describe the goop and how it feels. **CLL4.2b**

Good Night, Gorilla

Look at *Good Night, Gorilla* by Peggy Rathmann with a few children. This book has pictures, but no words. Encourage the children to tell you the story about what happens at the zoo. Create flannel board pieces for the children to use to retell it independently later. **CLL4.2b**



36-48 months

Tell a Story

As children arrive at school, ask them to tell you a story. Use a clipboard to write it down. Prompt with a question such as, “Tell me a story about where the sun goes at night.” **CLL4.3b**

Describe Your Work

Encourage the child to dictate a sentence about the work he/she created. You may prompt his/her thinking by asking questions such as, “Tell me about what you created. Why did you do that? How did you make it? What materials did you use?” **CLL4.3b**

Sentence Strings

Start with a short sentence and encourage the children to make it longer and longer. Give them Unifix® cubes to match each word they use. Start with “The dog ran.” Ask the child, “What can you say about the dog, maybe a color?” The sentence becomes “The brown dog ran.” Ask the child, “Where did he run to?” and the sentence now is “The brown dog ran to meet a friend.” Ask the child, “Why was he meeting his friend?” The sentence ends as “The brown dog ran to meet a friend so they could eat lunch together.” Write the sentence on a sentence strip, have the child place one Unifix® cube for each word and count the total number of words. Challenge the children to make longer and longer sentences each time. **CLL4.3b**



48-60 months

Hurry Home

Read *The Big Green Pocketbook* by Candice Ransom. Encourage the children to explain in detail the many places they visit in their own communities. **CLL4.4b**

Progressive Story

Create a progressive story. Provide a starter, “If I had a pet giraffe, I would...” Encourage the children to take turns adding the next sentence. Write the story on chart paper and place the completed story in the reading area for others to read. **CLL4.4b**

What Do You See?

While the children are examining objects with magnifying glasses, encourage them to describe what they see. Ask questions to prompt for more details and descriptive words. **CLL4.4b**

Outdoor Imagination

Encourage the children to make up stories about things they see such as the milk truck leaving the school’s cafeteria. Ask questions to spark their thinking. “Where do you think he is going now?” or “Do you think there are other things in his truck or just milk?” **CLL4.4b**



TEACHER TIP

Model complete sentences and repeat children’s verbalizations as they begin to practice.

CLL4 #64

24-60 months

domain CLL: communication, language and literacy
Strand: **EXPRESSIVE LANGUAGE**
Standard: **CLL4 – The child will use increasingly complex spoken language.**



24-36 months

CLL4.2c

Describes experiences.

As conceptual understandings deepen, communication strategies begin to advance. Two-year-olds will develop ways to communicate their ideas.



36-48 months

CLL4.3c

Describes activities and experiences using details.

As three-year-olds become more in control of increasingly complex language, they become more confident in expressing their ideas. They are now able to describe activities they have participated in using descriptive details. Teachers should encourage this behavior by asking children questions to obtain more detailed descriptions.



48-60 months

CLL4.4c

Describes activities, experiences and stories with more detail.

As four-year-olds become more in control of increasingly complex language, they are more confident in expressing their ideas. They will often come to school on Monday ready to share details of an activity they participated in over the weekend. They enjoy telling stories in more detail, both real and imaginary. Teachers should encourage this behavior by creating times during the day when children are able to share experiences.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

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- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

CLL4 – The child will use increasingly complex spoken language.**24-36 months****Playground Patter**

Take photos of the children on the playground. Print the photos or show them on a phone or computer. Ask the children, "What are you doing in this picture? Tell me about it." Encourage them to name their friends or describe their actions. "It's Carlos and me, sitting in the wagon." **CLL4.2c**

Weekend with Beary

On Fridays, send home a stuffed bear with a different child. Encourage the children and family members to have the bear participate in all of the family activities. If possible, ask the family members to take pictures and send them to school on Monday. Have the child talk about what he/she and Beary did over the weekend such as, "We watched cartoons and ate pancakes," or "We visited my Grandma and we played soccer with my brother." **CLL4.2c**

My Sculpture

Give the children an assortment of art materials such as paint, tape, collage and 3-D items. Encourage them to create sculptures. Have each child name his/her sculpture and describe to the group what he/she has created. **CLL4.2c**

**TEACHER TIP**

The children may need assistance taping and holding pieces if this is their first experience working with 3-D items in the art area.

**36-48 months****Taking A Trip**

Read a book to the children about taking a trip such as *Taking a Trip: Going to See Grandma* by Mary Mullins. After reading, provide an opportunity for each child to draw a picture and dictate a trip that he/she took. This can be a trip to the beach or to the grocery store. Ask prompting questions to get more detail. **CLL4.3c**

What Did You Do?

Choose a few children to share what they did during center time. One child may share his/her painting, while another may tell about what he/she built in the block area. **CLL4.3c**

TV Commentary

Provide an opportunity for the children to tell you what is happening on their favorite TV shows. **CLL4.3c**

Talk About It

Invite a speaker to come into the classroom such as a firefighter, a dental hygienist or a family member. Provide an opportunity for the children to share what they learned. Create a class book. **CLL4.3c**

Recorded Voices

Record the children telling a story or singing a song and provide an opportunity for them to listen to themselves. **CLL4.3c**

**48-60 months****In My Family**

Invite children to bring in an item that belongs to someone in their family. It can be the actual item, a whisk for example or a picture of the item, a lawnmower or a vacuum cleaner. Ask the child to describe the item and tell how the person in his/her family uses it. **CLL4.4c**

My Morning

Provide the children with paper that has been divided into quarters. Encourage them to draw the events of their morning in each of the sections of the paper. Have them dictate the details. **CLL4.4c**

What's Behind the Door?

Cut pictures of a variety of doors from magazines or print from the internet. Include a wide range of colors and types. Show one of the pictures to the children and ask them to describe something they might find behind that particular door. Do this with two or three examples. Then let the children choose doors and draw pictures of what would be behind the doors. Write down their dictations. Staple the doors to their papers so that the doors open and reveal what's behind. **CLL4.4c**

A Bug's Life

After seeing a bug or other critter while outside, encourage the children to make up a story about its life. You might ask, "Where is he going?" or "Do you think she has rain boots on?" **CLL4.4c**

CLL4 #65

24-60 months

domain CLL: communication, language and literacy
Strand: **EXPRESSIVE LANGUAGE**
Standard: **CLL4 – The child will use increasingly complex spoken language.**



24-36 months

CLL4.2d

Demonstrates an expanding vocabulary.

As experiences broaden, two-year-olds develop more ways to communicate ideas and express needs. The children try words they have been exposed to and experiment with ways to use those words.



36-48 months

CLL4.3d

Uses expanded vocabulary in a variety of situations.

Three-year-olds are learning vocabulary and context of language with every experience and opportunity they are given. They will practice using new language in an encouraging environment.



48-60 months

CLL4.4d

Uses new and expanded vocabulary in a variety of situations.

The classroom is full of opportunities for young children to use language in a variety of ways. Four-year-olds are adept at communicating wants, needs, ideas and feelings. They will use new vocabulary and complex language in many different situations.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 36-48 months skill, guide him/her in mastering the 24-36 months skill on the left.
- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

CLL4 – The child will use increasingly complex spoken language.**24-36 months****Big Trucks**

Read a book such as *My Big Truck Book* by Roger Priddy, that shows a variety of trucks and what they are used for. Talk with the children to see which trucks they are familiar with. Introduce new vocabulary if they are not sure what some trucks are called. For example, a child may call a truck “a digger.” Respond by saying, “Yes, that truck does dig. It is called a bulldozer.” **CLL4.2d**

Lunch Vocabulary

For toddlers to learn words, they need to hear many words spoken every day. Snack time and lunchtime are great opportunities to make this happen. Talk about the different foods the children are eating every day. Use words like fruit, vegetable, protein and dairy. Ask the children to describe the foods they are eating by using words such as sweet, sour, salty, delicious or yucky. The children can also describe the ways the food looks. The meat is cut in slices, the pears are diced and the cheese is cut in chunks. **CLL4.2d**

**TEACHER TIP**

Providing a variety of developmentally appropriate informational books with photographs of real items encourages the children to learn new words for the interesting things they see.

**36-48 months****What Is This?**

Show the children unfamiliar pictures of objects or animals and encourage them to guess the name or purpose of the object. Show a picture of a calf. A child might say, “It is a cow.” You would respond, “It is a baby cow. It’s called a calf.” **CLL4.3d**

Class Tour

When visitors come to the classroom, encourage the children to take them on a tour of the room identifying the different spaces and materials. The tour guide may point out the microscope in the science center, the easel in the art center or hollow blocks in the block area. He/she may also describe for the visitor the different parts of the day, such as center time, small group time or outdoor play, using correct vocabulary. **CLL4.3d**

Cooking Activity

Provide a simple cooking activity such as making “Dirt Cups.” Layer chocolate pudding, crumbled cookies and gummy worms. Then have the children recap the steps of the recipe and chart the recipe with pictures added. Display the chart in the classroom. **CLL4.3d**

Chalk

Read *Chalk* by Bill Thomson. Pause on each page and encourage the children to tell what they think is happening in the story. **CLL4.3d**

Flashlight Spotlight

Have the children sit in a circle. Sing “Star Light, Star Bright” and then point the flashlight at a child. Encourage the child to stand up and tell the class a few things about him/herself. **CLL4.3d**

Tell Me

Place familiar objects in a container. Provide an opportunity for the children to remove an object and tell you what it is called and how to use it such as, “This is my ball. I bounce it and I play with it.” **CLL4.3d**

**48-60 months****No Pictures**

Read *The Book with No Pictures* by B.J. Novak. Ask questions about the new vocabulary introduced in the book such as, “What do you think blaggity, blaggity might mean?” **CLL4.4d**

Math Talk

Bring a pumpkin into the classroom and encourage the children to think of the many ways it can be measured such as height, weight, circumference or number of seeds. Introduce appropriate vocabulary. **CLL4.4d**

CLL5 #66

24-60 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL5 – The child will acquire meaning from a variety of materials read to him/her.**



24-36 months

CLL5.2a

Uses words to describe or name pictures when reading.

As two-year-olds begin to talk, reading a book with a teacher is an ideal time to practice words. The teacher can point to pictures and ask simple questions to name or describe an object.



36-48 months

CLL5.3a

Prior to reading, uses pictures to predict story content.

A well-illustrated children's book captures interest and maintains focus as a story is read. With guidance, three-year-olds can begin to determine what a story is about by looking at the pictures in a book.



48-60 months

CLL5.4a

Prior to reading, uses prior knowledge, story title and pictures to make predictions about story content.

Providing opportunities to make predictions aids in the development of critical thinking skills. With guidance and practice, a four-year-old can discuss what she thinks will happen in a book by knowing the title and looking at the pictures.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 36-48 months skill, guide him/her in mastering the 24-36 months skill on the left.
- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

CLL5 – The child will acquire meaning from a variety of materials read to him/her.



24-36 months

Point It Out

While reading a book, encourage the children to point to pictures and describe them or ask the children what is happening in the picture. **CLL5.2a**

Storyboard

Using a felt board, tell a story such as, “The Gingerbread Man.” Encourage the children to talk about each item as they place it on the flannel board to tell the story. **CLL5.2a**

Picture Books

Read a book without any words such as *The Red Book* by Barbara Lehman. Sit with a few children and talk about the story. Ask questions such as, “What do you think the little boy is doing?” **CLL5.2a**

Stick Puppets

Read *In the Small, Small Pond* by Denise Fleming. Read the book again and provide several children with stick puppets to represent animals in the book. As you read, encourage the children to watch for their animals and hold up their puppets when the animals appear. Have them say, “I have the tadpole.” **CLL5.2a**



36-48 months

Picture Walk

Prior to reading a book, provide an opportunity for the children to look at the front cover of the book and discuss what they think it might be about. Browse through the pages of the book and ask the children to describe what they think is happening. **CLL5.3a**

Read and Talk

While reading a book to the children, pause and ask them to guess what will happen next. For example, when reading “The Little Red Hen,” you could ask, “What do you think the little red hen will do next?” **CLL5.3a**

Pirate Feelings

While reading *How I Became a Pirate* by Melinda Long to the class, pause and ask the children to look at the characters’ faces on each page and identify the characters’ feelings. Have the children mimic the characters’ faces as you read. **CLL5.3a**

What’s the Title?

Make copies of book covers and cover the book titles. Laminate the covers. Encourage the children to make up titles and write them on the covers. **CLL5.3a**



48-60 months

More Splat

After reading *Splat the Cat* by Rob Scotton, introduce the book *Back to School, Splat!* and encourage the children to make predictions of what they think will happen in this book. **CLL5.4a**

What’s This About?

Before showing the children a book’s cover or the pictures inside, tell them the title and encourage them to make predictions. After reading the story, revisit the predictions to compare them to the actual story. **CLL5.4a**

Mixed-Up Pictures

Make copies of a few pictures from a book that you plan to read to the class. Before you read the book, encourage the children to predict the order in which the pictures will appear in the story. **CLL5.4a**

★ BRIGHT IDEA

For a child who has difficulty with predictions, provide fewer, more easily distinguishable pictures.

CLL5 #67

24-60 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL5** – The child will acquire meaning from a variety of materials read to him/her.



24-36 months

CLL5.2b

Shows preference for familiar stories and can repeat phrases.

Two-year-olds will begin to be able to retell favorite stories that they have heard many times. With guidance from a teacher and props such as simple pictures, they can recount the main components of a story.



36-48 months

CLL5.3b

With prompting and support, retells a simple story using pictures.

Retelling stories builds the skills of understanding story structure and reading comprehension. With guidance, a three-year-old can remember and retell what happens in the beginning, middle and end of a favorite story.



48-60 months

CLL5.4b

Retells familiar stories.

Understanding the order of a story and the ability to retell that story are important skills for a four-year-old. As they begin to understand the concept of "story" they can look at pictures and make up a story, act out a story in dramatic play or retell a story with a flannelboard.

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CLL5 – The child will acquire meaning from a variety of materials read to him/her.



24-36 months

The Busy Little Squirrel

Read *The Busy Little Squirrel* by Nancy Tafuri. This book has repetitive phrases so the children can join in the reading. **CLL5.2b**

Don't Let the Pigeon

Select a *Pigeon* book by Mo Willems such as *Don't Let the Pigeon Drive the Bus*. Encourage the children to say familiar phrases. **CLL5.2b**

Llama Llama

Read a repetitive story such as *Llama Llama Red Pajama* by Anna Dewdney. Invite the children to draw pictures of their favorite pages from the story. Place the book at the art table so the children can refer to pages as they draw. **CLL5.2b**



36-48 months

Bear Retells His Story

After reading *Bear Has a Story to Tell* by Philip C. Stead, provide the children with pictures of the animals in the story and encourage the children to place the pictures in order. **CLL5.3b**

Puppet Tales

Provide animal puppets and encourage the children to use them to retell a story such as "The Three Little Pigs." **CLL5.3b**

Feed the Lady

Read *There Was an Old Lady Who Swallowed a Fly* by Simms Taback. Using a puppet and small figures of the animals mentioned in the story, encourage the children to retell the story. **CLL5.3b**



48-60 months

Ten in the Bed

Read *There Were Ten in the Bed* by Annie Kubler; *Ten in the Bed* by Jane Cabrera or *Ten in the Bed* by Gill Guile. Place a sleeping mat or folded quilt on the floor to represent the bed. Have ten children lie side by side. As you read or sing the story, the children roll over together and one rolls off the bed. Encourage the children to act out what each character does, complete with animal sounds. Lots of fun! **CLL5.4b**

The Napping House

Make story picture blocks from unit blocks by using contact paper to attach photos of characters from a story such as *The Napping House* by Audrey Wood. Have the children "build" the story on their own. **CLL5.4b**

Are You My Mother?

Act out *Are You My Mother?* by P.D. Eastman or *Is Your Mama a Llama?* by Deborah Guarino. Use a feather headband for the baby bird or woolly ears for the llama and any assortment of stuffed animals or puppets for the rest of the cast. The main character asks a question to each, "Are you my Mother (Mama)?" Each animal answers, "No, my Mother (Mama) is a _____." Finally the Mother Bird (Llama) is asked the question and answers, "Of course I am," and the performance ends with a hug. **CLL5.4b**

Tissue Box Tales

After reading *In the Tall, Tall Grass* by Denise Fleming, create a set of small stick puppets for retelling. Glue pictures of each animal on the ends of craft sticks. Cover a square tissue box with fringed, green paper to resemble the grass. Cut a hole in the bottom of the box so the stick puppets can go up through the hole and out the opening in the top where the tissue pops out. Encourage the children to act out what each character does in the story such as, "Caterpillars lunch, munch, crunch." Cover a second box with shiny blue paper to represent a pond and make stick puppets to retell Fleming's *In the Small, Small Pond*. **CLL5.4b**

CLL5 #68

24-60 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL5 – The child will acquire meaning from a variety of materials read to him/her.**



24-36 months

CLL5.2c

Answers simple questions about a story.

Teachers can ask questions about books and stories in ways that prepare two-year-olds for later school experiences. Back-and-forth questions and answers during a story encourage language development and engagement in the story.



36-48 months

CLL5.3c

Answers questions about a story.

Group discussions become possible at this age. Three-year-olds can listen to a book, then talk about simple aspects of the story with the teacher and fellow classmates. With practice, they might be able to identify more specific details of the story.



48-60 months

CLL5.4c

Discusses books or stories read aloud and can identify characters and setting in a story.

Four-year-olds are able to discuss a story with a group. With prompting from the teacher, they can talk about the author and illustrator, identify characters, setting and other specific details. Discussions about characters and stories present wonderful opportunities to explore emotions and discuss what the characters are feeling and thinking.

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CLL5 – The child will acquire meaning from a variety of materials read to him/her.



24-36 months

It's Okay to Be Different

Read *It's Okay to be Different* by Todd Parr. This book addresses all kinds of differences in children – from being adopted with the illustration showing a kangaroo carrying a puppy in her pouch, to the silly ways we like different things such as, “I like to eat macaroni and cheese in the bathtub.” Ask the children questions about things they like and dislike. **CLL5.2c**

I'm Scared of Monsters

Read *The Monster at the End of This Book* by Jon Stone. This suspenseful book gets the children laughing as each turn of the page brings them closer and closer to the monster. It provides opportunities to ask the children questions about scary feelings, as well as what they think might happen on the next page. **CLL5.3c**

How a Seed Grows

Read *How a Seed Grows* by Helene J. Jordan. This book goes into great detail about how a little seed grows into a plant or tree. Invite the children to ask questions about how plants grow. Show them pictures of some of the stages in the life cycle of a plant and encourage them to say the word for each stage – seed, shoot, plant, flower and bud. **CLL5.2c**

Nursery Rhyme Questions

Read or recite nursery rhymes with the children. Then ask simple questions about the rhymes such as, “Where did Jack and Jill go?” **CLL5.2c**



36-48 months

Character Feelings

While reading a book such as Judy Schachner's *Skippyjon Jones*, pause to ask the children questions about how the characters may be feeling. Use questions such as, “Skippyjon's ears are droopy and his head is hanging down. How do you think he feels?” **CLL5.3c**

What Do You See?

While reading Peter Brown's *The Curious Garden*, pause to talk about the pictures. Encourage the children to describe what they see in the pictures. **CLL5.3c**

Where Is This?

While reading Mirra Ginsburg's *The Chick and the Duckling*, provide an opportunity for the children to examine the pictures and discuss the setting of each page. **CLL5.3c**



48-60 months

Exercise Time

Engage the children in exercising the same way characters from familiar stories might exercise. For example, run in place as fast as the hare from “The Tortoise and the Hare” or stomp around like the giant in “Jack and the Beanstalk.” **CLL5.4c**

Story Symbols

Provide picture cards of a star (the character), the earth (the setting) and a question mark (the plot). After reading a story, encourage the children to identify the main character and setting and retell a few events. For example, after reading *Nana in the City* by Lauren Castillo, show the star symbol and ask “Who is the STAR of this story?” Show the question mark and say, “Tell me one thing that happened in the story.” After the children are comfortable with the symbols, compare stories. For example, identify and compare the main characters and settings in *Bear Wants More* by Karma Wilson and *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear* by Don and Audrey Wood. **CLL5.4c**

Change the Story

Read *Don't Let The Pigeon Drive the Bus* by Mo Willems to the group. Encourage the children to talk about how the story would be different if it happened in different locations such as on a boat or in an airplane. **CLL5.4c**

★ BRIGHT IDEA

For a child who has difficulty with abstract concepts, provide pictures with simple changes to the story, such as the story happening on a boat, and results of those changes, such as the main character would get wet. Encourage the children to match changes to the story with results.

CLL5 #69

24-60 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL5** – The child will acquire meaning from a variety of materials read to him/her.



24-36 months

**NO
INDICATOR**



36-48 months

**NO
INDICATOR**



48-60 months

CLL5.4d

Makes real-world connections between stories and real-life experiences.

Discussions about stories in the classroom provide opportunities to make connections with a child's life experiences. With guidance, four-year-olds will begin to relate events or situations to their own lives.

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48-60 months

A Bad Day, Move Away

Read the book *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst. After reading the story, encourage the children to share about a time when they felt like “moving to Australia.” **CLL5.4d**

Camping

Read *Bailey Goes Camping* by Kevin Henkes. Ask the children about key points from the story. Talk to them about turning the dramatic play area into a campsite and chart the children’s responses about what is needed to go camping. **CLL5.4d**

Connect More

After reading a book in large group such as *Just Me and My Mom* by Mercer Mayer or *Our Granny* by Margaret Wild and Julie Vivas, lead a discussion in small group about ways in which the children connected to the story. Give each child several small plastic links from the math area and let them know that all the children will have a chance to tell things in the story that they connected to – maybe their granny goes to exercise class or their Mom takes them along when she goes shopping. Start by sharing a connection you made. Allow lots of time to revisit the story, if needed. If you have more than one copy, put the books on the table for reference. As children make a connection, add their link to the chain. Look at all the ways we can connect! **CLL5.4d**

Memories

After reading *Tea Cakes for Tosh* by Kelly Starling Lyons, encourage the children to create a family scrapbook of important events. They can draw and dictate about family memories and important events such as trips, new siblings or pets. **CLL5.4d**

Lucky Ducklings

Before reading Nancy Carpenter’s *Lucky Ducklings*, encourage the children to make connections by asking questions such as, “Have you ever seen baby ducks following a big duck?” or “Have you ever been scared walking over a grate?” **CLL5.4d**



TEACHER TIP

Use simple gestures or provide visual prompts to help the children respond to questions.

Read This

Place a few language experience charts made by the class throughout the year in the reading area and invite the children to reread them. Talk with the children about the specific experience when the chart was created, for example, when the class went to a grocery store and made a chart of things they bought at the store. **CLL5.4d**

My First Day

After reading *My First Day* by Steve Jenkins, provide the children with art materials and encourage them to draw and dictate to you their experiences from the first day of school. Ask them to talk about how they felt and what they did on the first day. Make a class book. **CLL5.4d**

Come On, Rain

Reading Karen Hesse’s *Come On, Rain*. Have the children pretend it is raining and splash in the imaginary puddles on the playground. **CLL5.4d**



TEACHER TIP

Create book bags for the children to take outside. Place several books in a plastic zipper bag. Also provide a mat or blanket and a stuffed toy or puppet. Choose books based on a theme. For a fall theme, include *It’s Fall* by Linda Claser; *Why Do Leaves Change Color?* by Betsy Maestro and *Apples and Pumpkins* by Anne Rockwell. For a circus or fair theme, include *Circus* by Peter Spier; *If I Ran the Circus* by Dr. Seuss and *Night at the Fair* by Donald Crews. To encourage children to think about character and setting, include several books featuring the same characters. Choose popular series such as The Berenstain Bears, Splat the Cat, Clifford the Big Red Dog, Curious George and Pete the Cat.

CLL5 #70

24-60 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL5** – The child will acquire meaning from a variety of materials read to him/her.



24-36 months

**NO
INDICATOR**



36-48 months

**NO
INDICATOR**



48-60 months

CLL5.4e

Develops an alternate ending for a story.

Storytime discussions can explore many aspects of a narrative. Teachers can ask “what if” questions and encourage four-year-olds to create different endings to a familiar story. These opportunities to practice thinking about alternate versions of a story encourage creative and critical thinking.

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48-60 months

Brown Bear

Retell this familiar book by Bill Martin, Jr. with a variety of new animals. Gather enough stuffed animals or puppets for the entire class. Arrange the children in a circle, each with an animal, and begin the familiar pattern. The teacher and the class ask, "White rabbit, white rabbit, who do you see?" The child with the animal answers, "I see a gray elephant looking at me!" Try this with toys or other objects from the classroom. Just add round paper reinforcements for eyes! "Brown block, brown block, who do you see?" "I see a green LEGO® looking at me!" **CLL5.4e**

Jacks Aplenty

Brainstorm a list of all the stories or nursery rhymes with Jack as the main character such as "Jack and the Beanstalk"; "Little Jack Horner"; "Jack and Jill" or "Jack Be Nimble." Create a new story that includes elements from any or all of them. Begin with, "Once there was a boy named Jack who..." Have children add a detail from one Jack story. Then continue prompting with phrases such as, "And then Jack..." or "After that happened, Jack..." Encourage original ideas as well. "So after he went up the hill he was tired and sat down to eat some ice cream." Write the new story on chart paper and read it back to the children. **CLL5.4e**

I Will Help

After listening to a familiar story such as, "The Little Red Hen," have the children explain how they could change the ending. Ask, "What if all of the animals helped the little red hen?" or "What if only one of the animals had helped out?" **CLL5.4e**

Caterpillar Cubes

Read *The Very Hungry Caterpillar* by Eric Carle. Encourage the children to use Unifix® cubes to help retell the story. Start with one red cube as "one red apple." Add on two green cubes as "two green pears," all the way to "five red strawberries." After retelling the original story, ask, "What other things could the caterpillar eat?" Give the children additional Unifix® cubes and have them add on more foods. "He ate four yellow bananas and two orange pumpkins." **CLL5.4e**

If You Give a Snake a Snack

After retelling *If You Give A Pig a Pancake* by Laura Numeroff in small group, present the children with a new title such as *If You Give a Snake a Snack* and invite them to construct a story. As they explore and generate ideas, keep the story going with prompts and questions. "Then what did he see?" and "What do you think that reminded him of?" Be sure to remind the children that, "We need to get back to the beginning." Write out their story and invite them to draw some illustrations. Read it to the class in large group. **CLL5.4e**

Story Bracelets

Create a story bracelet for "The Three Little Pigs." You will need plastic beads and a pipe cleaner. Tell the story and then help the children create the bracelet so they have a prop to retell the story on their own:

Once upon a time there were three little pigs
(Three pink beads).

The first little pig built a house of straw
(One yellow bead).

The second little pig built a house of sticks
(One brown bead).

The third little pig built a house of bricks
(One red bead).

One day a big, bad wolf came along
(One black bead).

He went to the house of the first little pig and said, "Little pig, little pig, let me come in"
(Touch yellow bead).

The little pig said, "Not by the hair of my chinny chin chin."

"Then I'll huff and I'll puff and I'll blow your house in ..."

Continue with the wolf going to the houses of the second and third pigs. Choose an ending for the story and that's the story of the three little pigs!

CLL5.4e



CLL6 #71

24-60 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL6 – The child will develop early phonological awareness (awareness of the units of sound).**



24-36 months

CLL6.2a

Listens to and imitates sounds in familiar nursery rhymes, songs and chants.

Opportunities to hear and figure out the sounds of language can happen in a variety of ways. As two-year-olds acquire a better command of the ability to communicate, they will mimic language patterns – tone, pitch, cadence and words – they hear in their environment.



36-48 months

CLL6.3a

Listens and matches rhythm, volume and pitch of rhymes, songs and chants.

Helping a three-year-old match rhythm, volume and pitch builds the listening skills that are the foundation for developing phonological awareness. Teachers can sing and chant rhymes, finger-plays and songs to develop this skill.



48-60 months

CLL6.4a

Listens and differentiates between sounds that are the same and different.

Phonological awareness is the ability to hear the sounds in spoken language. Listening is the foundation for this skill. This involves attending and distinguishing between sounds: hearing a sound and determining the location it is coming from, recognizing sounds that are the same and different (a bell and a horn), recalling sound patterns such as, “I say a boom, chicka, boom” and identifying the order sounds are heard in.

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CLL6 – The child will develop early phonological awareness (awareness of the units of sound).



24-36 months

Speckled Frogs

Sing “Five Little Speckled Frogs” with the children:

Five little speckled frogs (Hold five fingers on top of your arm)

Sitting on a speckled log

Eating the most delicious bugs. Yum! Yum!

One jumped into the pool! (“Jump” one finger off your arm)

Where it was nice and cool.

Now there are four green speckled frogs
(Hold up four fingers).

Continue verses. **CLL6.2a**

Five Little Monkeys

Provide felt board pieces to correspond to the song “Five Little Monkeys.” Encourage the children to take a monkey off the board with each verse, singing and acting it out. **CLL6.2a**

Hungry Thing

Read *The Hungry Thing* by Jan Slepian. Create a “hungry thing” by drawing an outline of a monster on posterboard and cutting a space for the mouth. You may want to add some textured fabric for fur. Show the children food items and talk about how “The Hungry Thing” might ask for them such as, “If he wants cookies, he’ll ask for wookies or tookies.” Encourage the children to feed the items to the puppet. **CLL6.2a**



36-48 months

Oonguy, Moonguy

Have the children repeat this chant after you:

Oonguy (Oonguy), Moonguy (Moonguy)

Chicka, Chicka Choonguy (Chicka, Chicka Choonguy).

Alligator, Alligator (Alligator, Alligator)

Alligator, Oonguy (Alligator, Oonguy) O-o-over
(Roll your hands over and over as you say this part and have the children repeat).

The children love this nonsense chant. Repeat using different voices such as monster voice, robot voice, whisper voice or silent voice. Encourage the children to suggest other voices. **CLL6.3a**

Have You Ever Been Fishing?

Sing this fun song, “Have You Ever Been Fishing,” with the children and make it silly when you get to the hootchy kootchy dance at the end.

Have you ever been fishing

On a bright and sunny day?

(Pretend to cast fishing rod)

When all the little fishies

Swimmin’ up and down the bay?

(Swim with hands)

With your hands in your pockets,

And your pockets in your pants

(Put hands in pockets)

And all the little fishies do the

Hootchy Kootchy dance!

(Wiggle hips and do a little dance) **CLL6.3a**



48-60 months

Echo Song: Boa Constrictor

Here’s a fun echo song. When you sing this one, try varying the pitch of your voice with each verse, getting higher as you move from toe to middle to head.

I’m being swallowed by a boa constrictor,

I’m being swallowed by a boa constrictor,

I’m being swallowed by a boa constrictor,

And I don’t like it very much.

Oh no (echo) he swallowed my toe (echo).

Oh gee (echo) he’s up to my knee (echo).

Oh my (echo) he’s up to my thigh (echo).

Oh fiddle (echo) he’s eating my middle (echo).

Oh dread, he swallowed my... GULP!! **CLL6.4a**

Guess the Sound

Gather several different rhythm instruments with a variety of sounds such as sticks, drum, triangle, maracas and tambourine. Identify each instrument. Hide the instruments behind a screen and have one child come up, go behind the screen and play the instrument of his/her choice. The other children try to identify the instrument being played. You may want to display a chart with pictures or drawings of the instruments. **CLL6.4a**

Match Me

Provide assorted picture cards of words that rhyme. Encourage the children to match the rhymes. **CLL6.4a**

CLL6 #72

24-60 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL6 – The child will develop early phonological awareness (awareness of the units of sound).**



24-36 months

CLL6.2b

Experiments with rhyming words.

As two-year-olds become more confident in their ability to communicate, their joy in using language increases. Word play with “words” that are nonsensical is a good way to experiment with language and build the rhyming component of phonological awareness.



36-48 months

CLL6.3b

Identifies and produces rhyming words with adult guidance.

Three-year-olds enjoy group activities and transitions – the rituals of school life. These are often facilitated by songs and chants. They are opportunities to reinforce routines and to strengthen phonological awareness.



48-60 months

CLL6.4b

Identifies and produces rhyming words.

Four-year-olds can recognize and produce rhyming words, identify words that don't rhyme, and come up with rhymes for a given word. Rhyming “nonsense words” is an indicator that four-year-olds understand this language skill. As four-year-olds are able to remember and repeat rhymes, poems, songs and finger-plays independently, they are practicing and thinking about the sounds that are incorporated into the language.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 36-48 months skill, guide him/her in mastering the 24-36 months skill on the left.
- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

CLL6 – The child will develop early phonological awareness (awareness of the units of sound).



24-36 months

Down by the Bay

Sing a silly rhyming song such as, “Down by the Bay.” Encourage the children to sing along. **CLL6.2b**

Name Game

Play “The Name Game” using a different child’s name for each verse. For example:

*Michael Michael Bo-Bichael,
Banana-fanna-fo-Fichael,
Fee, Fi, Fo-Fichael, MICHAEL.* **CLL6.2b**

My Hands Are for Clapping

Recite this chant and encourage the children to copy you and do the motions.

*My hands are for clapping,
My arms can hug tight.
My fingers can snap
or turn out the light.
My legs are for jumping,
My eyes help me see.
This is my body and I love all of me.* **CLL6.2b**

Jump Jim Joe

Teach the children this fun game to practice rhyming as well as gross motor skills. Face the child and hold hands. Sing the song together, matching your motions to the words of the song:

*Jump, jump, jump, Jim Joe.
Shake your head, nod your head, tap your toe.
Around and around and around you go
(hold hands and go around in a circle).
Then you clap your hands
And you jump, Jim Joe.* **CLL6.2b**



36-48 months

Erase a Rhyme

Draw pictures on a dry erase board such as grass, sky, a tree, a flower and the sun. Do this before the children arrive so they don’t have to wait while you draw. Say “if you can rhyme “tower,” erase the _____ (pause for the children to respond). Have a child erase the drawing that rhymes, “flower.” Erase what rhymes with bee (tree), what rhymes with fun (sun) and so on. Continue until all pictures are erased. Invite the children to draw, if interested. **CLL6.3b**

Rhyming Memory

Use purchased or handmade picture cards turned upside down for this rhyming game. The children can play in small groups with their peers or with an adult. The children take turns turning over two cards. Have them say the words aloud, then help them determine if the words rhyme. This gives the children a chance to say rhyming words in a fun way. **CLL6.3b**

Dinner Time

The children will enjoy pretend play in the kitchen with this rhyming activity. Put pictures on plastic plates, then have the children use spatulas or chopsticks to transfer rhyming pictures to the correct plates. **CLL6.3b**



48-60 months

What’s Inside the Egg?

Place small objects inside colorful plastic eggs and give one to each child. Make a list so you know what object is in each egg. Sing to the tune of “Who’s Afraid of the Big Bad Wolf?”:

*What’s inside the little yellow egg?
The little yellow egg? The little yellow egg?
What’s inside the little yellow egg
That rhymes with truck? (DUCK)*

Accept all answers that rhyme, then say “Let’s see.” The child opens the egg and shows the object. You can turn this into a science lesson by only using animals that hatch from eggs such as snake, lizard, frog, fish, insects, chicken or duck. Make it silly by including nonsense rhymes.

*What’s inside the little blue egg
That rhymes with “wego?” (LEGO)* **CLL6.4b**

↔ TRANSITION TIP

Recite the transition with children emphasizing the rhyming words.

*Two little feet go tap, tap, tap.
Two little hands go clap, clap, clap.
A quiet little leap up from the chair.
Two little arms reach high in the air.
Two little feet go jump, jump, jump.
Two little fists go thump, thump, thump.
One little child turns round and round.
One little child sits quietly down.*

CLL6 #73

24-60 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL6 – The child will develop early phonological awareness (awareness of the units of sound).**



24-36 months

**NO
INDICATOR**



36-48 months

**NO
INDICATOR**



48-60 months

CLL6.4c

Isolates the initial (beginning) sounds in words with adult guidance.

The easiest sound in a word for four-year-olds to hear separately is the beginning sound. Teachers can start with words that have meaning and are familiar to children, such as their first names. As they become proficient with their own names, their interest moves to their friends' names and other familiar words.

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CLL6 – The child will develop early phonological awareness (awareness of the units of sound).



48-60 months

Hungry for /k/

Tell the children, “We are on a special diet – we can only eat things that start with the /k/ sound.” Fill a lunch box with objects that begin with /k/, such as carrots, corn, cucumbers and ketchup. To make it interesting, add other objects that start with /k/ but that you wouldn’t eat such as cards, cat, cow or keys. “Throw out” any spoiled items that don’t start with the /k/ sound. **CLL6.4c**

Nonsense Sentences

You need chart paper and markers. Choose a sound such as /b/. Encourage the children to create a sentence using words that start with the same sound. Write the sentences on paper. For example, “Bobby Bear bounces basketballs.” **CLL6.4c**

I Spy

Say, “I spy with my little eye, something that begins with the /p/ sound.” Encourage the children to guess what you might be looking at. When a child discovers what you’ve spied, say, “You guessed it, /p/ is the first sound in plate,” then he/she can take a turn spying an object. **CLL6.4c**

What’s the Same Sound?

Provide picture cards for the children to identify and have them create lists of words that begin with the same sound. **CLL6.4c**

Pass the Basket

Begin large group by introducing the concept of onset and rime. “Boys say /f/ and girls say /at/, ready? Boys /f/, girls /at/, boys /f/, girls /at/ ... fat!” Do this several times with different words. Have the children sit in a circle on the floor. Give them a small basket of simple picture cards and begin passing it around when the music starts. Stop the music. Have the child who is holding the basket reach in and pull out a picture. The child says the name of the picture and says the onset and rime, “Truck is /tr/ and /uck/.” **CLL6.4c**

My /m/ Picture

Provide lots of pictures for the children to make a “sound” collage: all of these things start with the /m/ sound. **CLL6.4c**



TRANSITION TIP

Sing any familiar song, but change up the initial sound. “Zip-a-dee-do-dah” becomes:

*Zip-a-zee-zoo-zah, zip-a-zee-zay!
My, oh my, what a wonderful day!
Zip-a-zee-zoo-zah, zip-a-zee-zay!
Wonderful feelings, wonderful day!
Rip-a-ree-roo-rah, rip-a-ree-ray!
My, oh my, what a wonderful day!
Rip-a-ree-roo-rah, rip-a-ree-ray!
Wonderful feelings, wonderful day!*

Letter Ball

Have the children stand in a circle and pass a ball to each other. Before passing the ball, a child says, “My name is ____ and I like ____.” The thing the child likes should begin with the same sound as the child’s name. “My name is Tony and I like trucks.” Then pass the ball to a friend. **CLL6.4c**

★ BRIGHT IDEA

For a child who has difficulty discriminating similar phonemic sounds, provide picture cards with the same onset sound as their name. For example, if the child’s name is Jake, perhaps he could choose from jam, jeans and jewelry.

Beginning Sound Tag

Teach the children to play Freeze Tag. In this variation, to become unfrozen the child must name two words that begin with the same sound. **CLL6.4c**



CLL6 #74

24-60 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL6 – The child will develop early phonological awareness (awareness of the units of sound).**



24-36 months

**NO
INDICATOR**



36-48 months

CLL6.3d

Segments sentences into individual words with adult guidance.

Three-year-olds are beginning to understand that spoken sentences are made up of different words. They need to understand this before they learn that these words can be broken down into syllables and sounds. Writing sentences and cutting them up into separate words is a concrete visual for children to understand this very important step in phonological awareness.



48-60 months

CLL6.4d

Segments sentences into individual words.

Four-year-olds should understand that spoken sentences are made up of different words. They need to understand this before they learn that these words can be broken down into syllables and sounds. Writing sentences and cutting them up into separate words is a concrete visual for children to understand this very important step in phonological awareness.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 36-48 months skill, guide him/her in mastering the 24-36 months skill on the left.
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CLL6 – The child will develop early phonological awareness (awareness of the units of sound).



36-48 months

How Many Words?

Provide the children with a simple sentence of three to four words written on a sentence strip. Encourage the children to segment the sentence by cutting apart the words. When they are done, help them identify the number of words in the sentence by counting the word cards. **CLL6.3d**

Word Pass

Say the words to a simple song such as “Twinkle, Twinkle, Little Star.” Give the children a prop to pass, such as a potato or a star, to go along with the song. Have the children sit in a circle on the rug and pass the prop with each word that is said.

*Twinkle (Pass), twinkle (Pass),
little (Pass) star (Pass).*

Continue around the circle. **CLL6.3d**

Jumping Words

Have the children sit on the rug in a circle. Read a sentence from a familiar book. Read it again and when the first word is read, have the first child jump. Go around the circle and have each child jump when a word is read. If you have a large book, point to each word as the children watch and jump. **CLL6.3d**



48-60 months

Humpty’s Wall

At the top of a piece of chart paper, draw a picture of “Humpty Dumpty.” Write the poem underneath. The children must build the brick wall that “Humpty” sits on. Have the children come up, one at a time, and use a red marker to draw a “brick” outline around each word to help build the wall. **CLL6.4d**

How Many?

Give each child a cup and 10 chips or markers. Tell the children you are going to play a word counting game. Demonstrate the game by saying a sentence, pausing, then saying, “I am going to say that sentence again. This time I will stop after each word so you can count the words in this sentence. Put one chip in your cup for each word. If my sentence has three words, your cup should have three chips. I will use counters too. You can watch me count the words as practice.” Say the sentence again, pausing and placing one chip in your cup after each word. Demonstrate a few more times. **CLL6.4d**

★ BRIGHT IDEA

For a child who has difficulty with word discrimination, write the sentence on a sentence strip and have the child place a chip on each word on the strip.

Rolling Words

The teacher sits on the ground across from a child and says a phrase. Then the child and the teacher repeat the phrase while rolling a ball back and forth on each word. For example, with the phrase, “I love to laugh,” the teacher and child will repeat as follows: “I” (Roll ball to child), “love” (Child rolls ball back), “to” (Roll ball to child), “laugh” (Child rolls ball back). If working with a group of children, have them take turns rolling the ball among themselves. **CLL6.4d**

Hiking for Words

Tell the children that you are going down the “word trail.” Draw footprints on the ground. Read a phrase or sentence and have a child take one step for each word that was read. After he/she has taken the steps, have the child tell you how many words are in the sentence. **CLL6.4d**

Word Pointer

Provide the children with the opportunity to point out individual words in a large book using a pointer. **CLL6.4d**



CLL6 #75

24-60 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL6 – The child will develop early phonological awareness (awareness of the units of sound).**



24-36 months

**NO
INDICATOR**



36-48 months

CLL6.3e

Segments words into syllables with adult guidance.

Three-year-olds begin to hear syllables in words with teacher support. Teachers can introduce this concept in a fun way by playing word games and singing songs that stress individual syllables. Starting with the child's name is always a meaningful way to introduce this concept.



48-60 months

CLL6.4e

Segments words into syllables.

Four-year-olds begin to hear syllables in words and are able to segment words into syllables. Activities such as clapping or tapping can be used to help children count the number of syllables in different words. Introduce this concept using words with one syllable, then gradually use words with more syllables. Have them break down their names into syllables. Explain how knowing about syllables can help them with their reading and writing skills.

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CLL6 – The child will develop early phonological awareness (awareness of the units of sound).



36-48 months

Higgledy Piggledy Bumblebee

Recite the chant using the children's names and clap out each of the syllables.

*Higgledy Piggledy Bumblebee,
won't you say your name for me?*

Respond with, for example:

Ju-dy. Let's count it, one-two.

Let's clap it, Ju-dy.

Let's snap it, Ju-dy.

Let's stomp it, Ju-dy. CLL6.3e

Syllable Beats

Using picture cards of common items, have the children clap or stomp the syllables with you. For example, "mon-key" gets two claps. **CLL6.3e**



48-60 months

How Many Claps?

Write all of the children's names on index cards and place them in a basket. Sit in a circle and pass the basket from one child to the next when the music begins. When the music stops, whoever is holding the basket pulls out a card and reads the name on the card. The class repeats the name, clapping out the number of syllables as they say it: "Mor-gan" (two claps), "Em-i-ly" (three claps). Continue with the music until all names have been pulled from the basket. **CLL6.4e**

Drumming to the Beat

Give each child an aluminum pie plate and a marker or drumstick. Call out objects in a category such as animals or food. As you call out the object, "broc-col-i," have the children beat out the syllables on the pie plate using the marker. Ask, "How many beats did you count?" **CLL6.4e**

Pennies for Syllables

Give each child a 1x4-inch grid and several pennies. Say a word and have him/her put a penny in each box for each syllable. **CLL6.4e**

Syllable Art

Provide newspapers and magazines. Encourage the children to cut words into separate syllables and include them in their artwork. **CLL6.4e**

Syllable Hopscotch

While playing hopscotch, encourage the children to choose a word, then hop one space for each syllable in the word. **CLL6.4e**

Syllables and Numerals

Provide picture cards and numeral cards. Encourage the children to identify the word and how many syllables it has, then match it to a numeral card. **CLL6.4e**



TEACHER TIP

Use the children's interests as opportunities for syllable segmentation. For example, have the children call out a favorite superhero and clap out the syllables.



TEACHER TIP

Use transition time as an opportunity to incorporate syllable segmentation. Say, "If you are wearing blue, please stand up." Have each child clap out the syllables in "blue." Once the children have clapped the correct number of syllables, they line up.

CLL6 #76

24-60 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL6 – The child will develop early phonological awareness (awareness of the units of sound).**



24-36 months

**NO
INDICATOR**



36-48 months

**NO
INDICATOR**



48-60 months

CLL6.4f

Manipulates and blends sounds (phonemes) with adult guidance.

As four-year-olds begin to blend sounds, teachers can divide one-syllable words into onset (the initial consonant) and rime (the rest of the word); e.g., b-at, c-ot or d-og. Ask children how many sounds they hear in a certain word by slowly reading aloud a sentence or rhyme.

Blend individual phonemes, starting with words that have two sounds (consonant/vowel, vowel/consonant) then continue to consonant/vowel/consonant words.

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CLL6 – The child will develop early phonological awareness (awareness of the units of sound).



48-60 months

1-2-3 Sounds

Using masking tape, mark one or more 3x1-foot three-section rectangles on the floor. Provide the children with a container that holds several pictures of three-sound words such as dog, cat, lick, car. Demonstrate how you can separate each word into its three sounds. Hop in each section of the rectangle as you say each sound. Have the children each take a turn, then leave the cards nearby and let them practice whenever they cross over the rectangle during the day. **CLL6.4f**

The Sounds in the Word

Sing “The Sounds in the Word” to the tune of “The Wheels on the Bus”:

The sounds in the word go

/b/-/u/-/s/, /b/-/u/-/s/, /b/-/u/-/s/

The sounds in the word go /b/-/u/-/s/.

Can you guess the word? BUS!

For children who have difficulty identifying phonemes, encourage them to put their hands under their chins to feel how the phonemes are made. **CLL6.4f**



Feed Me

This activity is based on the book *The Hungry Thing* by Jan Slepian. You will need a “feed me” puppet and a variety of plastic foods. In a growly monster voice, say, “Boy, am I ever hungry. I think I would like some _____. Feed me!” Change the initial sound in the name of the food item such as wocoli instead of broccoli. The children then look at the food items to try to guess what the hungry thing really wants to eat. In your teacher’s voice, reinforce the sounds by repeating the words again, “Wocoli sounds like broccoli. That silly monster must want broccoli. Why don’t you feed it to him and see?” Encourage the child to feed the broccoli to the hungry thing. Again, in a monster voice, make chewing sounds and say, “Yum, yum, yum.” Continue feeding the hungry thing all of the different plastic foods. **CLL6.4f**

How Many Fries?

Ask for french fry containers from a restaurant. Cut yellow kitchen sponges into strips to make “french fries.” Give each child a container and four french fries. Hearing individual sounds in a word is a difficult skill, so make this a fun, interactive game for the children to begin learning about phonemes. Turn over a simple picture card. Start with just three sounds such as d-o-g/ c-a-t/ s-i-t. Say the word slowly. Ask, “What sounds do you hear in the word d-o-g?” Model for the children using your own french fries. Place three in your box as you say the individual sounds. **CLL6.4f**

Create a Word

Provide magnetic letters and a cookie sheet for the children to create words and break down the sounds. **CLL6.4f**

Head-Hip-Feet

With the children standing, instruct them to listen as you call out words and their sounds. When the first sound is introduced, have the children place their hands on their heads. When the second sound is made, the children place their hands on their hips. As the last sound in the word is made, the children touch their feet. Use several words containing three sounds until the children consistently identify the separate sounds. **CLL6.4f**



TEACHER TIP

Encourage children to sound out words when they ask you how to spell a particular word. Ask the children, “What sound do you hear first? What do you hear next? What do you hear last?”

CLL7 #77

24-60 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL7 – The child will demonstrate increasing knowledge of the alphabet.**



24-36 months

CLL7.2a

Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.

A print-rich environment helps young children make the connection that objects or ideas can be represented by symbols and letters. By consistently reading books, signs and any other words in the immediate environment, teachers can help young children understand that letters are read to communicate meaning.



36-48 months

CLL7.3a

With prompting and support, can identify some alphabet letter names.

Playing and being read to in a print-rich environment provides three-year-olds opportunity to learn individual letters. They will become interested in letters and decoding meaning as they see teachers read books and other words in the immediate environment.



48-60 months

CLL7.4a

With prompting and support, recognizes and names some upper/lowercase letters of the alphabet.

As four-year-olds grasp the concept of letter symbols and names, they will begin to decipher differences between the shapes of letters. Starting with the letters that are most significant (those that are in their own name or in the immediate environment), they will be able to name some upper/lowercase letters.

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CLL7 – The child will demonstrate increasing knowledge of the alphabet.



24-36 months

ABC

Write the child's name slowly on his/her artwork or paper. Say each letter as you write it and ask the child if he/she can name the letters. **CLL7.2a**

Hi, My Name Is...

Write each child's name on a piece of paper and place around the classroom. Have all the children find their names. Have pictures next to their names until they begin to recognize their names without the picture support. **CLL7.2a**

Notice This Letter

Before reading a book, show the children the title and point out the first letter. Relate it to children's names that have the same first letter. If you are reading *Brown Bear, Brown Bear* by Bill Martin, Jr. and Eric Carle say, "The title of this book starts with the letter B. That is the same as Brenda. It starts with B too." **CLL7.2a**

I Know a Kid

Sing this song to the tune of "BINGO" and spell out each child's name.

I know a kid, a super kid and

Carol is her name-o

C-A-R-O-L. C-A-R-O-L. C-A-R-O-L

And Carol is her name-o.

Change the rhythm for longer names. **CLL7.2a**



36-48 months

Letter Clips

Print two copies of each child's name in large letters on card stock. Cut apart the letters on the first card and glue them to clothespins. Have the child match the letters on the clothespins with the letters on the second card, then clip the letters to the card to spell out his/her name. **CLL7.3a**

Cross the River

In a designated area, spread multiple copies of several letters. Call out a letter and encourage the children to cross the river by stepping only on the letter that you named. These are their stepping stones. **CLL7.3a**

Alphabet Soup

Fill a large plastic container with water. To make it more fun, add blue liquid watercolor. Add lots of magnetic letters and several large plastic ladles. Call out a letter and encourage the children to find the letter. To add difficulty, ask the children to identify letters as they scoop them out. For the children who are just starting to work on letters, you can talk about them as you pretend to eat. Say, "This J is so yummy!" Talk about the letters and relate the letters to a name or something the children are familiar with such as, "I found an M. That is a letter in the word McDonalds." **CLL7.3a**



48-60 months

Letter Swat

Write uppercase and lowercase letters on butcher paper and hang on a wall. Have the children line up in two teams and give a fly swatter to each team. Call out a letter and encourage the children to be first to run and swat the letter. If both children find the same letter, call out another for them to find. **CLL7.4a**

Bubblegum, Bubblegum

Create gumballs using pom-poms or small balls with alphabet letters on them. Place them in a bowl or "gumball machine." Sing this chant to practice recognizing letters:

Bubblegum, bubblegum, a sight to see.

Find the 'm' gumball for me.

Sing this chant to practice identifying letters:

Bubblegum, bubblegum in this game,

which little gumball can you name?

The children pick out a gumball and say the letter. **CLL7.4a**

Ice Cream Letter Match

Create an alphabet matching game with tops and bottoms to ice cream cones. Cut pastel colored circles for the ice cream and brown triangle shapes for cones. Write lowercase letters on the ice cream and uppercase on the cones. Have the children work in pairs to match all the upper and lowercase letters. Starting with 10 or so letters makes the task more manageable. **CLL7.4a**

CLL8 #78

24-60 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL8 – The child will demonstrate awareness of print concepts.**



24-36 months

CLL8.2a

Recognizes and self-selects familiar books to mimic independent reading.

Two-year-olds who have been read to and who play in a print-rich environment will choose favorite books and “read” them without a teacher’s presence. Imitating book behaviors – sitting, holding and page-turning – is part of the process of learning to read.



36-48 months

CLL8.3a

Shares self-selected familiar books and engages in pretend reading with others.

Three-year-olds will choose favorite books and “read” them to each other. They may point to pictures and text as they read. They will tell parts of the story, using the pictures as cues.



48-60 months

CLL8.4a

Demonstrates interest in different kinds of literature, such as fiction and nonfiction books and poetry, on a range of topics.

Four-year-olds become interested in a variety of reading materials. They learn that books tell stories as well as provide information about specific topics. Interest in nonfiction books increases, showing their curiosity about the real world.

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CLL8 – The child will demonstrate awareness of print concepts.



24-36 months

Book Buddies

Have the children select a book from a basket or shelf and sit independently or with a friend and read. **CLL8.2a**

Books and Babies

Encourage the children to get a book and a baby doll so they can read to the baby. **CLL8.2a**

Rest and Read

Encourage the children to lie on their cots before rest time and “read” a book. This gives the children some wind down time before naptime. **CLL8.2a**



36-48 months

Felt Board Stories

Many authors, such as Jan Brett, have printable cutouts on their websites. After reading a book such as *The Mitten* to the class, encourage the children to retell the story using felt board pieces. Place the flannel board and related pieces in the reading center. Encourage the children to use this to retell the story. **CLL8.3a**

Reader’s Chair

Encourage the children to read books to their peers by designating a chair in the room as the Reader’s Chair. During center time, the children may choose to gather there and take turns reading familiar books to one another. The child in the Reader’s Chair reads, the others listen. **CLL8.3a**

D.E.A.R. Time

Provide an opportunity each day for children to D.E.A.R. or Drop Everything And Read. Encourage them to choose a book or two from the classroom library, then find a partner and a comfortable place anywhere in the room to read their books. **CLL8.3a**



48-60 months

Twin Texts

During story time, introduce the children to the idea of twin texts, a fiction and a nonfiction book on the same subject. For example, read Janell Cannon’s *Stellaluna* and then read *Bats* by Celia Bland. After reading, talk about how the books are the same and how they are different: one tells a story, one is not; one has true facts, the other is made-up. Introduce the terms “fiction” and “nonfiction” to describe the two books. **CLL8.4a**

I Went Outside

Draw a series of seven squares on the pavement with sidewalk chalk. In each square, write one word of these sentences, “I went outside. What do you see?” Children jump from square to square saying the words as they jump. When they get to the last square, they tell what they see. **CLL8.4a**

Book Baskets

Gather a variety of books on a topic or type of literature and place them in a basket. For example, a “friendship” basket might include *The Name Jar* by Yangsook Choi (fiction); *The Best Friends Book* by Todd Parr (nonfiction) and *My Man Blue* by Nikki Grimes (poetry). A non-fiction basket might include National Geographic Readers. **CLL8.4a**

Outdoor Books

Take a book bag stocked with a variety of fun, outside books for the children to read and use such as *Bugs Are Insects* by Anne Rockwell, *Planting a Rainbow* by Lois Ehlert; *Bugs! Bugs!* *Bugs!* by Bob Barner and *In the Tall, Tall Grass* by Denise Fleming. **CLL8.4a**



TEACHER TIP

Even special books that are placed out of reach of children should be in a routine location so the children can point to them and ask for help to access them.

CLL8 #79

24-60 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL8 – The child will demonstrate awareness of print concepts.**



24-36 months

CLL8.2b

With prompting and support, discriminates words from pictures.

Two-year-olds make meaning from all symbols in the environment. By this age, they can begin to understand the significance of print versus pictures.



36-48 months

CLL8.3b

Discriminates words from pictures independently.

Three-year-olds that have been read to often will know that teachers read words. When looking at a book, young children will imitate behaviors such as pointing at words while “reading” and can distinguish between pictures and print.



48-60 months

CLL8.4b

Understands that letters form words. Understands that words are separated by spaces in print.

As young children understand that print is a symbolic system, they will begin to comprehend more specific aspects of decoding. Teachers reading large print books (in a group setting) and modeling behaviors of reading, such as pointing to individual words as they read, help children understand that groups of letters make words and that words are separated by spaces.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 36-48 months skill, guide him/her in mastering the 24-36 months skill on the left.
- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

CLL8 – The child will demonstrate awareness of print concepts.



24-36 months

Go, Dog, Go

Reading books, such as *Go, Dog, Go!* by P.D. Eastman, again and again gives children the confidence to read. Young children will begin to look and point at the simple text as they say the words, “Go, Dog, Go,” or “Hello, Good-bye.” **CLL8.2b**

Word or Picture?

Give the children a big book with large pictures and simple words such as *A Monster Sandwich* by Joy Cowley. Give the children a fun pointer, such as a spatula, to point to the text as you read, “Put some lettuce on it.” **CLL8.2b**

Tall, Tall Grass

Read *In the Tall, Tall Grass* by Denise Fleming. The simple text allows the children to point to the words on the page and discriminate text from pictures. **CLL8.2b**

Read and Match

Encourage the children to focus on the pictures in books by providing flannel board pieces or picture cards for familiar stories and placing them in the book area. For example, after reading *The Big Red Barn* by Margaret Wise Brown, print out pictures of some of the animals in the story – the horse, the pig, the sheep and the goose. As children look at the book, they can match the pictures to those they see in the story. **CLL8.2b**



36-48 months

Picture Pointing

Give the children a big book with large pictures and simple words such as *Jump, Frog, Jump!* by Robert Kalan. Encourage the children to use a pointer on the repetitive text, “Jump, Frog, Jump!” **CLL8.3b**

Book Making

Encourage the children to cut out favorite pictures from magazines and glue them on sheets of paper. Ask the children to identify their pictures and write those words on their papers. Bind the papers together to form a book. While reading the book, engage the children in conversation about what a word is and what a picture is. **CLL8.3b**

Name Match

Make a matching game with the children’s pictures and names. Print each child’s name on a card and paste his/her picture on another card. Have the children match their pictures to their names written as text. **CLL8.3b**



TEACHER TIP

When reading to the children, make it a habit to point to words. This helps the children make a connection that what you are reading is a word.



48-60 months

Spelling Pictures

Provide the children with labeled pictures and letter tiles. Encourage the children to use the tiles to spell the words. **CLL8.4b**

Snipping Sentences

Write a simple line of text on two sentence strips. Space the words evenly on each strip. Cut one strip apart into individual words and mix them up. Encourage the children to match the individual words to the ones in the sentence on the other strip. **CLL8.4b**

Letter Match

Provide the children with word cards and bottle caps or other markers. Roll an alphabet cube or draw a letter tile and show it to the group. If the child has that letter in his/her word, he/she covers it with a bottle cap. The goal is for every child to completely cover the letters in his/her word. **CLL8.4b**

Word Hop

Make cards, some with words and some with letters. While outside, spread out the cards in a defined area. Give the children directions to see if they can determine which cards have words on them versus which cards only have letters. For example, “Hop to a word card,” or “Skip from one letter card to another letter card.” **CLL8.4b**

CLL8 #80

24-60 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL8 – The child will demonstrate awareness of print concepts.**



24-36 months

CLL8.2c

Holds book with two hands and turns the pages.

Two-year-olds are becoming more independent in handling books. They hold books and turn pages easily. Books with small, thick pages support the development of this skill.



36-48 months

CLL8.3c

Independently holds a book right side up and turns pages from right to left.

Three-year-olds are quite confident in their handling of books. They can hold books upright and turn pages independently.



48-60 months

CLL8.4c

With prompting and support, tracks words from left to right, top to bottom and page to page.

Four-year-olds can hold books correctly and follow pages left to right. They point to text and move from the top to the bottom of the page. They can respond correctly when asked to "Show me where to start reading."

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CLL8 – The child will demonstrate awareness of print concepts.



24-36 months

Books in a Basket

Place board books in a small laundry basket to take to the playground. Add a small blanket or beach towel. Encourage the children to enjoy reading outdoors. Example books include *Peek-a-Who?* by Nina Laden; *Barnyard Dance* by Sandra Boynton or *Gossie* by Olivier Dunrea. **CLL8.2c**

What's Wrong?

As you begin to read a book such as *Dear Zoo: a Lift-the-Flap Book* by Rod Campbell, hold the book upside down. Say, "Something is wrong here. Can you help me fix it?" Wait for the children to tell or show you how to turn the book right-side up or hold the book with the back facing forwards. When the children correct you, say, "That's right. You hold a book this way." **CLL8.2c**

Don't Turn the Page

Read *Don't Turn the Page!* by Rachele Burk. Talk about turning pages to see the rest of the story. Pass out books and encourage the children to turn the pages and show each other "what happens next." **CLL8.2c**

★ BRIGHT IDEA

If some children have difficulty turning pages, make it easier by adding stick-on index tabs.



36-48 months

Upside Down Reading

At the beginning of story time, talk with the children about holding a book right-side up. Begin by holding the book upside down and acting surprised that the pictures don't look right or that you can't read the words properly. **CLL8.3c**

Page Turner

Choose a child to be the page turner during story time. As you read, encourage the child to turn the pages. **CLL8.3c**

Gossie the Gosling

Read *Gossie* by Olivier Dunrea about a duckling that loves to wear red boots all of the time, until one day she can't find them. Encourage the children to turn the pages in the book so they can help Gossie find her beloved boots. Have the children draw a picture of something they love to wear every day. Create a class book for them to read. **CLL8.3c**



TRANSITION TIP

To the tune of "Head, Shoulders, Knees and Toes":
*Top to Bottom, Top to Bottom,
 Left to Right, Left to Right,
 When I read, When I write,
 I go Top to Bottom, Left to Right.*



48-60 months

Pointer Reading

While reading a book with repeated or highlighted text such as *Jump, Frog, Jump!* by Robert Kalan, use a pointer to highlight words. Tell the children you will point to the words "jump, frog, jump" and they wait to say the word until the pointer touches it. At first, point to each word slowly with a steady rhythm. Then point in an uneven rhythm. For example, stay a long time on "jump" before you point to "frog." Encourage the children to only say the word when you point. Invite individual children to come up and point as well. **CLL8.4c**

Tracking Print

Provide each child with his/her own copy of a book to be read. While the teacher reads the book, encourage the child to use a finger to follow along from left to right and top to bottom. **CLL8.4c**

Magic Pointer

Give each child a book or have one child model this each day. Ask the child to hold up his/her pointer finger and explain that it is his/her "magic finger" which helps him/her read. Put "magic" child-safe lotion on his/her pointer finger. Ask the children to touch the front of the book, back of the book, top of the page and bottom of the page. **CLL8.4c**



CLL8 #81

24-60 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL8 – The child will demonstrate awareness of print concepts.**



24-36 months

CLL8.2d

With adult guidance, recognizes some environmental print.

The first letters that two-year-olds are interested in are the letters to their own name. Teachers should guide this interest in letters by pointing out letters in the environment.



36-48 months

CLL8.3d

Recognizes environmental print.

A print-rich environment gives three-year-olds the opportunity to recognize letters and text everywhere. Class books, menus and labels in the home languages of children, and children's names all help children build connections. "My name is Christine. It starts with the letter C and so does Chick-fil-A® and Carter."



48-60 months

CLL8.4d

Recognizes and reads environmental print.

Four-year-olds can read and they are very excited about it! By this age, children are able to independently recognize and read many logos and environmental print – menus, food boxes, name cards, class charts.

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CLL8 – The child will demonstrate awareness of print concepts.**24-36 months****Magnifier Fun**

Have the children use a magnifying glass to look for print they can read in magazines. **CLL8.2d**

Environmental Print Puzzles

Create puzzles by cutting up snack and cereal boxes. Store in gallon-sized plastic bags. Ask the family for the child's favorite food box. **CLL8.2d**

Logo Bingo

Create Bingo cards using environmental print. Cut out nine different logos and place them in baseball sleeves. The children can either match the logo if you hold up its picture or recognize the logo if you call out its name. **CLL8.2d**

EXIT Means Out

Go on a trip around the school or center and look for EXIT signs. Have the children call out or point when they spy one. Sing this song to the tune "Mary Had a Little Lamb":

*Exit means a safe way out, safe way out,
safe way out. Exit means a safe way out.
I can read the EXIT.* **CLL8.2d**

Stop and Go

Create two signs, one for STOP (red octagon with the word STOP in white letters) and one for GO (green circle with GO in white letters). As the children are walking to the playground or other location in the school, hold up each sign as a signal to stop or go. Be playful and silly. **CLL8.2d**

**36-48 months****Logo Book**

Encourage families to cut out and send in logos of different stores, restaurants and foods. Provide an opportunity for the children to paste these onto card stock before binding them. Create a "We Can Read" class book. **CLL8.3d**

I Spy Classroom Labels

Use pictures from school supply catalogs as classroom labels and center signs. Encourage the children to walk around the room and read the labels. **CLL8.3d**

Rebus Recipe

Using pictures, create simple recipes such as, "Ants on a Log" which consists of celery, cream cheese and raisins. Encourage the children to create their own snack by following the recipe pictures. **CLL8.3d**

**48-60 months****Food Book**

Cut the front panels from food boxes and bind them together to create a book. Place the finished book in the classroom library. **CLL8.4d**

I Went Driving

Have the children help create pages for a class book with a text pattern based on Sue William's *I Went Walking*. "I went driving." "What did you see?" "I saw _____." Cut logos of local stores from newspaper ads or circulars. Encourage each child to choose a logo and glue it on the page. Have them read the text with you and point to the logo. Place it in the library area for independent reading. **CLL8.4d**

Logo Memory

Place a number of cards printed with familiar logos face down in a grid in the middle of the workspace. Taking turns, encourage the children to turn over two cards and name the logos on the cards. If the logos match, the child picks up and keeps the cards. If they do not match, the child turns them face down again. **CLL8.4d**

Logo Town

Create poster-sized copies of familiar logos such as Target, McDonalds and Kroger and place them in various places outdoors. Encourage the children to pretend the playground is a community or town. Some children might be store owners, others may shop in the different stores. **CLL8.4d**

CLL8 #82

24-60 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL8 – The child will demonstrate awareness of print concepts.**



24-36 months

**NO
INDICATOR**



36-48 months

CLL8.3e

With adult guidance, points to the title of familiar books or stories and where to begin reading a story.

Three-year-olds will begin to exhibit book-handling skills, as long as they have been read to consistently. Teachers can reinforce certain skills by exaggerating reading behaviors and highlighting parts of the book such as the title, the author and parts (beginning, end) of the book.



48-60 months

CLL8.4e

Identifies front, back, top and bottom of a book. Points to the title of familiar books or stories and where a story begins.

Four-year-olds have acquired many concepts about print. They handle books correctly and know many key parts of a book or story. Teachers can reinforce certain skills by exaggerating reading behaviors and highlighting parts of the book like title, beginning, end.

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36-48 months

The Title of the Book

Teach the children the song “Hi Ho Library-O” from Dr. Jean to the tune of “The Farmer in the Dell”:

The author writes the book.

The author writes the book.

Hi ho library-o,

The author writes the book.

The author picks the title...

The title of the book

Tells what it's about...

The illustrator draws the pictures...

The publisher makes the book...

The copyright tells the date

If you want to know a book's age...

The table of contents

Tells you what's inside

Look at the table of contents

To help you decide

*The parts of a book... **CLL8.3e***

Create a Book

Encourage the children to make individual books. In the writing area, provide paper, folded in half and stapled. The first page is the title page. After the children draw pictures, ask them to write their name as the authors and illustrators. **CLL8.3e**

Book Pointer

While reading, be silly with the children. Point to different places on the page and ask, “Is this where we begin reading?” They should reply “No!” until you point to the first line of the text. **CLL8.3e**



48-60 months

Title, Author and Illustrator

Before you read a book, such as *Wilfrid Gordon McDonald Partridge* by Mem Fox, introduce the terms title, author and illustrator to the children.

Sing this song to the tune of “Farmer in the Dell”:

The author writes the words

The author writes the words

Hi-ho the dairy-o the author writes the words.

The illustrator draws the pictures

The illustrator draws the pictures

Hi-ho the dairy-o the illustrator draws

the pictures.

Show the book cover and point to the title, then to the names of author and illustrator. Use author and illustrator's names in this version of the song:

Mem Fox wrote the words

Mem Fox wrote the words

Hi-ho the dairy-o Mem Fox is the author.

Julie Vivas drew the pictures

Julie Vivas drew the pictures

Hi-ho the dairy-o Julie Vivas is the illustrator.

CLL8.4e

Little Librarian

Encourage the children to arrange all the books in the classroom library with the cover facing forward. “Make sure we can see the title or ‘face’ of the book.” Teach them that the face of the book is where the name is found. “If I see your face, I will know your name. If I see the face of the book, I will see its name!” **CLL8.4e**

Different Authors, Same Illustrator

Choose two or three books illustrated by the same person. Select an illustrator with a distinctive style such as Eric Carle or Lois Ehlert. Talk about the pictures and how they are drawn. Look at illustrator Julie Vivas's books such as *Our Granny* by Margaret Wild and *I Went Walking* by Sue Williams. Talk about how the people look. Are they similar? Try out some of the illustrator's techniques. For example, look at Lois Ehlert's *Planting a Rainbow*, particularly the pages with flower seed packets. Give the children brightly colored paper, stencils, hole punchers, scissors and glue and invite them to make collage flowers for a flower garden mural. **CLL8.4e**

Book Part Exercise

Take a few large books outside. Tell the children that you will point to different parts of the books and when you point, the children should do particular actions. For example, if you point to the top of the book, the children should raise their hands high. If you point to the back, they touch the ground. If you point to the illustrator's name, they should pretend to paint or draw. **CLL8.4e**



TEACHER TIP

Use a pointer or wand during story time to track print while you are reading.

CLL9 #83

24-60 months

domain CLL: communication, language and literacy

Strand: **EARLY WRITING**

Standard: **CLL9 – The child will use writing for a variety of purposes.**



24-36 months

CLL9.2a

Makes more controlled scribbling.

Two-year-olds have begun to experiment with crayons, paint and markers as they learn about writing. Random marks begin to look like shapes that will later become letters and numbers. For young emergent writers, drawing is writing.

They are beginning to show that they understand that putting things on paper is a way of communicating.



36-48 months

CLL9.3a

Creates letter-like symbols.
May use invented spelling to label drawings.

Three-year-olds are actively engaged in learning that symbols and pictures represent real things and letters are symbols that can be used to represent words, thoughts and ideas. Some preschoolers will begin to make letter-like shapes and symbols, and are able to tell you what it "says."



48-60 months

CLL9.4a

Draws pictures and copies letters and/or numbers to communicate.

Four-year-olds develop a new awareness and fascination with print. As they observe teachers making lists and putting names on artwork, they often want to write for themselves. Using the print they observe in their environment as a model, children will often copy letters and/or numbers.

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CLL9 – The child will use writing for a variety of purposes.



24-36 months

Dramatic Play Writing

Place paper and writing instruments in the dramatic play area and encourage the children to use them. They can take down a restaurant order or make a shopping list. **CLL9.2a**

Rainbow Writing

Cover a tray with three or four wide lines of paint using different colors. Give the children Q-tips® to draw and scribble on the tray. As they make lines and squiggles, the paint is removed and the color of the tray shows through. **CLL9.2a**

Sand Trays

Cover a shallow tray or rimmed cookie sheet with sand or coarse cornmeal. Show the children how to use their fingers to make marks in the sand and how to smooth it over when done. **CLL9.2a**



36-48 months

Sign Your Work

After a child creates a painting or other piece of work in the art center, encourage the child to write his/her name on it just like all artists do. You may want to encourage the child to “sign” his/her name at the bottom right corner. **CLL9.3a**

Journal Writing

Provide each child with a journal. Keep the journals in a basket and set aside time each day to encourage the children to write and draw in their journals. Provide the children with a prompt for the day to help them get started such as drawing a circle on the page. Encourage the children to do anything they like with the circle. One child may put stickers on it, another might draw a face inside the circle and another might try to write the word circle. Anything goes! **CLL9.3a**

Write Your Name

Some of the children may be ready to write letters. Write the child’s name using a highlighter and encourage the child to write on top of the highlighter. Sit with the child as he/she practices so you can talk about directionality. Start at the top and draw a line to the bottom to make an l. Encourage effort, not accuracy. This should be fun for the child. **CLL9.3a**

★ BRIGHT IDEA

For a child who has difficulty writing, provide hand-over-hand modeling and encourage him/her to make approximations, such as a line and a circle that may not completely connect to represent the lowercase letter a.



48-60 months

Secret Message

Encourage the children to hide little notes and pictures outside for their friends or others to find. Provide miniature snack-size zipper bags to keep the notes from getting wet or dirty. **CLL9.4a**

Journal Story Starters

Provide a journal for each child to use during small group. Give the children a story starter, such as a funny shape, and ask them to finish the drawing or story. Draw lines the children can finish to form that shape or to create whatever their imagination would like. Encourage the children to draw or write letters and be creative. **CLL9.4a**

Pre-K Laboratory

Provide “lab books” where the children can document steps and results of a simple science experiment in pictures or words. For example, “Document what happens as ice melts.” **CLL9.4a**

What Do You See?

Give the children binoculars made of two paper rolls taped together. Take the children outside and ask them to look around and talk about what they see. When the children come inside, give them sheets of paper with two black circles drawn on it for drawing what they saw on the playground. Add the words, “I saw _____,” and invite them to write a word. **CLL9.4a**

CLL9 #84

24-60 months

domain CLL: communication, language and literacy

Strand: **EARLY WRITING**

Standard: **CLL9 – The child will use writing for a variety of purposes.**



24-36 months

CLL9.2b

Experiments with a variety of writing tools, materials and surfaces.

Two-year-olds are ready to experiment with a wider variety of simple tools. In addition to crayons and markers, they can use paint, shaving cream and chalk to explore writing.



36-48 months

CLL9.3b

Uses writing tools with adult guidance.

Three-year-olds have begun to experiment with crayons, paint, markers and other materials as they learn about writing. They are also learning how various tools can be used differently and serve different purposes.



48-60 months

CLL9.4b

Uses writing tools.

A four-year-old classroom is full of materials that encourage four-year-olds to express ideas and communicate. At this age, they understand that certain tools are used for specific tasks such as writing. Given guidance, reminders and good examples, they will know the appropriate way to use crayons, pencils and markers.

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CLL9 – The child will use writing for a variety of purposes.



24-36 months

Name Dough

Print the children's names on pieces of paper and laminate. Give the children play dough. Encourage them to roll the dough to form the letters of their names. **CLL9.2b**

Rainbow Tray

Collect the following to create a Rainbow Tray: a cookie sheet or tray, paint brush, cooking salt or sand, sticky tape and red, orange, yellow, green, blue and purple paper if you want to make the complete rainbow. Cut the paper into strips to fit and cover the base of the tray in the order listed above. Seal with sticky tape or contact paper where the strips overlap to prevent salt or sand from getting underneath the paper. Give each child a paintbrush to draw or write with and the rainbow appears! **CLL9.2b**

Texture Drawing

Provide the children with writing tools such as chalk or crayons. Give them paper on clipboards with texture under the paper such as sandpaper or feathers. As the children scribble, comment on how it looks, "Your drawing is bumpy." **CLL9.2b**



36-48 months

Take Writing Outside

Provide sidewalk chalk and encourage the children to draw and write on the sidewalk. You may also provide the children with dowel rods and encourage them to draw and write in the sand. **CLL9.3b**

Highlight Party

Have the children use highlighters to find specific letters or words in print materials such as newsletters and magazines. **CLL9.3b**

Cotton Swab Painting

Provide nontraditional tools for the children to use while at the art center. Instead of paintbrushes, encourage the children to use cotton swabs, their fingers, stamps, pieces of sponge or other materials as they work. **CLL9.3b**

★ BRIGHT IDEA

For a child who has difficulty manipulating small objects, provide non-traditional objects that are easier to manipulate such as small sponge squares with a clothespin attached for stamping.



48-60 months

Say It, Build It, Write It

You need a cookie sheet, magnetic letters and a dry erase marker. Laminate a large piece of paper with three boxes. The first, "Say it;" the second, "Build it;" the third, "Write it." Write a word such as "cat" in the first box. The child reads the word in the first box, builds it with magnetic letters in the second, writes it with a dry erase marker in the third. **CLL9.4b**

Color Chaos

Read *The Day the Crayons Quit* by Drew Daywalt. Brainstorm uses for different crayon colors such as green for the sun. Invite children to use crayons in new, fun, inventive ways. **CLL9.4b**

Mud Paint

Mix soil and water to create a batch of mud paint. Provide paint brushes and paper or let the children write on the pavement. Encourage them to write their names or other words they know how to spell. **CLL9.4b**

Play Yard Yardsticks

Take yardsticks outside for the children to use as sand-writing tools. See who can create humongous letters. **CLL9.4b**

Zine Time

Staple small pieces of paper together to create a magazine or "zine" (pronounced "zeen"). Talk about what the children want it to be about and assist. They can cut out pictures or draw to go along with their words. Markers are a good writing tool for strong, bold colors. **CLL9.4b**

CLL9 #85

24-60 months

domain CLL: communication, language and literacy

Strand: **EARLY WRITING**

Standard: **CLL9 – The child will use writing for a variety of purposes.**



24-36 months

CLL9.2c

Occasionally, draws and scribbles with a purpose.

The marks two-year-olds put on a page are an indication of the beginning connections that are forming between oral language and print. While drawings may range from very simple to more complex, children at this age often use one-word "labels" to describe what their drawing says or means.



36-48 months

CLL9.3c

Shows emerging awareness that writing can be used for a variety of purposes.

Three-year-olds are beginning to understand that writing can communicate different things. A print-rich classroom, in addition to teachers that model writing for a purpose, shows them many different ways text is used.



48-60 months

CLL9.4c

Uses writing for a variety of purposes.

Through continued immersion in a print-rich environment, four-year-olds begin to understand there are different reasons for writing. Through dramatic play, children are able to make lists, create signs or write letters.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 36-48 months skill, guide him/her in mastering the 24-36 months skill on the left.
- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

CLL9 – The child will use writing for a variety of purposes.



24-36 months

What's Your Number?

Give the children pretend phones and paper and encourage them to write down phone numbers.

CLL9.2c

Cards and Letters

Provide the children with recycled greeting cards and envelopes. Use just the fronts of the cards if desired. Encourage the children to write cards to family members or friends. Show them how to put the cards in the envelopes and to write who the cards are for on the envelopes. Create a class mailbox where the children can place the cards for delivery. Make sure families or caregivers receive the cards at the end of the day. **CLL9.2c**

Grocery List

Put small notepads in the writing area. Talk to the children about stopping on the way home to pick up some groceries. Tell the children that making a list helps you remember what you need to buy. Ask the children to write a grocery list or to help you write what you need to pick up. **CLL9.2c**



TEACHER TIP

Talk to the children about writing things down and teach the children that writing has a purpose. Don't hesitate to ask the children to write you a note. The children may hand you a post-it with two lines of scribble; that's okay. Thank them for their help!



36-48 months

Questionnaire Writing

Have the children dictate answers to a questionnaire such as a special book made for Mother's Day. Model as you write what the child says. Statements might include, "My mom is ___ years old," "My mom is funny when she says _____," or "My mom is prettiest when _____." Afterwards, the children can draw pictures to accompany each sentence.

CLL9.3c

Note Writers

Provide notepaper and envelopes in the writing center. Encourage the children to write notes that can be folded and placed in the envelopes. They may deliver these notes to classroom friends or take them home to their families. **CLL9.3c**

Order, Please

Give the children order pads in the dramatic play area. Have the children sit at the table and order food. Encourage them to write the orders. **CLL9.3c**



TEACHER TIP

Encourage the children to spend time each day building the muscles in their hands by stringing beads, using tongs and cutting with scissors to develop strength and control.



48-60 months

RSVP

Read *A Letter to Amy* by Ezra Jack Keats. Talk to the children about what a letter is; many may not be familiar with the concept in this day of emails and instant messaging. Show them a letter you have received. Mention that, in the story, Peter wants to write a letter because the invitation is special. Compose a class letter on chart paper inviting someone to an event. Talk about the greeting, "Dear _____," and the closing. You could also write a letter from Amy to Peter letting him know that she will come to his party. **CLL9.4c**

Dragon Tacos Recipe

Read *Dragons Love Tacos* by Adam Rubin. Write a recipe for tacos to send to the dragons. Ask the children what they would put in the tacos and how they would prepare them. **CLL9.4c**

Thank You Quilt

Provide the children with paper cut into squares. Encourage the children to use the squares to draw and write about a recent field trip or class visitor. Discuss the things they learned and suggest they include those in their pictures. Take dictation or provide word cards so the children can copy them onto their drawings. "The dentist said to brush our teeth every day." Glue the squares on poster board or chart paper to make a "thank you" quilt to present to the visitor. **CLL9.4c**

CLL9 #86

24-60 months

domain CLL: communication, language and literacy

Strand: **EARLY WRITING**

Standard: **CLL9 – The child will use writing for a variety of purposes.**



24-36 months

**NO
INDICATOR**



36-48 months

**NO
INDICATOR**



48-60 months

CLL9.4d

Writes some letters of
the alphabet.

As letter awareness and fine motor control increase, four-year-olds become increasingly more interested in writing letters, especially those letters to which they are the most exposed.

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CLL9 – The child will use writing for a variety of purposes.**48-60 months****Streamer Writing**

Make a ribbon wand for each child by attaching crepe paper streamers or thin ribbon to a wooden paint stirrer or use the streamers from your music props box. Play music and show the children how to write letters in the air with their streamers. Make sure you have plenty of space for this activity.

Take it outside if that works better. Call out letters and have everyone write those letters in the air.

CLL9.4d**Mystery Letter Game**

Using dry erase board and markers, invite the children to guess the letter you are making.

Provide verbal clues or just write one stroke at a time, pausing to let the children guess after each stroke. **CLL9.4d**

Daily News

At the end of the day during closing group, assign one child the job of “reporter.” He/she dictates one sentence about something that happened that day. It can be something personal or something the entire class participated in. Use this opportunity to do some modeled writing. Describe how you are forming the letters, why you are putting a space between words and other conventions of print. Depending on the child’s readiness, invite him/her to write part of the message. **CLL9.4d**

Pre-K Herald

Provide a newspaper template for the children to draw pictures or write headlines about the events of the day or week. **CLL9.4d**

Cornstarch Letters

This activity is messy, but fun! Color on white paper with brightly colored crayons covering the entire page with color. Place the paper in a tray – a cookie sheet with sides is ideal – and cover with a layer of cornstarch. As the children draw with their fingers, the colors are revealed. Smooth over and write again and again. **CLL9.4d**

Shopping Lists

Read *Maisy Goes Shopping* by Lucy Cousins or *A Trip to the Grocery Store* by Josie Keogh. Discuss the purpose of a grocery list: to remember what you want to buy. Show the children pads designed for list making. Explain that the pads are long and narrow because you write only one or two words on each line. Compose a grocery list for ingredients to make a special snack. **CLL9.4d**

Text Me

Place a smartphone on the copier with an open box for texting. Make copies. Put the copies in the writing center and assist the children in writing simple “texts” to each other. **CLL9.4d**

Making a List

Give the children a list page from a pad or cut 8½" x 11" paper into thirds crosswise, creating narrow strips of paper about 3½" x 8½". Provide catalogs from school supply stores and encourage the children to make a list of things they would buy for the classroom. **CLL9.4d**

**TEACHER TIP**

Provide journals at rest time for children who don’t sleep. The opportunity to draw and write may keep them from disturbing the other children. At the end of the year, you will have rich artifacts showing their writing progress.

MA1 #87

24-60 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **NUMBER AND QUANTITY**

Standard: **MA1 – The child will organize, represent and build knowledge of number and quantity.**



24-36 months

MA1.2a

Recites numbers up to five in sequence.

Two-year-olds can typically remember and say the numbers in order up to five.



36-48 months

MA1.3a

Recites numbers up to 10 in sequence.

Three-year-olds are able to extend their counting skills and say numbers in order up to 10.



48-60 months

MA1.4a

Recites numbers up to 20 in sequence.

Four-year-olds can rote count up to 20, although they may often skip a number or say one out of order. The numbers 11-20 are not as intuitive to children since they don't follow a discernible pattern.

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MA1 – The child will organize, represent and build knowledge of number and quantity.



24-36 months

Circle Count

Sit facing a small group of the children. Have one child start by saying, “One.” Point to each child in turn and have him/her say the next number in the sequence. Start slowly, and be prepared to give lots of prompts. Your goal will be for the children to do this quickly and smoothly. **MA1.2a**

I Caught a Fish

Sing the song, “1-2-3-4-5, Once I Caught a Fish.” Encourage the children to sing along and hold up five fingers, one by one, as they say the numbers.

*One, two, three, four, five,
Once I caught a fish alive,
Six, seven, eight, nine, ten,
Then I let it go again!* **MA1.2a**

The Beehive

Sing “Here is the Beehive” with the children, encouraging everyone to use their fingers to act out the song.

Here is the beehive. (Hold out one hand.)
Where are the bees? (Make a fist.)
Hiding out where nobody sees. (Put fist behind your back.)
They are coming out now. (Bring fist back around.)
They are all alive. (Open fist, wiggle fingers.)
One, two, three, four, five. (Put up one finger at a time.) **MA1.2a**



36-48 months

Jingle Bell Counting

Sing the following song with the children to the tune of “Jingle Bells.” Give some children the wrist bells from your rhythm instruments to shake as you sing.

*One, two, three,
Four, five, six,
Seven, eight, nine, ten.
I can count,
I can count,
Hear me count again, Oh!
One, two, three,
Four, five, six,
Seven, eight, nine, ten.
I can count,
I can count,
I can count to ten!* **MA1.3a**

Pete the Cat

Read the book *Pete the Cat* by Eric Litwin and James Dean. Encourage the children to count along with the story. Follow up by having the children count the number of buttons, snaps and shoestrings on their own clothing. **MA1.3a**

The Bunny Hop

Use sidewalk chalk to draw a grid of your own design on the playground. If inside the classroom, you could use colored masking tape to create the grid. Model counting to 10 while hopping through the grid. The children can take turns hopping through the grid as they count to 10. **MA1.3a**



48-60 months

Hide-and-Seek

Play hide-and-seek, and have the children count out loud when they are the seeker. **MA1.4a**

Count and Line Up

Do a Pre-K chant sung in drill sergeant voice to help the children practice counting when lining up to go inside:

*Line up Pre-K 1-2-3,
Let's go Pre-K 4-5-6,
Keep it coming 7-8-9,
We need more 10-11-12,
Line up 13-14-15,
Don't forget 16 and 17,
Keep them coming 18 and 19,
Don't be last 20-21.
Call out! Pre-K! Call out! 22!
Line up, Pre-K, INSIDE!”* **MA1.4a**



TEACHER TIP

Remember that rote counting means reciting numbers in sequence so that the children learn the correct order to say them. It does not mean that they must count and/or touch items as they count. That is a more advanced skill called one-to-one correspondence. Reciting number poems and counting to begin the next activity are good activities.

MA1 #88

24-60 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **NUMBER AND QUANTITY**

Standard: **MA1 – The child will organize, represent and build knowledge of number and quantity.**



24-36 months

MA1.2b

Recognizes some numerals in the everyday environment.

Two-year-olds notice numerals in their everyday environment. They begin to recognize that a symbol is a numeral. Often the number "2" is meaningful as they can tell you how old they are.



36-48 months

MA1.3b

Recognizes numerals and quantities in the everyday environment.

Three-year-olds begin to recognize some numerals, particularly those that are meaningful to them. They are also beginning to grasp the concept of quantity of familiar items.



48-60 months

MA1.4b

Recognizes numerals and uses counting as part of play and as a means for determining quantity.

Four-year-olds can incorporate counting and numbers in their play. They will act out stories involving numbers and are able to use counting skills to figure out how many items they have.

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MA1 – The child will organize, represent and build knowledge of number and quantity.



24-36 months

Mystery Number

Write a numeral in each space in a clean, empty egg carton. Place a large bead or button in one of the spaces and close the carton. The children turn the carton upside down and shake it to move the bead around. Turn it over, open it up, and name the numeral the bead landed on. **MA1.2b**

Numeral Search

Cut large numerals out of paper and hide them around the room or on the playground. Give each child a numeral card and have him/her locate the match. Say, "Can you find the numeral three?" The child will locate the numeral that matches his/her card. As a variation say, "Can you find a numeral in the room for me?" and the children can locate and identify their assigned numeral. **MA1.2b**

Numeral Walk

Under close supervision, take the children for a walk around the center to look for printed numerals in the environment. Ask them to touch or point to numerals they see. When they recognize a numeral (the room numeral or a numeral on a calendar, for example), reinforce the recognition by responding, "Yes, these are numerals. This is the numeral one. This is the numeral two. And this is the numeral five." **MA1.2b**



36-48 months

Find the Numeral

Sit with a small group of children. Provide a variety of numeral cards, zero through 10. Have several examples of each numeral, enough for each child in the group. Sing the following song, and encourage the children to find the correct numeral and add it to their pile. Sing to the tune of "London Bridge":

*Can you find the numeral five,
numeral five, numeral five?
Can you find the numeral five?*

*And put it in your pile? **MA1.3b***

Grocery Ad Search

Gather newspaper grocery ads and provide each child with a page. Give them Bingo markers and ask them put a dot on all the numerals they see. Encourage them to name some of the numerals. Ask them to find specific numerals: "Can you find the numeral four? How about a two?" **MA1.3b**

Number Bingo

Make a number Bingo game with plastic sleeves that sports card collectors use. These are 8½" x 11" and typically have spaces for nine cards. Cut paper to fit in the spaces and write a numeral on each one. Make a second set of cards for the caller. Provide each child with a homemade Bingo mat and some large bottle caps. Call out a number, showing the card so the children will see as well as hear the number. Encourage the children to find the numeral on their mat and cover it with a bottle cap. Play the game until everyone has all their spaces covered. **MA1.3b**



48-60 months

Numeral Match

You will need the book *Fiesta!* by Ginger Guy, numeral cards one through 10, picture cards that match the items in the book, and magnets. Pass out the numeral cards to the children. Randomly place each of the picture cards on the flannel board. As you read the story, pause after each item. Ask the children, "Who has the numeral one?" The child holding the numeral one comes up and places it next to the corresponding item in the story. Have that child rearrange the numeral and item so that it will be sequenced properly. Repeat this throughout the entire story, so that you will have numerals identified with each item. **MA1.4b**

Numeral Find

You will need numeral cards, lots of bottle tops and a timer. Write numerals on the bottle caps and turn them upside down. Have a child draw a card. This is the numeral everyone is trying to find. Set the timer for 10 to 15 seconds and have the children find the numeral shown on the numeral card. When the timer sounds, tell the children, "Freeze!" See how many bottle tops the children were able to find. Repeat for different numerals. **MA1.4b**



MA1 #89

24-60 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **NUMBER AND QUANTITY**

Standard: **MA1 – The child will organize, represent and build knowledge of number and quantity.**



24-36 months

MA1.2c

Begins to understand that numbers of objects can be symbolized by printed numerals.

Two-year-olds are grasping the concept that number symbols have meaning and can be associated with a number of objects.



36-48 months

MA1.3c

Matches numerals to sets of objects with the same number, 0-5.

Three-year-olds can begin to make connections to print material in their environment. Engage children in activities that match numerals with a set of objects being counted.



48-60 months

MA1.4c

Matches numerals to sets of objects with the same number, 0-10.

Four-year-olds develop number knowledge beginning with 1-5 objects and move up to 10 as ready. They can recognize and identify numerals 0-10. They are beginning to understand that the last number counted represents the number of objects in that set and they can match a numeral to that set.

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MA1 – The child will organize, represent and build knowledge of number and quantity.



24-36 months

Snack Counters

During snack, place a numeral card down to represent how many of the snack choices each child will get. For example, place the numeral three on the table and tell the children, “Everyone will get three crackers.” Have the children assist with counting the items to match the numeral. **MA1.2c**

Numerals Find

During outdoor play, write the numerals one to five with chalk on the sidewalk or on a wall. Go on a hunt with the children to find one object to place by the numeral one, two objects to place next to numeral two, and so on. Add language to this activity by saying, “This is the numeral three. Let’s find three things to put here.” **MA1.2c**



36-48 months

Math Card Match

Create math cards using farm animals and the numerals zero to five. For example, create one cow in a barn, two ducks in a pond and so on. Then provide farm animal counters. The children will place the matching number of counters on the corresponding card. Create additional number match cards to use with other manipulatives. **MA1.3c**



48-60 months

Partner Match

Give one group of five children cards with the numerals zero to five written on them. Give another group of five children cards with sets of objects zero to five, such as one apple, five balloons and so on. Have the children work together to find their partners, matching the numerals to the sets of objects. Once they are all matched, mix up the cards, switch groups and play again. **MA1.3c**

Peas in a Pod

You will need some clean, empty egg cartons, cut in half lengthwise, and some green play dough. Write a numeral zero to five in each section of the egg carton. Show the children how to roll the play dough to make “peas.” Then encourage them to put a corresponding number of peas in each section of the egg carton. Talk about the numeral zero and that it means that no peas go in that section of the pod. For the children who are ready for larger amounts, make another set of pea pods with the numerals five through ten. For the children who need additional practice with zero through five, place dots in the bottom of the egg cups so they can match 1:1. **MA1.3c**



Number Dance

You will need paper plates numbered zero to 10 and Unifix® cubes. Have the children dance to music. When the music stops, the children will look at the plate they are close to and gather that number of children around the plate. For example, four children will stand behind paper plate number four, two children will stand around paper plate number two. If there are not enough children, the children can place Unifix® cubes on the plate to supplement. For example, if there are only three children left to stand behind the plate numbered four, one child will get a Unifix® cube and place it on the plate. **MA1.4c**

Build a Tower

You will need Unifix® cubes, a die cube and a color cube. Have a child roll the die cube and the color cube to start building a Number Tower. For example, if a child rolls a three and a red, he/she will put three red Unifix® cubes together and pass it to the next child. The next child will roll the die and the color cube and add his/her tower on top of the previous tower. Dare the children to work together to make a super tall tower! **MA1.4c**

Counting Corks

Add a basket of corks and cards numbered one to 10. Have them place the number of corks on the card matching the set to the numeral. **MA1.4c**

MA1 #90

24-60 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **NUMBER AND QUANTITY**

Standard: **MA1 – The child will organize, represent and build knowledge of number and quantity.**



24-36 months

MA1.2d

Uses simple vocabulary to describe concepts related to amount.

Two-year-olds are able to demonstrate understanding of words related to amount. They ask for “more” of their favorite foods. They want “all” of the dolls.



36-48 months

MA1.3d

Identifies quantity and comparisons of quantity.

Three-year-olds are beginning to understand comparative language. Most three-year-olds cannot yet count rationally, so teachers may need to assist the child in counting, then ask if there are more of one object than the other.



48-60 months

MA1.4d

Describes sets as having more, less, same as/equal.

Four-year-olds are exploring the meaning of sets that have more, less and equal amounts of objects. Teachers can encourage this behavior by asking questions about objects.

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24-36 months

Five Little Elephants

Act out the following song during large group.

*Five little elephants went out to play,
out on a spider's web one day.*

*They had such enormous fun,
they called for more little elephants to come.*

Start with five children in the center of the group. Encourage them to move like elephants as you sing the song. At the end of the song, the children in the center call out, "More elephants!" and the other children join in. **MA1.2d**

Show Me a Lot

Provide the children with manipulatives, such as Unifix® cubes, table blocks and large bottle caps. Ask the children to show you a "lot" of cubes. Then ask, "Can you make there be fewer?" Then ask them to show you a "few" bottle caps. Then say, "Can you show me one more?" Encourage them to compare with each other. Does Keisha have more bottle caps than Alex? **MA1.2d**

More Crayons, Please

Tape a piece of butcher paper to the table. Provide the children with one crayon or one marker each. After they have used the crayon for a few minutes ask, "Do you want a different color?" Bring out a bin of crayons and put more crayons on the table for them to choose from. Say, "Now we have more crayons." As the children come to the table or leave, comment on the number of children at the table. "Two more children came," or "Carl and Pam left. Now we have fewer people at the table." **MA1.2d**



36-48 months

More or Less

During large group, create two groups of children, and compare them. Say, "Look at your shoes. If you have laces, stand on this side. If you don't have laces, stand on that side." After the children move into the appropriate groups, say, "Can we tell by looking at our groups which has more?" Encourage the children to compare the two groups. Then say, "Let's count how many children have laces and how many don't have laces." After counting say, "Are there more children with laces or more without?" **MA1.3d**

Bugs and Flowers

Cut simple flower shapes from construction paper or fun foam. Provide bug counters. Give each child one to five flowers and a different number of bugs. Ask them, "Do you have more flowers or more bugs?" Show them how to line the objects up to compare them or how to match one bug to one flower and discover if there are any left over. Repeat this activity often, using different manipulatives and shapes to go with them. **MA1.3d**

Comparing Cubes

Give each child in your small group a number of Unifix® or other linking cubes in two colors. Encourage the children to link the cubes together into two "towers" and stand them side by side to discover which has more cubes. You could also use plastic links or pop beads. **MA1.3d**



48-60 months

Lily Pad Math

Give the children a set of plastic frogs and lily pads. Encourage them to place one frog on each lily pad. When they are finished ask, "Do you have more frogs than lily pads or fewer frogs than lily pads?" Repeat this several times, changing the number of frogs and lily pads each time. **MA1.4d**

Outdoor Bowling

Use 10 bowling pins or 10 plastic two-liter bottles set up as bowling pins. Have the children roll a ball and knock down the pins. Once a child knocks down the pins, have him/her count how many pins were knocked down or how many pins are left standing. **MA1.4d**

Rock Hunt

You will need a timer, and a plastic bag for every child. Set the timer for 30 seconds. Have the children find as many rocks as they can in 30 seconds. Once the timer has stopped, ask the children to freeze. Have the children bring the rocks they collected. Count them and then make comparisons. Say, "I want all the children with the same amount of rocks to get together." Then ask questions such as, "Who has the most rocks?" **MA1.4d**



MA1 #91

24-60 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **NUMBER AND QUANTITY**

Standard: **MA1 – The child will organize, represent and build knowledge of number and quantity.**



24-36 months

**NO
INDICATOR**



36-48 months

MA1.3e

Quickly recognizes and names how many items are in a set of up to three items.

Three-year-olds can look at a set of objects up to three and determine how many there are by looking at them and not using one-to-one correspondence (subitizing). They are able to recognize larger quantities when arranged in a spatial pattern such as a die or domino.



48-60 months

MA1.4e

Quickly recognizes and names how many items are in a set of up to four items.

Four-year-olds can look at a set of objects up to four and determine how many there are by looking at them and not using one-to-one correspondence (subitizing). They are able to recognize larger quantities when arranged in a spatial pattern such as a die or domino.

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MA1 – The child will organize, represent and build knowledge of number and quantity.



36-48 months

Dot Flash

Dot a flash card with zero to three dots on it. Flash the card for a few seconds, then cover it up. Ask the children how many dots they saw and encourage them to give you a number. Turn the card over and count the dots to show them how many dots they saw. **MA1.3e**

Math Hands

Have the children get their math hands ready. Ask them to show you three using their fingers. Keep changing the numbers (zero to three). Ask them to show you three fingers by using both hands, to make it a little harder. **MA1.3e**

Circle the Dots

Draw approximately 20 dots on a sheet of poster board. Provide one child with a marker. Call out a number and encourage the child to circle the related number of dots. **MA1.3e**

Subitizing Search

Encourage the children to name things in the classroom or from their home environment that often come in certain sized sets. For example, mittens and socks come in groups of two. **MA1.3e**

Quantity Match

Prepare cards of the same quantity using pictures of different objects. For example, one card with three bears and another with three trees. Repeat for other numbers. Spread the cards in front of the children and encourage them to match cards that have the same number of objects. **MA1.3e**

Dot Cube Roll

Make a dot cube by covering a square tissue box with paper. Cut circles from black construction paper and glue them onto the cube. Make two sides with one dot, two sides with two dots and two sides with three dots. Look at a set of dice to see how to arrange the dots. Roll the dot cube and encourage the children to quickly call out how many dots they see. **MA1.3e**

★ BRIGHT IDEA

For children who have difficulty counting, have one child call out the number while another child circles the dots. You could also provide cards with numerals on them. One child can call out the number on the card while the other child circles the dots.



TEACHER TIP

Subitizing activities should be done for a short time each day. Place dice with dots or dominoes in your math center to promote the skill of being able to quickly recognize how many are in a set of items.



48-60 months

Paper Plate Dots

Begin large group with a fun activity to practice subitizing. Place dot stickers on paper plates, and show them briefly to the children for them to identify. Arrange up to five dots randomly to teach perceptual subitizing or place 10-12 dots in a pattern similar to dice or dominoes to teach conceptual subitizing. **MA1.4e**



TEACHER TIP

The key to subitizing is that it is not a 10 to 15 minute lesson – it's a series of quick (less than a minute) segments. It's ideal for transitions and should be done every day. There are two types of subitizing. Perceptual subitizing is seeing how many are in a random array – up to five or six for most children. Conceptual subitizing is seeing how many are in an organized array, such as how the dots are arranged on a die or in a 10 frame. Children can subitize up to 10 to 12 in this way. When playing games with dice, encourage the children to “say how many without counting.” They should easily become familiar with the array that shows one to six (conceptual subitizing) and be able to say how many without counting each individual dot.

MA1 #92

24-60 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **NUMBER AND QUANTITY**

Standard: **MA1** – The child will organize, represent and build knowledge of number and quantity.



24-36 months

**NO
INDICATOR**



36-48 months

**NO
INDICATOR**



48-60 months

MA1.4f

Tells numbers that come before and after a given number up to 10.

During the second half of the year, some four-year-olds will be able to name a number that comes before or after another number. They may do this when playing games or when the teacher asks, "What number comes before 4?"

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 36-48 months skill, guide him/her in mastering the 24-36 months skill on the left.
- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

MA1 – The child will organize, represent and build knowledge of number and quantity.



48-60 months

Backwards Count

Read *Ten, Nine, Eight* by Molly Bang. Have the children sing along to “Ten in the Bed” and count backwards, using their fingers for visuals as they count. **MA1.4f**

Pumpkin Count

Read *Pumpkin Countdown* by Joan Holub, and create pumpkin cutouts with numbers on them. Have the children count the pumpkins by counting forward and backwards. **MA1.4f**

Fish Count

Read *Ten Little Fish* by Audrey and Bruce Wood. Use felt fish or manipulative fish. Have the children take the fish away and interact with the story. Ask them questions as the story goes on such as, “How many fish are there now?” At the end of the story, ask the children how many they started with and have them retell the story using the fish and counting backwards. **MA1.4f**

My Little Sister

Create props to use while reading *My Little Sister Ate One Hare* by Bill Grossman. Use a poster or tri-fold with a large hole cut in it for the mouth. Choose 10 children to help retell the story. As you read the book, each child crawls through the little sister’s mouth with the prop. At the end of the story when the sister gets sick, they all crawl back through. Emphasize what number will come up next as you read. **MA1.4f**

Numeral Line Fix

Use a sentence strip to make a numeral line, and cut the numeral line up so the children have individual numerals. Give the children the numerals mixed up, and have the children place the numerals in order. **MA1.4f**

Muffin Tin Math

Write numerals, in order, on the bottom of muffin tins and again on the inside. A one-dozen tin will be numbered one to 12. Give the children a variety of manipulatives, and encourage them to count the number and place them in the different muffin tin holes. Turn the muffin tin over, cover one number with a muffin liner, and ask the children, “Which number is missing?” **MA1.4f**

What’s Your Number?

You will need chalk, bean bags and buckets, with numerals next to them. Challenge the children to toss a bean bag into a bucket and say which number comes before or after the bucket they hit. As they get better at this game, have them draw a “before” or “after” card. **MA1.4f**

Which Numeral is Missing?

Provide blocks with numerals, and encourage the children to place them in order. Once they are in order, remove a block and ask which numeral block is missing. **MA1.4f**

My Own Numeral Line

Give the children paper plates with the numerals zero to 10 written on them. Give the children magazines and encourage them to go on a numeral hunt. Cut out any numerals they see, and place them on the corresponding plates. **MA1.4f**



TEACHER TIP

The children can combine numbers in the paper plate activity. For example, have them cut out a “three” and a “four” to place on the “seven” plate.

MA2 #93

24-60 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **NUMBER AND QUANTITY**

Standard: **MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.**



24-36 months

MA2.2a

Matches two equal sets using one-to-one correspondence with adult guidance.

With adult modeling and support, two-year-olds can place objects into two equal sets using one-to-one correspondence.



36-48 months

MA2.3a

Matches two equal sets using one-to-one correspondence independently.

Three-year-olds can place objects into two equal sets using one-to-one correspondence.



48-60 months

MA2.4a

Matches two equal sets using one-to-one correspondence and understands they are the same.

Four-year-olds can place objects into two equal sets using one-to-one correspondence. They have a true understanding of 1:1 when they can line up objects and tell you the sets are equal.

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MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.



24-36 months

Dressing Dolls

Provide dolls and doll clothes. Tell the children how many there are of each item of clothing. Then say, "Find one hat." Wait for the children to find one hat and place the hat on the doll. Then say, "Let's find two socks for the baby." Wait for the children to place the socks on the baby doll. Encourage the children to count the socks as they place them on the baby doll. Assist as needed. **MA2.2a**

Number Book Match Game

Read *My First Number Board Book* by DK Publishing individually or to a small group of children. Encourage the children to match real objects to the pictures or photographs. For example, say, "I see two socks on this page. Let's find two shoes in home living to go with them." **MA2.2a**

Shoe Match

During small group, remove all of the children's shoes. Place one shoe from each child in a pile and make a line with the other shoes. Have the children match the pairs. **MA2.2a**



36-48 months

Car and Driver One-to-One

Create a set of math cards in the shape of cars using craft foam or heavy paper. Use bottle caps with faces drawn on them as drivers for the cars. Have the children place one driver in each car. You could also create larger cars and place dots in the cars with one dot, two dots and so on. Write the matching numeral on each car. The children match the bottle-cap people to dots. **MA2.3a**

Bug Line-Up

Have the children create two equal lines of toy bugs. Help the children notice each bug has a partner or creates a set. Have them recreate lines using different numbers of bugs. **MA2.3a**

Counting Dots

Provide the children with sheets of paper with dots in various configurations and amounts up to five. Write the corresponding numeral on each sheet. Count the dots with the children as you point to each one. Have the children place one large manipulative on each of the dots. Count the manipulatives as the children place them on the dots. Once all the dots have been covered, count the number of manipulatives on the paper. **MA2.3a**



48-60 months

Animal Babies

Read a book of your choice on animals and their babies. Have a chart with pictures of adult animals and have the children match pictures of the baby animals to each of the adult animals. **MA2.4a**

Run to Your Spot

Use paper plates. Have the children each stand on a paper plate. Play some music. When the music stops, have the children run to stand on a plate. Make this more fun by telling the children they are swimming around and must find an iceberg when the music stops. **MA2.4a**

Play Dough Scoops

Place a muffin tin and an ice cream scoop in the art area. Have the children place one scoop of play dough in each muffin tin. **MA2.4a**

Block Center Garage

Encourage the children to build garages for all the cars to have a safe place to park, by using three blocks each: one on each side and one for the roof. Ask the children to park one car in each garage. **MA2.4a**

Locks and Keys

Provide a variety of locks and keys, and have the children match the keys to the locks. The locks and keys can be color-coded to minimize confusion. **MA2.4a**



TEACHER TIP

Talking throughout the day about the number of items the children encounter will help reinforce counting. Say things like, "We have two cookies for snack today," or "I see three stars on that poster."



MA2 #94

24-60 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **NUMBER AND QUANTITY**

Standard: **MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.**



24-36 months

MA2.2b

Counts one, two and sometimes three objects using one-to-one correspondence with adult guidance.

One-to-one correspondence means understanding that each object in a set gets one count. Understanding this begins with matching an object to an object: matching one hat to one doll. Assigning one number to each object is more difficult: help child say "1-2-3" while touching each of three dolls.



36-48 months

MA2.3b

Counts up to five objects using one-to-one correspondence with adult guidance.

One-to-one correspondence means understanding that each object in a set gets only one count. Children learn this concept by touching each item and saying the corresponding number aloud. Three-year-olds need much repetition and practice using one-to-one and some will learn to count up to five objects in a set.



48-60 months

MA2.4b

Counts at least 10 objects using one-to-one correspondence.

One-to-one correspondence means understanding that each object in a set gets only one count. Children learn 1:1 by touching each item and saying the corresponding number aloud. With continued practice and repetition, four-year-olds learn to count up to 10 objects and understand that the last number named in the collection represents the last object as well as the total number of objects.

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MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.



24-36 months

Carton Counting

Gather clean egg cartons. Cut them in half lengthwise and then in half again crosswise to create sections of three cups each. Place manipulatives in the cups. Some sections will have one item in a cup, some two and some three. Give a section of egg carton to a child and ask him/her to count the items inside, touching each one as he/she counts. You could also give manipulatives to the child to count out into the cups. **MA2.2b**

★ BRIGHT IDEA

Use larger cups, bowls or boxes taped together and larger items for children who have difficulty manipulating small objects.

Animal Cracker Counting

Give the children a cup along with six animal crackers. Have them count one animal cracker and put it in the cup. Then have them count two crackers, one at a time and put those in the cup. Finally, have the children count the remaining three crackers, one at a time and place them in the cup. Once finished, encourage the children to eat their animal crackers. **MA2.2b**



36-48 months

Bears in a Bowl

Working with a small group of children, give each child a small plastic bowl and a set of bear counters. Spin a spinner with the numerals one through five on it and call out the numeral. Each child counts out that many bears and puts them in his/her bowl. Continue spinning and counting until the bowls are full. Another time, use insects or fruit instead of bears. **MA2.3b**

Hop on Top

Use chalk to draw five circles in a line on a flat surface outside. Model hopping or jumping into each circle and counting aloud on each jump, “One-two-three-four-five.” If desired, turn this into a group game by drawing several sets of circles and encouraging the children to hop or jump together. Both the children hopping and the children watching should be counting aloud as each child moves from circle to circle. **MA2.3b**

High Five

Play this game with partners. One child holds a hand behind his/her back and then brings it back in front, with one to five fingers extended. The second child counts the fingers, gently touching each one. Then the partners switch and the second child has a turn. Begin by modeling this activity and then encourage the children to play independently. **MA2.3b**



48-60 months

I Spy Poster

Create a poster with pictures cut from magazines of commonly known items such as cars, flowers, watches and dogs. Glue several examples of each in random places on the poster. Have children play I SPY and count the number of each item. You can prompt the children by saying, “How many watches do you see?” and have them answer. Continue playing until all children have a turn. **MA2.4b**

Center Inventory

Give the children a clipboard with pictures of a variety of items in the classroom, such as pens, hole punchers and stamps in the writing area. The children can count the items and write a numeral next to the picture, or they can make tally marks, one for each item they see. **MA2.4b**

Bear Rescue

Make goop ahead of time. Place one part corn starch and one part water, in large sensory tub. Add counting bears. Encourage the children to rescue the bears from the sticky mud. Choose a color and get them out using a spoon or tongs. Once they have all of one color, ask them to count how many bears they have rescued. Continue the activity, washing the bears in child-safe soapy water. **MA2.4b**

MA2 #95

24-60 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **NUMBER AND QUANTITY**

Standard: **MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.**



24-36 months

MA2.2c

Applies number and counting to daily routine.

Learning to count requires lots of practice and repetition. Two-year-olds actively take on the role of counting in daily classroom routines.



36-48 months

MA2.3c

Recognizes that objects or sets can be combined or separated.

Three-year-olds are beginning to realize that sets of objects can be combined. They can understand simple math stories involving combinations. "There were two friends on the playground and then two more came. Now there are four friends."



48-60 months

MA2.4c

Practices combining, separating and naming quantities.

Four-year-olds can manipulate sets of objects by combining them, separating them, then counting the objects in the sets to tell how many there are. They can participate in solving simple math problems using manipulatives. "There are four blocks on the rug and two blocks in the truck. How many blocks in all?"

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MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.



24-36 months

How Many?

When the children come to the carpet for large group, count the number of girls and say, “There are ___ girls here today.” Then count the number of boys and say, “There are ___ boys here today.” Then count the total number of children that are present. **MA2.2c**

Steps Around the Playground

During outside time, have the children count the number of steps going up the slide. Then count how many steps to go from the bottom of the slide back around to the ladder of the slide. **MA2.2c**

Who Is Here Today?

Have the children sign in when they come into the classroom by moving their photo from the home board to the school board. During small group time, have the children count how many children are at school and how many are at home. **MA2.3c**

How Many?

At mealtime, encourage the children to count out servings of food as they place the food on their own plate. Say, “Rosie, you’re getting more carrot sticks. Let’s count them together. One, two, three carrot sticks.” **MA2.2c**

★ BRIGHT IDEA

Use sign language for the numbers as you count.



36-48 months

Honey Bears

Make a set of math mats with a large honeypot or beehive drawn or printed on them. Give each child a mat and set of bear counters. As you tell a math story, have the children demonstrate counting. Say, “There were four bears eating honey. Everyone count out four bears and put them on the honeypot. One bear went home. Take away one bear. Now how many bears are eating honey? Let’s count.” The children will continue to combine and separate sets of bears on the honeypots, according to the story. You might also use a piece of sandpaper and seashells or a die-cut tree and red pom-poms for apples. **MA2.3c**

The Doorbell Rang

Read the story *The Doorbell Rang* by Pat Hutchins. After reading the story, provide props such as a bell for the doorbell, cookies and a plate and have children act out the story. As each new child arrives with his or her cookie(s), point out what happened to the total. **MA2.3c**

How Many Boys? How Many Girls?

When working with a small group, help the children count how many boys and how many girls are in the group. Say, “We have five boys and three girls. That’s eight children in all.” Then count other combinations. How many children are wearing jeans and how many are not? How many in all? How many with hair barrettes? How many without? How many in all? **MA2.3c**



48-60 months

Ten Apples Up on Top

Tape 10 cutouts of apples to ten blocks and read *Ten Apples Up on Top* by Dr. Seuss, stacking the blocks as you read the story. When finished reading, use the language from the book to ask, “I have two and you have four, who has more? I have one and you have three, how many do we have together?” Or you could ask, “I have 10 apples in my stack, three fell off, how many are left?” **MA2.4c**

Pete’s Buttons

Read *Pete the Cat and his Four Groovy Buttons* by James Dean and Eric Litwin. You will need a felt shirt and 10 buttons for each child playing. Make a number cube having just the numerals one, two and three. Each player gets one shirt and places 10 buttons on top of his/her shirt. The goal is to be the first person to remove all 10 buttons. Roll the number cube and remove that number of buttons. Each time a child takes a turn, ask how many buttons he/she has left on his/her shirt. **MA2.4c**

Domino Parking Lot

Have a mat with vertical sections numbered zero to 12, and a set of dominoes. Have the children place the dominoes on the mat according to how many dots there are combined. For example, a child picks up a domino with three dots on one and one dot on the other. Then he/she would place it on the number four parking space. **MA2.4c**

MA2 #96

24-60 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **NUMBER AND QUANTITY**

Standard: **MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.**



24-36 months

MA2.2d

Participates in creating simple, real and pictorial graphs.

Graphing provides an opportunity for children to represent and communicate mathematical relationships. With two-year-olds, teachers can facilitate the creation and display of simple graphs using pictures.



36-48 months

MA2.3d

Participates in creating and using real and pictorial graphs or other simple representations of data.

Graphing provides an opportunity for children to represent and communicate mathematical relationships, such as more/less. Three-year-olds can help create simple graphs with concrete objects or pictures. They are able to answer questions comparing data, such as, "What kind of pizza do most people like?"



48-60 months

MA2.4d

Describes data from classroom graphs using numerical math language.

Graphing provides an opportunity for children to represent and communicate mathematical relationships, such as more/less. It is important for teachers to create graphs regularly. After the data has been collected, four-year-olds can interpret the data to find out what it tells you. They will be able to say things such as, "Five people like turtles and two people like snakes."

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MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.



24-36 months

Our Favorite Things

Create a line with chalk or tape on the floor. Place a picture of two choices, such as green or red apples, or milk or juice at opposite ends of the line. Have the children stand next to their choice. Say, “I see more friends chose red apples than green apples.” In addition, you might say, “I see that more children prefer milk over juice,” or “Fewer children like red apples.” **MA2.2d**

Whose Shoes?

Line up a variety of shoes on the floor, such as lace-up, buckle, slip-on, sandal, VELCRO® You can also use pictures of these types of shoes. Give all the children a small photo of themselves. Have the children place their photos in a line next to the shoe that is the same style as theirs. Point out which line is longer and which is shorter. Use comparative language. Say, “More children are wearing laces than VELCRO® today.” **MA2.2d**



TEACHER TIP

Small photos of the children are handy in many ways. Take a close-up (head and shoulders) picture of each child. Crop it to approximately 2" x 2" and copy/paste it into a Word document. You can get 20 pictures on a page. Make copies and cut the pictures apart. Use these for graphing and patterning activities, or place them in the writing center for impromptu letters and cards.



36-48 months

Eleanor, Ellatony, Ellencake and Me

During small group time, read the book *Eleanor, Ellatony, Ellencake, and Me* by Cathy Rubin. Graph the number of letters in Eleanor, Ellatony, Ellencake, and Me's name and then have the children graph the number of letters in their own name. Compare whose name has more or fewer letters. **MA2.3d**

Top Pick

Divide a piece of butcher paper in half. On top, tape a picture of two books that have been previously read. Have the children place a star under the book that they would like you to read again. After the graph is completed, help the children compare the two columns. Count the number of stars in each column and write it on the paper. Ask which book has more “votes.” Say, “Graphs help us compare things so we can make decisions.” Read the winning book to the class. **MA2.3d**

Lunch Bunch

On butcher paper, create a graph with three columns. Place a familiar restaurant logo at the top of each column. Have all the children write their name in the columns under the restaurant(s) at which they like to eat, or give each child a photo of himself/herself to glue in the column he/she chooses. Look at the completed graph together, and make some observations. “More people like to eat at Joe’s Pizza than like to eat at Mary’s Diner,” or “About the same number of people like to eat chicken as seafood.” **MA2.3d**



48-60 months

Taste Test

Vote for the class snack. Give the children three different snacks to taste and determine which one they like the most. Create a graph with pictures of each item at the top, such as pretzels, cheese crackers or graham crackers. Write the words “Which do you like?” To get an accurate count, allow the children to vote for each item they like. If the children like all three, they can write their name under all three. Analyze the data with the children. “Let’s count. Fourteen children like pretzels, 16 children like cheese crackers, and 21 children like graham crackers. Which one does the graph tell us we should serve for snack?” **MA2.4d**

How Many Can We Find?

Have the children collect leaves, rocks or flowers to create a graph with the items. A large plastic shower curtain taped off in a grid works great. Ask the children to lay out the items on the graph. Count the total of each item. Talk about how many of each item was collected. Ask the children what they found the most or the least of. **MA2.4d**



TEACHER TIP

Think of other times during the day that children can take a vote. You may present two different outside games and have the children vote which game they would like to play or have them vote which floor puzzle to use during center time.

MA2 #97

24-60 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **NUMBER AND QUANTITY**

Standard: **MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.**



24-36 months

**NO
INDICATOR**



36-48 months

**NO
INDICATOR**



48-60 months

MA2.4e

With adult guidance and when counting, understands and can respond with the last number counted to represent quantity (cardinality).

Cardinality takes time to develop. When asked "cardinality" questions like "How many cars are there?" four-year-olds may count the set correctly but re-count or say an incorrect number if then asked, "How many objects are in your set?"

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MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.



48-60 months

Plucking Feathers

Have a basket of feathers at the table. Give each child a pair of tweezers. Have the children pick up as many feathers as they can with their tweezers and pass the basket to the next child. The children will count their feathers using one-to-one correspondence. Then ask the children to respond with the total number of feathers they have. **MA2.4e**

Birthday Cakes

Have the children create cakes out of sand. They can use sticks for the candles and count the number of candles on their cake. Ask, “How many candles do you have on your cake in all?” **MA2.4e**

How Many Can My Hand Hold?

Provide several collections of small items such as counting bears, cubes, buttons, pom-poms or seashells. Have the children reach in the bowl and grab a handful. Count using 1:1, then report how many there are in all. “My hand can hold 11 buttons.” Provide handprint cutouts and have the children represent the totals in a variety of ways. They can draw a picture of how many cubes there are, or glue on the number of pom-poms. **MA2.4e**

Egg Surprise

Write the numerals one through 12 in the bottom of an egg carton. Provide plastic eggs with buttons or beads inside. A child opens the egg, counts the items and then places the egg in the correct space in the carton. **MA2.4e**

Heads or Tails

Provide a collection of coins. Have children hold the coins in one hand, shake gently and spill them out on the table. Have each child tell you how many landed “heads” and how many landed “tails.” Place their results in the correct column on a tally sheet. At the end of the round, when everyone has had a turn, add up the total number of heads and tails. Summarize for the children, “42 coins landed heads and 33 were tails.” **MA2.4e**

Muffin Tin Math

Fill each space with a different number of items. Use things in your classroom such as counting bears, rocks, buttons or shells. Children count the items in each section of the tin and report the amounts. **MA2.4e**

Class Counter

Assign the class job of “counter.” This job could include counting the number of children present each day or the number buying lunch. The counter reports to the teacher each day, either verbally or by writing the number. Be sure every child gets a chance to have this job. **MA2.4e**

How Many Hops?

Set a timer for 10 to 20 seconds. Have the children hop, counting each hop, until the timer sounds. Ask them to tell you how many times they hopped. **MA2.4e**



TEACHER TIP

Children who understand cardinality may be at two different levels of counting. A “counter” can count a given set of objects and tell you how many there are. A “producer” can produce a given set of objects from a group (counting out). Make sure you provide activities for both groups of children.

Fill the Mat

You will need a deck of cards with numerals one to 10. Regular playing cards or Uno cards work well. You will also need an ample supply of counters such as cubes, bottle caps or buttons. Give the children a playing mat with squares; a 6 x 6 grid is a good place to start. The child draws a card from the deck and counts out that many items to place on his/her mat. The object of the game is to fill the mat. **MA2.4e**

Candy, Candy in a Dish

Two children play this game together. Each child has a bowl of beads to represent candy. The game begins when one child chants, “Candy, candy in a dish, How many pieces do you wish?” The second child responds with a number and the first child must count out that many candies to give to the second child to add to his/her dish. Then it is the second child’s turn to ask for candy. Continue taking turns. **MA2.4e**

MA3 #98

24-60 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **MEASUREMENT AND COMPARISON**

Standard: **MA3 – The child will explore and communicate about distance, weight, length, height and time.**



24-36 months

MA3.2a

Develops vocabulary for length, weight and height.

Two-year-olds are beginning to develop vocabulary that relates to length, weight and height although they confuse the terminology. They use words such as big, small, long or short.



36-48 months

MA3.3a

Labels objects using size words.

Three-year-olds are able to apply size words such as big, small, short and tall to label objects in their environment. They often confuse terms as they are expanding their vocabulary. They might say, "I weigh 42 inches."



48-60 months

MA3.4a

Uses mathematical terms to describe experiences involving measurement.

Four-year-olds are able to apply size words such as "big" and "small," "short" and "tall" to label objects and experiences in their environment. They are now able to compare objects using terms such as "heavier" or "longest." They still confuse terms as they are expanding their vocabulary, stating, "I am 45 pounds tall."

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 36-48 months skill, guide him/her in mastering the 24-36 months skill on the left.
- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

MA3 – The child will explore and communicate about distance, weight, length, height and time.



24-36 months

Big Dog

Read *Clifford the Big Red Dog* by Norman Bridwell. Stop several times during reading to emphasize the words “big” and “biggest.” Encourage the children to use the word “big” in other contexts. Ask, “What is something big in our room?” “Did anyone see something big today coming to school?” Make a list of big things. **MA3.2a**

Height Chart

Use chalk to record each child’s height on an outside wall or write it on butcher paper hung in the classroom. Label each line with the child’s name and picture. Compare heights. “Jill is 37 inches tall. She is shorter than Jack,” or “Meredith is taller than Avery. She is 39 inches tall.” **MA3.2a**

Balancing Pictures

Make several pages with pairs of items that are heavy and light. Use poster board cut to size, or other heavy paper. Glue a picture of a rock on one side of the page and a feather on the other side, for example. Other pairs might include an elephant and a kitten or a car and a tricycle. Punch a hole in the center top of the page with a large hole punch. Attach a weight (such as a washer) to the bottom of the page on the side with the heavier item; tape it on the back side of the page. Show the children the pages and have one child hang the page from an unsharpened pencil you are holding. The heavier side should tip down, just like on a balance scale. Say, “An elephant is heavy. A kitten is light.” **MA3.2a**



36-48 months

Sizing it Up!

You will need pairs of real or found items such as rocks, sticks, leaves, shells, plastic lids, buttons or pipe cleaners. Ensure one item is noticeably bigger or longer than its mate. As the children explore the items, ask them to tell you which is bigger, smaller, longer or shorter. Encourage the children to sort the items by size into two groups. Ask the children to explain why they placed the items together. **MA3.3a**

Big or Little

Show the children photos of a variety of objects such as a dump truck, a tennis ball, a tree or a goldfish. As you show each picture, have the children stand up with arms stretched up high and shout, “Big!” or squat down and whisper, “Little,” to show the size of each object. **MA3.3a**

Masking Tape Art

Give the children paper and different colors of masking tape. Tear off strips ahead of time and tape them to the table edge to make it easier to access them. Show the children how to tear the tape to make smaller pieces. Encourage the children to stick the tape on their papers in any way they choose. After they have finished, ask them to tell you about the strips of tape. “Which are long? Which are short?” You could turn this into a group collage by taping butcher paper to the table and having a group of the children add tape strips. **MA3.3a**



48-60 months

Length of Things

Read *Length (Math Counts)* by Henry Arthur Pluckrose, and explore the concept of length. After reading the book, have the children compare the lengths of their hands, feet, arms, legs and hair. The children can share their discoveries. **MA3.4a**

Jump Like a Frog

Using chalk, draw a line for the children to jump from. Show the children how to jump like a frog if they are not sure. Mark with a chalk line how far the children jump. After each child jumps, he/she can measure the distance using a measuring tape. Compare lengths. **MA3.4a**

Near and Far

Line the children up standing side by side and place a paper plate with the word “near” on the floor close to them. Place another paper plate with the word “far” several feet away. Talk about the meaning of near and far. Explain that they will toss a beanbag the distance you say, near or far. Take this activity outside by substituting Frisbees for the beanbags. You might also have a contest to see who can throw the Frisbee the farthest. **MA3.4a**



MA3 #99

24-60 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **MEASUREMENT AND COMPARISON**

Standard: **MA3 – The child will explore and communicate about distance, weight, length, height and time.**



24-36 months

MA3.2b

Makes simple comparisons between two objects.

Two-year-olds, through exploration, can begin to make comparisons between two objects.



36-48 months

MA3.3b

Compares two or more objects using a single attribute, such as length, weight and size.
Matches items of similar sizes.

Three-year-olds typically compare objects using one attribute, such as length, weight or size. They are learning the concepts of big/small, heavy/light, tall/short. They can also match items that are the same size. For example, they can place all the little bears in one basket and all the big bears in another.



48-60 months

MA3.4b

Compares objects using two or more attributes, such as length, weight and size.

Four-year-olds can consider two or more attributes as they compare objects. They create more specific sets, saying things like “Here are the long, skinny ones and here are the short, fat ones.” They can base comparisons using language big/small, heavy/light, tall/short.

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24-36 months

Tower Challenge

Encourage the children to work together to build several towers in the block center using a variety of blocks. Ask questions such as, “Which tower is taller? Which tower is the shortest? Who can build a tower taller than this chair? Who can build two towers the same size?” **MA3.2b**

Balancing Act

Make two lines on the floor with masking tape, one long and one short. Show the children how to walk on the line without “falling off.” As they walk on their pretend balance beams comment, “Kelvin’s walking on the long line.” Ask them to choose. “Do you want to walk on the long line or the short line?” **MA3.2b**

Weight Lifting

Collect clear plastic bottles, with lids, that are the same size. Fill the bottles with a variety of materials of different weights (such as water, cotton balls, sand, beads or feathers). Seal the tops so the children can’t open them. Describe the weight of the bottles as the children explore them. Say, “You have the bottle with feathers. It’s lighter than this one with beads,” or “The sand bottle is heavy. How about the one with water?” **MA3.2b**



36-48 months

Block Sort

Gather items from your classroom that can be clearly sorted into two groups by size. Good choices would include small LEGO®s and LEGO® DUPLO® blocks, small table blocks and larger unit blocks, small plastic animals and larger animals from the block center. Give the children several of each size block and ask them to sort by size. Say, “Can you put all the ones that are the same size together? Good! You made a set of large blocks and a set of small blocks.” Then give the children additional blocks and ask them to put them with others that are the same. Repeat with different items. **MA3.3b**

Nuts and Bolts

Gather nuts and bolts in three or four sizes and place them on a tray. Ask the children to find the ones that go together. The children will need to match the largest bolt with the largest nut. Encourage the children to twist the nuts onto the bolts to make sure they fit. **MA3.3b**

Water Bottle Colors

Make a set of water bottles with graduated amounts of water. Use food coloring to make the water levels easier to see. Seal the bottles with duct tape. Ask the children to choose two of the bottles to compare and tell you which has more water. Some of the children may be able to put them in order from least to greatest. **MA3.3b**



48-60 months

Sand Babies

For this activity, you will need the birth weight of all the children in your class. You will also need a scale, sand and zip-top bags. Fill a zip-top bag with sand for the children so that it is equivalent to their birth weight. Have the children hold each other’s baggie of sand and begin to compare. Encourage the children to use the correct terms to describe each other’s sand baby weight. The teacher might ask, “Whose sand baby is heavier?” or “Is Ms. Patty’s sand baby heavier than Ms. Suzanne’s?” **MA3.4b**

Tip the Scale

Create an outdoor scale using a plastic clothes hanger and small sand buckets. This can be attached to a tree, hung from a branch or attached to a post. Once in place, have the children weigh different outdoor materials. You could have them weigh different amounts of sand, small rocks, sticks or acorns. **MA3.4b**



MA3 #100

24-60 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **MEASUREMENT AND COMPARISON**

Standard: **MA3 – The child will explore and communicate about distance, weight, length, height and time.**



24-36 months

MA3.2c

Uses measurement tools in play activities.

Two-year-olds begin to explore using measurement tools and vocabulary during play time. They may pretend to weigh themselves or to measure how long the table is.



36-48 months

MA3.3c

Uses a variety of standard and non-standard tools to measure object attributes with assistance.

Three-year-olds learn about measurement through experimenting with non-standard tools such as blocks, Unifix® cubes or paper clips. They begin to make informal observations about measurement, commenting on length, weight and height: "I am making a loong chain."



48-60 months

MA3.4c

Uses a variety of techniques and standard and non-standard tools to measure and compare length, volume (capacity) and weight.

Four-year-olds explore measurement using non-standard (paper clips, Unifix® cubes) and standard (ruler, scale) tools. They make observations about measurement and comment on the length, weight and height of items.

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24-36 months

Tool Time

Take some measuring tools outside and encourage the children to find ways to use them. Ask, "What can we measure with the measuring tape? How about the balance scale?" **MA3.2c**

Shoe Store

Create a shoe shop in your dramatic play area with a variety of dress-up shoes. Larger children's sizes are perfect for this purpose. Make a shoe size chart by gluing shoe cutouts in a variety of sizes to a piece of butcher paper. The children stand on the cutouts to measure their feet. **MA3.2c**

The Bakery Shop

Add ice cream scoops in a variety of sizes to the trays. Have the children use the scoops to measure out the play dough onto the baking sheets. They can use a spatula to flatten out their cookies or biscuits and then pick them up and put them on the trays. **MA3.2c**

How Tall Are You?

Have a height chart posted. Have the children stand at the chart and make a mark to see how tall they are. You could also use yarn to measure height and tape the yarn to the chart. **MA3.2c**

Making Muffins

You will need muffin pans, measuring spoons and pom-poms. Have the children use the measuring spoons to fill the muffin cups with pom-poms. Prompt children's thinking by asking which measuring spoon holds more. **MA3.2c**



36-48 months

Measure and Munch

Give the children several objects of varying lengths such as a marker, a wooden block and a plastic lizard. Give each child a cup of Cheerios and encourage him/her to line up the Cheerios to match the length of each item. Ask the children, "How many Cheerios long is the marker?" **MA3.3c**

How Many Steps?

Encourage the use of non-standard measuring by investigating how many steps it takes to go from one structure to another on the playground. Gather a small group of children and count steps aloud as you walk from the sandbox to the slide, or ask the children to hold hands and see how many children long the sandbox area is. **MA3.3c**

Cube Measuring

Give the children Unifix® cubes and have them measure the length of different objects in the classroom. Encourage the children to make observations about length using appropriate measurement terms, such as long/short, longer/shorter or tall/small. **MA3.3c**



48-60 months

Twelve Snails to One Lizard

Read the book *Twelve Snails to One Lizard: A Tale of Mischief and Measurement* by Susan Hightower. After reading the story, ask children what else Beaver could have used to measure logs. Have the children brainstorm some items in the classroom as possibilities. **MA3.4c**

Cake Comparison

Read the book *Froggy Bakes a Cake* by Jonathan London. You will need a scale, a tablespoon measure, plastic baggies and a few of the items from the book. After reading the book, review with the children all of the items that Froggy used to bake his cake. Talk with the children about weight and get the children to talk about which item is the heaviest out of the items that you have and which one is the lightest. Explain to the children that you will measure out a tablespoon of each item and compare the weights. Scoop a tablespoon of each item into a baggie. Ask questions such as, "Do you think the tablespoon of butter or the tablespoon of sugar will be heavier," or "Do you think the flour will be heavier than the sugar?" Use the scale and place each of the items that you choose into each side of the scale to see which item is heavier and which is lighter. **MA3.4c**

MA3 #101

24-60 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **MEASUREMENT AND COMPARISON**

Standard: **MA3 – The child will explore and communicate about distance, weight, length, height and time.**



24-36 months

MA3.2d

Identifies daily routines and changes in routine.

Two-year-olds still need a constant daily routine. They can now make simple predictions about the daily schedule and anticipate transitions in the school day. Changes in routine, such as a fire drill, can be very upsetting. Using simple picture schedules of the main events in the day is a helpful tool for two-year-olds to know what is coming up next.



36-48 months

MA3.3d

Predicts upcoming events from prior knowledge.

Time is a very abstract concept for young children. Three-year-olds are beginning to predict when events occur based on a daily routine. They may still become upset if things happen outside of the normal routine. They may also use time vocabulary incorrectly: "My birthday is tomorrow," which actually means in three months. Give children advance notice when changes will occur, such as, "Tomorrow the fire truck is visiting our school."



48-60 months

MA3.4d

Associates and describes the passage of time with actual events.

Time is a very abstract concept for young children. Four-year-olds are now able to use terms related to present, past and future. They understand the routine of the daily schedule and can determine when outside time is or when they will be picked up from school. They still get confused, so it is important to focus on the passage of time and the order of events, rather than "telling time."

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24-36 months

Pictorial Schedule

Take photos of the children throughout the day. Create a pictorial schedule. Provide language to help the children understand daily routines. Say, "Here's the picture of everyone on the carpet during circle time. Who can tell us what picture is next? Yes! This picture is of the playground. We go outside after circle time." **MA3.2d**

Today Is Different

When a special event happens, such as when a visitor comes to the class or a field trip is planned, prepare the children by talking about the change in the daily schedule. On the day of the event, sing this song to the tune of "Clementine":

*Today is different, today is different,
today is different from the rest.*

Help me change our picture schedule,

Today is different from the rest.

As the children watch, insert the picture of the visitor in the schedule where it belongs or replace some routines with a picture of the special event. Say, "Today after snack, we will see a fire truck." **MA3.2d**

And Then We...

In small group, show the children pictures of the daily schedule and let them help you put them in order. Place the first picture on the table and say, "First we sing our good morning song. And then what do we do? Who can tell us what happens next? Yes, Olivia, we play at the tables. Can you find that picture and put it next?" Continue until the daily schedule is complete. **MA3.2d**



36-48 months

Predict a Story

Read a book with a predictable sequence of events, such as *Brown Bear, Brown Bear* by Bill Martin, Jr. and Eric Carle. Read the book several times. Have the children predict what character will appear next in the story. Pause as you read, "Red bird, red bird, who do you see?" to ask the children, "Who can tell us who the red bird will see?" **MA3.3d**

Cover Clues

Before reading a book, such as *Owl Babies* by Martin Waddell, encourage the children to look at the cover of the book. Ask, "What do you think this book is about? What makes you think that?" Talk about the children's knowledge of owls. "Has anyone ever see an owl? What sound do owls make? Where do owls live?" **MA3.3d**

Sequence Cards

As the children's knowledge of predicting events develops, teachers should choose more complex stories to enhance their understanding. Having the children put parts of a story in sequence helps them understand the order of events and gives them practice in predicting what comes next. Make cards for *The Very Hungry Caterpillar* by Eric Carle or *The Napping House* by Audrey Wood. As the children put the cards in order, encourage them to retell the story. **MA3.3d**



48-60 months

Yesterday I...

Gather the children in a circle and pass a ball around as the children list one thing they did yesterday. The teacher should start off and make a statement about what he/she did yesterday, then pass the ball to a child to share what he/she did yesterday. **MA3.4d**

It Takes a Long Time for...

Gather the children in a circle and pass around a timer that is set for five minutes. Have the children list something that takes a long time. The teacher should start off with the first statement and pass the timer to the right or left so that the next child can state something that takes a long time. The teacher may say, "It takes a long time to blow dry my hair." Each child should participate as the timer is passed around the circle. See if everyone can share before the timer runs out. Listen for the children to say things such as, "It takes a long time for mommy to cook dinner." **MA3.4d**



TEACHER TIP

Remember to have the children manipulate your picture schedule as a way to teach time concepts. Use explicit language such as, "We have lunch and story time and then we go outside."

MA4 #102

24-60 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **MEASUREMENT AND COMPARISON**

Standard: **MA4 – The child will sort, seriate, classify and create patterns.**



24-36 months

MA4.2a

Orders a few objects by characteristic with adult guidance.

After they have had a lot of experience making comparisons, two-year-olds can begin to put a few objects in order with help. Teachers can model language and how to put objects in order to introduce the concept.



36-48 months

MA4.3a

Independently orders objects using one characteristic.

After three-year-olds have had a lot of experience making comparisons, they are able to put objects in order using one characteristic or attribute such as tallest to shortest or lightest to darkest.



48-60 months

MA4.4a

Independently orders objects using one characteristic and describes the criteria used.

After they have had a lot of experience making comparisons, four-year-olds are able to put objects in order using one characteristic or attribute such as tallest to shortest or lightest to darkest. Asking children to explain how they decided to put them in a particular order shows their understanding of the concept.

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MA4 – The child will sort, seriate, classify and create patterns.**24-36 months****Play Dough Worms**

Show the children how to make play dough worms by modeling rolling out the dough on the table with the palms of your hands. Encourage the children to make their worms different lengths. Say, “Can you make a long worm? A short worm?” Choose three of the worms and place them in order. Say, “Look, I put them in order: small, medium and large.”

Encourage the children to do the same. **MA4.2a**

Bears in a Row

Read the story “Goldilocks and The Three Bears.”

Give the children three stuffed bears and help them place the bears in order from smallest to largest. Give the children another animal, also in three different sizes. The children should match the new animals, by size, to the bears. The children can compare and match the three bears to three different-sized turtles. **MA4.2a**

Dinosaur Roar!

Read the book *Dinosaur Roar* by Paul and Henrietta Stickland. After reading the book, give children three dinosaurs of different sizes and ask them to put the dinosaurs in order from biggest to smallest. The children can then pretend to take them on a dinosaur picnic and even name their dinosaurs. **MA4.2a**

**36-48 months****Light to Dark**

You will need paint strips in a variety of colors and shades from a home improvement store. Cut the strips apart. Have the children put three to four squares of the same color in order by shade, from lightest to darkest. They can glue the strips on paper or clip them to a sentence strip with clothespins. **MA4.3a**

Writing Tools Line-Up

Create a template with writing tools outlined and ordered from shortest to longest. Give the children the tools that were traced on the template. Ask the children to match the tools on the template. “Can you put them in order? Which is the shortest/tallest?” After they match the tools, challenge the children by flipping the template over to the blank side and have the children order the writing tools on their own. **MA4.3a**

Stacking Cups

Provide the children with three to four different-sized cups of various widths and heights. Help the children place the cups in order from shortest to tallest and/or skinniest to fattest. **MA4.3a**

**48-60 months****Ordering Straws**

Give children several plastic straws and scissors. Place a strip of masking tape on the table, sticky side up. Challenge the children to cut the straws into various lengths and stick them to the tape in order of size, smallest to largest. Show the children they can move the straws around until they are in the desired order. After the children have their set arranged in order, cut a length of straw, give it to them and ask them to place it where it goes in their set. **MA4.4a**

Tubes in a Row

Provide the children with a box lid and a set of cardboard tubes cut into different lengths. Show them how to fit the tubes into the lid using the bottom edge of the lid as a guide as to where to place the tube, ensuring that all start at the same edge. Encourage the children to place the tubes in order from longest to shortest. **MA4.4a**

Heavy and Light

Provide sealed containers filled with various materials. Encourage the children to compare them and order them from heaviest to lightest. Provide a small postal scale for them to check their ordering. **MA4.4a**

Bouncy Balls!

Use playground balls and encourage the children to bounce the balls. As they bounce the balls have them identify which ball bounces the highest and order them accordingly. **MA4.4a**

MA4 #103

24-60 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **MEASUREMENT AND COMPARISON**

Standard: **MA4 – The child will sort, seriate, classify and create patterns.**



24-36 months

MA4.2b

Matches objects with similar attributes or characteristics.

Teaching young children how to match is an important part of developing early math skills. Matching helps two-year-olds identify and describe relationships between objects and is a necessary step in learning to sort.



36-48 months

MA4.3b

Sorts objects by one attribute, such as color, shape or size.

Sorting is a beginning math skill that introduces the concept of placing like items into sets according to attributes – shape, color or size, for example. Sorting is a pre-algebra skill that helps children understand how to group numbers and sets later on. Three-year-olds can sort objects into groups when the objects differ by only one attribute.



48-60 months

MA4.4b

Sorts and classifies objects using one or more attributes or relationships.

Sorting is a beginning math skill that teaches how to group items into sets by attributes – shape, color or size, for example. Classification means children can name the sets they create: “These are all red, heartshaped buttons.” Sorting and classifying objects teach about attributes and relationships, promotes logical thinking, shows how to apply rules.

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MA4 – The child will sort, seriate, classify and create patterns.**24-36 months****We Go Together**

Create 3-D matching games based on characteristics such as color, size and shape. Begin by matching identical objects (two triangle blocks or two square blocks). The children can match them based on attributes. Provide a variety of blocks to match. The two red blocks go together, the two green blocks are a match, and so on. As the children match items, see if they can tell you, "How are these the same?" **MA4.2b**

Shape Match

Create a variety of shapes, including circles, squares and triangles, using laminated construction paper or sheets of fun foam. Make sure to include different sizes and colors of the same shape. Glue a set of the shapes onto a piece of poster board. Give the children matching sets and encourage them to put matching shapes together. **MA4.2b**

Picture Match

Provide the children with pictures of different items that are similar but not exact such as different types of fish, dogs, flowers, cats and people. Encourage the children to match the pictures. The Golden Retriever and the Dalmatian go together, the sunflower and the daisy go together and so on. Guide the children in explaining why the two pictures go together. Say, "You put those together because they are both..." **MA4.2b**

**36-48 months****Sorting Silverware**

Provide a utensil tray and an assortment of silverware. Make sure the silverware is all the same size and pattern. The children will put the silverware into the tray, sorting by type: fork, spoon, table knives. After they have sorted, say, "Tell me about your groups." **MA4.3b**

Button Sort

Provide large plastic buttons for sorting. Divide the buttons into collections and place each collection in a bag or bowl. Create some groups that can be sorted by color, others by shape and others by size. Remember to make each group different by only one attribute. During small group, trade collections so that each child has an opportunity to sort in several different ways. **MA4.3b**

Pom-Pom Sort

Provide craft pom-poms in various sizes – small, medium, large – in the same color, plus three containers. Encourage the children to put all the ones that are the same together. You can make it more challenging by providing tongs or tweezers for the children to use for picking up the pom-poms. Once they have sorted, say, "Tell me why these are a group." **MA4.3b**

**48-60 months****Guess My Sort**

Sort half of the children into two groups by one attribute; for example, wearing long pants versus wearing short pants. The other half of the children try to guess the attribute used to sort the children. Choose one child and ask, "Do you think you know how I sorted? Put yourself in the group where you belong." This gives all a chance to think for a longer period of time. **MA4.4b**

One of These Things Is Different

Gather several sets of objects where one object is different from the other three: Three square blocks, for example, and one triangle block. Be sure that the items are different in only one attribute. Ask children to find the one that "doesn't belong." Ask them to justify their choice. After they are successful at this a number of times, create sets where there are two ways items are different. For example, you might have a set of four plastic animals – three dogs and one cat; the cat and two of the dogs are brown and one dog is black. So the answer to the question, "What doesn't belong?" might be EITHER the cat OR it might be the black dog (because it is a different color.) **MA4.4b**

Sound Sorting

Encourage the children to collect natural objects from the playground such as sticks, leaves or rocks. Now have the children sort and describe the items by various characteristics. **MA4.4b**

MA4 #104

24-60 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **MEASUREMENT AND COMPARISON**

Standard: **MA4 – The child will sort, seriate, classify and create patterns.**



24-36 months

MA4.2c

Recognizes simple patterns in the environment.

Patterns teach children how things work together and allow them to predict what comes next. These skills, in turn, can help children become problem solvers. Exposing two-year-olds to patterns helps them begin to recognize patterns in their environment.



36-48 months

MA4.3c

Identifies and duplicates simple, repeating patterns.

A pattern is a set of objects in which all the members are related by a specific rule. Patterns teach children how things work together and allow them to predict what comes next. Three-year-olds are able to identify patterns that they see in the environment. They can also begin to copy a simple ABAB pattern when modeled by an adult. These skills, in turn, can help children become problem solvers.



48-60 months

MA4.4c

Creates and extends simple, repeating patterns.

The ability to recognize, compare and manipulate patterns is the basis for understanding much of mathematics. Patterns include the linear ABAB patterns that we generally think of first, as well as non-linear patterns such as growing patterns. Four-year-olds begin to understand patterns first by copying a teacher's pattern, then extending it. The final step is creating patterns on their own.

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- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

MA4 – The child will sort, seriate, classify and create patterns.**24-36 months****Shoe Patterns**

This activity can be done indoors or outdoors. You will need a spray bottle with water and construction paper or butcher paper in a bright color. Use the spray bottle filled with water and wet the bottom of the children's shoes. Have them step on a piece of bright construction or butcher paper. Have the children observe the different patterns all of the shoes make on the paper. Have them compare the bottom of a shoe to the patterns on the paper. Use a magnifying glass and encourage the children to examine patterns close up. **MA4.2c**

Snacktime Patterns

As you serve the children snack, create a pattern on a plate or tray. Make a row of celery stick, carrot stick, celery stick, carrot stick; or place crackers in a pattern: square cracker, circle cracker, square cracker, circle cracker. As you bring the tray to serve the children, point out the pattern and ask them to say it with you. Notice if any children make a pattern on their own, and comment on it. **MA4.2c**

**36-48 months****Bead Patterns**

Provide colored beads and pipe cleaners. Use bead pattern cards for the children to copy. Purchase them or make your own by cutting shapes from construction paper and gluing them on strips made from file folders. Laminate them for durability. **MA4.3c**

Clap, Clap, Stomp, Stomp

In large group, begin a clap/stomp movement pattern and encourage the children to join in. Add a third movement if the children are ready. Ask the children to think of movements such as jumping or patting their knees. You could also do this with rhythm instruments. **MA4.3c**

Dot Patterns

Provide Bingo dot markers and strips of paper for the children. Create a simple repeating pattern on the paper strip using a marker to make small dots. The child can use Bingo markers in corresponding colors to make larger dots on top of yours that duplicate the pattern. **MA4.3c**

**TEACHER TIP**

If some children seem ready, ask them to copy a pattern without using the dots. Or they can extend a pattern you have started.

**48-60 months****Fill It In**

Prepare a set of items you could use to create patterns such as unit blocks, color squares, dolls or puppets. Have several children come forward and hold the items in the pattern. For example, puppet, block, puppet, block, puppet, block. Make sure the pattern repeats for several cycles. Then remove several of the items, hand them to the other children and invite them to fill in the missing pieces of the pattern. This is a harder skill than extending a pattern. **MA4.4c**

Fruit Kabob

Give the children cut up fruit and skewers to create fruit patterns such as strawberry, grape, cantaloupe; strawberry, grape, cantaloupe. Repeat at least three times before gobbling it up! **MA4.4c**

Sticky Patterns

Give the children lots of interesting objects to encourage patterning, such as plastic insects, small fruits or sports erasers. The children can glue patterns to sentence strips or you can place masking tape sticky side up for the children to place objects on and then take off when finished. **MA4.4c**

Leaf Patterns

Have the children find different types of leaves outside and create patterns with the leaves. The children could also use other items to add to their patterns such as acorns or pinecones. **MA4.4c**

MA5 #105

24-60 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **GEOMETRY AND SPATIAL THINKING**

Standard: **MA5 – The child will explore, recognize and describe spatial relationships between objects.**



24-36 months

MA5.2a

Practices using directionality and appropriate vocabulary.

Directionality is what helps children understand the space around them. It helps them understand where things are in the environment and where their bodies are in relationship to other things. Two-year-olds are learning this concept and some of the vocabulary associated with directionality: “My blankie is inside the cubby,” or “The books go on top of that shelf.”



36-48 months

MA5.3a

Follows simple directions which demonstrates an understanding of directionality, order and position of objects.

Three-year-olds are experienced with directional awareness. Practicing these concepts with their bodies is a way for them to learn the concepts of top, bottom, in front of or behind. If you demonstrate and name a right/left movement, mirror child's movements to make sure they move in the correct direction.



48-60 months

MA5.4a

Uses appropriate directional language to indicate where things are in their environment: positions, distances, order.

Four-year-olds have a better understanding of the space around them. They are expanding their vocabulary of positional words (behind, in front of, next to, left, right, over, under). They can use this language appropriately in their play and interactions with others.

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MA5 – The child will explore, recognize and describe spatial relationships between objects.



24-36 months

Where's Bunny?

Demonstrate directionality to a few children. Use a stuffed animal, such as a bunny, to place in various places in relation to a child, such as next to, behind or in front of. Say the words as you move the bunny. "The bunny is next to Avery. Now, the bunny is behind Michael." Then give stuffed toys to the children, and encourage them to put the animals in the position you call out. **MA5.2a**

Dancing with Bears

Play Greg & Steve's "Dance with Your Teddy Bear" in large group. Give the children stuffed bears or other animals to use, or provide bear cutouts or use counting bears. The children dance with their teddy bears "way up high, way down low" and in lots of other positions. **MA5.2a**

Spider on the Floor

Sing Raffi's "There's a Spider on the Floor" with the children. Give each child a plastic spider ring so he/she can follow along with the song: "There's a spider on the floor, on the floor." **MA5.2a**



TEACHER TIP

Be sure to notice and call attention to directionality with the children. Say things such as, "I see Hunter standing in front of the block shelf," or "Look, there is Ms. Angela next to the slide."



36-48 months

Position Simon Says

Play "Simon Says" using positional words in your directions, such as, "Simon Says put your hands behind your back," or "Simon Says point your toe in front of you." Most children are quite happy to play this game without the penalty of sitting down if they get it wrong, so just say "Simon Says" in front of every direction and have fun! **MA5.3a**

Obstacle Course

Create a simple obstacle course on the playground. Demonstrate how to go down the slide, around the monkey bars and beside the sandbox. Support the children by leading them in chanting directions that guide them through the course. **MA5.3a**

Hula-Hoopla

Place several hula-hoops on the floor. Give each child a bean bag. Have the children listen for directions and toss or place their bean bag inside the hula-hoop, beside the hoop, in front of it, next to it, and so on. Another time, direct the children to use their bodies. Say, "Stand inside the hula-hoop. Hop around the hula-hoop." **MA5.3a**

Table Top Block Talk

Using blocks, have the children copy as you model actions with verbal directions, such as, "Place the red block on top of the green block. Put the yellow block behind the blue block." Challenge the children by having them follow your directions without modeling the actions for them. **MA5.3a**



48-60 months

Teddy Bear Dance

Invite the children to bring in their favorite stuffed bear. Have some extras on hand for those who forget. Play Greg & Steve's "Dance with Your Teddy Bear" from the CD *Jumpin' and Jammin'* and encourage children to listen to the words to know where to place their teddy bears. **MA5.4a**

Hokey Pokey Variations

Play the traditional children's game "The Hokey Pokey" and add a few twists. Have the children stand with their right or left sides facing in toward the center of the circle. After one round, call out, "Flip." Everyone turns and faces the other way. In addition to "in and out," try "put your arm up, put your arm down," or "point your toe in front, point your toe behind." **MA5.4a**

Treasure Find

Encourage one child to hide a particular object in the classroom while the rest of the children cover their eyes. Once the object is hidden, have the child return to the group and provide directions to the rest of the group to lead them to the hidden object. For example, the child might say, "It's next to the art shelf," or "It's under a table." **MA5.4a**

Animal Positions

Gather some small plastic animals from your manipulatives area and some clear plastic cups. Call out positional words and have children place the animals in a variety of positions such as on top of, inside or under the cup. **MA5.4a**

MA5 #106

24-60 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **GEOMETRY AND SPATIAL THINKING**

Standard: **MA5 – The child will explore, recognize and describe spatial relationships between objects.**



24-36 months

MA5.2b

With some adult guidance, demonstrates increasing ability to slide, rotate and flip objects to make them fit.

Two-year-olds begin to gain independence when fitting objects such as simple puzzles together. With practice, they learn to place an object or a piece of a puzzle correctly where it fits. Once this concept has been developed, they can complete a simple puzzle with minimal assistance.



36-48 months

MA5.3b

Begins using more deliberate manipulation to fit objects together.

Three-year-olds can fit together objects with increasing difficulty. Those who have been exposed to puzzles and have developed the concept of manipulating an object to make it fit correctly in its place are ready for puzzles that are more complex. Modeling how to determine if a piece of a puzzle or blocks will fit teaches children how to problem-solve and reduces frustration.



48-60 months

MA5.4b

Uses deliberate manipulation and describes process for fitting objects together.

Four-year-olds exposed to puzzles or objects that fit together develop the concept of manipulating an object to fit it in its place and are ready for more difficult puzzles or blocks. Children who lack experience or have more difficulty often get frustrated easily. Modeling how to look at a puzzle piece or object to find its location is good practice.

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MA5 – The child will explore, recognize and describe spatial relationships between objects.



24-36 months

Shape Fill

Provide the children with pattern blocks and some homemade pattern block cards. To make the cards, trace the shape of a pattern block in three different orientations. For example, a triangle pointing up, down and to the side. You can put several shapes on one card. Encourage the children to match the various shapes, turning them in different directions to make them fit. Talk about the shapes by name with the children, saying, “Those are all triangles.” **MA5.2b**

Build It Again

Using LEGO®s or LEGO® DUPLO®s, fit a number of different shapes and colors together to make a tower or other structure. Give the children additional LEGO®s, and encourage them to make one like yours. Another idea would be to take pictures of the children’s structures, print them out and place them with the manipulatives to see if the children can “build it again.” **MA5.2b**

Object Match

Trace the outlines of several classroom items (a book, scissors, a spoon, a block, a marker, a hammer and a large button) onto poster board and cover the poster board with clear contact paper. Give the children the actual items, encouraging them to match the object to its outline on the board. The children may have to turn the objects to make them fit. **MA5.2b**



36-48 months

Missing Halves

Select simple pictures from magazines, such as animals, fruits, cars, houses or shapes. Cut them in half and laminate them. Place one set of half pictures throughout the classroom. Keep the other set of half pictures for the children. Demonstrate the activity by having the children help you find the missing half to one of the pictures. Once they make the match and understand the activity, provide each child with a half of another picture and have them search for the missing half. Assist them as needed. **MA5.3b**

Waffle Block Play

Using big waffle blocks (14”L x 2”W x 14”H), have the children work in pairs. Give each child one block and help him/her solve how the blocks fit together. To challenge the children, have them work in groups of three or four. Once that is accomplished, challenge the children to create various 3-D shapes or structures such as triangles, cubes or forts. **MA5.3b**

Lost Lids

Provide the children with a variety of containers with lids. Remove the lids and encourage the children to match the lids to the correct container. **MA5.3b**



48-60 months

Fill the Rectangle

Give children a box lid, from a shoe box, for example, and an assortment of different sizes and shapes of blocks. Use small unit blocks, table blocks and foam blocks. Encourage the children to completely fill their box lid with the shapes. Help them notice where there are empty spaces and which blocks might work to fill them in. Talk about how you can stand some blocks on end or lay others flat. Share the solutions when everyone is finished. **MA5.4b**

Missing Puzzle Piece

During center time, have children put together a large floor puzzle. Leave it in place for large group. Remove three or four pieces of the puzzle. Have a child come up and place the piece where it belongs. Talk about how he/she knew where it should go. **MA5.4b**



MA6 #107

24-60 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **GEOMETRY AND SPATIAL THINKING**

Standard: **MA6 – The child will explore, recognize and describe shapes and shape concepts.**



24-36 months

MA6.2a

Recognizes and names two-dimensional shapes with adult guidance.

As children develop, they begin to identify simple shapes they see in the environment with teacher guidance. Reinforcing shape names through games and play builds the foundation for shape knowledge.



36-48 months

MA6.3a

Independently recognizes basic two-dimensional shapes in the environment.

Recognizing shapes such as circles and triangles builds on the skills that will help three-year-olds recognize numbers and letters. When young children begin to read, they often learn to recognize words by their "shape." As children develop, they compare shapes and understand how they are used. Shape knowledge helps them understand other signs and symbols.



48-60 months

MA6.4a

Recognizes and names common two-dimensional and three-dimensional shapes, their parts and attributes.

Shapes build the foundation for children to learn about geometry, physics and calculus. Children must learn to both recognize and identify a variety of shapes, including 3-D shapes such as cubes or spheres. They also need to be able to describe the attributes of shapes – that a square has four sides.

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MA6 – The child will explore, recognize and describe shapes and shape concepts.**24-36 months****Shape Talk**

Ask families to bring in real and found objects from home to use in a shape game. Talk with the children about the shapes they see. Match paper cutout shapes to the real and found objects. For example, the children would match a milk jug lid to a circle or a triangle to the logo on a cereal box. **MA6.2a**

The Shape in My Hand

Provide a variety of shape manipulatives and review the name of each one. Give each child a shape and then hide a shape in your hand. Say, "I have a shape in my hand that is the same as Billy's shape. What shape is it?" The children call out the shape name, and you open your hand so they can check their answers. **MA6.2a**

Shape Mural

Provide the children with cutout foam shapes, all the same color, and a piece of poster board or a section of plastic shower curtain divided into sections for sorting. Ask the children questions as they work: "Can you point to the squares? What's the name of this shape? Tell me why you put that shape there. Can this shape go here? Why or why not?" **MA6.2a**

**TEACHER TIP**

As the children freely explore and build with unit blocks, talk about the various shapes being used. "I can see you used the triangle on your train."

**36-48 months****Sticky Sticks**

Tape a piece of clear contact paper to the table, sticky side up. Arrange craft sticks in various shapes and stick them on the top of the contact paper. Leave a space at the bottom for the children to work. Give them craft sticks and encourage them to copy your shapes. **MA6.3a**

Shape Bingo

Create a Bingo board by using tangram shapes. Be sure the shapes are the same size and color so it is easy for the children to match. Give each child a Bingo board and a handful of tangram shapes. Have the children match the shapes. **MA6.3a**

Shape Collage

Read the book *Mouse Shapes* by Ellen Stoll Walsh. In small group, provide the children with shapes cut from different colors of paper. Encourage them to create things with their shapes. Write their descriptions on their work. **MA6.3a**

Outdoor Shape Fun

Cut giant shapes from cardboard and take them outside. Trace the shapes with sidewalk chalk. Give a child a cardboard shape to match to the shape on the sidewalk. Make comments such as, "You matched the triangles," and "You matched the circles." **MA6.3a**

**48-60 months****Body Building Shapes**

Help children to use their bodies to build different shapes. Take pictures, and create a classroom shape book. **MA6.4a**

★ BRIGHT IDEA

For the children who need additional support tape the outline of the shape on the floor. You can move to using a large piece of string, then a picture of the shape.

Shape Finders

Read *Round is a Tortilla* by Roseanne Greenfield Thong. Invite children to come up and find the shapes in the book. Prepare "shape finders" by cutting circles, squares, triangles and other shapes from poster board. Cut out the center of each shape, leaving a border of about one-half inch, then laminate the shapes. Cut around the outside of the shape again and attach to a craft stick. Children use the shape finders to place over illustrations in the book where they see the shape. Place the book and the finders in the math area for independent use. **MA6.4a**

MA6 #108

24-60 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **GEOMETRY AND SPATIAL THINKING**

Standard: **MA6 – The child will explore, recognize and describe shapes and shape concepts.**



24-36 months

**NO
INDICATOR**



36-48 months

**NO
INDICATOR**



48-60 months

MA6.4b

Combines simple shapes to form new shapes.

Looking at shapes and combining shapes to make new shapes builds spatial relationships. Pattern blocks are useful tools in teaching young children skills in combining and separating shapes.

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MA6 – The child will explore, recognize and describe shapes and shape concepts.



48-60 months

Shape Books

Read a variety of shape books to the children such as *Round is a Mooncake: A Book of Shapes* by Roseanne Thong, *When a Line Bends...A Shape Begins* by Rhonda Gowler Greene, *Mouse Shapes* by Ellen Stoll Walsh, *Shape by Shape* by Suse MacDonald or Dr. Seuss's *The Shape of Me and Other Stuff*. Discuss what shapes make up each item mentioned in the stories. **MA6.4b**

Color Zoo

Read *Color Zoo* by Lois Ehlert. Point out to the children how the artist created animals using different shapes. Provide some felt shapes and encourage the children to help you create some of the animals from the story. Ask, "What shapes do I need for this animal?" Have individual children come forward and place shapes or have them give you directions, "Put two triangles on top for the ears." Later, during centers, give children an assortment of cut-out shapes and encourage them to create their own animals. **MA6.4b**

Shape Builders

Offer toothpicks, pipe cleaners, straws or craft sticks as materials children can use to make into shapes. Discuss the shapes they make by saying things such as, "That's a triangle. How could you turn it into a square?" **MA6.4b**

Bear In A Square

After reading *Bear In a Square* by Stella Blackstone, the children will glue a variety of shapes onto paper, putting shapes together to form new shapes. **MA6.4b**

Mouse Shapes

After reading Ellen Stoll Walsh's *Mouse Shapes* to the children, provide the children with a variety of cut paper or foam shapes to play with and to use to create new shapes. **MA6.4b**

Shape Partners

Provide each child with a picture card of a 2-D shape. When the teacher says, "Go!", the children run around until the teacher says, "Partner up!" Each child finds a partner. Together, they look at the two shapes they have and come up with a new shape that can be created by combining the two. **MA6.4b**

Partner Art

Provide each child with a number of 3-D shapes cut out of sponges of various colors. Make sure each pair of children have matching sets of shapes. One child will create a picture using his/her set of sponge shapes allowing his/her partner to copy his/her structure. Allow enough time that each child gets the opportunity to create his/her own structure to be copied. **MA6.4b**

Hexagon Puzzle

Cut one hexagon into trapezoids and triangles. Invite children to use those pieces to fill in another hexagon of the same size. **MA6.4b**

I Can Build

Create an "I Can Build" book. Take pictures of various buildings and structures in your community and encourage the children to replicate the buildings/structures. When the children are done building, take a picture of the building/structure and place it in an "I Can Build" class book. **MA6.4b**

Can You Make It?

Use pattern blocks and pattern block cards to make pictures and provide an opportunity for the children to match the shapes. An easy task would include the entire shape outlined and colored in with the matching color of the required block. Whereas, a harder option would be to have only a black outline of the entire picture without any clues to the shapes or colors of the blocks that are used. **MA6.4b**



MA7 #109

24-60 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **MATHEMATICAL REASONING**

Standard: **MA7 – The child will use mathematical problem solving, reasoning, estimation and communication.**



24-36 months

MA7.2a

When given two objects, makes a guess about a characteristic.

Introducing the concept of estimation to two-year-olds involves helping them look at objects and make comparisons. This helps develop vocabulary as they look at different attributes of objects and gets them to think about objects or toys in different ways.



36-48 months

MA7.3a

Practices estimating using mathematical terms and numbers with adult guidance.

Adults can support three-year-olds' knowledge of estimation by introducing the concept at this age. Three-year-olds have not developed rational counting so estimation requires "guessing" how many objects might be in a container or how many steps until we get to the door. Use small, manageable numbers – under ten – to make this concept more understandable.



48-60 months

MA7.4a

Estimates using mathematical terms and understands how to check the estimate.

Four-year-olds are curious and will estimate how many objects are in a container. This is generally a "guess" as they lack prior knowledge to accurately estimate. They may fear being "incorrect", so it is important to keep estimation fun; don't focus on being accurate. If children can count rationally up to 10, use no more than 10 objects.

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MA7 – The child will use mathematical problem solving, reasoning, estimation and communication.



24-36 months

Which Rock?

Ask the children to find rocks and place them in a bucket. Pick up two rocks at a time and hold them up for the children to see. Ask the children, “Which rock do you think is heavier? How can we find out?” Encourage the children to pick up the rocks and feel the weight. Put them on a balance scale and compare them. A similar activity would be to use picture cards and ask about different attributes. The teacher may hold up a picture of ice cream and a picture of the sun and ask “Which item is colder?” **MA7.2a**

Scoop and Guess

Put Unifix® cubes or counting bears in a bowl. Use a large spoon to dip into the bowl and scoop out some bears or cubes and place them on a plate. Scoop out the cubes or bears again, trying to scoop less this time, and put them on another plate. Have the children look at the piles and guess which pile has more. Then count the sets of cubes to discover which has more. **MA7.2a**

Which Is Longer?

Show the children two items – a scarf and a table, for example – and ask them to guess which is longer. Lay the scarf on the table to compare. Do this with other items in the classroom. Compare the length of a pencil to a marker, or a ruler to a book. Show the children how to lay them side by side and compare them to check their guess. **MA7.2a**



36-48 months

Leap Frog

Tape a starting line and a finish line on the floor with masking tape. Be sure the distance between the lines is no longer than five hops. Ask the children to estimate how many frog leaps it will take for them to jump past the finish line. Count the jumps and compare to the estimates. **MA7.3a**

Balancing Scales

Have the balancing scales sitting in front of the children with nothing on the scales. Ask the children how many bears or blocks it will take to make the right side drop. Encourage the children to make estimates, then add bears to the right side until it drops. Be sure to count the bears as you place them on the scale. Now ask how many bears it will take to make the right side come back up. Again, have the children make estimates. Add bears to the left side of the scale, and be sure you are counting out loud for each bear added. Ask, “How many bears will I need to take out of the right side to make the left side drop?” Continue to provide estimating practice. **MA7.3a**



TEACHER TIP

To help the children make more accurate estimates, have them compare the items they are estimating to a benchmark. Show them five or 10 of the items so they can compare the unknown amount to that quantity.



48-60 months

It's in the Bag

Read *The Bag I'm Taking to Grandma's* by Shirley Neitzel, about a small boy who fills a bag for a visit. Give each child a paper lunch bag and have him/her fill it up with items from the classroom. Ask each child to pick a different item. One child will fill his/her bag with blocks, another with doll clothes and so on. Count and compare the items in each bag. Will more markers fit in the bag or more books? Then show the children a new item that none of them collected. Ask them to estimate how many of those items will fit using their collections as benchmarks. Fill the bags and check the estimate. **MA7.4a**

How Many Blocks?

Encourage the children to measure classmates using large cardboard blocks. Record their measurements on sticky notes and place the sticky notes on a class chart. Ask them to refer to the chart and estimate how many blocks tall the teacher or another classmate will be. Say, “If Constance is 12 blocks tall, about how many blocks tall do you think Alex is?” Count the number of blocks and compare to the estimates. **MA7.4a**



MA7 #110

24-60 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **MATHEMATICAL REASONING**

Standard: **MA7 – The child will use mathematical problem solving, reasoning, estimation and communication.**



24-36 months

**NO
INDICATOR**



36-48 months

MA7.3b

Shows interest in solving mathematical problems.

Three-year-olds are very curious and like to ask questions about mathematical problems that occur in their everyday environment.

"Is it almost time to go home?" "Is my birthday party next week?" With guidance in a classroom environment that supports asking questions, preschoolers can begin to solve simple mathematical problems in concrete ways and offer basic explanations for their solutions.



48-60 months

MA7.4b

Uses simple strategies to solve mathematical problems and communicates how he/she solved it.

Four-year-olds encounter real-life mathematical problems throughout the day: "How many cartons of milk do we need for snack?" "How many days until we go to the zoo?" They can solve simple mathematical problems in concrete ways and tell an adult how they came up with a solution.

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MA7 – The child will use mathematical problem solving, reasoning, estimation and communication.



36-48 months

Where Do I Belong?

Ensure the classroom environment has materials in organized and labeled spots. Use photos of the items in the room, and label the shelves with those pictures using contact paper. This will help identify where items belong throughout the classroom. Throughout the day, provide opportunities for the children to return materials to the labeled spots. Encourage the children to discover for themselves where the materials belong. **MA7.3b**

Attendance Check

Have pictures of each child's face copied and glued to a tag board with a magnet on the back. Have one pie tin labeled "I'm here" and one pie tin labeled "I'm at home." Attach both pie tins to the bulletin board. At the beginning of each day, have the children gather as a large group. Ask the children to assist you in moving their pictures to the correct pie tin. Ask concept questions such as, "Are more here? Are more at home? Who is here? Who is not here?" **MA7.3b**

Move and Count

Play some lively music and have the children move around freely in an open space. When the music stops, the children freeze and listen for you to call out a number "Four!" Then they quickly get into groups of four. If there is a group of less than four, encourage them to figure out how they can "make it four," by having the teacher join their group or putting a doll or a puppet with their group. Continue playing with other numbers. **MA7.3b**



48-60 months

Doubles

Read *Double the Ducks* by Stuart J. Murphy, one of the books in the MathStart series. Encourage the children to think along with the boy as he deals with the problem of more and more ducks. Play a game with classroom items. For example, place three blocks on the floor and chant "Double, double. It's no trouble!" Invite one child to come up and add items to make double the amount. Show them how to line them up using 1:1 then count the new amount. Repeat with different items and different numbers. **MA7.4b**



TEACHER TIP

It's important to carefully observe the children as they attempt to work out problems. You need to know when to step in with suggestions or comments and when to let children work things out on their own. Think about their progress towards the goal. If their thinking is moving forward and they are trying multiple strategies on their own, then just observe and talk with them later about their experience. If they are having difficulty and can't think of additional strategies, then step in with some open-ended questions or suggestions for new ways of looking at the problem.

Paper Plate Part-Part-Whole

As a foundation for solving addition and subtraction problems, introduce the children to part-part-whole activities. These are designed to help the children understand that any whole number greater than one can be represented in parts. For example, five is four and one, two and three, zero and five. To help the children focus on this idea, give them a paper plate divided into thirds and a small quantity of counters. Place the target number in the large space on the plate and ask them to place the counters in the two remaining spaces. Comment on what they have done. "Suzy put three bears here and three bears here; that makes how many in all?" and "Keisha put five bears in this space and one bear in this space. How many does she have in all?" Encourage the children to move the bears on their plates to create different combinations. Say, "What happens if you move one of your bears to another space? Does the total change?" **MA7.4b**



TEACHER TIP

Give the children classroom jobs to encourage them to be responsible for passing out materials or snacks. Ask the children questions such as, "Do we have enough plates?" Allowing the children to participate in activities like this will provide problem-solving opportunities.

MA7 #111

24-60 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **MATHEMATICAL REASONING**

Standard: **MA7 – The child will use mathematical problem solving, reasoning, estimation and communication.**



24-36 months

**NO
INDICATOR**



36-48 months

MA7.3c

Uses emerging reasoning skills to determine a solution to a mathematical problem.

Helping children learn to solve problems and demonstrate how they came up with an answer are fundamental to learning mathematics. Three-year-olds are just beginning to explain answers during math activities. Ask "How do you know?" This takes practice as this is a new concept for most children.



48-60 months

MA7.4c

Uses reasoning skills to determine the solution to a mathematical problem and communicates why.

Solving problems, communicating with correct math terminology and demonstrating how they came to a conclusion are fundamental to learning mathematics. Encourage children to explain answers during math activities. This can involve asking the child how they got a specific answer: "Tell me how you knew to put the red cube next in your pattern."

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 36-48 months skill, guide him/her in mastering the 24-36 months skill on the left.
- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

MA7 – The child will use mathematical problem solving, reasoning, estimation and communication.



36-48 months

Block Center Sorting

Place a collection of wooden blocks on a tray, and ask the children to “put them in groups that go together.” After they have grouped the blocks, ask the children to tell you why the blocks make a group. Be open to their explanations. **MA7.3c**

Nesting Boxes

Have three to five boxes from smaller to larger that will easily nest within one another. Place the boxes out for the children and have them discover how to nest the boxes until all boxes fit inside the largest box. **MA7.3c**

Stacking Lids

Provide a collection of plastic lids in a variety of sizes and colors. Challenge the children to stack them as tall as they can, using as many lids as they can. Encourage them to try many possible solutions. Of course, stacking them in order from largest to smallest makes the most stable tower, but be prepared for some creative thinking as the children try to solve this problem. **MA7.3c**

How Many Ways...?

Provide a collection of pattern blocks for the children and pose a question such as, “How many ways can you make a bird using only five pattern blocks?” or “Show me how you can make three star patterns with your pattern blocks.” Encourage the children to share ideas and work with each other. **MA7.3c**



48-60 months

Number Detectives

Explain to the children, “I am thinking of a number that describes how many feet a cat has. Can you tell me, Number Detectives?” The children would answer “four.” Be sure to include zero in your clues. “I’m thinking of a number that describes how many children are wearing bathing suits today.” You could also use examples that match real objects in the classroom. For example, “I see five of something in our class. Number Detectives, can you tell me what they are?” If necessary, offer clues such as, “These keep us dry in the rain” (five umbrellas). Switch places after the children seem to understand the game and have them create number questions. **MA7.4c**

How Many Are Hiding?

This is a partner game that uses children’s knowledge of number combinations. Write a target number on a card and place it on a tray. Line up that quantity of objects in a row on the tray (Unifix® cubes, large buttons, counting bears) and give the children a paper cup or bowl. One child closes his/her eyes and the second child covers some of the objects with the cup. When the first child opens his/her eyes, he/she must figure out how many are hiding under the cup. For example, if there were five objects on the tray and the cup is covering all but three, then two are under the cup. **MA7.4c**

Name the Shape

Use a muffin tin turned upside down. Glue shapes in a variety of colors on the cups. Make a row of triangles, a row of squares and a row of circles. Make one column red, one green, one blue and one yellow. Provide a plastic lid that will cover one of the cups. One child covers the cup and another child figures out which shape is hiding. Ask the children to explain how they knew what the shape was: “It’s in the triangle row and the red row, so it’s a red triangle.” **MA7.4c**

Toy Boxes

Read *Toys Galore* by Peter Stein. This rhyming picture book describes an amazing toy chest that contains a seemingly endless supply of toys of all shapes and sizes. After reading, ask the children to draw a picture of a toy box that can hold one toy. Then ask them to draw a picture of a box that can hold lots of toys. Encourage them to draw the toys too. Compare the drawings. Ask the children to explain. “Tell me about your boxes. What toy will go in this box? How many toys will go in this one? Why is this box bigger?” **MA7.4c**



TEACHER TIP

Model open-mindedness and creative thinking. Demonstrate that there may be more than one way to do things or to solve problems.

SS1 #112

24-60 months

domain: cognitive development and general knowledge

sub-domain: **social studies**

Strand: **FAMILY**

Standard: **SS1 – The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity.**



24-36 months

SS1.2a

Uses words to identify his/her family members. Knows own first and last name.

In addition to the personal labels a two-year-old uses for family members (Mommy, Nana), children learn general terms for family members (mother, grandmother). They also recognize and can repeat their own names.



36-48 months

SS1.3a

Identifies self in relationship to his/her family unit.

Children at three years old begin to see the ways they are connected to others in their home and family. They are beginning to understand the concept of siblings and extended family, such as aunts, uncles, cousins and grandparents.



48-60 months

SS1.4a

Describes his/her family structure and family roles.

Four-year-olds can describe the members in their own families. They are beginning to recognize the roles and responsibilities each family member has in the family unit.

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- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

SS1 – The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity.



24-36 months

That's Me

Encourage all the children to stand in a circle. State a child's first and last name to the group. When the child hears his/her name, the child sits down. You can repeat the activity, but this time when they hear their name, they stand or jump up. **SS1.2a**

Family Photo Book

Create a book of family photos. Encourage the children to show their families and name the people in the photos. Hold up the family photos for a small group. Have the children verbally acknowledge their family in the correct photo. **SS1.2a**



36-48 months

Playing Family

In the dramatic play area, encourage the children to take on the roles of family members. They can set the table or take care of a pretend baby sister or brother. They can also pretend to get ready for work like they have seen a family member do. Comment on what they are doing and how that task is helpful. "You're stirring the soup so the family can have dinner." **SS1.3a**

Family Art

Give the children a sheet of construction paper and a variety of markers and crayons. Have them draw self-portraits. Encourage them to draw their family around them. Encourage each child to describe their picture, pointing out each family member and the relationship to him/herself. **SS1.3a**

★ BRIGHT IDEA

To support children with varying fine motor abilities, provide a variety of drawing tools, such as jumbo crayons, markers and pencils of different sizes. Encourage individual expression by asking open-ended questions about each child's work.

My Family

Lead the group in the song "My Family" to the tune of "The Muffin Man." Include a child's name and what he/she likes to do with his/her family.

*Tell me what you like to do,
like to do, like to do.*

Tell me what you like to do with your family.

*Olivia likes to play games,
play games, play games.*

Olivia likes to play games with her family.

SS1.3a



48-60 months

All Kinds of Families

Read *All Kinds of Families* by Norma Simon and have each child draw a picture of his/her family. Label the picture as the children identify each individual and his/her role. **SS1.4a**

Families Can

Brainstorm with the children to get ideas about families. For example, families can live in a house or an apartment, have grandmothers, grandfathers and can be loving. The children can also come up with activities that families could do together. **SS1.4a**



TEACHER TIP

The children tend to thrive when they come to understand that there are varying family structures and that all families are wonderful so long as the people in them love and care about each other. This repeated message helps the children feel secure even if their family configuration changes through death, separation or other life events.



TRANSITION TIP

State a child's first and last name when calling him/her for hand washing, putting on his/her coat or other routine activities.

SS1 #113

24-60 months

domain: cognitive development and general knowledge

sub-domain: **social studies**

Strand: **FAMILY**

Standard: **SS1 – The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity.**



24-36 months

SS1.2b

Uses simple phrases to demonstrate an emerging awareness of differences and/or similarities between self and others.

Two-year-olds use more specific language to note how others are the same as or different than themselves.



36-48 months

SS1.3b

Identifies similarities and differences between self and others.

Three-year-olds can not only recognize individual characteristics, but also name what is the same and what is different between themselves and others when asked.



48-60 months

SS1.4b

Describes similarities and differences between self and others.

Four-year-olds have more highly developed observational skills and more words in their vocabulary. They can go into much more detail when describing similarities and differences about themselves and their peers.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

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- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

SS1 – The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity.



24-36 months

Mirror Mirror

Use a full-length mirror and have a height chart next to it. Ask the children to stand in front of the mirror one at a time. Recite the chant:

*Mirror, mirror on the wall,
look at Liam. He's this tall!*

Point so the child can see how tall he/she is in the mirror. Transfer this to the height chart so the children can compare how tall they are. **SS1.2b**

I Am Special

Sing "I am Special" with the children to the tune of "Are You Sleeping?":

*I am special. I am special.
If you look, you will see.
Someone very special.
Someone very special.
That is me. That is me*

SS1.2b

Placemat Labels

Create a placemat with each child's picture. Before meals, have the children find their placemats to put at their spot at the table. **SS1.2b**



36-48 months

Just Like Me

Ask if the children share certain traits or not. Do they have the same hair color, same shoes, same color shirt or have a big brother? Pick a child to stand up. Say, "Lucas has brown hair. Stand up if you have brown hair like Lucas," or "Shay has on VELCRO® shoes today. Stand up if you have on VELCRO® shoes like Shay does today." **SS1.3b**

Hands and Fingers

Encourage the children to trace their hand on a piece of paper. Provide stamp pads and have them stamp their fingerprints on the corresponding finger on their drawn hand. Discuss with the children how everyone's fingerprints are different. **SS1.3b**

Fishing for Friends

Cut out pictures of the children and attach a paper clip to each picture. Give the children a wooden fishing rod with a magnet attached to the end. Have them fish for a friend and tell how they are alike and how they are different. **SS1.3b**

Graphing Siblings

Have the children identify which category they belong in: no brother(s) or sister(s), sister(s) only brother(s) only or sister(s) and brothers(s). Graph the results. **SS1.3b**



48-60 months

Children Around the World

Read *Children Around the World* by Donata Mortanari and ask the children to name similarities and differences between themselves and the children in the story. Chart these responses on a "Same and Different" graph. **SS1.4b**

Fingerprints

Using stamp pads and blank cards, have the children make fingerprints. Give each child a magnifying glass to observe and compare his/her prints with others. Point out that everyone has patterns on the pads of his/her fingers and that each person's fingerprints are unique. **SS1.4b**

Make Me Different

Take and laminate a photograph of each child's face. Give the children their photograph and a marker. Let them draw a new characteristic on their face, such as a mustache or eyeglasses. Ask the children what they would look like if they changed. **SS1.4b**

Everybody Cooks Rice

Read the book, *Everybody Cooks Rice* by Nora Dooley. Have the children dictate ways that they cook or eat rice. Record on chart paper. **SS1.4b**

3-D of Me

Supply skin-colored paper, bags, markers, paint and yarn, along with newspaper, for the children to create 3-D sculptures of themselves. Display the sculptures throughout the classroom. **SS1.4b**

↔ TRANSITION TIP

Call children for routine tasks, such as washing hands and putting on coats based on their hair length, eye color, hair color or gender.

SS2 #114

24-60 months

domain: cognitive development and general knowledge

sub-domain: **social studies**

Strand: **PEOPLE AND COMMUNITY**

Standard: **SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of others' cultures and ethnicity.**



24-36 months

SS2.2a

Recognizes and follows simple rules of the classroom community.

Two-year-olds are becoming more aware of the rules expected of them in a classroom but still may not follow them consistently. Teachers should have no more than two to three rules and use concrete terms, such as "Walking feet" versus abstract terms such as "Be nice."



36-48 months

SS2.3a

Remembers rules of the classroom community and displays appropriate social behavior.

Three-year-olds are more verbal and can communicate better with others. They can remember classroom rules and will tell if someone is not following them. This tattling shows that the child understands the rules and notices when someone is not following them.



48-60 months

SS2.4a

Identifies and follows rules of the classroom community and displays competence in engaging in appropriate social behavior.

At four, children are able to identify the rules of the classroom and know when others are not following them. They demonstrate their knowledge of rules and social behavior throughout the day in dramatic play, being responsible for their classroom jobs and following the routines of the class.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 36-48 months skill, guide him/her in mastering the 24-36 months skill on the left.
- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of others' cultures and ethnicity.



24-36 months

These Are My Hands

Recite the following while making the suggested gestures. Encourage the children to hold their hands up in front of themselves with palms out and say, "These are my hands and they belong to me." (Tap chest with hands). "And I'm going to keep them just on me." (Tap chest with hands, then place hands in lap or to the side.) **SS2.2a**

This is the Way

Create a song to the tune of "The Mulberry Bush" about your classroom rules, such as:

*This is the way we walk inside,
walk inside, walk inside,*

*This is the way we walk inside
when we're in our classroom.*

Continue with other classroom rules. **SS2.2a**

★ BRIGHT IDEA

Create and refer to large pictures of the classroom rules as you sing. Encourage the children to point to the pictures as the song goes along.

When/Then

Review the classroom rules using very simple when/then statements, such as, "When we pick up all of our toys, then we can go outside." Use gestures and give prompts. **SS2.2a**



36-48 months

If You Can Hear Me

Use a simple song to get the children's attention throughout the day. Sing to the tune of "London Bridge":

*If you can hear me, raise your hand,
raise your hand, raise your hand.*

*If you can hear me, raise your hand,
It's time to listen.*

You can change the movement you have the children do, such as touch your head, rub your belly or pat your knees. **SS2.3a**

Three Simple Rules

Use a visual cutout of a boy or girl and post three simple rules with visual cues for large group time, such as eyes watching, hands still and listening ears. Use sticky notes with arrows to position the rule in the right area of your cutout person. **SS2.3a**

Yes/No Chart

Have examples of some situations related to familiar rules and expectations of the classroom. Have the children tell you if they go under "Yes, it is OK to do" or "No, it is not OK to do." This could include leaving your coat on the floor, painting on the table or putting books back on the shelf. As you discuss these situations have the children explain why they selected Yes or No. **SS2.3a**



48-60 months

Sharing Ball

On a medium-sized rubber ball, write the words "sharing ball." Use the ball when children are taking turns talking as a visual cue for other children to wait their turn. **SS2.4a**

Thumbs Up, Thumbs Down

Create picture cards showing appropriate and inappropriate behaviors. Show the cards in large group, and ask the children to give a thumbs up or a thumbs down if the behavior is appropriate or inappropriate. **SS2.4a**

Playground Rules

Let the children help write the playground rules. Have them discuss playground safety and decide what the rules should be to keep them all safe. For example: Go down the slide on your bottom. Place your picture next to playground item if you want to take a turn. **SS2.4a**

↔ TRANSITION TIP

Sing "It's Time To Clean Up" to the tune of "Frère Jacques":

Are you helping? Are you helping?

Pick up toys, Pick up toys.

Let us all be helpers. Let us all be helpers.

Girls and boys, girls and boys.

SS2 #115

24-60 months

domain: cognitive development and general knowledge

sub-domain: **social studies**

Strand: **PEOPLE AND COMMUNITY**

Standard: **SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of others' cultures and ethnicity.**



24-36 months

SS2.2b

Identifies traditions and cultural celebrations of his/her own family.

Two-year-olds have a more personal view of traditions and celebrations. They are becoming aware of what their families do during family gatherings and events. They will say things like, "We go to Grandma's to have a birthday."



36-48 months

SS2.3b

Explains traditions and cultural celebrations of his/her own family.

Three-year-olds understand and can explain their own family traditions and celebrations. They can convey details such as clothes that are worn or special foods that are eaten.



48-60 months

SS2.4b

Explains diverse customs and cultural celebrations within the home, classroom and community.

Four-year-old children have greater awareness of group similarities and differences. They enjoy learning about others' customs and traditions, especially those that involve their classmates.

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- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of others' cultures and ethnicity.



24-36 months

Greetings

Play the song "Greetings in Many Languages" by Ella Jenkins, and have the children repeat some of the greetings in the song. **SS2.2b**

Family Reunion

Read *The Berenstain Bears' Family Reunion* by Stan and Jan Berenstain. Have the children draw a picture and decide who would come to their house for a family gathering. **SS2.2b**

★ BRIGHT IDEA

To support the children who have difficulty with abstract concepts, provide photos of their family members and encourage them to choose a family member from the photo



36-48 months

Holiday Drama

Read the book *Llama Llama Holiday Drama* by Anna Dewdney. Have a discussion with the children about what they do with their families during the holidays, such as bake cookies, shop, wrap gifts or visit family. Provide a visual for the children by creating a chart to show how families celebrate in different ways. **SS2.3b**



48-60 months

Mrs. Muddle's Holidays

Read *Mrs. Muddle's Holidays* by Laura F. Nielsen. Create a chart of the children's responses to the question, "If you could invent a new holiday, what holiday would you invent?" **SS2.4b**

Birthday Calendar

Use a simple calendar to record the children's birthdays. Then create a chart showing which day of the week each child's birthday will be on. Have the children tell who helps them celebrate their birthdays. **SS2.3b**

Holiday Pictures

Have the children draw pictures of how they celebrate various special days such as birthdays, Halloween, Thanksgiving or Christmas. Once completed, have the children label and explain their drawings. **SS2.3b**

Cultural Cookbook

Encourage the children to tell about a favorite food they help their family prepare at home. Write down the steps as they describe the process. Provide an opportunity for the children to draw pictures of the foods. Bind the recipes and pictures into a classroom cookbook. **SS2.3b**

Celebration Calendar

On your classroom calendar include all types of cultural holidays and celebrations, such as Cinco de Mayo or Chinese New Year. Discuss these as they come up and explain to the children what these traditions or holidays mean to that particular culture. **SS2.4b**

Aluminum Painting

Put aluminum foil on the classroom easel and let the children paint on the foil. This is similar to metal tooling done in Central and South America for holiday celebrations. **SS2.4b**

Cultural Props

In your dramatic play area, add several food items from a variety of cultures. Encourage the children to set up the area as an international market or buffet. Add brochures and newspaper ads for local community events to the reading area. **SS2.4b**

Please, Please Mr. (or Ms.) Crocodile

This is a traditional game played in Great Britain. Have the children sit or stand on one side facing the teacher, four feet away. The teacher can play the crocodile or have a child do it. The children call out, "Please may I cross your river?" The crocodile replies, "Only if you are wearing blue." Other attributes can be substituted. You can use clothing color, hair color or eye color. **SS2.4b**

SS2 #116

24-60 months

domain: cognitive development and general knowledge

sub-domain: **social studies**

Strand: **PEOPLE AND COMMUNITY**

Standard: **SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of others' cultures and ethnicity.**



24-36 months

**NO
INDICATOR**



36-48 months

SS2.3c

Asks simple questions about others' cultures.

Three-year-olds are aware of ethnic and cultural differences. They notice similarities and differences in physical appearance as well as in things such as dress or hairstyle. They ask questions to help them understand and process these differences.



48-60 months

SS2.4c

Recognizes similarities and differences between own culture and that of others.

Four-year-olds are very observant and easily recognize similarities and differences between themselves and others. Their thinking, however, is limited and they can easily develop stereotypes if adults don't offer other examples.

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SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of others' cultures and ethnicity.



36-48 months

Snack Time

Offer a snack to the children that is typical to a different culture. You may include hummus and pita chips or tortillas with cheese. You could also include unusual fruit, such as papaya, guava or pomegranate. Discuss with the children where these foods come from, the culture of these locations and how the foods are used there. **SS2.3c**

Family Tree Craft

Send home a preprinted family tree with the children. Encourage family members to help the children fill out the names of grandparents, great-grandparents and so on, as well as their places of birth. The children can then share these with the class. **SS2.3c**

Around the World with Music

Provide a variety of multicultural instruments for the children to play. Use the song "Play Your Instruments" by Ella Jenkins. Have the children match the sound of their instrument to the those in the song. Talk about music in other cultures and instruments different cultures use. **SS2.3c**

★ BRIGHT IDEA

For the children who have difficulty grasping or manipulating small instruments, offer alternate instruments, such as a wristband of bells or a simple drum.

Shades of People

Read the book *Shades of People* by Shelley Rotner. Have the children compare their skin color to their friends' skin color, and talk about different characteristics. You can include this in your discussion of where the children's families originated. **SS2.3c**

The History of My Name

Encourage parents to share with you the history of their child's name. Share the stories with the children and provide an opportunity for them to ask questions of each other. **SS2.3c**



48-60 months

Subway Sparrow

Read *The Subway Sparrow* by Leyla Torres. Discuss how even though the people on the subway couldn't speak the same language they found a way to reach a common goal. **SS2.4c**

What I Wear

Use the book *What We Wear* by Maya Ajmrea as a basis for discussion of how children of various cultures dress. Have the class compare and contrast their own dress to that of the children in the book. Record their observations. **SS2.4c**

Picking Up Peanuts

Add Styrofoam peanuts, small plates and chopsticks to the sensory table for the children to pick up and put on a plate. **SS2.4c**

Apples: Different Colors, All the Same

Set a red, a yellow and a green apple on the table. Ask children to name the colors. Cut the apples open and talk about how they have different colors on the outside but are the same on the inside, just like people. Enjoy the snack! You can also demonstrate this using brown and white eggs. **SS2.4c**

Chopstick Paint

Add cotton balls and chopsticks to the paint easel for the children to use instead of brushes. **SS2.4c**

★ BRIGHT IDEA

For the children that have a difficult time using the chopsticks for painting, you can wrap a rubber band around the top of the chopsticks to hold them together.

TEACHER TIP

Add a globe to the classroom. Be sure to point out approximately where the center/school is located.

SS3 #117

24-60 months

domain: cognitive development and general knowledge

sub-domain: **social studies**

Strand: **PEOPLE AND COMMUNITY**

Standard: **SS3 – The child will demonstrate awareness of the geography in his/her community.**



24-36 months

SS3.2a

Places people and objects in the appropriate place with assistance.

As two-year-olds develop, they not only recognize that objects or people have a specific location, they are also beginning to be able to place them in the appropriate place with teacher assistance.



36-48 months

SS3.3a

Identifies locations of people and objects.

Three-year-olds are beginning to understand the concept of location, which begins the foundation for geographic thinking. They can identify and describe location using simple positional words such as, "The books go on the bookshelf."



48-60 months

SS3.4a

Creates simple representations of home, school and community.

Four-year-olds have an understanding of location and are now able to create representations for familiar locations using maps or objects to represent their home or school.

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SS3 – The child will demonstrate awareness of the geography in his/her community.



24-36 months

Community Helpers

Use picture match cards of community helpers and corresponding vehicles. Let the children match the community helper to the correct vehicle. **SS3.2a**

What Belongs in Our Room

Have pictures on a ring. Include pictures of items found in the classroom as well as pictures of items that don't belong. As you flip through the pictures ask the question, "Does this belong in our class?" **SS3.2a**



36-48 months

Around Our School

Have the children identify where the office, the kitchen and the playground are located. Help them by asking directional questions such as, "Is the kitchen on the hall with the office? Or next to Miss Betty's room?" **SS3.3a**

Catch Me If You Can

Read "The Gingerbread Man." In advance, prepare a letter from the gingerbread man giving clues to people, locations and objects around the school/center. Read the story and pull out the note from the gingerbread man when finished. Follow the clues to locate these people and objects. **SS3.3a**



48-60 months

Who Goes Where?

Display photographs of typical homes in your community, your center or school, workplaces and neighborhoods in your community. Discuss with the children the different functions of these places as part of the community. Introduce the words "occupation," "neighbor" and "population." **SS3.4a**

Create a Community

Use play dough and craft sticks to build replicas of the local community. **SS3.4a**

My Community

Place pictures of the community businesses, along with their names, in the block area. **SS3.4a**

Classroom Treasure Hunt

After creating a class map with the children, use it to lead them on a treasure hunt. Have the children cover their eyes while you hide a few objects. Return to the map and point to one location where the children can hunt for the treasure. Have the children point to the location in the classroom, and then send two or three children to find the treasure. Take turns so that everyone is able to look for a treasure. **SS3.4a**

★ BRIGHT IDEA

For the children who have difficulty with abstract concepts, you can make this activity more concrete by adding photos of classroom landmarks, such as the block shelf, and encouraging children to refer to the photo when selecting where to hunt for treasure.

SS3 #118

24-60 months

domain: cognitive development and general knowledge

sub-domain: **social studies**

Strand: **PEOPLE AND COMMUNITY**

Standard: **SS3 – The child will demonstrate awareness of the geography in his/her community.**



24-36 months

SS3.2b

Recognizes aspects of his/her community.

Two-year-olds are able to recognize places in the community where they have experiences. They may point to a picture of the school and say, "This our school." Or they may see a logo on a box of donuts and say, "We go there after school."



36-48 months

SS3.3b

Identifies and describes some aspects of his/her community.

By three, children begin to notice details in their community such as roads, buildings, trees, gardens or bodies of water. They ask questions about new things they see: "Why is that bulldozer there?" They rely on seeing certain things in their routines, such as, "We just passed the big dog house."



48-60 months

SS3.4b

Identifies and describes aspects of his/her community.

Four-year-olds have a more keen sense of detail and may notice more specific aspects of their environment, such as signs, road construction or a new gas station. They notice changes in the classroom and point out things such as, "Look, we have a new math table!"

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

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- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

SS3 – The child will demonstrate awareness of the geography in his/her community.



24-36 months

I Know My Community

Show the children pictures of different community landmarks, restaurants and other places commonly visited. Have the children raise their hand or stand up when they recognize a place they have visited.

SS3.2b

My House

Have the children select the picture of their home out of a group of photographs. Have them describe their home with at least one descriptor, such as, “It’s big,” or “It has a black roof.”

SS3.2b

Home or School

Provide the children with pictures of items that are found at home and those found at school. Have the children identify which items belong at school, which belong at home and which belong in both places.

SS3.2b



TEACHER TIP

Add community helper books, block people and props to the classroom.



TEACHER TIP

You can add pictures of the children to unit blocks and have them use those in their block city.



36-48 months

Sand Tray Map

Tape pictures of school locations to blocks and place them in a sand tray. Ask the children to use their fingers to draw a path from the classroom to the playground, for example. As they progress, have them draw a path from school to home.

SS3.3b

World Map

Have flannel pieces that include the globe and cutouts of the seven continents. As the children place the pieces on the globe, introduce the simple terms such as “land,” “ocean” and “world.” Bring in a real globe if one is available.

SS3.3b

Block City

Take pictures of different places in the community and place these on a large shower curtain. Use the shower curtain in the block area for the children to build a city.

SS3.3b

Community Buildings

Print logos from familiar stores in the area. Tape them onto some of the unit blocks. Have the children build the buildings, such as Walmart, Dollar Tree or Kroger.

SS3.3b



48-60 months

What is Missing?

Have the children look closely around the large group area. Then have them close their eyes while you remove an item from the area. When the children open their eyes, see if they can identify what is missing.

SS3.4b

Reading Signs

Provide books about signs and communities in the reading area. *I Read Signs* by Tana Hoban and *Signs* by Susan Canizares and Pamela Chanko are two examples.

SS3.4b

Neighborhood Twister

Ask children to name a place in their neighborhood that they go to regularly, such as a grocery store, the post office, a bakery or a gas station. Give children construction paper, crayons and markers. Invite them to draw a picture of the neighborhood place they mentioned. Label each child’s drawing. Tape the children’s drawings together, creating a square or rectangular patchwork of pictures. Cover both sides of the patchwork with clear contact paper. Then make a spinner out of cardboard. Write the name of each place shown in the patchwork on the spinner. Children can have fun placing their arms and legs on the different neighborhood places as you spin the arrow and call them out.

SS3.4b

SS4 #119

24-60 months

domain: cognitive development and general knowledge

sub-domain: **social studies**

Strand: **PEOPLE AND COMMUNITY**

Standard: **SS4 – The child will demonstrate an awareness of economics in his/her community.**



24-36 months

SS4.2a

Completes jobs to contribute to his/her community with adult guidance.

Two-year-olds have a better understanding of the classroom and are able to participate in daily jobs that contribute to the community of the classroom.



36-48 months

SS4.3a

Completes jobs to contribute to his/her community.

Three-year-olds look forward to daily jobs in the classroom. They have a beginning understanding of community and how they can contribute. They are interested in being helpful to both the teacher and their friends.



48-60 months

SS4.4a

Completes jobs to contribute to his/her community and communicates why it is important.

Four-year-olds are aware of who is responsible for the different jobs in the classroom. They can state who the line leader is when it is time to go outside and who gets to look out the window to determine the weather for the day.

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SS4 – The child will demonstrate an awareness of economics in his/her community.



24-36 months

Watering Plants

Designate a plant helper each week. Have the plant helper assist you in watering the classroom plant on the same day each week. Make two or three holes in the lid of a plastic bottle. Fill the bottles about half full to squirt water onto the plants. If you have more than one plant, two children can help water weekly. **SS4.2a**

Sweep It Up

Use masking tape to make a square on the tile floor. Have the children use small brooms and sweep all the dirt into the square. Then assist them by holding the dustpan and sweeping the dirt up. Children can often sweep small bits into the dustpan themselves if you give them a whisk broom and dustpan. **SS4.2a**



36-48 months

Daily Jobs

Assign jobs to the children to complete throughout the day. Think of humorous names for typical classroom jobs, such as mess preventer (napkin helper), power controller (turn out the lights) or drum major (line leader). Come up with an impartial rotation system to ensure each child gets an opportunity to be a helper. **SS4.3a**

Who Got The Toys Out?

At the end of center time, use a call-and-response chant to get the children's attention and remind them that it is cleanup time:

Teacher: "Who got the toys out?"

Children: "We got the toys out."

Teacher: "Who is going to clean them up?"

Children: "We are going to clean them up."

Teacher: "Hoo-ray!" Children: "Hoo-ray!" **SS4.3a**

Grocery Store Jobs

Create a grocery store in the dramatic play area. Talk to the children about the different jobs that are required to run a grocery store. The cashier is a very popular job and so are the clerk and the cart chief. You can also make "customer" a job. **SS4.3a**

Home Jobs

Have the children discuss what types of jobs they do around their home. They might help set the table, pick up their toys or make their beds. Create a predictable book using the child's name and their job. For example, John's job is bed maker. **SS4.3a**



TEACHER TIP

As you introduce the children to the concept of recycling, add a recycling bin to the classroom for scrap paper.



48-60 months

The Little Red Hen

Read *The Little Red Hen* by Paul Galdone. Ask the children if they would or would not help the little red hen and why. Talk about how the hen's job would have been different if the others had helped. **SS4.4a**

Important Jobs

As jobs are being assigned to the children in the morning, have each child say why the job is necessary in the classroom. **SS4.4a**

Trash Talk

Discuss the importance of cleaning up, inside and outside. Take a walk with the children, inside or outside the building and pick up trash. **SS4.4a**

Eye Doctor

Create an optometrist office with a selection of toy glasses, an eye chart and eye patches. Show the children how to cover one eye and read the chart, and then prescribe glasses if needed. **SS4.4a**



TEACHER TIP

To build community, create a system in which the children work together to obtain a goal. For example, the children can earn marbles to fill a jar if they work together to clean up, or earn a compliment when walking in the hall. When the jar is full, they earn a class reward.

SS4 #120

24-60 months

domain: cognitive development and general knowledge

sub-domain: **social studies**

Strand: **PEOPLE AND COMMUNITY**

Standard: **SS4 – The child will demonstrate an awareness of economics in his/her community.**



24-36 months

SS4.2b

Recognizes occupations.

Two-year-olds are beginning to recognize that people have different occupations. They commonly identify different community workers by the uniform that is worn or the equipment that is used.



36-48 months

SS4.3b

Recognizes a variety of occupations and work associated with him/her.

Three-year-olds recognize many different occupations. They often use dramatic play to act out a variety of roles. They are able to talk about the different tools or equipment associated with a variety of occupations.



48-60 months

SS4.4b

Describes the roles and responsibilities of a variety of occupations.

Four-year-olds have a general understanding of a variety of occupations and are able to describe their duties and responsibilities. They love to dress up and role play different types of community workers and often talk about what each one of them does as they perform their jobs.

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SS4 – The child will demonstrate an awareness of economics in his/her community.



24-36 months

Tracing Tools

Under direct supervision, have the children trace tools from familiar occupations. Use things like a screwdriver, paintbrush, key, credit card or toothbrush. As they trace, discuss who uses each tool. **SS4.2b**

Model Mouth

Read *The Tooth Book* by Dr. Seuss. Discuss the job a dentist does. Cut an egg carton into individual cups and glue them on poster board to resemble a set of teeth. Have the children use pipe cleaners for dental floss and a large toothbrush to practice good dental habits. **SS4.2b**



TEACHER TIP

Invite a dental hygienist to come and talk with the children about caring for their teeth.



36-48 months

Community Helper Matching

Have a matching game of community helpers and props associated with respective jobs such as a hard hat for a construction worker or a play cash register for a store clerk. Have the children match up the correct pictures. **SS4.3b**

Work Collage

Have the children create collages using magazines. Cut out pictures of people doing various jobs and glue them onto construction paper. Challenge the children to identify some of the jobs they cut out and label these on their collage. **SS4.3b**

★ BRIGHT IDEA

For a child who has difficulty identifying people doing jobs, provide pre-cut pictures, such as a dog, a flower or a house. Include one card of a person doing a job. Encourage the child to choose the picture of the person doing a job from the set.

Doctor's Visit

Use a white tube sock as a pretend arm cast. Cut the toe off the end so it leaves the fingers free. Show a real X-ray of a broken arm, and explain that when we break a bone, the doctor has to use a cast to hold it in place. After the discussion, provide markers and let the children decorate the cast. Then add it to a doctor prop box in the dramatic play area. **SS4.3b**

Family Jobs

Ask family members to come in and share what their job is and, if possible, have them wear their "work uniform" and tell what things they do during their workday. **SS4.3b**



48-60 months

If You Build It

Provide different tools that builders use, such as a level, a wrench, a chisel or a tape measure. Have the children talk about what they think each tool is used for and how. **SS4.4b**

Whose Hat Is This?

After reading the story, *Whose Hat Is This?* by Sharon Katz Cooper, have the children make a hat to represent what they would like to be when they grow up. **SS4.4b**

↔ TRANSITION TIP

A Firefighter

This brave firefighter is going to bed
(Hold up right thumb.)

Down on the pillow he lays his head
(Right thumb on left palm.)

Wraps himself in his blanket tight
(Curl fingers around thumb.)

And plans to sleep this way all night.
(Close eyes.)

But the fire alarm rings! He opens his eyes!
(Open eyes.)

Quickly he's dressed and down the pole he slides
(Right hand slides down left arm in a grip from elbow to wrist.)

Then he climbs on the truck to go, go, go.
(Hands manipulate imaginary steering wheel.)

SS4 #121

24-60 months

domain: cognitive development and general knowledge

sub-domain: **social studies**

Strand: **PEOPLE AND COMMUNITY**

Standard: **SS4 – The child will demonstrate an awareness of economics in his/her community.**



24-36 months

SS4.2c

Recognizes relationship between supply and demand.

Supply and demand is one of the most basic concepts when teaching social studies.

Supply is how much you have of something, for example, graham crackers. *Demand* is how many people want the graham crackers. Two-year-olds struggle with this concept as they have difficulty understanding that everything does not belong to them personally.



36-48 months

SS4.3c

Recognizes that people work to earn a living.

Three-year-olds are beginning to understand that money is used to purchase goods. They hear mommy or daddy talking about leaving for work each day and begin to correlate that working gives us money to buy food, toys, etc.



48-60 months

SS4.4c

Describes how people interact economically and the exchange of goods and services.

Four-year-olds are beginning to understand the use of trade to obtain goods and services. They know that when you go to a store, you give money in order to purchase a good/product or you pay someone for a particular service.

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SS4 – The child will demonstrate an awareness of economics in his/her community.



24-36 months

Snack Count

Have the children help pass out items for snack. You can lead a discussion about making sure everyone has the same amount and what will happen if there are extras. **SS4.2c**

Tricycle Fun

Count the tricycles with the children. Compare the number of tricycles to the number of children. Ask “What can we do when we have more children than tricycles?” Explain to the children that sometimes we have to wait and take turns. Use a signal for the children to know when it is time to change riders. **SS4.2c**

★ BRIGHT IDEA

For the children who have difficulty riding a tricycle, have an alternate, such as a wagon or two-seater tricycle that they can ride on as a friend pedals.



36-48 months

Who Uses This?

Show different items used for different jobs, such as a rolling pin, a firefighter’s hat and a hammer. Ask the children what person would use that particular item while working at their job. Then ask the children to tell you what job they would like to have when they grow up. **SS4.3c**

Farmer’s Market

Put prices on the fruit and vegetables in your dramatic play area. Remember that young children are generally able to recognize numerals to 10 or 20, so keep your prices low. A good way to write the price is simply with a dollar sign or a cents sign and a numeral such as \$4. Provide baskets for the children to shop with and have a cash register for the farmer to use. **SS4.3c**

What Can I Buy?

Ask the children what they think they can buy for one dollar. Chart their answers, then look up actual prices and compare to their answers. **SS4.3c**



TEACHER TIP

As the children are learning to use money, be sure to keep the prices and system very simple so it does not require a great deal of addition or counting.



48-60 months

Buying Gumballs

Make a gumball game using colored pom-poms or cotton balls in a large plastic container. Give each child a plastic bag or wallet containing several pennies. Each player will roll a die and purchase a number of gumballs. Each gumball costs one penny. Play until the gumballs are gone. **SS4.4c**

Art Gallery

Have the children paint a picture. Once the picture is dry, put it in an inexpensive picture frame and hang or prop it up against a wall. Have the children put a “price” on their art work to “sell” in the art gallery. **SS4.4c**

Piggy Banks

Give children plastic containers with lids that children can decorate to make their own penny banks. **SS4.4c**

Coin Rubbing

Place coins in the art area for children to make coin-rubbing pictures. **SS4.4c**



SS4 #122

24-60 months

domain: cognitive development and general knowledge

sub-domain: **social studies**

Strand: **PEOPLE AND COMMUNITY**

Standard: **SS4 – The child will demonstrate an awareness of economics in his/her community.**



24-36 months

**NO
INDICATOR**



36-48 months

SS4.3d

Explores the uses of technology.

Three-year-olds are exposed daily to a variety of technologies, both at home and at school. They model the ways they have seen their teachers and parents use technology to complete tasks or provide entertainment.



48-60 months

SS4.4d

Explores the uses of technology and understands its role in the environment.

Most four-year-old children have experienced multiple types of technology in their home and school environments. Their natural curiosity leads them to question parents and teachers about what each device does and how it works. They enjoy pretending to use, and actually using, technology in relevant ways.

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SS4 – The child will demonstrate an awareness of economics in his/her community.



36-48 months

App Fun

If available, use an app, such as Preschool Animal Match, with a tablet. Have the children use their fingers or a stylus to explore the matching game of animals. **SS4.3d**

Future Techies

Make various props available in the different center areas for the children to explore the uses. This should include telephones, old cell phones, a keyboard and mouse, as well as a CD or MP3 player with music. **SS4.3d**

Digital Food Scale

Add a digital food scale to the dramatic play area for the children to measure weight. **SS4.3d**



TEACHER TIP

Label the buttons on the computer mouse to help the children learn the difference between left and right buttons. Colored dots, such as a red circle for right, will help children remember the difference.



TECH TIP

If you have a smart board, use it to read a story or for a simple lesson, such as matching shapes.

Google Earth

Use Google Earth to “pin” where each of the children live. Have them talk about things in the neighborhood that are close to their house and “pin” these places as well. **SS4.3d**

Walkie-Talkies

Have the children use walkie-talkies around the room during center time or on the playground during outside time. **SS4.3d**



48-60 months

Take It Apart

Show the children an old phone, computer, fax machine or answering machine. Have them predict what they think the inside will look like. Assist the children as they take it apart. Let them explore all the parts on the inside of the machine. Ask questions like, “What do you think that does?” or “Do you think it would work without that part? Why or why not?” **SS4.4d**

Technology Graph

Graph technological devices that are used by the children and their families, and explain the purpose of each, for example, a cell phone, computer, iPod and iPad. **SS4.4d**

New and Old Things

Use an old rotary-dial phone, a touchtone phone, an older cell phone and a newer cell phone to demonstrate how technology has changed over time. You could also use a record player, a tape player and an MP3 player to demonstrate how the way we listen to music has changed over time.

SS4.4d

Tinker Box

Take a box outside filled with all kinds of found items, such as nuts and bolts, screws, old phone parts, calculators, springs, tubes and PVC pipes. Encourage the children to build their own devices, name them and describe how to use them. **SS4.4d**

Outdoor Digital Storytelling

Engage children in creating a digital story about your school or center’s outdoor play rules. Involve the children in taking photographs with a digital camera, acting out scenes, and narrating the story with their own words. Publish the digital story using free software, such as Photo Story. **SS4.4d**



TRANSITION TIP

Use a remote control to have the children move or freeze as the class transitions to an activity.

SS5 #123

24-60 months

domain: cognitive development and general knowledge

sub-domain: **social studies**

Strand: **HISTORY AND EVENTS**

Standard: **SS5 – The child will understand the passage of time and how events are related.**



24-36 months

SS5.2a

Recognizes sequence of events.

Two-year-olds become used to a regular schedule and can anticipate what comes next. They understand more about the “order” of their day (“after music time”) than specific times (“in the morning”). They know that they go outside before story time and that nap time happens after lunch.



36-48 months

SS5.3a

Recognizes and describes sequence of events.

Three-year-olds are able to recall the past and make simple predictions about future events, based on their experiences. They are beginning to acquire the vocabulary of time and begin to use words to describe when things happen. These words will reflect past, present and future but may not be accurate representations of units of time. For example, a child may say, “Yesterday we went to Disney World” (meaning last summer).



48-60 months

SS5.4a

Recognizes and describes sequence of events with accuracy.

Four-year-olds are now able to recognize and describe events with some detail. They have an understanding of when things happen and can make statements like, “We didn’t finish our story yesterday, so we will finish this morning,” or “I’m going to Laura’s party this weekend.”

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SS5 – The child will understand the passage of time and how events are related.



24-36 months

Flip-Up Schedule

Use a picture schedule and cover up all but the current segment. Talk with the children about what segment of the day you are in and what comes next. Show them by flipping up the next section. **SS5.2a**

Goodnight Moon

Read the familiar story *Goodnight Moon* by Margaret Wise Brown and have the children recall the sequence of the story. Have pictures or props from the story on hand, letting them manipulate those as you put the story in sequence. **SS5.2a**

Last Night

Ask the children simple questions about what they did the night before. You can start with a question such as, "What did you do when you left school yesterday?" As the children are able to recall, chart their answers. **SS5.2a**



36-48 months

How Did We...?

Ask the children to recall the sequence of events for an activity just completed such as a dance, an art activity or order of washing hands. Prompt them by asking, "What did we do first? Then what happened? How did we end?" **SS5.3a**

This and Then

Review the schedule with the children. Ask the children to tell you what activities will take place throughout the day based on the daily schedule. For example, breakfast is eaten first, large group comes next and then outside time. **SS5.3a**

Recall Time

After the children finish cleaning up in centers, ask them to recall some things they did. Be specific. Ask them to bring an item to group that they played with during centers or ask them to name one child they played with during centers. **SS5.3a**

Love You Forever

Read the book *Love You Forever* by Robert Munsch and discuss the different stages of growing up. **SS5.3a**



48-60 months

Baby Book

Children will need a baby picture and current picture of themselves. Glue the pictures to paper and have the children observe and dictate what is the same and what is different from the baby picture to the current picture. **SS5.4a**

Adding Machine Tape

Using strips of adding machine tape, have children tell the steps to completing different jobs that they have in class such as line leader, plant helper, snack helper as you draw simple pictures to represent each step. Post the steps near where each job is done as a reminder of what to do first, next and last. **SS5.4a**

I Lost Something

Place an object, such as a clipboard, somewhere on the playground. Tell the children you can't find it and need their help. Say, "When I can't find something, I need to retrace my steps. Help me remember, what did we do first when we came outside? I got the balls from the storage container but my clipboard is not there. What did we do next?" Continue until you "find" your clipboard. **SS5.4a**

Story Sticks

You will need paint stirrers, VELCRO® and pictures from a familiar story such as "The Three Little Pigs." Cover the stirrers with VELCRO®. Have the children put the pictures in order, from top to bottom, on the paint stirrers. **SS5.4a**



TEACHER TIP

As an extension, give the children a blank piece of paper and ask them to draw themselves as they think they will look in the future. Give them hints such as taller, driving a car or with a baby.

SS5 #124

24-60 months

domain: cognitive development and general knowledge

sub-domain: **social studies**

Strand: **HISTORY AND EVENTS**

Standard: **SS5 – The child will understand the passage of time and how events are related.**



24-36 months

**NO
INDICATOR**



36-48 months

**NO
INDICATOR**



48-60 months

SS5.4b

Differentiates between past, present and future.

Four-year-olds can differentiate between past, present and future events. They can tell you certain things happened “a long time ago” or talk about what they did “when I was a baby.” They can anticipate future events and tell you that it’s “one more week until my birthday.” This understanding is more related to their personal lives and doesn’t necessarily include traditional historical events.

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SS5 – The child will understand the passage of time and how events are related.



48-60 months

Clothespin Birthdays

Make a birthday chart using ribbons and clothespins with the children's names. Review the chart with the children, and talk about who has birthdays this month, next month, or how many months until a particular child's birthday. **SS5.4b**

Wait and See

Have the children create a collage from magazine pictures of things they do now and things they would like to do in the future. **SS5.4b**

Past and Present Matching Game

Prepare a set of cards showing how things were done in the past and how those same things are done in the present. For example, a typewriter and a computer, a Conestoga wagon and a car, a quill with ink and markers and pencils. Spread the cards out in front of the children and have them match the past representation with the present representation. **SS5.4b**

The Fire Station

Read *The Fire Station* by Robert Munsch. Have the children tell what Shelia and Michael do first, next, then, and last. Let them discuss what they think will happen in the future at the fire station with Shelia and Michael. **SS5.4b**

Remember When

Make a class book to help children understand past and present. Each day, take several pictures of the children doing activities. At the end of the day, have children look at pictures and choose one to represent their day. Label each picture with the date and assemble into a class book. If a new child enters the classroom, be sure to document his/her day too. Encourage children to look at the book and look at things they have done in the past. **SS5.4b**

In the Past

Have family members bring in pictures of the children when they were young to put in a photo album. Have the children discuss how the pictures compare to themselves now. How are they the same? Look at hair and clothes. **SS5.4b**

Shadow Prints

Take chalk outside and make an outline of each child's shadow. Go back at a later time in the day and have the children stand in the same place, then talk about the differences in his/her shadow at that time. **SS5.4b**



SC1 #125

24-60 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **SCIENTIFIC SKILLS AND METHODS**

Standard: **SC1 – The child will demonstrate scientific inquiry skills.**



24-36 months

SC1.2a

Uses senses to observe and experience objects and environment with adult guidance.

Two-year-olds become more independent and begin to experiment with new toys or objects to find out what they do.



36-48 months

SC1.3a

Uses senses to observe and experience objects and environment.

Three-year-olds enjoy exploring many different sensory materials. They have both the vocabulary and the experience to communicate their preferences to teachers.



48-60 months

SC1.4a

Uses senses to observe, classify and learn about objects and environment.

Four-year-olds can describe and compare many different sights, smells, sounds, textures and tastes. They can experience several different textures and talk about similarities and differences.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 36-48 months skill, guide him/her in mastering the 24-36 months skill on the left.
- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

SC1 – The child will demonstrate scientific inquiry skills.



24-36 months

Paint with Water

Provide brushes, dish sponges, bath poofs or feather dusters and buckets of water. Take the items outside and encourage the children to “paint” a wall, sidewalk or tricycle trail. Talk about how their water paint looks and help them notice when it dries up. **SC1.2a**

Shells Galore

Read *My Shell Book* by Ellen Kirk. Provide a variety of sea shells and have the children use magnifying glasses to examine the shells. Count how many different colors they see on a sea shell. Provide play dough and encourage the children to make shell prints. Talk about where sea shells come from and the different textures. Ask questions such as, “Why do you think sea shells come in different shapes and sizes?” **SC1.2a**

Grass Grows

Provide garden soil, grass seed and tube socks. Have the children assist as you fill four or five tube socks with garden soil and grass seed. Knot off the tops of the socks and have the children dunk the socks in water. Place the wet socks near a window and discuss what will take place. As the grass begins to grow through the fabric of each sock, have the children water the grass using spray bottles. Encourage the children to touch the grass and compare what they feel to the feel of grass on the playground. Ask, “Is it different or the same?” **SC1.2a**



36-48 months

Pillowcase Objects

Place an object in an empty pillowcase and have the children feel inside the case to guess the object. Encourage them to use descriptive words such as “hard,” “soft,” “furry” or “bumpy.” After the children have guessed, show them the object. Then comment, “You said it was soft, and look! It’s a soft stuffed bunny.” **SC1.3a**

Fruity Taste Test

Use a poster board to graph a taste test. Title the graph “Do You Like the Taste?” and draw three columns. In the first column, list a variety of fruits that the children will taste along with a picture of each one. Label the second column “Yes” and the third “No.” Have the children feel, smell and taste the fruit, then write their name in the Yes or No column to indicate if they like the taste. **SC1.3a**

Play Snow

Create pretend snow by mixing ½ cup of child-safe white hair conditioner and 3 cups of baking soda. Encourage the children to feel and smell the ingredients. Ask them open-ended questions such as, “What will happen if we add more baking soda?” and “How is this like real snow?” **SC1.3a**

Smell Test

Place cotton balls with various scents in small containers. Consider using vanilla extract, peppermint, coffee and lemon. Have the children smell each container and describe the individual scents. **SC1.3a**



48-60 months

Uncooked Play Dough

Read *Follow Your Nose* by Paul Showers. Make uncooked play dough with the children. You will need:

- 2 cups plain flour
- 1 cup salt
- 1 tablespoon cooking oil
- 1 cup cold water
- 2 drops of liquid food coloring

Add scented extracts and something to give texture, such as cinnamon, peppermint oil and rice. Encourage the children to describe the smells and explore the texture of the play dough. **SC1.4a**

Science Lab

Turn the dramatic play area into a science sensory lab. Provide lab coats, gloves, goggles, magnifying glasses, scented bottles and natural items such as pinecones, tree bark, soil samples and insects. Encourage the children to use clipboards, paper and crayons to draw pictures of their observations. **SC1.4a**

Corn Pops!

Pop popcorn using an air popcorn popper. Begin by having the children pretend to be popcorn and “pop” or jump around on the rug. After the children are seated, create a language experience chart asking the children questions that draw on their five senses. Ask what they saw happen to the kernels, what sounds they heard, how the popcorn smelled, felt and tasted. **SC1.4a**

SC1 #126

24-60 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **SCIENTIFIC SKILLS AND METHODS**

Standard: **SC1 – The child will demonstrate scientific inquiry skills.**



24-36 months

SC1.2b

Uses simple tools as props through play.

Two-year-olds often add objects to their play to support their imaginations.



36-48 months

SC1.3b

Uses simple tools to experiment and observe.

Three-year-olds begin to recognize appropriate purposes for simple tools and how to use them.



48-60 months

SC1.4b

Uses simple tools correctly to experiment, observe and increase understanding.

As four-year-olds continue to develop, they increase in their ability to use tools to help them explore and understand concepts. They understand the appropriate uses of many tools, that a magnifying glass makes things look bigger or that tweezers can be used to pick up small objects.

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SC1 – The child will demonstrate scientific inquiry skills.



24-36 months

Phone Fun

Collect a variety of old telephones and cell phones. Place the phones in the dramatic play area for pretend play and exploration of the different types of phones. Use one of the phones to place a call to one of the children. Say, "Ring, ring, it's Miss Sarah calling." **SC1.2b**

Magnetic Sponge Art

Hot-glue a large metal washer inside a bath sponge. Place white paper in the bottom of a shallow cardboard box. Secure and prop up the box on blocks so that the children can guide the sponge with a hand magnet from underneath the box. The children can squeeze a variety of colors on their paper and use the magnet and sponge to create abstract art. **SC1.2b**



36-48 months

Color Drops

Freeze water in various containers. Place the ice on individual trays and provide liquid water colors and pipettes or medicine droppers. Demonstrate how to draw paint into the pipette to squeeze onto the ice. Have the children practice as you ask questions such as, "What will happen to the colors if they run into each other?" **SC1.3b**

Light Reflection

Show the pictures from the book *Shadows and Reflections* by Tana Hoban. Attach aluminum or platinum craft paper to the inside of a wide box. Provide small mirrors, shiny and dull objects and flashlights. Show the children how the light can reflect off the paper and objects and how standing in the light can create a shadow. **SC1.3b**

Separating Rice

Place colored rice and water in plastic tubs. Provide sifters, strainers, slotted spoons and bowls. Using one of the tools, have the children separate the rice from the water and place it in the bowl. Ask questions such as, "Which tool collected more rice," or "Which tool was easiest to use?" **SC1.3b**



48-60 months

Name Strain

Write letters inside various-sized bottle caps, then make name cards. Provide each child with a water bin, bottle caps with letters and a tea strainer spoon. The children choose their name card and use the strainers to pick their corresponding letters out of the water. **SC1.4b**

Ice Tower

Encourage the children to use medicine droppers, spoons, plastic tweezers and small squeeze bottles filled with salt water to melt an ice tower. To create the ice tower you will need an empty half-gallon milk jug with the top cut off, foam pieces, beads in a variety of shapes, beaded costume necklaces and feathers. Fill one third of the carton with water, place a few of the items in the water, and let it freeze. Continue to add more water and more items and freeze until the entire carton is full. To loosen and release the ice tower, wet the outside of the carton with warm water. Turn it upside down and release it into a water pan. The children will use squeeze bottles filled with salt water to begin the melting process. Encourage them to use the tools to excavate the items. **SC1.4b**

Frothy Bubbles

Fill bins with water, child-safe shampoo, food coloring and glitter. Provide whisks to create frothy bubbles. Provide small cups for pouring and scooping. **SC1.4b**

★ BRIGHT IDEA

For a child who has difficulty identifying the letters in his/her name, create a matching set of letters. Refer to the letters in the child's name one at a time and encourage him/her to find the matching letter in the water.

SC1 #127

24-60 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **SCIENTIFIC SKILLS AND METHODS**

Standard: **SC1 – The child will demonstrate scientific inquiry skills.**



24-36 months

SC1.2c

Observes and discusses objects and events in the environment.

Adult conversation is a large part of how two-year-olds learn about the environment. They learn language and new vocabulary as they explore and discuss objects related to science.



36-48 months

SC1.3c

Records observations through drawings or dictations with adult guidance.

As fine motor skills develop, three-year-olds start to document their discoveries. They draw simple pictures or dictate ideas to an adult. Most children are excited to explain if you ask them to tell you about their drawing.



48-60 months

SC1.4c

Records observations through dictating to an adult and drawing pictures or using other forms of writing.

Four-year-olds can create mental representations of what they experience in investigating the everyday world. They share this information with teachers through writing, drawings and learned vocabulary.

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24-36 months

Felt Board Animal Play

Provide felt pieces for the children to use with the song “I Went to Visit a Farm One Day.” As the children listen to the song, have them find the animal to place in the barn. After the song is over, ask simple questions such as, “What sound does the cow make,” or “What do you think cows eat and drink?” **SC1.2c**

Class Pet Pictures

Take a series of pictures of the children caring for the class pet (putting food in the bowl, adding water to the feeder, changing the bedding or giving a treat). Print the pictures and encourage the children to describe the tasks and share about times when they were the pet helper. **SC1.2c**

Traveling Bag

Collect a variety of child-sized suitcases, children’s clothes, shoes, jewelry, props, baby dolls and travel brochures. Encourage the children to pack their bags to go on a trip. Ask questions such as, “What types of clothes will you wear at the beach?” or “What foods will you eat when you go to the restaurant?” As the children respond, record their responses and take pictures to create a class display. **SC1.2c**



36-48 months

Oily Ice

Freeze colored water in an ice cube tray. Fill a pie pan with vegetable oil. Have the children observe how bubbles are formed when the ice cubes melt and mix with the oil. Encourage the children to draw a picture of their observations. **SC1.3c**

Bark Rubbings

Read *A Tree Is Nice* by Janice Udry. Provide white construction paper and crayons or chalk. Take a nature walk and point out the differences in trees. Have the children form pairs and make bark rubbings. Demonstrate how one child can hold the paper against the tree bark while another child rubs the crayon lengthwise against the paper. **SC1.3c**

Bird Watching

Place several bird feeders in a safe area outside a classroom window. Provide binoculars and encourage the children to watch the birds come and go. Provide paper and colored pencils for a bird journal. Ask questions to spark curiosity such as, “How many birds do you think will come to eat?” or “Where do you think the birds go after they eat?” **SC1.3c**

Seed Planting

Place a bean in a baggie with a damp paper towel. Hang the bag in the window and ask the children to observe it on a daily/weekly basis. Have them journal how the seed develops and grows. **SC1.3c**



48-60 months

Sink or Float

Ask the children to walk around the classroom and grab one item that can fit in the palm of one hand. Have a large, clear tub of water in the center of the group. Provide a large chart with two columns, labeled “Sink” and “Float.” Have the children experiment to see whether the item will sink or float. Have each child drop in the item and chart whether the item sinks or floats. After all the children have taken a turn, ask them to go find additional objects. This time, ask the children to predict whether the new item will sink or float based on what they just learned. Ask the children questions such as, “Why do you think the pencil will sink?” They may answer, “Because the pen did.” Chart their predictions. **SC1.4c**

Bug Bait

Cut a grapefruit in half and hollow out one of the halves. Put both halves outside face down. Ask the children who they think might like to eat the grapefruit. Listen to the children’s responses, encouraging them to think about bugs. “Which half do you think they will like more?” Document their answers and leave the grapefruit halves overnight. The next day, take a stick to turn over the grapefruit halves. Have the children observe and draw dots on paper for every bug they see. Ask, “Where do you think the bugs will go after they eat the grapefruit?” and “How did the bugs know to come and eat the grapefruit?” **SC1.4c**

SC1 #128

24-60 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **SCIENTIFIC SKILLS AND METHODS**

Standard: **SC1 – The child will demonstrate scientific inquiry skills.**



24-36 months

**NO
INDICATOR**



36-48 months

SC1.3d

Participates in simple experiments and discusses scientific properties.

Three-year-olds begin to participate in simple scientific investigations, using all their senses to observe. Their expanding vocabulary helps them describe what they observe.



48-60 months

SC1.4d

Experiments, compares and formulates hypotheses related to scientific properties.

Four-year-olds can predict outcomes of simple experiments based on past experience, then test their theories by performing simple experiments.

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SC1 – The child will demonstrate scientific inquiry skills.



36-48 months

Seeds Grow

Read the book *Seeds, Seeds, Seeds* by Nancy Wallace. Provide three shallow containers or separate a tray into three sections. In one section place newspaper; in another section, place one or two pieces of dry, light-colored sponges; and in the last section, place a layer of soil. Have the children use spray bottles to wet each section. Ask the children where they think grass seeds will grow. Have the children sprinkle grass seeds in each section and spray each section once again. Place the container in an area where they can observe the seeds. Hint: It will grow in all three places. **SC1.3d**

Clean Mud

Have the children tear tissue into small pieces. Provide two or three bars of child-safe Ivory® soap and assist the children with a hand grater to grate the soap. Have the children mix the tissue paper and soap in individual plastic tubs. As they mix it, use descriptive words such as “dry,” “sticky” and “waxy.” Encourage them to smell the scent and use words such as “fresh” and “clean.” Provide small spray bottles of water. Have the children spray small amounts of water into their tubs, and encourage them to mix it with their hands. Continue to add water. Ask for their observations of what is happening to the tissue and soap. **SC1.3d**



48-60 months

Mushy Jelly Beans

Provide a clear cup of multi-flavored jelly beans. Have the children taste one or two and describe them using words such as “sweet,” “hard” or “sour.” Have the children sort the remaining flavors into a second set of clear cups. Pour a cup of water over the jelly beans. Ask the children to describe what is happening. As the water changes colors, ask the children what they think the water will taste like. Pour each child a sample amount of “jelly bean juice.” Have them taste and describe it. Finally, take the jelly beans out of the water and have the children observe, taste again and describe. **SC1.4d**

★ BRIGHT IDEA

For children who have difficulty following multi-step directions, provide pictures of each step of the experiment. Refer to the picture as you begin the corresponding step.

Rock Garden

Mix equal parts of salt, ammonia, liquid blueing and water, then pour into a glass dish such as a round pie pan. Add various objects to the liquid such as paper towel bits, rocks, food and metal objects. Wait for the liquid to evaporate. As evaporation occurs, crystals will grow on the objects. **SC1.4d**

Diaper Weight

Introduce the idea of absorption to the children by asking each child to guess how many cups of water a baby diaper will absorb. Have the children pour a cup of water at a time on a diaper. On a chart, write a tally mark for each cup of water poured. Then provide a balance scale for the children to compare the weight of the wet diaper to the weight of a dry diaper. **SC1.4d**

Flashlight Fun

Provide flashlights and various materials such as clear plastic wrap, aluminum foil, tissue paper, cardboard, construction paper, cloth, transparency sheets and wax paper. Ask the children which materials the light will pass through. Show the children that some materials, depending on their color, will affect whether light will shine through. For example, light will shine through white construction paper but not black construction paper. **SC1.4d**

Absorb or Repel?

Provide an ice cube tray, a cup of water, a medicine dropper and small objects that will absorb and repel water such as small pieces of wood, facial tissue, tissue paper, writing paper, paper towel, Unifix® cubes, cotton balls and rocks. Place the objects in the ice cube tray and ask the children to drop a few drops of water into each section of the ice cube tray. Discuss what happens to the water with each of the different materials. **SC1.4d**

SC2 #129

24-60 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **EARTH AND SPACE**

Standard: **SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.**



24-36 months

SC2.2a

Explores and investigates the properties of water.

Two-year-olds begin to investigate and try new strategies with familiar materials.

Keep a variety of toys near the water table for exploration.



36-48 months

SC2.3a

Investigates and asks questions about the properties of water using adult- and child-directed activities.

Three-year-olds begin to recognize properties of water and its importance to all living things. They enjoy exploring how water moves and interacts with other materials, and how water can change its shape and form.



48-60 months

SC2.4a

Describes properties of water, including changes to the states of water.

Four-year-olds begin to express what they have learned through experimentation. They can respond to teacher questions about their prior experiences. For example, they can describe water both as a solid and as a liquid.

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SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.



24-36 months

Baster Game

Provide two bowls or a two-sided pet bowl and add a little water. Give the children large basters to transfer water from one bowl to the other. Show them how to squeeze the bulb and watch where the water goes. Add food coloring for interest. Talk about “more” or “less,” “empty” and “full,” and have the children count drops. **SC2.2a**

Ice Blocks

Have the children help you pour colored water into a variety of containers such as orange juice cans, yogurt containers and milk cartons. Talk about what will happen when they are put in the freezer. Once frozen, place them in the sensory table for exploration. Talk about why the ice blocks are different. Ask, “Can you guess what we put the water in to make this block?” **SC2.2a**



36-48 months

Pool Noodle Splash

Provide an outdoor water table, goggles and small pool noodle blocks created by slicing a long pool noodle into 3- or 4-inch pieces. Have the children create a splash by dropping the blocks in the water. Ask, “Why do you think the water makes a splash? How could you make the splash bigger?” Explore how the water moves the blocks. **SC2.3a**

Indoor Car Wash

Ahead of time, place plastic cars in soil and move them around so they become dirty. Put them in a tub of water and add child-safe, no-tears soap to make bubbles. Point out to the children that the water is clean and clear before you place the cars inside. Provide small washcloths, sponges, paint brushes, plastic cups and spoons. Encourage the children to wash the cars and set them in the window to dry. After the children have finished washing the cars, ask them if there is a difference in the color of the water and why. **SC2.3a**

How Do We Use Water?

Share photographs and pictures that reflect all the important ways we use water: for drinking, washing clothes, bathing, flushing a toilet or cleaning a house. People and animals use it for swimming too. Ask the children, “How do we fill a tub to take a bath? When we wash our hands, how can we control whether the water comes out fast or slow? How can water fit into the bottles of water we drink? If we leave water in a pool in the sun, what happens to it?” Choose one question for further exploration. **SC2.3a**

Melt Away

Give each child a small plate or tray with one or two pieces of ice. Ask the children what they think will happen to the ice. Have the children observe what happens to the ice and discuss why the ice melted. **SC2.3a**



48-60 months

Water Comparison

Fill four plastic bags with water. Freeze two ahead of time. Have the children describe the differences between the bags of ice and bags of water. Have the children drop the bags into a bucket. Describe the properties of frozen and unfrozen water. Be ready to list unfamiliar words such as crunchy, shards, quishy and fluid. **SC2.4a**

Ice Color Mixing

Freeze different color ice cubes. Choose primary colors that will turn into a secondary color if mixed. Read *Mouse Paint* by Ellen Walsh. Place two ice cubes in a white bowl, and have the children predict the color the water will be once the ice melts. Continue to experiment. Ask, “What if we add another cube?” **SC2.4a**

Polar Bear Habitats

Read *Little Polar Bear* by Hans de Beer. Set up small polar bear habitats by freezing individual containers of ice. Discuss the melting of glaciers. Ask the children what they think happens to all of the melted ice. Provide plastic polar bears and other plastic animal characters from the book for the children to retell the story. **SC2.4a**

Mosaic Ice

Freeze water in ice cube trays. As it gets hard, place popsicle sticks in for ice cube painting. When frozen, place white butcher paper on a table. The children can create a variety of patterns in the shared painting space. **SC2.4a**

SC2 #130

24-60 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **EARTH AND SPACE**

Standard: **SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.**



24-36 months

SC2.2b

Asks questions about the properties of sand, soil and mud.

When teachers model questioning, two-year-olds begin to use new vocabulary and verbal skills to inquire about these substances.



36-48 months

SC2.3b

Investigates properties of rocks, soil, sand and mud using adult- and child-directed activities.

Teachers may structure small group activities to help three-year-olds learn about specific properties and add similar materials to the sensory table for child-directed exploration during center time.



48-60 months

SC2.4b

Explores and begins to describe properties of rocks, soil, sand and mud.

Teachers use high-quality instructional materials and experiences such as books, field trips, guest speakers and hands-on materials to expose four-year-olds to earth changes. A variety of multi-sensory activities helps children understand these abstract concepts more clearly.

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SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.



24-36 months

Plant Play

Show the children pictures in a book such as *Flowers* by Vijaya Bodach. Add sterile potting soil, shovels and small plastic pots to a sand table or tub. Allow the children to practice filling and emptying pots. Add plastic flowers to plant. **SC2.2b**

Sand Socks

Secure a colorful sock at the cuff or ribbed opening with an empty duct tape roll to hold the sock open so pouring in sand is easier. Have the children use spoons and cups to fill the socks with sand. Talk about the texture of the sand and how it sticks to things. Pick up the sock and feel how heavy sand can be. **SC2.2b**

Mud Kitchen

Collect rain coats, rain boots and ponchos for the children to wear outdoors to play in a mud kitchen. Provide large containers with lids that can be used as storage and as a play stove. Use a permanent marker to draw circles to represent the burners. Add real pots and pans, and provide a small amount of water and soil. Assist the children by demonstrating how it takes more water to create soup and less water to create burgers. **SC2.2b**



36-48 months

Rock Sort

Collect a variety of earth-toned paint chips from a local home improvement store. Encourage the children to choose a paint chip and hunt for rocks on the playground that match the color. Have the children place all of their rocks in a container to sort by color, weight and size. **SC2.3b**

Treasure Hunt

Provide the children with a tub filled with mud, water and rocks. Paint some of the small rocks with silver and gold paint. Provide small shovels, rakes and sieves for exploration and explain to the children that they are going on a treasure hunt to find silver and gold. Have the children use the tools to sift through the muddy water to find their treasure. **SC2.3b**

Wet and Dry Sand Writing

Provide individual trays of sand, plastic putty scrapers or spatulas and spray bottles filled with water. Have the children write their names or create a design in the dry sand using an unsharpened pencil. Take a picture of their creation. Have them smooth the sand with the scraper or spatula and spray the sand with water. Point out how the sand turns a different color. Have them write their name or create a design in the wet sand. Take pictures of their wet sand creations and compile them into a picture book. Have the children talk about the difference in how the sand looks and feels when it is dry and when it is wet. **SC2.3b**



48-60 months

Pass the Rock

Read *Rocks Hard, Soft, Smooth, and Rough* by Natalie Rosinsky. Collect a variety of textured rocks for the children to sort. Have the children form a circle and place baskets in the middle. Label the baskets Hard, Soft, Smooth and Rough. Play “This Is How We Rock” by The Learning Station. Have the children pass a rock around the circle. When the music stops, the child holding the rock calls out the texture of the rock and places it in the basket. Control the music so every child has a turn. **SC2.4b**

Dirt Cups

Using a package of chocolate pudding, cups of milk, whipped cream topping, chocolate sandwich cookies and gummy worms, have the children create edible dirt. Prepare pudding as directed. Fill each child’s cup $\frac{3}{4}$ full with pudding. Add crushed chocolate cookies and gummy worms. Mix together. Top with whipped cream. **SC2.4b**

Homemade Moon Sand

Mix 9 cups of extra-fine play sand with 3 cups of cornstarch and $2\frac{1}{4}$ to $2\frac{1}{2}$ cups of water. Start with $2\frac{1}{4}$ cups of water, gradually adding until you have the desired consistency. Mix well. Cover and store in an airtight container. **SC2.4b**

Clean Rocks

Provide tubs of water, child-safe soap and scrub brushes so the children can wash rocks they find on the playground. Take before and after pictures to put in a class book. **SC2.4b**

SC2 #131

24-60 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **EARTH AND SPACE**

Standard: **SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.**



24-36 months

SC2.2c

Describes the objects in the sky during daytime and nighttime by drawing and/or naming.

Two-year-olds see and think about objects in the sky at home as well as in a structured care setting. They draw from these experiences and can start to discuss them with teachers.



36-48 months

SC2.3c

Asks questions/shows curiosity about objects in the sky and describes appropriate daytime and nighttime activities.

Three-year-olds are curious and begin to add to their learning by questioning adults around them. They can tell you what kinds of things happen "in the daytime" and what things "we do at night."



48-60 months

SC2.4c

Makes simple observations of the characteristics, movement and seasonal changes of sun, moon, stars and clouds. Compares the daytime/nighttime cycles.

Four-year-olds can process information about objects in the sky, though they are far away. Through guided observation with simple models (teacher using flashlight and globe to show movements of the sun), they can make sense of how celestial objects behave.

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SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.



24-36 months

When It's Sunny

Read *The Sun Is My Favorite Star* by Frank Asch. Place a cutout sun on the wall, and encourage the children to describe or draw something they like to do when the sun is shining. **SC2.2c**

Sky Drawings

Take clipboards outside along with crayons and paper. Set up a spot with a blanket where the children can sit or lay down and look at the sky. Encourage them to draw what they see. **SC2.2c**

Five Little Stars

Cut out five stars and a moon to use with the filename board as you recite this rhyme during large group:

*Five little stars shine and shine some more,
One fell to the earth and then there were four.
Four little stars, happy as can be,
One fell to the earth and then there were three.
Three little stars in a sky so blue,
One fell to the earth and then there were two.
Two little stars, having lots of fun,
One fell to the earth and then there was one.
One little star left all alone,
That one fell to earth and then there were none.
The moon came out – what a pretty sight!
He waved to the stars and he said, "Good night."*

SC2.2c



36-48 months

Classroom Stars

Turn your class into a nighttime sky for naptime. Hang glow-in-the-dark stars, planets and other celestial images on the ceiling or walls of the classroom. As the children fall asleep, encourage them to look up at the recreated night sky. Discuss the different things they see in the real sky at night. **SC2.3c**

Cloud Walk

Read *Clouds* by Anne Rockwell and then take advantage of a cloudy day to go for a cloud walk. Look for clouds in the sky. Talk about their color and shape. Ask, "Are some big and fluffy? Are others long and thin? Are they white or dark with rain?" You can also ask "What makes the clouds move?" or "Where is the sun? Is it hiding behind the clouds? How did it get there?" **SC2.3c**

Day or Night

Provide each child with an image of the sun and moon. Name a variety of daytime and nighttime activities such as eating breakfast, going to school, taking a bath and going to sleep. When you call out each of the activities, the children will hold up a sun or a moon to indicate when each activity normally occurs. **SC2.3c**

Little Cloud

Read *Little Cloud* by Eric Carle, then have the children create their own clouds. Give each child a piece of blue paper and have him/her glue cotton balls to the paper to create clouds. **SC2.3c**



48-60 months

Day or Night

Name a variety of daytime and nighttime activities, such as eating breakfast, going to school, taking a bath and going to sleep. When you call out each of the activities, the children will indicate when each activity normally occurs. Also, have the children name specific activities that may occur during the day or at night. Use a chart to record responses. **SC2.4c**

Cloud Creation

Show pictures from the book *It Looked Like Spilt Milk* by Charles Shaw. Provide the children with a piece of construction paper with a dollop of white paint in the middle. Have the children fold the paper and describe their cloud. **SC2.4c**

Creating Constellations

Show the children pictures of different constellations and discuss how the stars create a picture. Provide star stickers and encourage the children to create and name their own constellation. **SC2.4c**

Camp Out

Set up a nighttime campground. Put black paper on the walls and ceiling, with a moon and stars. Add a tent, camping supplies and flashlights. Provide books about the moon, the stars, clouds, day and night that the children can read in their sleeping bags. **SC2.4c**

SC2 #132

24-60 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **EARTH AND SPACE**

Standard: **SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.**



24-36 months

SC2.2d

Observes and discusses weather.

A child's location in the state of Georgia is a factor in the types of weather she observes. Two-year-olds learn about weather through what they see and feel. Concepts of "sunny" and "rainy" can be learned with teacher support.



36-48 months

SC2.3d

Observes and discusses changes in weather from day to day.

Three-year-olds can participate in large group discussions about weather – what they observed on the way to school and how it compares to weather on previous days.



48-60 months

SC2.4d

Uses appropriate vocabulary to discuss climate and changes in weather.

Four-year-olds add time concepts to their weather comparisons by discussing the weather in the past, present and future. They can talk about "when it rained last week" or that it "snowed during our winter break."

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SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.



24-36 months

Down Comes the Rain

Read *Down Comes the Rain* by Franklyn M. Branley. Talk about kinds of rain you have seen – light, sprinkling rain or hard, pouring rain. Make it “rain” in the classroom. Start by rubbing your hands together (wind) and then snapping your fingers (sprinkles). Then pat your knees for raindrops. Make it rain harder by kicking your heels on the floor and clapping your hands for lightning. Then gradually do the motions in reverse until the “storm” is over. **SC2.2d**

When the Wind Blows

Read *Mrs. McNosh Hangs Up Her Wash* by Sarah Weeks. Then talk about what happens when the wind blows. Create “wind” with a small fan, and have the children hold up socks to watch them move. Make a simple kite by cutting the end from a small paper bag and taping on a few streamers. Attach a string, and take it outside to “fly.” **SC2.2d**

Tornado Bottle

Create a tornado bottle using oil and water. Secure the cap with hot glue. Have the children rapidly shake the bottle. Discuss what they see going on inside it. Say, “This looks like what happens when there is a tornado. There is a strong wind that makes things move up and around in a funnel shape.” **SC2.2d**



36-48 months

How Should We Dress?

During large group time, provide weather-related props such as rain boots, umbrellas, mittens, sun visors and scarves. Have the children choose props that match the day’s weather. **SC2.3d**

Weather Watcher

Assign one child to be the class weather watcher or meteorologist each week. Each day have the child go to the window and report to the class what he/she sees. Create a chart with simple symbols for different types of weather. The weather watcher can choose a symbol and put it on the chart. At the end of the week, discuss how the weather was different from day to day. **SC2.3d**

What’s the Forecast?

Read *Oh, Say Can You Say What’s the Weather Today?: All About Weather* by Tish Rabe. Invite a local meteorologist to visit the class and talk about his/her job. Look at weather maps in the newspaper or pull up a weather app on a tablet, smartphone or smart board. **SC2.3d**



TEACHER TIP

Use books that are for older children in a preschool classroom. Remember to concentrate on the pictures and on introducing new vocabulary. Skim over or eliminate more difficult concepts.



48-60 months

More Land? More Water?

Ask the children, “Does our planet Earth contain more land or more water?” Toss an inflatable globe to a child in the group. Encourage the child to catch it with both hands and then spread his/her fingers. After he/she catches it, ask him/her to look where each of his/her thumbs landed. Are your thumbs touching land or water? Graph where each thumb landed, making a tally under “L” for land and “W” for water. Have the children continue to toss the globe back and forth to one another and write down the results each time. Look at the graph and count the results. Ask the children which there is more of, land or water? Explain how all of the water on Earth is connected across the globe and how we identify separate oceans by name. Also discuss how living next to water affects the weather. **SC2.4d**

Table Clouds

Read *Could I Sit On a Cloud?* by Kay Barnham. Talk about the characteristics of clouds. Help the children make their own “clouds.” Cover a table with towels to absorb any spilled water. Give each child a clear container filled two-thirds full of water. Place 4 cups of colored water in the middle of the table for the children to share. Provide pipettes for each child. Have the children create a “cumulus cloud” in each container by squirting nontoxic shaving cream on the top of the water. Have them add drops of color to the shaving cream. Observe carefully as the color makes its way through the “cloud.” **SC2.4d**

SC3 #133

24-60 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **LIVING THINGS**

Standard: **SC3 – The child will demonstrate knowledge related to living things and their environments.**



24-36 months

SC3.2a

Investigates plants and animals, and how they grow and change.

Two-year-olds will indulge their natural curiosity about plants and animals when teachers supply appropriate support materials such as real examples, books, posters and related manipulatives.



36-48 months

SC3.3a

Observes and explores a variety of plants and animals as well as their environments and life cycles.

As three-year-olds continue to develop, their observations take on more detail. They enjoy exploring a variety of materials and are beginning to be able to help take care of a class pet or plant.



48-60 months

SC3.4a

Observes, explores and describes a variety of plants and animals. Describes their basic needs and life cycles of living things.

Four-year-olds can use their rapidly developing vocabulary and experiences to discuss plants, animals and their needs. Large group discussions and targeted small group instruction can be used to answer children's specific questions.

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SC3 – The child will demonstrate knowledge related to living things and their environments.



24-36 months

Bird Feeder Fun

Add a small bird feeder near the classroom window. Have the children help add bird seed. Draw the children's attention to birds at the feeder and talk about how birds need food just like people do. Then read *Birds* by Kevin Henkes. Encourage the children to spot birds at the bird feeder that are similar to the birds in the book.

SC3.2a

Pet Vet Clinic

Create a class animal clinic. Provide bandages, a play veterinarian kit and soft toy animals. Ask a local vet hospital for props that the children can use such as signs, magazines and old X-rays. Interact with the children, asking questions. For example, say, "I see that the dog has a fever. What do you think that means?" Books to read include *Sally Goes to the Vet* by Stephen Huneck and *The Pet Vet* by Marcia Leonard. **SC3.2a**

Bottle Plants

Cut the tops off empty water bottles and tape over the cut edge with masking tape. Help the children fill the bottle about a third way with soil. Have the children drop a variety of plant seeds in the bottle. Give the children empty seasoning bottles filled with water to sprinkle onto the seeds. The children can observe the growth of plants and take part in caring for the plants.

SC3.2a



36-48 months

How Animals Grow

Read the book series *See How They Grow* by DK Publishing that features a variety of different animals. Create sequencing pictures from the books of how animals grow and have the children put the pictures in order. **SC3.3a**

Animal Habitats

Have the children help create an animal habitat. For example, help the children mix soil and water together and discuss different animals that live in mud. Provide plastic animals such as worms, frogs or crabs to place in the mud to encourage habitat play. **SC3.3a**

Flower Power

Read *Zinnia's Flower Garden* by Monica Wellington. Plant a variety of flower seeds in flower pots. Place the flowers in a location where the children can also draw their observations to keep in a Flower Power journal. Create a Flower Power job role for one child whose duty is to care for the flowers by misting them daily with a spray bottle. **SC3.3a**



TECH TIP

After planting a seed, take a series of photos of the seed sprouting and growing into a fully developed plant. The children can sequence the pictures or you can create a time-lapse video.



48-60 months

We Like Veggies!

Create a graph by listing a variety of vegetables that are good for the human body. Encourage the children to taste each vegetable and decide whether they like the taste. Fill in the graph blocks using the color of the vegetable eaten to show how many children in the class liked a particular vegetable. Talk about the nutritional value of each vegetable and about animals that eat the same types of food and why. **SC3.4a**

Animal Protection

Discuss the various ways animals protect themselves. Some animals roar, change color, run fast, climb, spit, have tough skin, sting, hide, see in the dark, see in front and back, hear and smell from miles away, fly, are poisonous, have prickly skin or look scary. Show pictures of animals and have the children guess what it does to try and stay safe. **SC3.4a**

Do You Shed Skin?

Examine a snake skin. (Pet shops will often save them.) Have the children look at the patterns on its surface. Demonstrate how shedding happens by having the children spread white glue on the palms of their hands to dry. Help them peel off the glue "skin" and observe the pattern of lines from their palms. Explain that a shed snake skin retains the pattern of scales in the same way. Roll knee-length pantyhose on the children's arms and encourage them to "shed their skin" by rubbing against things, similar to a snake. **SC3.4a**

SC3 #134

24-60 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **LIVING THINGS**

Standard: **SC3 – The child will demonstrate knowledge related to living things and their environments.**



24-36 months

SC3.2b

Explores a variety of living and non-living objects.

Two-year-olds begin to observe similarities and differences of living and non-living items with teacher support. They love to discover and manipulate a variety of classroom materials such as toys, natural objects, plants and animals.



36-48 months

SC3.3b

Identifies the physical properties of some living and non-living things.

As teachers assist in their discoveries, three-year-olds make comparisons between living and non-living objects. They often answer questions about how things are made or the origin of items such as, "The egg comes from the bird!" or "I have a truck like that, I got it at the store."



48-60 months

SC3.4b

Discriminates between living and non-living things.

Four-year-olds have developed the vocabulary needed to analyze objects and determine which are obviously living and which are not. They begin to make the discrimination between living things, such as plants and trees, and natural items that are not living, such as rocks or shells.

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SC3 – The child will demonstrate knowledge related to living things and their environments.



24-36 months

School Pets and Objects

Take a walk around the school to identify pets in the various classrooms. Discuss with the children why the pets are living objects. List the characteristics that the children point out. Next, make a list of characteristics of nonliving objects. Compare the two lists and look at the book *Living and Nonliving* by Carol Lindeen. Ask the children if they saw any of the objects on the walk. **SC3.2b**

How We Grow

Read *Are You A Butterfly?* by Judy Allen and Tudor Humphries. Talk about the different stages of a butterfly, how it grows and compare this to how children grow. Encourage the children to bring in their baby pictures and show how they have grown. **SC3.2b**

Fish Observation

Spend time with the children as they watch the classroom fish. Have the children to help name and take care of the fish. Ask questions such as, “How does it swim? What does it eat? How do fish breathe? What makes it alive?” **SC3.2b**



TEACHER TIP

Take a school field trip to the infant, toddler and Pre-K rooms. Encourage the children to compare themselves to the infants, for example, and talk about how their bodies have changed and grown.



36-48 months

What's Alive?

Read *What's Alive? Let's-Read-and-Find-Out Science 1* by Kathleen Weidner Zoehfeld. One day, walk outdoors to point out and take pictures of living things. Another day, point out and take pictures of nonliving things. Print out the pictures to review and display in the science area. **SC3.3b**

Nature Bracelet

Take a nature walk with the children and point out things they hear, smell, touch and see. Place masking tape, sticky side out, on each child's wrist to make a bracelet. Have the children collect items to add to their sticky bracelets. During large group, have the children compare the living and nonliving items on their bracelets. **SC3.3b**

Is It Alive?

Read *Is It Living or Nonliving?* by Rebecca Rissman. Talk about how you can tell if something is alive. Put two hula-hoops on the floor. Label one “Yes” and one “No.” Show the children pictures of various living and nonliving things such as an elephant, a rose, a toaster, a baby, a car. Ask, “Is it alive?” and have the children answer “Yes” or “No.” Then ask, “How do you know?” Finally, place the picture in the correct hoop. **SC3.3b**



48-60 months

Living Things

Read *What Is a Living Thing?* by Bobbie Kalman. This book introduces the different aspects of living things, including people, animals and plants. Create a KWL chart that tracks what a student knows (K), wants to know (W), and has learned (L). Talk to the children about what they know about living things versus nonliving things. The children may respond, “living things breathe.” Next, ask the children what they want to know or what questions they have. They may respond, “If plants are alive, why can't we see them breathe?” Investigate ways to teach the children what they want to learn over the next few weeks. Be sure to finish this topic of study with the “L” and discuss what they have learned. **SC3.4b**

Is It Alive? Collage

After introducing the children to the basic characteristics of living and nonliving things, use a large piece of butcher paper divided into two sections, “Living” and “Nonliving.” Have the children look through magazines and cut out pictures of living and nonliving things and put the pictures under the appropriate category. Challenge each child to explain why the picture belongs in its category. **SC3.4b**

Playground Walk

Using two hula-hoops, label one Living and the other Nonliving. Have the children explore the playground and put items they find in the appropriate hoop. **SC3.4b**

SC3 #135

24-60 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **LIVING THINGS**

Standard: **SC3 – The child will demonstrate knowledge related to living things and their environments.**



24-36 months

SC3.2c

Identifies more complex body parts.

As two-year-olds develop, they are able to identify more parts of their bodies such as elbows, neck and back.



36-48 months

SC3.3c

Identifies and describes the functions of a few body parts.

Three-year-olds are beginning to connect body parts with the functions they perform, such as how we use our feet to walk and our hands to wave. They are able to participate in simple music and movement activities that direct them to move various body parts in different ways.



48-60 months

SC3.4c

Identifies and describes the functions of many body parts.

Four-year-olds are able to give more accurate descriptions of body parts and functions, such as how teeth are used to chew and how joints, like knees and elbows, bend so our bodies can walk and dance.

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SC3 – The child will demonstrate knowledge related to living things and their environments.



24-36 months

Gingerbread People Parts

Have the children help you make soft gingerbread cookies. Point out the head, arms, legs, chest and stomach. Use icing to separate the body parts and features such as eyes. Call out body parts and have the children eat one part at a time. **SC3.2c**

It's Me...

Recite this fingerplay and have the children point to the body part as it is named:

*Here are my ears. Here is my nose.
Here are my fingers, and there are my toes,
Here are my eyes, they are both open wide.
Here is my mouth, and my teeth are inside.
Here is my tongue, that helps me to speak.
Here is my chin, and here are my cheeks.
Here are my hands, and here are my feet
All of these things make up me!* **SC3.2c**

Body Parts Class Book

Read *Where Is Baby's Belly Button?* by Karen Katz. Have the children point to different parts of their bodies. Ask, "Where are Melanie's eyes," or "Where is Zachary's nose?" Take pictures and create a class book of them. Try to provide a different body part picture for each child. Label each page with a simple sentence such as, "This is Jack's nose," or "These are Georgie's toes." **SC3.2c**



36-48 months

Hippity Hop and Jump!

Read *Hop Jump* by Ellen Stoll Walsh. Talk about the different body parts that allow the children to hop and jump. Have the children demonstrate. Secure hula-hoops and blocks to create an obstacle course in the classroom or outdoors. Encourage the children to hop inside the hoops and jump over the blocks. Play children's hip-hop music in the background as they hop and jump. Try music by the artist Secret Agent 23 Skidoo. Take pictures to create a class Hop Jump book and place it in the book area. **SC3.3c**

Stomp and Clap

Provide or create jingle bell wristbands and anklets using VELCRO® closures. Play the song "Stomp and Clap" from The Learning Station's *Physical Ed* CD. Encourage the children to use the body parts that will make their jingle bells ring. **SC3.3c**

Body Parts Family Picture

Read *Heads, Hearts and Other Parts* by Barbara Shagrin and Deborah Bradley. Have families bring in full-length photos of themselves. Place the pictures around the room. Have the children find and stand next to the picture of their family. Give clues and encourage the children to point to the correct body part. For example, say, "Point to the body parts that you wash with child-safe soap before you eat a snack!" **SC3.3c**



48-60 months

Body Boogie

Sing and dance to "Body Boogie" by The Learning Station. Point out all the body parts that are listed in the song, and ask the children to demonstrate how they use that body part. For example, ask the children, "How can we use our hands?" Point out specifics such as, "We can use our hands to clap to the music, and we can use our fingers to pick up small items like beads or pebbles." **SC3.4c**

Heart Healthy Song

Teach this heart-healthy song to the tune of "B-I-N-G-O":

*My body has a special pump,
It pumps the blood around-O
H-E-A-R-T, H-E-A-R-T, H-E-A-R-T,
It pumps the blood around-O.*

SC3.4c

Potato Head

Provide a Mr. or Mrs. Potato Head that the children can use to identify body parts. You could also give the children the body parts to stick in their own play dough creations. **SC3.4c**



SC4 #136

24-60 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **PHYSICAL SCIENCE**

Standard: **SC4** – The child will demonstrate knowledge related to **physical science**.



24-36 months

SC4.2a

Explores motions to play with toys with adult support.

When teachers demonstrate how a new toy works, two-year-olds are quick to try it for themselves. They are increasing in motor strength and dexterity, which gives them the ability to play with a wide range of toys.



36-48 months

SC4.3a

Independently investigates objects and toys that require positioning and movement.

Three-year-olds are more coordinated and are comfortable exploring new toys independently. They can change the position of toys to make them work or try new ways of moving them.



48-60 months

SC4.4a

Explores and describes position and movement of objects and toys.

Four-year-olds have developed enough vocabulary to explain how objects move and act. They will try many different ways of manipulating objects and can tell you how that changes their motion.

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SC4 – The child will demonstrate knowledge related to physical science.



24-36 months

Roll It

Cut cardboard tubes into various lengths and cover with colorful paper. Make a ramp with heavy cardboard. Show the children how to roll the tubes down the ramps. Experiment with different angles for the ramp. Stuff some of the tubes to make them heavier. What happens? **SC4.2a**

Hole in One

Create a game by cutting a hole in one end of a sturdy shoebox lid. Make the hole slightly smaller than the golf ball so the ball will catch in the hole but not fall through. Place a golf ball in the lid and show the children how to tilt the lid back and forth to direct the ball into the hole. Make it more challenging by cutting holes in both ends of the lid and using two golf balls. **SC4.2a**



36-48 months

Locks and Keys

Provide several different locks and matching keys. Have the children find the key that will open the lock. Show them how to fit the key into the lock and turn it until it clicks. You can color-code the pairs to make the task easier. Stick colored masking tape on the lock and tie a matching-colored piece of yarn to the key. **SC4.3a**

PVC Pipe Play

Collect a variety of PVC pipes and connectors. Encourage the children to figure out how to put the connectors on the ends of the pipes to connect them together. **SC4.3a**

Make It Fit

Hook together several different combinations of LEGO®s so that parts stick up or out to the side. Cut matching holes from the lid of a shoebox. The children must turn the LEGO® creation in the correct orientation to slip it through the hole. **SC4.3a**



48-60 months

The Pendulum

Create a pendulum by tucking a tennis ball inside the leg of panty hose and hang it from the ceiling. Give the children boxes, cardboard tubes and small yogurt containers. Encourage the children to build towers using the boxes and place tubes or containers on top to knock over. Let them experiment with how tall to build the towers and where they should place them. Have the children swing the pendulum to knock over a tower. Have the next child rebuild it and swing the pendulum. **SC4.4a**

My Invention

Encourage the children to invent machines using found objects such as boxes, cardboard tubes, spools, bottle caps and pipe cleaners. Provide glue, construction paper, markers and tape. Before they start, have the children discuss what they want the machine to do. After they have created a machine, ask them to describe what it does and how it works. They might make “a robot to clean my room” or “a food machine to make snacks.” **SC4.4a**

Hula-Hoop

Give each child a hula-hoop and offer challenges that use positional words: “Step inside the hula-hoop. Hold the hula-hoop up in the air. Place the hoop on the floor. Place the hoops behind you and place the hoops beside a friend.” Ask a child to act as the teacher. **SC4.4a**

Press Here

Read *Press Here* by Herve Tullet. Discuss the movement of the dots in the interactive book, introducing different positional words. **SC4.4a**



SC4 #137

24-60 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **PHYSICAL SCIENCE**

Standard: **SC4** – The child will demonstrate knowledge related to **physical science**.



24-36 months

SC4.2b

Uses basic words for speed of motion.

Two-year-olds are gaining control of large muscles and can move at different rates of speed. They realize that they can act on objects to make them move fast or slow.



36-48 months

SC4.3b

Investigates different types or speeds of motion.

When teachers supply appropriate materials, three-year-olds enjoy exploring the types and speeds of motion of various objects. They are learning new vocabulary to describe different ways of moving.



48-60 months

SC4.4b

Investigates and describes different types or speeds of motion.

Four-year-olds are developing a descriptive language vocabulary to support concepts about speed and motion. They begin to use comparative words such as “faster” or “slowest.”

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SC4 – The child will demonstrate knowledge related to physical science.



24-36 months

Dance to the Beat

Play a steady beat with sticks, a tambourine or a drum and encourage the children to walk, jump or dance to the beat. Call out, "Now move fast!" and tap the drum quickly. Then call out, "slowly," changing the beat to a very slow one. Alternate moving fast and slowly. After a time, just change the beat without calling it out and see if the children respond. **SC4.2b**

Things That Go

Read *Cars and Trucks and Things that Go* by Richard Scarry. Provide a selection of small vehicles for the children to push along a playmat or teacher-made roadway. Create two posters, one that has a picture of an animal that moves fast and one that moves slowly. Have the children move their small vehicles fast or slow when they see the corresponding picture. **SC4.2b**

Bean Bag Toss

Provide a large, open container or a target on the wall for the children to throw bean bags at. Provide a starting line so the children can experiment with different speeds as they try to hit the target. **SC4.2b**



36-48 months

Wind and Water

On a windy day, have the children spray water into the air to see the direction and speed that the wind is blowing. Assist the children by having them stand in different places on the playground. For example, say, "I see that the wind is blowing to the right, so what will happen to the water if we stand on the right side of this tree?" **SC4.3b**

Parachute Play

Place balls on a small parachute and have the children move the parachute up and down so the balls move. Encourage them to move the parachute quickly and notice how the balls behave. Then move it more slowly and watch what happens. **SC4.3b**

Pringles® Can Painting

Place golf balls in several colors of paint. Provide Pringles® cans with paper cut to fit inside. Show the children how to use a spoon to scoop a golf ball out of the paint and put it in the chip can. Roll the can back and forth or rotate it with one hand to make the ball move around the inside. **SC4.3b**

Ball Race

Place various balls, including golf balls, ping-pong balls or large rubber balls to roll down various-sized ramps. Teachers may consider using pool noodles cut in half, paper towel rolls and slats of wood as ramps. Encourage the children to talk about which ball will roll fastest or farthest. **SC4.3b**



48-60 months

Move!

Read *Move!* by Robin Page. Give the children an opportunity to move like the animals in the book. Write the different characteristics of each animal on chart paper to contrast and compare. **SC4.4b**

Roll on the Paint

Use round, found objects such as wheels, spools, bottle caps, plastic gears and toy wheels. Encourage the children to paint with the objects by putting them in paint and rolling them on the paper. Ask the children to describe the tracks made by the various-sized objects. **SC4.4b**

Paper Airplanes

Make paper airplanes, experimenting with folds, tears and paperclip weights that can affect flight. Try flying the planes off of tall equipment or near an outdoor fan. **SC4.4b**

Slow and Steady

Bring bunny ears and paper tortoise shells for the children to wear outside. Set up a "Tortoise and the Hare" race. The tortoise group will walk or crawl steadily along while the hare group hops, runs and takes rest breaks. **SC4.4b**



SC4 #138

24-60 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **PHYSICAL SCIENCE**

Standard: **SC4** – The child will demonstrate knowledge related to physical science.



24-36 months

SC4.2c

Begins to use words to describe physical properties and states of matter of objects.

Two-year-olds use their expanding vocabulary to tell others about objects in their environment. Teachers can introduce vocabulary words like “liquid” and “solid.” Through discovery and observation, children can connect their exploration to the words.



36-48 months

SC4.3c

Explores and identifies physical properties and states of matter of common classroom objects.

With teacher support and a variety of simple science objects, three-year-olds enjoy adding to their basic knowledge about physical properties.



48-60 months

SC4.4c

Describes materials by their physical properties and states of matter.

Four-year-olds have more advanced vocabulary and can participate in discussions about the properties of a variety of objects. Although four-year-old children may find it difficult to understand abstract properties of matter, they are able to group materials into states such as solids and liquids. Children can experiment with materials that show a variety of states of matter.

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SC4 – The child will demonstrate knowledge related to physical science.



24-36 months

Exploring Eggs

Explore a raw egg. Crack it into a bowl and talk about how it looks. Use words like runny and slimy. Encourage the children to describe other features such as the egg yolk. Bring boiled eggs into the classroom; describe how you boiled the eggs in very hot water. Encourage the children to explore the cooked eggs. Peel the shells and talk about what the white part looks like now. Cut the eggs open. Ask, “Do you see the yellow part?” Enjoy the boiled eggs for snack. **SC4.2c**

Oobleck

Add cornstarch to water to make this unique sensory material that has properties of both a liquid and a solid. Start with a cup or so of water in a bowl and add the cornstarch a bit at a time. You will probably use one-and-a-half to two times as much cornstarch as water. Keep mixing until it has a gooey consistency. If you grab a handful and squeeze it, it will feel solid but if you release the pressure it will ooze through your fingers. **SC4.2c**

★ BRIGHT IDEA

Some children may not want to touch or feel the oobleck. Place the oobleck in a baggie and encourage the children to squeeze and manipulate it inside the baggie.



36-48 months

Drippy Paint

Add water to tempera paint to make it a very thin consistency. Place fingerpaint paper on a cookie sheet. Add a spoonful of paint to the tray and show the children how to tip the tray to roll the paint around. Encourage them to describe the paint and how it is moving. Add another color and talk about how the colors mix together. **SC4.3c**

Music Fun

Make rhythm instruments with the children to use during music time. Add beans or rice to water bottle shakers or roll up newspapers and tape them with colorful masking tape to make rhythm sticks. Make a tambourine by attaching large buttons to the edge of paper plates. Thread yarn through the button and through a hole punched in the plate. As you work, talk about the color, size, shape and texture of the items you are using. **SC4.3c**

Does It Belong?

Provide the children with a sample of blocks from the classroom such as a few unit blocks, some table blocks, LEGO®s or LEGO® DUPLO®s, cardboard blocks or alphabet blocks. Talk about how they are the same. Say, “You can build with all of these. Some are the same shape, some are made of wood.” Describe how they are different in size, color and shape. Provide several small hula-hoops and encourage the children to sort the blocks. **SC4.3c**



48-60 months

Colorful Dot Explosions

Have the children watch the reaction of vinegar and baking soda. Set up a table outdoors. Line it with aluminum foil. Spread a layer of baking soda over the foil. Make sure it covers the entire area. Pour vinegar into small cups and add two to three drops of food coloring. Have the children use droppers to draw vinegar from the cup and expel it in drops onto the baking soda. Have children dictate the reaction they see. Encourage them to expel vinegar drops in different spots until the table is full of colorful dots. **SC4.4c**

Making Butter

Begin with heavy whipping cream at room temperature. Discuss whether the cream is a liquid or a solid. Put the cream in a small, clear food jar and pass it around for the children to shake. Play upbeat songs for the children to listen to as they shake the jar. It will take five to 10 minutes of shaking before the cream turns into a solid. Between each song, ask the children to share what is happening to the liquid (cream). Once it has solidified into butter, ask, “What will happen if we put the butter in a pan on the stove?” **SC4.4c**

Dancing Raisins

Provide a large bottle filled with carbonated water. Have the children place raisins in the bottle. Point out how the bubbles of carbon dioxide gas stick to each raisin making it light enough to float. When the raisins float to the surface, the bubbles burst and the raisins sink. **SC4.4c**

SC4 #139

24-60 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **PHYSICAL SCIENCE**

Standard: **SC4 – The child will demonstrate knowledge related to physical science.**



24-36 months

SC4.2d

Uses complex motions to play with toys that are simple machines.

The term “simple machines” refers to a group of basic implements that are the foundation of every other tool. They include wheel/axle, wedge, pulley, screw, lever and inclined plane. With teacher modeling and support, two-year-olds begin to explore these tools and how they work.



36-48 months

SC4.3d

Uses classroom objects that function as simple machines.

Three-year-olds are beginning to understand simple machines such as levers, pulleys and wheels and axles, and how they work.



48-60 months

SC4.4d

Uses classroom objects to function as simple machines to enhance child-directed play.

Four-year-olds are able to think about how to use objects from the classroom for specific purposes. They use their knowledge of how simple machines work to come up with substitutes when the original object is not available.

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SC4 – The child will demonstrate knowledge related to physical science.



24-36 months

Laundry Line

Set up an indoor or outdoor laundry line. Provide dish tubs and water to wash doll clothes. The children can use pins to attach the clothes to the line to dry. Use both non-spring and spring type clothespins; these are examples of a lever – a type of simple machine. **SC4.2d**

Let's Look Around

Take a group of children for a walk around the center or school. As you walk, take note of simple machines. Look for things such as door stops (wedges), wheels on the lunch cart, nuts and bolts on the playground and door hinges. **SC4.2d**



36-48 months

Pulley Power

Make a simple pulley to add to your block center. Use an empty ribbon spool and an unsharpened pencil or dowel. Show the children how to place the dowel through the spool and drape a length of string or ribbon over the spool. Tie a block or vehicle to one end of the string. As one child holds both ends of the dowel, another child pulls down on the other end of the string to lift the block or vehicle. **SC4.3d**

Paint Rollers

Cover the table with butcher paper. Provide the children with tempera paint in a tray and several sizes and types of paint rollers. The rollers are examples of a wheel and axle, a simple machine. Encourage the children to roll the paint on the paper in different directions and designs. Talk about the rollers and how they work. Compare them to other wheels the children may know about. **SC4.3d**

Nuts and Bolts

Provide a variety of different-sized nuts and bolts. Encourage the children to screw the nuts on and off the bolts. Use a magnifying glass to examine the inside of the nut and the outside of the bolt. Show the children how the metal is formed in a spiral. Ask where they have seen this shape before, in a slide, on a sea shell or on a jar lid that twists on and off? **SC4.3d**



48-60 months

Merrily We Roll Along

Read *Wheels and Axels in Action* by Gillian Gosman. Use a wagon to demonstrate the story. Ask the children what they ride in that has wheels. Set out cars and other items in the classroom for the children to explore. **SC4.4d**

Simple Machines

Read *The Three Little Wolves and the Big Bad Pig* by Eugene Trivizas. Point out and discuss the simple machines used by the little wolves to build houses to ward off the big, bad pig. Ask, “How did the kangaroo move the bricks?” Demonstrate the difference between pushing something and pulling it. **SC4.4d**

Fish for Fish

You will need a magnetic fishing rod, a small inflatable pool of water and magnetic bobble fish. The children will roll a die and reel in that number of fish. Ask the children how their fishing rods work. Show pictures of a pulley, and have the children practice reeling in their fish. **SC4.4d**

Ping-Pong Launch

Encourage the children to launch ping-pongs with a class-made lever. Use a yardstick, a coffee can to support and prop up the yardstick, and a clear container of ping-pong balls. Tape a bowl to one end of the yardstick. Place the yardstick over the coffee can with the bowl of ping-pong balls resting on the ground. Encourage the children to use their hands to push down on the other end of the yardstick and observe what happens. Change the position of the coffee can so the children can see the differences in speed and distance. **SC4.4d**

SC5 #140

24-60 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **INTERACTION WITH THE ENVIRONMENT**

Standard: **SC5 – The child will demonstrate an awareness of and the need to protect his/her environment.**



24-36 months

SC5.2a

With assistance, he/she participates in activities to protect the environment.

Two-year-olds can begin to develop a sense of respect and caring for the natural environment. With prompting and support, they can learn concrete ways to protect the environment.



36-48 months

SC5.3a

Participates in efforts to protect the environment.

Three-year-olds can independently take steps to protect and care for the environment. They can learn to pick up trash in their classrooms and to recycle used paper for other purposes.



48-60 months

SC5.4a

Understands that people have an impact on the environment and helps in efforts to protect it.

Four-year-olds can understand and explain how to care for the environment, keep it clean, and how they can help. They are beginning to understand that people have an impact on the environment by recycling or picking up litter. They can do group projects, such as a recycling collection, and can state in their own words why this is important: "So trash won't be everywhere."

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SC5 – The child will demonstrate an awareness of and the need to protect his/her environment.



24-36 months

For the Birds

You will need two plastic berry baskets and yarn. Help the children cut the yarn into pieces four to six inches long. Place the yarn in a berry basket. Cut the bottom from another basket for a lid. Tie the lid on the basket and attach the whole thing to a tree. Explain to the children that the birds will use the yarn to build their nests. **SC5.2a**

Plant a Flower Garden

Create a small flower garden with perennials and annuals for the children to care for during outside play. Use child-sized watering cans or pitchers for watering plants. Write the children's names on craft sticks to place beside their plant. **SC5.2a**



36-48 months

Litter Bags

Provide small paper lunch bags for the children to decorate with crayons or markers. Cut a hole about two inches in diameter and about one inch from the top of both sides of the bag. Hang one as a litter bag on doorknobs in the classroom to collect scraps of paper. Encourage the children to hang the bags in their cars or homes to collect paper litter. **SC5.3a**

Use It Again

Introduce basic recycling by encouraging the children to “use it again.” For example, if they are using paper to draw on, remind them to use both sides of the paper. Be intentional about using the word “recycle” so it becomes part of their vocabulary. Read *Michael Recycle* by Ellie Bethel. Assign a “Recycler” as a class job to assist with recycling materials. **SC5.3a**

For the Birds II

Help the children make bird feeders out of pine cones by rolling the pinecones in a mixture of vegetable shortening, oats and bird seed. Attach strings to the pinecone tops. Hang them from a tree outdoors to encourage bird watching. **SC5.3a**



48-60 months

Is It Litter?

Teach the song “Pick Up Litter” to the tune of “If You’re Happy and You Know It”:

If you see a piece of litter, pick it up.

If you see a piece of litter, pick it up.

You will make the world look better

If you pick up all the litter.

If you see a piece of litter, pick it up.

Have children point out the difference between litter and items that need to be recycled. **SC5.4a**

Reduce

Give each child a small, clear cup of Cheerios. Draw a red line where the Cheerios come to on the cup. Tell the children this is their tiny dump and it is filled with car tires. Tires take up lots of space. Next, give each child a marker to smash up the tires. When all of the tires turn into crumbs, the children can see how much less space is taken up. Now add a little bit of plaster and water, and encourage the children to create roads on wax paper. Let harden and use for play when finished. Discuss with children the words reduce and recycle. This is a great way to show them how things can be used for other purposes. **SC5.4a**

What Do We Recycle?

To show the children how to sort for recycling, attach a picture of the materials to each container; old boxes, baskets or buckets work well for this. You might put a picture of a can on one, a picture of a newspaper on the second and a picture of plastic containers on a third. Talk about the different kinds of items. Have the children bring some from home to sort. Have students rinse out milk cartons from lunch to add to the bins. This activity will strengthen children's sorting skills and teach “greener” lessons. **SC5.4a**

CR1 #141

24-60 months

domain: cognitive development and general knowledge

sub-domain: **creative development**

Strand: **CREATIVE MOVEMENT AND DANCE**

Standard: **CR1 – The child will participate in dance to express creativity.**



24-36 months

CR1.2a

Dances to and becomes engaged in music and movement.

Two-year-olds are gaining more control and strength as they move and explore. They can verbally express what they like and how they feel. Use music and movement experiences in your daily schedule and during transitions, to comfort a child or to celebrate a success.



36-48 months

CR1.3a

Repeats choreographed movements and begins to express creativity in movements.

As children mature, they participate in creative movement with freedom and expression. Three-year-olds can copy the movements of the teacher by clapping or marching to a song.



48-60 months

CR1.4a

Uses dance to express thoughts, feelings and energy. Uses dance as an outlet for creativity.

Creative movement is a way for four-year-olds to respond freely to music. During movement activities they can gain a sense of mastery if there are no expected outcomes. They must have a repertoire of movements before they can be told to "Move the way the music makes you feel," so have them walk, run, march, gallop, dance, clap, hop, jump and slide to music.

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CR1 – The child will participate in dance to express creativity.



24-36 months

Musical Parade

Play music and encourage the children to march around the room shaking instruments to the beat. Encourage one child to lead the parade and play the instruments up high, then down low, then on a particular side. **CR1.2a**

Pop Goes the Weasel

Gather five or six children in a circle and sing “Pop Goes the Weasel”:

*All around the cobbler’s bench
(holding hands, run in a circle)*

The monkey chased the weasel,

The monkey thought it was all in fun,

POP goes the weasel!!

(jump up, then fall to the ground). **CR1.2a**



36-48 months

Let’s Dance

Plan to use music throughout the day. Model dancing, and encourage the children to follow your moves. The Learning Station has many songs that teach children how to repeat movements. “Tony Chestnut” is a favorite among children. Greg & Steve also have many great songs, such as, “Ready, Set, Move” and “Jump Down, Turn Around.” **CR1.3a**



48-60 months

Ten Fingers

Teach the children this simple fingerplay with the motions. “Ten Fingers”: (point to self).

I can make them do things –

Would you like to see?

I can shut them up tight. (Make fists.)

I can open them wide. (Open hands.)

I can put them together. (Place palms together.)

I can make them all hide. (Put hands behind back.)

I can make them jump high. (Hands over head.)

I can make them jump low. (Touch floor.)

I can fold them up quietly. (Fold hands in lap.)

And hold them just so. CR1.3a

Ribbon Rings

Make ribbon rings by tying colorful ribbons or thin fabric strips to a small embroidery ring or canning rim. Play various styles of music and have the children copy your motions and then create their own dance moves. **CR1.3a**



Line Dancing

Teach children simplified versions of popular line dances such as “The Electric Slide.” After they have mastered the steps, play music and encourage them to dance to the beat of the song. **CR1.4a**

Stretchies

Provide each child with a stretchie. As the children move to music, let them make shapes within their stretchies. To make stretchies, use Lycra® or stretch jersey material that is 45 inches wide and cut into strips about 4 inches wide. Sew it end to end to make a circle and you have a stretchie! **CR1.4a**

Flight of the Bumblebee

Play Rimsky-Korsakov’s “Flight of the Bumblebee” for the children. Talk about how the music might make them think of a bumblebee flying or how the music makes them feel. Next, play the piece again and encourage the children to buzz around with elbows flapping, searching for flowers and nectar. When they’ve gathered all their nectar, have them fly back to the hive to feed the queen bee. **CR1.4a**

Make It, Shake It

Provide the children with small containers, such as Pringles® cans or yogurt containers, and have the children decorate them. Fill the containers with dried corn, pebbles or other materials that will make noise when the children shake them. **CR1.4a**

CR2 #142

24-60 months

domain: cognitive development and general knowledge

sub-domain: **creative development**

Strand: **VISUAL ARTS**

Standard: **CR2 – The child will create and explore visual artforms to develop artistic expression.**



24-36 months

CR2.2a

Experiments with a variety of materials to express individual creativity.

Two-year-olds are gaining more motor control and are able to explore art materials with interest and confidence. Model how to use a variety of materials and show them how much fun creating art can be.



36-48 months

CR2.3a

Uses a variety of tools and art media to express individual creativity.

Three-year-olds are developing more fine motor control and can begin to cut and draw, and manipulate art materials with purpose. They can verbally express their ideas and enjoy the creative process.



48-60 months

CR2.4a

Uses materials to create original work for self-expression and to express individual creativity.

Four-year-olds can attend to a project enthusiastically for longer periods of time but are mostly interested in the artistic process with little desire to produce a product.

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CR2 – The child will create and explore visual artforms to develop artistic expression.



24-36 months

Stamping Fun

Provide stamps, stamp pads and paper for the children. Model how to use the stamps and tell stories about their work. **CR2.2a**

Play Dough Play

Provide play dough for the children and encourage them to create with it. Ask questions such as, “What kind of animal can you make?” and “What kind of tail does it have?” Give the children pipe cleaners and wiggly eyes to add to their creations. Encourage conversations related to their art.

CR2.2a

Paper Towel Paint

Give all the children a textured paper towel as a canvas. Provide paint and brushes to use for painting on the textured paper. Cover a paper towel roll with bubble wrap and have the children roll paint on a piece of paper. **CR2.2a**



36-48 months

Look at Me

Provide large paper, crayons and markers for the children to create a self-portrait. Provide a mirror for the children to look at as they draw. Model a simple self-portrait for the children. Encourage them to closely observe their image and include as much detail as possible. **CR2.3a**

Play Dough Magic

In small group introduce play dough and play dough tools such as cutters, rollers, scissors, plastic knives and plates. Demonstrate how the tools can be used with the play dough. Then have the children experiment. Demonstrate how they can make simple shapes and objects. Ask, “What happens when you roll it with your hands? Can you make a long snake?” **CR2.3a**

Sidewalk Ice Painting

Squeeze paint into an ice cube tray. A thick finger paint works best and allows you to make multi-color cubes as well. Cut craft sticks in half and place one in each cube; freeze overnight. Take outside and give the children thick paper or let them paint directly on the sidewalk. The paints will swirl together as the ice begins to melt. **CR2.3a**



TEACHER TIP

If you have children that feel uncreative, try reading *The Dot* by Peter Reynolds.



48-60 months

Nature Sounds

Listen to a recording of nature sounds and have the children draw what they think of when they hear the sounds. Provide paper, crayons or colored pencils for their work. Model descriptive language as they talk about their creations. **CR2.4a**

Mud Painting

Make a thin mud from dirt and water, adding food coloring. Use plastic spoons to pour the mixture over cardboard to create original art work. Let it dry and display it. **CR2.4a**

Tree Trunk Painting

Wrap the base of a large tree with butcher paper and provide children with art materials such as paints, the brushes, pastels or markers. Encourage them to use the tree trunk as their easel and create their own works of art. **CR2.4a**

Watercolors

Give the children watercolor paints, coffee filters and medicine droppers. Encourage them to drop different colors onto the coffee filter. Hang these in the windows when dry. **CR2.4a**

★ BRIGHT IDEA

To support the children who have difficulty with this activity, tape the coffee filters to the table and provide small paintbrushes for dabbing watercolors on the coffee filter.

CR2 #143

24-60 months

domain: cognitive development and general knowledge

sub-domain: **creative development**

Strand: **VISUAL ARTS**

Standard: **CR2 – The child will create and explore visual artforms to develop artistic expression.**



24-36 months

CR2.2b

Describes what he/she sees when looking at pictures, photos and art work.

Language development is key during a child's second year of life. Two-year-olds describe what they see in a picture: "That's Daddy." Model vocabulary with vivid descriptions of pictures and artwork. "Look at the curvy, yellow lines you drew."



36-48 months

CR2.3b

Observes and discusses visual art forms.

As language is continuing to develop for three-year-olds, they can see similarities and differences in their artwork and in pictures. Give them descriptive words to use as they build their vocabularies: "Look, the paint is dripping."



48-60 months

CR2.4b

Observes and discusses visual art forms and compares their similarities and differences.

Four-year-olds can pay careful attention to detail and notice small differences in paintings or collages. They are able to make observations and comparisons with their expanding vocabulary: "That sculpture is all gray but the painting is colorful."

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CR2 – The child will create and explore visual artforms to develop artistic expression.



24-36 months

What Do You See?

Provide the children with a picture from a book or magazine, and ask them what they see. Encourage them to describe the scene to you in detail. **CR2.2b**

★ BRIGHT IDEA

For the children with varying visual abilities, pick a piece of artwork and describe it in detail. If possible, provide a real painting or sculpture so they can use their sense of touch to create an image of the artwork in in their mind.



36-48 months

Little Artists

Display the children's artistic creations and encourage discussion about their work. Provide a brief time each day when a few of the children may present and describe their artwork to the class. Encourage the other children to make comments. Instead of, "I like it," teach the children to notice something about the child's artwork such as, "You made lots of blue stripes." **CR2.3b**



48-60 months

Clay Creations

Encourage the children to design and create something out of clay: a bowl, an animal or a person. Give them tools such as toothpicks, forks and popsicle sticks to make patterns in the clay. Discuss the similarities and differences in their creations. **CR2.4b**

Mr. Brown Can Moo

Encourage the children to talk about illustrations as you take a picture walk through Dr. Seuss' *Mr. Brown Can Moo! Can You?* Ask, "What colors do you see in the drawings? How are the characters the same or different? Why do you think this animal is purple? What do you notice about Mr. Brown?" **CR2.3b**

Group Project

Cover a medium-sized box with butcher paper and work with the children on a group project. Have them glue a variety of 3-D items such as cotton balls, buttons, sequins and wiggly eyes onto the box. Encourage the children to share thoughts on their creative process. Use descriptive words as you help the children talk about what they are creating. **CR2.3b**

My Rainbow

Display primary colors of tempera paint in bowls and have the children choose two colors. Put a spoonful of the two colors into plastic bags and have them mix the colors together. Talk about and compare the different colors created. Hang the bags near a window to create a stained glass effect. Ask the children, "What happens when you add a drop of white or black?" Experiment to find out. **CR2.4b**

Painting Class

Set up a "painting class" table. After you have looked at various paintings by artists, place a vase of flowers in the middle of a table with paper and paint the same colors as the flowers. Tell the children that they can paint the vase and flowers as they see them and display their work in an art gallery. Talk about how each painting is alike and different. **CR2.4b**

Feather Painting

Provide large sheets of butcher paper, paint in pie tins, and feather dusters or pine tree branches with needles to serve as brushes. Encourage the children to make designs and creations on the paper. Display their work in the classroom, and talk about what they have created. **CR2.4b**

CR2 #144

24-60 months

domain: cognitive development and general knowledge

sub-domain: **creative development**

Strand: **VISUAL ARTS**

Standard: **CR2 – The child will create and explore visual artforms to develop artistic expression.**



24-36 months

CR2.2c

Communicates preferences for one piece of art over another and tells why.

Two-year-olds begin to show preferences for favorite pictures. They might point to a picture and describe it with a few words.



36-48 months

CR2.3c

Shares ideas about personal creative work.

Three-year-olds can look at their work and the work of others and describe similarities and differences.



48-60 months

CR2.4c

Shows appreciation for different types of art and the creative work of others.

With teacher guidance, four-year-olds can notice different attributes of art pieces and express thoughts and opinions. They can comment on details such as color or use of lines or shapes. Expose them to artwork by a variety of artists by using books and posters.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

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CR2 – The child will create and explore visual artforms to develop artistic expression.



24-36 months

Favorite Things

In a large or small group, ask each child to name a favorite color, animal or song. Chart the results. Have the children illustrate their choices and talk about whose are the same and whose are different. **CR2.2c**

Which One Do You Like?

Provide two or more examples of art, such as Andy Warhol's *Campbell's Soup* and Vincent Van Gogh's *Sunflowers*, and ask the children which one they prefer and why. Model for them by saying, for example, "I like this picture of the flowers because I have those growing in my yard and yellow is my favorite color." **CR2.2c**

Musical Painting

At the art easel, provide MP3 players or CD players with headphones. Have the children listen to music as they paint at the easel. Provide a variety of music such as classical, reggae, blues or nature sounds. **CR2.2c**

Art Show

Have the children create individual expression art. Display the art around the classroom. Have the children walk around the room talking and describing the artwork that is displayed. **CR2.2c**



36-48 months

Art Time

Sit with the children as they create pieces of art and encourage them to share information about their work. Give them interesting objects to paint with, such as brushes, combs, feathers, cardboard tubes and artificial flowers. Ask, "What are you working on?" or "How did you make that? Tell me about it." **CR2.3c**

Shape Surprise

Provide a collection of many sizes and colors of pre-cut shapes from construction paper. As the children glue the shapes onto paper ask them to share information about their shape collage. You might ask, "Why did you choose those shapes?" or "What did you create with the shapes?" **CR2.3c**

Clay Creations

Give the children clay. Encourage them to create animals, flowers or people and share their creations. Ask, "How did you make that?" or "What could you do differently? Show me how to make one," or "How did you use the tools? What else could you use?" **CR2.3c**



TEACHER TIP

Add items to the art area for the children to create 3-D sculptures. Include straws, sticks, paper towel rolls and feathers.



48-60 months

Author Study

Share books by Eric Carle and discuss the types of art work used to create the illustrations. Provide the children with a variety of art media including fabric, wallpaper, ribbon and paint to create an illustration for a class book to be used for group reading. **CR2.4c**

Paper Mosaic

Give the children construction paper and magazine pages cut into one-inch strips. Have them cut these into various shapes and sizes, then glue them onto black construction paper to create a mosaic art piece. Ask the children to describe what they've made. **CR2.4c**

Ansel Adams

After examining and discussing the black and white photography of Ansel Adams during large group time, provide the children with only white paper and black paint, or vice versa. Encourage them to create their own black and white pieces of art. **CR2.4c**

Art Museum

Include an artist or museum prop box in the dramatic play area. An artist box might include a camera, paintbrushes, a paint palette, a beret and a painting smock. A museum box might include pamphlets from an art museum, ticket stubs, samples of artwork, a camera and a beret. **CR2.4c**

CR3 #145

24-60 months

domain: cognitive development and general knowledge

sub-domain: **creative development**

Strand: **MUSIC**

Standard: **CR3 – The child will use his/her voice, instruments and objects to express creativity.**



24-36 months

CR3.2a

Experiments with vocalization, sounds and musical instruments.

Two-year-olds are beginning to express themselves freely through singing. They enjoy experimenting with their voices and the sounds they can make with simple instruments.



36-48 months

CR3.3a

Participates in classroom activities with musical instruments and singing to express creativity.

Three-year-olds develop their musical memory through musical activity. They enjoy singing and using rhythm instruments in group settings.



48-60 months

CR3.4a

Uses familiar rhymes, songs or chants and musical instruments to express creativity.

Four-year-olds can express their imaginations through music and movement. They enjoy singing and using a wide variety of rhythm instruments.

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CR3 – The child will use his/her voice, instruments and objects to express creativity.



24-36 months

Toddler Idol

Create a song “die” cube, out of a square tissue box. Place song titles and picture cues on each side of the box. Ask a child to roll the “die,” and lead the group in singing the song that results. Encourage the other children to join in. Add a toy microphone for more fun. **CR3.2a**

Music Makers

Make shakers from small plastic bottles or plastic eggs closed tightly and sealed with packaging tape or hot glue. Fill them with small pebbles, aquarium gravel or pennies. Compare the sounds as the children shake and move them. **CR3.2a**



36-48 months

Conductor

One child is the conductor. The others choose an instrument. Include instruments from other cultures, especially cultures represented in the classroom. Play a variety of multicultural musical selections from Putumayo’s *World Sing-Along CD* and play the instruments. When the conductor waves a baton quickly (use a rhythm stick for a baton), the children play the instruments quickly; when the conductor waves the baton slowly, they play the instruments slowly. **CR3.3a**

Streamer Dance

Use the plastic lids from ice cream buckets. Cut a hole in the middle, then punch smaller holes around the first hole. Loop ribbon or streamers through the holes and use these as props for music and movement. Play familiar class favorites or classical music. **CR3.3a**

Kazoo Band

Have the children make kazooos. You will need cardboard tubes in different lengths to make different sounds, wax paper, rubber bands, a sharp pencil or other sharp object to poke holes with and paint or other art supplies to decorate the kazooos (optional). Cover the end of the cardboard tube with wax paper and secure it with a rubber band. Under close supervision, poke a hole in the side of the tube using a sharp pencil or other sharp object. Now the children can paint or decorate their kazooos. To play them, put the open end of the tube up to a child’s mouth and hum, or repeat “doo, doo, doo,” to make the kazoo sound. This will take some practice. Play music and encourage the children to play along with their kazooos. **CR3.3a**

★ BRIGHT IDEA

For the children who have difficulty using the kazoo, offer a variety of instruments such as wrist bells or a simple drum.



48-60 months

Rhythmic Names

Provide two rhythm sticks to each child and have children sit in a circle. Establish a slow, steady beat with the sticks and have the children join you. Model how to say your name to the beat of the sticks, for example, “I (*beat*) am (*beat*) Miss (*beat*) Kris- (*beat*) tin (*beat*).” Go around the circle and provide an opportunity for each child to say his/her name to the beat. **CR3.4a**

Musical Artists

Cover a table with butcher paper or blank newsprint. Give each child a marker and begin playing music. Encourage the children to walk around the table, using the markers to make marks on the paper to the beat of the music or make marks that show how the music makes them feel. Vary the types of music played or play a stop-and-go/freeze game. **CR3.4a**

Water Xylophone

Arrange a series of glasses and bowls in a row on the table. Add increasing or decreasing levels of water so that every glass or bowl has a different water level. Take a spoon and show the children how to gently tap the glass and bowl rims and sides. Encourage them to discover how many kinds of sounds can be produced. **CR3.4a**

CR4 #146

24-60 months

domain: cognitive development and general knowledge

sub-domain: **creative development**

Strand: **DRAMA**

Standard: **CR4** – The child will use dramatic play to express creativity.



24-36 months

CR4.2a

Listens and shows interest when an adult tells a story with props.

Two-year-olds will show interest in a story when familiar props are used, because they are “hands on.” Stuffed animals and dolls or small toys such as balls engage them in a story.



36-48 months

CR4.3a

Participates in dramatic play presentations with adult guidance.

Three-year-olds are all about movement! They enjoy watching a teacher act out a story with props or puppets and can join in with help from the teacher.



48-60 months

CR4.4a

Participates in dramatic play presentations.

Four-year-olds enjoy watching a teacher act out stories using props and puppets. With practice, they can participate in stories wearing simple costumes, headbands and props to retell stories.

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CR4 – The child will use dramatic play to express creativity.



24-36 months

Story Props

Gather props for *If You Give a Dog a Donut* by Laura Numeroff, and read the story as the children interact with the props. When you are done with the story, provide the children with apples for a snack, as described in the book. **CR4.2a**

The Napping House

Make paper doll characters from the story *The Napping House* by Audrey Wood, out of magazine pictures or drawings. Attach these to heavy paper or cardboard, and tell the story using these characters. **CR4.2a**

Very Hungry Caterpillar

Create a hungry caterpillar out of a parmesan cheese container with a flip-top lid. Decorate the lid with wiggly eyes to resemble the caterpillar in the book *The Very Hungry Caterpillar* by Eric Carle. Have on hand all the foods the caterpillar eats and have the children feed them to the caterpillar as you read the story. **CR4.2a**



36-48 months

Singing Books

Repeatedly use books such as *The Cat Came Back* by Dahlov Ipcar or *The Bear Went Over the Mountain* by Iza Trapani, which support singing the storyline, encouraging the children to sing along. **CR4.3a**

Classic Stories

Retell “The Gingerbread Man.” The children can be the different characters in the story. The gingerbread man can run, run, run away. Retell the story *The Enormous Turnip*. Have the children portray the different characters (farmer, wife, dog, cat, mouse) and have them all pull together to get the turnip out of the ground as they recite the verses. **CR4.3a**

Nursery Rhymes

Create prop boxes for the children to act out different nursery rhymes. For example, Little Miss Muffett’s props include a dress, a small stool (tuffet), a plastic spider, cottage cheese (curds and whey) or just a bowl and spoon. To act out “Jack Be Nimble” give one of the children a baseball hat and a candlestick. **CR4.3a**



TEACHER TIP

Use old or inexpensive gloves to create finger puppets for the children. Decorate fingertips of the glove to represent a song.



48-60 months

Flannel Board Stories

Make simple felt pieces to tell stories. Some good examples are *Rhyming Dust Bunnies* by Jan Thomas; *If You Give a Mouse a Cookie* by Laura Numeroff and *The Old Lady Who Swallowed a Fly* by Pam Adams. Use the felt pieces to tell the stories, or have the children use them to retell the stories. **CR4.4a**

The Old, Grey Cat

Choose one child to be the cat and “sleep” in a part of the room away from the group. The remaining children will be mice. The mice crouch on the ground as you sing:

The old, grey cat is sleeping, sleeping, sleeping

The old, grey cat is sleeping in the house.

The little mice are dancing, dancing, dancing

(Children dance in place.)

The little mice are dancing in the house!

Repeat mice verse with “nibbling” (children pretend to eat) and “resting” (Children crouch down.). Sing:

The old, grey cat comes creeping, creeping, creeping

The old, grey cat comes creeping in the house.

The little mice go scampering, scampering, scampering

The little mice go scampering in the house.

During the two verses above, the cat returns to the circle and the children run around the room. Choose a new cat and repeat the song. **CR4.4a**

CR4 #147

24-60 months

domain: cognitive development and general knowledge

sub-domain: **creative development**

Strand: **DRAMA**

Standard: **CR4** – The child will use dramatic play to express creativity.



24-36 months

CR4.2b

Spontaneously pretends to take on the characteristics of a person, character or animal.

Two-year-olds enjoy moving and interacting with others. They may jump like a kangaroo or stomp around like a dinosaur as they sing a group song.



36-48 months

CR4.3b

Recreates a familiar story using action and objects (props) individually or cooperatively.

As three-year-olds' language skills grow, they become involved in active story-telling experiences. Given simple props, they can act out stories such as The Three Little Pigs.



48-60 months

CR4.4b

Uses dialogue, actions, objects and imagination to tell a creative story.

Four-year-olds' developing confidence and independence enables them to use their imaginations to create and interact in storytelling. They might use dialogue, physical movement and props to tell a story.

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CR4 – The child will use dramatic play to express creativity.



24-36 months

Animal Action

Play the song “Animal Action” by Greg & Steve. Encourage the children to participate by following along with the movements in the song as you model possible movements. **CR4.2b**

Hats

Place a variety of hats and jackets in the dramatic play area. Encourage the children to pretend to be someone else such as a firefighter, police officer or construction worker. **CR4.2b**

Baby Wash

Fill tubs with warm water, bubbles, washcloths and baby dolls for the children to wash and care for. You can also add other props such as rubber duckies. Provide towels for each child to dry off his/her baby. Have baby clothes and diapers available for the children to dress the babies after their bath. Talk about how grown-ups wash their babies and love and take care of them. **CR4.2b**



36-48 months

Maisy Goes on Vacation

After reading the book *Maisy Goes on Vacation* by Lucy Cousins, add a suitcase, sun hat, camera and other props to the dramatic play area. Have the children recreate the story using the props. You can extend this activity by adding chairs and creating a train. **CR4.3b**

Body Movement

Have the children sing songs related to animals as they perform whole body movements to act out how the animal moves. You might use, “Baby Beluga,” “Animal Boogie” or “Six Little Ducks.” **CR4.3b**

Froggie Gets Dressed

Provide pictures and flannel pieces from the book *Froggie Gets Dressed* by Jonathan London. Have the children retell the story using the clothing pieces and pictures from the book. Encourage the children to use different voices as they tell the story. **CR4.3b**

Prop Box Stories

Provide prop boxes in the dramatic play area that relate to specific stories to encourage the children to retell the stories. For example, a *Where the Wild Things Are* box might include wolf ears, a wooden spoon, a small boat, a blanket and wild thing masks. **CR4.3b**



48-60 months

Tell a Story

Provide a variety of small figures, stuffed animals and small toys, with accessories and encourage the children to make up stories for their friends or act out a familiar story or nursery rhyme. **CR4.4b**

Create a Book

Provide pictures of storybook characters, animals, people and objects and support the children in creating their own books. Write the storyline the child shares with you and be sure to read these to the class to encourage others to try their hand at creating books and stories. **CR4.4b**



TEACHER TIP

Doing dramatic presentations with young children doesn't have to be complicated. Costumes should take advantage of this and only suggest to an audience something bigger, not realistically present it. For example, the child with a hat is a cowgirl. The one with a necktie is a car salesman. A feather in a hat is for Puss in Boots. A Viking helmet can be a cow. The magic that kids find in these simple props will be stronger and easier than anything you try to make.

CR4 #148

24-60 months

domain: cognitive development and general knowledge

sub-domain: **creative development**

Strand: **DRAMA**

Standard: **CR4** – The child will use dramatic play to express creativity.



24-36 months

CR4.2c

Imitates and repeats voice inflections to entertain others.

As two-year-olds are developing listening and speaking skills, they can imitate what they hear others do. They can copy adults as they change the pitch and volume of their voice.



36-48 months

CR4.3c

Creates various voice inflections and facial expressions in play.

Three-year-olds experiment with their voices and physical expressions during play. They might use a low voice for Papa Bear and a high voice for Baby Bear. They will watch your expressions and mimic them as you read to them or speak in interesting ways.



48-60 months

CR4.4c

Represents a character by using voice inflections and facial expressions.

Most four-year-olds can listen intently to a story told with great expression. They will pick up voice inflections and expressions you have used and repeat them as they tell stories. They may recite whole phrases from familiar stories using the teacher's inflections.

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CR4 – The child will use dramatic play to express creativity.



24-36 months

Talent Show

Encourage the children to dance, sing or tell a story or joke in front of their classmates. Props can include costumes, microphones or stuffed animals. **CR4.2c**

Tiny Teacher

Set up your dramatic play area to be a school. Give the children props such as a notebook, pencils and chalkboards with chalk. Encourage one child to be the teacher and the other children to be the students. **CR4.2c**

★ BRIGHT IDEA

For the children who have difficulty pretending, provide a picture of the different tasks you complete during circle time. Encourage the child to imitate each action and provide positive feedback when he/she attempts to complete the action.



36-48 months

Glad Monster, Sad Monster

While reading *Glad Monster, Sad Monster* by Ed Emberley, have the children differentiate their tone, pitch and facial expressions to represent the monster's feelings. **CR4.3c**

Mirror Play

Give the children mirrors to practice creating facial expressions for the various characters they portray. In a small group, provide the children with a mirror and encourage them to observe themselves. The floor-length mirror from the dramatic play area can be turned horizontally to allow several children to observe their expressions. Ask questions such as, "Show me what you look like when you hear thunder, when you are having fun at a birthday party? Show me now what you look like when you can't find your favorite toy?" Have the children respond with a variety of facial expressions. **CR4.3c**

Animal Farm

Provide a box of animal costumes and help the children create different voices and sounds for the animals. Read favorite books related to animals. The children may provide sounds for the animals while the book is read. Encourage the children to make animal sounds when reading *Brown Bear, Brown Bear* by Bill Martin, Jr. and Eric Carle. Assign animal roles to each child. **CR4.3c**



TEACHER TIP

Play alongside the children, encouraging them to use various voice tones to represent their imaginary roles (baby-soft voice, daddy-deep voice, monster-loud voice).



48-60 months

Animal Antics

Have the children put on masks of different animals. Encourage them to create the sounds and expressions the animals might make. **CR4.4c**

Three Billy Goats

As you tell the story "The Three Billy Goats Gruff" to the children, have them act it out using different voices. Create a bridge for the children to stomp over. **CR4.4c**

The Mitten

Read *The Mitten* by Jan Brett. Give the children animal headbands and a large sheet to represent the mitten. Have them retell the story. **CR4.4c**



★ BRIGHT IDEA

Some children are not comfortable dramatizing stories. Adapt roles to meet a child's comfort level. This may include verbally saying his/her lines or encouraging the child stand in a different location. For example, if a child is not comfortable getting under the sheet, he/she could stand to the side.

CR4 #149

24-60 months

domain: cognitive development and general knowledge

sub-domain: **creative development**

Strand: **DRAMA**

Standard: **CR4** – The child will use dramatic play to express creativity.



24-36 months

CR4.2d

Explores new situations through dramatic play.

As two-year-olds grow and develop, they can move and interact with toys and props in a dramatic play area. They put on dress-up clothes or use props such as a toy stethoscope.



36-48 months

CR4.3d

Identifies real and make-believe situations through dramatic play.

Three-year-olds' developing speech and growing awareness enables them to act out more complex themes. They may pretend to visit the grocery store or act out The Three Little Pigs.



48-60 months

CR4.4d

Participates in dramatic play to express thoughts, feelings and creativity.

As four-year-olds gain confidence in interacting with others, they will act out familiar experiences with expression and imagination. They often make up stories involving monsters, superheroes and princesses.

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CR4 – The child will use dramatic play to express creativity.



24-36 months

Let's Go Shopping

Set up a pretend grocery store and encourage the children to shop and find certain items to put in their bags. Include a cash register, play money and clean, empty food boxes. **CR4.2d**

Leaves Are Dancing

Using fall leaves (either silk or die cut) and small rakes, have the children rake leaves on the rug. As the children rake, sing "Leaves Are Dancing" to the tune of "Are You Sleeping?":

*Leaves are dancing,
Leaves are dancing,
All around, all around.
All the leaves are dancing,
All the leaves are dancing,
On the ground, on the ground.*

Have the children then pretend they are leaves falling to the ground. **CR4.2d**



36-48 months

Living Books

Use bulletin board paper to draw a background scene from a favorite story, such as "The Three Billy Goats Gruff." Provide props to support the story and encourage the children to "play inside the book." **CR4.3d**



48-60 months

Bird's Nest

Read *Are You My Mother?* by P.D. Eastman and discuss how birds build their nests and sit in the nest with the eggs until the baby birds hatch. Cover a baby pool in brown paper. Add shredded paper and paper maché eggs or large plastic eggs. Have the children sit in the pool and pretend to be birds. **CR4.3d**

Dino Stomp

Create dinosaur feet from cereal boxes covered in duct tape. Use one color for the toes and another color for the foot. Cover a narrow piece of cardboard in tape to make a strap and secure this to the box. Make the strap adjustable by adding VELCRO® dots. Have the children wear the feet and pretend to be dinosaurs. Play "We Are The Dinosaurs" by Laurie Berkner. **CR4.3d**



★ BRIGHT IDEA

For children that have difficulty walking in the dinosaur feet, create a set of dinosaur feet using tissue boxes that fit over the shoes the children are wearing.

I Am A Magician

Begin by saying, "I am a magician and I can turn you all into..." Say two adjectives and a noun. For example: slimy, slippery worms; warm, fuzzy bunnies or crisp, colorful leaves. Encourage the children to act out the descriptions. As children catch on to the activity, they could take a turn as the magician. **CR4.4d**

Vet Clinic

Set up a veterinary clinic and provide props for treatment of sick animals. Encourage the children to talk about their own experiences with being sick and how they plan to take care of the animals. **CR4.4d**

Act It Out

Give the children three or four characters to act out as they play outside. Try a pirate, queen, king, firefighter, football player, pet walker or various animals. Let them add to the list and have them tell stories about their characters when you come back inside. **CR4.4d**

Farmers Market

Set up an outdoor farmers' market with shopping carts, toy fruit and vegetables, purses, bags, cash registers and play money; and act out stories outside. **CR4.4d**

CP1 #150

24-60 months

domain: cognitive development and general knowledge

sub-domain: **cognitive processes**

Strand: **THINKING SKILLS**

Standard: **CP1 – The child will demonstrate awareness of cause and effect.**



24-36 months

CP1.2a

Explores the effects that simple actions may have on objects.

Two-year-olds enjoy exploring the effects that their actions have on objects. They will experiment with a ball, bouncing and rolling it in a variety of ways, or spread paint on paper with a large brush, moving it back and forth. They are learning that different actions can have different effects.



36-48 months

CP1.3a

Intentionally carries out an action with an understanding of the effect it will cause.

Three-year-olds are quite confident in their ability to act on objects. They will squeeze a sponge onto the table and watch the drips, or stack a block tower just so they can knock it down. They are gaining an understanding that certain actions and the resulting effects are within their control.



48-60 months

CP1.4a

Recognizes cause and effect relationships.

Four-year-olds can begin to recognize and comment on cause and effect relationships. They may observe that “the plant died because we forgot to water it,” or caution a friend “don’t stand so close or it will knock over my blocks.” They can begin to base their actions on an expected outcome: “I am walking carefully so I don’t spill my milk.”

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CP1 – The child will demonstrate awareness of cause and effect.



24-36 months

Ball Play

Provide the children with a variety of balls. Encourage them to roll, bounce or kick the balls. Talk about what they are doing. "You kicked the ball hard! Look how far it went!" **CP1.2a**

Soupy Sand

Add water to sand and encourage the children to explore the new texture. Talk about what happened when you added water. Say, "The sand feels different, doesn't it? The water made the sand feel soupy." **CP1.2a**



36-48 months

Let's Bowl!

Introduce a bowling game in a small group and ask if the children have ever played before. If there are some children who have never played, ask them to guess what they can do with the ball and pins and how they can play the game. Discuss what will happen if they hit the pins with the ball, the cause and the effect, then have the children experiment. Also, discuss with the children how they want to arrange the 10 pins to strike them more easily. Continue to bowl using a variety of pin arrangements. **CP1.3a**

Straw Painting

Provide straws, small eyedroppers and paper in different sizes and colors. Cover the table with a tablecloth for easy cleanup. Prepare a few colors of liquid paint and place them in shallow bowls. Introduce the materials and talk about what they are and how they are used. Ask, "Have you ever painted with a straw?" Show the children how to drop paint on the paper and move it around by blowing through the straw. Talk about how blowing through the straw causes the paint to spread across the paper. Ask the children to blow harder and see what happens. **CP1.3a**

Water Wheels

Place a few water wheels in the water/sensory table along with measuring cups in different sizes. Pour water in the table. Before the activity, talk about the children's prior experience with the water wheels. Discuss what it looks like and different ways to spin it, such as by blowing on it, spinning it by hand or pouring water over it. Suggest that the children experiment with pouring water onto the wheels in different ways – slowly, quickly or all at once. Comment on what the children are doing. Say, "When you poured the water, you made the wheel spin. Can you make it spin faster? Or for a longer time?" **CP1.3a**



48-60 months

Pool Noodle Fun

Cut foam pool noodles into sections about three feet long and show the children how to use them to strike beach balls. They can hold the noodle like a hockey stick and hit the ball along the ground or they can use the noodle like a bat and hit the ball from a traffic-cone tee. Provide some targets and encourage the children to experiment to find the best way to hit the ball. **CP1.4a**

Marble Races

Provide cardboard tubes cut in half lengthwise, and marbles. Show the children how to place a marble in the tube and tip it to make the marble roll out. Encourage observations and comparisons. Ask, "What happened to your marble when you tipped the tube even more?" **CP1.4a**



★ BRIGHT IDEA

For children who have difficulty manipulating and balancing small objects, use ping-pong balls and larger tubes from large gift wrap rolls.

CP1 #151

24-60 months

domain: cognitive development and general knowledge

sub-domain: **cognitive processes**

Strand: **THINKING SKILLS**

Standard: **CP1 – The child will demonstrate awareness of cause and effect.**



24-36 months

CP1.2b

Asks simple questions to try to understand.

Two-year-olds will begin to ask simple “why” questions, usually based on requests from parents or teachers. If they hear “Time to go inside,” they may respond with “Why?” They are trying to understand the reasons behind actions.



36-48 months

CP1.3b

Expresses beginning understanding of reasoning skills.

Three-year-olds show an increased understanding as to “why” events occur. They can respond to simple questions concerning cause and effect, although their reasoning may be faulty. “Why is the kitty meowing?” “Cause she wants her mommy.”



48-60 months

CP1.4b

Explains why simple events occur using reasoning skills.

Four-year-olds can answer “why” questions in some detail. They often give long explanations about actions leading up to an event. For example, they might explain how they made a long chain to reach from one side of the table to the other. “First we hooked the blue ones together but they weren’t long enough so then Amy said to use the red ones and we did and they reached.”

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

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CP1 – The child will demonstrate awareness of cause and effect.



24-36 months

What's Inside?

You will need several plastic eggs in different colors. Give each child an egg and sing this song to the tune of "Who's Afraid of the Big, Bad Wolf?" Encourage the children to sing along with you:

What's inside the yellow egg?

The yellow egg?

The yellow egg?

What's inside the yellow egg?

Open it and see! **CP1.2b**

I Wonder Why

Read *Why?: The Best-Ever Question and Answer Book About Nature, Science and the World Around You* by Catherine Ripley. This book is full of questions kids ask such as, "Why do cows moo? Why is soap slippery? Why do some people use a wheelchair?" Use examples in the book to encourage the children to come up with their own questions. Model for them by saying, "Sometimes I wonder why..." **CP1.2b**

Toy Inspector

Provide toys that have wheels or doors or that move in some way. Give children magnifying glasses and pretend tools. Place the items on a table and encourage the children to explore how the toys move, open or make sounds. Ask questions to expand reasoning such as, "What do you think makes the door open?" **CP1.2b**



36-48 months

How's the Weather?

Discuss daily changes in the weather and how the children's routines might change depending on the weather. For example, if it is raining, ask, "What special things do we use when it's raining?" Raincoat, boots, umbrella? Yes, if it's raining, we use our umbrella." If it's cold, ask, "Will we need to turn on a heater today? Why?" **CP1.3b**

Growing a Plant

Choose seeds that sprout quickly, like beans or peas, and plant the seeds with the children. Place the plant in a sunny window and have the children help water it regularly. Observe the plant as it grows. Take pictures of the changes in the plant every week and/or have the children draw pictures of the plant to display. Encourage the children to think about how the plant grows. Talk about why the plant needs water and sunlight. Say things like, "We are watering the plant so it will grow." Ask questions like, "Why did we put the plant in the sunshine?" **CP1.3b**

Pigeon Needs a Bath

Read *The Pigeon Needs a Bath* by Mo Willems. Ask questions about the story. "Look at this picture of Pigeon. Do you think he needs a bath? Why do you think that?" or "Pigeon doesn't want to take a bath. What would you tell him about why he should take a bath?" After reading the story several times, have the children draw pictures of Pigeon taking a bath. Record their responses to, "Pigeon should take a bath because..." **CP1.3b**



48-60 months

Sand Castles

Designate an area of the sandbox for this activity or fill an outdoor sensory table with sand. Provide different sizes of clean containers such as yogurt cups, margarine tubs or small milk cartons with the tops cut off. Also provide a bucket of water and some scoops. Show the children how to pack the sand in the container and quickly turn it over to make a "castle." Experiment with adding water to the sand. How does it affect the castles? What happens if you make the sand too wet? What happens if you pour the water in before you dump the sand out? What happens if you pour the water on top? **CP1.4b**

Tell Me Why

Bring in a variety of items that are broken or empty that the children can use to tell some cause and effect stories – for example, an empty water bottle, a sock with a hole in it, a broken toy, an empty box of cookies. One child picks an item from the basket and tells why it is broken or empty using the word "because."

Child A: "It's empty because someone drank it." Increase understanding of cause and effect by asking follow-up questions of other children in order around the table.

Teacher: "Why did someone drink it?"

Child B: "Because they were thirsty."

Teacher: "Why was the person thirsty?"

Child C: "Because they were playing outside."

And so on. **CP1.4b**

CP1 #152

24-60 months

domain: cognitive development and general knowledge

sub-domain: **cognitive processes**

Strand: **THINKING SKILLS**

Standard: **CP1 – The child will demonstrate awareness of cause and effect.**



24-36 months

**NO
INDICATOR**



36-48 months

**NO
INDICATOR**



48-60 months

CP1.4c

Draws conclusions based on facts and evidence.

Not only can four-year-olds explain why events happen, they can draw conclusions from their observations. They are learning that cause and effect can be a basis for prediction.

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48-60 months

Will It Float?

After the children have had some experience with sink and float activities, set up the following experiment. Fill a clear container halfway with water, another with vegetable oil and a third with corn syrup. Plastic test tubes are ideal for this purpose. Provide a variety of items to test: paper clips, small rocks, pieces of craft foam and pennies are good choices. The children drop the same item in each of the three test tubes and describe what happens. Why does one item sink in the water but float on the corn syrup? Do any items sink in all three? **CP1.4c**

Will It Melt?

Have the children experiment with dropping cold water and warm water onto ice cubes and observe the results. Ask them to summarize what happens in each case. Then encourage them to predict what will happen if they use ice water. Ask, "How do you know?" **CP1.4c**

Will It Overflow?

Fill a plastic bucket about three-fourths full of water. Provide a selection of rocks for the children to drop into the water. As they drop them in one by one, encourage them to notice what is happening to the water level. Ask them to predict what might happen if they keep adding rocks. Encourage them to predict when the water will overflow the bucket. Will it be with this rock? Or the next one? Or the one after that? **CP1.4c**

Will It Absorb?

Provide each child with an egg carton. Place small items in each section, such as a button, a bottle cap, a cotton ball and a piece of sponge. Show the children how to add water to each section with a dropper. Ask questions such as, "What happened to the water when you dropped it on the sponge? How about the button? What do you think will happen if you dropped water on this block? Why?" **CP1.4c**

TRANSITION TIP

Teach the language of cause and effect. When transitioning the children from one activity to another. Emphasize the words "if" and "then." Say, "IF you are wearing blue, THEN you may wash your hands."

TEACHER TIP

To encourage learning about cause and effect, teachers can provide open-ended materials that can be acted on in many ways. Read books that illustrate cause and effect and encourage experimentation.



CP2 #153

24-60 months

domain: cognitive development and general knowledge

sub-domain: **cognitive processes**

Strand: **THINKING SKILLS**

Standard: **CP2 – The child will use prior knowledge to build new knowledge.**



24-36 months

CP2.2a

Makes connections between objects and ideas.

Two-year-olds can connect familiar objects to ideas. They can use an object for multiple purposes. For example, they can use a cup to drink from or fill it with sand. They understand that goggles are used to protect your eyes or that a broom is used for sweeping.



36-48 months

CP2.3a

Uses objects as intended in new activities.

Three-year-olds understand that objects can be used in a variety of settings. They know that a broom can be used both outside and inside. They understand that chalk can be used on a chalkboard or on the sidewalk.



48-60 months

CP2.4a

Explains how to use objects in new situations.

Four-year-olds can verbalize how to use familiar objects in new and different ways. They may say things like “We can use the block to be the phone” or “We can use crayons if we don’t have watercolors.”

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CP2 – The child will use prior knowledge to build new knowledge.



24-36 months

Dance, Dance

Play music with a fast-paced beat and encourage the children to dance along! Say, “You heard the music playing and it made you want to dance!”

Play a song with a slower beat. Ask, “How does this music tell your body to move?” **CP2.2a**

Soak It Up

In a tub of water, place several items that absorb water – different sizes or colors of sponges, a washcloth, some large pom-poms. Encourage the children to soak them in the water and then squeeze the water out. Say, “All these things hold water. How can you get the water out? Right, you can squeeze the water back into the tub.” Monitor play carefully to make sure the children do not put objects in their mouths. **CP2.2a**



36-48 months

Tubes, Towers and Tunnels

Add cardboard tubes of different lengths and some masking tape to the block center. Encourage the children to use the tubes in a variety of ways. Show them how to use tape to attach the tubes to blocks or to each other. They can stack the tubes high or tape them to blocks to make towers. They can tape them end to end to make tunnels. **CP2.3a**



48-60 months

What Can We Use?

Throughout their play, encourage the children to use open-ended items in new ways, a blanket as a cape for example. As the children are playing in the block area, where they often build roads and play with cars and trucks, help them role play a car with a flat tire. Ask, “What should we do?” The children might say, “We should call a tow truck.” Respond, “That’s a great idea! But how should we call? We don’t have a phone here. Is there anything we could use as a phone?” Have the children look for an alternative to the phone, like a small unit block or a calculator from the math area. **CP2.3a**

Let’s Have Dinner

Set up a table with a tablecloth in the dramatic play area. Place a set of cups, plates and silverware on the table. Talk with the children about how they use forks and spoons at home. Model how to use them appropriately at the table. Discuss other ways to use forks and spoons in other play areas. For example, they could be used with play dough or paints in the art area or to dig in the sand table. **CP2.3a**

Outdoor Painting

Take a variety of paintbrushes outside. Provide water for the children to “paint” with. Encourage the children to paint on any available surface. **CP2.3a**

Bottle and Can Orchestra

Show the children a variety of objects, such as empty coffee containers, cardboard tubes from dry-cleaner pants hangers or empty bottles with a few beans inside. Ask them to brainstorm how these items could be used as instruments. Encourage them to add other items to the selection. Play some lively music and enjoy your homemade instruments. Take dictation for a class language experience chart; “If you don’t have a _____, you can use a _____ instead.” **CP2.4a**

Like a Brush

Before center time, explain that there are no brushes to use for painting. Show the children a variety of tools that will be available (straws, wooden ice cream spoons, craft sticks, sponges, clothespins or bath scrubbers) and encourage them to experiment with using them to paint. Once they have finished painting, have the children explain what materials they used and how they made them work like a brush. **CP2.4a**

Tab Counters

Provide a variety of real and found items for counting, sorting and patterning. Keys, shells, barrettes or buttons all help children connect to prior knowledge. Collect plastic date tabs from bread bags. Place them in a container along with pipe cleaners. Children can count or pattern the tabs as they string them on the pipe cleaners. Say to the children, “Think of other things to count.” Include their suggestions in the math area. **CP2.4a**

CP2 #154

24-60 months

domain: cognitive development and general knowledge

sub-domain: **cognitive processes**

Strand: **THINKING SKILLS**

Standard: **CP2 – The child will use prior knowledge to build new knowledge.**



24-36 months

CP2.2b

Demonstrates imitation skills, including imitation of peers.

Two-year-olds' abilities to imitate sounds and actions are increasing. They can follow along with simple activity records and eagerly copy the actions of their teachers or friends in games such as Follow the Leader.



36-48 months

CP2.3b

Uses observation and imitation to acquire knowledge.

Three-year-olds are growing in their observation and imitation skills. They learn by watching carefully and copying the actions of others. For example, they listen to the teacher say, "Time to go inside" and they copy other children as they run to line up.



48-60 months

CP2.4b

Uses observation and imitation to transfer knowledge to new experiences.

Four-year-olds can transfer what they know to new experiences. They learn that sand will pour from one container to another in a steady stream and they can pour small gravel in the same way. They know how to respond to the "listen" signal from their teacher and can respond to a similar signal from another adult in the classroom.

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CP2 – The child will use prior knowledge to build new knowledge.



24-36 months

Follow the Leader

Model how to play Follow the Leader. Walk around the room and encourage the children to follow you in a line. Say, "Watch me and go where I go." Make it harder by adding actions. Clap your hands, wave or extend your arms to the sides.

Next, choose a child to be the leader and model following him/her with the other children. **CP2.2b**



36-48 months

Going to the Grocery Store

Place props throughout the classroom so the children can act out familiar roles such as being in a grocery store. Place baskets, shopping bags, a cash register and pretend food on a shelf.

Cut paper to represent money. Encourage the children to share their experiences with grocery shopping. They can pretend that they are a family member who is shopping. Assign one child to be a clerk and talk about what they see the clerk do at the grocery store. Help them role play the sequence of events. For example, the clerk greets customers, scans grocery items, puts them in a bag, asks you to pay, gives you a receipt. Model language they might hear, such as, "Cash or credit, Ma'am?" **CP2.3b**

Old MacDonald

While singing "Old MacDonald Had a Farm," have students imitate the motion and sound of the named animals. **CP2.3b**

Can You Do It?

Read *Head to Toe* by Eric Carle and point to the different animal actions illustrated on each page. Then read the book a second time and model the action for each animal. Say, "I am a monkey. I can swing my arms. Can you do it?" Encourage the children to respond, "I can do it," and swing their arms, copying your motions. The next time you read the book, choose several children to demonstrate the actions and have the rest of the class follow along. Add a variation by imitating sounds. Say, "I am a monkey and I go 'oooh-oooh-oooh-oooh!' Can you do it?" **CP2.3b**



TEACHER TIP

Sing songs requiring the children to imitate your movements and the sounds you make. Some examples are "Tooty Ta," "We're Going on a Bear Hunt," "Old MacDonald Had a Farm," "The Wheels on The Bus" and "Oh, Mr. Sun."



48-60 months

Blocks, Blocks

Provide a large variety of blocks (cardboard, juice boxes, foam) and change them regularly throughout the year. As new blocks are introduced, talk with the children about how they are the same and different from other blocks and how they might be used in different ways. For example, cardboard blocks are lighter than wooden blocks, so you could build taller structures. But they don't hook together like LEGO® DUPLO®, so you have to balance them.

CP2.4b

Bag of Books

To encourage children to make connections and use prior knowledge, organize some books around themes. Place three to five books with a common subject into large zipper bags and take them outside. Provide a blanket for sitting and reading. National Geographic's *Little Kids First Big Book of Dinosaurs* by Catherine Hughes; *Dinosaur Dig* by Penny Dale and *Digging Up Dinosaurs* by Alike are all good choices for a dinosaur theme. Add some plastic dinosaurs and digging tools to the sandbox so that the children can transfer what they see in the books to a hands-on experience. **CP2.4b**



CP2 #155

24-60 months

domain: cognitive development and general knowledge

sub-domain: **cognitive processes**

Strand: **THINKING SKILLS**

Standard: **CP2 – The child will use prior knowledge to build new knowledge.**



24-36 months

CP2.2c

Understands that familiar objects and people do not change when child is separated from them.

Two-year-olds can understand that being away from an object or person does not cause it to change. Examples: "Mommy is still Mommy when she returns from work to pick me up." "My favorite toy is still in the classroom each time I come back."



36-48 months

CP2.3c

Identifies familiar objects and people in new situations.

Three-year-olds can remember objects and familiar people even in unfamiliar surroundings. They may eagerly call out "hello" to their teachers when they spot them in the grocery store or recognize their favorite toy on the shelf in the toy store.



48-60 months

CP2.4c

Uses information gained about familiar objects and people, and can apply it to a new situation.

Four-year-olds can use what they know about objects and people to determine how to act in new situations. For example, they will use information about circle time in their classroom to help them know how to sit for story time at the library. They will eagerly use new writing materials or manipulatives in appropriate ways.

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CP2 – The child will use prior knowledge to build new knowledge.



24-36 months

We Miss You Cards

When a classmate or a teacher is absent, encourage the children to draw pictures or create cards for their friend. Say, "Juanita isn't here today, but I know she would like to see a picture you drew for her." Write the children's dictation on the picture. You could also sing this song to the tune of "The Farmer in the Dell":

*We wish her well,
We wish her well,
Juanita is not here today,
We wish her well.* **CP2.2c**



36-48 months

Who Uses This?

Gather several familiar items that can be easily related to specific tasks, people or occupations: a toy stethoscope, a whisk, a computer keyboard, a flashlight, a hammer or a toothbrush. Show the children the items one at a time and ask, "Who uses this?" The children will have various responses depending on their background and experience. For example, when shown the whisk, some children might say, "Mommy uses that in the kitchen." Others might respond, "That's what they use on TV when they cook." **CP2.3c**



48-60 months

Fractured Fairy Tales

Use flannel-board characters for familiar stories. As you tell the story, substitute a different character for one that belongs. For example, instead of the spider, have one of the Three Little Pigs come sit beside Miss Muffet. Challenge the children to finish the story with the new character using their prior knowledge. Ask, "What did the pig say to Miss Muffet? Was she afraid of the pig? What happened next?" **CP2.4c**

Time to Line Up

Songs are great ways to help children access prior knowledge. Teach this song in large group and practice on the playground. Children will have a handy way to remember what to do when it's time to come inside. Sing this to the tune of "If You're Happy and You Know It":

*When you hear the teacher call, "time to line up"
When you hear the teacher call, "time to line up"
It's time to stop your play
And come over right away
When you hear the teacher call, "time to line up"*

*When you hear the teacher call, "time to line up"
When you hear the teacher call, "time to line up"
Pick up all the toys
And hurry girls and boys
When you hear the teacher call, "time to line up"*

CP2.4c

CP2 #156

24-60 months

domain: cognitive development and general knowledge

sub-domain: **cognitive processes**

Strand: **THINKING SKILLS**

Standard: **CP2 – The child will use prior knowledge to build new knowledge.**



24-36 months

CP2.2d

With adult prompting, uses clues to make predictions.

Two-year-olds can make simple predictions following clues given by an adult.



36-48 months

CP2.3d

Uses clues and sequence of events to infer and predict what will happen next.

Three-year-olds can use clues to predict what will happen next. They can respond to questions from a teacher: "Look at the picture. The little boy has an umbrella. What do you think will happen? Why?"



48-60 months

CP2.4d

Makes, checks and verifies predictions.

Four-year-olds can make predictions, then carry out actions to check their thinking. They can decide on the outcomes of simple science activities or predict what will happen next in a story.

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CP2 – The child will use prior knowledge to build new knowledge.



24-36 months

Tasting Fruit

Cut an orange and a grapefruit into sections and encourage the children to taste each one. Describe it. Was it sweet? Sour? Pour a small amount of orange juice and grapefruit juice into clear cups. Ask the children to predict whether each juice will be sweet or sour. Ask, "How do you know?" Encourage them to sip the juice to test their prediction. **CP2.2d**

Box Play

Provide boxes of all sizes. Encourage the children to build things with the boxes or stack them inside each other. Guide the children by saying, "We can stack blocks. What happens if we stack boxes?" **CP2.2d**



36-48 months

What Comes Next?

Read *I Went Walking* by Sue Williams, pausing before turning each page to give clues about the next animal. After reading the phrase, "What did you see?" say things such as, "This animal is big and brown and you can ride on it." Have the children look carefully at the pictures to get a clue about the next animal. For example, on the page before the horse, you can see a tip of the tail. **CP2.3d**

Who Will Help Me Make the Bread?

Before reading the story of "The Little Red Hen," use a variety of props to spark the children's curiosity. For example, bring in a loaf of unsliced bread and ask, "Do you know how this bread is made? Let's read a story about a little red hen and find out." As you read the story, emphasize the sequence of events. Recap often by saying, for example, "First she planted the seeds, then she watered them. What did she do next?" The children should answer, "She harvested the wheat." Create pictures of the sequence. During small group time, ask the children to put the pictures in order. **CP2.3d**



48-60 months

I Think...Because

Read a story with a detailed illustration on the cover, such as *Louella Mae, She's Run Away*. Ask the children to predict what the story will be about, using the pictures on the cover as their justification. Ask, "Why do you think that?" The children should answer using the word "because." Create a chart with two columns, one for each child's prediction ("I think") and one for the justification "because....." **CP2.4d**

Bubble Snakes

After the children have experienced regular bubble blowing, try this wacky variation. Cut the bottom off of a sturdy plastic bottle, such as a juice or water bottle. Slip the cuff of a sock over the end and up to the top of the bottle, then tape it securely to the neck of the bottle. You can add a rubber band in the middle if desired. Make a bubble solution and dip the end of the sock into it. Add food coloring to make colored snakes; add several colors and you get rainbow snakes. Ask the children what will happen when they blow into the bottle. Be sure to ask them why they think this will happen. Record their predictions. Blow hard into the top of the bottle (don't suck in!) and watch the bubble snake form. Wow! **CP2.4d**

Pre and Post

Read a book relevant to an upcoming field trip. For example read *Show Me Your Teeth! A Visit to the Dentist!* by Christine Ricci. Chart what the children predict they will see on their upcoming field trip based on the story as well as on personal experiences. After the field trip, pull the chart from the pre-field-trip activity and discuss what was seen or not seen, based on their predictions from the story. **CP2.4d**

CP2 #157

24-60 months

domain: cognitive development and general knowledge

sub-domain: **cognitive processes**

Strand: **THINKING SKILLS**

Standard: **CP2 – The child will use prior knowledge to build new knowledge.**



24-36 months

CP2.2e

Discusses why things occur.

Two-year-olds may be able to talk about why things happen. They can decide that a girl in a picture is wearing a coat "because it is cold." They need simple, concrete examples and lots of modeling from their teacher to make the connection between the event and the cause.



36-48 months

CP2.3e

Discusses how new learning related to concrete objects is based on prior knowledge.

Three-year-olds are beginning to verbalize how new learning is related to something they already know. They may recognize characters from stories – "That's Pigeon! He was in the other book we read!" Or they can explain how they used the new art materials: "That's like chalk. We have that on the playground."



48-60 months

CP2.4e

Explains how an activity is built on or uses past knowledge.

Four-year-olds can use their knowledge, of math sorting skills for example, to move to the next skill. They can often explain how what they are doing is connected to prior knowledge. "I need to water the plant now. Miss Amy says plants need water to grow."

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CP2 – The child will use prior knowledge to build new knowledge.



24-36 months

Why Did That Happen?

Gather pictures of events such as a child putting on a coat or a dog barking. Look at the pictures with the children and ask, “Why do you think she is putting on a coat?” or “Why is the dog barking?”

CP2.2e

Baby Talk

Provide baby dolls and interact with the children and their dolls by asking questions and making comments. You might ask, “Oh, is your baby crying? Why is your baby crying? Do you think she’s hungry? If she’s hungry, what could you do?”

CP2.2e

Paper Towel Art

You will need liquid watercolor paints or water colored with food coloring, in two or three different colors. Place the colors in small containers and add spoons or droppers. Cover a tray with several layers of newspaper and then with a layer of paper towels. Show the children how to drop the paints onto the paper towels. Talk about the colors spreading and mixing together. Say, “We didn’t have any orange paint. I wonder where the orange color came from?”

CP2.2e

Feelings

Provide books, pictures or homemade picture cards of various facial expressions. Identify and discuss each feeling shown. Discuss why the individual in the picture may be feeling sad, happy, surprised, excited, scared or angry.

CP2.2e



36-48 months

Button and Snap

Read *Now I’m Big* by Karen Katz. Provide items to button and snap. Talk about learning to button. Ask, “Who showed you how to button? What do you have to remember to do when you button? When you were little, did someone else button for you? What are you learning to do now?” Talk about tying shoes or using zippers.

CP2.3e

Pasta Bracelets

Provide the children with uncooked, short pasta such as rigatoni. You can color the pasta with food coloring first, if desired. Also provide lengths of yarn. Tie one end of the yarn to one piece of pasta and show the children how to thread other pieces of pasta onto the yarn bracelet. Encourage them to talk about stringing other items. Ask, “How is this like when we string beads?” or “Remember when we made bird feeders with cereal? How is this the same?”

CP2.3e

★ BRIGHT IDEA

For a child who has difficulty manipulating small objects, tape the end of the yarn to allow for smoother threading. Additional support can be provided by starting the threading and encouraging the child to pull the yarn through the other side of the pasta.



48-60 months

Measure Up

Have the children measure objects or themselves using classroom materials such as links, cubes or markers. Compare this kind of measuring to using a ruler or measuring tape. Talk about how we measure time – in minutes or hours, with a clock or a watch. Ask the children to brainstorm other ways we could tell how long something takes. For example, how long does it take to walk to the cafeteria? Guide them to think of things such as, “We could count and see how high we count,” or “We could see how many times we can jump.” Discuss their ideas. Which ones seem most practical? Which ones would be hard to do? Choose a method and try it out.

CP2.4e

What’s in the Bag?

Secretly place an everyday item like a key, pen or spoon in a paper bag and give different clues to the children, who will then try to guess the item. You might say, “It is made out of wood. We keep it in the dramatic play area. We use it to stir lemonade. Do you have a guess?” Be sure to allow time between each clue for reflection. Start off with a set of very common objects, and later begin adding more unique items. You can do this activity indoors or outdoors.

CP2.4e

CP3 #158

24-60 months

domain: cognitive development and general knowledge

sub-domain: **cognitive processes**

Strand: **PROBLEM SOLVING**

Standard: **CP3 – The child will demonstrate problem-solving skills.**



24-36 months

CP3.2a

Experiments with familiar objects to solve problems.

Having lots of open-ended and hands-on materials encourages two-year-olds to experiment with different solutions to problems. They will turn a puzzle piece in different directions to see if it will fit or try alternate ways to position it. This exploration gives them many different strategies for solving problems.



36-48 months

CP3.3a

Demonstrates multiple uses for objects to solve problems.

Three-year-olds begin to show inventiveness and flexibility as they try to solve problems. They substitute one object for another, such as using a wooden spoon as a drumstick or wrapping a towel around their shoulders to make a superhero cape. This early representational thinking is an important developmental step.



48-60 months

CP3.4a

Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.

Four-year-olds are able to verbalize their solutions to problems. Teachers can ask simple questions about how to use different materials to solve problems or create something to help them with this type of thinking.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 36-48 months skill, guide him/her in mastering the 24-36 months skill on the left.
- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

CP3 – The child will demonstrate problem-solving skills.



24-36 months

Sandbox Scoopers

Remove typical sandbox toys like shovels and rakes and replace them with spoons and paper towel rolls. Encourage the children to use the new tools to scoop and dig in the sand. **CP3.2a**

Chopsticks and Noodles

Under close supervision, provide wooden chopsticks and a bowl holding cut pieces of yarn. Demonstrate how to pick up the “noodles” using the chopsticks, then encourage the child to use them to attempt to pick up the “noodles.” **CP3.2a**

Using Tongs

Place a bowl and items such as a LEGO®, a large bottle cap, a rock, a shell or a clothespin on a tray. Give a child kitchen tongs and demonstrate how they work. Encourage him/her to pick up the items with the tongs and place them in the bowl. Have the children take turns. **CP3.2a**



TEACHER TIP

It's tempting to jump in and solve problems for the children, but resist the urge. It's better to offer encouragement and verbal support. Give suggestions or ask questions to focus the child on a specific part of the problem. For example, as a child is trying to fit pieces in a puzzle, you might say, “I see the dog's tail,” or “Where should it go?”



36-48 months

We Need More Cars!

Encourage the children to find multiple uses for objects. For example, in the block area, if the children need more cars, help them brainstorm by asking, “What else can we use as a car?” Small blocks, LEGO®s or a cereal box from dramatic play are some ideas. The children may create structures in various ways as well. If the children want to have a train station, help them make it out of objects or materials in the classroom. Ask, “What could you use for the station house? How about the train tracks? Will you need tickets?” Provide lots of open-ended materials such as cardboard boxes and tubes. **CP3.3a**

Toy Shop

Provide recyclable materials such as plastic bottles and lids, boxes, cardboard tubes or straws. Encourage the children to make their own toys. If a child wants to make a car, ask things such as, “Will you have a seat in your car?” or “What could you use to make the wheels?” **CP3.3a**

★ BRIGHT IDEA

For children who have difficulty following multi-step directions, draw pictures for each step involved in making the creation. Encourage the child to complete one step of the creation process such as painting the wheels for a fire truck.



48-60 months

Remember the Place

During a read-aloud, introduce the problem of holding a place in the book until you can resume reading. Display items such as a ribbon, a paper clip or a sticky note. Ask the children to think of ways to use the items to mark the place. **CP3.4a**

I Want a Dog

Read *I Want a Dog* by Helga Bansch. Pause part way through reading to discuss the little girl's problem and brainstorm ways she might solve it. Finish reading to discover what she did. Discuss why it was a good solution. **CP3.4a**

There's a Hole in the Bucket

Cut a small hole about the size of a quarter in a plastic bucket and challenge the children to fix the bucket so it will hold water. They must use natural items found on the playground or ones that you have brought in – leaves, soil, rocks or sticks. Encourage them to experiment with different ways to plug the hole. **CP3.4a**

Hula-Hoop Challenge

Have four to six children stand in a circle holding hands. One pair lets go for a moment and you slip a hula-hoop on one child's arm. Now they link hands again. The hoop is between them and their arms are through the hoop. Explain the challenge: to get the hoop all the way around the circle and back to the starting point without letting go of anyone's hand. They must work together to figure out how to lift the hoop over their heads. **CP3.4a**

CP3 #159

24-60 months

domain: cognitive development and general knowledge

sub-domain: **cognitive processes**

Strand: **PROBLEM SOLVING**

Standard: **CP3 – The child will demonstrate problem-solving skills.**



24-36 months

CP3.2b

Tries several methods to solve a problem before asking for assistance.

Two-year-olds are becoming more independent at solving problems. They will try several things on their own before asking for assistance. They may reply, "Me do it" when asked if they need help.



36-48 months

CP3.3b

Tests different possibilities to determine the best solution to a problem.

Three-year-olds are able to ask questions to help them solve problems. They may explore several different possibilities before deciding on a solution. For example, a group of children using water on the playground fill up a bucket but realize it is too heavy to carry. They eventually decide to fill cups with water to get to the other area of the playground.



48-60 months

CP3.4b

Uses both familiar and new strategies to solve a problem.

Four-year-olds can use their prior knowledge to help them solve problems. They are aware that they may need to try several strategies before coming to a solution. They are able to use familiar strategies and are willing to try new ones.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 36-48 months skill, guide him/her in mastering the 24-36 months skill on the left.
- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.

CP3 – The child will demonstrate problem-solving skills.



24-36 months

Pom-Pom Eggs

Gather six to 12 extra-large pom-poms in different colors. Paint the inside of each section of a cardboard egg carton the same color as each of the pom-poms. Encourage the children to find the section of the carton that matches and put the pom-pom “eggs” in the carton. **CP3.2b**

Sand Hunt

Bury several small toys in the sand table. Provide a variety of tools such as spatulas, scoops and spoons so the children can dig and scoop the sand and retrieve the toys. Encourage the children to try different methods of digging and scooping. Narrate what they are doing. Say, “You’re using the spatula to dig. It’s scooping up lots of sand.” **CP3.2b**



36-48 months

Constructing Houses

Read “The Three Little Pigs” a few times until the children are familiar with the story. Introduce a new concept of houses by opening a suitcase full of straw, sticks and bricks. Encourage the children to explore the materials by touching, feeling, smelling and looking at them. Compare and contrast the materials used by the pigs. Discuss the characteristics of each type and how well it will withstand huffing and puffing. Explore other ways of building the strongest house that would give the most protection from the wolf. Extend the play and discussion to the block area while building houses with the materials. **CP3.3b**

Go Fish

Place a variety of objects in your water table or in individual tubs of water. Examples include small rocks, shells, plastic animals, bottle caps or large buttons. Make sure some items will float and others will sink. Tell the children they must retrieve the items from the water but they can’t use their hands. Give them a variety of tools, such as tongs, wooden spoons, magnet wands or pieces of sturdy cardboard, to try. Have them explain their choice of tool and how it worked or didn’t work. **CP3.3b**



48-60 months

Name the Shape

Create a grid with an organized array of different shapes in different colors. Make five columns, each a different color, and five rows, each a different shape. The red column will have a red circle, a red triangle, a red square, a red rectangle and a red trapezoid. The other columns will have the same shapes in a different color. To play, a player covers one space on the grid and challenges the other player to figure out what color and shape is hidden. If the hidden space is in the blue column and the triangle row, for example, then the blue triangle is hidden **CP3.4b**

Search and Find

Create search-and-find games by placing small objects on a poster board, then photographing the collection. Use buttons or other small math manipulatives, block people, vehicles or magnet letters. After printing the pictures, have the children challenge each other to find objects by giving clues. Say, “Find an item that’s round,” or “Find something you can ride in.” **CP3.4b**

Squishy Marble Run

You will need duct tape, a gallon-sized plastic bag, dish soap and a marble. Fold the duct tape, sticky side out, into six tubes that are about five inches long. Place the tubes a few inches apart in the bag to create a maze for the marble to travel through. Add dish soap and the marble to the bag. Have the children work to get the marble from one end of the bag to the other. **CP3.4b**

CP3 #160

24-60 months

domain: cognitive development and general knowledge

sub-domain: **cognitive processes**

Strand: **PROBLEM SOLVING**

Standard: **CP3 – The child will demonstrate problem-solving skills.**



24-36 months

**NO
INDICATOR**



36-48 months

**NO
INDICATOR**



48-60 months

CP3.4c

With adult guidance and questioning determines and evaluates solutions prior to attempting to solve a problem.

Four-year-olds can consider possible solutions to a problem and decide on the best choice. They can think about and discuss outcomes. Teachers can guide them in this process with careful questioning.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 36-48 months skill, guide him/her in mastering the 24-36 months skill on the left.
- 2) For a 36-month old child who has mastered the 36-48 months skill, introduce the 48-60 months skill on the right.



48-60 months

Why Do Apples Turn Brown?

Show the children an apple that has turned brown. Ask if that has ever happened to their apples. Tell them apples turn brown because oxygen in the air combines with iron in the cut apple to form iron oxides. Enzymes in the fruit make this process go faster. The oxidation process is also what causes metals to rust. The children will not understand this fully but you can still discuss it. Problem-solve ideas for keeping the apple from turning brown. Plan an experiment to test your theories, and use ideas the children come up with. Test the following ingredients to see which ones work best. Use the apple core as your control.

Honey (1 teaspoon honey mixed with 1 cup water)

Lemon juice (1 teaspoon juice mixed with 1 cup water)

Salt (½ teaspoon salt mixed with 1 cup water)

Vitamin C (1 tablet crushed and dissolved in 1 cup of water)

Lemon-lime soda

Carbonated water (bubbly water)

Tap water **CP3.4c**

What a Mess

Bring three or four puzzles that you previously mixed up, and present a problem to the children. Say, "Oh no, look what has happened! These puzzles are all mixed up and the class is not going to be able to put them together again. How can we solve this problem?" Let the children give several responses before working on sorting the puzzles back into their respective boxes. **CP3.4c**

Block Maze

Build a maze in the block center using various size blocks. Using toy cars, have the children move their cars from one end of the maze to the other. Time the children to see who can navigate the quickest. **CP3.4c**

Let's Talk

Give the children lengths of PVC pipe and a variety of connectors. Show them how you can talk into one end of a pipe and the person at the other end can hear you. Pose a problem. "Some times I am on one side of the playground and I need to talk to someone on the other side. How could we use these things to solve our problem?" Listen to suggestions and help the children work through potential obstacles by asking open-ended questions. "If we put the pipe across from the swings to the sandbox, then how would people ride on the tricycle path? What could we do instead?" Once a solution is decided on, help the children with the construction. Voila! A cross-playground phone system, ready to go! **CP3.4c**



Back and Forth

Gather an assortment of playground items that need to be taken in and out. Make the collection somewhat large and unwieldy with lots of balls, for example, or some new sand toys. Show the children several alternatives for carrying them back and forth such as with a small wagon, a large blanket, several small buckets or a backpack. Ask them to brainstorm the best way to solve the problem. Give them time to experiment with each of their proposed solutions. **CP3.4c**

★ BRIGHT IDEA

For a child who has difficulty with abstract concepts like problem solving, provide visual cue cards with the problems and solutions. Encourage the child to match a problem card to a solution card and try it out. When possible, pair children together to try different problem and solution combinations.





BRIGHT IDEAS PHYSICAL/MOTOR

The adaptations noted here help ensure that children with disabilities receive learning opportunities and experiences that support their unique needs.



Common Challenges	Environmental Adaptations	Daily Schedule or Materials Adaptations
Difficulty using small motor materials (pencils, markers, paintbrushes, manipulatives)	★ Be sure that table and chair heights are appropriate for the child's size so that they can focus on small motor tasks with less distraction.	★ Provide a variety of materials for different developmental levels. Examples of materials include chubby handle paintbrushes, larger crayons, markers and pencils as well as the thinner adult versions. Provide assistance to the children as needed using the least intrusive prompting required for the child to complete the task (example: hand-over-hand or hand-on-elbow assistance, or placing a material in their hand).
Difficulty stabilizing with one hand and using the other	★ Maintain proximity to assist the child with support as needed.	★ Adapt materials by stabilizing them (example: place paper on a clipboard, or tape it to the table). You can also stabilize objects using your hands or by placing the child's hand on the object and your hand gently over his/hers.
Difficulty accessing large motor play equipment (indoors or outdoors)	★ Check the play areas to ensure they are level to provide a more stable surface for walking, rolling in a wheelchair or crawling. Also check play areas to ensure that pathways are wide and free of debris and clutter. Make sure some activities can be accessed without climbing stairs or ladders.	★ Take a basket of play materials to the playground. The basket might include balls, chalk, books, dramatic play clothes or a small set of blocks.
Difficulty transitioning independently	★ Check pathways in the classroom to ensure they are wide and free of debris and clutter.	★ Provide activities for children during transitions that encourage them to work together with a partner or friend. For example, when transitioning from group time to outside, you might ask the children to think about what they will play, then share their plan with a friend and tell the group their plan before going to the door together.



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THINGS TO CONSIDER:

- ★ A child may have difficulty moving, coordinating and balancing but teachers can still structure nearly all play activities to compensate for physical difficulties.
- ★ The children with motor difficulties may need to participate from another perspective, such as crawling or using a wheelchair instead of walking.
- ★ Be sure that floor pathways are clear of debris and clutter.
- ★ Be sure that furniture is stable and heavy equipment is secured.
- ★ Expect to offer multiple experiences in order for children with motor difficulties to master a physical concept or skill.
- ★ Seek out support (with parental consent) from professionals with training in physical development.
- ★ With parental consent, consult with the child's therapists or physician to discuss individualized adaptations.
- ★ With parental consent, therapists supporting the child can help identify both high-tech and low-tech adaptations to assist with positioning or other difficulties that affect participation in physical activities.
- ★ Be aware of health and safety concerns.



BRIGHT IDEAS #2

24-60 months

BRIGHT IDEAS COGNITIVE

The adaptations noted here help ensure that children with disabilities receive learning opportunities and experiences that support their unique needs.



Common Challenges	Environmental Adaptations	Daily Schedule or Materials Adaptations
Difficulty making choices and playing with materials during center time	★ Rotate materials on a regular basis to maintain interest. Each rotation should contain materials on a variety of different developmental levels.	★ Be sure that materials are balanced between those that the children can use independently and those that may require support from a teacher to use as intended.
Difficulty sitting still and engaging in group time	★ Position the child so that they are near a teacher with a direct line of sight. Minimize visual and auditory distractions when possible (example: avoid placing the child in the path where people frequently enter/leave the group).	★ Be sure that group time is a developmentally appropriate length. Use visuals to indicate the activities included in group time (example: greeting, storytime and songs). The visuals can be posted and removed when each activity is complete.
Difficulty following simple directions	★ Simplify directions to one step at a time. Provide visual and/or auditory support as the child completes each step (example: "It's time to put your jacket on," "One arm in," "Two arms in," "Zip your jacket." Instead of "Put your jacket on.")	★ Provide more time for the child to complete a task. Knowing this child may require additional time, you may have him/her begin the task before the rest of the group to avoid the child becoming frustrated/distracted and to minimize wait time for the remainder of the class.
Difficulty transitioning from one activity to another independently	★ Provide visual and/or auditory reminders of transitions before they happen (example: "In five minutes we are cleaning up." "In two minutes we are cleaning up." "It's time to clean up {play clean-up song}").	★ Post a visual schedule at child's eye level. Refer the children to the schedule when it is time to move from one activity to another. Example: "We are all done with center time." (turn over center visual). "What happens next?" (point to next routine on schedule).
Difficulty answering simple questions	★ Get on the child's level and make eye contact. Simplify the question when necessary.	★ Provide additional time for the child to answer the question.



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THINGS TO CONSIDER:

- ★ The children differ in both the rate they gain knowledge and also in the way they remember and understand.
- ★ Always have materials of varying levels of difficulty accessible.
- ★ Have materials on hand that support a variety of learning styles – visual, auditory and tactile. These help enhance understanding and promote participation in activities that might have been difficult otherwise.
- ★ Some children may need increased opportunities to use concrete representations in order to grasp concepts.
- ★ Break complex concepts into smaller achievable steps and provide clear directions and verbal or physical prompts.
- ★ Provide many opportunities for repetition, practice and for applying new knowledge.
- ★ Seek out support (with parental consent) from professionals with training in cognitive/ neurological development, such as special educators and physicians.



 **BRIGHT IDEAS SOCIAL/EMOTIONAL**

The adaptations noted here help ensure that children with disabilities receive learning opportunities and experiences that support their unique needs.



Common Challenges	Environmental Adaptations	Daily Schedule or Materials Adaptations
Difficulty sitting still and engaging in group time	★ Provide a variety of seating options (example: chair, floor, cushion/ pillow, on bottom, on stomach, etc).	★ Be sure group time contains developmentally appropriate activities for a developmentally appropriate length of time.
Difficulty settling into a center and playing with materials (>5 minutes)	★ Clearly defined, organized centers with labels for materials. Consider adding visuals that show the children what they can do in a center (especially those that are open ended like dramatic play and blocks).	★ Be sure that the materials in each center are rotated consistently to maintain interest. Also be sure that each rotation contains a variety of materials of different developmental levels.
Difficulty playing with peers	★ Maintain proximity so that you can support the children as they interact with one another.	★ Provide materials that require turn taking and/or can be done with a partner (example: floor puzzles, play dough, simple games).
Difficulty controlling impulses (example: hitting, screaming, throwing)	★ Be sure that highly preferred centers are large enough to comfortably accommodate several children. Maintain proximity and support the child in interactions by modeling appropriate interactions, prompting him/her to try and giving positive feedback when he/she tries.	★ Create classroom rules (no more than five). Rules should be developed with the children and should be stated positively – telling the children what they should do. Review the rules daily and provide examples and non-examples. Acknowledge and provide positive feedback to the children when they follow the rules.
Difficulty calming down once becoming upset	★ Create a cozy/calming area with calming materials (example: books, mirror(s), soft pillows/cushions, blankets, etc.). Consider adding a visual reminder of how to calm down in this area (example: stop, take deep breaths, think of a solution). This area should never be used as punishment.	★ Teach calming techniques and practice them. Refer to them each day as the children encounter difficulty calming down. Consider a visual reminder of the calming technique you choose that the children can refer to with a teacher or independently.



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THINGS TO CONSIDER:

- ★ Many children acquire the majority of social-emotional skills through observation and practice.
- ★ There are concepts related to social-emotional competence that the children must be taught and given the opportunity to practice in order to become fluent. These include problem solving, emotional regulation (calming down, impulse control, etc.) and emotional literacy (labeling emotions appropriately).
- ★ Some of the children require repeated, intentional and explicit teaching to understand many social-emotional concepts.
- ★ Provide various opportunities for the children to practice social-emotional skills with adult guidance and support.
- ★ Resources for teaching practices that promote social-emotional competence can be found at www.csefel.vanderbilt.edu.
- ★ Seek out support (with parental consent) from professionals with training in social-emotional development, such as special educators, therapists and developmental pediatricians.





BRIGHT IDEAS SENSORY

The adaptations noted here help ensure that children with disabilities receive learning opportunities and experiences that support their unique needs.



Common Challenges	Environmental Adaptations	Daily Schedule or Materials Adaptations
Difficulty navigating the classroom environment (vision)	★ Be sure that pathways are unobstructed and consistent. When changes occur, help the children navigate through the changes.	★ Ensure that materials represent a variety of developmental levels. Keep in mind that the children should be able to access most materials independently.
Difficulty transitioning from one activity to another (vision or hearing)	★ Allow additional time to transition. Provide an individual advanced warning of a transition that might include referring to a visual schedule.	★ Provide auditory/visual transition warnings to the whole group (avoid blinking lights). An example of a transition warning might include, "In three minutes we will be cleaning up." When three minutes elapse, you might play a consistent clean-up song and say, "It is time to clean up."
Difficulty playing with peers (vision or hearing)	★ Maintain proximity so that you can support the children as they interact with one another in the classroom/outdoor environment.	★ Provide materials that encourage turn taking and partnership (example: simple games, floor puzzles, play dough).
Difficulty engaging with materials (vision or hearing)	★ Maintain proximity so that you can model appropriate play with materials by showing or providing assistance (example: hand-over-hand) as you explain what is happening.	★ Provide opportunities for child-directed play and exploration throughout the day. Provide a variety of materials and rotate those materials to maintain interest. Materials should cover a variety of developmental levels.
Difficulty communicating with peers (hearing)	★ Offer multiple modes of communication (visuals, gestures, etc.) and allow more response time. Maintain proximity so that you can model the communication between peers (example: "Johnny is reaching toward the block. It looks like he is asking for it. What can you say/do?").	★ Encourage all the children to use multiple modes of communication as they interact with one another (pictures, gestures, etc.)

THINGS TO CONSIDER:

- ★ Before making individualized adaptations to the environment or activities, seek out support (with parental consent) from professionals with training in vision and/or hearing development, such as ophthalmologists, physicians and teachers of children with sensory impairments.



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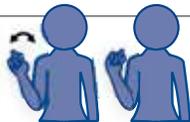
BRIGHT IDEAS LANGUAGE/COMMUNICATION

Common Challenges

Environmental Adaptations

Daily Schedule or Materials Adaptations

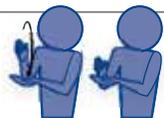
Difficulty expressing wants and needs	★ Label the areas and materials in the environment with pictures. Encourage the child to refer to the labels as appropriate if he/she is having difficulty communicating.	★ Use visuals and/or simple gestures to help the child communicate.
Difficulty playing with peers	★ Maintain proximity so that you can help to support interactions with peers through modeling and scaffolding.	★ Provide materials that encourage children to play together. Examples might include: simple games, floor puzzles, building with blocks, play dough, etc.
Difficulty participating in two-way conversations	★ Encourage a variety of communication modalities (gestures, pictures, etc.). Ask simple questions and provide additional time for responding.	★ Create opportunities for children to practice communicating with a partner. Examples might include: reading a story and asking questions, sharing an idea with a friend, etc.



Potty



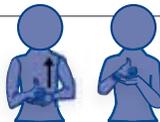
Eat



Stop



Play



Help

THINGS TO CONSIDER:

- ★ Language and communication fluency develop at different rates for all the children.
- ★ There are many variables that may impact a child's ability to communicate efficiently and effectively.
- ★ The children that have difficulty communicating are often frustrated and may display challenging behaviors.
- ★ By providing the children with as many modes to communicate as possible, you will increase their ability to get their needs/wants met.
- ★ This card contains a few high frequency signs/gestures that you may use in your classroom.
- ★ Before making individualized adaptations to the environment or activities, seek out support (with parental consent) from professionals with training in speech and language development such as speech language pathologists and physicians.

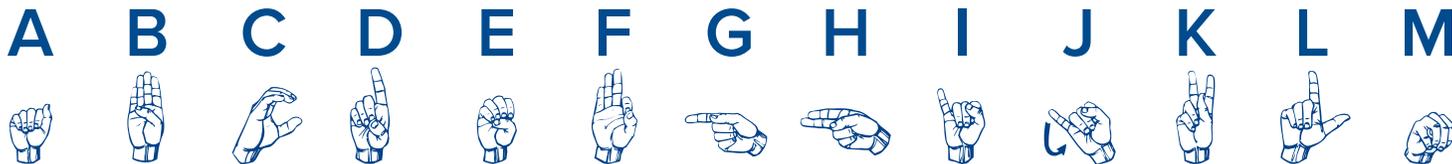


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 **BRIGHT IDEAS LANGUAGE/COMMUNICATION**

The adaptations noted here help ensure that children with disabilities receive learning opportunities and experiences that support their unique needs.

ALPHABET



NUMBERS

0



1



2



3



4



5



6



7



8



9



10



11



12



13



14



15



16



17



18



19



20



My Activities

Teacher Name: _____



choose your children's age range

choose the domain for your activity

Children's Age:



Domain:





use the spaces above and on the back to make note of activities you created that worked well with the children you teach

Children's Age:



Domain:





Permanent markers work best for writing on these cards

My Activities

Teacher Name: _____



choose your children's age range

choose the domain for your activity

Children's Age:



Domain:





use the spaces above and on the back to make note of activities you created that worked well with the children you teach

Children's Age:



Domain:





Permanent markers work best for writing on these cards

My Activities

Teacher Name: _____



choose your children's age range

Children's Age: 0-12 12-24 24-36 36-48 48-60

choose the domain for your activity

Domain: PDM SED APL CLL CD MA CD SS CD SC CD CR CD CP

use the spaces above and on the back to make note of activities you created that worked well with the children you teach

Children's Age: 0-12 12-24 24-36 36-48 48-60

Domain: PDM SED APL CLL CD MA CD SS CD SC CD CR CD CP

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My Activities

Teacher Name: _____



choose your children's age range

Children's Age: 0-12 12-24 24-36 36-48 48-60

choose the domain for your activity

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Children's Age:



Domain:





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Children's Age:



Domain:





Permanent markers work best for writing on these cards

My Activities

Teacher Name: _____



choose your children's age range

choose the domain for your activity

Children's Age:



Domain:





use the spaces above and on the back to make note of activities you created that worked well with the children you teach

Children's Age:



Domain:





Permanent markers work best for writing on these cards

My Activities

Teacher Name: _____



choose your children's age range

Children's Age: 0-12 12-24 24-36 36-48 48-60

choose the domain for your activity

Domain: PDM SED APL CLL CD MA CD SS CD SC CD CR CD CP

 use the spaces above and on the back to make note of activities you created that worked well with the children you teach

Children's Age: 0-12 12-24 24-36 36-48 48-60

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My Activities

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M			APL	Marble Run	44	MA	Mouse Shapes	108	APL	My Own Kickball	50
SED	Mad Jar	27	APL	Marble Run	48	MA	Move and Count	110	MA	My Own Numeral Line	92
CLL	Magic Microphone	62	MA	Masking Tape Art	98	CLL	Move Like a	56	CLL	My Picture, My Words	58
SED	Magic Microphone	18	CLL	Match Me	71	SC	Move!	137	PDM	My Plate	8
CLL	Magic Pointer	80	SED	Match My Handprint	35	CR	Mr. Brown Can Moo	143	CR	My Rainbow	143
APL	Magnet Bottle	47	MA	Math Card Match	89	SS	Mrs. Muddle's Holiday	115	CLL	My Sculpture	64
SC	Magnetic Sponge Art	126	MA	Math Hands	91	SC	Mud Kitchen	130	SED	My Space	38
CLL	Magnifier Fun	81	CLL	Math Talk	65	CLL	Mud Paint	84	APL	My Turn To Play	52
SED	Mail Carrier	30	SED	Me I Am!	19	CR	Mud Painting	142	APL	Mystery Box	43
PDM	Mail Truck	1	CLL	Mealtime Moments	55	MA	Muffin Tin Math	92	CLL	Mystery Letter Game	86
PDM	Mail, Mail, Mail	1	CLL	Meaningful Conversations	62	MA	Muffin Tin Math	97	MA	Mystery Number	88
SED	Main Squeeze	27	MA	Measure and Munch	100	SC	Mushy Jelly Beans	128	SED	Mystery Puzzle	20
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SED	Make a Card	37	SC	Melt Away	129	CR	Musical Artists	145	CLL	Name Dough	84
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			CLL	Mitten Flannel Story	62	SS	My Family	112	APL	Nature Café	39
			CLL	Mixed-Up Pictures	66	PDM	My Favorite Food	8			
			PDM	Mixing Colors	1	CLL	My First Day	69			

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MA	Nesting Boxes	111	SC	Nuts and Bolts	139	P					
SS	New and Old Things	122	PDM	Nuts and Bolts	16	CLL	Page Turner	80	PDM	Pea Pods	7
SED	New Endings	24	APL	Nuts and Bolts	39	SC	Paint Rollers	139	MA	Peas in a Pod	89
SED	Newspaper Dance	38	O			SC	Paint with Water	125	APL	Peeling Corn	42
PDM	Newspaper Dancing	10	MA	Object Match	106	CR	Painting Class	143	APL	Peg It	46
SED	No No Yes Yes	26	MA	Obstacle Course	105	SC	Paper Airplanes	137	SED	Pen Pal Letters	18
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SED	No Worries	23	PDM	Ocean Parfait	7	CR	Paper Mosaic	144	SC	Pet Vet Clinic	133
CLL	Nonsense Sentences	73	SED	Oh No, George!	28	MA	Paper Plate Dots	91	MA	Pete the Cat	87
PDM	Noodle Dough	1	SC	Oily Ice	127	SED	Paper Plate Feelings	23	MA	Pete's Buttons	95
APL	Noodle Fun	40	CP	Old MacDonald	154	PDM	Paper Plate Letters	16	CLL	Peter's Chair	59
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SED	Now Build This	20	SC	Oobleck	138	CP	Paper Towel Art	157	PDM	Pick It Up	17
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MA	Numeral Find	88	CLL	Outdoor Books	78	MA	Partner Match	89	APL	Picture Hang Up	43
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									CLL	Picture Pointing	79
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SC	Ping-Pong Launch	139	SC	Polar Bear Habitats	129	SED	Puppet Problems	36	SS	Recall Time	123
PDM	Pipe Cleaner Bracelets	17	PDM	Polar Ice	1	CLL	Puppet Tales	67	CLL	Recorded Voices	64
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CLL	Pirate Feelings	66	CP	Pom-Pom Eggs	159	PDM	Put Your Helmet On	4	APL	Red Light, Green Light	52
SED	Pitcher Pour	21	PDM	Pom-Pom Pick Up	15	APL	Puzzle Challenge	48	SC	Reduce	140
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APL	Planting Flowers	51	PDM	Pool Noodle Hockey	13	PDM	Q-tip® Painting	16	APL	Restaurant Prop Box	41
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CLL	Play House	62	SED	Portrait Gallery	18	PDM	Rabbit Hole	13	CR	Rhythmic Names	145
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PDM	Sand and Water Play	11	MA	Shape Bingo	107	CLL	Skidamarink	60	PDM	Step Aerobics	13
MA	Sand Babies	99	MA	Shape Books	108	SC	Sky Drawings	131	MA	Steps Around the Playground	95
CP	Sand Castles	151	MA	Shape Builders	108	SC	Slow and Steady	137	CLL	Stick Puppets	66
CP	Sand Hunt	159	MA	Shape Collage	107	PDM	Smell Collage	11	APL	Sticks To the Rescue	52
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CLL	Sand Trays	83	MA	Shape Match	103	MA	Snack Counters	89	SED	Stinky Face	32
CP	Sandbox Scoopers	158	MA	Shape Mural	107	SS	Snack Time	116	SC	Stomp and Clap	135
SED	Sardines	35	MA	Shape Partners	108	MA	Snacktime Patterns	104	PDM	Stomp the Bubbles	14
CLL	Say It, Build It, Write It	84	CR	Shape Surprise	144	CLL	Snipping Sentences	79	PDM	Stop	3
PDM	Scarf Dance	2	MA	Shape Talk	107	PDM	So You Think You Can Dance?	9	CLL	Stop and Go	81
APL	Scarf Dancing	45	SED	Share Chair	20	CP	Soak It Up	153	CLL	Story Bracelets	70
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SC	Science Lab	125	MA	Shoe Patterns	104	MA	Sorting Silverware	103	CLL	Story Symbols	68
CLL	Scooby Dooby Doo	55	MA	Shoe Store	100	PDM	Sound Shakers	11	PDM	Story Time	4
MA	Scoop and Guess	109	PDM	Shoe Turnover	16	MA	Sound Sorting	103	CLL	Storyboard	66
CP	Search and Find	159	CLL	Shopping Lists	86	CP	Soupy Sand	150	CP	Straw Painting	150
APL	Seashell Sensory Table Fun	44	MA	Show Me a Lot	90	SED	Space Bubble	38	CR	Streamer Dance	145
CLL	Secret Message	83	CR	Sidewalk Ice Painting	142	CLL	Speckled Frogs	71	CLL	Streamer Writing	86
PDM	Seed Art	17	PDM	Sign In Activity	17	CLL	Spelling Pictures	79	PDM	Street Crossing	3
SC	Seed Planting	127	CLL	Sign Your Work	83	MA	Spider on the Floor	105	CR	Stretchies	141
SC	Seeds Grow	128	APL	Silly Steps	56	SED	Sportsmanship	32	PDM	Stringing Beads	16
CLL	Sentence Strings	63	APL	Silly Ways of Walking	52	CP	Squishy Marble Run	159	MA	Subitizing Search	91
SC	Separating Rice	126	CLL	Simon Says	52	PDM	Squishy Swap	15	SS	Subway Sparrow	116
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			SC	Simple Machines	139	MA	Stacking Lids	111	SS	Sweep It Up	119
			CR	Singing Books	146	APL	Stamping Fun	39	CLL	Syllable Art	75
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T			SED	Tell a Teacher	33	CR	The Old, Grey Cat	146	CR	Tiny Teacher	148
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SED	Take Turns, Penguin	36	CLL	Text Me	86	APL	The Wheel Goes Round and Round	50	PDM	Toddler Yoga	1
CLL	Take Writing Outside	84	CLL	Texture Drawing	84	APL	There Was an Old Lady	53	PDM	Tong Time	16
CLL	Taking A Trip	64	PDM	Thank You Notes	17	CP	There's a Hole in the Bucket	158	MA	Tool Time	100
CR	Talent Show	148	CLL	Thank You Quilt	85	SS	These Are My Hands	114	PDM	Toothbrush Art	6
CLL	Talk About It	64	SS	That's Me	112	CLL	These Clothes	58	CLL	Tooty Ta	56
PDM	Talk Box	1	SED	That's My Play Dough	38	MA	The Bakery Shop	100	MA	Top Pick	96
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U			SS	Watering Plants	119	CLL	What Do You See?	57	MA	What's Your Number?	92
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CLL	Upside Down Reading	80	SC	We Like Veggies!	133	APL	What Floats?	39	CLL	Wheels On The Bus	59
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			CLL	Weekend with Beary	64	CLL	What Is Your Face Telling Me?	60	SS	Where Does This Go?	117
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